

WHAT FORMAT SHOULD SHORT-TERM PLANNING DOCUMENTATION FOR GMGY TAKE?

GMGY provides flexibility and agency to schools and teachers to prepare for teaching and learning in GMGY in a manner that is responsive to their context. As such, **short-term planning documentation for GMGY may take a lesson plan format or detail the learning outcome/s and learning experiences to be engaged in over a week, fortnight or month.**

There is **no prescribed template** for short-term planning documentation for the patrons' curriculum for CNSs. Schools may use or adapt templates from other curricular areas or develop a specific template for GMGY. That said, sample templates have been provided to accompany this *Guide*.

Schools/teachers are advised to include the following elements in their short-term planning documentation for GMGY: **stage, class, date, strand/s, element/s, learning outcome/s, learning experiences, linkage/integration, assessment and resources.**



HOW MUCH INFORMATION/DETAIL SHOULD TEACHERS INCLUDE IN THEIR SHORT-TERM PLAN FOR GMGY?

The short-term plan is one aspect of preparation for teaching and learning in GMGY. It should document the broad direction and focus of new learning for children over a sustained period of time. It should indicate the learning outcome/s children will engage with as well as note relevant learning experiences which will scaffold children's learning and how that learning will be demonstrated.

Recorded preparation, such as short-term plans, are first and foremost for the teacher, and therefore should be useful, purposeful and practical. As such, **the amount of information and detail in short-term planning documentation for GMGY will vary from teacher-to-teacher.**

Additionally, short-term plans for GMGY should be understood as tentative and dynamic. As works in progress, these short-term documents do not need to over elaborate on what may occur over the course of a lesson/s. Short-term plans should complement and encourage other forms of recorded preparation, as well as invisible and visible preparation.



For short-term planning templates, please see the links below:

[Short-Term Planning Template 1](#)

[Short-Term Planning Template 2](#)

Consider the following questions independently or in collaboration with others.

How useful, purposeful and practical is your current approach short-term, recorded preparation for *GMGY*?

How might you continue to enhance your approach to recorded preparation for teaching and learning in *GMGY* on a short-term basis?



WHAT TIMETABLING CONSIDERATIONS SHOULD TEACHERS BE AWARE OF DURING SHORT-TERM PREPARATION FOR TEACHING AND LEARNING IN *GMGY*?

As outlined in the *ETBI Patrons' Framework on Ethos* (2021) it is recommended that **GMGY is taught for a minimum of two hours per week** (excluding other opportunities where *GMGY* is integrated across the curriculum).

In multi-grade settings, teachers can timetable *GMGY* for the same time for each class most of the time. This is particularly true where all children in the class are working within the same stage. In 4 stream multi-grade settings, teachers may need to teach separate lessons to engage children in different learning outcomes, as they would for other curriculum areas, but should try to facilitate a differentiated whole class lesson insofar as possible.

Where children based in a special classes in mainstream schools are engaging with *GMGY* during periods of integration, all relevant teachers and other members of staff should liaise on timetabling of the patrons' curriculum to meet the needs of the child based in the special class as well as those in the mainstream class, to the greatest possible extent.