



NCCA

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



Leading Out seminar 5

Systemwide Learning

November 2021

Participating in the event



- Microphones muted until discussion groups
- Please leave cameras on throughout
- Chat function can be used throughout the event
- Technical issues during the event: tony.riley@ncca.ie or through chat function privately
- Accessibility
- Give yourself the time to engage with colleagues



Event overview

SEMINAR 5

#primarydevelopments

| | |
|----------------|---|
| 2:30 - 2:40 PM | Welcome and overview of the event |
| 2:40 - 3:00 PM | Systemwide learning - examples |
| 3.00 - 3.45 PM | Sharing our learning |
| 3:45 - 4:00 PM | Reflecting on our learning with input from the Advisory Panel (Primary) |
| 4:00 - 4:15 PM | Next steps and concluding remarks |



Leading Out seminar 5 pre-event reading

The following extract is taken from a collaborative document, entitled *From Purpose to Practice*, developed by an Advisory Panel who are supporting the work of the National Council for Curriculum and Assessment (NCCA) as we review and redevelop the Primary School Curriculum. The panel is comprised of four members - Professors Dominic Wyse, Louise Hayward, James Spillane and Dr Thomas Walsh.

The ideas set out below are intended as a stimulus for discussion, debate and potentially consensus towards a process of curriculum change in the primary sector in Ireland.

You can also find a short podcast based on the full collaborative document, *From Purpose to Practice*, here: <https://soundcloud.com/user-176175168/advisory-panel-primary>

It is intended that *From Purpose to Practice* will be published in the coming months and will form a basis for engagement with stakeholders in 2022.

Learning - the Essence of Curriculum, Pedagogy and Assessment

Ireland is well-positioned to embrace a new model of curriculum change considering the long-established tradition of the Department of Education and key partners working collaboratively to develop curriculum. This approach features a change process that is anchored in learning about, and learning for, curriculum change. To see the principles and purposes of Ireland's redeveloped primary curriculum come alive in classrooms will require learning from all involved about developing, enacting, and supporting curriculum change. The following list suggests the kind of thinking that is needed.

1. **Learning by All:** The learning that we envision for realising the ambitions set forth in the Draft Primary Curriculum Framework will require all stakeholders to learn, i.e. teachers, parents, children, school leaders, policy makers, inspectors, and those involved in initial teacher education. As all stakeholders are agents of curriculum change, learning by all will be essential for successful enactment as it will allow for collaboratively, a) making the curriculum relevant to local circumstances; b) identifying risks and challenges to successful enactment, and c) developing solutions to these challenges.

The redevelopment of the Primary School Curriculum

- Published in February 2020
- Phase 1 – national stakeholder organisations and interest groups
- Phase 2 – consultation with teachers, school leaders, parents and, importantly, children



Have your say...

Consultation

October 2021 –
February 2022

Focus groups

Online questionnaire

Schools Forum

National consultative conference

Consulting with children

Written submissions

Consultation workshops for schools



NCCA
An Chomhairle Náisiúnta
Curáil agus Measúcháin
National Council for
Curriculum and Assessment

Introducing Systemwide Learning



Systemwide Learning
Professor Louise Hayward

Some examples

Wellbeing Policy
Framework

Cumhacht – BRITE
(Bridging Research in
Teacher Education)

Partnership Schools Ireland

TeachMeets

The response to COVID19
across our system

Middle Leadership Action
Research Project

20 Year Strategy for the
Irish Language

BEACONS project

The Schools Forum

Virtually Here Project

Féilte

Literacy and Numeracy for
Learning and Life

Professional Learning
Communities

The Education Forum

Teacher as Research
projects in Initial Teacher
Education

National Síolta Aistear
Initiative

Introduction of the
Primary Language
Curriculum/Curaclam
Teanga na Bunscoile

STEM Education Policy

Driochead

Languages Connect

Digital Schools Strategy

MFL/ISL Primary Sampler
Modules

National Strategy for
Education for Sustainable
Development

Some examples

Wellbeing Policy
Framework

Cumhacht – BRITE
(Bridging Research in
Teacher Education)

Partnership Schools Ireland

TeachMeets

The response to COVID19
across our system

Middle Leadership Action
Research Project

20 Year Strategy for the
Irish Language

BEACONS project

The Schools Forum

Virtually Here Project

Féilte

Literacy and Numeracy for
Learning and Life

Professional Learning
Communities

The Education Forum

Teacher as Research
projects in Initial Teacher
Education

National Síolta Aistear
Initiative

Introduction of the
Primary Language
Curriculum/Curaclam
Teanga na Bunscoile

STEM Education Policy

Driochead

Languages Connect

Digital Schools Strategy

MFL/ISL Primary Sampler
Modules

National Strategy for
Education for Sustainable
Development

Systemwide Learning

We do not learn from experience....we learn from reflecting on experience – John Dewey (1910, 1997)

Examples of Systemwide Learning





NCCA

An Chomhairle Náisiúnta
Curáil agus Measúcháin
National Council for
Curriculum and Assessment



Reassignment of colleagues from education to HSE School Health Teams

Derek Grant and Teresa McSorley

Teaching Council/ESCI Cosán Workshops

Carmel Kearns and Kathleen Foley
Presentation to Leading Out Seminar
16 November 2021

Cosán and the Draft Primary Curriculum Framework

Identifying Common Ground

Extensive multi-layered consultation processes

Authentic learning is the central focus

Vision = competent, confident learners who are thriving and growing

Recognise learning as a journey

Flexible enough to recognise non-linear journeys


Situated within a continuum

Underpinned by teacher agency

Enactment requires shared understanding, systemic support and 'learning by all'

Living documents

Two Key Learnings (Carmel)



Key role of
middle leaders



Importance of
modelling agency

Two Key Learnings (Kathleen)



Empowerment

Agility





NCCA

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



Preparation for Teaching and Learning

An inter-agency approach

Mary Dunne, Madeline Hickey,
Rory Collins

Introduction

What

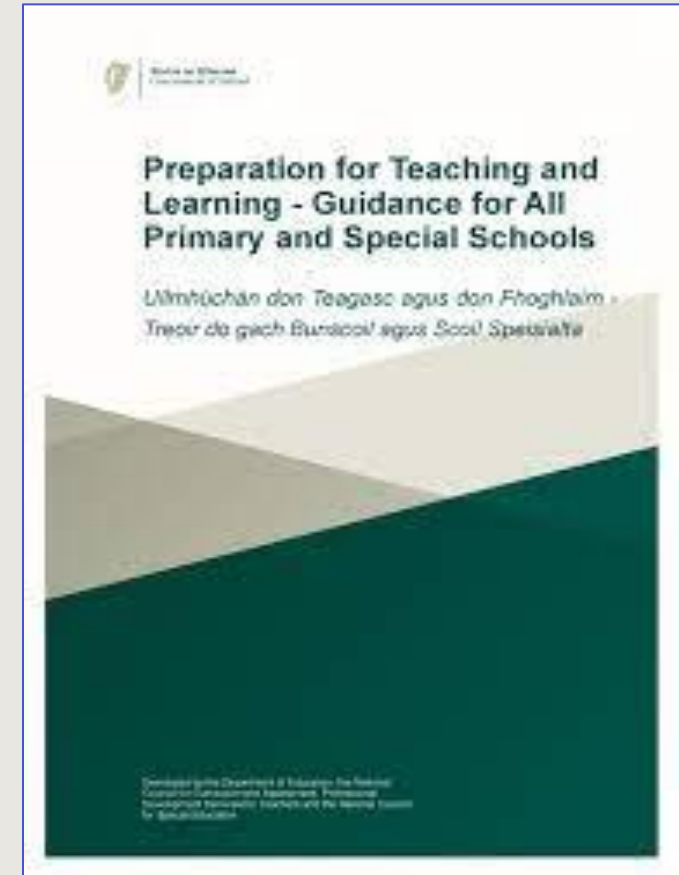
Why

Rationale

Agency

Collaborative approach

- Listening to and working with schools
- Collaboration and shared belief.
- Expertise and various perspectives
- Size of group and frequency of meetings
- Listening, responding, and collaboration-a hall-mark of this process
- Recognising the key role of teachers as agentic professionals



An Inclusive Approach to Preparation for Teaching and Learning

- To support all teachers in all school contexts with an inclusive approach to preparation for teaching and learning
- To enable all students to access teaching and learning and to improve educational experiences and outcomes for all
- To support curriculum implementation in all school contexts on the continuum of educational provision
- To facilitate sustained support to all special schools



The Collaborative Experience



Sharing our learning

Breakout Rooms and discussion

- Task 1 – think of an example of learning you’ve had recently. Share it with members of your group focusing on the learning that took place. (20 – 30 mins)
- Task 2 - What are the key principles of learning that can be identified from the examples? (Time 15 – 25mins)



NCCA

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

Some emerging principles of learning.....

Reflecting on our learning





The *Leading Out* series

- Sustained engagement
- Participant led
- Evolving

Leading Out 6 – Thursday, 3rd March
2022

patrick.sullivan@ncca.ie

