



NCCA

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

NCCA and its Curriculum and Assessment work

Transforming learning

Dr Derek Grant,

Director, Curriculum and
Assessment

1st December 2023



Developing curriculum and assessment advice



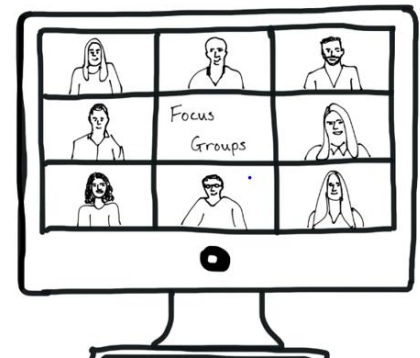
Researching

Networking

Advice

Deliberating

Consulting





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Education for Sustainable Development



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Education for Sustainable Development: International Curriculum Audit

Key findings report
November 2021

Sharon O'Donnell & Catherine Higginson
Sharon O'Donnell Education Desk Research
For the National Council for Curriculum and Assessment

- 6 unique international jurisdictions
- UNESCO vision for ESD
- The expressed aim for ESD in EC, Primary and PP Education
- Where does ESD sit within curriculum frameworks
- What ESD content knowledge in curriculum
- How is ESD in the curriculum encouraged and supported



Inclusivity and diversity

Putting voices in conversation with each other

Goal 4:

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all



Created by students at St Joseph's Secondary School, Rush, Dublin

Image: Young people

- Active
- Agentic
- Capable
- Caring
- Curious
- Unique



Current main areas of work

ESD to 2030:
Second National Strategy on
Education for Sustainable Development



Updating *Aistear: the Early Childhood Curriculum Framework*

Redeveloping the Primary Curriculum

Supporting all children/students

Supporting the implementation of the *Framework for Junior Cycle*

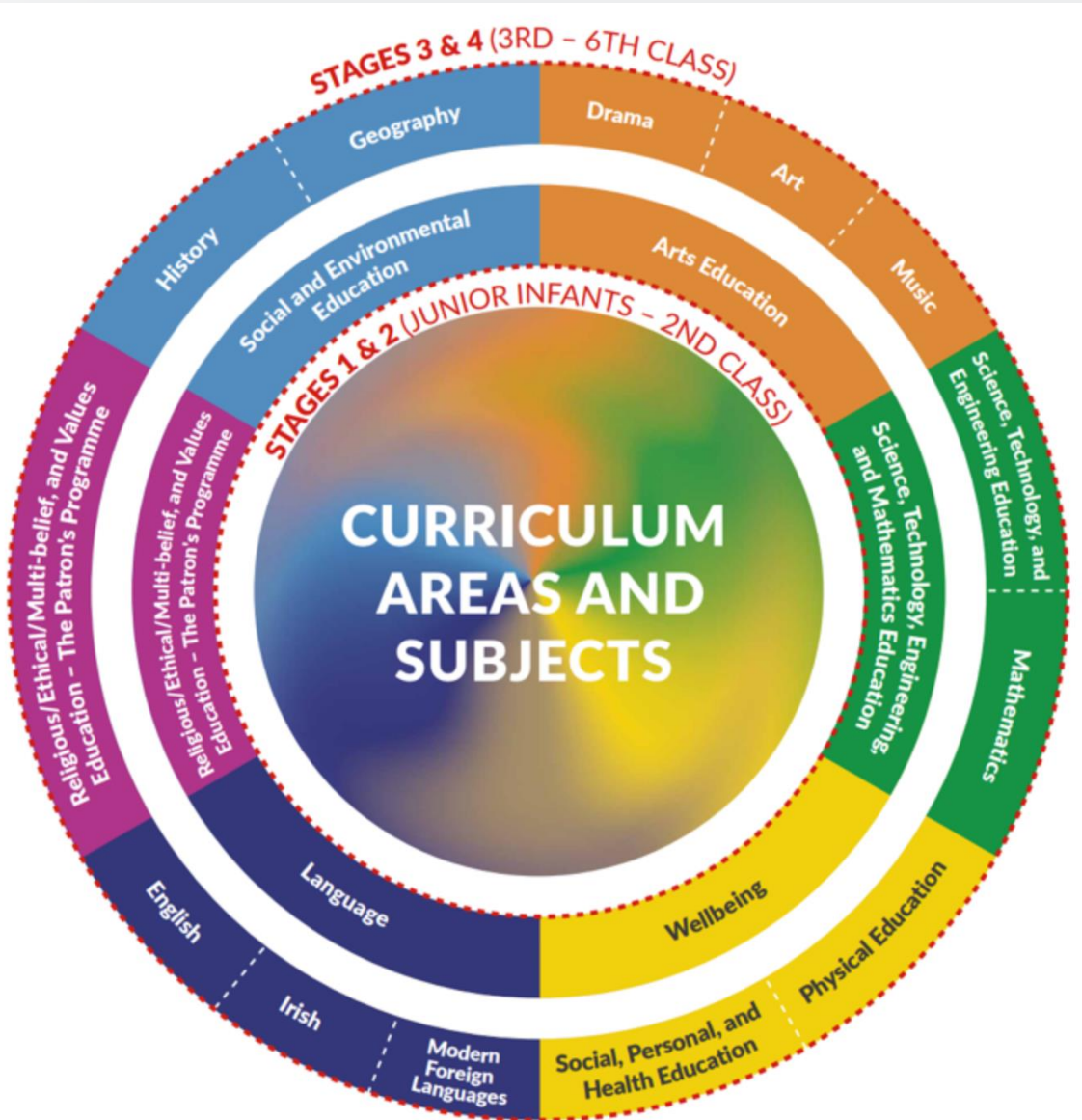
Redeveloping Senior Cycle

ESD in *Aistear*



- Principles
 - Agentic Global Citizens
 - Learning environment - *I have a responsibility to care for myself and my environment so help me to live sustainably.*
- Themes
- Wellbeing: includes a learning goal related to sustainability stating:
Through nurturing relationships within a supportive environment, children will explore and identify their place in the world, and be empowered to live sustainably as agentic, respectful, caring, compassionate global citizens.
- Exploring and Thinking: includes an even greater focus on living sustainably with the addition of a new aim and learning goals focusing on nature and the outdoors

ESD in the Primary School Curriculum



Key competency

Attributes

Being an active citizen

- Developing an understanding of, and acting on, the rights and responsibilities of myself and others
- Experiencing learning through democratic practices
- Recognising injustice and inequality and ways to take action
- Developing capacity to make choices and take action in favour of a sustainable future

Being creative

- Participating in and enjoying creative and cultural experiences
- Being curious
- Being imaginative
- Being innovative
- Using creative processes
- Exploring alternative ways of communicating

Being a digital learner

- Communicating and collaborating with others through digital technology
- Accessing, analysing, and managing content using digital technology
- Enabling content creation, problem-solving, and creativity using digital technology
- Interacting ethically, critically, and responsibly with digital technology



PARTNERSHIPS

Partnerships and collaboration between schools, families, and communities enrich and extend children's learning by acknowledging and supporting their lives in and out of school.

LEARNING ENVIRONMENTS

Children's learning is shaped and nurtured by the physical environment, indoors and outdoors. These diverse environments encourage children's independence, and stimulate and support their learning across the curriculum.

INCLUSIVE EDUCATION & DIVERSITY

Inclusive education provides for equity of opportunity and participation in children's learning. Inclusive education celebrates diversity and responds to the uniqueness of every child.

PEDAGOGY

Teachers use appropriate and evidence-based pedagogical approaches and strategies to foster children's engagement, ownership, and challenge. Such pedagogical approaches and strategies connect with children's life experience, circumstances, strengths, and interests.

PRINCIPLES OF LEARNING, TEACHING, AND ASSESSMENT

ENGAGEMENT & PARTICIPATION

Children are active and demonstrate agency as the capacity to act independently and to make choices about and in their learning. Curriculum experiences provide them with opportunities for decision-making, creativity, and collaboration.

RELATIONSHIPS

Caring relationships within the school community support and impact positively on children's engagement, motivation, and learning.

TRANSITIONS & CONTINUITY

Children's prior learning, self-worth, and identity are built upon as they move from home to preschool and on to junior infants, and as they progress through primary school. This provides important foundations for learning as they move to post-primary school.

ASSESSMENT & PROGRESSION

Meaningful assessment is collaborative and integral to high-quality learning and teaching. Involving children, teachers, parents, and others, it provides information which enhances teaching and informs and supports progression in children's learning across the curriculum.

Figure 1: Principles of learning, teaching, and assessment

Social and Environmental Education



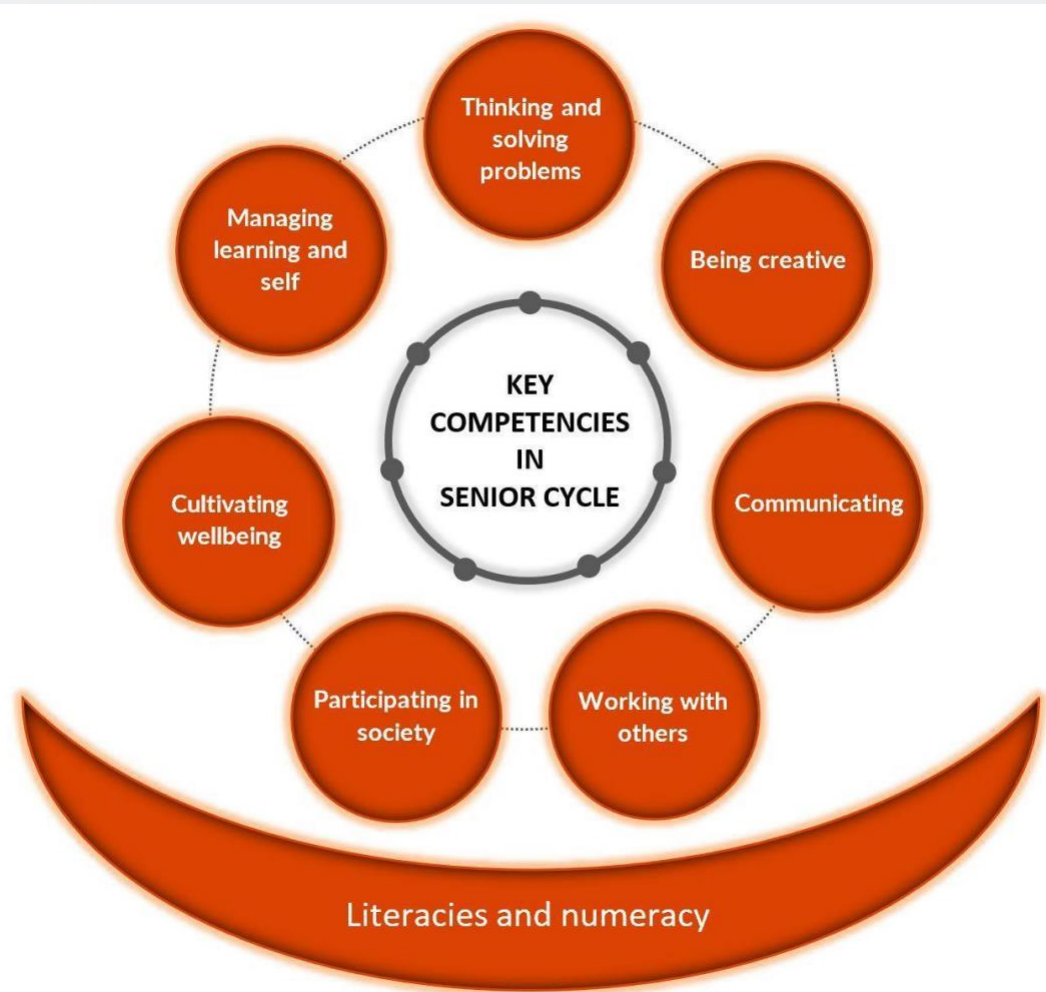
The European Declaration on Global Education to 2050

Environment and Sustainable Living	Geography Identify and compare physical features of the natural environments in Ireland, Europe and the wider world.	Geography Evaluate examples of change in the natural environments of Ireland, Europe and the wider world due to physical processes and human activity and determine possible actions to support positive change in the environment.
	Geography Investigate weather patterns and processes by exploring weather events, identifying the causes and consequences of severe weather to human and natural environments.	Geography Consider weather patterns and climate distinguishing between short-term weather events and long-term climate trends while identifying factors that influence climate change and their impact on our environment and daily life.
	Geography Recognise planet Earth's position as part of a wider solar system, identifying bodies in space such as the sun and the moon and their importance for, and influence on, Earth.	Geography Examine aspects of the interrelationship between the Earth and other celestial bodies on atmospheric conditions, climate change and weather patterns.



ESD in Senior Cycle

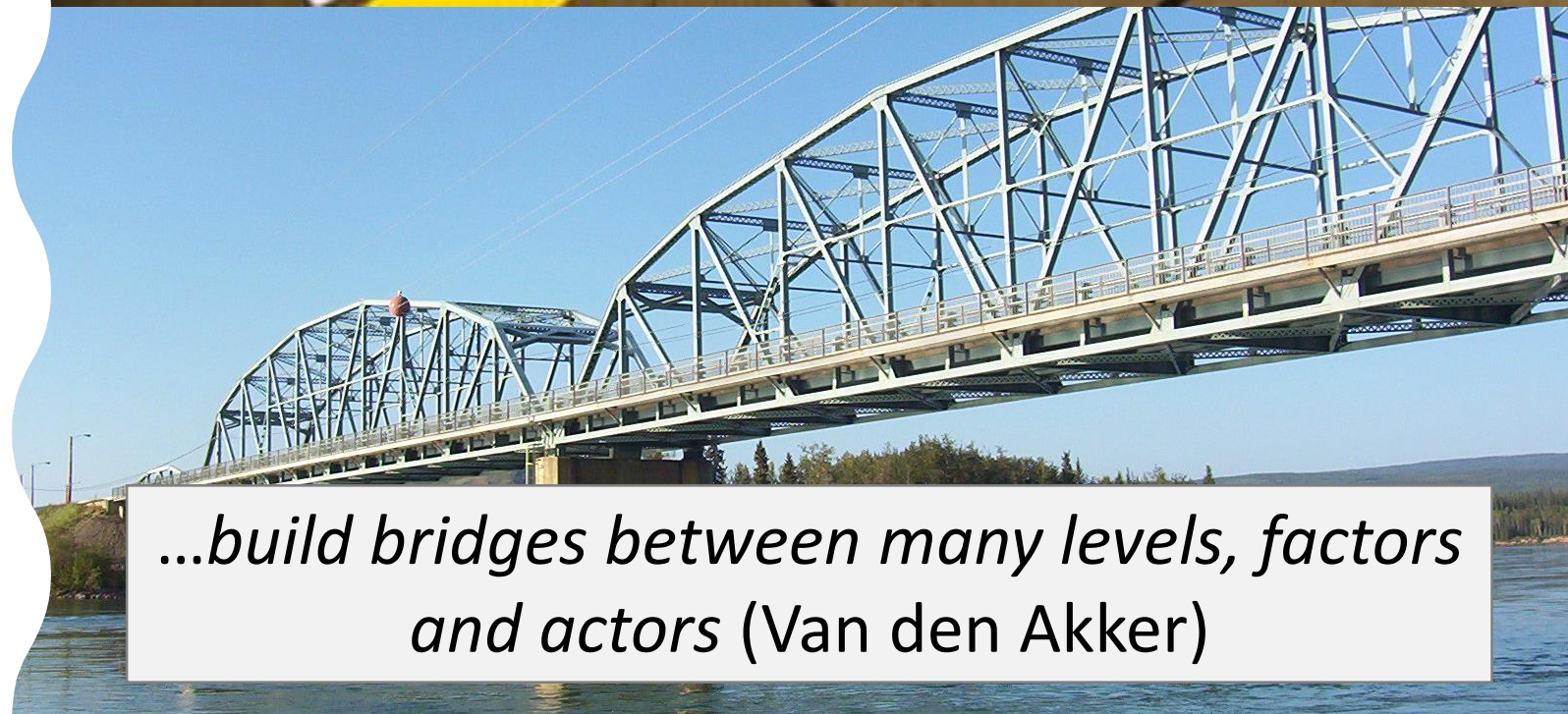
New Leaving Certificate
Subject: Climate Action and
Sustainability
Phased basis from Sep 2025
Supporting purpose and vision
for a redeveloped senior cycle



Enabling curriculum change

Educational infrastructure

(drawing on work of Priestley, Biesta and Robinson, 2015; Spillane, Hopkins and Sweet, 2018)



...build bridges between many levels, factors and actors (Van den Akker)

- www.ncca.ie
- www.curriculumonline.ie
- @NCCAie
- *info@ncca* newsletter

