

WHAT IS THE *GMGY* IMPLEMENTATION PLAN?

Goodness Me, Goodness You! (*GMGY*) is the **Patron's Curriculum for Community National Schools (CNSs)**. CNSs are primary schools under the Patronage of the Education and Training Boards (ETBs). *GMGY* was designed by the National Council for Curriculum and Assessment (NCCA) and was launched in the Department of Education and Skills (DES) in October, 2018.

To support CNSs with the teaching and learning of *GMGY*, Education and Training Boards Ireland (ETBI), in conjunction with the *GMGY* Coordinators' and CNS Principals' Network Groups, developed an Implementation Plan for the curriculum. This plan, which is patron approved, aims to:

- increase schools' **appreciation** of the patrons' 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, across the school environment, and reflect on learning from their practice

HOW DOES THE *GMGY* IMPLEMENTATION PLAN OPERATE?

There are a variety of interdependent components to the *GMGY* Implementation Plan. These include:

- engagement in **professional learning experiences**
- **preparation** for teaching and learning in the patrons' curriculum
- facilitation of **teaching and learning** in *GMGY* and
- **reflection** on professional practice and children's learning experiences



CNS Teachers engage with these components **formally** through a structured professional learning process as well as through **informal**, ongoing opportunities for professional learning, preparation, teaching and learning and reflection.

HOW DO TEACHERS ENGAGE IN GMGY IMPLEMENTATION IN A FORMAL, STRUCTURED WAY?



Through the **structured professional learning process**, Community National Schools engage in an introductory webinar on *GMGY* and four "**rounds**", or periods of focused implementation.

Each "round" takes place over a single school term and provides schools with the opportunity to focus on one of the four strands of *GMGY*. Each "round" consists of 4 key steps which are illustrated above. These include:

1. A **GMGY Webinar** on one of the four strands
2. An opportunity to **prepare** for teaching and learning in that strand
3. Time to **teach** new pedagogies, methodologies, approaches
4. An opportunity to **reflect** on professional learning and children's learning experiences from the process

HOW DO TEACHERS ENGAGE IN THE IMPLEMENTATION PROCESS IN A MORE INFORMAL, ONGOING WAY?

It is recognised that CNS teachers also engage in *GMGY* Implementation in an **informal**, ongoing fashion. Examples of ways teachers might engage with the implementation of the patrons' curriculum in this sense are outlined below.

Both structured and ongoing engagement in the four aforementioned components of *GMGY* Implementation (professional learning, preparation, teaching and learning, and reflection) aim to increase teachers' appreciation, understanding, confidence and competence in the patrons' curriculum and ultimately facilitate meaningful and effective learning experiences for children.



WHAT IS THE ROLE OF GMGY COORDINATORS AND CNS PRINCIPALS IN THE IMPLEMENTATION OF GMGY?

GMGY Coordinators, in conjunction with CNS Principals, are responsible for **leading the implementation of the patrons' curriculum locally**. Together, Coordinators and Principals facilitate their schools' engagement in each "round" or period of focused GMGY Implementation as well as promote other, informal opportunities for engagement in the implementation process.

In most cases, Coordinators and Principals facilitate CNS teachers' engagement in **prerecorded GMGY Webinars**, along with **follow-up preparation and reflection sessions**. Where Coordinators and/or Principals feel that they or their staff require more direct support from ETBI with one or more of these structured professional learning experiences, they should contact the CNS & ETB Patronage Directorate in ETBI for such support.

HOW CAN GMGY COORDINATORS AND CNS PRINCIPALS SUPPORT THEIR SCHOOLS' ENGAGEMENT IN GMGY IMPLEMENTATION?

- 1 Stay Informed**
- 2 Schedule Your Schools' Engagement**
- 3 Prepare to Facilitate Professional Learning Experiences**
- 4 Keep staff updated**
- 5 Touch base with staff on GMGY**
- 6 Stay in touch with ETBI**

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Stay Informed: There are a variety of supports available to schools through the GMGY Implementation Process. Coordinators and Principals can support their schools through this process by remaining up-to-date on each of these supports.



TIPS

- Attend GMGY Coordinator Briefings and Training
- Attend GMGY Coordinator Drop-Ins when possible
- Review the GMGY Yearly/Termly Calendar for Upcoming Events
- Keep an eye on the GMGY section of the CNS and ETBI websites
- Contact ETBI with any questions or queries

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Schedule Your School's Engagement: In conjunction with other, relevant members of school staff, identify when your school will engage in periods of focused implementation on each of the strands of the curriculum.



TIPS

- Liaise with your principal and GMGY Leadership Team (if one has been established) to schedule your school's engagement in each "round" of GMGY Implementation.
- Set aside at least 3 hours of professional learning time for periods of focused implementation. This allows for engagement in the GMGY Webinar as well as preparation and reflection time.

3

Prepare to Facilitate Professional Learning Experiences: As part of the structured *GMGY* Implementation Process, CNS teachers engage in three structured professional learning experiences including a *GMGY* Webinar, preparation and reflection session, each lasting one hour. *GMGY* Coordinators are responsible for facilitating these sessions locally and should take time to prepare for these in advance.

TIPS

- Prepare by attending relevant *GMGY* Coordinator Training. All training dates are listed on the Professional Learning Calendar on p. 8 of this booklet.
- Review and make use of the support materials for *GMGY* Webinars, preparation and reflection sessions.
- Liaise with your school principal and other, relevant members of staff for support and advice when preparing for *GMGY* Webinars, preparation and reflection sessions.

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Keep Staff Updated: There are many different ways for CNS teachers to engage in *GMGY* Implementation. Keep your staff members up-to-date on the various *GMGY* events and supports available to them throughout the course of the year. There are a few ways to do this!

TIPS

- Include *GMGY* on staff meeting agendas as an update or standing item.
- Print the Implementation Plan poster and professional learning calendar and display them in your staff room.
- Advertise internal and external professional learning experiences
- Circulate *GMGY* lesson suggestions, calendars and other materials.
- Circulate the "*GMGY* Implementation Booklet for Teachers". Leave a copy in your staff room.
- Direct staff members to the updated *GMGY* section of the CNS and ETBI Websites.

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Touch-Base with your staff on *GMGY*: CNS Teachers are experiencing many successes but also some challenges regarding *GMGY* Implementation. Coordinators and Principals can stay in tune with how Implementation is going on the ground and respond with necessary supports by engaging regularly with staff on the curriculum.



TIPS

- Informally "check-in" with year groups or individual teachers regarding their implementation of *GMGY*. Ask what has been going well and where they need further support.
- Plan to join a team meeting to offer advice or gather feedback on *GMGY* Implementation.

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Stay in touch with ETBI: As well as supporting all CNSs with the national implementation of *GMGY*, the CNS & ETB Patronage Directorate in ETBI is available to provide one-to-one support and advice to Coordinators and Principals regarding *GMGY* Implementation in their school. Availing of this support can help schools maintain a sense of momentum and provide reassurance regarding the Implementation of *GMGY* locally.

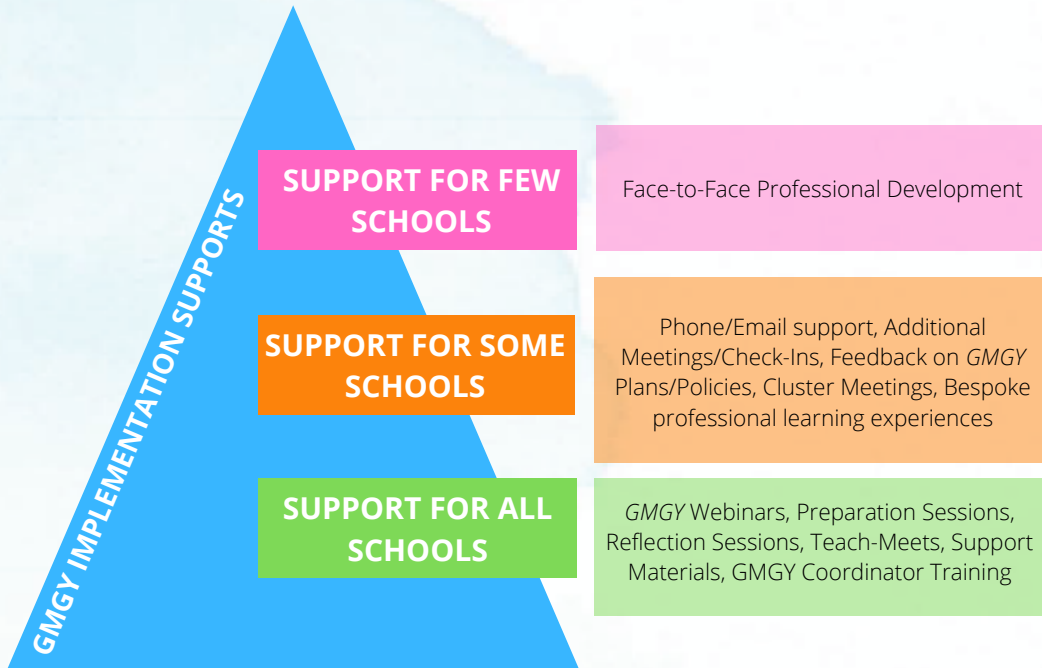


TIPS:

- Attend *GMGY* Coordinator Briefings, Training and Drop-Ins
- Phone/Email ETBI at the beginning of term to discuss an upcoming "round" of *GMGY* Implementation for advice/support.
- Check-In with ETBI at the end of term or following a "round" of Implementation to discuss how the process went and to help plan next steps.
- Contact ETBI intermittently throughout the year for any advice or to arrange a meeting/training for yourself or other members of staff on *GMGY*.

WHAT SUPPORTS ARE AVAILABLE TO CNSs AS PART OF *GMGY* IMPLEMENTATION?

Although CNSs are recognised as a network of schools, this implementation plan acknowledges that a blanket approach to implementation is not effective as schools are at different stages of readiness when it comes to rolling out the *GMGY* Curriculum. A **continuum of experiences**, both collective and bespoke, is available from the CNS & ETB Patronage Directorate in ETBI to enable schools to engage at their own time and pace to ensure effective, incremental implementation and positive receipt of the curriculum. The following infographic outlines the variety of supports available to all, some and few schools during Phase 1 of *GMGY* Implementation.



SUPPORT FOR ALL SCHOOLS

A variety of professional learning supports are available to all Community National Schools including training and materials for the facilitation of *GMGY* Webinars, preparation and reflection sessions as well as *GMGY* Teach Meets, CNS Pop-Ups etc.

SUPPORT FOR SOME SCHOOLS

In addition to availing of support for all schools, some CNSs may require additional support when implementing *GMGY* in their school. This may consist of contacting the CNS & ETB Patronage Directorate in ETBI via phone/ email or requesting an online meeting to discuss particular aspects of the curriculum or implementation process. **Both newly established and existing Community National Schools are encouraged to avail of these supports as needed.**

SUPPORT FOR FEW SCHOOLS

A number of Community National Schools, particularly newly-established and recently reconfigured schools, may need to receive "live" professional development in addition to supports available to all and some schools. "Live" professional development may be facilitated for a whole staff or for teams of teachers within the school. Schools wishing to avail of "live" professional development are asked to contact the CNS & ETB Patronage Directorate to organise such training.

WHAT DO THE FORMAL PROFESSIONAL LEARNING EXPERIENCES FOR GMGY ENTAIL?

Through the GMGY Implementation process, schools have the opportunity to participate in a variety of professional learning experiences. An outline of each of these is provided below.

GMGY WEBINARS

GMGY Webinars are **1 hour professional learning experiences** which provide CNS Teachers with an introduction to GMGY and each of its four strands. Each of the **5 GMGY Webinars** are central components of the implementation process. Each of the 5 GMGY Webinars are available on the CNS website for schools to engage with during each round of implementation. To avail of a live webinar for your school, Coordinators should contact ETBI. It is advised that schools engage with just 1 webinar each term, which should be followed by preparation for teaching and learning, strand implementation and reflection. Further information on the content for each Webinar is available below.

Webinar 1: Introduction to ETB Ethos and GMGY

This introductory webinar provides teachers with an overview of Goodness Me, Goodness You! as well as the core values underpinning the ethos of the ETB school sector. A particular emphasis is placed on each of the found strands of GMGY and as well as the pedagogies underpinning the curriculum. The remaining 4 webinars build on the content of this introductory webinar by introducing methodologies and approaches to each of the four strands.

Webinar 2: Introduction to Strand 1 - "My Stories"

This webinar provides schools with an introduction to strand 1 of GMGY, "My Stories". This strand is about children developing "a positive sense of who they are, and feeling that they are valued and respected as part of a family, a school and a community" (GMGY, 2018, p. 11). Throughout this webinar, the pedagogies underpinning teaching and learning in "My Stories" is outlined. As the name suggests, story is emphasised as a particularly effective methodology in the context of this strand, which takes an inclusive understanding of identity.

Webinar 3: Introduction to Strand 2 - "We Are A CNS"

This webinar provides schools with an introduction to strand 2 of GMGY, "We Are A CNS". This strand of the patrons' curriculum takes a values-led approach and aims to help children develop a sense of their own and other's values as well as understand and respect the values promoted in their school. During this webinar, teachers begin to explore approaches and methodologies to teaching and learning about equality, self-identity, citizenship, democracy, justice and human rights.

Webinar 4: Introduction to Strand 3 - "Thinking Time"

This webinar provides schools with an introduction to strand 3 of GMGY, "Thinking Time". This strand takes a philosophical approach to education which combines child-led (philosophy with children) and teacher-led (philosophy for children) approaches. "Thinking Time" aims to develop children's thinking, emotional and deliberative skills through philosophical dialogue. During this webinar, teachers receive an introduction to the pedagogies underpinning strand 3 as well as an overview of practical approaches to introduce children to the Thinking Time strand.

Webinar 5: Introduction to Strand 4 - "Beliefs & Religions"

This webinar provides schools with an introduction to strand 4 of GMGY "Beliefs and Religions". This strand takes a multi-denominational approach to religious education and aims to enable children to learn "about" and "from" religious and non-religious perspectives of life and the world. During this webinar, teachers receive an introduction to multi-denominational RE in the context of GMGY and a selection of methodologies and approaches that can be taken to this strand.

GMGY PREPARATION & REFLECTION SESSIONS



Following each school's engagement with a *GMGY* Webinar, *GMGY* Coordinators follow-up with **two school-based professional learning experiences** through which teachers unpack webinar content locally. The first is a **preparation session** during which teachers collectively prepare to implement the specific strand/element with their classes. Once teaching and learning has taken place, schools then engage in a **reflection session** to share their learning from the webinar, preparation and teaching of the strand.

GMGY TEACH MEETS



Each term, ETBI host two Teach-Meets to support teachers with *GMGY*, one for stages 1 and 2 and another for stages 3 and 4. The meetings are informal, teacher-led initiatives and aim to provide a space for CNS teachers to share best practice in *GMGY*. Teach-Meets take place online and are attended on an opt-in basis. Meetings are structured into two parts, **Teacher Discussions** (small group, break-out discussions) and **Teacher Presentations** (whole group presentations on school and classroom-based *GMGY* initiatives and approaches).

GMGY COORDINATOR TRAINING



GMGY Coordinator Training are available to all Coordinators to support them with *GMGY* Implementation locally, particularly the facilitation of planning and reflection sessions with their staff. Coordinators can avail of four different training sessions including;

1. **Introduction** to *GMGY* Implementation
2. **Short-Term Preparation** for Teaching and Learning in *GMGY*
3. **Long-Term Preparation** for Teaching and Learning in *GMGY*
4. Facilitating **Reflection** on *GMGY*.

GMGY Coordinator Training is facilitated live, online.

GMGY COORDINATOR BRIEFINGS



A *GMGY* Coordinator Briefing is a short meeting at which *GMGY* Coordinators are **updated on new developments** regarding Implementation.

GMGY COORDINATOR DROP-INS



GMGY Coordinator Drop-Ins are **informal professional learning experiences** which aim to provide an open forum to Coordinators to share best practice with their colleagues around *GMGY* Implementation in their schools. As such, *GMGY* Coordinator Drop-Ins are facilitated periodically throughout Implementation and are attended on an **opt-in** basis.

IS THERE A PARTICULAR ORDER IN WHICH SCHOOLS SHOULD FOCUS ON EACH OF THE FOUR STRANDS OF GMGY?

No. The *GMGY* Implementation plan provides flexibility and agency to schools to determine the order and pace at which they engage with each strand through the process.

SHOULD SCHOOLS ONLY TEACH ONE STRAND OF GMGY EACH TERM DURING PERIODS OF FOCUSED IMPLEMENTATION?

No. As indicated in the *GMGY* Curriculum, **the four strands should be interwoven rather than taught in consecutive blocks.** When engaging in periods of focused implementation, it is expected that schools spend more time on one strand over others. However, schools should also prepare to teach other strands within the term through discrete and integrated lessons.

SHOULD ALL TEACHERS FOCUS ON THE SAME STRAND DURING EACH "ROUND" OR PERIOD OF FOCUSED IMPLEMENTATION?

A whole school approach to the implementation of *GMGY* facilitates collaboration which enhances the professional learning experiences of teachers and children's learning outcomes. As such, all teachers should **focus on the same strand during periods of focused implementation.** However, unless indicated in the schools' *GMGY* Curriculum Policy, teachers are not obliged to coordinate teaching and learning in *GMGY* outside of the focused implementation process.

HOW MANY PERIODS OF FOCUSED IMPLEMENTATION SHOULD SCHOOLS ENGAGE IN EACH YEAR?

CNSs can engage in up to 3 "rounds" or periods of focused *GMGY* Implementation each year, one per term. Some schools may choose to engage in fewer "rounds" depending on their individual context/need.

WHAT MATERIALS ARE AVAILABLE TO SUPPORT SCHOOLS' ENGAGEMENT IN EACH PROFESSIONAL LEARNING OPPORTUNITY AS PART OF THE STRUCTURED IMPLEMENTATION PROCESS?

A variety of materials are available to schools to support *GMGY* Coordinators and CNS Principals in their facilitation of professional learning experiences during *GMGY* Implementation:

***GMGY* Webinars:** Webinar Recording, Webinar PowerPoint, Strand Specific Support Materials

Preparation Session: Preparation PowerPoint, Preparation Guide for Coordinators, "Focus of New Learning" Suggestions, Resource Suggestions

Reflection Session: Reflection Guide for *GMGY* Coordinators and associated tools

CAN SCHOOLS AVAIL OF "LIVE" TRAINING FROM ETBI AS PART OF GMGY IMPLEMENTATION?

Yes. Although *GMGY* Coordinators and CNS Principals are responsible for facilitating *GMGY* Webinars as well as preparation and reflection sessions with their staff, schools can avail of "live" training as part of the Implementation Process. Where schools require "live" training for all members of staff, this training should ideally be facilitated face-to-face, but may also be facilitated online.