Building Excellence and Innovation in Education and Training

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15 March 2018
Our Vision

• An excellent and innovative education and training system is pivotal to personal fulfilment, the building of a fair society and a successful nation

• Central to sustaining economic success and in building strong communities

• Through adopting a “whole-of-system” approach, the Irish education and training system should lead in innovation and a broad range of endeavours and that we will harness education and training to break down barriers for groups at risk of exclusion and set the benchmark for social inclusion

• Our ambition is that we will deliver to the highest international standards and prepare learners of all ages to participate and succeed in a changing world
64,000 TEACHERS
EDUCATING 934,000 YOUNG PEOPLE
IN 4,000 SCHOOLS

181,000 STUDENTS IN FULL-TIME THIRD-LEVEL EDUCATION
338,000 FURTHER EDUCATION AND TRAINING PLACES AVAILABLE

121,000 PRE-SCHOOL CHILDREN IN THE EARLY CHILDHOOD CARE AND EDUCATION PROGRAMME
5,500 + INSPECTIONS IN SCHOOLS AND PLACES OF EDUCATION
Challenges

• Demographics
• Brexit
• Strengthening leadership and governance
• Curriculum
• Inclusion
• Lifelong learning
• Legislative programme
• Managing impact – sequencing and resourcing
Reform Programme

• The bringing together in one place of actions from across the Department of Education and Skills and the sector and unifying them under key goals and objectives provides a comprehensive strategic overview and statement of direction.

• Captured in the 2016-2019 Strategy and associated annual Action Plans for Education
Framework of Approach
Annual Plans in Context

• Each annual action plan is a further articulation of our ambitions for a system that meets the need of citizens across a range of activities

• Each annual plan is one step in a cohesive and holistic approach to change in a complex and dynamic environment

• Annual plans allow us to assess progress, build on it year on year and adapt it to meet changing demands and new challenges in an agile way
Improving National Planning - I

- New division within the Department to improve
  - strategic policy capability
  - evaluation of programmes and policy
  - governance and programme and project management structures

- Link with National Agencies
  - ERC, Teaching Council, NCSE, NCCA, SEC

- Strategic direction and support in the governance, management and use of the Department’s data
  - POD, PPOD
Improving National Planning - II

• Spending Reviews of areas funded by Department
• Programme of reviews of National Agencies
• Work of the Inspectorate
• Embedding collaboration within Department between its Divisions
Chief Inspectors Reports

• Previous Chief Inspectors Reports have noted lack of collaborative working among teachers
• 2018 - Need to Build professional practice of teachers
  • Need for strategic approach to ongoing professional development
  • Teacher recruitment, retention and development
  • Collaborative practice: Droichead, Junior Cycle, peer working
• 2018 - Need to advance Excellence: Supporting excellence and innovation
  • Excellence Fund, Gaeltacht strategy
One aspect for Today - Collaborative Engagement of Teachers

• International comparisons show that we do not do this as extensively as other countries – e.g., Atlantic Rim school visits

• Beatriz Pont, OECD
  • in early 2000s – moving from Communities of learning & Collaboration beyond schools
  • Towards 2030 – to professional capital & Schools as learning organisations with supportive policy
Collaborative Engagement of Teachers – Developments underway - I

• Junior Cycle reform: Subject Learning and Assessment Review meetings
• School inspection & self-evaluation policy & implementation
• Droichead – an integrated professional induction framework for newly qualified teachers
• School Leadership & middle management developments
• Special Education Teaching Resources allocation model
• Gaeltacht Education Strategy
Collaborative Engagement of Teachers – Developments underway - II

• Recognising Innovation and Excellence - Schools Excellence Fund: The SEF, targeted primarily at DEIS schools, was introduced to support and reward innovative practice in schools.

• Schools Excellence Fund-Step Up project proposal – under development.
  • to advance collaborative working between post-primary schools, the Inspectorate and JCT support service that will encourage self-evaluation and improvement in teaching and learning in selected priority areas.

• The SEF-Digital supports clusters of schools to collaborate and work together in exciting ways on projects related to teaching and learning using digital technologies.
Impact on teacher education & research - I

• Understanding impact of teacher collaboration?
• Understanding how much we value teacher collaboration & how other countries do?
  • Do we have different values in primary and post-primary?
• In what ways and how quickly can such research feed through into teacher education programmes?
• Are tutors engaged in teacher education programmes supported in being up to date and have they work experience of recent developments?
Impact on teacher education & research - II

• How can we embed teacher collaboration in practice?
• How can CPD assist in achieving this?
• How can understanding of teacher collaboration be embedded in Teacher Education programmes?
• How can implementing of teacher collaboration be embedded in programmes?
• How can such student teacher collaboration during initial teacher education be assessed?
Thank You