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Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Primary Curriculum Framework

Day 2: Being and Becoming

Facilitator:

Quality Assurance



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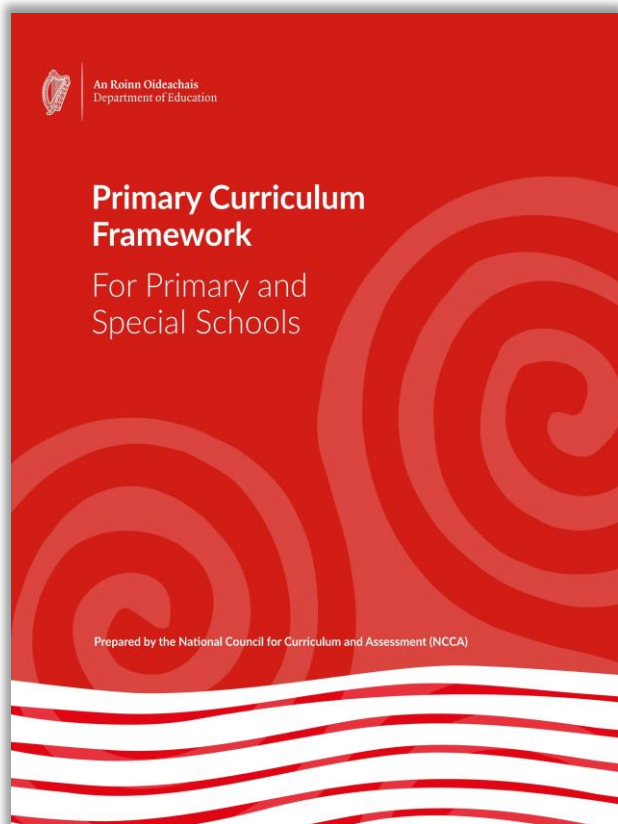


Expectations





Language of the Redeveloped Primary School Curriculum



Glossary of Terms

Primary Curriculum Framework (PCF): The PCF refers to the framework of the redeveloped curriculum published in March 2023. The PCF sets out the purpose, structure and content for the redeveloped curriculum in primary and special schools. It highlights what is important in primary education and why; and provides a description of what should be prioritised in children's learning. The framework underpins the individual curriculum specifications. Understanding the PCF, in the first instance, is critical before detailed exploration of the individual specifications.

Curriculum areas: The redeveloped curriculum is structured into curriculum areas. The curriculum areas are defined in the curriculum framework (PCF). The curriculum areas include:
1. Language 2. Science, Technology, Engineering and Mathematics 3. Wellbeing 4. Arts Education 5. Social and Environmental Education

Specification: The curriculum area specification outlines the content, structure and content of each curriculum area of the redeveloped curriculum. The specification outlines the link between the curriculum area and the assessment of the framework as well as the learning outcomes, and guidance on the curriculum.

Toolkit: The curriculum area toolkit is a set of resources developed by the National Council for Curriculum and Assessment (NCCA) in consultation with the NCCA in time. Each curriculum area toolkit is intended to support learning experiences for children. The curriculum area toolkit is intended to inform all parts of the curriculum and to support teachers and school leaders in primary and special schools.

Vision for the Redeveloped Primary School Curriculum: The vision for the redeveloped primary school curriculum is to provide a high-quality, inclusive and equitable education for all children and young people in primary and special schools.

Principles of Learning, Teaching and Assessment: 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 redeveloped primary curriculum. They are broad in nature to reflect varied school contexts and children's different circumstances, experiences, and abilities.

Key competencies: The redeveloped primary curriculum builds on and further develops children's early learning experiences in the home and preschool. It seeks to equip children with the essential knowledge, skills, concepts, dispositions, attitudes, and values which enable them to adapt to and deal with a range of situations, challenges, and contexts in support of broader Learning Outcomes. These capabilities are presented as seven inextricably linked key competencies that are relevant from stages 1 to 4.

Attributes: The attributes of the Key Competencies presented in the PCF are not intended as an exhaustive list but instead describe characteristic learning and development opportunities for children within each key competency which will be embedded through Learning Outcomes in the curriculum specifications.

Teacher Agency: Agency is the capacity to make choices and decisions about what to teach, when to teach it, and how to sequence and pace learning. This includes decisions about the specific learning experiences to be provided.

Child Agency: Children are active in their own learning and can display their agency by taking the initiative in learning situations, by observing and becoming involved in ongoing events, or by initiating conversations with others.

The Central Components of High-Quality Learning, Teaching and Assessment: Teachers make key decisions every day about learning, teaching and assessment, including decisions about what children learn, the sequence in which they learn, the pace at which they learn, and the activities and experiences through which they learn. These decisions are shaped by the teacher's knowledge of the children and their prior learning; their knowledge of the curriculum; their knowledge of pedagogy.

Enactment: Enactment refers to the process of bringing the redeveloped curriculum into practice in schools. The introduction and enactment of the primary school curriculum requires a highly dynamic set of sustained conditions. Enactment requires reflection to move forward with both clarity and purpose and places confidence in teacher's professional judgements. The enactment of the curriculum recognises that teachers are bringing the curriculum to life in their classrooms; it is intended to be used flexibly and can take account of each school's unique context.

Implementation: A term commonly used in educational policy and research to describe the process of putting curriculum design into practice. In the PCF, the term enactment rather than implementation is used, reflecting the view that curriculum change involves ongoing professional judgement, contextual adaptation, and dynamic conditions within schools.

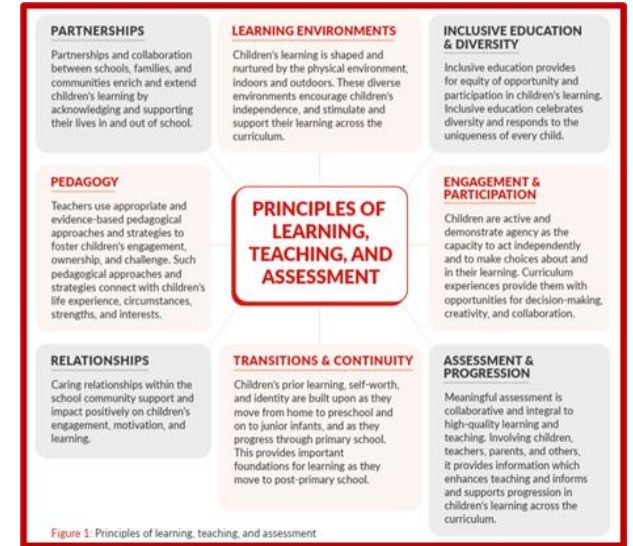
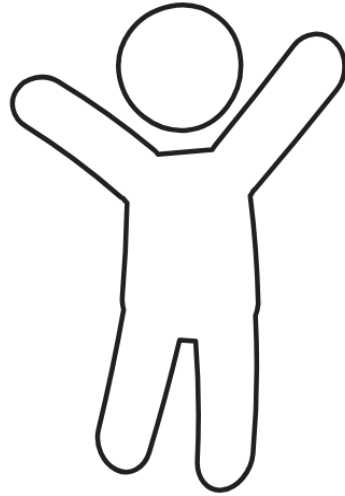
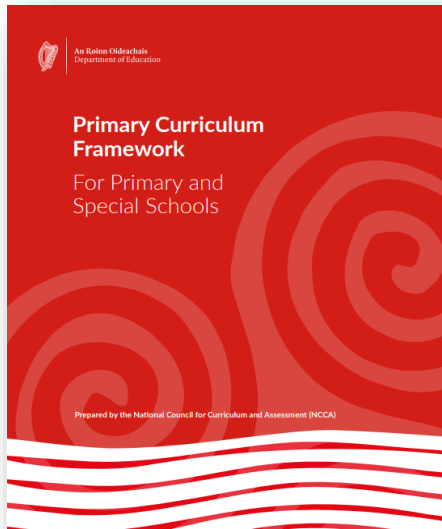
Learning Outcome: A learning outcome describes the expected learning and development for children at the end of a period of time.



Primary Curriculum Framework Day 1



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PCF Day 1 "The Big Picture"

- PCF Day 1 Slides (Click to View)
- PCF Day 1 Professional Learning Booklet (Click to View)
- APEX 8 Cards (Click to View)
- 8 Principles Prompt Questions (Click to View)
- School Context Activity - Poster (Click to View)



PLE Overview of PCF Day 2

Session 1

- Recognise children's experiences as a time of 'being' and 'becoming'.
- Engage with the 7 key competencies.

Sos

Session 2

- Consider opportunities to use the key competencies.
- Explore the components of high-quality learning, teaching and assessment.

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Session 3

- Begin familiarisation with the curriculum areas and specifications.
- Consider next steps.



Key Messages of PCF Day 2

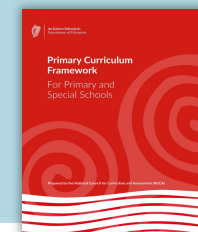
The *Primary Curriculum Framework* recognises children's experiences in primary and special schools as a time of 'being' and 'becoming'.



The seven key competencies are embedded across the curriculum to foster children's deep learning and contribute to their holistic development.



The central components of high-quality learning, teaching and assessment are teacher's knowledge of the children and their prior learning, knowledge of pedagogy and knowledge of the curriculum.



Session 1 Overview and Outcomes



1

Reflect on the capabilities children need for their holistic development.

2

Develop a shared understanding of the key competencies.

3

Become familiar with attributes associated with the key competencies.

A Time of Being



"The framework recognises children's experiences in primary and special schools as a time of 'being' and 'becoming' - both celebrating children's current childhood experiences and looking to their futures and what might be."

(Primary Curriculum Framework (PCF), p.3)

How have the children you have been working with this year enjoyed and benefitted from learning experiences you have provided?



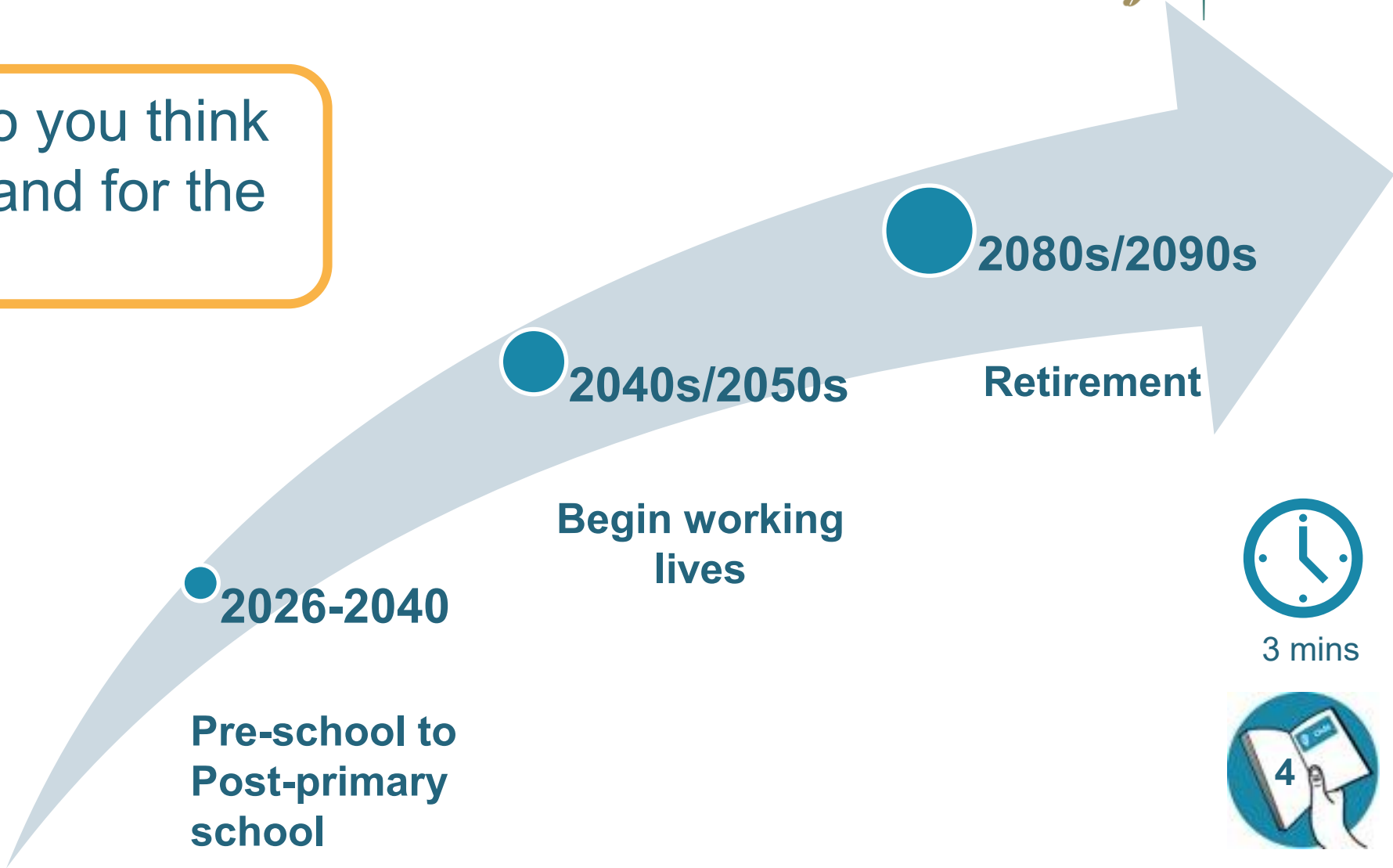
3 mins

What Might Be



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What capabilities do you think children need now and for the future?



3 mins



4

Being and Becoming: Child Voice



What are the children highlighting as important to them now and for the future?





Key Competencies

The Primary Curriculum “seeks to equip children with the essential knowledge, skills, concepts, dispositions, attitudes, and values which enable them to adapt to and deal with a range of situations, challenges and contexts.” (PCF, p.8)



Knowledge

Skills

Concepts

Dispositions

Attitudes

Values

What are the Attributes of the Key Competencies?



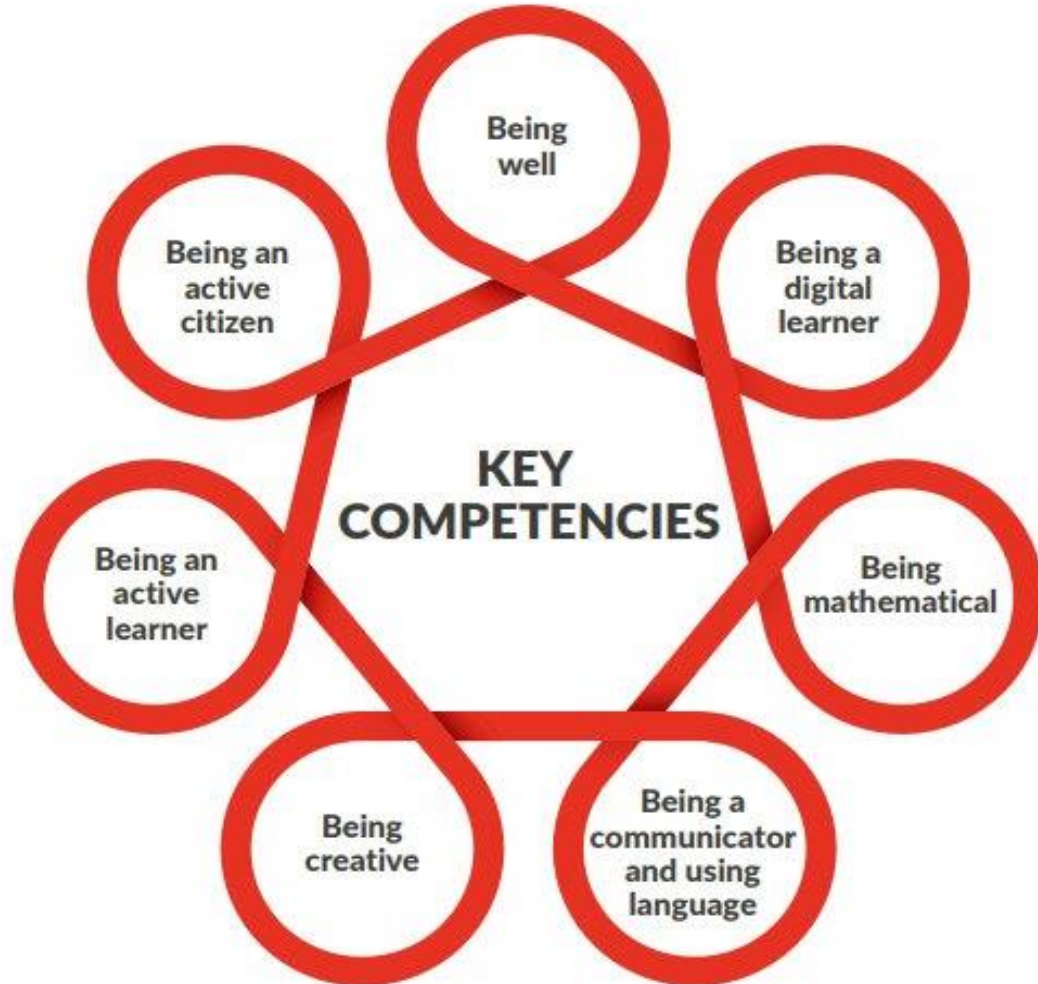
The attributes “describe characteristic learning and development opportunities for children within each key competency.” (PCF, p.12)

Table 1: Attributes of each key competency

Key competency	Attributes
Being an active citizen	<ul style="list-style-type: none">• Developing an understanding of, and acting on, the rights and responsibilities of myself and others• Experiencing learning through democratic practices• Recognising injustice and inequality and ways to take action• Developing capacity to make choices and take action in favour of a sustainable future
Being creative	<ul style="list-style-type: none">• Participating in and enjoying creative and cultural experiences• Being curious• Being imaginative• Being innovative• Using creative processes• Exploring alternative ways of communicating



Developing a Shared Understanding of the Key Competencies



1. Read your assigned key competency and associated attributes.
2. Highlight key words/phrases.
3. Consider and record key words/phrases and benefits for the children.



9 mins



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Key Messages of PCF Day 2

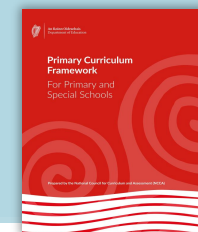
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The seven key competencies are embedded across the curriculum to foster children's deep learning and contribute to their holistic development.



The central components of high-quality learning, teaching and assessment are teacher's knowledge of the children and their prior learning, knowledge of pedagogy and knowledge of the curriculum.



Session 2 Overview and Outcomes



1

Consider how the key competencies, in action, support children to navigate contexts and situations.

2

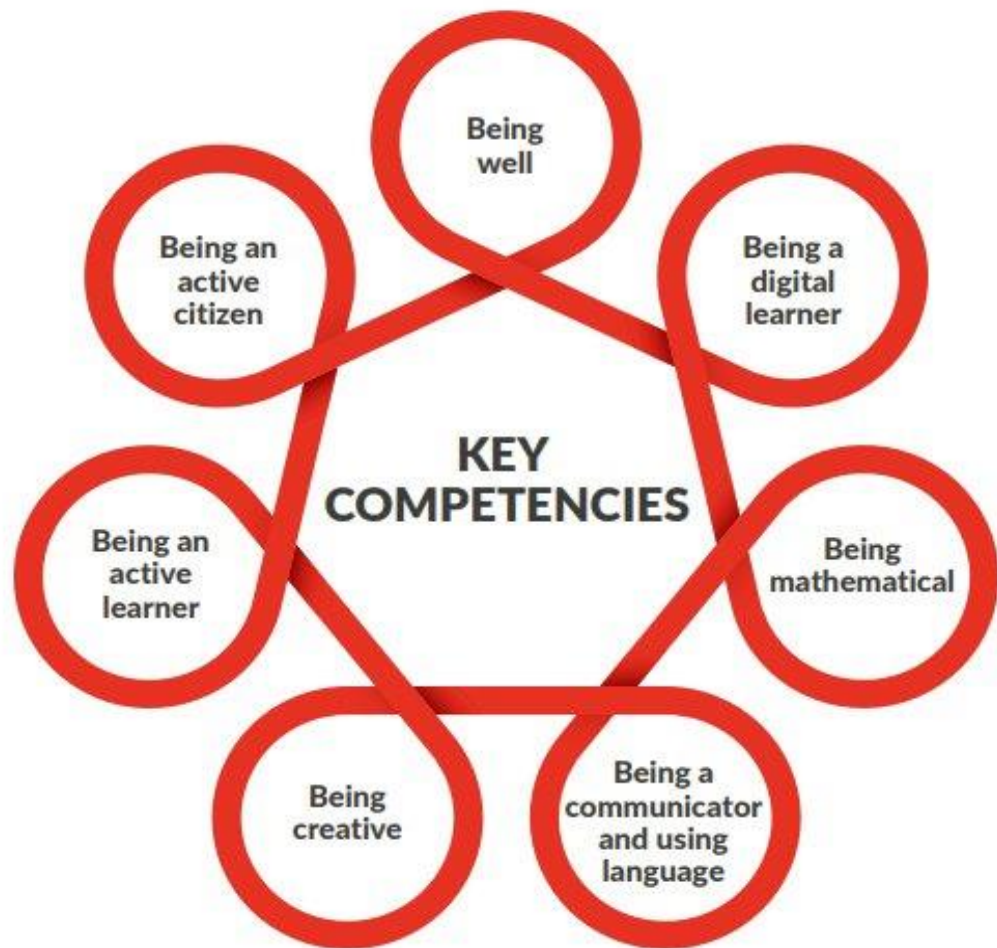
Examine how the key competencies play a central part in children's learning and are relevant across all stages of primary and special schools.

3

Explore the importance of knowledge of the children and their prior learning and knowledge of pedagogy as two components of high-quality learning, teaching and assessment.



Why Key Competencies?

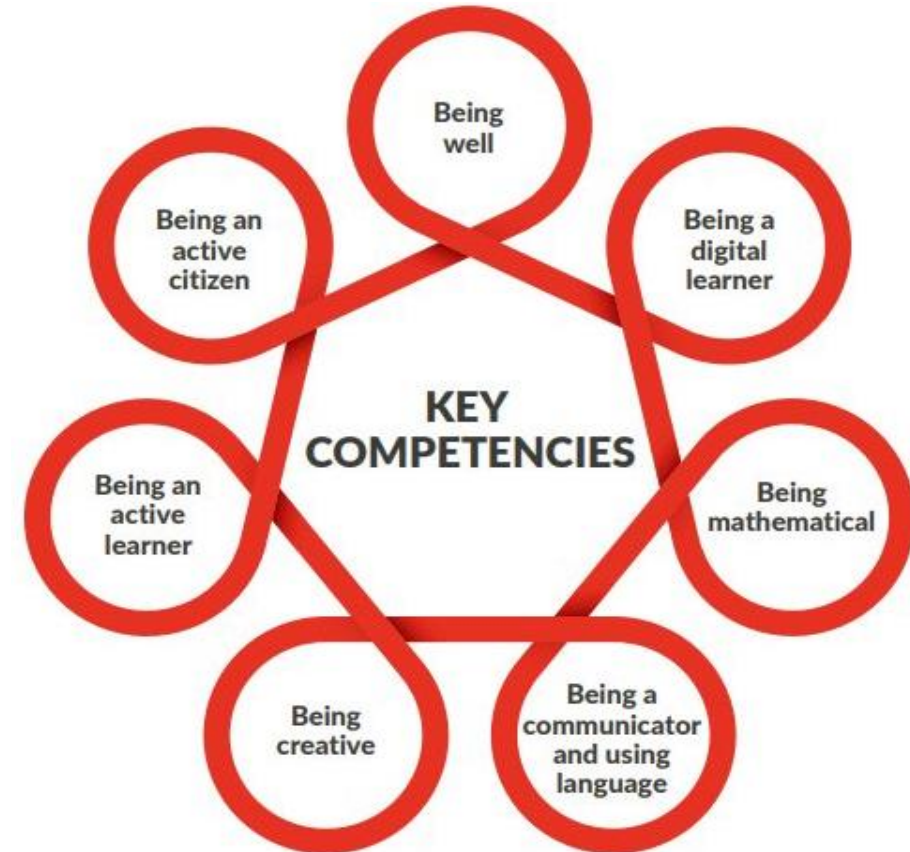


The key competencies “recognise that children grow, learn and develop important life skills through everything they do at school – whether it’s by being part of playful and engaging lessons, interacting with others or experiencing the daily routines.” (NCCA, 2025)

Key Competencies in Action



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Key Competencies Gallery Walk



Key Competencies in Action

In your opinion, what key competencies are in action here?

In your opinion what key competencies are in action here?

Give reasons for your choice with reference to the attributes.

Photograph	Key Competencies	Reason for Choice (with reference to Attributes)
1		
2		
3		
4		
5		
6		

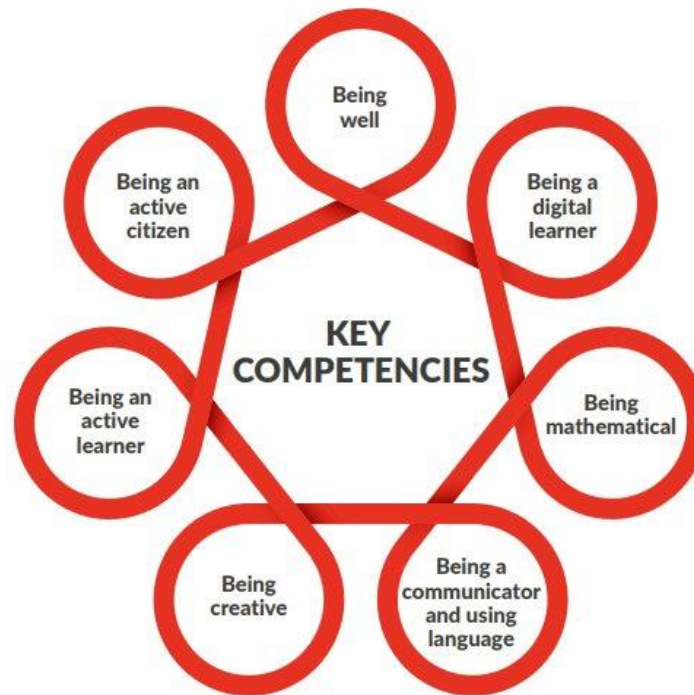


18 mins.

Developing Over Time



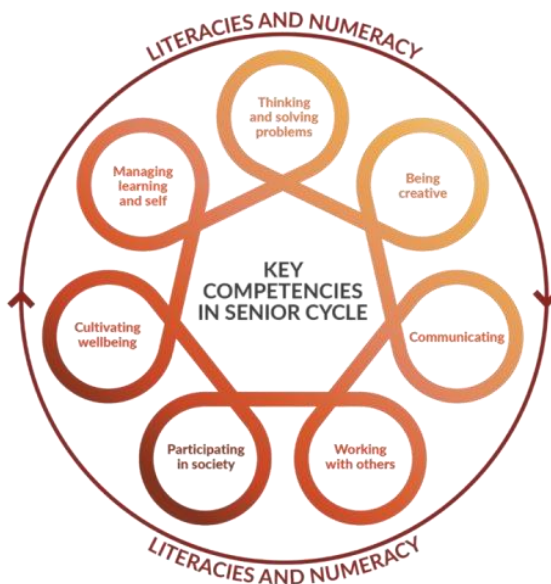
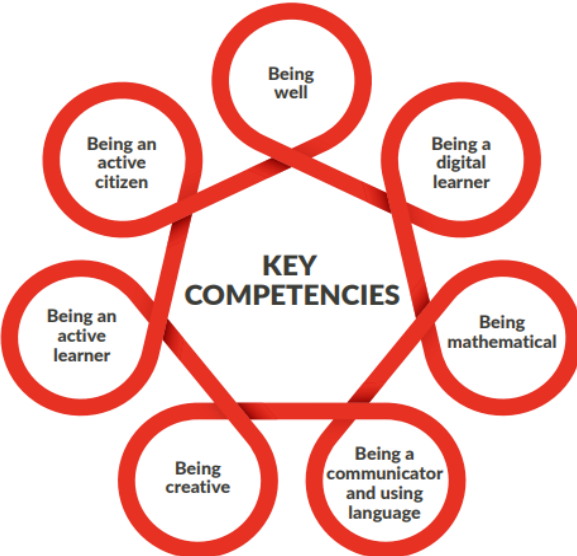
“These capabilities are presented as seven inextricably linked key competencies that are relevant from stages 1 to 4 (Junior Infants to Sixth Class).” (PCF, p.8)



The Key Competencies in the Continuum of Learning



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(DEY, 2024)



(DEY, 2023)



(DEY, 2015)



(NCCA, 2024)



Where are the Key Competencies?

“...the competencies play a central part in children’s learning, they require ongoing attention, and are embedded across all curriculum areas and subjects from stages 1 to 4 through the Learning Outcomes.” (PCF, p.9)

plan and capture their drama work through storyboarding, journalling and/or using digital tools. **AL, CL, C**

Table 4: 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

Key to Learning in Every Learning Area



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"More complex than skills, the competencies draw also on knowledge, attitudes and values in ways that lead to action. They are not separate or stand-alone. They are the key to learning in every learning area."

(McGuinness, 2024)

Key Competencies

Attributes

Putting them in Action

Embedded across all curriculum areas

In the Continuum of Learning

Inextricably linked

What learning in relation to the Key Competencies will inform your practice going forward?



3 mins.

Central Components of High-Quality Learning, Teaching and Assessment

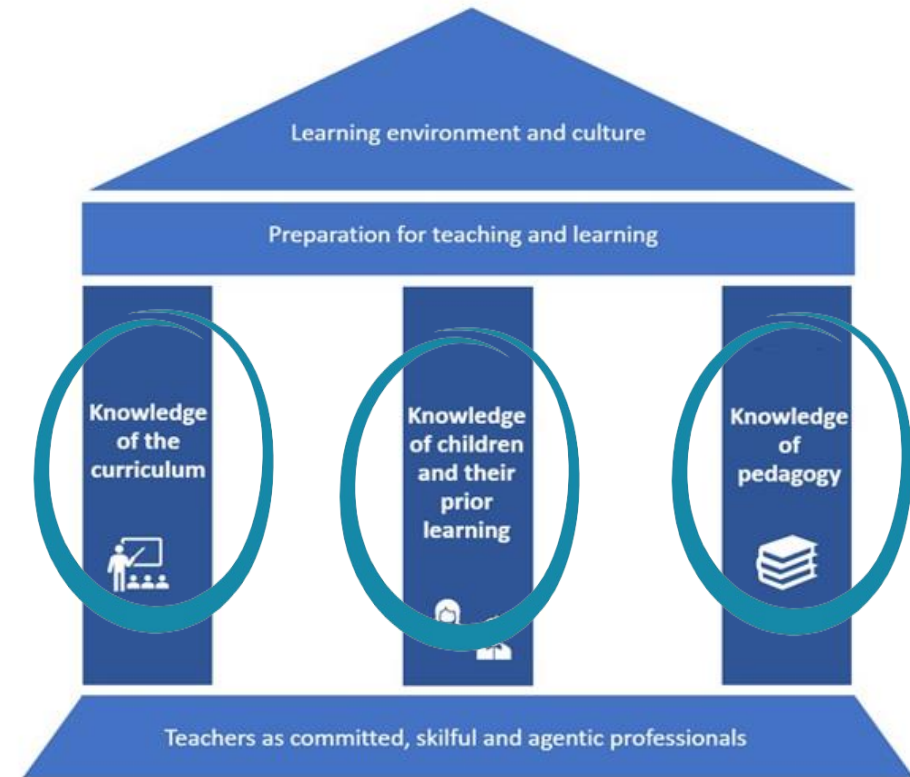


Oide

Knowledge of the children and their prior learning

Knowledge of pedagogy

Knowledge of the curriculum



Video: Knowledge of the Children and their Prior Learning



Oide

Knowledge
of the
children and
their prior
learning

Knowledge of
pedagogy

Knowledge
of the
curriculum

Video: Knowledge of
the Children and
their Prior Learning

Read page
11 of your
PLB.



3 mins

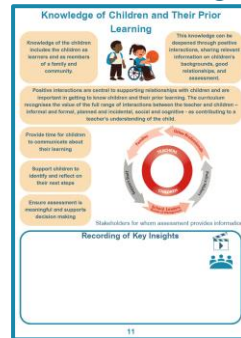


Knowledge of the Children and their Prior Learning




Oide

Consider and discuss your insights from the video and page 11 of your PLB.



The prompt questions on page 12 may support your discussions.

Knowledge of Children and Their Prior Learning



As a teacher, how do I nurture positive interactions with children in my setting?

Which moments in the school day afford us the opportunity to get to know the children and their prior learning?

How do we share relevant information on children's backgrounds? Which principles of Learning, Teaching and Assessment support this?

Knowledge of Children and Their Prior Learning: Assessment

How do we use information gathered to make decisions that have a positive impact for children?

INTUITIVE ASSESSMENT	PLANNED INTERACTIONS	ASSESSMENT EVENTS
Unstructured, unannounced and ongoing. Children usually assessors they are being assessed.	More visible, may be recorded, and related to Learning Outcomes/competencies. Children may or may not be aware they are being assessed.	Distinct, visible, recorded events. Children are usually aware they are being assessed.
Example posing open-ended questions to scaffold learning; being flexible and responsive to indications of children's misconceptions.	Example asking children to construct concept maps to demonstrate their current understanding of a topic; conferencing with a child about a piece of work.	Example teacher designed tests/quizzes; externally validated or developed assessments; diagnostic assessments.

In my setting, what opportunities do children have to communicate about their learning and progression?

How do we balance the three types of assessment? Do we have opportunities for child-led assessment in our practice?

11 12

Video: Knowledge of Pedagogy



Oide

Knowledge
of the
children and
their prior
learning

Knowledge of
pedagogy

Knowledge
of the
curriculum

Video: Knowledge of
Pedagogy

Read page
13 of your
PLB.



3 mins





Knowledge of Pedagogy

Consider and discuss your insights from the video and page 13 of your PLB.

PLB.



The prompt questions may support your discussions.

Knowledge of Pedagogy

Pedagogy takes account of teachers' actions, words, and judgements on what and how children learn, and why particular experiences are important for learning.

Knowledge of pedagogy begins with initial teacher education and evolves and deepens through reflection on practice, conversations with colleagues, and continuing professional development.

Teachers' preparation of the learning environment, both indoor and outdoor, and the resources that will provide opportunities for the children to play, explore, inquire, experiment, and discover, are critical contributions to pedagogy. Even more important than the physical learning environment is the creation of a respectful, caring, and secure atmosphere that nurtures learning and development.

Professional preparation, which includes invisible, visible, and recorded aspects, is a critical element of a teacher's pedagogy, as is knowledge of content.

Recording of Key Insights

How do we create respectful, caring and secure atmospheres that nurture learning and development?

How does your preparation of the learning environment, both indoor and outdoor, provide opportunities for the children to play, explore, inquire, experiment, and discover? How do resources support this?

What factors inform the pedagogical approaches you use?

13





Common Pedagogical Approaches

1. Read your assigned pedagogical approach and examples of how it can be used.
2. Consider and record where it has featured in and enhanced your practice.

Common Pedagogical Approaches

Dialogic pedagogy

Children learn through dialogue and interaction. Dialogic pedagogy is a collaborative approach where children and teachers address learning together, expressing and developing ideas and thinking. It involves all forms of communication between children and/or between child and teacher, fostering an inclusive environment where every child's voice is heard and valued. This reciprocal dialogue encourages exploration of complex ideas, critical thinking and informed decision-making, fostering a sense of agency.

When using dialogic pedagogy, the focus of learning must be clear to guide the dialogue. Children's thoughts build on each other, leading to new understandings. In the classroom, children feel empowered to contribute and have a say in their learning. A balance between teacher-guided and child-led dialogue enables deep engagement, facilitated by effective questioning, active listening and purposeful responses.

Teachers can use dialogic pedagogy by:

- establishing a safe environment where children feel confident to discuss choices, to build on their own and one another's contributions, to respect each other's ideas and give purposeful and considered responses
- providing children with active opportunities to co-create, engage in conversation, ask questions and to perform and present their work.
- posing open-ended questions that require reasoning and critical thinking, facilitating collaborative discussions
- conferencing with children to draw awareness to and elicit their use of skills, how they are applied and how they can be improved or refined
- using circle activities to build relationships, create a sense of belonging and provide a safe space for children to express their thoughts and ideas
- carefully selecting appropriate stories, texts, artefacts, visual images, audio and videos to stimulate listening, thinking and discussion on various topics

Explicit teaching

Explicit teaching enables the teacher to clearly share new knowledge, skills, concepts and language while modelling positive dispositions in a structured way. It should be considerate of children's developmental stages, their prior learning, abilities and needs. Through explicit teaching, the teacher demonstrates tasks or concepts by carefully modelling and scaffolding their own thinking, making the learning process transparent. Clear explanations, examples and demonstrations help support children's understanding. High levels of teacher-child interaction foster engagement, with questioning encouraging children to elaborate on their learning while staying interested, connected and motivated.

Guided and independent practice are crucial. Initially, children practise with teacher support and feedback, then gradually transition to independent activities to consolidate learning. The teacher ensures meaningful interaction and engagement for all children.

Timely, developmental feedback addresses misunderstandings and reinforces prior learning, guiding children towards new learning. This approach builds confidence and competence, ensuring active participation in learning.

Teachers can use explicit teaching by:

- providing support and feedback to facilitate children's engagement as confident, reflective, skilled, active and agentic learners
- scaffolding and sequencing learning activities to facilitate progression in children's learning.
- describing and explaining a skill, the contexts in which it is useful and modelling and instructing how it can be applied in a variety of contexts
- breaking down and organising complex or abstract ideas into more manageable and accessible units of learning
- clarifying what has been learned at the end of a unit of work to ensure solid understanding of concepts.
- sequencing new learning in an incremental manner and exemplifying new content using demonstrations, modelling and visual and verbal cues, as appropriate
- responding to 'teachable moments' to explore children's ideas, make connections in their learning and draw attention to important and relevant knowledge and skills
- demonstrating how to use new words and phrases associated with themes/topics in context, providing opportunities for guided practice

15



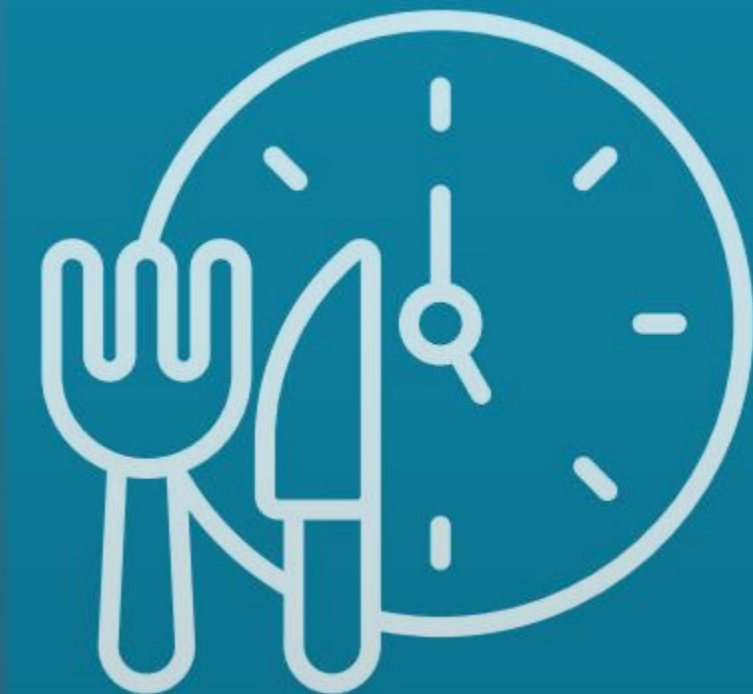
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Learning of School Leaders
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Key Messages of PCF Day 2

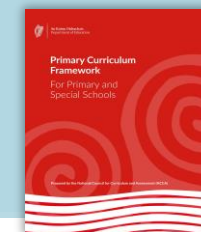
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Session 3 Overview and Outcomes

1

Consider how knowledge of the curriculum supports high-quality learning, teaching and assessment.

2

Explore and begin to engage with the five curricular specifications in the redeveloped primary school curriculum and their overarching structure.

3

Become familiar with resources and supports which will assist you and your school on your curriculum enactment journey.

Knowledge of the Curriculum



Oide

Knowledge
of
pedagogy

Knowledge
of the
children and
their prior
learning

Knowledge
of the
curriculum

Video: Knowledge of
Curriculum

Read page
14 of your
PLB.



3 mins

The Redeveloped Primary School Curriculum



Oide

"Teachers' knowledge of the curriculum (including the vision, principles, key competencies, curriculum areas, and learning, teaching, and assessment processes) enables high-quality learning experiences for all children in primary and special schools." (PCF, p.27)

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

An Roinn Oideachais agus Oige
Department of Education and Youth

Professional Decision Making



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“Teachers, as skilful and agentic professionals, enact the curriculum by making decisions about what to teach, when to teach it, and how to sequence and pace learning.”

(PCF, p.20)



Why am I teaching this lesson, to these children, at this time?



5 mins



Reflect on a lesson you taught this week.
What did you teach? Why did you teach it?
How did you sequence and pace learning?

What Informs Professional Decisions?



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“...teachers exercise agency in responding to children’s choices by making professional decisions based on children’s interests, curiosities, and prior learning, and on the curriculum and whole-school approaches.”

(PCF, p.25)



Circular 67/2025



"The introduction of the redeveloped primary curriculum will be a gradual and well supported process lasting at least 6 years." (DEY, 2025)

An Roinn Oideachais agus Oige
Department of Education and Youth

Circular 0067/2025

To Boards of Management and Principal Teachers, Teaching Staff of Primary Schools and Special Schools and CEOs of ETBs.

Primary Curriculum for primary and special schools

Contents

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- 2. Curriculum specifications 2
- 3. Progression and alignment 3
- 4. Coherence 3
- 5. Time allocations 3
- 6. Supporting the redeveloped Primary School Curriculum 4
- 7. Enacting the redeveloped Primary School Curriculum 4
- 8. Timeline of support 6
- 9. Guidance for Whole School Curriculum Planning and the updated Guidance on Preparation for Learning, Teaching and Assessment 6
- 10. Further Information 7
- Appendix 1: Timeline of Supports 8

1. Introduction

The approval by the Minister for Education and Youth of the five curriculum specifications marks the successful completion of the primary curriculum redevelopment. This achievement follows a huge amount of work by the National Council for Curriculum and Assessment (NCCA), the Department of Education and Youth and its support services in conjunction with school leaders, teachers, parents, children, researchers, and stakeholders across the education sector.

It represents a significant milestone, laying the foundation for high-quality learning, teaching and assessment that is inclusive and evidence-based, recognising the right of all children to make progress in all areas of their learning and development. The redeveloped curriculum builds on the strengths of the 1999 Primary School Curriculum to provide a strong foundation for every child to thrive and flourish. Its enactment calls for renewed focus on the curriculum's vision, ensuring that learning, teaching and

Enacting the Redeveloped Primary School Curriculum

School Year	Curriculum Area in Focus (Year 1 of Enactment)	Curriculum Area in Focus (Year 2 of Enactment)	Notes
2026/2027	Curriculum Area 1		First curriculum area selected. Two year enactment begins.
2027/2028	Curriculum Area 2	Curriculum Area 1	Second curriculum area selected. Areas 1 and 2 being worked on simultaneously.
2028/2029 <small>(Enactment of Wellbeing specification must have commenced)</small>	Curriculum Area 3	Curriculum Area 2	Third curriculum area selected. Areas 2 and 3 being worked on simultaneously.
2029/2030	Curriculum Area 4	Curriculum Area 3	Fourth curriculum area selected. Areas 3 and 4 being worked on simultaneously.
2030/2031	Curriculum Area 5	Curriculum Area 4	Fifth curriculum area selected. Areas 4 and 5 being worked on simultaneously.
2031/2032		Curriculum Area 5	All areas will be fully enacted by 2031/2032.
2032/2033			If a school opts to take a consolidation year, all curriculum areas will be fully enacted by 2032/2033.

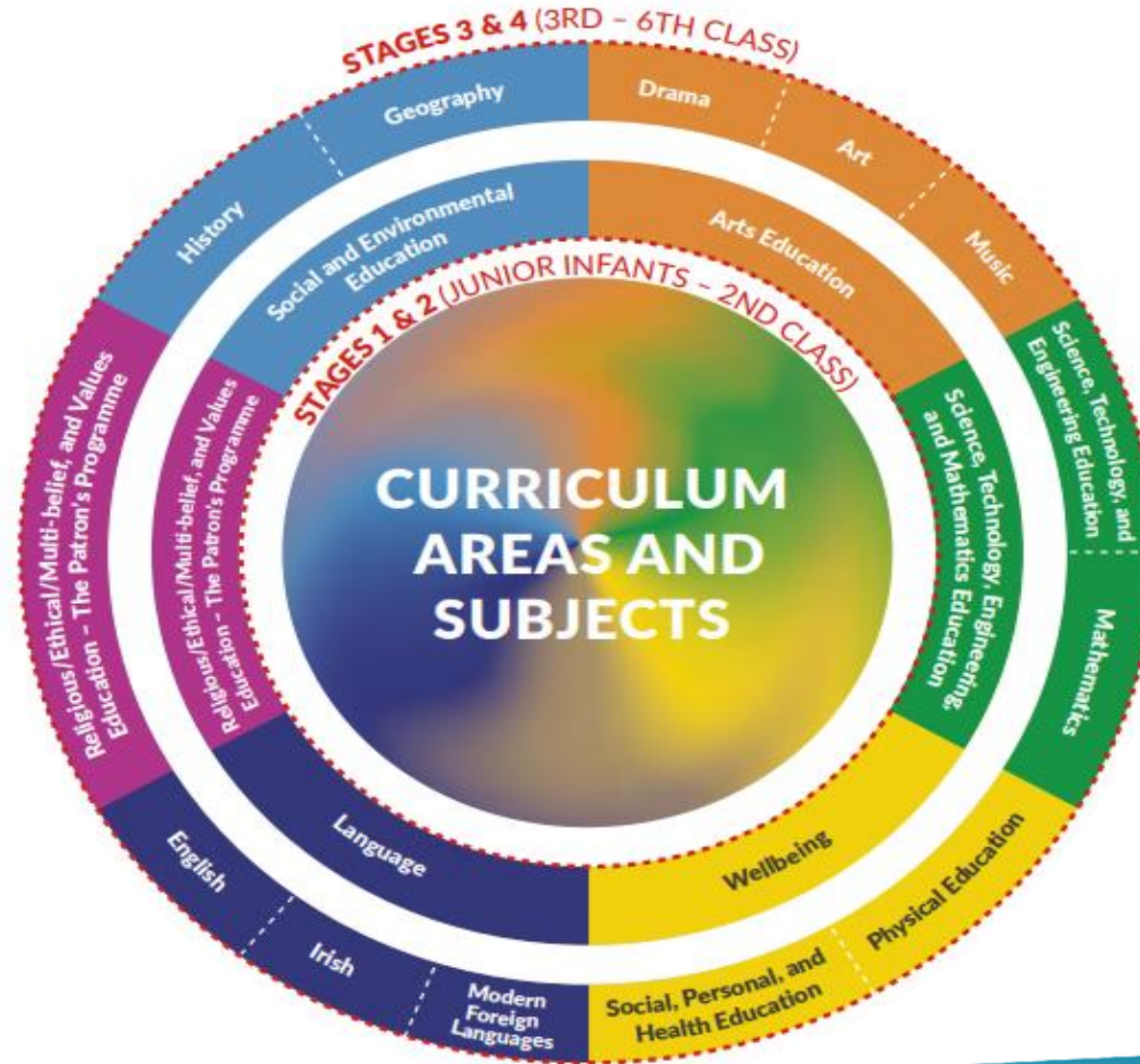
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Curriculum Areas and Subjects



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Overview of the Specifications



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Table 2: Components in curriculum specifications

Content	Description
Introduction	A summary of the philosophical and educational basis for the curriculum area.
Rationale	A description of the nature and role of the curriculum area and associated subjects within the broad primary curriculum.
Aims	A vision for the curriculum area and associated subjects articulated through a set of aims.
Strands and elements	Each curriculum area will be divided into strands, and across the strands, the elements will describe the essential learning.
Learning Outcomes	Learning Outcomes will describe the expected learning and development for children at the end of a period of time.
The curriculum in practice	Guidance and support focusing on the big ideas that underpin high-quality learning, teaching, and assessment in the classroom.

An Introduction to the Specifications



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An Introduction to the Specifications
Components in Curriculum Specifications

Content	Description
Introduction	A summary of the philosophical and educational basis for the curriculum area.
Rationale	A description of the nature and size of the curriculum area and associated subjects within the total primary curriculum.
Aims	A vision for the curriculum area and associated subjects articulated through a set of aims.
Strands and elements	Each curriculum area will be divided into strands, and across the strands, the elements will describe the essential learning.
Learning Outcomes	Learning Outcomes will describe the expected learning and development for children at the end of a period of time.
The curriculum in practice	Guidance and support focusing on the big ideas that underpin high-quality learning, teaching, and assessment in the classroom.

Science, Technology, Engineering and Mathematics (STEM) Education Specification

Science, technology and engineering are integral components of our everyday lives, continually advancing and shaping our world. Science, Technology and Engineering (STE) Education provides children with opportunities to explore, investigate and interpret our world and beyond. Children learn that in light of new discoveries and technological advancements, problems can be solved, enabling rapid adaptability and changes to how we live in the world. STE Education supports children in developing...

Social and Environmental Education Specification

Education plays a pivotal role in contributing to a democratic, equitable and just Irish society. Social and Environmental Education (SEE) comprises the subjects History and Geography, incorporating learning about religions, beliefs and worldviews. Learning in this curriculum area enables children to see themselves as members of society with rights and responsibilities and empowers them to contribute to matters of local, regional, national, European and global priority. This is realised through enriching learning experiences that are inclusive and responsive, with children at the centre of these educational experiences.

Arts Education Specification

Arts Education, encompassing the subjects Art, Drama and Music, occupies a unique and important space in children's primary education. Ireland has a rich, vibrant culture and heritage, and the arts play a key role in Irish life and society. Engagement with traditional and contemporary art, craft, music, song, drama, dance and other artforms helps connect children to this important aspect of national culture. They also learn about the perspectives of others, and arts-making in cultures and communities outside of Ireland. Arts Education supports and promotes children's artistic and creative development and wellbeing in an enjoyable way. This curriculum area offers opportunities for children to explore ideas and feelings and to express themselves creatively through a variety of artforms.

An Introduction to the Specifications: Key Learning

17

19

1. Read the introduction of your assigned specification.
2. Highlight key words and phrases.
3. Record and present to the other groups.

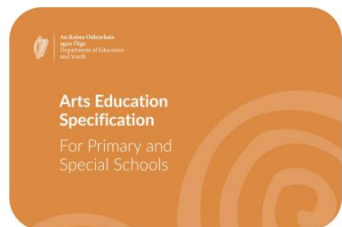


5 mins





Enactment Supports



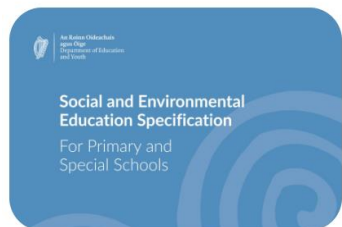
Arts Education



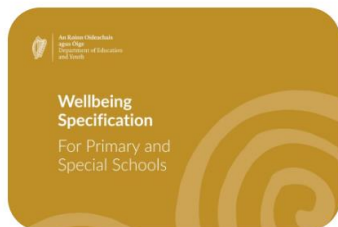
Language



Science, Technology, Engineering and Mathematics Education



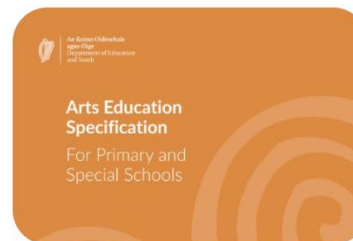
Social and Environmental Education



Wellbeing

Arts Education

Welcome to the *Arts Education* curriculum for all primary and special schools. Here you can find links to the Arts specification and the Arts Toolkit. You can also access useful videos, resources and information relating to Arts Education.



Arts Specification



Arts Toolkit



Arts Overview Video



www.curriculumonline.ie/primary/curriculum-areas

High-Quality Learning Teaching and Assessment



Oide

Knowledge of the children
and their prior learning

Knowledge of pedagogy

Knowledge of the curriculum

3

Things I learned

2

Things I am
curious about

1

Thing I want to
explore further



5 mins



Oide Resources to Support Enactment



Oide

- Primary Division Subject Areas -

- PCF** (Professional Competence Framework)
- Wellbeing**
- Social & Environmental Education**
- Arts Education** (Coming Soon)
- Languages and Literacy**
- STEM**
- Inclusive Education**

www.oide.ie/primary/home

- News & Updates**
- Key Documents**
- Professional Learning Materials**
- Preparation for Teaching and Learning**
- Resources**

Leadership Division

- Primary**
- Post-Primary**
- Endorsement**
- Post-Graduate Diploma**

Supports for Parents and Children



Oide

An Roinn Oideachais agus Óige
Department of Education and Youth

The New Primary Curriculum for Primary and Special Schools

What Parents Need to Know

What is the Primary Curriculum?
The curriculum sets out what children should learn and how children learn through the four stages of primary school:

- Stage 1: Junior 6 Senior Infants
- Stage 2: 1st & 2nd Class
- Stage 3: 3rd & 4th Class
- Stage 4: 5th & 6th Class

Why is there a new curriculum?
The new curriculum is shaped by children, parents, teachers, school leaders, education experts and research. It's vision, as set out in the Primary Curriculum Framework 2023, is to:

What's new in the curriculum?
The new curriculum is shaped by children, parents, teachers, school leaders, education experts and research. It's vision, as set out in the Primary Curriculum Framework 2023, is to:

- Give your child the best possible start, helping them grow, learn, and succeed
- Support your child in reaching their full potential.
- See every child as unique, capable, and caring.
- Recognise that all children have the right to make progress and develop in every area of their learning and growth.

KEY COMPETENCIES

- Being well
- Being happy
- Being confident
- Being resilient
- Being curious
- Being active
- Being kind

NCCA

The What, Why and How of Children's Learning in Primary and Special Schools

Information for parents

NCCA Children's Guide to the Redeveloped Primary School Curriculum

What We Learn And How We Learn In School

Why are the changes happening?

The world is always changing and we all need to learn about new things! These changes will give you lots of new learning and skills that will help you in your life now and as you get older.

NCCA An Chomhairle Náisiúnaí Curraíle agus Measúnaísa Náisiúnaí Curraíle agus Measúnaísa

- About NCCA
- Early Childhood
- Primary

Primary Curriculum Framework and Curriculum Areas

Home / Primary / Guidance For Parents

Guidance for Parents

As a parent, you play a key role in your child's education. The NCCA has developed a number of resources to help you to support your child's learning in primary school.

Key Learning



Possible next steps for me...





Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Míle buíochas!