Building Excellence and Innovation in Education and Training

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Rialtas na hÉireann
Government of Ireland

Our Vision

- An excellent and innovative education and training system is pivotal to personal fulfilment, the building of a fair society and a successful nation

- Central to sustaining economic success and in building strong communities

- Through adopting a "whole-of-system" approach, the Irish education and training system should lead in innovation and a broad range of endeavours and that we will harness education and training to break down barriers for groups at risk of exclusion and set the benchmark for social inclusion

- Our ambition is that we will deliver to the highest international standards and prepare learners of all ages to participate and succeed in a changing world

ACTION
PLAN FOR
EDUCATION
2018

64,000 TEACHERS

EDUCATING **934,000** YOUNG PEOPLE

IN **4,000** SCHOOLS

181,000 STUDENTS IN FULL-TIME THIRD-LEVEL EDUCATION

338,000 FURTHER EDUCATION AND TRAINING PLACES AVAILABLE

121,000 PRE-SCHOOL CHILDREN IN THE EARLY CHILDHOOD CARE AND EDUCATION PROGRAMME

5,500 + INSPECTIONS IN SCHOOLS AND PLACES OF EDUCATION

Challenges

- Demographics
- Brexit
- Strengthening leadership and governance
- Curriculum
- Inclusion
- Lifelong learning
- Legislative programme
- Managing impact – sequencing and resourcing

Reform Programme

- The bringing together in one place of actions from across the Department of Education and Skills and the sector and unifying them under key goals and objectives provides a comprehensive strategic overview and statement of direction.

- Captured in the 2016-2019 Strategy and associated annual Action Plans for Education

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Framework of Approach

Our Strategy

GOAL 1
Improve the learning experience and the success of learners

GOAL 2
Improve the progress of learners at risk of educational disadvantage or learners with special educational needs

GOAL 3
Help those delivering services to continuously improve

GOAL 4
Build stronger bridges between education and the wider community

GOAL 5
Improve national planning and support services

Themes for 2018

GOAL 1
Wellbeing
Critical skills
Better subject choices
Transitions
Embracing digital technologies

GOAL 2
Inclusion
Engaging learners
Special Education needs
Improving Access
Tackling disadvantage

GOAL 3
Quality assurance
Leadership and professional development
Excellence and Innovation
Inspection and Support

GOAL 4
Enterprise
Skills Capacity
Career opportunities and Choice
Entrepreneurship
Vibrant Research Communities

GOAL 5
Strategic policy capability
Legislation
Infrastructure
New ways of working
Brexit

Annual Plans in Context

- Each annual action plan is a further articulation of our ambitions for a system that meets the need of citizens across a range of activities

- Each annual plan is one step in a cohesive and holistic approach to change in a complex and dynamic environment

- Annual plans allow us to assess progress, build on it year on year and adapt it to meet changing demands and new challenges in an agile way

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Improving National Planning - I

- New division within the Department to improve
  - strategic policy capability
  - evaluation of programmes and policy
  - governance and programme and project management structures
- Link with National Agencies
  - ERC, Teaching Council, NCSE, NCCA, SEC
- Strategic direction and support in the governance, management and use of the Department's data
  - POD, PPOD

Improving National Planning - II

- Spending Reviews of areas funded by Department
- Programme of reviews of National Agencies
- Work of the Inspectorate
- Embedding collaboration within Department between its Divisions

Chief Inspectors Reports

- Previous Chief Inspectors Reports have noted lack of collaborative working among teachers
- 2018 - Need to Build professional practice of teachers
  - Need for strategic approach to ongoing professional development
  - Teacher recruitment, retention and development
  - Collaborative practice: Droichead, Junior Cycle, peer working
- 2018 - Need to advance Excellence: Supporting excellence and innovation
  - Excellence Fund, Gaeltacht strategy

One aspect for Today - Collaborative Engagement of Teachers

- International comparisons show that we do not do this as extensively as other countries – e.g., Atlantic Rim school visits

- Beatriz Pont, OECD
  - in early 2000s – moving from Communities of learning & Collaboration beyond schools
  - Towards 2030 – to professional capital & Schools as learning organisations with supportive policy

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Collaborative Engagement of Teachers – Developments underway - I

- Junior Cycle reform: Subject Learning and Assessment Review meetings

- School inspection & self-evaluation policy & implementation

- Droichead – an integrated professional induction framework for newly qualified teachers

- School Leadership & middle management developments

- Special Education Teaching Resources allocation model

- Gaeltacht Education Strategy

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Collaborative Engagement of Teachers – Developments underway - II

- Recognising Innovation and Excellence - Schools Excellence Fund: The SEF, targeted primarily at DEIS schools, was introduced to support and reward innovative practice in schools

- Schools Excellence Fund-Step Up project proposal – under development.
    - to advance collaborative working between post-primary schools, the Inspectorate and JCT support service that will encourage self-evaluation and improvement in teaching and learning in selected priority areas.

- The SEF-Digital supports clusters of schools to collaborate and work together in exciting ways on projects related to teaching and learning using digital technologies.

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Impact on teacher education & research - I

- Understanding impact of teacher collaboration?
- Understanding how much we value teacher collaboration & how other countries do?
  - Do we have different values in primary and post-primary?
- In what ways and how quickly can such research feed through into teacher education programmes?
- Are tutors engaged in teacher education programmes supported in being up to date and have they work experience of recent developments?

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Impact on teacher education & research - II

- How can we embed teacher collaboration in practice?
- How can CPD assist in achieving this?
- How can understanding of teacher collaboration be embedded in Teacher Education programmes?
- How can implementing of teacher collaboration be embedded in programmes?
- How can such student teacher collaboration during initial teacher education be assessed?

Thank You