The new Primary Language Curriculum

*What’s in it for teachers?*

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An Clár Oibre

1. Primary Developments

2. Primary Language Curriculum Curaclam Teanga na Bunscoile

3. Developments in ERB and Ethics
WHAT CHILDREN LEARN IN PRIMARY SCHOOLS IS GOING THROUGH SOME EXCITING DEVELOPMENTS
The curriculum development journey
Two versions of the curriculum

English as L1
for
English-medium schools

Gaeilge mar T1
dírithe ar scoileanna Gaeltachta & lán-Ghaeilge

Tá an dhá leagan mar a chéile ach le 3 eisceacht:

a. L1 and L2 reflect school’s language context
b. Different expectations (i.e., Outcomes)
c. Additional features for Irish
### How is this ‘new’ curriculum different?

<table>
<thead>
<tr>
<th>1999</th>
<th>2015</th>
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<tbody>
<tr>
<td><strong>Strand Unit</strong></td>
<td><strong>Element</strong></td>
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<tr>
<td>Different structure</td>
<td>Same structure</td>
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<tr>
<td><strong>Content Objectives</strong></td>
<td><strong>Learning Outcomes</strong></td>
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<td>-</td>
<td>Progression Continua</td>
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<tr>
<td><strong>Assessment guidelines</strong></td>
<td><strong>Examples of children’s learning/development</strong></td>
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<tr>
<td>Guidelines</td>
<td><strong>Support Material</strong></td>
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*Primary Language Curriculum (p.8) / Curaclam Teanga na Bunscoile (Ich.8)*
Four connected parts...

Learning Outcomes

Progression Continua

Planning, teaching and assessing for learning in English and Irish

Support Material for teachers

Examples of children’s learning and development

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Curriculum Curachaí

Toolkit Uirlísí Úsáide
What does the new Primary Language Curriculum offer Teachers?
A coherent Framework for Planning, Teaching and Assessment with clear Destinations and Roadmaps.
A roadmap for Planning, Teaching, Assessing

Strand and goal I’m focusing on?

Milestones to reflect children’s progress?
Next steps in children’s learning?

Children’s learning at this milestone?

Teaching in this strand/outcome?

Learning Outcomes
Progression Continua
Examples
Support Material
Clear expectations

### STRAND

<table>
<thead>
<tr>
<th>Elements</th>
<th>Outcome # and label</th>
<th>Outcomes</th>
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<td>Stage 1</td>
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<td>Understanding</td>
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<td>Exploring &amp; Using</td>
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- Just 10-15 Learning Outcomes for each strand.
- Same Outcomes across stages (13/14 outcomes in OL).
- Acknowledgment of the challenges ... ‘When due account is taken of individual abilities and varying circumstances’.
# Milestones and Steps

## STRAND

### Progression Milestones

- ...
- ...
- ...
- ...

### Progression Steps

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<tr>
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<th>Outcomes</th>
<th>a</th>
<th>b</th>
<th>c</th>
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<th>e</th>
<th>f</th>
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Progression Continua
Oral Language, Progression milestone: f
Reading, Progression Milestone: e
Support Material

Support Material

ENGLISH | WRITING | Stage 1 and Stage 2

The Writing Workshop

LEARNING OUTCOMES
Children develop concepts, dispositions and skills in relation to:
- Engagement
- Motivation and choice
- Conventions of print and sentence structure
- Spelling
- Vocabulary
- Purpose, genre and voice
- Writing process
- Response and author’s intent

Why a Writing Workshop?

Writing is a complex process. Children develop their skills through the stages of planning, drafting, and reviewing. As they write, they share their ideas, translate ideas into a first draft, and review what has been written.

Children need repeated, explicit demonstrations of the processes involved in writing with plenty of opportunities to practice and experiment. Planning for and teaching the process, craft and mechanical aspects of writing is essential for children to develop into independent, self-regulated writers who can easily draw on needed information from long-term memory. Communicating to children that the most important part of writing is the sharing of their thoughts and ideas and that lower-level skills such as grammar, spelling and punctuation can be dealt with when publishing, can relieve their anxiety and increase children’s confidence and sense of self-efficacy. Because writers are continually planning and revising as they write, researchers recommend a process approach to the teaching of writing. This approach views writing as a set of behaviours which can be taught, learned, discussed and developed. It emphasises the importance of thinking, inquiring, imagining, creating, communicating and exploring language through writing and gives equal attention to processes of writing and the written product. The Writing Workshop instructional framework which teachers support children as writers.
The Writing Workshop

TYPES OF MINI-LESSONS

Management and organisation (when necessary): Teaching the routine of the Writing Workshop e.g., the structure of Writing Workshop, how to use writing folders, rules for conferences and how to respond within a share session.

Process (when necessary): Teaching the steps in the writing process e.g., choosing a topic, drafting, revising, editing and publishing.

Conventions (1-2 times a week): Teaching skills to improve the readability and fluency of the piece e.g., grammar, spelling, punctuation and sentence structure.

Craft (3-4 times a week): Teaching a technique to enhance writing quality/style e.g., using details, strong introduction and crafting an effective title. Recording key ideas on an anchor chart and displaying in the classroom provides a visual reminder for children.

2. Independent Writing and Conferencing (approx. 20-30 mins.)

Video 4

Video 5

During sustained, independent writing time, the teacher engages in conferences with individual children. Conferences are short (approx. 5 mins) and teachers should aim to conference with 3-4 children daily. A good conference involves 80% child talk and 20% teacher talk. The teacher’s job is to nudge details from the writer, to understand what the writer is trying to do and to continue to encourage children as writers. During conferences, teachers also use this one-to-one time to note specific concerns or areas of expertise for individual children. This will enable the teacher to provide differentiated instruction during future conferences and plan content for small-group mini-lessons. In this way, the teacher provides support in response to children’s particular needs.
www.ncca.ie/primarylanguage
www.ncca.ie/teangabunscoile

Míle buíochas!