

# GOODNESS ME, GOODNESS YOU! SURVEY

## REPORT SUMMARY HIGHLIGHTS



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Education & Training  
Boards Ireland  
Boird Oideachais &  
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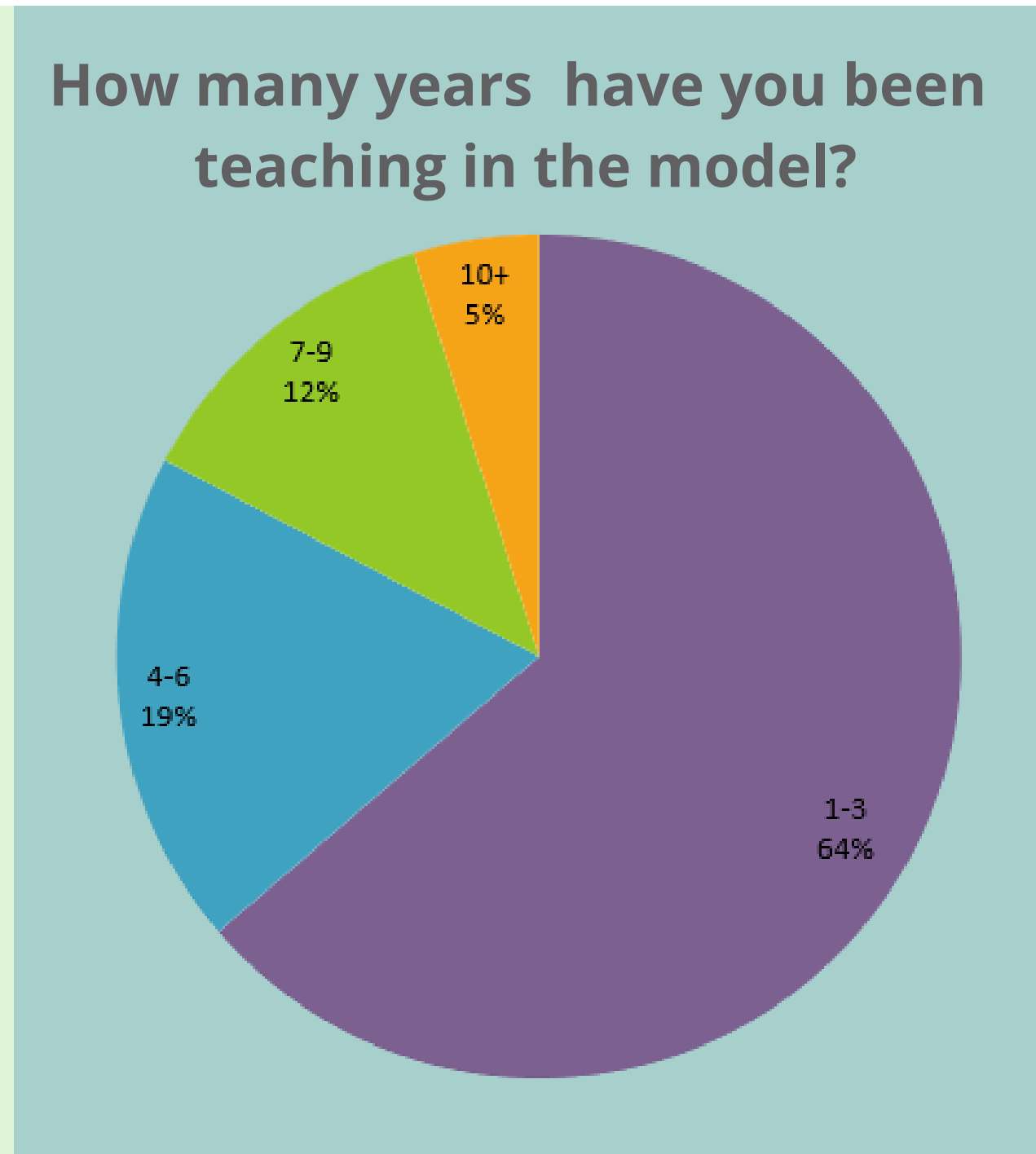
## Respondent Information

**26** **Community**  
NATIONAL SCHOOLS

**8** **ETBs**

**168** **Teachers**

110 mainstream teachers, 43 SETs  
18 principals (12 teaching, 6 administrative)



### GMGY and CNS Ethos

**91%** of respondents felt that GMGY was either "important" or "very important" to living out the ethos and of the model.



'GMGY embodies what a CNS is all about'	'GMGY was developed alongside the Ethos so they are linked and supported each other through the years. In some ways, we owe the ethos to the content and development of GMGY'	
'GMGY teaches the ethos rather than just saying this is what it is'	'All primary schools in Ireland offer the same curriculum. GMGY is what sets us apart'	'it is the programme that underpins everything we do as a school'



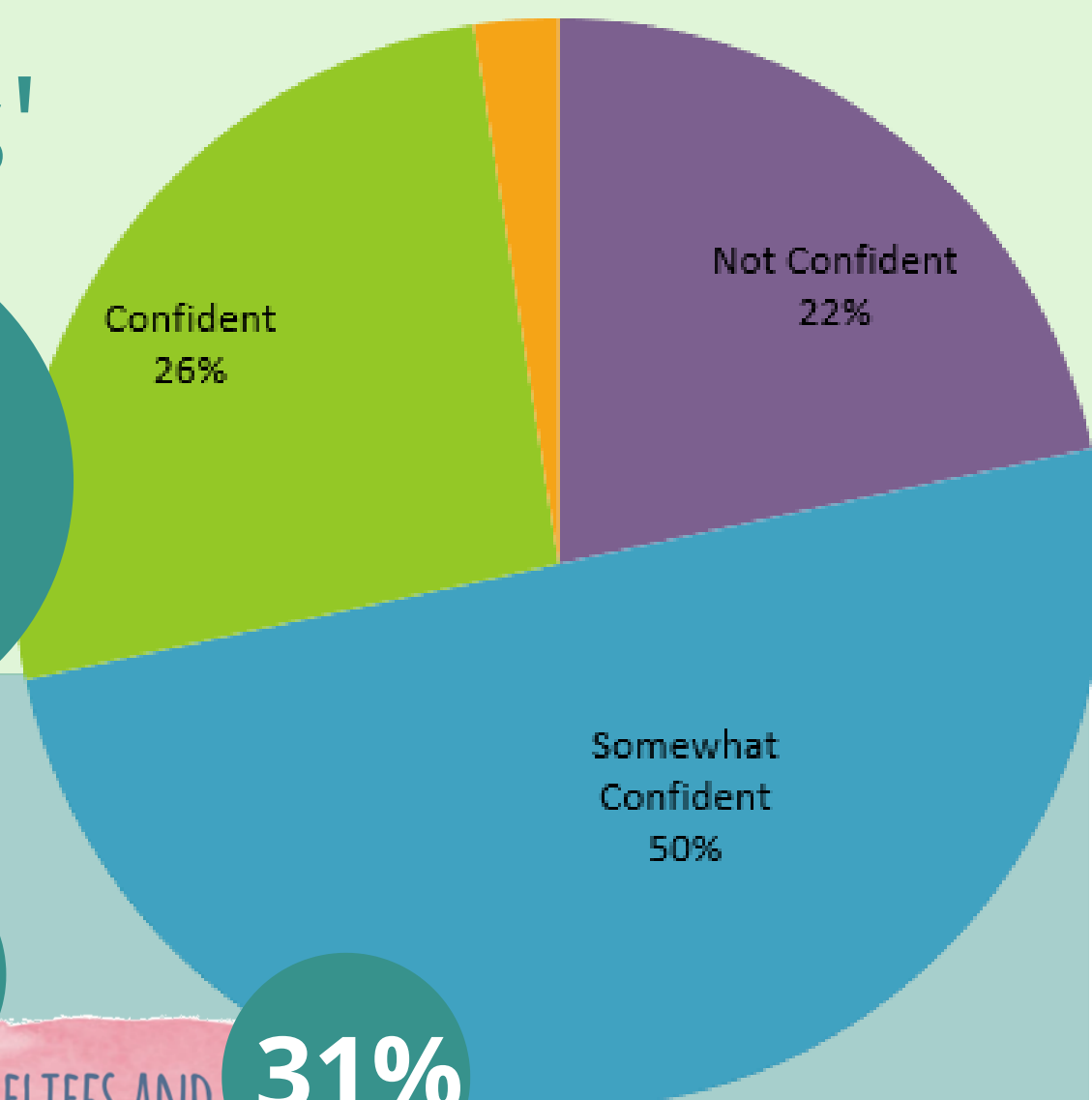
(Teachers' comments on the relationship between GMGY and CNS Ethos)

# Teaching GMGY



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## 72% of CNS teachers' have low confidence teaching GMGY



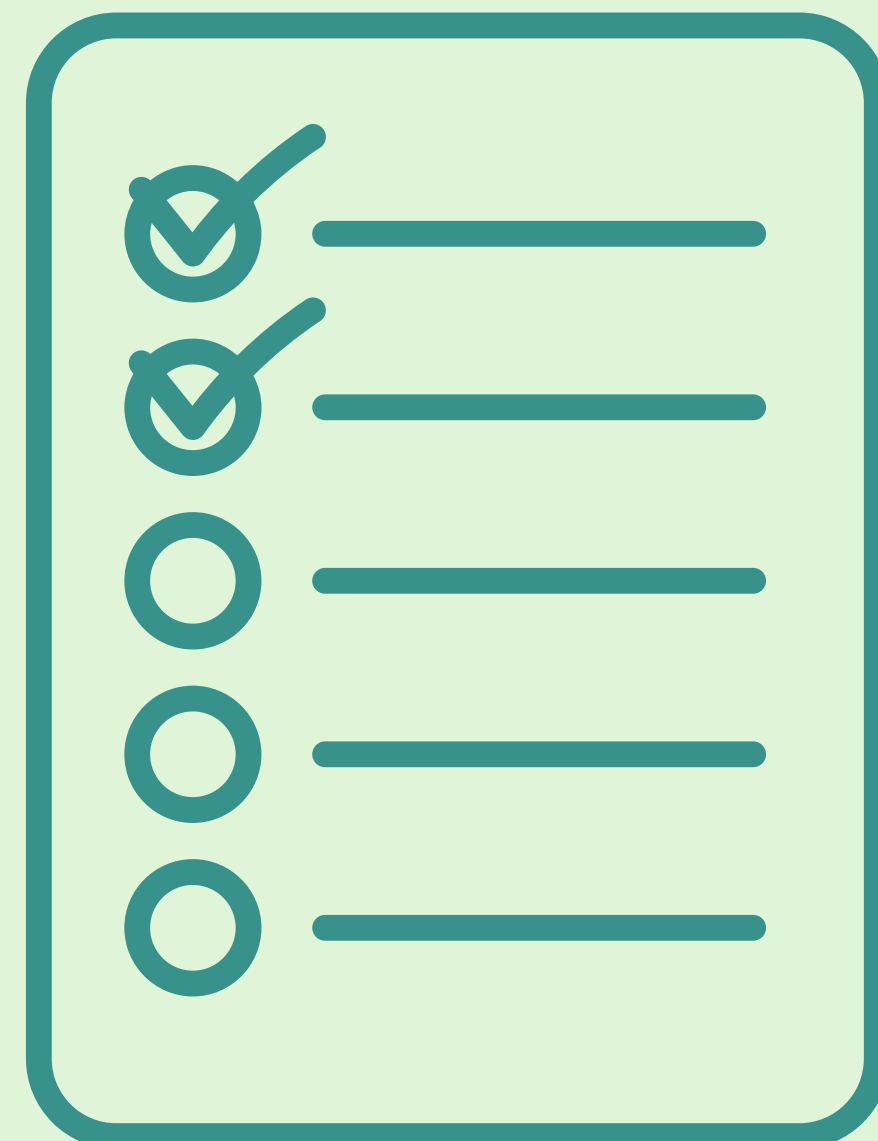
Teachers are less confident in strands 3 & 4

## Planning for GMGY

**66%** of teachers engage in some form of short-term planning

**55%** engage in long term planning

**67%** of teachers plan collaboratively for GMGY



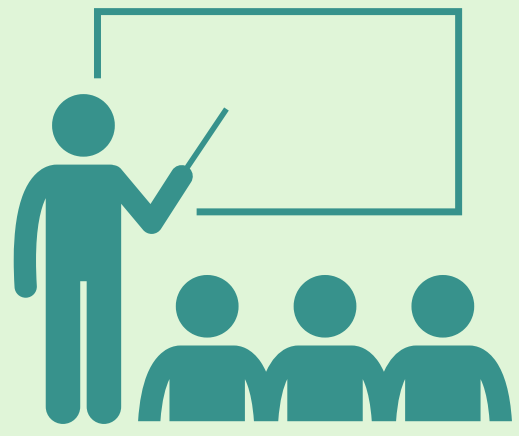
## Time Teaching GMGY

# 77%

of teachers were teaching less than the recommended time allocation.

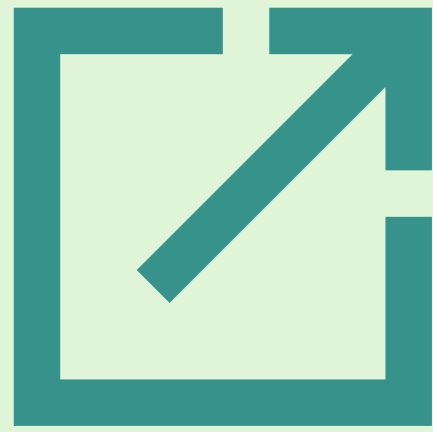


# Professional Development



**76%** of teachers felt that they did not receive sufficient input on Multi-Denominational Education as part of their initial teacher education

**23%** of Teachers engaged in external training relating to GMGY

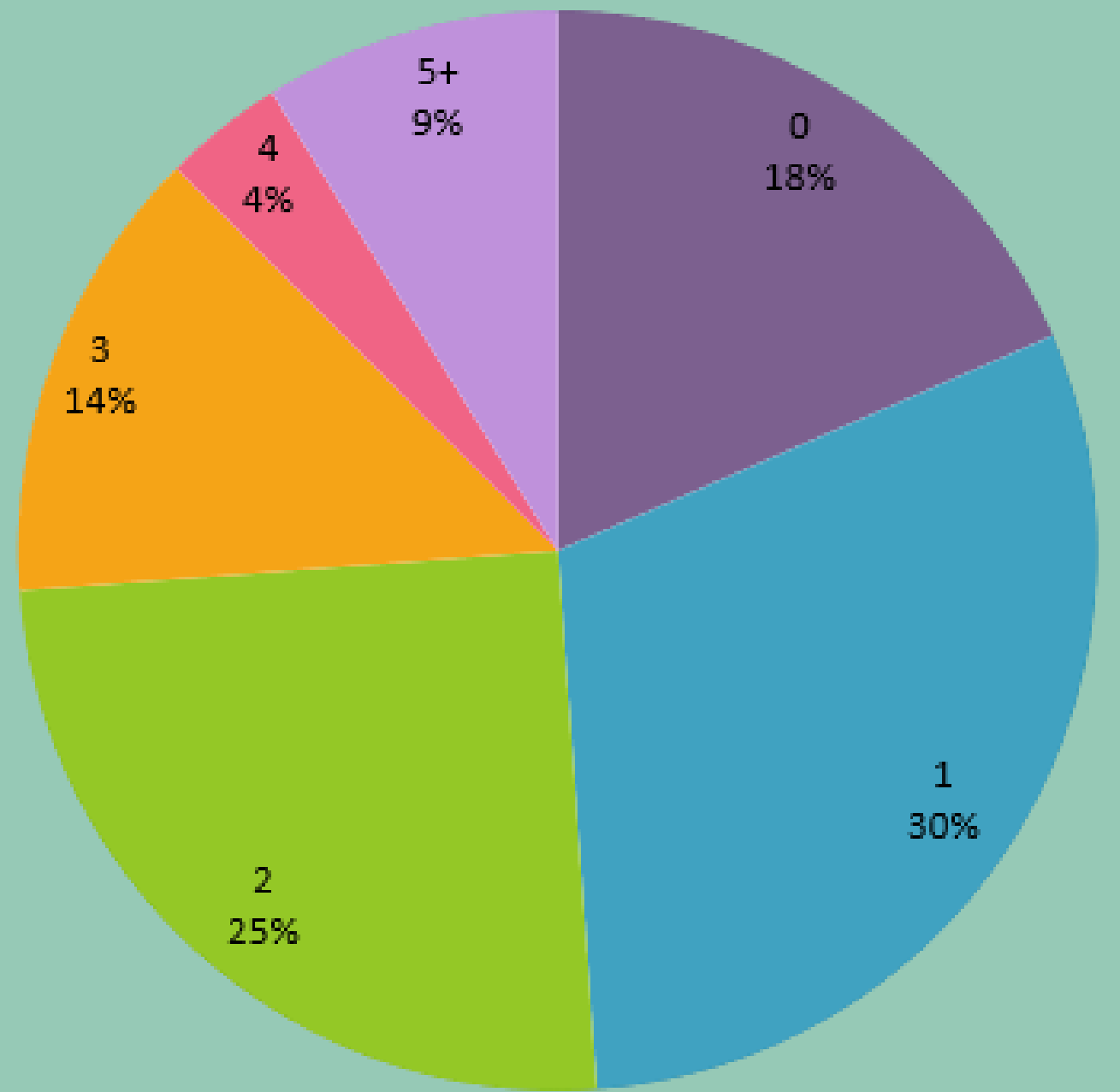


**60%** of teachers felt they had received adequate professional development to teach the patrons' curriculum.

## GMGY Professional Development Suggestions from Teachers

- integrating GMGY
- GMGY in multi-grade settings
- GMGY in special education
- controversy in the classroom
- information about beliefs and religions
- anti-racism
- ETB core values
- LGBTQ+ inclusion
- planning

Number of Professional Developments Since Curriculum Launch (2018)



# Leading GMGY Implementation

**77%** of GMGY coordinators are either "confident" or "very confident" leading GMGY implementation, in comparison to **45%** of principals.

## Supports for Leading Implementation

- the GMGY Coordinators' Network
- Structure and support offered through the implementation plan
- supportive staff



## Barriers to Leading Implementation

- high levels of SEN
- high turnover of staff
- developing a whole school plan for GMGY
- overloading teachers with posts of responsibility
- reduced involvement of principals in GMGY developments

# Supports and Barriers to GMGY

Teachers identified several supports and barriers to teaching GMGY



## Supports

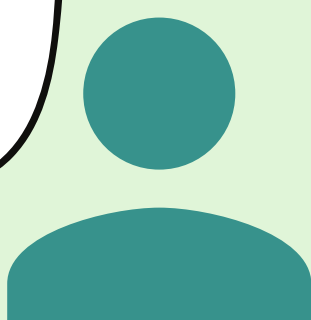
### Webstie Resources



62.1% of respondents either "agreed" or "strongly agreed" that the GMGY Website had sufficient support materials

### Committed GMGY Coordiantors

A support is having had very committed coordinators in our school that are willing to help introduce the programme and believe that implementing the programme would be beneficial



### GMGY Implementation Plan



I also feel these clear implementation plans with easy to follow videos will allow the school to take on GMGY in a step by step manner.



**Community**  
NATIONAL SCHOOLS

## Barriers



### Limited Support Materials

I feel that a lot of preparation is needed every time I teach GMGY, and I have to spend considerable time searching for my own resources, rather than having a sufficient bank to select from

### Time & Curriculum Overload

Teachers expressed their challenges with curriculum overload and difficulties finding time to plan and teach the patrons' curriculum



### Support, Direction & Leadership

A few respondents experienced a lack of support and direction from the patron as well as management within their schools. Additionally, teachers highlighted a lack of oversight on curriculum implementation.



### School Resources

Sourcing resources such a books and artefacts as well as funding issues were raised as issues for a number of schools, particularly newly established and reconfigured CNSs.



### Differentiating GMGY

Teachers described their reluctance and confusion on the best approaches to teaching and learning in SET settings Advice was also sought on GMGY in multi-grade classes.

### GMGY Website

Teachers pointed to the difficulty they have experienced navigating the GMGY section of the CNS website.



### Confidence & Investment

Teachers felt that lack of engagement to date in GMGY was due to a lack of confidence and investment at school level in the patrons' curriculum. Teachers were fearful to engage with areas of GMGY that may give rise to controversy in the classroom and subsequently avoided teaching those areas.



# Additional Actions to Support Implementation



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Following the GMGY Survey, and over the course of Implementation, the following additional actions to support and enhance the work of schools in the patrons' curriculum will include:

- **ensuring all CNS staff are fully aware of the GMGY implementation plan**, taking opportunities to share this information through the GMGY Implementation Plan Information for Teachers booklet, during GMGY and other webinars, posters, on the [www.cns.ie](http://www.cns.ie) website and social media
- **facilitating “pop-up” training using external providers** to support teachers with additional support on areas of need
- **establishing a reference group of teachers working in special classes** to develop specific support materials and lesson samples for GMGY in special classes.
- **planning for a summer course** on ETB Ethos and GMGY for Summer 2022
- **restructuring the [www.cns.ie](http://www.cns.ie) website** to make it more navigable for all users and increasing volume of resources available on the site
- **commissioning the development of additional support materials**, particularly for strands 1 and 2
- **increasing communication with principals** regarding developments in GMGY
- **planning for oversight of implementation** of GMGY curriculum
- **developing an additional implementation webinar on differentiating GMGY** for SET and multigrade settings for terms 2 and 3

Other supports requested by CNS teachers throughout the survey have already been addressed in the context of the GMGY Implementation Plan and/or other work currently underway through the CNS & ETB Patronage Directorate.