

PROGRAMME

SENIOR CYCLE REVIEW: INTERNATIONAL PERSPECTIVES

CROKE PARK / FEBRUARY 20TH 2018

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PROGRAMME FOR THE DAY

- 9.30** **Registration**
Refreshments
- 10.00** **Welcome and Introduction**
John Hammond CEO, NCCA
- 10.15** **Research into upper secondary in other jurisdictions:
Considerations for Ireland**
Louise O'Reilly, EO NCCA
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- 10.35** **Curriculum reform from an Education change perspective**
Dr. Beatriz Pont, Senior Education Policy Analyst, OECD
- 11.25** **Round table reflection**
- 11.35** **Coffee break**
- 12.00** **Public involvement in curriculum reform of upper secondary education**
Jan van den Akker, Professor Emeritus of University of Twente and former
Director General of Netherlands Institute for Curriculum Development - SLO.
- 12.50** **Round table reflection**
- 13:00** **Q & A session**
- 13:30** **Next Steps: Beginning the discussion**
Barry Slattery, Director NCCA
- 13:45** **Lunch**

CEO WELCOME

John Hammond, CEO NCCA

A warm welcome to this conference on Senior Cycle Review: International Perspectives. It commences a very exciting and significant area of work for the NCCA on the review of senior cycle education. The review is timely, the last structural changes to this stage of education having taken place over twenty years ago. It can build on the significant developments ongoing at junior cycle and ensure continuity and coherence in this context. The review will offer those working in education and the general public an opportunity to contribute to building a shared vision for senior cycle, one from which the NCCA can shape a curriculum that genuinely meets the needs of all learners for years to come.



As it progresses, I'm sure the review will raise key areas for discussion about senior cycle – the aims and purposes of this stage of education, the strengths and weaknesses of the existing programmes, core learning experiences for a future senior cycle, key skills for senior cycle, assessment and reporting, flexible curriculum programmes and pathways for learning for all learners, the balance between school autonomy and prescription in the curriculum for senior cycle, and the sites for learning at senior cycle, to name but a few.

Today, we start by taking a step back and looking at international developments at this stage of education. We'll be assisted in this task by guest speakers from the OECD and The Netherlands, both of whom will reflect not only on developments underway or planned, but also on the ways in which reforms are planned and conducted in some countries to try to increase the potential for their successful introduction in schools and education systems. Today we'll also share the findings of commissioned research on International Developments in Upper Secondary Education and set out our approach to, and next steps in, the review of senior cycle education. That approach will place schools and other stakeholders at the centre of discussions about the kinds of developments needed. I hope you find the conference stimulating and encouraging and that it gives rise to further conversations in your schools, organisations and bodies in the coming year on the future of senior cycle education.

KEYNOTE SPEAKERS

Jan van den Akker

Jan van den Akker is an independent education advisor, specialising in curriculum research and consultancy.

He is Professor Emeritus at the University of Twente, where he headed the Department of Curriculum and held for many years a Chair on Curriculum Design and Implementation.

From 2005 till 2016 he served as Director General of SLO (Netherlands Institute for Curriculum Development), overseeing all curriculum development activities for both primary and secondary education.

Moreover, he served many years in the Board (including two years as President) of CIDREE (Consortium of Institutes for Development and Research of Education in Europe).

In 2017 he served as Visiting Professor (Fritz Karsen Chair) at the Professional School of Education, Humboldt University in Berlin.

Also, he is (as education expert) a member of the National UNESCO Committee and chairs the advisory board of ICO (Dutch Interuniversity Centre for Educational Research).

He has a broad international orientation, including visiting professorships at various foreign universities, supervision of many R&D projects in various continents (Europe, sub-Saharan Africa, Asia, Latin America), and consultancy activities for many countries and international organizations.

His main areas of expertise are: curriculum policy making; curriculum development, in interaction with teacher learning and school development; design and evaluation of curriculum materials; methodology of design research in education.



Dr. Beatriz Pont

Dr. Beatriz Pont has worked on education policy reforms internationally throughout her career. At the OECD Directorate for Education and Skills, she leads OECD countries schools policy and implementation reviews, working with individual countries such as Greece, Japan, Mexico, Norway, Sweden and the United Kingdom (Wales) in their school improvement reform efforts, and has particularly focused on school leadership, and equity and quality in education. She has published and presented internationally on these topics. She also teaches comparative education policy (MA) at the School of International Affairs, Sciences Po, Paris.



At OECD, she has launched and led a comparative series on education reforms - Education Policy Outlook, producing country profiles, a report Making Reforms Happen, and Reforms Finder data base. She also developed an organisation-wide research project on the political economy of reform. Previously, Beatriz was researcher on education and social policies in the Economic and Social Council of the Government of Spain and also worked for Andersen Consulting (Accenture).

Beatriz holds a PhD in Political Science from Universidad Complutense de Madrid, a Masters in International Relations from Columbia University, and a BA in political science from Pitzer College, California. She has been visiting researcher at the Laboratory for Interdisciplinary Evaluation of Public Policies (LIEPP, Science Po, Paris) and at the Institute of Social Sciences (Tokyo University). She is a member of the advisory board of the European Foundation Society and Education, Participación Educativa, EDUCAR and Save the Children Spain and the European Journal of Education. She has been awarded an Honorary Doctorate from Sheffield Hallam University.



An Chomhairle Náisiúnta Curaclaim agus Measúpachta
National Council for Curriculum and Assessment