

### WHAT IS THE PURPOSE OF THIS GUIDE?



This Guide, *Facilitating Short-Term Preparation for Teaching and Learning in GMGY*, is part of a suite of materials developed to support Community National Schools with their Implementation of *Goodness Me, Goodness You!* Its contents 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 experiences.

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**



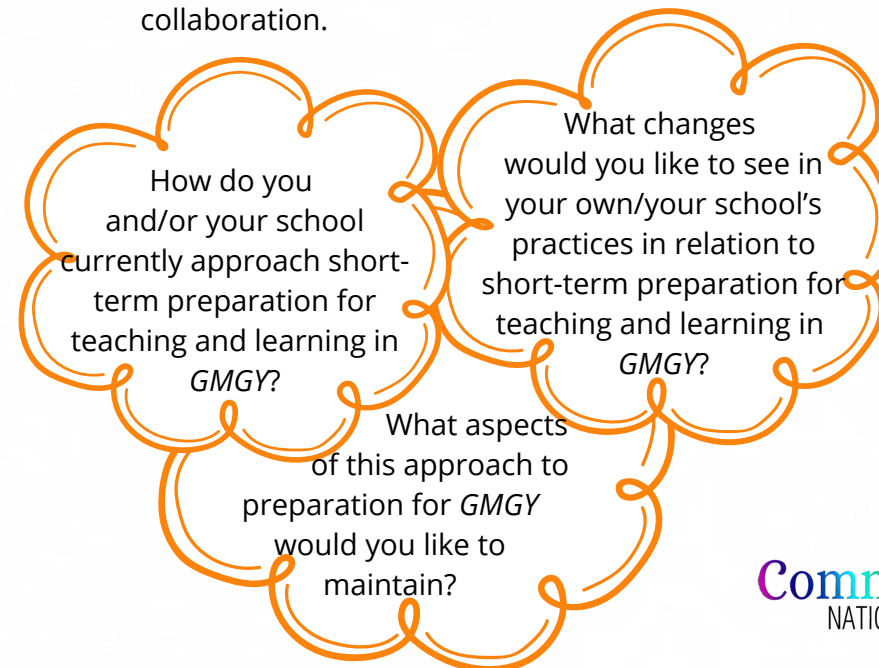
**Printable Activity**



**Discussion Opportunity**

These symbols will be used throughout this guide to support GMGY Coordinators' preparation and facilitation of professional learning experiences 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 independently, in small groups or as a whole staff. Coordinators may choose to use a digital platform to gather participants' perspectives and to facilitate greater collaboration.

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?

## WHAT SHOULD INFORM 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](#).

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. These long-term preparations might include classroom expectations, routines and rules, the school/classroom learning environment, shared/whole school resources (e.g. the *GMGY* library) as well as long-term documentation.

**Additional Information:** Long-term documentation for *GMGY* includes whole school policies and long-term plans. This documentation will support the teacher's invisible, visible and recorded preparation for teaching and learning on a short-term basis. For example, long-term plans will indicate the strand, element and learning outcome teachers had planned to explore with children at a particular point in the school year. That said, teachers should not feel confined by their long-term documentation. *GMGY* provides flexibility and agency to teachers to cater for the emerging needs and interests of the children in their class as well as respond to their context. Teachers may adapt strands, elements or learning outcomes as necessary when preparing for *GMGY* on a short-term basis. Such changes should be annotated in long-term documentation as part of recorded preparation for *GMGY* to ensure full coverage of the curriculum across each stage.

## 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.



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

The remainder of this pack aims to provide guidance and opportunities for *GMGY* Coordinators to support teachers with these and other key questions.





## 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:

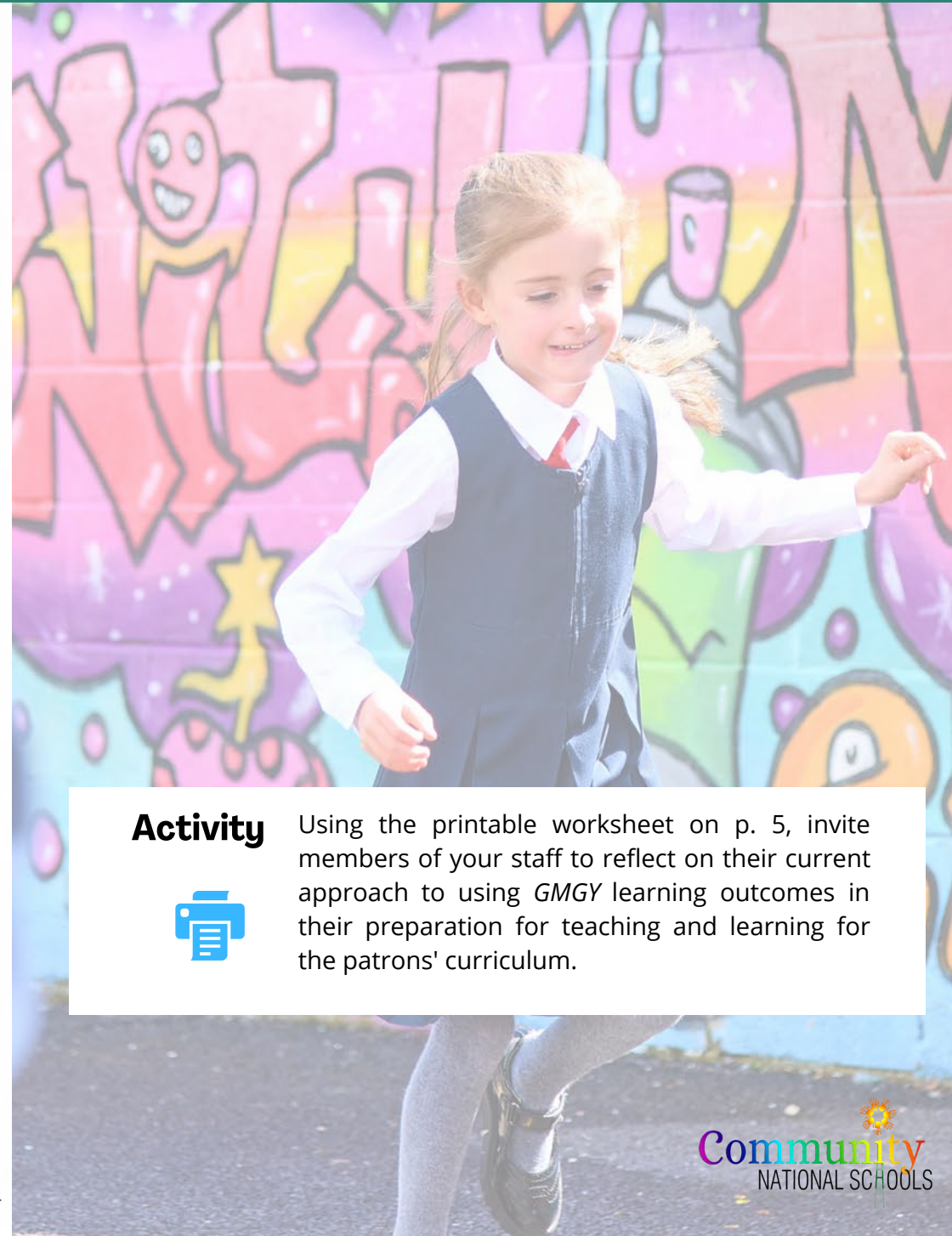
Responding to the **expressed needs and interests of children**

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

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

Identifying **new and interesting resources**

Unpacking **GMGY learning outcomes**



### Activity



Using the printable worksheet on p. 5, invite members of your staff to reflect on their current approach to using *GMGY* learning outcomes in their preparation for teaching and learning for the patrons' curriculum.



## Learning Outcomes... How are we doing?

**Instructions:** Independently consider the statements below in relation to your current approach to using learning outcomes in preparation for teaching and learning in the patrons' curriculum. Afterwards, share you response with a partner or small group.

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



I feel confident working with learning outcomes to prepare for *GMGY* lessons.



I prepare for teaching and learning using learning outcomes with my colleagues.



I can identify a focus of new learning from a learning outcome.



I can see how both content and skills can be developed through learning outcomes.



I use learning outcomes to plan learning experiences based on children's learning needs and what is meaningful to them.



I use learning outcomes to guide my assessment of children's learning in *GMGY*.



## 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.



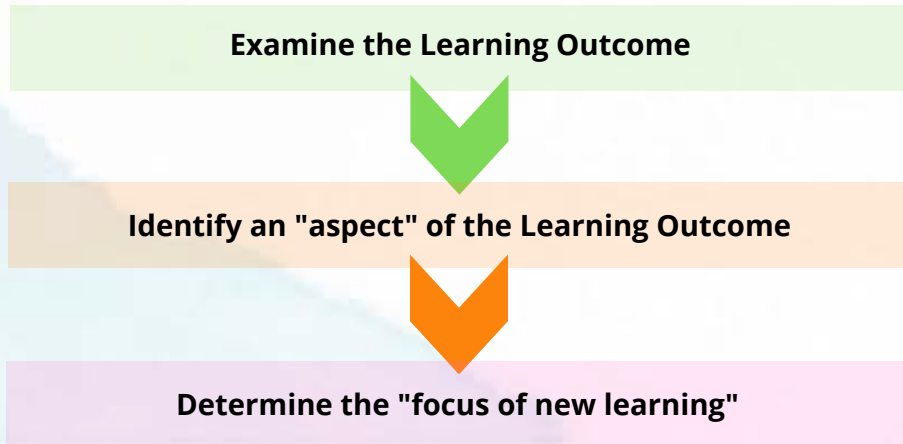
## Learning Outcomes and the General Learning Environment

**Instructions:** Discuss how the learning outcomes listed can be developed through the general learning environment of the classroom or school.

STAGE > STRAND > ELEMENT	LEARNING OUTCOME	DEVELOPMENT OF LEARNING OUTCOME THROUGH GENERAL LEARNING ENVIRONMENT
Stage 1 > Thinking Time > Thinking and Asking Questions	Develop respectful agreeing, disagreeing and questioning skills.	
Stage 2 > Beliefs and Religions > Beliefs and Practices	Recognise the difference between good choices and bad choices and examine examples of influences that affect the choices they make.	
Stage 3 > We Are A CNS > Respect	Respect, celebrate and value the diversity of the local community and construct practical ways to respect the diversity in the local community.	
Stage 4 > My Stories > My Life	Describe and discuss the stories of international events and examine the impacts on the lives of the people in those areas.	



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



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**

*aspect* → Identify and analyse their personal attributes and recognise the value of these attributes

*aspect* →

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.





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.

## Activity



Using the printable worksheet on p. 10, invite participants to identify one or more focus of new learning based on the underlined aspects of listed learning outcomes.

In summary, 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.

## Identifying a Focus on New Learning from Learning Outcomes

**Instructions:** Individually or with a partner, identify one or more focus of new learning based on the underlined aspects of the learning outcomes below.

STAGE > STRAND > ELEMENT	LEARNING OUTCOME	FOCUS OF NEW LEARNING	LEARNING EXPERIENCES
Stage 1 > We Are A CNS > Community & Citizenship	<u>Understand the positive contributions that friendship and community make in their lives.</u>		
Stage 2 > My Stories > My Spaces and Places	Recall and discuss stories that originate in the community and <u>develop an appreciation for their cultural value.</u>		
Stage 3 > Beliefs and Religions > Special People and Places	<u>Demonstrate</u> an understanding of and <u>respect for the special people who are associated with a range of belief traditions</u> and develop an understanding of special people in their own lives.		
Stage 4 > Thinking Time > Emotions and Wellbeing	<u>Critically evaluate the effects of external influences on wellbeing</u> and examine the importance of nurturing resilience.		

## 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.



**Activity** Invite teachers to consider possible unplanned learning experiences which might support children's engagement with the following learning outcomes:



### Stage > Strand >Element

### Learning Outcome

Stage 1  
*My Stories*  
My Life

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

Stage 2  
*We Are A CNS*  
Community &  
Citizenship

Recognise their role as citizens in their school and local community and participate in activities which benefit the school and local community.

Stage 3  
*Thinking Time*  
Thinking and Asking  
Questions

Respond respectfully to alternative perspectives and justify their responses using logical reasoning and debate.

Stage 4  
*Beliefs and Religions*  
Celebration

Identify celebrations that are significant in their own lives and demonstrate an understating of and respect for celebrations that belong to a range of belief traditions.

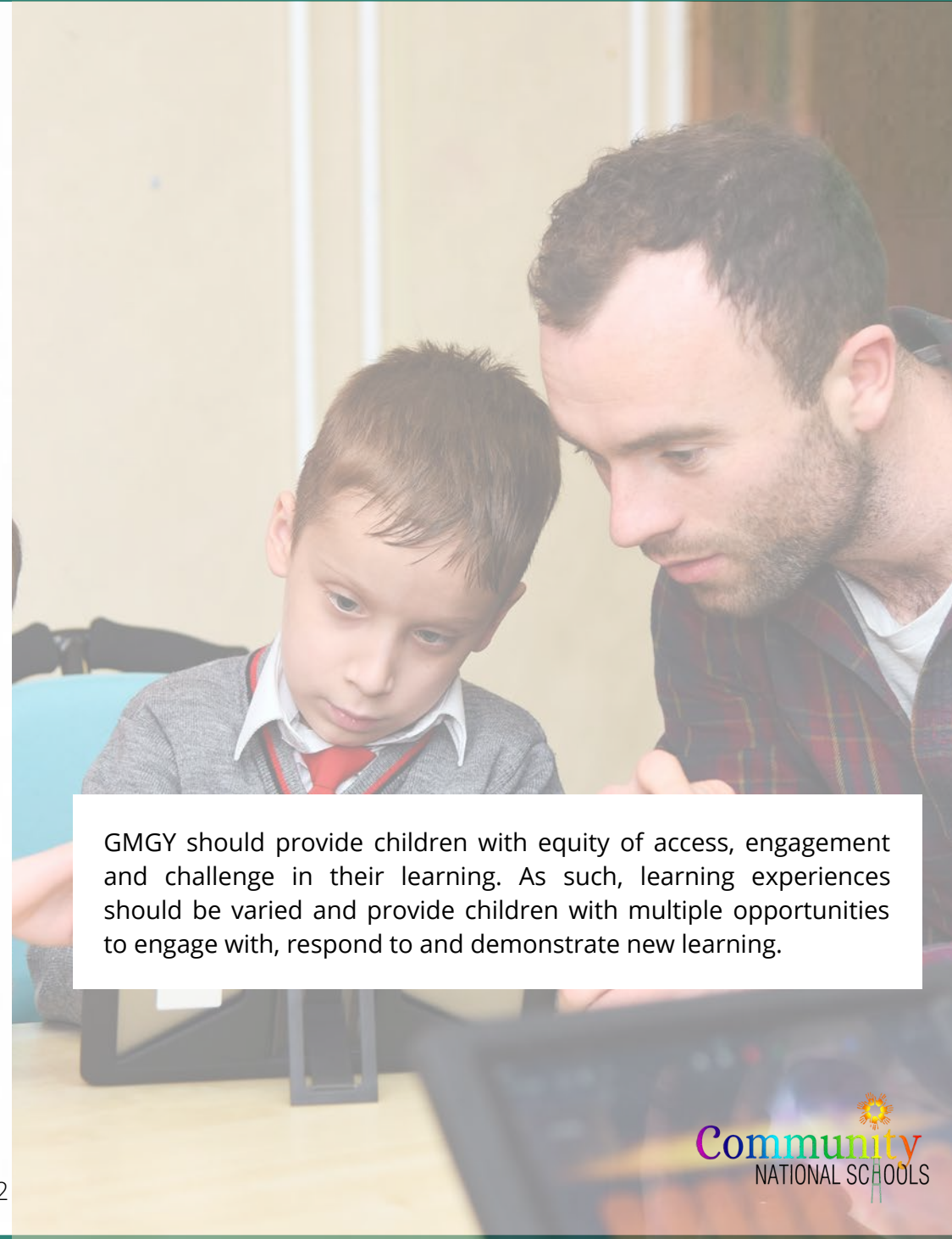


The learning experiences teachers design for *GMGY* will vary depending on the focus of new learning for children. They are also informed by context and stage of the children's learning journey.

PHILOSOPHY FOR CHILDREN	ETHICAL EDUCATION	IDENTITY EDUCATION
CRITICAL THINKING AND BOOK TALK	INTER-BELIEF DIALOGUE	CONSTRUCTIVIST APPROACHES
CHARACTER EDUCATION	PROBLEM POSING APPROACHES	DIALOGICAL APPROACH TO RE

*Examples of pedagogies used to teach the GMGY Curriculum*

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

- 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: Discuss "Clothes I Like to Wear"



### Activity



Revisit the printable worksheet on p. 10 and this time invite participants to identify one or more planned learning experiences which would engage children in the focus of new learning previously identified on the same page.



## WHAT SHOULD TEACHERS CONSIDER WHEN PREPARING FOR GMGY LESSONS IN MULTI-GRADE SETTINGS?



Insofar as possible, teachers working in multi-grade settings should prepare to teach *GMGY* to all children together. Teachers should also plan to focus on the same strands and elements with the entire class.

Where children within the multi-grade setting are working within the same stage (e.g. Stage 1: junior and senior infants), differentiation of learning outcome is not required. However, learning outcomes will need to be differentiated where children are working across two or more stages.

Teachers may record this differentiation of learning outcome through a separate short-term plan or within the same plan.

To reflect the differentiation in learning outcome, teachers may plan to facilitate different learning experiences or they may differentiate a whole class learning experience by content, process or product. A sample approach to differentiation in a four class multi-grade setting is outlined in the following example.



<b>Stage</b>	3 & 4
<b>Strand</b>	Beliefs and Religions
<b>Element</b>	Special Artefacts and Stories

### Focus of New Learning

(Skills) - Reflecting and Reasoning

(Concepts) - Faith and Symbolism (symbols of light)

### Learning Outcomes

**Stage 3:** Identify and discuss significant artefacts in their own lives and demonstrate an understanding of and respect for the religious artefacts that are associated with a range of belief traditions

**Stage 4:** Identify and discuss significant symbols in their own lives and demonstrate an understanding of and respect for symbols from a range of belief traditions

### Learning Experiences

#### Stages 3 and 4

- Visual Thinking Strategy: I see, I think, I wonder approach to explore the significance of the menorah as an artefact and symbol in Judaism
- Read and discuss the story of Hanukkah

#### Stage 3

- Match different candles to a religion/belief and their purpose
- Family Project on "Artefacts Important to Me"

#### Stage 4

- Match symbols of light from various religious/belief traditions with their meaning
- Family Project on "Symbols Important in My Life"



## 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.

### Activity

Provide your colleagues with an opportunity to reflect on their current approach to assessment in *GMGY*. Use the questions below as a stimulus for discussion.



To what extent does assessment drive your preparation for teaching and learning in *GMGY*?

How do you currently approach assessment in *GMGY*?

Which aspects of your approach to assessment in *GMGY* would you like to maintain/change?

### Activity



Using the printable worksheet on p. 13, invite teachers to consider how they might assess the underlined aspects of the listed learning outcomes.



## Assessing Using Learning Outcomes

**Instructions:** Individually or with a partner, consider how you might assess the underlined aspects of the learning outcomes below.

Sample assessment approaches have been listed below. Please note that this list is not exhaustive.

LEARNING OUTCOME	SUGGESTED APPROACH TO ASSESSMENT
<p><b>Stage 1</b> &gt; Develop <u>respectful agreeing, disagreeing</u> and questioning skills.</p>	
<p><b>Stage 2</b> &gt; Recognise their role as citizens in their school and local community and <u>participate in activities which benefit the school and local community.</u></p>	
<p><b>Stage 3</b> &gt; Respect, celebrate and value the diversity of the local community and <u>construct practical ways to respect the diversity in the local community.</u></p>	
<p><b>Stage 4</b> &gt; Explore and discuss stories that originate in countries around the world, and <u>develop an appreciation for their cultural value.</u></p>	

conferencing

teacher designed tasks

observation

peer assessment

checklists

self-assessment

portfolio assessment

questioning

concept mapping

## WHAT FORMAT SHOULD SHORT-TERM PLANNING DOCUMENTATION FOR GMGY TAKE?



GMGY provides flexibility and agency to schools and teachers to prepare for teaching and learning in GMGY in a manner that is responsive to their context. As such, short-term planning documentation for GMGY may take a lesson plan format or detail the learning outcome/s and learning experiences to be engaged in over a week, fortnight or month.

There is no prescribed template for short-term planning documentation for the patrons' curriculum for CNSs. Schools may use or adapt templates from other curricular areas or develop a specific template for GMGY. That said, schools/teachers are advised to include the following elements in their short-term planning documentation for GMGY: stage, class, date, strand/s, element/s, learning outcome/s, learning experiences, linkage/integration, differentiation, assessment and resources. Some teachers may also choose to identify the focus of new learning in their short-term plan.

## HOW MUCH INFORMATION/DETAIL SHOULD TEACHERS INCLUDE IN THEIR SHORT-TERM PLAN FOR GMGY?



The short-term plan is one aspect of recorded preparation for teaching and learning in GMGY. It should document the broad direction and focus of new learning for children over a sustained period of teaching and learning. It should indicate the learning outcome/s children will engage with as well as note relevant learning experiences which will scaffold children's learning and how that learning will be demonstrated.

Recorded preparation, such as short-term plans, are first and foremost for the teacher, and therefore should be useful, purposeful and practical. As such, the amount of information and detail in short-term planning documentation for GMGY will vary from teacher-to-teacher. For example, newly qualified teachers or teachers new to GMGY may feel more comfortable recording more information about learning experiences than teachers who are more experienced with the patrons' curriculum.

Additionally, short-term plans for GMGY should be understood as tentative and dynamic. As works in progress, these short-term documents do not need to over elaborate on what may occur over the course of a lesson/s. Short-term plans should complement and encourage other forms of recorded preparation, as well as invisible and visible preparation.

A sample short-term plan for GMGY is provided on p. 19.

**Activity** Invite participants to reflect on their approach to short-term, recorded preparation for teaching and learning in GMGY using the following questions:



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?



## WHAT TIMETABLING CONSIDERATIONS SHOULD TEACHERS BE AWARE OF DURING SHORT-TERM PREPARATION FOR TEACHING AND LEARNING IN GMGY?



As outlined in the *ETBI Patrons' Framework on Ethos* (2021) it is recommended that GMGY is taught for a minimum of two hours per week (excluding other opportunities where GMGY is integrated across the curriculum).

In multi-grade settings, teachers can timetable *GMGY* for the same time for each class most of the time. This is particularly true where all children in the class are working within the same stage. In 4 stream multi-grade settings, teachers may need to teach separate lessons to engage children in different learning outcomes, as they would for other curriculum areas, but should try to facilitate a differentiated whole class lesson insofar as possible. Teaching separate *GMGY* lessons for multi-grade classes at the junior end of the school may be easier to facilitate. For example, lessons for children working at Stage 2 (1st & 2nd class) could take place after junior & senior infants have gone home, which would not be possible to facilitate for Stages 3 and 4.


Where children based in a special class are engaging with *GMGY* during periods of integration in mainstream settings, all relevant teachers and other members of staff should liaise on timetabling of the patrons' curriculum to meet the needs of the child based in the special class as well as those in the mainstream class, to the greatest possible extent.

## WHAT RESOURCES ARE AVAILABLE TO SUPPORT TEACHERS WITH SHORT-TERM PREPARATION FOR GMGY?



Like other curricular areas, schools will build up a bank of resources for *GMGY* overtime. Additionally, print and digital resources to support teaching and learning in patrons' curriculum can be accessed on the [CNS website](#). Please note, this is a password protected website for which teachers are required to register. Teachers can also access additional resource lists through their school's *GMGY* Coordinator.

## HOW CAN SCHOOLS INVOLVE PARENTS/GUARDIANS AND THE WIDER COMMUNITY WHEN PREPARING TO TEACH GMGY ON A SHORT-TERM BASIS?



Through *GMGY*, children are encouraged and supported in living their lives to the full through their interactions with their family, their community and their school. As such, CNSs are encouraged to involve parents/guardians and the wider school community in preparation for teaching and learning where appropriate. Parents can contribute to the preparation for teaching and learning process through their day-to-day interactions with teachers and other members of staff, by giving feedback, attending meetings, visiting the classroom for *GMGY* lessons and using *GMGY* materials at home. Teachers and their schools are also encouraged to make contact with community figures. Members of the local community can be invited to visit the classrooms to contribute to *GMGY* lessons as well as attend whole school events and celebrations. Such engagement not only constitutes teaching and learning in action, but also contributes to ongoing preparation for teaching and learning in *GMGY*.

<b>Aspects of a learning outcome</b>	are the key areas of learning which emerge from a learning outcome and may include concepts, knowledge, skills, values and/or dispositions
<b>Concepts &amp; Knowledge</b>	the information and abstract ideas emerging from learning outcomes
<b>Dispositions</b>	are enduring habits of mind and action that shape our tendencies to respond to situations in characteristic ways (NCCA, 2009). Children's dispositions effect their overall ability to learn and progress, but as they are not fixed can be strengthened over time (NCCA, 2009) through appropriate learning experiences.
<b>Education and Training Boards</b>	statutory education authorities with responsibility for education and training, youth work and a range of other statutory functions. Education and Training Boards manage and operate Community National Schools, Post-Primary Schools, Further Education (FE) colleges, and a range of adult and further education centres delivering education and training programmes.
<b>Education and Training Boards Ireland</b>	The national representative body for the 16 Education and Training Boards
<b>Element</b>	an area of essential learning within a strand (NCCA, 2018). Each strand in <i>GMGY</i> contains three or four elements respectively. The aims of <i>GMGY</i> are brought to life through the elements.
<b>Invisible Preparation</b>	Invisible preparation is continuous and unrecorded; whereby teachers draw on their experience, their knowledge of the children, the learning culture in their setting as well as their beliefs about teaching and learning in making decisions about their practice. This ongoing reflection about children's learning and development often takes place intuitively before, during and after the learning takes place.

<b>Learning Experiences</b>	the planned and unplanned opportunities through which children explore identified aspects of learning outcomes and engage with the focus of new learning
<b>Learning Outcomes</b>	'Learning outcomes are statements in curriculum specifications to describe the knowledge, understanding, skills and values students should be able to demonstrate after a period of learning' (NCCA, 2019). In <i>GMGY</i> , learning outcomes describe the expected learning at the end of each two-year stage.
<b>Lesson</b>	a period of sustained teaching and learning (NCCA, 2018)
<b>Methodologies</b>	the principles of methods used by teachers to enable children to achieve the desired learning. These methods are determined by the needs of the child in order to support their learning (NCCA, 2018)
<b>Patron</b>	refers to the 'owner' of the school. The patron defines the characteristic spirit of the school and appoints a Board of Management to run the school. In the case of the Community National School, the patron is the local Education and Training Board.
<b>Patrons' Programme/ Curriculum</b>	refers to the curriculum developed by a patron to underpin and promote the characteristic spirit of their schools. The Education Act (1998) recognises the legal right of patrons to design, supervise, implement and teach their programme/ curriculum during the school day.
<b>Preparation for Teaching and Learning</b>	an ongoing process which evolves as we continuously learn new information about the children, their needs, their interests and their abilities which involves invisible, visible and recorded preparation which can take place at the same time as well as before, during and after teaching and learning (DE et al., 2021, p. 4).
<b>Recorded Preparation</b>	'any documentation which supports teachers' ongoing practice and reflection

<b>Short-Term Plan</b>	a document which outlines the strand, element and learning outcome/s a teacher plans to engage their class in over a sustained period of learning. The short-term plan should also outline the learning experiences, differentiation and assessment strategies a teacher will employ
<b>Skills</b>	the abilities children develop through their engagement with learning outcomes. <i>GMGY</i> provides meaningful opportunities for teachers to support the development a variety of different skillsets, particularly those referred to as transferable skills, life skills, 21st century skills, soft skills or socio-emotional skills (UNICEF, 2019).
<b>Stage</b>	a two-year period within which children engage with 14 learning outcomes across the four strands of the curriculum. Children's learning within <i>GMGY</i> is divided into four stages.
<b>Strand</b>	the main areas of learning described by the curriculum. There are four strands in <i>GMGY</i> : My Stories; We Are A CNS; Thinking Time; Beliefs and Religions.
<b>Values</b>	refer to the principles or standards of behaviour that a person holds. Values are also regarded as universal, situation-independent ideas about what is considered desirable in a society. They are the ideal of something that is socially considered ethically desirable and good (Council of Europe, 2015, pp. 4). Through <i>GMGY</i> , children explore their own values as well as the common values of Community National Schools.
<b>Visible Preparation</b>	'refers to teaching and learning in action. It involves the provision of appropriate learning experiences to support the intended learning of all children. These learning experiences, informed by the curriculum, are adapted to support the needs, interests and abilities of all children. Visible preparation considers a learning environment where playful and engaging experiences can take place and where meaningful interactions are facilitated. It also considers the use of appropriate resources to support the intended learning for the children. Teaching and learning in action is fluid and flexible and teachers often embrace unexpected and emerging learning opportunities that arise' (DE et al., 2021, p. 6).

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