Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

Primary Wellbeing Specification

Curriculum Enactment Support

Facilitator:

CC BY NC

Quality Assurance



Oide Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí Supporting the Professional Learning of School Leaders and Teachers

An Roinn Oideachais agus Óige
Department of Education and Youth

An Chigireacht
Inspectorate

NCCA An Chomhairle Náisiúnta Curaclaim agus Measúnachta National Council for Curriculum and Assessment

An Chomhairle Náisiúnta um Oideachas Speisialta
National Council for Special Education

An Roinn Oideachais agus Óige
Department of Education and Youth

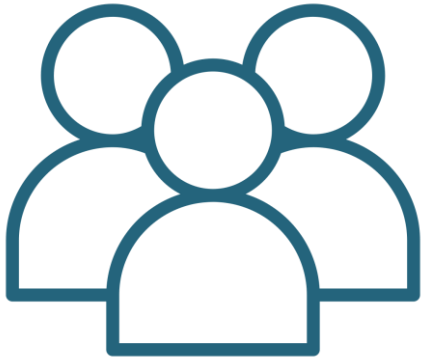
Expectations













Employee Assistance Service

Oide

Folláine le Chéile
Wellbeing Together

SMS:
Text 'Hi' to 087 145 2056
WhatsApp:
Text 'Hi' to 087 369 0010
Freephone IRE:
1800 411 057



www.gov.ie

Wellbeing Specification and Supports

Oide



***Wellbeing* Specification**



NCCA Toolkit

Oide

An Chomhairle Náisiúnta um Oideachas Speisialta
National Council for Special Education

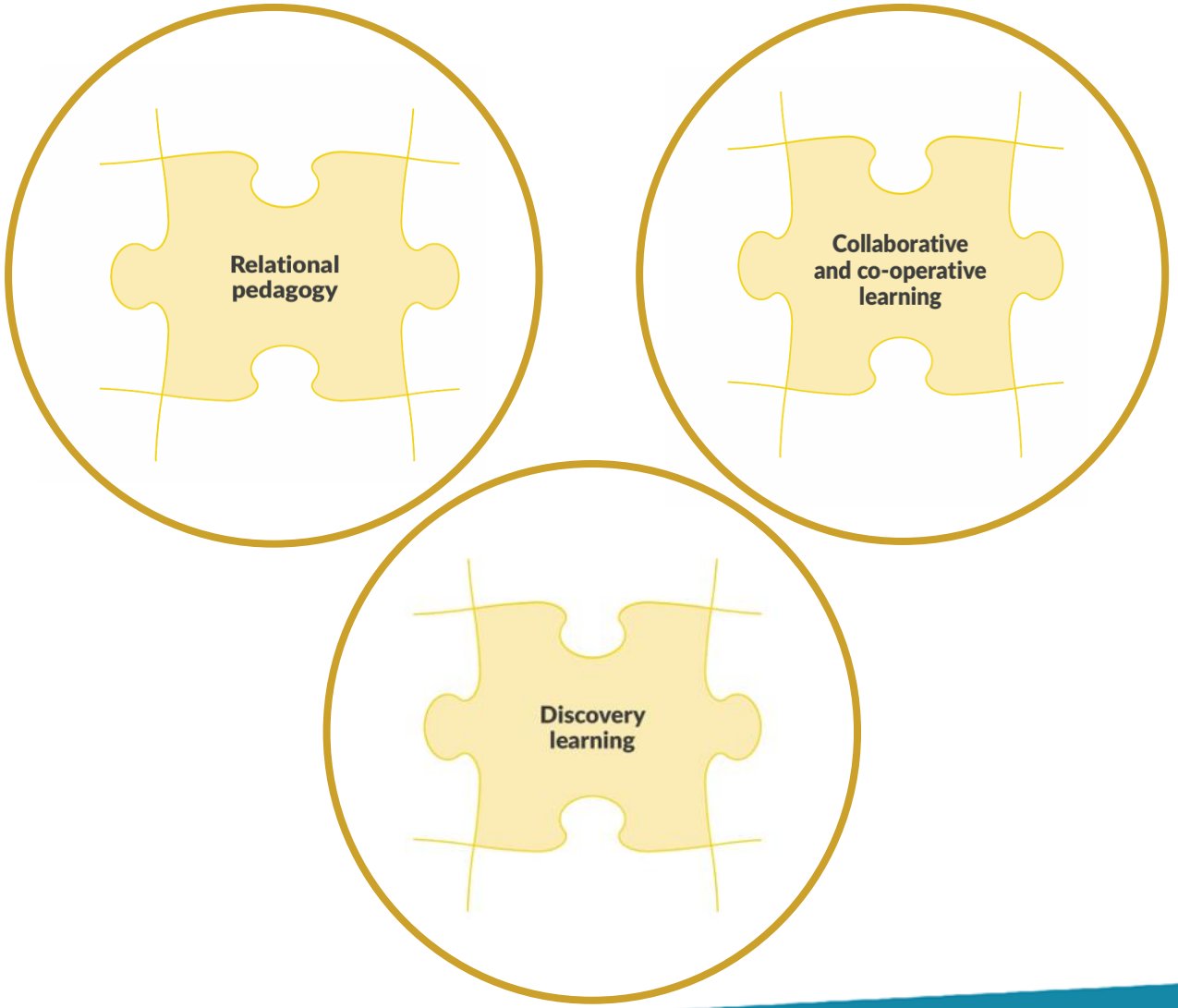
scoilnet

An Roinn Oideachais agus Óige
Department of Education and Youth

DEY Supports

Welcome Activity





Wellbeing Curriculum Enactment

Oide

Session 1	Curriculum Specification Overview

Sos

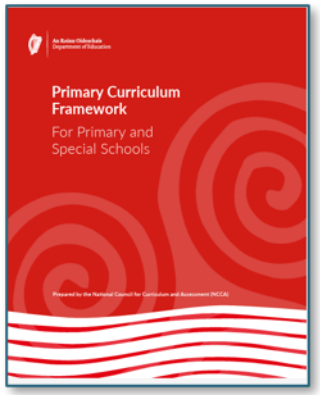
Session 2	Learning Outcomes

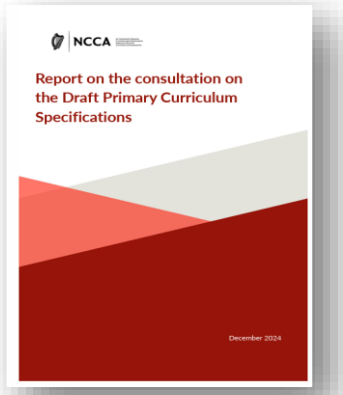
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Session 3	*The Wellbeing Curriculum in Practice* and Next Steps

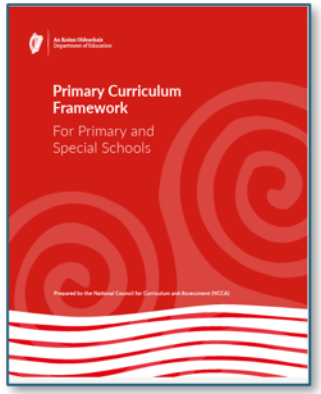
The Journey So Far

Oide



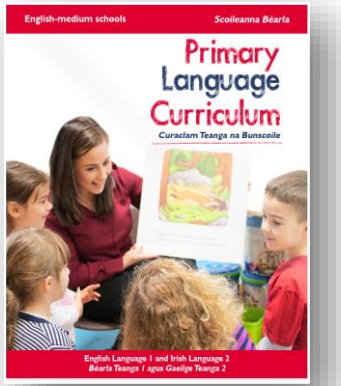


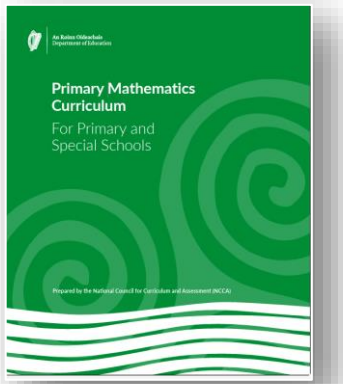


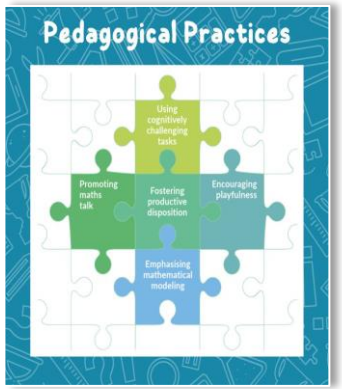




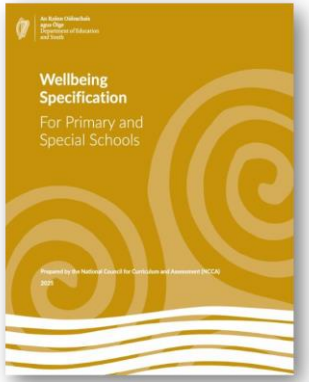
2019 2023 2023 2024 2024 2025 2025 2025/26 2026/27 2026/27











Wellbeing Enactment: Year 1

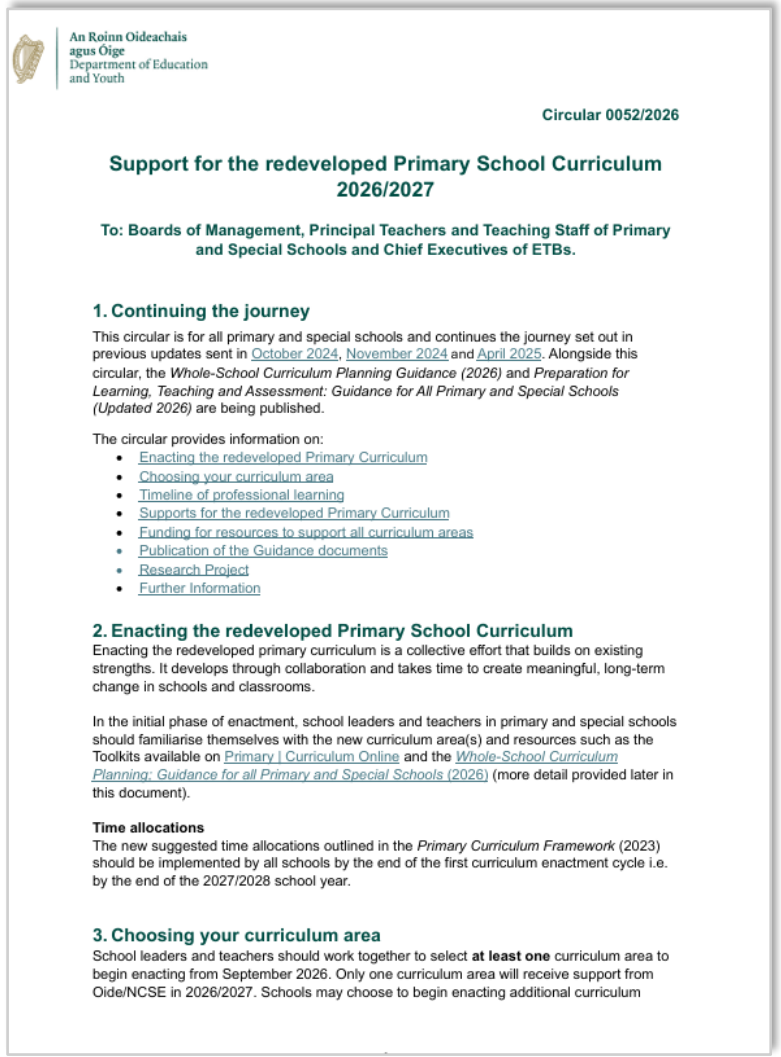
Circular 0052/2026

Visit 1: Closure Day

Visit 2: In-school Visit

Visit 3: Closure Day

School-Led Closure Day



An Roinn Oideachais agus Óige
Department of Education and Youth

Circular 0052/2026

Support for the redeveloped Primary School Curriculum 2026/2027

To: Boards of Management, Principal Teachers and Teaching Staff of Primary and Special Schools and Chief Executives of ETBs.

1. Continuing the journey

This circular is for all primary and special schools and continues the journey set out in previous updates sent in October 2024, November 2024 and April 2025. Alongside this circular, the *Whole-School Curriculum Planning Guidance (2026)* and *Preparation for Learning, Teaching and Assessment: Guidance for All Primary and Special Schools (Updated 2026)* are being published.

The circular provides information on:

- Enacting the redeveloped Primary Curriculum
- Choosing your curriculum area
- Timeline of professional learning
- Supports for the redeveloped Primary Curriculum
- Funding for resources to support all curriculum areas
- Publication of the Guidance documents
- Research Project
- Further Information

2. Enacting the redeveloped Primary School Curriculum

Enacting the redeveloped primary curriculum is a collective effort that builds on existing strengths. It develops through collaboration and takes time to create meaningful, long-term change in schools and classrooms.

In the initial phase of enactment, school leaders and teachers in primary and special schools should familiarise themselves with the new curriculum area(s) and resources such as the Toolkits available on Primary | Curriculum Online and the *Whole-School Curriculum Planning: Guidance for all Primary and Special Schools (2026)* (more detail provided later in this document).

Time allocations

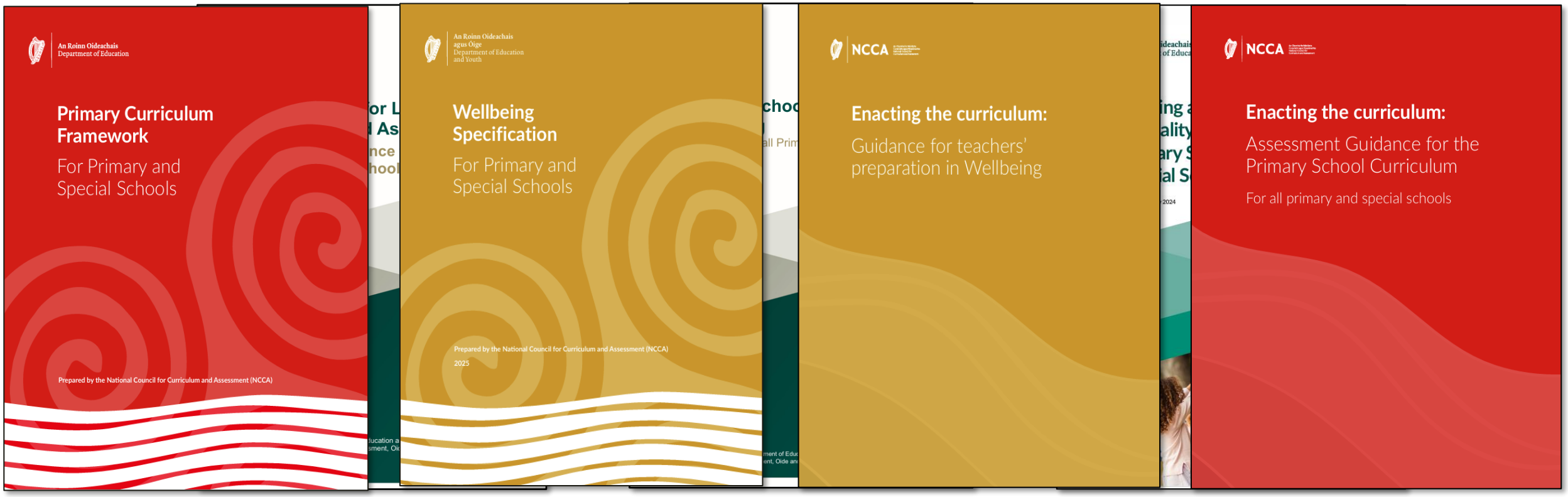
The new suggested time allocations outlined in the *Primary Curriculum Framework* (2023) should be implemented by all schools by the end of the first curriculum enactment cycle i.e. by the end of the 2027/2028 school year.

3. Choosing your curriculum area

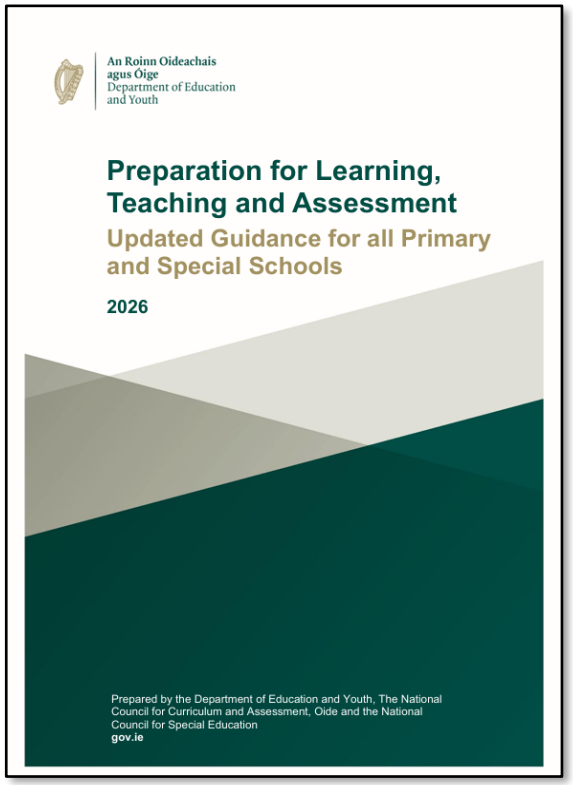
School leaders and teachers should work together to select **at least one** curriculum area to begin enacting from September 2026. Only one curriculum area will receive support from Oide/NCSE in 2026/2027. Schools may choose to begin enacting additional curriculum

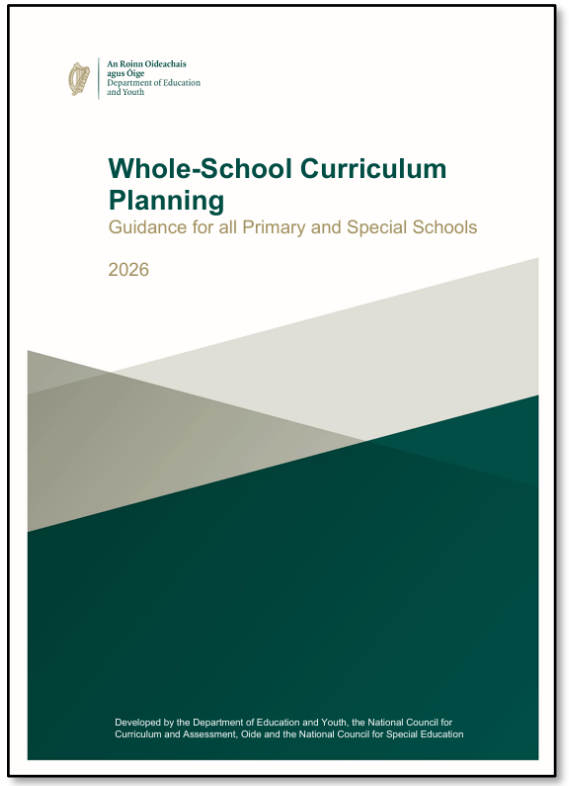
Key Documents

Oide



Key Documents







Key Messages for Enactment

The successful enactment of the Wellbeing specification relies on effective preparation for learning, teaching and assessment by teachers and schools.



Enactment is about bringing to life what is set down in the specification and embedding it in children's Learning Experiences that reflect the vision of the curriculum.



Enactment involves purposeful engagement with the specification and its supports, as well as the development of whole-school curriculum plans and whole-school agreed approaches.



Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

Session 1

Introduction to Wellbeing

CC BY NC

Overview and Outcomes

Session 1

Explore the *Wellbeing* specification and its key features.

Compare what is familiar and what is different.

Consider what these developments mean for learning, teaching and assessment in our own context.



What is Wellbeing?

Oide

"Wellbeing is present when a person realises their potential, is resilient in dealing with the normal stresses in their life, takes care of their physical wellbeing and has a sense of purpose, connection and belonging to a wider community. It is a fluid way of being and needs nurturing throughout life."

(DES, 2018)



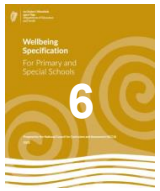
2 mins



Understanding Wellbeing

Through SPHE and PE, children learn both…





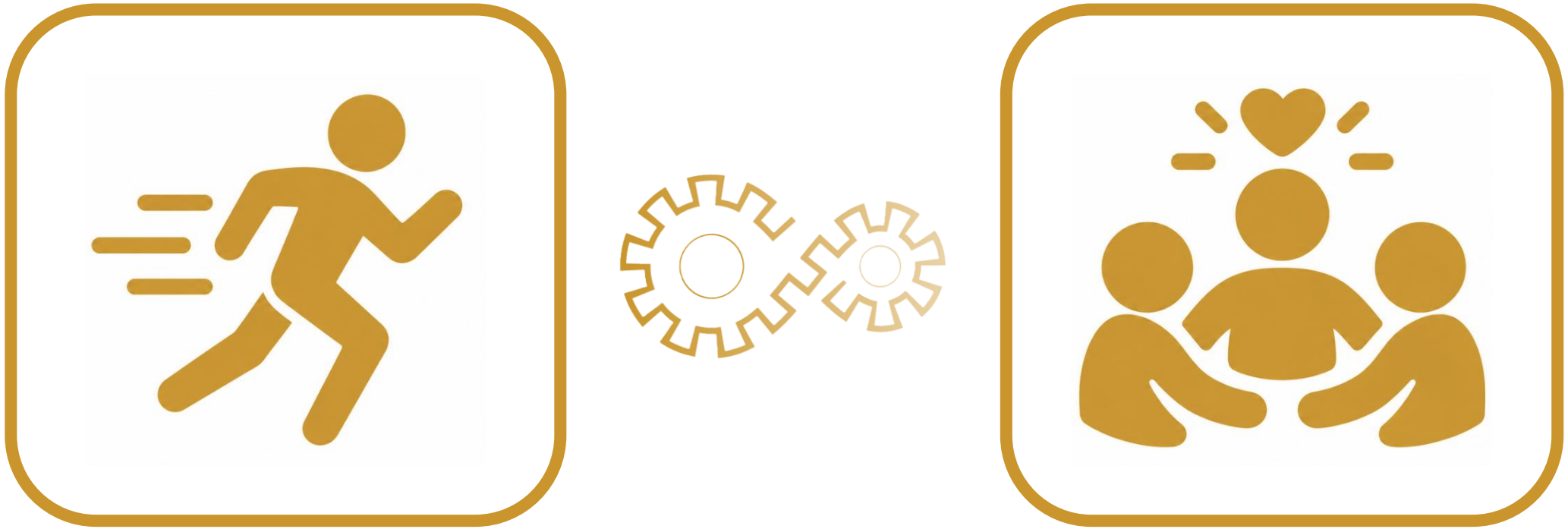
Let's Look at *Wellbeing*

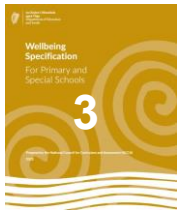
The three contexts





Let's Look at Wellbeing
PE and SPHE





Overview of *Wellbeing* Specification

Oide

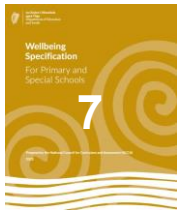
Contents of the *Wellbeing* specification

- **Rationale, Aims, Strands & Elements**
- **Learning Outcomes**
- **The *Wellbeing* Curriculum in Practice**

The online Primary Curriculum Toolkit

The online *Wellbeing* Toolkit

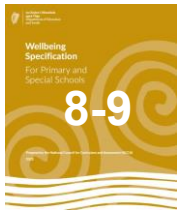
- Support materials for teachers
- Examples of children's learning
- Supports for progression



Rationale

The *Wellbeing* specification is firmly grounded in the values of respect, equality, inclusivity, responsibility, dignity, compassion, empathy and human rights.



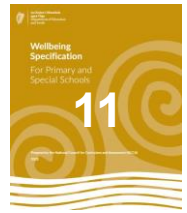


Aims

The *Wellbeing* specification aims for children to:

- cultivate their emotional wellbeing.
- instil a strong sense of personal and collective safety.
- establish and maintain supportive and healthy relationships.
- deepen their understanding of healthy living.
- foster an appreciation of movement.
- navigate media and the digital world safely and responsibly.
- develop their movement competence.
- enhance their sense of belonging.
- nurture lifelong enjoyment and engagement in physical activity.





Aims

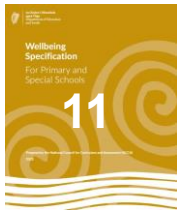
Read your assigned aim and consider the questions:

1. How is this aim reflected in practice in your current setting?

2. In what ways could you intentionally change your practice to develop this aim further?



6 mins

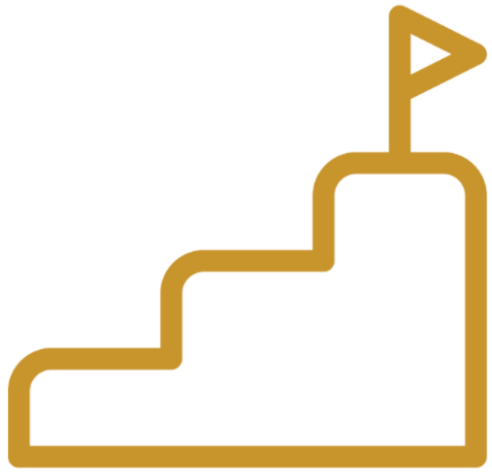


From Familiar to New

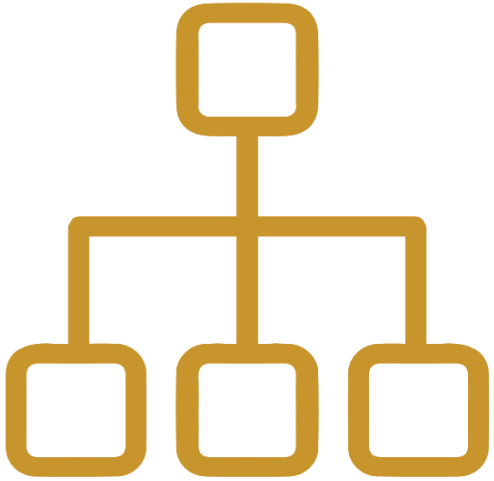
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Time



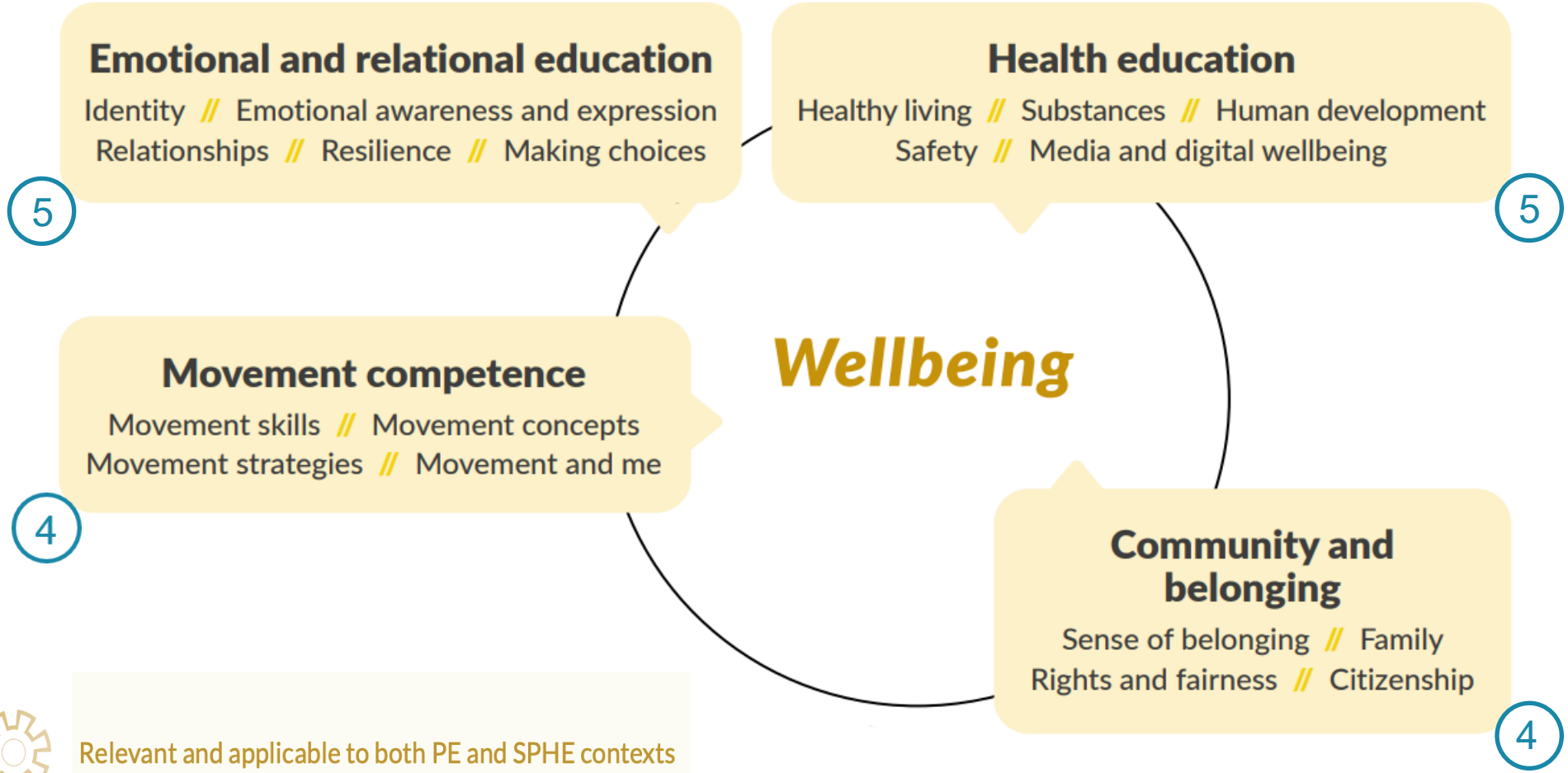
Learning Outcomes



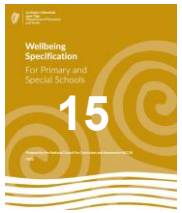
Strands and Structure

Strands and Strand Units

Oide



Relevant and applicable to both PE and SPHE contexts



Familiar Areas of Learning in SPHE

Oide

- Stay Safe
- Substances
- RSE
- Media

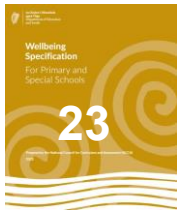


- Citizenship
- Emotions
- Family
- Bullying Prevention

What is Different in SPHE?

Oide

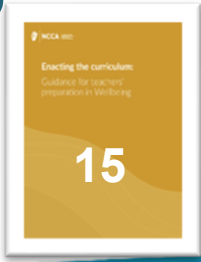
- Emotional and relational education
  - Relationships
    - Consent
    - Sexual Orientation
- Health education
  - Human Development
    - Attraction
    - Support
- Community and belonging
  - Family
    - Diversity of family structure



A Focus on PE

Oide

- Movement competence
  - Movement skills
  - Movement concepts
  - Movement strategies
  - Movement and me
- Emotional and relational education
  - teamwork
  - cooperation
  - emotional awareness in movement
- Health education
  - safety in movement
  - understanding physical activity effects
- Community and belonging
  - fair play
  - participation
  - roles



PE Activity Areas

The *Wellbeing* specification includes **7 PE activity areas**. The PE activity areas are the **vehicle** through which children can achieve the **Learning Outcomes** relevant to PE across Stages 1 – 4.

Teachers should ensure a **broad and balanced** selection of PE activity areas, **at least 6 out of the 7** across each learning stage.



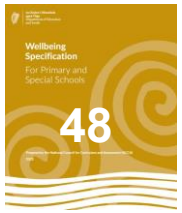


Active Living

... reflect a variety of activities, social contexts ... and physical environments… that support engagement in physical activity during childhood and beyond.







PE, Sport and Physical Activity

PE within the *Wellbeing* specification refers to movement-focused activities taught as part of the curriculum within the weekly time allocation.

5 mins



PE, Sport and Physical Activity

PE

Curriculum-based movement-focused activities

- Within weekly time allocation
- Age-appropriate learning and participation
- Focus: enjoyment, progress & inclusive environments



Taught as part of the curriculum

Sport

Extra-curricular, competitive activities

- Structured set of rules
- Emphasis on competition



Outside of the curriculum

Physical Activity

Any bodily movement

- Inclusive term for all movement
- Outside curriculum: break time, movement breaks etc.



Outside of the curriculum

In **Wellbeing, PE is the focus. Sport and physical activity** are complementary roles outside the curriculum.

5 mins



PE, Sport and Physical Activity

In **Wellbeing, PE is the focus. Sport and physical activity** are complementary roles outside the curriculum.

Scan the QR code and complete the sorting activity using the 3 headings in the different columns:

Physical Education	Sport	Physical Activity

5 mins



PE, Sport and Physical Activity

Oide

PE

Curriculum-based movement-focused activities

- Within weekly time allocation
- Age-appropriate learning and participation
- Focus: enjoyment, progress & inclusive environments



Taught as part of the curriculum

Sport

Extra-curricular, competitive activities

- Structured set of rules
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Outside of the curriculum

Physical Activity

Any bodily movement

- Inclusive term for all movement
- Outside curriculum: break time, movement breaks etc.



Outside of the curriculum

In **Wellbeing, PE is the focus. Sport and physical activity** are complementary roles outside the curriculum.

2 mins



Pause and Reflect

Session 1

How has your understanding of Wellbeing grown so far?



5 mins

Sos



Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

Session 2

Exploring Learning Outcomes

CC BY NC

Overview and Outcomes

Session 2

Oide

Understand the Elements as a guide to the "how" of children's learning.

Deepen our understanding of Learning Outcomes.

Explore how Learning Outcomes support interconnected learning, teaching and assessment in *Wellbeing*.



Elements

Oide

Emotional and relational education

Identity // Emotional awareness and expression
Relationships // Resilience // Making choices

5

Health education

Healthy living // Substances // Human development
Safety // Media and digital wellbeing

5

Movement competence

Movement skills // Movement concepts
Movement strategies // Movement and me

4

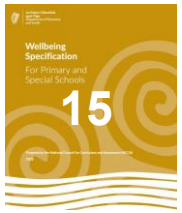
Wellbeing

Community and belonging

Sense of belonging // Family
Rights and fairness // Citizenship

4

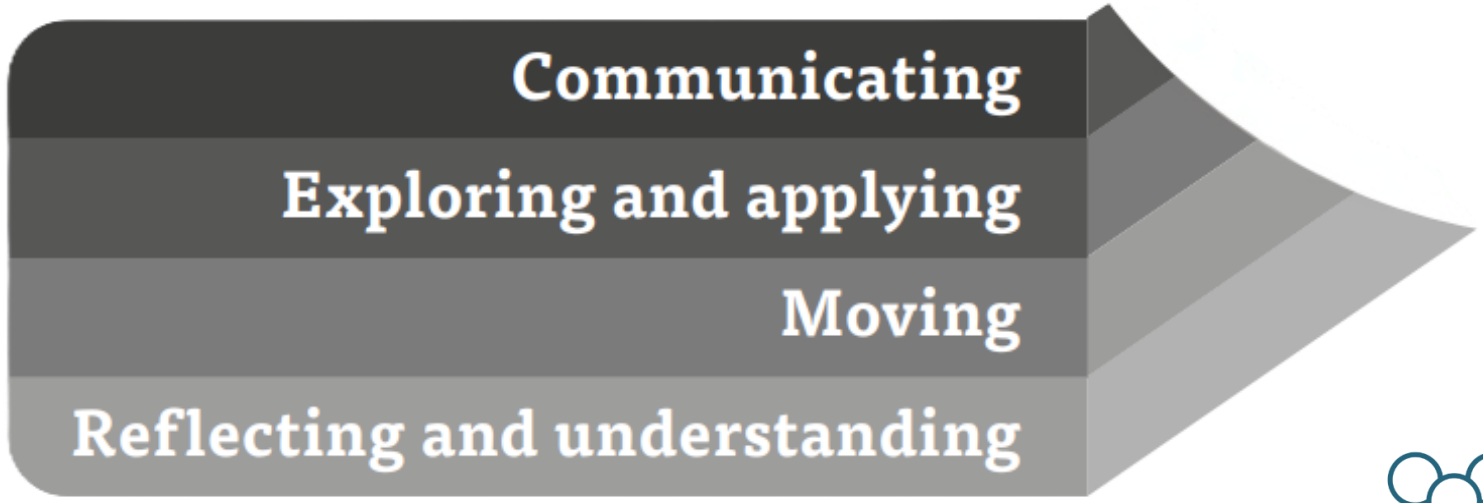
- Communicating
- Exploring and applying
- Moving
- Reflecting and understanding



Exploration of the Elements

Oide

6a: Learning in the *Wellbeing* specification



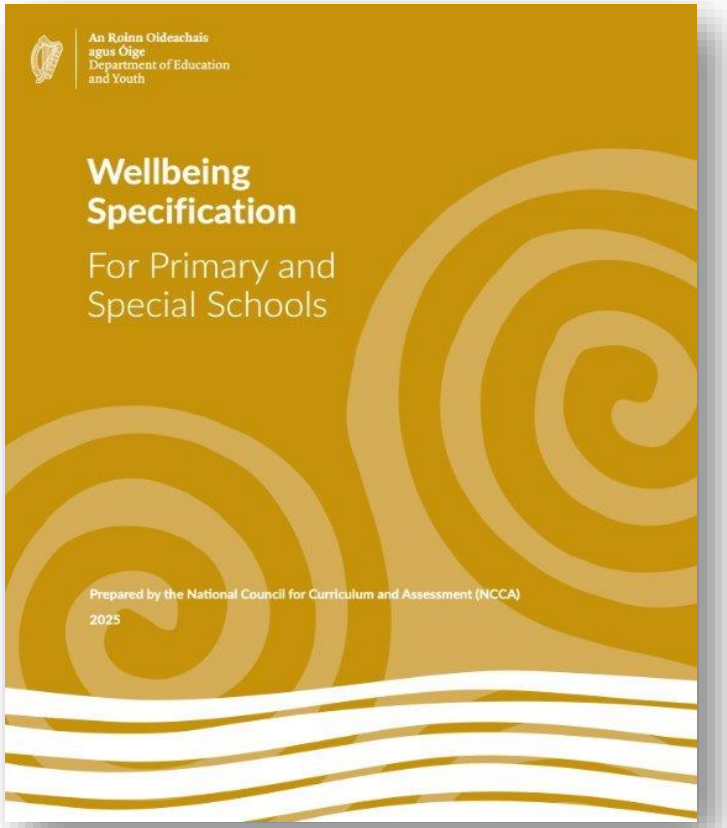
1. Categorise these examples from the *Wellbeing* specification into the appropriate Elements.

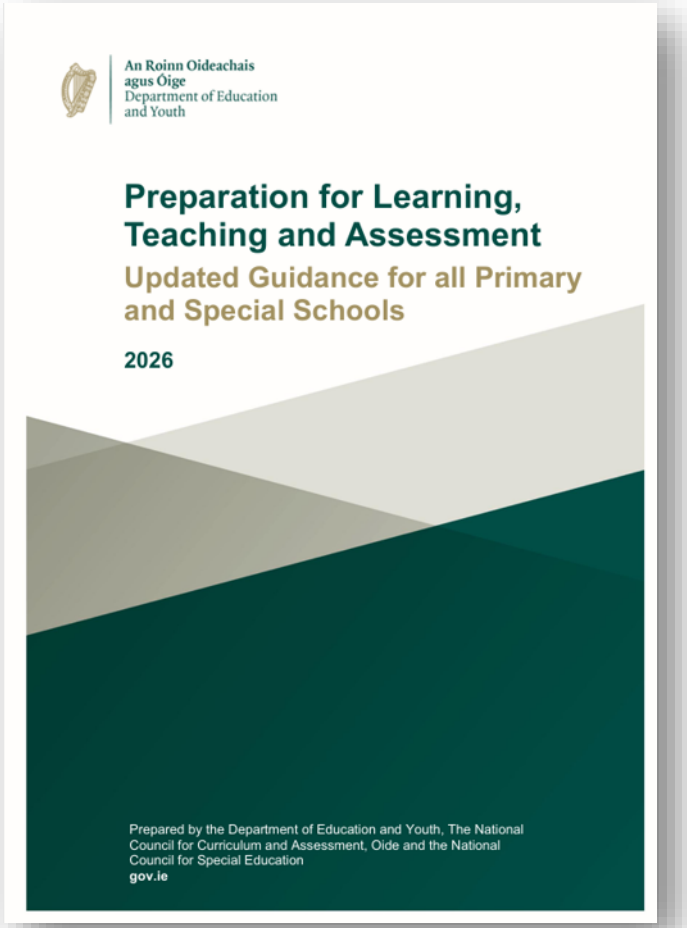
2. Which Element do you feel is currently most evident in your practice and what contributes to its success?

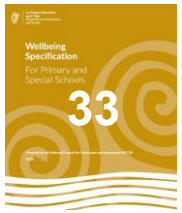
6 mins



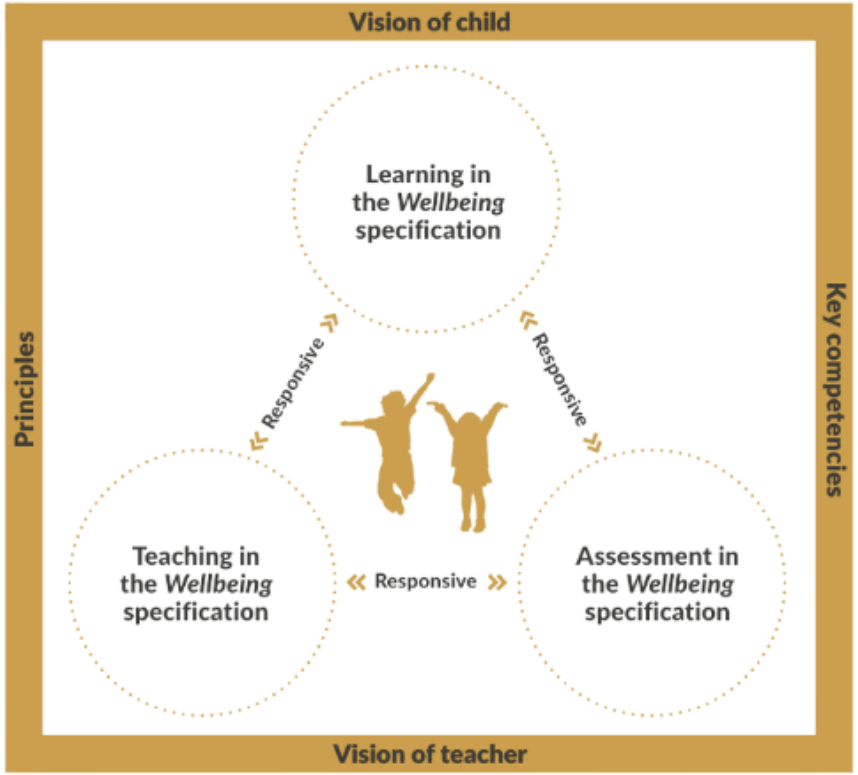
High Quality Learning, Teaching and Assessment

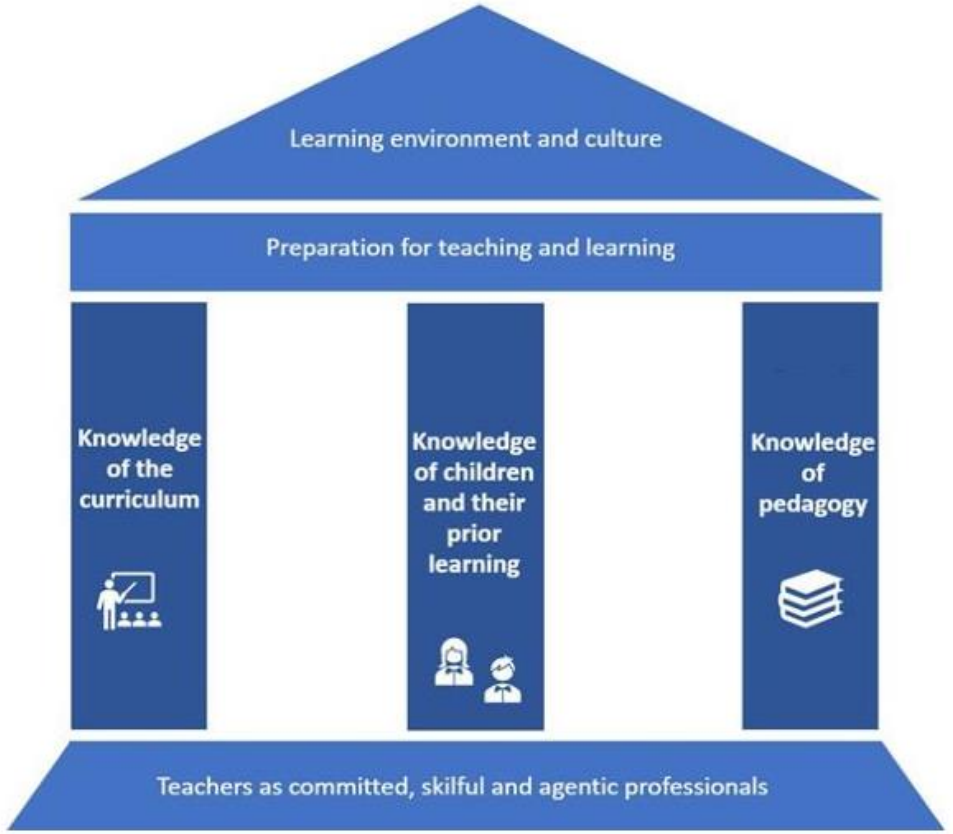


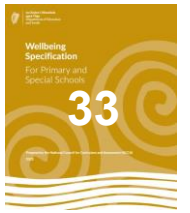




High Quality Learning, Teaching and Assessment







Key Competencies

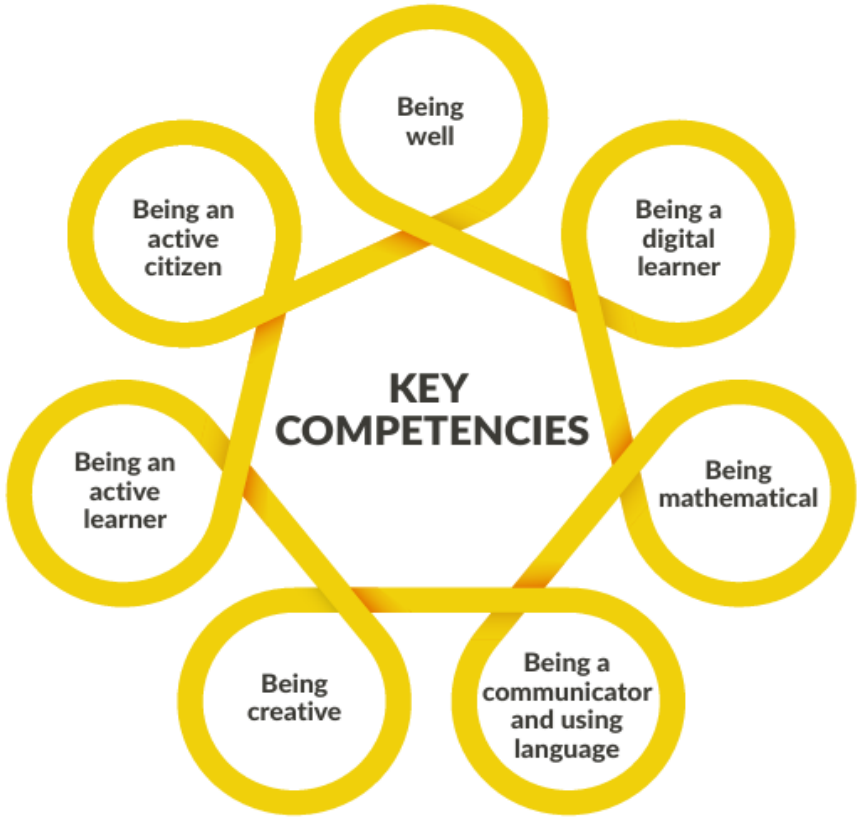


Table 6: Key competency legend

Initials	Key competency
AC	Being an active citizen
AL	Being an active learner
CL	Being a communicator and using language
C	Being creative
DL	Being a digital learner
M	Being mathematical
W	Being well

Table 5: Examples of attributes of each key competency developed through learning in the *Wellbeing* specification

Key competency	Examples of attributes developed through learning in the *Wellbeing* specification
Being an active citizen	• Fostering a sense of fairness, empathy, teamwork and respect while encouraging appreciation for diversity and community • Enabling the recognition of rights and responsibilities, developing the capacity to make informed choices and experiencing learning through democratic practices
Being an active learner	• Promoting active learning through hands-on experiences, encouraging goal setting and empowering child voice • Encouraging self-awareness, self-regulation and reflective thinking
Being a communicator and using language	• Fostering effective communication skills, active listening and conflict resolution, enabling children to communicate and cooperate • Enhancing critical navigation of information to foster informed decision-making
Being creative	• Enabling creative self-expression through multiple ways, such as through movement, storytelling, role-play and visually • Engaging with playful experiences to nurture curiosity, imagination and open mindedness and to enhance their holistic wellbeing
Being a digital learner	• Promoting critical thinking about the use of digital technology in various contexts to support physical, social, emotional and relational wellbeing • Empowering safe, ethical and responsible use of digital technologies
Being mathematical	• Engaging in categorisation and using mathematical language during movement activities • Developing spatial awareness and an understanding of patterns and sequences
Being well	• Enabling children to make informed choices to support healthy and active lifestyles • Equipping children with the knowledge, skills, concepts, dispositions, attitudes and values to nurture their holistic wellbeing



3 mins



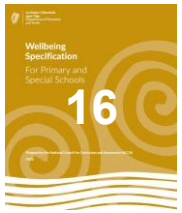
Learning Outcomes



'Learning Outcomes describe the expected learning and development for all children at the end of a two-year stage'

'taking account of the context and prior learning of the children..., teachers can focus on particular aspects of a Learning Outcome'

Through appropriately playful and engaging learning experiences children should be able to:



Exploration of Learning Outcomes

Oide

Learning Outcomes for Strand: **Emotional and relational education**

Strand Unit	Stage 1 Junior and senior infants	Stage 2 First and second classes	Stage 3 Third and fourth classes	Stage 4 Fifth and sixth classes
	Through appropriately playful and engaging learning experiences, children should be able to:			
Emotional awareness and expression	recognise and name a range of common emotions and feelings and begin to demonstrate empathetic skills. W, CL, AL	recognise, name and gauge the intensity of a broad range of emotions and feelings, and respond sensitively to the emotions and feelings of others. W, CL, AL	**PE** describe emotions and feelings before, during and after movement, exploring their impact on self and others and practise strategies to regulate emotions. W, CL, AL	**PE** engage in reflection to deepen awareness of the link between movement, emotions and feelings and apply regulation strategies to manage emotions. W, CL, AL
	explore and practise strategies to self/co-regulate and effectively communicate emotions and feelings. W, CL, AL	demonstrate increased skill in communicating and self/co-regulating emotions and feelings, recognising when strong emotions and feelings are escalating. W, CL, AL	**SPHE** demonstrate awareness of personal emotional responses, reflecting on factors both within and beyond their control that may influence them. W, CL, AL	**SPHE** engage in self-reflection to deepen awareness of personal emotional responses, beginning to recognise patterns. W, CL, AL

Progression & continuity

Key competencies





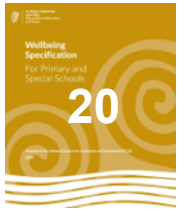
Exploration of Learning Outcomes

Oide

Learning Outcomes for Strand: **Movement competence**				
Strand Unit	**Stage 1** Junior and senior infants	**Stage 2** First and second classes	**Stage 3** Third and fourth classes	**Stage 4** Fifth and sixth classes
Through appropriately playful and engaging learning experiences, children should be able to:				
Movement skills	explore and develop a range of manipulative movement skills such as catching, throwing, kicking and striking with the hand/implement through a range of the PE activity areas. W, AL, M	practise and modify a range of manipulative movement skills such as catching, throwing, kicking and striking with the hand/implement through a range of the PE activity areas. W, AL, M	**PE** adjust and apply with increasing confidence, a range of manipulative movement skills such as catching, throwing, kicking and striking with the hand/implement through a range of the PE activity areas. W, AL, M	**PE** adapt and apply, in context, a range of manipulative movement skills such as catching, throwing, kicking and striking with the hand/implement through a range of the PE activity areas. W, AL, M

Progression & continuity

Key competencies



Exploration of Learning Outcomes

Oide

Connections across strands and strand units

Integrated Learning Outcomes

Subject-specific teaching while maintaining connections

Learning Outcomes for Strand: **Community and belonging**

Strand Unit	Stage 1 Junior and senior infants	Stage 2 First and second classes	Stage 3 Third and fourth classes	Stage 4 Fifth and sixth classes
	Through appropriately playful and engaging learning experiences, children should be able to:			
Rights and fairness	begin to develop an understanding of rights, equity, equality and fair play, identifying examples in their lives, and begin to demonstrate fairness in interactions and activities. W, AC, AL	discuss the importance of rights, equity, equality and fair play, and explore examples from their lives and/or the wider community, demonstrating fairness in interactions and activities. W, AC, AL	**PE** practise key features of fair play and recognise its importance for participation, rules and etiquette in physical activities and/or sports. W, AC, AL **SPHE** describe the importance of rights, fairness, equity and equality. W, AC, AL recognise examples of stereotypes (including	**PE** embody key features of fair play and appreciate its importance for participation, rules and etiquette in physical activities and/or sports. W, AC, AL **SPHE** appreciate the importance of rights, equity, equality and justice, and discuss the grounds under which discrimination is prohibited in Ireland. W, AC, AL

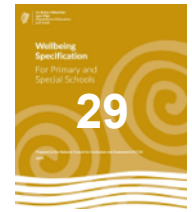
Relevant and applicable to both PE and SPHE contexts

Exploration of Learning Outcomes

Oide

Learning Outcomes for Strand: **Community and belonging**				
Strand Unit	**Stage 1** Junior and senior infants	**Stage 2** First and second classes	**Stage 3** Third and fourth classes	**Stage 4** Fifth and sixth classes
Through appropriately playful and engaging learning experiences, children should be able to:				
Sense of belonging	explore connections with people and place, experiencing a sense of belonging within their class, school and community, recognising and appreciating diversity, participating in cultural activities and acknowledging the valuable role that various people play. W, AL, AC		**PE** appreciate the significant role physical activity can play in fostering a sense of belonging within their PE class, school community and environment. W, AC, CL engage in physical activities/sports from their own and other cultures and describe the significance of cultural activities to community and belonging. W, AC, CL	

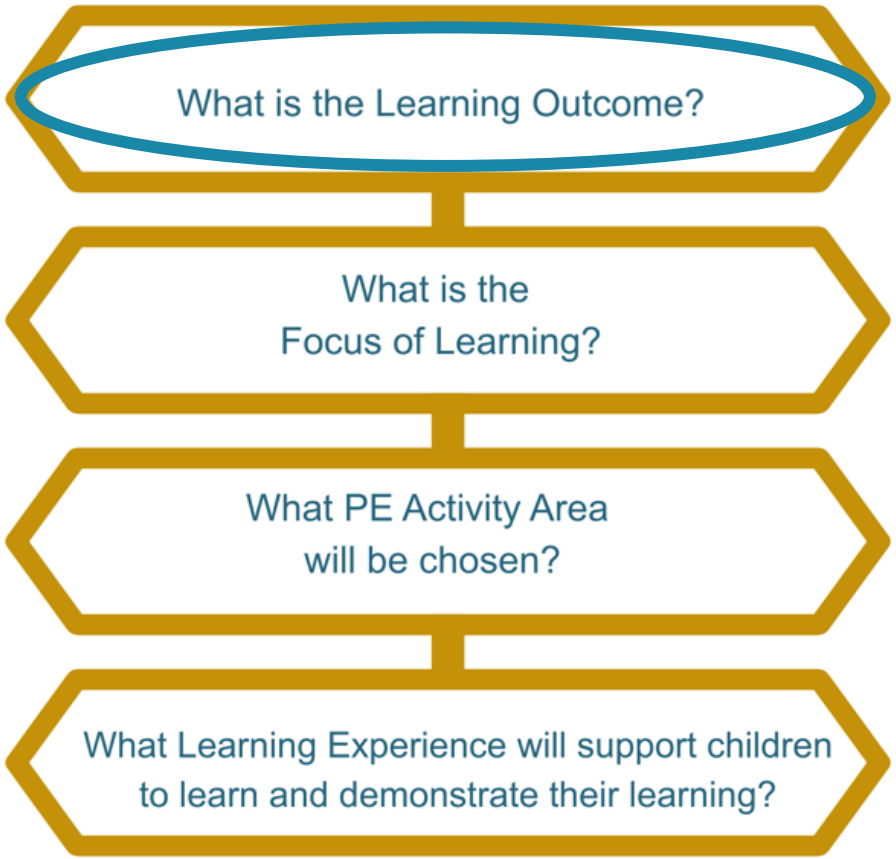
Adapt experiences



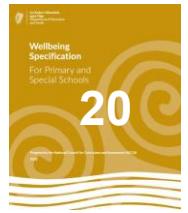
Learning Outcomes across one or two stages

Learning Outcomes
PE

explore and develop a range of stability movement skills such as balancing, landing, floating in water, turning, rolling and twisting through a range of the PE activity areas. W, AL



Strand: Movement Competence
Strand Unit: Movement Skills
Stage 1

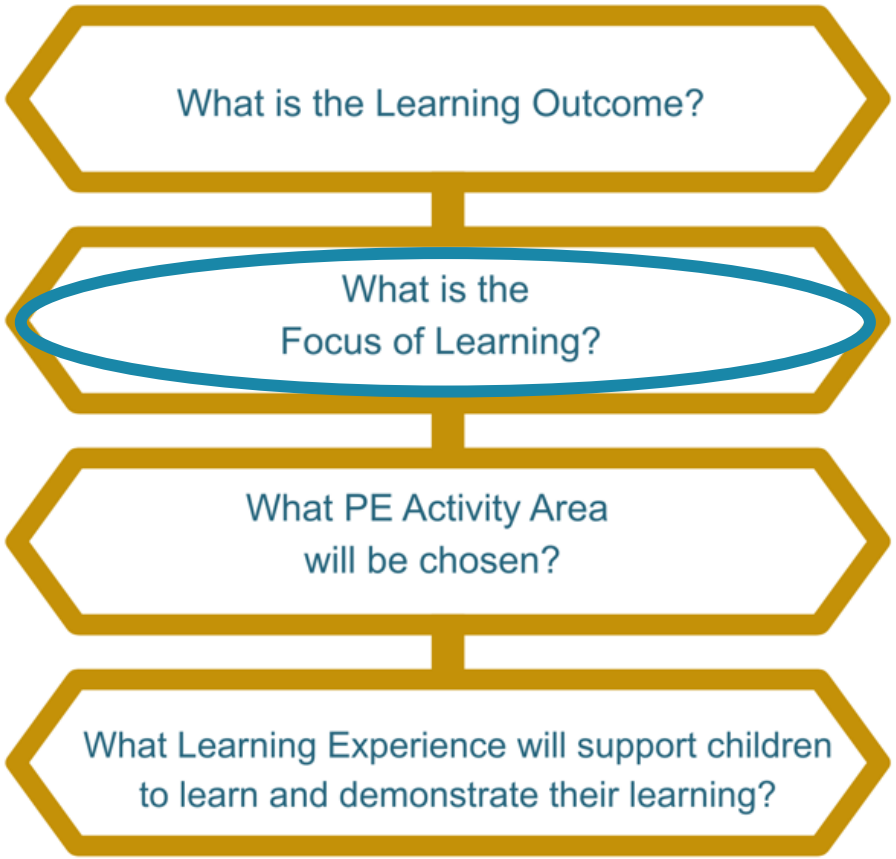


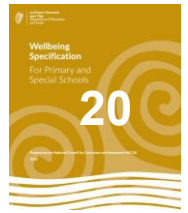
Learning Outcomes

PE

explore and develop a range of stability movement skills such as balancing, landing, floating in water, turning, rolling and twisting through a range of the PE activity areas. W, AL

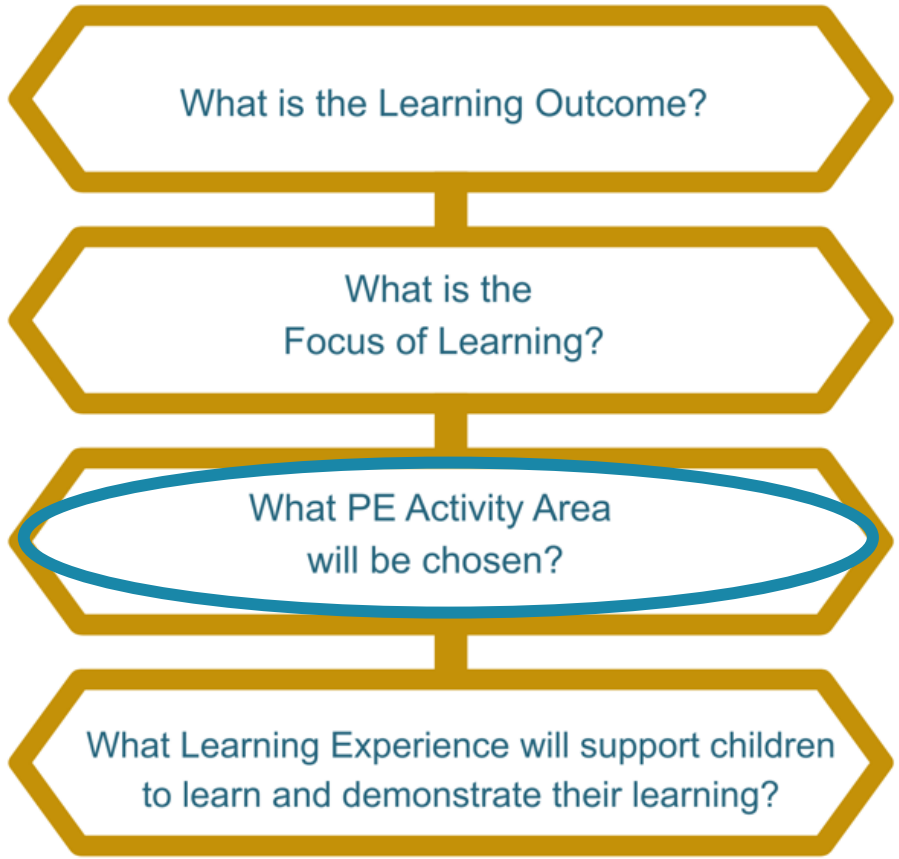
Strand: Movement Competence
Strand Unit: Movement Skills
Stage 1



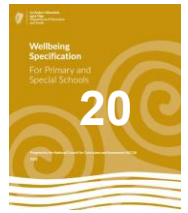


Learning Outcomes
PE





Strand: Movement Competence
Strand Unit: Movement Skills
Stage 1

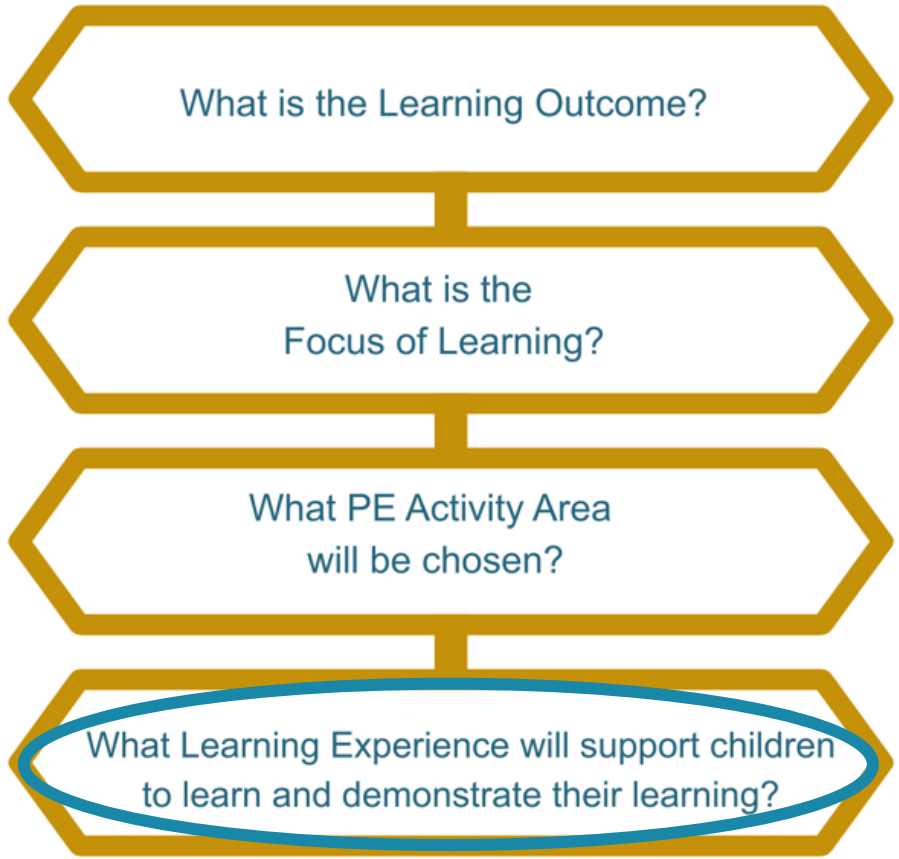


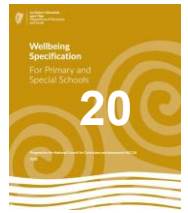
Learning Outcomes
PE

THE MOVEMENT INSPECTOR

Introducing the skill of balancing

Can you balance on one leg with...	*Effective questions*
• your arms out to the side	*What are our arms needed for?*
• your hands on your hips	*Does this make it easier or harder?*
• a beanbag on your head	*Do you focus harder now?*
• the non-balancing leg in front of the support leg	*Which is easier?*
• the non-balancing leg behind the support leg	
• both legs touching	
• your eyes closed	*What are you thinking?*
• using all the correct technique outlined	*Let's put it all together!*



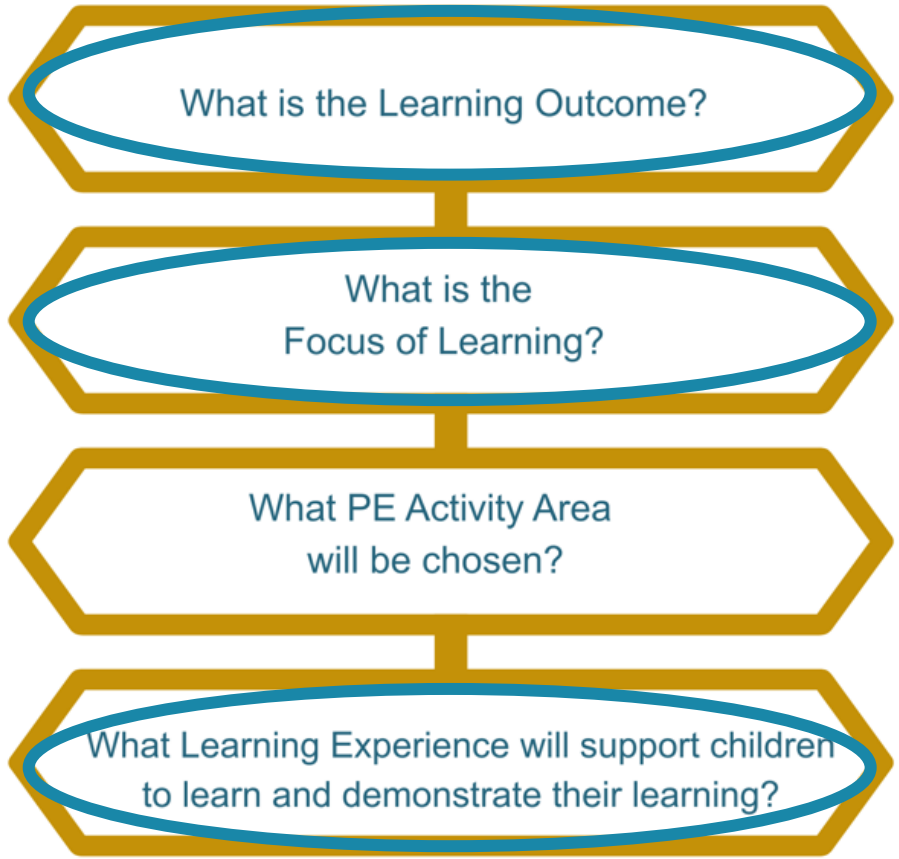


Learning Outcomes

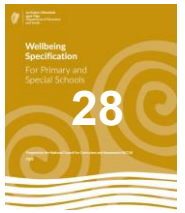
SPHE

appreciate the need for safe and responsible use of digital technologies as part of a balanced lifestyle, considering their positive and negative impacts on wellbeing and adopt strategies to support safe, ethical and responsible use.

W, DL, CL



15 mins



Strand: Health education
Strand Unit: Media and digital wellbeing
Stage 3

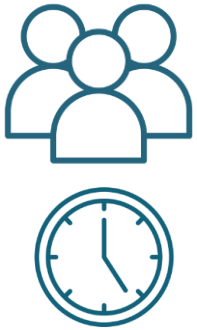
Learning Outcomes

Oide

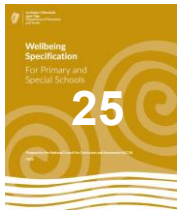
Task: Work **in pairs** to discuss your assigned Learning Outcome.

Use the guiding questions to structure your discussion and to fill in the grid.

- What is the Learning Outcome?
- What is the Focus of Learning?
- What PE Activity Area will be chosen?
- What Learning Experience will support children to learn and demonstrate their learning?



10 mins



Learning Outcomes

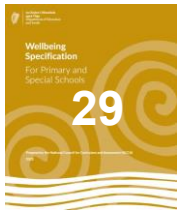
Task: Work **independently** to discuss your assigned Learning Outcome.

Use the guiding questions to structure your discussion and to fill in the grid.

- What is the Learning Outcome?
- What is the Focus of Learning?
- What PE Activity Area will be chosen?
- What Learning Experience will support children to learn and demonstrate their learning?



10 mins



Pause and Reflect

Session 2

What have I learned about Learning Outcomes that I can apply to my preparation for learning, teaching and assessment?



5 mins

Lón



Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

Session 3

Wellbeing in Practice

CC BY NC

Overview and Outcomes

Session 3

Explore the key features of the *Wellbeing* Curriculum in practice.

Explore and experience how common and *Wellbeing*-specific pedagogies support purposeful learning.

Consider and identify school-specific next steps.



The *Wellbeing* Curriculum in Practice

Oide

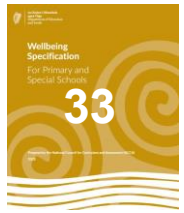
6a: Learning in the *Wellbeing* specification

6b: Teaching in the *Wellbeing* specification

6c: Assessment in the *Wellbeing* specification

6d: PE activity areas

6e: Practical considerations



The *Wellbeing* Curriculum in Practice

Additional Support Pathways

6a: Learning in the Wellbeing specification



Additional Support Pathways outline different ways that children might engage with or demonstrate progression towards the Learning Outcomes in the Wellbeing specification.



The *Wellbeing* Curriculum in Practice

Additional Support Pathways

Oide

6a: Learning in the Wellbeing specification

Using the pathways, teachers can consider the learning experience in greater detail and identify appropriate levels of challenge for children.



Table 7: Examples of the Additional Support Pathways in the *Wellbeing* specification

Additional support pathway		Example in the *Wellbeing* specification
Experiencing	The child is present during a learning activity. They are exposed to and/or aware of the learning environment. They are beginning to acclimatise to aspects of the learning environment such as objects, people, sounds and other sensory experiences.	The child experiences a parachute activity, observing the movement and sound of the parachute that is being shaken with different shaped, textured and coloured balls. With physical support as necessary, the child has further sensory experiences by being close to or holding the parachute as wind is created.
Attending	The child becomes attentive to and/or engaged with the learning activities presented by changing gesture, posture, vocalisation, eye gaze, movement, etc. They are acclimatised to the learning environment.	The child becomes attentive to the different people that help them at school. Pictures of familiar people are shared and observed. Changes in attention are evident demonstrating recognition of different people and their roles.



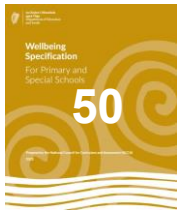
The *Wellbeing* Curriculum in Practice

Oide

6e: Practical Considerations





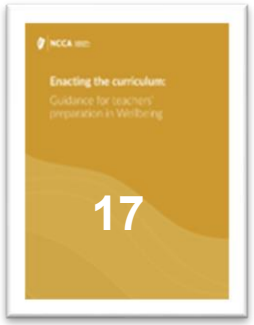


Key Considerations for Practice in PE

Oide

- Engagement
- Maximum participation
- Broad and balanced





- Skill development and understanding
- Opportunities for success
- Inclusive and equitable activities

Key Considerations for Practice in SPHE

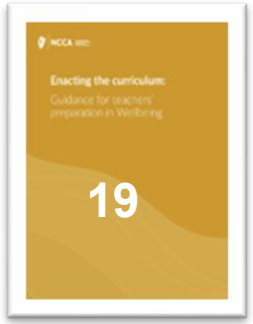
Oide

Safe and inclusive learning environments



Promote participation

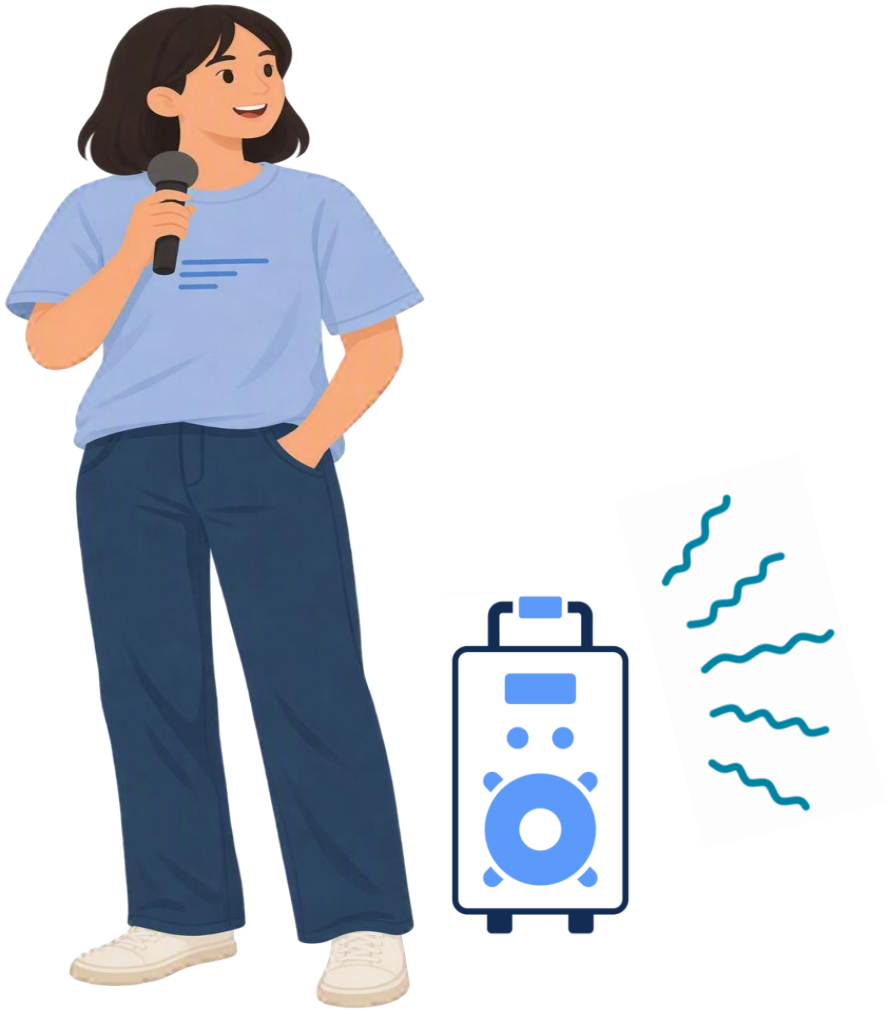
Appropriate, inclusive and respectful language



Relationships and a sense of belonging

Continuity between home and school learning

External Facilitators





Organising Time

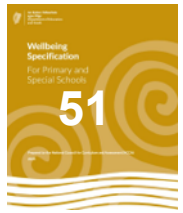




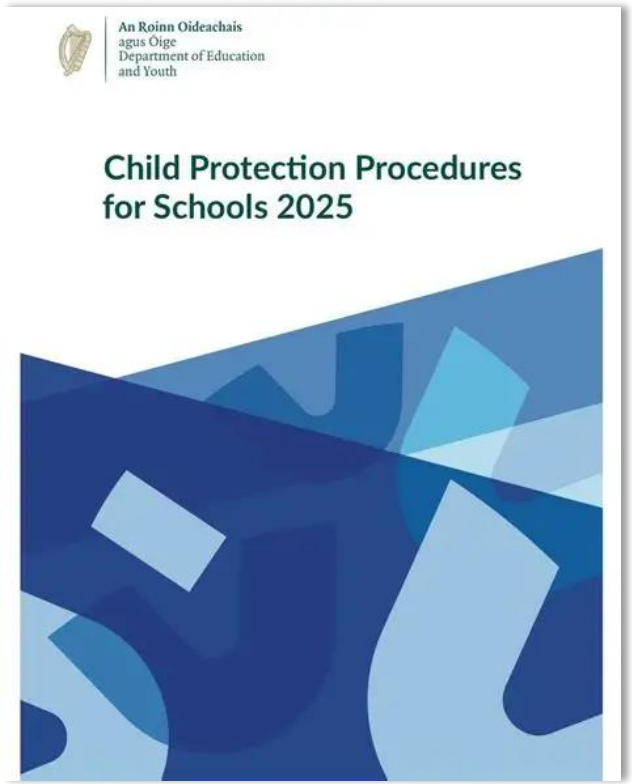
PE : SPHE

2:1

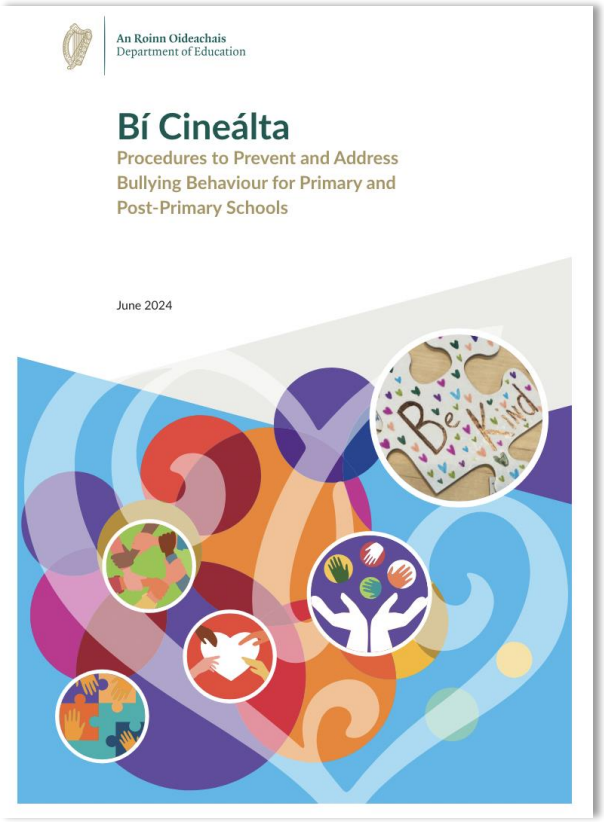
Stage	Suggested minimum time allocations
Stage 1	2 hours 30 minutes per week
Stage 2	3 hours per week
Stage 3	3 hours per week
Stage 4	3 hours per week



The Wellbeing Specification and Wider Policy



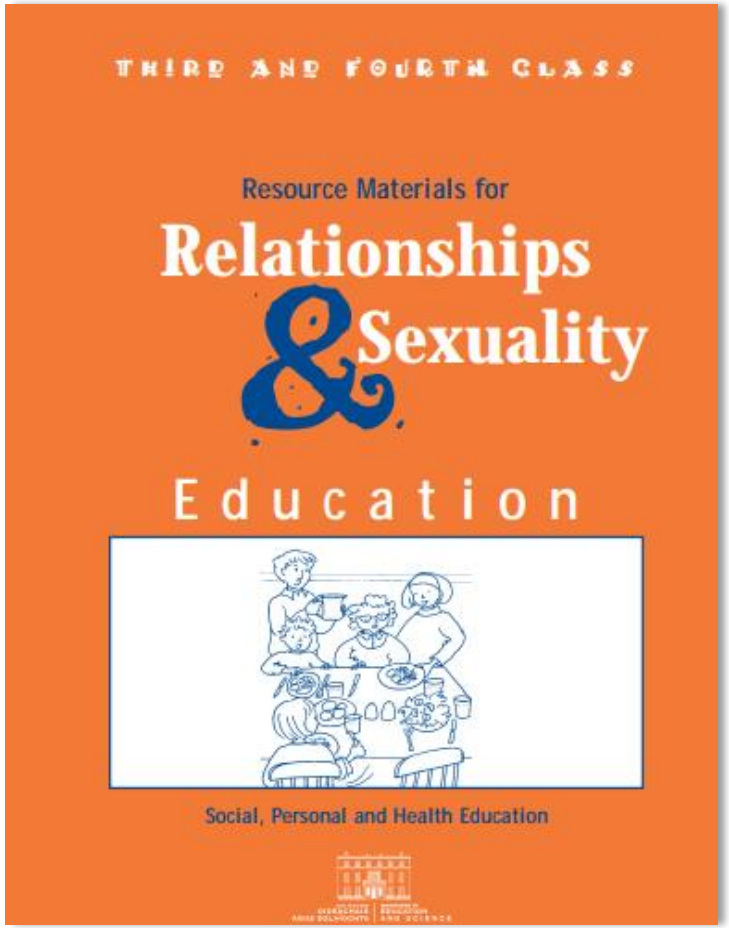


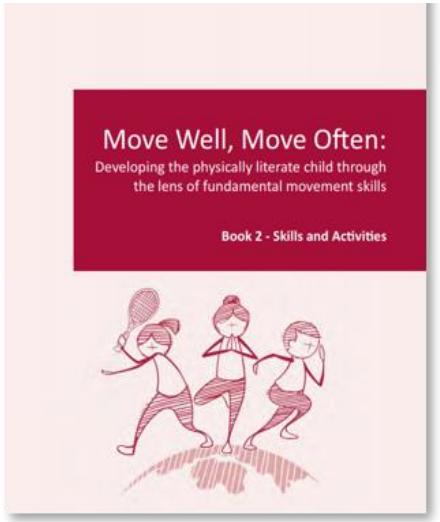




Programmes

Oide

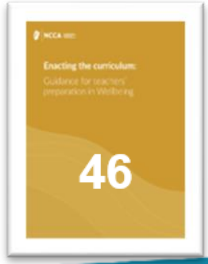






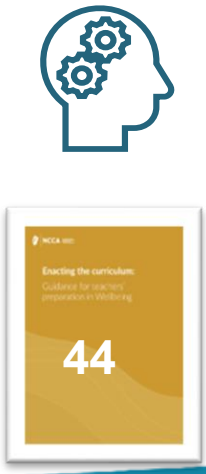


webwise.ie



Resource Considerations



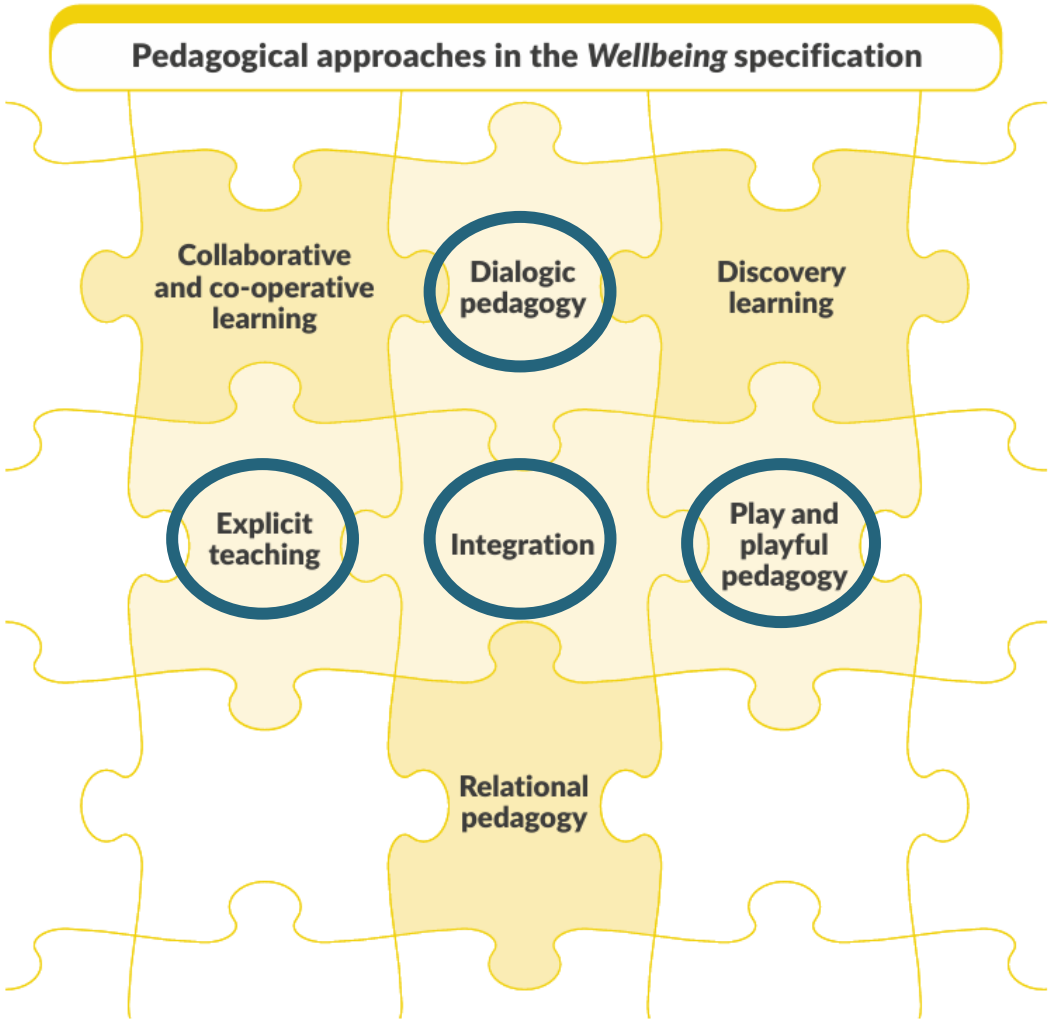


The *Wellbeing* Curriculum in Practice

Oide

6b: Teaching in the *Wellbeing* specification

'How' children learn is as important as 'what' they learn.



3 mins

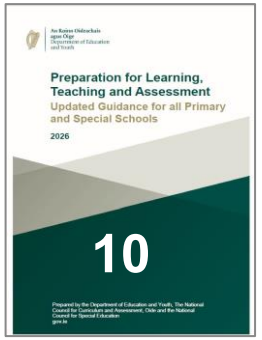


What is Pedagogy?

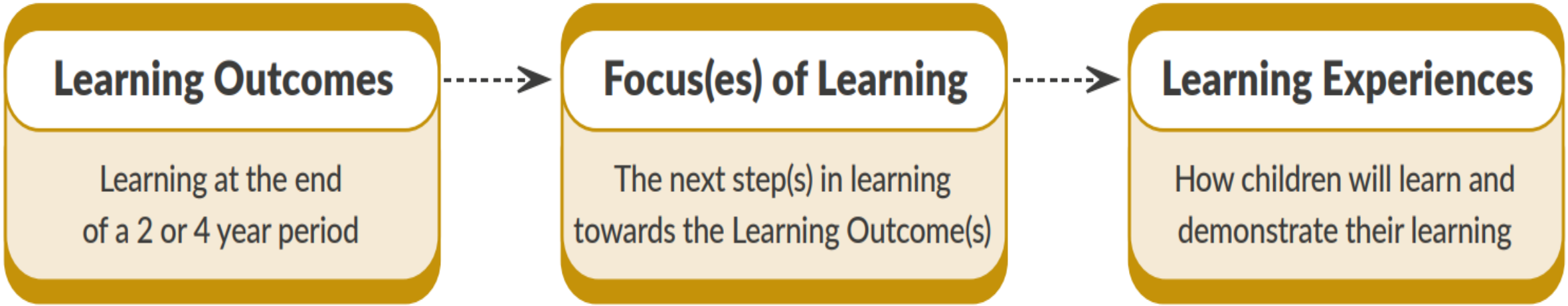
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"Pedagogy is the practice of teaching. It includes the techniques, strategies and decisions teachers use to help children learn." (NCCA, 2026)

"It is reflected in teachers' actions, words and judgements and in the interactions and learning environment they create to support learning."



Where do I begin?



Pedagogy in Practice

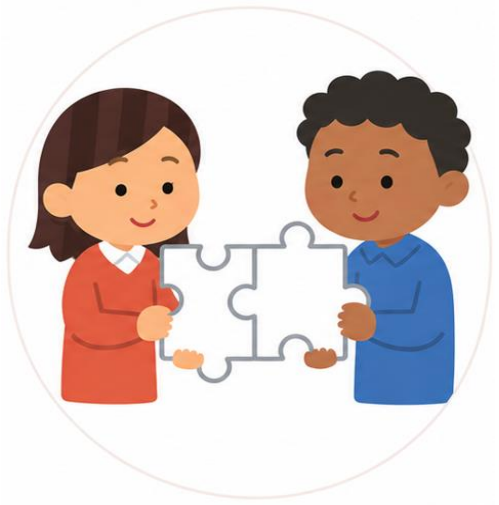






30 mins

Pedagogy in Practice

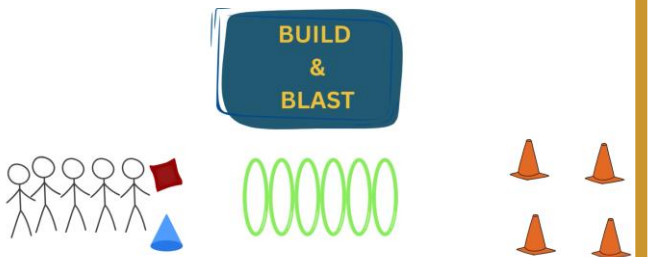




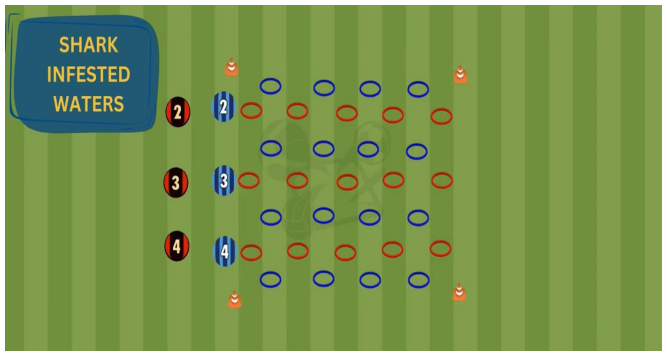


30 mins

Pedagogy in Practice



42



43

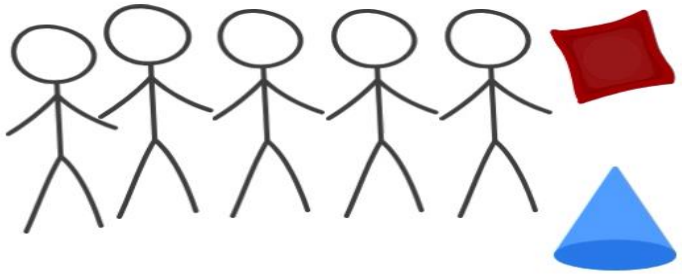


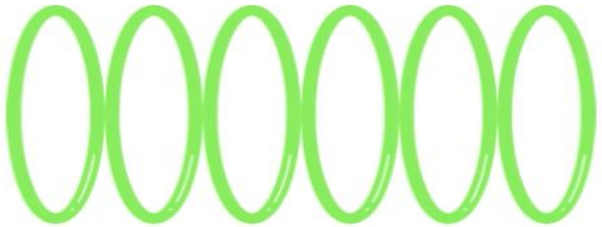
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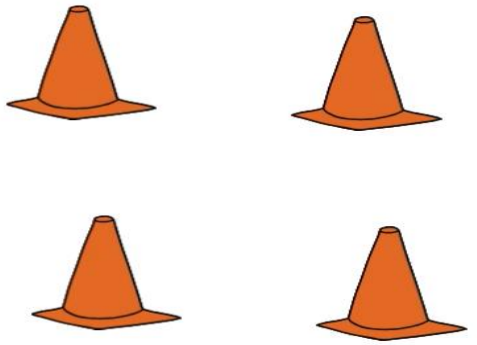
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Pedagogy in Practice

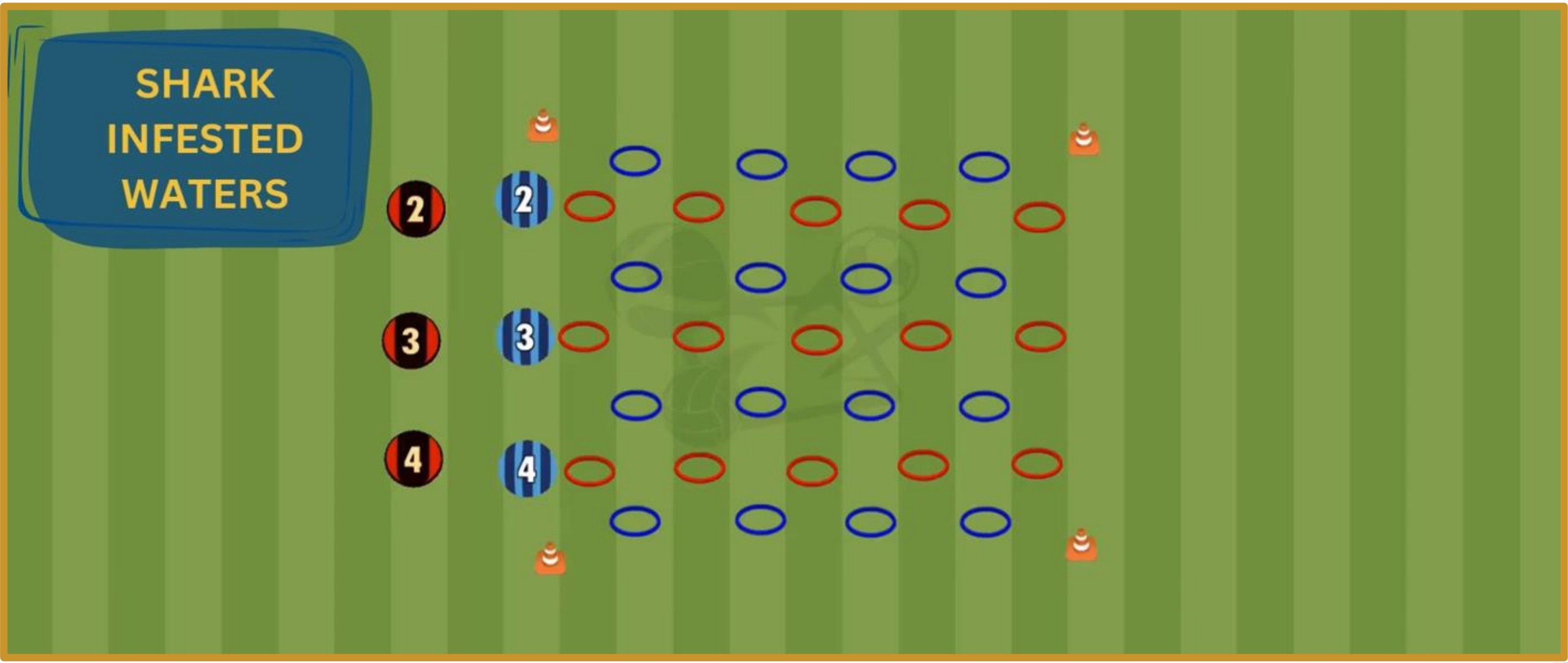






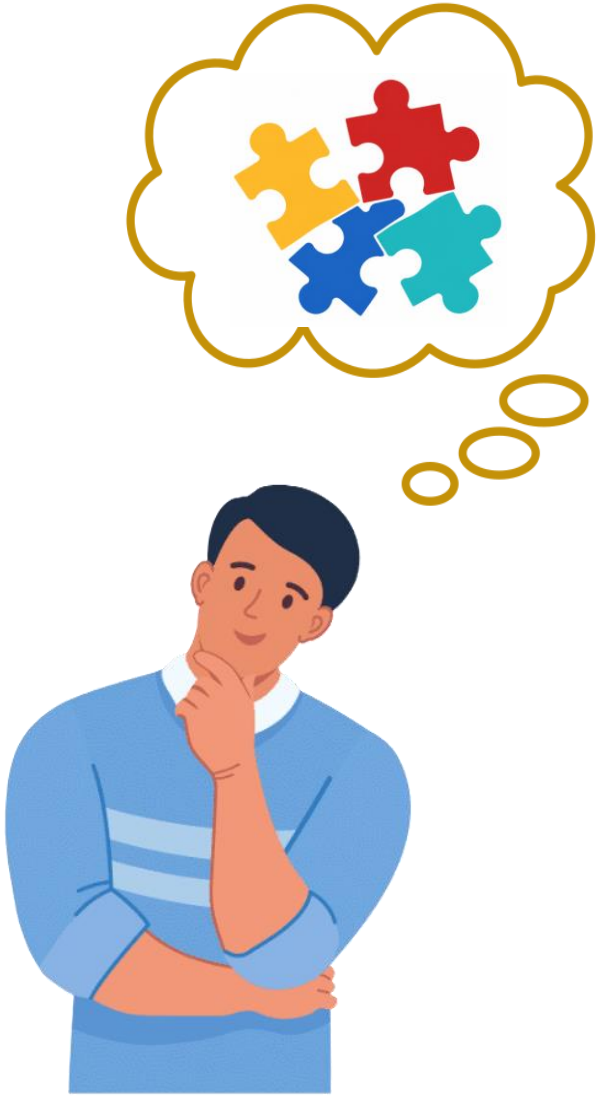


Pedagogy in Practice



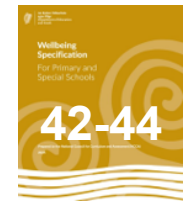
Pause and Reflect

Session 3



How will your learning from this session guide your preparation for Wellbeing learning experiences?

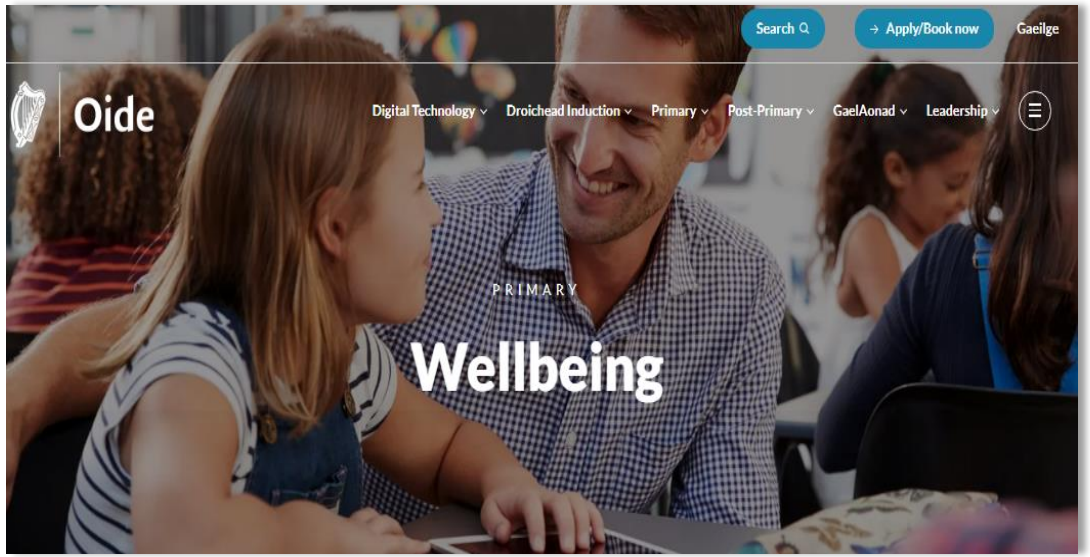
3 mins



Let's Explore Further...



NCCA



Oide Primary Wellbeing

Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

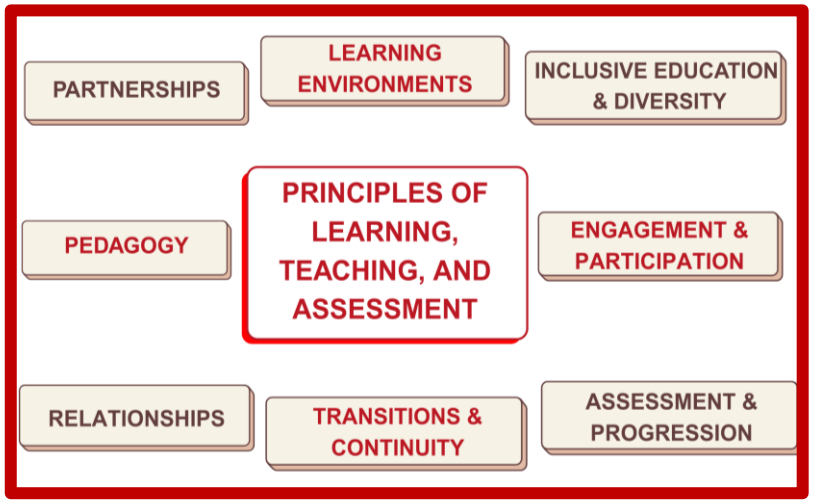
Action Planning: Next Steps

CC BY NC

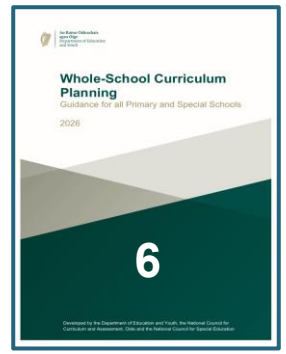
Whole-School Action Planning
Reflect

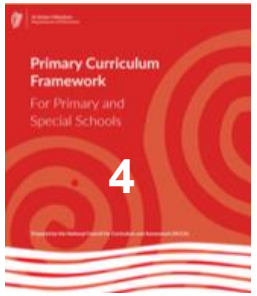


REFLECT
What changes arising from today could make a meaningful difference to children's learning in our school?

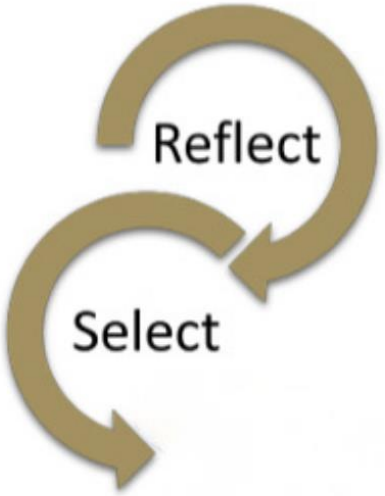


The principles provide the lens through which schools should reflect on their whole-school practice in enacting the redeveloped curriculum. P.6



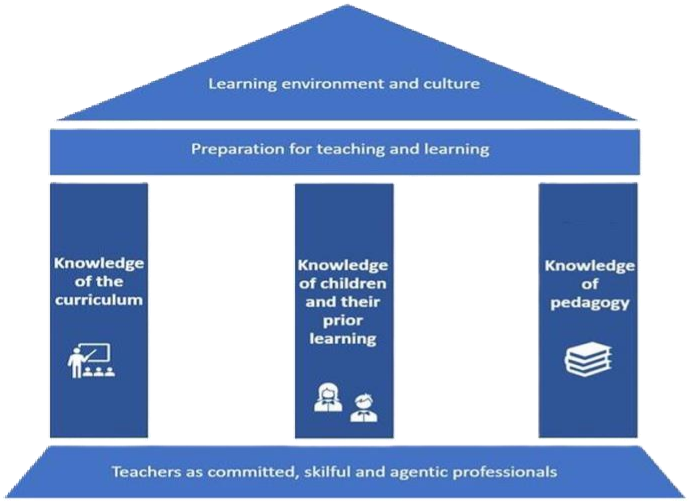


Whole- School Action Planning
Select

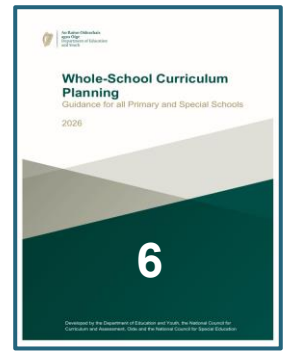


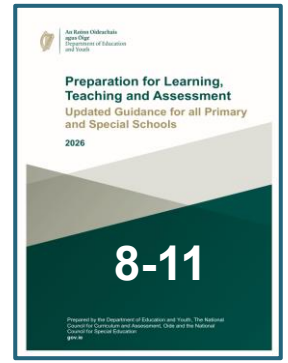
REFLECT
What changes arising from today could make a meaningful difference to children's learning in our school?

SELECT
What is the most important area for us to focus on now?

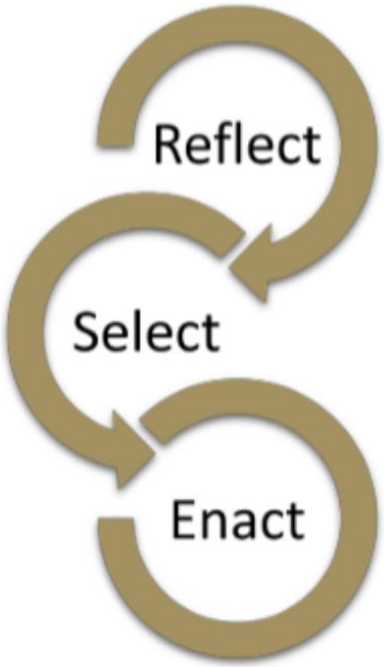


Teachers make decisions every day about teaching learning and assessment in their school… these decisions are shaped by the three key pillars. P8.





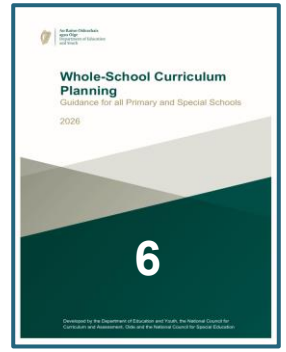
Whole-School Action Planning
Enact

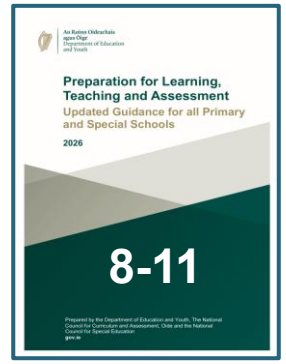


REFLECT
What changes arising from today could make a meaningful difference to children's learning in our school?

SELECT
What is the most important area for us to focus on now?

ENACT
What is the first step we could take to begin this work?





Whole-School Next Steps

From Reflection to Action

WHAT

What will we do before the next visit?

WHO

Who will coordinate it, and how will everyone contribute?

WHEN

When will it begin, and when will we check progress?

SUPPORT

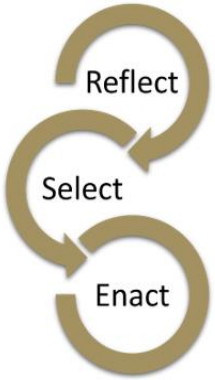
What resources, learning or collaboration will help?

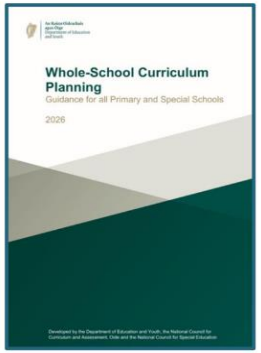
EVIDENCE

What will we notice or gather from children's learning?

REVIEW

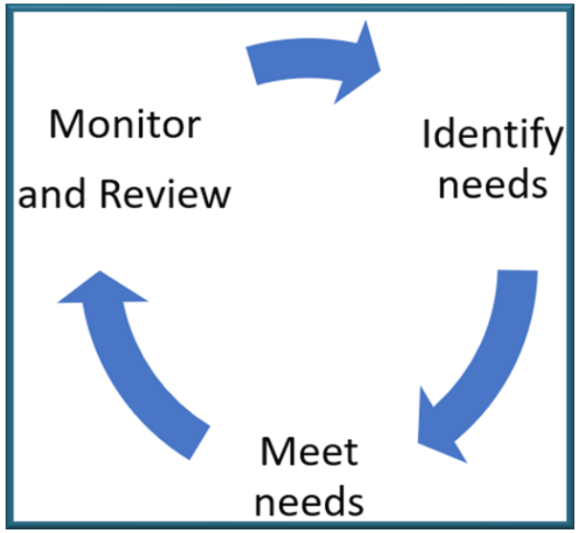
When will we discuss what worked and what needs to change?

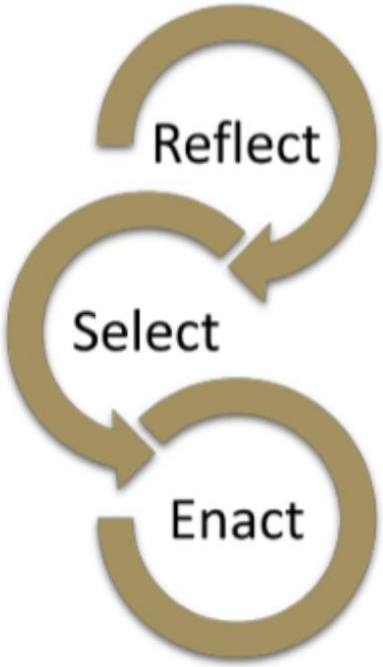




School Self-Evaluation
An Engine for Change







How are we using the SSE process to plan, monitor and evaluate curriculum enactment in our school?

Questions



Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

Míle Buíochas

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