



National College of Art and Design

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SCHOOL OF EDUCATION

Essay/Assignment Cover Sheet

Name of Student: _____ Emily Briody _____

Course: _____ Fine art/ Design and Education _____

Submission Date: _____ 17th December 2020 _____

Lecturer/tutor _____ Ciaran McGlynn _____

Essay/Assignment title _____ Outline the key developments in Irish secondary education since 1922 and discuss one of these developments in detail.

Student ID: _____ 20380381

Word count: _____ 1973 _____

| Criteria | Ex | VG | Good | Fair | Poor | Comment |
|---|----|----|------|------|------|---------|
| Introduction (statement of problem, response to task) | | | | | | |
| Range and use of appropriate sources | | | | | | |
| Development of argument (analysis, interpretation) | | | | | | |
| Conclusions (application, findings, outcomes) | | | | | | |
| Presentation, language, academic conventions | | | | | | |

Please tick Y/N for Profile of Needs

General comment:

Indicative grade:

Tutor: _____

Date: _____

Copy of this sheet must accompany all written submissions

The key developments in Irish secondary education since 1922 that will be discussed is the post- independence developments of the 1920s which was when the Department of Education was founded in 1924. Most of the schools stayed under control of the church. The intermediate education (amendment) act happened in 1924. The intermediate and leaving certificate exams were established. The school's attendance act started in 1926, this made it compulsory for students to attend school from the ages, six to fourteen. The vocational education act started in 1930 which were the first schools in 1938. This consisted of technical/vocational training which was not under the control of the church and was originally in Gaeltacht areas. The council of education happened which meant there is greater access to secondary education which is considered as 'utopian' an astonishing place given Ireland's economic plight (Walsh, B, 2011) but there was no change to the primary curriculum. In Northern Ireland, free secondary education began in 1948. 6098 students sat the leaving certificate in 1954. There was gross under-investment in education. There was a huge increase in the poorly educated youth who had to emigrate. The first comprehensive schools opened in 1966 which consisted of combining vocational and academic subjects which is known as a comprehensive curriculum. Pupils could register in a vocational or secondary school, depending on their character and talents, these planned comprehensive schools would offer this curriculum to intermediate level (Walsh, B, 2011). Free post-primary education was declared in 1966. The introduction of community schools began in the early 1970s. Community schools are non-denominational and provide for the whole community, both children and adults. The new curriculum began for primary schools in 1971. The programme for action in education started between 1984 to 1987. The national education convention began in 1993. The 'charting our education future' white paper began in 1995 which focused on philosophical morals such as equality, pluralism, quality, partnership and accountability. The leaving certificate applied (LCA) began in 1995. The leaving certificate

vocational programme (LCVP) began in 1996. The education act was established in 1998 and the teaching council act was established in 2001 which establishes the teaching council of Ireland (McGlynn, C, Lecture 7).

One of these developments is the structure of Irish education. In 1923 the national Department of Education was established in Ireland in 1923. The Department of Education was given duty for the management of primary, secondary and technical education. The teachers' salaries and money were paid by the State which was paid to schools as capitation grants once they carried out certain conditions. Although primary schools were free to join, to attend secondary school the small minority who did go to secondary school had to pay fees (T. O'Donoghue, J. Harford, 2012). Some significant changes took place under Cumann na nGaedheal administration which came into power in 1926. Attendance was made compulsory between the ages of six and fourteen by the School Attendance Act (1926). To register as a secondary-school teacher, Irish became compulsory, Irish as a compulsory subject for 'recognised' meaning funded schools in 1927 and 1928 as a subject for the Intermediate Certificate. In the 1920s, the main innovation in Irish education was the 'promotion of the Irish language' (Limond, 2010, 453). This meant that in both primary and secondary schools the teaching of Irish became compulsory subjects. Irish was made compulsory as the language of order for all subjects except for English in all the primary schools in the country and in a significant amount of secondary schools. Irish was also made compulsory as the single medium of order in infant schools. The curriculum was re-orientated in primary and secondary schools so that students would see themselves as an Irish citizen rather than British. In primary schools, singing lessons generally entailed the teaching of songs from the Gaelic tradition (O'Donoghue 2006,150). Within the teaching of geography in both primary and secondary schools, the study of Ireland was central. Students who had to sit their

Intermediate Certificate exams after three years of secondary school, were to gain a knowledge of the economic, physical and historical geography of Ireland. The Leaving Certificate examination, two years after the Intermediate Certificate exams, was the human, structural and economic geography of Ireland. Irish history remained high priority in the Leaving Certificate as over the years, a sequence of examination questions focused strongly on Irish History under “special topics”, although Ireland was the central point in history, the history of western Europe was covered in the subject history for the Intermediate Certificate (O’Donoghue 2006, 150). To offer second-level education to students in rural areas, such as Irish-speaking districts, not facilitated by the existing schools, proposals were put forward. The notion was for central state-managed and state-established “post-primary tops” to be evolved as a new type of school programme for students between the age of twelve to sixteen years. It was expected that a large part of school-time would be consumed on domestic science for girls, and on manual instruction and rural science for boys. Literary subjects were to be inclined in the direction of ‘the pleasures that surround a rural community’, while Geography, history and arithmetic would be strived at agricultural life (O’Donoghue 1999, 119). O’Donoghue (1999, 119) also indicates:

“They reflected the approach of early curriculum theorists who argued that education should prepare students for the specific activities of life. They also had points of contact with the progressive education tradition in advocating school plots, practical gardening, simple biological work, bee-keeping, dairying and poultry-keeping as valuable in the development of an interest in academic subjects”.

In the new subjects some related to teacher competence and confidence, lack of resources, the majority of large class sizes and the pressures of time to implement a broader curriculum. 25% of students were enrolling in secondary school after leaving primary school by 1965, the majority of these students were from the economically better-off parts of society

(O'Donoghue, 2004). There was no secondary school provision at all around large parts of the west and the north-west of the country (Investment in Education Survey Team, 1965, 51). The State started to carry a more interventionist part in the provision and administration of education from 1966, viewing this as an essential task in its aim to develop human capital in order to help economic expansion. Small local primary and secondary schools were engrossed into larger regional units, vocational and small secondary schools were encouraged to work together, capital grants were supplied for secondary school expansion, and fees for attendance in second-level schools were abolished. Countries such as Germany, France, Sweden and Belgium influenced within the Department of Education, decided to supply a small number of comprehensive schools in the large geographical areas which was by developments in Britain. Membership of the European Community plays a significant effect on Irish post-primary school education under Article 123 of the Treaty of Rome as grant aid for vocational training and to support in the geographical and occupational mobility of workers enhancing career opportunities (O'Sullivan, 2005). In 1971, the New Curriculum had two main aims, to allow the child to fulfil life as a child and to prepare the child to avail of further education to live a full and useful life as an adult in society (Walsh, T, 2016).

One of the developments in Irish Education that is going to be discussed is 1995s 'The White Paper charting our education future'. The white paper identified the need to supply a 'philosophical rational' that 'systematically informs policy formulation and educational practise'. The paper places five essential principles in which the future policy and provision should be centred. These five principles consist of Pluralism in which all aspects of human development should be valued and promoted and aimed to prepare people for complete involvement in social, cultural and economic life. Equality in which the education system should welcome all, not just the mental, physical, economic and social factors. Partnership in which the educational process focuses on the learner. The trustees/patrons/owners/governors,

parents, teachers, management bodies, the local community and the state are other principal participants who are jointly known as the partners in education. Participants who should be identified as having genuine interests include businesses, social partners and the professions. Quality is where students are entitled to the highest possible standard, the state should form strict procedures for the evaluation of educational outcomes and effectiveness. Accountability in which what was publicly funded needs to be publicly accountable. The white paper did not contemplate serious changes at Junior Certificate level, regardless of former discussions around continuous assessment. Although, it was told that the needs and abilities of the students were not catered for during the traditional Leaving Certificate and that there is need to care for the holistic development of all students enabling them to actively form the social and economic future of society. The Leaving Certificate Applied (LCA) and the Leaving Certificate Vocational Programme (LCVP) were two significant changes that were envisaged. The LCA which was to be brought in 1995 on a phased basis is where students are taught the preparation of transitioning from school to adult and working life, involving further education. By September 1996, LCVP which helps students develop skills and become successful entrepreneurs, employees and employers was to be fully implemented (Walsh, B). A strategic framework of in-career development is how the teaching profession would benefit. Schools would evolve staff development advantages as induction would be introduced. Teachers had to adjust to a climate of increased change and the provision of wide-scale in-service training which would support them in meeting the paper's targets of increased partnership with parents, accountability and quality assurance was envisaged. The paper reviews objectives around the role of whole school evaluation and school planning. The white paper expressed a well detailed presentation of the government's vision for the future. The most significant review of education in Ireland was witnessed the period between 1993 and 1995 since the state was founded. However, the white paper was followed by the

Education Act in 1998, which was advised by what had preceded it and reveals many of the tenets of the green and white papers and the report of the National Education Convention.

The Department of Education and Science prepare education for the needs and ability of students and it must be suitable. Needs, around disabilities or limitations are identified and provided for, and admission is given to all students to see their guidance counsellor. Spiritual, social, moral and personal development must be promoted by the schools. For both genders, equal opportunities and the Irish language and heritage should be developed. Records relating to the students must be made accessible to parents in schools, and that schools provide the needs of management and staff development. The access of effectiveness in teaching and learning must be established, and maximum accessibility must be provided by the admissions policy. Schools became more accountable and introduced systems where student's needs were met and access to the guidance counsellor was made available to all students due to the Education Act (Walsh, B, 2011).

To conclude my essay, one of the biggest key developments in the history of Irish education is making education free to all. This means everybody has the chance to learn and develop skills for life. Everybody has the chance to get a job after school. Unfortunately, although schools are technically free, looking back at my experience, uniforms, school books, school trips and buses have to be paid for. Both the Leaving and Junior Certificate exams and post exams have to be paid for as well. The 1995 White Paper placed centre upon five essential principles which include pluralism, equality, partnership, quality and accountability which created change to the system. Now more than ever children growing up in Ireland have greater chances and opportunities to excel within the Irish education system.

Reference List

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