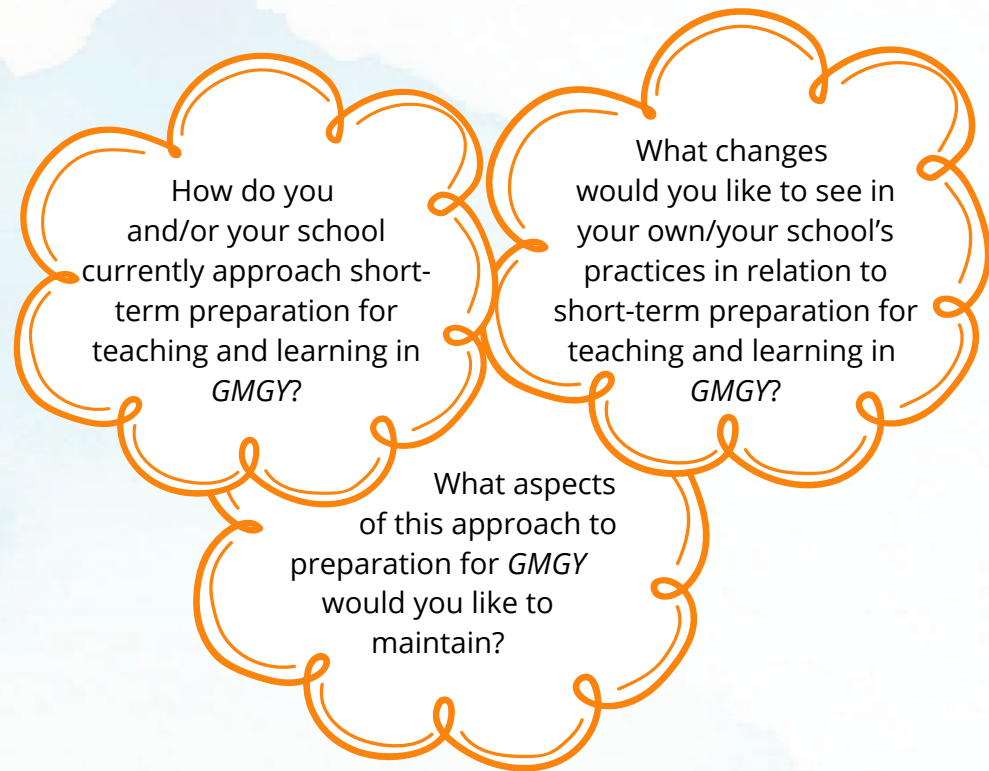


### WHY IS THERE A NEED TO PREPARE FOR TEACHING AND LEARNING IN GMGY ON A SHORT-TERM BASIS?

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.



### WHAT SHOULD INFORM TEACHERS' SHORT-TERM PREPARATION FOR TEACHING AND LEARNING IN GMGY?

When preparing for teaching and learning in *GMGY on a short term basis*, teachers should consider [The Key Pillars of Preparation for Teaching and Learning](#) along with the [multi-denominational ethos underpinning CNSs](#).

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




CNS teachers should also bear **long-term preparation for teaching and learning in *GMGY*** in mind when preparing for the patrons’ curriculum on a short-term basis.

## WHAT DOES PREPARATION FOR TEACHING AND LEARNING IN GMGY ON A SHORT-TERM BASIS ENTAIL?

Short-term preparation for teaching and learning in *GMGY* involves teachers preparing for **lessons**. A lesson in *GMGY* is understood as a **sustained period of teaching and learning which could range from a number of days to weeks**. When preparing for *GMGY* on a short-term basis, CNS teachers will engage in **invisible, visible and recorded preparation**.



 For information on invisible, visible and recorded preparation see the ["Preparation for Teaching and Learning" Guide here.](#)

When engaging in invisible, visible and recorded preparation for *GMGY* lessons, some of the questions teachers are guided by include:

- 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 prepare?
- How will the children demonstrate this new learning? How will I **assess** the skills, concepts, values and dispositions they have developed?

## HOW DO CNS TEACHERS IDENTIFY THE FOCUS OF NEW LEARNING FOR GMGY LESSONS?

Because *GMGY* provides autonomy and flexibility to teachers, there are a variety of ways they identify the focus of new learning for a *GMGY* lesson, which might include:

Responding to the **expressed needs and interests of children**

Building on **current local, national or international events**

Building on **unplanned learning experiences** within the classroom/school context

Identifying **new and interesting stimuli**

Unpacking **GMGY learning outcomes**

## 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.

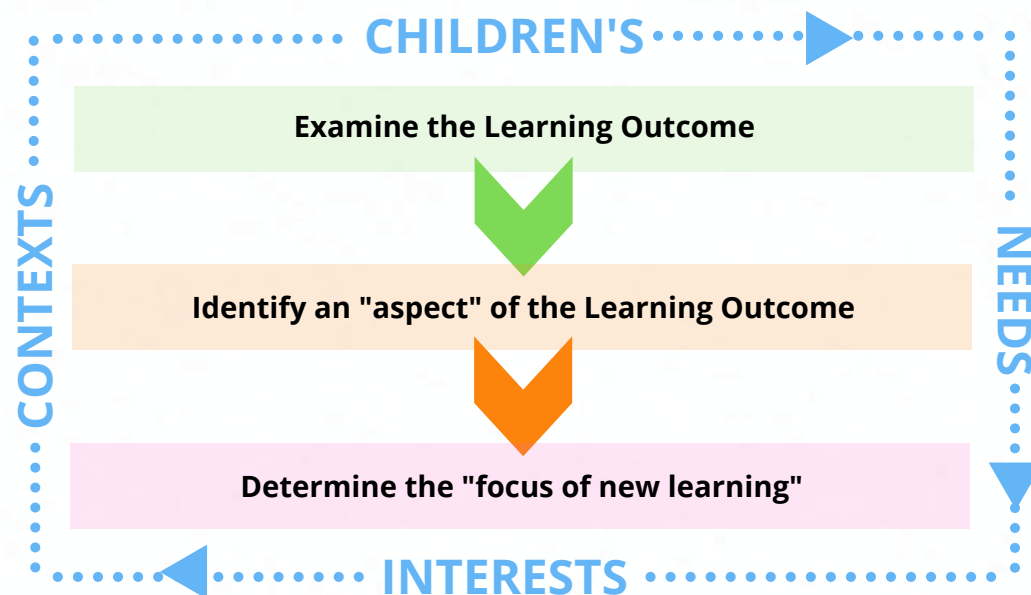
Unlike objectives, learning outcomes are broad statements which provide flexibility and agency for teachers to plan responsively by placing the child at the centre of learning.

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.

## HOW CAN TEACHERS USE LEARNING OUTCOMES WHEN PREPARING FOR TEACHING AND LEARNING IN GMGY?

When preparing for *GMGY* on a short-term basis, teachers can engage in a process of **“unpacking” learning outcomes.** Bearing in mind their knowledge of the children and their prior learning, the *GMGY* curriculum, the pedagogies underpinning it as well as long-term documentation from their context, teachers **identify the particular aspects of the learning-outcome they feel their class should focus on at a particular point in time and subsequently the focus of new learning for the lesson.** The focus of new learning for a *GMGY* lesson can include various skills, concepts, values and/or dispositions.



For example, when focusing on the following learning outcome from *Stage 1 > My Stories > My Life*, a teacher might identify some the following aspects and subsequent focuses of new learning to explore with their class:

<b>Stage</b>	1
<b>Strand</b>	My Stories
<b>Element</b>	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



Because children's needs and contexts are different, teachers may identify a different aspect and focus of new learning to explore with their classes, even if working in the same school. Furthermore, given the broad nature of learning outcomes, it is likely that over a stage of the curriculum it will be necessary to revisit a single learning outcome on a number of occasions.

In short, when preparing for GMGY lessons **teachers may use learning outcomes as springboards for identifying the focus of new learning**. Bearing in mind their knowledge of the children, teachers identify the aspects of learning outcomes that best respond to their needs and context at a particular point in time. When teachers prepare for GMGY lessons in this way, children then engage with the focus of new learning through relevant learning experiences.



## WHAT ARE LEARNING EXPERIENCES?

Learning experiences include the **planned and unplanned opportunities** through which children develop skills, concepts, dispositions and values in *GMGY*. Whilst unplanned learning experiences occur naturally within the general learning environment of the classroom, school, home and community, planned learning experiences for *GMGY* are explicitly facilitated through lessons and are intentionally prepared for on a short-term basis.

The learning experiences teachers design for *GMGY* will vary depending on the focus of new learning for children. They are also informed by context and stage of the children's learning journey.

Learning experiences in *GMGY* are shaped by the pedagogies and methodologies employed during the teaching and learning process as well as the resources utilised and general learning environment fostered. A series of interrelated learning experiences constitutes a lesson in *GMGY*.

*GMGY* should provide children with equity of access, engagement and challenge in their learning. As such, learning experiences should be varied and provide children with multiple opportunities to engage with, respond to and demonstrate new learning.

To meaningfully engage children in the focus of new learning identified for Stage 1 > My Stories > My Life earlier in this guide, a teacher might prepare for the following learning experiences.

<b>Stage</b>	1
<b>Strand</b>	My Stories
<b>Element</b>	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

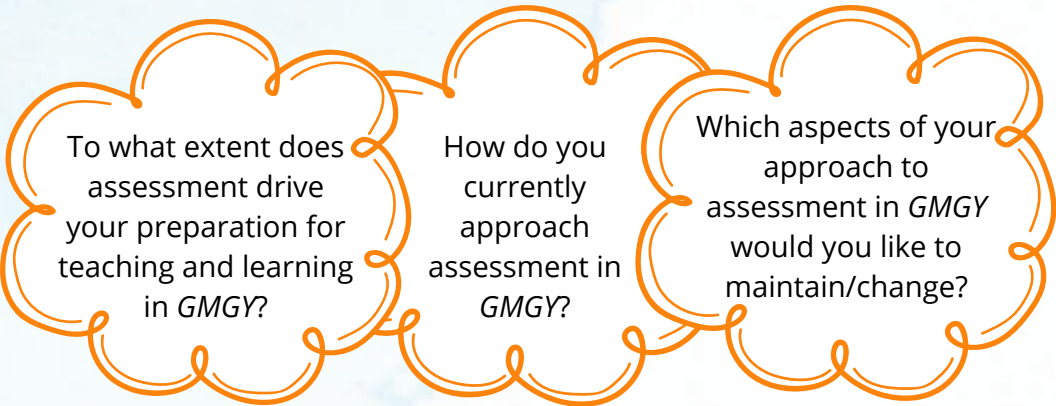
### Learning Experiences

- **Thumbs Up/Down** "Thumbs up if you think..." (e.g. all boys like blue, girls are tidier)
- **Read and discuss story:** *My Princess Boy* (Critical Thinking and Book Talk)
- **Fabric and Fibre:** My Favourite Clothes
- **Circle Time:** Discuss "Clothes I Like to Wear"

## HOW CAN TEACHERS ASSESS CHILDREN'S LEARNING IN GMGY BEFORE, DURING AND AFTER GMGY LESSONS?

**Learning outcomes should inform assessment of the patrons' curriculum.** Because learning outcomes focus on the application and integration of knowledge and skills learned, learning outcomes point to appropriate modes of assessment. This approach ensures that assessment focuses on the essential skills, concepts, values or dispositions which children are exploring. As such, assessment for GMGY should allow teachers to gather information on new learning.

Formative and summative assessment of children's learning in GMGY should inform the preparation for teaching and learning process and should be recorded as part of the teacher's short-term plan. Approaches to assessment for GMGY are outlined on p. 30 of the curriculum.



To assess children's learning based on the learning outcome identified for Stage 1 > My Stories > My Life earlier in this guide, a teacher might engage children in the following assessment "for" and "of" learning:

<b>Stage</b>	1
<b>Strand</b>	My Stories
<b>Element</b>	My Life
<b>Focus of New Learning</b>	<ul style="list-style-type: none"> <li>Articulating ideas</li> <li>Expressing preference</li> </ul>
<b>Focus of New Learning</b>	<ul style="list-style-type: none"> <li>Likes/Dislikes</li> <li>Differences</li> <li>Gender Stereotypes</li> </ul>
<b>Learning Outcome</b>	<p><i>aspect</i> ↓</p> <p><u>Identify</u> and analyse their <u>personal attributes</u> and recognise the value of these attributes</p> <p><i>aspect</i> ↓</p>
<b>Learning Experiences</b>	<ul style="list-style-type: none"> <li>Assessing Prior Knowledge: <b>Thumbs Up/Down</b> "Thumbs up if you think..." (e.g. all boys like blue)</li> <li><b>Read and discuss story:</b> <i>My Princess Boy</i> (Critical Thinking and Book Talk)</li> <li><b>Circle Time:</b> Discuss "Clothes I Like to Wear"</li> <li><b>Fabric &amp; Fibre:</b> My Favourite Clothes</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>AfL: <b>observation</b> on concepts (gender, likes/dislikes) during thumbs up/down)</li> <li>AoL: <b>observation</b> of skills during discussion &amp; circle time (articulating ideas and expressing preference)</li> <li>AoL: <b>conferencing</b> on concepts (gender stereotypes, similarities, differences) during visual art activity</li> </ul>



For information on timetabling and developing short-term plans for GMGY, please see the "[Short-Term Planning and Timetabling](#)" guide [here](#).