



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Leading the Enactment of the Primary Curriculum

Professional Learning Booklet



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Overview of day

Fáilte
Welcome



Oide

9:30-11:00

Session One
Exploring Vision and Motivation

11:00-11:15

SOS

11:15-12:45

Session Two
Exploring Skills

12:45-13:45

LÓN

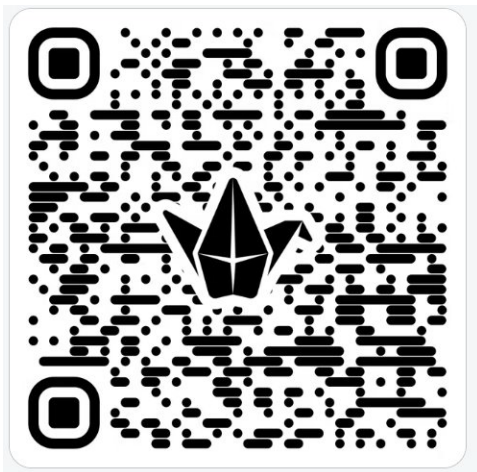
13:45-15:15

Session Three
Exploring Resources and Action Plan

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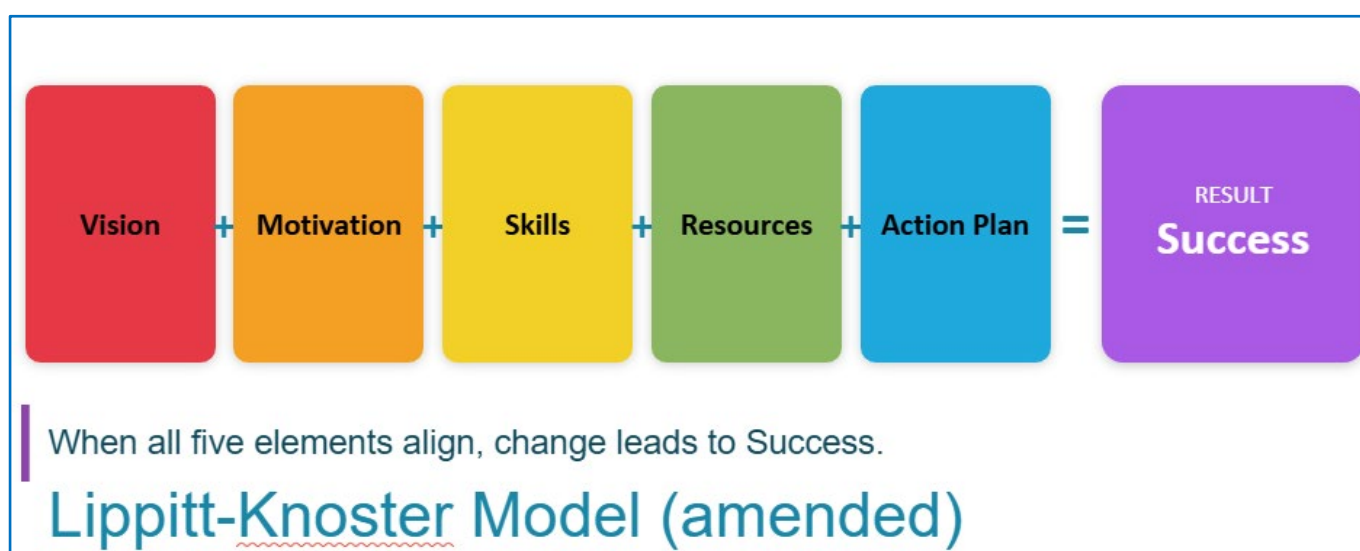
Supporting the Professional
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Padlet



Scan the QR code or click the link below
to access the Padlet which contains useful
documents and
resources to support you in leading the
enactment of the Primary Curriculum





Exploring Vision for Curriculum Area with your staff/ school community

Vision on page 5 of Primary Curriculum Framework + the following page numbers in Curriculum Specification books

Specification	Principles	Rationale	Key Competencies
Arts Education	Pgs. 4 & 5	Pg. 8	Pgs. 13 & 14
Languages	Pgs. 4 & 5	Pg. 8	Pg. 22
SEE	Pgs. 4 & 5	Pg. 8	Pgs. 15 & 16
STEM	Pgs. 4 & 5	Pg. 10	Pg. 17-19
Wellbeing	Pg. 4 & 5	Pgs 8 & 9	Pgs. 17 & 18

Spreagadh Foirne - Staff Motivation



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Consider the information presented in the data gathered from Ballytown NS in light of understanding perceptions of change.

What are the leadership actions required considering from this data in Ballytown NS?

Motivation



Discuss in groups.



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Considerations relating to Staff Motivation

Potential staff scenario	Leadership Actions / Support required?
If staff do not understand the purpose of this change, what actions could be taken?	
If some staff are not open to engaging with this change, what actions could be considered?	
If staff do not feel confident in enacting this change in practice, how could they be supported?	



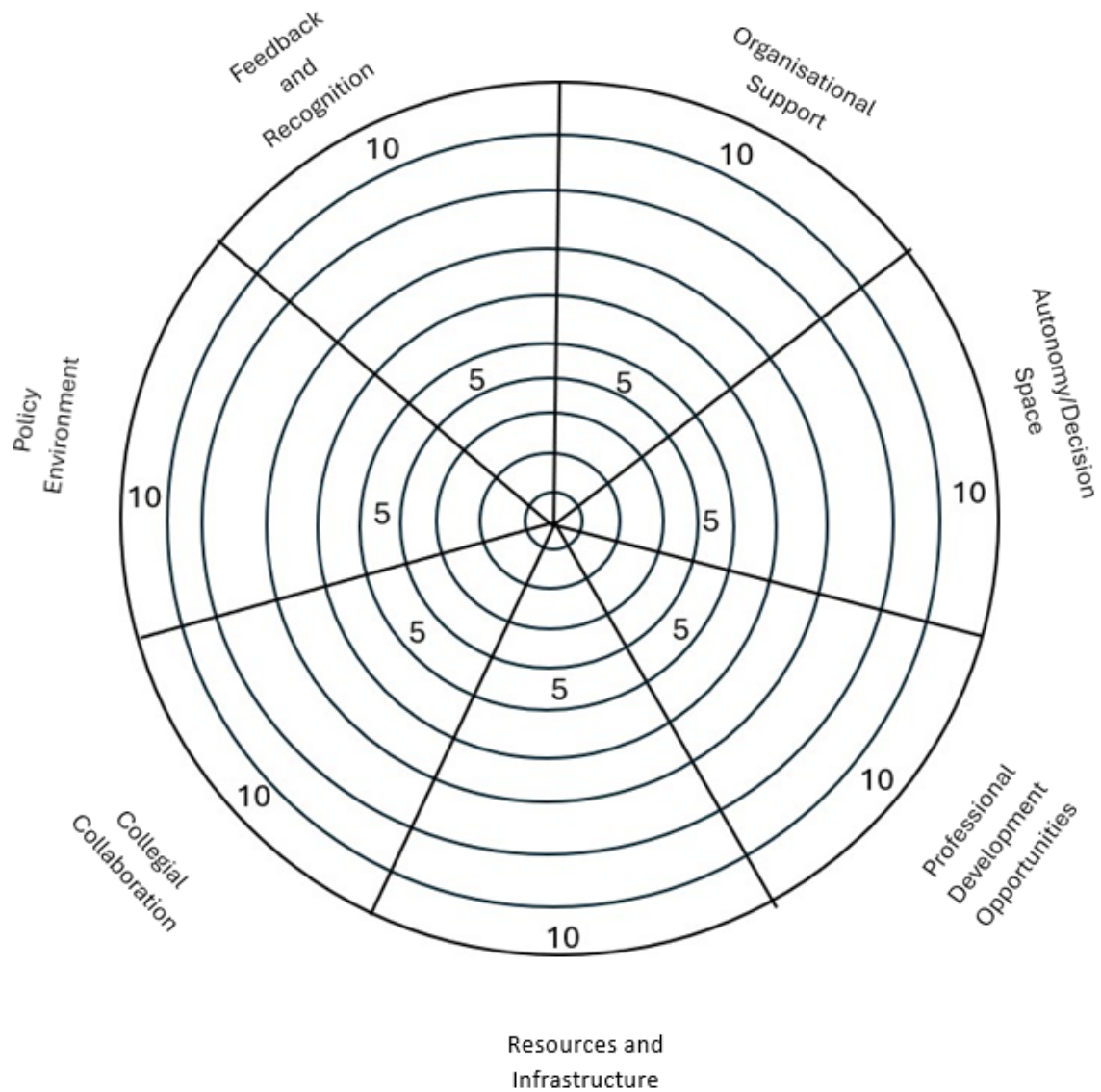


We make decisions based on:	Leadership implications in our context
Advantage - What is the benefit to me and/or my students? - Is it better than what we currently have or what we are currently doing?	
Compatibility - Does it fit with my values? - Do I need it or want it?	
Complexity - Is this going to be easy or hard to adopt? - How much time and effort do I have to invest?	
Trialability - Can I try before I buy'? - Can it be piloted?	
Observability - Can I see it working? - Can I observe model examples of practice?	

Looking at our School, 2022, p.25

Leadership and Management	Leading learning and teaching	School leaders: promote a culture of reflection, improvement, collaboration, innovation and creativity in learning, teaching and assessment foster a commitment to inclusion, equality of opportunity and the holistic development of each pupil manage the planning and implementation of the school curriculum foster teacher professional learning that enriches teachers' and pupils' learning
	Managing the organisation	School leaders: create and maintain a positive school culture and a safe, healthy and purposeful learning environment, and sustain it through effective communication manage the school's human, physical and financial resources so as to create and maintain a learning organisation manage challenging and complex situations in a manner that demonstrates equality, fairness and justice develop and implement a system to promote professional responsibility and accountability
	Leading school development	School leaders: communicate the guiding vision for the school and lead its realisation lead the school's engagement in a continuous process of self-evaluation build and maintain relationships with parents, with other schools, and with the wider community manage, lead and mediate change to respond to the evolving needs of the school and to changes in education
	Developing leadership capacity	School leaders: critique their practice as leaders and develop their understanding of effective and sustainable leadership empower staff to take on and carry out leadership roles promote and facilitate the development of pupil participation, pupil leadership and parent participation build professional networks with other school leaders

Cultural Factors to lead Teacher Agency Reflection Wheel



Pobail Chleachtais
Communities of Practice

 Oide

Based on your choice of curriculum specification, join a group to

- > **reflect on where you are at,**
- > **learn from each other** and
- > **engage in purposeful sense-making** using the reflection document as a starting point
- > **logical next steps....**



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Additional Reflection Questions for Communities of Practice

Focus Area	Reflective Questions	Notes / Next Steps
Getting Grounded <i>(2–3 min)</i>	• Around the table, where is each of you with this specification — still exploring, actively planning, or already enacting? What does that spread of experience mean for how this group can support each other?	

	Looking at your reflection document answers so far, what enabling factors and barriers keep coming up across the group?	
Vision <i>(specification rationale, key competencies, principles — Session 1)</i>	- Where does your school's vision for this specification align closely with the PCF vision, and where is there still a gap to close? - Is a shared understanding of “what good looks like” for this specification forming across your schools, or is everyone interpreting it a little differently?	
Motivation <i>(perceptions of change, staff readiness — Session 1)</i>	- Do we know whether our staff understand the change, are open to engaging with the changes and if they feel confident in engaging with enactment? - Would this knowledge help us as leaders? - Would trialability or observability support your staff as they are exploring this enactment journey? Does anyone have any experience of this that has worked in their school?	



Skills <i>(distributed leadership, LAOS domains, pedagogical development cycle — Session 2)</i>	• Using the Distributed Leadership & LAOS sheet from this morning, who across your schools is already leading aspects of this specification, and what could you borrow from each other's structures? • Which pedagogy in this specification is a strength somewhere in the group, and which is still developing? Could this group become a source of peer modelling for each other? • What's one small thing — a corridor chat, a one-legged interview — that's supported teacher agency in this specification in your school?	
Resources <i>(Circles of Control, Theory of Margin, Strategic Question, Pruning Principle — Session 3)</i>	• Applying Covey's Circle of Control specifically to this specification: what's within your control, your influence, and your concern as you plan its enactment? • What are you consciously pruning in your school this year to make space for curriculum enacting? What initiatives or practices could you remove, rotate or reimagine.	



	Has anyone in the group already found a resource, a piece of professional learning, or a practice example that could save the others from starting at zero?	
Action Plan <i>(SSE cycle, Curriculum Enactment Strategic Plan — Session 3)</i>	- Where is your school in the SSE cycle for this specification — gathering data, reviewing collaboratively, or already at target-setting or action-planning? What could you learn from whoever's furthest along? - What's one realistic, PCF-aligned target each of you could set that's small enough to pilot before this group next speaks?	
Looking Beyond Today <i>(sustaining the community of practice)</i>	What would make it valuable for this group to stay connected and continue learning from one another—a shared folder, a termly check-in, an informal WhatsApp or email thread?	



Curriculum enactment reflection document for _____

(Arts, Language, SEE, STEM, Wellbeing)

	Reflect	Select	Enact			
	See questions on page 6 –7 of the Whole-School Curriculum Planning guidance	See page 8 of the Whole-School Curriculum Planning guidance	See questions on page 10 of the Whole-School Curriculum Planning guidance			
Vision	- How does the vision of the PCF align with our school? - Do we have a vision for the curriculum area that we are exploring this year? - How could we develop a shared understanding of our school vision? - Do all staff understand the rationale and why behind the vision?	- Our school has no vision for this curriculum area - Our school is developing a vision for this curriculum area - Our school has a vision for this curriculum area	- Engage with PCF vision, curriculum area rationale, key competencies and principles - Reflect and discuss as a staff (further resources on padlet) - Develop our vision for the curriculum area - Share our vision for the curriculum area	How	When	Who
				Individual reading and reflection	Sept	All teachers
				Staff meeting	Oct	All teachers Teacher leader; committee; staff
				Staff meeting or committee meeting; email; newsletter	Nov	Teacher leader



Motivation				How	When	Who
	- Do we understand the purpose of this change? - Are we open to engaging with this change? - Are we confident in enacting this change in practice?	- Our staff do not understand the change and are not open to engaging - Our staff are open to engage but need more understanding - Our staff understand the change, are open to engaging but need more confidence with their skills	- Consider the steps set out in the Vision section above to develop understanding and willingness - Consult, collaborate and communicate the school's action plan (see 'Action Plan' below) to develop understanding, willingness and confidence - Develop a plan for professional learning (see 'Skills' below) to develop confidence			



Skills	<u>School Leaders:</u>			How	When	Who
	- What skills are needed to lead this curriculum area enactment? - Do our leadership team have these skills and to what extent?	- Our leadership team do not have the required skillset yet - Our leadership team has some skills but would like further support - Our leadership team are ready to lead enactment	- Identify the priority leadership skills to be developed - Create a leadership professional learning plan as part of the Action Plan (see Action Plan below) - Collaborate with Oide for leadership professional learning - Collaborate with each other and other local school leaders for professional learning			
	<u>Teachers:</u> - What skills do teachers need to enact the curriculum area? - Do our teachers have these skills and to what extent?	- Our teachers do not have the required skillset yet - Our teachers have some of the skills but would like further support - Our teachers are ready to enact the curriculum	- Identify the priority pedagogical skills to be developed - Create a professional learning plan as part of the Action Plan (see Action Plan below) - Collaborate with Oide for professional learning - Collaborate with each other as a staff for professional learning			



Resources				How	When	Who
	- What resources do we need to enact the curriculum area? - Do we have a system to use the resources effectively?	- We do not have the required resources - We have some of the required resources - We have all of the required resources - We do not have any systems - We have some systems - We have effective systems in place	- Create an inventory of required resources – including equipment, personnel and time - Consider how to effectively use time to support enactment - Identify any requirements as part of the Action Plan (see Action Plan below) - Identify who is responsible and the timeline - Consider the systems to use equipment, personnel and time - Consider sue of staff meetings to support curriculum enactment - Identify any improvements that need to be made as part of the Action Plan (see Action Plan) - Identify who is responsible and the timeline			



Action Plan	Do we have an Action Plan for this curriculum area reflecting vision, motivation, skills and resources?	- We do not have an Action Plan - We are working on our Action Plan - We have an Action Plan	Develop the Action Plan using the prompt from this reflection tool	How	When	Who





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