



Instructional Leadership Programme; Supporting Practice and policy

Mount Wolsely, 2018

Barry Slattery, NCCA



Today

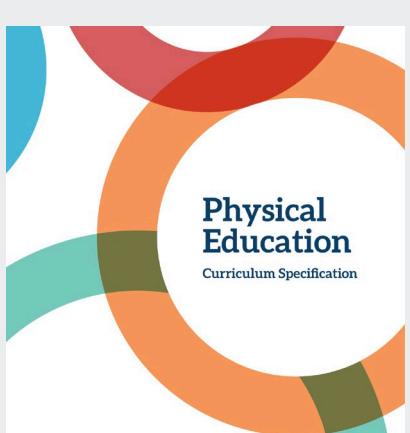
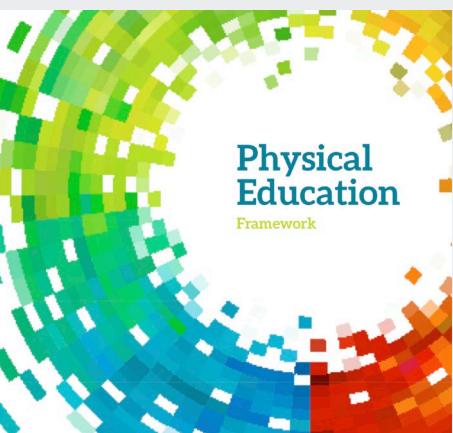
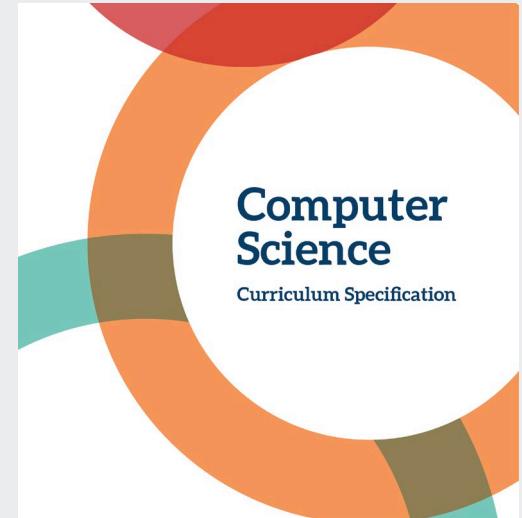
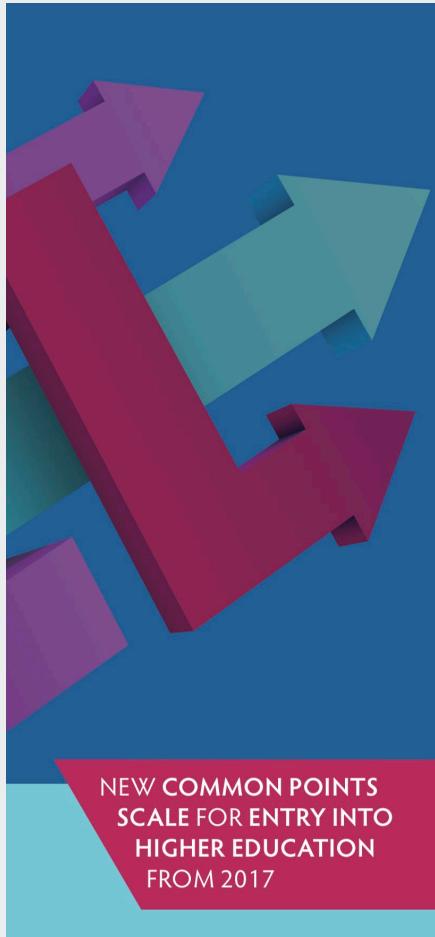
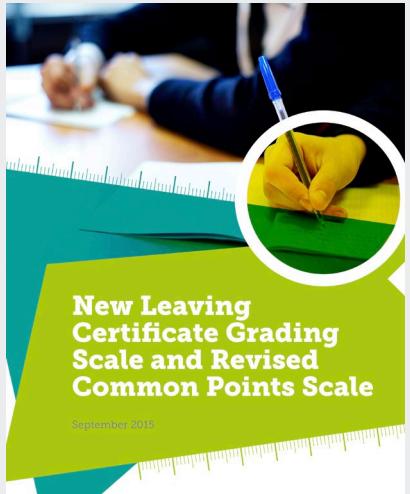
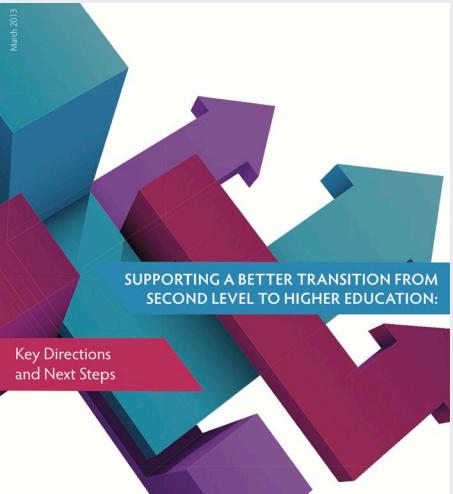
Some thoughts on senior cycle.

Points for reflection from other jurisdictions.

Our approach to senior cycle review.

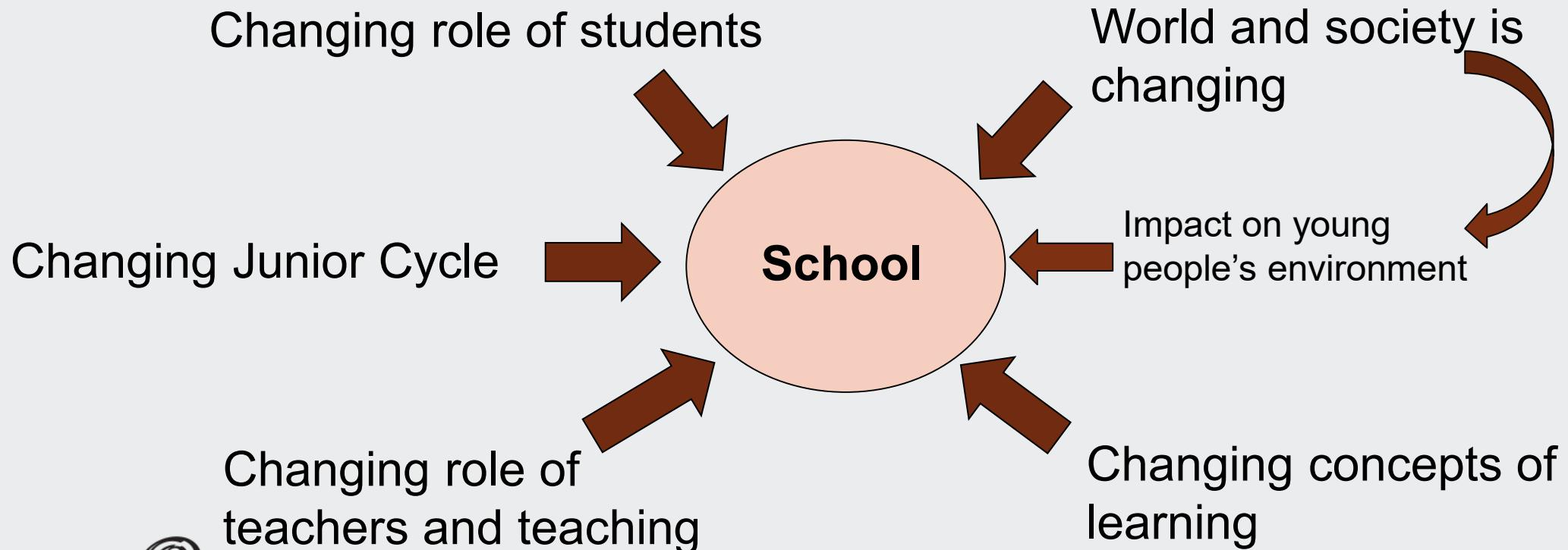


Recent developments



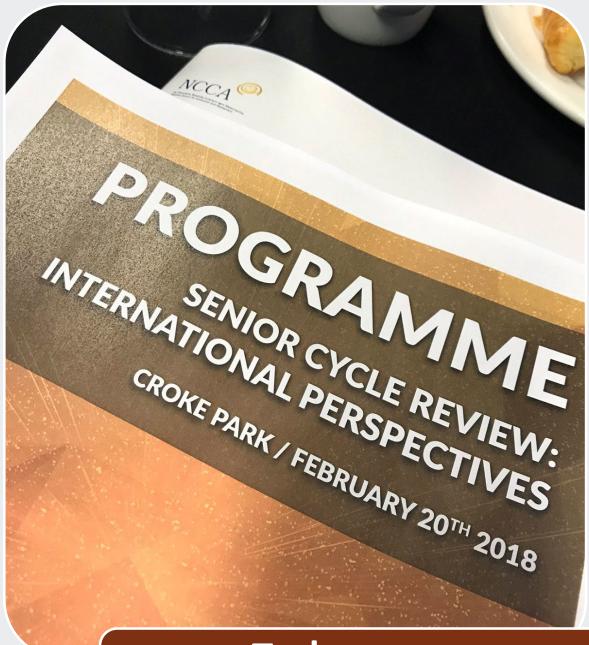


Schools are at the hub of change





Schools at the hub of senior cycle review



February:
Launch



May:
Induction



September:
School-based review



Supports for schools



[Home](#) / [Senior Cycle](#) / [Senior Cycle Review](#) / [Reviewing With Schools](#)

Reviewing with schools

Keep up to date on our work with schools to review senior cycle education

Collaborating schools



If you wish to participate



Timeline for the review



Materials to support the review



Consultation: Cycle 1

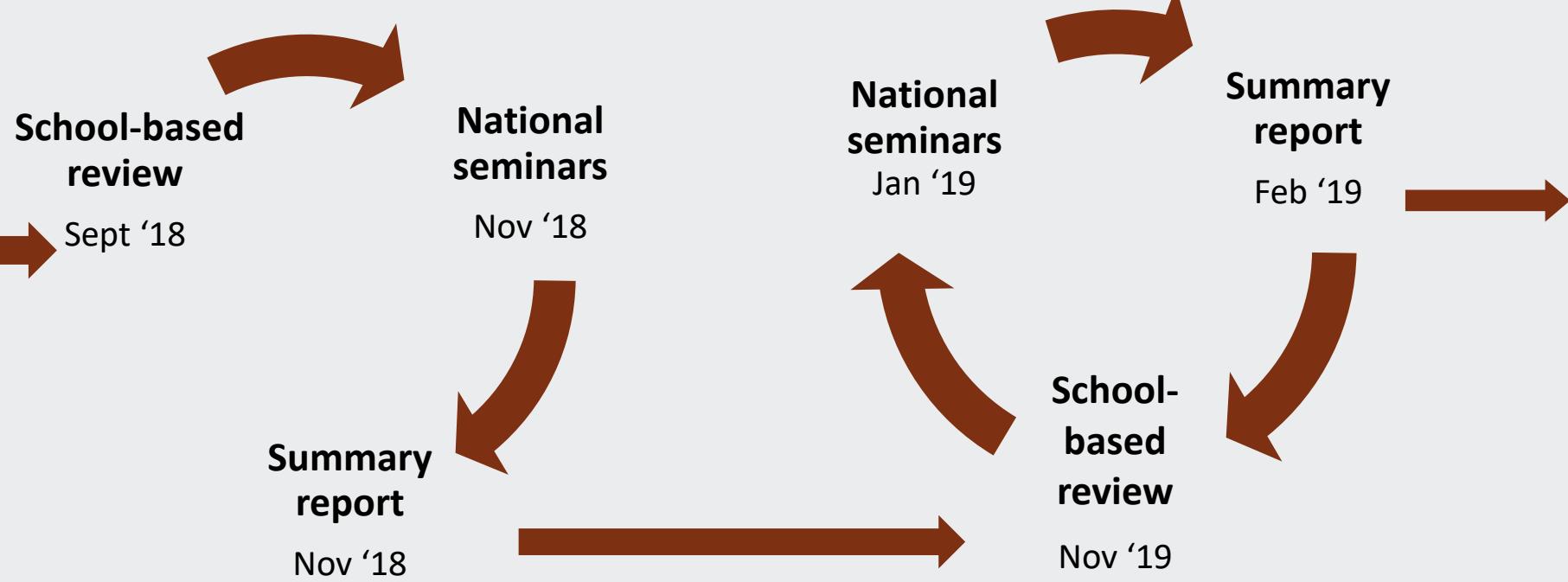


Consultation: Cycle 2





Schools at the hub of Senior Cycle Review



First cycle

Second cycle



Schools at the hub of Senior Cycle review

May 2018

Induction of
review group
of schools



School
based
reviews

National
Seminars

March 2019

Overview
report

Evidence from both
cycles



Summary
reports

June 2019

Public Consultation

Final advisory
report



First consultation cycle

The Purpose of Senior Cycle and Futures thinking

- The purposes of senior cycle education
- Inclusion
- The needs of students from a senior cycle in the years to 2030



First day of school 2017

Junior Cycle 2025

Senior Cycle 2028



What do you see?





Answers:

- a. St. Patrick
- b. A priest
- c. A druid
- d. A Bishop
- e. **A man taking a selfie**





Second consultation cycle

Pathways and Flexibility

- The structure of senior cycle
- The educational programmes involved, the pathways available to all students
- Flexibility, autonomy, customisation



International perspectives





International research: points for reflection

- Upper secondary education systems appear not to be a ‘one-size-fits-all’
- There is demand for upper secondary alternatives to traditional academic pathways
- Planning is increasingly important as jurisdictions offer an increasing variety of pathways
- Environments outside of school make a key contribution to experiential learning in this phase
- Official records of achievement, in addition to certificates, are a feature of the upper secondary phase
- There is a focus on ensuring students’ physical and mental  wellbeing.





OECD: points for reflection

- Need to focus is on enabling people to become lifelong learners, to manage complex ways of thinking and complex ways of working
- There is no one model for success
- Education policies that target both excellence and equity issues are proving the surest way for education systems to contribute effectively to inclusive growth
- VET plays a central role in raising student outcomes
- Education policies are worthless if they do not reach the classroom.





Main conclusions from recent curriculum debate in The Netherlands

- Learning for further studies and work: ***less is more***
- Preparing for participation in society: ***more attention***
- Personal development: ***more emphasis***



Wider involvement of schools

Greatly appreciate, if you could:

- raise awareness
- share/disseminate any information on the review
- facilitate discussions to collect views
- provide us with feedback
- participate in the final consultation



Thank you!

Contact us:



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