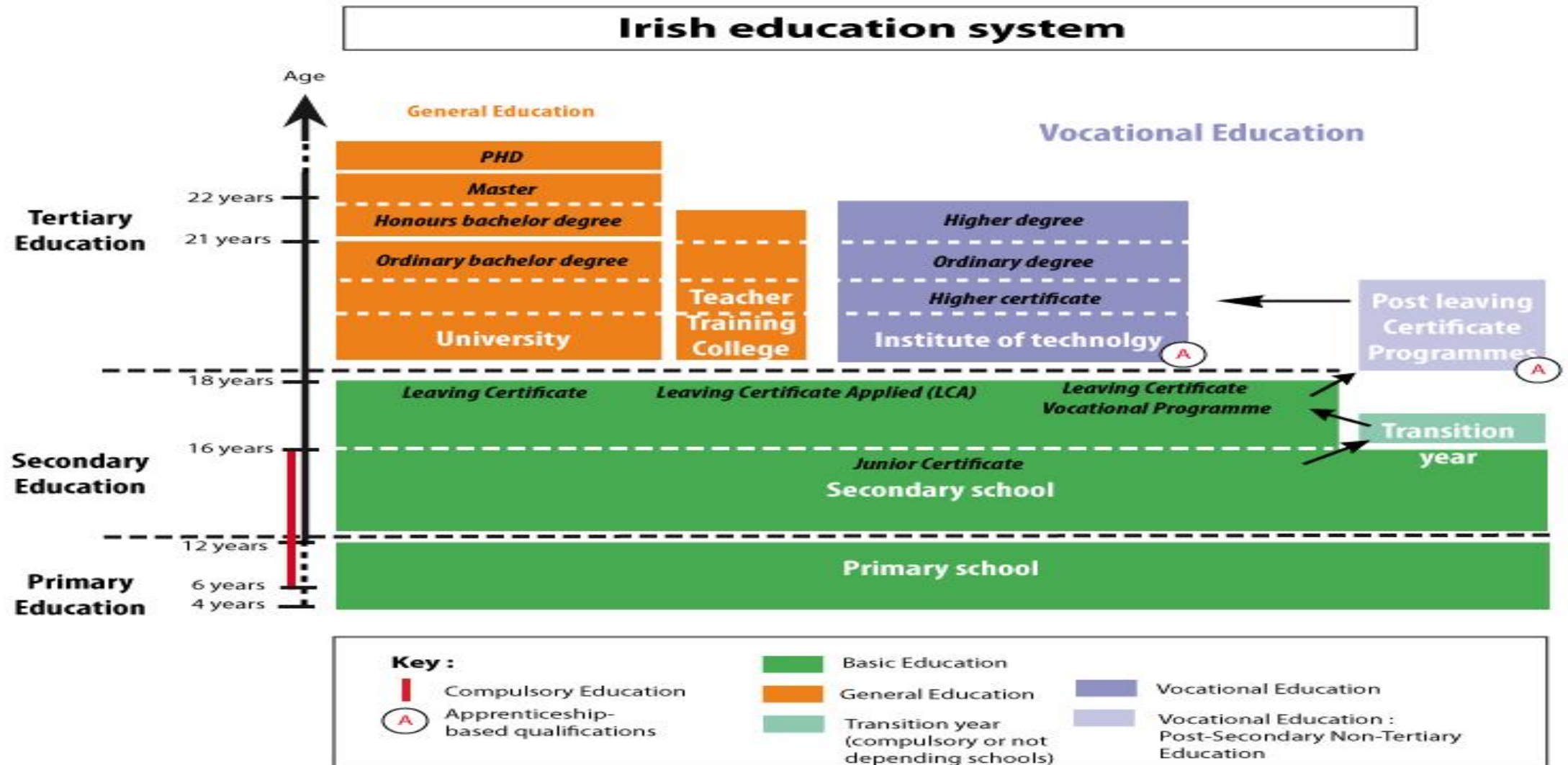
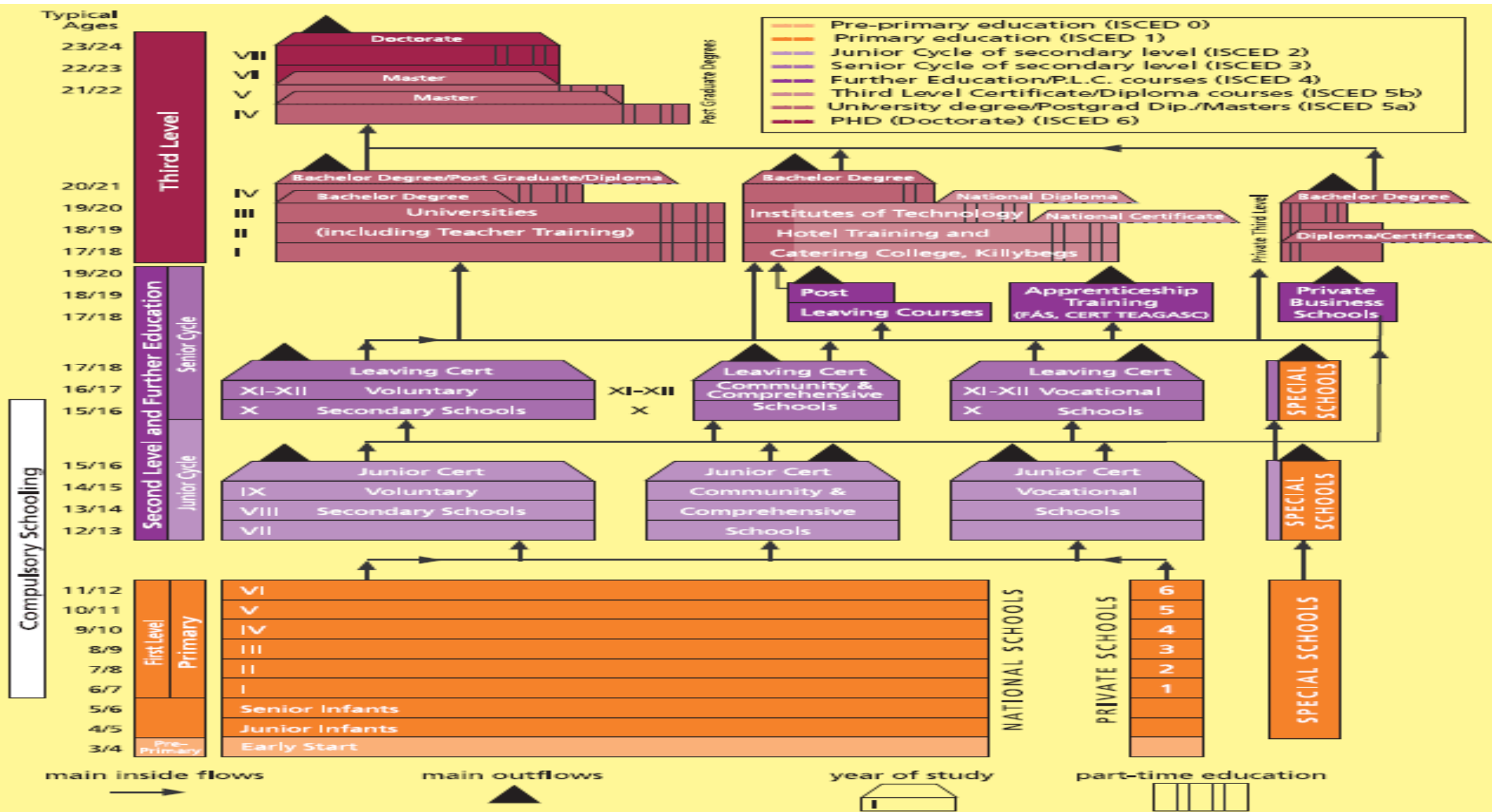


IRISH EDUCATION

STRUCTURE OF IRISH EDUCATION SYSTEM





Note that infant classes correspond to Pre-Primary in the International Standard Classification of Education

School attendance

- Compulsory between ages of 6 & 16 years
 - 85% of children start school at 4 years
 - Tusla – Child and Family Agency established 1st Jan. 2014
- ➔ 'responsibility for ensuring that every child in the State attends school or otherwise receives an education'



Irish Primary Schools

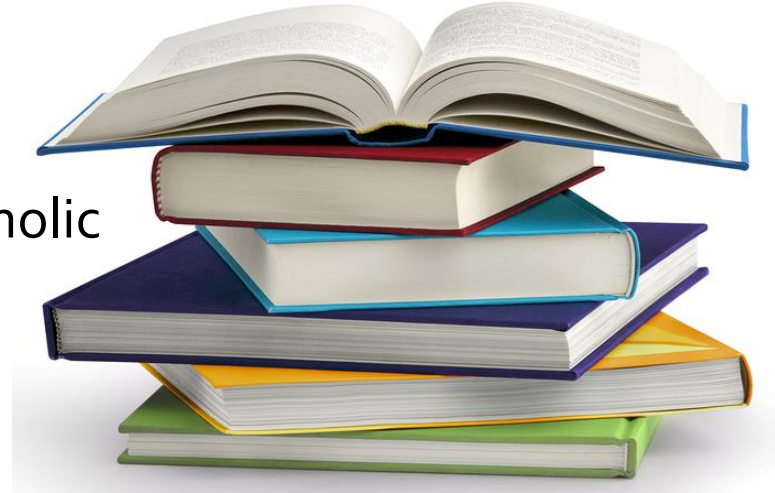
- 3,000 schools owned and managed by the Catholic Church, all state funded
- 141 special schools
- 140 Irish language medium schools
- 40 multidenominational schools ('Educate Together' schools)
No formal R.E., done outside school hours
- Small number of protestant schools

- Core subjects: Reading, Writing, Maths, English, Irish
- Length of day: 5 hrs, 40 mins
- Length of year: 183 days (Sept. – end June)



Irish Secondary Schools

- 773 Secondary schools in total
- 373 are Voluntary Sec. Schools = owned & managed by the Catholic Church, not fee paying, many with lay principals
- 350 - Community, Comprehensive, Community Colleges & Vocational Schools
- 50 Private Sec. Schools – State funded plus parent fees



- Junior Cycle: 12 – 15 years
- Senior Cycle: 15 – 18 years
- Core subjects: English, Irish & Maths
- Student hours per week: 28 hours
- Length of year: 167 days (End Aug – end May)

DEIS Schools

DEIS

(Delivering Equality Of Opportunity In Schools)

An Action Plan for Educational Inclusion

- DEIS = Delivering Equality of Opportunity in Schools
- DEIS is an action plan for educational inclusion
- 718 primary schools & 205 secondary schools designated disadvantaged in the state (T = 923)
- Better pupil-teacher ratio
- Additional funding/support from DES to address educational disadvantage

Higher Education in Ireland

- 7 Universities
- 14 Institutes of Technology. Award their own degrees, don't have university status
- 7 Colleges of Education for training of primary teachers (denominational)



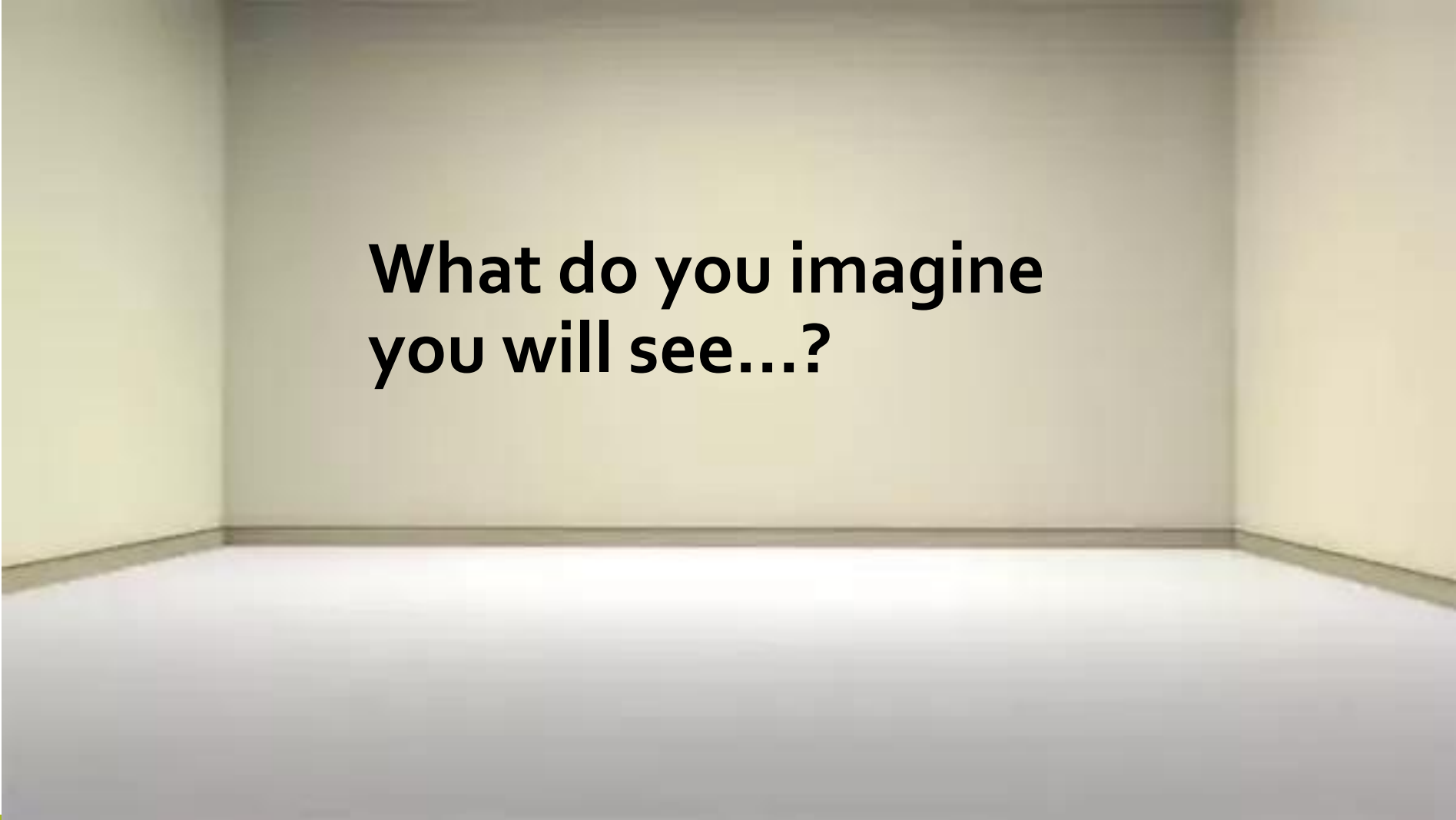
RECENT REFORMS IN IRISH EDUCATION

Carmel Hinchion

School of Education

University of Limerick

Inside Irish Schools



**What do you imagine
you will see...?**

New developments in the Irish Education System

- Framework for Junior Cycle at second level (12 – 15 years)
- Focus on key skills, including literacy & numeracy – Junior Cycle
- New subject of wellbeing from Sept. 2017
- Improving assessment practices
- Industrial action at second level – ASTI union





Framework for Junior Cycle 2015



DEPARTMENT OF EDUCATION AND SKILLS



Change

- Concerns about literacy and numeracy (PISA 2009)
- Linking primary and secondary education
- Disengagement in 2nd Year
- Dominance of examinations
- Exam structure not in line with effective practices in Europe
- New assessment modes aimed at empowering the professional judgement of teachers
- 'Unless the examination changes nothing else will' (Framework for Junior Cycle 2015)

Bringing it all together...

Vision



Student centred



Working together



Junior Cycle Education and Policy- who's who?



NCCA- National Council for
Curriculum and Assessment



Junior Cycle for Teachers



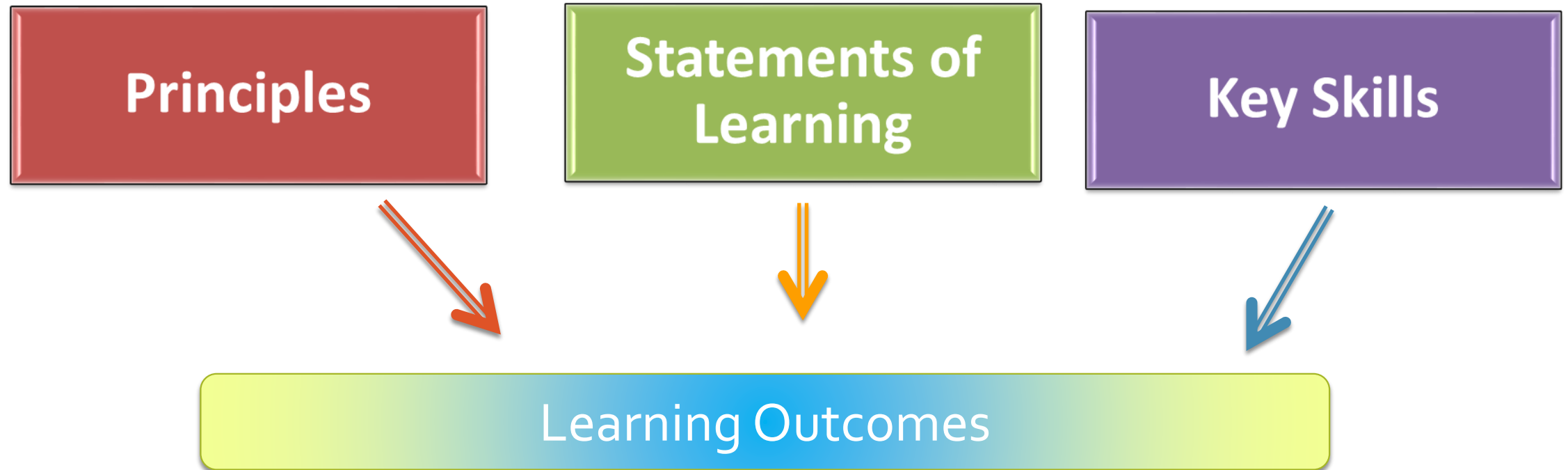
States Examinations Commission



DES Inspectorate



Framework for Junior Cycle



'These **principles**, **statements** and **skills** will also inform the development of, and be given expression through, the **learning outcomes** in subjects and short course specifications'

(Framework for Junior Cycle, p. 10)

QUALITY

All students experience a high quality education, characterised by high expectations of learners and the pursuit of excellence.

WELLBEING

The curriculum contributes directly to the physical, mental and social wellbeing of students.

CREATIVITY AND INNOVATION

The curriculum provides opportunities for students to develop their abilities and talents in the areas of creativity, innovation and enterprise.

CHOICE AND FLEXIBILITY

The curriculum, while broad in nature, offers sufficient choice and flexibility to meet the needs of students.

ENGAGEMENT, RELEVANCE AND ENJOYMENT

The experience of the curriculum encourages participation, is engaging and enjoyable for students, and relevant to their lives.

INCLUSIVE EDUCATION

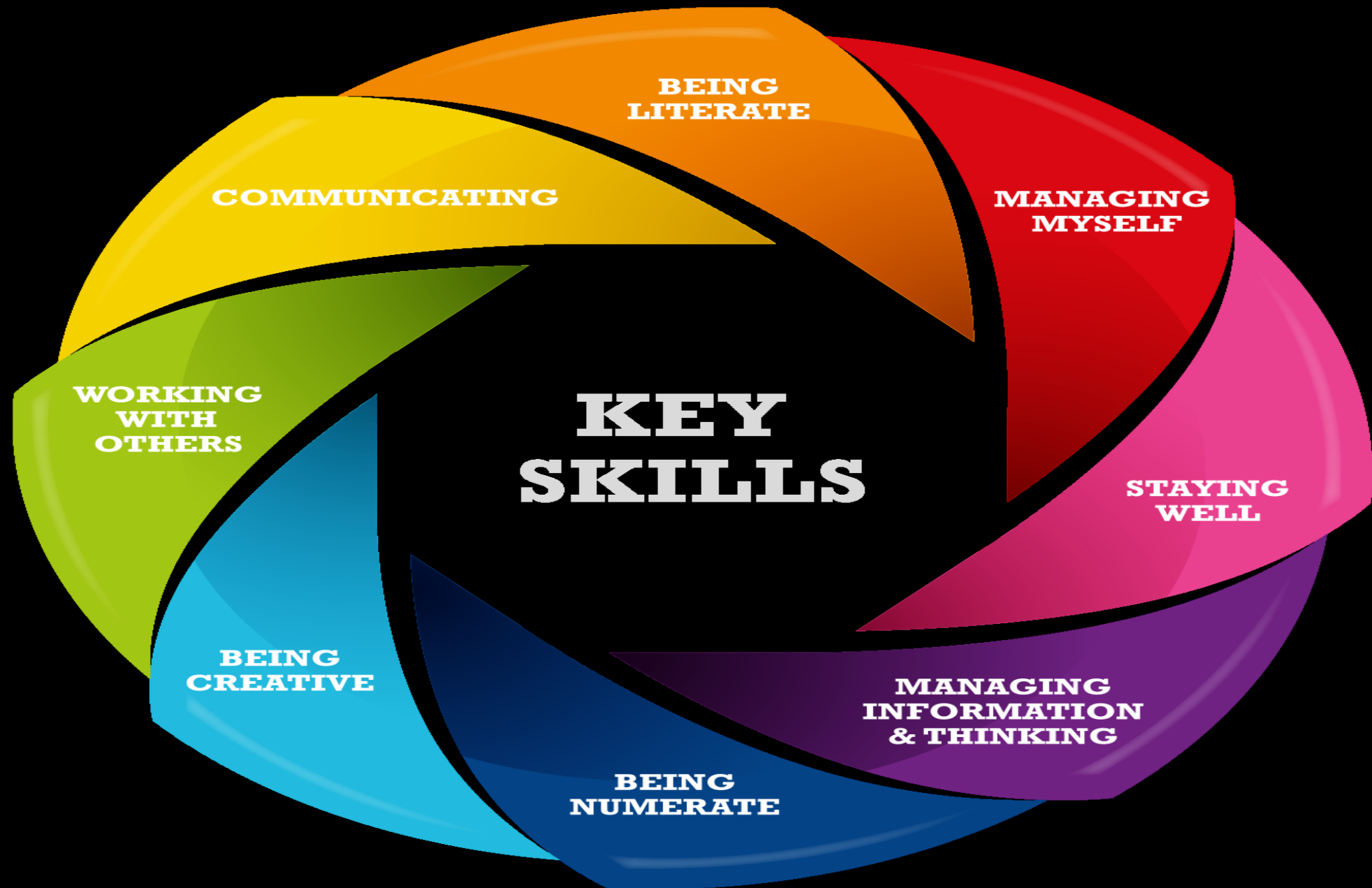
The educational experience is inclusive of all students and contributes to equality of opportunity, participation and outcome for all.

CONTINUITY

The curriculum enables students to build on their learning to date and actively supports their progress in learning.

LIFELONG LEARNING

The curriculum supports students in developing the learning skills that will assist them in meeting the challenges of life beyond school, of further education, and of working life.



Ways of seeing Learning Outcomes...

"Maybe not today, maybe not tomorrow but soon ..."



"a learning journey"



"like a spiral"

"an aspiration, an ideal for students"



"Accumulative"



"a touchstone for teachers"

Learning Outcomes guide teaching, learning and assessment

- OL 2 Engage actively and responsively within class groups in order to listen to or recount experiences and to express feelings and ideas (O)
- OL 5 Deliver a short oral text, alone and/or in collaboration with others, using appropriate language, style and visual content for specific audiences and chosen purposes (O)
- OL 8 Listen actively in order to ... respond to drama... noting style, tone, content and overall impact
- OL13 Develop their spoken language proficiency by experimenting with word choice, being creative with syntax, being precise, stimulating appropriate responses relative to context and purpose
- R 8 Read their texts to understand and appreciate language enrichment by examining an author's choice of words, the use and effect of simple figurative language, vocabulary and language patterns, and images, as appropriate to the text (O*)
- R 10 Know how to use language resources (eg. Dictionary, thesaurus and online resources) in order to assist their vocabulary development
- W3 Write for a variety of purposes, for example to ... imagine...narrate... comment on what they have heard, viewed and read (O*)
- W5 Engage with and learn from models of oral and written language use to enrich their own written work (O)

State Examinations at Second Level

- **Junior Cycle** from 2017 – age 15/16
- **Leaving Certificate** (established) – age 17/18
Higher, Ordinary & Foundation Level in
subjects
Project work, practicals, orals & aural
- **Leaving Certificate Applied (LCA)** – age 17/18
Common level in all subjects
Assignments, Tasks, Interviews, orals & aural

Classroom-Based Assessment

2nd
Year



Oral Communication

3rd
Year



*Collection of the
Student's Texts*

3rd
Year

*Assessment Task
(AT)*



Final Assessment

Formative Assessment

Assessment Balance

What is our understanding of **formative** and **summative** assessment?

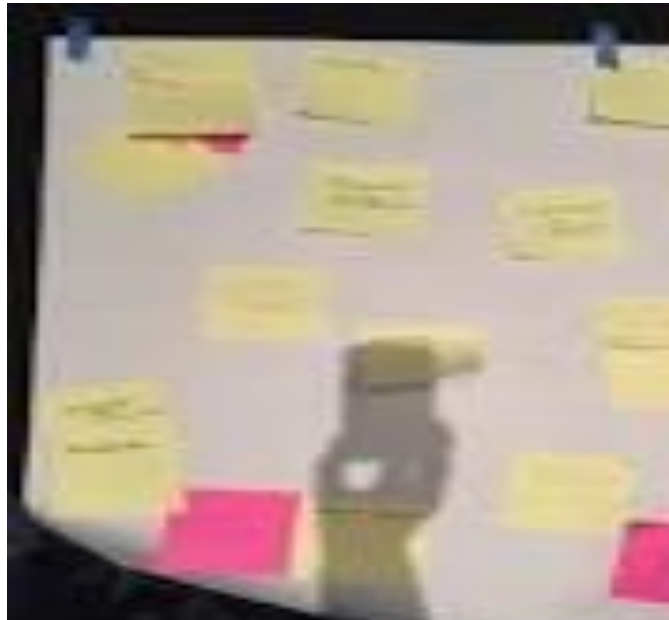


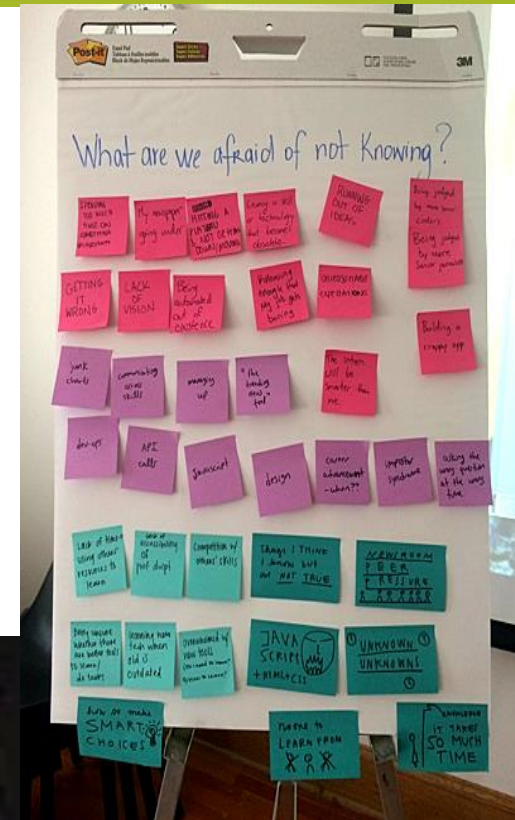
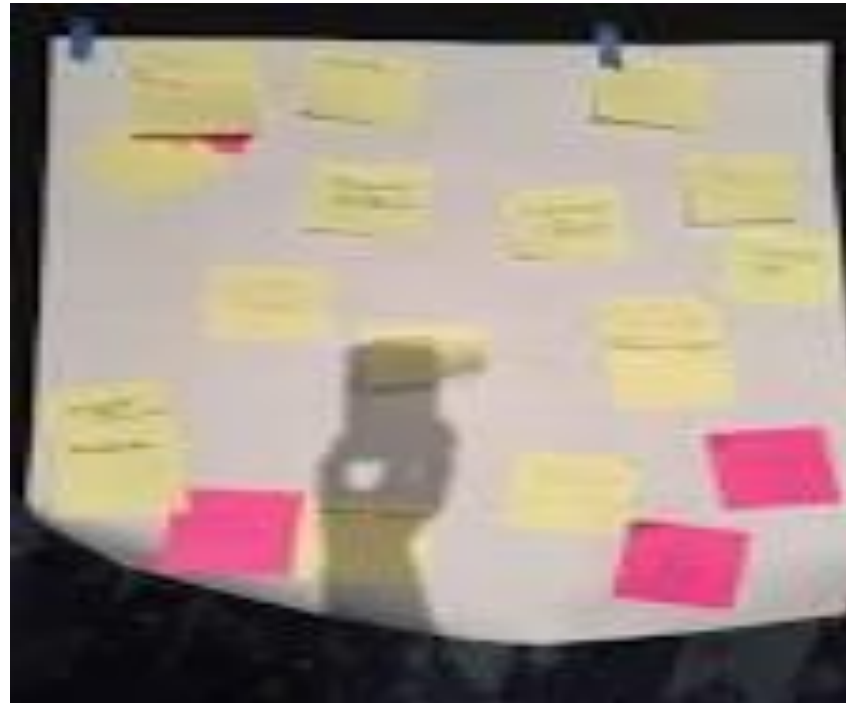
"The goal of formative assessment is to monitor student learning to provide ongoing feedback"

"The goal of summative assessment is to evaluate student learning at the end of an instructional unit"

Making comparisons

Your task now...

1. From our sessions this morning identify a key moment of learning or a key connection you made with the content. Write this on a post-it note
 2. Share this with your neighbour
 3. Post-it on flip chart paper on the wall
 4. Take photographs later
- 
- A photograph of a flip chart with several yellow and pink sticky notes attached to it. The notes are arranged in a grid-like pattern, with some yellow notes at the top and bottom, and a few pink notes in the middle. The flip chart is mounted on a wall, and the background is slightly blurred.



Useful websites

<http://www.education.ie/en/The-Education-System/>

http://www.education.ie/en/Publications/Policy-Reports/lit_num_strategy_full.pdf

<http://juniorcycle.ie/Curriculum/Framework-for-Junior-Cycle>

<http://www.pdst.ie/publications/ppsubjects>