



An Roinn Oideachais
Department of Education

Action Plan to Support the Growth Phase of Cosán: the National Framework for Teachers' Learning

Action Plan to support the growth phase of Cosán: the national framework for Teachers' Learning

Cosán, which was published by the Teaching Council on 15th March 2016, is the name given to the national framework for teachers' learning. Cosán means pathway and this name was chosen to reflect the fact that teachers' learning is a journey. It marks the continuation of a journey that teachers undertake from Initial Teacher Education, through Induction via the Droichead model, and this professional learning should continue across the duration of a teacher's career.

Central to Cosán is a vision of teachers as professionals who are intrinsically motivated to take ownership of their professional learning and development. Through Cosán, the Teaching Council is seeking to foster a culture of professional learning based on teachers' active engagement in their own learning, for their benefit and that of their students. Key elements of Cosán are that of reflective practice and collaborating with other teachers. This Cosán action plan sets out the actions that the Department of Education proposes would be taken to support the growth phase of Cosán within the continuum of teacher education, taking account of existing supports, resources and structures that are already in place. It is noteworthy that the actions under each of the headings below (Short term actions and Medium term actions) will be progressed in parallel, and the position of each action in the table is not intended to suggest that any greater or lesser priority will be afforded to it than to any other action under that heading. The Department will continue its collaborative relationship with the Teaching Council in advancing this important work.

Short term actions (2021-2022):

Action No.	Action	Lead	Others
(a)	Q4 2021- Online Cosán action plan stakeholder consultation event	Joint Teaching Council (TC) & Department Event	
(b)	Further align the design of teachers' professional learning programmes with Cosán	Teacher Education Section(TES), TC	TES Support Services, Post Primary Languages Ireland (PPLI), National Council for Special Education (NCSE), Education Support Centres Ireland (ESCI)
(c)	Develop a webinar explaining what Cosán is and how it can support teachers.	TC	ESCI
(d)	Develop a series of interactive online Cosán workshops-	TC	ESCI
(e)	Continue to raise awareness of Cosán and promote engagement with the framework	TC, TES	
(f)	Further align relevant Inspectorate documentation with Cosán as documents are updated (such as LAOS)	Inspectorate	TES, TC
(g)	Support the development of Cosán through the work of Department of Education School Excellence Fund Clusters (DEIS, Digital, STEM, Step up, Creative).	TES, TC	Teacher Education - Digital Section, Social Inclusion Section, Inspectorate and other relevant sections

Medium term actions (2022-2023):

Action No.	Action	Lead	Others
(a)	Q2/Q3 2022 Implementation of Cosán action plan- Stakeholder Event	Joint TC & Department Event	
(b)	Continue to raise awareness of Cosán and promote engagement with the framework	TC, TES	
(c)	Further align the work of Teacher Professional Networks (TPN's), TL21 project, ESCI with Cosán	TES, TC	TPN's, ESCI, TL21 project
(d)	Engage with Higher Education Institutions (HEIs) to ensure consistency of message re Cosán and the building of reflective practice methodologies into Initial Teacher Education(ITE) and other programmes for teachers' professional learning	TES, TC	ITE providers
(e)	Further align Cosán with Droichead.	TES, TC	National Induction Program for Teachers (NIPT)
(f)	Support Treoraithe in using Cosán to guide and acknowledge their learning	TES, TC	ITE providers
(g)	Further align the work of Centre for School Leadership (CSL) with Cosán- ensure consistent message delivered to school leaders (including in postgraduate course for school leaders).	TES, TC	CSL, University College Dublin(UCD), University of Limerick(UL), National University of Ireland Galway(NUIG)
(h)	Liaise with Inspectorate to explore how teachers' learning, reflective practice, collaboration etc may continue to be reflected in school inspections and the SSE process, and in DEIS action planning where relevant.	TES, TC	Inspectorate
(i)	Encourage Boards of Management to play a role in acknowledging engagement in teachers' professional learning and providing practical supports.	TES	Management bodies, School Governance
(j)	Encourage School Leaders to acknowledge and support collaboration, reflective practice and authentic teacher engagement in ongoing professional learning.	TES	Management bodies, School Governance, CSL
(k)	Commence an examination of the potential ways in which time for reflective practice and collaborating with other teachers could be provided for.	TES	Teacher Terms & Conditions (TT&C), External Staff Relations (ESR), Unions, Management bodies, Curriculum and Assessment Policy (CAP)