

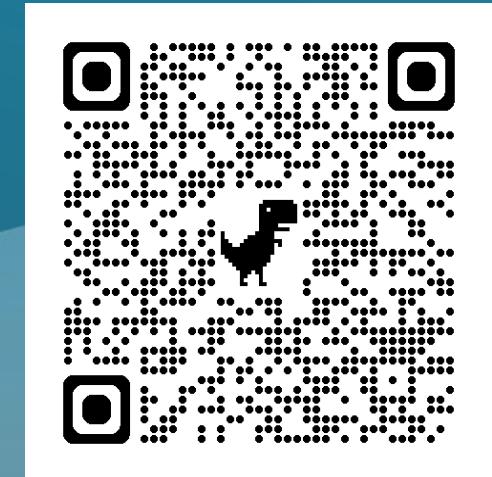
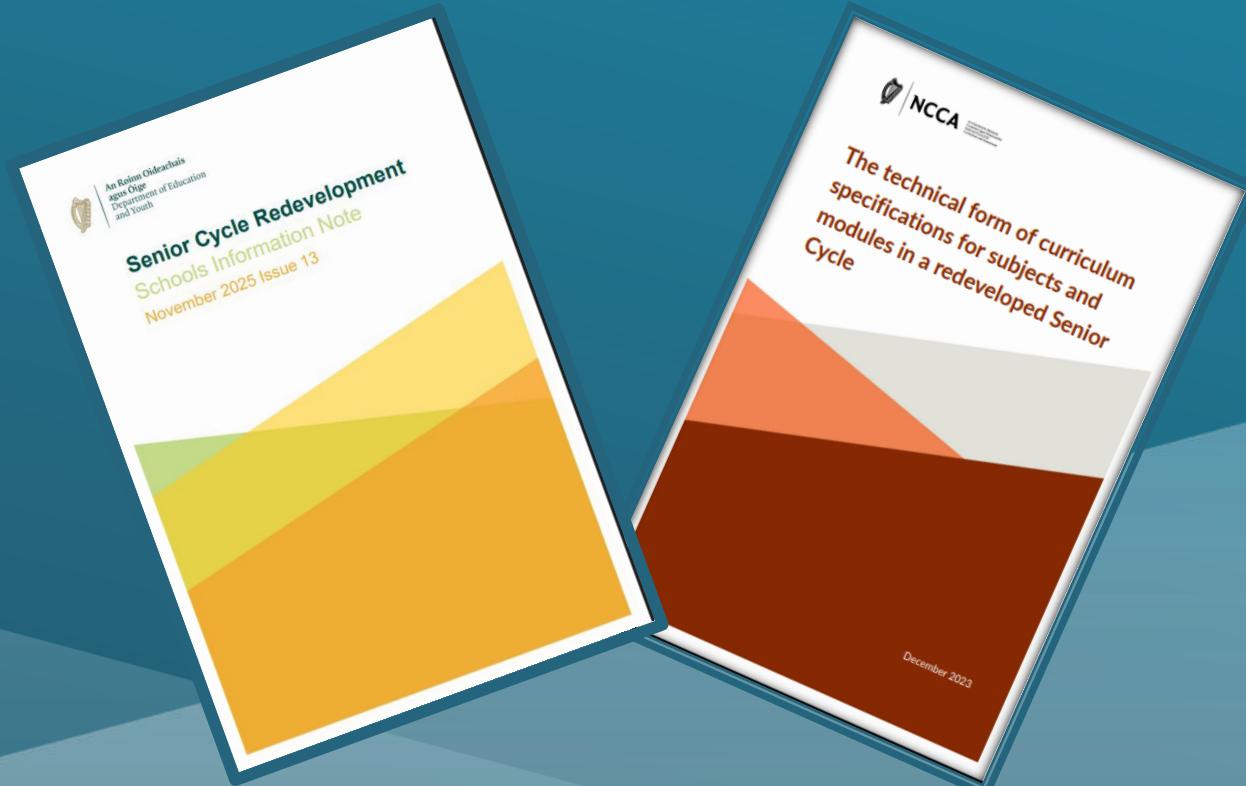


Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Muínteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

SCR Curriculum and Timetable Planning





In this workshop, we will...

1. examine how Senior Cycle curriculum time is organised using a shared, fictional school
2. practise leading structured, evidence-informed professional dialogue
3. consider a collaborative approach to curriculum review in their own school contexts





Before we begin....



National Portrait Gallery, London

“ You can never plan the future
by the past. ”

-Edmund Burke



Oide Post-Primary School - Case Study

Case Study: Sample School - Oide Post-Primary School
Senior Cycle Curriculum Mapping and Timetabling

Background
Oide Post-Primary School is a Post-Primary school reviewing how its senior cycle curriculum is organised and delivered across fifth and sixth year. A central question in this review is: *Is the curriculum currently offered meeting students' needs?* Class periods are 60 minutes in length. As part of this review, the school has mapped subject specifications against the current timetable to understand how curriculum time is distributed in practice. A further consideration is how the senior cycle L1/L2LP students' curriculum is being planned to allow for inclusion in mainstream lessons, as appropriate.

The review has been prompted by a combination of curriculum change, evolving student needs, and a desire to ensure that learning time is used as effectively as possible. As part of this process, a curriculum and assessment review committee was established (DP, SET Lead, Guidance Counsellor, Maths, Gaeilge and Construction

Curriculum Mapping and Timetabling Tool									
Class Length in mins	60	33.2	Weeks per year	Year 1	Year 2	Total Allocated time	Time allocated to Formal Ass.	Min Spec. Time Required	Over/Under Provision
Number	Subject	No. of Periods	No. of Periods	Total Allocated time	Time allocated to Formal Ass.	Min Spec. Time Required	Over/Under Provision	Percentage Over/Under	
1	English	4	4	240	15	180	71	33%	
2	Irish	4	4	240	15	180	71	33%	
3	Maths	4	4	240	15	180	71	33%	
4	Option Block 1	3	3	192	15	180	4	2%	
5	Option Block 2	3	3	192	15	180	4	2%	
6	Option Block 3	3	3	192	15	180	4	2%	
7	Option Block 4	3	3	192	15	180	4	2%	
8	Physical Education Framework	1	1	66	5	60	77	50%	
9	Social, Personal & Health Education	1	0	33	5	60	-57	-52%	
10	Religious Education	1	1	66	5	120	-59	-45%	
11	LCW Link Modules	1	1	66	5	120	-59	-45%	
12	Guidance/RE	0	28	1476	5				

Option 1	Agricultural Science	Biology	Computer Science	Geography	Music	Maths	Physics	Spanish
Option 2	Biology	Chemistry	Engineering	French	Technology	Physical Education Specification	History	Music
Option 3	Accounting	Construction Studies	Design and Communication Graphics	German	Physical Education Specification	Home Economics	Business	Biology
Option 4	Art	Chemistry	Construction Studies	Engineering	Spanish	Geography	Politics and Society	Biology

1. **Read as a pair the case study**
2. **Reflect individually (3 mins) on your assigned challenge for the fictional Oide PP School**
3. **Work in pairs on one challenge each.**
Problem-solve together for 5 minutes and agree on 1–2 practical recommendations
4. **Share at your table (10 mins) to identify key insights**
5. **Capture insights on Padlet (4 mins) for sharing after the conference**

Leadership Decisions for Senior Cycle Curriculum and Assessment



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Table Pair	Consideration
1	How can this school's timetable balance equitable time for curricular requirements (LCVP → LCW, SPHE/RSE, PE, RE, Guidance) with the introduction of new subject specifications alongside existing syllabi?
2	As AACs are introduced, how do three summative assessments (e.g. 10/20/30s) best support student learning and experience?
3	What meaningful and high-quality learning provision could be provided for students who do not choose LCW?
4	What structures and processes could be used to engage students, parents and teachers in shaping senior cycle provision and timetabling decisions?

Oide Post-Primary School - Case Study



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<https://qrco.de/bga4OH>

1. **Read as a pair the case study**
2. **Reflect individually** (3 mins) on your assigned challenge for the fictional Oide PP School
3. **Problem-solve together** (5 mins) and agree on 1–2 **practical recommendations**
4. **Share at your table** (10 mins) to identify **key insights**
5. **Capture insights** on Padlet (4 mins) for sharing after the conference



From Autonomy to Agency

Autonomy



Autonomy: the freedom to decide.

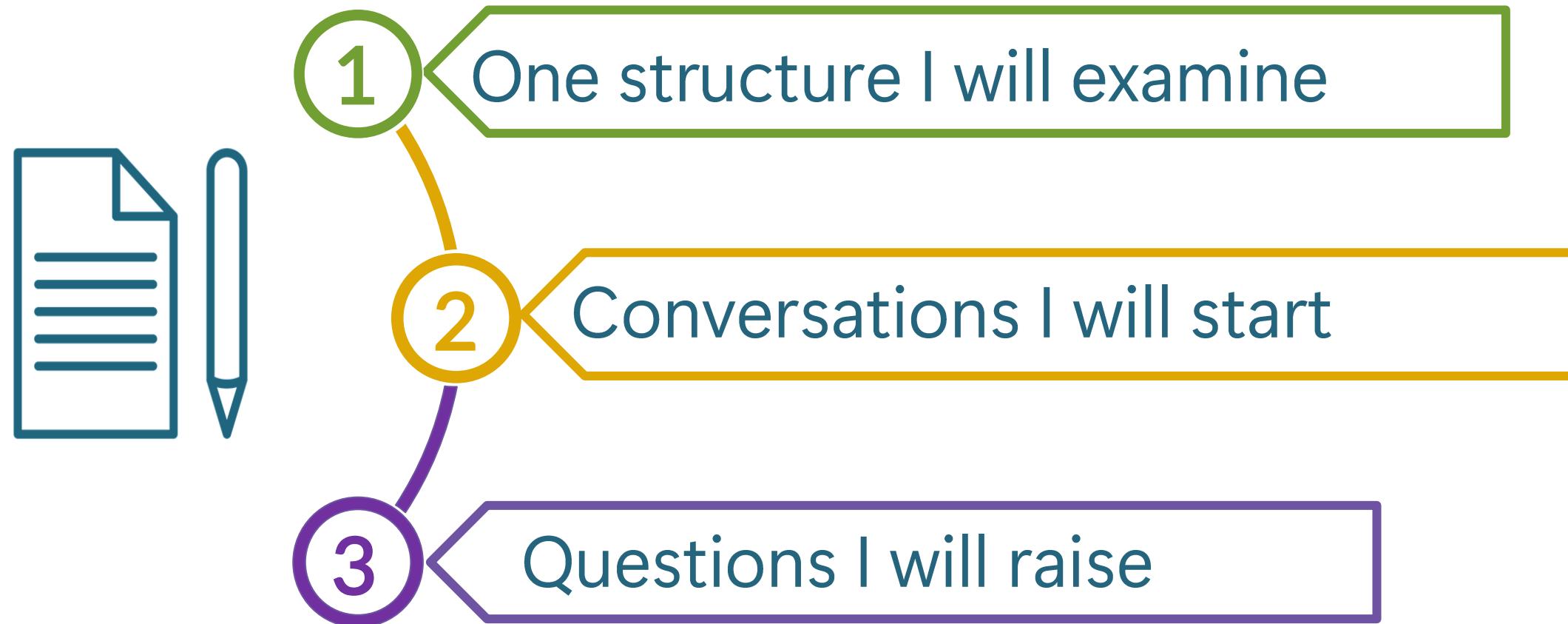
Agency



Agency: using professional freedom collaboratively to design curriculum that meets students' needs.



Key Learning Reflection - Activity



Further Supports for SCR Leadership



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Professional Conversations

- SPHE
- TYPS
- SC L1/L2 LPs

Regional DEY-Oide Seminars

Locations

- Trim
- Sligo
- Cork
- Athlone

Workshops

- Subject Planning
- AAC Planning
- Leading TYPS
- Leading SPHE