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

Bunscoil
Primary

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Welcome to Leading Out Seminar 3

Participating in the event

- Microphones muted until discussion groups
- Please leave cameras on throughout
- Chat function/reactions can be used during the presentation
- Technical issues during the event: jhurley@h2.ie or through chat function privately
- Responding to questions throughout the event
- Accessibility

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Leading Out Seminar Series

Seminar 3 – Policy Alignment and Coherence

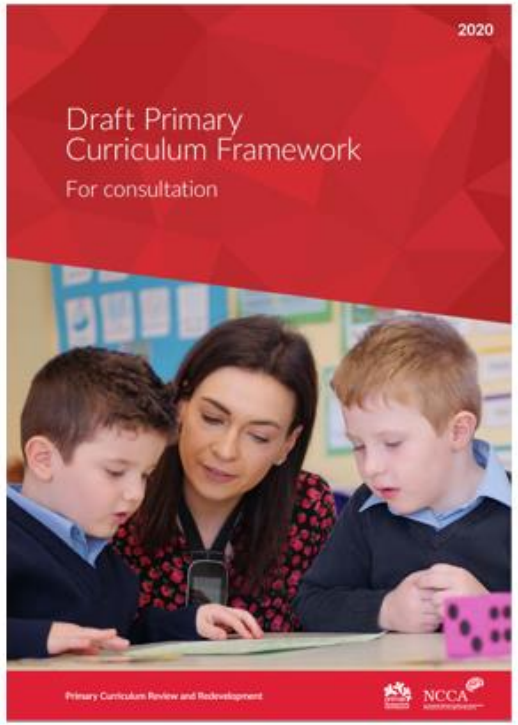
Overview of the day

LEADING OUT SEMINAR SERIES

SEMINAR 3 **#primarydevelopments**

09:20 - 9:30am	**Log in and registration**
9:30 - 9:40am	**Welcome and Outline of the Leading Out Seminar Series**
9:40 - 9:50am	**Policy Alignment and Coherence** Dr. Thomas Walsh, Maynooth University
9:50 - 10:25am	**Group discussion**
10:25 - 10:45am	**Feedback from groups**
10:45 - 11:05am	**Reflections from the Advisory Panel (Primary)** Prof. Louise Hayward, Glasgow University Prof. Jim Spillane, Northwestern University Prof. Dominic Wyse, University College London Dr. Thomas Walsh, Maynooth University
11:05 - 11:20am	**Group discussion**
11:20 - 11:30am	**Concluding remarks and next steps**

A reminder of why are we all here?



- Curriculum Vision
- Curriculum Principles
- Key Competencies
- Curriculum Areas and Subjects
- Time Allocations
- Curriculum Statements

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Policy Alignment and Coherence

Dr Thomas Walsh, Maynooth University

Policy Alignment and Coherence
The Irish Policy Landscape

NCCA Leading Out Seminar 3
October 2020

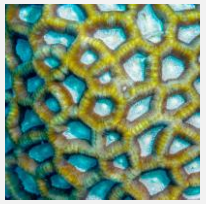
Dr. Thomas Walsh

Maynooth University

Thomas.walsh@mu.ie

Overview of the Presentation

Podcast: Key messages



Mapping the Irish education policy landscape

Discussion questions

Podcast: Key messages

Importance of planning for alignment and coherence

Recursive and dynamic relationship between policy as ‘text’ and ‘discourse’

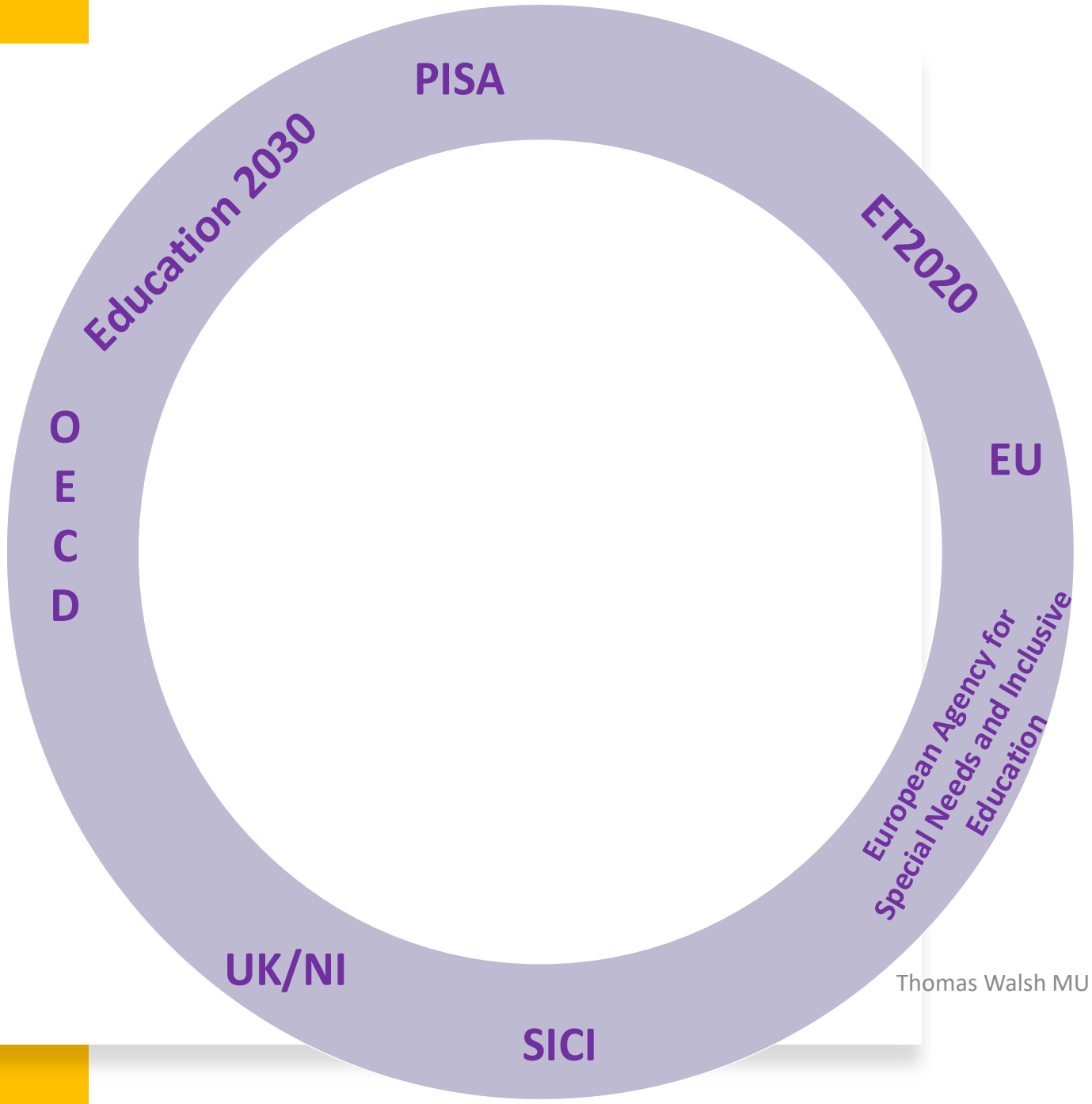
All stakeholders are involved in ‘crafting’ coherence in a competent system

The educational policy landscape is a complex ecosystem

Implications for curriculum redevelopment

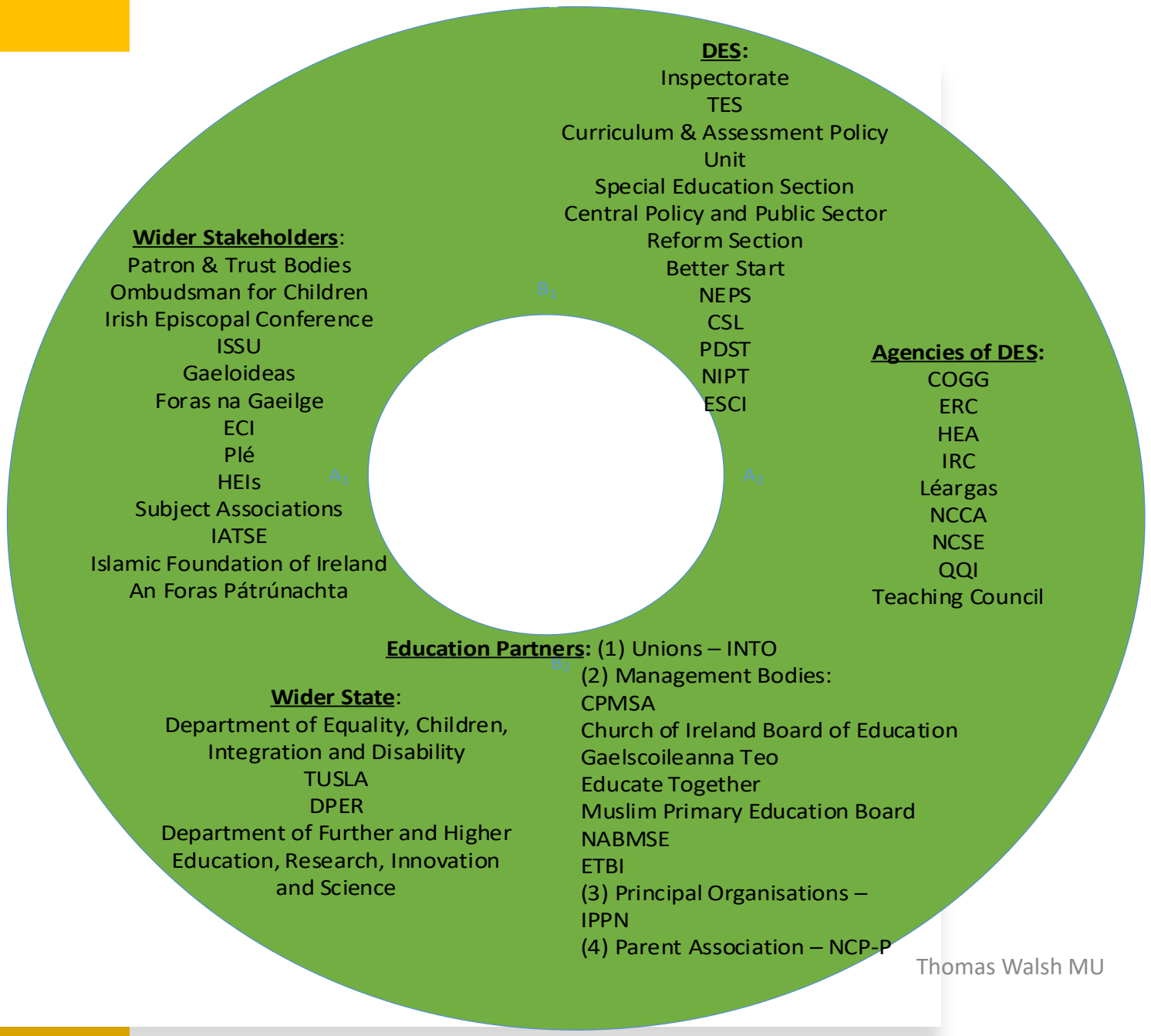
- What is the current structure of our policy landscape?
  - Supranational (international)
  - Macro (national)
  - Meso (regional)
  - Micro (school)

Supranational



Thomas Walsh MU

National



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Thomas Walsh MU

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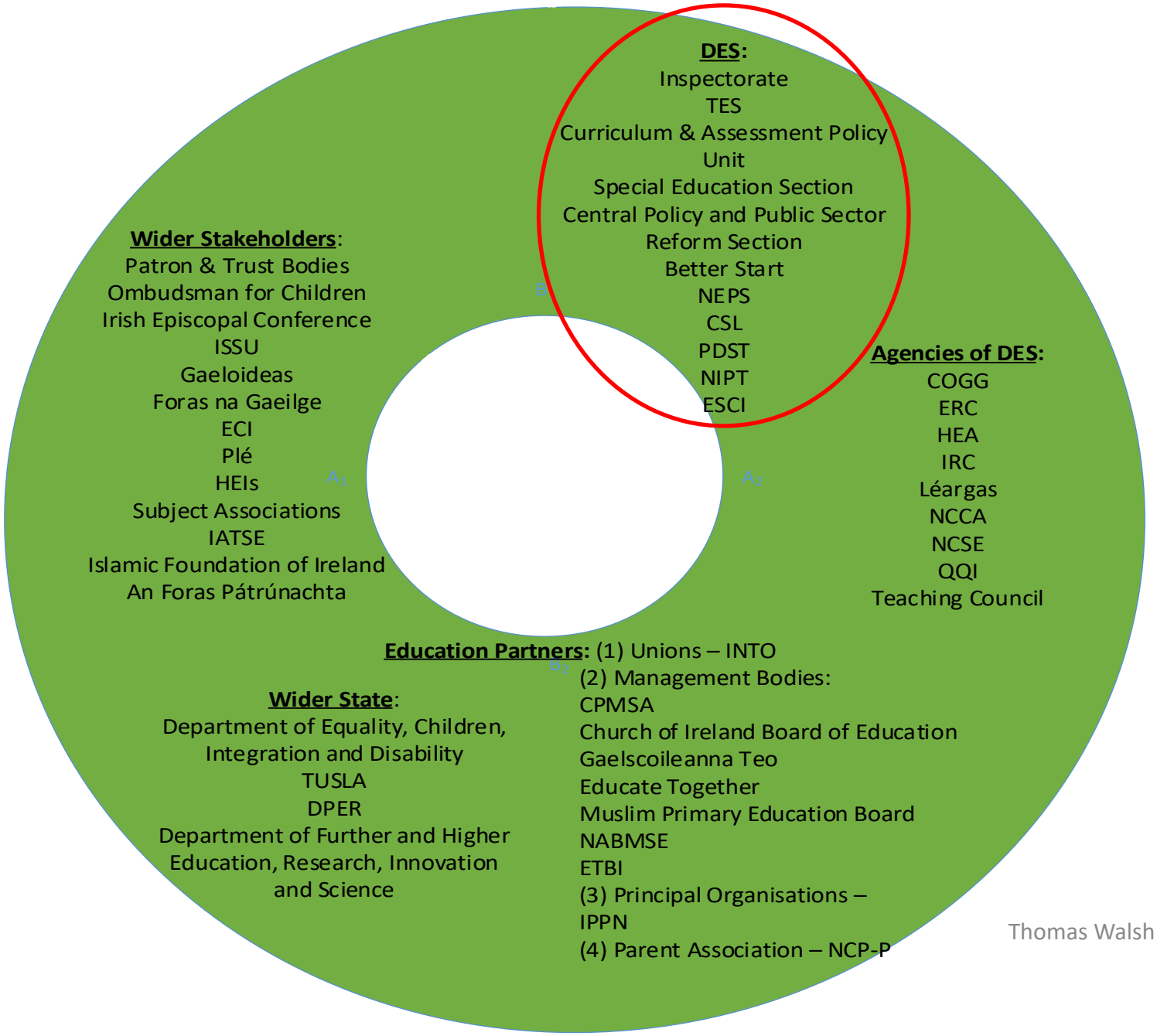
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Ombudsman for Children
Irish Episcopal Conference
ISSU
Gaeloideas
Foras na Gaeilge
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Islamic Foundation of Ireland
An Foras Pátrúnachta
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CPMSA
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Gaelscoileanna Teo
Educate Together
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Wider State:
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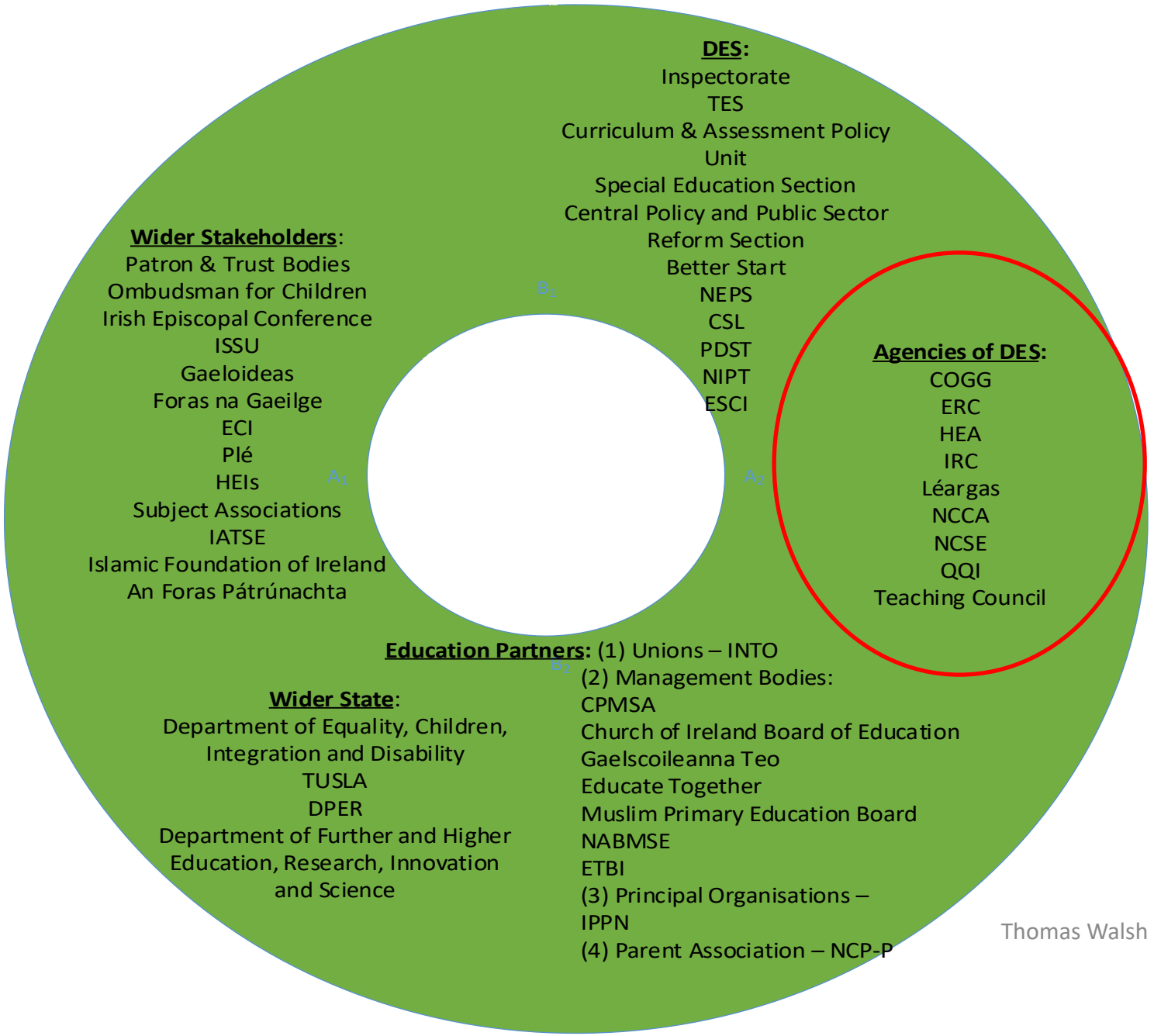

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Thomas Walsh MU

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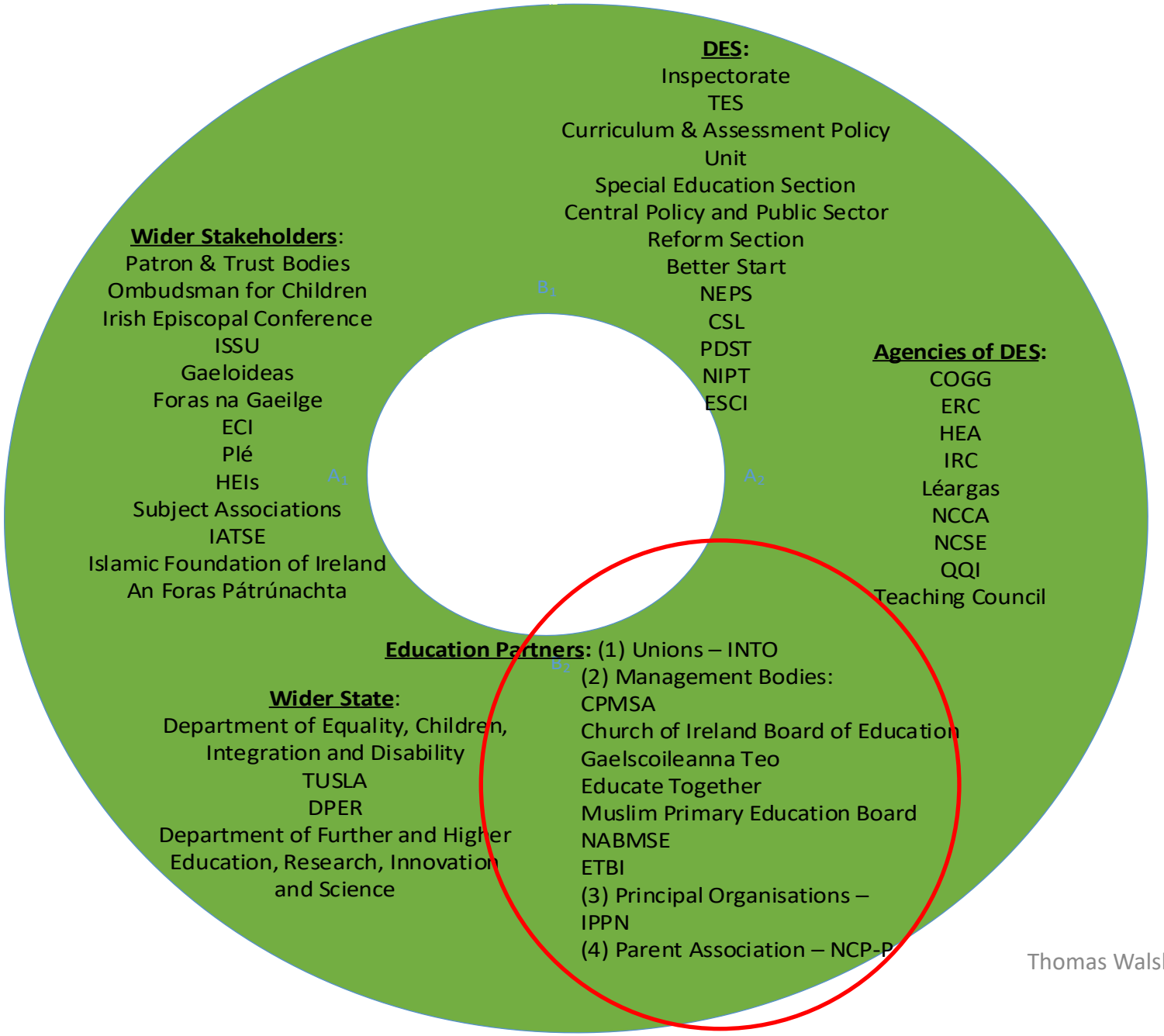
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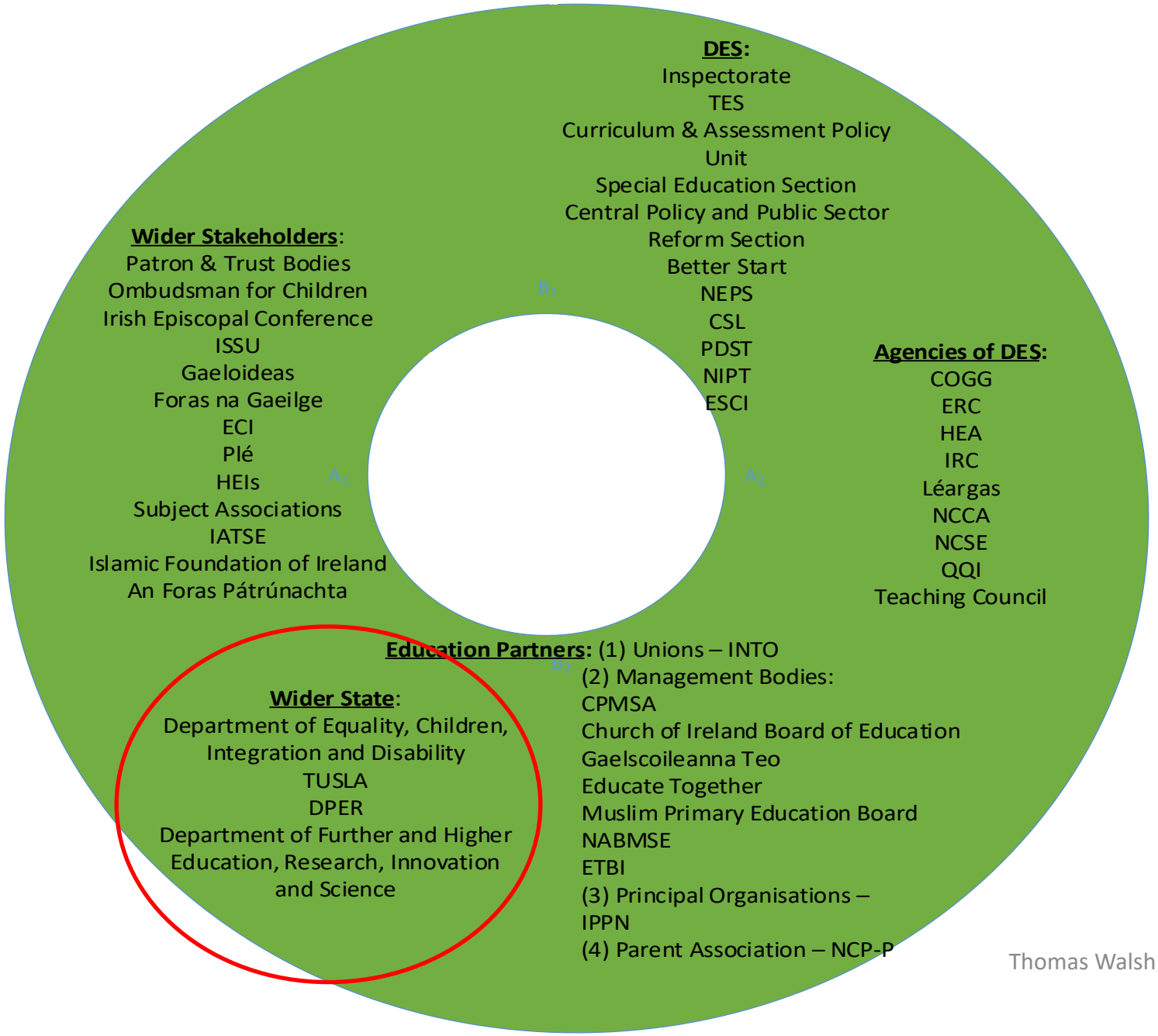
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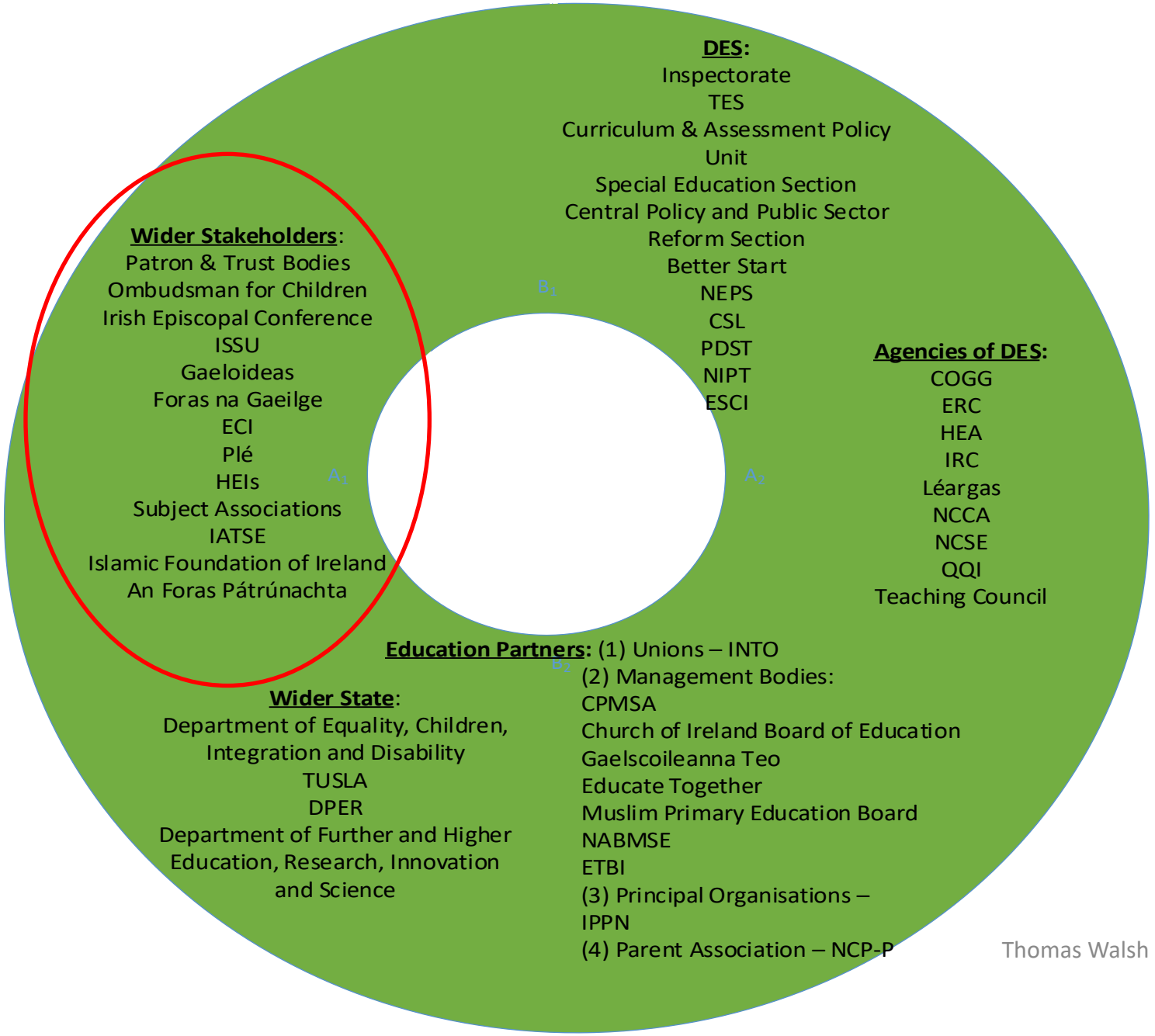
National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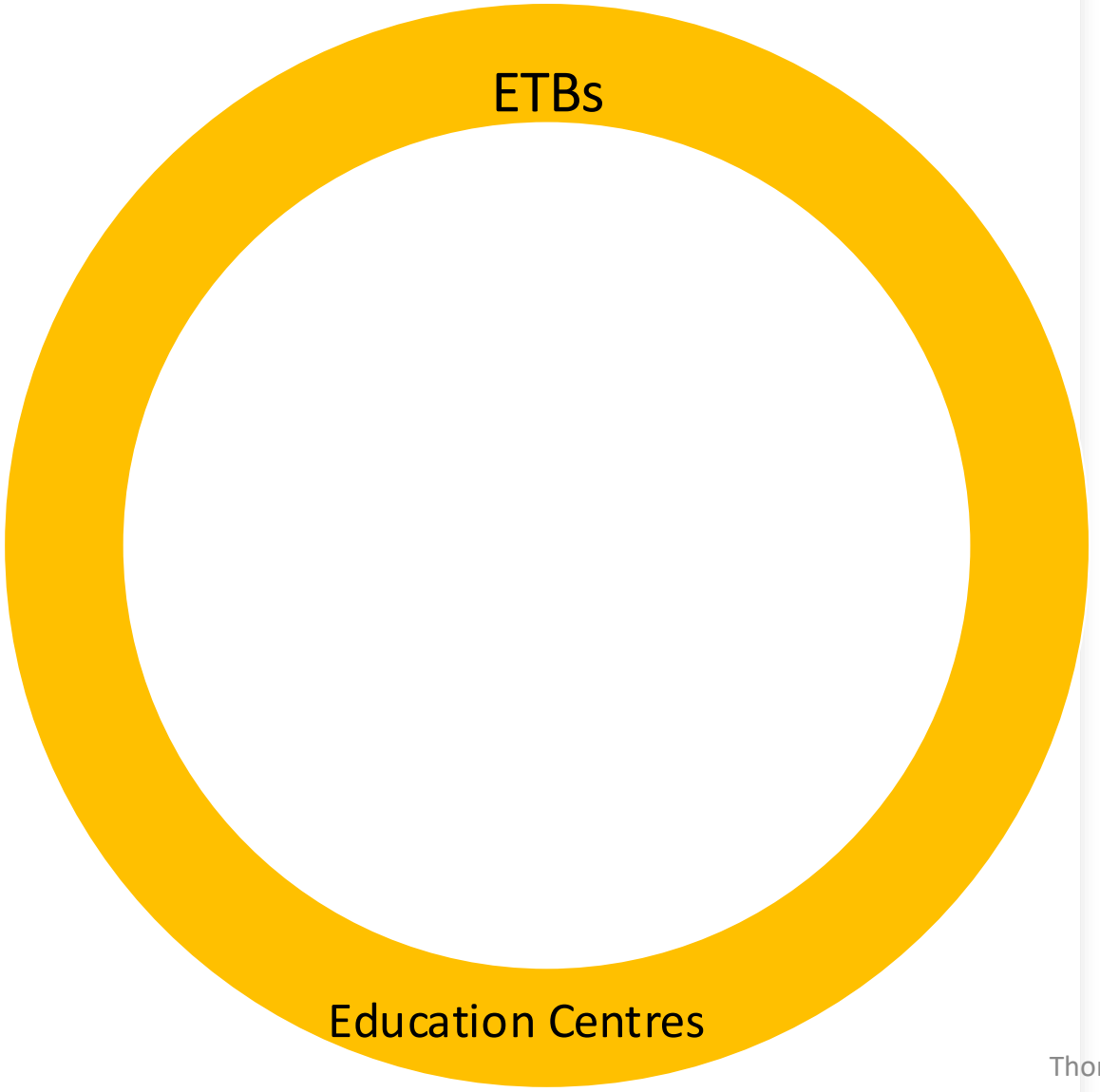
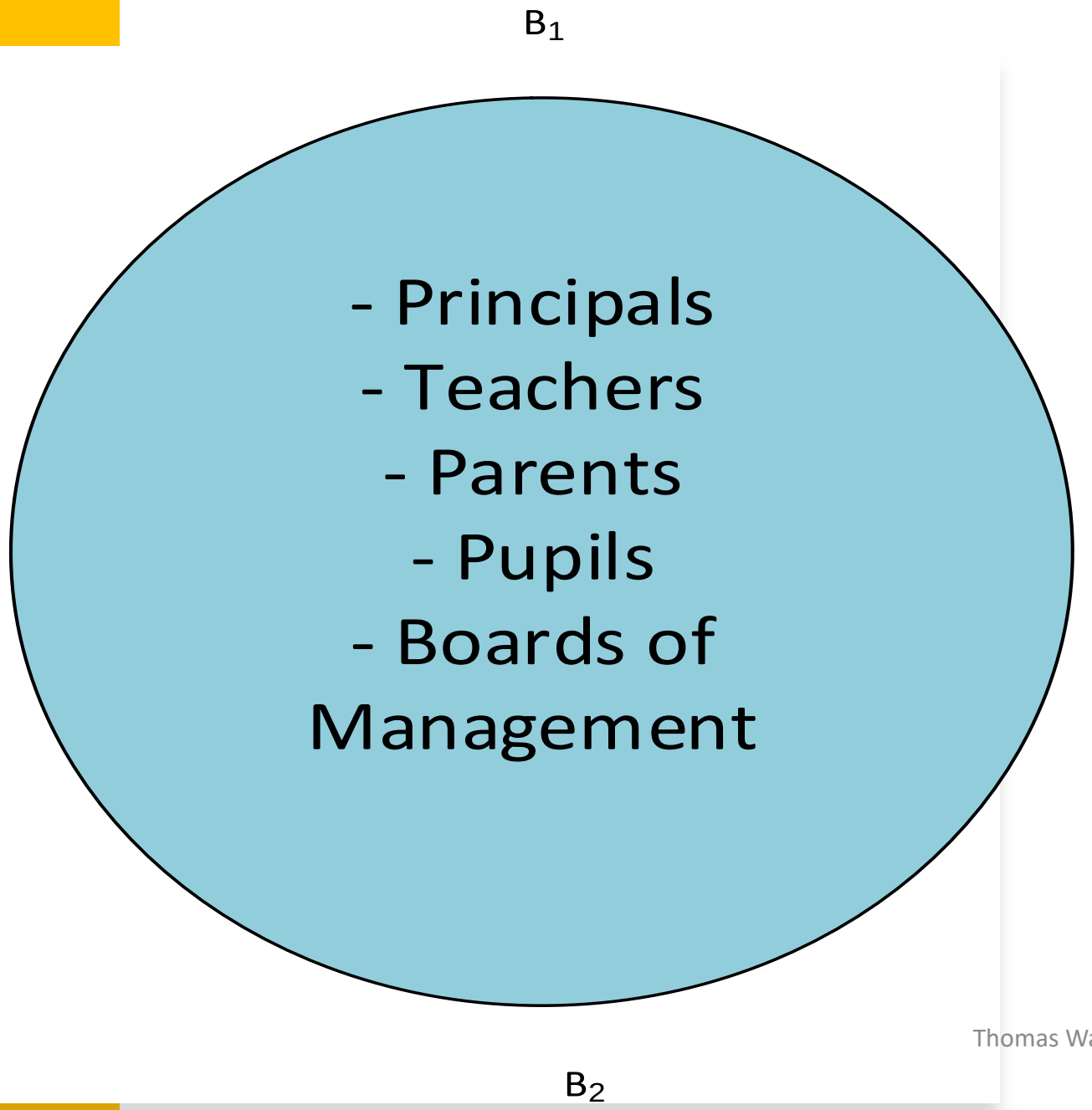
Regional



Thomas Walsh MU

School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- Principals
- Teachers
- Parents
- Pupils
- Boards of Management
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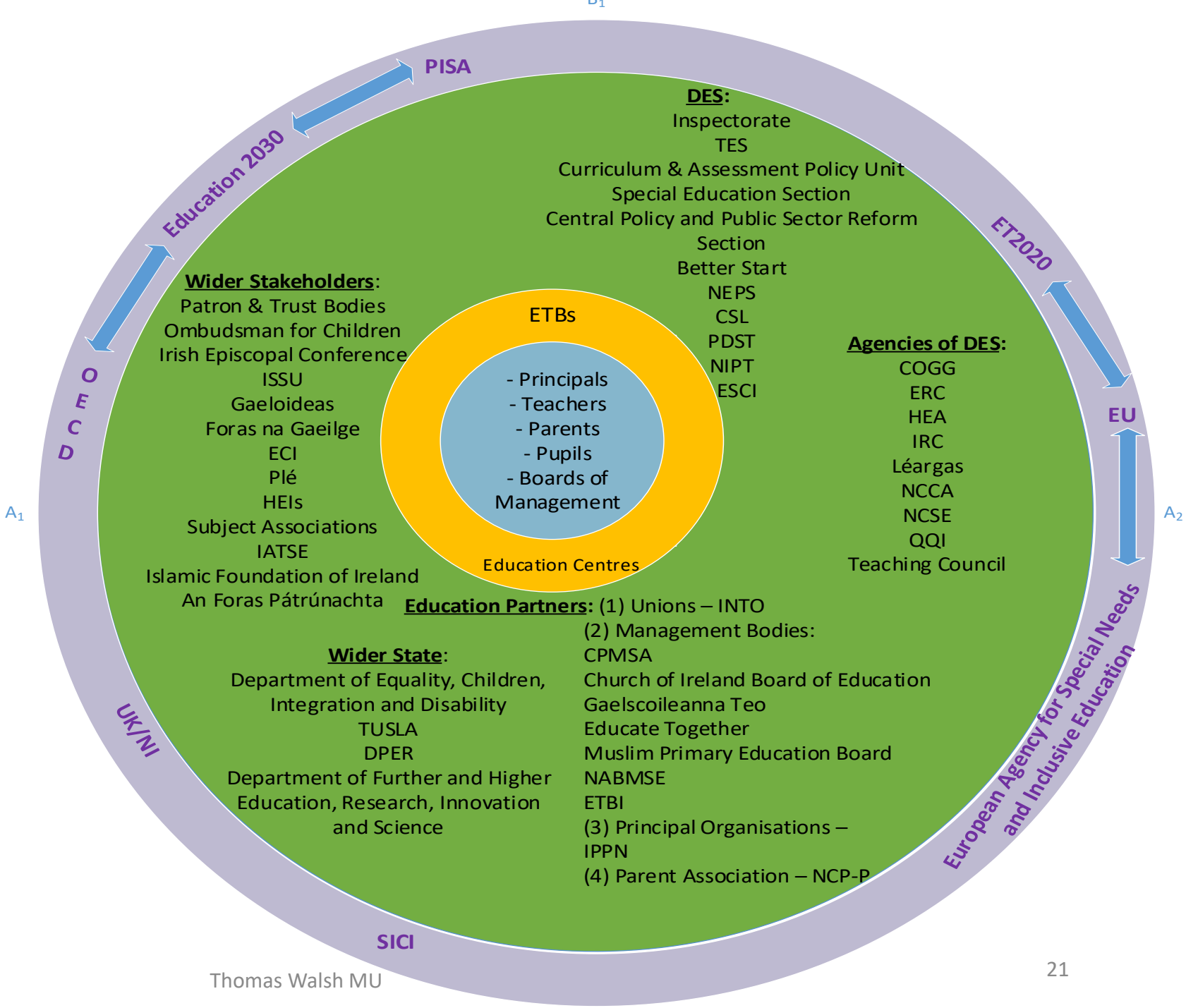
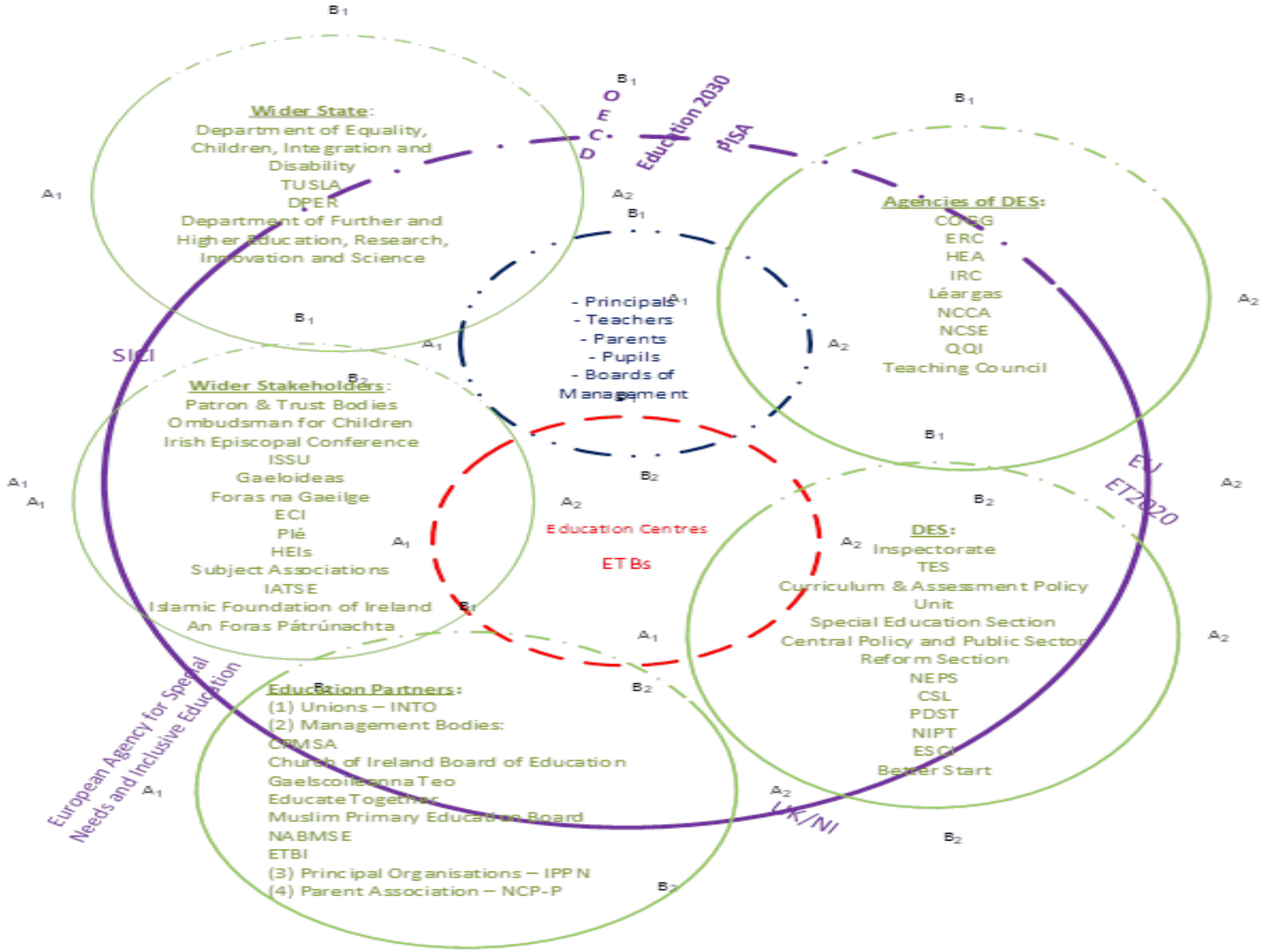
Levels of the Irish education system structure



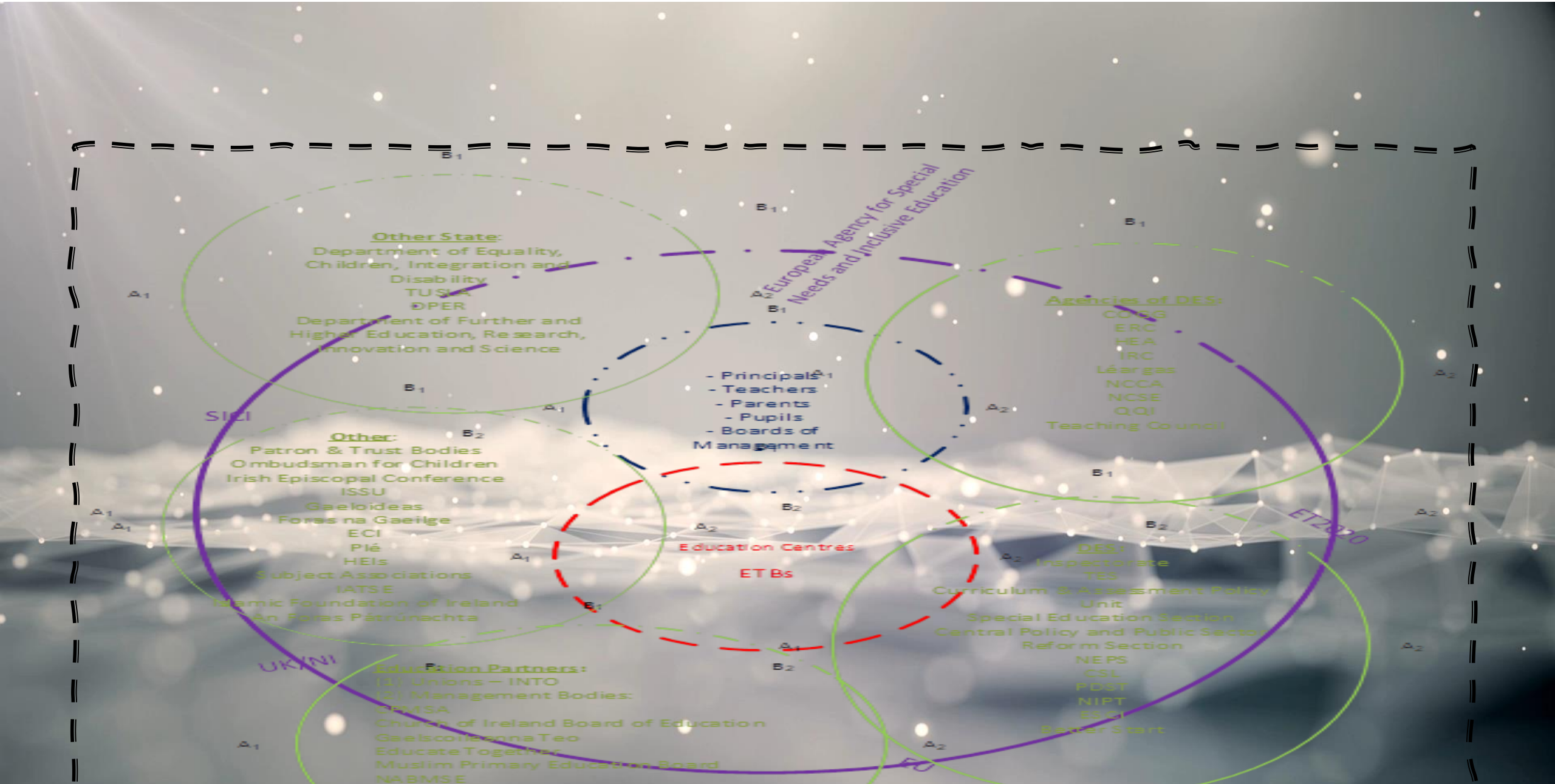
Reality of the Irish education system structure



Observations and considerations

- Tradition of centralisation?
- Fragmented centralisation?
- Lack of regional structures?
- Sufficient connectivity between levels/actors?
- Effectiveness of consultation structures?
- Time and space at school level?

Redeveloping the curriculum as a competent system



"…build bridges between many levels, factors and actors."

Van den Akker (2018:8)

Go raibh maith agaibh!
Thank You!

References (podcast and slides)

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References (podcast and slides)

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Questions for Discussion

As we continue the journey of curriculum redevelopment…

- *What are the current strengths of the Irish educational policy landscape in terms of achieving alignment and coherence?*
- *In this change management process, what opportunities do you see for you and your organisation in contributing to the policy alignment and coherence necessary?*

Knowing that curriculum change is a disruptive process for many….

- *In what ways can you use your 'zone of influence' to cultivate the conditions for the ongoing development, introduction and enactment of the redeveloped curriculum in the months and years ahead?*

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Feedback from groups

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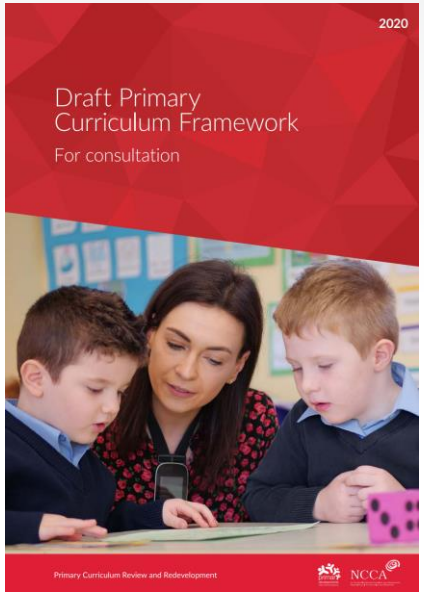
Reflections from the Advisory Panel

Current work of the Advisory Panel



Kick-off Meeting

Remote Meetings

-Agency and flexibility
-Policy alignment and coherence
-Pedagogy, assessment, learning and the curriculum
-Assessment culture

Collaborative document

The Advisory Panel

- Prof Louise Hayward
- Prof James Spillane
- Dr Thomas Walsh
- Prof Dominic Wyse

And finally…

Acknowledging the number of bodies and organisations at the macro (national) level and the relatively few at meso (regional) level……..

- *What activities and structures between the macro (national) and the micro (local) levels would support additional connectivity and coherence in the context of curriculum change?*

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Plans for Future Engagement

Patrick Sullivan

Dotmocracy

Conducive conditions to support change:

- Shared vision and purpose
- Research, data and information
- Stakeholder engagement
- Timing and pacing
- Securing resources
- Feasibility and capacity building
- Policy alignment and coherence
- Leadership
- Recognising child, teacher and school agency
- Professional Development and Learning

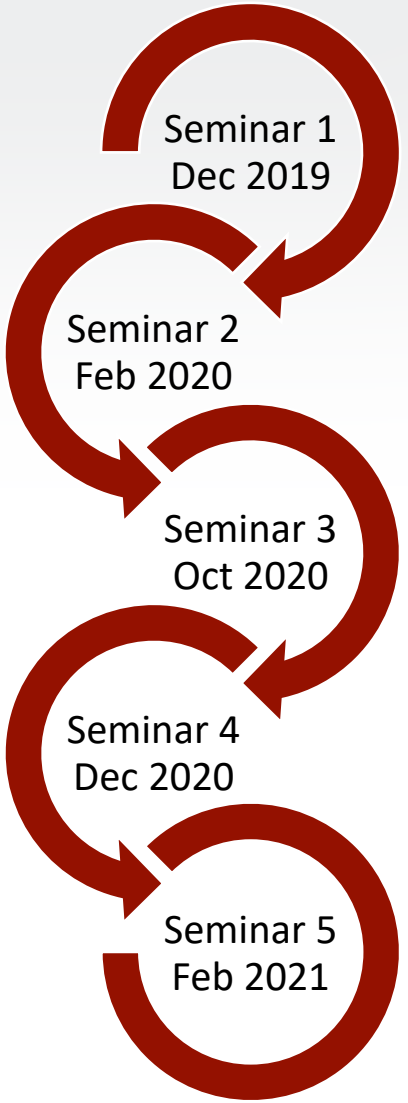
Seminar series

Sustained engagement

Participant-led

Evolving

Next event: Wednesday, 2nd December from 2:30 – 4:30pm



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Thank You!

- Event contact: patrick.sullivan@ncca.ie