



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



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Foreword &  
Introduction



## Foreword

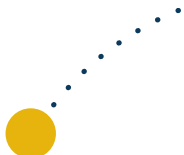
2012 was a significant year for NCCA's work in leading innovation in education. In October the Minister for Education and Skills announced plans for a major reform of Junior Cycle based on research, policy development and consultation work undertaken by the NCCA over the previous three years. As well as marking the culmination of significant NCCA work the reform sets a challenging agenda for NCCA over the coming years in developing new curricula and appropriate assessment tools and in supporting the rollout in schools of this important change. As part of the NCCA's ongoing commitment to developing curricula in partnership with education stakeholders and in a way that recognises practical school implementation requirements a network of 48 post-primary schools was established in April 2012 to contribute to junior cycle curriculum and assessment development.

Leaving Certificate 2012 marked the first state examinations where all students were studying the revised curriculum introduced under Project Maths. Significant work continued in NCCA during 2012 to support and enhance the implementation of this curriculum reform. Research on the impact to date of Project Maths, on student learning and on teacher views and a review of Project Maths textbooks was published. Commissioning and publishing research to inform policy debate and development continued as an important part of NCCA work across all levels of schooling with the launch of research reports to support the development of early childhood and primary school language learning, part of the development of a new primary language curriculum, a key action in the National Literacy and Numeracy Strategy.

Work on supporting a better transition from second-level to higher education progressed during 2012 through a collaborative process between the Department of Education and Skills, the Higher Education Authority, the Irish Universities Association, Institutes of Technology Ireland, the State Examinations Commission and the NCCA, a new approach that recognizes the need to focus on a continuum of education and an integrated approach to the different policies and mechanisms that influence learning outcomes. Addressing the importance of a continuum of education at transition points was a feature also of Junior Cycle and early primary school work.

Helping parents to support their children's learning has the potential to improve the education experience of our students. Significant additional resources to help parents to support mathematics learning for younger children were added to the website. NCCA developed an online Report Card creator to support primary schools in creating a report card to report children's progress to parents. The NCCA continued to be proactive in using its website and social media to disseminate research and good practice and encourage debate.

Following a strategic review during 2012 the NCCA amended the structures of its committees and working groups with a view to improving efficiency and effectiveness for the NCCA and for the organisations that work with us and making the process of developing curriculum and assessment more responsive and transparent.



Despite the difficult context and the funding and other challenges with which the education sector is confronted it is always heartening to encounter the enthusiasm, creativity and drive for improved education experience that are the hallmark of participants in different NCCA activities. The enthusiasm and commitment of teachers and school leaders is crucial to innovating and developing curriculum in a way that ensures learners are well placed to cope with whatever the future may bring. I want to acknowledge the work of all those who participated as members of the Council and of NCCA boards and development groups during 2012.

A new Council was appointed in April 2012. I'd like to pay tribute to the work of the previous Council. In particular I'd like to thank Professor Tom Collins, who chaired the Council for six years at a time of great change and development and showed unwavering commitment to the task of improving the education experience of all students.

The work outlined in this report would not have been achieved without the vision, passion, expertise and dedicated work of the CEO, Dr. Anne Looney and the staff of the NCCA.

**Brigid McManus**

Chair



## Introduction

Engagement with teachers, practitioners, researchers, stakeholders, and the general public is a defining feature of NCCA's curriculum and development work. In 2012, networks of schools and early childhood settings, committees and working groups and gatherings of school leaders convened across the year actively shaped emerging curriculum and assessment advice. Along with the real engagement was a new level of virtual engagement supported through the NCCA websites, and online networks for teachers and schools. Analysis of our website use shows an average growth of around 50% across the year. Some of that growth was driven by the organisation's innovative use of social media channels. Webcasts and podcasts were also widely accessed. The live webcast of the October conference on junior cycle was viewed in schools and university education departments across the country. Reflecting on both real and virtual engagement it is clear that each contributes to the other, and that the interactive potential of web 2.0 is being exploited more and more by those with whom we work, or who wish to contact us. Our websites no longer simply broadcast. They facilitate interaction.

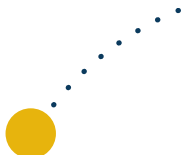
This shift is important for the development of curriculum and assessment as a public as well as a sectoral project. The announcement of a new online specification for curriculum and assessment for primary and junior cycle education with access for parents and students as well as teachers is significant in this regard.

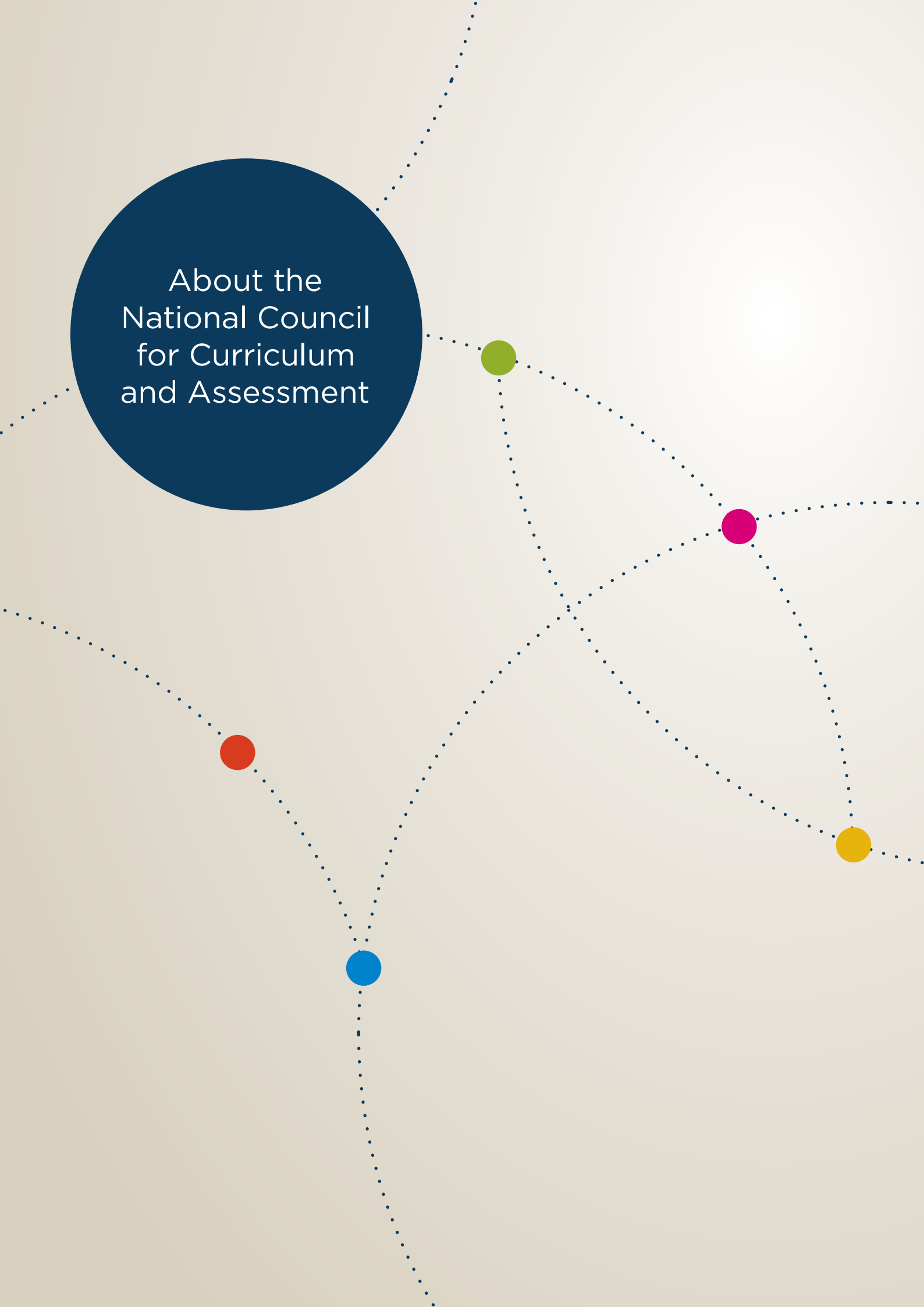
Supporting both real and virtual networks is challenging for a small organisation. Recognising that we need to be able to lead and support both kinds of engagement, we have been working to upskill all staff and to exploit the potential of cloud-based technologies in our work processes and our interactions with stakeholders and the public.

Staff have had to re-think, re-organise, and sometimes re-learn. In 2012 they did so with enthusiasm and energy despite the significant and ongoing challenges faced by public sector organisations.

The appointment of a new Council in 2012 brought some new voices at board level, and a new Chairperson, Brigid McManus, who ensured a smooth transition and sustained momentum towards the ambitious goals of the Strategic Plan.

**Dr. Anne Looney**  
Chief Executive





About the  
National Council  
for Curriculum  
and Assessment





The NCCA is a statutory Council and its brief is to advise the Minister for Education and Skills on matters relating to curriculum and assessment for early childhood education and for primary and post-primary schools.

## Vision

Our Strategic Plan for 2012-2015 sets out the vision for the NCCA:

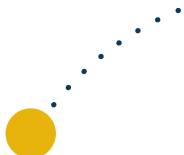
*Leading innovation in education for living, learning and working in a changing world.*

## Mission

The Council's approach to its work is summarised in its mission:

*The Mission of the National Council for Curriculum and Assessment is to:*

- *advise the Minister for Education and Skills on curriculum and assessment from early childhood to the end of second level*
- *engage with learners, teachers, practitioners, parents and others to support innovation in schools and other educational settings*
- *undertake, use and share research as a basis for advice and debate on education.*



## Composition

The Council is a representative structure, the membership of which is determined by the Minister for Education and Skills. The 25 members come from organisations representing teachers, school managers, parents, employers, trade unions and interests in education. Other members include representatives of the Department of Education and Skills, the State Examinations Commission and a nominee of the Minister for Education and Skills and of the Minister for Children and Youth Affairs. The membership of the current Council, which was appointed for a three-year term from 31 March 2012, is as follows:

**Ms. Brigid McManus**

Chairperson

**Mr. Declan Kelleher**

Deputy Chairperson, Irish National Teachers' Organisation

**Mr. Michael Redmond**

Deputy Chairperson, Joint Managerial Body

**Mr. Clive Byrne**

Nominee of the Minister for Education and Skills

**Deirbhile Nic Craith, Uasal**

Irish National Teachers' Organisation

**Dr. Marie Griffin**

Irish Vocational Education Association

**Dr. Nóirín Hayes**

Nominee of the Minister for Children and Youth Affairs

**Ms. Christina Henehan**

Association of Secondary Teachers, Ireland

**Mr. Philip Irwin**

Association of Secondary Teachers, Ireland

**Ms. Bernie Judge**

Teachers' Union of Ireland

**Dr. Daire Keogh**

Irish Federation of University Teachers

**Ms. Marie-Thérèse Kilmartin**

Joint Managerial Body

**Ms. Mary Lillis**

National Parents Council Primary

**Pádraig Mac Fhlannchadha, Uasal**

Department of Education and Skills

**Dr. Rose Malone**

Irish Congress of Trade Unions

**Ms. Hilary McBain**

Church of Ireland Board of Education

**Ms. Patricia McCrossan**

National Association of Boards of Management in Special Education

**Dr. Kara McGann**

Irish Business and Employers Confederation

**Mr. Jim Moore**

National Parents Council Post-Primary

**Mr. Michael O'Brien**

Teachers' Union of Ireland

**Seán Ó Coinn, Uasal**

Foras na Gaeilge

**Mr. Bryan O'Reilly**

Irish National Teachers' Organisation

**Sr. Betty O'Riordan**

Catholic Primary Schools Managers' Association

**Brid Uí Riordáin, Uasal**

State Examinations Commission

**Ms. Eileen Salmon**

Association of Community and Comprehensive Schools

The members' attendance at Council meetings and the expenses paid to them in 2012 are outlined in Appendices O1 and O2.



## Staff

The NCCA has a full-time executive staff led by the Chief Executive, Dr. Anne Looney, and the Deputy Chief Executives, John Hammond and Dr. Sarah FitzPatrick. Together with the full-time staff members, there is a team of specialist Education Officers, who are appointed on a secondment or commission basis to the NCCA.

The full-time staff in 2012 was as follows:

### **Chief Executive:**

Anne Looney

### **Deputy Chief Executives:**

Sarah FitzPatrick and John Hammond

### **Directors, Curriculum and Assessment:**

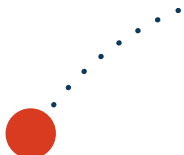
Arlene Forster  
John Halbert  
Bill Lynch  
Hal O'Neill  
Majella O'Shea

### **Administration:**

Paul Brady, Assistant Principal  
Aine Armstrong-Farrell,  
Higher Executive Officer  
Jackie O'Brien, Higher Executive Officer  
(to 29 February, 2012)  
Morgan Lockhart, Executive Officer  
Patricia Cassidy, Clerical Officer  
Ursula Corcoran, Clerical Officer  
Deirdre Dunne, Clerical Officer  
(from 15 October, 2012)  
Bernie Gallagher, Clerical Officer  
John Connors, Services Officer

### **Education Officers:**

Cheryl Brennan  
(from 10 January, 2012)  
Niamh Uí Chadhla  
(from 16 April, 2012)  
Ger Halbert  
(from 9 January, 2012)  
Aoife Kelly  
Denise Kelly  
(from 16 January, 2012)  
Rachel Linney  
Noel Loftus  
John Moriarty  
Reuben Ó Conluain  
Anna Walshe  
**Project Officers:**  
Anne White  
Clare Maloney  
(from 8 October, 2012)



## Boards and Development Groups

The Council progresses its work through a range of Boards and Development Groups drawn from the organisations represented on the Council and other agencies as appropriate. In 2012 the Council convened 22 of these groups. A list of the meetings held in 2012 may be found at Appendix 03.

## Finance

The Council's total income for 2012 was €3,241,102. Core funding of €3,225,000 was received from the exchequer through the Department of Education and Skills (DES). The Council also received €13,067 from the European Union for work on a key skills project. €3,000 was received from the OECD (Organisation for Economic Co-operation and Development) for work carried out on its behalf by the Chief Executive. The balance of €35 was received for processing Freedom of Information requests and publications. Financial statements for the year ended 31 December, 2012 will be published when the annual audit has been completed by the Comptroller and Auditor General.

The funds allocated to the NCCA cover:

- staff salaries
- costs related to the secondment and commissioning of specialist staff to support the work of the Council
- professional development
- publications and digital media including proofing, design, photography, printing and translation
- research
- costs of the meetings of Council, and its sub-groups including hire of conference facilities and travel and subsistence costs
- administration costs such as office maintenance and equipment, stationery, postage, telephone, rent, lighting and heating
- costs related to NCCA conferences and events
- IT maintenance and development
- international interaction including membership fees of international organisations such as CIDREE (Consortium of Institutions for Development and Research in Education in Europe) and AEA (Association for Educational Assessment, Europe)
- advertising



Strategic  
Goals

# 1.0

## Curriculum and Assessment Development

To develop innovative curriculum and assessment for engagement, progression, quality, inclusion and continuity across sectors.

### 1.1

New approaches to assessment and changed reporting systems are being introduced in schools and other settings.

#### Progress in 2012

We developed an online Report Card Creator to support primary schools in creating a report card to report children's progress to parents.

In response to the new Framework for Junior Cycle, launched on October 4<sup>th</sup>, work began on an assessment and moderation tool-kit for junior cycle.

### 1.2

Practice is established for generating and judging samples of students' work as illustrations of expectations for learners in curriculum and assessment specifications.

#### Progress in 2012

Work began on gathering student work as examples of expectations for learners for junior cycle English. This work involved groups of teachers presenting, discussing and commenting on selected pieces of work.

### 1.3

Post-primary schools are using the new *Framework for Junior Cycle* as a basis for planning and introducing change in their junior cycle.

#### Progress in 2012

A new junior cycle website featuring the Framework was launched in October.

The Toolkit for Level 2 was launched.

Specification and short course templates were completed and used for English and short courses. Short course development guidelines have been made available.

Key Skills of Junior Cycle completed and support materials published online.

Two briefing sessions were held for short course developers from agencies and organisations.

Development of English specification in progress. Background paper developed and consultation underway.

Drafts of six short courses (Digital Media, SPHE, PE, CSPE, Programming and Coding, Personal Project; Caring for Animals) well advanced and on schedule for consultation in 2013.

Development of Chinese Language and Culture, Performing Arts and another Level 2 short course has commenced. An event celebrating work on Chinese language and culture in Irish schools was held in May to showcase the work of over 20 schools from across Ireland.

### 1.4

*Aistear* is increasingly used in the early childhood sector.

#### Progress in 2012

The Aistear Toolkit was redeveloped and redesigned to improve navigability.

The Aistear Toolkit continued to be developed with additional items on language, play and the themes in action, as well as practitioners' change stories being added.

Evidence of *Aistear* use is clear from discussions and illustrations of practice during network and cluster meetings.

## 1.5

A new language curriculum for English and Gaeilge is developed for primary school children from junior infants to second class and development of the language curriculum for children from third to sixth classes is underway.

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**Progress in 2012**

A comprehensive audit of objectives for English, Gaeilge and Drama in the 1999 Curriculum and the audit of *Aistear* were completed.

The specification for the primary language curriculum from junior infants to second class, consistent with the specification for Junior Cycle, English and Gaeilge was agreed.

## 1.6

Elements of the primary curriculum are revised to reflect developments in knowledge and research and greater consistency with *Aistear* and with junior cycle developments.

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**Progress in 2012**

An overview of the primary curriculum developments was sent to all primary schools.

Proposals were sought for **research into mathematics** learning in primary school.

## 1.7

Curriculum and assessment reform at senior cycle continues with the completion of new curriculum and assessment specifications.

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**Progress in 2012**

Specifications and assessment proposals for the **three Leaving Certificate science subjects** – biology, chemistry and physics were explored.

Following engagement with the State Examinations Commission, the Department of Education and Skills, the Irish Universities Association, Institutes Ireland and the Higher Education Authority, a consultation on **LC grading practice** was initiated.

The same group also supported the appointment of an external expert to lead **a review of predictability** in the Leaving Certificate examinations.

A joint working group has been established between the NCCA and the HEA.

Interim changes were made **to Agricultural Science** following discussions with SEC.

Further work was completed on a framework and syllabus for **PE**.

Draft syllabuses for **Modern Languages** prepared for consultation.

## 1.8

Curriculum specifications for mathematics have been completed and their introduction is being evaluated as part of Project Maths.

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**Progress in 2012**

Phase 3 syllabuses for Junior and **Leaving Certificate mathematics** were completed and issued to schools.

As part of the evaluation of Project Maths, a meeting was held with the initial 24 schools.

Support for teachers was provided through a network of maths teachers and online.

A student zone to provide students with information and support on Project Maths was developed at [www.ncca.ie/projectmaths](http://www.ncca.ie/projectmaths).



# 2.0

## Engagement and networks for innovation

To work with schools, practitioners and learners to build capacity for change and to inform curriculum and assessment development and implementation.

### 2.1

NCCA school networks are generating ideas and material to support their own capacity and that of other schools in curriculum and assessment development and in supporting change.

#### Progress in 2012

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The ***Aistear: Play, Language and Literacy*** network of infant teachers was expanded and supported through a new online workspace for sharing examples of good practice and to facilitate feedback on the new language curriculum.

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48 schools are participating in **NCCA junior cycle network**. The network has produced programme plans and timetables

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Short course development sessions were held with staff from network schools. School visits included sessions on the *Framework*, key skills, and schools planning.

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Over 1,000 teachers signed up for JC2.0, where they access materials in areas such as planning and short course development. Teachers are involved in sharing ideas, experiences and approaches to learning and teaching.

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A **network for Project Maths** was established to develop exemplar support materials by and for teachers and initial material has been published.

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## 2.2

NCCA is supporting the work of partner networks engaged in curriculum and assessment development and supporting teaching and learning.

### Progress in 2012

All original **Aistear workshops** were revised and updated and three new workshops are now being used by Tutors:

- maths through play
- language and literacy through play
- thinking and talking about picture books.

A Summer course was facilitated by 33 Tutors in 25 venues and in partnership with 18 Education Centres.

Almost 6,000 teachers and principals participated in workshops/summer courses up to the beginning of December 2012.

A new online workspace was created for the Aistear Tutor Initiative to share examples of good practice, to collaborate in developing illustrations of practice, and to provide feedback on components of the new language curriculum.

A **Teacher Professional Community** was established in conjunction with Kildare Education Centre in September with 20 teachers involved.

Four meetings took place focusing on

- introduction to *Aistear*
- introduction to play
- planning for and resourcing play
- cross-curricular thematic planning and the role of the teacher in play.

A resource library for play has been established for the teachers in Kildare Education Centre.

A **school feedback group for the Report Card Creator** was established in February 2012. An initial meeting took place with the NCCA. The group members supported the work by

- sharing their school reporting practices
- suggesting reporting options for inclusion in an online customisation tool
- providing feedback on trial versions of the Report Card Creator
- supplying sample report cards developed using the Report Card Creator.

The Trinity College led Bridge 21 network is operating as **a junior cycle partner network**, with support of NCCA and a report has been issued. Other networks of the Irish School Heads Association, NAPD, NPC and other school management and trustee bodies are supported in different ways.

NCCA is contributing to the **European Commission Policy Network on Key Competencies in School Education** and network activity is underway. NCCA has contributed to two network meetings. Case notes have been developed for four Irish key competence initiatives.

## 2.3

Structures and supports are in place to ensure that the voice and experience of learners are included in NCCA deliberations.

### Progress in 2012

Initial work with junior cycle network schools included the development of material for use when consulting and engaging with students.



# 3.0

## Knowledge and research

To generate, use and share knowledge and research to support the development of curriculum and assessment advice and practice in schools and other educational settings.

### 3.1

Curriculum and assessment developments are informed by evidence and research.

#### Progress in 2012

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Three research reports to support early childhood and primary developments were launched and published:

- Oral Language in Early Childhood and Primary School Education (3-8yrs)
  - Literacy in Early Childhood and Primary Education (3-8yrs)
  - Towards an Integrated Language Curriculum for Early Childhood and Primary Education (3-12yrs)
- 

Companion documents were also published:

- Cross-referenced document of the three reports
- Executive summaries in English and Gaeilge

These documents are published at [www.ncca.ie/primarylanguage](http://www.ncca.ie/primarylanguage)

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Preparatory work for **research into the impact of the changed assessment arrangements for LC Gaeilge** was completed.

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## 3.2

Teachers, practitioners, parents, learners and others are accessing research findings and examples of practice from schools and settings.

### Progress in 2012

Four tip sheets and 22 video clips were developed and published at [www.ncca.ie/primaryparents](http://www.ncca.ie/primaryparents) to support parents in helping their children with maths at home. These focus on the maths curriculum from junior infants to 2<sup>nd</sup> class.

Dissemination of the link to the research reports and the executive summaries was facilitated by a poster to all primary schools and articles in issues of *InTouch* and *Leadership+*.

Podcasts on the research papers in oral language, literacy, and the integrated language curriculum are available at [www.ncca.ie/primarylanguage](http://www.ncca.ie/primarylanguage)

Two Requests for Tender for research on **mathematics education** in early years and primary education (children aged 3-8 years) were published in November.

Report on **'The Primary Classroom'** launched by ESRI and NCCA in January.

Interim report on the **evaluation of Project Maths** by the National Foundation for Educational Research published at [www.ncca.ie/projectmaths](http://www.ncca.ie/projectmaths). The multi-stranded research into the impact of Project Maths on student achievement, motivation and attitudes continues.

A new 'teaching through play' webpage was created in the Aistear Toolkit at [www.ncca.ie/aisteartoolkit](http://www.ncca.ie/aisteartoolkit) for **the early childhood sector**.

Video clips showing how play can be used to support children's learning and development in a number of curriculum areas/themes, were published in the Aistear Toolkit.

A series of short podcasts on planning for, organising and teaching through play were published in the Aistear Toolkit.

## 3.3

NCCA is contributing to and supporting the increased focus on the use of evidence in policy-making and evaluation generally, in schools and other educational settings.

### Progress in 2012

Initial work begun with the Teaching Council and the Centre for Effective Services on a joint initiative to explore how teachers engage with research.

The **ESRI longitudinal study** continues to be supported by the NCCA, along with a range of other bodies and agencies

**Posters on the key themes of Aistear** were sent to City and County Childcare Committees for distribution to early childhood practitioners.

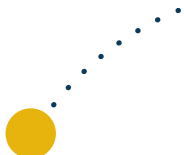
## 3.4

Research findings and new knowledge are shared and interrogated by NCCA staff as an integral part of their work.

### Progress in 2012

New SharePoint system in place to make for easy anytime access to research and resource materials.

All staff continue to receive weekly bulletin of education updates. Bulletin is also available to Council members.



# 4.0

## Strategic relationships

To build on existing strategic relationships and develop new ones to support and connect curriculum and assessment development and implementation.

### 4.1

Collaborative relationships with a number of organisations are improving the understanding and quality of curriculum and assessment developments and implementation.

#### Progress in 2012

Work was ongoing with the **Early Years Education Policy Unit** to support the early childhood sector in using *Aistear* to improve practice and outcomes for children.

NCCA continued to work in partnership with the **Association of Teacher Education Centres in Ireland (ATECI)** through the *Aistear* Tutor Initiative.

The first year of the *Aistear in Action* developmental project was completed in partnership with **Early Childhood Ireland**.

Ongoing engagement with **IPPN and NAPD** as designated bodies for NCCA continued.

Ongoing engagement with **PDST** continued, as did work with the **Project Maths Development Team**.

NCCA continued to participate in the **Project Maths Implementation Support Group**.

The vacancy for the NCCA representative on **COGG** was filled.

Work began on the preparation of a Memorandum of Understanding between the **DES** and the NCCA.

The standing committee with the **State Examinations Commission** met twice.

The NCCA continued to participate in the DES **Interagency Teacher Planning Committee** which met on four occasions.

In 2012 the NCCA maintained membership of

- Educational Studies Association of Ireland
- Consortium of Institutions for Development and Research in Education in Europe
- Assessment in Education Association - Europe
- Institute of Public Administration
- Public Affairs Ireland

In addition, the CEO is a member of the Association of Chief Executives of State Agencies.

The Chairperson joined the Association of Chairs of State Agencies.

Membership of SCoTENS (the standing conference on teacher education North and South) was restored, in line with a similar move by CCEA in Northern Ireland.

## 4.2

Staff and students in early childhood courses and initial teacher education are well-informed about our work, and in turn, have opportunities to contribute to that work.

### Progress in 2012

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A presentation on the *Aistear in Action* project was made at the OMEP (World organisation for Early Childhood Education) conference.

---

A workshop on *Aistear* was facilitated with lecturers working on FETAC and HETAC early childhood courses.

---

Five regional meetings on Project Maths were organised for university and institute of technology personnel.

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## 4.3

Curriculum and assessment developments north and south of the border have been supported by collaboration between NCCA and CCEA.

### Progress in 2012

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A meeting was held with CCEA on its re-establishment to identify areas of common interest and engagement.

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# 5.0

## Profile and communications

To communicate, present and share the work and achievements of the NCCA to improve the profile of the organisation and engagement with its work.

### 5.1

Arising from an effective media strategy, key messages on reforms are widely shared and NCCA responses and contributions are informed and timely.

#### **Progress in 2012**

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Training was accessed on social media in public sector organisations and NCCA introduced a Twitter feed.

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Effective media engagement on Project Maths resulted in significant national exposure for Prof. Jo Boaler and participation by NCCA in a national radio debate.

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### 5.2

A new form of online curriculum and assessment specification has been introduced for primary and post-primary developments.

#### **Progress in 2012**

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The components of the online specification were agreed.

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## 5.3

NCCA websites are consolidated and improved in response to customer feedback, statistics on web usage, and developments in online and social media.

### Progress in 2012

---

Strategic planning completed by Web Team to identify short, medium and long-term plans for developing NCCA's online environment.

---

Corporate homepage was redesigned to provide easier navigation and access to content for users.

---

New navigation was applied across curriculum online and ACTION sites by the end of January 2013, providing a more cohesive look and feel for NCCA's sites.

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Upgrade of current CMS initiated.

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Improved procedures to ensure that the 'Leagan Gaeilge' fully implemented.

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Statistics on visits show a year-on-year average increase of 125%.

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## 5.4

The work of the NCCA on curriculum and assessment and on practice in schools is shared with national and international audiences.

### Progress in 2012

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Chapter on 'assessment in *Aistear*' included in a new early childhood education publication by PLÉ.

---

Paper on curriculum and assessment change in Ireland presented at AERA, Vancouver

---

Paper on using knowledge from school-based curriculum initiatives presented at ECER, Cadiz.

---

The play and maths tip sheets for parents were translated into six more languages: Polish, French, Romanian, Russian, Chinese and Portuguese.

---

A new tip sheet on supporting children's (2 1/2-6 years) thinking was developed.

---



# 6.0

## Organisational effectiveness and governance

To develop the NCCA governance and organisation structures, processes, skills and competences to innovate in the achievement of the vision.

### 6.1

Organisation structures and processes are supporting innovative curriculum and assessment development and collaborative work practices.

#### Progress in 2012

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Structures and processes revised and new boards and development groups in place for areas of current curriculum and assessment work. All existing NCCA committee members were advised of the changes.

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New subject development in operation for junior cycle English.

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An edition of *The Comet* was produced for members of development groups and boards.

---

SharePoint facilitated efficient and effective work practices and collaboration.

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### 6.2

NCCA staff has developed the knowledge and competences required to develop innovative curriculum and assessment advice and to support its introduction in schools.

#### Progress in 2012

---

Staff accessed a range of professional development opportunities aligned with the organisational strategic objectives.

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Whole-staff professional development was organised in performance management, communications training, report writing and plain English, and in presentation skills.

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Two members of staff are pursuing doctoral studies, and one completed a Masters in Business Administration.

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### 6.3

There is a strong performance culture across the organisation.

#### Progress in 2012

Phase 1 of changes to PMD (agreed as part of Croke Park) implemented.

Staff provided feedback on the revised PMD tools and the process itself to the Department of Expenditure and Reform through an online survey.

A staff member attended an information session on the Phase 2 changes to be implemented in 2013.

### 6.4

There is a robust financial management and reporting system in place with a strong emphasis on value for money.

#### Progress in 2012

Audit Committee was reconstituted following the appointment of the new Council in April.

Risk Management register updated for approval by the Audit Committee.

### 6.5

The governance requirements of state bodies are fully complied with.

#### Progress in 2012

Following a strategic review led by external consultants, a new Strategic Plan was agreed and published.

The Annual Report for 2011 was published.

### 6.6

Customer service standards are developed and improved.

#### Progress in 2012

The streamlining of the website has resulted in improved customer service.

### 6.7

The NCCA has complied with all relevant public sector agreements and development plans.

#### Progress in 2012

The NCCA has met all targets outlined in the Public Service Agreement 2010 - 2014 (Croke Park) and complied with the ECF for the period.

Workforce Development Planning completed, and report submitted.



## Appendix

## 01

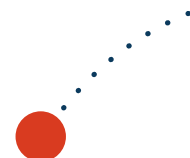
Membership and attendance  
at Council meetings 2012

		Council Meetings								
		9 February	21 March	22 March	17 May	14 June	20 September	8 November	12 December	13 December
Máire Áine Úi Aodha, Uasal (to 31 March)	Nominee of the Minister for Education and Skills	✓	✓	✓						
Ms. Catherine Byrne (to 31 March)	Deputy Chairperson, Irish National Teachers Organisation	✓	✓	✓						
Mr. Clive Byrne (from 1 April)	Nominee of the Minister for Education and Skills				✓	✓	✓	✓	✓	✓
Prof. Tom Collins (to 31 March)	Chairperson	✓	✓	✓						
Mr. Donal Cooper (to 31 March)	National Parents Council (Primary)		✓	✓						
Deirbhile Nic Craith, Uasal	Irish National Teachers Organisation	✓	✓	✓	✓	✓	✓	✓	✓	✓
Mr. Michael Delargey (to 31 March)	Irish Federation of University Teachers	✓	✓	✓						
Mr. Aidan Farrell (to 31 March)	State Examinations Commission	✓	✓	✓						
Dr. Marie Griffin (from 1 April)	Irish Vocational Education Association				✓	✓	✓	✓	✓	✓
Prof. Nóirín Hayes	Nominee of the Minister for Children and Youth Affairs	✓	✓	✓	✓	✓	✓			
Ms. Christina Henehan (from 1 April)	Association of Secondary Teachers Ireland				✓	✓	✓	✓		
Ms. Eilis Humphreys (to 31 March)	Deputy Chairperson, Joint Managerial Body	✓		✓						
Mr. Philip Irwin (from 1 April)	Association of Secondary Teachers Ireland				✓	✓	✓	✓	✓	✓
Ms. Bernie Judge	Teachers Union of Ireland	✓	✓	✓	✓	✓	✓	✓	✓	✓
Mr. Declan Kelleher	Irish National Teachers Organisation (Deputy Chairperson from 1 April)		✓	✓	✓	✓	✓	✓	✓	✓
Dr. Daire Keogh (from 1 April)	Irish Federation of University Teachers				✓	✓	✓	✓	✓	✓
Ms. Marie-Thérèse Kilmartin (from 1 April)	Joint Managerial Body				✓		✓	✓	✓	✓
Ms. Moira Leydon (to 31 March)	Association of Secondary Teachers Ireland	✓	✓	✓						
Ms. Mary Lillis (from 1 April)	National Parents Council (Primary)				✓	✓	✓	✓		
Pádraig Mac Fhlannchadha, Uasal, (from 1 April)	Department of Education and Skills				✓	✓	✓	✓	✓	✓



## Membership and attendance at Council meetings 2012

		Council Meetings								
		9 February	21 March	22 March	17 May	14 June	20 September	8 November	12 December	13 December
Dr. Rose Malone	Irish Congress of Trade Unions	✓	✓	✓	✓		✓			✓
Ms. Hilary McBain	Church of Ireland Board of Education		✓		✓	✓	✓	✓		
Mr. Stephen McCarthy (to 31 March)	Irish Vocational Education Association	✓	✓	✓						
Ms. Patricia McCrossan	National Association of Boards of Management in Special Education	✓	✓	✓	✓	✓		✓	✓	✓
Dr. Kara McGann (from 1 April)	Irish Business and Employers Confederation				✓		✓	✓		✓
Ms Brigid McManus (from 1 April)	Chairperson				✓	✓	✓	✓	✓	✓
Mr. Jim Moore	National Parents Council (Post-Primary)	✓	✓	✓	✓	✓	✓	✓	✓	✓
Mr. Joe Moran (to 31 March)	Association of Secondary Teachers Ireland	✓	✓	✓						
Mr. Éamonn Murtagh (to 31 March)	Department of Education and Skills	✓	✓	✓						
Seán Ó Coinn, Uasal	Foras na Gaeilge	✓	✓	✓	✓	✓	✓	✓		✓
Mr. Michael O'Brien (from 1 April)	Teachers Union of Ireland				✓	✓	✓	✓	✓	✓
Mr. Tim O'Meara (to 31 March)	Teachers Union of Ireland	✓	✓	✓						
Mr. Bryan O'Reilly (from 1 April)	Irish National Teachers Organisation				✓	✓	✓	✓	✓	✓
Sr. Betty O'Riordan	Catholic Primary Schools Managers Association	✓			✓	✓	✓		✓	✓
Bríd Uí Riordáin, Uasal (from 1 April)	State Examinations Commission				✓		✓	✓	✓	✓
Mr. Michael Redmond	Joint Managerial Body (Deputy Chairperson from 1 April)	✓	✓	✓	✓	✓	✓	✓	✓	✓
Ms. Eileen Salmon	Association of Community and Comprehensive Schools	✓	✓	✓	✓	✓	✓	✓	✓	✓
Mr. Frank Turpin (to 31 March)	Irish Business and Employers Confederation	✓	✓	✓						



## Appendix

## 02

## Expenses paid to NCCA Council members in 2012

The figures below include expenses for attendance at meetings of sub-groups of Council.

€

Máire Áine Úi Aodha, Uasal (to 31 March)	Nominee of the Minister for Education and Skills	345.12
Ms. Catherine Byrne (to 31 March)	Deputy Chairperson, Irish National Teachers Organisation	0.00
Mr. Clive Byrne (from 1 April)	Nominee of the Minister for Education and Skills	0.00
Prof. Tom Collins (to 31 March)	Chairperson	0.00
Mr. Donal Cooper (to 31 March)	National Parents Council (Primary)	245.73
Deirbhile Nic Craith, Uasal	Irish National Teachers Organisation	136.86
Mr. Michael Delargey (to 31 March)*	Irish Federation of University Teachers	909.54
Mr. Aidan Farrell (to 31 March)	State Examinations Commission	340.14
Dr. Marie Griffin (from 1 April)	Irish Vocational Education Association	0.00
Prof. Nóirín Hayes	Nominee of the Minister for Children and Youth Affairs	0.00
Ms. Christina Henehan (from 1 April)	Association of Secondary Teachers Ireland	1,439.02
Ms. Eilis Humphreys (to 31 March)	Deputy Chairperson, Joint Managerial Body	0.00
Mr. Philip Irwin (from 1 April)	Association of Secondary Teachers Ireland	0.00
Ms. Bernie Judge	Teachers Union of Ireland	0.00
Mr. Declan Kelleher	Irish National Teachers Organisation (Deputy Chairperson from 1 April)	3,050.29
Dr. Daire Keogh (from 1 April)	Irish Federation of University Teachers	0.00
Ms. Marie-Thérèse Kilmartin (from 1 April)	Joint Managerial Body	0.00
Ms. Moira Leydon (to 31 March)	Association of Secondary Teachers Ireland	0.00
Ms. Mary Lillis (from 1 April)	National Parents Council (Primary)	717.56
Pádraig Mac Fhlannchadha, Uasal, (from 1 April)	Department of Education and Skills	0.00
Dr. Rose Malone	Irish Congress of Trade Unions	0.00
Ms. Hilary McBain*	Church of Ireland Board of Education	267.00



## Expenses paid to NCCA Council members in 2012

The figures below include expenses for attendance at meetings of sub-groups of Council.

€

Mr. Stephen McCarthy (to 31 March)	Irish Vocational Education Association	0.00
Ms. Patricia McCrossan	National Association of Boards of Management in Special Education	0.00
Dr. Kara McGann (from 1 April)	Irish Business and Employers Confederation	0.00
Ms Brigid McManus (from 1 April)	Chairperson	0.00
Mr. Jim Moore	National Parents Council (Post-Primary)	1,991.01
Mr. Joe Moran (to 31 March)	Association of Secondary Teachers Ireland	0.00
Mr. Éamonn Murtagh (to 31 March)	Department of Education and Skills	0.00
Seán Ó Coinn, Uasal	Foras na Gaeilge	0.00
Mr. Michael O'Brien (from 1 April)	Teachers Union of Ireland	924.30
Mr. Tim O'Meara (to 31 March)	Teachers Union of Ireland	381.38
Mr. Bryan O'Reilly (from 1 April)	Irish National Teachers Organisation	0.00
Sr. Betty O'Riordan*	Catholic Primary Schools Managers Association	686.16
Bríd Uí Riordáin, Uasal (from 1 April)	State Examinations Commission	0.00
Mr. Michael Redmond	Joint Managerial Body (Deputy Chairperson from 1 April)	0.00
Ms. Eileen Salmon*	Association of Community and Comprehensive Schools	122.70
Mr. Frank Turpin (to 31 March)	Irish Business and Employers Confederation	0.00

\*Denotes payment of expenses incurred in 2012 and 2011



## List of meetings in 2012

<b>Early Childhood and Primary</b>	<b>Total</b>
Board for Early Childhood and Primary	1
Early Childhood and Primary Language Committee	2
Early Childhood and Primary Committee	2
Early Childhood and Primary Language Advisory Group	2
Early Childhood and Primary Language Development Group	1
<b>Junior Cycle</b>	
Board for Junior Cycle	5
Junior Cycle Gaeilge	2
Junior Cycle Mathematics Development Group	1
Junior Cycle English	1
English Development Group	3
<b>Senior Cycle</b>	
Board for Senior Cycle	1
Senior Cycle Mathematics Development Group	2
Applied Mathematics Development Group	2
Senior Cycle Italian	1
Senior Cycle Spanish	1
Senior Cycle German	1
Senior Cycle French	1
An tSraith Shinsearach Gaeilge	1
<b>Boards of Studies</b>	
Board of Studies for Mathematics	1
Board of Studies for Science	1
Board of Studies for Languages	1
<b>Other</b>	
Audit Committee	1
<b>Total number of meetings in 2012</b>	<b>35</b>
<b>Total number of committees/groups</b>	<b>22</b>

## Appendix

## 04

## A selection of the presentations, papers or workshops delivered by NCCA in 2012 organised by strategic goals

### Curriculum and Assessment Development

To develop innovative curriculum and assessment for engagement, progression, quality, inclusion and continuity across sectors

Event/organisation	Theme/title
National Education Council, Finland	The challenge of new technologies in education
Professional Development Service for Teachers (PDST)	<i>Aistear</i> : Inside and beyond
Professional Development Service for Teachers (PDST)	Integrated Language Curriculum: Draft learning outcomes
Professional Development Service for Teachers (PDST)	Framework for Junior Cycle and other post-primary developments

### Engagement and networks for innovation

To work with schools, teachers, practitioners and learners to build capacity for change and to inform curriculum and assessment development and implementation

Event/organisation	Theme/title
Art Teachers' Association	Framework for Junior Cycle
An Tionól Teagaisc 2012, Gaillimh – An tSeirbhís Tacaíochta Dara Leibhéal	Ag Ullmhú don tSraith Shóisearach Nua
Comhdháil Oideachais - Gaelscoileanna Teo agus Eagraíocht na Scoileanna Gaeltachta Teo, Gaillimh	Athraithe ag teacht i bhfeidhm ar an tSraith Shóisearach
Eureka summer school, University College Cork	Practical assessment of Leaving Certificate science
ChemEd conference, Dublin City University	Assessment of inquiry in chemistry
National Centre for Excellence in Mathematics and Science Teaching and Learning	Inquiry based learning in the revised curriculum and assessment specification for Leaving Certificate physics
Fingal County Childcare Committee conference:	<i>Aistear</i> : Celebrating YOUR journey and YOUR story
Chinese Culture and Language: School Showcase	Showcase of school-based practice on Chinese culture and language from over twenty schools around Ireland

### Knowledge and research

To generate, use and share knowledge and research to support the development of curriculum and assessment advice and practice in schools and other educational settings

Event/organisation	Theme/title
Science and Mathematics Education Conference series, Dublin City University	Leaving Certificate physics - making an impact
Science and Mathematics Education Conference series, Dublin City University	Practical assessment in Leaving Certificate science - working with schools
Organisation Mondiale pour l'Éducation Pré-scolaire (OMEP), Ireland	Aistear Tutor Initiative: Leading and Supporting Change
European Centre for the Development of Vocational Training Study Visit, Portugal	Level 2 programmes in Irish Secondary Schools
EU KeyCoNet Network on the development of key competences in school education	The Irish policy context for key competences in school education
European Conference on Educational Research, Cadiz	Using Knowledge from School-based Curriculum Development Initiatives to Impact on Curriculum Policy and Practice
Delegations from Romania (2)	Developments in Second-Level Education in Ireland
Educational Research Centre - Programme for International Student Assessment	Meetings of the National Advisory Committee
Science and Mathematics Education Conference series, Dublin City University	The Challenge of Change - the experience of teachers in the initial schools in Project Maths
Marino Institute of Education	Mathematics Teacher Education





### Strategic relationships

To build on existing strategic relationships and develop new ones to support and connect curriculum and assessment development and implementation

Event/organisation	Theme/title
National Parents' Council annual conference	Framework for Junior Cycle
NAPD Symposium	Innovations in Learning/Framework for Junior Cycle
Co Dublin VEC Principals and Deputies Conference	Framework for Junior Cycle
Dublin City University	Framework for Junior Cycle
Leadership Development Service	Framework for Junior Cycle
Joint Managerial Body/Association of Management of Catholic Secondary Schools Conference	Level 2 Learning Programmes for Junior Cycle
National Centre for Technology in Education/ Professional Development Service for Teachers	Framework for Junior Cycle
Loreto conference for Principals and Deputies	Framework for Junior Cycle
Special Education Support Service Steering Committee	Level 2 programmes in Junior Cycle
National Association of Boards of Management in Special Education	Level 2 programmes in Junior Cycle
Universities and Institutes of Technology - regional events	Information meetings on Project Maths
Irish Maths Teachers Association Annual Conference.	Junior Cycle Developments and the implications for mathematics teaching and learning.

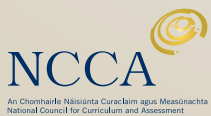


### Profile and communications

To communicate, present and share the work and achievements of the NCCA to improve the profile of the organisation and engagement with its work

<b>Event/organisation</b>	<b>Theme/title</b>
Irish Business and Employers' Confederation	Framework for Junior Cycle
Various non-Governmental organisations	Short course development in Junior Cycle
Reading Association of Ireland	From Objectives to Outcomes: Towards a new language curriculum for primary schools
American Educational Research Association Annual Conference	Educational Change in the Republic of Ireland and the Economic Crisis





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