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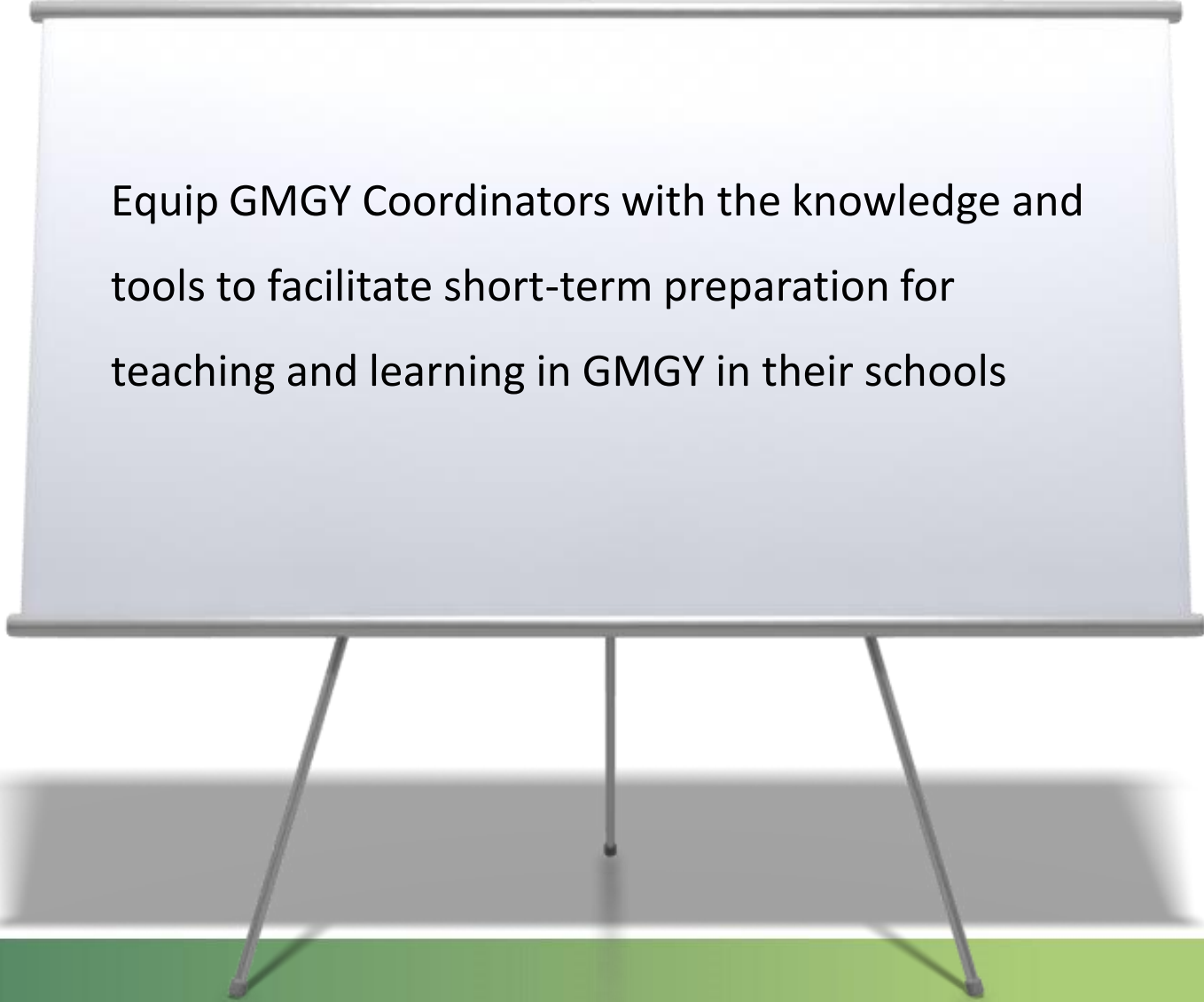
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Oiliúna Éireann*

GMGY Coordinator Training

Facilitating Short-Term Preparation for Teaching and Learning



Aim



Equip GMGY Coordinators with the knowledge and tools to facilitate short-term preparation for teaching and learning in GMGY in their schools

INTRODUCTORY WEBINAR ON GMGY

ROUND 1

STRAND X

WEBINAR

PREPARE

TEACH

REFLECT

ROUND 2

STRAND Y

WEBINAR

PREPARE

TEACH

REFLECT

ROUND 3

STRAND Z

WEBINAR

PREPARE

TEACH

REFLECT

ROUND 4

STRAND W

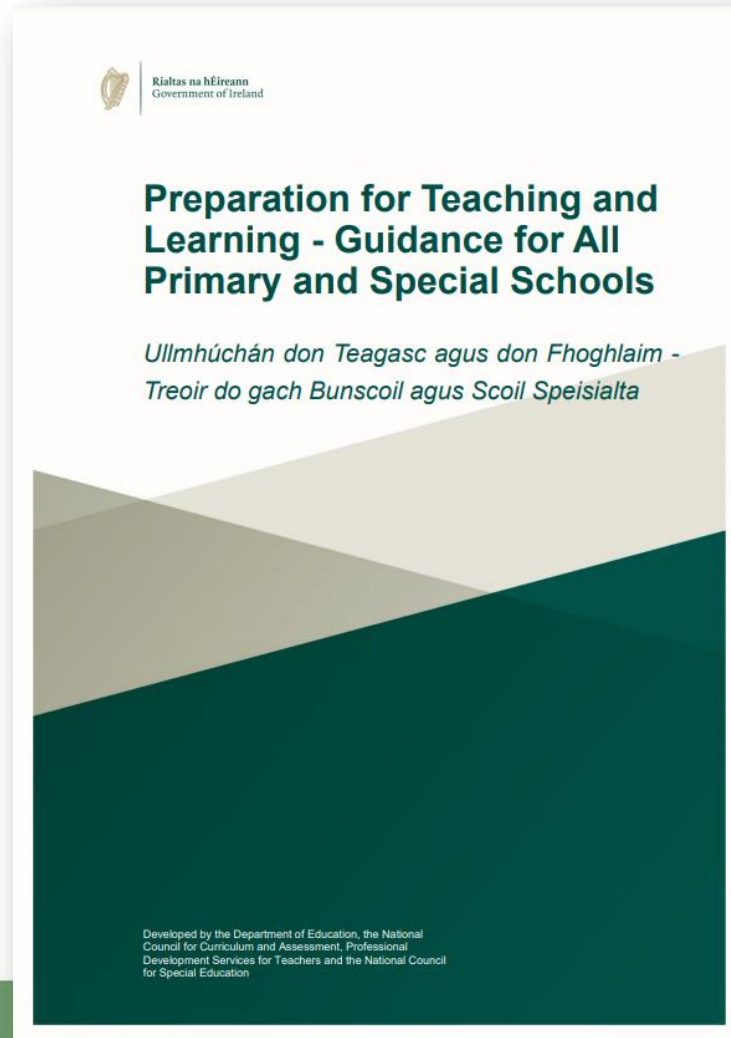
WEBINAR

PREPARE

TEACH

REFLECT

National Guidance



Guidance for GMGY

GMGY Preparing for Teaching and Learning in GMGY

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This *Guide*, and all other supports pertaining to preparation for teaching and learning in GMGY, should be read in conjunction with [Preparation for Teaching and Learning – Guidance for All Primary and Special Schools](#)

Click to Learn More about Preparation for Teaching and Learning!

WHY IS THERE A NEED TO PREPARE FOR TEACHING AND LEARNING IN GMGY?

GMGY is a **curriculum** as opposed to a programme. As such, it does not take a prescriptive approach to supporting children's learning through predetermined lessons or activities. In line with national curriculum developments, GMGY shapes teaching and learning through the provision of learning outcomes, organised by strands and elements. This structure provides autonomy and flexibility to teachers as committed, skilful and agentic professionals to prepare responsive learning experiences for the children in their class.

WHAT SHOULD UNDERPIN TEACHERS' PREPARATION FOR TEACHING AND LEARNING IN GMGY?


When preparing for teaching and learning in GMGY, teachers should consider **The Key Pillars of Preparation for Teaching and Learning** along with the **multi-denominational ethos underpinning CNSs**. As GMGY is the curricular expression of the CNS ethos, it is vital that teachers bear this ethos in mind when preparing for the patrons' curriculum.

The Key Pillars of Preparation for Teaching and Learning


- Knowledge of the Children and their Prior Learning
- Knowledge of the Curriculum
- Knowledge of the Pedagogies Underpinning the Curriculum

Community National School (CNS) Ethos

CNSs are state, multi-denominational, co-educational schools underpinned by the core values of excellence in education, care, equality, community and respect.



For further information on *The Key Pillars of Preparation for Teaching and Learning*, click [here](#).



For an overview of the multi-denominational ethos underpinning Community National Schools, watch this [video](#).

GMGY Facilitating Short-Term Preparation for Teaching and Learning in GMGY: A Guide for GMGY Coordinators

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WHAT IS THE PURPOSE OF THIS GUIDE?

This Guide, *Facilitating Short-Term Preparation for Teaching and Learning in GMGY*, is part of a suite materials developed to support Community National Schools with their Implementation of *Goodness Me, Goodness You!* Its contents will specifically support GMGY Coordinators in their facilitation of ongoing preparation for teaching and learning for the patrons' curriculum in their schools. The guide provides information as well as discussion questions and suggested activities for use during professional learning opportunities.

This document, and all other supports pertaining to preparation for teaching and learning in GMGY, should be read in conjunction with [Preparation for Teaching and Learning – Guidance for All Primary and Special Schools](#).

WHY IS THERE A NEED TO PREPARE FOR TEACHING AND LEARNING IN GMGY ON A SHORT-TERM BASIS?

Engaging in preparation for teaching and learning in GMGY on a short-term basis ensures that GMGY lessons are responsive to the evolving needs of children and the whole school context. This preparation also ensures that the classroom environment is supportive and reflective of children's learning experiences in the patrons' curriculum.

Information available on PowerPoint **Printable Activity** **Discussion Opportunity**

These symbols will be used throughout this guide to support GMGY Coordinators' preparation and facilitation of professional learning opportunities for members of their staff.

Activity Provide your colleagues with an opportunity to reflect on their current practices in relation to short-term preparation for teaching and learning in GMGY. Participants may consider these questions in small groups or as a whole staff.

How do you and/or your school currently approach short-term preparation for teaching and learning in GMGY?

What changes would you like to see in your own/your School's practices in relation to short-term preparation for teaching and learning in GMGY?

What aspects of this approach to preparation for GMGY would you like to maintain?

How are the documents organised?



WHAT ARE LEARNING OUTCOMES?



Learning outcomes are **statements in curriculum specifications to describe the skills, concepts, values and dispositions students should be able to demonstrate after a period of learning.**

In *GMGY*, learning outcomes are broad statements which describe the **expected learning at the end of each two-year stage.** Within each stage, children explore 14 learning outcomes across four strands: My Stories; We Are A CNS; Thinking Time; and Beliefs and Religions.

Unlike objectives, learning outcomes are broad statements which provide flexibility and agency for teachers to plan responsively by placing the child at the centre of learning.

When preparing for *GMGY* on a short-term basis, **teachers should select learning outcomes from stages which support children in working towards the next steps in their learning journey.** These learning outcomes may be contained within the same or different stages of the curriculum. Furthermore, *GMGY* supports children to progress and work towards learning outcomes at a rate and pace appropriate to their abilities and to have this learning recognised.

Learning outcomes are intended to be developed through a combination of explicit teaching and classroom culture. As such, engagement in *GMGY* lessons is complemented by the general learning environment and vice versa.

Activity



Using the printable worksheet on p. 7, invite members of your staff to discuss how the learning outcomes listed can be developed through the general learning environment of the classroom or school.



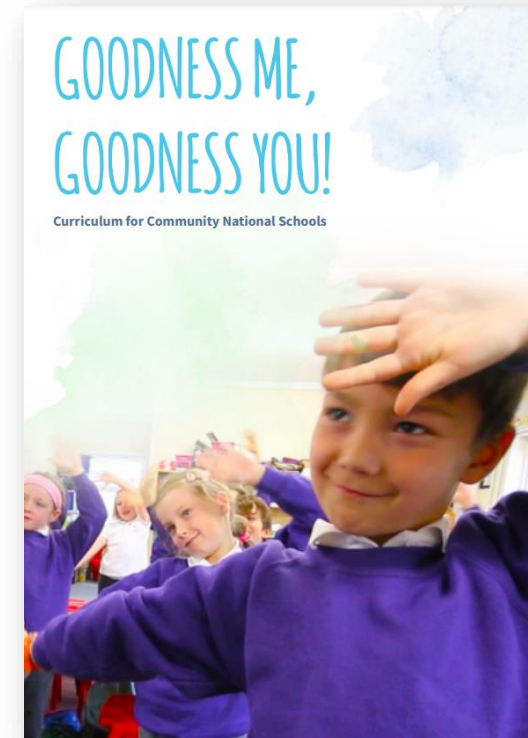
Rationale

Why prepare for teaching and learning in GMGY?

- Curriculum
- Learning Outcomes

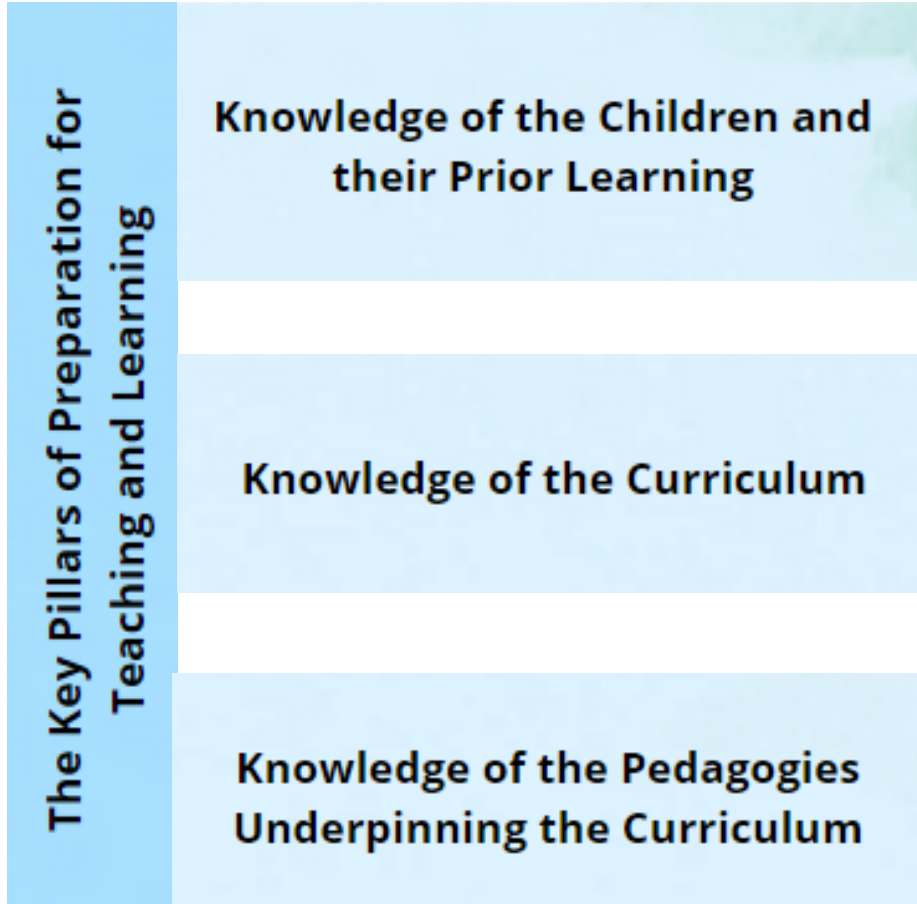
Why prepare for GMGY on a short-term basis?

- Lessons
- Classroom Environment





What should underpin preparation for GMGY?





How do teachers prepare for teaching and learning in GMGY?





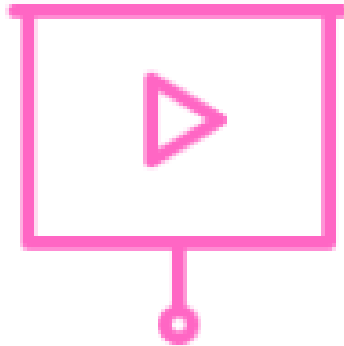
Invisible Preparation

INVISIBLE
PREPARATION





Visible Preparation





Recorded Preparation








Activity

List examples of invisible, visible and recorded preparation you have engaged in for GMGY recently

Activity

Reflecting on Our Invisible, Visible and Recorded Preparation for GMGY

Instructions: Using the table below, list examples of invisible, visible and recorded preparation you have engaged in for GMGY recently.

INVISIBLE PREPARATION 	VISIBLE PREPARATION 	RECORDED PREPARATION 
Invisible preparation is continuous, unrecorded and involves teachers making ongoing decisions before, during and after learning.	Visible preparation is teaching and learning in action. It involves the provision of appropriate learning experiences to support the intended learning of all children.	Recorded preparation is any documentation which supports teachers' ongoing practice and reflection.

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List examples of invisible,
visible and recorded
preparation you have
engaged in for GMGY recently

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following code:

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What does short-term preparation for GMGY entail?

- preparing **for** lessons
- a **sustained period** of teaching and learning

Key Considerations

- What will the children learn? What will be their **focus of new learning**?
- How will I facilitate this new learning? What **learning experiences** will I provide?
- How will the children demonstrate this new learning? How will I **assess** the skills, concepts, values and dispositions they have developed?





How do you identify the focus of new learning?

- expressed needs and interests of children
- current local, national or international events
- Unplanned learning experiences
- New and interesting resources
- **GMGY Learning Outcomes**






What Are Learning Outcomes?



- statements in curriculum specifications to **describe the skills, concepts, values and dispositions** students should be able to demonstrate after a period of learning.
- expected learning at the end of each **two-year stage**
- broad statements which provide **flexibility and agency for teachers** to plan responsively by placing the child at the centre of learning
- Learning outcomes are intended to be developed through a combination of **explicit teaching and classroom culture**






Mentimeter


Activity 

Learning Outcomes... How are we doing?

Instructions: Work either individually or with a partner to discuss your current approach to using learning outcomes in preparation for teaching and learning in the patrons' curriculum.

Traffic light your responses to the questions below using this code:

			
I feel confident working with learning outcomes to prepare for GMGY lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I prepare for teaching and learning using learning outcomes with my colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can identify a focus of new learning from a learning outcome.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can see how both content and skills can be developed through learning outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use learning outcomes to plan learning experiences based on children's learning needs and what is meaningful to them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use learning outcomes to guide my assessment of children's learning in GMGY.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



5

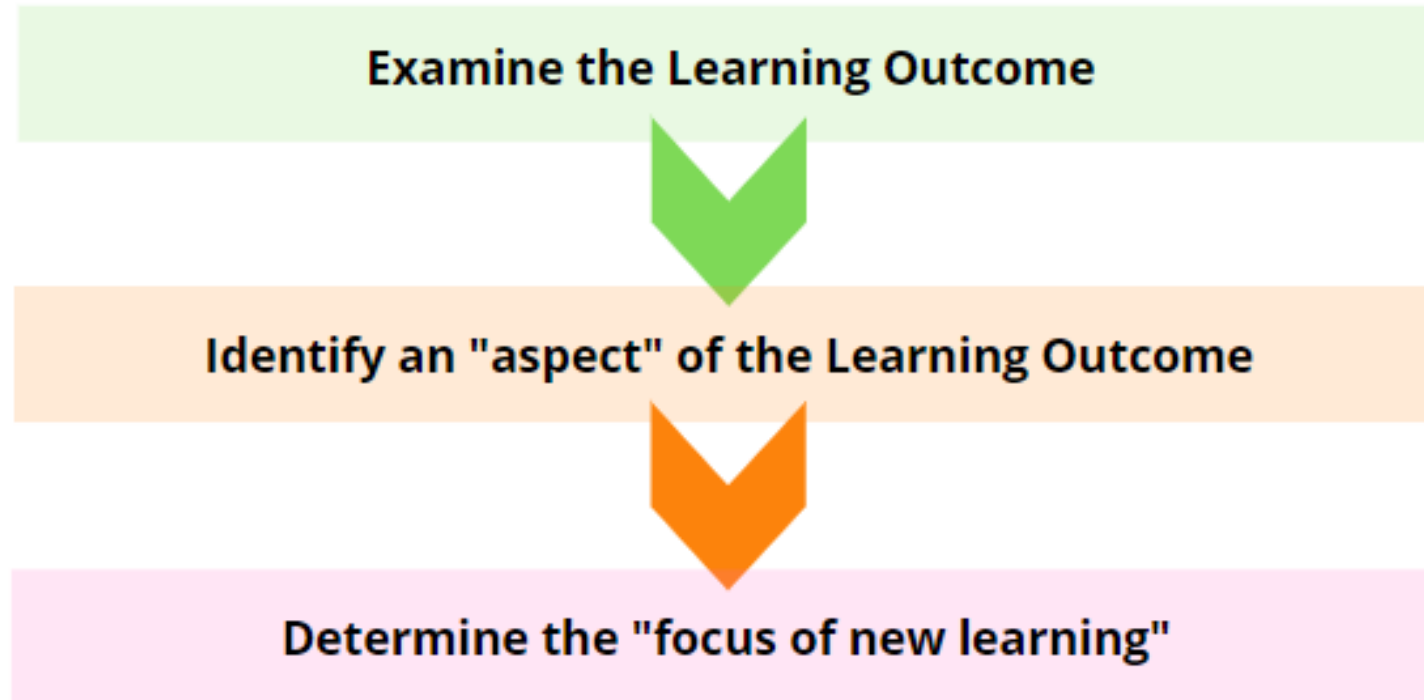
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Using GMGY Learning Outcomes



Suggested Focus of New Learning

MY STORIES: SUGGESTED ASPECTS OF LEARNING OUTCOMES (FOCUS OF NEW LEARNING)			
Stage 1	Stage 2	Stage 3	Stage 4
<p>My Life Personal (Attributes)</p> <ul style="list-style-type: none"> Name Physical Appearance Race Language Gender Nationality Values/Beliefs <p>My Relationships (Personal Narratives)</p> <ul style="list-style-type: none"> Talents Values/Beliefs Likes/Dislikes Personality, Qualities, Traits Special Times in My Life So Far (Milestones) <p>My Spaces and Places (Home)</p> <ul style="list-style-type: none"> Favourite Place in My Home Favourite household item Things I do in My Home Who I live <u>With</u> 	<p>My Life (Personal Achievements)</p> <ul style="list-style-type: none"> Winning Competitions/Awards Setting Goals, Steps/Working towards Goals, Achieving Goals Dealing with setbacks and challenges People who support us to achieve our goals/achieve People who inspire us to achieve <p>My Relationships (Family & Community Narratives)</p> <p><i>Context dependent</i></p> <p>My Spaces & Places (Community Stories)</p> <p><i>Context dependent</i></p>	<p>My Life (Milestones/Events)</p> <p>Personal</p> <ul style="list-style-type: none"> Growth Milestones (sitting up, walking, crawling) Learning New Skills (e.g. riding a bike) Rites of Passage/Celebrations Family/Community Support for Milestones <p>Family</p> <ul style="list-style-type: none"> New house, baby Special Celebration/Event Holidays <p>Community</p> <ul style="list-style-type: none"> New Building/Infrastructure (e.g. school, GAA club) Annual Community Festival/Celebration <p>My Relationships (Influential Figures)</p> <ul style="list-style-type: none"> Influential people in family/community Activists (Human Rights) Political Figures Businesspeople Relevant Historical Figures Religious Figures Scientists/Engineers Artists (painters, writers, musicians) <p>My Spaces & Places (Stories from the Irish Tradition)</p> <ul style="list-style-type: none"> Irish myths, legends, folklore Irish songs/Rhymes/Poems 	<p>My Life (International Events)</p> <ul style="list-style-type: none"> Political Events Sporting Events Awareness Raising Events (Human Rights Initiatives) Celebrations/Festivals Natural Disasters Conflict Peace/Resolutions <p>My Relationships (Imagined Narrative for their Future)</p> <ul style="list-style-type: none"> Journeys to take/Places to visit Goals/Aspirations New Skills/Talents to develop Steps/Milestones along the way Realistic/Imaginative Future <p>My Spaces & Places (Stories from Around the World)</p> <ul style="list-style-type: none"> Myths, Legends, Folklore Personal Stories Community Stories





Using GMGY Learning Outcomes

Stage	1
Strand	My Stories
Element	My Life

Focus of New Learning

- Articulating ideas
- Expressing preference

Focus of New Learning

- Likes/Dislikes
- Differences
- Gender

Learning Outcome

Identify and analyse their personal attributes and recognise the value of these attributes





Breakout Rooms

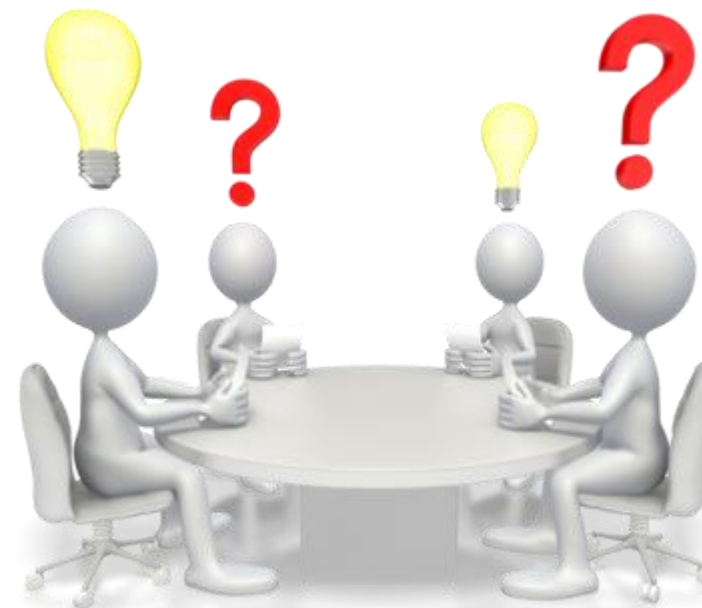
Identify one or more focus of new learning based on the underlined aspects of the learning outcomes below

Stage 1 > We Are A CNS

Understand the positive contributions that friendship and community make in their lives.

Stage 3> Beliefs and Religions

Demonstrate an understanding of and respect for the special people who are associated with a range of belief traditions and develop an understanding of special people in their own lives.



5 minutes





What are Learning Experiences?



Planned



Unplanned





Developing Learning Experiences

Stage	1
Strand	My Stories
Element	My Life

Focus of New Learning

- Articulating ideas
- Expressing preference

Focus of New Learning

- Likes/Dislikes
- Differences
- Gender

Learning Outcome

Identify and analyse their personal attributes and recognise the value of these attributes



Learning Experiences

- Assessing Prior Knowledge: Thumbs Up/Down "Thumbs up if you think..." (e.g. all boys like blue)
- Read and discuss story: My Princess Boy (Critical Thinking and Book Talk)
- Art: My Favourite Clothes (template)
- Circle Time: "Clothes I Like to Wear"





Breakout Rooms

Revisit the learning outcomes below. This time identify some planned and/or unplanned learning experiences which would engage children in the focus of new learning you identified.

Stage 1 > We Are A CNS

Understand the positive contributions that friendship and community make in their lives.

Stage 3> Beliefs and Religions

Demonstrate an understanding of and respect for the special people who are associated with a range of belief traditions and develop an understanding of special people in their own lives.



5 minutes





How can teachers assess children's learning in GMGY?

Learning outcomes should inform assessment of the patrons' curriculum

SELF-ASSESSMENT

TEACHER DESIGNED TASKS

PEER ASSESSMENT

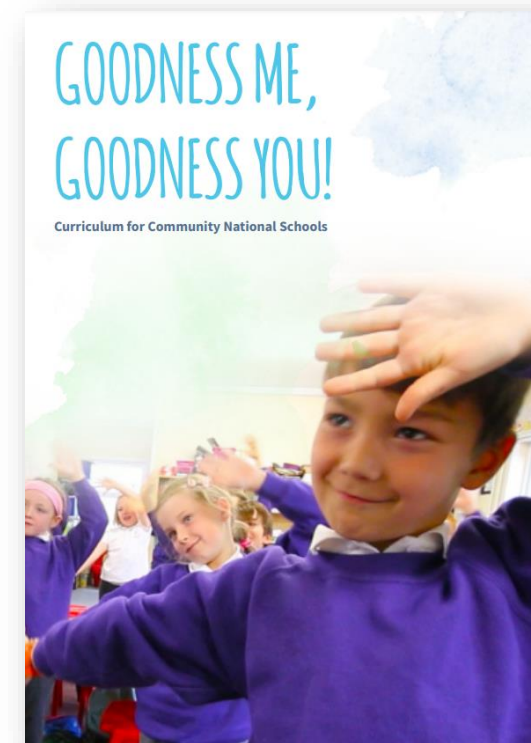
QUESTIONING

OBSERVATION

PORTFOLIOS

CONFERENCING

CHECKLISTS





Assessing Learning

Stage	1
Strand	My Stories
Element	My Life

- Focus of New Learning**
- Articulating ideas
 - Expressing preference

- Focus of New Learning**
- Likes/Dislikes
 - Differences
 - Gender

Learning Outcome

Identify and analyse their personal attributes
and recognise the value of these attributes



Learning Experiences

- Assessing Prior Knowledge: Thumbs Up/Down "Thumbs up if you think..." (e.g. all boys like blue)
- Read and discuss story: My Princess Boy (Critical Thinking and Book Talk)
- Art: My Favourite Clothes (template)
- Circle Time: "Clothes I Like to Wear"

Assessment

- AfL: Thumbs Up, Thumbs Down
- AoL: (skills) observation
- AoL: (concepts) questioning





Short-Term Plans

- lesson plan format or weekly, fortnightly or monthly
- no prescribed template
- one aspect of recorded preparation
- documents the broad direction and focus of new learning
- first and foremost for the teacher
- should be useful, purposeful and practical
- Tentative, dynamic works in progress





Discussion

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





Timetabling

GMGY should be taught for two hours per week (excluding other opportunities where GMGY is integrated across the curriculum)





Discussion

How has your understanding of preparation for teaching and learning in GMGY evolved through this training?

What changes do you hope to realise in relation to your approach to preparation for teaching and learning in GMGY into the future?



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