



Oide

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Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Primary Curriculum Framework

Day 1: The Big Picture

Facilitator:



Attendance

Attendance



Quality Assurance





Expectations





Session 1

- Curriculum Redevelopment
- The Importance of School Context

Break: 11.00 - 11.15

Session 2

- The Vision of the Redeveloped Curriculum
- Principles of Learning, Teaching & Assessment

Lunch: 1.00 - 2.00

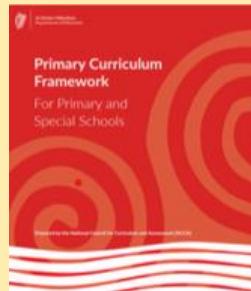
Session 3

- The Development of a Shared Understanding
- Key Learning and Next Steps



Key Messages

The Primary Curriculum Framework sets out a shared vision for high-quality learning, teaching and assessment for all children.



The 8 principles of learning, teaching and assessment act as a compass to guide professional decision making within our context.



Developing professional agency in a school's own context will play a pivotal role in helping every child to thrive and flourish.





What do you see?

(Banyai, 1998)

Interagency Video



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Post Video Discussion

What resonated with you most from the video and why?



The Journey So Far



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Professional Learning Support this School Year



2 Whole-school full day PLEs to support the introduction of the PCF



Online PLE for school leaders on the enactment of the redeveloped curriculum

In-school support for PMC continues



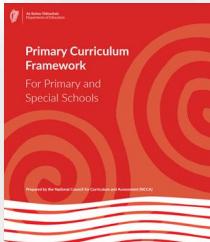
The Journey Ahead



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2026



Day 1 & 2

12



2026/27



2026/27



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Supporting the Professional
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Session Overview and Outcomes



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Exploring Curriculum Redevelopment

Understanding Curriculum Enactment

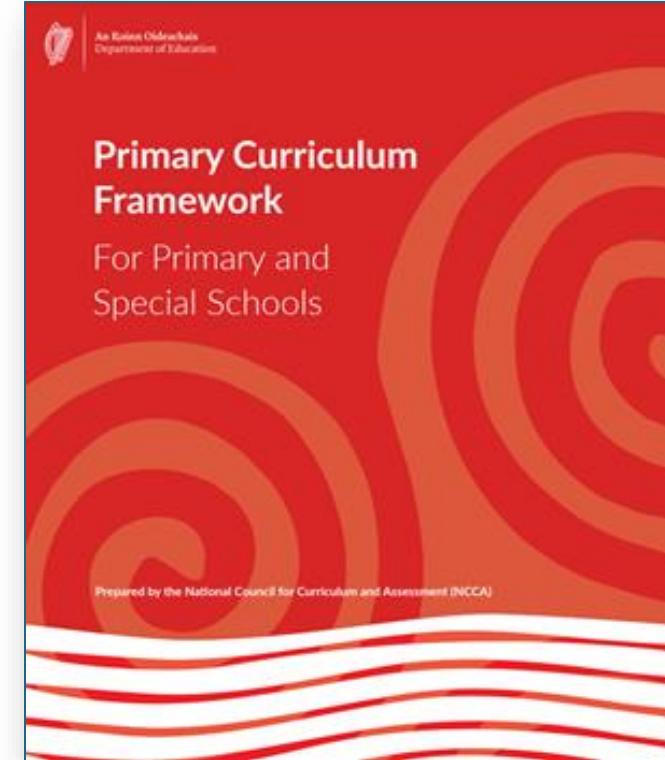
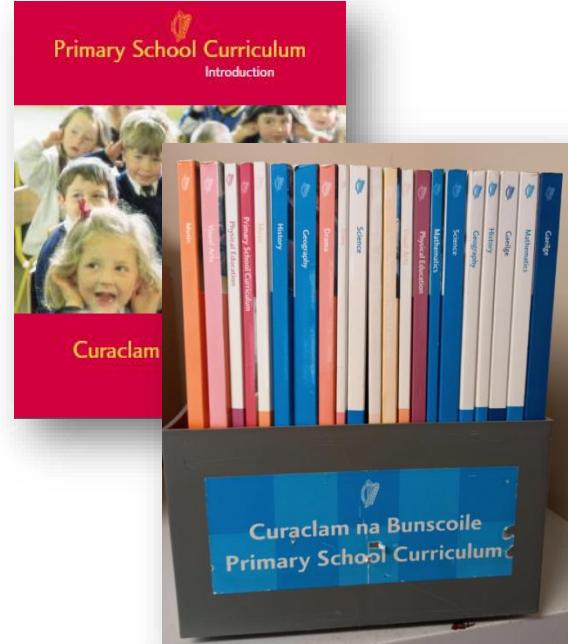
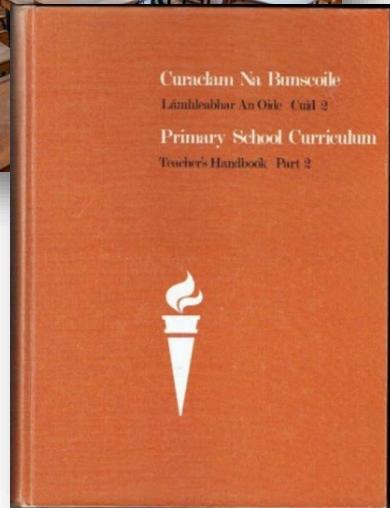
Investigating the Importance of
School Context

Curriculum Redevelopment



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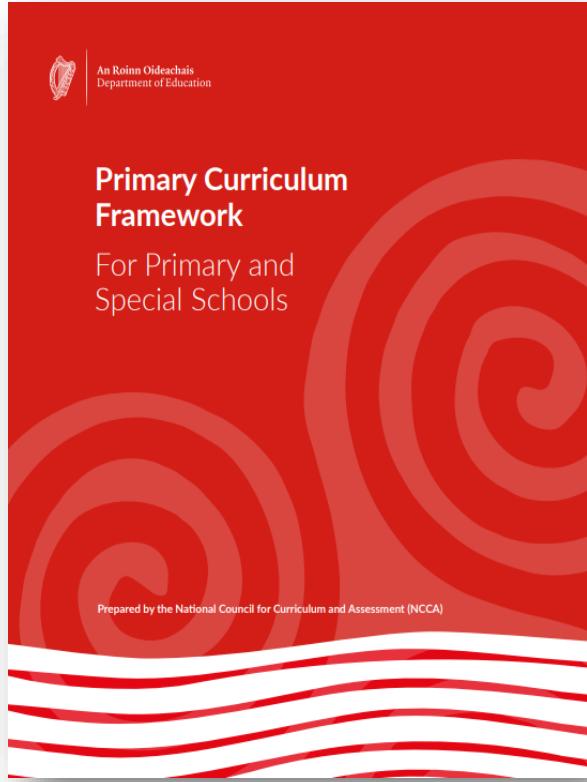
'A curriculum reflects educational priorities which society, at a point in time, deems important for its young citizens.' (DE, 2023, p.3)



Primary Curriculum Framework



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Contents

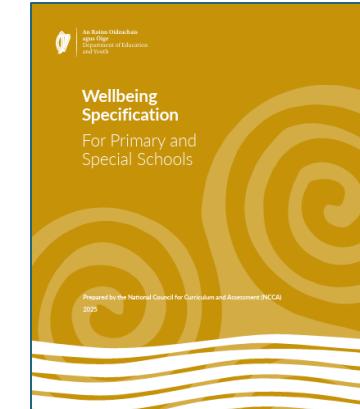
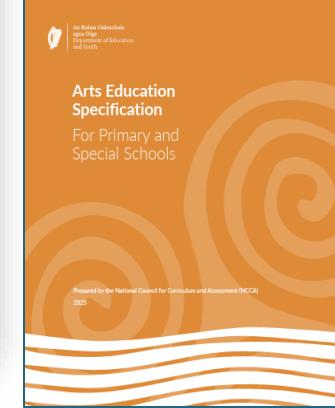
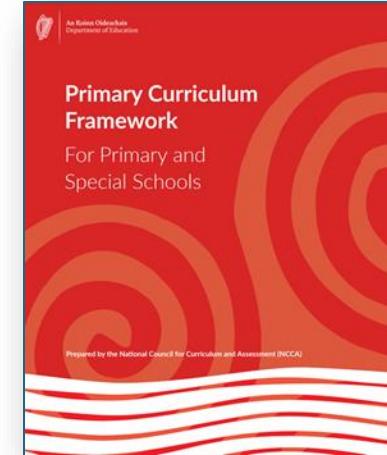
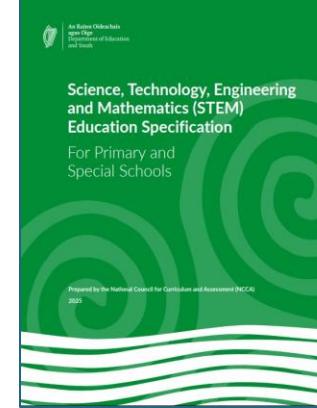
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What is Curriculum?

...the direction and destination for learning...

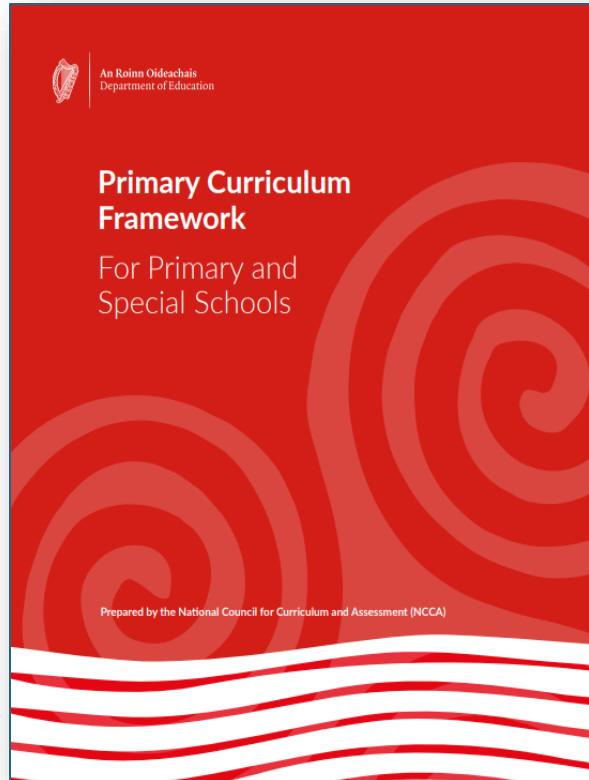
...knowledge, skills, concepts, dispositions, attitudes and values...

...the activities and tasks children will engage in as they work towards the learning outcome...



What is a Framework?

'A framework is one of the most important and powerful instruments in improving the education system experienced by children.' (Stabback, 2016)



It supports a variety
of pedagogical
approaches.



'Enactment of the redeveloped Primary School Curriculum involves reimagining learning, teaching and assessment in light of the curriculum's principles.' (NCCA, 2025)

Reflection

Professional
Decision-Making

Bringing
Curriculum to Life

Flexibility

Understanding
Context

One Framework, Many Contexts



'...and can take account of the particular needs and interests of children, their parents, the wider school community, and the characteristic spirit of the school.'

(Primary Curriculum Framework, p.3)





Pre Video Prompt

What aspirations do these schools hold for the children in their care?





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School Context Video (to be added)

Post Video Discussion



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What is it about these contexts that support the realisation of their aspirations for the children in these schools?





What are your hopes and aspirations for the children in your school?



'...a strong foundation for every child to thrive and flourish, supporting them in realising their full potential...'

(Primary Curriculum Framework, p.5)

Context



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Context



How does your context support the realisation of your aspirations for the children in your school?

'Diversity of school type and context is one of the hallmarks of primary education in Ireland.'

(Primary Curriculum Framework, p.3)



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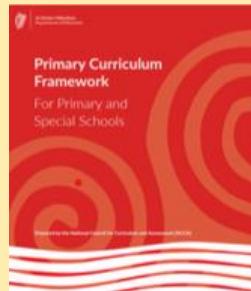
Supporting the Professional
Learning of School Leaders
and Teachers





Key Messages

The Primary Curriculum Framework sets out a shared vision for high-quality learning, teaching and assessment for all children.



The 8 principles of learning, teaching and assessment act as a compass to guide professional decision making within our context.



Developing professional agency in a school's own context will play a pivotal role in helping every child to thrive and flourish.





Session Overview and Outcomes



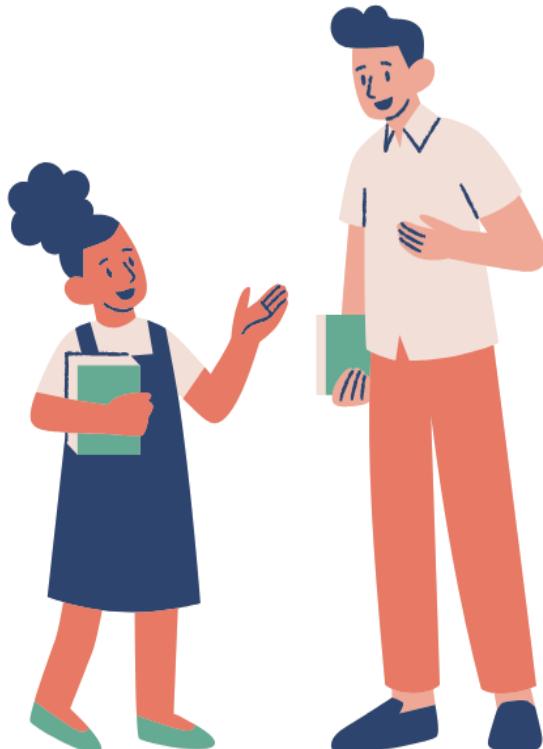
Explore the Vision for the Redeveloped Curriculum



Investigate and Explore the 8 Principles of Learning, Teaching and Assessment



Reflect on Their Interconnected Nature and Where They are Visible in our Current Practice



Read and highlight the key words/phrases from the vision statement.



What is it about these words that stand out for you?



What implications does the inclusion of these words/phrases have for schools?



Vision For The Child



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The curriculum recognises '*the right of all children to make progress in all areas of their learning and development.*' (Primary Curriculum Framework, p.5)



*'unique,
competent, and
caring individuals'*



What does this look like?



What does this sound like?



What does this feel like?



Vision For The Teacher



'An agentic teacher makes professional and informed decisions in response to the children's learning needs.' (Primary Curriculum Framework, p.5)



What does this look like?



What does this sound like?



What does this feel like?

'committed, skillful and agentic professionals'



What are the Principles of Learning, Teaching and Assessment? | Oide

'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. They are broad in nature to reflect varied school contexts and children's different circumstances, experiences, and abilities.'

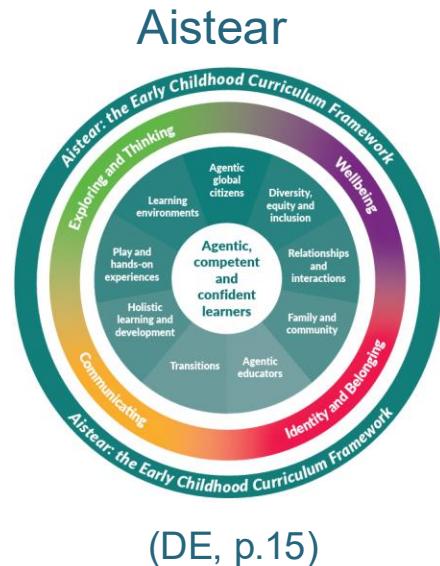
(Primary Curriculum Framework, p.6)



What is their Purpose?

Future focused
Guide decision
making at whole
school and
classroom level

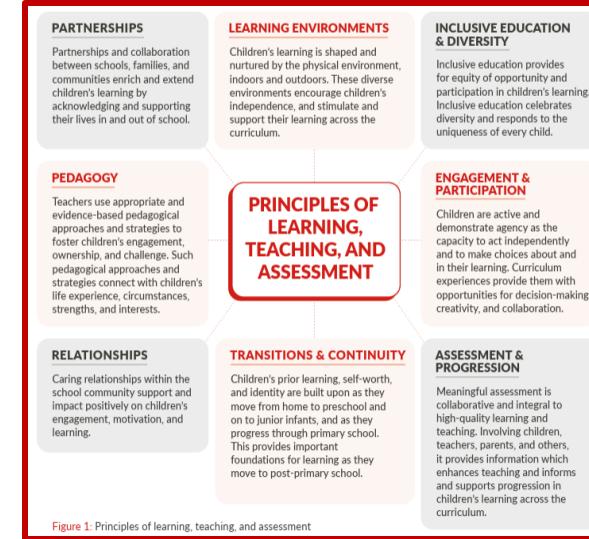
Provide
curriculum
coherence



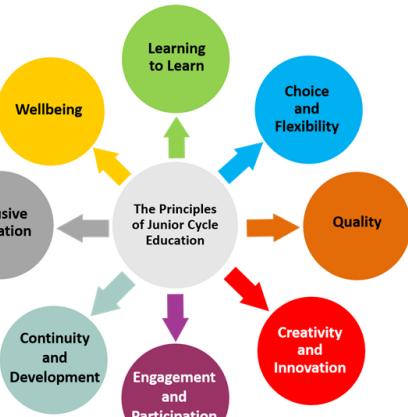
(DE, p.15)



Primary Curriculum



(DE, p.6)

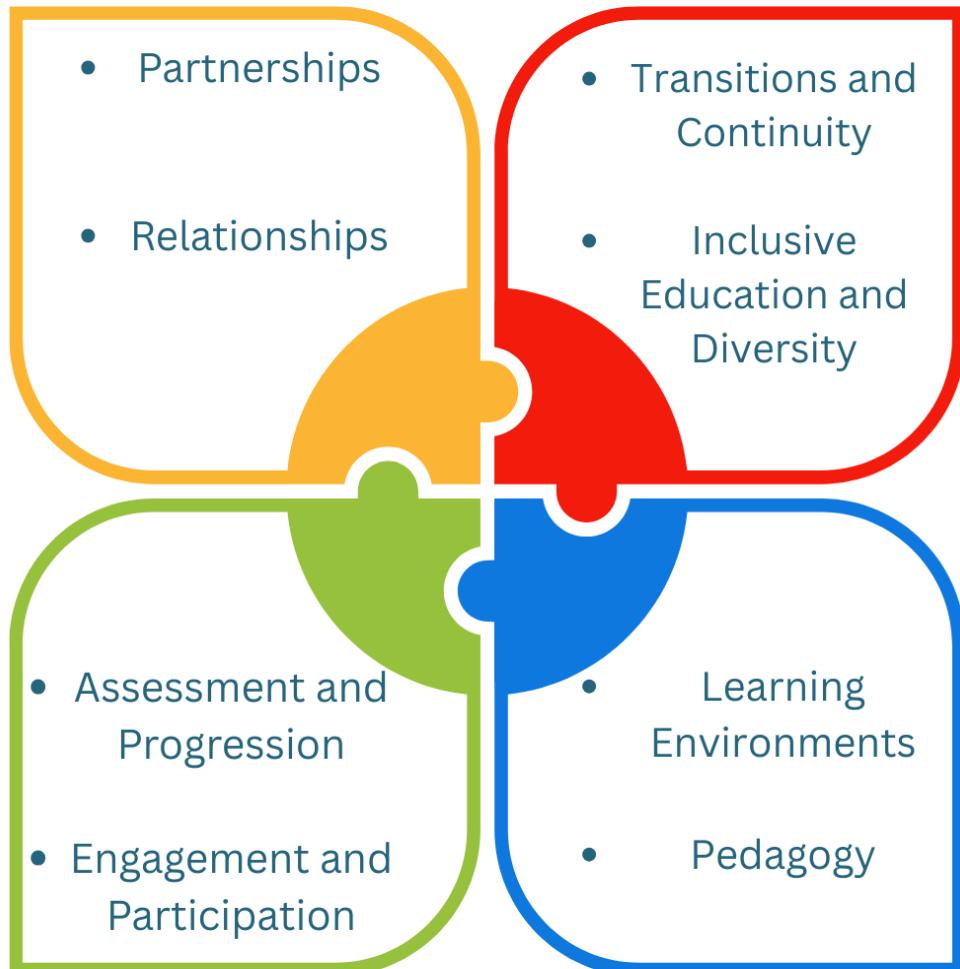


(DE, p.11)





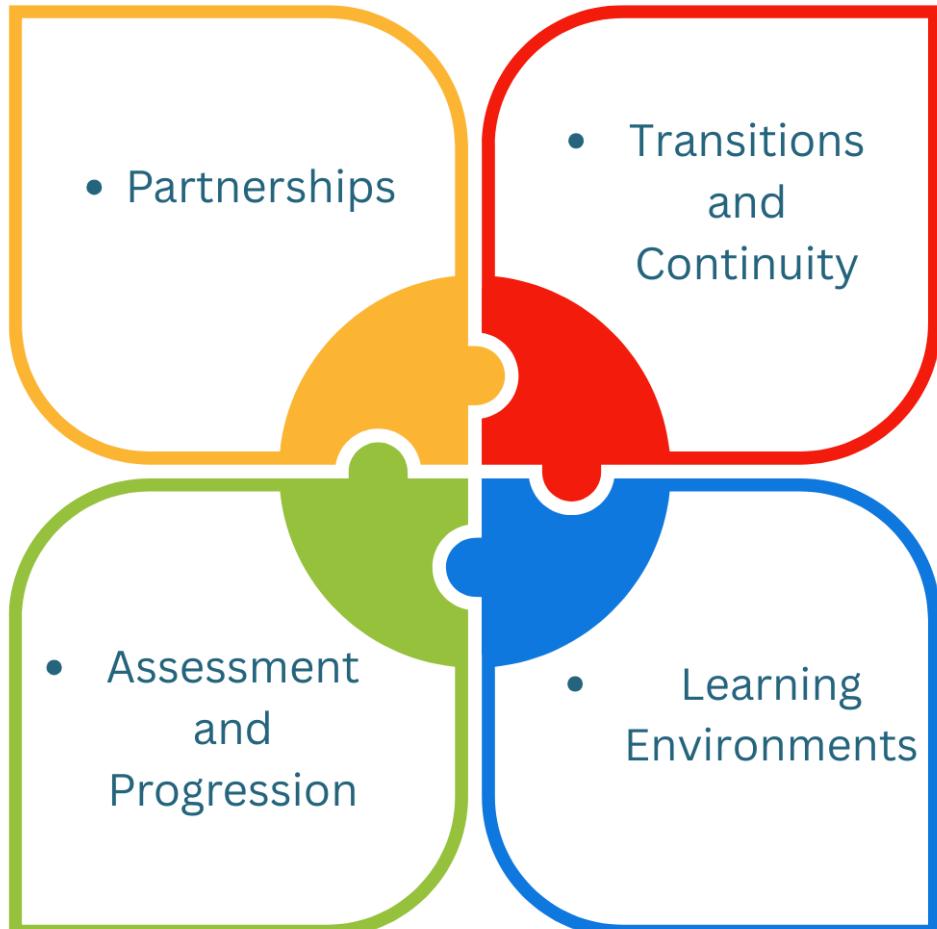
Jigsaw Activity



1. Read and highlight key words.
2. Explore the meaning and significance of the key words.
3. How is this evident in your current practice?
4. Feedback to group.



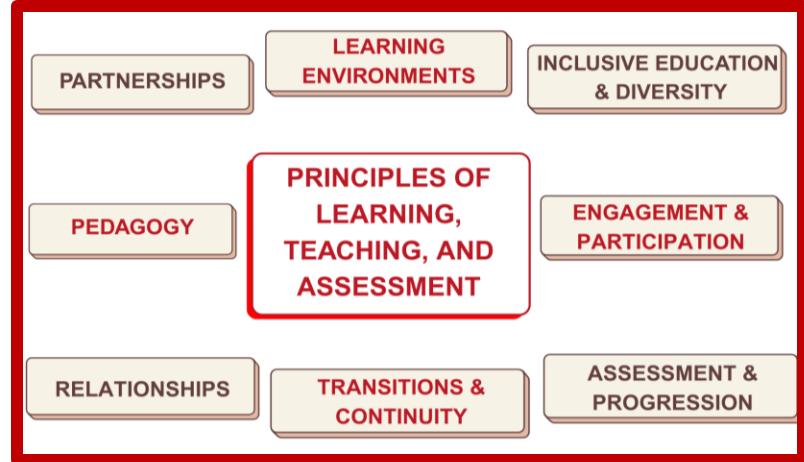
Jigsaw Activity



1. Read and highlight key words.
2. Explore the meaning and significance of the key words.
3. How is this evident in your current practice?
4. Feedback to group.



Balancing the Principles of Learning, Teaching and Assessment



How can one Principle of Learning, Teaching and Assessment support another?

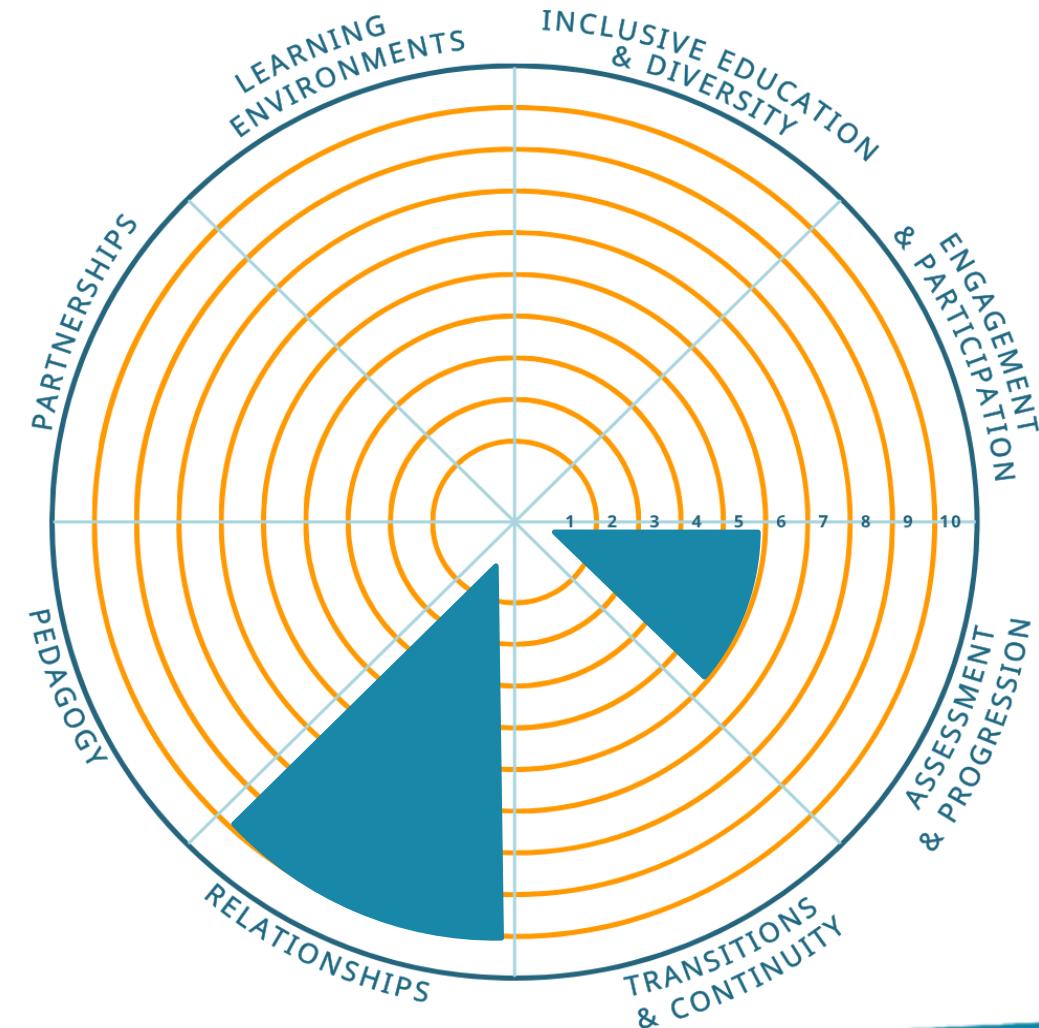
Where might we need to shift emphasis to create greater balance?

Self-Reflection on the Principles of Learning, Teaching and Assessment

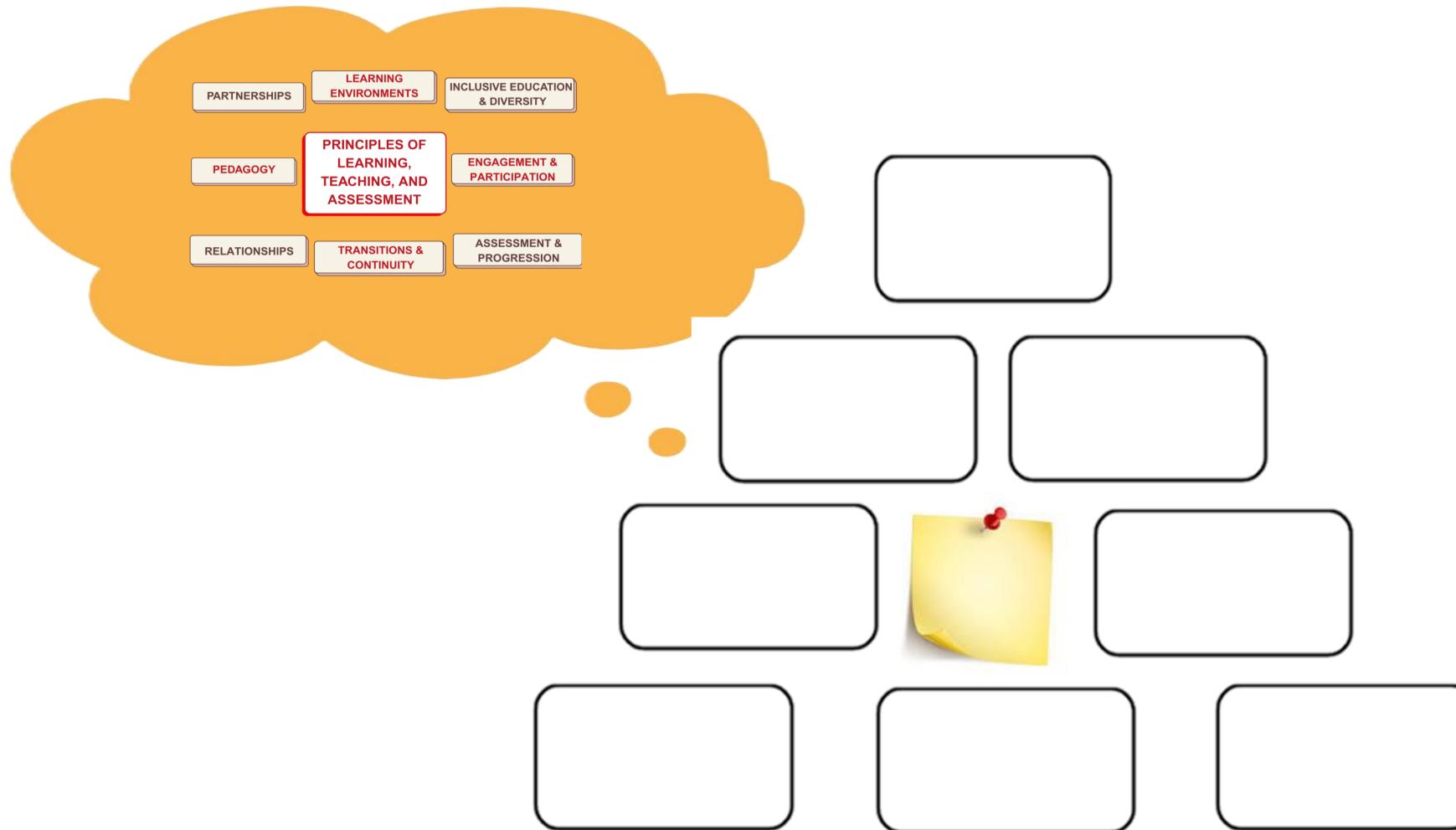


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How are
these reflected in
our own practice?



Apex Eight Activity



Well Developed

Less Developed



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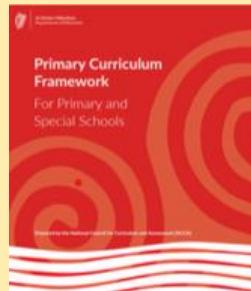
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Key Messages

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Developing professional agency in a school's own context will play a pivotal role in helping every child to thrive and flourish.



Session Overview and Outcomes



Oide

Gain a Shared Understanding of a Selected Principle of Learning, Teaching and Assessment

Critically Evaluate New Ideas and Reflect on Current Practice

Consider Key Learning and Next Steps

Enactment begins with Reflection

Partnerships

Learning Environments

Inclusive Education & Diversity

Pedagogy



Engagement & Participation

Relationships

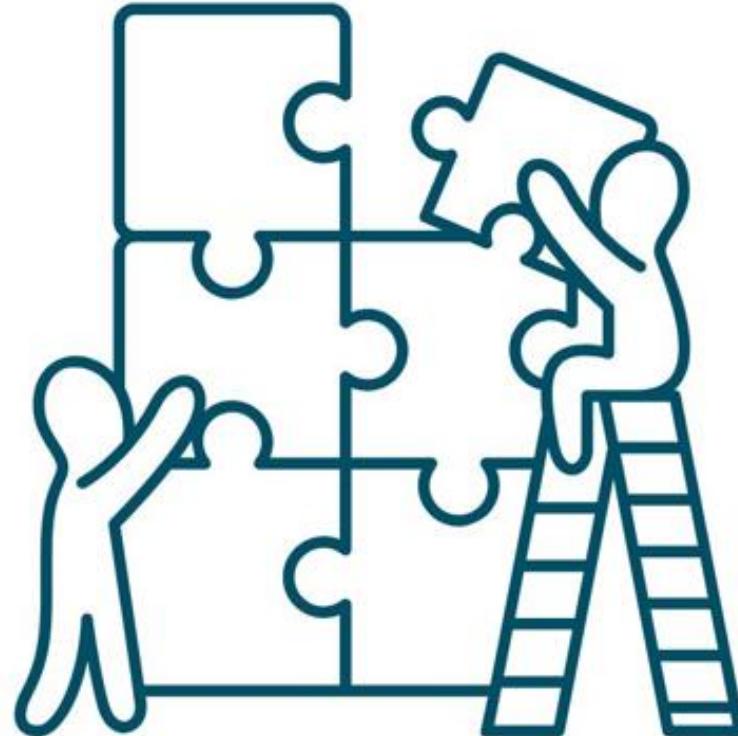
Transitions & Continuity

Assessment & Progression

Professional conversations support and promote reflection on the principles of learning, teaching and assessment while considering school context



Developing a Shared Understanding



Helps to ensure consistent expectations and practices

Strengthens teamwork and sharing of best practices

Aligns staff efforts toward achieving shared goals

Developing a Shared Understanding

Transitions & Continuity

Children's prior learning, self worth, and identity will shift again as they move from one preschool setting to another, and continuity of learning is important for children to succeed in school. Learning is a process in every new school.

(Source: National Institute for Early Education Research)

Effective transitions and stage each child's progression by recognizing their unique background, interests, and stage of development. Ongoing communication from preschool through the first year of school is essential to ensure a smooth transition, and continuous assessment of achievement and engagement, helping children feel secure and ready to learn.

Tools like *My Social* and the Education Passport enable consistent documentation of learning, while the *Transition Guide* provides a template for parents and teachers to use together to facilitate a smooth transition between multiple grade settings.

Sharing information about learning and development is especially important of these transition points, so that teachers can plan experiences that enable children to continue to progress in their learning across settings.

(Source: National Institute for Early Education Research)

Preschool to Primary

What can teachers do to support children's successful transition into primary school?

- **Have a transition meeting with parents and support for every child:**
- **How can we prepare children with positive, productive attitudes to learning and teaching?**
- **How can we collaborate with preschools, post primary schools, and families to support children's learning?**
- **How do Transitions & Continuity interact with other principles of learning, teaching and assessment?**

Having a class Mid Year

Young children look like the adults they see around them.

So why not help us communicate, support, and encourage them to succeed in school? [Get involved with the Preschool to Primary Project](#)

Primary to Secondary

What can teachers do to support children's successful transition into secondary school?

- **How can we support children's successful transition into secondary school?**
- **How can we support children's successful transition into secondary school?**
- **How can we support children's successful transition into secondary school?**

When the bright mind has a lightbulb moment, it's a moment of change and innovation because it's a moment when a bright idea is born.

So why not help us communicate, support, and encourage them to succeed in school? [Get involved with the Preschool to Primary Project](#)

Inclusive Education & Diversity

Vertical education provides for opportunity and parts position in children's learning. Horizontal education caters more encompassed in the education of **ALL** children.

Teacher Education provides an understanding what is available to all. **Teacher Education** provides an understanding what is available to all.

Questions to Consider

- How do we include families in learning environments in our school?
- What inclusive teaching approaches do I use in my everyday practice?
- How do we foster a sense of belonging to all pupils in our school?
- How does Inclusive Education and Diversity interact with other principles of learning, teaching and assessment?

Developing Inclusive Learning Environments

Are these other key approaches you would include?

Responsive Diversity	Responsive Pedagogies
Valuing Home Languages	Respecting Culture, Unique Individuals
Fostering a Sense of Belonging	Child Agency
Home/School Links	Removing Barriers

Where children are their culture, language, or identity reflected in the curriculum, we can see it in their eyes and in their learning.

When children are making their mark on the world, we can see it in the way they move, the way they play, the way they sing, the way they move their bodies.

When children are learning about the world, we can see it in the way they ask questions, the way they explore, the way they experiment, the way they play with the concepts to fit them into their world.

Read p.7 PCF

Assessment and Progression

Meaningful assessment is collaborative and integral to high-quality teaching and learning. Involving children, teacher, parents and carers in the assessment process helps to support children's learning and supports progression in children's learning across the curriculum.

Assessment and progression are interconnected and form the basis of the curriculum. This diagram illustrates the relationship between them.

INITIATIVE ASSESSMENT
An approach to assessing learning that is not planned in advance. It is often used to support teaching and learning.

Example
A teacher observes a child's work and asks questions to find out more about what they have learned.

PLANNED INTERACTIONS
An approach to assessing learning that is planned in advance. It is often used to support teaching and learning.

Example
A teacher asks a child to demonstrate their learning by solving a problem or carrying out a task.

ASSESSMENT EVENTS
An approach to assessing learning that is planned in advance. It is often used to support teaching and learning.

Example
A teacher asks a child to demonstrate their learning by solving a problem or carrying out a task.

Questions to Consider

- How does assessment support the next steps for each child's learning?
- In what ways do we support, monitor, and evaluate progress across the school? How does this share information with parents and carers?
- What assessment strategies are currently being used in our school? In what situations are they more appropriate?
- How does Assessment and Progression relate with other principles of learning, teaching and assessment?

Train a teacher who can lead and support one or more areas of assessment and progression in their learning

Next

Develop a framework for effective, sustainable assessment and progression in a teacher's classroom

Next

Read support document

What is my key learning?

Did anything surprise me?





If Well Developed, What Might I Experience...



As a Child

What might it look like?



As a Teacher

What might it look like?



As a Parent

What might it look like?



As a School

What might it look like?





Reflecting on Our Current Context, What Do We Experience...



As a Child

What might it look like?



As a Teacher

What does it look like?



As a Parent

What might it look like?



As a School

What does it look like?



Identifying Opportunities



What opportunities exist to build upon current practice?

Select 3 possible actions for further consideration.

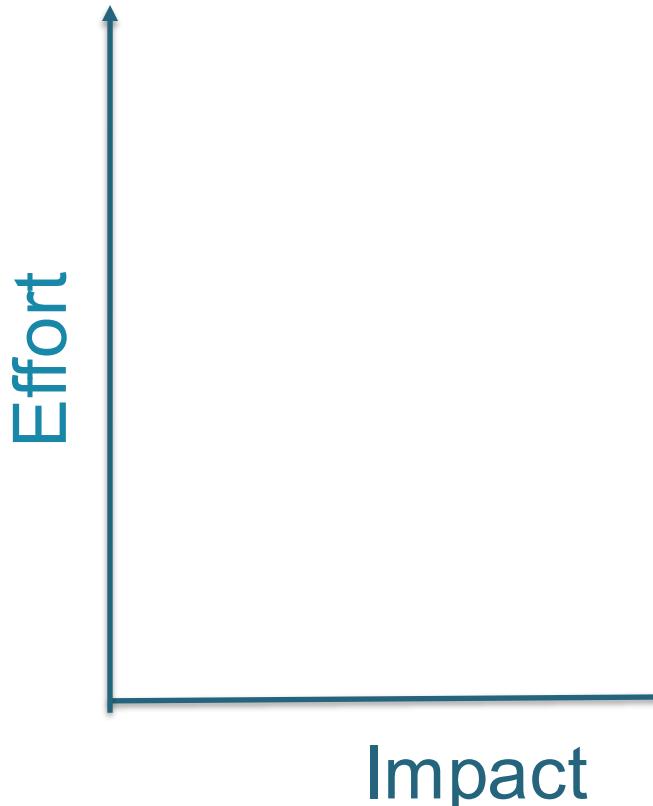


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Impact, Effort and Balance



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What will be the **impact** on learning, teaching and assessment?

What will be the **effort** required from all to develop and maintain?

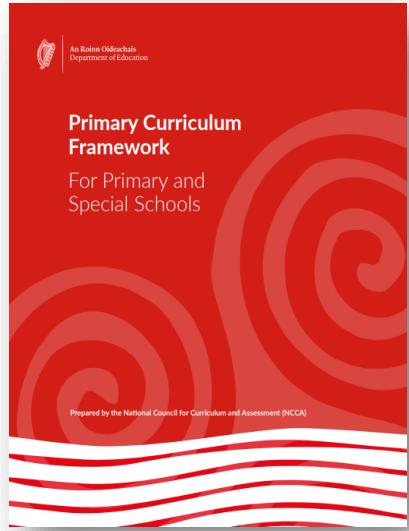
How does this interact with other aspects of curriculum and is **balance** present?



Developing Agency



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Impact

Effort

Balance



Partnerships
Partnerships and collaboration between schools, families, and communities create and sustain opportunities for children to learn and grow. Partnerships are a core principle of the Primary Curriculum Framework. Partnerships are important for children's learning and development. Learning is shaped by experiences at school, at home, and in the community, and strong partnerships connect these worlds. When schools, families, and communities work together, children feel supported and are more likely to succeed. Partnerships are important for the well-being of children, families, and communities, and they are essential for the mutual respect and, ultimately, success across the key places where children live and learn, including:

Relationships
Caring relationships within the school support and promote positive children's engagement, motivation, and learning. Relationships are a core principle of the Primary Curriculum Framework. Relationships are important for children's learning and development. Caring relationships within the school support and promote positive children's engagement, motivation, and learning. Relationships are a core principle of the Primary Curriculum Framework. Relationships are important for children's learning and development. Relationships are a core principle of the Primary Curriculum Framework. Relationships are important for children's learning and development.

Transitions & Continuity
Children learn, grow, and develop and identify and build upon the skills from their previous learning to support their learning and development. Transitions and continuity are a core principle of the Primary Curriculum Framework. Transitions and continuity are important for children's learning and development. Transitions and continuity are a core principle of the Primary Curriculum Framework. Transitions and continuity are important for children's learning and development.

Inclusive Education & Diversity
Inclusive education celebrates diversity and responds to the uniqueness of every child. Inclusive education creates equality of opportunity for all children. Inclusive education promotes and supports the well-being of all children. Inclusive education celebrates diversity and responds to the uniqueness of every child. Inclusive education creates equality of opportunity for all children. Inclusive education promotes and supports the well-being of all children.

Assessment and Progression
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Engagement and Participation
Children are active and demonstrate agency in the ways they learn independently and make choices about their learning. Engagement and participation are a core principle of the Primary Curriculum Framework. Engagement and participation are important for children's learning and development. Engagement and participation are a core principle of the Primary Curriculum Framework. Engagement and participation are important for children's learning and development.

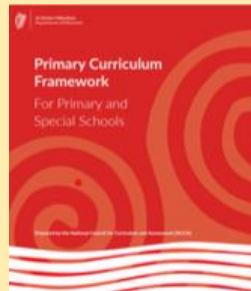
Learning Environments
Children learn in different environments, indoors and outdoors. These different environments encourage children's independence, autonomy, and choice and support their learning across the curriculum. Learning environments are a core principle of the Primary Curriculum Framework. Learning environments are important for children's learning and development. Learning environments are a core principle of the Primary Curriculum Framework. Learning environments are important for children's learning and development.

Pedagogy
Teachers use appropriate and evidence-based pedagogical approaches and strategies to foster children's learning and development. Pedagogy is a core principle of the Primary Curriculum Framework. Pedagogy is important for children's learning and development. Pedagogy is a core principle of the Primary Curriculum Framework. Pedagogy is important for children's learning and development.



Key Messages

The Primary Curriculum Framework sets out a shared vision for high-quality learning, teaching and assessment for all children.



The 8 principles of learning, teaching and assessment act as a compass to guide professional decision making within our context.



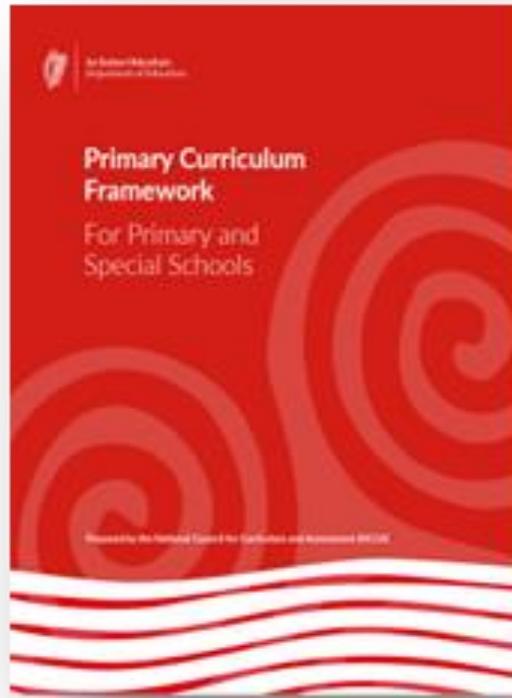
Developing professional agency in a school's own context will play a pivotal role in helping every child to thrive and flourish.





Key Learning & Next Steps

Key Learning



Next Steps



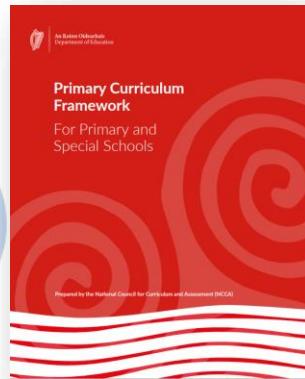
Further Supports



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www.curriculumonline.ie



NCCA Podcast

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The Redeveloped Primary School Curriculum

The curriculum:

- aims to provide a strong foundation for every child to thrive and flourish
- views children as unique, competent and caring individuals
- recognises the right of all children to make progress in all areas of their learning
- views teachers as committed, skilful and agentic professionals
- supports continuity of learning from early childhood through primary and special education and into post-primary education

PRINCIPLES OF LEARNING, TEACHING AND ASSESSMENT

- Partnerships
- Pedagogy
- Relationships
- Learning Environments
- Inclusive Education & Diversity
- Engagement & Participation
- Assessment & Progression
- Transitions & Continuity

Eight principles convey what lies at the heart of high-quality learning, teaching and assessment.

Seven key competencies are embedded to foster children's deep learning and contribute to their holistic development.

The Primary School Curriculum is presented in five broad curriculum areas.

Find out more about the Primary Curriculum Framework, Specifications and Toolkits at www.curriculumonline.ie

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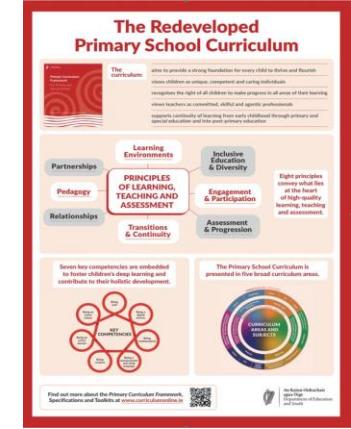
Supporting the Professional
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Online Leadership Support Clinics



What?

Online leaders' clinics to support Primary Curriculum Framework discussion and enactment for your school's unique context



Who?

Principal or Deputy Principal / Assistant Principal meet online with an Oide Leadership Division Professional Learning Leader.



When?

On Thursdays, beginning February 12th – June 2026

Approximately 25 minutes duration

How?

Book in advance through the QR Code link here

PLE Feedback & Final Words



We appreciate your feedback.

Please follow the link below and complete the feedback form

<https://registration.oide.ie/feedback>

Steps to complete. Select:

1. School Level
2. Category: Teaching Staff
3. Language
4. School roll number – type 1st 3 numbers for suggested roll numbers
5. Respond to questions
6. Submit





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Thank You