

Primary Curriculum Review and Redevelopment

Written submission template for organisations, groups and individuals responding to the *Draft Primary Curriculum Framework*

This template is intended to support you (and your colleagues/organisation) in developing a written submission in response to the *Draft Primary Curriculum Framework*. Please e-mail your completed submission to PCRRsubmissions@ncca.ie

Individual submission details

Name	Orla O’Sullivan
Date	17/12/20
E-mail	

Organisation submission details

Name	Orla O’Sullivan
Position	CEO
Organisation	Viboxo SoundSenses CLG
Date	17/12/20
E-mail	

The NCCA will publish written submissions received during the consultation. The submissions will include the author’s/contributor’s name/organisation. Do you consent to this submission being posted online?

Yes

No

Please email your submission to PCRRsubmissions@ncca.ie

Please provide some brief background information on your organisation (if applicable).

My name is Orla O'Sullivan. I am a Deaf-Vision Impaired music teacher/musician. I have taught music to deaf and hearing pupils for 30 years.

I am part of the team that is developing technology to enable Deaf and Hard of Hearing to learn music in ISL to the same standard as their hearing peers. I have already proved that my method assisted by technology is successful.

Visit my website at www.orkaosullivan.ie, or my YouTube channel Viboxo SoundSenses CLG or link: <https://youtu.be/ZPXtuTW1NrM>

The remainder of the template includes two sections. Section 1 invites your overall comments and observations on the *Draft Primary Curriculum Framework*. Section 2 is structured to align with the six key messages related to the framework. Each message is summarised as a support for you in working on the submission.

Please email your submission to PCRRsubmissions@ncca.ie

Section 1

1. To inform the educators and the educated of my ambition to place specific music education for the Deaf and Hard of Hearing children as a core curricula subject in all Primary Schools that have Deaf pupils attending.
2. To enable Deaf and Hard of Hearing music students to have full access while studying music which will enable them to become fully qualified and certified music teachers be it primary, secondary or private teachers.

Section 2

Agency and flexibility in schools

The Draft Primary Curriculum Framework proposes that the redeveloped curriculum will:

- Be for every child.
- Recognise teachers' and principals' agency and professionalism to enact the curriculum in their individual school context.
- Give more flexibility to schools in terms of planning and timetabling to identify and respond to priorities and opportunities.
- Connect with different school contexts in the education system.
- Give greater opportunities for flexibility and choice for children's learning.

The Draft Primary Curriculum Framework outlines important messages in relation to agency and flexibility in schools. Please give your overall feedback in relation to this key message.

- 1. Making available specialised 'Deaf Music Education in ISL' in the school curriculum will give a range of opportunities for social inclusion, team projects, like choirs, drama, dance and other forms in performance and arts. This will promote wellbeing, inclusiveness, and confidence. It will enhance their mathematic skills and increase their learning ability and concentration.**
2. My personal feedback as a Deaf-Vision Impaired music teacher is that educators need to consider that disability is an obstacle, not a barrier. The word 'disability' is itself a negative label and encourages 'abled' people to dismiss/devalue 'disabled' initiative and innovation and not assist/allow 'disabled' to reach their full potential. SEE: <https://youtu.be/t8gte4uW5aA>

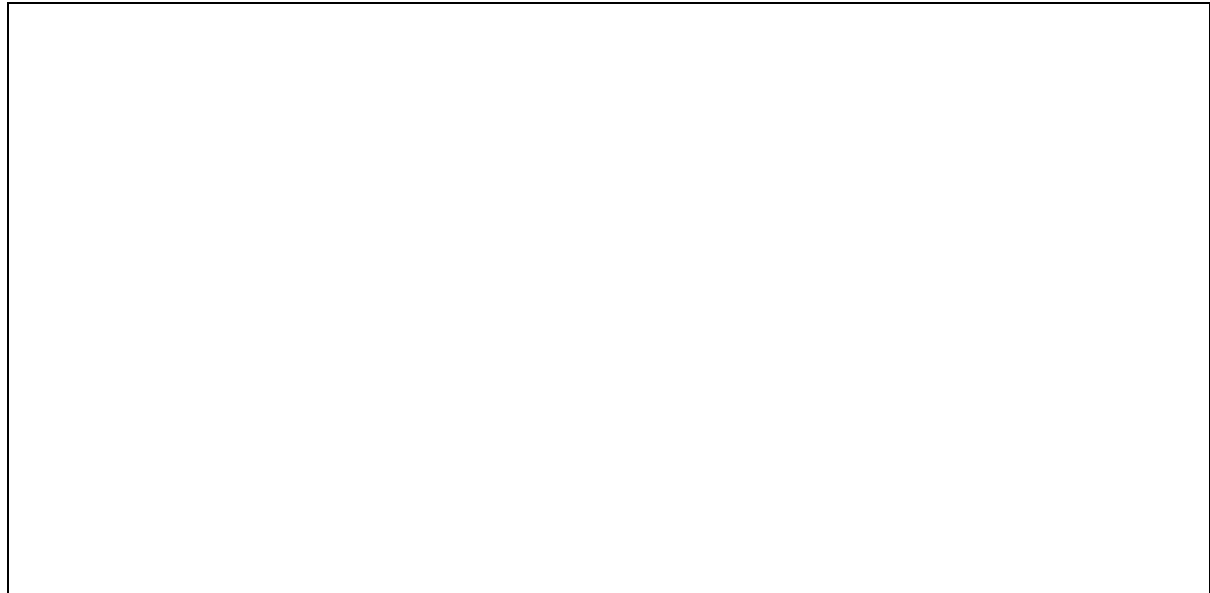
Curriculum connections between preschool, primary and post-primary schools

The Draft Primary Curriculum Framework proposes that the redeveloped curriculum will:

- Provide a clear vision for children’s learning across the eight years of primary school.
- Link with learning experiences provided through the themes of the *Aistear: the Early Childhood Curriculum Framework* and connect with the subjects, key skills and statements of learning in the *Framework for Junior Cycle*.
- Support educational transitions by connecting with what and how children learn at home, in preschool and post-primary school.

The *Draft Primary Curriculum Framework* outlines important messages in relation to curriculum connections between preschool, primary and post-primary schools. Please give your overall feedback in relation to this key message.

Please refer to my feedback in Section 2 for Primary, Post Primary. Regarding preschool the same foundation should apply: Teach the taught to discover the skill to teach.



Emerging priorities for children’s learning

The Draft Primary Curriculum Framework proposes that the redeveloped curriculum will:

- Embed seven key competencies across children’s learning outcomes from junior infants to sixth class.
- Focus on developing children’s skills, knowledge, dispositions, values and attitudes. The Learning Outcomes and the Key Competencies are broad in nature to describe this wider understanding of learning.
- Have increased emphasis on some existing areas such as PE and SPHE (Wellbeing) and digital learning, and have new aspects such as Modern Foreign Languages, Technology, Education about Religions and Beliefs (ERB) and Ethics, and a broader Arts Education.

The *Draft Primary Curriculum Framework* outlines important messages in relation to emerging priorities for children’s learning. Please give your overall feedback in relation to this key message.

I visited schools, colleges, wellness centres, and care facilities where I showcased an earlier prototype of my technology. We invited hundreds of people to experience the system. The overwhelming response to our survey was positive and surprising. We found that everyone and anyone enjoyed the experience. They saw the music note specific colours, felt the note specific vibrations as: entertainment, education, and therapy.

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Let it be inclusive by teaching subjects through ISL. Make it inclusive by encouraging and supporting Deaf students to become educators.

Changing how the curriculum is structured and presented

The Draft Primary Curriculum Framework proposes that the redeveloped curriculum will:

Be broad and balanced in purpose and content.

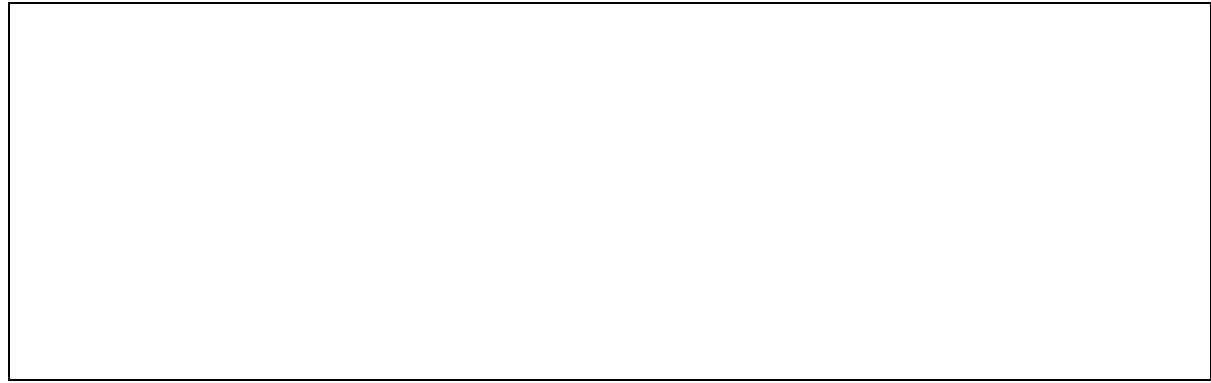
- Be structured in five broad curriculum areas;
 - Language
 - Mathematics, Science and Technology Education
 - Wellbeing
 - Social and Environmental Education
 - Arts Education.

(In addition to the five areas above, the Patron's Programme is developed by a school's patron with the aim of contributing to the child's holistic development particularly from the religious and/or ethical perspective and in the process, underpins and supports the characteristic spirit of the school.

These areas connect to the themes of *Aistear* and to the subject-based work in Junior Cycle.)

- Provide for an integrated learning experience, with curriculum areas in Stages 1 and 2 (junior Infants – second Class) and more subject-based learning in Stages 3 and 4 (third class – sixth class).
- Use broad learning outcomes to describe the expected learning and development for children.
- Incorporate the new *Primary Language Curriculum / Curaclam Teanga na Bunscoile*.

The *Draft Primary Curriculum Framework* outlines important messages in relation to changing how the curriculum is structured and presented. Please give your overall feedback in relation to this key message.



Supporting a variety of pedagogical approaches and strategies with assessment central to teaching and learning

The Draft Primary Curriculum Framework proposes that the redeveloped curriculum will:

- Promote high quality teaching, learning and assessment.
- Conceptualise assessment as an essential and critical part of teaching and learning.
- Highlight the importance of teachers' professional judgement in supporting progression in children's learning.
- Encourage teachers to make meaningful connections with children's interests and experiences.
- Recognise the significance of quality relationships and their impact on children's learning.
- Recognise the role and influence of parents and families in children's education.

The *Draft Primary Curriculum Framework* outlines important messages in relation to supporting a variety of pedagogical approaches and strategies with assessment central to teaching and learning. Please give your overall feedback in relation to this key message.

As a parent I do this. If you do not relate to this it will be difficult for you to teach effectively.

Technology is the great leveller. It enables what was unable for people with sensory and physical challenges. My contribution is an innovation, a new, an assistive and enabling technology. It is summed up with these words: See it. Feel it. Perceive it.

Building on the successes and strengths of the 1999 curriculum while recognising and responding to the challenges and changing needs and priorities.

The 1999 curriculum contributed to many successes including:

- Enhanced enjoyment of learning for children.
- Increased use of active methodologies for teaching and learning.
- Improved attainment levels in reading, mathematics and science as evidenced in national and international assessments.

The Draft Primary Curriculum Framework proposes that the redeveloped curriculum will:

- Address curriculum overload at primary level.
- Take stock of strategies, initiatives and programmes and clarify priorities for children's learning.
- Link with *Aistear* and *the Framework for Junior Cycle*.

The *Draft Primary Curriculum Framework* outlines important messages in relation to building on the successes and strengths of the 1999 curriculum while recognising and responding to

challenges and changing needs and priorities. Please give your overall feedback in relation to this key message.

Data Protection

The NCCA fully respects your right to privacy. Any personal information which you volunteer to the NCCA will be treated with the highest standards of security and confidentiality, strictly in accordance with the Data Protection Acts. If you require further information related to data protection please visit www.ncca.ie/en/privacy-statement or you can contact the NCCA's Data Protection Officer at dpo@ncca.ie.

Thank you for your submission.

Orla O Sullivan

Please email your submission to PCRRsubmissions@ncca.ie