Supporting the Professional

Leading the Implementation of the Primary Mathematics Curriculum

Ceannaireacht an Chur i bhFeidhm den Churaclam Matamaitice na Bunscoile

Facilitators: Nora Kearins & Ciarán Caulfield

IPPN Deputy Principals Conference 2025





Session Intentions Cuspóirí an tSeisiúin

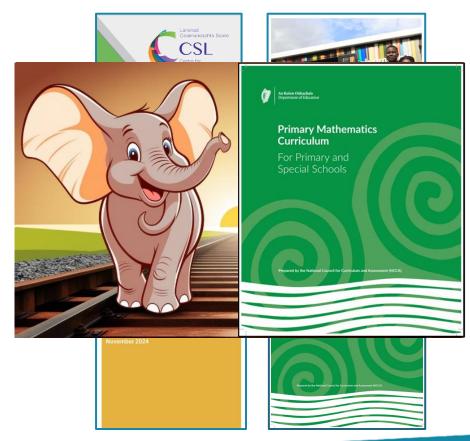


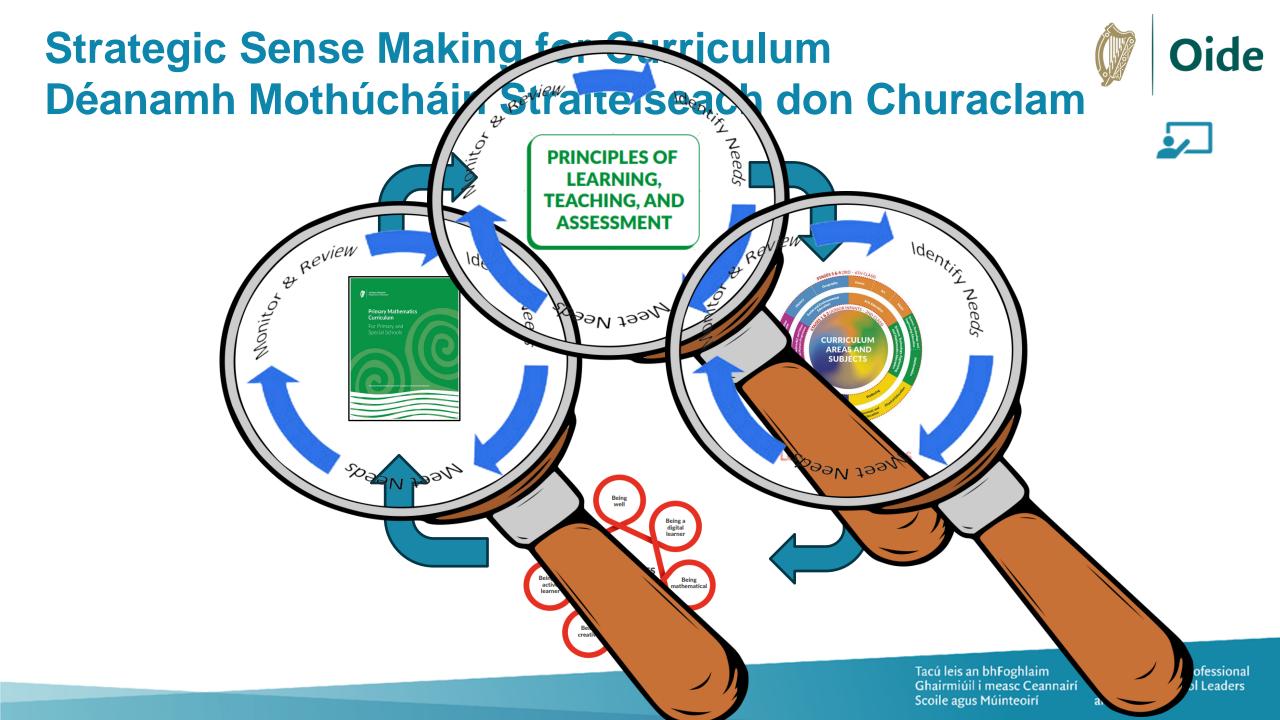
To consider a Strategic Approach to Leading the Implementation of the Primary

Mathematics Curriculum that involves:

1. Leading collaborative Curriculum sense making for the Mathematics Curriculum

- 2. Leading collaborative identification of priority needs in our school and working to meet these needs over time
- 3. Exploring a cohesive approach to whole school engagement through the SSE process





The Mathematics Curriculum Guiding Circular: 0039/2023 Ciorclán Treorach Churaclam na Matamaitice







An Roinn Oideachais Department of Education



Circular Letter 0039/2023

To Boards of Management and Principal Teachers, Teaching Staff of Primary Schools and Special Schools and CEOs of ETBs.

Primary Mathematics Curriculum for primary and special schools

Support and Implementation

Contents

- Primary Mathematics Curriculum Introduction
 Support.
 School Closures
 Introduction and Implementation.

 Preparation for Teaching and Learning.

 Further Information.

 Appendix 1: Primary Mathematics Curriculum CPD Framework.
- Primary Mathematics Curriculum Introduction
 The introduction of the new Primary Mathematics Curriculum is a significant
 milestone in the ongoing development of the curriculum for primary and
 special schools, much of which is over 20 years old. The Primary
 Mathematics Curriculum is now available online at
 www.curriculumonline.ie/Primary.

The Primary Mathematics Curriculum is fully aligned with the vision, principles and statements on learning, teaching and assessment of the

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Introduction

2023

2024

Implementation

2024

2025

Embedding

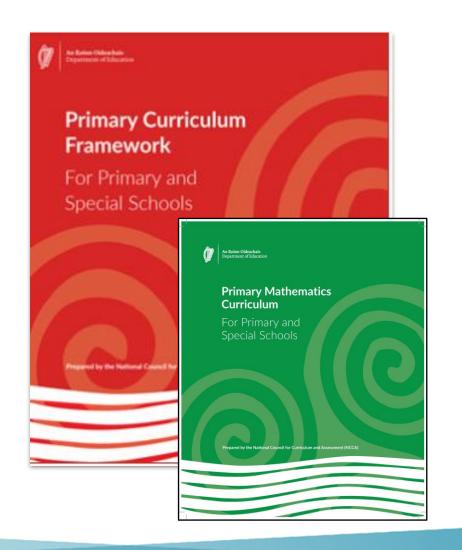
2025

onwards

The Need for Curriculum Change An Gá le hAthrú Curaclaim







A curriculum reflects educational priorities which society, at a point in time, deems important for its young citizens.

NCCA Primary Curriculum Framework 2023, Introduction, P. 3

Why has the Primary Mathematics Curriculum changed?

Mathematics in a Continuum of Learning Matamaitic i gContanam Foghlama







Early Years



Primary Years



WORKING WITH OTHERS

BEING CREATIVE

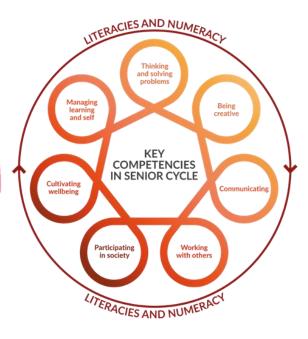
MANAGING MYSELF

MANAGING INFORMATION & THINKING

BEING INFORMATION & THINKING

BEING NUMERATE

Junior Cycle

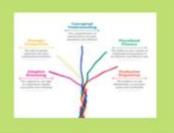


Senior Cycle

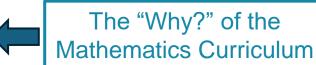
An Overview of the Primary Mathematics Curriculum Forbhreathnú ar Churaclam Matamaitice na Bunscoile







The over-arching aim of the Primary Mathematics
Curriculum is the development of mathematical
proficiency PMC p.12





The 5 Strands of Measure, Number, Data and Chance, Space and Shape and Algebra, further divided into 15 Strand Units



What Children Learn



Elements describe the main categories of processes (how children learn) that children engage in as they learn Mathematics PMC p.13



How Children Learn



These practices are acknowledged as essential to the provision of quality mathematical learning experiences PMC p. 26



How Teachers Teach

The Reason for the Primary Mathematics Curriculum -

Developing Mathematical Proficiency

An chúis atá leis an gCuraclam Bunscoile - Matamaitice a Fhorbairt

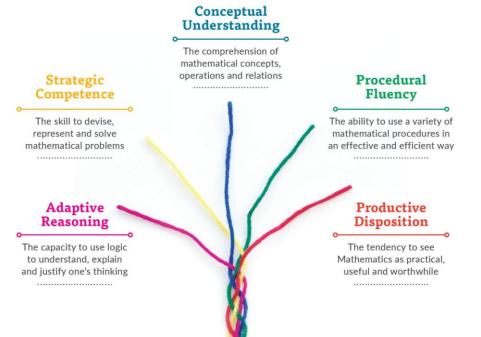




Children should have the opportunity to formulate mathematical problems, represent them and solve them in a variety of ways.

Through collaboration and maths talk, children should see how mathematics fits together and makes sense.

Children need to understand why mathematics ideas are important and the ways in which they can use these ideas.



Children should have the opportunity to use their own informal strategies as well as commonly used procedures to strengthen their understanding and skills.

Children should be confident in their knowledge and ability so that they will persevere and experience success in their learning.

How Children Learn in the Primary Mathematics Curriculum -

The Elements

Mar a Fhoghlaimíonn Leanaí i gCuraclam Matamaitice na Bunscoile -

Na hEilimintí









How Teachers Teach in the Primary Mathematics Curriculum –

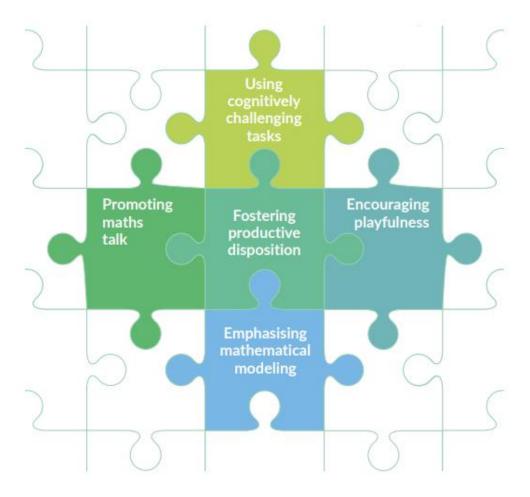
The 5 Pedagogical Practices

Conas a Mhúineann Múinteoirí i gCuraclam Matamaitic na Bunscoile -

Na 5 Chleachtas Oideolaíochta







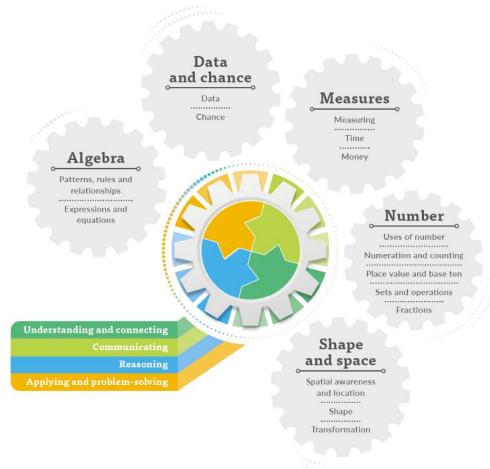


What Children Learn about in the Primary Mathematics Curriculum Strands and Strand Units



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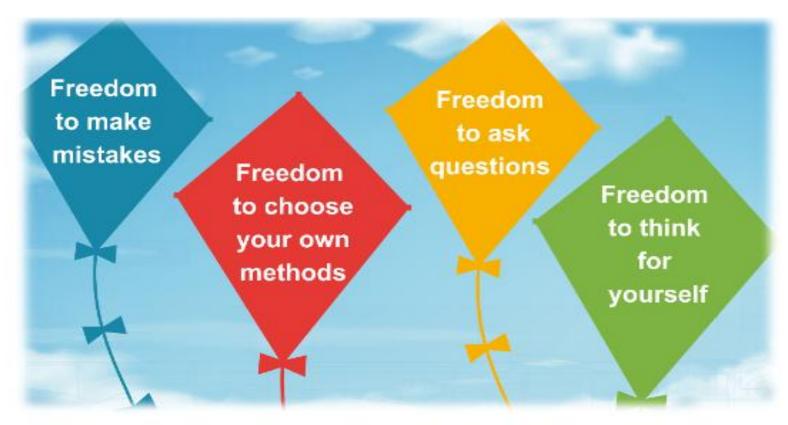
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Supporting an Inclusive Environment for Learning Mathematics Ag Tacú le Timpeallacht Uilechuimsitheach d'Fhoghlaim na Matamaitice







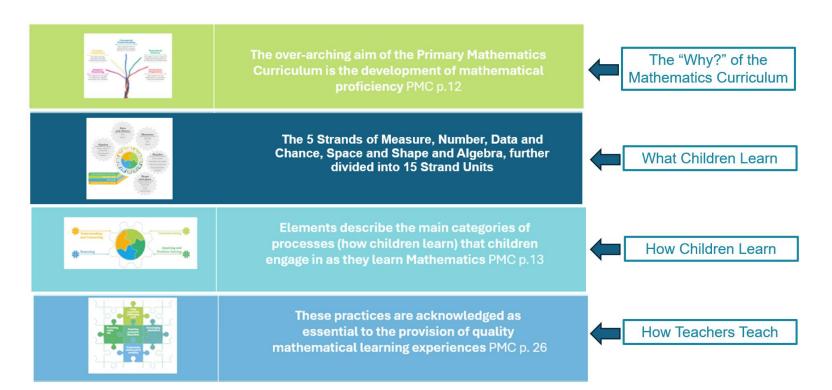
Taken from Ronda's Four Freedoms (2012), also featured in the NCCA support documents or maths talk

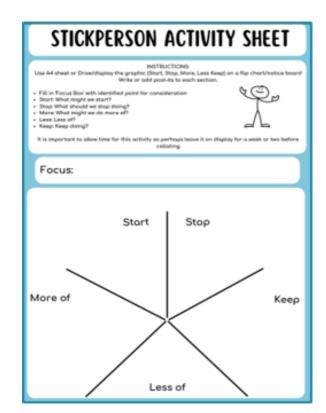
Recap and Strategically Reflecting on Your School Athbhreithniú agus Machnamh Straitéiseach a dhéanamh ar do Scoil











Share one pedagogical practice that is strong in your school. How does this positively shape children's learning experiences?

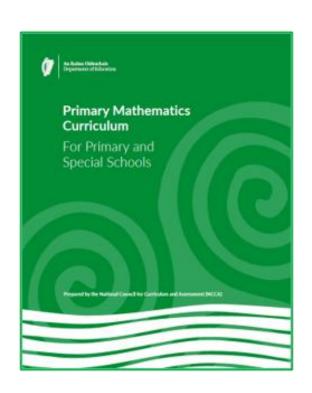
Also, consider one pedagogical practice that your school may need to improve on – and discuss reasons why?

Leading Teacher Agency to Support The Primary Mathematics Curriculum Gníomhaireacht don Churaclam na Matamaitice Bunscoile









Successful curriculum enactment will require people in the education system to have agency in their curriculum work. While 'agency' is a new term to some, the principles underpinning agency are central to most teachers' professional practice.

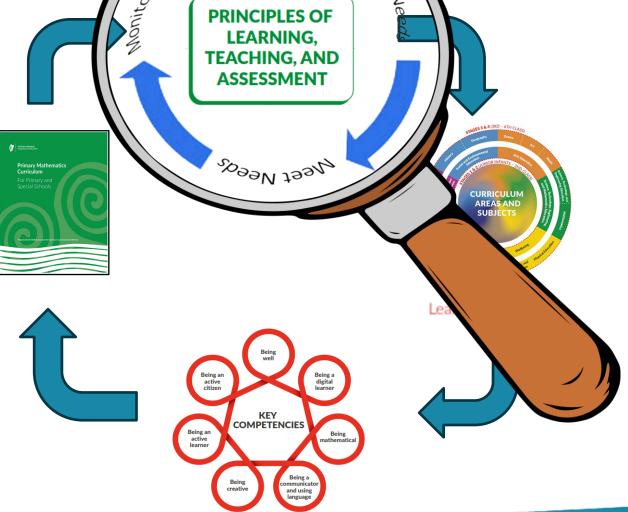
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NCCA (2022) Supporting systemwide primary curriculum change, P. 8

Strategic Sense Making for Curriculum Déanamh Mothúcháin Straiteiseach don Churaclam







The Principles of Learning, Teaching and Assessment Prionsabail na Foghlama, an Teagaisc agus an Mheasúnaithe



PARTNERSHIPS

Partnerships and collaboration between schools, families, and communities enrich and extend children's learning by acknowledging and supporting their lives in and out of school.

LEARNING ENVIRONMENTS

Children's learning is shaped and nurtured by the physical environment, indoors and outdoors. These diverse environments encourage children's independence, and stimulate and support their learning across the curriculum.

INCLUSIVE EDUCATION & DIVERSITY

Inclusive education provides for equity of opportunity and participation in children's learning. Inclusive education celebrates diversity and responds to the uniqueness of every child.

PEDAGOGY

Teachers use appropriate and evidence-based pedagogical approaches and strategies to foster children's engagement, ownership, and challenge. Such pedagogical approaches and strategies connect with children's life experience, circumstances, strengths, and interests.

PRINCIPLES OF LEARNING, TEACHING, AND ASSESSMENT

ENGAGEMENT & PARTICIPATION

Children are active and demonstrate agency as the capacity to act independently and to make choices about and in their learning. Curriculum experiences provide them with opportunities for decision-making, creativity, and collaboration.

RELATIONSHIPS

Caring relationships within the school community support and impact positively on children's engagement, motivation, and learning.

TRANSITIONS & CONTINUITY

Children's prior learning, self-worth, and identity are built upon as they move from home to preschool and on to junior infants, and as they progress through primary school. This provides important foundations for learning as they move to post-primary school.

ASSESSMENT & PROGRESSION

Meaningful assessment is collaborative and integral to high-quality learning and teaching. Involving children, teachers, parents, and others, it provides information which enhances teaching and informs and supports progression in children's learning across the curriculum.

The deputy principal is in a unique position of working with principals, teachers, students, parents/guardians, others including those in systemic support structures.

This provides them with a 360-degree view of the curriculum enactment experience.

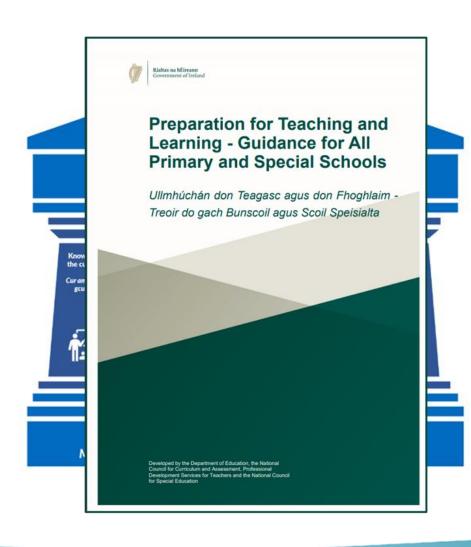
Maynooth University (2024), Deputy Principals: A Hidden Asset in Schools?, p. 131

How do these Principles look in your school now for mathematics teaching, learning and assessment?

How could I influence any necessary improvements in these areas, in my school?

Enabling Teacher Agency Gníomhaireacht Múinteoirí Ceannais





The Role of School leaders in developing teacher agency:

Valuing teachers as active agents not just agents of change

Creating and sustaining a vision

Creating dialogic spaces and communication channels

Provision of external resources – research, visiting speakers, external links

Encouragement of risk-taking and innovation – support, permission, protection

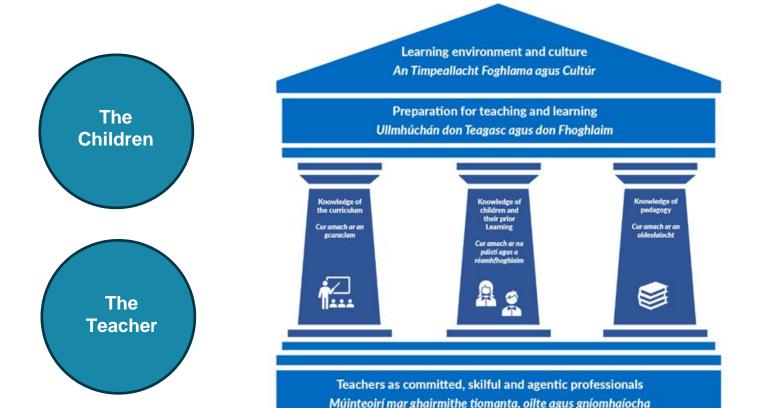
Minimising bureaucracy

Mark Priestly, 2015

Preparation for Mathematics Teaching and Learning Ullmhúchán do Mhúineadh agus Foghlaim na Matamaitice





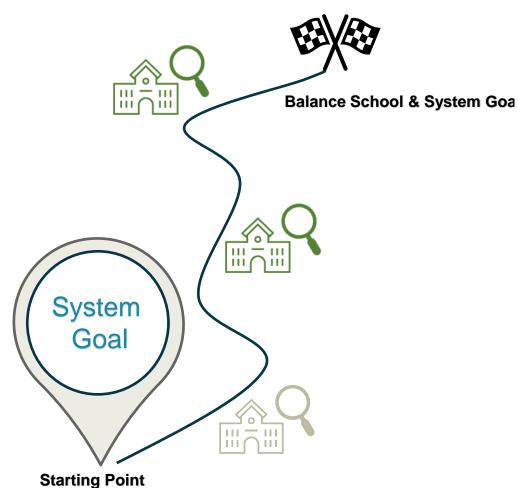




4 Sources of Evidence for Preparation for Teaching and Learning

A Cohesive SSE Approach

Cur Chuige Comhtháite



National curriculum goals

National wellbeing goals

During this three-year period, schools will have the autonomy to choose the focus of their SSE, subject to having a concise three-year SSE plan that enables them to

address:

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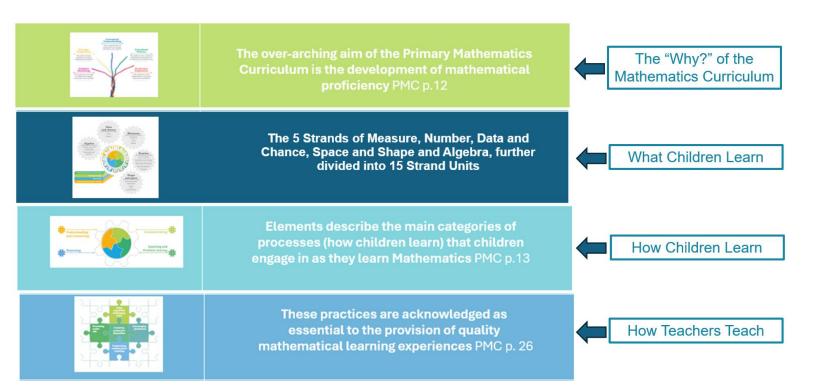
Other national
strategies, for
example, the Digital
Strategy for Schools
and the National
Strategy for Education
for Sustainable
Development.

Context-specific school priorities related to teaching, learning, equity and inclusion

Recap and Strategically Reflecting on Your School Athbhreithniú agus Machnamh Straitéiseach a dhéanamh ar do Scoil









Remember: Lead on the Need!

What are your strategic next steps when leading the Mathematics Curriculum back in school?





ANY QUESTIONS2

