

### INTRODUCTION

This support material is part of a suite developed to support GMGY Coordinators and CNS Principals in leading the Implementation of *Goodness Me, Goodness You!* in their school. The material provides information, reflection activities and templates to scaffold the facilitation of professional learning opportunities for CNS staff on long-term preparation for teaching, learning and assessment in GMGY. Coordinators and Principals should draw from different sections within the support material overtime to support their schools' ongoing professional learning in the patrons' curriculum.



**Discussion  
Opportunity**



**Printable  
Activity**



**Information available  
on PowerPoint**

These symbols will be used throughout this guide to support GMGY Coordinators' facilitation of professional learning opportunities on Long-Term Preparation for Teaching, Learning and Assessment in GMGY.



### WHAT DOES LONG-TERM PREPARATION FOR GMGY ENTAIL?



Long-Term preparation for GMGY is facilitated on a termly or yearly basis at a class level and involves collaborative engagement in invisible, visible and recorded preparation, each of which are equally valued. It involves teachers:

Establishing and maintaining a safe and caring learning environment

Getting to know the children in their class, their needs, interests and context

Meeting and communicating with parents and guardians on an ongoing basis

Reviewing and drawing from the whole school GMGY curriculum policy

Developing long-term (termly) plans for GMGY

Creating and maintaining classroom GMGY displays

Sourcing and creating GMGY resources

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

Long-Term preparation for GMGY facilitates full and balanced curriculum coverage as well as progression in teaching and learning within and across each stage of the curriculum. It supports continuity in teaching and learning, but also enables teachers to respond to the needs, interests and contexts of the children in their class. Preparation for teaching and learning on a long-term basis also supports short-term preparation for GMGY.

### Reflection Activity

**Instructions for Coordinators/Principals:** After presenting the information above to your colleagues, provide them with an opportunity to reflect on their current practices in relation to long-term preparation for GMGY. Participants may consider these questions independently, in small groups or as a whole staff. Coordinators/Principals may facilitate this activity orally or choose to use a digital platform to gather participants' perspectives.

How does your school currently approach long-term preparation for teaching and learning in GMGY?

What aspects of this approach would you like to maintain?

What changes would you like to see in your own/your school's practices in this area?







## HOW SHOULD SCHOOLS APPROACH LONG-TERM PREPARATION FOR *GMGY*?



As a bridge between whole school and short-term preparation, teachers should approach long-term preparation in **both a collaborative and flexible/agentic manner**. Drawing from collaborative preparations at whole school level, teachers should draw from the *GMGY* curriculum policy and other whole school preparations to inform their long-term preparation for the patrons' curriculum. That said, teachers should not feel confined by whole school preparations. Instead, they should capitalise on the flexibility and agency afforded by *GMGY* to provide responsive learning experiences for children which can be informed by:

children's prior learning in *GMGY*

children's suggestions for teaching and learning

parent suggestions for teaching and learning in *GMGY*

current local, national or international events/initiatives

the teachers previous experience teaching *GMGY*

teaching and learning in other curricular areas

new and interesting resources

Although long-term preparation is localised within individual stages and classes, schools should continue to build upon the collaborative approach established as part of whole school preparation for teaching, learning and assessment in *GMGY*. As learning outcomes are explored across two-year stages, teachers working within the same stage should liaise with one another during this process. Where appropriate, teachers should also prepare across stages.

## WHY SHOULD CHILDREN BE INVOLVED IN PREPARATION FOR TEACHING AND LEARNING IN GMGY?



Teaching and learning in *GMGY* should be child led. The curriculum aims to give autonomy and agency to the child in formulating a sense of “who” they are in dialogue with their families, peers and community at a particular time and in a specific context. To realise this aim, it is vital that children are consulted as part of the preparation for teaching and learning process.

## HOW CAN TEACHERS INVOLVE CHILDREN IN PREPARATION FOR TEACHING AND LEARNING IN GMGY?



Through formal and informal processes, teachers can build on children’s suggestions to develop responsive learning experiences with their class. As part of this process, children can inform what and how they learn. This might include:

- Sharing learning outcomes with children and providing them with the opportunity to identify a focus of new learning
- Developing a GMGY Suggestion Box
- Facilitating a "What would I/we like to learn?" GMGY Survey
- Involving children in preparing for celebrations and events (e.g. identifying and planning activities, developing materials and displays and providing feedback).

- Involving children in the development of learning experiences (e.g. how they could learn a skill, concept etc., what resources might be used etc.)
- Reflecting on learning experiences with children and using these reflections to inform teaching and learning going forward.

The Lundy Model provides a Framework for teachers to facilitate children's meaningful engagement in the preparation process for GMGY and involves providing them with the space, voice, audience and choice.

### SPACE

children are given the opportunity to express their views and opinions about their own learning in a safe environment

### VOICE

children are entitled to express their views, and this right ‘is not dependent on their capacity to express a mature view’

### AUDIENCE

children’s voices are given ‘due weight’ their views must be actively listened to

### INFLUENCE

children’s voices must have some influence on teaching and learning taking place

For further information please read [Child Voice and GMGY](#).

## WHAT FORMAT SHOULD LONG-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, there is no prescribed template for long-term planning documentation for the patrons' curriculum. Schools may use or adapt templates from other curricular areas or develop a specific template for GMGY. That said, schools are advised to include the following elements in their long-term plan for GMGY: stage, class, date/term, strand/s, element/s, learning outcome/s, linkage/integration, assessment and resources. Long-term planning templates are available below:

- [Long Term Planning Template A](#)
- [Long Term Planning Template B](#)

### Important Note!

Within their long-term plans, teachers should ensure **strands are interwoven rather than taught in consecutive blocks**. In this way, teachers can facilitate a spiral approach to teaching in learning as well as capitalise on the integrated nature of strands and elements across the curriculum.

## HOW DETAILED SHOULD THE LONG-TERM PLAN BE?



The long-term plan is one aspect of recorded preparation for teaching and learning in GMGY. It should indicate which learning outcomes will be explored over the course of a term as well as indicate when teachers plan to engage with these learning outcomes. The long-term plan may also include a brief indication of an intended focus of new learning, opportunities for integration and linkage as well as notes regarding upcoming celebrations/events, as appropriate.

Unlike the whole school GMGY curriculum policy, which aims support teaching and learning in the patrons' curriculum on a whole school level, long-term plans are first and foremost for the teacher. Subsequently, the amount of information and detail in this documentation will vary from teacher-to-teacher, for whom the plan should be useful, purposeful and practical. Additionally, long-term plans for GMGY should be understood as tentative and dynamic and should be adapted to respond to the expressed needs, interests and context of children. As works in progress, these documents do not need to over-elaborate and should complement and inform other forms of preparation, particularly on a short-term basis.

## HOW OFTEN SHOULD LONG-TERM PLANS FOR GMGY



### BE REVISED?

Long-term plans are works in progress. They require reengagement and revision on regular basis to ensure they are responsive to the needs, interests and context of the children and also support teachers' short-term preparation for GMGY. Two major pitfalls of long-term planning include lack of engagement through the automatic adoption of previous plans or the unnecessary reinvention of wheel through the development of new long-term plans each year. Effective long-term planning for GMGY should strike the balance between both of these extremes by enabling teachers to reflect on existing plans, including the whole school GMGY curriculum policy/plan and previous long-term plans, and draw from them accordingly making necessary adjustments as appropriate for the facilitation of responsive teaching, learning and assessment for their class.





## Reflection Activity

**Instructions for Coordinators/Principals:** After presenting the information above to your colleagues, provide them with an opportunity to reflect on their current long-term planning templates. Participants may consider these questions independently, in small groups or as a whole staff. Coordinators/Principals may facilitate this activity orally or choose to use a digital platform to gather participants' perspectives.

How useful, purposeful and practical do you find your long-term plans for GMGY?

How could you utilise your long-term planning documentation in a more meaningful way?

## FURTHER READING

[Preparation for Teaching and Learning – Guidance for All Primary and Special Schools](#) (DE et al., 2020)

[Preparing for Teaching and Learning in GMGY](#) (ETBI, 2020)

Facilitating Whole School Preparation for Teaching and Learning in GMGY (ETBI, 2021)

[Facilitating Short-Term Preparation for Teaching and Learning in GMGY](#) (ETBI, 2020).

## Reflection Activity: A Checklist for Long-Term Preparation for GMGY

**Instructions for Coordinators:** Provide your colleagues with an opportunity to complete the following traffic light activity to reflect on their overall approach to long-term preparation for GMGY. Participants may engage in this activity 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.

Traffic light your response below using this code:

Green	Yellow	Red
(Most of the time)	(Some of the time)	(Very little or not at all)

I bear the children, their needs, <u>interests</u> and contexts in mind when preparing for GMGY on a long-term basis			
I consult with children on their learning and use their suggestions to inform my preparations for teaching and learning in GMGY			
I regularly communicate with parents and guardians and bear this engagement in mind during my long-term preparation for GMGY			
I review and draw from our whole school GMGY curriculum policy when preparing for GMGY on a long-term basis			
My long-term plans for GMGY are useful, practical and purposeful			
My long-term preparation supports and informs short-term preparation for teaching and learning in GMGY			
Our staff approaches long-term preparation for GMGY in a collaborative manner			
I feel I can take a flexible and agentic approach to long-term preparation for teaching and learning in GMGY, whilst still ensuring continuity and progression in children's learning			