

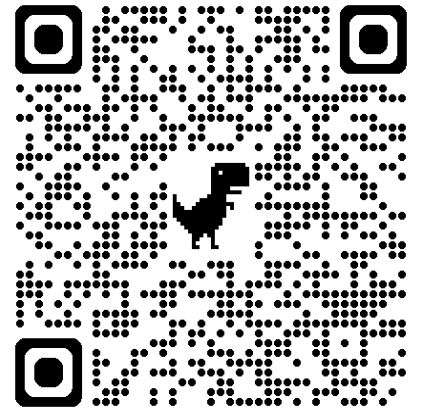
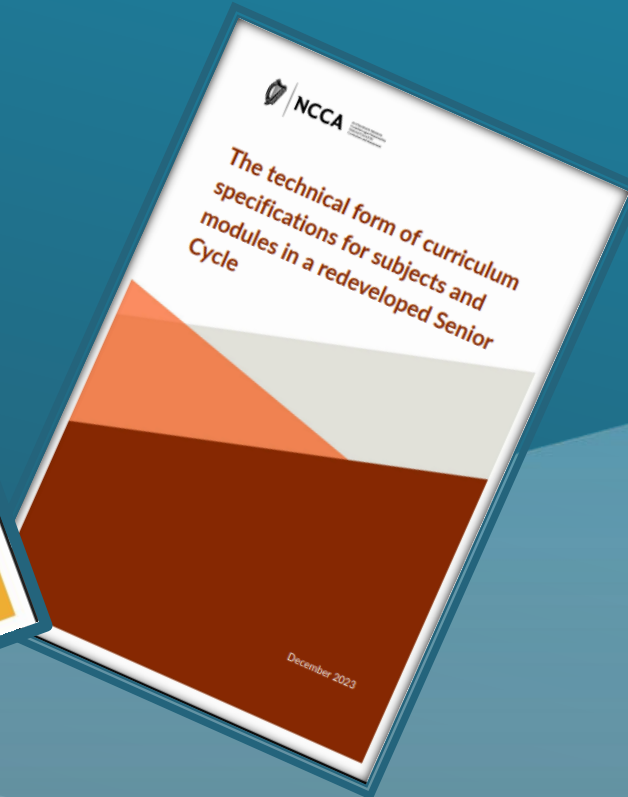
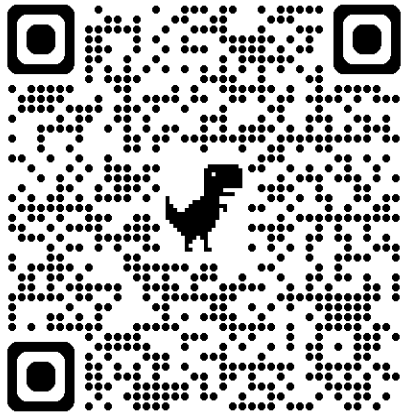


Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

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



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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 Weeks per year		Year 1		Year 2		Total Allocated Time allocated		Min Spec Time		Percentage	
60 33.2											
Number	Subject	No. of Periods	No. of Periods	time	to Formal Ais	Required	Over/Under Provision	Over/Under	Provision	Percentage	
1	English	4	4	240	15	240	0	0%	0%	100%	
2	Irish	4	4	240	15	240	0	0%	0%	100%	
3	Maths	4	4	240	15	240	0	0%	0%	100%	
4	Option Block 1	3	3	180	15	180	0	0%	0%	100%	
5	Option Block 2	3	3	180	15	180	0	0%	0%	100%	
6	Option Block 3	3	3	180	15	180	0	0%	0%	100%	
7	Option Block 4	3	3	180	15	180	0	0%	0%	100%	
8	Physical Education Framework	1	1	60	5	60	0	0%	0%	100%	
9	Social, Personal & Health Education	1	0	30	3	60	-30	-50%	-50%	50%	
10	Religious Education	1	1	60	5	120	-60	-50%	-50%	50%	
11	LCP Link Modules	1	1	60	5	120	-60	-50%	-50%	50%	
12	Guidance/PESE	0	1	30	3	0	30	100%	100%	0%	
		20	20	120							
Option 1	Agricultural Science	Biology	Computer Science	Geography	Music	Italian	Physical Education	Physics	Spanish		
Option 2	Biology	Chemistry	Engineering	French	Technology	History	Mathematics	History	Music		
Option 3	Accounting	Construction Studies	Design and Communication Graphics	German	Physical Education	Home Economics	Business	Business	Biology		
Option 4	Art	Chemistry	Construction Studies	Engineering	Spanish	Geography	Politics and Society	Biology	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.

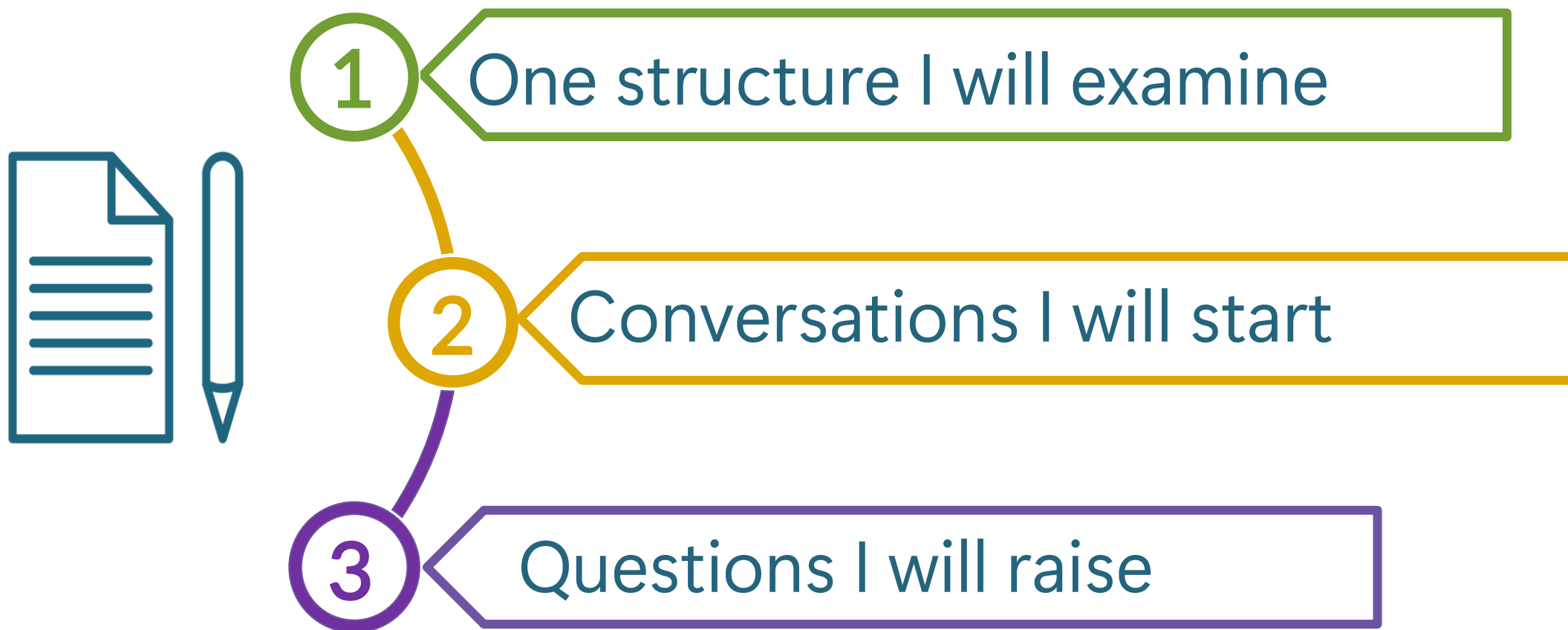
Agency



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