



**Oide**

Tacú leis an bhFoghlaim  
Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers

# 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

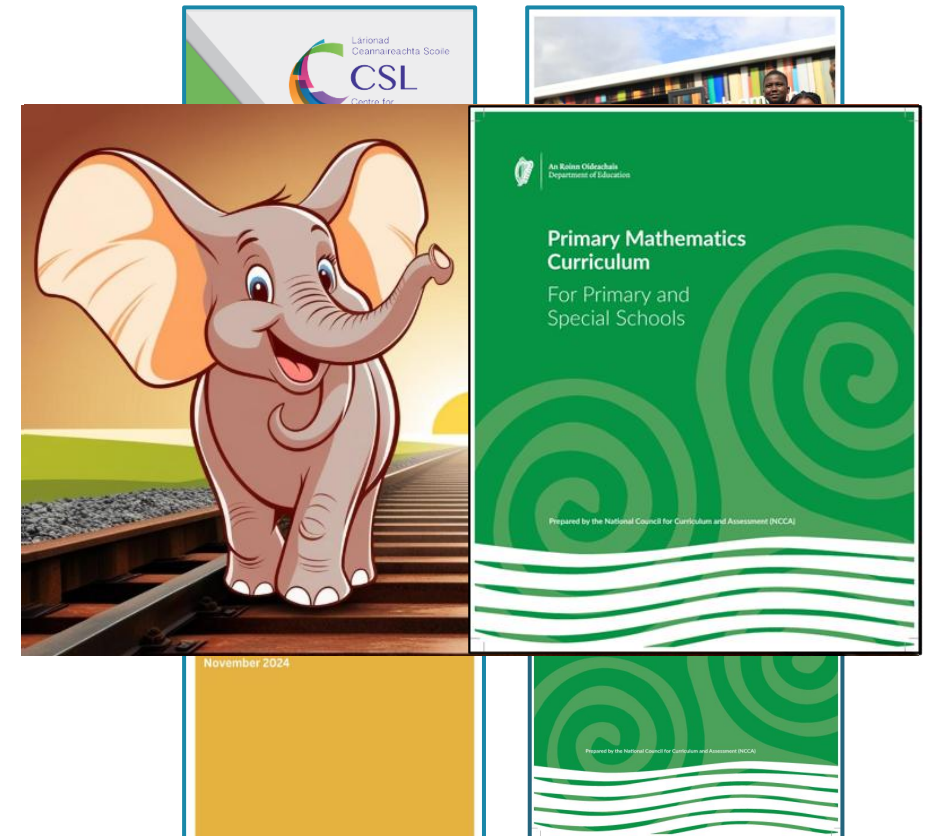
## Cuspóirí an tSeisiúin



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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



# Strategic Sense Making for Curriculum Déanamh Mothúcháin Straitéiseach don Churaclam



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Professional  
School Leaders

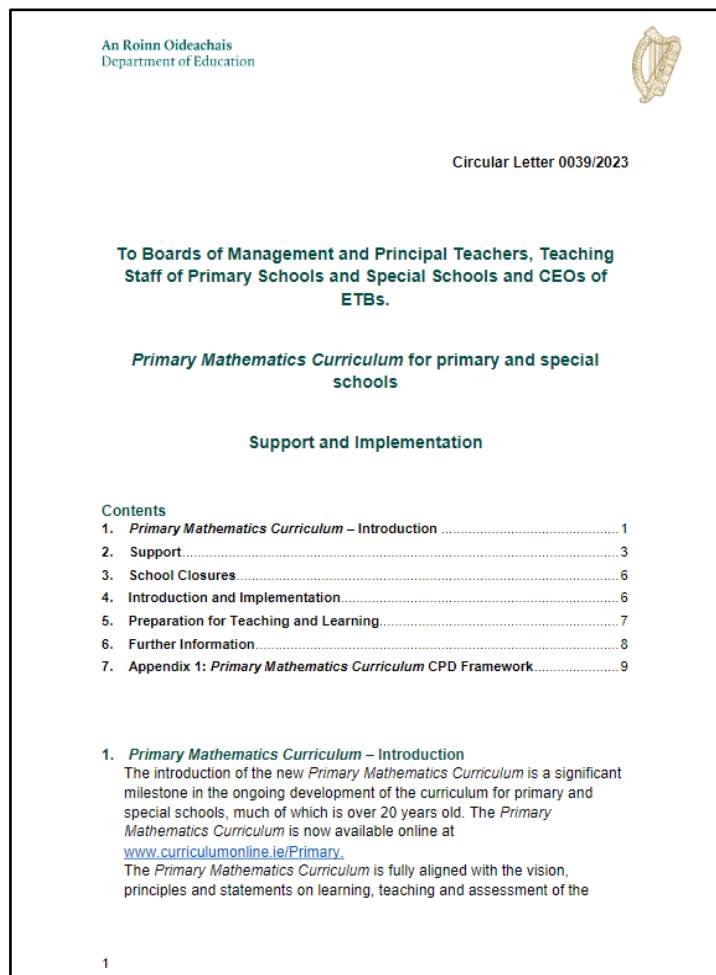


# The Mathematics Curriculum Guiding Circular: 0039/2023

## Ciorclán Treorach Churaclam na Matamaitice



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Introduction

2023  
2024

Implementation

2024  
2025

Embedding

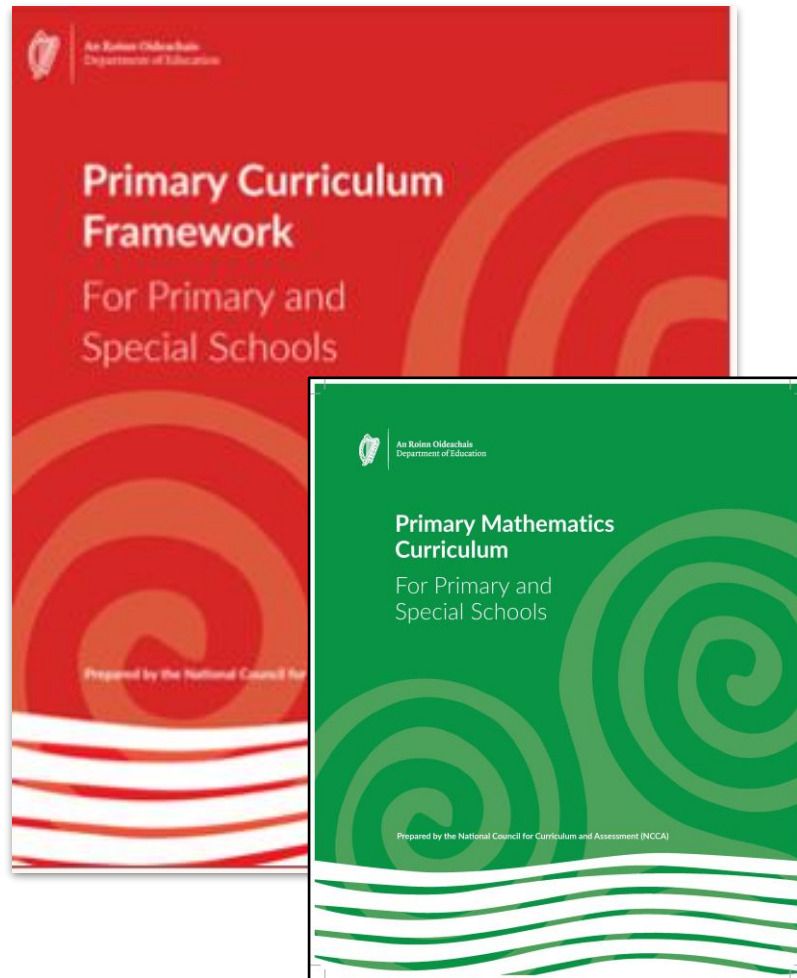
2025  
onwards

# The Need for Curriculum Change

## An Gá le hAthrú Curaclaim



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*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



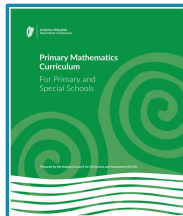
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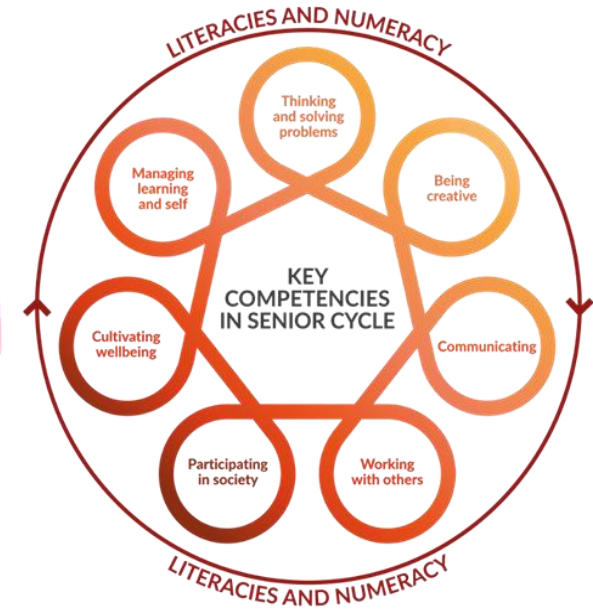
Early Years



Primary Years



Junior Cycle



Senior Cycle

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



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

← The “Why?” of the Mathematics Curriculum



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



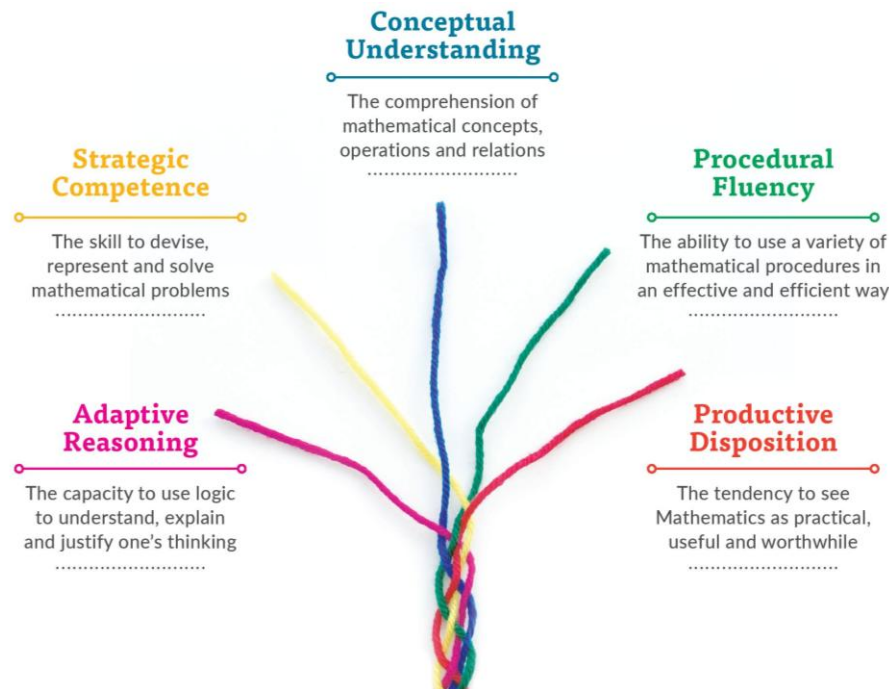
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Children need to understand why mathematics ideas are important and the ways in which they can use these ideas.

Children should have the opportunity to 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 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



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# How Teachers Teach in the Primary Mathematics Curriculum –

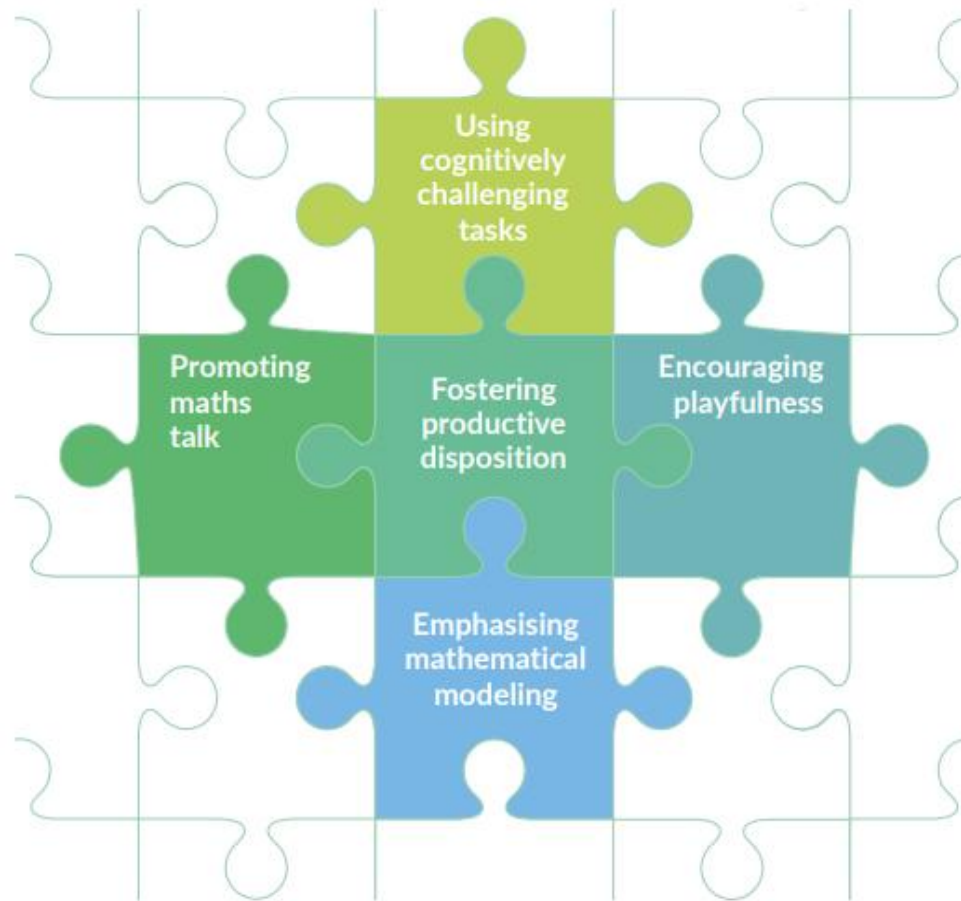
The 5 Pedagogical Practices

## Conas a Mhúineann Múinteoirí i gCuraclam Matamaitic na Bunscoile –

Na 5 Chleachtas Oideolaíochta



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# What Children Learn about in the Primary Mathematics Curriculum



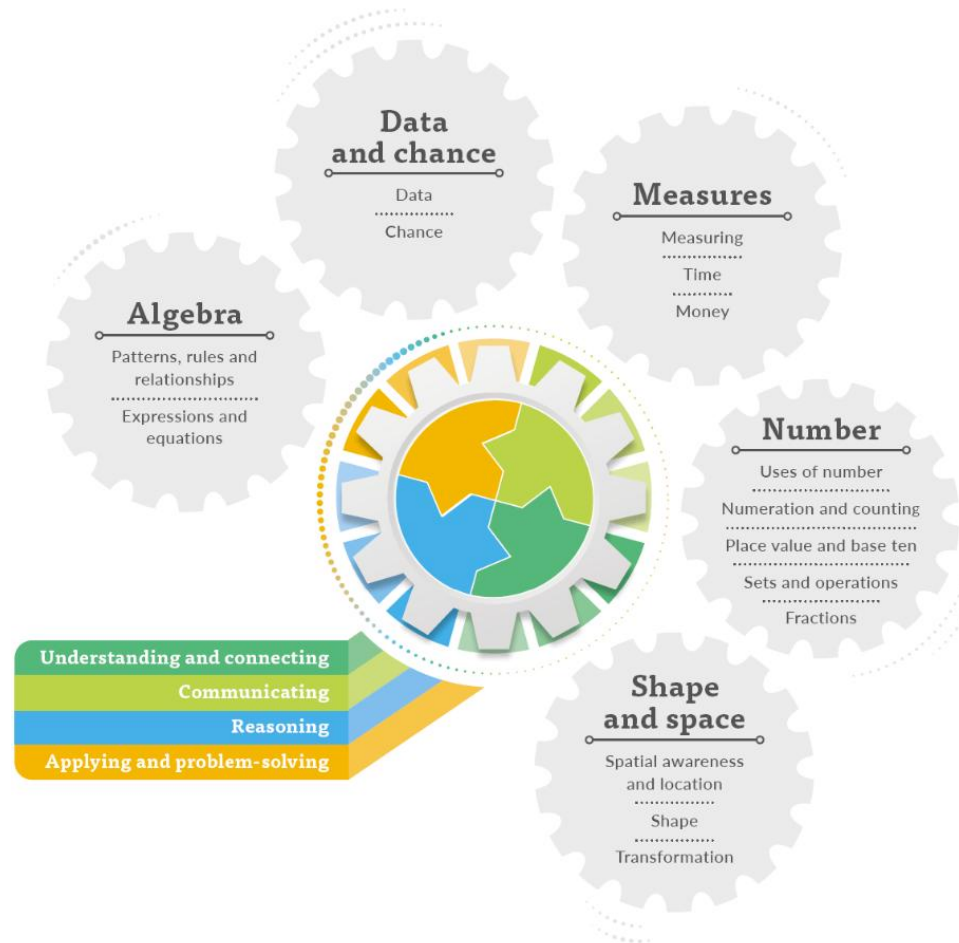
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## Strands and Strand Units

## Cad é a bhfoghlaíonn Leanaí faoi i gCuraclam Matamaitice na Bunscoile



## Snáitheanna agus Snáithaonaid





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



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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



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|  |   |   |
|--|---|---|
|  | <p>The over-arching aim of the Primary Mathematics Curriculum is the development of mathematical proficiency PMC p.12</p>                 | <p>The "Why?" of the Mathematics Curriculum</p> |
|  | <p>The 5 Strands of Measure, Number, Data and Chance, Space and Shape and Algebra, further divided into 15 Strand Units</p>               | <p>What Children Learn</p>                      |
|  | <p>Elements describe the main categories of processes (how children learn) that children engage in as they learn Mathematics PMC p.13</p> | <p>How Children Learn</p>                       |
|  | <p>These practices are acknowledged as essential to the provision of quality mathematical learning experiences PMC p. 26</p>              | <p>How Teachers Teach</p>                       |

### STICKPERSON ACTIVITY SHEET

**INSTRUCTIONS:**  
Use A4 sheet or Draw/Display the graphic (Start, Stop, More, Less Keep) on a flip chart/notice board. Write or add post-its to each section.

- Fill in 'Focus Box' with identified point for consideration
- Start: What might we start?
- Stop: What should we stop doing?
- More: What might we do more of?
- Less: Less of?
- Keep: Keep doing?

It is important to allow time for this activity so perhaps leave it on display for a week or two before collating.

Focus:

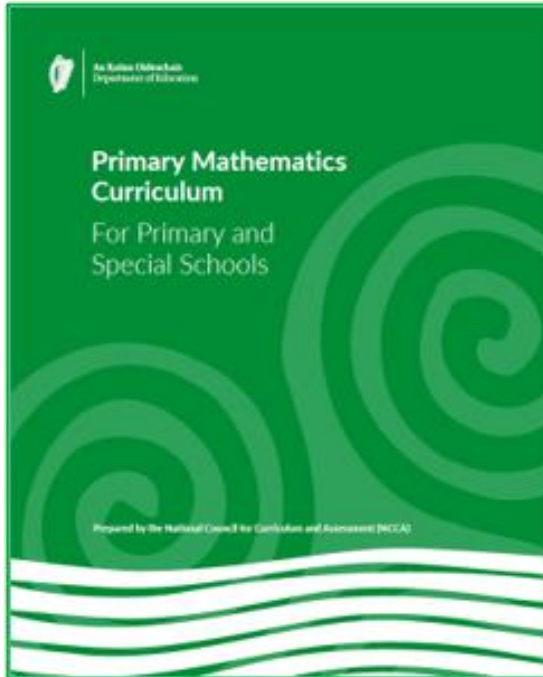
Share one pedagogical practice that is strong in your school. How does this positively shape children's learning experiences?

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



Oide



*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.*

**What do we understand by Teacher Agency?**  
*Agency refers to people's capacity to make decisions and to act. This capacity to act is related to our knowledge, confidence and the room for agency afforded...Agency is about choice and flexibility...*

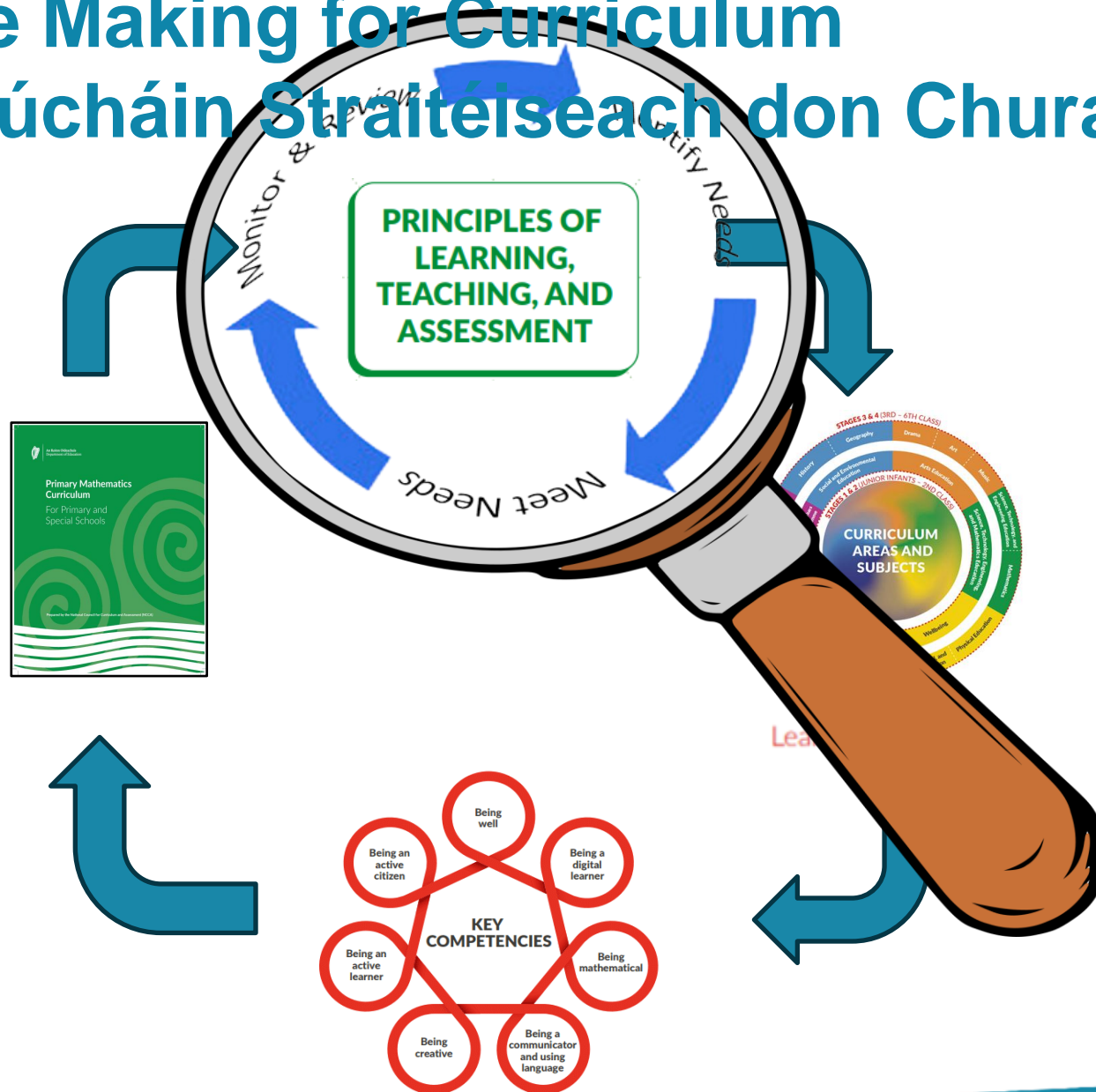
*NCCA (2022) Supporting systemwide primary curriculum change, P. 8*



# Strategic Sense Making for Curriculum Déanamh Mothúcháin Straitéiseach don Churaclam

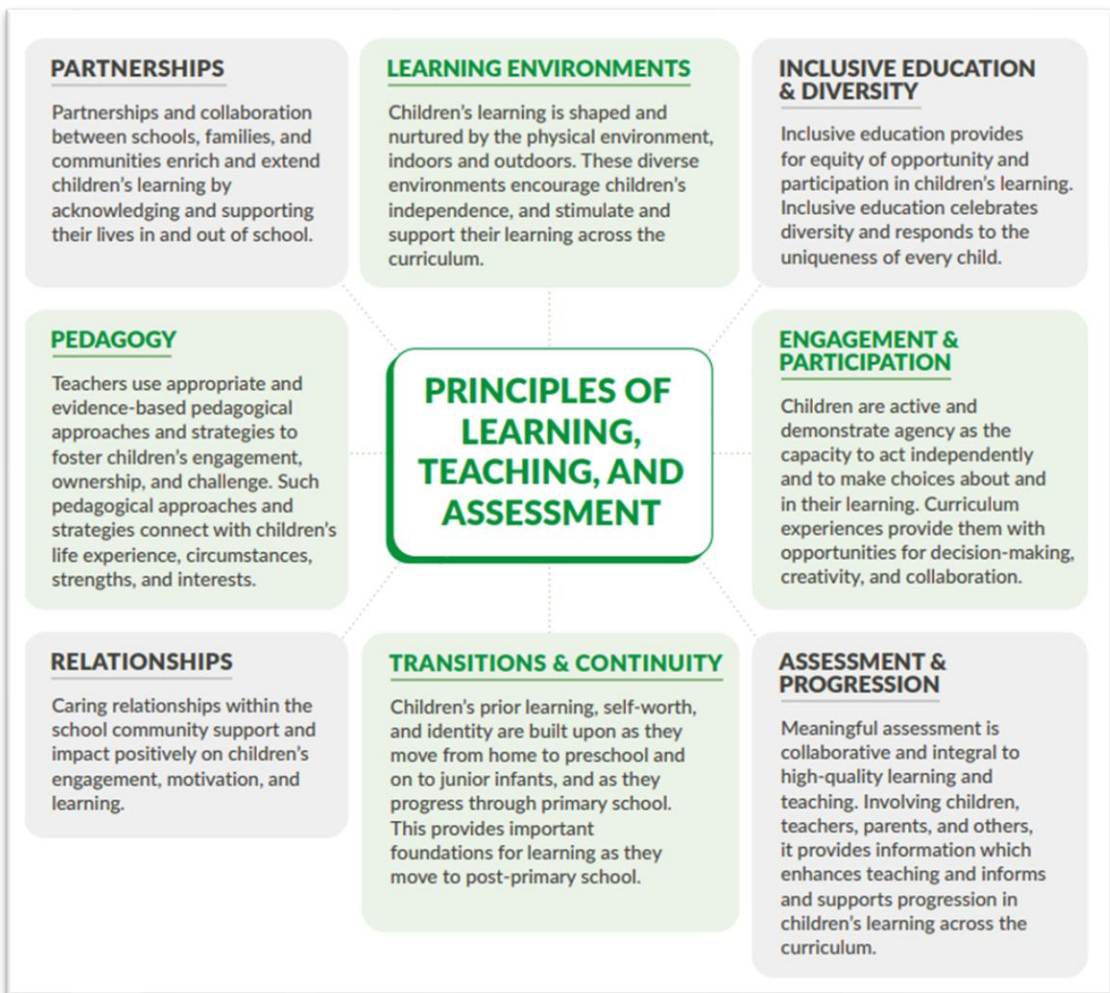


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# The Principles of Learning, Teaching and Assessment Prionsabail na Foghlama, an Teagaisc agus an Mheasúnaithe



*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

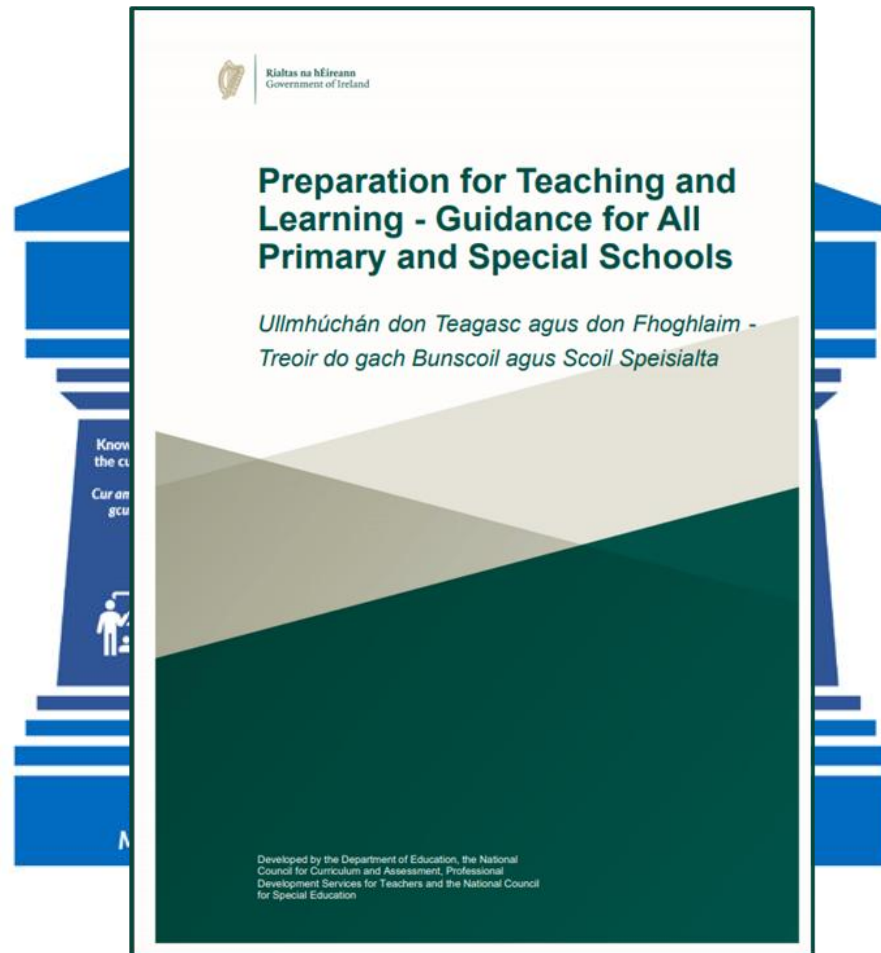
How do these Principles look in your school now for mathematics teaching, learning and assessment?

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

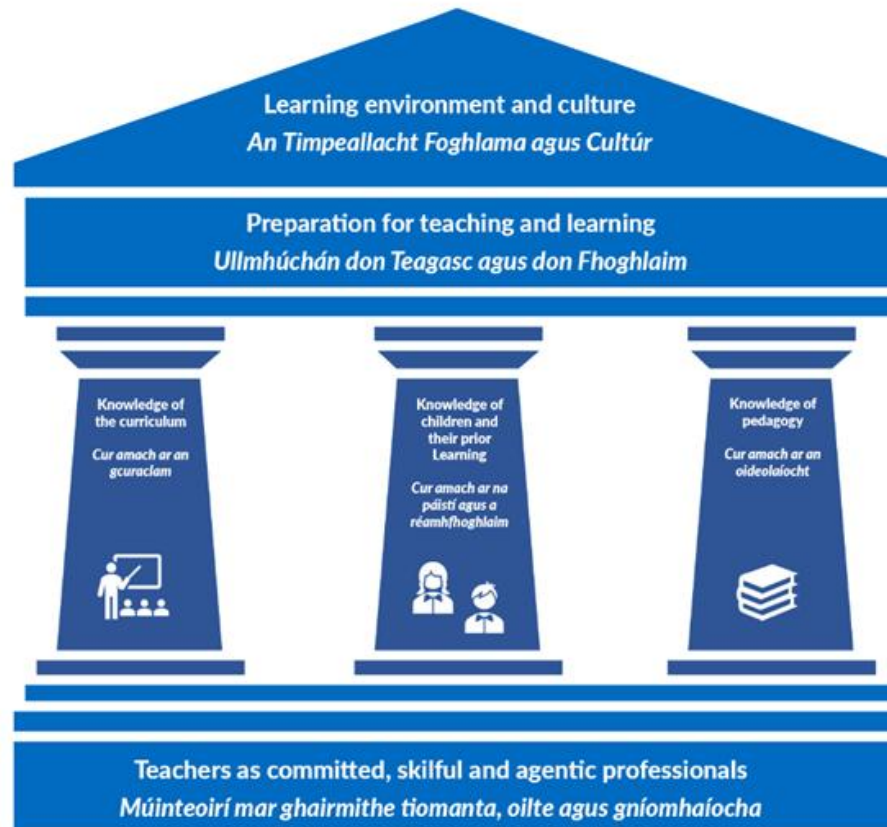


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The Children

The Teacher



The Learning Environment

Recorded Preparation & Reflection

### 4 Sources of Evidence for Preparation for Teaching and Learning

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Scoile agus Múinteoirí

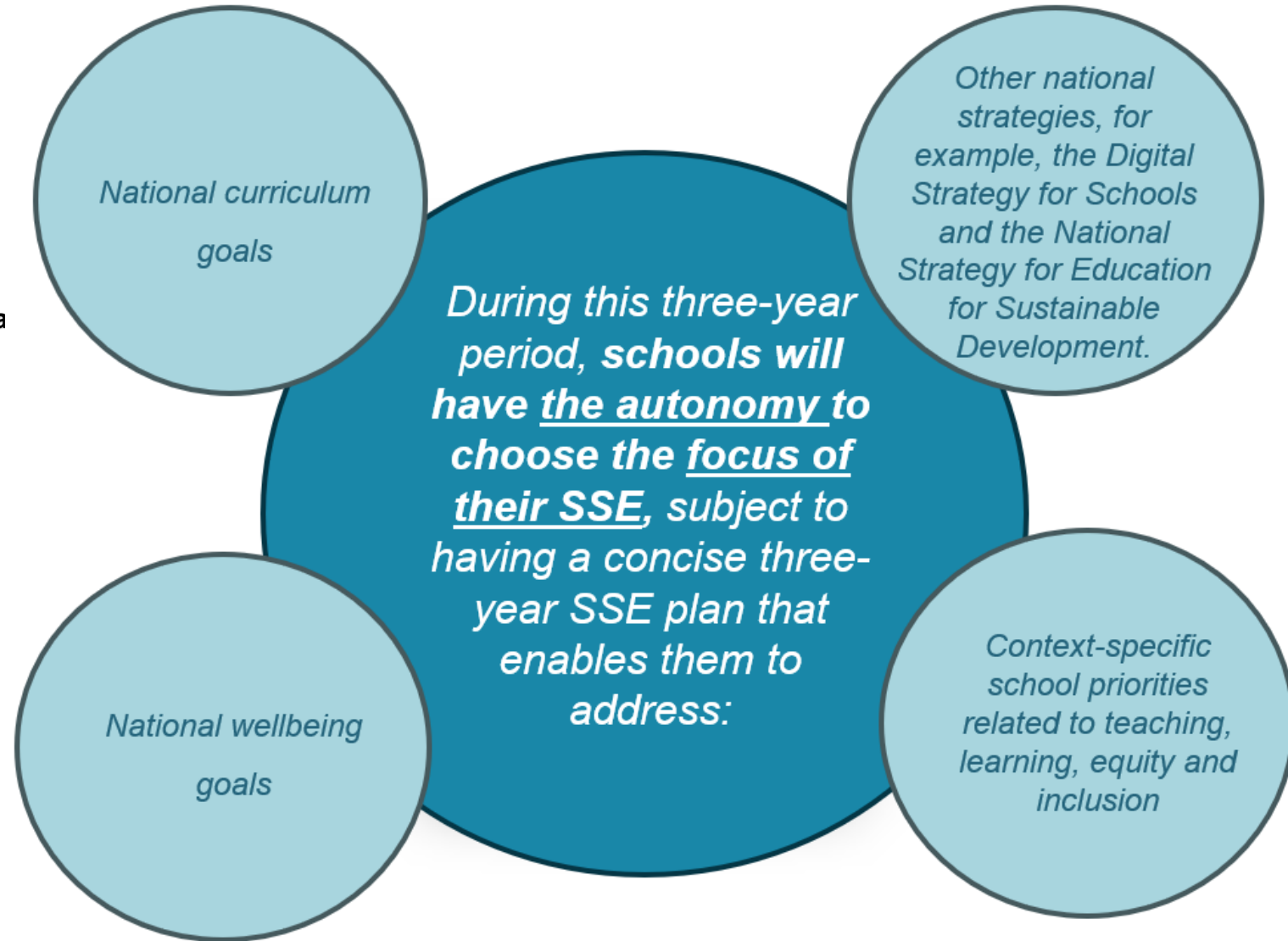
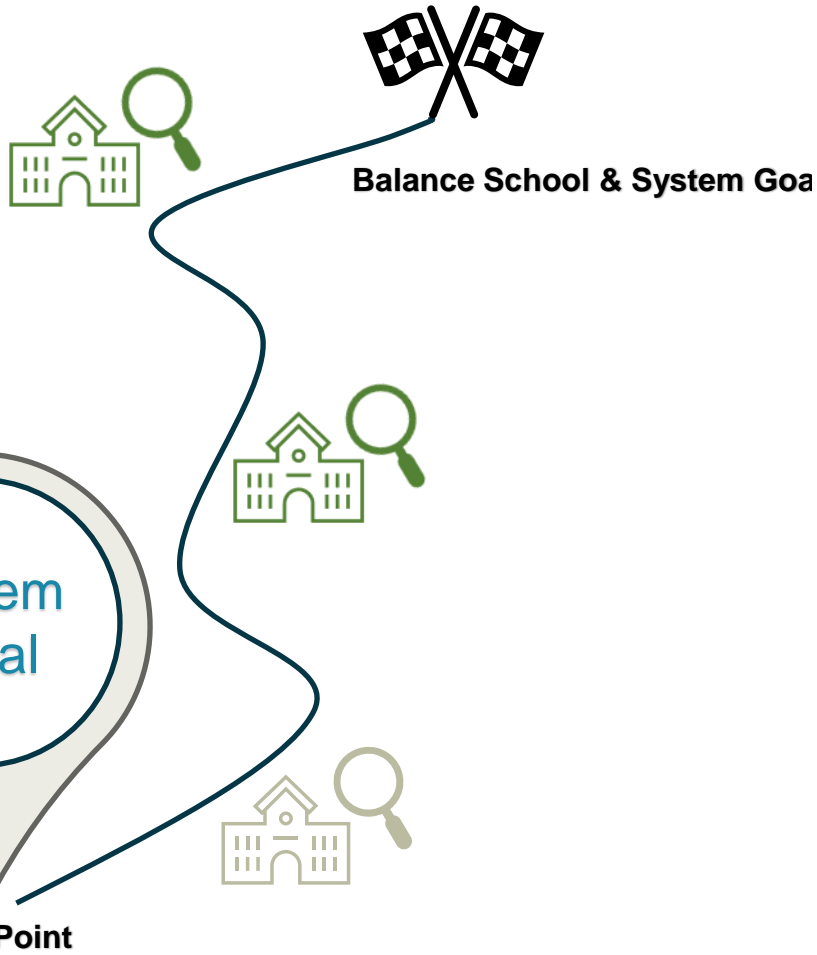
Supporting the Professional  
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# A Cohesive SSE Approach

## Cur Chuige Comhtháite



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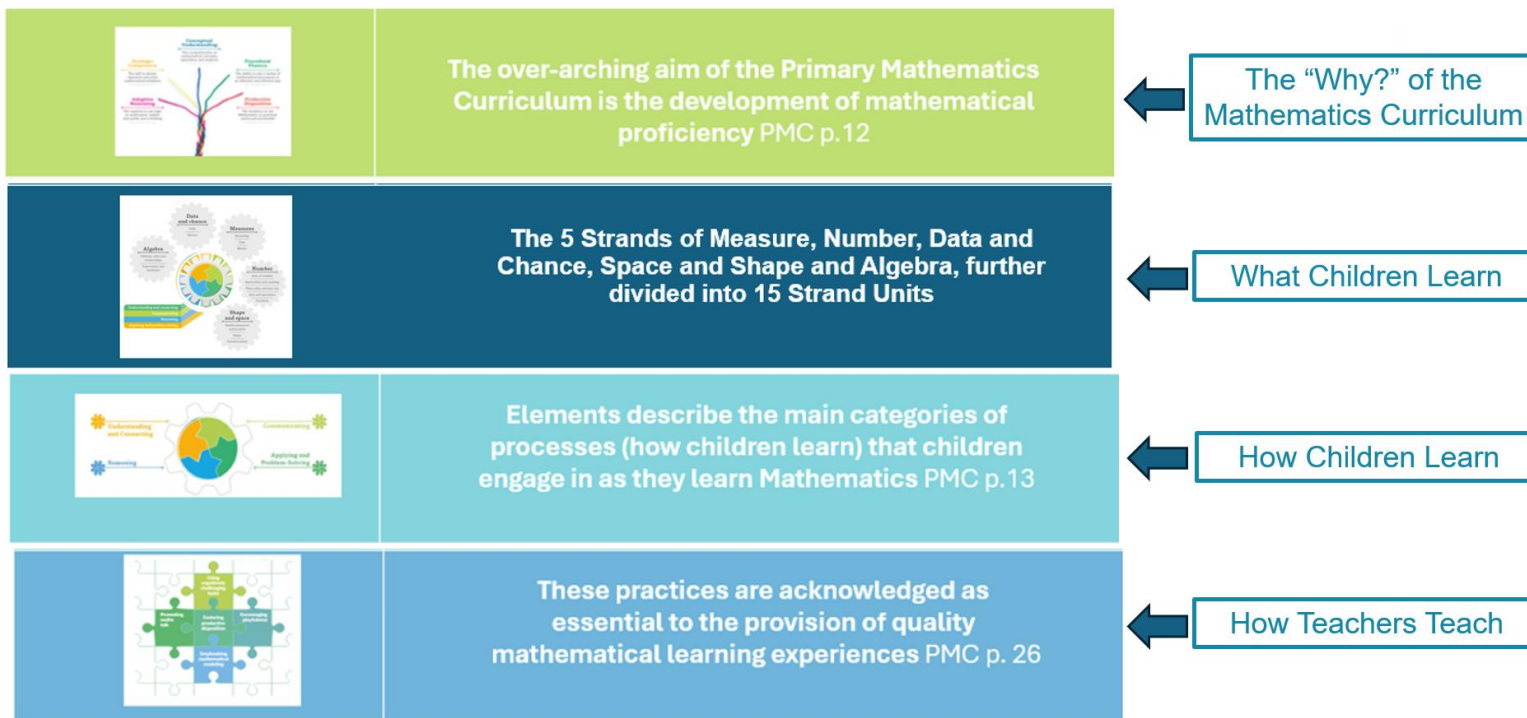


# Recap and Strategically Reflecting on Your School

## Athbhreithniú agus Machnamh Straitéiseach a dhéanamh ar do Scoil



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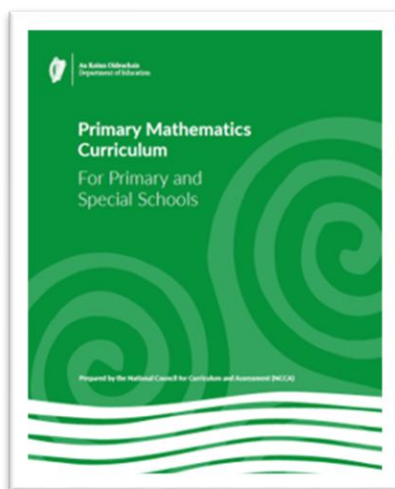


*Remember: Lead on the Need!*

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



# ANY QUESTIONS?







THANK  
YOU!

