

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](#).

## HOW DO TEACHERS PREPARE FOR TEACHING AND LEARNING IN GMGY?



As indicated in [Preparation for Teaching and Learning - Guidance for All Primary and Special Schools](#) preparation for teaching and learning is an ongoing process which involves **invisible, visible and recorded preparation**. As with other curricular areas, preparation for teaching and learning in *GMGY* will involve all three of these components, all of which are equally valued.



**Learn more about Preparation for Teaching and Learning!**



**Activity** Using the printable worksheet on p. 4, consider the various forms of invisible, visible and recorded preparation you engage in for *GMGY* lessons.





## 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. Complete this activity independently in the first instance and then, where possible, in collaboration with others.

### INVISIBLE PREPARATION



Invisible preparation is continuous, unrecorded and involves teachers making ongoing decisions before, during and after learning.

### VISIBLE PREPARATION



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



Recorded preparation is any documentation which supports teachers' ongoing practice and reflection.



INVISIBLE  
PREPARATION

## WHAT EXAMPLES OF INVISIBLE PREPARATION MIGHT TEACHERS ENGAGE IN WHEN PREPARING FOR GMGY?



Invisible preparation for *GMGY* is ongoing and unrecorded. Teachers engage in invisible preparation for the patrons' curriculum when they:

Reflect on the multi-denominational ethos of CNSs and how that will inform their approach to *GMGY*



Consider their knowledge of the children, their prior learning and current needs before, during or after teaching and learning has taken place



Draw of their engagement with children, parents, colleagues and other relevant professionals and adjust their approaches and methodologies accordingly



Draw on their knowledge of the curriculum or their prior experience of teaching a particular strand or element of *GMGY* to inform their approaches



Consider their own professional perspective and beliefs about teaching and learning in *GMGY* to inform their choice of pedagogy, methodology and resources



Reflect on formative assessment of children's learning (e.g. observation or conferencing) and use this information to inform the next steps in children's learning.



**ACTIVITY:** Consider the following questions independently or with your colleagues:



When have the needs of children informed your preparation for teaching and learning in *GMGY*?

To what extent does your engagements with parents inform your invisible preparation for teaching and learning in *GMGY*?

How do you draw from assessments of children's learning to inform your preparation for teaching and learning in *GMGY*?

How does the multi-denominational ethos of Community National Schools inform your preparation for teaching and learning in *GMGY*?



VISIBLE  
PREPARATION

## WHAT EXAMPLES OF INVISIBLE PREPARATION MIGHT TEACHERS ENGAGE IN WHEN PREPARING FOR GMGY?

Visible preparation is **teaching and learning in action**. Examples of ways teachers might engage in visible preparation for *GMGY* include:



Sourcing resources (e.g. stories, artefacts, photographs, videos, games, toys etc.)



Creating resources (e.g. posters, presentations, graphic organisers/worksheets, flashcards)



Creating school/classroom displays, including displays of children's work



Liaising with classroom visitors to contribute to *GMGY* lessons



Modelling skills and dispositions for upcoming *GMGY* lessons



Engaging children in alternative learning experiences during *GMGY* to respond to emerging needs and interests



Engaging in professional learning on *GMGY*.

RECORDED  
PREPARATION

## WHAT EXAMPLES OF RECORDED PREPARATION MIGHT TEACHERS ENGAGE IN FOR GMGY?

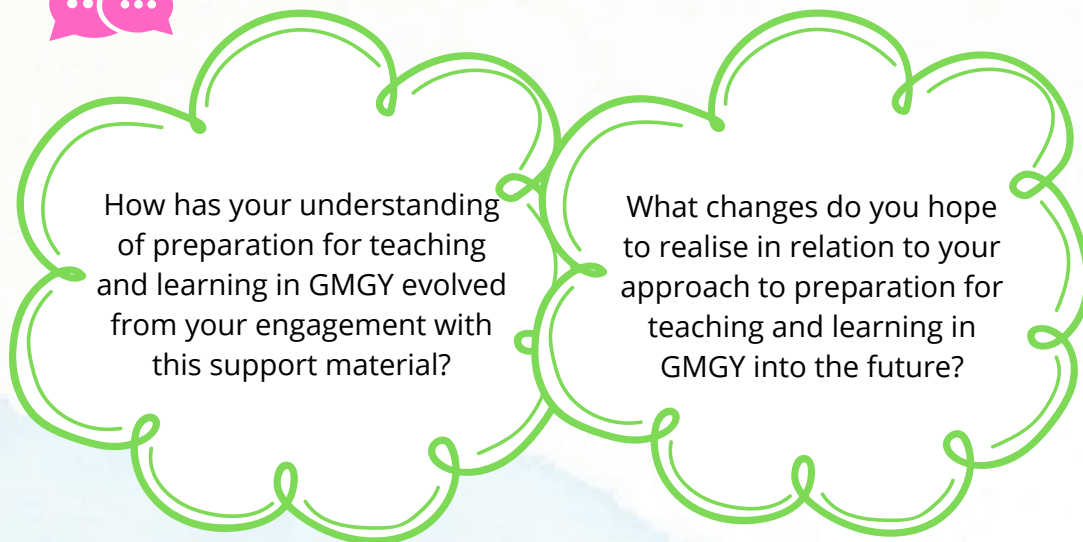


Recorded preparation for *GMGY* is **any documentation** which supports teachers' ongoing practice and reflection in the patrons' curriculum. Notably, recorded preparation is just **one component** of the preparation for teaching and learning process and **equal consideration and significance should be afforded to invisible and visible preparation** for teaching and learning. Examples of recorded preparation for *GMGY* include:

- Short-term plans (e.g. lessons, weekly plans, fortnightly plans, monthly plans)
- Long-term plans (e.g. monthly plans, termly plans, yearly plans)
- A Whole School *GMGY* Policy
- Student support plans/IEPs
- Assessment data
- End of year reports
- Personal notes
- Documentation from other professionals and outside agencies.



**ACTIVITY:** Consider the following questions independently or with your colleagues:



How has your understanding of preparation for teaching and learning in GMGY evolved from your engagement with this support material?

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

## BIBLIOGRAPHY

Department of Education, the National Council for Curriculum and Assessment, Professional Development Service for Teachers, the National Council for Special Education (2021). Preparation for Teaching and Learning – Guidance for All Primary and Special Schools. Dublin: Government Publications.

<https://ncca.ie/media/5016/preparation-for-teaching-and-learning.pdf>



**Information available on PowerPoint**



**Printable Activity**



**Discussion Opportunity**

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

