

Leading and Sustaining Curriculum Change - the *Draft Primary Curriculum Framework*

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**Bunscoil
Primary**

Overview of presentation

School Leadership in Context

Developing the *Draft Primary Curriculum Framework*

The Proposals of the *Draft Primary Curriculum Framework*

How to get Involved





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1. School Leadership in Context

School leadership today

Complexity of role

Breath of
responsibilities

Infrastructural
supports (time and
space)

Workload

Capacity for leadership

Preparation for
leadership

Governance

Stakeholder
involvement and ext.
communications



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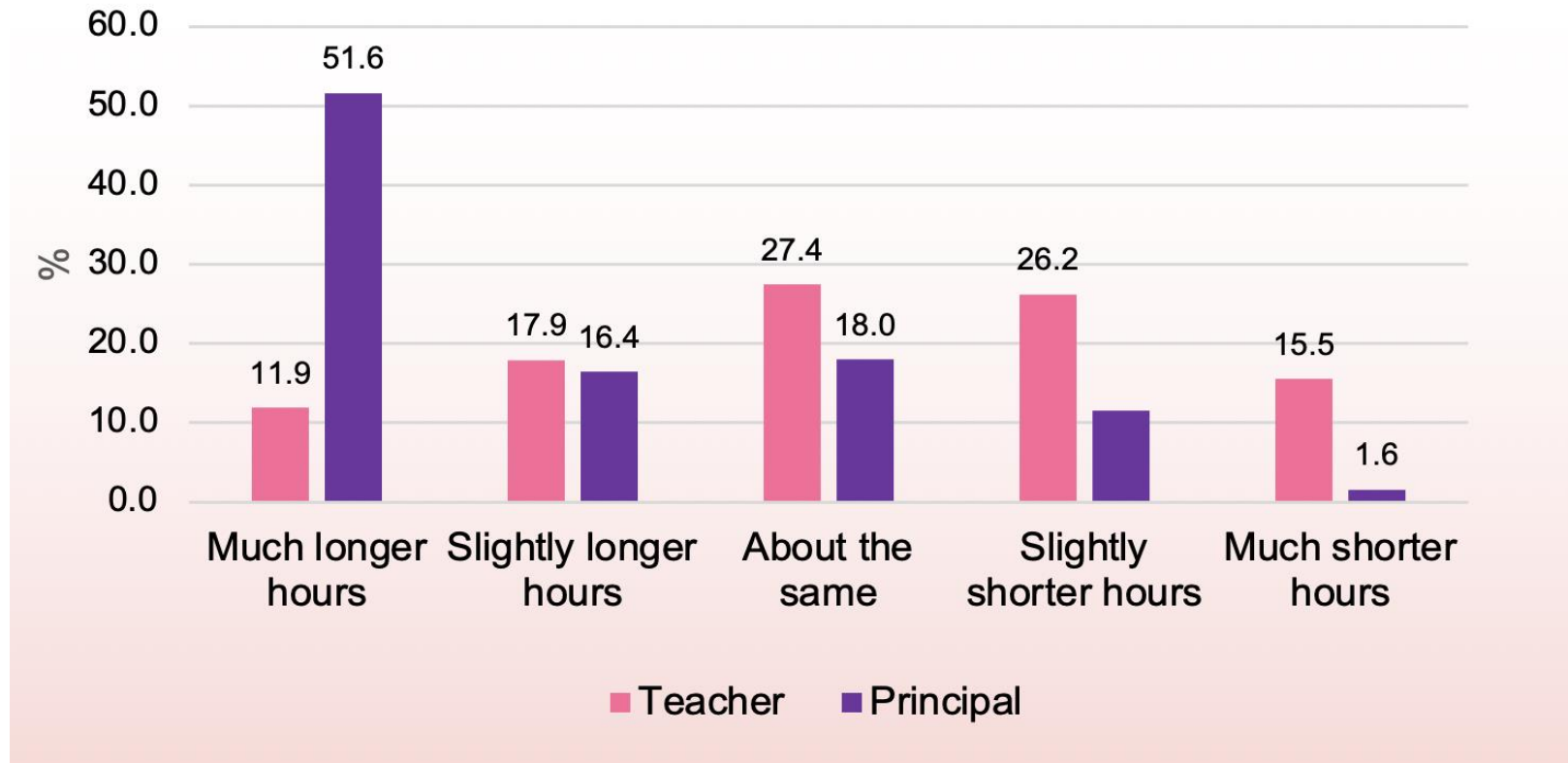
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Experiences of Remote Teaching and Learning in Ireland During the Covid-19 Pandemic (March – May 2020)

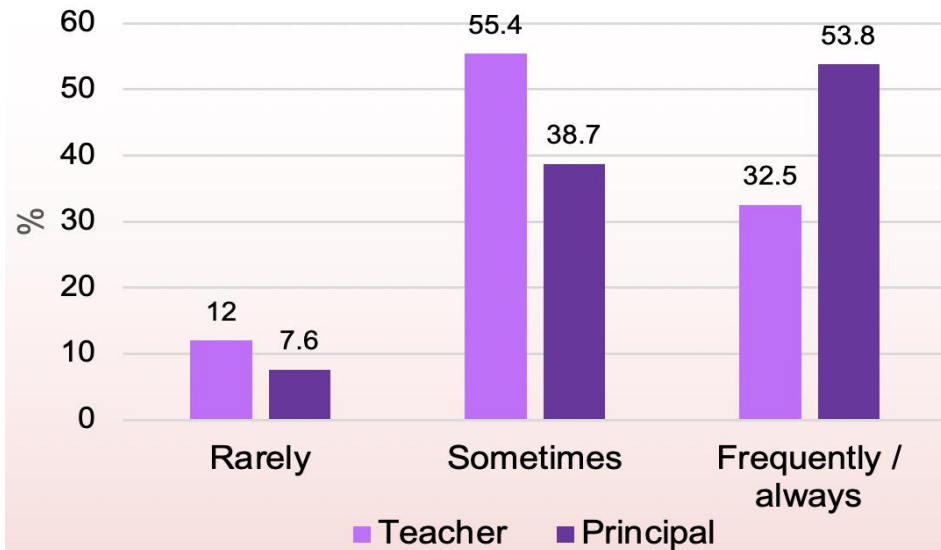
Engagement

Educator working hours during lockdown

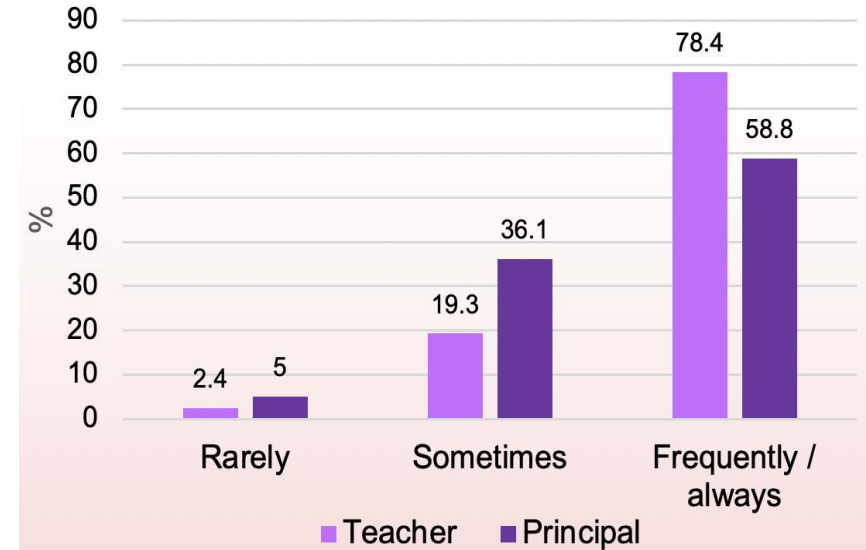


Wellbeing

Work stress during lockdown



Job satisfaction during lockdown



“So it’s just there’s a sense of shifting sands all the time. You feel you’re taking care of something that’s been put in front of you to be addressed and then all of a sudden there’s something else, ... I suppose health and safety is taking over completely ... what would normally be a focus on the curriculum” (Principal, Skellig, Cohort B)



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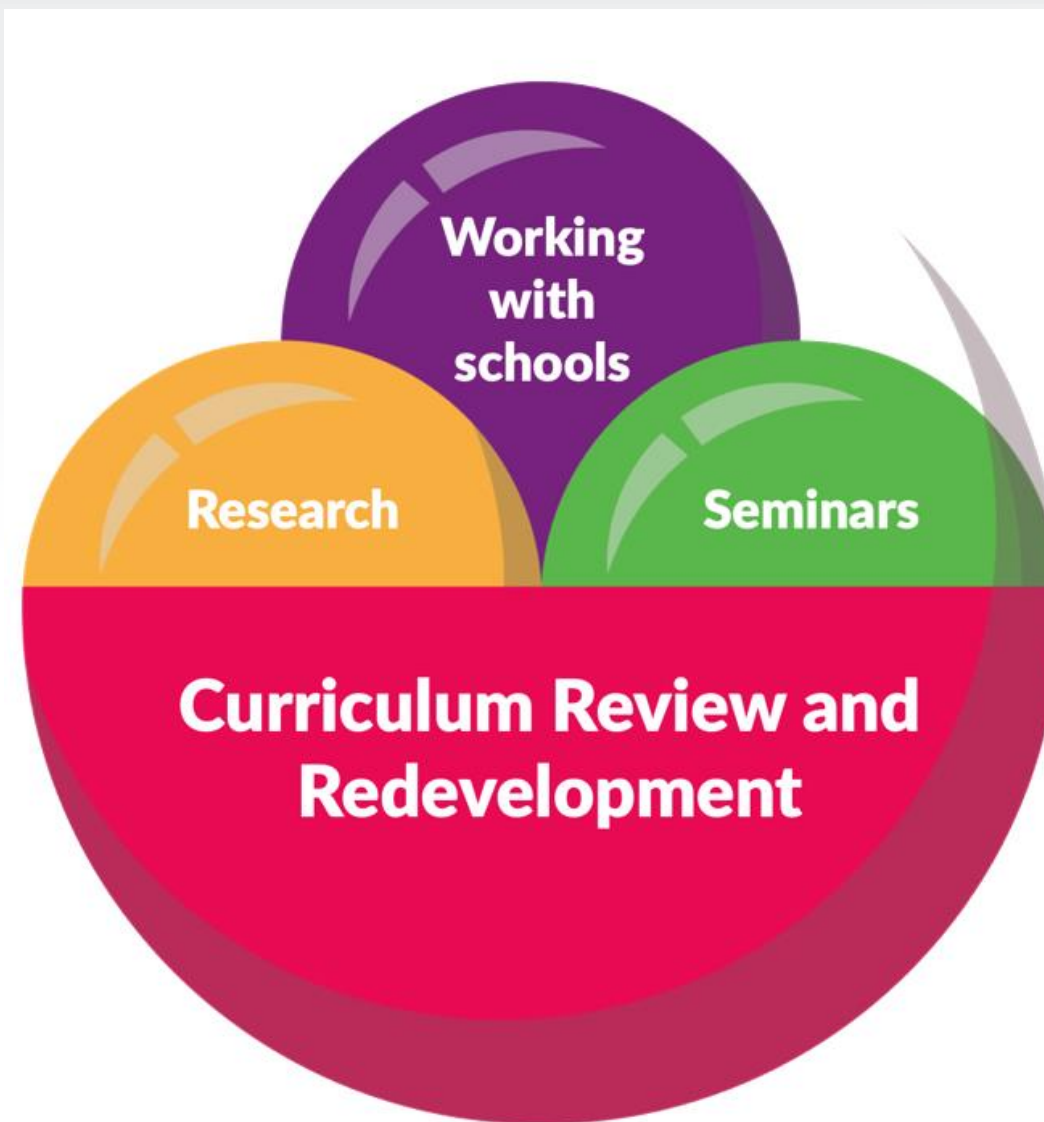
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2. Developing the draft framework

Curriculum review process

- Working closely with schools and preschools
- Drawing on extensive research
- Collaborating with education partners and wider stakeholders



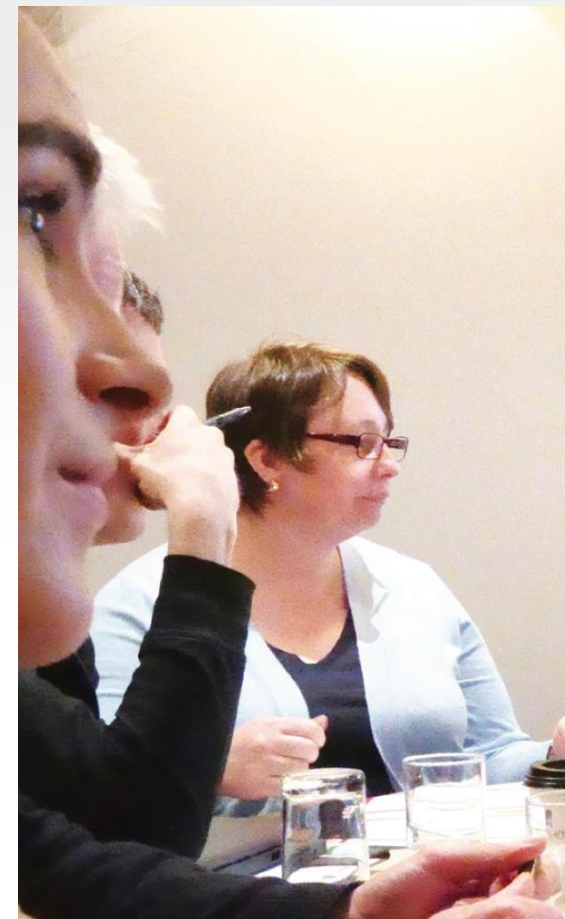
Working with schools and preschools

The heart of the process

- Schools Forum involving representative school contexts
- Teachers and schools as curriculum change agents
- Sharing experiences, perspectives and reflections
- Discussing changing priorities and challenges for a redeveloped curriculum

It is what teachers think, what teachers do and what teachers are that ultimately shapes children's learning

(Hargreaves and Fullan, 1992)



Learning from Research

**Societal
priorities and
values**

**Review of 1999
Curriculum
Introduction**

**Knowledge and
Competencies**

**Theories of
children's
learning**

Integration

Assessment

**Curriculum
alignment**

**Audit of
international
curricula**

Pedagogies

www.ncca.ie/en/primary/primary-developments

Curriculum seminars

- Collaborating with education partners and stakeholders
- Bringing together diverse perspectives and experiences
- Exploring possibilities and broad directions for change





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Primary Curriculum Review and Redevelopment

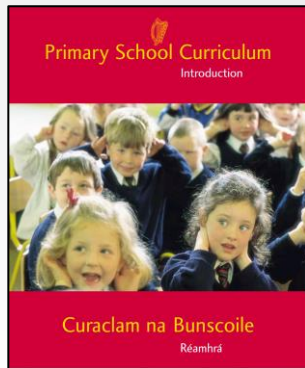
3. Draft Primary Curriculum Framework



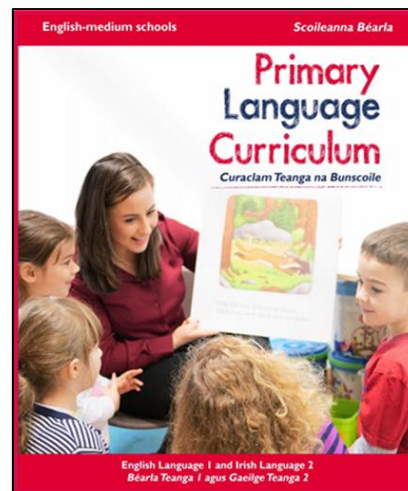
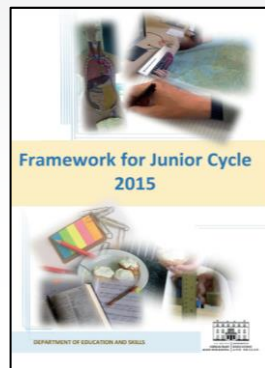
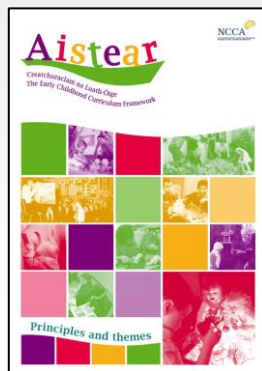
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From there to here...



1999

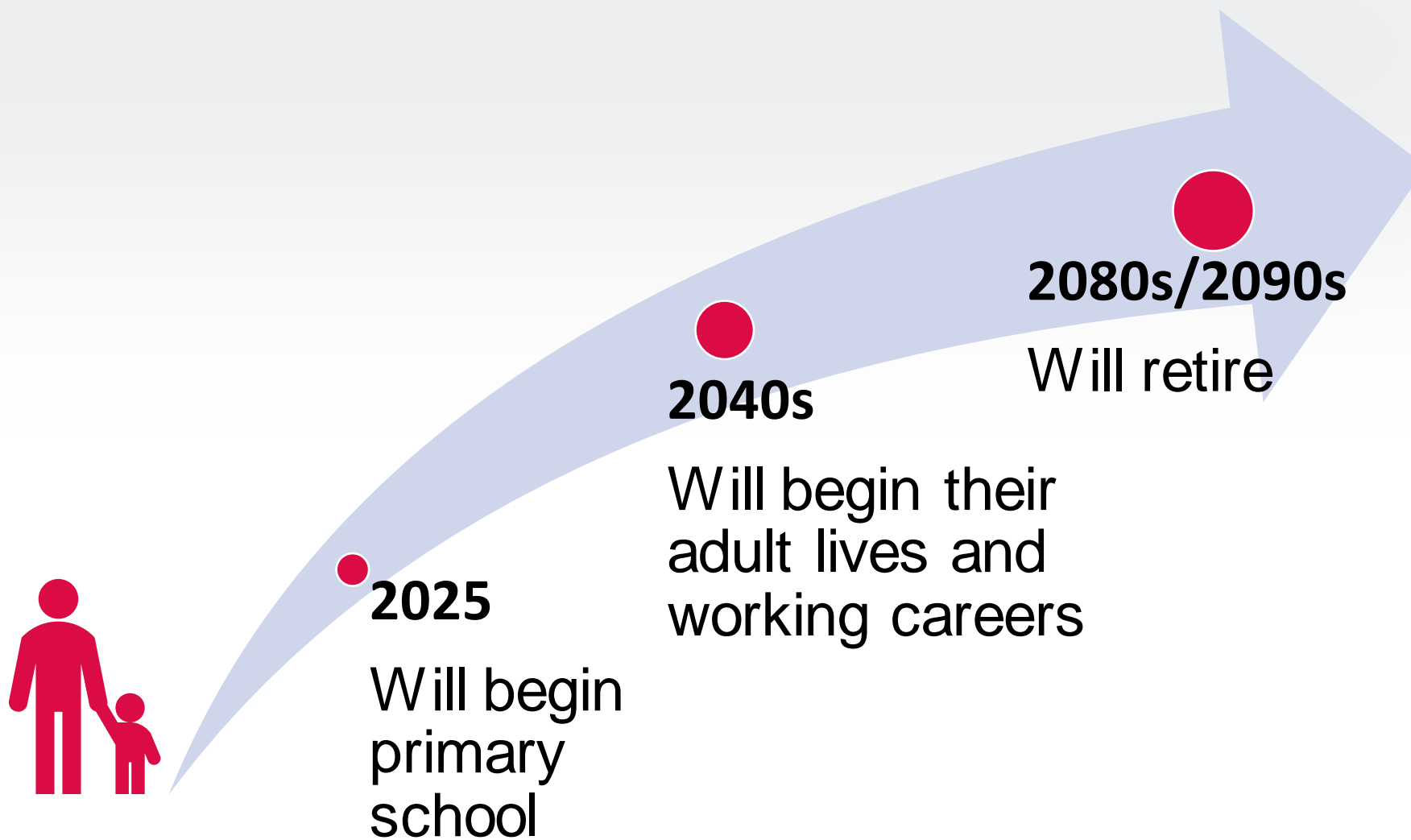




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Tomorrow's children





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Proposed timeline

Publication of the *Draft Primary Curriculum Framework* and consultation

Publication of the *Primary Curriculum Framework*

Curriculum development work

Collaboration with school leaders, teachers, children and parents

Completion of curriculum specifications and related supports

2020

2021

2022

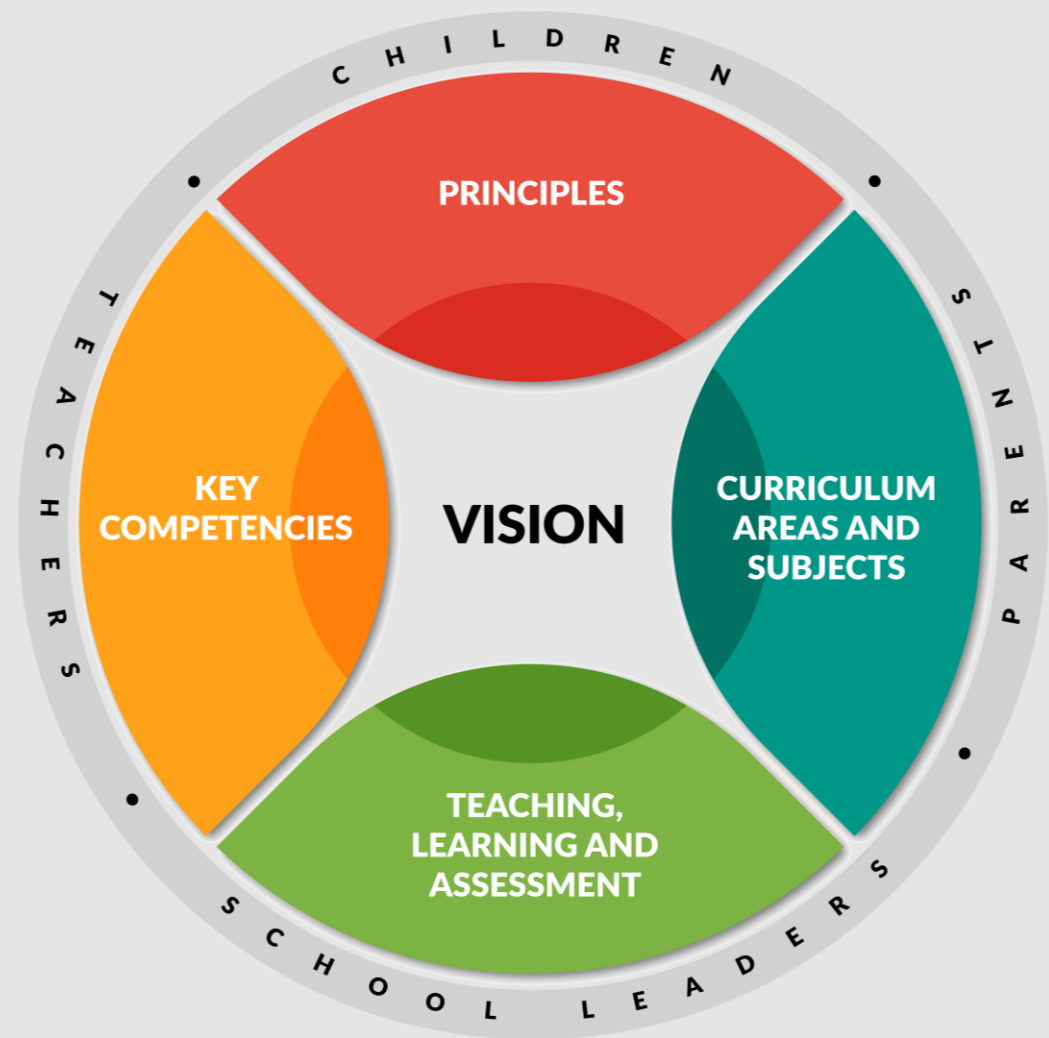
2023

2024

2025

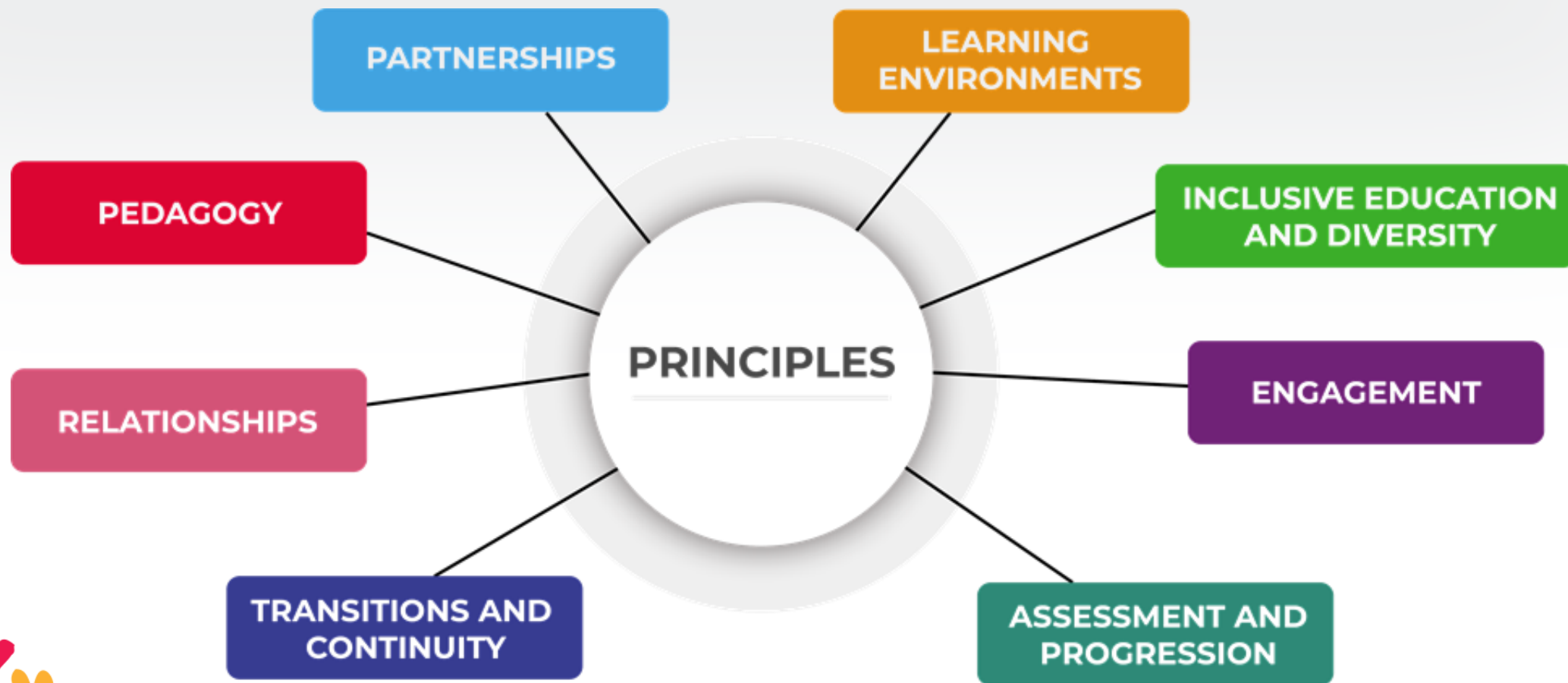
Capacity building to support curriculum change

Overview of the *Draft* *Primary* *Curriculum* *Framework*





Principles of teaching and learning





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KEY COMPETENCIES





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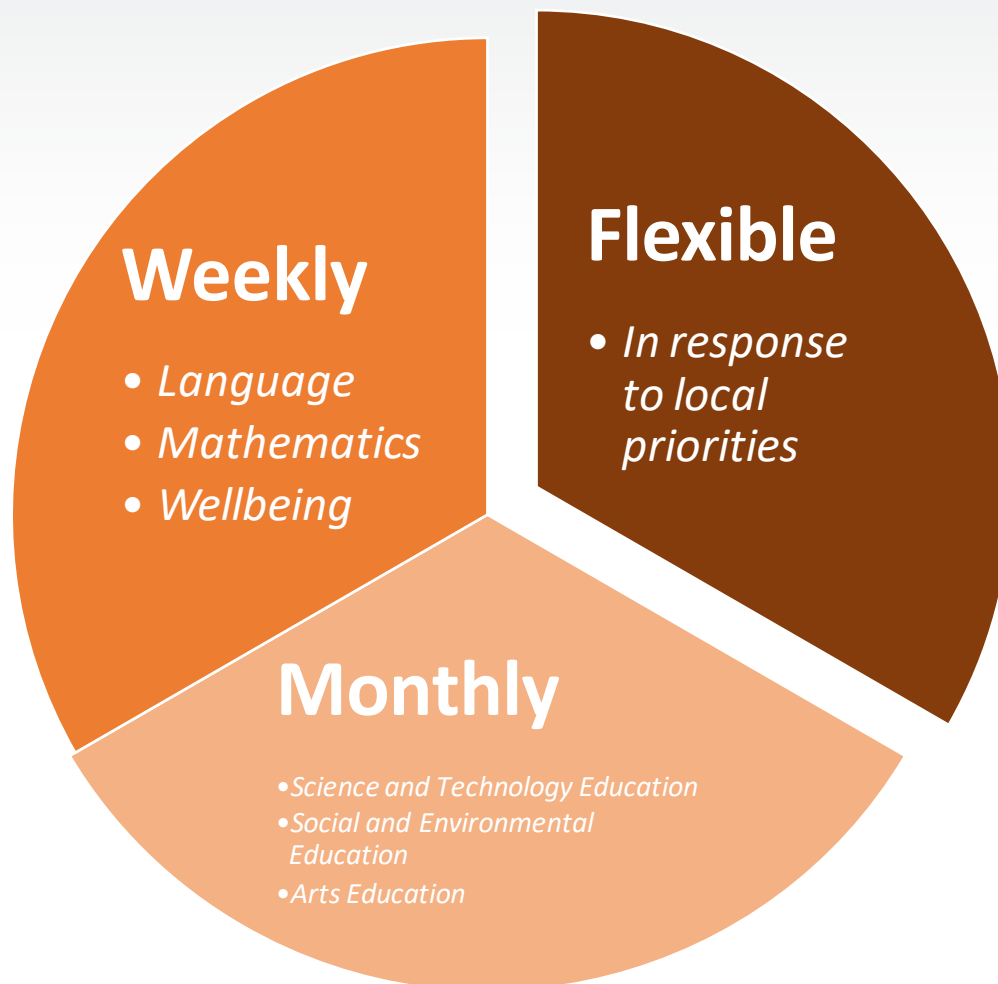
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Curriculum areas and subjects

STAGES 1 AND 2 (JUNIOR INFANTS - 2ND CLASS)	LANGUAGE (IRISH AND ENGLISH)	MATHEMATICS, SCIENCE AND TECHNOLOGY EDUCATION	WELLBEING	ARTS EDUCATION	SOCIAL AND ENVIRON- MENTAL EDUCATION	RELIGIOUS/ ETHICAL/ MULTI-BELIEF EDUCATION - PATRON'S PROGRAMME
STAGES 3 AND 4 (3RD - 6TH CLASS)	IRISH ENGLISH MODERN FOREIGN LANGUAGES	MATHEMATICS SCIENCE AND TECHNOLOGY	PHYSICAL AND HEALTH EDUCATION SOCIAL, PERSONAL AND VALUES EDUCATION	VISUAL ARTS MUSIC DRAMA (AND OTHER ASPECTS, E.G. DANCE, FILM AND DIGITAL MEDIA)	HISTORY GEOGRAPHY	RELIGIOUS/ ETHICAL/ MULTI-BELIEF EDUCATION - PATRON'S PROGRAMME

Time allocations

Revisiting time allocations in light of calls for more time for some areas, new areas of learning and greater flexibility with time allocations.



*See pages 15-18
in the draft
framework.*



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Continuum of assessment

INTUITIVE ASSESSMENT

Unplanned, unrecorded
and ongoing

Children usually
unaware they are
being assessed



Example:

*posing appropriate
questions to scaffold
learning, being flexible
and responsive to
indications of children's
misconceptions*

PLANNED INTERACTIONS

More visible, may be
recorded and
related to learning
outcomes/competencies

Children may or
may not be aware they
are being assessed



Example:

*asking children to
construct concept maps
to communicate their
current understanding of
a topic; conferencing
with a child about
a piece of work*

ASSESSMENT EVENTS

Distinct, visible,
recorded events

Children are usually
aware they are
being assessed



Example:

*teacher designed
tests/quizzes;
externally
constructed
standardised
assessments*



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Key messages



Building on the successes
of the Primary School
Curriculum (1999) while
responding to challenges

Increased agency and
flexibility for schools

Connections between
preschools, primary and
post-primary schools

Emerging priorities for
children's learning

Changing how the
curriculum is structured
and presented

Supporting a variety of
pedagogical approaches
and strategies with
assessment central to
teaching and learning

Supporting change

Supporting schools, teachers and school leaders

Change brings opportunities, new thinking and possibilities. In addition, it brings challenges, uncertainty and disruption. The Schools Forum, a network of 43 schools and preschools, has played a pivotal role in the development of this *Draft Primary Curriculum Framework* by taking ideas from research and teasing these out from the perspective of their diverse school contexts and experiences. A pervasive theme in the Forum's discussions has been that of the necessary 'conditions' to enable and support schools to work with the redeveloped primary curriculum. In particular, the Forum has highlighted the need for:

- Time to become familiar with the new ideas and changes in the curriculum, and time to work with colleagues to plan for curriculum implementation at school level.
- Ongoing access to, and opportunities for, high-quality and school-based continuing professional development.
- Enabling and supporting teachers and school leaders to identify and prioritise school-based CPD needs alongside national priorities.

How to get involved.....

- October 19th
 - Questionnaire
 - Submission
 - Workshop materials
 - Register to attend a focus group
- Focus groups
 - Online
 - Potentially face-to-face
 - Share your views on the key messages
- Consultation conference



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