



The impact of Frameworks and Learning Outcomes in Ireland

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Context

Frameworks and the School Sector

- Traditional school sector – two national examinations at lower and upper secondary
- National Framework introduced in 2003
- All schools awards included on the Framework
- Referenced to the EQF in 2009

Some impacts of frameworks in schools

Frameworks of *reference* or *relevance*?

- A positive impact and influence – leverage for change and development
- Early perception of frameworks being for some but not for all
- Encourages reflection on the ‘established’ and on quality
- Progresses the underdeveloped relationship between schools and lifelong learning and can contribute to equality in education

A success story – lower secondary reforms

New curriculum aligned with frameworks!

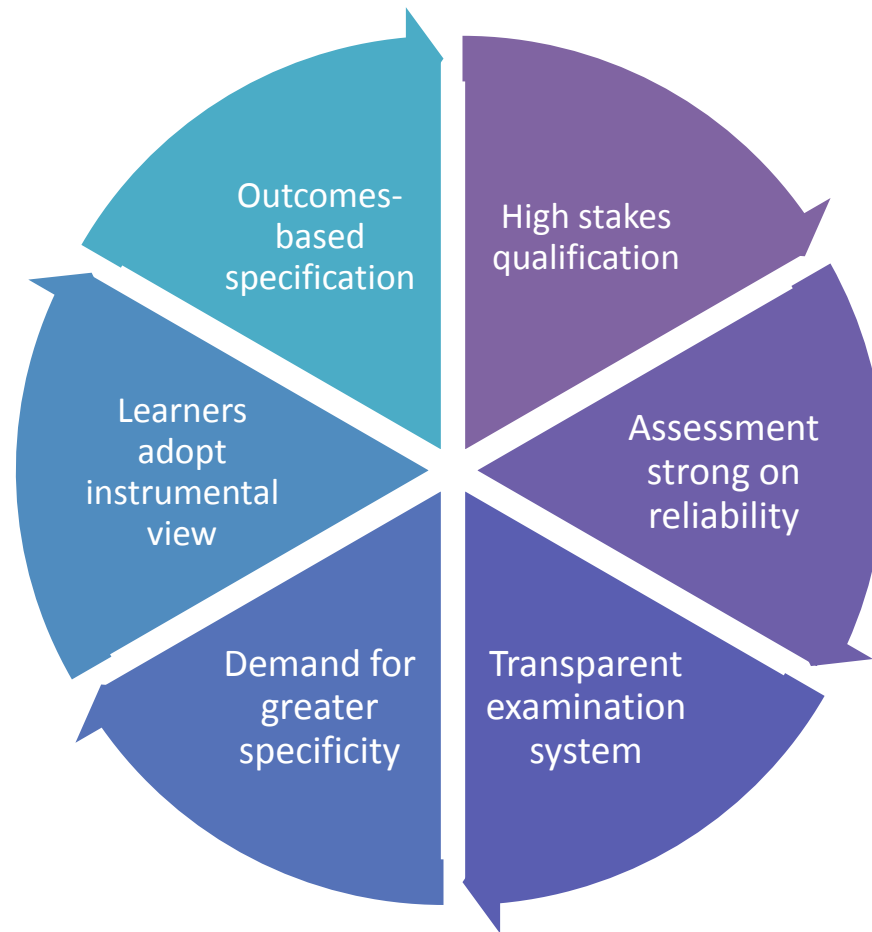
- Outcomes based curriculum specifications
- Re-connecting assessment with learning and curriculum
- Detailed attention to quality assurance
- Qualifications at the service of learning and learners
- Greater autonomy for teachers and schools

Some impacts of learning outcomes in schools

Opening and clarifying learning!

- Clarifying learning and making it more student centred
- Embedding of key skills in subjects leads to richer learning outcomes in curriculum specifications
- Direct relationship to assessment - different role for teachers
- Broad learning outcomes or detailed ones? Low stakes and high stakes contexts.

A challenge - learning outcomes in high stakes contexts



Instrumentalism and mayonnaise

“Like some teachers kind of go off the point sometimes and just waffle on about pointless things that aren’t on the course and stuff.”

“Like my Home Ec teacher, she comes in and she knows how to cook, she tells us all about how to make mayonnaise today. That’s not on our course, we don’t care...it’s like too much stuff to do.”

Final Year Students
ESRI Longitudinal Study

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