Annual Report 2014

September 2015

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Chairperson's foreword

The role of the National Council for Curriculum and Assessment in leading and supporting change in the Irish education system was described in a 2009 discussion document as *puzzling and powering* (NCCA, 2009). 2014 was certainly a year of *puzzling and powering* in the pursuit of change. Much of this was done through deliberations with our own boards and development groups and through public consultations as well as with a number of networks that generated their own puzzles and in some cases, their own power.

The Junior Cycle School Network provided online support and face-to-face engagement to assist schools in their planning for introducing elements of a new Junior Cycle. Their work focused on key skills and on developing assessment practice. The *Goodness me, Goodness You!* network of schools continued to contribute to the development of the GMGY programme for Community National Schools. Meanwhile, the Primary Language Network of 16 schools was established across three sites to exemplify expectations for children's language learning in English and Irish in different kinds of schools.

As well as our own NCCA networks, partner networks, engaged in curriculum and assessment development and supporting teaching and learning, were also supported. An example of this work with the newly established, *Better Start, the National Early Years Quality Development Service* through regular meetings and induction for the Mentors. In addition, work continued with the Association of Teacher Education Centres in Ireland (ATECI) through the Aistear Tutor Initiative and summer courses and workshops were facilitated supporting teachers and principals in their work with *Aistear.*

A number of partner networks, which were set up by school management bodies and other agencies to develop schools' capacity to plan for developing their Junior Cycle programmes, were supported early in 2014.

Posing questions to the system and drawing attention to the complexity of these questions is done in a number of ways, and particularly through our various approaches to consultation. Increasingly, our approach has moved more towards facilitating, supporting and encouraging collaboration through various consultation events and meetings. This approach was reflected in the six-month consultation process on the draft Primary Language Curriculum/Curaclam Teanga na Bunscoile published for consultation in April 2014. At senior cycle, similar processes supported consultations on background Papers in Economics, Applied Mathematics and Agricultural Science.

As the list of meetings presented later in this report shows, some NCCA development groups and Boards had another very busy year in 2014 and this in turn gave rise to additional demands on the Council members with busy agendas, lengthy meetings and considered debate. Their commitment and willingness to engage with sometimes complex and contentious issues is greatly appreciated. I also want to acknowledge the particular support of the Deputy Chairpersons, Michael Redmond and Declan Kelleher.

John Hammond's leadership as Acting Chief Executive, and that of Majella O' Shea who acted as Deputy Chief Executive from September allowed for momentum to be sustained when the Chief Executive, Anne Looney took up a research fellowship in Australia for the academic year. Their willingness to step into these roles, and the support provided by Sarah Fitzpatrick Deputy CEO during this period was greatly appreciated by the Council.

Brigid McManus

Chairperson

Chief Executive's Introduction

The voice of children and young people is of great importance in collaborating to find solutions to curriculum and assessment challenges. In 2014, the NCCA continued to liaise with organisations who work directly with children to explore opportunities to incorporate the child's voice into curriculum development.

While assessment has always been our business, new approaches to assessment and changed reporting systems posed key questions across the various areas of work and afforded new opportunities for including the voice of students. New assessment arrangements for junior cycle featured in the Specification for English and eight short courses made available in September 2014. The Report Card Creator for primary schools was further developed and the Education Passport for transition from primary to post-primary school was launched and made available online with support materials provided for both schools and parents. Again, the focus on the voice of children and young people in the reporting process was noteworthy.

Participation in international networks also played a part in the *puzzling and powering* with continued engagement with the European Commission Policy Network on Key Competencies in School Education (KeyCoNet). A number of activities featured in this work including school visits, case studies, an international conference and a detailed case study on the role of *Project Maths* in the development of key competences which was presented to the network and published on www.keyconet.eun.org

2014 saw the commencement of the implementation of the EUFolio pilot project. This is a European project with an interest in designing and testing ePortfolio models to support the implementation of innovative learning environments using ICT across Europe. Through school visits and workshops, teachers explored the development of digital skills, strategies for embedding formative assessment and considerations for task design within a digital portfolio environment.

The Collaborative Assessment Alliance (CAA) is an international partnership focusing on the design, creation and deployment of collaborative assessment tasks. In September post-primary science teachers and education leaders gathered to learn about designing these collaborative problem-solving tasks that are aligned with the development of deep learning skills. Exciting work is underway on the design of four collaborative tasks where students can be assessed in both social and cognitive domains as they collaborate to solve complex problems.

This theme of foregrounding the voice and learning of students continues to be important in our work and is bringing NCCA into new networks and new engagements. Gathering the voice of students is relatively straightforward. Interpreting and responding to those voices is more complex and more challenging.

We want to thank the staff of the NCCA for their creativity and commitment in 2014, and the members of the Council for their direction and support.

Anne Looney

John Hammond, Acting CEO from 8th September

Introduction

Consideration of the role of the NCCA in leading and supporting change, in a discussion document published a few years ago (NCCA, 2009), pointed to the role of national organisations like the NCCA in *puzzling and powering* in the process of educational change. The paper went on to say that from this perspective, those involved with system-wide change should be less concerned with finding the definitive 'solution' centrally and disseminating it locally for 'implementation'. They should be more inclined to posing the key questions to the system, drawing attention to the complexity of those questions and to the need for multiple, more customised solutions, and then powering those working on the challenges to find solutions. In this context, agencies like the NCCA are viewed more as facilitators, supporters and encouragers of collaboration to address challenges being faced by schools on a daily basis.

2014 was certainly a year of *puzzling and powering* in the pursuit of change. Much of this was done through deliberations with our own boards and development groups – and much was also done collaboratively through engagement with various organisations and networks, both home and abroad.

The Goodness me, Goodness you! network of schools continued to contribute to the development of the GMGY programme for Community National Schools. Meanwhile, the Primary Language Network of 16 schools was established across three sites (Cork, Dublin and Galway) to exemplify expectations for children's language learning in English and Irish in the three school language contexts - English-medium schools, Gaeltacht schools, and Irish-medium schools. The Junior Cycle School Network provided online support and face-to-face engagement to assist schools in their planning for introducing elements of a new Junior Cycle. Their work focused on key skills and on developing assessment practice.

As well as our own NCCA networks, partner networks, engaged in curriculum and assessment development and supporting teaching and learning, were also supported. An example of this work with the newly established, *Better Start, the National Early Years Quality Development Service* through regular meetings and induction for the Mentors. In addition, work continued

with the Association of Teacher Education Centres in Ireland (ATECI) through the Aistear Tutor Initiative and summer courses and workshops were facilitated supporting teachers and principals in their work with *Aistear.* And a number of partner networks, which were set up by school management bodies and other agencies to develop schools' capacity to plan for developing their Junior Cycle programmes, were supported early in 2014.

Participation in international networks also played a part in this *puzzling and powering* with continued engagement with the European Commission Policy Network on Key Competencies in School Education (KeyCoNet). A number of activities featured in this work including school visits, case studies, an international conference and a detailed case study on the role of *Project Maths* in the development of key competences which was presented to the network and published on www.keyconet.eun.org

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The voice of children and young people is of great importance in collaborating to find solutions to curriculum and assessment challenges. In 2014, the NCCA continued to liaise with

organisations who work directly with children to explore opportunities to incorporate the child's voice into curriculum development.

While assessment has always been our business, new approaches to assessment and changed reporting systems posed key questions across the various areas of work. New assessment arrangements for junior cycle featured in the Specification for English and eight short courses made available in September 2014. The Report Card Creator for primary schools was further developed and the Education Passport for transition from primary to post-primary school was launched and made available online with support materials provided for both schools and parents.

Posing questions to the system and drawing attention to the complexity of these questions is done in a number of ways, and particularly through our various approaches to consultation. Increasingly, our approach has moved more towards facilitating, supporting and encouraging collaboration through various consultation events and meetings. This approach was reflected in the six-month consultation process on the draft Primary Language Curriculum/Curaclam Teanga na Bunscoile published for consultation in April 2014. At senior cycle, similar processes supported consultations on background Papers in Economics, Applied Mathematics and Agricultural Science.

As the list of meetings presented later in this report shows, some NCCA development groups and Boards had another very busy year in 2014 and this in turn gave rise to additional demands on the Council members with busy agendas, lengthy meetings and considered debate. Their commitment and willingness to engage with sometimes complex and contentious issues, under the steady leadership of the Chairperson, Brigid McManus, was particularly appreciated in 2014. I also want to acknowledge her particular support and that of the Deputy Chairpersons, as well as the support of colleagues in taking on the role of Acting Chief Executive when our CEO took up a Professorial Research Fellowship in Australia in September 2014.

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 curriculum and assessment for early childhood education and for primary and post-primary schools. This section of the Annual Report provides some background information on the Council, its current membership, organisational structures and financing.

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 (DES), the State

Examinations Commission and a nominee from each of the Minister for Education and Skills and 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

Dr Michael Redmond, Deputy Chairperson, Joint Managerial Body

Mr Clive Byrne, Nominee of the Minister for Education and Skills

Dr Deirbhile Nic Craith, Irish National Teachers' Organisation

Ms Rosemary Eagar, Church of Ireland Board of Education

Dr Marie Griffin, Education and Training Boards, Ireland

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

Prof 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 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

Bríd 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 2014 are set out in appendices one and two.

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. Dr. Looney was granted leave of absence from 1st September, 2014 for a year to enable her to take up a position as research fellow at the Learning Sciences Institute, Australia. John Hammond was appointed Acting Chief Executive for the duration of her absence.

The full-time staff in 2014 was as follows:

Chief Executive: Dr. Anne Looney (to 31 August)
Acting Chief Executive: John Hammond (from 8 September)

Deputy Chief Executives: John Hammond (to 7 September) and Dr. Sarah FitzPatrick
Acting Deputy Chief Executive: Majella O'Shea (from 8 September)

Directors, Curriculum and Assessment:
Norman Emerson (from 9 June)
Arlene Forster
John Halbert
Aoife Kelly (Acting from 8 September)
Bill Lynch
Hal O'Neill (to 17 July)
Majella O'Shea (to 7 September)

Corporate Services:
Paul Brady, Assistant Principal
Aine Armstrong-Farrell, Higher Executive Officer
Maura Dee, Higher Executive Officer
Morgan Lockhart, Executive Officer
Patricia Cassidy, Clerical Officer, RIP (to 14 August)
Ursula Corcoran, Clerical Officer
Deirdre Dunne, Clerical Officer
Bernie Gallagher, Clerical Officer

John Connors, Services Officer.

Education Officers:

Fred Boss

Dr Mary Daly

Yvonne Uí Fhlaithimhín (from 1 September)

Aisling Greene (to 31 August)

Ger Halbert

Aoife Kelly (to 7 September)

Denise Kelly

Rachel Linney

Noel Loftus (to 31 August)

John Moriarty

Deirdre Murphy

Ben Murray

Elaine Ní Neachtáin (from 1 September)

Reuben Ó Conluain (to 31 August)

Aoife Rush

Barry Slattery

Patrick Sullivan

Anna Walshe

Project Officers:

Máire Corbett (from 11 March)

Dr Jones Irwin (from 26 November)

Dr Clare Maloney

Aiveen Mulally (from 7 January)

Aisling O'Loughlin (from 18 March)

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 2014, the Council convened 64 meetings of 15 of these groups. A list of the meetings held in 2014 is in appendix three.

Finance

The Council's total income for 2014 was €4,612,700. Core funding of 4,441,200 was received from the exchequer, through the DES.

The funds allocated to the NCCA cover:

- Staff salaries

- Costs related to commissioning 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, its Boards and Development 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.

The DES allocated €36,263 to work on Goodness Me Goodness You! (GMGY), a multi-faith programme for children of all faiths (religions) and none. The DES also allocated €59,198 for work on the Aistear/Síolta Practice Guide to support practitioners in using *Aistear: the Early Childhood Curriculum Framework* and *Síolta, the National Quality Framework for Early Childhood Education*. The Council received €24,196 from the EU for work on a key skills project and €8,416 for an EU Folio Project. The Council received a refund of €4,679 from CIDREE in respect of conference costs. A further sum of €12,500 was received in sponsorship towards the costs of the NCCA's participation in the *Algebra Project.* Costs of €20,270 were received from COGG (An An Chomhairle um Oideachas Gaeltachta & Gaelscolaíochta) in respect of services for shared office accommodation in 35 Fitzwilliam Square. Finally income of €5,988 was received in respect of a training course organized by NCCA on Assessment.

Financial statements for the year ended 31st December, 2014 are published on completion of the annual audit by the Comptroller and Auditor General.

Progress in 2014

This section of the Annual Report for 2014 describes the progress made over the year towards achieving the outcomes set out in the current Strategic Plan. These outcomes are presented under the High Level goals of the Strategic Plan:

1. **Curriculum and Assessment Development**

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

2. **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

3. **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

4. Strategic relationships

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

5. 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

6. Organisational effectiveness and governance

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

1. Curriculum and Assessment Development

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

Strategic plan outcomes		Progress in 2014
1.1	New approaches to assessment and changed reporting systems are being introduced in schools and other settings.	The Education Passport for transition from primary to post-primary school was launched and made available online at www.ncca.ie/transfer. Support materials were provided for both schools and parents. The Report Card Creator for primary schools was further developed and was recognised by winning an eGovernment Award in the accessibility category. The Assessment Toolkit for junior cycle was further developed.
1.2	Practice is established for generating and judging samples of students' work as illustrations of expectations for learners in curriculum and assessment specifications.	A Primary Language Network including 40 teachers across 16 schools was established to gather and annotate examples of children's language learning and development for the Primary Language Curriculum. The bank of examples of student work for Junior Cycle English increased and the collection of examples for Science commenced. A quality assurance process for processing these examples of student work was developed.

1. Curriculum and Assessment Development

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

Strategic plan outcomes		Progress in 2014
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.	Specifications for English and eight short courses were introduced in September 2014. The short courses were in the areas of CSPE, SPHE, PE, Coding, Digital Media Literacy, Chinese, Artistic Performance and A Personal Project: Caring for Animals and were published on www.curriculumonline.ie Additional material supporting assessment change in English, in the form of Assessment Specifications, was published online. The specification for Junior Cycle Science was completed.
1.4	*Aistear* is increasingly used in the early childhood sector.	Development of the *Aistear Síolta Practice Guide* began. Phase 1 content on Curriculum Foundations and four Curriculum Pillars (Environments, Parents, Interactions, and Planning and assessing) was developed. Thirty-seven *Aistear* summer courses took place involving over 700 teachers and using revised summer course materials which linked to the draft Primary Language Curriculum. *Aistear* workshops continued to run in Education Centres as part of the NCCA/ATECI collaboration.

1. Curriculum and Assessment Development

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

Strategic plan outcomes		Progress in 2014
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.	The draft Primary Language Curriculum/Curaclam Teanga na Bunscoile was developed and published for consultation in April 2014. The draft was then revised to reflect feedback from the 6-month consultation process. A programme of work was outlined for developing Section 6 of the curriculum for Stages 3 and 4 (i.e., third to sixth class). Section 6 includes the four main curriculum components: (i) Learning Outcomes, (ii) Progression Continua, (iii) Examples of children's language learning and (iv) Support Material for teachers.
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.	Key ideas from commissioned research reports, and from Aistear's themes and guidelines informed the new Primary Language Curriculum/Curaclam Teanga na Bunscoile for Stages 1 and 2. Commissioned research reports, Aistear, and sessions at the Early Childhood and Primary Maths conference in November, informed initial work on the new Primary Maths Curriculum.

1. Curriculum and Assessment Development

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

Strategic plan outcomes		Progress in 2014
		Ideas for developing a Primary Curriculum Framework were outlined in a series of Pathways for curriculum and assessment development, Informed by early childhood and primary research and developments.
1.7	Curriculum and assessment reform at senior cycle continues with the completion of new curriculum and assessment specifications.	Background Papers in Economics, Applied Mathematics and Agricultural Science were completed and published at www.ncca.ie Consultation on Background Papers in Applied Mathematics and Agricultural Science commenced. Revised assessment arrangements for Leaving Certificate Art were completed. The development of a new Leaving Certificate grading system commenced.
1.8	Curriculum specifications for mathematics have been completed and their introduction is being evaluated as part of Project Maths.	All schools used the new 'Project Maths' mathematics specifications at junior cycle and senior cycle for the first time.
1.9	Test and refine an online *Toolkit for Level 2 Learning Programmes*.	The Toolkit was used by schools planning to introduce L2LPs fully in 2015.

1. Curriculum and Assessment Development

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

Strategic plan outcomes		Progress in 2014
		The e-planning tool for teachers, an essential feature of the Toolkit, was modified on the basis of feedback.

2. 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

Strategic Plan Outcomes		Progress in 2014
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.	The Goodness me, Goodness you! Network of schools continued to contribute to the development of the programme for Community National Schools. Teacher and parent supports, as well as a set of guiding principles, were developed by the group. The Primary Language Network of 16 schools was established across three sites (Cork, Dublin and Galway) to exemplify expectations for children's language learning in English and Irish in the three school language contexts—(i) English-medium schools, (ii) Gaeltacht schools, and (iii) Irish-medium schools.

2. 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

	Strategic Plan Outcomes	**Progress in 2014**
		The Junior Cycle School Network provided online support and face-to-face engagement to assist schools in their planning for introducing elements of a new Junior Cycle such as short courses and changes in assessment practice.
2.2	NCCA is supporting the work of partner networks engaged in curriculum and assessment development and supporting teaching and learning.	NCCA supported the work of the newly established, *Better Start, the National Early Years Quality Development Service* through regular meetings with the Better Start National Manager and induction for the Mentors. Work continued with the Association of Teacher Education Centres in Ireland (ATECI) through the Aistear Tutor Initiative. Summer courses and workshops were facilitated supporting teachers and principals in their work with *Aistear.* Members of the Junior Cycle Team continued to engage with partner networks, set up by school management bodies and other agencies to

2. 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

	Strategic Plan Outcomes	Progress in 2014
		develop schools' capacity to plan for developing their Junior Cycle programmes. NCCA continued to contribute to the European Commission Policy Network on Key Competencies in School Education (KeyCoNet). A case study on Project Maths was prepared, presented to the network and published on www.keyconet.eun.org
2.3	Structures and supports are in place to ensure that the voice and experience of learners are included in NCCA deliberations.	NCCA continued to liaise with organisations and bodies who work directly with children to explore opportunities to incorporate the child's voice into curriculum development. The NCCA Student Voice Research Project, in partnership with TCD and NAPD, commenced. Consultations with students on JC Science and Art, Craft, Design took place in three post primary schools.

3. 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

Strategic plan outcomes		Progress in 2014
3.1	Curriculum and assessment developments are informed by evidence and research.	Feedback on the draft Primary Language Curriculum was gathered during a six-month consultation process (April – October). Findings from 796 surveys and 73 written submissions were analysed and published in a consultation report. Two commissioned research reports on Mathematics in Early Childhood and Primary Education (3-8 years) were published and launched by the Minister for Education, Jan O' Sullivan, T.D. They will inform the development of the new Primary Mathematics Curriculum. Commissioned research on Curriculum Structures and Stages in Primary Education (Audit of policy across jurisdictions) was jointly published by the National Foundation for Educational Research (NFER) and the NCCA, to inform the development of a Primary Curriculum Framework. The consultation on the draft specification for Junior Cycle Science was informed by an external evaluation of the specification commissioned by the NCCA and conducted by Professor Cecília Galvão, University of Lisbon.

3. 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

	Strategic plan outcomes	Progress in 2014
3.2	Teachers, practitioners, parents, learners and others are accessing research findings and examples of practice from schools and settings.	The NCCA continued to publish executive summaries and podcasts of key findings from curriculum reviews and research on the corporate website to support engagement by a broad audience, e.g., commissioned research on primary mathematics at www.ncca.ie/primarymaths. Examples of student work were gathered for Junior Cycle English and published on www.curriculumonline.ie
3.3	NCCA is contributing to and supporting the increased focus on the use of evidence in policy-making and evaluation generally, and in schools and other educational settings.	The findings of commissioned research were fed into the deliberations of NCCA boards and development groups and into liaison structures with external bodies and departments. For example, research findings related to student experience of the transition from second to third level was fed into the work of the DES Transitions Group.
3.4	Research findings and new knowledge are shared and interrogated by NCCA staff as an integral part of their work.	NCCA staff attended Informal sessions on a range of curriculum and assessment issues, facilitated by national/international speakers with whom pre- and post-conference sessions were organised. NCCA staff attended and/or presented papers at national and international conferences on educational research and practice. Details of these are presented in Appendix 4.

3. 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

Strategic plan outcomes	Progress in 2014

4. Strategic relationships

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

Strategic plan outcomes		Progress in 2014
4.1	Collaborative relationships with a number of organisations are improving the understanding and quality of curriculum and assessment developments and implementation.	Work was ongoing with the **Early Years Education Policy Unit, DES,** to support the early childhood sector in using *Aistear* to improve practice and outcomes for children. This work focused primarily on the development of the *Aistear Síolta Practice Guide*. Preparatory work on the *Aistear Síolta Practice Guide* began in partnership with the **Department for Children and Youth Affairs**. NCCA continued to work in partnership with the **Association of Teacher Education Centres in Ireland (ATECI)** through the Aistear Tutor Initiative and other initiatives.

3. 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

Strategic plan outcomes	Progress in 2014
	NCCA worked in partnership with the **State Examinations Commission** to align curriculum and assessment developments at post-primary. The standing group met three times. Ongoing engagement continued with designated bodies of the NCCA - **IPPN, NAPD, The Arts Council** and **Educate Together.** Ongoing engagement with the **Professional Development Service for Teachers** continued, as did work with the Education Committee of INTO, the Project Maths Development Team and Junior Cycle for Teachers (JCT). NCCA continued to participate in the **Project Maths Implementation Support Group.** NCCA continued its work with the **Transition Reform Group** set up to collaborate on the Transition from second level to higher education. *A Key Directions Update* was published in April.

3. 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

Strategic plan outcomes	Progress in 2014

	A standing arrangement is in place for meetings with the **Teaching Council** every three months.
	
	The NCCA continued to participate in the DES **Interagency Teacher Planning Committee,** which met on four occasions.
	
	The NCCA contributed, with the DES and PDST, to meetings of the **Advisory group on implementation of the new Primary Language Curriculum.**
	
	In 2014 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 continued as a member of the Association of Chief Executives of State Agencies.

3. 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

Strategic plan outcomes		Progress in 2014
		The Chairperson continued as a member of the Association of Chairs of State Agencies. NCCA continues to be a member of Scotens (the standing committee on teacher education North and South) as does 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.	NCCA staff provided inputs on early childhood and primary developments to students in early childhood courses and in pre-service primary teaching. Staff working in early childhood courses provided feedback on draft materials in the *Aistear Síolta Practice Guide*.
4.3	Curriculum and assessment developments north and south of the border have been supported by collaboration between NCCA and CCEA.	The CEO participated in a CCEA Expert Working Group conducting a review of the post-primary curriculum in Northern Ireland.

5. 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

Strategic plan outcomes		Progress in 2014
5.1	Arising from an effective media strategy, key messages on reforms are widely shared and NCCA responses and contributions are informed and timely.	A video on the Primary Developments disseminated information on curriculum changes at primary. The video was published online at www.ncca.ie/primarydevelopments. A consultation policy was drafted, with input from a public relations organisation, to guide the Primary Developments. Timely responses were made to media enquiries about various developments and a number of staff contributed to radio interviews. The CEO had articles published in national media and participated in a debate on junior cycle reform on national television. Social media was used effectively to communicate important messages about curriculum developments and consultations. Three editions of info@ncca were published, in Irish and English, in February (6, 397 subscribers), May (6,513 subscribers), October (10,133 subscribers).

5.2	A new form of online curriculum and assessment specification has been introduced for primary and post-primary developments.	Specifications for Junior Cycle Short Courses were published online. Scoping requirements commenced for Phase 2 of www.curriculumonline.ie A PDF and Microsoft Word generator was completed to enable users to download files from curriculumonline. Search functionality was also improved. Staff training on www.curriculumonline.ie took place.
5.3	NCCA websites are consolidated and improved in response to customer-feedback, statistics on web usage and developments in online and social media.	All websites were regularly reviewed and updated. Twitter was used to communicate with stakeholders and highlight key messages, with 4,000 twitter followers gained over the year.
5.4	The work of the NCCA on curriculum and assessment and on practice in schools is shared with national and international audiences.	NCCA hosted the Annual Meeting of CIDREE contact persons in March. Presentations on the Junior Cycle Developments were delivered at the JMB Education Conference in September. A conference took place to support consultation on the Junior Cycle Science specification. Work on the developing role of portfolios in assessment was presented at the EU Folio Conference, Slovenia in April. Paul Ginnis facilitated a seminar for policy makers at an NCCA Junior Cycle Seminar in April.

| | | Keynote speakers at the Early Childhood and Primary Maths Conference, Profs. Liz Wood and Doug Clements, facilitated a session for those involved in policy, research and teacher-education, in November.

A seminar on developing Science assessment took place as part of NCCA's work with the Collaborative Assessment Alliance in September.

A presentation on Junior Cycle reform was made to the National Parents Council (Post-Primary) Conference in November.

Case studies from Irish schools were presented to a European Network on Key Competences – KeyCoNet. NCCA also facilitated a section of a KeyCoNet MOOC on implementation of key competences in Ireland.

A major presentation was made at the KeyCoNet Final Conference with involvement of NCCA staff, Irish teachers and students. NCCA contributed to final recommendations from the KeyCoNet project. |
|---|---|---|

6. Organisational effectiveness and governance

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

	Strategic Plan Outcomes	Progress in 2014
6.1	Organisation structures and processes are supporting innovative curriculum and assessment development and collaborative work practices.	Structures and processes are in place and agreed for areas of current curriculum and assessment work. New subject development groups are in operation for junior cycle developments and for primary languages. SharePoint facilitated efficient and effective work practices and collaboration. Staff members were provided with computer tablets which allied to SharePoint facilitated 'paperless' meetings with consequent savings in print and paper.
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.	Five staff pursued post-graduate studies, three at doctoral level, in areas relevant to their work. A variety of professional development needs were identified and provided for through on-the-job training, internal professional development events, mentoring, coaching and through courses and conference attendance.

Strategic Plan Outcomes		Progress in 2014
6.3	There is a strong performance culture across the organisation.	NCCA continued to implement Performance Management Development processes which are linked to the achievement of strategic goals
6.4	There is a robust financial management and reporting system in place with a strong emphasis on value for money.	Financial reports were monitored at regular Management Team meetings. Monthly management accounts were submitted to meetings of the Council. Quarterly Income and Expenditure reports were submitted to DES. Financial statements were reviewed by the Audit Committee. Public service procurement processes were adhered to, with a particular focus on value for money.
6.5	The governance requirements of state bodies are fully complied with.	NCCA reported to DES on Corporate Governance compliance. The Annual Report for 2013 was published. The Audit of Financial Statements for 2013 was completed. The Review of Systems of Internal Financial Control was completed. The risk register was updated and approved by Council.

Strategic Plan Outcomes		Progress in 2014
6.6	Customer service standards are developed and improved.	All customer services guidelines and policies were adhered to.
6.7	The NCCA has complied with all relevant public sector agreements and development plans.	The NCCA has met all targets outlined in the Public Service Agreement 2010 – 2014 (Croke Park) and Public Service Stability Agreement 2013 – 2016 (Haddington Road). The NCCA has complied with the ECF for the period. The Workforce Development Plan was updated and report submitted.

Membership and attendance at Council meetings 2014		Council Meetings								
		5-6 February		20 March	4 April	1 May	19 June	25 September	6 November	18 December
		5 February	6 February							
Mr Clive Byrne	Nominee of the Minister for Education and Skills	✓	✓	✓	✓	✓	✓	✓		✓
Dr Deirbhile Nic Craith	Irish National Teachers Organisation	✓	✓	✓	✓	✓	✓	✓	✓	✓
Ms Rosemary Eager	Church of Ireland Board of Education	✓	✓	✓	✓	✓	✓		✓	✓
Dr Marie Griffin	Education and Training Boards, Ireland		✓	✓		✓	✓		✓	✓
Prof 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	✓	✓	✓	✓	✓	✓	✓	✓	✓

Membership and attendance at Council meetings 2014		Council Meetings								
		5-6 February								
		5 February	6 February	20 March	4 April	1 May	19 June	25 September	6 November	18 December
Ms Bernie Judge	Teachers Union of Ireland	✓	✓	✓		✓	✓	✓	✓	✓
Mr Declan Kelleher	Deputy Chairperson	✓	✓	✓	✓	✓	✓		✓	✓
Prof 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 Patricia McCrossan	National Association of Boards of Management in Special Education	✓	✓	✓	✓	✓	✓		✓	✓
Dr Kara McGann	Irish Business and Employers Confederation			✓	✓	✓	✓	✓	✓	✓
Ms Brigid McManus	Chairperson	✓	✓	✓	✓	✓	✓	✓	✓	✓

Membership and attendance at Council meetings 2014		Council Meetings								
		5-6 February		20 March	4 April	1 May	19 June	25 September	6 November	18 December
		5 February	6 February							
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	✓	■	✓	✓	✓	✓	✓	■	■
Bríd Uí Riordáin, Uasal	State Examinations Commission	✓	✓	✓	✓	✓	■	✓	✓	✓
Dr Michael Redmond	Deputy Chairperson	✓	✓	✓	✓	■	✓	✓	✓	✓
Ms Eileen Salmon	Association of Community and Comprehensive Schools	■	✓	✓	✓	✓	■	✓	✓	✓

Appendix Two: Expenses paid to Council members in 2014

Expenses paid to NCCA Council members in 2014		€
The figures below include expenses for attendance at meetings of sub-groups of Council. An asterix denotes payment of expenses incurred in 2014 and 2013.		
Mr Clive Byrne	Nominee of the Minister for Education and Skills	0.00
Ms Rosemary Eager	Church of Ireland Board of Education	524.80
Dr Deirbhile Nic Craith	Irish National Teachers Organisation	0.00
Dr Marie Griffin	Irish Vocational Education Association	0.00
Prof Nóirín Hayes	Nominee of the Minister for Children and Youth Affairs	0.00
Ms Christina Henehan *	Association of Secondary Teachers Ireland	1,335.84
Mr Philip Irwin	Association of Secondary Teachers Ireland	0.00
Ms Bernie Judge	Teachers Union of Ireland	0.00
Mr Declan Kelleher	Deputy Chairperson from 1 April	3,421.11
Prof Daire Keogh	Irish Federation of University Teachers	0.00
Ms Marie-Thérèse Kilmartin	Joint Managerial Body	0.00

Expenses paid to NCCA Council members in 2014		€
The figures below include expenses for attendance at meetings of sub-groups of Council.		
An asterix denotes payment of expenses incurred in 2014 and 2013.		
Ms Mary Lillis	National Parents Council (Primary)	472.38
Pádraig Mac Fhlannchadha, Uasal	Department of Education and Skills	0.00
Dr Rose Malone	Irish Congress of Trade Unions	0.00
Ms Patricia McCrossan	National Association of Boards of Management in Special Education	0.00
Dr Kara McGann	Irish Business and Employers Confederation	0.00
Ms Brigid McManus	Chairperson	0.00
Mr Jim Moore	National Parents Council (Post-Primary)	1,645.05
Seán Ó Coinn, Uasal	Foras na Gaeilge	0.00
Mr Michael O'Brien *	Teachers Union of Ireland	2,602.85
Mr Bryan O'Reilly	Irish National Teachers Organisation	0.00
Sr. Betty O'Riordan	Catholic Primary Schools Managers Association	698.37
Bríd Uí Riordáin, Uasal	State Examinations Commission	0.00
Dr Michael Redmond	Deputy Chairperson	0.00

Expenses paid to NCCA Council members in 2014		€
The figures below include expenses for attendance at meetings of sub-groups of Council. An asterix denotes payment of expenses incurred in 2014 and 2013.		
Ms Eileen Salmon	Association of Community and Comprehensive Schools	0.00

Appendix Three: NCCA Meetings 2014

List of meetings, 2014

	Total
Early Childhood and Primary	
Board for Early Childhood and Primary	7
Early Childhood and Primary Language Development Group	5
Early Childhood and Primary Language Advisory Group	5
Junior Cycle	
Board for Junior Cycle	7
An Mheitheal Forbartha don Ghaeilge ag an tSraith Shóisearach	8
Business Studies Development Group	6
CSPE Development Group	2
English Development Group	2
Science Development Group	8
SPHE Development Group	2
PE Development Group	2
Senior Cycle	
Board for Senior Cycle	4
Agricultural Science Development Group	1
Cross Sectoral	
Mathematics Development Group	1
Other	
Audit Committee	4
Total number of meetings in 2014	**64**
Total number of committees/groups	**15**

Appendix Four: NCCA Presentations (selection)

A selection of the presentations, paper or workshops delivered by NCCA in 2014 organised by strategic goals

1. Curriculum and Assessment Development

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

Event/Organisation	Theme/ title
Irish Maths Teachers Association Annual Conference 2014	Project Maths
Maths Counts Conference developed by PMDT	Integrating Key Skills in the Maths classroom
KeyCoNet Final Conference	*Implementing key skills in post-primary education in Ireland.* Project Maths as a case study for subject based competences
Teacher's Union Ireland	Curriculum development in Ireland
Final year BEd students, Marino Institute of Education	What next for the Primary Curriculum? Early Childhood and Primary Developments
National Parents Council (Post-Primary) Annual Conference	Assessment in the new Junior Cycle
NUIG Reforming Learning Conference	Key developments in curriculum reform
Irish Learning Support Association	Level 2 Learning Programmes and the e-Planning toolkit
National Association of Boards of Management in Special Education Conference	Using the e-planning toolkit to personalise learning in Level 2 LPs
JMB Conference	Timetabling for a new Junior Cycle
JMB Conference	Leading for New Learning
Assessment for Key Competences Conference	The development of key competences through real time collaborative tasks
SMEC Conference DCU	Thinking Assessment in Science and Mathematics

Event/Organisation	Theme/ title
Review of JCT Science Workshop day 1	Evaluating workshop day 1
Mansion House	Input on Lord Mayor's Day on Early Language and Literacy
Two Induction Days on *Aistear Síolta Practice Guide*	Better Start Mentors
BA students, IT Blanchardstown	*Aistear: the Early Childhood Curriculum Framework* – developing a curriculum
Irish School Heads Association Seminar	Wellbeing in post –primary school
NPC National Conference	Junior Cycle Reform - changed student experience
SPHE conference	Understanding Wellbeing in changing times; the role of SPHE
SESS	The Primary Language Curriculum
Comhdháil Gaelscoileanna Teo	Forbairtí sa Ghaeilge ag leibhéal na Bunscoile agus na hIar-bhunscoile

2. Engagement and networks for innovation

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

Event/Organisation	Theme/ title
Special schools with students whose disabilities are in the low moderate to severe and profound range	Informing the development of background paper and brief for Level 1 Learning Programmes
JCT – leadership, short course and L2LPs teams	Facilitating training workshops and participating in 'critical friends' days to advise on training materials for junior cycle
Irish Third level teacher training institutions (Heads of SEN departments)	Level 2 Learning Programmes for junior cycle students – an overview
European Studies Project steering group	Short course development for junior cycle
EUFolio professional development workshops	Workshops with participating EUFolio schools on 0365 and Mahara platforms
Collaborative Assessment Alliance	Workshops with participating CAA teachers on collaborative task design
INTO Education Committee	Towards a new Primary Language Curriculum: English and Irish (junior infants to second class)
Féilte (Teaching Council)	Molfeasa, a knowledge hub for teachers
Algebra Project Summer induction programme, Miami Northwestern High School	Workshops on innovative curriculum for an inclusive approach to developing mathematical proficiency within the lowest quartile of students
iScoil Initiative	The Junior Cycle Developments and educational disadvantage
Young Ballymun event DES clock tower	Ballymun Child Literacy Data
Algebra Project	Workshop with teachers implementing Algbera Project curriculum in schools
Relating language examinations to the common European reference levels of language proficiency (RELANG)	Input and participation in national training workshop

Event/Organisation	Theme/ title
Annual conference of Wicklow County Childcare Committee	*Aistear Síolta Practice Guide*
Aistear Tutor Initiative – Annual seminar	Curriculum and assessment developments at Early Childhood and Primary
Music Generation: Early Years Music Practice Seminar	Music in *Aistear:* Inside and beyond
Early Years Education Show	*Aistear:* Footsteps, voyages and stories
Irish School Heads Association (ISA)/NCCA Network Day	Leading Learning

3. 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
Education Scotland	Researching National One courses to support the development of L1LPs background paper and brief
Centre for Talented Youth Ireland (DCU)	Research and developments in the education of exceptionally able learners
NCTM Annual Conference, New Orleans	Research in developments in teaching and learning mathematics
Queens University, Belfast	Doctoral conference; *Participating Inspiring and Discovering in the World of Educational Research*
15TH Annual AEA Conference Tallinn	Assessment of students in a 21st Century World
European Conference on Educational Research (ECER) Annual Meeting, Porto	Moving up the line – schools at the hub of policy development in Ireland. Symposium on 'Balancing curriculum regulation and freedom in Europe'.
Reading Association of Ireland (RAI) Annual Meeting, Marino Institute of Education (MIE)	Draft Primary Language Curriculum: Consultation Findings and Implications
Comhdháil Taighde uile-oileánda ar an tumoideachas (Mary Immaculate College)	Presentation: Including young bilingual learners in the assessment process *(Foghlaimeoirí Óga Dátheangacha a Chur san Áireamh sa Phróiseas Measúnachta)*
Buzzing with Books: Children's Literature Conference (Mary Immaculate College)	Workshop: Creating Social Stories for children with behavioural difficulties
INSTEM International Conference	European Science and Mathematics education
Cambridge University, June 2014	Student Voice Seminar
US Embassy-sponsored Edtech visit to US	Games, Apps, and STEM Education professional development program

4. 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
Agri Aware business and industry partners	Developments in Leaving Certificate Agricultural Science
State Examinations Commission	Developments in assessment
Department of Education and Skills (DES) Inspectorate	The new Primary Language Curriculum and the Primary Developments
New Communities Partnership	Education in Ireland – Challenges and Opportunities for Migrants
National Behaviour Support Service	The new junior cycle – an overview
Special Education Support Service	Collaborate in supporting schools and practitioners in SEN education
INTO Central Executive Committee, Parnell Square	The Primary Developments: Primary Pathways and the Primary Language Curriculum
Centre for Inclusion and Intellectual Disability, TCD	Pathways for students with intellectual disability to further education
JMB New Principals session	Information on the Junior Cycle for new principals and deputy principals
Irish Reference Group for EU Initiatives	Organisations sharing and discussing work in EU projects
CIDREE Co-ordinators Meeting, Dublin	Planning for collaborative projects for 2015
CIDREE Conference and GA, Oslo	Evaluating approaches to curriculum implementation
Google	Call to Code Symposium
Comhdháil ar an Tumoideachas 2015 – Bua nó Dua	First all-Ireland Research Conference on Immersion Education: Immersion Education Easy or Challenging?
NCEMSTL/Mallow schools extension project	Empowering teachers to engage more fully with the Project Maths initiative
Higher Education Authority	Transition to Higher Education

Event/Organisation	Theme/ title
Association of Teacher/Education Centre Directors (ATECI), Carrick-on-Shannon	Early Childhood and Primary Developments

5. 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

Event/Organisation	Theme/ title
European Association for Research on Learning and Instruction (EARLI), Zurich	Special Educational Needs: Challenges in Learning and Instruction
Irish Association of Teachers in Special Education Conference	Level 2 Learning Programmes as part of the new junior cycle
Norwegian delegation to Ireland	Curriculum and assessment in the new Irish Junior Cycle for students with SEN
CESI Conference	Digital Media Literacy Short Course
CESI Conference	Coding Short Course
Buzzing with Books: A conference to celebrate children's literature. MIC, Limerick	Why do bees buzz? What happens when children encounter great books? Flight, vibrations and voice! Opening address.
Early mathematics is surprisingly important and cognitively fundamental: A conference on developing mathematical ideas with children (3-8 years). Dublin Castle	Beyond the 'holy grail' or 'silver bullet': Vital ideas for developing the Primary Maths Curriculum. Opening address.
Mahara Conference, Brighton	Formative assessment and digital portfolios
Smart People for a Smart Economy, US Embassy	Innovative Citizenship: the New Civics
Irish Second Level Students' Union	Junior Cycle Developments
National Gallery of Ireland Seminar	Developments in Art at Junior and Senior Cycle levels
Art Teachers' Association of Ireland	Keynote address on Developments in Art at Junior and Senior Cycle levels
Smart People for a Smart Economy. *The Next Tech Revolution in Education and Learning and What it Means for Future Economic Growth and Jobs*	Hosted a panel session, and attended a meeting with key stakeholders from industry/ education.

Event/Organisation	Theme/ title
Ceardlann COGG – Iar-bhunscoileanna	Plé ar an nGearrchúrsa Gaeilge
Assessment for Learning, Slovenia	Presentation to government and range of strategic stakeholders on the *Implementation of Assessment for Learning*
Assessment for Learning in Mathematics, Slovenia	Presentation to annual conference -Teachers of Mathematics on *Assessment and Mathematics*