



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

Bunscoil
Primary



Leading Out Seminar Series

Seminar 2



Overview of the day

SEMINAR 2

#primarydevelopments

09:30 - 10:00	Registration and networking opportunity
10:00 - 10:15	Welcome and Outline of the Leading Out Seminar Series Dr Deirbhile Nic Craith, Chairperson, Early Childhood and Primary Board, NCCA
10:15 - 10:40	The Draft Primary Curriculum Framework Arlene Forster, Deputy CEO, NCCA
10:40 - 11:10	'Agency and Flexibility' in a redeveloped primary school curriculum Prof Emer Ring, Mary Immaculate College Dr Deirbhile Nic Craith, Irish National Teachers' Organisation Pairic Clerkin, Irish Primary Principals' Network
11:10 - 11:30	Discussion
11:30 - 11:35	Comfort Break
11:35 - 12:05	'Professional Development' in a redeveloped primary school curriculum Ciara O'Donnell, Professional Development Service for Teachers
12:05 - 12:35	Panel Discussion
12:35 - 13:00	Next steps in Leading Out Seminar Series Dr Patrick Sullivan, Director of Curriculum and Assessment, NCCA



Welcome and Outline of the Leading Out Seminar Series

Dr Deirbhile Nic Craith



Draft Primary Curriculum Framework

Arlene Forster, Deputy CEO

Draft Primary Curriculum Framework live!

Image removed

- February 25th 2020 – curriculum milestone in primary education
- Published at www.ncca.ie/primary
- Basis for an extensive consultation until October 2020
- Informed by
 - Research
 - Work with schools and preschools
 - Stakeholder engagement

Key messages

- Building on the 1999 curriculum's successes while responding to challenges, changing needs and priorities
- Providing increased agency and flexibility for schools
- Making stronger connections in how and what children learn in preschool, primary and post-primary school
- Changing how the curriculum is structured and presented
- Taking account of emerging priorities for children's learning
- Supporting a variety of pedagogical approaches and strategies with assessment central to teaching and learning



Emergent phenomenon, something that happens through an always unique interplay of individual capacity and the social and material conditions by means of which people act.

(Priestley, 2015)

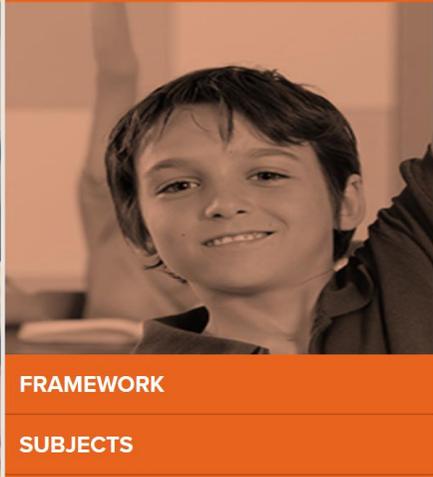
Imagery removed

Connections: Transitions, continuity and progression

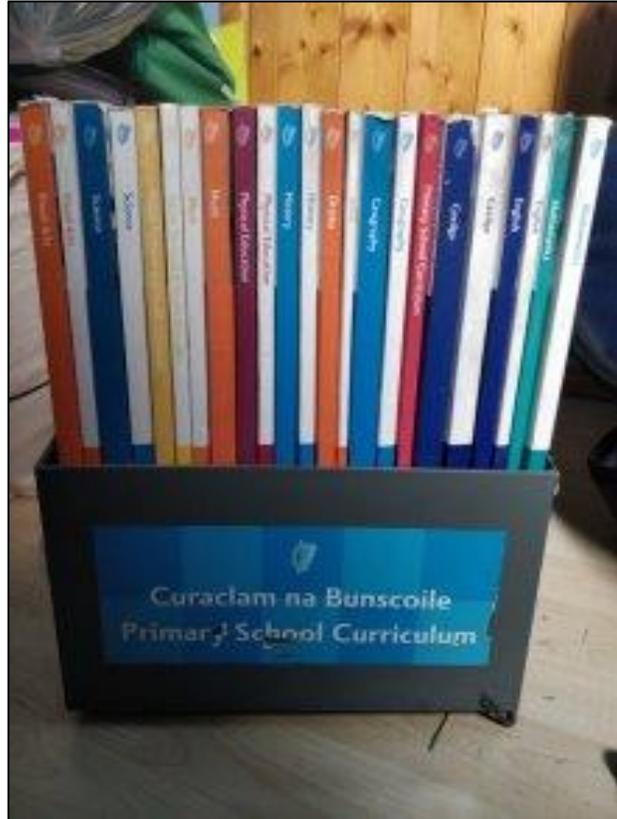
Transitions within and across educational settings are one of a few universals of every child's life (Ramey & Ramey, 1999).

It is a time of accelerated developmental demands (Fabian & Dunlop, 2002).



Early Childhood	Primary	Junior Cycle
		
<p>AISTEAR FRAMEWORK</p> <p>THEMES</p>	<p>CURRICULUM</p> <p>CURRICULUM AREAS</p>	<p>FRAMEWORK</p> <p>SUBJECTS</p> <p>SHORT COURSES</p> <p>LEVEL 2 LEARNING PROGRAMMES</p>

Curriculum structure and presentation

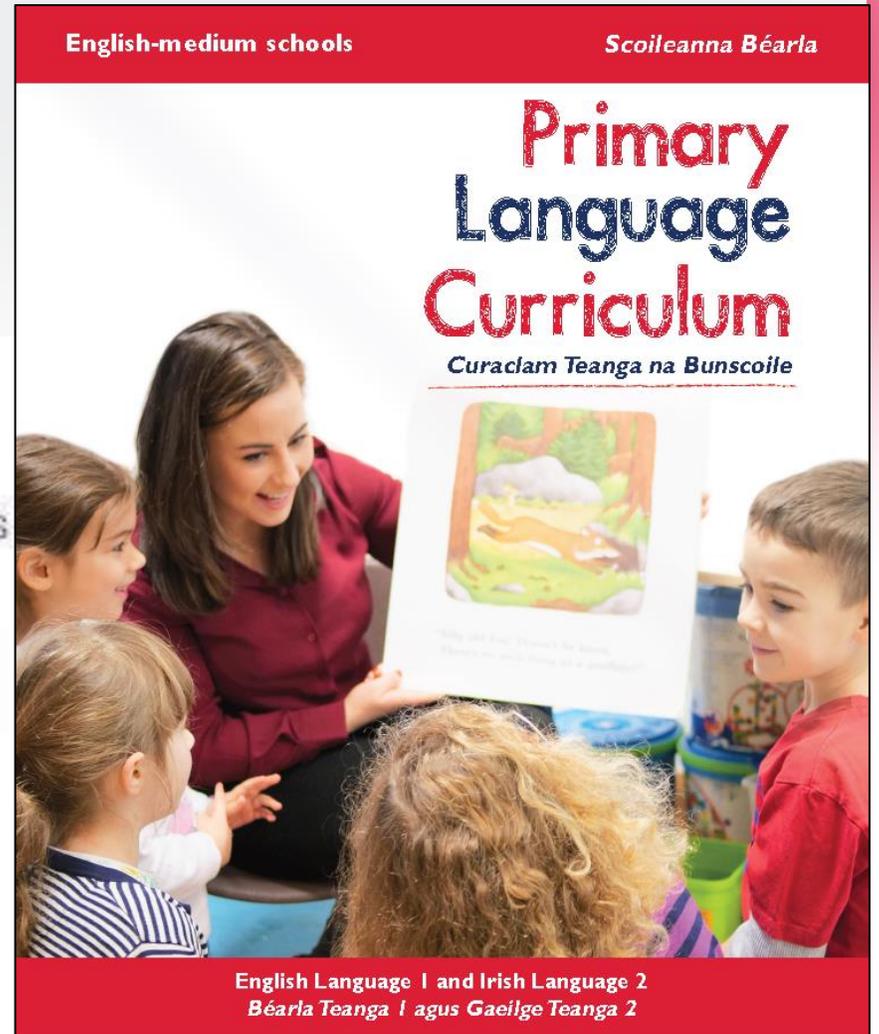


purpose

- 15 key issues
- 11 specific aims
- 25 general objectives
- 3 aims
- 215 subject broad objs
- 2 principles
- 15 learning principles
- 8 defining features
- 97 subject aims

Goal

Vision



Emerging priorities for children's learning



Curriculum areas and subjects

STAGES	CURRICULUM AREA	SUBJECTS	WELLBEING	ARTS EDUCATION	SOCIAL AND ENVIRONMENTAL EDUCATION	RELIGIOUS/ETHICAL/MULTI-BELIEF EDUCATION - PATRON'S PROGRAMME
STAGES 1 AND 2 (JUNIOR INFANTS - 2 ND CLASS)	LANGUAGE (IRISH AND ENGLISH)	MATHEMATICS, SCIENCE AND TECHNOLOGY EDUCATION				
STAGES 3 AND 4 (3 RD - 6 TH CLASS)	IRISH ENGLISH MODERN FOREIGN LANGUAGES	MATHEMATICS SCIENCE AND TECHNOLOGY	PHYSICAL AND HEALTH EDUCATION SOCIAL, PERSONAL AND VALUES EDUCATION	VISUAL ARTS MUSIC DRAMA (AND OTHER ASPECTS, E.G. DANCE, FILM AND DIGITAL MEDIA)	HISTORY GEOGRAPHY	RELIGIOUS/ETHICAL/MULTI-BELIEF EDUCATION - PATRON'S PROGRAMME

Proposed new aspects: Seven cross-curriculum competencies; five curriculum areas; modern foreign languages; digital technologies; ERB and Ethics; Wellbeing; Arts Education



Pedagogy: Teaching, learning and assessment

- Curriculum integration
- Responsive pedagogy
- Inclusive practice
- Inquiry-based learning
- Play-based learning
- Assessment as central

Imagery removed

Consultation on the draft framework

Image removed

Strands

Consultation

February to
October, 2020

Focus groups and bi-lateral meetings

Online questionnaires

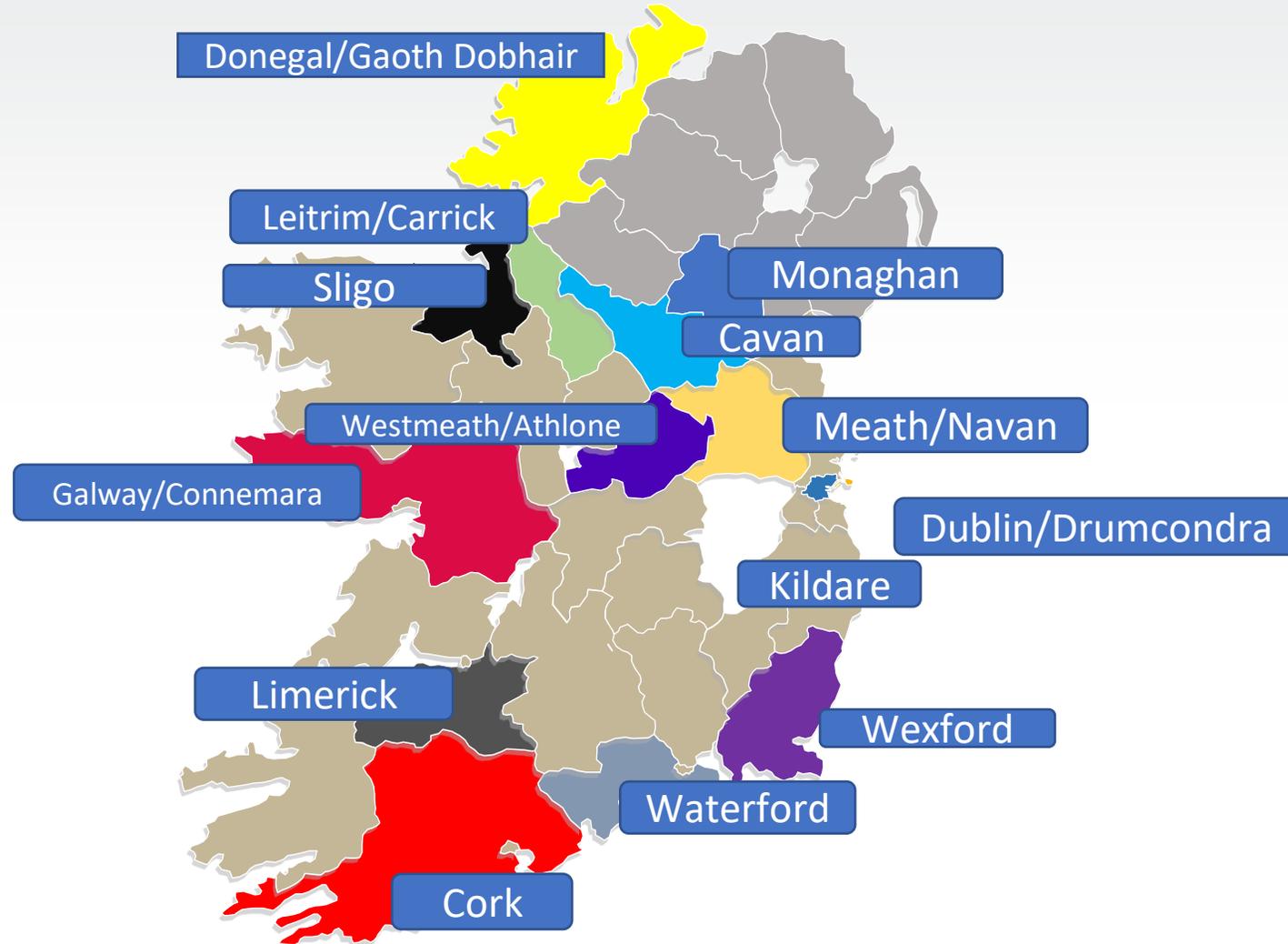
Working with schools

National consultative conference

Consulting with children

Written submissions

Focus groups with school leaders and teachers





Proposed timeline

Publication of the *Draft Primary Curriculum Framework* and consultation

Publication of the *Primary Curriculum Framework*

Curriculum development work
Collaboration with school leaders, teachers, children and parents

Completion of curriculum specifications and related supports

2020

2021

2022

2023

2024

Capacity building to support curriculum change



Visit our website: www.ncca.ie/primary

**Click:
Have Your Say**

**Sign up for
e-bulletins**

The screenshot shows the NCCA website's primary section. At the top, there is a red navigation bar with the NCCA logo and the text "An Chomhairle Náisiúnta Curraíaim agus Measúnúcháin / National Council for Curriculum and Assessment". To the right of the logo is a search bar labeled "Search NCCA". Below the navigation bar is a horizontal menu with several categories: "About Curriculum", "Early Childhood", "Primary", "Junior Cycle", "Senior Cycle", "Latest News", and "Publications and Research". The "Primary" category is highlighted. Below this menu is a sub-menu with links: "Primary Developments", "Areas and Subjects", "Assessment", "Reporting and Transfer", "Curriculum Planning", and "Resources for Parents". The main content area features a large image of two young boys smiling and looking at a book. Below the image, the text reads: "Home / Primary", "Primary", and "This section provides an overview of the NCCA's work to support children's learning from age 6 to age 12. The Irish primary education system aims to provide a holistic education to enable children to live their lives to the full and to realise their potential as unique individuals." Below this text are two columns of content. The left column is titled "Primary Developments" and contains the text "Keep up to date with all the developments in the primary curriculum." followed by a "Find out More" link. The right column is titled "Areas and Subjects" and contains the text "The curriculum is structured in six curricular areas with 11 subjects. You can access the state curriculum here." followed by a "Find out More" link. Each column includes a small image of children in a classroom setting.

Opening discussion

How can organisations and agencies support/promote engagement during the consultation?

(p.5, *Leading Out* Report)





Agency and Flexibility in a Redeveloped Primary Curriculum

Dr Emer Ring

Dr Deirbhile Nic Craith

Pairic Clerkin



Dr Emer Ring

Agency and Flexibility: A Vision for the Child in the Context of a Re-developed Curriculum

*Prof Emer Ring,
Dean of Early Childhood and Teacher Education,
Mary Immaculate College,
Limerick*

Tuesday February 25th 2020

National Council for Curriculum and Assessment: Leading Out Seminar 2

Overview

- **Introduction: Why Agency and Flexibility?**
- **Translating Research into Practice**
- **Conclusion: Democratising Education**

Introduction: Why Agency and Flexibility?



PJ Gallagher, an Irish comedian, experienced school in the seventies and eighties in Ireland. In an interview in 2019 he stated:

School was stripping the confidence off me all the time. Cause, going into school every day and they saying 'you're not trying', but I was, so you think you must be stupid. And then you go in and you're 'disruptive' and it's because you've got energy. And then you're good at stuff that they don't value so then you think you're useless. Interviewer: Or good at stuff that isn't assessed? Well yeah, and every time I was going it was stripping away the confidence, really stripping it away badly.

(Neville 2020 citing Garrihy 2019, 00:13:07)



“Like this thing that makes me really nervous, like if I don’t have my hand up, that makes her want to pick me even more, but she knows you don’t know the answer, so technically like you don’t put your hand up because you don’t know the answer but then she picks you.” (Child in 6th class)

Image removed

Image removed



“This is a story about ... whether an entire generation of kids will fail to make the grade in the global economy because they can’t think their way through abstract problems, work in teams, distinguish good information from bad, or speak a language other than [their own].”

How to Build a Student for the 21st Century,
TIME Magazine, December 18, 2006

Education today is much more about **ways of thinking** which involve **creative and critical approaches** to **problem-solving and decision-making**. It is also about ways of working, **including communication and collaboration**, as well as the tools they require, such as **the capacity to recognise and exploit the potential of new technologies, or indeed, to avert their risks**. And last but not least, education is about **the capacity to live in a multi-faceted world as an active and engaged citizen**. These citizens **influence what they want to learn and how they want to learn it**, and it is this that shapes the role of educators.

(Schleicher 2019)

creative and critical approaches

including communication and collaboration

Image removed

problem-solving and decision-making

*influence what they want to
learn and how they want to
learn it*

Translating Research into Practice



A Melange or a Mosaic of Theories? How Theoretical Perspectives on Children's Learning and Development can Inform a Responsive Pedagogy in a Redeveloped Primary School Curriculum



(Ring, O'Sullivan, Burke and Ryan 2018)



The Agentic Child

Image removed

..the child...is
viewed as a
capable actor...
who shares **power**
with the adult.
(Sorin 2005:19)

Curriculum

Image removed

Curriculum for the agentic child is **co-constructed** through adult-child **collaboration**. **Adults guide** the learning process, based on their own learning, life experiences and resources... **Planning** based on **observation, recording** of children's **language, ideas and interests, and discussion** with children is indicative of a child's agency. **Assessment** based on portfolios containing work chosen by student and teacher, **interviews** with children about their learning, and **peer review...**
(Sorin 2005:18)

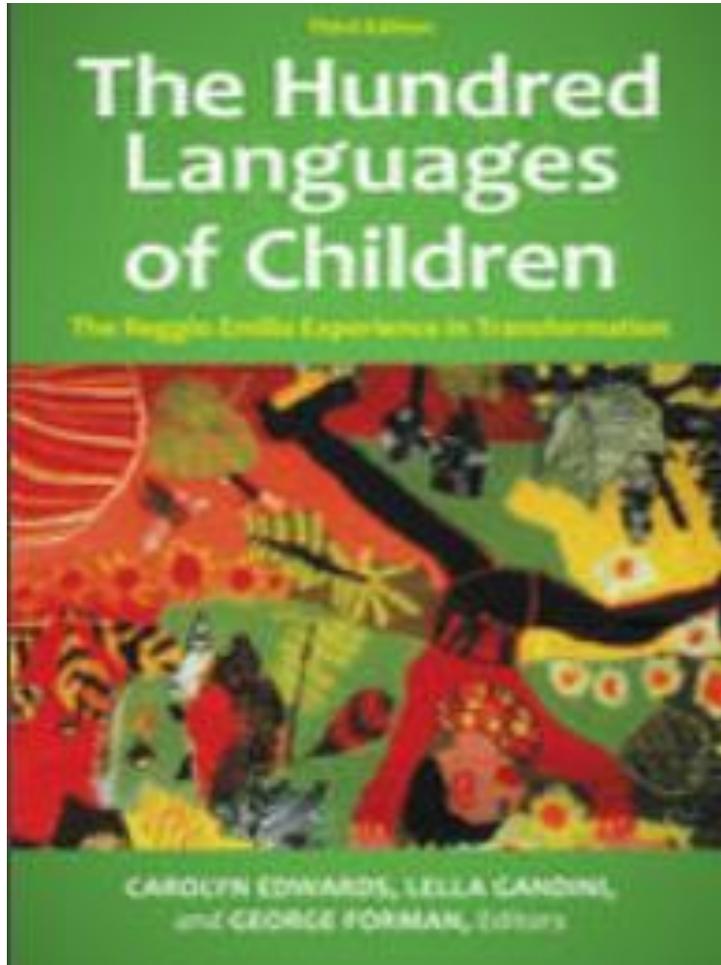
The Teacher



The Autonomy of
the Teacher is
Pivotal.

Shifting to 'I am
doing this
because...' from
'I am doing this
because I am
expected to'

Pedagogy

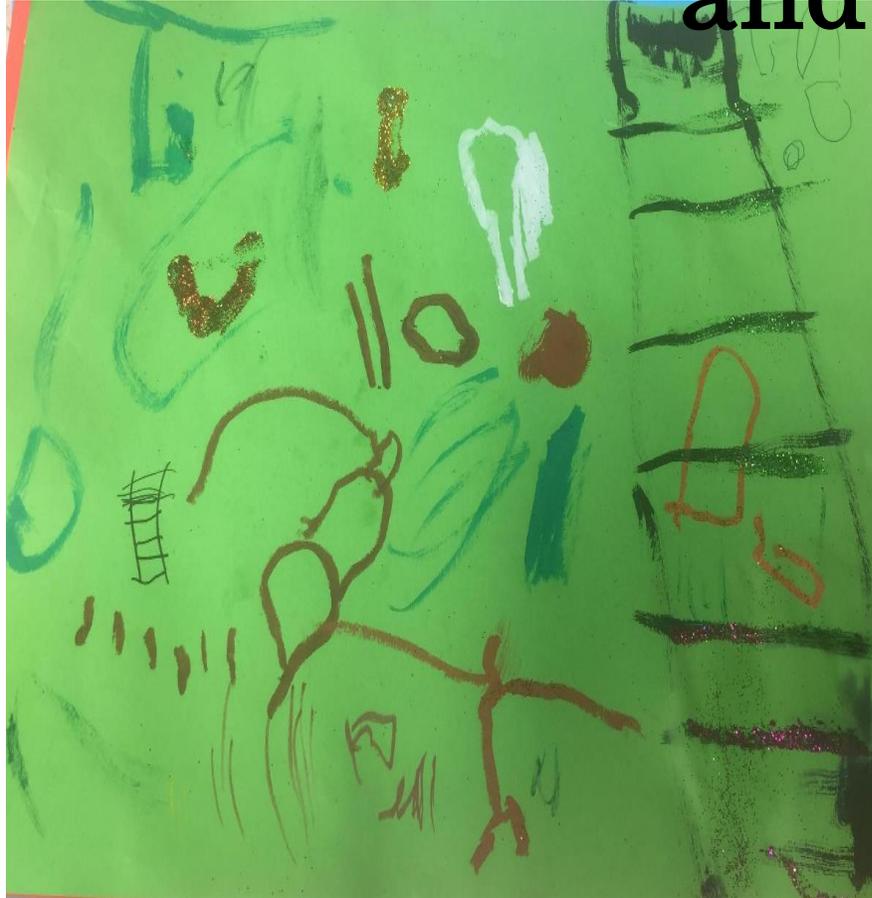


It is important for pedagogy not to be the prisoner of too much certainty but instead be aware of both the relativity of its powers and the difficulties of translating its ideals into practice.

(Gandini 2012, p. 37)

Underpinned by a Fundamental Belief in Agency for **All** Children

and... Irish Examiner



26 News Big spike in cocaine users seeking treatment

More than half had never sought treatment for addiction before

Cormac O'Keefe
Senior Correspondent

There has been a 56% surge in the number of people seeking treatment for cocaine addiction in the Republic since 2012, when there were 2,289 cases, and the number rose to 3,567 in 2017, according to new figures from the Health Service Executive (HSE).

More than half of the people have never been in drug treatment before, according to new figures from the HSE. The increase in cocaine cases has been sharper, rising fourfold, from 2012 to 2017, of which 50% of cases were reported over the last seven years.

More than half of the people have never been in drug treatment before, according to new figures from the HSE. The increase in cocaine cases has been sharper, rising fourfold, from 2012 to 2017, of which 50% of cases were reported over the last seven years.

The proportion of cases where the person is in paid employment has risen from 18% in 2012 to 37% in 2017. Some 11% of those seeking treatment are aged 18 to 24, a significant increase on the 6% who were seeking treatment in 2012.

The report shows that while the bulk of users is in treatment are male (84%), the female proportion has risen from 16% in 2012 to 20% in 2017. The report shows that a group of people called 'polydrug users' are the most likely to seek treatment for cocaine addiction, accounting for 14% of cases over the last seven years.

Cases involving 2 drugs have risen from 10% in 2012 to 18% in 2017. The report shows that over 50% of cases involved polydrug use, or use of two or more drugs, in 2017, up from 40% in 2012.

The report also shows that 52% of cases were reported by the main problem drug for people seeking treatment, accounting for 52% of all cases in 2017. The proportion of cases involving 2 drugs has risen from 10% in 2012 to 18% in 2017.

There were 2,289 cocaine



All in hand Alvin Ambrose with his piece 'Keyboard Warriors' at the launch of Identity, an exhibition of art by students aged 14 to 17 from St Cecilia's Special School, at Mary Immaculate College, Limerick. The exhibition will be open to the public at selected times, including from 10pm next Tuesday. 30.06.18.4.18.18

Embed life skills in senior cycle curriculum, review told

Sean Casey
Education, parents and teachers to be given a wider variety of assessment methods, project work, portfolios, and presentations, he argued.

Many students who took part in the consultation said they wanted to see more practical skills, like negotiating a tax return or dealing with a complaint.

During the course of consultation, teachers cited that students often lack important skills, such as higher-level problem-solving, and that the current curriculum is too narrow. The Learning Cent agreed to review the curriculum, with a focus on embedding life skills in the senior cycle review, said John Brennan, chief executive of the SCCA.

They will also look at the way the curriculum is assessed, and how the Learning Cent agreed to review the curriculum, with a focus on embedding life skills in the senior cycle review, said John Brennan, chief executive of the SCCA.

They will also look at the way the curriculum is assessed, and how the Learning Cent agreed to review the curriculum, with a focus on embedding life skills in the senior cycle review, said John Brennan, chief executive of the SCCA.

“Everything I Love about Preschool”

a Commitment to Listening

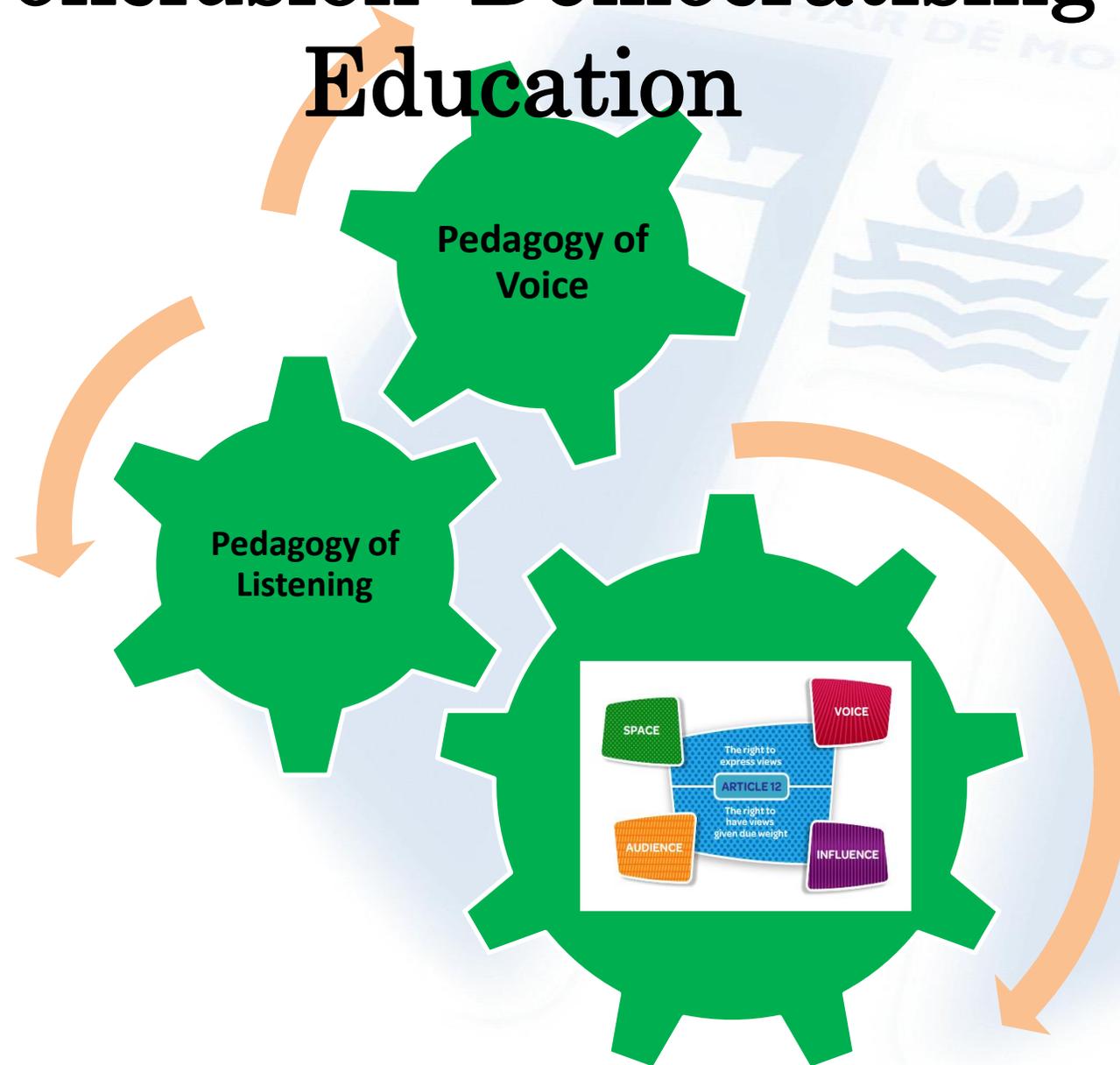


Child: My dog got out last week and it took three days to find him.

Adult: Our dog is always digging under the fence, so we can't let him out unless he's on a leash. (shift response)

Adult: Oh no. Where did you finally find him? (support response)

Conclusion: Democratising Education



References

- Dewey, J. (1990) *The school and society. The child and the curriculum*, Chicago: Centennial Publications of the University of Chicago Press.
- Gandini, L. (2012) 'History, ideas and basic principles. An interview with Ioris Malaguzzi', in C. Edwards, L. Gandini and G. Forman, eds, *The hundred languages of children*, 3rd ed., Oxford Praeger, 27-72 – Image at https://blackwells.co.uk/bookshop/product/9780313359613?gC=8ad8757ba&gclid=EAlaIQobChMIxcz2poro5wIVBNTeCh0bXgoQEAQYAyABEgKfGPD_BwE
- Lynch, H., Ring, E., Boyle, B., Moore, A., O'Toole, C., O'Sullivan, L., Laoide-Kemp, S., Frizelle, P., Brophy, T., Horgan, D., and O'Sullivan, D. (2020) Evaluation of early learning and care in-school therapy support demonstration project, Trim, National Council for Special Education, [In preparation]
- Murphy, K. (2020) *You're not listening: What you're missing and why it matters*, London: Penguin – Image at https://www.easons.com/youre-not-listening-kate-murphy-9781787300958?gclid=EAlaIQobChMIhZzYuYro5wIVWofVCh2ZmQKbEAQYAiABEgLb5vD_BwE
- Ring, E. (2018) *Democratising education: A pedagogy of voice and a pedagogy of listening*, Teaching Council Webinar 5th December 2018, Limerick: Mary Immaculate College
- Ring, E., O'Sullivan, L., Ryan, M. and Burke, P. (2018) *A melange or a mosaic of theories? How theoretical perspectives on children's learning and development can inform a responsive pedagogy in a redeveloped primary school curriculum*, Dublin: National Council for Curriculum and Assessment (NCCA), available: https://www.ncca.ie/media/3863/seminar_four_er_los_mr_pb_paper.pdf
- Schleicher, A. (2019) The case for 21st century learning, available: <https://www.oecd.org/general/thecasefor21st-centurylearning.htm>
- Sorin, R. (2005) 'Changing images of childhood: Reconceptualising early childhood practice', *International Journal of Transitions in Childhood*, 1, 12-21.
- Neville, S. (2020) *An evaluation of the alignment between early years assessment theory, and the individual policies and practices at international settings*, Mary Immaculate College: Limerick (Master's of Arts in Education – in progress).
- Turner, S. (2017) *How do primary school teachers strategically ensure that the voice of the child is heard*, Unpublished Master's Thesis, Limerick, Ireland: Mary Immaculate College, University of Limerick
- United Nations Educational, Scientific and Cultural Organisation. (1994). *The Salamanca statement and framework for action on special needs education: Access and quality*, Salamanca: Spain, 7-10 June 1994, available: http://www.unesco.org/education/pdf/SALAMA_E.PDF

References Images

- <https://www.flickr.com/photos/biwook/147626990/>
- <https://www.pinterest.ie/pin/845058317554247576/>
- Images not referenced from SIREN Films 2019/2020 subscription @ Mary Immaculate College
- Images of books referenced in Reference List.

BRIATHAR DÉ MO LÓCHRANN



MIC

MARY IMMACULATE COLLEGE
COLÁISTE MUIRE GAN SMÁL



Dr Deirbhile Nic Craith

Agency and Flexibility in a Redeveloped Primary School Curriculum

Dr Deirbhile Nic Craith

Director of Education & Research, INTO



Irish National Teachers' Organisation
Cumann Múinteoirí Éireann



cooperation

activism
collaboration
learning
autonomy
altruism judgement
discretion expert
knowledge
participation



What is Agency?

A belief in one's capacity to effect change

The capacity to make a difference

Agency is about being able to choose between options and being able to judge which option is most desirable in the wider context of the purpose of education. It's about meeting curricular goals and meeting local need.

(Priestly, Biesta & Robinson, 2015)



What influences Agency?

- Individual histories and experiences
- Culture
- Structure
- Environment
- Purposes of Education and Curricular goals



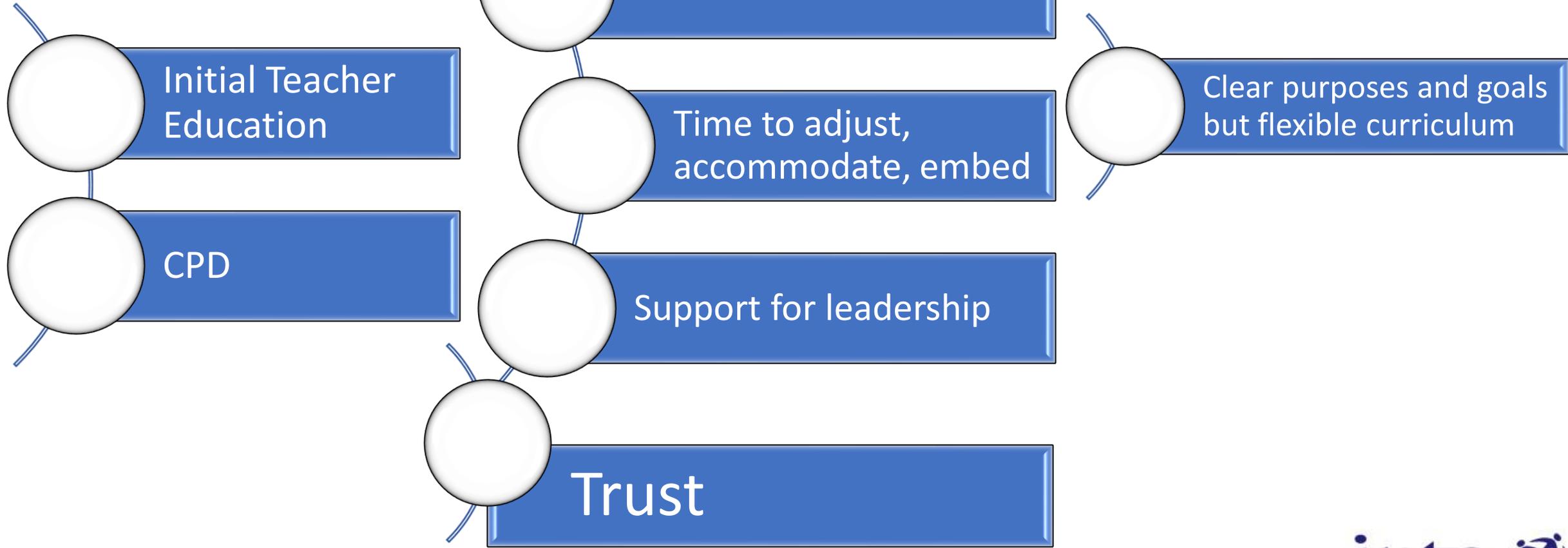
Flexibility – Primary School Curriculum 1999

The curriculum outlines a detailed and structured framework of content that is comprehensive and **flexible**. (p.6)

The ability to think critically, to apply learning and to develop **flexibility** and creativity are also important factors in the success of the child's life. (p.7)

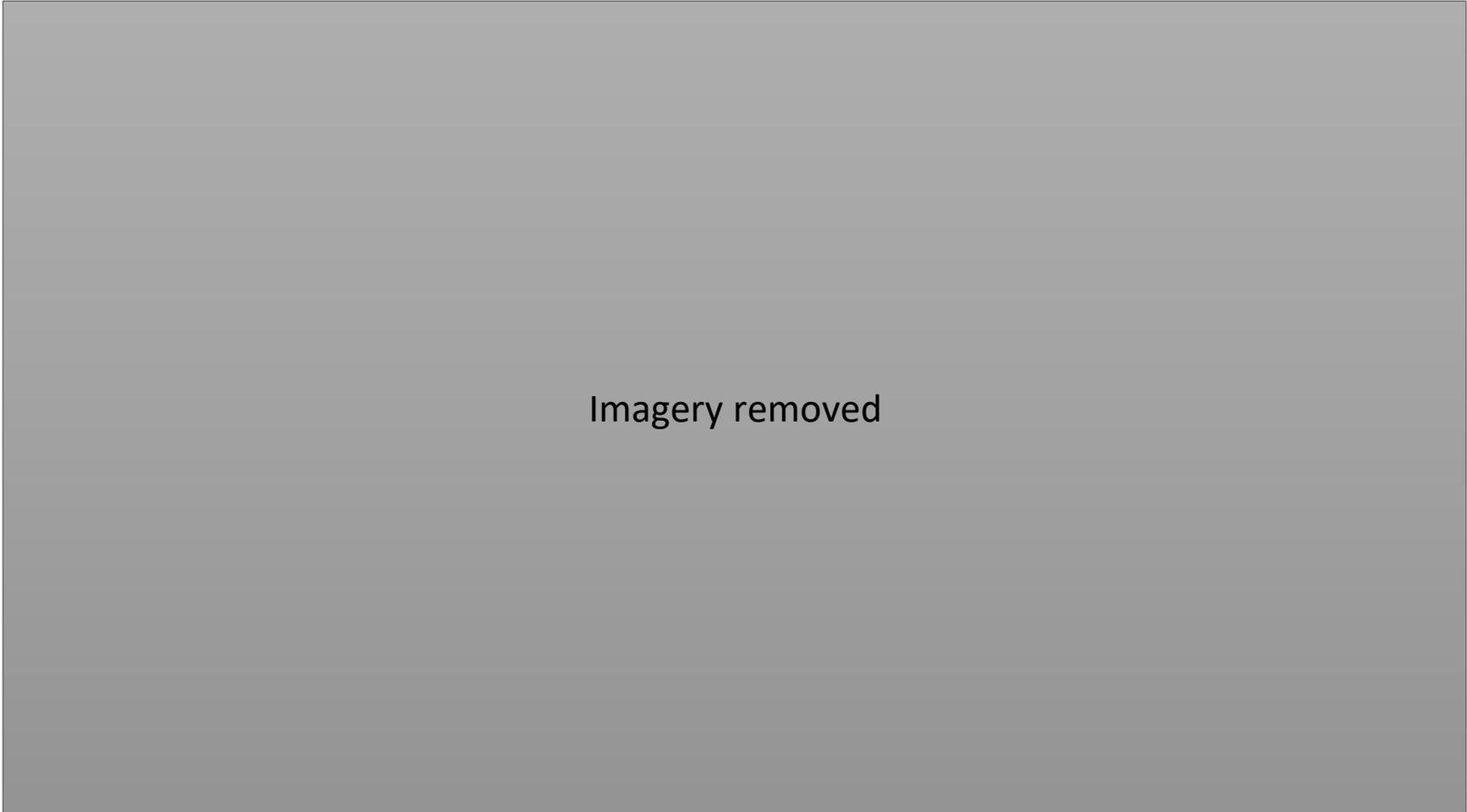
The curriculum offers the school and the teacher a **flexible** framework through which the learning requirements of all children may be addressed. (p.28)

A particularly important feature of the framework is the inclusion of a period of discretionary curriculum time. This affords the teacher and the school the **flexibility** to accommodate different school needs and circumstances and to provide for the differing aptitudes and abilities of the children it serves. (p. 68)





Workload



Imagery removed



“The most successful educating systems invest in developing their teacher as reflective, accomplished and enquiring professionals who are able to teach successfully in relation to current expectations, but who have the capacity to engage fully with the complexities of education and to be key actors in shaping and leading educational change”

(Donaldson, 2011, p.14)

Go raibh maith agaibh

dnc@into.ie

Web: into.ie | Twitter: [@INTOnews](https://twitter.com/INTOnews)

Facebook: [INTOnews](https://www.facebook.com/INTOnews) | Instagram: [into_news](https://www.instagram.com/into_news)

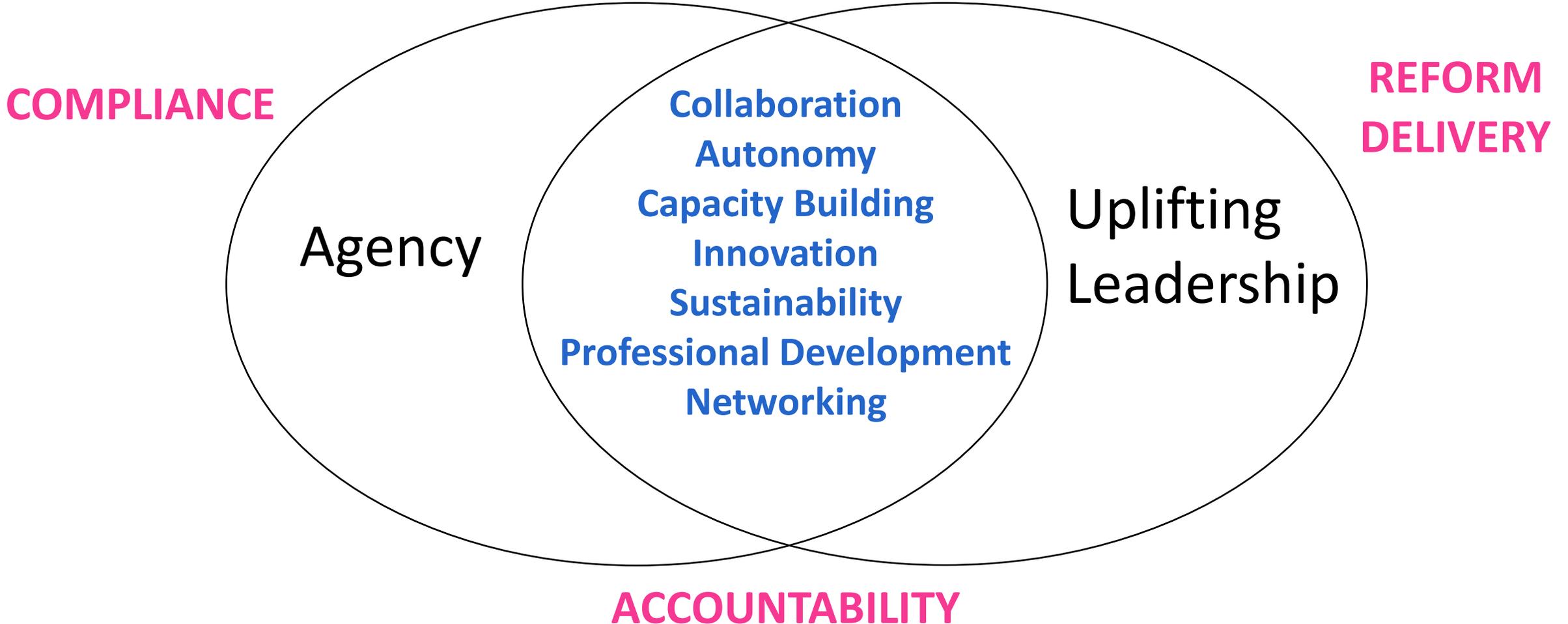


Irish National Teachers' Organisation
Cumann Múinteoirí Éireann



Pairic Clerkin

Aligning Agency with Innovation and Uplifting Leadership



Realising a vision for greater agency and flexibility in Irish primary schools





Professional Development in a Redeveloped Primary School Curriculum

Ciara O'Donnell



Professional Development
Service for Teachers

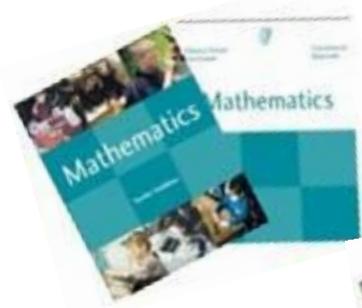
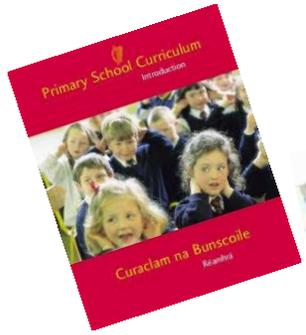
An tSeirbhís um Fhorbairt
Ghairmiúil do Mhúinteoirí



An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

Professional Learning and Development Supports

Ciara O' Donnell
25th February 2020



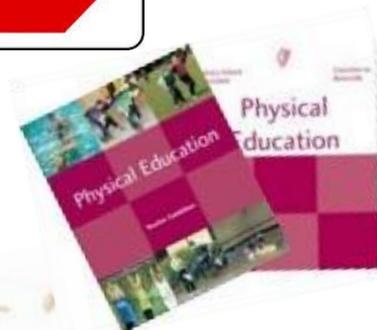
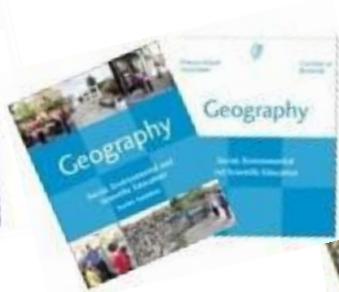
2000



2004

2007

reform-saturation... potentially debilitating to efforts at further curriculum support and implementation'. (Murchan et al. 2005)



Back then : Professional Development

Of its time : Training events, isolated, subject centred, mainly transmissive in nature (PCSP)

Follow up with in school facilitative planning (SDPS)

2003 - PCSP Regional Curriculum Support Service – Cuiditheoireacht - facilitative and contextualised

Primary Professional Development Service : PCSP/ SPDS - Cuiditheoireacht – extended to include supports for DEIS 2007- 2010

PDST – Literacy and Numeracy – cascade provision

What was learned

- Overly ambitious roadmap (Murchan, Loxley & Johnston, 2009).
- “...the CPD provided by the support service (PCSP) was a success generally, but the evidence points to being more successful at information-giving than changing practice, something that is consistent with earlier evidence regarding short-term out-of-school courses” (Sugrue , 2011: 803)
- Over-reliance on episodic training models and a lack of contextualised learning settings (Granville, 2004; Loxley *et al.*, 2007; Conway *et al.*,2009).
- “...there is need for more school-based CPD, particularly in order to overcome the documented limitations of short out-of-school courses”
(Sugrue,2011: 803)

What the literature says

Professional development activities that consist of teachers gathering for episodic sessions have been found to make little difference to school or classroom practice upon the participants' return to schools (Hoban, 2002).

its inability to meet the unique needs of schools given the decontextualized and generic nature of the training content and structures. (Eraut,1994; Livingston and Shiach,2010).

'one-shot' training models where professional development is something episodically 'done to teachers' (Clarke and Hollingsworth, 2002) and which typically "*...during periods of reform treats teachers as needing occasional injections to pep them up or ease their pain* (Hargreaves; 1994:430)

Quality PD is also not 'training' . It needs to engages with teachers as thinking professionals, as intellectual workers rather than treating them as technicians who merely need to be taught what to do and carry them out on others' behalf" (Timperley et al, 2007)

Cascade training

"...little consideration to the principles of collaboration and ownership over one's own learning having limited, if any, impact beyond the practice of the teacher attending" (Day, 1999 :126)

Where PD was found to be a lever for effective change

The continuous support from the Regional Curriculum Support Programme (RCSS) from 2003 promoted professional development as an integral part of teaching where curriculum implementation is an **ongoing process of improvement**. The report states that the introduction of a **sustained support model** enabled teachers to use the support in a developmental way, working with the Cuiditheoir over a period. The results showed that both teachers and Cuiditheoirí considered sustained support, as opposed to once-off interventions as the most effective approach. Teachers were more inclined to engage more fully when they knew that there was a follow-up visit to be made (DE Paor, 2007: 7-8)

Where PD was found to be a lever for effective change

Sustained support has provided support to schools in a developmental way. This work in DEIS schools has **increased school capacity for self-improvement**. Teacher reaction is very positive. The service has affirmed teachers and has helped to **increase collaboration between teachers**. Class Modelling has had the greatest impact, especially **in a repeat visit or sustained support context**. A strong impact on teachers' curriculum implementation, whole-school implementation, and children's learning was also reported (Weir & Archer,2011)

Learning Outcomes, Broad areas of Learning , Competencies

Curriculum is not a product – e.g. a document, or scheme of work

Views curriculum as **social practice**, rather than as a list of content to be taught

Teachers as professional curriculum makers

- Viewing knowledge differently
- Viewing pedagogy differently
- Viewing assessment differently

The role of current system dynamics as barriers and drivers to curriculum making

And so

Teachers need to be supported and resourced to engage in meaningful curriculum development processes....detailed decisions will be made at this local level, rather than prescribed from above, and need to be clearly related to curricular purposes and learning outcomes (Priestley ,2016 : 10)

Hallmarks of Effective Professional Development during reform

- Acknowledges the change and levels of readiness of schools
- Contextualised, Collective , Coherent,
- Sustained , incremental approaches over time
- Central Involvement of school leaders
- An assortment of professional learning supports



(Joyce and Showers ,1988 ; Little, J. W. 2001 ; OECD ,2003 ;Borko, 2004; Cordingley et al, 2005; Timperley et al, 2007; Loxley, Murchan & Johnston, 2009 ; Mujis et al. 2014)

1. Acknowledges the change and levels of readiness of schools

Emphasis on scale and ‘input’ with little time for critical reflection and challenging discourse that are context sensitive

Professional Development is non-linear....teachers are complex learners (Keay, Carr & Jess, 2019)

“...cultures do not change by mandate; they change by the specific displacement of existing norms, structures, and processes”. Elmore (2004:11)

Aligning new practices to “on the job in-school” conditions is notoriously an uneven process (Cordingley et al.,2005)

Change is messy - Creates interruptions... disruptions ... cognitive dissonance... dilemmas.

Process involves sense- making

2 .Contextualised , Coherent and Collective

CPD support cannot be a once size fits all

School-based professional development aimed at serving the aim of school development and which often involve groups of teachers from the same school working jointly on a problem or developing a programme (OECD, 2005)

“...embeds pedagogical ‘knowledge how’ “ *...needed by teachers to enable them to address the context specific and unique characteristic of every class, pupil, school...*”(McIntyre, 2005:359).

Professional development should form a meaningful piece **of a broader range of opportunities** for teacher learning and development (Desimone et al., 2002)

Opportunities for **collaborative and collective sharing of experiences** , reflection, professional conversations joint problem solving and grass roots problem solving

3. Sustained , incremental approaches over time

Sustained support involves various forms of **deeper transformational modes of teacher professional learning** aimed at **building internal capacity** and enabling schools to drive and embed change as **independent communities of learners** (PDST, 2016)

By engaging in an iterative, collective process of professional inquiry, teachers and schools can begin to ***transform practice*** and ***improve student outcomes and learner experiences***. Sustained support as a model moves ***beyond a series of CPD ‘events’*** or workshops. It focuses on ***enablement***, countering the emergence of a dependency culture, through ***empowering*** schools to problem-solve and to draw on their own expertise within their own school context. (PDST, 2018)

“Working with teachers directly on instruction over an extended period is probably the most potent form of professional development available to schools” (Elmore, 2002 :18).

The research is clear

- CPD is more likely to be found effective by teachers, and to influence their classroom practice, when it is of **substantial duration**, both in terms of contact hours and overall time span (Garet, Porter, Desmione, Birman & Yoon, 2001)
- A consistent research finding, is that almost irrespective of how good a programme is, for it to be adopted and implemented effectively, teachers require **ongoing support and structured follow up**. (Guskey & Yoon, 2009)
- **Regular and ongoing support** are necessary to enable teachers to make sense of new learning and translate it into practice by trying out, amending and reflecting on new and/or different ways of doing things. This is optimised by **tailored professional learning which meets individual teacher needs in school** (Donaldson, 2011)
- **Sustained and collaborative CPD** was linked with a positive impact upon teachers' repertoire of teaching and learning strategies, their ability to match these to their students' needs, their self-efficacy, confidence and their commitment to continuing learning and development' (Cordingley et al., 2003 :8).

Sustained School Support

- ✓ Support for schools IN their schools
- ✓ Conceived and developed by their needs and those of the pupils
- ✓ Allows for true professional growth – awareness / autonomy/ agency/ experimentation/reflection and honing of practice
- ✓ Enables and builds internal capacity

What can it look like ?

- Working with whole staffs
- Working with groups of teachers
- Working with school leaders (Principals, Deputy Principals, Middle Leaders)
- In-class modelling of pedagogical approaches

4. The Role of Leadership

- Creating optimum conditions for professional learning
- Courage to Act: Driving the commitment made to change
- Promoting and participating in teacher learning and development
- Strategic aligning of resources and investment
- *“...successful principals recognise the limitations of a singular leadership approach and adopt a form of leadership distributed through collaborative and joint working’.*
(Harris, 2014)
- Every teacher has a leadership role within the school community and in relation to pupil learning (Circular 0070/2018)

Leadership for Curriculum Change

PDST Misneach

School based
support

PDST Forbairt

PDST Tánaiste

PDST Comhar

With agency comes responsibility

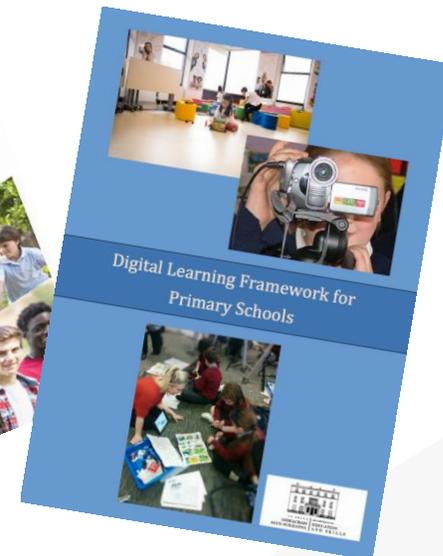
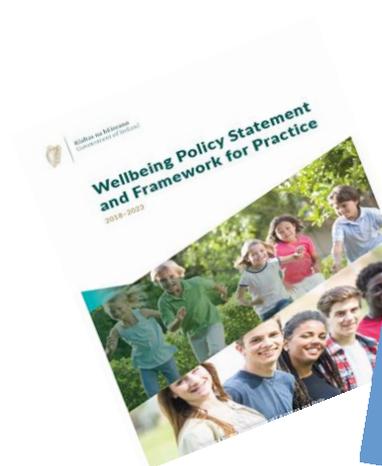
Teacher agency and autonomy are central to the process of professional learning (Clarke & Hollingsworth, 2002; King, 2014, 2016)

Acknowledgment that **with autonomy comes responsibility** (Sahlberg, 2007)

Key frameworks of compatibility



DOMAIN	INDICATORS
TEACHERS' AGENCY	<p>Agency engage proactively in meaningful learning activities, bring in relevant knowledge and skills to understand themselves and their colleagues, and demonstrate the knowledge, skills and understanding required by the primary curriculum within the school learning objectives for the term and year</p> <p>Agency engage proactively in meaningful learning activities, bring in relevant knowledge and skills to understand themselves and their colleagues, and demonstrate the knowledge, skills and understanding required by the primary curriculum within the school learning objectives for the term and year</p> <p>Agency engage proactively in meaningful learning activities, bring in relevant knowledge and skills to understand themselves and their colleagues, and demonstrate the knowledge, skills and understanding required by the primary curriculum within the school learning objectives for the term and year</p>
	<p>Teacher's individual practice take the initiative to bring relevant knowledge, pedagogical knowledge and classroom management skills to work and use planning, preparation and assessment to meet their pupils' needs, taking into account their own learning objectives for the learning objectives and to pupils' learning needs</p> <p>Teacher's collaborative practice engage in individual learning needs and differentiated teaching and learning activities as necessary to meet their pupils' needs</p> <p>Teacher's collaborative practice engage in individual learning needs and differentiated teaching and learning activities as necessary to meet their pupils' needs</p>
	<p>Teacher's collaborative practice engage in individual learning needs and differentiated teaching and learning activities as necessary to meet their pupils' needs</p> <p>Teacher's collaborative practice engage in individual learning needs and differentiated teaching and learning activities as necessary to meet their pupils' needs</p> <p>Teacher's collaborative practice engage in individual learning needs and differentiated teaching and learning activities as necessary to meet their pupils' needs</p>
LEADERSHIP AND MANAGEMENT	<p>Leadership and learning create a culture of engagement, collaboration, innovation and creativity in learning, teaching and assessment</p> <p>Leadership and learning create a culture of engagement, collaboration, innovation and creativity in learning, teaching and assessment</p> <p>Leadership and learning create a culture of engagement, collaboration, innovation and creativity in learning, teaching and assessment</p>
	<p>Managing the organisation establish an exciting, secure and healthy learning environment, and maintain it through effective leadership and management</p> <p>Managing the organisation establish an exciting, secure and healthy learning environment, and maintain it through effective leadership and management</p> <p>Managing the organisation establish an exciting, secure and healthy learning environment, and maintain it through effective leadership and management</p>
	<p>Leadership and learning create a culture of engagement, collaboration, innovation and creativity in learning, teaching and assessment</p> <p>Leadership and learning create a culture of engagement, collaboration, innovation and creativity in learning, teaching and assessment</p> <p>Leadership and learning create a culture of engagement, collaboration, innovation and creativity in learning, teaching and assessment</p>



With agency comes responsibility

What area of focus have we committed to and why?

How will our school facilitate and organise time and space before, during, after support?

How can we create the best environment and opportunities for getting the maximum benefit from the support available to us?

How will our school best harness in school expertise and capacity?

What barriers do we anticipate in engaging in the process of change and implementation?

How can space between visits can be used well to apply what has been discussed and agreed?

How is this support linked to our identified plans for improvement, namely SSE

Bottom Line

- There can be no curriculum development without the right professional development for teachers (Stenhouse)
- Professional development is a process, not an event (Loucks-Horsley et al., 1998)
- “an ‘iterative, dialectical and longitudinal process’ which is influenced by: teacher readiness and responsiveness to reform ideas; and school based support” (Loxley *at el.* (2007: 268)

CPD – Forms / Models

Purpose of Model	Examples of models of CPD which may fit within this category
Transmissive	Training models Deficit models Cascade model
Malleable	Award-bearing models Coaching/mentoring models Community of practice models
Transformative	Collaborative professional inquiry models

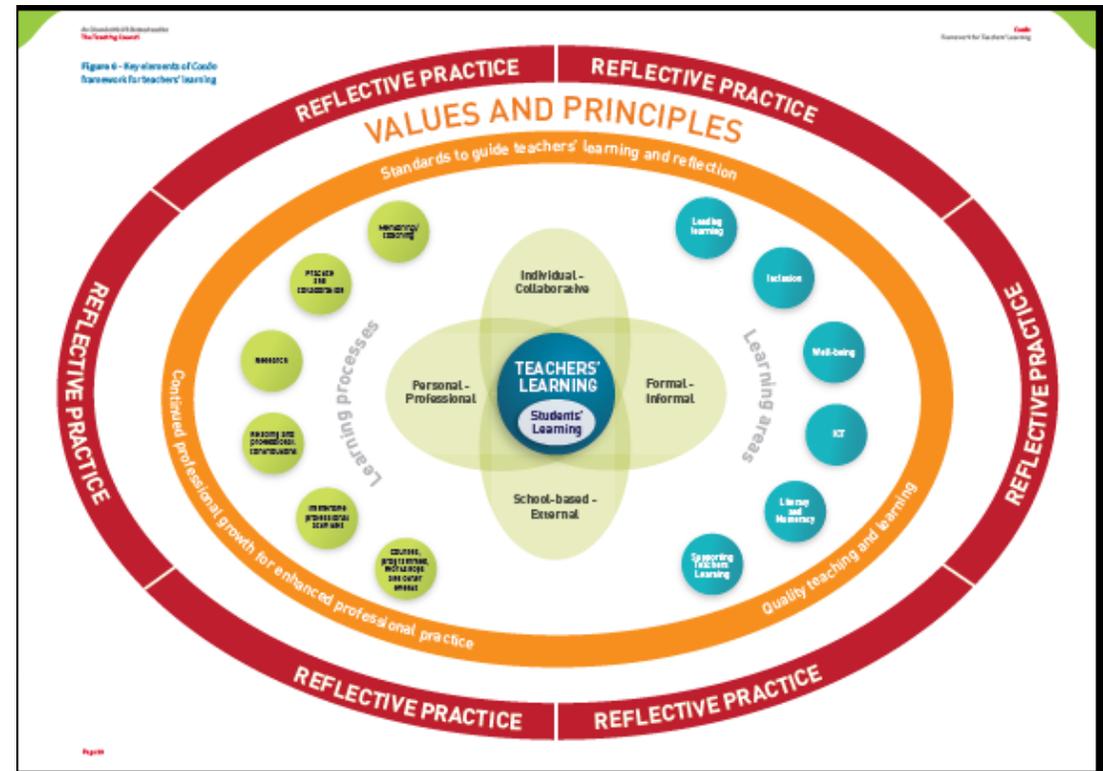
Increasing capacity for professional autonomy and teacher efficacy

↓

Kennedy (2005:247); “Is the fundamental purpose of CPD to provide a means of transmission or to facilitate transformative practice?”

Kennedy, 2005, 2014

5. An assortment of professional learning opportunities

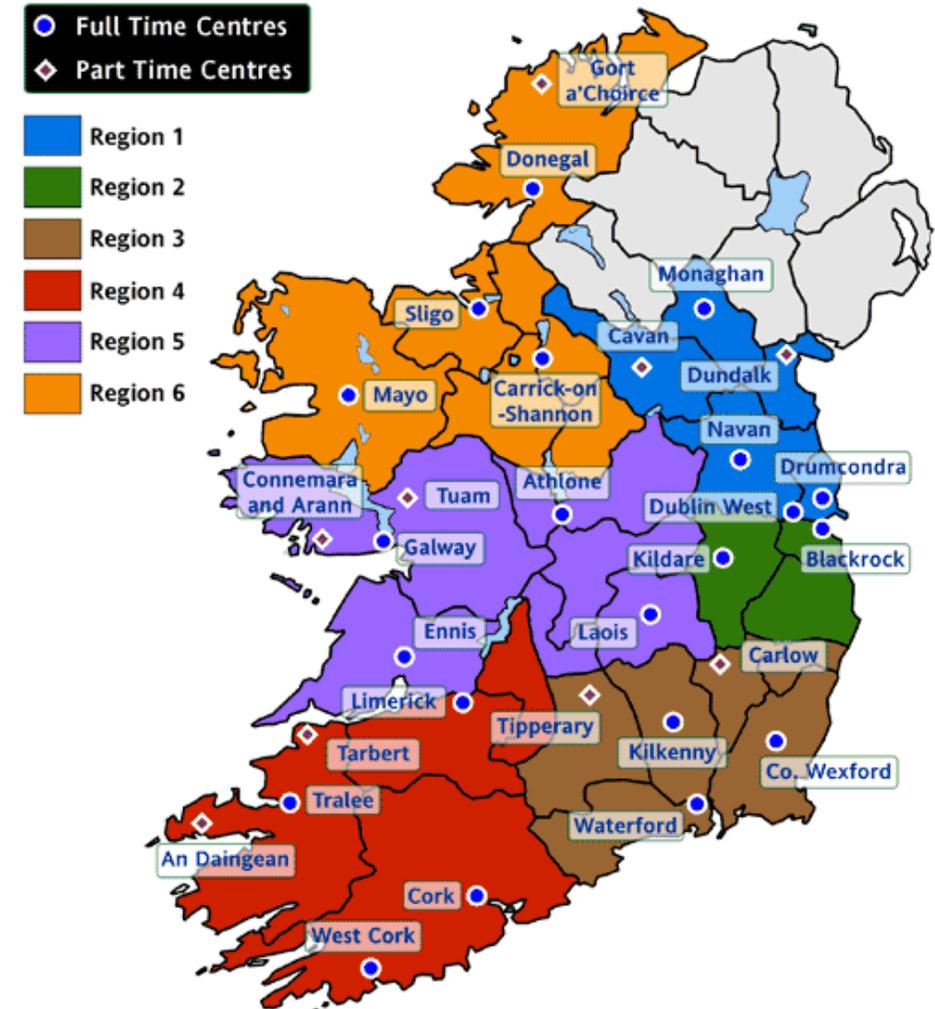


Beyond PD intervention : extension , empowerment and sustainability

Professional learning to embed a new curriculum should be viewed in a systemic way

PDST support occurring alongside other forms such as online learning and resources (e.g. webinars) and collaboration among staff across clusters of schools.

Education Centres are local and situational loci of professional learning – momentum, knowledge building and construction ,local capacity building and self empowerment



Boundary Crossing and Navigation

- Objectives to Learning Outcomes
- Subjects – Broad Areas and Competencies
- Content Knowledge – Pedagogical Content Knowledge and responsive assessment
- Transmission – Transformative



Enabling schools and teachers to negotiate and navigate those boundaries



Partners in boundary crossing – collective sense making

- Curriculum Development / Professional Development / Policy Development
- ITE – Induction – CPD (ITE – Droichead – Cosán)
- Early Childhood- Primary- Junior Cycle- Senior Cycle
- Teacher Leaders – Middle Leaders – Senior Leaders



Identify differences and similarities
Co-ordinate communicative connections
Reflect on realising and articulating where differences remain
Transform by using the shared in between space and celebrate it

A Final Word

The development of a systematic approach to curriculum change in tandem with learning outcomes has clear implications for the framing of policy at a macro-level, the role of meso-level policy development agencies, and practitioners engaging in school-based curriculum development at a micro-level (Priestley, 2016: 4)



Panel discussion



Plans for Future Engagement

Patrick Sullivan

Dotmocracy activity

Timing and pacing

Securing Resources

Feasibility and Capacity building

Policy Alignment

Leadership

OTHER?



If we were to collaborate successfully, what would we be doing and what would be the outcome?

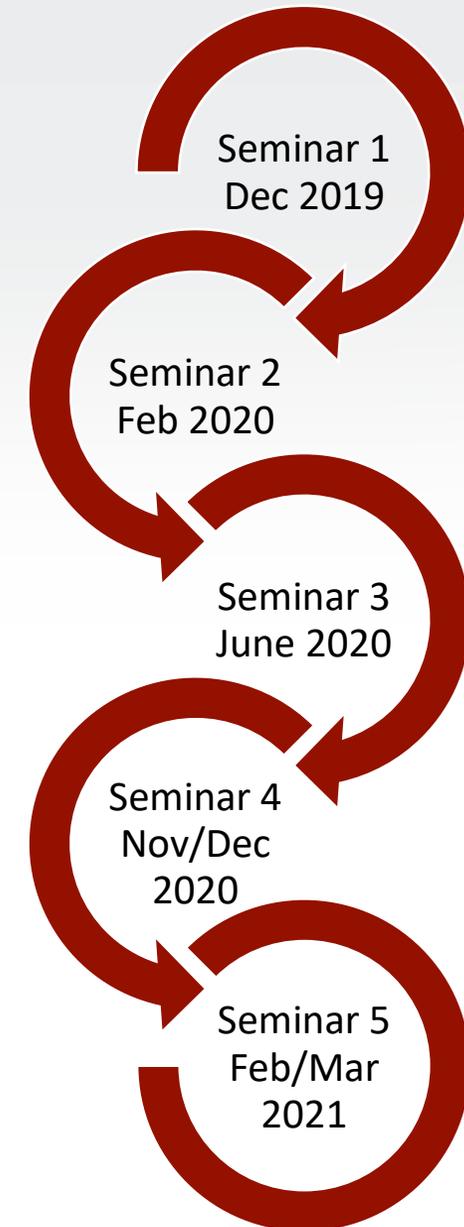


Seminar series

Sustained engagement

Participant-led

Evolving





Thank You!

Event contact:
patrick.sullivan@ncca.ie