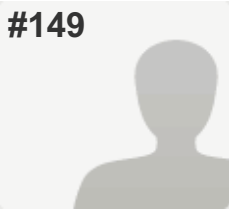


#149



**INCOMPLETE**

**Collector:** Web Link 1 (Web Link)

**Started:** Monday, May 23, 2016 4:27:47 PM

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**IP Address:** 86.46.220.53

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

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**Q1: Name:** Pearse O Shiel

**Q2: Organisation:** Lifeways Ireland Ltd.

**Q3: Email:** lifewaysireland@gmail.com

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

Greater local autonomy for schools in all areas including curriculum design and delivery would invigorate schools and permit greater connection with the surrounding community and its activities. It would enable schools to draw on those informal and cost free resources that exist in communities and that are, by the very nature of the school, inclined to provide support when facilitated to do so.

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

Enhanced relationships between schools and centres of educational research to enable such research to have a more direct effect on provision.

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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)?**

There is a growing engagement by the Department officials in consultation (SSE, School Autonomy) and this is very helpful and will prove fruitful. A greater the sense of autonomy on the part of schools and, in particular, on the part of teachers as trusted professionals, and a reduction in sense of being controlled from the centre will promote creative and innovative action at local and regional levels.

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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?**

In terms of diversity of provision and choice for families the Department could take a lead by changing the focus from denominational (or non denominational) understandings of diversity to pedagogical understandings. Diversity in education should manifest as diverse pedagogies not denominational (or non denominational) control/management of schools. This is a cultural change and can be achieved only in the medium term and only with the engagement of all stakeholders but the lead should be taken on the basis of research. The benefit of such a change would be to move the debate from the sterile historical ground of denomination with its focus on adult concerns to the fruitful ground of pedagogy with its focus on the developmental needs of children.

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

Measures for the wellbeing of children need to be at the core of any evaluation.

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**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**

*Respondent skipped this question*

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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*

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**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).**

*Respondent skipped this question*

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

*Respondent skipped this question*

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**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).**

*Respondent skipped this question*

**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?**

*Respondent skipped this question*

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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).**

*Respondent skipped this question*

**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).**

*Respondent skipped this question*

**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).**

*Respondent skipped this question*

**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).**

*Respondent skipped this question*

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

*Respondent skipped this question*

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**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).**

*Respondent skipped this question*

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

*Respondent skipped this question*

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**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).**

*Respondent skipped this question*

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

*Respondent skipped this question*

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

*Respondent skipped this question*

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