

A top-down view of several children sitting around a large white sheet of paper on the floor, drawing various items. The drawings include school supplies like a ruler, compass, calculator, and glue; science equipment like a microscope and a globe; and other objects like a lightbulb, a backpack, a computer, and a girl sitting at a desk. The word 'Welcome' is written in large white letters across the center of the page.

Welcome

Responding to the future needs of children and society – the big picture

Dr Patrick Sullivan, Deputy CEO NCCA

picture

The

big

picture

The

big

picture



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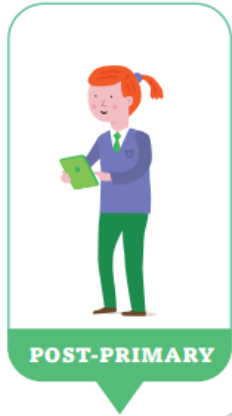
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Curriculum and Pedagogical
National Council for
Curriculum and Assessment

Today's theme - the big picture.....

...and the dangers of skipping to the detail.



The big picture - children



2024-2040
Childhood

2040s
Adulthood

2080s/2090s
Old age

What do they need to live in today's world?

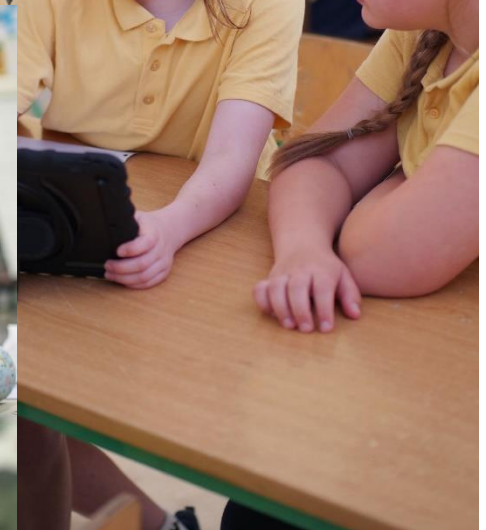
Answer centres on Key Competencies, knowledge, concepts, skills, values and dispositions.....



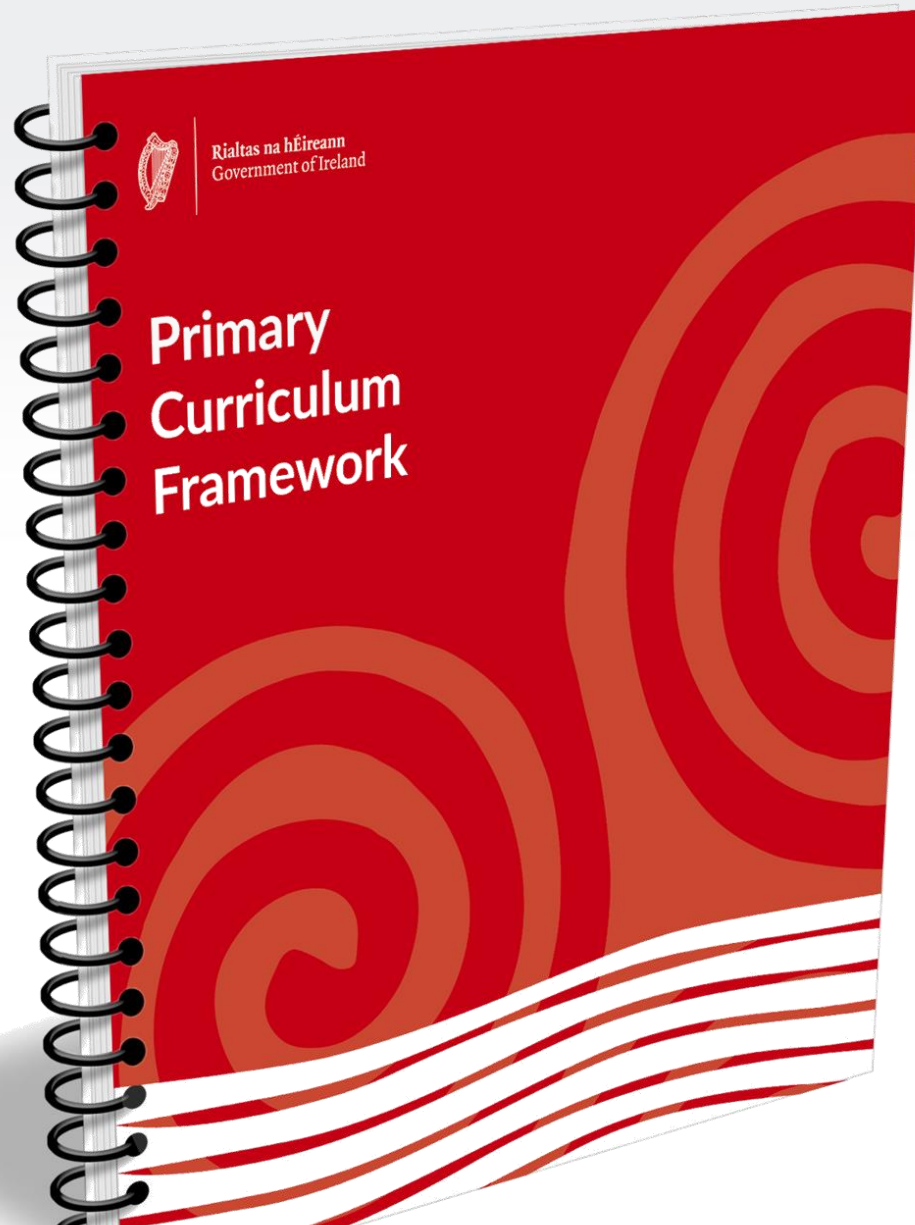
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The big picture - children

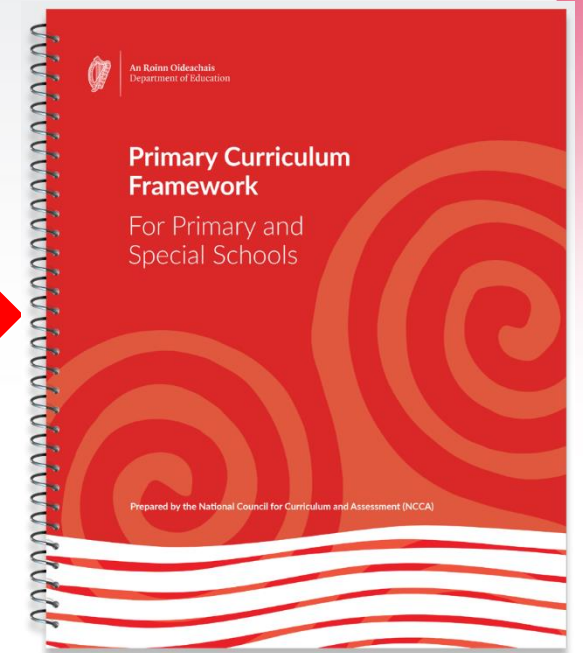
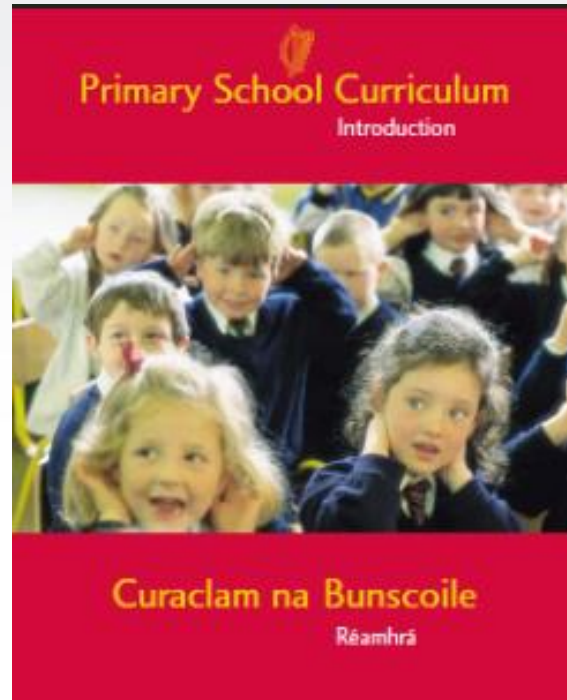
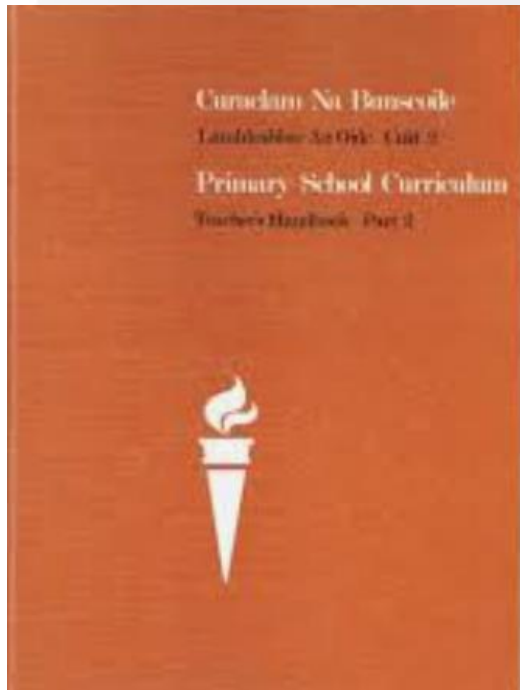


The big picture - curriculum



*The Primary Curriculum Framework reflects our shared understanding of, and **trust in**, the many positive features of education in our primary and special schools. (p. 4)*

The big picture is about where we've come from...

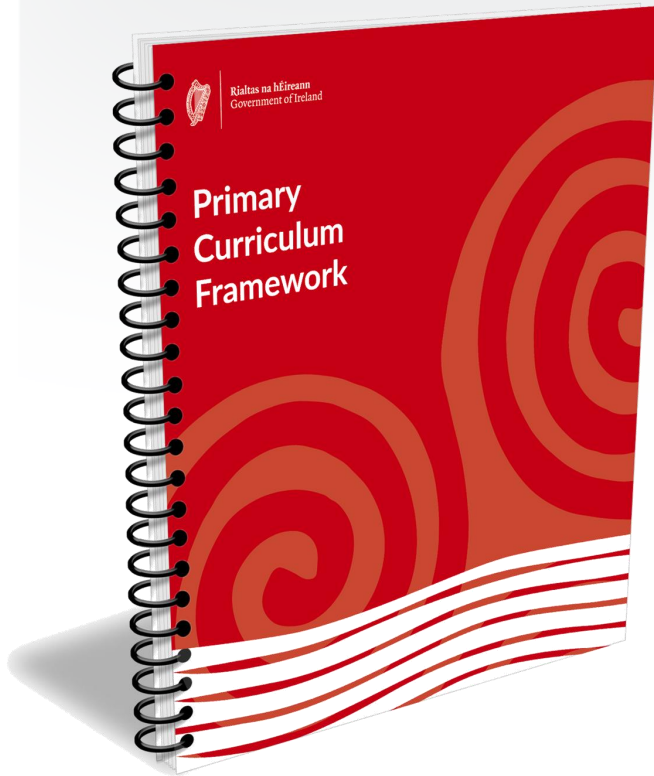


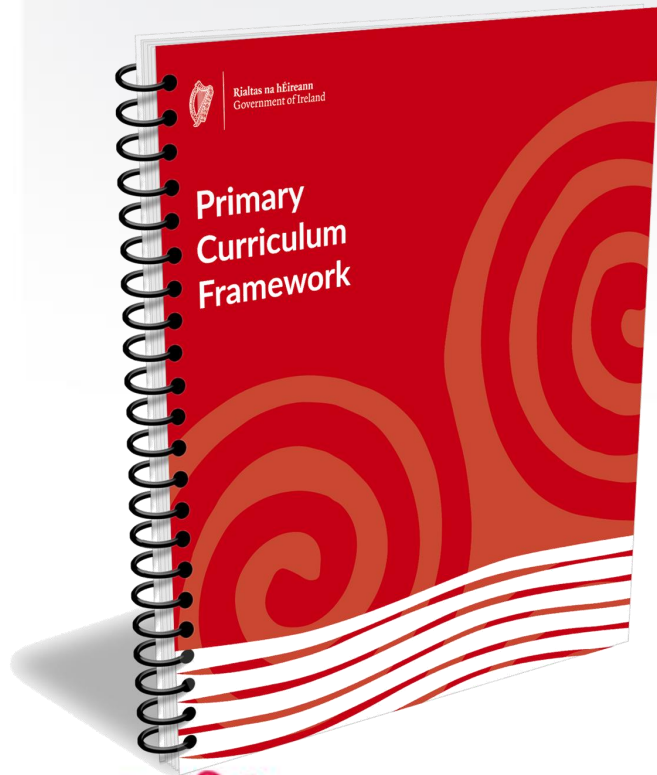
Building on the successes of the Primary School Curriculum while responding to challenges, changing needs and priorities

....and where we're going to - Vision

Two images are central to the vision:

The curriculum views children as *unique*, *competent* and *caring* individuals, and teachers as *committed*, *skilful* and *agentic* professionals.





*The principles convey what is **valued** in primary and special education and what lies at the heart of high-quality learning, teaching, and assessment in the primary curriculum. (p. 6)*

Principles for learning, teaching and assessment



Primary School Curriculum Introduction

How many?

12? 8? 5? 15?

What are they?

The principles of the curriculum

The 1971 curriculum was based on a philosophy of education that incorporated the following five principles:

- the full and harmonious development of the child
- the importance of making due allowance for individual difference
- the importance of activity and discovery methods
- the integrated nature of the curriculum
- the importance of environment-based learning.

The Review Body on the Primary Curriculum endorsed these principles and recommended that any future curriculum development should reflect them. The *Primary School Curriculum* affirms the view of the child and the learning process implicit in these principles and develops them. The principles of the full and harmonious development of the child and of making allowance for individual difference are redefined in the broader concepts of

- celebrating the uniqueness of the child
- ensuring the development of the child's full potential.

The three pedagogical principles dealing with activity and discovery methods, an integrated curriculum and environment-based learning are subsumed into a wider range of learning principles that help to characterise more fully the learning process that the revised curriculum envisages. The more important of these are:

- the child's sense of wonder and natural curiosity is a primary motivating factor in learning
- the child is an active agent in his or her learning
- learning is developmental in nature
- the child's existing knowledge and experience form the base for learning
- the child's immediate environment provides the context for learning
- learning should involve guided activity and discovery methods
- language is central in the learning process
- the child should perceive the aesthetic dimension in learning
- social and emotional dimensions are important factors in learning



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Principles for learning, teaching and assessment

**Not to be
missed!**

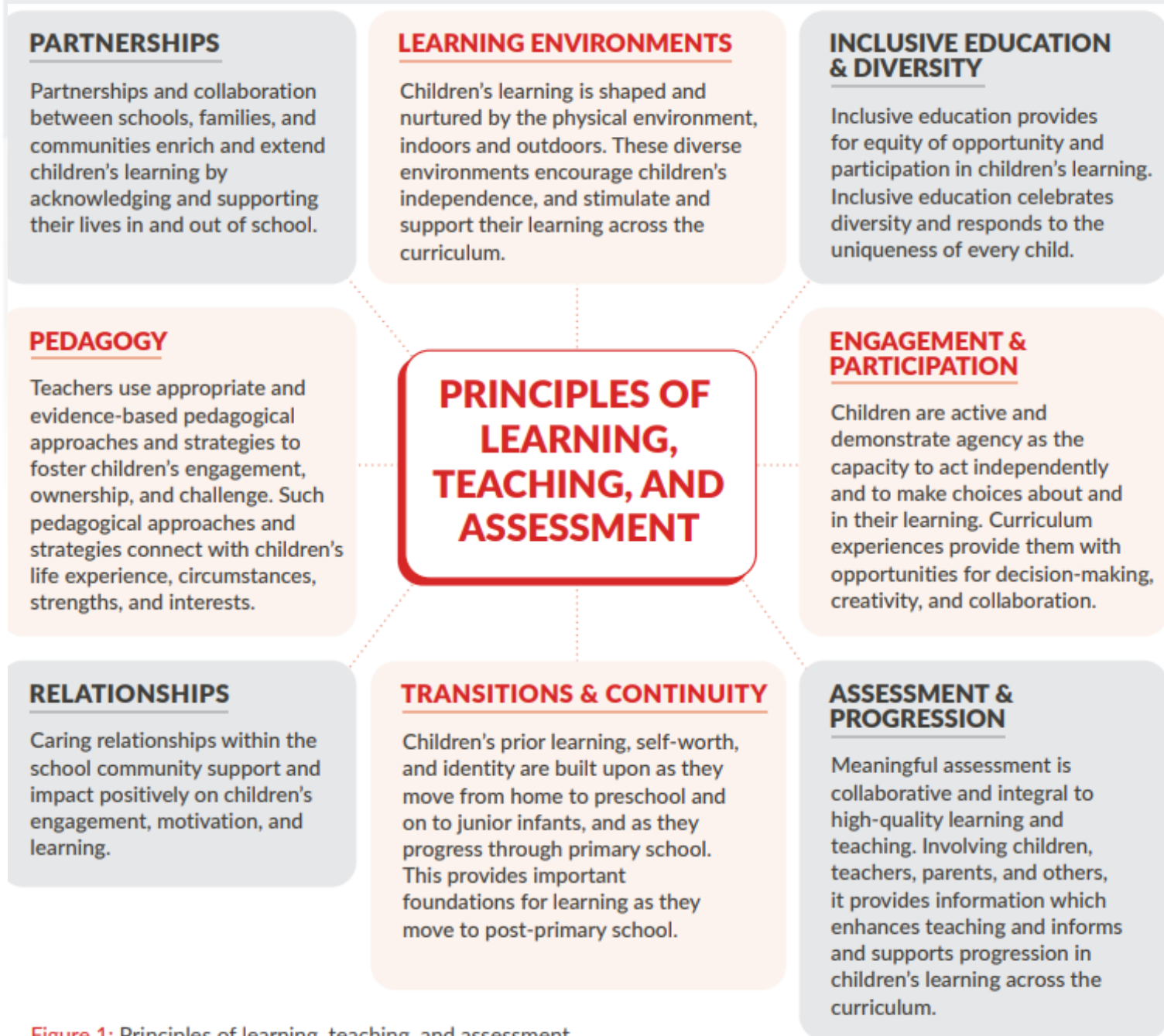


Figure 1: Principles of learning, teaching, and assessment

A Two-page Spread

Not to be missed!



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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.



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

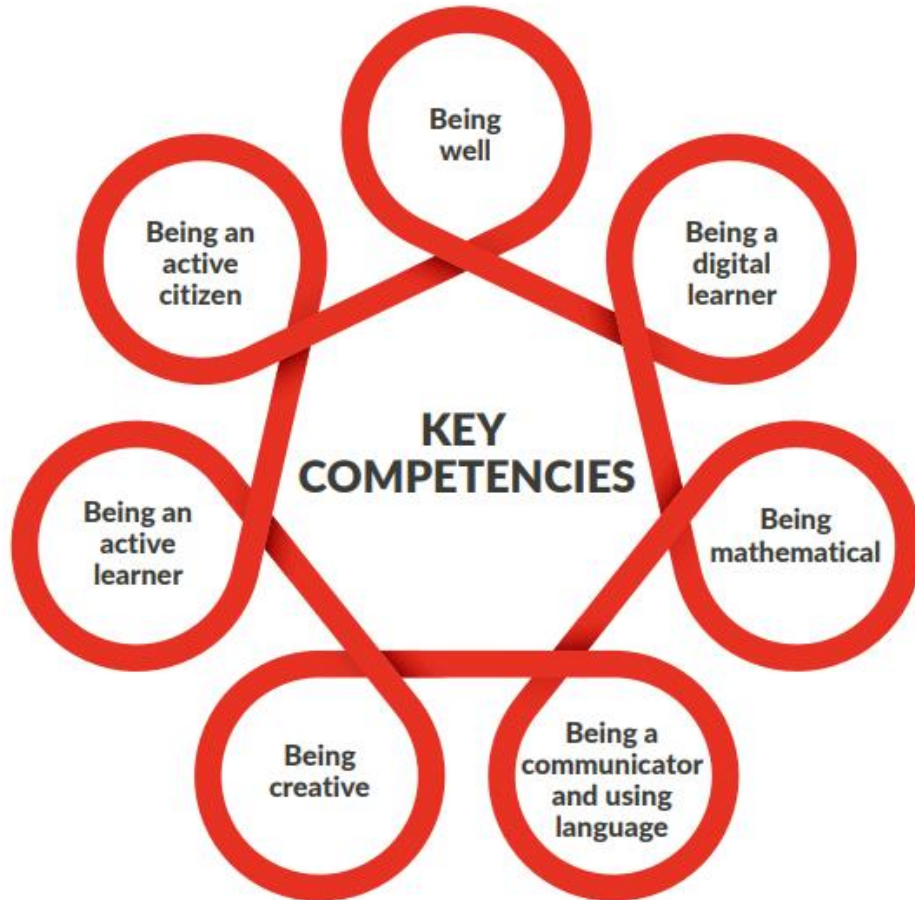


Figure 1: Principles of learning, teaching, and assessment

A Two-page Spread

Not to be missed!

The 7 Key Competencies



.....enable children to adapt to and deal with a range of situations, challenges, and contexts (p. 8)

Figure 2: Key competencies

Key Competencies – example of Being well

STEM education

- Developing a tolerance for risk-taking and mistake making; whilst collaborating with others and building perseverance.
- Strengthening a sense of belonging, identity, motivation and confidence as learners and problem-solvers.



The 7 Key Competencies

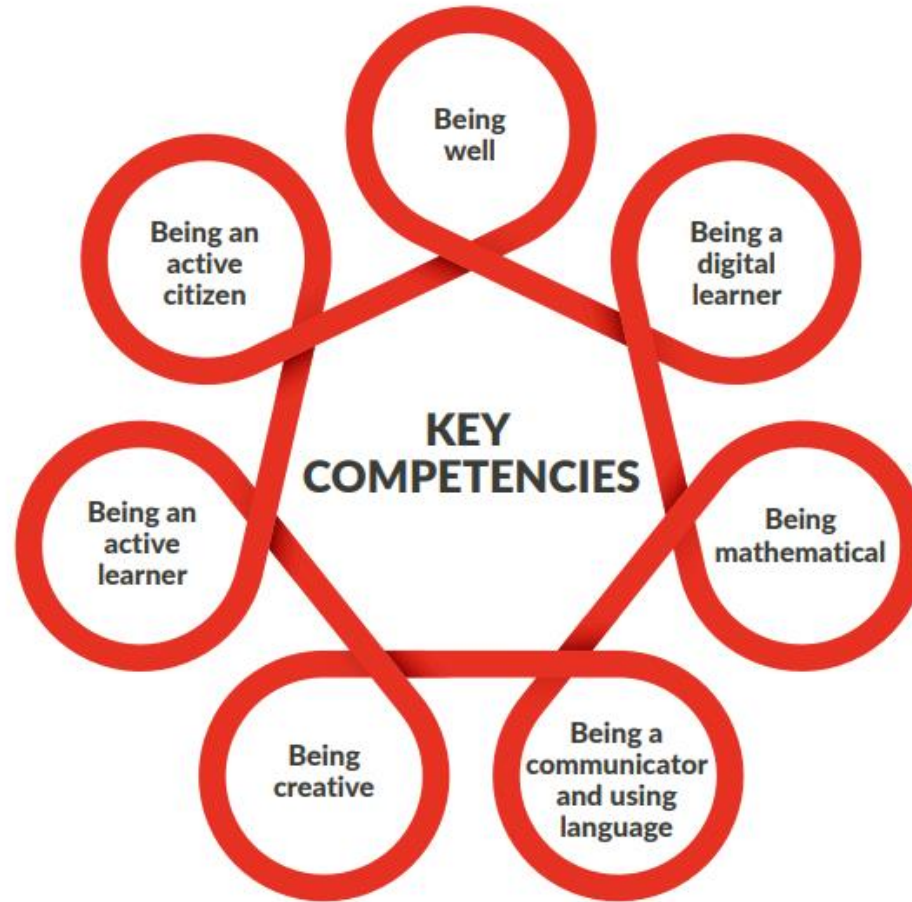


Figure 2: Key competencies

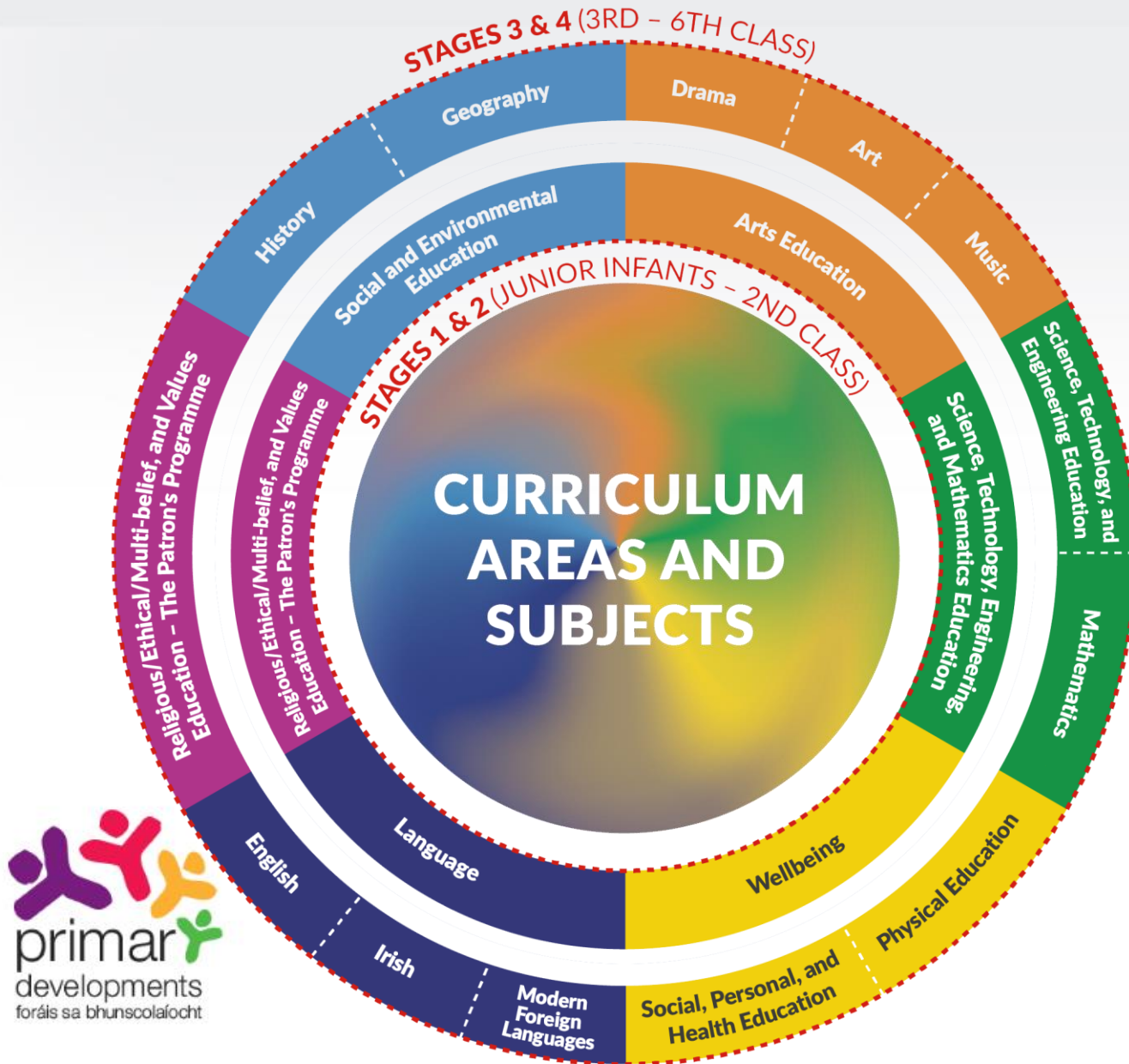
The Primary Curriculum Framework has been developed through a collaborative approach, informed by research, sustained work with school communities, wide consultation, and extensive deliberation.

The framework:

- is for **all primary and special** schools
- sets the **vision and 8 principles** for a redeveloped curriculum
- introduces **7 key competencies** for children's learning
- details **curriculum areas and subjects**; and time allocations
- introduces and expands aspects of learning including **STEM Education, Modern Foreign Languages, Technology, Religions, Beliefs and Worldviews**, and a **broader Arts Education**
- holds **increased emphasis** on existing areas such as **Physical Education** and **Social, Personal and Health Education (SPHE)** (Wellbeing), and digital learning
- provides greater **agency and flexibility** for teachers and children
- links with learning experiences provided through the themes of **Aistear: the Early Childhood Curriculum Framework** and connects with the subjects, key skills and statements of learning in the **Framework for Junior Cycle**.



Key messages



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Curraíochtaí

The Introduction of the redeveloped Primary School Curriculum



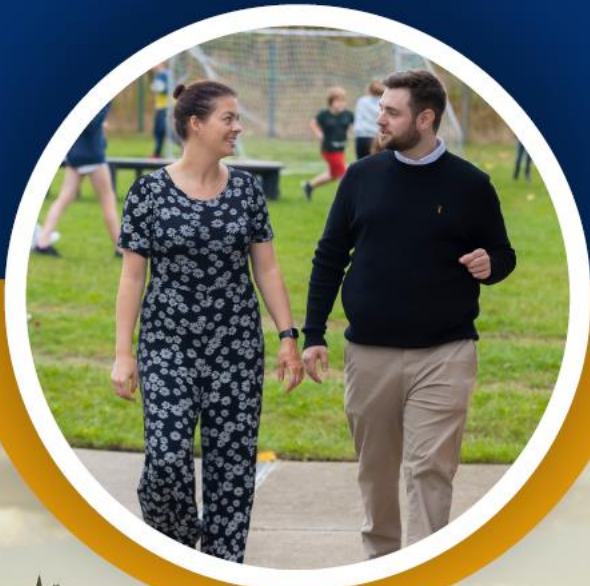
THE TIME IS NOW

The Big Picture - school leadership



IRISH PRIMARY SCHOOL LEADERS' HEALTH AND WELLBEING: A THREE-YEAR NATIONAL STUDY

SEPTEMBER 2024

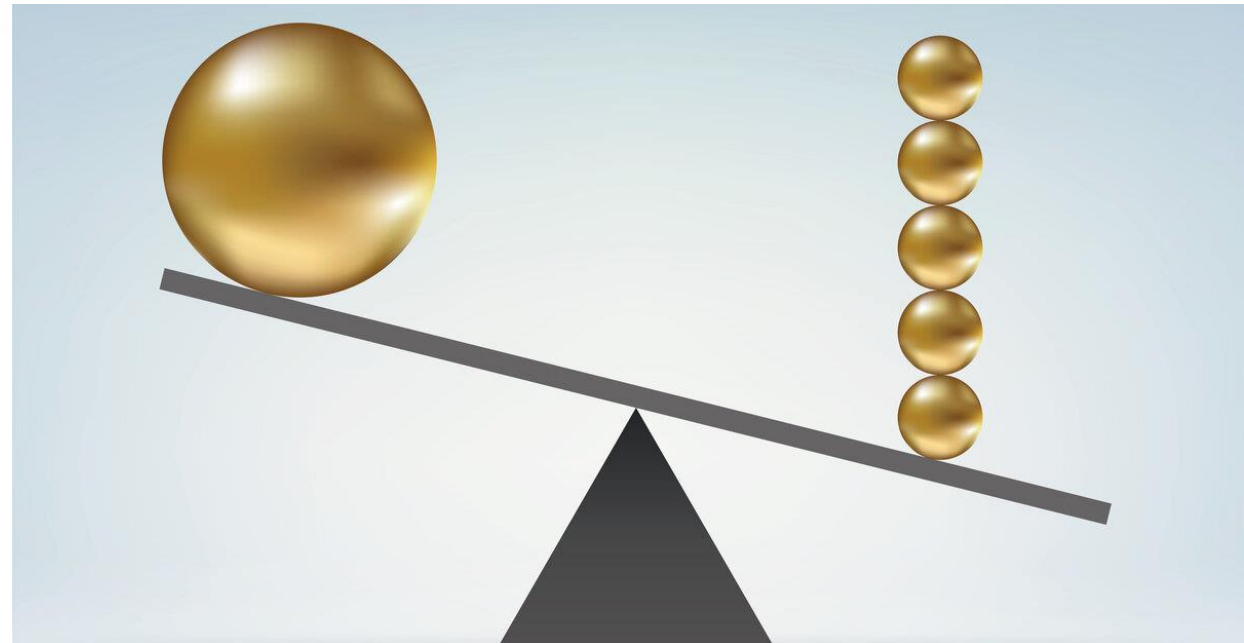


DR BEN ARNOLD
DR MARK RAHIMI



Roles and responsibilities

Over the years 2022 to 2024, the roles of primary school leaders in Ireland have been complex and demanding, with administrative tasks often overshadowing core activities like teaching and learning. This persistent imbalance has contributed to a sense of being overwhelmed among the school leaders.



The Big Picture – the conducive conditions

Funding and resourcing

Professional Development

Time and Space

Leadership

Timing and Pacing

Collaboration,
Communities of Practice

Guidance Materials

Communications

The Big Picture – the conducive conditions

Funding and resourcing

ment

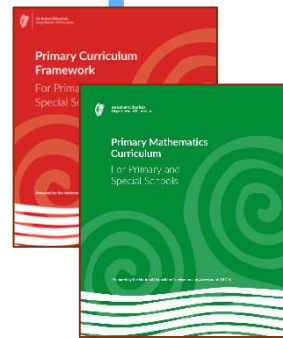
Time and Space

Pacing

Collaboration,
Communities of Practice

communications

The Big Picture - Where are we now?





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Today's theme - the big picture.....

...and the dangers of skipping to the detail.



The big picture - children

If we teach today's students as we taught yesterday's, we rob them of tomorrow.

John Dewey (1916)





Thank you!

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