

INTRODUCTION

This support material is part of a suite materials 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 Coordinator and Principal facilitation of professional learning opportunities for their staff on whole school preparation for teaching, learning and assessment in GMGY. Coordinators and Principals should draw from the various sections within the support material over time to support their schools' ongoing professional learning in the patrons' curriculum.



WHAT DOES WHOLE SCHOOL PREPARATION FOR GMGY ENTAIL?

Whole school preparation for teaching, learning and assessment in GMGY is an ongoing process which aims to foster a shared understanding of children's expected learning journeys, facilitate continuity in teaching and learning and enhance schools' capacity to deliver the curriculum in a responsive, community-focused manner. It includes collaborative engagement in invisible, visible and recorded preparation and involves schools:

- Creating a **safe and caring learning environment** where all children and their families feel equally valued and respected.
- Identifying **staff member/s to lead teaching and learning in GMGY** (GMGY Coordinator/s) and facilitating their engagement in professional learning experiences through the GMGY Coordinator Network
- Facilitating **ongoing professional learning opportunities** for all staff in GMGY
- Developing and revising a **whole school GMGY curriculum policy**.
- Developing and maintaining a whole school GMGY **resource bank**, including a GMGY Library
- Preparing and updating whole school GMGY corridor and foyer **displays**
- Building and maintaining **connections and providing support to parents**
- Building and maintaining **connections between the school and local community**

WHY IS THERE A NEED TO PREPARE FOR TEACHING AND LEARNING IN GMGY ON A WHOLE SCHOOL BASIS?

Whole school preparation for GMGY facilitates full and balanced **curriculum coverage** as well as **progression** in teaching, learning and assessment within and across each of the four stages of the curriculum. Whole School preparation also **supports and informs long-term and short-term preparation**.

How does your school currently approach whole school 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?



WHAT SHOULD UNDERPIN WHOLE SCHOOL PREPARATION FOR TEACHING AND LEARNING IN GMGY?

All whole school preparation for GMGY should be underpinned by an understanding of both the **GMGY curriculum** and the **school and local community context**.

Whole School Preparation for GMGY
is underpinned by

GMGY Curriculum

School and local
community context

WHOLE SCHOOL PREPARATION AND THE CURRICULUM

Whole school preparation for GMGY should be **informed by the curriculum** and lay the foundations for progression in children's learning across each stage, strand and element. With specific regard to school staff, whole school preparation should involve all teachers and facilitate opportunities for regular communication and collaboration within and across each of the four stages. This collaborative and communicative approach should meaningfully inform preparation for teaching and learning at class level, where teachers should draw from the outcomes of whole school preparation as part of their long-term and short-term preparation for GMGY. Whole school preparation for GMGY should build on existing practices within the school and simultaneously facilitate the enhancement of teaching and learning in the curriculum overtime.



Important Note!

CNS teachers should always bear the following key principles in mind when preparing for GMGY on a whole school basis:

- **the four strands feature each year where possible and should be 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.
- within each strand, **each element should be covered to ensure variety, balance and continuity.** The depth of treatment of each strand may be adjusted to suit each particular school
- **learning outcomes are broad statements which describe children's expected learning after a period of learning and should be revisited across each two-year stage.** Re-engagement with various aspects of learning outcomes overtime is encouraged to build on the incremental nature of learning outcomes.



Whole School Preparation... How are we doing?

Instructions: Independently consider the statements below in relation to your current approach to whole school preparation for teaching and learning in GMGY. Afterwards, share your response with a partner or small group.

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



In my class, the four strands of GMGY feature each year where possible and are interwoven rather than taught in consecutive blocks



In my class, each element is covered to ensure variety, balance and continuity



We provide children with the opportunity to reengage with learning outcomes across our stage.



WHOLE SCHOOL PREPARATION AND THE SCHOOL/ LOCAL COMMUNITY

In conjunction with a focus on the curriculum, whole school preparation for GMGY should be responsive to the school and local community context. When preparing shared resource banks, developing and maintaining whole school displays and developing the whole school GMGY curriculum policy, CNSs should be considerate of the evolving needs, interests, perspectives and context of the children, their families and communities.

In particular, parents play a vital role as partners in education in GMGY, which recognises them as the primary educators of their child. This support material uses the term 'parent' to refer to the child's primary caregivers. These include a father and/or mother, and/or guardians. For further information on how to engage Parents in preparation for teaching and learning in GMGY please read [Supporting Parents in GMGY](#).

As part of our whole school preparation for GMGY, our school responds to our school/local community by:

1. Seeking advice from children and their parents when procuring **resources** for GMGY
2. Liaising with children and their parents to inform the development of whole school GMGY **displays**
3. Involving children, their parents and the local community, where appropriate, in preparation for and facilitation of **celebrations and events**
4. Liaising with children and their parents when developing or revising the **Whole School GMGY Policy**





Responding to the School and Local Community

Instructions: Independently consider how responsive your school is to the needs, interests, perspectives and contexts of the school and local community through your whole school preparation for teaching, learning and assessment in GMGY. Consider the statements independently at first and then with a partner or small group.

Traffic light your responses to the questions below using this code: *As part of our whole school preparation for GMGY, our school responds to our school/local community by:*



Seeking advice from children and their parents when procuring resources for GMGY (e.g. books, artefacts, photographs, videos, presentations etc.)



Liaising with children and their parents to inform the development of whole school GMGY displays (e.g. linguistic, cultural, religious/belief, family/community displays)



Involving children, their parents and the local community, where appropriate, in preparation for and facilitation of celebrations and events (e.g. Welcoming Ceremony, Graduation, religious/belief, national, cultural etc.)



Liaising with children and their parents when developing or revising the Whole School GMGY Policy



HOW SHOULD SCHOOLS APPROACH WHOLE SCHOOL PREPARATION FOR GMGY?

A **collaborative approach** to whole school preparation is required. Such collaboration should involve meaningful, regular engagement between staff, children, Parents and the local community.

Important Note!

It is important to note that although the GMGY Coordinator plays an important role in facilitating such collaboration, **whole school preparation for teaching and learning in the patrons' curriculum should be informed by input from all members of staff.** The In-School Management (ISM) Team, and in particular the school principal, should work alongside the GMGY Coordinator as part of the whole school preparation process. Where appropriate, GMGY Coordinators may form a GMGY Committee of interested teachers to support, inform and contribute to ongoing developments in GMGY on a whole school basis.



HOW CAN SCHOOL LEADERS FACILITATE THEIR SCHOOL'S COLLABORATIVE ENGAGEMENT IN WHOLE SCHOOL PREPARATION FOR TEACHING AND LEARNING IN GMGY?

1. Raise awareness of the CNS ethos and Goodness Me, Goodness You! amongst all staff.
2. Promote and facilitate staff engagement in relevant professional learning opportunities on the CNS Ethos and Goodness Me, Goodness You!
3. Facilitate professional learning opportunities for staff on whole school preparation for GMGY using the information and activities outlined in this document.
4. Involve members of the school community including staff, children, and their parents in the development and maintenance of GMGY displays.
5. Liaise with members of the school community including children, their parents, staff and the local community, where relevant, when sourcing shared resources for GMGY.
6. Involve different members of the school community in the development of a Whole School GMGY Curriculum Policy by:

- Collaboratively developing a **"GMGY Celebration/Events Calendar"**
- Engaging in a **"Curriculum Mapping"** exercise

WHAT IS A “GMGY CELEBRATION AND EVENT CALENDAR”?

A “GMGY Celebration and Event Calendar” indicates the local, national and international events of cultural, religious/belief, linguistic, ethnic or educational significance. A “Celebrations and Events Calendar” for GMGY indicates which events will be acknowledged as part of teaching, learning and assessment in GMGY on an annual, biannual or once-off basis. A **Sample GMGY Celebration and Event Calendar** available on p. 13.

Schools should **consult with children and their parents** as part of this development process. In this regard, schools should develop a systematic approach to gather celebration and event suggestions from children and parents. For example, parents may be asked to make suggestions as part of meet the teacher evenings or through a survey. Parents may also volunteer to support the school in preparing for celebrations and events through this process.



Important Note!



Participation in celebrations and events through GMGY can be enjoyable and memorable experiences which provide meaningful opportunities to engage children in learning outcomes. Such opportunities can contribute to the vision of GMGY to support children to live their life in an atmosphere of respect for and appreciation of diversity. To ensure the full realisation of this vision, Community National Schools should take a considerate and critical approach when developing a “Celebration and Events Calendar” for GMGY.

Firstly, schools should ensure that GMGY is not taught solely through a celebratory lens. As such, schools should not overload a “GMGY Celebrations and Events Calendar”. Instead, opportunities should be regularly facilitated to affirm the personal and social identities (e.g. gender, religion/belief, racial identity, ethnic/cultural identity, membership of the Traveller Community, sexual orientation, family status, disability) of all members of the school community in a respectful and comprehensive manner in dialogue with children, parents and members of the local community, where appropriate.

Secondly, celebrations and events which take place throughout the year should be equitable in relation to symbolic representation, time spent and emphasis. It is important to note here that an equitable approach to celebrations and events would not result in additional time or emphasis being given to those of majority groups, but rather that schools would plan to celebrate events for the same amount of time, but in a manner responsive to each event. This also means that schools would not dedicate time to “celebrate” events not currently acknowledged by existing members of the school community, but instead provide opportunities for children to learn “about” and “from” these events through relevant GMGY lessons. Furthermore, schools should not feel obliged to celebrate each celebration on a whole school level. Depending on the wishes of children and parents, some events may be celebrated at class level. This is especially important to note for religious, cultural and other minorities within the school who may feel “spotlighted” through whole school celebrations.

SAMPLE GMGY CELEBRATION AND EVENT CALENDAR

August	September	October	November	December	January
<p>(9th) International Day of the World's Indigenous Peoples</p> <p>(12th) International Youth Day</p> <p>(Date Varies) Ganesh Chaturthi</p>	<p>(5th) International Day of Charity</p> <p>(15th-18th) National Ploughing Championships</p> <p>(15th) International Day of Democracy</p> <p>(20th-24th) European Sustainable Development Week</p> <p>(21st) International Day of Peace</p> <p>(23rd) International Day of Sign Languages</p> <p>(30th) International Translation Day</p>	<p>(1st) International Day of Older Persons</p> <p>(6th) Grandparent's Day</p> <p>(15th) International Day of Rural Women</p> <p>(16th) World Food Day</p> <p>(17th) International Day on the Eradication of Poverty</p> <p>(31st) Halloween</p> <p>(TBC) Take 1 Week (SDGs)</p>	<p>(1st) Samhain</p> <p>(2nd) All Soul's Day, Día de los Muertos</p> <p>(4th) Diwali</p> <p>(5th) World Romani Language Day</p> <p>(16th) International Day of Tolerance</p> <p>(16th Nov. -6th Dec.) Hanukkah</p> <p>(16th-20th) Anti-Bullying Week</p> <p>(18th) World Philosophy Day</p> <p>(18th) International Day of Islamic Art</p> <p>(20th) World Children's Day</p> <p>Thanksgiving</p> <p>(28th Nov. – 24th Dec.) Advent</p>	<p>(3rd) International Day of Persons with Disabilities</p> <p>(16th Nov. -6th Dec.) Hanukkah</p> <p>(10th) Human Rights Day</p> <p>(18th) International Migrant's Day</p> <p>(18th) Arabic Language Day</p> <p>(20th) International Human Solidarity Day</p> <p>(21st) Winter Solstice</p> <p>(28th Nov. – 24th Dec.) Advent</p> <p>(25th) Christmas</p> <p>(31st) New Year's Eve</p>	<p>(1st) New Year's Day</p> <p>World Religion Day</p> <p>(6th) The Epiphany</p> <p>(7th) Rastafarian Christmas</p> <p>(24th) International Day of Education</p> <p>(24th) World Day for African and Afrodescendant Culture</p> <p>(29th) World Holocaust Day</p>
February	March	April	May	June	July
<p>(1st-28th) LGBT History Month</p> <p>(1st) St. Brigid's Day</p> <p>(1st) Imbolc</p> <p>(1st) World Hijab Day</p> <p>(1st) Lunar New Year/Chinese New Year</p> <p>(1st) World Inter-Faith and Harmony Week</p> <p>(2nd) Special Winter Olympics Commence</p> <p>(4th) Winter Olympics Commence</p> <p>(11th) International Day of Women and Girls in Science</p> <p>(12th) Darwin Day</p> <p>(14th) St. Valentine's Day</p> <p>(21st) International Mother Language Day</p> <p>(TBC) Take 1 Week (SDGs)</p> <p>(TBC) 6 Nations</p>	<p>(1st) Shrove Tuesday/Fat Tuesday/Pancake Tuesday</p> <p>(2nd March – 14th April) Lent</p> <p>(3rd) World Book Day</p> <p>(4th) Paralympics commence</p> <p>(7th) World Health Day</p> <p>(8th) International Women's Day</p> <p>(14th-18th) Seachtain na Gaeilge</p> <p>(16th) St. Patrick's Day</p> <p>(17th-18th) Holi</p> <p>(20th) World Storytelling Day</p> <p>(20th) International Day of Happiness</p> <p>(20th) French Language Day</p> <p>(21st) International Day for the Elimination of Racial Discrimination</p> <p>(22nd) World Water Day</p> <p>(TBC) Friendship Week</p> <p>(TBC) Young Philosopher's Awards</p> <p>(TBC) 6 Nations</p>	<p>(2nd April – 1st May) Ramadan</p> <p>(6th) Vesek</p> <p>(7th) World Health Day</p> <p>(8th) International Traveller and Roma Day</p> <p>(2nd March – 14th April) Lent</p> <p>(14th) Vaisakhi</p> <p>(15th-22nd) Passover</p> <p>(17th) Easter Sunday</p> <p>(20th) Chinese Language Day</p> <p>(22nd) Earth Day</p> <p>(23rd) English Language Day</p> <p>(23rd) Spanish Language Day</p>	<p>(1st-31st May) Bealtaine</p> <p>(2nd April – 1st May) Ramadan</p> <p>(2nd-3rd) Eid al-Fitr</p> <p>(3rd) World Press Freedom Day</p> <p>(5th) African World Heritage Day</p> <p>(6th) Vesak</p> <p>(14th) Fair Trade Day</p> <p>(15th) International Day of Families</p> <p>(16th) International Day of Living Together in Peace</p> <p>21st World Day for Cultural Diversity for Dialogue and Development</p>	<p>(5th) World Environment Day</p> <p>(6th) Russian Language Day</p> <p>(8th) World Ocean's Day</p> <p>(20th) World Refugee Day</p> <p>(21st) World Humanist Day</p> <p>(21st) Summer Solstice</p> <p>(TBC) Pride Festival</p>	<p>(9th-13th) Eid al Adha</p> <p>Reek Sunday</p>

Note: Teaching and learning in GMGY is guided by the curriculum in line with the needs, interests and context of the children. This calendar provides an overview of major events that CNSs may like to explore through GMGY. The list is not exhaustive. Schools may identity alternative events locally. Schools should not cover all events, but rather take a menu approach with the intention of developing their own GMGY Celebrations and Events Calendar as part of the Whole School Preparation Process.

WHAT IS "CURRICULUM MAPPING"?

Curriculum Mapping is a collaborative process which involves charting the strands, elements and learning outcomes of GMGY within and across each of the four stages. It facilitates continuity and progression in teaching, learning and assessment in GMGY. Through curriculum mapping for GMGY, CNSs draw on their understanding of the curriculum as well as the school/local context to identify:

1. opportunities for linkage and integration with other curricular areas
2. when strands, elements and learning outcomes will be explored over the course of each stage
3. aspects of learning outcomes to be explored at a particular point within a stage
4. focus of new learning suggestions to avoid repetition and gaps within and across each stage

IDENTIFYING OPPORTUNITIES FOR INTEGRATION/LINKAGE

When engaging in a curriculum mapping process for GMGY, schools may benefit from reviewing their whole school policies for other curricular areas with a view to identifying periods when engagement in a particular strand, element or outcome of GMGY might reinforce learning in another curricular area or vice versa.



MAPPING WHEN STRANDS, ELEMENTS AND OUTCOMES WILL BE EXPLORED OVER THE COURSE OF EACH STAGE

As previously mentioned, the four strands of GMGY should feature each year when possible. Furthermore, strands should be interwoven rather than taught in consecutive blocks. Through a curriculum mapping exercise, schools might identify the most appropriate and meaningful opportunities to explore particular strands, elements and learning outcomes across each stage. For example, exploring My Stories > My Life and We Are A CNS> Values at the beginning of the school year can provide great opportunities for children and teachers to get know their class as well as the values underpinning their school. Additionally, schools may build on their development of a "Celebration and Event Calendar" to map when other strands, elements and outcomes might be explored.

MAPPING WHICH ASPECTS OF LEARNING OUTCOMES WILL BE EXPLORED

Although it is recommended that each strand and element feature each year where possible, curriculum mapping can enable schools to identify aspects of learning outcomes which may be explored in year 1 or 2 of a stage. The example below illustrates how a learning outcome for stage 1 (junior and senior infants) might be explored across this two-year stage.

EXAMPLE	
Stage 1, We Are A CNS, Community and Citizenship	
Junior Infants	Senior Infants
Understand the positive contributions that <u>friendship</u> and <u>community</u> make in their lives.	Understand the positive contributions that <u>friendship</u> and <u>community</u> make in their lives.

IDENTIFYING SUGGESTED FOCUSES OF NEW LEARNING

To avoid repetition and gaps, schools may identify suggested focuses of new learning for some elements. For example, schools may reflect on the element of “Equality, Rights, and Responsibilities” across each stage and identify rights which might be explored within each stage to ensure progression.

EXAMPLE			
We Are A CNS > Equality, Rights and Responsibilities			
Stage 1	Stage 2	Stage 3	Stage 4
Right to a name	Right to an opinion and freedom of expression	Right to an Education	Right to privacy
Right to play and rest		Right to protection, right to asylum	Rights of children of minorities or indigenous peoples
Right to home, food, water, clothing	Freedom of thought conscience and religion	Rights of persons with disabilities	Right to protection from child labour
	Right to healthcare		
*These lists are not exhaustive. A whole school approach to Human Rights Education (HRE) is important and should include education about, through and for rights ¹ . HRE should permeate all aspects of the formal and hidden curriculum.			

Note: Human Rights Education (HRE) involves learning about human rights (learning about human rights documents, principles, issues and debates), learning through human rights (learning through inclusive, participatory and democratic methods) and learning for human rights (learning that allows the practice of human rights in daily life).



SAMPLE CURRICULUM MAP FOR STAGE 1

My Stories	
Junior Infants	Senior Infants
My Life Identify and analyse their personal attributes and recognise the value of these attributes (<u>Names, Physical Appearance, skin colour</u>)	My Life Identify and analyse their personal attributes and recognise the value of these attributes (<u>Personalities, hobbies, gender</u>)
My Relationships Share their personal narrative and compare this with the narratives of others to begin to recognise what makes them unique (<u>My family, Grandparents' Day, Family Celebrations</u>)	My Relationships Share their personal narrative and compare this with the narratives of others to begin to recognise what makes them unique (<u>My Family Holiday, Extended Family</u>)
My Spaces and Places Appreciate and understand what makes a home and develop their sense of belonging in their home (<u>house/homes, spaces</u>).	My Spaces and Places Appreciate and understand what makes a home and develop their sense of belonging in their home (<u>clubs, teams, extended family homes</u>).
We Are A CNS	
Junior Infants	Senior Infants
Values Formulate and investigate their understanding of what is right and wrong and develop awareness of the effects that their actions have on others (<u>termly value, school rules/expectations, reflection</u>)	Values Formulate and investigate their understanding of what is right and wrong and develop awareness of the effects that their actions have on others. (<u>termly value, school rules/expectations, understanding right from wrong, choices</u>)
Respect Respect, celebrate and value the talents, interests and positive qualities that make them, and others, unique (<u>sharing, similarities, differences, "race"</u>)	Respect Respect, celebrate and value the talents, interests and positive qualities that make them, and others, unique (<u>"race", gender, beliefs</u>)
Community and Citizenship Understand the positive contributions that friendship and community make in their lives (<u>friendship, positive behaviour</u>).	Community and Citizenship Understand the positive contributions that friendship and community make in their lives (<u>community, positive behaviour, resolutions</u>).
Equality, Rights and Responsibilities Develop their understanding of fairness and explore the rights of children (<u>needs and wants, right to play</u>)	Equality, Rights and Responsibilities Develop their understanding of fairness and explore the rights of children. (<u>needs and wants, right to be heard/voice</u>)

Thinking Time	
Junior Infants	Senior Infants
Thinking and Asking Questions Develop respectful agreeing, disagreeing and questioning skills (<u>active listening, expressing opinions</u>)	Thinking and Asking Questions Develop respectful agreeing, disagreeing and questioning skills (<u>attentiveness, agreeing and disagreeing respectfully</u>)
Emotions and Wellbeing Develop awareness of the importance of emotional expression for themselves and others (<u>needs based</u>)	Emotions and Wellbeing Develop awareness of the importance of emotional expression for themselves and others (<u>needs based</u>)
The Big Questions Create new and imaginative ideas and questions based on events relevant to their own lives (<u>who, what, where</u>).	The Big Questions Create new and imaginative ideas and questions based on events relevant to their own lives (<u>who, when, what if, how</u>).
Beliefs and Religions	
Junior Infants	Senior Infants
Celebrations Develop a sense of respect for and understanding of celebrations that are relevant in their own lives and the lives of others (<u>Diwali, Chinese New Year</u>) (<u>Family Project</u>)	Celebrations Develop a sense of respect for and understanding of celebrations that are relevant in their own lives and the lives of others (<u>Eid ul Fitir, Holi</u>)
Special People and Places Identify people who help them in their lives and their community and examine why these people are important to them and important to others (<u>Local Religious/Belief Leader</u>)	Special People and Places Identify people who help them in their lives and their community and examine why these people are important to them and important to others (<u>Jesus</u>) (<u>Buddha</u>) (<u>Family Project</u>)
Special Artefacts and Stories Recognise the items and artefacts that are special to themselves and their families while developing an understanding of items that are special to others (<u>Lights from different belief traditions - fireworks, Christmas tree lights, diya, menorah</u>)	Special Artefacts and Stories Recognise the items and artefacts that are special to themselves and their families while developing an understanding of items that are special to others (<u>Clothing from belief and religious traditions - hijab, kippah, sari</u>) (<u>Family Project</u>)
Beliefs and Practices Identify practices that are connected to their own and others' beliefs (<u>daily routines, meals/food</u>)	Beliefs and Practices Identify practices that are connected to their own and others' beliefs (Prayer/Reflection/Meditation etc. across Religious/Belief Traditions) (<u>Family Project</u>)

WHEN SHOULD SCHOOLS ENGAGE IN WHOLE SCHOOL

PREPARATION FOR TEACHING AND LEARNING IN GMGY?

Schools engage in whole school preparation for teaching and learning in GMGY on an ongoing basis. Procuring shared resources, developing displays and engaging in professional learning experiences are all part of the whole school preparation process. That said, it is advised that schools only start developing their Whole School GMGY Curriculum Policy after they have implemented each of the four strands of the curriculum. The experience of facilitating teaching and learning in My Stories, We Are A CNS, Thinking Time and Beliefs and Religions will enable schools make informed decisions when engaging curriculum mapping or developing a GMGY Calendar, for example.

WHAT FORMAT SHOULD A WHOLE SCHOOL GMGY CURRICULUM POLICY TAKE?

GMGY provides flexibility and agency to schools and teachers to prepare for teaching and learning in a manner that is responsive to their context. As such, there is no prescribed template for a whole school GMGY curriculum policy. Schools may use or adapt templates from other curricular areas or develop a specific template for GMGY. That said, a suggested template is provided on p. 20. This template indicates key elements which schools are advised to include in GMGY curriculum policies.

HOW OFTEN SHOULD A WHOLE SCHOOL GMGY CURRICULUM POLICY BE REVIEWED?

GMGY is a process curriculum which evolves as Community National Schools evolve. Similarly, whole school GMGY curriculum policies are live documents.

They require reengagement and revision on regular basis to ensure they are responsive to the needs, interests and context of the school and local community. In the development of this policy, schools should make appropriate provision for when this policy will be collaboratively reviewed.

WHAT SHOULD SCHOOLS FACILITATING TEACHING AND LEARNING IN MULTI-GRADE SETTINGS CONSIDER WHEN ENGAGING IN WHOLE SCHOOL PREPARATION FOR GMGY?

The guidance previously outlined pertains to both single and multi-grade settings. That said, CNSs with multi-grade classes will need to make some additional considerations when preparing for teaching and learning in GMGY on a whole school basis.

Where possible, children in multi-grade settings should be taught together for GMGY and teachers should prepare to focus on the same strands and elements with the entire class. Where all children within a multi-grade class are working within the same stage (e.g. Stage 4: 5th & 6th class), children will engage with same strand, element and learning outcome. Instead of being divided into 5th and 6th class sections, teaching, learning and assessment in GMGY should be divided into rotating years (A and B), with children engaging with learning outcomes from year A or B during their first year in the multi-grade setting and the alternate in their second year. Where a multi-grade class includes children from two or more stages (e.g. Stage 1: junior and senior infants and Stage 2: 1st and 2nd class), it is advised teaching, learning and assessment is divided into two sets of A and B years.



Traffic light your response below using this code:	Green	Yellow	Red
Our school takes a collaborative approach to whole school preparation in GMGY			
Our whole school preparation has fostered a shared understanding of children's learning journey in GMGY			
Our whole school preparation has contributed to continuity in teaching and learning in GMGY			
Our whole school preparation continues to enhance our capacity to deliver the curriculum (e.g. through the provision of ongoing professional learning experiences and the development of shared resource banks)			
We have meaningfully consulted children, their parents and the local community as part of our whole school preparation for GMGY			
Whole school preparation has helped us identify gaps and avoid repetition in GMGY within and across stages			
Whole school preparation for GMGY supports teachers' long-term and short-term preparation in the patrons' curriculum			
Our staff have engaged in curriculum mapping exercises			
Whole school preparation in GMGY helps us take an equitable approach to the facilitation of celebrations and events in our school			
Our school has a GMGY Coordinator/s			
Our school has developed a GMGY curriculum policy			
We have developed and maintained whole school GMGY displays			
We have developed and maintained connections with the local community through whole school preparation			
Through whole school preparation for GMGY we have ensured that each strand, element and learning outcome is explored each year, where possible			
Through our whole school preparation for GMGY, we have ensured that where a particular strand or element/learning outcome is not explored through a discrete GMGY lesson, opportunity for engagement is provided through meaningful and appropriate integration			
We have ensured that strands are interwoven and not taught in "blocks"			
We have ensured that learning outcomes are revisited within each stage			
Our whole school preparation has enabled us to provide children with meaningful opportunities to learn "about" and "from" events celebrated by communities not currently represented in our school			
Our whole school preparation has enabled us to maintain a balance between celebratory and critical approaches to teaching and learning in GMGY			
Our staff have received sufficient professional development to implement our whole school GMGY curriculum policy			
Our school has established procedures to ensure new staff are provided with professional learning opportunities to implement our whole school GMGY curriculum policy			