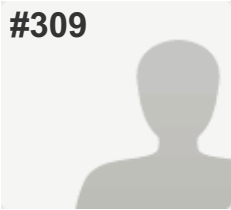


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PAGE 1: Please complete this consultation paper in respect of your area of interest and/or expertise

Q1: Name:

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Q4: 1(a) What improvements can be made within existing resources

In general

Remove the relationship between education and religion
More schools along the Educate Together model

Primary and pre primary level

State subsidized childcare to allow early learning and to support parents
Targeted free pre school places to support disadvantaged areas
increase in support for children with disabilities / learning difficulties
Introduction of visual literacy and design thinking skills
More after school provision on school premises to supports for working parents

Second level

Review and reimagining of the Leaving Certificate to remove rote learning approach
Visual literacy and design thinking to be incorporated into primary and second level curriculum
As much emphasis on the Arts as on STEM in schools
Greater use of technology to support learning at Primary and Secondary level

Third level

Targeted third level capital funding for upgrades/ new buildings
Introduction of third level student loans payable by post graduation taxation on a salary threshold administered centrally
Removal of the ECF to allow appropriate staffing levels and supports to be resumed
Greater autonomy including borrowing powers for Institutes of Technology
Better funded support for students with learning difficulties / disabilities
Access to third level education for asylum seekers
Targeted funding at disadvantaged areas to increase access to HE

Q5: 1(b) What improvements can be made through new provision

see above

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Q6: 2. Comment on work currently being undertaken by the Department in your area of interest and/or expertise. (What are we doing well, what could we do better)?

Third level is my area of expertise

See answers to first question

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Q7: 3. Are there opportunities (e.g. new areas of work) which the Department should consider when developing the 2016 - 2018 strategy which would advance the achievement of our mission, vision and objectives across the continuum of education and skills?

Respondent skipped this question

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Q8: 4. How should success on achieving our strategies be measured.

Qualitative and quantitative measures to include increase in access

PAGE 6

Q9: 5. Comment on any issues relating to the continuum of education and skills, in addition to your particular area of interest and/or expertise

Developing skills for a changing workforce is important including the development of entrepreneurial skills, design thinking and visual literacy .
Adaptability and problem solving skills are the key

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Q10: 6. Any other observations that you would suggest the Department should consider in the formulation of our strategy for education and skills 2016 - 2018

Respondent skipped this question

Q11: 1(a) Comment on the approach contained in the Programme for a Partnership Government (are we capturing the essential issues, are there additional matters we should take into account).

I support the approach taken in the bullet points but would add in more after school clubs in schools to support working parents .

Q12: 1(b) How should progress on Prioritising Early Years be measured?

A range of qualitative and quantitative measures

Q13: 1(c) What would you consider to be the priority actions and outcomes in this area?

Respondent skipped this question

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Q14: 2(a) Comment on the approach contained in the Programme for a Partnership Government (are we capturing the essential issues, are there additional matters we should take into account).

Increasing the mandatory school age is not the answer. For many young people the school environment and the Leaving Cert . does not meet their needs or learning styles . Development of the further education sector is needed. FE should not be seen as an option for those who fail the Leaving Cert or be a PLC option but should be a positive transfer option for those aged 16 , Alternatives to the LC is needed on offer in the FE colleges instead of the LC or Applied LC; there are good models on offer in other Jurisdictions . Not all students should sit the LC or even the Applied Leaving Cert in a school environment where they are perceived as failures . Good progress ion reputes for FE to HE would enable those who can go on to HE to do so at their own pace .

There is no specific mention of the Traveller community in this section , this needs to be addressed .

Q15: 2(b) How should progress on Tackling Disadvantaged be measured?

Respondent skipped this question

Q16: 2(c) What would you consider to be the priority actions and outcomes in this area?

See above

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Q17: 3(a) Comment on the approach contained in the Programme for a Partnership Government (are we capturing the essential issues, are there additional matters we should take into account).

Remove the link between education and religion completely . , all schools should be no faith along the lines of Educate Together model . the phased model is taking too long. The pledge to keep all small schools if parents wish it is unrealistic and not cost effective .

Better subsidized rural transport is needed.

Q18: 3(b) How should progress on Diversity and Choice for Parents be measured?

Respondent skipped this question

Q19: 3(c) What would you consider to be the priority actions and outcomes in this area?

Respondent skipped this question

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Q20: 4(a) Comment on the approach contained in the Programme for a Partnership Government (are we capturing the essential issues, are there additional matters we should take into account).

The emphasis on future skills is welcomed with the proviso that these are not limited to STEM subjects but include Design thinking , problem solving and visual literacy . The highlighting of new technology and a digital strategy is welcomed.

Q21: 4(b) How should progress on Promoting Excellence and Innovation in Schools be measured? *Respondent skipped this question*

Q22: 4(c) What would you consider to be the priority actions and outcomes in this area? *Respondent skipped this question*

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Q23: 5(a) Comment on the approach contained in the Programme for a Partnership Government (are we capturing the essential issues, are there additional matters we should take into account).

The inclusion of the Arts . entrepreneurial skills and mental health awareness is welcomed.
The inclusion of international benchmarking should be considered .

Q24: 5(b) How should progress on Promoting Creativity and Entrepreneurial Capacity in Students be measured? *Respondent skipped this question*

Q25: 5(c) What would you consider to be the priority actions and outcomes in this area? *Respondent skipped this question*

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Q26: 6(a) Comment on the approach contained in the Programme for a Partnership Government (are we capturing the essential issues, are there additional matters we should take into account).

Better school capital investment is welcomed.
Use of school buildings for after school clubs is needed .

Q27: 6(b) How should progress on Making Better use of Educational Assets within Communities be measured? *Respondent skipped this question*

Q28: 6(c) What would you consider to be the priority actions and outcomes in this area? *Respondent skipped this question*

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Q29: 7(a) Comment on the approach contained in the Programme for a Partnership Government (are we capturing the essential issues, are there additional matters we should take into account).

Support the measures outlined here , the emphasis on inclusive education and access for Special Needs Education is welcomed .

Q30: 7(b) How should progress on Special Needs Education be measured? *Respondent skipped this question*

Q31: 7(c) What would you consider to be the priority actions and outcomes in this area?

Respondent skipped this question

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Q32: 8(a) Comment on the approach contained in the Programme for a Partnership Government (are we capturing the essential issues, are there additional matters we should take into account).

The creation of Technological Universities would be better served by the creation of a single National Technological University with constituent colleges providing the criteria for designation as a TU can be met by each constituent college.

The emphasis on broadening apprenticeships is welcomed.

See the comments in Section 2a on further education. The section on increased autonomy and flexibility for higher education is welcomed.

Q33: 8(b) How should progress on Meeting the Skills Needs of the Future be measured?

Respondent skipped this question

Q34: 8(c) What would you consider to be the priority actions and outcomes in this area?

Respondent skipped this question
