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## GMGY Interim Survey Report



June 2021

## Introduction

The GMGY Implementation Plan, which commenced in September 2020, is a two-year process which aims to:

- increase schools' appreciation of the patron's curriculum as a discrete curricular area as well as an essential element informing and supporting the multi-denominational ethos of Community National Schools
- begin to develop schools' understanding of the vision and aims of the curriculum, elements and outcomes of each strand as well as relevant methodologies and pedagogies underpinning teaching and learning in GMGY
- build schools' confidence and competence to collaboratively plan for and teach the curriculum through discrete GMGY lessons as well as integrate GMGY into other curricular areas, as well as across the school environment, and reflect on learning from their practice

Prior to the commencement of the GMGY Implementation Plan, a baseline survey on the Patrons' Curriculum for Community National Schools was conducted. A report for this survey was prepared in June 2020. This report follows on this baseline survey and report to assess the impact of GMGY Implementation to date across Community National Schools.

## Report Overview

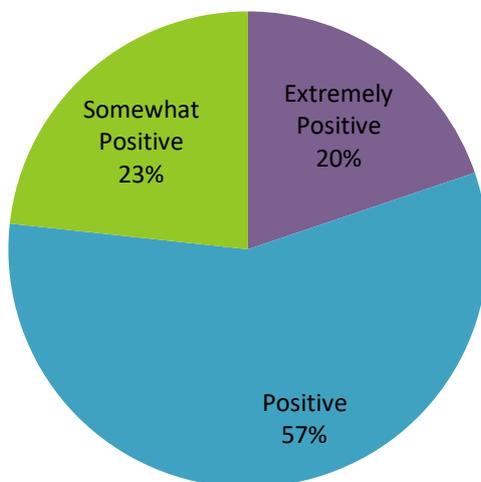
This Interim Survey Report aims to outline the impact of GMGY Implementation between September 2020 and June 2021. The findings within this report will be considered in the revision of the GMGY Implementation Plan for 2021-2022. The report and its recommendations are based on an anonymous survey of 85 CNS teachers from 22 Community National Schools across 8 ETBs which was conducted between 3<sup>rd</sup> - 18<sup>th</sup> June 2021.

## COVID-19 Context

Of particular significance in the context of this Interim Report is the impact of COVID-19 on Curriculum Implementation this year. Notably, the Implementation process ceased for Term 2 2020-2021 given that schools were required to facilitate teaching and learning remotely.

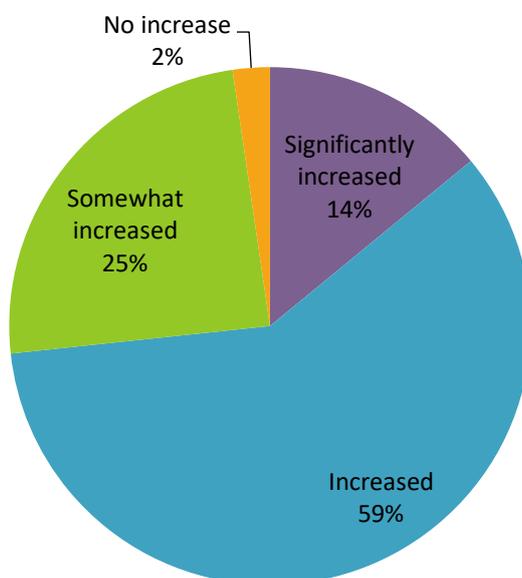
### Overall experience of GMGY Implementation

In spite of the challenging circumstances surrounding COVID-19, 77% of respondents indicated that they had either an extremely positive or positive experience of GMGY Implementation between September 2020 and June 2021. Notably, no respondents indicated that they had a negative experience of curriculum implementation this year.



### Confidence and Competence Teaching GMGY

The GMGY Implementation Plan aims to increase teacher’s confidence and competence teaching the patrons’ curriculum. In June 2020, 72% of CNS Teachers indicated that they had low confidence in this area. Following a year of engagement in the GMGY Implementation process, 73% of respondents indicated that their confidence and competence teaching GMGY had either increased or significantly increased.



## Confidence Teaching the Strands of GMGY

There are four strands in the GMGY Curriculum; *My Stories*, *We Are A CNS*, *Thinking Time* and *Beliefs and Religions*. Respondents’ feedback indicates that teachers’ confidence in each of these four strands has increased through the curriculum implementation process to date. Notably, there has been a 20-28% increase across all four strands between June 2020 and June 2021.

Strand	June 2020	June 2021	Increase
	Percentage of respondents feeling confident or very confident teaching the strand		
My Stories	57%	77%	20%
We Are A CNS	52%	76%	24%
Thinking Time	32%	60%	28%
Beliefs and Religions	31%	55%	24%

Despite increasing confidence in the patrons’ curriculum, survey responses indicate that 78% of teachers are teaching GMGY less than the recommended time allocation, with the majority of teachers providing 2 or less discrete GMGY lessons each week. The recommendation by the NCCA for the patrons’ curriculum is 2.5 hours, but 1.5 hours (three 30-minute lessons) along with integration across other areas is expected. The loss of teaching and learning time as a result of the COVID-19 pandemic likely accounts for this lack of change between June 2020 and September 2021.

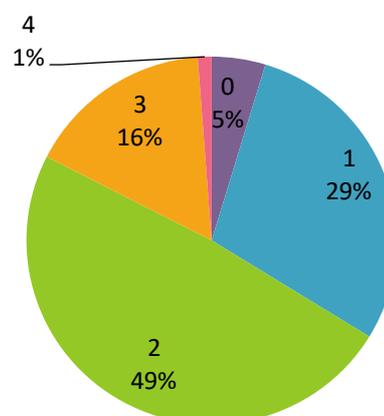


Figure 1 Number of Discrete GMGY Engagements Each Week

## GMGY Implementation Barriers

In their survey responses, teachers were asked to indicate the barriers to their implementation of GMGY between September 2020 and June 2021. There was consensus from most respondents that the COVID-19 pandemic and periods of remote teaching and learning posed significant challenges to schools in terms of curriculum implementation. Many respondents commented on the loss of teaching and learning time during periods of remote teaching and learning and the subsequent requirement to “catch-up” on key areas such as literacy and numeracy, which were prioritised over the patrons’ curriculum when schools returned to face-to-face instruction. For some respondents, this loss of time also resulted in less opportunity for professional learning and reflection amongst teachers. Many teachers indicated that a lack of resources for GMGY was also an issue this year. This, combined with teachers’ lack of familiarity with the curriculum overall, made the development of GMGY lessons challenging for some teachers.

## GMGY Implementation Supports

When asked to indicate the supports which were most beneficial between September 2020 and June 2021, 81% teachers indicated that the monthly lesson suggestions from ETBI were either very helpful or helpful. In addition, many teachers indicated that the GMGY webinars provided a meaningful overview of each of the strands. According to respondents, the Webinars enabled schools to collaboratively prepare for teaching and learning in GMGY. Opportunities to prepare for teaching and learning as well as the associated support materials were also beneficial, according to respondents. Other supports which some teachers expressed their appreciation for included their schools' GMGY Coordinator, GMGY Teach Meets, resources on the CNS website and 1-1 support for individual schools.

	Very Helpful	Helpful	Somewhat Helpful	Unhelpful	Did not engage with this support.
GMGY Webinars	33.7%	45.3%	17.4%	2.3%	1.2%
Preparing/Planning to teach GMGY following GMGY Webinars	23.3%	51.2%	19.8%	1.2%	4.7%
Teaching GMGY strands following webinars and planning sessions	26.7%	48.8%	18.6%	%	5.8%
Reflecting on GMGY Implementation	14.0%	47.7%	30.2%	2.3%	5.8%
Monthly GMGY Lesson Suggestions from ETBI	47.7%	33.7%	12.8%	%	5.8%
GMGY TeachMeets	10.5%	19.8%	18.6%	1.2%	50.0%
1:1 GMGY Professional Development from ETBI for just your school	19.8%	32.6%	5.8%	2.3%	39.5%

## Suggestions for GMGY Implementation 2021-2022

In reflecting on their experience of GMGY Implementation to date, respondents made the following suggestions which they feel would enhance the Implementation of Goodness Me, Goodness You! going forward. These suggestions include:

- suggested resources/lists (e.g. books, videos, PowerPoints and concrete resources)
- suggested lesson ideas and sample lessons (workbooks, a GMGY programme)
- more methodology suggestions
- sample plans/templates
- support with learning outcomes
- wider range of professional development opportunities (e.g. face-to-face professional development, webinar recordings, alternatives to webinars, teach-meets, team planning, 1-1 support for schools, greater time for sharing/reflection)

## Conclusion

This report on the Interim GMGY Implementation Survey will inform a revision of the GMGY Implementation Plan for 2021-2022. This report, along with individual ETB reports, will be circulated to Chief Executives and Directors of Schools in advance of the next academic school year. The report will also be forwarded to CNS Principals' and GMGY Coordinators. A final report on Phase 1 of GMGY Implementation will issue in June 2022.



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*Produced by ETBI – June 2021*