



NCCA

An Chomhairle Náisiúnta
Curaclaim agus Measúnachta
National Council for
Curriculum and Assessment

Technical Report

To accompany the report on
the consultation on the *Draft
Primary Curriculum Framework*

December, 2022

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Introduction

The consultation on the *Draft Primary Curriculum Framework* was carried out over two phases between February 2020 and the end of March 2022. A significant amount of data was gathered through a variety of methods and this data was subsequently analysed using methodologies appropriate to the type of data.

To underpin the presentation of the questionnaire data in the main consultation report, the original verbatim responses have been copied from the online platforms where they were hosted and reproduced here. This includes both the responses to the quantitative questions (e.g. Likert scale, rank order) as well as the open ended, narrative text type questions. These latter, original, verbatim responses from both Phase 1 and Phase 2 refer specifically to questions:

- 6, 8, 9, 10, 12, 13 and 14 of the Phase 1 Parent Questionnaire
- 17, 19, 21, 24, 27, 29, 30, 33, 35, 37, 38 and 39 of the Phase 1 Educator Questionnaire
- 8, 10, 12, and 13 of the Phase 2 Parent Questionnaire
- 13, 14 and 15 of the Phase 2 Educator Questionnaire.

All graphs and tables not included in the main consultation report on the draft framework can be found here in the Technical Report.

Phase 1, parent questionnaire report

Platform: Microsoft Forms

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Responses

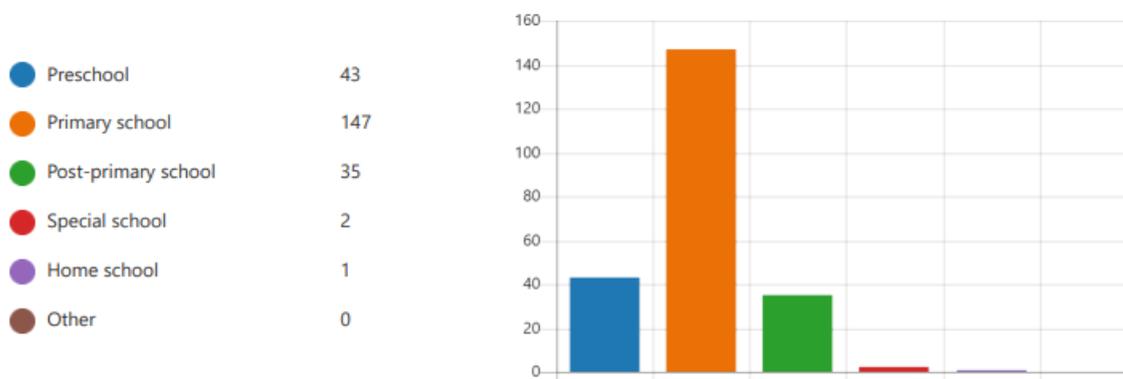
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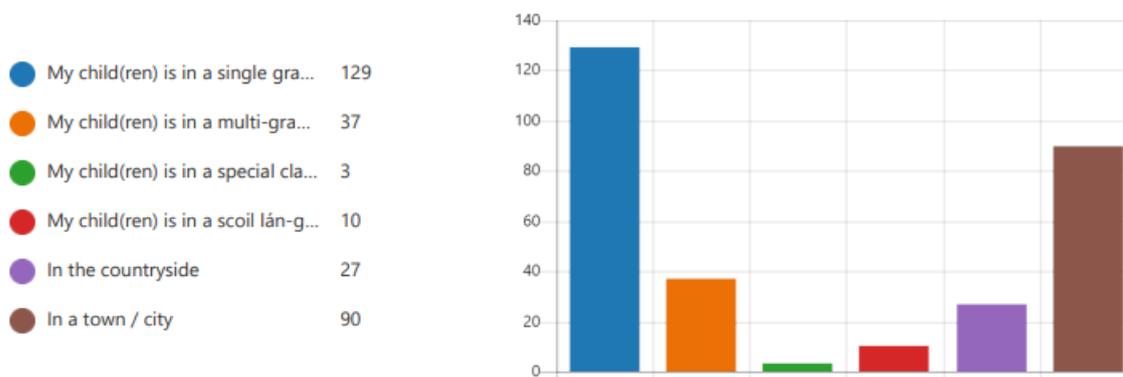
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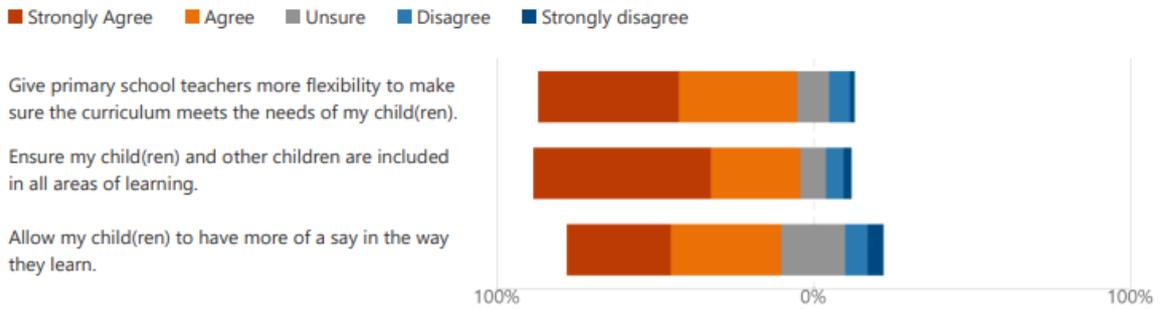
1. What type of school are your child(ren) in? (you can tick as many of the options that apply for you)



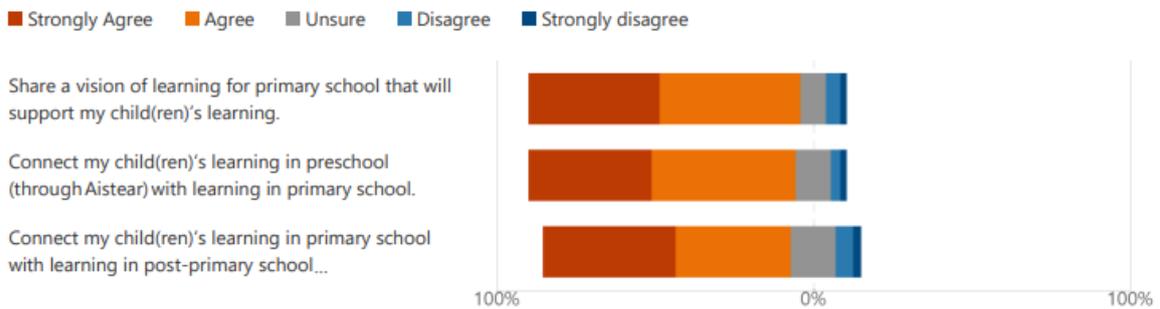
2. Please tick as many of the options that apply for you.



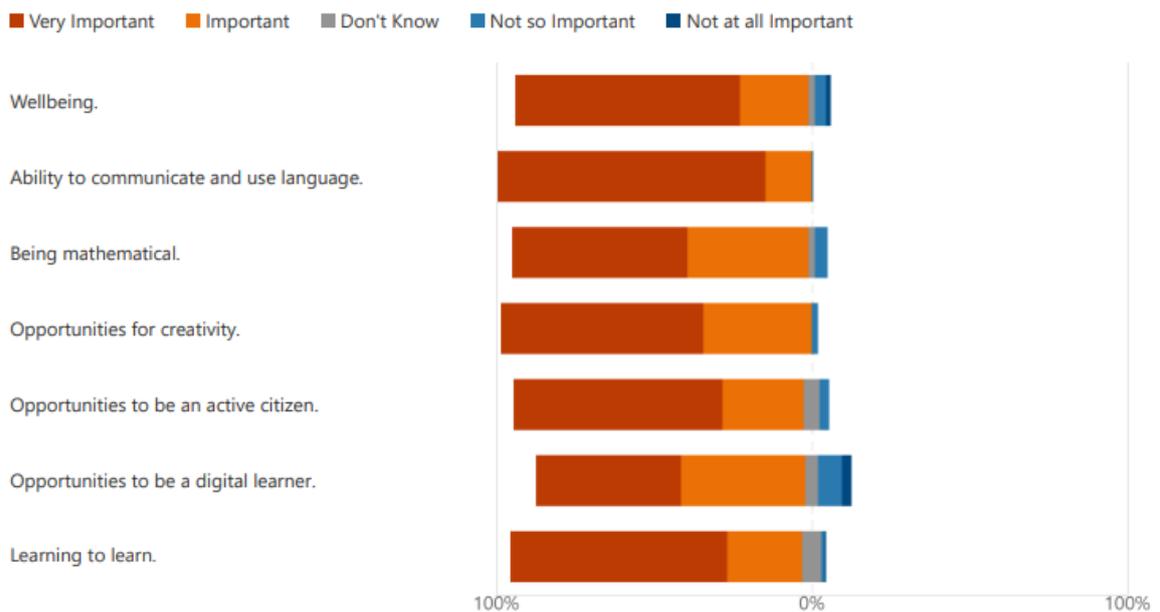
3. To what extent do you agree/disagree that the proposals in the Draft Primary Curriculum Framework:



4. To what extent do you agree/disagree that the proposals in the Draft Primary Curriculum Framework:



5. How important is it that your child(ren) develop their skills, knowledge, dispositions, attitudes and values in the following areas?



6. Do you have more to say?

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Responses

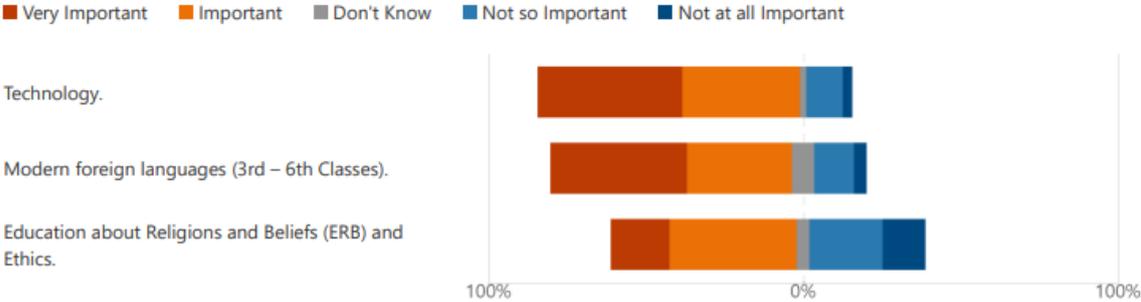
Do you have more to say?
Teachers will need huge support to bring this to life. CPD needs to begin very far in advance of implementation.
"Active Citizen": Civic Education must be taught in Primary School (otherwise children do not know what elections are, or what purpose a parliament serves, or what democracy means, thus reducing their ability to be a "citizen", let alone an active one); History also gives an idea of why we are where we are, and instills the will to not repeat the mistakes of the past; Geography is by definition essential to understand the world we live in
I would rather my children spent no time learning about religion.
I am hugely impressed at how the NCCA is going about this consultation with relevant stakeholders. The draft framework seems extremely well thought out (from my relatively pedestrian perspective) and has left me feeling confident that my children's education is in safe hands. Giving greater flexibility and control to the teachers/school and involving the children themselves will hopefully reap significant benefits. Of course, it requires involvement from the teachers and schools so there would need to be consideration for cases where certain teachers/school are not engaged/proactive and prefer/need a more structured curriculum to follow. Delighted to see "Learning to Learn" or being a lifelong learner as a key competency. Active citizenship and digital learning are also very welcome, not to mention wellbeing. Genuinely encouraged and enthused. Congratulations and thanks to all involved.
I feel the new framework will be difficult to implement in multi class rooms where for example first, second and third are in one room. also this framework shows little importance for parental involvement in our childrens education. looks great on paper but the reality is older teachers will not convert to the focus of putting the child at the centre.
Stop change for change's sake.
To be physically active and literate
No religion in school hours
Learning to learn is a key skill and not presently covered for gifted & exceptionally able children, would hope the new curriculum includes them.
I don't think Religious Education needs any time spent on it. Public schools should be 100% secular.
Would love to see Outdoor/Forest school type classes becoming part of mainstream primary education
I feel religion is pushed far too strongly on children and wastes a huge amount of time. I feel it removes alot of their own free thinking that should be nurtured. I strongly feel religion should be separate from my child's education.
Gifted children are often forgotten about. They learn differently and teachers must learn to teach them.
Yes, gifted / high scorers on current dromcobdra tests are not catered for in school at all. It is teacher dependent if they will go out side curriculum to support their learning. If they don't, the child is not supported and told to 'settle' - becoming bored, upset (wellbeing?), let down, lose their love of learning - and I can go on.
Mental health, mindfulness etc should be a priority in all schools
There is nothing in the curriculum to support gifted kids. My son, once diagnosed with dyslexia, has been fairly well supported throughout his schooling life, but my daughter who has been tested in the top 1% academically, and attends CTYI (luckily we can afford it) is bored out of her tiny mind in school and nothing is ever done about it unless she has a teacher who challenges her. Primary school has been a TOTAL waste of time for her, and I'm hoping when she goes into Secondary that it will improve. Currently, as far as I'm aware, there is nothing in place for gifted kids, who need help just as much as those with diagnosed learning needs, otherwise their potential is just going to waste.
Please also consider making RSE/SPHE mandatory regardless of patron bodies' ethos

The new programmes must respect the religious beliefs of the child's family and enable them to attend a Religious based school if that is the wish of the family.
I feel languages should be introduced as well as lots of other activities that will stimulate and encourage wellbeing
It is not good enough to have religious indoctrination as a matter of choice for the teacher. If teachers wish to teach religious indoctrination it should be done at the end of the school day so those who are not religious can leave. Living in the country means there is absolutely no choice and our children receive religious instruction despite "opting out". At the very least an alternative curriculum should be put in place for those not doing religion
I would like to see Catholic ethos education be removed from regular school hours. All religious instruction should take place outside of school hours.
Importance of reflective learning, problem based and enquiry based learning, connected curriculum, differentiated learning
My only issue would be to allow kids flourish at what they are good at and let them focus on that as opposed to being critical of their not so good at another subject?
I believe the staff have to fully engage with the new framework for it to work but again the demands on staff at present are huge. Front loading SNA's will have a detrimental effect on schools and maybe not allow teachers to devote the time they would like to the extras in this new framework. As a mother of a child with ASD I feel I constantly have to seek supports from school knowing they are under huge pressure in what I believe to be a crumbling education system.
I think teaching the Catholic faith in schools is very important and I want my children to have religious education in a Catholic school
No
My son has special needs so it's hugely important to me that the curriculum is flexible in order to allow him to learn at his pace. He is behind his peers but even with Down Syndrome, main stream is vitally important to him because of his level of intelligence and his own want to learn.
No I don't
PE should be considered outside of wellbeing
Irish should be optional.
Multicultural awareness
Foreign languages need to be taught as early as possible as we lag behind in this area and it's proven that language learning changes the brain
No
Every child is different and has different needs, all needs should be catered for
I would like to see more emphasis on physical education and developing children's motor skills, flexibility and core strength. I think this needs to be prioritised in the school day as it is often the only opportunity children will get in their day and they will leave school to spend most of the rest of their day sedentary, in front of screens
Personal development & mental well-being should be prioritised
Maths is very important for so many jobs. Some of the competencies are not of equal weight.
What about educating children about food and cooking? Also give them the tools to understand and see through marketing rubbish about food.
Children need less sitting at desks ,more creative stimulation by teachers not through books or computers ,growing & cooking skills & verbal communication through presentations public speaking circle time essential skills for life.Teaching children to be confident in themselves ,in their own personalities not feeling they have to follow the crowd .Let their own individual personalities & talents shine through.
Using staff and school time and resources on religious studies in order to promote a singular ethos is counter productive and is not supported by me
Maths links with so many future jobs. It needs to be emphasised so much in primary schools.

In an effort to promote wellbeing and to give students more choice in their education, I feel Irish should be treated as an oral tradition and a love of speaking Irish be promoted at primary level. I also feel a pathway in secondary level should be provided to allow a student to chose it as an non exam subject. The emphasis on writing and poetry in primary Irish has turned my child from loving it to anxiety about Irish. I think the framework should address the anxiety that is cause by the subject.
More opportunities for movement breaks and outdoors learning, and outdoors play.
No
need to develop the child/person and their personal attributes and skills
There is too much emphasis on homework and not enough time to play and learn in a more free and flexible way outside school hours. Religion should be an extra curricular subject - not every family has the option of a non denominational school
Modern Language are very important.
I really wish the curriculum for children was pared down completely. Reading, writing and maths. Much of wellbeing is enhanced by the feeling of succeeding and progressing. I really think less is more when it comes to teaching young children. Class teachers cannot be expected to be all things to all children. I think far too much responsibility is being delegated to teachers and schools and that they should go back to teaching skills for learning and let parents take greater responsibility for well being, eating healthy, internet safety etc, etc, etc.
I feel childen have an innate drive to learn, and its the curriculum and educator, reposnbsbislity to foster, nuture and enhance this innate drive and not stifle it
Digital learning shouldn't be forced on children and schools. I am worried about screen time at home already. Maybe digital learning as a side piece to normal work, for example in Geography. But I do not think it should be a standalone area.
I am a healthcare professional, I work with neurodiverse children. I see wellbeing as THE priority for all children, as their physical/mental wellbeing is fundamental to their ability to sit in the classroom and participate effectively.
I am so disappointed in the new framework. This could be an opportunity for Ireland to be a leading force in the way children learn but instead it feels non progressive. The focus is still on adults 'teaching' children to learn when we know that children are born with the innate ability to teach themselves when given the correct environment (which includes an adult 'guide'). An education is not something that is done to a child but an opportunity for a child to fully explore their own innate creativity, spirituality and curiosity. Assessment is not something that should be 'done' by a teacher but by the child or in collaboration with their peers, with the adult playing a supportive role. I feel this new curriculum has missed such a great opportunity to have future generations both mentally, physically and spiritually robust by letting the child truly take the led in their own learning in order to thrive not just in school but when the become adults and no longer have 'teachers' to secretly assess and plan for them. This framework is grossly lacking in genuinely believing in the abilities of the child and still sees Education as something that comes from outside them and not the intrinsic natural foundation in every human. As a teacher and a mother I am bitterly disappointed. Please allow our children to be more than a product of a flawed system.
Deis a bheith dhá theangach
Inclusive education and diversity centres on the values and practices that enable children, as individuals, to belong, feel respected, confident and safe so they can engage in meaningful learning and reach their potential. This is not occurring at the present time for children whose primary and first language is Irish Sign Language. There is no curriculum for Irish Sign Language, it is treated very poorly and in a very adhoc manner depending on where your child goes to school. There is no skill level for those teachers who teach it. It is treated as pidgin rather than a fully recognised language especially in light of the Irish Sign Language Act 2017. There is tons of international and national research on language acquisition however none of that is applied when it comes to ISL. Why we cannot see this in the way we see Gaelscoileanna and the language competencies we expect of our Gaeilge Teachers here.

In a world full of so much information, our children need to know how to decipher it and be able to find out what they need to know. Besides the important language and maths skills they need and are very important, other areas of the curriculum should be exploratory.
that all childrens skills etc where not just academic
No
None
Curriculum should be adapted to individual learning needs of the child. More interactive participation of the child within the classroom that incorporates different learning styles.
There should be more free resources to parents on how to teach children at home aswell
Being Mathematical - unnecessary obsession with STEM - opportunities for creativity and digital learning will allow for this without specific need for 'being mathematical'.
Citizenship morals and ethics should be taught at home and not on a curriculum approved by a government
Opportunities to appreciate nature and the outdoors is also important
A better framework for children with Dyslexia, to accessing suitable resources and trained teachers that have experience in teaching children with Dyslexia
I don't think wellbeing should be a subject in itself, as on page 11 - all the subjects should promote wellbeing - especially religious education, there is much empirical evidence to show a direct relationship between wellbeing and participating in a religious tradition

7. How important is it that your child(ren) experience learning in the following areas in primary school?



8. Do you have more to say?

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Responses

Do you have more to say?2
Could religion be rolled into geography as a discussion on different cultures and their belief systems rather than a dedicated subject?
In a race, pedagogy should beat technology every time. We can't front load tech. Who will teach MFL?
There is way too much emphasis on religion in this country. SPHE should include how to live in society, ethics, and how religions came to be and evolved (ALL religions and philosophies, from East and West); but teaching "religion" per se is not the way forward, in a country that pretends to be modern and secular
Any content on religion should be limited to facts only. Under no circumstances should a teacher ever suggest that any one religion is "right."
why not introduce mindfulness as part of the childs learning in school, it is standard part of education in other countries.

Remove religion from the curriculum completely
Religious education should not feature at all during the primary school day. That should be left up to the children's families. Instruction in ethics is important. Ethics
No religion in school hours
religion is a matter for families & religious congregations to deal with, including religion as part of the curriculum (something the document acknowledges is a minority practice in Europe) will inevitable isolate some children. Why do this?
There should be NO EBR in publicly funded schools
if Patrons programmers were removed then education about religions and beliefs should be put in place INSTEAD of the countless hours being wasted on one religion
Would like to see less time given to religious education, especially faith formation.
Again as I said previously religion should be far down in a child's education. By all means everyone should be able to learn about religions, beliefs etc however I feel this should be done outside of our children's vital educational hours.
Religious instruction should be replaced by religious education or ERB to reflect Irish society's current status.
I feel children are often underestimated to what is expected of them. They are open to so much more information than kids (and curriculum) of years ago. Most would strive at new opportunities given to them. If religion is thought, it should be view to all religions not just one. It should also NOT be at detriment of other subjects. How many people need religion for work but history has been dropped! German not available in many schools!
I would prefer if religious education was separated from school it should be a parental decision and role. Sacraments should be taken out of school. My child lost a full academic year to preparing for 1st communion which is disgraceful. Every other subject suffered. This should be done with parent and the church outside of school time.
Acknowledgement a gifted learner is not always a high achiever
In the category above it looks like there is an assumption that to teach about ethics you also need to teach about religion and beliefs. This is absolutely not the case. Religion and Beliefs should be separate from ethics. So my answer would be that Ethics is Important but Religion and Beliefs are "not at all important"
There is still far too much reliance on Religious education, specifically the Catholic religion, in our classrooms. I have no objection to my children learning about all religions (and none), but the indoctrination of the kids with Catholic mores (or any religion) should be kept out of the classroom. It will get rid of the hypocrisy of making sacraments except for those who believe. My daughter is one of a very few this year not making her confirmation (her choice). Our school has been very supportive, but still, she either has to sit in the back of the class, or back of the church, when religious indoctrination is going on, so is exposed to it no matter what she does. I think it would be a huge step forward to separate education and religion.
Ethics must be a discussed separately than ERB. I do think ethics are very important. ERB however is NOT!
As long as the curriculum does not contradict the Religious beliefs of the school or the family of the child.
I would hugely support languages and technology for the world we live in
An alternative curriculum for those opting out or religious education rather than instruction is required. It's very upsetting having your 6 year old come home talking about Jesus dying on the cross.
I've said important for ERB and Ethics if it is to include all religions and beliefs. There should be no time given to sacraments eg confirmation and communion. Ethics and Philosophy more important.
Religion should be completely removed from the state curriculum. It is immoral to teach children Catholicism.
Will patrons only teach their own religion or will other religions and ethics also be included
I believe children in Catholic schools esp Catholic secondary/post-primary schools should be taught the Catholic faith well

No
I would like my son to learn the basics before learning technology. Hand writing and visual learning through books is so very important. Religion is also important to me but given my sons disability, its easier managed at home with myself and our local priest than in a classroom environment.
Nothing
Religion as a general education on a variety of faiths, not based on one religious ethos, teaching children to respect others and their beliefs
Religion needs to be taken out of schools. If parents want their children to partake in a hobby, do so on their own time, at their own expense
Religion fine as long as it's all encompassing. Get rid of Catholic curriculum entirely. Get sacraments out of schools. In second class now and academics has been sacrificed for FHC. It's a disgrace.
Multicultural awareness
As long as the religion is not limited to one religion that's ok - we cannot continue to just teach the ethos of the school. Tolerance of other beliefs is crucial for the future leaders and citizens
I would find ethics very important, but religion less so.
No
My children attend a CNS so religion is not part of the curriculum, all to be done outside school hours in conjunction with the local church
Would like him to learn about ethics and all religions
I'm all for learning about religions - less of a focus on one particular one.
Childrens well being , self confidence & being praised & acknowledged for the individual talents is of utmost importance. Not slaves to text books ,computers & "standards" in education for their age group.
Religion should be kept outside of school hours
ERB should be broad and wide ranging to promote all aspects of multiple religions, ethis and politics in order to encourage understanding and acceptance of other. Not a singular language that teaches children to exclude children of other religion by copying the current staff acceptable treatment of children of other or no religion during patron progammed cirriculum
Please do not dumb down the importance of religion and spirituality in the education system - surely when you're trying to provide a holistic education you can't disregard the emotional benefits of spirituality.
I would prefer if there was no religion in schools. Ethics would be great if it could be taught without being influenced by a teacher's religious persuasion.
Will these mean other areas are squeezed? Reading and maths need to be prioritised.
I think an over emphasis in these areas will detract from the primary learning outcomes of increasing Literacy and Numeracy levels.
They should learn about finance, financial wellbeing, and home economics.
No
It is important to broaden their minds as much as possible and introduce them to the fabulous opportunities that education and the world can offer them
Religious education is not mentioned and it is the most important part of my child's learning in school.
the erb will be tainted by the method of delivery and construction - it is overly influenced by religious groups
I think the primary school curriculum is completely overloaded and that it should be pared down so that teachers can teach core skills and meet the needs of pupils with SEN and EAL and social disadvantage.
Technology is imoortnt for my child as he struggels iwth reading nad reading, however it may not as vitally important to others- so flexibility with same would be great, edcuaiuon about believes is impornat to undersatand tehre are many ways to view spirituallity as opposed to any one secular doctrine

Maybe technology as an add on but not as a separate piece of work or learning. What is taking out of the draft curriculum if technology goes in?
I would like to see language learning integrated at an earlier stage. Our performance on Irish language learning is abysmal (I have 2 highly verbally proficient 2ndary students, both of whom loathe Irish). Compare and contrast with the English fluency of 5yo in Norway for instance.
Why wait till 3rd class to introduce a MFL? Again, if a child is interested in learning a language at a younger age why would we deny them this opportunity. It's the child's interests that we should be exploring in the truest sense. Why do individuals need to be limited by the wants of their peers, teachers and school? Let them learn what they want to learn and then 'engagement' will never be an issue. Trust the child!
Féiniúlacht Éireannach a chothú
I think modern languages could be left until post-primary school, or maybe have it as a short module in 5th or 6th class. I do not think technology should be explicitly taught to children, except for the need to keep safe online and in using technology. They use it in schools as it.
None
Children should learn about various religions and cultures to ensure that they understand the value of inclusion and understanding that every person whichever ethnic or socio-economic backgrounds are all equal.
Multilingualism a positive - introduction of third language without fluency in first two or at expense of fluency in first two a wrong move. 3rd class too soon for introduction of 'modern' (whatever that means) languages; introduction of third language 4th-6th class sufficient.
Primary schools need to teach core subjects and teach Irish to fluency before moving on to other languages. It's better to teach core subjects properly than skirt around many subjects without the same quality of learning
I think that the learning in Education about Religions and Beliefs and Ethics takes place in religious education anyway, so don't see the need for ERB and Ethics as another subject for everyone, but I think it should be available to those children who do not take part in religious education classes.

9. The Draft Primary Curriculum Framework presents five curriculum areas. In your view, will these work well together for your child(ren)'s learning in primary school?

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Responses

The Draft Primary Curriculum Framework presents five curriculum areas. In your view, will these work well together for your child(ren)'s learning in primary school?
Yes. Once the time allocated to each area is weighted based on their importance. (Seems to be done appropriately in the Options on page 16)
Yes
It depends on how teachers are skilled in navigating them. Excellent exemplars and CPD will be vital.
in theory they should, as long as children have an opportunity to learn and be interested in Languages, Sciences (including Maths, Physical and Life Sciences, and Chemistry), History, Geography, Personal Wellness/Wellbeing, and PE/Sports
Unsure.
Yes. Seems to be a very comprehensive and well thought out curriculum that will encourage a broader and more rounded education for life.
No, i feel the emotional wellbeing of children should be the highest on the list, a happy child will learn better. from experience my 8 year old daughter has been emotionally neglected by a teacher and had no one to turn to in school. there needs to be more accountability for teachers to provide evidence based practice to families. it all looks great on paper but cruel teachers will continue to be cruel.
No.

yes
Yes, creativity, wellbeing and technology are of the upmost importance
Yes
Yes
yes
Far less time should be dedicated to religious instruction and much more time should be focused on core science/maths/physical education subjects.
Yes, much better framework for modern Ireland
I don't think any school has the right to underpin their own beliefs on a child. I think the 5 curriculum areas are excellent and feel they are important however I don't agree with having religion in our education system.
They could
Education for gifted children needs to be addressed
Yes and will be in line with the new junior cycle.
Yes. My child would thrive and look forward to going to school for this. Child loves learning, but current teacher is stuck and won't do anything different. Leading to child resenting school and hating to go (age 8... but going on for 2yrs now)
Depending on the time and resources allocated to each one
My child is wasting time on religion and not enough on science etc. I've put in into extra curricular activities to try to instill an interest in science
Yes
Yes
I think so
Yes, I think so (hard to tell without reading how it's proposed they work though!)
Unsure
If the teachers are engaged enough to fully participate.
Yes
Not sure
No, some are important others not so much.
Not in context of religious indoctrination
yes I think they will however there should be no religious perspective underpinning education. This should be completely removed from school.
I think it will be challenging to ensure consistency of curriculum areas rather than subjects
Yes
Yes they will provide for more thematic and integrated learning
Yes I do, I think it's well rounded with more life skills
Wellness
Resources and finances will have to be made available. I think it would be unfair for a teacher to teach 'Wellbeing' if they do not have some supports. The support of NEPS & CAMHS should be accessible for this area.

Not applicable
Not sure
I don't know
I have a concern about the maths element, especially for children with maths and reasoning doesn't come as easily as it might others. Also in speak about languages, theres no mention of the education surrounding Lamh/ISL and how important it is for some children to be able to communicate through signs as speech doesn't come as easily.
Unsure
Yes
Don't know
Yes
Yes
Yes
Who can tell.
Yes, however the PE would require further break out from general wellbeing as it is lost in that scope
Yes within reason.
Yea
Yes
Yes, I think so.
No
Yes as long as Irish is still to the core
Hopefully
yes
Yes but again I feel physical education needs more emphasis rather than being added in with well being
Yes
May be
Yes
Yes, I think so
I think religion should be removed from curriculum.
Yes
Yes
Yes.
Yes
Yes
Yes. Maths and languages need to be put to the fore to prepare our children for the future.
Yes
They should, if they're presented properly.
Yes it properly implemented.
Not religious education as as this would be irrelevant to my child's learning needs

1 - 4 work well together. Patron programmes do not and is in direct opposition with the flow of the other criteria.
The Well-being area needs to be further expanded on - are teachers now supposed to be responsible for this aspect of a child's life too?
I'm not sure. I would worry that real learning would be missed as the focus becomes integration rather than content knowledge.
yes. Maybe arts shouldn't have the same status as the others.
Yes. I would question the area of Language...how many languages does this include? I feel English should be the priority in this framework..Irish and other languages should be for enjoyment not assessment.
Yes
Yes
Yes
Overall yes but there is a lot of buzz around wellbeing so it depends on what exactly each curriculum strand contains to see if it will deliver or not. I would like to see a real emphasis on cross curricular learning and arts education in particular.
Yes
no. There is no discrete religious education
Yes
Get rid of well being - it's not a subject!
yes
Yes if preented in a Universal Design for Learning Method
Yes
I don't think technology should be a part of the curriculum area. Maybe it can be used across all the areas for children's learning e.g. presenting work or a project in history using technology.
Yes
As long as basic curriculum are not compromised. Reading writing maths are very important. Languages and exposure to technology should be seen as add ons and not core. Religion, arts etc should be extra curricular/when time allows to the core curriculum.
Yes
Yes
Take out religious education and spend more time on Science subjects
Whilst I am happy that 'Wellbeing' is becoming more of a focus it feels like it is just being shoehorned into the existing curriculum (please see comment below).
Measaim go bhfuil siad an tábhachta, agus gpo bhfuil go leor ag brath ar chumasc na muinteoírí agus acmhainní na scoile.
Yes, however yet again the other native and recognised language of this country is not mentioned. Why cannot we include ISL for pupils who are not Deaf. We also need to ensure our Deaf Signers are fully enabled when it comes to their first language ISL. They cannot engage with the Curriculum in the 2nd half of primary school without a huge lexicon, vocabulary and ability. Therefore, the need for a curriculum in ISL is long overdue.
I think giving technology such a prominent space is not needed. Welcome environmental education, this is needed in today's world. I don't think Patrons should be given control of items of learning.
yes
Yes
Yes
Yes
Hopefully but time will tell

Yes they will work well for my child.
If it is implemented properly it should work
Potentially, although 36% and 26%* in relation to 'feabhas ar fhoghlaim' should raise alarms. Good vibes towards an Ghaeilge alone won't improve its acquisition. * https://ncca.ie/media/4552/nuatheangacha-iasachta-a-chomhth%C3%A1th%C3%BA-i-gcuraclam-athfhorbartha-bunscoile.pdf
No as teachers only have so many hours to teach young children the basics for all their future learning
YES BUT I THINK ENVIRONMENTAL EDUCATION SHOULD BE INCLUDED UNDER THE MATHS AND SCIENCE SECTION
Yes
Yes
It appears to include a lot.
I think they will work together but I don't think that Wellbeing should be a curriculum area on its own - all the subjects should promote wellbeing, in one form or another - also, there is much evidence to demonstrate a direct correlation between practicing a religious faith and wellbeing - it is strange that this important research does not appear to be part of the thinking.

10. The Draft Primary Curriculum Framework has proposed options for time given to each curriculum area. Do you have any comments to make on these options?

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Responses

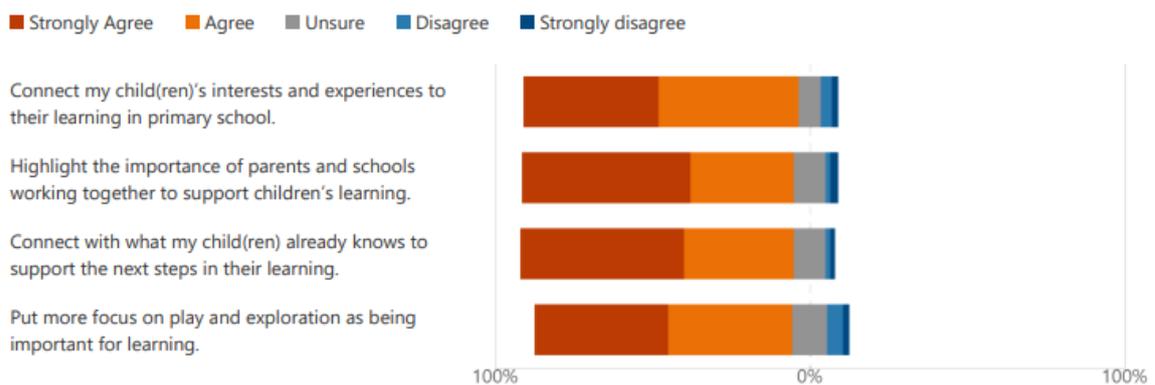
The Draft Primary Curriculum Framework has proposed options for time given to each curriculum area. Do you have any comments to make on these options?
Option 1 looks to be the best balanced in my opinion. I have limited knowledge of whats involved in learning or teaching language skills so cant comment on the best way to weight the language learning options.
No
2 hours for patron's programme is too much. A better 'reasonable daily allowance' (as per the law) would be 10 minutes a day or better still, zero minutes per day of state funded money. Cutting Maths time allocation may come back to bite the system if PISA scores collapse.
n/a
Assignment of time under the framework should be made in consultation with parents and therefore should vary from class to class. Polling of parents against a range of options should be considered. Schools should not be able to allocate time unless at least some form of consultation with parents has taken place.
They are just "proposed options" and flexibility and control has been given to teachers and school which I am very supportive of.
Only his teacher can determine this.
Option 3. More modern languages
Glad to see more time for wellbeing and languages finally together
45 mins
No religion in school hours
Cut religion out or else cut it far below 2 hours.
There should be NO time spent on Religion
The amount of hours spent currently on patrons programmed is excessive especially for classes taking sacraments. This also effects the other classes when the classroom is shared. Weekly masses, hours spent on hymns, prayers and religious homework is crazy considering all the other areas where time should and could be spent

Less time should be spent on religion
Please can I stress there should be an emphasis on adequate time allocation for actually eating of breaks. For example according to current policy only five minutes is given to eat a midday lunch in our primary school. Which creates a very unhealthy attitude to food and obvious choking risks.
Would like to see 'outdoor classes and physical education take more priority And religion take far less - especially given the lack of choice in school ethos available to most children.
It depends. In previous experiences, Maths, English and Irish were given the majority of the time. My son is gifted and get easily bored. This has been a challenge in public school for him previously
All teachers should be taught how to teach children who are gifted so they are not forgotten about and lost in the educational system.
The areas could definitely be given time either in as protects through year e.g. stem week etc. Or, possible to get weave some into current curriculum e.g. how is maths used in technology
I think religious education should be removed from school. My son at one point came home with work on the big bang on one hand and a color in picture that God created the earth in another. How can a primary school teach such things as well as contradict themselves at the same time?
No
The allocation to religion is far too high. Religion should be thought outside school. Ethics and beliefs (including no beliefs) can be thought in school.
More time (than is currently given) needs to be allocated to Wellbeing and PE. These kids need to learn to move around a bit more. Less time to religion. Would be great to see a bit more science introduced as this is very lacking in primary at the moment.
Time spent on patron's programme must be reduced further as thus is not assessed by the NCCA
Taking a more holistic approach to learning is only going to improve and prepare our children for living in the real world
More time needs to be dedicated to maths English and Irish everything else isn't as important.
Does this take account of communion and confirmation years where weeks are spent exclusively on preparation?
I feel this is open to abuse by teachers and schools who will choose to spend time on easier areas
No
Yes, I query why language 2 in option 3 places so much emphasise on language 2, pupils in DEIS schools and EAL pupils need extra support in English language acquisition and such an emphasis on Language 2 when a foreign language while also receive an extra 1 is putting a lot of time in 2nd and 3rd languages which for pupils from certain sectors of society will be receiving English vocab and grammar and reading support from home other pupils will joy and I worry that this will lead to a widening gap of literacy skills. Also DEIS schools and schools with high EAL pupils will need to allocate flexible time to English language other schools will be free to allocate this time to science etc and thus further the divide more. Also what methodology for languages 2 and 3 will be used? Is a CLIL method going to be encouraged and thus integration between subjects can be encouraged.
No
Too little time for religious instruction. It should be longer esp in Catholic schools
Not sure
No
Nothing
Equal time
No time to religion
Proposed hours for different subjects like art, religion and pe does not reflect well on kids development. Art and ethics can be part of any other subject, while PE cannot
Less time on Irish and religion. Get rid of homework.
Agree
More needed for languages especially as many of our students need EAL support and because language is required in every curricular area

I am not an expert, and therefore have no comment on this area. It looks ok to me.
The time spent on languages is too much. More time should be given to breaks, enjoying healthy food, exploring the outdoors and being creative in their own learning.
Looks very engaging and covers a nice range of education
No
time should be individually chosen by the teacher to accommodate their class needs
Set times on each one I think would work well
Perhaps a timetable extended to parents, with afterschool fun activities to back up classroom learning. So a child that thrived or struggled in class time can have fun with the new subject to hand.
No
No
No
No
Depends on how religion and ethics is taught. I feel it should be general wellbeing and mindfulness that is taught.
I think wellbeing & social & environmental education should be given as much time as the more academic areas
Has time been reduced for maths and languages? If so that should be reversed. Too much time given to religion. This should be optional and done after school, with time given to maths and languages.
None
There is no time allocation to learn about food and cooking.
Not to give most of the time to maths ,technology ,
Religion in education should be kept outside of school hours
There is too much time and resources allocated to patron programmes of religion within the classroom. This time and resources would be better spent on the core curriculum. Leave patron programmes for voluntary teaching after school or in the home and church community
I believe this new framework is being used as an opportunity to further degrade the role of religion and spirituality in a child's life. Explain how this will contribute to their well-being?
More time needs to be given to maths and english. If the new areas take time from these, then I don't agree with it
Yes...Maths and English should have a required minimum of time given.
None
Yes
I would like to see Arts Ed have a bigger allocation and for it to be integrated as a teaching tool in wellbeing also.
There is no time allocated for religious education. This is terrible.
There is insufficient time for mathematics in the context of hours given to other areas such as social & environmental, and flexible time and patrons program which in most schools will be used for religious education.
Seems like a good idea
More time on reading, writing, spelling, maths and physical education.
I think time scales should be abolished as it restricts the teacher responding to the students needs
I think this would need to be audited to ensure it is actually happening
Coinnigh an líon ama do mhúineadh na Gaeilge mar atá
There seems to be less time for maths which is worrying. My children love art and drama and they seem to have less time also.
I had concerns about the Maths allocation vis a vis languages, but on closer inspection I can see that Science is a separate strand. STEM as a whole should be equivalent to language educations. I do have concerns about the time given to "wellbeing". I would like to see increased allowance/support for integrating physical learning, particularly in younger classes.

No
Less time on religious education
I find it so crude to put time limits on learning. If a child is truly engaged and engrossed in an area and has the tools available in the environment to explore this to a depth that satisfies their innate need for knowledge then why would we limit this? As adults we know how frustrating it is to be interrupted when you are learning and creating so why do this to children, especially in an age where we are seeing concentration spans shortening dramatically. Additionally, the times allotted to eating and recreational play are shameful. In a country where obesity is so high (and therefore impacting on other areas of society i.e. health and wellness etc) why is there not more focus on the importance of nutrition and eating together as a relaxed and social experience?
Aontaím gur chóir an bhéim a bheith ar chumarsaide(léamh agus scríobh go dha theangach) agus na ábhair STEM.
Language Fluency, understanding and competency is the pillar of every subject. Let us assure our children of this first.
Less time for technology. They do it already in school.
None
Strongly agree.
Child cannot learn on a pressured time limit. Teaching should be on the child's learning ability
See previous answer on 3rd class too soon for third language.
Time for reading and maths is important. Also my children love drama, art and PE so that time should be kept protected. These areas bring them so much happiness.
It is strange that time is going to be taken away from religious education, while time is being found for ERB and Ethics, which much of the learning in ERB and Ethics takes part in religious education. I'd like to see religious education retaining a half hour a day.

11. To what extent do you agree/disagree that the proposals in the Draft Primary Curriculum Framework:



12. What other parts of the 1999 curriculum, if any, should be reflected in a redeveloped curriculum?

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Responses

What other parts of the 1999 curriculum, if any, should be reflected in a redeveloped curriculum?
Think the draft curriculum manages this well.
It's adequately reflected.

Reduce the time spent on "Religion" and focus on "Personal Welbeing" and "Living in Society" instead
Not really
n/a
All of them.
Remove religion completely
None
History
No religion in school hours
No
Activities and discovery methods would be key to new proposals, so child remains active in their own learning. Irish learning depends on the teacher too - can this be integrated more? Elaborate on what 'special needs' means... high scoring / gifted not catered for at all
Recognise what the gifted child already knows and teach them.
Unsure
No
More awareness to how our children live and learn today
Na
N
How will assessment be addressed
Not much, I feel it's time to move to the future
Irish - should be done more on a conversational basis. Very little practise given to this. At present very text orientated.
Building on the teaching of the Catholic faith more in primary school. More frequent visits by priests to teach the children the Catholic faith
Not sure
Nothing
Hard to refer as there is no clear delta highlighted in documents
Homework it needs to go. The research is there, it does no good for anyone.
Wellbeing
Importance of language - it cannot be downgraded in favour of technology or STEM subjects
Don't know
A stronger link from Montessori learning to primary school, especially in a child having two years before starting Primary therefore allowing a stronger footing on the start of primary.
It's not my job to know 1999 curriculum
Languages should be thought from an earlier age.
Enjoyment of learning.
Maths and languages need to maintain a focus in primary schools. It seems like other areas are fighting for their space but priority needs to be given to these key areas.
Ditch the religious education and give it to learning about food and cooking.
Less emphasis on books & computer & white boards.
None the 1999 curriculum is obsolete in today's diverse society
No resources for patron programmes and the inclusion or allocation equal resources for children of other or no religion during allocated religious studies during school hours
Make sure we keep the important learning in maths and english. Time for learning maths needs to be protected.
Emphasis on English and Maths
N/a
Ya
Religious education needs to be included

Active Learner
equal treatment for non religious parents and children
Maths, drama and art.
The arts - music and art especially
None the 1999 curriculum is outdated to this modern society
Féiniúlacht na páistí, stair ceantair agus cúrsaí timpeallachta.
The interactive part should be maintained.
Not sure as I didn't have time to read the whole document
More emphasis on exercise and sport
Health and mental wellbeing
Unsure
The three A's - Aistear Aistear Aistear - teacher training in Aistear lacking, further support for teachers required
Less workload for teachers so they can concentrate on teaching
A CLEAR FOCUS ON MOVEMENT AND PHYSICAL LITERACY
PE, Art, Drama, Maths. My children enjoy these areas and I think they're very important.
there is talk in the 1999 curriculum of the spiritual, moral and religious side of the child, there is a holistic perspective on the child - this view is much less in the current curriculum and there is no reason given for this shift, while the vast majority of the population in Ireland belong to a religious tradition. Navigating difference is going to be very important in the future but knowing and appreciating one's own identity is essential in this process and the religious, spiritual and moral is an important aspect of the identity of the child - this does not appear to be reflected in the document and this is worrying - there is no information regarding the content of ERB and Ethics and so it is not possible to evaluate this but I think that that aspect should be for children who are not taking part in religious education.

13. Is there anything else you think should be looked at as part of the Draft Primary Curriculum Framework?

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Responses

Is there anything else you think should be looked at as part of the Draft Primary Curriculum Framework?
Maybe not the appropriate place to manage this but a reduction in religious education time or Patron designed programs for all publicly funded schools. Allowing this time to be dedicated to other areas would be beneficial.
Philosophy and Geoliteracy should be named as potential areas of study.
Broaden the teaching of sciences to include Maths, Live Science (Biology), Physical Science and Chemistry; instill Civic Education; teach more wide-ranging History (focussing only on the Famine is making a mockery of the past; it is important, but there is so much more to history than these 5 years) and Geography (Ireland and Europe, then developping to the rest of the planet)
5th and 6th classes should be given an understanding of basic financial principles (debt, mortgages, compound interest, how multinationals exploit differences in taxation systems)
n/a
yes more developemt on the issue of bullying and awarness of same from junior infants. yes the breakdown of the day, playtime before eating lunch, classroom management styles to be reviewed.
More PE
Continuity from one class group to next specific topics covered in classes

Technology and digital learning should have explicit teaching time and adequate resources given to them. They should be a subject in itself
No
Yeah take out religion and replace with science
Ensuring a robust sex ed covering LGBT families and consent.
Please look at enhancing the teaching of Irish verbally in JI through to second class. Also, a modern European language is essential. Stricter restrictions should be put on patrons programmed as the current time being spent is excessive especially for classroom where preparation for a sacrament is taking place. It seems the sacrament is more important than any other subject which is mind boggling given the pressures on teachers to dedicate time to actual subjects
As noted above. Sufficient time should be allocated to eating. I've discovered that technically the department currently doesn't allow an allocation for eating so schools are stuck trying to fit that in where ever they can and are failing at this. Eating is not mentioned in the suggested time allocations for schools, neither the current (1999) document nor the proposed ones, which are the product of NCCA are they not?. Time is mentioned for breaks and recreation, but it's a bit open to interpretation where eating falls into that. Please consider the obesity rates and health issues that children in this country are facing. Encouraging a healthy relationship with food and activity must be something the NCCA needs to commit to, formally.
Focus on women and LGBTQ rights in relevant modules. Encourage political engagement. Also proper & standardised sex education not given by biased religious providers such as Accord
I feel religion needs to be removed or dramatically reduced and such high emphasis removed.
As much as children are thought in groups, individuality needs to be respected by teachers. The need to put children in "their" conventional boxes needs to stop.
Gifted programmes eg DCU have great courses for gifted children - these children deserve to be looked after.
Building levels into each class level. This will allow children to start at a base, and give those able to move on quicker at their own pace. This can give others not ready a chance to stay at level they're comfortable with. It would also be something teachers have at their disposal - not a one size fits all, or left to them do redesign for the different levels in their class. (As framework may fail where teachers cannot drive change)
Time given to Religious Education should be scrapped values such as caring, friendship etc can be taught as part of SPHE & Wellbeing
Recognise the gifted child and please give them an education
Sex education
Homework
A LOT more emphasis on Physical Education.
Patron's program and time spent on sacramental preparation must be removed from the curriculum. This must be moved out of core hours specially whee when NCCA has no say on what or how it is taught.
Health and activity
Gifted children, they have extra educational needs that currently aren't being met.
Removal of homework
Please remove the "Drumcondra" , STEN and other standardised tests from primary school.
Removing religion, differentiated learning, connected curricula
No
How will schools adapt the physical space of classrooms and learning environments to meet the new framework? Many classrooms are ill equipped to be places for active and play based learning they were designed over 50 years ago and have very small square footage how will this be rectified? How will school develop outdoor areas to encourage outdoor learning?

Styles of learning- visual, oral, written- we all learn differently and I think this needs to be identified for kids to thrive
More inclusion of special needs children but only with SNA access if required. More integration of children between language unit or asd unit etc.
Better teaching of the Catholic faith in primary schools to equip them better for life and for secondary school. Priests to come to the schools more often to help educate the children in the faith
Not sure
Don't 6
Emphasis on social wellbeing
Nothing that strikes me openly at the moment
Making Irish optional. Complete waste of time in the modern world. My children's father is not Irish, it's unlikely they will stay in this country yet they are forced to learn a dead language that will be of zero use to them in the future. Complete waste of time that could be spent learning maths or science or a useful language.
Multicultural
ICT is fine but digital literacy and online citizenship should be taught so children are aware of misinformation online, the addictive nature of technology and online bullying
No
Greater emphasis on physical education
Helping children from 5th and 6th class to be more aware of the school work load once into secondary.
Perhaps allowing extra rooms in schools were children can move to for different subjects without everything being done in one room, again a feel or taste of movement for post primary classes.
No
Inclusion of all religions and ethnicities
Mindfulness should be mandatory
As part of wellbeing to put a focus on building empathy & resilience in our children. As this is not taught in all homes.
Each child is individual and learn differently, this although more difficult in a large classroom should definitely be incorporated as much as possible.
How much time do other countries give to languages and maths? We should make sure we are not below.
Food and cooking.
Creative teaching& learning through physical actions.More baking ,buliding , growing plants etc story telling & creative thinking & writing.
Remove that schools must teach about religion to children this undermines secular children under UN rights for children to be able to study in a neutral environment.
Supportive and inclusive learning environment or options to do extra work or homework during religious studies for those who are of other or no religion
Focusing on analysis and connections, rather than low order content. I am shocked and dismayed by the work my children have been assigned since schools closed.
Reduce time for irish, it isn't used in the country and we spend too much time trying to force it on children.
The area of over assessment of a summative nature.. my child has 5 tests every friday. They dont reflect her actual knowledge and understanding but her ability to rote learn.
Homework - they get way too much homework, should be 10mins reading, 10mins writing, 10 mins Irish, 10 min conversation skills, and 10 mins of any other subject based on individual need.
Ya
Religious education needs to be included
no

equal treatment for non religious parents and children
Food literacy
Universal Design for Learning (UDL) as a teaching approach
For a child who is blind/vi they have extra needs to access this curriculum - Mobility, Braille, Technology, Verbal communication skills, self advocacy. These need to be recognised as part of their curriculum as they need these skills to access the curriculum. Especially if the curriculum is becoming more creative, informal and encourages critical thinking. Their disability will leave them more excluded unless they have developed these extra skills. However if they are not mentioned in the Curriculum SET/Teachers will not equip them and they will be more excluded.
There seems to be a lot of new ideas included. Will teachers be able to teach all of them? Will they have the time and training? What is going to be cut to make way for the new areas?
CLIL
Remove religious education from curriculum and it should be an out of school hours subject.
CHILD LED LEARNING but in its truest sense. I sent my child to school with an amazing sense of confidence in his own abilities. After only a term I have seen this self esteem being slowly eroded after being told what to learn, how to learn it and how much time he has to do it in. Why can't we trust our children's innate desire for learning and knowledge instead of this worry over 'engaging' them. Let them blaze their own trails and go in the directions that they love. 'Engagement' would no longer be an issue and we would have a diverse, passionate, highly skilled and motivated new generation of leaders in a variety of fields.
Meas agus bród a chothú sna paistí ina gceantair, stair, logainmeacha, timpeallacht, nádúr.
Yes, as pointed out, we need a curriculum in Irish Sign Language.
Sustainable living is important, it is probably in the environmental education section.
More focus on wellbeing, health, physical exercise, mindfulness is hugely important. Children and young adults are under too much pressure these days and need time out even with school work
There should be more emphasis on mindfulness for children, teaching yoga stretches and breathing techniques, instilling coping strategies to build a good foundation of healthy mental health.
Unsure
Arts, play, creativity: STEAM not STEM, outdoor learning, theme based learning, child-led, less formal/desk-based learning
That it's parental responsibility to educate children on wellbeing and ethics etc. Not a school's
INCLUSION OF OUTDOOR ACTIVITY AND OUTDOOR LEARNING AS ESSENTIAL TO THE CHILD'S DEVELOPMENT
Green living. Are there plans to include significant learning in the area of climate change and sustainability?

14. Any final comments?

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Responses

Any final comments?
As above this is maybe not the appropriate place to manage this but a reduction/elimination in religious education time or Patron designed programs for all publicly funded schools. Allowing this time to be dedicated to other areas would be beneficial.
Unless teachers are supported in interrogating the curriculum it will end up a reductive enactment, led by paperwork and looking for the inspector to tell them what to do. PDST webinars for language curriculum implementation have improved but are still miles off what they need to be. How the new maths curriculum is implemented and the standard of CPD provided will go a long way in determining how the redeveloped curriculum is accepted by teachers. A huge amount of their success depends on

Harold Hislop and Ciara O'Donnell and the investment from DES. Be careful of over stating the link to Junior Cycle. JC is not seen as something to be linking anything to by many, many post primary teachers.
n/a
See earlier comment sections. Genuinely impressed. Wishing you success and an engaged feedback period.
our local school is failing my children, we have an acting principal that seeing children as just "things" there is no compassion or openness to parental involvement. The complaints procedure is outdated. I believe teachers should be answerable for their behaviour, from what i and my 8 year old have had to endure it is unbelievable the protection that teachers have even when they are issues of misconduct. I think in this day and age a BOM should not be left fully in charge of the complete running of a school. It is crazy to expect local people with no appropriate training to be left control a school. The DOE should hold some accountability for teachers.
I dont believe in teaching throw technology I think kids have far to much time on tablets and iPads ect I dont think it should be encouraged through education
Modernization is desperately required. Ditch Irish and catholicism
Learning to learn is vital. But so too are games on subjects like wood work metal work gardening etc.
Less than half of all marriages now are NOT CATHOLIC its time to reflect this as 40% of marriages now are non religious
I love the focus on active citizenship - this could be supported by mandating that all schools have student councils. I am concerned that the reduced set time for communication will come at the expense of the great progress made in literacy in recent years.
No
Please remove religious instruction from all schools funded by the tax payer.
I welcome these changes but strongly feel that the patronage of schools is a stumbling block in delivering this new curriculum. Until patrons programmed are removed from schools teachers will struggle to find time to deliver on any of these changes. I had the opportunity to sit in on a parents meeting held by some of the individuals tasked with assessing parents views on the curriculum. However the presence of the school patron meant that no parent felt comfortable giving his/ her views on the negative impact of the excessive time spent on religion. I wonder how many "patrons" turned up at these so called open meetings to ensure parents were too intimidated to speak their minds regarding reducing the time spent on patrons programmes
As above.
Coming from a very Catholic family and schooling I decided not to baptise my children. This was a decision I took assuming Ireland would realise the importance of education over religion. I truly wish more time was put into Maths, English, languages, technology and finally move with the times and keep up with other countries education systems. I feel religion in schools is pushed down our throats and brainwashing is still happening. We need to move forward as a country and put our children's educational needs first and foremost.
Gifted children are left in a classroom to learn at the same pace as others often getting bored/disruptive. They have been forgotten about.
Look to CTY Ireland to support / feed into the primary level framework. They currently already support children in this country in subjects and the level indicated (junior cert)
I have had to watch my gifted daughter sit on her hands and wait for an education in primary school all she learnt was that she can sit in school and do nothing and every child in her class benefited from vast knowledge and they all pished to be better than her. She learnt that she had nothing to strive towards
No
I can't emphasise enough how neglected gifted kids are in the current primary system. The current curriculum takes bright, highly engaged and intelligent students and reduces them to robots filling out workbook boxes. My daughter does her homework with one eye on the homework and the other reading a book, it's insane that gifted kids (and note there's a huge difference between 'smart' and 'gifted') are being let go to waste. They are bullied for being 'different', and there are no official

resources or guidelines to teachers as to what to do with them. As parents of gifted kids, we have had to do huge amounts of research, join social networks of people with the same type of kid – you can't just talk about your 'gifted' kid at the school gates, all the other parents think you're totally up yourself, but it is a VERY real struggle to keep their brains occupied. Academically, gifted kids are usually about 4-6 years ahead of their peers, but often have huge problems with social interaction and bullying, and just feeling so different. As well as this, failing to challenge them in Primary leads them to believe that all school will be 'easy', and when they do start to struggle or be challenged in Secondary with a subject, they have nothing in their arsenal to figure things out as they've never had to learn this skill. Anyway, hope you see where I'm coming from, I appreciate the chance to have a say.
Guidelines on flexible hours must be strict to ensure these are not used to increase hours spent on ERB/sacramental preparation
I look forward to seeing the changes brought into practice
Primary school curriculum based on a model where parents are members of the Catholic Church and have someone at home at 2 to do homework. Neither of these statements accurately reflect ireland today
Primary school should be about a child learning through play. It should be engaging, active. It should not involve 'tests' and there should be less focus on "worksbooks"
No
1. The proposed draft looks very promising and aspirational. 2. A bigger link between primary and secondary is long needed, even shared teaching between primary and secondary in 6th class and 1st year would be highly advisable 3. The introduction of standardised citizenship lessons would greatly enhance learning 4. Introduction of language 3 is great and I would like to know which languages will be included? Finally the survey itself is slightly awkward to fill out. I can't scroll back over what I have written a longer space would be better, I apologise for any typos I can't scroll back! Thank you for reading
I think Grading should be an overall as opposed to per subject allowing kids to concentrate on what they are great at and not getting bogged down in what their not and enabling them to have a fair chance at everything
None
Nothing
No religion in schools
I want my children to be happy, kind, autonomous beings who can make good, informed decisions (appropriate to their own age). For this they need to be able to value learning, questioning, critical thinking and how to find information if they don't have it. I like the balance of well-being, languages and the links to junior cycle in this draft framework but please don't throw the baby out with the bath water. Build ok what's good ans use this to equip of children to deal with the challenges and opportunities offered to a 21st century citizen. And thank you for all your work in this area. Go raibh maith agaibh agus go n-éirí libh.
Although a welcome change, there is little point in redevelopment of primary curriculum unless the secondary curriculum is done and then by connection requirements for college, also class size ratios play a huge role in how much of the curriculum can be taught in any one day and allowing for more children with special needs who are in mainstream education those personalities are also a factor that can cause a delay in any teachers day and so SNA should be increased or resource teachers assigned to classes based on class size
No
No
I love my sons school they are really personable and approachable
I believe strong personal development is the basis required for academic learning to take place & personal success in the long-term.
Special educational needs should be very important and if a parent approaches a teacher with concerns they should be listened to and supported. Not told the child is lazy
Equip kids with the skills to feed themselves.

More activity in the outdoors .Less sitting at desks.More creativity .Less standardisation as each child is individual.
By 2021 there will be more secular marriages than Catholic marriages in Ireland going by the latest CSO figures. It is obvious that religion is less important now to the people of Ireland compared to 1999 but it is mandatory that schools teach religion while some children have to sit at the back of the class every day of their school life. Even in secondary ETB schools religion education is mandatory at junior cert level and science is optional. We are not living back in 1999.
A school curriculum should promote and nurture the love of knowledge and learning about the world in order to help kids grow and become well rounded children who are seen and treated as equals regardless of family, gender, religion, or orientation. Religious studies of patron programmes in practical terms results in the exclusion of children by staff and as a result their students, which is the opposite intent while educating children in religious rites and ethos. Encouraging teachers to ignore children of other or no religion is robbing them of 2.5 hours of useful learning time and resources a week. This equals nearly a month in total over the school year (25.5 school days) and 203.7 days from junior to 6th class. I would rather those 203.77 days be spent on inclusion, maths or Irish. I would also like to add I believe there is merit for all junior and senior infant classes to be exclusively as Gaelige to promote the Irish language.
Building upon my last comment - I accept that schools need flexibility but will teachers be supported in developing courses and content that are engaging and challenging? I worry that the types of low order content dominated by practice of meaningless procedures that proliferate websites and teaching apps will become prevalent in classrooms.
Just to reiterate my earlier comment. The study of the Irish language from Junior Infants to 6th year LC needs to be revised. The fact that Irish is a required subject for assessment at leaving cert causes unneeded anxiety from as early as 2nd class. I think it is unnecessary and could easily be rectified. My daughter is dyslexic and as per the most recent circular on exemptions she will always have to study Irish. She will never be under the 10th percentile in English thankfully. However she will always struggle and be penalised in Irish because she learns differently. If the study of Irish was more inclusive and assessed a child's strengths rather than what he/she can't do it would be much more enjoyable for young people.
More outdoor learning opportunities in schools are vital to students wellbeing, especially in the wake of Covid-19.
No
Religious education is the most important part of school. It needs to be given a lot of time in the day
no
equal treatment for non religious parents and children
The Expanded Core Curriculum for Blind/VI students needs to be officially integrated into the Curriculum for Blind/VI to be able to access it. This is central to their proper inclusion in education as oppose to them being included in schools but not taught they way they need to be.
Just worried that the new curriculum will be watered down, covering a lot of areas but not to any great extent. Need to protect core learning areas such as maths and English.
Religious education has failed in this country as nearly 40% of the population are now non religious and about 99% have been educated by a religious school so stop trying pretend that parents want RE in school. We don't so move with the times as it's not working anymore so stop being blind to the data as according to the National Statistics Office 2018 was the first year in the history of the state where Catholic marriages was a minority to all other marriages and non religious marriages were at 40%.
This framework is so glaringly lacking. It feels like only a minor shift in the right direction from the Victorian style of Education. Please think more outside the box and about would truly benefit the individual rather than seeing a class of children as a homogenised group with some excelling more than others. Look to Montessori and beyond for inspiration and also come and talk to our children about what they want and need. Give our teachers the confidence to have confidence in our children.
Caithimid i gcónaí cuimhne ar na rudaí is tábhachta i gcuraclam scoile, 1. Forbairt scileanna cumarsaide (Gaeilge & Béarla) 2. Scileanna Anailíseach (Mata, Eolaíocht,Teic) 3. Cursaí Follaine. 4. Cursaí shóisialta. 5. Ealaíon (ceol, drámaíocht, srl.) 6. meas agus bród da fhéiniúlacht Éireannach.

Thank You for your time.
I hope it will make a positive difference, thank you
Not in favour of externally constructed standardised assessments, too great an emphasis on assessment beyond that which teachers already conduct is concerning - Irish language will suffer as Dr Keogh-Bryan 2019 studies show
Primary history is terrible now with no onus on historical events. Tom cream and titanic can't be taught every year and history has to be told regardless of political sensitivity. Also children aren't given their Irish names at primary school anymore
PLEASE INCLUDE A REQUIREMENT OR STRING RECOMMENDATION FOR OUTDOOR LEARNING - NOT JUST LESSONS OUTSIDE BUT EXPLORING AND DISCOVERING THE OUTDOORS, THE LOCAL NATURAL AND BUILT ENVIRONMENT
Languages, computing(programming) and business could be developed
Good luck with your important work.

Phase 1, educator questionnaire report

Platform: Microsoft Forms

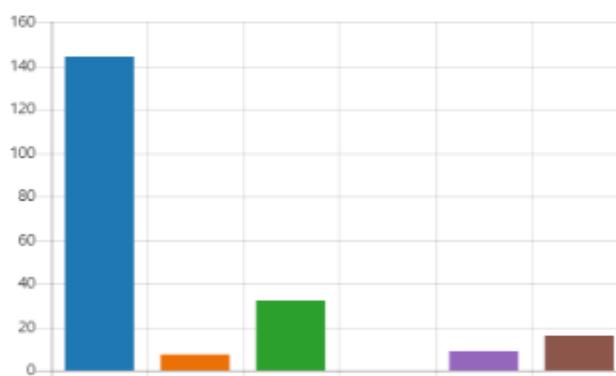
208
Responses

48:00
Average time to complete

Closed
Status

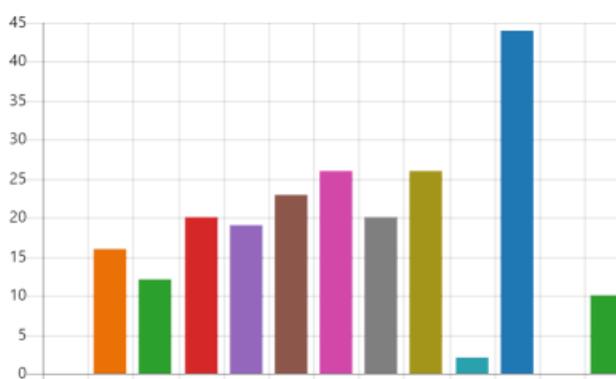
1. Who are you responding as?

● Primary teacher	144
● Post-primary teacher	7
● Principal or in-school manage...	32
● Special needs assistant	0
● Early childhood educator	9
● Other	16



2. Please indicate your role? (Tick all that apply)

● Early Start teacher	0
● Junior Infants teacher	16
● Senior Infants teacher	12
● 1st Class teacher	20
● 2nd Class teacher	19
● 3rd Class teacher	23
● 4th Class teacher	26
● 5th Class teacher	20
● 6th Class teacher	26
● Home School Community Liai...	2
● Special Education teacher	44
● Post-primary teacher	0
● Other	10



3. How long have you been working in education?

● 0 - 4 years	12
● 5 - 14 years	73
● 15 - 24 years	43
● 25 - 34 years	13
● 35 years +	7



4. How long have you been working in education?

● 0 - 4 years	1
● 5 - 14 years	3
● 15 - 24 years	3
● 25 - 34 years	2
● 35 years +	3



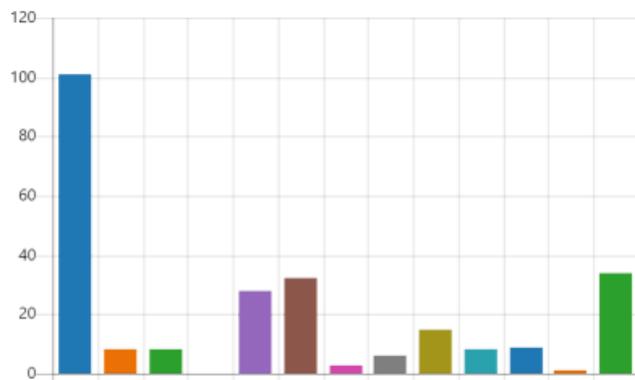
5. How long have you been working in education?

● 0 - 4 years	1
● 5 - 14 years	0
● 15 - 24 years	5
● 25 - 34 years	1
● 35 years +	0



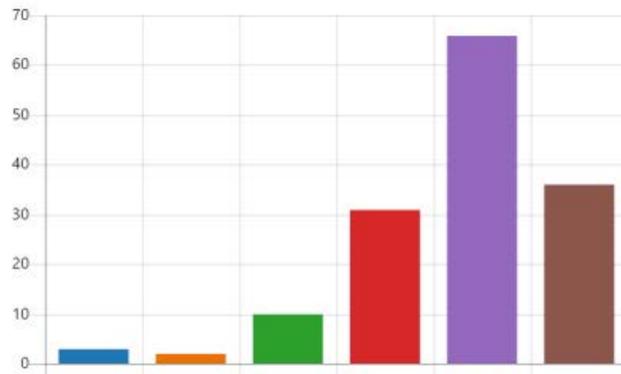
6. Please indicate your school context (tick all that apply).

● Vertical school (Junior Infants ...	101
● Junior school	8
● Senior school	8
● Infant school	0
● Rural	28
● Urban	32
● Scoil sa Ghaeltacht	3
● Gaelscoil	6
● DEIS 1 urban	15
● DEIS 2 urban	8
● DEIS rural	9
● Special school	1
● Mainstream school with a spe...	34



7. How many children are in your school?

Under 20	3
20-50	2
51-100	10
101-200	31
201-450	66
450+	36



8. Please indicate your role as principal or in school management.

Administrative principal	11
Teaching principal	12
Deputy principal	5
Assistant principal	2
Special duties post-holder	2



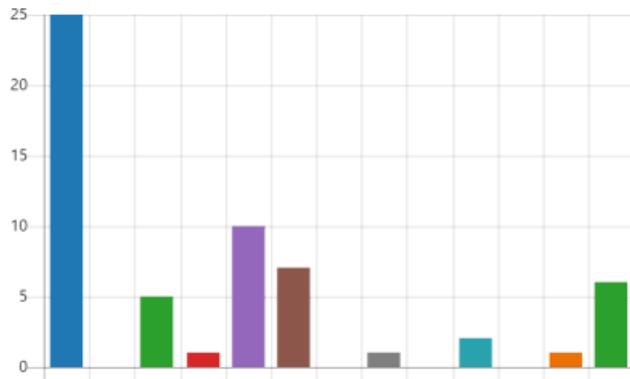
9. How long have you been working in education?

0 - 4 years	1
5 - 14 years	6
15 - 24 years	18
25 - 34 years	6
35 years +	1



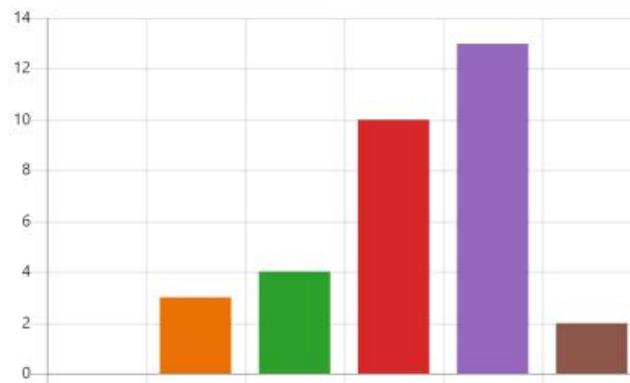
10. Please indicate your school context (tick all that apply)

- Vertical school (Junior Infants ... 25
- Infant school 0
- Junior school 5
- Senior school 1
- Rural 10
- Urban 7
- Scoil sa Ghaeltacht 0
- Gaelscoil 1
- DEIS 1 urban 0
- DEIS 2 urban 2
- DEIS rural 0
- Special school 1
- Mainstream school with a spe... 6



11. How many children are in your school?

- Under 20 0
- 20-50 3
- 51-100 4
- 101-200 10
- 201-450 13
- 450+ 2



12. What age group do you work with?

- 0-3 years of age 2
- 3 - 6 years of age 5
- School-aged children 2



13. How long have you been working in education?

● 0 - 4 years	0
● 5 - 14 years	5
● 15 - 24 years	3
● 25 - 34 years	1
● 35 years +	0



14. Please indicate your setting context

● Full day care	1
● Sessional	3
● Part-time	3
● School-aged childcare	2



15. How many children are in your setting?

● Under 20	3
● 20-50	5
● 51-100	1
● 101-200	0
● 201+	0



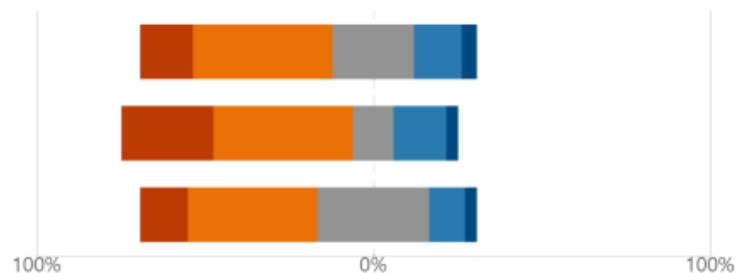
16. To what extent do you agree/disagree that a redeveloped curriculum based on the Draft Primary Curriculum Framework will:

■ Strongly Agree
 ■ Agree
 ■ Unsure
 ■ Disagree
 ■ Strongly Disagree

Support the inclusion of every child in all school contexts.

Give flexible time (a monthly allocation of between five and seven hours) that will support schools in...

Give children a say in their own learning.



17. Any comments?

100

Responses

Any comments?
No accountability
I like the way the curriculum has become less framed. However, clarity surrounding the progression steps needs to be sorted. To expect each child to be banded into a certain category is too similar to Other counties. These countries that talk about accountability are not fostering teacher agency as espoused in the vision for the curriculum.
The thought of children influencing their learning is wonderful. But are teachers really able psychologically to enable such a radical change from the status quo. Personally, I highly doubt it (unfortunately)
The success of flexible time will depend on direction from inspectors when they do drive-bys and school evaluations.
Only way to encourage inclusion of all children is to reduce PTR & hire more SET SNA OT SLT Ed Psych etc... & hire nurses. Otherwise, full inclusion is a pipe dream only.
Leading questions
The idea of having that amount of flexible time in already overcrowded classrooms is simply not practical. I don't have enough hours in my day already to be able to meet the needs of all of the children in my class.
And a voice for SEN students
The time allocation for the arts disciplines (in each option outlined within the draft framework) is woefully inadequate. Particularly in the senior classes. It will do such a disservice to our pupils to cut the time currently afforded to the arts, particularly if digital content and dance are also to be subsumed within that time. The benefits of the arts are numerous, contributing to pupils' sense of self-identify, the development of creative voice, flexibility, adaptability, aesthetic awareness etc. To disregard these benefits as somehow irrelevant to pupils' sense of wellbeing is incredibly short-sighted.
Let students document their learning and reflect on it
With regards to planning, will the curriculum be less heavily weighted (flexibility to focus on quality of lessons rather than quantity of time on each subject)? Will teachers have freedom to intergrate subjects? Will there be more resources allocated to mental health and social skills?
Appears the curriculum will become even more overcrowded concerns about so much wellbeing responsibilities to teachers with little resources
Recent training has been very vague concerning new developments in curriculum planning and implementation- this appears to remain quite vague. As it is a draft I see why it doesn't get into specifics, but a clearer model would be easier to assess and comment upon.
This proposed curriculum is reflective of practice already in our school. As one of the original MFL teachers in the Modern Language Primary School Initiative pilot project, I am only thrilled to see it back on the curriculum. It shows promise and I sincerely hope that the design, development and roll-out is better thought out than the recent English curriculum debacle.
In order to plan for flexible time allocations in school contexts more time needs to be allocated to schools to plan for this within school time.
I think there is a place for special schools. Teachers in a mainstream school may not have the facilities/ resources to support children in this context and/ or may not mirror reflection if a significant amount of a teacher's time is spent focusing on one child in a class of thirty.
Time allocations appear confusing and more complicated than current timings.
The curriculum represents a degraded version of primary education. The reduction of learning to "key competencies", while reflecting current fashion, risks displacing knowledge as the foundation of critical thought. Literacy does not appear in the competencies. Reading and writing (and to a lesser extent maths) are the key skills that all children should leave primary school with. Exposure to "broadcast media" will not develop this skill. Children do not need to "learn to be learners" any more than they need to learn to be breathers. The draft curriculum seems obsessed with "digital" technologies

Children's voices need to be heard in their learning and we need to focus on them becoming independent learners
I believe the mindset of the teacher and school in general will have a huge part to play in this. Adequate training and support to be offered to all schools in the transition!
I am very concerned by the huge number of hours devoted to Wellbeing. We must be able to devote enough time to academic skills in order to maintain our high standards. Please leave parenting to parents and do not expect teachers to pick up the slack via this Wellbeing.
Full consultation with primary school teachers is required. The impact of these changes for secondary schools must be fully considered. Fully inform and involve parents about changes and impact on academic subjects and their child's learning.
Current suggested time allocation is 2 hours per week for fourth class which disappears in our school on English and Maths.
Less paperwork. More teacher time to be spent on teaching.
We can only include every child if services are in place to do so. I, for one, do not trust that our politicians see value in supporting education adequately. We'll be expected to do more, with less, as always.
It is down to individual school in how they implement it. In an ideal world, this will be an excellent advancement forward, although I think too much independence given to schools will result in little change/omitting certain subject areas (and focusing on the 3Rs). I think a lot of agreed structure across the country would be better, with allowances for schools to vary and cater for their own needs if needed.
It will be detrimental the education of all our children if all abilities and SEN are 'attempted' to be catered for in one classroom.
In what way???
Inclusion can only be fully achieved with additional adequate resourcing of schools.
The 1999 Primary school, recognises the child as an unique individual, the learning of the child is not down to a developed curriculum, their learning is down to the environment, where pupil teacher ratios are lower and the child with SEN is in a learning environment that accommodates their needs, their learning styles and where they can learn at their own pace.ir
Music is a must for all kids, drama, opportunity to put on a show each year, modules of sport. Irish Dancing, singing
Teacher agency is the ability to critically shape one's response to complex situations. Teacher agency is something that teachers and schools must embody and have as opposed to doing! This is different from teacher autonomy. If we are over prescribed with directives from the inspectorate dictate, this will reduce teacher agency to make decisions for their school context. Strong case study examples of teacher agency in a variety of primary school settings should be included in seminars and workshop roll out.
Teachers are under considerable pressure to deliver an effective curriculum & respond to societal challenges. New curriculum needs to be very focused on what needs to be taught with a flexibility in timings. Curriculum overload must be avoided. If there's too much to do, the curriculum won't be implemented effectively
The draft has only one picture of one child of colour. This is something that really should be looked at. All ethnicities need to be represented in any and all documentation relating to the curriculum in 2020. On another note it's good to see that the curriculum seems to be reflective of the Educate Together pedagogy including more democratic choice for children, including wellness and children as active citizens.
Teachers are there to educate the children. You can't include a child who is blind in a hurling match (inclusion?!!)
NA
It's a good start but more needs to be done. The responsibility for faith based education needs to be placed on parents and removed from the primary school curriculum. I would be in favour of an ethics class as a replacement for R.E.
Much more time is needed for collaborative planning. This planning needs further resource allocation.
Not every child will be able to access to current curriculum, therefore it is not inclusive. Flexible time will not support teachers in planning. Schools and teachers need non-contact hours built into their week to support planning. Changing subjects or removing minimum times does not translate into giving children a say in their learning.

Lots of additional things added or elaborated on, nothing taken away. Teachers cannot find the time for everything as it is never mind with the new additions!
Why not specify the time for eating. Assembly time a huge grey area
I strongly agree with the notion of flexible time in planning and timetabling. As outlined for many years the 1999 Curriculum is overloaded and teachers constantly feel they have not enough time to teach all subjects. The time allocation that currently exist to not outline where the additional time for numeracy and literacy is to be created. Therefore, this flexibility will mean that teachers can place a specific emphasis on perhaps World War 1 om History and it will allow for time to engage in research and project work. An then focus on perhaps Art and Music the following week. It gives teachers more agency in their teaching.
What guidance will be given to schools on how to use flexible time?
I would sincerely hope that at least one part of the curriculum for infants to 2nd class cohort will include a strand/module called movement which can concentrate off FMS, Rudimentary Movement Patterns and the idea of a movement passport which can then move on with them to the next phase of their schooling and the PE curriculum. I sincerely hop that the name of the new subject will retain PE in some part of its name.
Giving 'flexible time' at the expense of arts subjects within a culture of standardised assessment will lead to further imbalance between assessed and un-assessed curricular areas to the detriment of pupils' overall development.
How can a redeveloped curriculum suddenly give children a say in their learning? this will require high levels of CPD.
I liked the reference to agency in teacher's assessment. I think this will need to be highlighted further as formative assessment does not seem to be the assessment priority in Primary education. The standardised tests and termly tests in core subject dominate. While there is a need for these "planned interactions" the emphasis that is currently on these assessments need to change.
It is cited but not overly explained. In a junior school setting we try to capture the pupil voice but it can be difficult in terms of pupils with EAL. We need further supports in how to give children a say in their own learning in a meaningful rather than tokenistic way.
Without the correct supports e.g. resources, snas, appropriate class sizes etc the curriculum alone can not support inclusion
Monthly allocation of time appears to be most appropriate. Allows teachers flexibility and agency. Much better than current rigid guidelines.
I am concerned that while greater flexibility is welcomed, this is a dual edged sword. Greater flexibility demands a level of confidence, efficacy, expertise and knowledge on the part of schools. Are schools really ready for this?
I am unceatn of how children with special needs will be supported going forward as the new framework is not available yet to comment on this
multi class situations require more resources both publishing and DES support
Schools cannot include EVERY child. Some children with challenging needs deserve more specialized care and that cannot be provided in a mainstream context
I strongly agree with the proposal of having a monthly allocation of flexible time, left to the discretion of each school, as this caters for individual school contexts.
In an ideal world it would be wonderful to have all children included in all school contexts. It is becoming increasingly apparent that certain children succeed far better in school environments that are specifically adapted to their needs. A mainstream school cannot be expected to include children with a lot of additional needs unless they have the proper resources and even then it is still not best outcome for all involved. The impact on other children's learning must also be taken into account. For some children with additional needs it will successful for them to be in a mainstream school but it is unfair on everyone to say that every child needs to be in a mainstream school.
I think in almost cases teachers and schools are already making huge efforts to support the inclusion of all children through differentiation and various lessons across the curriculum. The new curriculum certainly highlights the need for and importance of inclusion. I would need to see much more detail before I could definitively say if the new curriculum will actually support inclusion in a meaningful way or just recommend that it be done. With regard to giving children a say in their own learning the Draft Framework

<p>certainly mentions this but I would need to see the actual curriculum before deciding if it is structured in such a way as to support teachers giving children a say in their own learning. Finally, I am not convinced that there will be as much flexible time available to schools as is being claimed. The fact of the matter is that almost all schools in Ireland give out and correct homework on a daily basis. This can take anywhere from 20 minutes to half an hour a day. Any new curriculum needs to acknowledge this reality. Otherwise it is simply window dressing for the purposes of those not involved in education.</p>
<p>When an inspector arrives at a school door it's easy to know you have all boxes ticked because we are so structured in time allocation of subjects, objectives etc. It will be an anxious time before we meet with inspectors as many of us have a fear factor about the inspectorate. It seems very child centered which is a relief - it's what it should be all about.</p>
<p>The above must be properly resourced to work</p>
<p>Effective Inclusion will only be possible with more resources and teachers</p>
<p>Curricular change is all well and good but the reality on the ground is class sizes are too big, schools are under funded and understaffed and the pace of change is relentless. Give schools support first before changing the curriculum.</p>
<p>Sounds great in theory but a monthly allocation of 5-7 hours can work out as very little when broken down to a weekly/ daily basis. This is especially the case in a DEIS school where discipline and other social/e motional issues can eat into the day too.</p>
<p>I think that the demands placed on schools by these changes are huge. Looking at the current landscape in schools where I often feel we are running to stand still these radical changes run the risk of being merely superficial, minor changes that are more of an annoyance than anything else</p>
<p>I would be interested in seeing CPD which will help teachers develop the mindset for open receptiveness to aid relational learning, pupil identity and voice. I believe that teachers should be afforded opportunities to learn and transform via professional dialogue around the philosophical underpinnings and educational research in dialogical, democratic learning environments. Teacher disposition is the fore runner of pupil disposition when it comes to pupil voice, identity and agency. They need to see the value in the process so that it can inform their own agency for timetabling and contextual planning.</p>
<p>I believe some subject areas will suffer like Drama and I believe 2 hours of Catholic religion in 90% of schools is not inclusive of all children. Religion should be removed and time made for other subjects and/or flexible time. Parents will find a way to educate their child on their preferred religion if they wish. It would be interesting to know how many teachers are actually doing religion during distance learning, I would say not many at all..</p>
<p>How will flexible time be used? Schools will need guidance here. Can the patron of the school decide that the full 7 hours be given over to religion?</p>
<p>I like the fact that teachers have the freedom to drive into topics more for History, Geography, Science and the Arts. I also think that children's wellbeing is extremely important especially in the aftermath of Covid 19.</p>
<p>While flexible time is promised, how will this equate with learning materials in the classroom. Any workbooks that are to be used on occasion etc., if they are to align with a 'flexible' approach, would digital resources not be more sustainable/ suitable, on a financial and environmental aspect and to satisfy the flexibility for teachers. Perhaps publication companies should be aware of this flexibility.</p>
<p>At their level</p>
<p>In order for children to have a say teachers need to approach planning in a way that includes children. Having clear statements about the voice of children in the planning process will ensure that teachers, school leaders and the school inspectors value the importance of including children in this way. However, it should be clear that co-constructing a learning plan with children should not be a tick the box exercise. Teachers, principals and inspectors need to understand why this is important and be shown meaningful ways that this can be achieved.</p>
<p>There is a danger that providing a monthly flexible timeframe may result in teachers not providing time for subjects that are not considered core. Subjects like arts education and science may not be delivered in a meaningful way as they may be considered add on. The need to recognise arts education and in particular drama education as central to enabling a holistic curriculum and learning experience for all children is important. Well-being should not be confined to something we learn cognitively, instead the curriculum</p>

should support the children's well-being thorough offering them a creative outlet. Furthermore, drama facilitates all children to express themselves in different ways and as such supports the goal of inclusion and wellbeing within the redeveloped curriculum.
I am still concerned about the introduction of an extra language, the curriculum is very full already.
It will not include every child because in the new proposals there are no mentions of the religious and spiritual education of the child
The new curriculum framework does not allow for the fact that we have among the largest class sizes in Europe. Although official average figures say 25 children per class, most people's reality is 30. Managing the level of individual and group agency supported in the curriculum is not feasible in a class that size, with all of the variety of needs involved and often the lack of SNA support
I think this is a step in the right direction. More flexibility is needed and a stronger student voice is also required.
Greater support in all areas of development for children in Deis schools ,particularly Deis 1
The children learn and thrive best when the curriculum recognises and supports teachers as skilled professionals with the autonomy to make key decisions about teaching and learning. (Circular 45/2019) Childrens needs need to be considered by the school , then the school must lead. Giving the children too much say undermines the childrens confidence in the school community to expertly take care of their needs. Care must also be given to ensuring that contemplative, observant children are not overlooked by their extroverted peers.
severe and profound students are not catered for or acknowledged
I admire and absolutely agree with the increased time allocated to the much needed area of 'wellbeing'. This is essential.
Integrated online safety and digital media literacy education
I was quite disappointed to see Environmental Education with Social, Geography and History, together these important areas of exploration have only been given 1.5 hours per week at the infant level, and a mere 2 hours at senior level. I would suggest this is revised to a minimum of 1 hour per week solely for Environmental Education, 30mins for Social (in fact, is this not incorporated in Wellbeing?), 45mins for History and 45mins for Geography.
The time given to PE must be increased for the wellbeing of the children
I did not see any reference to teacher training in new competencies such as digital learning, modern languages etc... This is something that will be a major concern for teachers
Combine breaks and recreation to allow flexibility for 20m and 20m or 15 and 25. Schools adopting the 20/20 approach this year have reported less yard issues that then disrupt class time or learning readiness. There is no room here for collaboration. Could flexible time be used to allow teachers to meet and plan. Who would teach the class? (Perhaps a teacher with expertise could take a larger group for an learning experience, could external coaches etc be used here? Can the teacher leave their class with an external coach?) This would be difficult to achieve but the possibility would be real boost for collaboration and assist with buy-in.
Inclusion cannot be supported if children are denied the right to opt out of religious instruction
I think the inclusion issue is broader than this. There needs to be greater management buy-in to inclusion being truly meaningful, and not just to be able to tick a box.
Inclusion to a large extent will rely on human resources available to the school.
Unclear how true these statement are until we here back from pilot schools
Inclusion needs to be supported with resources to facilitate inclusion.
Whilst the framework purports to give children a say in their learning, it will be interesting to see how this will be implemented in schools
Full inclusion cannot be achieved in ANY CONTEXT with classes of 30 children, with no clinical supports in school and with disgraceful waiting lists for clinical supports outside school
The new curriculum can only take the same shape of the Primary Language Curriculum if research suggests it should. However the reasons given that the PLC follow a continuum is to aid integration between languages. I feel there is no need for other subjects to follow milestones or pathways.

Some (not all) schools and teachers are very much led by the books produced by school book publishers (and I do know some schools have long dispensed with books). I think this needs specific addressing, either through some kind of quality control of the books or through specific training of teachers to work more independently of the books - taking the 'stabilisers' off if you will. Some (not all) is driven by parental expectations which are in turn framed by the parents own (limited) understanding of teaching and learning. I am also on my own child's PA and have to repeatedly remind parents that they would not expect outsiders to come in and direct them in their own professions or workplaces; somehow parents seem to think it is ok for them to do so to the teachers.

In reality timetabling is focus on literacy, language, maths and Gaeilge. Beyond this I believe that teachers already allocate as necessary in response to pupil need and projects in school.

I think it is very hard for teachers to implement change without seeing it in action and without meeting with other teachers who have changed or are changing their practice. I noticed 2 things at our in service days in the language curriculum 1 facilitators keep saying we are not being asked to change and we are already doing great work. Now of course I agree we are doing great work but facilitators should be up front that we are being asked to change our practice. Aistear started off with such promise but has been turned into Aistear hour. Primary Ksnguage curriculum has turned into publishers and IT providers of interactive whiteboards and software being huge sales increases. I am not surprised because the second thing I heard at every in service day was but what about the inspectors when they come? What will we write in our scéimeanna? Not surprised by these questions because if you have not experienced the fundamental change in planning and teaching envisaged in the new curriculum how can you possibly implement it!! I would suggest no more videos, webinars, or voluntary courses in education centres. Create small clusters of schools assign an advisor to them and let teachers try things in their own classroom and visit others doing the same without feeling the eyes of an inspector over their shoulders. The let the advisor identify individual teachers of best practice and again let other teachers visit and meet with them. And please please do all of this during the teachers actual working day. I've been teaching 33 years and I still live it because I have fundamentally changed my understanding of teaching and learning during that time. Using play, integration, the arts

I have worked in UK and Switzerland as founding principal of an English speaking primary and I commend the NCCA on their proposal of including modern foreign languages in the primary curriculum. As I am currently supporting my school with the implementation of the new primary language curriculum I am anxious to know when and if this teaching of MFL will be implemented?

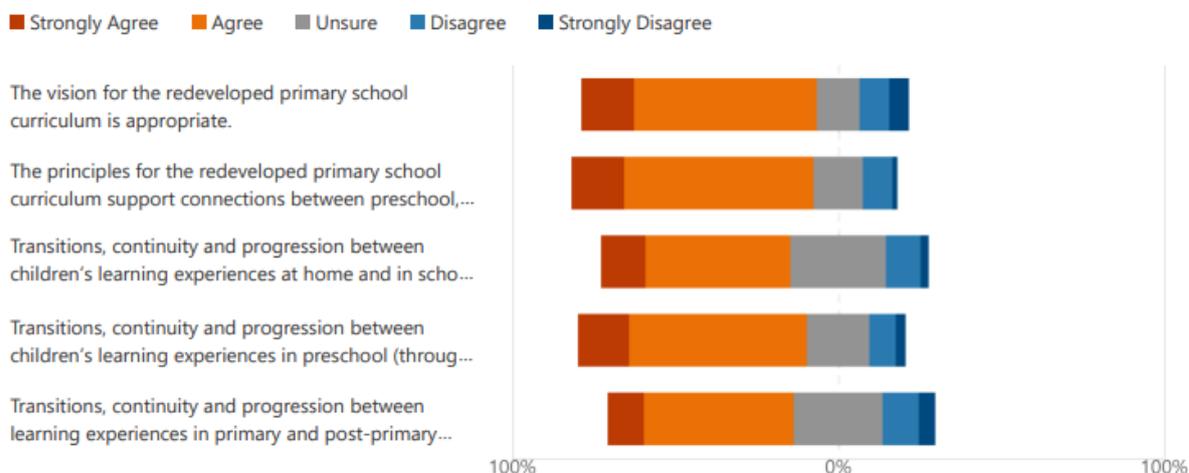
students enjoy having a choice and input into their learning - however it should be age appropriate

If time is being reduced from some key subject areas, what is to safeguard that they will get any time through flexible time? Big concern how schools will use this time? Maybe if it was renamed something like 'project time' or 'thematic teaching'. As a principal, I can see this time needing to be given over to sacramental preparations etc. and it won't go to actual learning time.

Irish Sign Language is now the third official Language of Ireland since December 24th 2017. ISL should be included where possible along with English and Irish as part of the primary curriculum framework.

Ní dóigh liom go bhfuil an dréachtchreat seo chun freastal ar riachtanaisí foghlama éagsúla na daltaí, tá an iomad béim ar an mata agus tá'd ag tógaint ós na dannta.

18. From your reading of the Draft Primary Curriculum Framework, to what extent do you agree/disagree with the following statements?



19. Any comments?

73
Responses

Any comments?
No
There is still greater clarity required by all primary school teachers about the new Juuniir Cycle. I feel more communication is necessary.
You will need to ensure that Educators are afforded time and space to complete Mo Sceal in collaboration with parents and primary teacher outside of teaching hours.
Junior Cycle is coming in for a lot of criticism from secondary school teachers. Linking this to that may not be in the curriculum's best interest. Learning Outcomes approach better suits primary than JC because JC is ultimately an exam orientated cycle. See Aine Hyland's recent lectures on this.
Continuity is the key not every section does this
Primary are very poor at sharing information with post primary for students professing. I also feel preschool into primary there is not always shared information either
I have a huge problem with pre school education. Play should be the only thing these children are doing - unstructured but well resources play
Again, it would be helpful to base this new draft in the context of our current curriculum to see what changes are coming, most of this is already in our current scheme. It would be very helpful to see a clear outline for the planning and structure necessary to implement it
We have strong links with our local preschools and are currently involved in CSL research to aid transition to secondary schools. One of the issues highlighted in our research was a lack of knowledge of primary school curriculum by secondary teachers and vice-versa.
Secondary schools are only grasping their new frameworks. There's enough going on in primary school without having to accommodate the whims of local secondaries too.
The draft curriculum and sample timetables are completely inadequate in terms of preparing children for secondary school. That some pupils would have as little as 2hrs and 45 minutes instruction time in their first language, as they prepare to meet the demands of secondary education, borders on the ridiculous. This is the furthest thing from a "strong foundation". I teach an MFL subject in secondary and I would much rather first year students had a strong foundation in English (first academic language for most of our students), than a smattering of other languages. Studying Irish at primary school introduces children to

ideas of other languages ; this is enriching and helps prepare them for MFL. Adding a third language risks confusion and is a perfect example of curriculum overload. A good English vocabulary, extensive exposure to printed texts, the ability to write at some length (e.g. more than an A4 page), understanding of sentence and paragraph structure: all of these are more important and useful than learning the days of the week/colours/a couple of songs in French, Spanish or German.
Agree that this is much needed to provide much needed transitions for children from preschool to secondary school!
There is not enough detail provided in the framework to fully answer these questions.
Honestly, I didn't notice any major direct links between Preschool - primary and post-primary. Indirectly, I do feel like the curriculum would be beneficial to students as they move onto post-primary.
Homework expectation should be mentioned.
Preschools need guidelines on what they should be teaching. Learning letter formation in capital letters and starting jolly phonics hinders progress in junior infants. Time in preschool should be for pre reading and prewriting skills, building fine motor skills, phonological awareness activities perhaps and plenty of play and language. Leave the teaching to schools.
Whilst transitions are acknowledged I believe that we are a long way from implementing such transitions. It would also be important to note that pupils in special schools will be involved in transitions within the same School throughout their time in School.
I do not believe the redevelopment of the curriculum is entirely appropriate, the curriculum is crowded as it is and teachers are still coming to terms with the new Language Curriculum for it to be redeveloped again. No considerations have been given to what has already been redeveloped. This restructuring of the curriculum is unfair on teachers, especially on the training of teachers, who are being trained with a newly drafted curriculum only for it to become obsolete by the time they finish their teacher training.
Many primary teachers don't/won't acknowledge the vital work carried out by early years providers. Mo Scéal is not accepted as a means of communication and continuity for the child in primary schools."Aistear hour" as it is described in primary schools does not meet the child's holistic learning and development.. Early years services are based on Aistear's curriculum framework and Siolta's quality framework. Many hours of reflection and observations are carried out to provide the child with a high standard of care to help them reach their potential. As one primary teacher put it to me "we don't particularly acknowledge the child's early years experience"
Reduce patron bourse and increase PE hours
The draft framework gives the impression that it was drafted by those who have never set foot in a classroom and are full of utopian ideologies.
As a mum of two primary kids and JCT co-ordination/ Maths teacher challenging kids should be a priority. Computer coding and IT skills should be recognised too
There does seem to be some duplication from the vision of the 99 curriculum but it's good that there is reference to transitions from pre-school, primary to Junior Cycle. In saying that, programmes like Aistear, were never legislatively implemented and not all schools use the Aistear framework. In this new curriculum, a revised Aistear curriculum and approach to play should be included all the way to 6th class. Playful experiences are important for all children and the opportunity for play should be provided for students to create their own meaning on topics. Guidance for teachers should be provided for teachers on this.
There is currently significant differences between delivery of the primary curriculum & second-level curricula.
I think it is essential that preschools do not attempt to teach phonics or writing unless they are provided with adequate training to do so to avoid having to unlearn and teach concepts taught incorrectly
NA
Real support, not just an aspirational document, is the only means of enabling better transitions between levels.
The transition from pre school to primary should be made smoothly by explicitly including Aistear as a curriculum area with minimum times to be spent at Infant level.
None

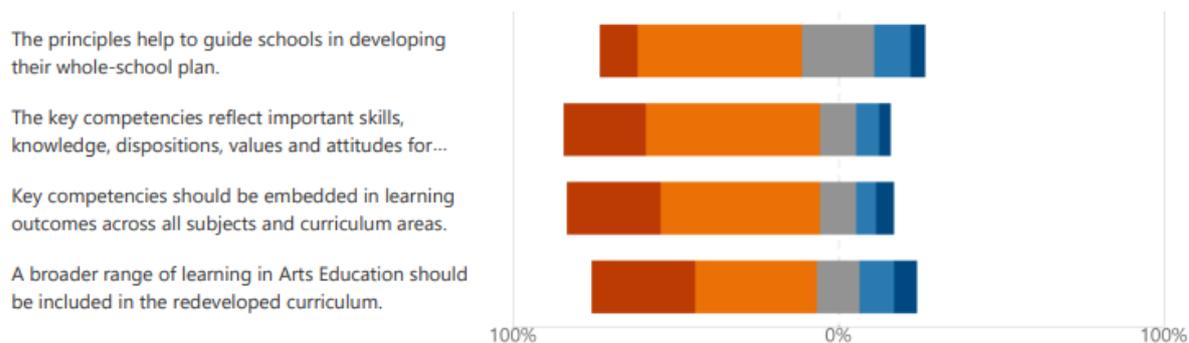
<p>While I understand the question relates to Aistear (which incorporates a range of subjects, including English), I want to make a point with regards to children's preschool experiences, I have been an infant teacher for quite a while now. I find that yes, there are some wonderful preschool teachers out there, however, they have not been trained to teach English (phonological awareness, pencil grip, phonics etc.) to the same extent as primary school teachers. I find myself 'reteaching' children their elements of literacy properly. This can cause confusion for infants. I think there needs to be a set of guidelines/prescriptive curriculum for preschool teacher to follow too.</p>
<p>Unable to verify the last statement above as I am not familiar enough with the new Junior Cycle curric.</p>
<p>The idea of a movement passport requirement would be huge in schools we do standardised testing in English, Irish and Maths a standard assessment for PE would be brilliant.</p>
<p>While connections are acknowledged, their practical application is challenging. Still huge variety in standards of practitioners at pre-school. Second level schools also vary in terms of links with primary settings. Why is there no single continua for learning between early years and leaving cert?</p>
<p>I like the links between Aistear, Primary and Junior Certificate Key Skills.</p>
<p>I think the transitions between primary and post primary are acknowledged but schools across all educational settings need clear guidance around the expectations with transfer of information. This appears to be very ad hoc at present. Although home is mentioned in the Draft I feel it could and should go further.</p>
<p>As there is no set preschool curriculum children are coming into junior infants with a wide range of experiences and skills but nothing standardised.</p>
<p>Vision and principles are appropriate and holistic, taking all aspects of primary education into account. Sufficient acknowledgement of transitions, etc. - professionals in each area must also be aware of these connections.</p>
<p>There is an assumption that pre-school settings are currently capable of engaging in the kind of professional dialogue needed for transitions to be addressed adequately. While this is the case with some preschool settings, there are many settings where there is very little opportunity for communication with primary schools.</p>
<p>The transition documents currently vary depending on the teachers involved. They can be very vague or very informative depending on who is writing them. In theory they should be beneficial but this is not always the case as parental permission can influence it.</p>
<p>preschools need to support the work of all future educators and their education plans must be available</p>
<p>For a vision of education to take place, one must answer the questions: What is a person? What is life? I found this vision to be completely lacking in this most important area. It has no substance as to what life is ultimately about. Are we created in God's image and likeness or are we merely sophisticated animals? Is there life after death or do we cease to be after death? Without any reference to the religious and moral development of a child in the vision of education, it is bound to be flawed. It is like building a school with no foundation. An educational structure needs a philosophical underpinning in order to be able to stand, otherwise it will be bent into whatever shape those in power wish for it to be.</p>
<p>The layout and content of the new language curriculum was very disappointing. I'm delighted with the vision and principles in this as I feel that it is more in line with Aistear and current research on learning in early years.</p>
<p>Will be effective once Mo Scéal widely adapted</p>
<p>Why are our curriculums not closely aligned across both secondary and primary schools? Look at Irish, children learn it for 14 years and many cannot hold a conversation in it at the end of their schooling. Is there a huge amount of repetition rather than development in early secondary school? Do we actually know what the other school level does in their subject areas?</p>
<p>I would like to see Education Centres afford opportunities for communities of practice, that will bring together various stakeholders from the three educational levels. Schools need to see the value of this and afford time and personnel for the work.</p>
<p>Agentic - not sure what this word means. If it is linked with agency, maybe use that word.</p>
<p>I am unsure about the acknowledgement of children's home learning experiences unless there is sufficient funding and consideration for the home provisions of all children in primary schools, particularly due to homelessness and direct provision etc.</p>

Pedagogies which facilitate more inquiry based integrated learning requires recognition. As teachers are currently slaves to text book, integration is lost as content is not connected across the curriculum.
While the principles for the redeveloped primary school curriculum support connections between preschool, primary and post-primary school this must be followed by substance, space and time in the redeveloped curriculum for such connections.
In the new proposals there are no mentions of the religious and spiritual education of the child
I feel that the link between pre-school and primary school is still quite under-developed. There seems to be a push in pre-school to have the children reciting letter sounds and writing before they enter school instead of focusing on language development, rhyming & sounds, fine & gross motor skills and social skills.
I agree there should be a connection between all stages in school and I wonder how this will come about. The sentiment is there and I wonder about the practicalities of this happening. There should definitely be communication between all the schools as this is not happening.
The level of planning will be directly linked to the level of success of the connections between the 3 areas of learning.
WE must ensure that we do not stray to far from a knowledge based curriculum towards a skilled based curriculum without a proper assessment of what skill is. This applies to our curriculum and the junior cert curriculum.
in my school setting a lot of infants enter school not having been to playschool so the curriculum would need to cater for this
The reference to the importance of transitions is commendable. It must be a key cornerstone of the new primary curriculum. Key stakeholders (educators) who play a part in all main phases of transition should have the opportunity to give feedback on this draft paper and be allowed sufficient time prior to publication to prepare for the changes as outlined sufficiently in the draft.
N/A
How about provision for meaningful transition from homes where English is not the first language.
Continued inclusion of information from the child's grown up/parent is vital. I would question the benefit of sharing results of tests from 2nd class with post-primary school. Is it fair to the child?
Documenting and incorporating these previous experiences presents a potentially insurmountable and stress inducing further workload to teachers.
There is a gulf of difference between the transitions being acknowledged and meaningful links being made during this period. Best practice would suggest (especially for those children with ASD) years of transition, rather than a couple of terms.
In our experience pupils engagement with Aistear at preschool level varies widely.
The key word here is acknowledged, which they are in the Draft. However implementation and practice will be another thing.
Most children transition easily in the early years, this should be recognised. Primary schooling should not be about preparing children for secondary schooling.
This section is really good and very necessary and timely
I am not sure preschools are adequately following Aistear. Many children attend primary school with completely different levels of knowledge.
Parents do not feature strongly in this document. Parents more and more do not see that they have to form part of the role of educating their children and more and more what was once the remit of the parent is now becoming the responsibility of the teacher. I saw over lockdown my own relatives, well educated, sit back and blithely say 'I'm not a teacher'. I also think parents need to understand the importance of engagement with children at home and the effect it has on education e.g. bringing them to the library, having them help out at home, going on nature walks etc. There is so much learning in these activities and the children that engage in such activities at home have a huge advantage over those that don't. I would also like to highlight the detrimental effect screens are having on children and the problems children arrive in school with as a direct result of not getting enough exploratory play at home, enough time being read to or proper sleep routines when going to bed. The importance of parents needs to be strongly communicated. It is not just in issue for children in disadvantaged areas; well educated parents have abdicated their teaching roles in their children's lives entirely.

In the absence direct interaction between preschool educators, primary teachers and secondary teachers, there cannot be a true understanding of pupil progress from one stage to the other without actually seeing where they are coming from and the minutiae of learning that happened at the previous level. Good transition would be better achieved with direct interaction between the school levels
Do not understand how 4 and 5 yr olds in a childcare or pre school setting must have 1 adult to every 10 children whereas children of the same age in a primary school setting have 1 to 25 or more even. Unjust to the children and impossible to implement best practice of learning through play, lots of oral language opportunities etc impossible on such a ratio
Aistear reinforces play based learning. We learn through exploration throughout our lives which is why I value this redesigned primary curriculum. In addition it mirrors the strengths of the IB curriculum in that it focuses on teaching our children to develop a love of learning by strengthening their skills and attributes and moving away from a didactic approach of rote learning knowledge. Again I hope the teaching of modern foreign languages will be implemented as this gives children a broad perspective by promoting cultural diversity. Language learning also increases cognitive flexibility and I have experienced this first hand in my previous school.
If Irish Sign Language is to be part of the education curriculum framework across the board from pre-school, primary and post-primary(LCA subject)with the same Transition, continuity and progression as other subjects then students have the option/opportunity to study ISL at third level education in Deaf Studies / ISL Teaching/Intpreting at TCD, Dublin.
Tá sé go maith Aistear a fheicint mar moladh lárnach i bhfoghlaim na daltaí
Transition btw pre -school to primary is acknowledged but not structured, coherent or sufficient

20. From your reading of the Draft Primary Curriculum Framework, to what extent do you agree/disagree with the following statements?

Strongly Agree Agree Unsure Disagree Strongly Disagree



21. Any comments?

83 Responses

Any comments?
Yes
Integration through Drama especially would be supportive. More of an emphasis on the three Aspects of Literacy together would also be beneficial. These many include debating.
The emphasis on PE needs to be increased more. The emphasis on religion needs to be reduced significantly . We know teachers are often extremely conservative. And despite the reality that Ireland is increasingly culturally catholic, rather than religiously catholic, most schools are still under outdated

theocratic control. A stronger, more secular lead from government is therefore required. Teachers themselves are employees and as such vulnerable.
This curriculum provides huge scope for innovative schools to thrive. However in the vast, vast majority of schools, all that really matters is what the inspector says to do. Some of time, I'm afraid, those inspectors lack the intellect and nuance needed to advise on the enactment of a curriculum and thus give very reductive advice which Principals implement.
Unless PTR is seriously reduced Teachers cannot cope with this or previous curriculum
Arts are very very important
It's so important Aiatear is a consistent feature of the revised curriculum.
Again, I refer to the diminished time allocated to the arts. Primary school teachers currently facilitate the only arts experiences a child in Ireland is *guaranteed* to have (equality of access to out of school tuition/ unclear learning activities in ECE / not all secondary schools offer the arts etc) so to argue for an expanded arts experience within a diminished timeframe is an oxymoron.
More focus on play and arts
Have concerns about already overloaded curriculum, to introduce new areas something else has to go.
What will give way for more arts education? Where will we find the time to teach it?
Time constraints will hinder this
We're a Creative School and can see the benefits of the programme for our pupils already. Accessing expertise, training in competences and funding is vital to implementation and success of the programme.
The word 'broad' in the context of curriculum is dangerous. At the moment the curriculum is so broad that it is next to impossible to cover it. Therefore broadening anything will further dilute matters.
There is huge scope for learning in current curriculum. A broader range just dilutes what the children learn. I'd prefer children to be competent in their maths and literacy skills.
The competences are far too vague and fail to recognise the importance of knowledge as the basis of critical thinking and of creativity. In terms of wellbeing, there is research from the OECD and others that shows that literacy in one's first language is strongly correlated with positive health outcomes throughout the lifespan. This should be our priority. We also need to consider what kind of subjectivity we are developing in children.
A new vision would need to be created in lots of schools in order to embed the principles and competencies! Thoroughly agree with this way forward
Cannot be implemented without full and proper training for all teachers including teacher training. In addition this cannot be rolled out without being properly funded and resourced in each school or else it will lead to the same mess that we now have in secondary schools.
I really like the 8 principles. I also think a broader range of learning in the Arts would be excellent.
Not enough time allocated
Learning in Arts Education provides the key to learning in all other areas in the curriculum.
Schools, teachers and their management have open communications in developing a whole school plan and relative stakeholders are consulted. The 1999 Curriculum also allows for the key competencies reflect the values, skills, knowledge and attitudes of children as it is, why does this need to be changed? Integrating all subjects together is a near impossible task, you cannot integrate all subjects at any given time. A more specific rather than broader range of learning in Arts education should be considered.
Working to learning outcomes restricts learning.
I teach in a school which is not currently classified as DEIS but it should be. Children are leaving school with poor levels of literacy. There isn't enough time for literacy and mathematics. The focus is too divided. Nothing can be covered in depth due to the struggle to cover an ever expanding curriculum. Children who are not adequately supported at home are not being given a fair chance. I teach in 5th class and we don't have time to go to the library or read books as part of a reading group. I already barely teach religion due to time constraints.
Arts a must. I thought music in primary schools to all years and kids thrive once given a chance.
Not sure what is meant by a broader range of learning in Arts Education means? In all of this, I feel, Science, STEM, the Engineering Design Process (EDP) has been completely omitted from the curriculum. I see it is lumped in with "Maths Science and Technology Education". However, the "T" in STEM does not

refer to Digital Technology. It refers to the creation of a piece of Technology through creative Design and Make/Engineering Design Process, to solve a real world problem. This is a massive omission and if there is a new Science curriculum being written, it is something that should be to the forefront.
Unsure how this will all work in terms of time allocation it is already extremely difficult.to fit all in without reducing language times
Lots of new areas but how will this be incorporated, where do we fit these in adequately without other areas loosing out? It's already extremely challenging to fit everything in.
What is a "broader range" in arts education??? So vague.....
NA
Reality is required here. Parents should not be duped into believing that literacy, numeracy, wellbeing and other key competencies can suddenly be delivered to a high standard simply with new curricular documents. The introduction of the Primary Language Curriculum and its subsequent revision is a prime example of the Department throwing out huge curricular developments and piling on pressure and accountability demands on teachers without support, changes in resource level or considerations for the massive demands placed on teachers by the ever-expanding special needs cohort in the mainstream classroom.
I am very concerned that if arts education becomes broader, will this lead to more overcrowding? How will we fit in media, dance and more? What will be cut? It doesn't state anywhere what will be peeled back from the current arts programme.
Too much work for principals
None
Arts education is already broad, adding more to that area would lead to even more curriculum overload. Disappointed to see no proposals about reducing the subjects schools must teach e.g. drama.
I would hope that the cumbersome nature of the New English curriculum is not replicated for PE/Wellbeing. If you want teachers to buy into a new subject we need to make it as clear and as clear of technical language as possible. It has to become something teachers want to deliver. Support materials need to be easily incorporated into plans.
Facilitating a broader range of learning in arts education is all well and good if it is backed up with an increase in time! It will be impossible for teachers to facilitate effective teaching and learning in subjects such as visual arts, drama, dance, film, digital media and music in 8-9 hours a month at senior level? It is completely infeasible. Art lessons can take up 1-2 hours a week. Being conservative and suggesting you could teach art in one hour, that only leaves 4-5 hours for the remaining subject areas. Music education requires ongoing skill development, which should be focused on from age 4 upwards and consolidated later on...There is absolutely no way this will be achieved alongside all the other subject areas in 'arts education'? if there is not a marked increase in the amount of time afforded to this curricular area. I do not believe the 'flexible time' would be used to support these curricular areas given standardised assessment practices in Literacy and Numeracy...and indeed Science, which is coming down the road too. If we are serious about facilitating pupils' wellbeing and creativity, we need to take a stand and emphasise the value the arts bring to their development in these and other broader, less quantitatively measurable ways.
Terrible to see arts education time is lessened for the senior classes. Lack of respect for the value to this learning.
Will the broader range mean more subjects in the arts area? This would add to an already crowded curriculum.
The only competency I found lacking was an acknowledgement of students intra-personal/social development (communication, empathy, understanding, etc.) Whilst tacitly mentioned in wellbeing and active citizen, I feel it could be more recognised.
The importance of "learning to learn" needs to be foregrounded more. This is the absolute bedrock of children's primary school experience and should be given greater spotlight.
I don't think all key competencies should be embedded in the learning outcomes for all subjects and curriculum areas. Most or some might be a better aspiration rather than all. The Arts are too broad to dilute any further. Children can experience a taster of some properly . They should be encouraged to develop the more outside of school.
the core subjects are being deprioritised

I believe the Arts Education programme is already very broad and varied by nature. It encompasses the Visual Arts, Drama and Music. Dance is already included under the Physical Education programme. Film and digital media could be used as a means by which to teach/learn within curricular areas rather than setting it apart as separate component of Arts Education.

The omission of any sense of the religious, spiritual and moral development of the child here is deeply disappointing and demonstrates that there is a concerted effort to try and remove the very bedrock of religious ethos from all education. This silent implosion of the heart of education, as manifested by the omission of the religious development of a child here, is a stark reminder of the strong, hostile secular forces at play behind educational change in Ireland. Why not put in the religious and spiritual development of the child here? The reason why is because to admit that religion might have some hint of centrality in life and in the forming of a person would be a heresy in the creed of the non-religious secular authorities. This vacuum is being filled by notions of Well Being, which are not evidenced based approaches. Au contraire, there is much evidence to be found supporting the fact that religious practice and religiosity have an impact on a person's ability to deal with anxiety, depression and suicide. God is being removed from public life by those trying to impose this new religious curriculum.

The key competencies are undoubtedly important and it would be useful to imbed them in learning outcomes across the curriculum. My fear is that they may be used similarly to the way skills and concepts are used currently. I find that the skills and concepts are an irritation for teachers when they are planning and are often just included because they have to be, not because teachers feel they are serving a useful purpose. They can often be overly specific and have no real meaning for teachers. I am very much opposed to a broader range of learning in Arts. Teachers have been highlighting the very serious issue of curriculum overload for the duration of my career (and long before that as well). I cannot overemphasise the level of dismay I felt when I read the Draft Framework for the curriculum and discovered that instead of reducing the number of subjects teachers would be expected to teach they would be expanded even further. For the sake of teachers' mental health and to ensure the best quality teaching possible I would oppose expanding the range of learning in Art. Not only that, but most teachers are not qualified to teach film and digital media. Indeed, dance is already part of the P.E. curriculum and most teachers I know would say it is the area of P.E. that they have least ability in and least confidence in teaching.

I don't know about having a broader range, we could be overloading them. Perhaps better to do some specific objectives well instead?

DELIGHTED to see Wellbeing in the form of SPHE and PE getting such a significant boost in time allocation. Well done and much much needed.

We are only one person amongst 30 children with ever increasing needs. All this breath without support is pointless. It will be lost and only serve to disengage already stretched teachers.

I would hope that Professional development enhances professional and philosophical competency in the teachers and afford autonomy and creativity to them in the way that they interpret the curriculum, in the initial stages, in their own school context. Learning, by being collectively solution focused will enhance their comprehension and afford a more authentic adoption of the approaches decided upon

The importance of Arts Education (Drama, Art and Music) can not be underestimated in its ability to develop a child's confidence, empathy, imagination, learning, collaboration, and "soft skills" that so many employers look for nowadays..

A broader arts curriculum might water down an already busy arts curriculum. At the moment schools are only just getting to visual art, music and drama. If more are added in, what will this mean? If the key competencies are embedded in the learning outcomes, will this mean schools have no autonomy to decide how best to implement them or put focus on some of them? If learning outcomes have them embedded, will they become so broad and large, that they become useless for schools?

Investment in digital learning should be a priority.

A thorough whole- school framework will be needed to support schools in rolling this across all class groups, particularly with the varying time allocations.

In the context of arts education, children need to learn through the arts not about the arts. If the aim is to include a broad range of experiences for children in arts education, then this will require more time. Arts education and in particular drama should be viewed as spacing accords the curriculum. Drama is both a subject, a valuable pedagogy and an important subjects which supports the wellbeing of the child.

How realistic is it to embed key competencies in all subjects? How will wellbeing be fostered in a Gaeilge lesson while still delivering high quality teaching and learning? Arts Education should be protected but this redesigned curriculum reduces time for Arts by 33%. The key competencies reflect important skills, knowledge, dispositions, values and attitudes for children's learning but are they the most important competencies? What about decision-making, accepting failure, receiving feedback or calculated risk-taking for future entrepreneurs? It was mentioned during the webinar that all competencies are to be treated with equal weighting. Is this realistic?
If there is a broader range in some subjects, others may need to be reduced so that the learning outcomes can be achieved well.
In the new proposals there are no mentions of the religious and spiritual education of the child
I am aware that changing the focus from traditional strand and strand units to key competencies and learning outcomes puts more emphasis on the learning journey that children are on. However I think that we need to keep in mind at all times the limitations of class size and the lack of SNA support in many classes.
Some teachers would not feel competent in teaching all areas of Arts Education.
I think that you are missing a very important key competency in relation to science and critical thinking - which I believe is different than "being mathematical" and a really fundamental part of teaching and learning the scientific process
We need to be careful that we give the children the opportunity to acquire and retain knowledge in Maths and literature in addition to other subjects that provides for a solid base for further learning and successful life outcomes.
The key competencies are very welcome. They shouldn't become just another layer however. They must be given weight and made explicit.
I feel there is a sufficient range of learning in arts education and realistically in a school year it is challenging enough to get everything covered correctly
More focus on digital learning and developing digital literacy skills
Principles are relevant and well thought out. More guidance necessary or support on how they will help whole school plan. Experience in working with principals is that the desire to streamline everything into wholeschool plans is damaging pedagogy and learning in some cases. More guidance necessary here in the system.
Arts education should be more central in an integrated curriculum
Arts education offers opportunities for creativity and integrated learning but presents a whole new challenge to teachers for which they are ill prepared after what is at best a token exposure to arts education at college level. Arts specialists offer greater competence and vision to facilitate the stated goals.
The time frame for Arts Education in the Curriculum is very limited in particular with the inclusion of additional components such as Dance and digital media.
Will the curriculum still be overloaded, particularly in Senior Classes?
Very concerned that Arts Education will not receive that time it deserves
Arts education looks like it will be watered down. Where is the space and time to include these new areas. As things are, we barely get a chance to teach drama, visual arts and music for 1 hour a week.
A broader range of learning in Arts Education is a good idea in theory but our curriculum is completely overloaded at present and I would worry that adding a broader range of learning would further add to the workload of teachers. Even if they are there as options, there will be an onus on teachers to at least attempt different elements throughout the year. We often do not have the expertise or adequate training to do this and rarely have time in our busy classrooms.
Skills need to be defined and adhered to. Curriculum should not be overwritten by strategies from government.
I have been arguing this case for years so am delighted to see it coming to fruition
There is lots of evidence to suggest that organising curricula using outcomes and key competencies is detrimental to children's learning and invariably leads to increased accountability/workload for teachers.

I know the detail is yet to come, and I do think we all need to be visionary at the macro-level, but I do hope the basics don't get lost. I'm still working with 1st class children who have only begun to decode CVC words and are still weak with even a basic set of sight/tricky words. It's hard to talk about 'reading for enjoyment' when all I want as a teacher for these children is to not give up and to read not for enjoyment but read for a sense of achievement at making any kind of progress. You can build the most beautiful house, but if you didn't pay enough attention to the foundations it is all futile.

My main issue with curriculum generally at early primary level is that it doesn't account in any way for the huge breadth and depth of learning achieved in non academic attainments. The basic skills of embodiment, emotional, social and physical awareness that are absolutely necessary to be within the education system. The only space for this whole body and mind integration without judgement or assessment is the arts. There are no, nor should there be deemed to be, any wrong answers in art. It is a tool of self expression that almost intrinsically differentiates to her child's need and level. As a primary teacher I believe arts practice should be fundamental to the primary curriculum.

Dont bog teachers down in too many competencies, outcomes etc. Ties them up in knots and deadens creativity. Fundamentally the curriculum is looking for teachers to be more creative . It will only happen if the in service training and supports we get are creative too. Power points, websites, the formulaic presentations talks, break into small groups etc we have had them for years. Aim higher, aim to inspire. I know you wont swing a majority in the beginning but once you have a sizeable enough minority it proves to all the others that it can be done and how to do it.

As previously mentioned, I fully support the view to adopt a skills and dispositions based curriculum

Teachers are overworked with paperwork as we are

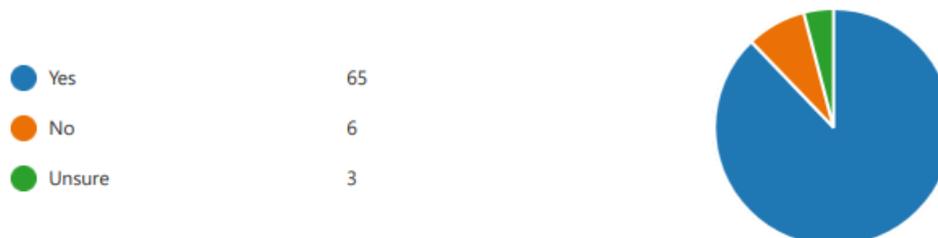
We have always had a great educational system. Hopefully the 3 r's will not suffer as a result of changing the system again.

Concern at the broader arts education plan. Arts already is squeezed currently, by adding dance, media to it, I think it will further dilute this area. Also from what I can see time is actually being reduced for Arts Education, so adding extra areas in it will cause even more damage. I think media studies should not be included.

22. Should Modern Foreign Languages be included in the redeveloped primary curriculum for Third - Sixth Classes?



23. Do you agree with the Draft Primary Curriculum Framework proposal that Modern Foreign Languages be included in the curriculum area of Language?



24. Any comments?

129

Responses

Any comments?
As a language teacher I think this is a terrible idea. Young children should only be taught languages through immersion or scheme involving the introduction of a new language each year. The idea that some children will come to second school already having spent 3 years learning spanish is awful. Based on my experience in the UK, they will arrive to my class already jaded and disinterested. Where are these primary language teachers going to come from? How will grammar be taught to children? It's simply not a good idea, as has been shown by the failure of the program in the UK
Remove religion. Add more sphe and mfl
The inclusion of modern Foreign languages is a nice idea but the curriculum is packed already.
Could Irish be more meaningfully embedded across the education continuum
The focus on Irish should be reduce. A foreign language needs to be introduced earlier.
Who will teach it? Has it been budgeted by DES? Not likely!! Will NQTs need to have a MFL? Will classroom teachers need to up-skill to teach a MFL? I can see how it would work in a city where a floating, specific MFL teacher would timetable a cluster of schools. How would it work in rural Ireland? There's no point including it in the curriculum if it is not available to all children (which is a key tenet of this document).
I'm a MFL teacher working in private schools at a primary level & see huge benefits of starting languages young I currently start at 4yrs junior infants
Curric already overloaded. Foreign language in schools initiative was cut to save money. Will it be refunded? A fluent speaker hired?
I feel you are trying to add in far too much in the same sound of time
Re design our native language and teach it well
Alongside Irish. Any exemptions for Irish must be done away with.
For what purpose? To what end? Why is it necessary that pupils get a "headstart" on a MFL that may not align with the options offered in their secondary school? Why *add* something to a curriculum almost universally acknowledged as overloaded?
If a third language is introduced the flow between the languages and the interconnections that could be seamlessly made during lesson time would result in a simple transition to having this third language. So if teaching the the reading and spelling of the word book in 1st class, a teacher would simply bring in leabhar and livre.
As a PP teacher I can massive gaps in knowledge. We have missed an opportunity to start MFLs earlier. Whatever opinion they have of Irish also impacts their take up of MFLs and fear and attitude towards it. They take up an MFL at a time they are self conscious in themselves. The earlier the better. Ideally MFL teachers will be hired by primary and students go to MFL teacher for language as opposed to landing more work onto an already overloaded primary teacher whose specialisms are rarely languages
Not unless you remove Irish as a compulsory language.
Is there qualified teachers to implement languages...
Time constraints? Availability of suitably qualified teachers?
What will give way for these languages to be included? Language and maths takes up more of the day than ever.
Not enough time to complete this effectively
I would answer yes to a shorter time allocation - curriculum if overloaded as it is.
Anecdotal but quite a number of my past-pupils from the original initiative went on to study languages at third level. It actually helped with acquisition as Gaeilge.

<p>The inclusion of a third language in theory is a great idea which I would normally support. However the reality surrounding this is just not feasible. At the moment the new primary language curriculum takes a considerable amount of time to teach effectively. Therefore reducing the time from language 1 to give to language 3 from 3rd class upwards using option 2 just seems unrealistic. Also reducing time from language one to language 2 in option 3 also is unrealistic. It also means that staff would need to be proficient in a European language. It could also put undue stress on teachers in school who are proficient in a third language. Or it may mean employing an external teacher to teach the third language. Who is going to pay for this?? Parents are already under pressure with regard to this.</p>
<p>The proposal to include foreign languages into primary curriculum is worrying, simply because there has not been sufficient overhaul or time given to the teaching and learning of Gaeilge. We need to improve this before any other languages come into primary curricula.</p>
<p>Only if done by external teachers.</p>
<p>What languages will be taught and will training be provided for teachers?</p>
<p>Will teachers now be expected to learn multiple foreign languages to enter the profession? Where does one draw the line on the amount of content knowledge expected for primary teachers to have? If some sort of proficiency in foreign languages is required, how will this be assessed?</p>
<p>I am a teacher of MFL and I cannot disagree more with overcrowding the primary curriculum more. Another point is that first year students may opt to study a language merely because it was the one they did in primary. An alternative would be to consult with secondary MFL teachers and their groups how teaching the L1 and L2 at primary could better prepare pupils for adding on further languages in the future. For example there could be much more "language awareness" and secondary teachers should not have to always, as we do now, teach students grammatical terms in English directly before introducing them in the TL.</p>
<p>Depends on support and resources in the school</p>
<p>I have experience working in a primary school that teaches modern languages (the framework and the school allocate a similar amount of time to the language). The children do not reach a high standard in the language. It would be better to focus on achieving competency in Irish/English skills before beginning on a new language.</p>
<p>All Irish primary schools should be Gaelscoileanna and get that right before modern languages introduced</p>
<p>Aspirational at best. Who is going to teach modern foreign languages? Children will start from scratch again in secondary school. Would rather not take time away from English when children already learn a modern foreign language in majority of secondary schools!</p>
<p>Until there is sufficient investment in training there should be no new initiatives introduced.</p>
<p>In theory, I like the idea of a modern language, although I already heard teachers complaining today about how they are expected to suddenly teach a modern language now. It may be an issue to implement effectively. Also, there are a lot of new additions (coding, wellbeing in particular) and it might be an idea to allow teachers to adjust and excel in teaching these first. Teaching a new language is a BIG as and I feel it could be quite a workload to take on when our focus could be otherwise directed.</p>
<p>We are barely doing two languages well. A third would eat into precious time which is already stretched.</p>
<p>Teachers are not equipped to teach modern languages.</p>
<p>Who will teach it? Not all current teachers are proficient in a foreign language.</p>
<p>children with additional learning needs may be excluded from this/ find this too difficult, for example those with Irish exemptions/ attending ASD classes. Where will the teachers/ funding be found? Funding should first be put into meeting the high level of needs currently present. exemptions</p>
<p>As stated before, the Primary Language Curriculum has already been restructured, why was this not considered then, teachers are still getting to grips with a new Language Curriculum and is unfair to throw a new language learning experience at teachers and schools. Due to the inclusion of many nationalities in schools today, many children already have a third language from Polish, Nigerian, Arabic and the like.</p>
<p>I don't see the benefit in stressing children even further with yet another subject. Why not perfect English? Children across Ireland are not articulate enough. Globalisation has reduced the need to speak a foreign language as English is becoming more and more dominant. Foreign children have better standards of English than our own students.</p>

<p>This is an excellent idea and more than overdue. Pupils in Ireland are at a significant disadvantage in comparison with their European counterparts due to the amount of time taken by gaeilge in the timetable. It is an important subject but is desperately in need of review, renewal and serious consultation with teachers.</p>
<p>People commonly comment that they have completed 14 years of learning Irish and "can't speak a word". Perhaps a focus on how Irish is taught especially in secondary and upper primary should have greater emphasis before we start looking at foreign languages. Many of my best students at Irish were foreign national students who do not have a negative disposition towards Irish. We need to make Irish a daily functional language and be positive in students lives. Greater emphasis on written Irish and poetry in secondary exams, reducing the value of the oral exam, is counter productive to trying to instil positive dispositions towards Irish. A greater focus on this before we look at foreign languages. Similarly, specialist language teachers will have to be brought in for this additional language? How will this be funded and time tabled. What teacher is going to travel to a rural school in conemarra to teach French once a week.</p>
<p>I feel modern languages in primary school is essential. But what will not be taught if modern languages is implemented? Can't keep adding to the workload!</p>
<p>Whilst I think it is a good idea I again question how will it fit in? Also who will teach it? Not every teacher has a modern language.</p>
<p>Gaeilge and English only are appropriate in the primary sector (put in a proper teaching model for gaeilge).</p>
<p>I am pleased to see the inclusion of modern languages, however, will teacher training be provided?</p>
<p>Specialist teachers should be more readily available to assist with this particular yin the senior end of the school.</p>
<p>This was piloted in my school without success. Reduce class sizes and then maybe our pupils will have a chance of developing literacy skills in English.</p>
<p>The curriculum is crowded enough as it is without adding another subject. The level of CPD and upskilling that would be required would be enormous.</p>
<p>Who will pay for extrenal language teachers? Teachers in my school only speak English and Irish.</p>
<p>This is a crazy idea, teachers are at the pin of their collar already, we can't do any more!! We will be leaving our jobs!!!! The new language is already fundamenteally flawd in that it was mirrored on other dual language countries. WE ARE NOT A DUAL LANGUAGE COUNTRY. What you are doing is copying other systems, we are different!!!</p>
<p>Teachers are not trained. Curriculum is already over loaded.</p>
<p>Unsure of how training of teachers to facilitate modern languages teaching has been thought about</p>
<p>While maintaining Gaeilge. I think it should be taught for enjoyment and focusing on the oral aspect rather than writing aspect. It should be purely for enjoyment.</p>
<p>I would not like to see a dilution of the time allocated to L1 (English in our case)</p>
<p>It is great to see an additional language being included in the proposed curriculum.</p>
<p>Curriculum overload seems to be ignored in these proposals. Modern Foreign Languages would be another burden on schools. We would have no problem bringing them in if something else was removed.</p>
<p>A modern language would need to be implemented carefully to be beneficial to the pupils particularly if it will take time from other learning areas.</p>
<p>I feel that the only way this can be included as an add on is if something else is removed from the curriculum.</p>
<p>Irish needs to be prioritised</p>
<p>Get Gaeilge right first. this is not yet seen as actual language learning. We have too many looking for expemptions from Irish so why introduce another language.</p>
<p>Gaeilge as a second language in English speaking schools is already challenging enough for pupils to grasp.</p>
<p>Not if it means more subjects. It should be a choice for schools.</p>
<p>I would love to see Modern Foreign Languages included. However, I have concerns that our own national language could suffer as a result as it could be viewed as even "less useful" to parents and pupils alike.</p>
<p>Places huge pressure on teachers & schools to upskill, what is the rationale behind starting MFL in primary as opposed to 2nd level? Sources??</p>

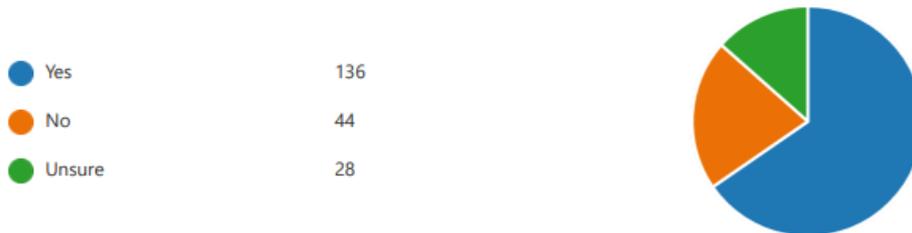
I fear that including MFL with Eng and Gae could result in it being lost in teachers' timetabling. Maybe, it would be better implemented as a discrete area.
While this is welcome, the availability of suitably qualified teachers may be problematic. Also, it would raise equity issues for pupils in schools where there is no suitably qualified teacher available. This would be unfair on those pupils and cause potential disadvantage. Schools need to be resourced to allow a full complement of subjects to be taught in all schools.
It will only work if proper investment put into the foreign language
Our work load at multiclass level is enormous. Please do not inflict restrictions and unrealistic aims on us
Children can barely speak Irish correctly...why inflict more on them. We need a reduced curriculum not an overloaded one
concerns about the ability of teachers to teach with expertise and the extra strain on time in a very loaded curriculum
I strongly disagree with the proposal to include a third language in the new primary curriculum. Currently pupils should be leaving primary school with a solid understanding and reasonable command of two languages. However, in most school settings it's clear that pupils have a 'below basic' proficiency in the Irish language after 8 years. Why introduce a third language when we clearly are not succeeding in effectively teaching two? Furthermore, including a modern foreign language to the curriculum adds to an already overloaded curriculum, and to the unrealistic expectations being put on teachers. We need to be mindful of the fact that even though the new curriculum proposes the addition of an extra language and the expansion of other curricular areas, the length of the school day is not changing. Finally, is it really realistic for primary teachers to be expected to be well versed and competent in so many subjects and curricular areas?
How would this foreign language be taught?
I believe we should focus on our Irish language which is already deteriorating.
I am opposed to the teaching of Modern Foreign Languages. Firstly, it is certain that the vast majority of primary school teachers are not qualified to teach a Modern Foreign Language. Even if the teaching of this language were to be provided for by external teachers I would still oppose it for a number of reasons. I suspect that the cost of hiring these teachers would have to be met by each individual school and I am sceptical that there would be sufficient funding provided by the Department of Education to cover the cost of this. Furthermore, adding another language to the curriculum would only exacerbate the already very serious problem of curriculum overload. On top of that, the majority of children in my experience already struggle with learning Irish with 3 and a half hours of teaching in this subject a week. Teaching children a third language for 4 hours a month would at best be tokenistic and at worst a waste of time. I am doubtful that that they would learn or retain very much of the language if they are only learning it once a week. What about students for whom English is not their home language. Is introducing a fourth language into the mix really going to be of benefit to them? I sincerely doubt it.
We find it hard enough to get through two languages and so many children find their first language a struggle. However, it would be nice to have the option if the children did want to explore it.
Modern Foreign Languages should be included provided that the Dept of Education will provide the funding for a foreign languages teacher.
Having taught 5th/6th for years, I don't believe there's time as we have Gaeilge and Religion as well.
Again I think it really depends on the school.
Skills and knowledge in not in primary schools for foreign languages and such an amount of content to teach already in 3rd - 6th, particularly in combined classes.
Teachers aren't trained in this. Irish will suffer.
Adding a whole new subject into an already overloaded curriculum is not fair. Although, on paper, this is incorporated into the designated 'language hours', the language curriculums have not been shortened and thus, teachers will still feel a significant amount of pressure to cover the same amount in the other languages but with less time. A better idea would be to offer it as an option for schools who wanted to engage with it as part of their flexible time perhaps?
There is not sufficient support or training for it. How many teachers are proficient enough to teach it?

Initially, don't add to the New Curriculum. It will take the focus away from refining and improvements. It will add pressure. It will be overload, which is what we are trying to reduce. Modern Languages can be added at a later date.
I think it would be great if modern languages was an option, again timewise it doesn't seem like it can be.
We cant even teach Irish properly, how do you expect us to get a foregin language taught?
There is already so much to cover, if we keep adding new areas, it will become surface level learning.
Learning foreign languages at primary school will better prepare pupils for the transition to secondary school.
Unless there is external teachers employed to give these lessons, then it will be difficult to expect teachers who have no training in this area to deliver the subjects. Also, if the current curriculum is overloaded, perhaps working on what is currently there, and making this more workable, would be a better approach than adding another aspect of language learning.
I do think this would be a positive development, however, it would require significant training for teachers and would also widen the divide between teachers in the junior classes and those in the senior classes. If a teacher was to move up the school it would mean that the teacher would need to upskill very quickly in a new subject. If training it to be provided it should be offered to the whole school, not just those teachers in senior classes.
Adding a modern language is placing more work on children, this will take away from valuable time which should be spent on the development of creativity and critical thinking. The redeveloped curriculum will become overcrowded if it is trying to achieve everything. This will result in lack of depth. The curriculum needs to forefront integration as this is currently the shortfall of the 1999 curriculum.
I would love for it to be included and it would help all children see themselves as global citizens. But how will it be enacted? Will current teachers be provided with in-service training? It would require considerable in-service training to bring a teacher all teachers to sufficient standard to teach? Without training schools will have to employ external teachers to provide lessons. We know schools are only funded to 55% by DES currently. The additional cost of such teachers will fall on parents (through voluntary contributions) and only further serve to widen the gap between the haves and have-nots. If a school refuses to ask parents to contribute more or hold additional fundraisers will they negatively reported by DES inspectors if this is part of the currcilum being left "un-taught". Please think through fully!
This area would need time, there is not enough time for the areas we have. This is also another area children with language exemptions will not participate in, regardless of excellent differentiation, they will feel excluded or different.
More time on Irish language not on foreign languages
I feel that the inclusion of a modern language is in response to a campaign over the past few years in the media. The amount of time allocated really makes this a box ticking exercise. Also, the secondary schools do a great job teaching modern languages and every secondary student must study a foreign language.
It's tough teaching Irish as a second language let alone another language. However, I think that maybe some conversational phrases could be taught to pupils that they could use if they go on holiday or if there is someone in their class with a different language. So some conversational foreign language would be good.
Does it make sense to teach a foreign language to children with low literacy levels?
Not at the expense of science, Irish and everything else in there - but in theory yes there should be an element of foreign languages if it can be incorporated - maybe a single module on "modern foreign languages"?
I think it's a mistake not to include modern foreign languages from Stage 1 onwards - research has shown that the earlier children are exposed to different languages the more likely it is that they will develop proficiency. I guess it depends on what is the motivation for this addition to the curriculum - is it to tick the box in the context of Brexit or is it to genuinely develop a better facility with languages among the Irish population
I was involved in the previous attempt to introduce a foreign language. I believe that English and Irish together form a very solid base for further development of a foreign language.soi

My concern is that it seems very packed from 3rd to 6th class. What is being taken out? Curriculum overload is a massive problem at the moment and it appears this is not being addressed in the upper classes.
Time allocation would be an issue and so many students struggle with english and gaeilge. This is placing more pressure on teachers to include a modern foreign language, more emphasis on developing Gaeilge please
There is enough going on in schools.You are only watering down and ticking the box by adding more work.
It is too crowded at upper primary. What will be taken out of this is added?
How will teachers be trained to teach a modern Language not previously or recently learnt.
All primary teachers are already 2nd language teachers. The benefits of the intergrated approach to languages and transfer of skills is being welcomed by teachers. This can be highlighted to them for the 3rd language.
Mandarin and Spanish are infinitely more beneficial to primary children than Irish
Time allocation is already a constant issue without added demands.
The new Language curriculum is a wasted opportunity. The amount of waffle in it is very frustrating. Never mind trying to teach a third language, we need to sort out the teaching of Gaeilge first! How many teachers actually benefitted from the new language curriculum aims and objectives for Gaeilge? What we need in gaeilge is to go back to the basics and educate teachers on how to teach the language. Forget a third language
Where will it fit?
Teachers competence in teaching another language in an already overcrowded curriculum. It could cause competition between school and school may look at paying someone to teach this new language.
Foreign Languages can being in secondary to ensure that English and Irish time is not diluted in Primary
It is too crowded.
Curriculum is completely overloaded. If a modern language is included what gets taken out? Irish? Children get an opportunity to do a modern language in secondary school. We will dilute the fundamentals of the primary school curriculum if we keep adding to it.
Can work well when resourced properly but needs continuity and properly trained professionals. The participants in the last attempt to do this were treated appallingly and this needs to be recognised.
As a teacher who has seen the teaching of Irish become very muddled in its approach and to see more and more children switching off, I would love to see another modern language included. I am not against the teaching of Irish per se..just against the tortuous way it is done!!
Training colleges continually give qualifications to student teachers who have no proficiency in Irish, how could they be trusted to train students in another foreign language?
Teachers have enough to teach and are NOT foreign language experts!
In an ideal world it would be great, but I feel that you can do a lot of things adequately or a few things exceptionally. The latest TIMSS did point to our lack of pushing our most brightest students. If we are flitting around touching on lots of subjects without doing any great deep learning then such students will not be stretched and a dare say the children at the bottom end will not get enough time to practice and reinforce their learning.
Make it an unassessed area of curriculum, there to explore and enjoy. Possibly delivered in blocks at the end of term.
Improving the teaching of Irish so that can children can speak and enjoy it much more important
Time table overload IF modern languages are introduced, increased challenge for Set & EAL pupils, more pressure for teachers, gap could widen between Deis/Rural/Urban/more well off areas.
Ireland is behind UK, countries across Europe and the world in this respect. I am a strong advocate of the teaching of foreign modern languages. From my experience it supports children's literacy development as it teaches transferrable skills and also ignites their interest and cultural awareness of the world around them. Language learning promotes problem solving also.
concerns about trying to do too much within primary schooling and the ability to do them all well
I am in favour of introducing a 3rd "modern" language into primary school but we need to get the teaching of our 2nd modern language right first (ie Gaeilge). We should be partially immersing pupils in Gaeilge at a

younger age and using CLIL wherever possible. We have the infrastructure and resources to enable children to become fluent in Gaeilge and English but it will be a much more difficult undertaking to teach a 3rd language,
We already have curriculum overload and very large classes. It is impossible to meet the needs of our pupils and cover the curriculum.
Will Primary school teachers be confident enough to teach a foreign language?
already too over-loaded
The curriculum is overloaded already.
Curriculum is overloaded with initiatives. Teacher training an issue.

25. Should technology be included as part of the curriculum areas and subjects in the redeveloped primary curriculum?



26. Do you agree with the Draft Primary Curriculum Framework proposal that Technology be included in the curriculum area Mathematics, Science and Technology?



27. Any comments?

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Responses

Any comments?
Technology should be embedded
To pack technology into Maths and Science is just a way of packing technology into Stem subjects. It should be a stand alone subject because technology is not just about coding. Technology can be used in a language lesson or video for SSE.
More ICT is long overdue
Technology should be embedded as a methodology and digital literacy should be a part of how we plan and teach but giving it its own subject area I'm not so sure. Tech is not a panacea for all society's problems. Tech should be a part of what we do but not a leader of what we do. (See Fullan on choosing the 'wrong drivers') Will every school have proper broadband?! Again, if every child cannot avail of it, how is it equitable?
As above. IT is a tool for learning, like a book. V concerned about too much IT & screentime already.
Technology for SEN is essential with programmes that suit

Technology is our future.
Parents should have the ultimate say when it comes to technology as some would prefer if they did not use it and we have to respect that.
Technology should only be used where and when relevant not for the sake of bells and whistles
Technology should be a seamless part of the learning experiences not a stand alone subject.
Funding to purchase/update existing technology?
It's difficult to meet the curriculum allocation as it is. Adding more subject areas will add to the stress already placed on teachers.
Maths needs discrete time daily, to leave allocation open is risky, technology can also incorporate literacy
We should be beyond technology as a stand-alone opportunity. It should be fully integrated and expected at this point.
Technology can be included in any area. It shouldn't just be limited to maths and science. There are wonderful ways to include it as methodology/resource to be utilised in any subject area. It's just a matter of being creative with time, planning and resourcing of digital equipment.
Technology is a learning tool to enhance learning. It is a useful methodology that is already commonplace in the majority of schools now. Have schools really followed the Digital Framework correctly or adequately to date? Probably not because they are so laden down with legislative obligations and new initiatives across the board.
Should be cross curricular and limited to three subject areas.
Will technology be upgraded and provided for schools. Availability is currently very mixed depending on the individual school. Some have an iPad for every child. Yet my class have no access to any form of computer. None in the classroom, no laptops, etc.
Technology can be used as a tool/methodology for learning. There is a danger of teaching technology as a subject resulting in a class of passive learners in front of screens, relegating the role of the teacher to tech consultant rather than educator.
No, Technology may be useful and schools and teachers may choose to utilise it, but it has no place in the definition of subjects.
The State provide very little funding to schools for Technology. It is all well and good to put such concepts into the framework but many schools do not have the resources to successfully implement these ideas.
Unsure because i dont know if this will be properly resourced
Resources are not there for this! Technology can be integrated across all subjects if the resources are there. No need for a prescriptive new subject. Technology is changing so rapidly that by the time children are proficient in one area, technology has already moved on.
Children have, for the most part, great access to technology at home. Other skills should be developed in school.
I think it is important to use technology considering how the world is progressing. However, having said that, I think it is pivotal that we don't lose sight of what we are teaching and embark on using technology in schools for the sake of it. I think an hour a week would be plenty sufficient. There is a lot of objectives to be reached in the curriculum an often times it needs to be taught traditionally and backed up using technology.
Technology is hugely important as long as there are sufficient resources and training to back up the teaching.
It could be included in arts ed also
I would ask for basic lessons in keyboard skills to be taught within the technology curriculum.
Teachers would need training, schools would need a huge investment in ICT and ICT needs to be maintained, this should not have to be paid for through an already inadequate capitation grant
Technology is already included through the teachers own common sense approach to teaching, Interactive whiteboards are in most classrooms, teachers allow children to research topics through the use of technology. Technology does not need to be specific as it already is available in the classroom in the teaching and learning through teachers own common sense.
Children need to know basic mental calculation methods but it is vital to include technology in curriculum area of Maths Science and technology

Pupils are already equipped with more technological skills than teachers are. These skills are already being fostered at home.
Too much screen time is a worry. Proper software for class discipline using tech is expensive but properly done, a balanced can be struck
IT was heavily referenced in the 99 curriculum. Apart from social media and digital literacy, what has changed? Schools didn't engage with IT in 99 and are as a result struggling to grapple with the Digital Learning framework.
Training & practical guidance regarding technology is vital as well as guaranteed annual funding for ICT
I think that the concepts of maths curriculum are enough on their own without trying to cover more in time frame given ! If new areas are to be added we need to take out.subjects not add more e.g. new language and technology
Should technology be incorporated across the subjects as opposed to a seperate curriculum area? Maybe it should be in order to explicitly teach skills. Same question remains, what area loses time to allow for this teaching time?
Stick to the basics...the 3r's ???
I would need sufficient training in technology to be able to teach the children
Again, specialist teachers should be more readily available to assist with this in the senior end of the school as the content for Fifth and Sixth Class in particular is much more detailed and 'content/information heavy'
Technology is used in my classroom. However, there are massive issues with concentration, suitability of content and cyberbullying. Second level is the appropriate time to burden children with technology.
Technology is necessary in today's society and should most definitely be a part of the new curriculum. I'm not sure about placing it along side maths and science - it holds relevance across all curriculum areas.
They have enough time to use iPads and laptops currently. No change needed. It is a methodology not a curricular area necessary for primary school.
We already use technology in curriculum areas, we DO NOT NEED IT AS A SUBJECT. WE CANNOT DO ANY MORE
This may undermine the time spent on one.
None
I think technology is a vital component of the new curriculum.
Maths should be maintained as a space in its own right.
Technology shouldn't be taught for the sake of it but it should recommend a pedagogical tool to facilitate learning across the curriculum. Also, it involves a great cost for schools and will likely lead to questions around equity in education if certain schools are able to facilitate this as a curricular area, where others are not.
Science is the perfect partner for History and Geography at primary school level. This helps to relate Science to the world of the child, rather than something technical.
Technology should certainly be used to enhance teaching, learning and assessment but I would strongly discourage teaching technology as a subject in primary education.
Technology should be embedded across all areas and not put as an area on its own.
I feel Technology should be embedded across the curriculum rather than just to Science and Maths.
Would need to see some concrete examples of how technology would be integrated into the new curriculum area
Technology in my opinion is more a methodology and competency than a curriculum area.
Should this curr area include 'engineering' under the title of STEM?
"Technology" could be misconstrued as "digital technology", when in fact, technology refers to "any invention humans devise which makes people's lives easier or better". This definition of technology needs to be made ABUNDANTLY CLEAR.
Again, investment needed first for all schools to be on equal footing and adequate training required for it to work...this should be done during the school day as an inservice
The inclusion of technology will require inservice training to guide teachers correctly in how they should approach teaching using technology. It has become emersed in society and is routine for children. The infrastructure will need more investment as will the upkeep and updating of school's equipment.

we need resources we do not have ipads , or any technology for children other than whiteboards in the classroom. please support with training
Training is needed for ALL teachers and teachers need time to plan correctly. 1/2 closures essential monthly
Again the expertise of the teacher and the time constraints
A huge amount of training needs to be given or a special teacher
Children are already being exposed to technology for considerable portions of the day. I believe it is having an adverse effect on many children.
I am open to the possibility of technology being included in the new curriculum. We live in an ever-changing world and it is important that children are facilitated to interact with that world and that they be given a grounding in the skills that they will need to get jobs in the future. However, I am once again concerned about the potential costs of teaching such a subject and where the money will come from. Past experience (in the form of Aistear) would suggest that schools will probably be left to fend for themselves in this matter. This would not be a desirable development. Schools must be provided with sufficient funds to teach Technology effectively if it is to be introduced. Furthermore, most teachers already find it very challenging to teach 3 hours of SESE a week (or 12 hours per month). Increasing the amount of time spent on History, Geography, Science and Technology to 13 or 14 hours per month is only going to make things more difficult for teachers. Perhaps a reduction in the number of hours allotted to history and geography from 8 to 6 and a reduction in the number of hours allotted to Science/Technology from 5/6 to 4 (at Stages 3 and 4) would be more realistic and achievable.
I would need a clearly defined explanation of what technology as a subject would cover in a primary school setting before I could answer the above question.
WE NEED RESOURCES AND TRAINING! At times it feels like trying to steer a donkey and cart on a 8 lane motor way!
Proper training given to teachers
Technology is over hyped.
It should be widely used during learning experiences but not as a separate subject.
So important to include technology. I taught in a school in Dubai and they were all making ppt presentations and slideshows in 1st class!
Technology has broader teaching applications - it can be applied across the curriculum, however I suppose specific programming/IT skills could be explicitly taught as part of this area but then applied/utilised in other curriculum areas.
Technology can permeate all subjects and shouldn't be pigeonholed. Having a technology curriculum is it practical as most teachers lack tech skills. It is better to keep it as a methodology not a standalone subject. The Digital Strategy for Schools funding does not allow for schools to purchase the tech they need, they only have access to the bare minimum. Broadband access in schools needs to be dealt with.
Teachers will need significant, mandatory training in technology. We need official CPD inservice.
What about the dangers of excessive screen time? I genuinely believe the less technology there is in learning the greater the depth and focus is.
Technology of course needs to be included.
Relevant and meaningful use of technology needs to be further embraced.
We already embed technology into many subjects, why seperate it? More pressure for teachers again
I agree that technology should be embedded across the curriculum, but not as a standalone area. Technology is a useful medium for learning, but it has applicability across the curriculum, not just in it's own space. I think teachers will resent it if this happens.
Technology is a large part of growing up in Ireland today and students should be educated on how to use technology to facilitate learning.
This will be dependent on sufficient funding for schools, particularly DEIS Schools and their families.
This is where I think it should be located, however, I use technology to support learning across all subject areas. I would be fearful that teachers may think technology should now only be used to support maths and science.

Technology needs to be considered a tool to help the overall learning experience of children across the curriculum.
See comments in Q13. I would love to use technology in my lessons more but unless the funding is there you're just causing stress in schools and impacting on student, parent and teacher wellbeing. I know of a school in Meath who has been without internet since December. I know of a school in Cork where teachers go weeks with laptops that don't work or projectors with blown bulbs because the funds are not there to replace these. i
A reduction of learning outcomes needs to be considered in the area of Mathematics a greater emphasis on numeracy and the understanding of numeracy.
Technology can be easily integrated into the current curriculum areas
Technology is definitely useful as a tool in education but I do not think that it should be a subject in it's own right. The provision of technology is always a challenge in schools and as it is many schools do not have enough access to technology or to proper broadband. If it is used when necessary to compliment whatever learning is happening it becomes an effective learning tool, one among many.
If Maths is to be taught in a more discourse way than technology should be included here. We need to move Maths away from the traditional didactic approach to teaching and try and move it towards having critical thinkers.
The findings from the Coding in Primary Schools Initiative would seem to support the idea of having IT in the Maths ,Science Curriculum area.
Yes but the understanding and application of maths, science and technology should be delineated to some extent to avoid e.g. tech savvy teachers focusing only on technology - the use of technology versus understanding of how it comes about and how it works is really important - fundamentally understanding maths and science should provide the base understanding, but tech should certainly be included as another significant element
I think technology should be integrated into the various curricular areas - I'm not sure that it's necessary to learn coding, etc.
The OECD publication Students Communication and Learning 2015 is the most comprehensive global analysis of the digital learning that all countries globally have engaged in. The findings are unequivocal. There is 'no appreciable improvements in student achievement in reading, mathematics or science in the countries that had invested heavily in ICT for education.' They also conclude ' many of the evaluation and task-management skills that are essential for online navigation may also be taught and learned with conventional pedagogies and tools'
I think technology should be spread across all subjects. There is not a requirement for it to be named in its own right as a subject. It will cause a squeeze for other areas of learning. I agree that the key competency of digital learning is important and that should reflect it across the curriculum but technology as a separate subject is not needed.
to a certain extent, technology can take time to get up and running and slow wifi can be another problem in schools so these issues take up valuable teaching time.
The children presenting in our classrooms are avid users of technology and sadly a large proportion of the teaching workforce is not equipped with the tools or trained appropriately to enable our teaching methodologies keep up to speed with the pace of development in digital technology.
Please ensure that climate change is a key focus area in science. There is much confusion around how global warming works, the actual causes and effects of climate change and a persistent confusing focus on the ozone layer...
technology is important but they get a lot of this outside school.
Not as a standalone subject. Maybe spread it across all subject areas as a competency.
Training for teachers who are technology averse. How to address resistance.
Care needs to be taken in specification that this is not something else to be packed in. It complements science and maths. Teachers are very familiar with idea of stem and possibly Steam (arts).
STEM should be as important a facet of the curriculum as literacy
Technology and digital media can support creativity in the classroom and should be incorporated into Arts Education also in the area of STEAM education

Children are adept at technology from the sheer amount of it they use at home. If anything we should be educating them about how to break technology addictions.
If the infrastructure and funds are made available.
IT resources will have an impact here.
Children now enter Junior Infants with already high levels of proficiency in Technology
I think technology could be spread out across the curriculum. Every subject could have a piece.
Technology is currently being used to facilitate learning in these and other subject. Teaching technology currently has no place on the curriculum but we often spend time teaching children how to use it so that it is of use in other curriculum areas.
I think it should be included across all the curricular areas. It is part of their lifelong learning
Only if schools are resourced with hardware, software and upskilling opportunities
Again time is a factor. Because technology changes so rapidly I would question teaching technology in primary school when this could be obsolete by the time children leave secondary school.
Touchy subject for me as a former Software Engineer. My own kids took to programming over the lockdown and really enjoyed it, I'm just not convinced that it is the best use of everyone's time. Use of technology in classrooms I agree with, but programming for all I don't. If children learned how to problem solve, programming is just one way of exercising the skill of problem solving; there are many others. Do we really want to be 'training' our primary school children? Why not have them do plumbing while they are at it!!!
It already could be incorporated into science and arts
They are primary school children. Leave the technology until 5th 6th class. Give them real life, artistic , physical experiences that keep all children regardless of back ground or ability interested in the world around them and keep the IT til later
Only if properly resourced & does not overload curriculum.
a lot of practical support and in school support necessary to include this
Should be integrated into subjects...need to strike a balance between participatory, hands on learning and screen time. There appears to be way too much passive learning from screens going on
Where schools have adequate funding and broadband we can rarely afford a replacement bulb
The curriculum is too packed. I support technology but not as a separate subject or named in a curriculum area.
ba chóir an teicneolaíocht a bheith mar chuid de curaclam bunscoile ins na ardranganna amháin
ICT is a methodology not a subject
Worried that it may take from time these core area. Again technology could be integrated in was with languages/arts . It puts technology very coding and engineering based. Whilst it best fits this area. I fell integration in other areas is a missing component of this draft

28. The Draft Primary Curriculum Framework proposes that learning about Religions and Beliefs would be integrated in the curriculum area of Social and Environmental Education, and that Ethics would be integrated in the curriculum area of Wellbeing. Are these the most appropriate curriculum areas for this learning?

● Yes	117
● No	45
● Unsure	48



29. Any comments?

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Responses

Any comments?6
Get church influence out of schools
Reduce religion- children need wider skills, and the country is culturally catholic- no longer religiously catholic
The church will go mental. I have no problem with that as they should be teaching their beliefs/indoctrination on their time not the time of a state funded school. As long as the opportunity does not arise for the church/ chairman of the board of management of a school to increase time allocation to religion and take it from a more appropriate piece of learning. NCCA should be brave and say that indoctrination has no place in schools. Even if Religion can't be excluded from the redeveloped curriculum the Chairperson Of the Council should go on record and say it should be. Shake things up a bit! The worse that can happen is the Minister won't listen, like McHugh and the History debacle. But because the church will rally their people, the consultation, like all NCCA primary consultations will be inundated with religious fanaticism and their number will carry the day over reason, if the consultation is reduced to how-many-said-what analysis..
Religion should go from schools.
A lot of children do not do religion in school so would they sit out while covering this in other curricular areas
No religious education formally in schools
Social and Environmental Should be stand alone
I foresee definite issues with time here. I agree that ethics are incredibly important, similarly it's important that pupils learn about different religions, but if that is on top of religious instruction as dictated by the patron time issues / potential conflicts of interest will arise.
all religions need to be taught for the development of the whole person - is question within Social and environmental Ed but any sacraments preparation should then be Sunday schools in local parishes.
Ethos of schools have to be respected.
Religion should be taught outside school hours, parents and community involved. Teachers are lucky to get religion taught in a week without adding to the pressure with wellbeing.
Safety skills , empathy education also of equal importance
Religion in sacramental classes takes considerable time. Perhaps have religious education included in school time but consider removing sacraments from school.
Reduce faith formation classes to zero hours, include other faiths & cultures to promote well-being and understanding
While all of these areas and ideas look great on paper, the reality is that they are just umbrella terms that will include areas with vast amounts of content and nuances that will need to be taught. I agree that religion should be studied rather than revered in schools this again leaves the door open to a wide range of possible avenues and where does that leave teachers on the ground? There are only so many hours in the day.
RE and SESE should be taught separately.
Again. Too wishy washy. Commit to religion or don't. This seems like it will double the teachers workload as teachers will be expected to deliver ethics and religious beliefs as well as traditional religion and sacramental preparation
As with foreign languages, how much content knowledge are teachers expected to know? Not only are they intended to be proficient in multiple foreign languages, they also need to know about multiple major world religions? Primary teachers cannot carry this workload off and do it in a manner that is authentic to the subject areas concerned (namely religions and beliefs and ethics). By all means bring in specialist teachers to take such areas but teachers are already overburdened.

Both learning about religions/beliefs and ethics should come under the heading of Wellbeing. There is far too much to cover in SESE as it is.
Remove teaching of sacraments completely from all schools. Put the responsibility on parents and the church. Teach children about all religions as a subject to foster acceptance and diversity.
It is time for religion to be taken out of the education sector. Parents should have to present their children for Sunday school to their churches to be prepared for sacraments or such things.
I think Religions and Beliefs should be a stand alone subject area. It isn't 'social' or 'environment'. I think ethics is appropriate to wellbeing.
RE and Beliefs should be within Wellbeing
I'm not sure society is ready for this change and I think linking RSE into these important areas will create anxiety amongst teachers and thus reduce the impact these subjects should have on pupils.
I think the Government and NCCA should be brave about this and tackle once and for all the issue around teaching religion. Religion is a personal belief and should be kept outside school.
It would be beneficial for children to learn and be aware of other religious beliefs. I also believe we need to teach children wellbeing skills, being aware of their emotions, building resilience, conflict resolution and building confidence.
Please remove sacramental preparation entirely from schools. It takes a significant amount of time from an already overloaded timetable.
Religious ed in whatever denomination is actually very important. I think it is unfair that some parents pay for religion classes. I don't have to but would really feel segregated if in my own country I had to pay for religion classes.
There should be no religious instruction at all in any school. What is proposed here is what is supposedly taught in Educate Together schools. Are all schools now being turned in Educate Together? If yes then good but that should be made explicitly clear. If schools want Catholic/Protestant/Muslim education, that should be outside the regular school time table. Ethics and religious beliefs are a good idea. It should be considered then that aspects of Environmental Education are moved to Science education.
I can understand ethics coming under well being but I think it would be difficult to tie all the rest into social and environmental
Learning about Religions and Beliefs strips the element of the supernatural from Catholic School's vision of education. It is not even the palest shadow of what makes an education in a Catholic setting unique. I prefer to have a handful of schools that were teaching from a faith perspective than thousands of them masquerading as Catholic. Increase the number of non denominational schools and bring in these subjects there.
Current teaching time for religion needs to be adjusted accordingly. I would hope the same curriculum would be given to schools of varying denominations and have no affiliation to any specific religion.
In Church run schools (CoI or RC etc) or other religious based schools, the faith (catechism for catholic schools) should be taught as per the ETHOS of the particular school.
I'm unsure about religion being included in Sese.
ERB and Ethics should only be included if the patron's programme is removed. We cannot fit this and a patron's programme into an already crowded curriculum.
Religions and Beliefs should be kept separate to its own discrete time. Ethics should be covered in Religion as it is more than just wellbeing.
This is diluting our religiously aligned schools. However most children are not being brought up going to mass every day, then religion means nothing to them anymore
It is important that the identity of each school is still upheld.
I agree that Ethics could be very well integrated with Wellbeing. I am unsure as to the seamless connection between Religions and Beliefs and Social and Environmental Education.
If we are to focus more on religious beliefs and ethics as a whole where do we stand with regard to patrons etc in schools and time spent on religious aspects such as communions confirmations etc. Will there be enough time to cover those areas or will sacraments have to be done outside of schools and therefore place responsibility on the parents rather than teachers.
Ethics is more aligned with social and environmental education than wellbeing. Wellbeing should be a stand alone area.

Ethos of a school is supposed to permeate the entire day as opposed to being a standalone subject
It should stand alone alongside the patron's programme. Time for patron's programme should be limited as much as possible and ERB and Ethics given precedence.
The religious programme in schools vary and depending on the patron can be content heavy especially for sacramental preparation. There are so many areas to focus on in wellbeing it seems unrealistic to be able to fit in religion and the wellbeing areas which need to be covered in the time allocated.
wellbeing is a state of mind. It is not appropriate as a curriculum area. It should be a topic within Ethics not vice versa.
makes the education more broad and allows them to develop good life skills
If by teaching about religions and beliefs it means that we teach that all religions are equal, then this equates to teaching children a lie. This view that all religions are equally valid and that we should remain non-judgemental about them is ludicrous. They cannot all be true as they all contradict each other. Of course this is exactly the point of this education for it is meant to teach that the only truth is that we do not know if any religion is true. It is based on relativism, that we cannot know truth. It therefore promotes being non-religious as the truth that we should all agree upon and leaves whether or not people engage in 'superstitious religious rituals' up to their private subjective tastes. It is a hostile secularism. It is outrageous that the government would seek to indoctrinate children into this falsity. Some religions have more truth than others and some beliefs are more right than others. To say otherwise is to say that the deaths of over 100 million people by communists in the last century is not objectively wrong. You need the objective standard that God gives us to be able to state that a genocide is wrong, otherwise it is just your subjective opinion. It is also very important to note that ethics and morality spring from spirituality and beliefs. They do not exist in a vacuum. Everything ethical and moral must be based on a belief about the world, other people or God. To suggest that they can be taught about neutrally in and of themselves is wrong.
I am glad to see Wellbeing included in the new curriculum. I have noticed children are more stressed, less resilient and have fewer coping skills than they did when I started teaching. This subject area has the potential to be of great benefit to them in school and throughout their life. That said it is not the school's sole responsibility to teach these skills to children. It would be very beneficial if there was a national campaign to make parents aware of the importance of this and to equip to help their children develop these skills.
I don't see how that would work as the patron would require their religious instruction to be taught as a separate subject. This is especially true in denominational schools.
We have an ever changing Ireland and I think it's important to teach children about different beliefs regardless of their school patronage. A school's ethos will always remain embedded in everyday life.
Definitely agree with this.
Is this separate to the Patron's programme allocated time??
Mindfulness needs to be included as part of wellbeing. A program of learning on wellbeing needs to be developed so all schools are implementing the same thing.
This will prove difficult for Catholic. Church of Ireland, Muslim schools (etc.), I think.
Ethics yes, and world religion yes, but only for 30 minutes a week. Religious indoctrination of one religion for everyone has no place in an inclusive primary school.
Again, if this comes in, what will be reduced? religion?
Religions and beliefs ties in with geography under Social and Environmental Education
I think Ethics and Religious Beliefs should be a separate entity together. Especially if Religion will still be part of the school day. If that is the case, then Ethics could easily be integrated with that, or the relevant Learn Together Curriculum.
I was very happy to see the inclusion of ERB and Ethics in the draft. It might be worth considering the positioning of ethics. Ethics typically refers to decisions about right and wrong, using reason and logic rather than faith or belief. I think it is important that ethics and religion share the same space, especially in a multi-denominational context. For many atheist families ethics is their way of interpreting the world, rather than a religious belief.

<p>R&B within the History and Geography subjects will only be referred to as a glorified world cultures subject. R&B should be in the Religion subject. 2 hours per week are allowed for as the Patron's Subject. This must be reduced to 1 hour maximum with R&B taking the remaining time. R&B with History and Geography will only further reduce the time available to those subjects - particularly History. At senior primary children must be taught about historic events in Ireland and abroad. I can see how Ethics could be included in Wellbeing</p>
<p>Religious Education is the most important subject area. It should not be integrated into other curriculum areas.</p>
<p>I believe that Wellbeing is one of the most important challenges and changes in education in recent times. We have got amazing resources in the RSE and Stay Safe programmes. Having spent much time lately revising our SPHE school plan we could see how vague and unclear much of the rest of SPHE curriculum is. However, I think that if Ethics and PE are all put under the umbrella of Wellbeing there is a danger of important aspects being lost. In terms of religious education, as long as the religious sacraments continue to be taught in schools massive amount of time is given to that in both 2nd and 6th class, to the detriment of other subjects.</p>
<p>I don't think Religion should be given it's major slot in the curriculum. Society is changing and religious learning in schools should be about all religions and not just focusing on one religion in the school. There is too much emphasis and time spent on the Catholic religion in schools especially with sacraments. These should be given over to the parish to look after or as an after school activity as is done in the educate together schools. We should be learning about all beliefs especially if we're claiming to be an inclusive school.</p>
<p>Ethics is as important to science as it is to wellbeing - I would rethink the arrangements here a bit</p>
<p>I don't like the idea that time will still be timetabled for religious indoctrination - this should be provided by the school patron outside school time and not provided by and financed by the Department of Education and the taxpayer</p>
<p>I think Ethics could be included in the area of Social and Environmental Education. There is so much, I believe, that needs to be incorporated into the area of Wellbeing (e.g. emotional literacy, emotional regulation skills, coping strategies, relaxation skills, neuroscience around stress/ anxiety and the importance of calm to our wellbeing and ability to learn. In addition, mindfulness techniques, CBT strategies, exploration of one's own personality, self-awareness, resilience skills, assertiveness skills, self-care, social skills - how to make and keep friends, stress management, conflict resolution skills, how to develop a growth mindset, empathy, proper teaching of RSE (regardless of school's patronage) etc. I think Ethics, while I see how it could be considered part of the area of Wellbeing, could also be considered part of the 'Social and Environmental Education', given that so much needs to be included in the area of Wellbeing. I feel like there is a lack of adequate understanding of the many facets involved in Wellbeing. There seems to be a big focus on physical health and obviously, while that's clearly essential to one's wellbeing, I am simply curious to observe that things like 'mental fitness' or 'emotional intelligence' / 'empathy' etc. were not clearly stated. (I don't mean to sound ungrateful or rude. I appreciate all the tremendously difficult work that has gone in to this. I just have special interest and qualifications in these areas (BSc Psychology, HDip Counselling & Psychotherapy, MA Psychotherapy, Mindfulness Practitioner & certificate in Play Therapy as well as BSc in Education obviously to be a Teacher!), so I would REALLY like to see a comprehensive, proactive, farseeing, progressive and neoteric approach to wellbeing in this new curriculum as I feel strongly that this is an amazing opportunity to ensure children leave Primary School well-rounded, aware, sociable and resourced citizens.</p>
<p>I think the the entire Social subject area should be incorporated into Wellbeing. Environmental Education should definitely not sit alongside Religions and Beliefs.</p>
<p>If for example it is a catholic school then it should be thought as a stand alone subject</p>
<p>Religious beliefs should stay separate to the curriculum</p>
<p>Active citizenship a key competence here. Links between looking after our planet, local area, neighbour etc relevant to religion and beliefs. Ethics could sit in Social and Env too.</p>
<p>Religious instruction and sacramental preparation should be removed from school hours</p>
<p>Additional consideration to Environmental education, ecology and stewardship of the wider natural world should be embedded in the curriculum in a meaningful way for children.</p>

Ideally, religion should not be taught in public primary schools. If a parent wants their child to be raised in a particular faith it should be done privately outside school. Ethics is a much better subject and I agree with that being part of well being
I think it's a great idea to include Ethics.
Schools will promote their ethos in normal everyday school practices
Although it is important to learn about religions and beliefs I would again ask the questions. If this is being added to our over-loaded curriculum what will it be replacing? The school day is still the same length. Currently the 30 mins religious education daily is absolutely not being competed in any school I know of. The place for religious education is in the home and the community.
While religious bodies remain the dominant patrons in schools this is open to dilution.
It does not make sense to me to place them in SESE.I think they should be separate. There are obviously elements that could go in SESE but Ethics needs to inform the entire curriculum, not to be put in with wellbeing
Ethics should run through every area of the curriculum. Religious education should be a matter for the school patron
Seems like a good idea. Much less time should be given to it. Reduce it to an hour a week.
This is so important. I wonder could this be broadened to include things about gender stereotypes etc. The view of the world is changing but there is still a bit to go, and we need to be realistic about where the limitations still exists and how to overcome them e.g. today schools around Kilkenny are trying their best to build the same kind of excitement about the camogie All_Ireland as there would be about the hurling All-Ireland. Women need to be as valued in society too. The covid crisis really highlighted how much of our countries policy is directed by men - day after day they beamed out at us.
It's a tricky one teaching about anybody else's religion or beliefs than ones own . Maybe for children of primary age we should concentrate more on stories from the different religions and bring elements from their various festivals and celebrations into our school activities, assemblies , concerts etc in a way that makes sense to the children. Eg because they are important to various families in our school , because they are appropriate to certain seasons, because they are relevant to our studies in history or geography
All would be better, Religion, Ethics, Well being together under SPHE to have Religion with See diminishes personal aspect of faith which would be important to many groups. Also atheists may object to it being taught as SEE as implies factual element.
Do not think the hours allocated to Social and Environmental Ed give adequate time to the other areas in this area and to religions and beliefs

30. Please add anything further you consider relevant to this area. Is there any part of the current or proposed curriculum provision that could/should be removed?

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Responses

Please add anything further you consider relevant to this area. Is there any part of the current or proposed curriculum provision that could/should be removed?
Same as above
I think that World Religions are thought in every school. Particularly with the rise in attacks on others based on their beliefs.
Religion should be removed
Religion should get the heave-ho.
Religion.
Multiple intelligences need to be a feature of this revised curriculum.
Again, and I cannot emphasise this enough, the proposal that the time allocated to the arts disciplines be diminished is an exceedingly worrying development. And appears to contradict the aim that we

<p>develop children's creativity as a key competency. There is a wealth of research I could reference if I weren't so determined to outline my concerns at the first available moment! What I will point to, however, is the absolute hypocrisy evident in an educational landscape whereby the benefits of / successes of / learning opportunities created by Creative Schools are extolled at one moment, and proposals to cut time allocated to the arts are published in the next.</p>
<p>A greater emphasis on PE will require major funding, lots of smaller schools don't have a gym and PE very weather dependent.</p>
<p>Social skills needs to be included as it's in sharp decline. Religion needs to be a community effort. Ethics as part of wellbeing but religion needs to be more of a community irresponsibility, especially preparation for the sacraments.</p>
<p>Clear expectations set forth, while each school recognises and plans for it's own pupils, we need clear framework to ensure the essential basics are covered by all staff</p>
<p>No, as a whole entity it has serious potential. It can enable the holistic development of our children and their potential. As long as the content is clear, manageable. Most of us are still vexed with the mess of the language curriculum roll out.</p>
<p>Religion sacraments and third language during school time as obligatory part of curriculum.</p>
<p>Zero religious indoctrination</p>
<p>The current curriculum was put forward over 20 years ago as the "minimum" that teachers should teach. The reality on the ground is that teachers struggle to complete this current curriculum. While I thoroughly agree that the curriculum needs an overhaul, a LOT of consultation will be needed with teachers on the ground who are out there every day in classrooms. One of the buzzwords these days is 'Reflection'. It would be prudent for the NCCA to reflect on the catastrophe the implementation/consultation of the new PLC has been to date. Yes, it is clear to see that the NCCA has children's learning needs at the forefront and rightly so. However, and disappointingly, just like government, they have failed to empathise with teachers on the front line. As a teacher reading through the plans, all that comes to mind is, more to cover in the same amount of time. Personally, I am a great believer in teaching something right. Unfortunately this new proposal is just lip service to current trends and the reality is that we will simply not be able to get to all of these areas in the school week. As it stands most teachers go above and beyond and the NCCA should be mindful of the hidden curriculum that is being taught. Teachers don't want more boxes to tick on top of the extras they are currently doing. Teachers want a realistic curriculum, not a lengthy list of buzzwords. The very mention of adding foreign languages is laughable: it is obvious that the current teaching of Gaeilge is lacking across primary and secondary sectors...the PLC has only scratched the surface on what needs to be done...and even as it stands the PLC needs time to be implemented and then embedded. Only then should we reassess Gaeilge and if there is an improvement. Maybe then could we entertain another foreign language. Studies have proven time and time again that if a 2nd language can't be picked up (through adequate teaching) then it is much easier to pick up a third and so on. Why then, can we not just focus our efforts on promoting Irish and teaching that properly (through proper CPD for teachers) one of the biggest parts of our culture?</p>
<p>The amount of time allocated to religion needs to be drastically reduced. Many teachers do not and cannot abide to constraints as it takes too much time in a short school day.</p>
<p>See comment about teacher workload earlier.</p>
<p>Yes, I would like to see most of the references to technology being removed. Overuse of digital technology in the classroom disadvantages children who do not have access to a print-rich environment in the home. It is also true that "nothing dates as fast as the cutting edge": there is no point teaching children how to use devices and programmes that will most certainly be obsolete by the time the children read the workplace. In relation to Wellbeing, I strongly recommend that the NCCA consult the work of Kathryn Ecclestone who raises important caveats about "therapeutic education" as well as the work of Jonathan Haidt and other psychologists who cast doubt over whether programmes designed to instill or develop character traits such as resilience have any effect. This is not to say that school does not foster children's wellbeing, far from it. These things are part of school culture, not the curriculum. Finally, as an English teacher I am concerned at clearly falling levels of literacy and predict that we will</p>

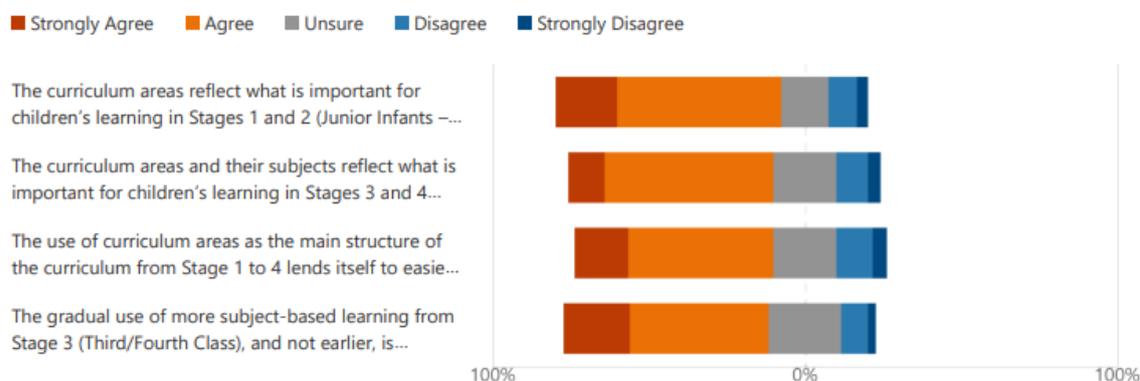
see steep falls over the next few rounds of international tests. Teaching children to read in their first language must be the priority of the curriculum. Not just English, but all subjects, can play a part here.
We should reduce the amount of time spent on English, remove the foreign language, increase time spent on English and Maths. I'm unsure on Technology - if money is ringfenced for this and teachers are not expected to pay for materials from their own pockets, then fine. I do not have high hopes for this.
Remove religion
As a student studying a masters of wellbeing in education, I'm concerned that 'wellbeing' is just a new way of naming PE and SPHE. I think discreet teaching & class time needs to be assigned to wellbeing alone. The new framework will supply details to teacher of what can be done in this area when they have finished their research. It's also crucial that the curriculum does NOT just focus on wellbeing as being physically, socially, emotionally and spiritually healthy. It is so much more than that. I understand it is a subjective term although since starting my study this year I have developed a broader understanding of wellbeing: 'a sense of contentedness and personal fulfilment. It can be achieved in myriad ways personal to the individual. It is a fluid state of being, whereby it is common to experience happiness but not unusual to encounter temporary lows. It is about knowing, exploring and using support mechanism that assist you personally and using these throughout your day to better your life. These support mechanisms could include, but are certainly not confined to family, socialising, music, work, sport, spirituality etc.'
Junior classes should be tied down to subject time allocations. Their timetable for the day should be integrated learning
I notice that 1 hour and 15 minutes has been reduced in area of assembly and roll call. Looks like we are expected to plan for an extra 25mins per week!!!
We should remove the education of Religion and beliefs. Ethics is much more important
religion- patron's choice
Remove technology as it already included and reconsider adding another language in an already crowded and redeveloped curriculum.
More time should be given to kids for PE, 1 hour weekly is not enough. They need to move more and develop both mentally and physically
The curriculum is already overloaded. Education has been diluted enough. We have an endless stream of additional, ill- thought out additions to the curriculum which are poorly planned, poorly funded and training is completely inadequate. Why not reduce the subject load and allow for real and natural learning so that teachers have time to take advantage of topics that children propose or are interested in, topical issues and current affairs. The phrase children in my class hear most is 'We haven't time for that now'. I didn't even have a chance to listen to their news after the mid term break. The atmosphere in the classroom is often frenetic. Conversations and discussions are often cut short as 'We have to move on'. The curriculum is designed as an unrealistic ideal that assumes that the classroom environment is perfect. It doesn't account for any disruptions or the fact that children might find a topic difficult. I don't have time for maths games, the Maths curriculum is too large. I don't have time for writer's workshop, for conferencing with children on their writing. All the things I would love to be doing. I would love the chance to introduce more creativity to the curriculum. Instead we will continue to erode education in order to create robots for the workforce.
I think our primary teachers are amazing! Support is needed for teachers and principals. A teaching principal is a crazy idea with all the pressures of being in the principal role. When I suggest modules of learning, obviously that is within the realms perhaps if staff talents, but teachers need to be paid for their services.
I feel drama at primary level should be a methodology & not a subject area. The current music curriculum is also excessive & too technical.
Possibly reduce arts subjects to allow for other increases
Leave out ANY proposed provision that smacks of ideology like Climate Change or Gender Ideology or multiculturalism.
I'm happy to see the inclusion of ethics and wellbeing in the curriculum
The sacraments should be taught outside of school time. Responsibility needs to be handed back to parents as is most appropriate.

So far, there are no proposals to remove any area. What about the subject of drama? Curriculum reviews and research have showed it isn't being effectively taught or used in schools.
Religion/ Patrons instruction should be removed entirely from schools.
Religious instruction (faith formation) should not happen in primary school.
I think it is important that religion is maintained as a school subject. This gives parents choice and upholds the ethos of a school while also protecting minority religions. Moral values are an integral part of a child's development.
I would support removal of school role in preparing children for Sacraments. This could be done outside of school hours.
Drama should be removed. Patron's programme needs to be looked at. It should be moved to outside the school day.
Please do not take the word PE away from the wellbeing subject. This WILL be counter productive towards the delivery of that part of the curriculum in many settings. We have to be very careful how the new PE curriculum is packaged as an entity. For Example if it is called movement and wellbeing then teachers may adhere rigidly to one or other of those strands and the rest of the curriculum remains unfulfilled
Children's need for learning in the arts does not diminish as they get older. Consequently, the time allocation should not diminish, particularly given the fact that there is more time within pupils' timetables at this stage..
Do not reduce time for Maths and Language. the extra time allocated has brought benefits. the idea of cross-curricular links while building on literacy and numeracy should be promoted.
We could remove drama as a subject. Content within maths, languages, SESE could be scaled back. If this isn't done, we will end up with more to teach than ever.
I feel there should be further consideration given to children with special educational needs.
MFL
Social studies ought to be broader, encompassing areas reflective of US model (anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, and sociology)
Communication should NOT be included as part of language. Doing so does not acknowledge the many and varied forms of communication, for example, communicating mathematically, etc. Communication should be included as a separate competency- it is actually referenced in a number of competency areas, so this would add further merit to creating a separate competency.
Should we as teachers be teaching formal religion? It is becoming difficult to teach in a vacuum without prior knowlegde or support from home.
The use of the phrase Wellbeing is not understood or correctly defined in my opinion. Please revise your thinking on this
Grouping PE and SPHE together under the umbrella of 'Wellbeing' is a sensible move. However, the allocation of 3 hours per week seems excessive. 2 hours would seem perfectly adequate. Generally, much of what is covered in the PE curriculum can be and is generally supplemented outside of school with involvement in sports etc. Much of what is covered in the SPHE curriculum should be supported by the home, and is further explored in the home context or in the context of interactions that take place outside of the school setting. It less likely that children would have the opportunity to access formal maths and science tuition outside of school, thus suggesting that such subjects should get priority in terms of time allocation.
It is not fair to impose a 'wellbeing' programme that may contain many elements that are against the beliefs of parents into a mandatory subject to be taught to all pupils in all schools. Allowing for the religion to be kept at 2 and a half hours is a much more valuable way to spend time in the classroom. The move to impose ERB on all pupils is completely unjustified and unfair and is very much portraying the bias of the government. Wellbeing and ERB should not be included, religious education should remain at 2 and a half hours and should not be in flexible time.
I was very disappointed to see that teachers would be expected to teach their patron's programme for 2 hours per week. Every teachers I know (of all ages and beliefs) only teaches religion once or at most twice per week (in effect 30 minutes to 1 hour per week). The new curriculum should reflect this reality.

<p>The time saved could then be spent teaching other subjects. Wellbeing being the obvious candidate. I am glad to see that art has been reduced from 3 hours per week to 2 hours per week. It could be beneficial to remove drama as a distinct subject from the curriculum. This would free up time for the teaching of other subjects and would reduce curriculum overload. Drama could still be used as a teaching methodology in other subject areas and learning objectives could be written to reflect this. On top of that, it could also be incorporated into the English Curriculum and there could be certain learning objectives in that subject which would reflect this.</p>
<p>Trying to manage everything at the moment is very overwhelming. The initial language curriculum did not contribute to this. However, The revised primary language seems very usable and I appreciate the way that our classrooms are seen as an open book where children are developing and engaging everyday rather than a tick box exercise of objectives. The new proposed curriculum seems to have the same principle which is a relief. We need a curriculum that is workable, that engages and challenges the children daily which also gives them a voice about what they would like to learn. We need money though - we are so under-funded. Reading about technology teaching is giving me the fear already of how to find money to buy the resources. Equipment has a use by date of about 5 years as the technology upgrades so fast. The bulk of the ICT grant is spent on upkeep and repairs of what we have. The divide on capitation money and pupil teacher ratios are a disgrace. Myself and my children would be so much more well off if there were only 20 in our class. We have 30. I totally support and agree with the new curriculum but I would much prefer the money for now going into getting my numbers down in my classroom. We can't teach with high numbers in the rooms. We need to get the basics right.</p>
<p>Agree with this restructuring.</p>
<p>I have just completed my Masters thesis on the area of implementing change in schools and it is depressingly familiar to see the overloading of teachers again in this reform programme. This is too much, too soon and like so many other reforms that I have studied across the world will inevitably lead to little improvement and only serve to increase disenfranchisement.</p>
<p>Mindfulness for wellbeing. More emphasis on mental health promotion with program implemented across all primary schools.</p>
<p>Teaching the language of Dialogue as well as the skills of listening and using voice appropriately is a huge piece of work that is currently hit and miss in a lot of schools. I would strongly recommend restorative practice and nonviolent communication CPD for all teachers. It is training for staff and pupils, and affords authentic alignment for everyone with school values and systems.</p>
<p>I think we need to strongly consider removing items. Having read the framework, I cannot see one single piece of the curriculum that is being taken out. My staff and I are already stretched to cover what we have. If we add more and more, I think learning will become superficial and surface level. What about looking at removing drama or reducing what we have to do in Irish. If this isn't looked at, then we are on a road to nowhere.</p>
<p>Foreign Languages needs to be reconsidered.</p>
<p>Foreign Languages, coding needs to come under maths not arts education. Coding is a very limited view of arts education.</p>
<p>Remove the Patron's Subject entirely. Assuming this won't happen it must be reduced to 60 minutes per week maximum. The remaining 60 minutes would be dedicated to Religion, Beliefs and Ethics as a combined subject. Incorporating new sections such as Religion and Beliefs into old subjects means is a the message to teachers is clouded. Creating a new subject with religion, beliefs and ethics is clearer.</p>
<p>In theory I think that the framework is a very exciting document. It allows for a lot of personal agency for schools and a broader learning experience for children. However, I would be concerned that there would be a repeat of the new Language curriculum where the original curriculum was unworkable in schools. All of the talk about lightening the curriculum overload must be borne in mind when each curricular area is being devised. Primary teachers cannot teach every single thing & neither should they be expected to. We must bear in mind that a primary education is the foundation to a secondary education. Children need to have the space to truly learn not be rushed from one topic to the next so that we can "finish the curriculum" each year. I think that it is also important that the message we receive as teachers from the NCCA matches what we are told inspectors are looking for. This was clearly not the case in relation to the Primary Language Curriculum where teachers were caught between</p>

<p>mixed messages from both sides. Teachers want to teach, they want to offer the children genuine learning experiences but we need to feel supported and resourced in doing this. The efficacy of our teaching is always underpinned by resourcing, staffing issues, special educational supports and class size.</p>
<p>I can't see anything that could be removed - modern foreign languages is the only one.. perhaps a more general module on anthropology and human behaviour could incorporate wellbeing, culture, language (as opposed to English or Irish), ethics and wellbeing..</p>
<p>For upper primary, it appears nothing has being removed? I think if new areas are added, it will squeeze space even further in 3rd to 6th class. Would having short courses be more beneficial and realistic, rather than naming new subjects e.g. technology or modern languages.</p>
<p>please see my lengthy answer above :)</p>
<p>Online safety education</p>
<p>Yes I think Social should be moved to Wellbeing and more time should be allocated for Environmental Education.</p>
<p>Drama could be removed and used as an integrated teaching methodology. I have grave concerns if technology becomes a new subject area...how will we have space for it? What will be taken out?</p>
<p>Ensure that when specifications come , integrated areas are not presented separately. Technology is not just coding. This should be clear. Admit and recognise that this curriculum has more than the last but explain rationale rather than try to convince that it is less.</p>
<p>In today's diverse classrooms, religious instruction and sacramental preparation should not be part of school hours</p>
<p>I know it would be controversial but the new language curriculum needs to be altered again. It is so long-winded it immediately turns me off. I know what needs to be taught but when I go to plan a lesson I find it extremely difficult to even know where to start. It needs to be simplified and re-drafted again. I am fearful for what the next curriculum documents will be if this is going to be used as a the template</p>
<p>If we have to highlight inclusion, then is this a failure in the system? If inclusion was embedded into the system it wouldn't need to be mentioned as a target.</p>
<p>I feel Arts Education should receive more time than allocated as it is intrinsically connected to wellbeing</p>
<p>Overload! We are already struggling to teach the recommended subjects and now there will be more. How will this work? Curriculum overload is being ignored as an issue.</p>
<p>In my opinion, we need to simplify our curriculum, not overcomplicate it. Give children a good solid foundation in literacy and mathematical skills so that they can access learning as they progress through the school system.</p>
<p>Having began my teaching career with the 2000 curriculum, I am excited to see this innovate and create approach to learning. Primary schools should focus on primary skills (academic, social, personal) and standardised testing does not align with this approach. Many tests being used in schools at present are not suitable for Irish classrooms, and were not developed for so. This needs to be addressed.</p>
<p>Whenever this is being rolled out please pay attention to appropriate training models e.g. Darling-Hammond has a professional development framework. Drive-by workshops only promote tick-box compliance and nothing more.</p>
<p>IT in junior and middle classes. Interactive learning for children that age should be hands on not through a screen</p>
<p>involve teachers who are working in the classroom in these decisions - a practical realistic approach is necessary</p>
<p>Gaeilge needs to be kept as a ring fenced daily core subject. If teachers are given freedom to allocate language hours as they see fit it leaves an opening for individual teachers not to teach Gaeilge.</p>
<p>The last thing we need is more subjects being added. The curriculum is completely overloaded as is. I think technology should not become a subject, likewise with modern languages. From the current curriculum, I think time should be reduced for Irish and religion.</p>
<p>Ba chóir deireadh a chur le foghlaim creideamh ins na bunscoileanna</p>
<p>Hours for wellbeing should not be stand alone but integrated into physical activity, mature based learning in science etc. Integration opportunities missing</p>

31. From your reading of the Draft Primary Curriculum Framework, to what extent do you agree/disagree with the following statements?



32. Which of the three options for time allocation (see pages 16-18) will best support learning?

● Option 1	76
● Option 2	31
● Option 3	40
● None of the above	61



33. Please elaborate.

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Responses

Please elaborate.
I think that option 3 gives teachers an adequate amount of flexibility
Is religion included in Social and Environmental Education as is stated on a previous page here? If the patron's programme gets 2 hours a week and Soc and Envir Ed gets 8 hours per 4 weeks, how will that work? Did the data from the initial consultation on time and structure not strongly question how much time religion should get in schools???
I am unsure.
I refer you to every other open-ended question and my concerns about the arts.
More balanced
too many areas to timetable...
Arts education is being cut back in all three
I feel it is more specific with the weekly allowances specified for each subject area.
I chose option three as there is potential to spend more time on language 2. However, I would not suggest to introduce a third language at primary level until Gaeilge has improved. Most foreign national students whose parents are serious about them retaining their mother tongue have them enrolled in after school clubs anyway so again I stress that primary schools are not ready to introduce a 3rd language when the first 2 are not adequately taught.

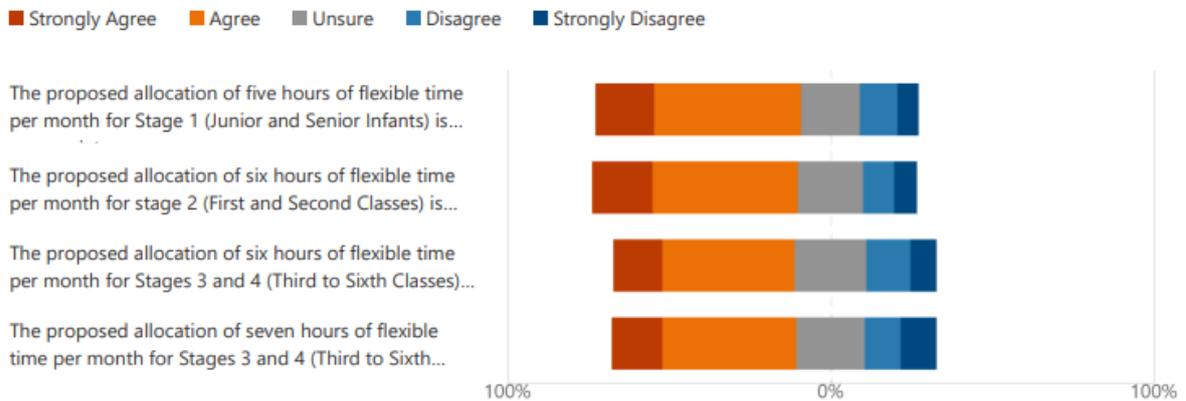
More time should be allocated to Language 1. More time needs to be allocated to PE
Trying to keep track of monthly hourly totals seems unworkable and unnecessary. Teachers are well able to integrate subjects as it is. Providing 3 options isn't flexible but just complicates things.
An hour a week for MFL is at once far too little for meaningful learning, and the waste of an hour that could be spent on L1/L2 or a subject such as history or geography that would develop literacy. An extra hour of PE would be preferable
This option allows teachers to tailor learning to the needs of their class (as much as is possible).
The time allocated to wellbeing as a subject is staggering!
sufficient level of clarity
I didn't fully understand how the time was divided. I found it difficult to follow.
I think the time allocations for each subject are appropriate and allow for continuous programmes of work over longer periods. It also allows teachers the opportunity to change their lessons as needed due to natural disruptions.
Integrated learning on a theme for the day in junior classes. Schools don't have facilities to allow for more PE
I agree with learning a foreign lang. Time allocations for subjects in this option seem more appropriate. I would give more time to Arts ed. and this is where I would most likely allocate extra time....considering that film, digital media would be required on top of art, drama and music!!
Keep the range of subjects and interests.
i think it should be a personal choice for each teacher. i can see merits with each option.
I personally feel there is an imbalance in time allocations in all options and this needs to be considered.
The amount of hours given per subject are reflecting the needs. Also diversity is there. Increase PE hours
Children need more time for core subjects. Additional subjects should be rotated on a weekly basis but not covered every week.
Practical use in the classroom of a variety of options will allow me to make a decision here.
Best option of three due to balance in hours. All my parents friends complained when they in junior infants especially that kids came home with lunches. Not enough time to eat it.. Surprising break times only 50 minutes a week in each option. Kids need a 15 minute break. Also always surprised kids don't wash hands before or after breaks. Don't understand this.
Again, integration was a key part of the 99 curriculum that teachers failed to grasp. There is a serious shift in mindset that needs to be changed for teachers and schools to enact a fully integrated primary school curriculum. Something infant teachers are very good at planning for but so much at upper primary levels.
Not convinced by any option as a teacher of a multigrade classroom.
It works best
Time for maths and english should be maintained and not lessened. These are essential subjects. In option 3 minimum maths time is reduced and I don't agree with that. Time for gaelic as a T2 should be reduced if necessary.
Where is the place for history in the new curriculum. I cannot believe you have erased history from the curriculum. Without our history we are nothing. This is so disappointing and so sad to see our system slipping into a secular hole where no value is placed on who we are and where we have come from. Again, I am disillusioned with this draft curriculum
Language 1 time should be increased. Patron's programme should be removed or reduced to 30 minutes a week. I would worry that Option 2 would result in some schools spending a significant amount of time on subjects such as music with little or no consideration for Maths, P.E etc.
They are not realistic timings to the reality of school environments and further time should be allowed for flexibility. (Discretionary time)
I like the option of self-determining the breakdown of time given to L1/L2 within language time.
While they are a step in the right direction, time allocations such as those outlined will still make integration difficult.

Option one allows the teacher to be more flexible with their timetable and perhaps integrate subjects more, I don't think option 3 would be appropriate as it puts more emphasis on language 2 in a time where children spend more time on screens and are less effective communicators as a result.
I would rather language get a block of time than introduce a 3rd language to the curriculum. Its too many changes too quickly. If there is discretionary time available for a school encourage them to pick another curriculum area.
These allocations are all practically the same. What is not being said but is clearly articulated is a value of 'literacy' and 'numeracy' over all other subject areas aligning with subjects that are measured within standardised testing. Do we want to give teachers, pupils and parents the indication that the only things that matter are those that can be measured and those that can't be measured don't matter? ...This is what comes across very clearly in the options for time allocation provided. Flexible time should be cut to 1 hour per week at younger ages and 2 hours for full day classes and arts education should be given substantially more time lest we forget the important role it plays in helping children to develop into who they are as individuals as well as the academic and skill development it includes! I wonder have you considered splitting 'academic/skill-based' and 'holistic/art appreciation' arts education between arts education and well-being respectively such that key building blocks of skills can be developed in these areas as well from a young age where they can be learned with ease and enjoyment?
How can any change work with split classes? Two-teacher schools, etc. Irish primary schools do not have the luxury of extra space for any changes in learning.
Clear and allows for flexibility
Time needs to be safeguarded for maths and languages. Why is there 2 hours of the week still being handed over to patron's programme?
I am nervous that the weekly allocation to language in option 1 could see Gaeilge suffer.
It is appropriate to provide guidance for each area of language, rather than one bulk allocation as in Option 1. I do not agree with Option 3's greater allocation to L2 than L1. Therefore, Option 2 is best.
I would need to see a further worked example of what this would like in a class teaching setting to form an opinion on what would be the best way to arrange timings
I am teaching in a regular school and feel that option 1 is the best fit and shows what we are currently doing.
too restrictive especially with infants
It is necessary to give exact times for both languages - not just a general allocation to the two languages combined. However, as stated previously, I would omit Language 3 in Stages 3 & 4 and allocate that hour to language 1 & 2 – perhaps giving equal time to both languages in Stages 3 & 4. I would also propose reducing the time allocated to Wellbeing.
Although some changes to the subjects are positive in the review, the attempt to remove the influence of religion in schools is clearly demonstrated. The placing of religious education in flexible time with the roll call is a sign as to how much value the government place on it. It is extremely intolerant and not in the least inclusive of those who hold religious beliefs. Religious education should be given a minimum curricular time and there is no research proposed as to why its time has been reduced.
I think it is useful from the perspective of planning to have a weekly breakdown of what is required in each subject each week. Option 2 is the option which best meets that requirement. As well as that, I believe it is vitally important that all children (but especially those in disadvantaged schools or areas) develop their competence in their primary language as fully as possible during primary school. I, therefore, think it would be a bad idea to spend more time on Language 2 as proposed in Option 3.
Too much time is given to Science and Technology in the senior classes. More of this time should be allocated to Maths (particularly problem-solving). Alternatively, the Maths time allocation and that for Science and Technology could be combined as STEM time. Teachers can then use their professional judgement to decide how best to allocate that time.
I like the way you can breakdown between language 1 and language 2 yourself - There will be weeks you need more time on language 1 than language 2 depending on what you're teaching. You can swap it then for the next block of weeks to make up the time. Very open.
Prior to this situation I would have said option 3 however I do think we need to re access our current system. Should we move to a more condensed school day and more family time.

Simplicity is best.
There is an extra hour for science and technology education in option 3 for stages 3&4.
It is moving in the right direction but the 'curriculum areas' are still too distinct in the Junior end. I worry 'wellbeing' for example, like SPHE will contain learning outcomes such as making choices/decisions etc. which is developed through the environment and overall approach by the teacher all day every day.
It may depend on the school.
I teach 4th, 5th and 6th classes and I need more time to teach the English language and all the stands/elements of the Primary Language Curriculum. Currently I spend 6 hours teaching English. Some of this is integrated with SESE but not always. I have tried to put the oral work into SESE topics, but the new PLC expectations for Writing genres/oral/reading/phonics/grammar/spelling/penmanship take a lot more time than in any of these time allocations. I would have to use 4 hours from the flexible time for Language 1. I am happy with other time allocations.
I feel this option allows for the schools professional judgement in what time is allocated to each language. In a DEIS school like mine, more time is needed for English, in another school, this may not be the case. I could not stand over spending more time teaching Irish than English in a school like mine. Option 1 allows for the most flexibility in this.
I feel ill equipped to comment at this time.
Time seems to be reduced in many critical subjects. Maths and the languages is losing time? This needs a major discussion and isn't very clear when I'm reading through the framework.
It has included the time allocation of a third language.
I feel that it will be easily adopted by schools and teachers.
One size does not fit all
Almost impossible to tell the difference between the three. Providing monthly time allocations will be better in senior classes to allow teachers and students to go deeper into a topic and skill.
More autonomy for schools needs to be considered particularly in the area of language. All contexts are different.
No
If the intention of time allocation is to allow the school more freedom in their planning then this is the option that allows for that.
I think we need the flexibility to decide how long to spend on languages. I don't agree with the one hour for a third language. I think the third language could be done in a block and do a different language each year from 3rd to 6th so that the pupils can get a feel for a few modern languages, even some mandarin. I don't think our aim should be to teach modern languages in primary school it should just be to introduce pupils to them and teach some phrases.
Option 3 because there is more time allocated to Maths.
That's based on the time given to science and technology education - there is already not enough time given to science in primary
It gives schools and pupils a lot more agency and flexibility in allocating time to curricular areas
Flexibility should be granted to the teacher to decide.
all answers based on mainstream I'm in a special school and they don't apply
Integration from 3rd to 6th class. I don't think it is being promoted enough.
i found option 1 easy to follow
ensure languages are allocated sufficient and clear time / adequate focus on wellbeing in both option 1 and 3 / good allocation of time for Arts Education
Holding off on subject based learning until third class is a most appropriate option. The 1999 Curriculum saw endless repetition of the same theme e.g. myself -across a long list of subject areas. The adherence to a strict weekly timetable where all subjects had to be covered was repetitive, time consuming and unproductive. The new draft outlines an emergent curriculum that allows for a more inquiry based integrated approach. Although this may appear daunting to a cohort of teachers who have been streamlined after teacher training, to adapt to the traditional practices of their local settings, I believe that

with widespread teacher CPD in ADVANCE of the publication of the new curriculum would greatly benefit all.
As I have previously stated, I strongly feel that more time should be allocated for Environmental Education. 1.5 hours for infants up to 2 hours for 3rd to 6th is nowhere near enough per week to teach Social, Environmental Education, History and Geography. I also think Social should be moved to Wellbeing.
Agree
The time allocations reflect how crowded it all will be. Very little time left to do SESE in particular. Why is science being taken out of SESE - it fits there very well as is and teachers are used to integrating it with history and geography.
There is a need for minimum time for each language as there is a particular danger that Gaeilge will be neglected. In option 3, that would mean a Gaelscoil would spend more time on English.
The timeframe for Arts Education is significantly reduced and therefore is restrictive and prohibitive for a child's meaningful engagement across all arts disciplines. Greater opportunities to engage with quality arts education and art in education opportunities can significantly enhance enjoyment of learning for children.
Wondering how wellbeing could possibly be disconnected from the arts???
More flexible time allocation.
You can tailor the time allocation to your particular context.
I think this best reflects the time allocations that will be needed for the introduction of the new curriculum
Time needs to be protected for literacy and numeracy. Concerning that this looks to have been decreased.
I think option 3 is more structured. It gives me a better idea of the time I should spend on different subject areas while allowing flexibility in my planning.
Language option needs to be defined.
Gives a lot more flexibility to teachers
Only if a foreign language has to be a part of it
I like the current time allocation
Teachers need direction on dividing up language allocations.
Clearer less confusing
Alot more flexible time
I feel teachers and school leaders will take appropriate decisions based on their context.
I think a broad suggestion is useful - however in junior classes many aspects are taught together as students progress individual subjects areas emerge however there is often opportunities for a blended subject approach
I like that the L1, L2 and L3 are clearly demarcated. Good idea to have 4 hours on the L2 and 1 hour on the L3
Time needs to be protected for the core subjects of maths and languages. After that, I think a more thematic approach should be used.
Time for Maths ...
Ó thaobh na Gaeilge níl go leor ama tugtha di i Rogha 1 nó 2.
We need a level of structure. While my school is excellent, I am aware of others and individual teachers who for example, don't do art etc, aren't great at the Gaeilge etc. You need standards
I find the layout confusing and it would need more explanation. I find monthly allocation useful to block off periods i.e. project work,

34. From your reading of the Draft Primary Curriculum Framework, to what extent do you agree/disagree with the following statements?



35. Any comments?

71

Responses

Any comments?7
Flexible time is crucial for the teacher. Agency is important in a count that had adopted neo-liberalism. For the training and retention of teachers it is important that teachers are seen as valued members of the profession.
As long as this is used widely- and not wasted on irish and catholicism
Could be abused by schools eg a sports mad Principal could want all flexible time to go on sport.
How is this to be monitored? Teachers already work many extra hours over and above their contracted hours.
More time is needed .
While flexible time will allow for professional autonomy, a wealth of international research points to the trend of the marginalisation of the arts disciplines. My fear is that if (current) time (allocation) for the arts is not safeguarded it could easily be subsumed by literacy / numeracy / a never-ending to-do list.
Should be the same amount of flexible time for all classes from 1st to six
Same as our current discretionary time
I would need all of this clarified further to have a better understanding of what exactly flexible time entails. At present there is discretionary time which is elusive. I never have any discretionary time. I don't have enough time to teach the curriculum to an overcrowded classroom.
While flexible time sounds great in theory, larger schools where collaboration between teachers of the same class level is key may have difficulty in deciding what to do with flexible time as no two classes are identical. It reminds me of discretionary time that used to be there...although I still have yet to experience discretionary time.
We already have discretionary time included in the weekly timetable.
I definitely like to time allocated as 'flexible'. It gives more opportunity to integrate and do thematic learning.
No time has been allocated for Aistear in stage 1...
Trust the teachers - they are good at their job.
I agree with flexible time however how much time will depend on each individual class, the size of the class and the learning needs of the class.
That time is already swallowed up in school life through events such as mass, assemblies, concerts, etc.

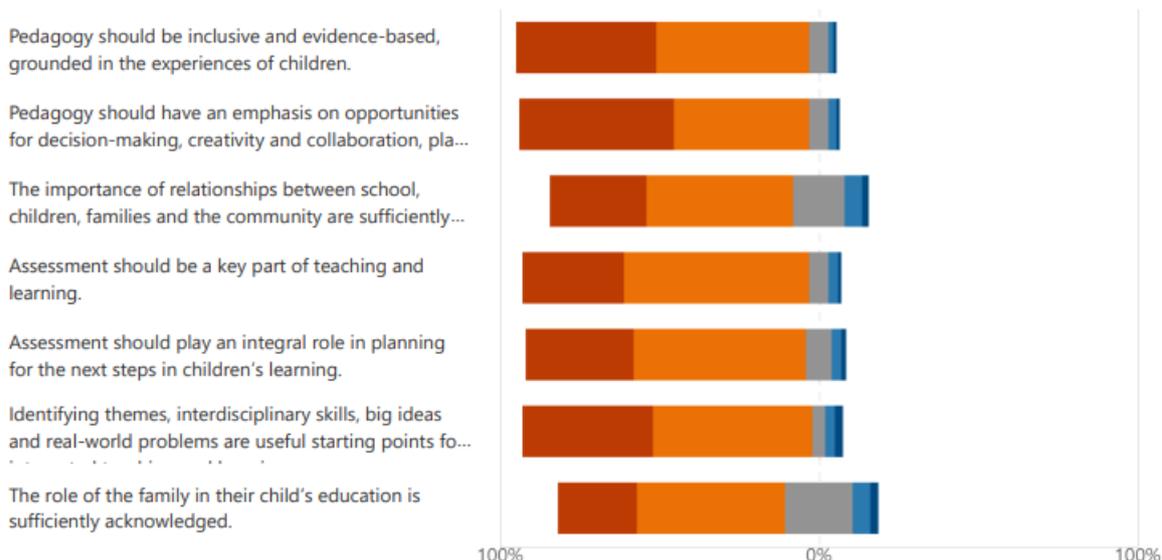
I don't feel experienced enough to answer this as I am not a primary teacher but 3- 6 hours a month doesn't seem like a lot for free time.
Will the proposed allocation of flexible time actually enhance the teaching to pupils?? What evidence is there??
NA
More guidance will be needed on what flexible time should be used for. It should be necessary to incorporate key areas of learning (i.e. literacy and numeracy) into all facets of it.
That is not enough time. 30 minutes a day for the Religion curriculum is best.
None
Flexible time should not be used to further add time to the patron's programme as outlined as one suggestion in the framework. So if schools wished, they could allocate the full extra 6 hours to it? I don't think that's what a changed society or education system want.
Flexible time is going to be filled with a lot off differentiation so I think 7 hours is slightly unrealistic. I think calling it flexible time will lead people to believe it is free time that the teacher has to play with!!
I do not agree with this level of flexibility. If we are going to the effort of creating a curriculum to facilitate teachers' in their teaching and learning, and indeed planning, then there should be clear guidelines of what we expect to be covered and within what timeframe.
Will we have hours and hours of Golden time with such flexibility? Irish teachers love workbooks and if a time slot is not filled in this time, then it is free time.
The amount of time afforded to Science in the curriculum framework needs to be considered.
Flexible time should be used for integration. Unless we make changes to timetabling and planning, integration will not be successful (similar to how it transpired for the 1999 curriculum).
Guidance will be needed around the use of flexible time.
Flexible time is valuable for teachers to reflect different priorities and interests of children/context. Six hours is appropriate for S1 and 2. Seven hours is appropriate for S3 and 4.
How often would timings be expected to be reviewed on a whole school basis? Annually? Every five years? Also, while flexibility is welcomed, the suggested framework fails to recognise those school settings where there is a high degree of staff turnover. The proposed approach to planning in these settings may result in the lion's share of the planning work being left to the principal. This would undermine the democratic approach aspired to in the framework.
There should be 2 hours per week allocated for flexible time across all classes
Flexible means we have to stay after a long hard day at work and plan more like England...a joke!!!! Give us time within the school day and make happy teacher = happy learners
Under the current curriculum schools have 2 hours of discretionary time per week (8 hours per month) from first class on. Under the proposed curriculum schools would only have 6 or 7 hours per month of flexible time from first class onwards. This is a reduction of 1-2 hours per month in the amount of flexible time available to teachers. It is worth pointing out, as well, that the amount of Assembly time and Roll Call time that schools have each week is 2 hours and 30 minutes. Most schools only use a fraction of this time for their allotted purpose and the remainder in effect functions as flexible time. By reducing the amount of Roll Call/Assembly time to 1hour and 15 minutes per week the Draft Framework effectively reduces the amount of flexible time available to teachers by even more. If the NCCA is serious about allowing schools to respond to their own present and future educational priorities they need to increase the amount of flexible time being made available to schools not reduce it. In my opinion the amount of flexible time should be increased to 14-16 hours per month. This would genuinely give schools the flexibility to respond to their own needs and priorities in an effective manner.
When you see six hours written down it seems like a lot but those hours disappear in the classroom on things that need addressing in the classroom daily e.g. social lessons, visitors, project time etc.
Increase the amount of flexible time.
7 hours of flexible time for stages 3&4 is too much; 5/6 hours is fine.
It depends how it is used.
NA

I teach Stage 3 and 4 so feel it is unfair to comment on stage 1 and 2. Is flexible time not 8 hours at stage 3 and 4 for option 1? Also, break and recreation times are still pretty ridiculous. Asking children to eat in such short amounts of time is so unhealthy. Again, it looks like there is no room for 'real world'.... getting children lined up and out and in to classes etc... All of a sudden, flexible time is non-existent.
Way too little flexible time and I would fear that teachers will not be able to use it successfully or it will be subsumed into the more academic areas.
Allowing 30 minutes only for patrons programme incl. world beliefs a week would allow more flexible time for the teacher. Additional needs of patron's programme should be supplemented outside of school hours by the patron body. Particularly now when students will need to be caught up on academic areas over the next few years as distanced learning and staggered school times in 2020 and 2021 will surely impact on students learning.
As a principal, I have a fear that pressure will come from unwelcome sources (e.g. patron bodies) to use flexible time to increase the amount of religious learning. Can this happen?
It allows teachers to delve deeper into topics.
I would be hopeful that this 'flexible' time would not be overran with other initiatives in years to come. I'd hope that this flexible time would be given priority and would be valued.
I am happy to see flexible time included in the time allocations. I do feel it is important to have minimum time allocations for Language, Maths and Wellbeing
There is a danger that more of the same will happen- teachers will fill the time with more maths and literacy. Literacy needs to be a creative experience for children which spans across all subject areas and is not just confined to the literacy class. More innovative assessment methods will enable children to take ownership of their own learning needs recognition. Homework all needs to be looked at as it currently kills children's love of learning as they are confined to filling in text books!
I have grave reservations about how flexible time will be used in different schools. It will provide even more oxygen for schools to compete with one another. One school will take on coding and Robotics (costs thousands to startup), another school will initiate gardening and growing vegetables with a poly tunnel. Such programmes and lessons will be of terrific educational benefit to children but it won't be equitable. Children from poorer areas whose schools are not funded to the same amount will not be in a position to deliver such programmes. While the idea of more flexible time for schools and teachers is a noble one to allow greater agency it will not be to the betterment of all students.
More flexible time required.
Flexible time has something called patron's programme which may be religious education? That is not enough time for religious education for any class.
The idea of flexible time to allow for the many other activities that schools undertake is a great idea.
It all depends on this third language. The third language should be included in this flexible time slot.
In Deis schools there are always gaps in a lot of children's learning so hopefully the flexible time will help.
I'm not a primary teacher so I would leave it to them to answer this better than I could
honestly, I would need to implement the new curriculum first to decide if the time allocation is appropriate
This flexible time could be valuable in the implementation of community based and National incentives such as the Green School Programme, Active Schools, The Amber Flag Initiative and Gaelbhreach in addition to vital time for inquiry based thematic work led by the children's own interests. There can no longer be a one size fits all approach to timetabling as we have come to learn that this clearly is not most effective and that schools must be allowed flexibility and creativity to suit the teaching and learning to the children presenting in their classrooms and the community and environment in which they are living.
Agree
Time for literacy and numeracy has to be protected. I'm concerned that it is being reduced here. If schools use the flex time for other areas then it will mean a reduction in time spent on these critical areas. After the literacy and numeracy strategy, we have dedicated more time to teaching maths and English and outcomes for children have improved....now we're going the other way?
More flexible time for stage 1 or make explicitly clear that integration is promoted. This of the hour of play as an example and how that would be used.

Insufficient data and research available to determine validity of above statements
It will depend on how this flexible time is utilised.
Less flexible time please.
I like the idea of flexible time in my planning once there are minimum times for all subjects and that the idea of flexible time doesn't lead to increased subjects areas being added to the curriculum. We don't have time to nearly cover our current curriculum.
Please give children proper lunch breaks and guidelines to support this as part of the SPHE redevelopment.
For years the curriculum has been way too prescriptive allowing the teacher and pupils no time to reflect on their learning, to discuss their learning and to have a voice in their own learning. This framework gives us that opportunity
Most teachers have agency and will work well with a flexible curriculum. There are lazy teachers or those that aren't very organised in themselves. You need to account for those too.
Most timetables are fantasy 🦄
Per month that is too little flexible time
We need to be careful with flexitime, I agree with it in principle but it really will have to be nailed down by each school and rigorously monitored locally in close cooperation with inspectors
Very worried about flexible time and how it will be used by schools. If it doesn't have to be used for curriculum teaching and learning, I can see it being taken over by the patrons programme. If management boards of schools make a decision it should be used for sacramental preparation, what can teachers do then?
Does not account for mixed grade classes. I would be in favour of more flexible time per month in all areas

36. From your reading of the Draft Primary Curriculum Framework, to what extent do you agree/disagree with the following statements?

■ Strongly Agree
 ■ Agree
 ■ Unsure
 ■ Disagree
 ■ Strongly Disagree



37. Any comments?

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Responses

Any comments?
Families have become a minefield to be honest. Being inclusive about all the different families is important and I strive to do this. However, support from the families this year am due to circumstances outside of school is difficult to obtain.
By assessment I don't mean summative.
I don't trust NCCA since their Language Curriculum debacle. Too UK copied. Assessment is fine but not as per the UK madness.
This is such an important area: 'Identifying themes, interdisciplinary skills, big ideas and real-world problems are useful starting points for integrated teaching and learning' which has a positive synergy with multiple intelligence theory- the many different ways children /people learn.
Families want less and less of a role in their child's education, many parents want schools to parent for them.
Paperwork should be fl3 and not heavily weighted. Less paperwork and planning not more
Assessment for planning, and of learning. Standardised testing is lacking now with our diverse classrooms
The draft is promising and is reflective of best practice already happening in schools.
Particular emphasis on the role of the family unit would need to be looked at in greater detail for DEIS schools.
Nothing new there. Already being done.
Play must be emphasised as being central to learning up to age 6, and still relevant beyond this age. Teachers must be supported in implementing play across the curriculum.
To imply the quality of teaching is not already of a high standard and quality is disingenuous. All of the above statements ARE included in the 1999 Primary Language curriculum and this implies that those writing this curriculum have not engaged in the teaching and learning of the 1999 curriculum in a very long time.
Too much rests with schools, parents need to be more involved although that may be difficult to achieve unless all schools are give access to HSCL staff, it is too late in secondary school.
Swedish schools work in the manner where local knowledge is important. The schools Autonomy should always be factored in.
Teachers and schools are data rich but there is a deficiency in how they should use that data for planning the next steps in learning. A very heavy focus on standardised testing is prevalent nationwide to the detriment of other forms of useful assessment. The NCCA 2007 Assessment guidelines were excellent and there should be further practical contextualised examples of how to assess using these methodologies. Pedagogy such as inquiry based learning is great to hear. But we have come full circle and it is mentioned heavily in the 99 Science curriculum. But very few teachers and schools are sufficiently trained in teaching through this form of pedagogy. Schools are actually struggling to teach the actual content of the Science curriculum and if they don't have that content knowledge, not only in Science but all aspects of SESE, then using inquiry based learning pedagogy will set our teachers and students up for failure. How to lead inquiry based pedagogy must be explicitly included in any CPD for teachers
While I do think that assessment definitely informs teaching and ought to do so I do not think that it is necessary to have formal assessments except at key times when they are meaningful - teachers observation of children in day to day setting is sufficient
Background knowledge of parents faith stance and wishes for RE must be gleaned prior to any changes being considered. Likewise their wishes concerning RSE
"Inclusive" is a buzzword and meaningless ! Education (REAL) is based on Truth not on someones opinion (or experiences of children or even teachers...let alone "experts" !!

More support needed to execute aforementioned assessment e.g. smaller class sizes (20 or less) and perhaps a Teaching Assistant as other countries currently employ
More parental involvement would be great.
We are now looking at a society where parents have no time to be part of their children's education due to work and the need to go on holidays, drive a nice car, have nice clothes and generally keep up with the 'Joneses'. Parents don't want to take a role in their children's learning!!! They want teachers to do everything now because sadly they are too busy to
No
Standardised testing - the way the results are reported to parents need to be looked at. We should not be required to add sten scores to report cards. It is causing damage to everyone.
I really believe a working trend has emerged in recent years due to the outward mobilisation of the workforce from the home place has led to an awful lot of parents abdicating their responsibilities as primary educators of their children. I think in 1999 this was well understood. However a concerted effort needs to be made for this realisation to be awoken again. I think in terms of supporting school with flyers and posters would be very helpful here.
'Assessment should be a key part of teaching and learning' - This is an ambiguous statement. It can be taken to mean formative or summative or any number of combinations of these forms of assessment. Formative assessment, self-assessment, peer-assessment and teacher observation should be a part of pupils' daily lives. Assessment should not be a loaded term that induces anxiety in our pupils, as so often it is.
Standardised testing is a big issue in schools. We need to look at why we are testing children every year and why we have to report STEN scores to parents. It damages the moral of children and teachers alike. Assessment needs to be used to actually improve learning and teaching.
Family and home could be acknowledged more.
All teachers should be clear on the new assessment continuum. It acknowledges day to day, almost subconscious actions like questioning, as being part of the assessment process which is important. I like the idea of name formal assessments as 'assessment events'
Investment needed in both training of teachers and technology and resources to ensure a broad breath of ideas and learning opportunities
Assessment for and of learning is core to the planning of all effective teaching, and must be a cornerstone of revised curriculum
Assessment for Learning is undoubtedly a crucial part of deciding what to teach your class next. I am concerned about the possibility that teachers may be asked to partake in an Assessment for Learning regime similar to that originally proposed as part of the New Language Curriculum. I would hope that no efforts will be made to introduce something similar as part of the upcoming curriculum as this would place an undue burden on already over-worked and over-stretched teachers.
Family is the main teacher, we just supplement
We need less assessment. I have rarely ever been surprised by assessment.
A child-centred approach is not possible however without appropriate teacher-pupil ratios, adequate resources both in terms of materials and humans.
N/A
Assessment needs to assist teachers not strangle them. The only assessment that parents ask about are the Drumcondras. They are toxic and should be administered early in the year and used to guide teaching, not at the end of the year. Also over my 20+ year career my most important contributions cannot be measured, nor should we strive to. Just because it can be measured doesn't mean it's important.
If integration is going to happen, more needs to be done to facilitate it. From reading the framework, it talks about how important it is, but as a principal I will need to see it in action and more steps in the framework to allow it actually occur. Can we use projects to actually teach a number of subjects? Can we use a big idea to do the same? What will the inspector say if they walk in?
Class sizes may hinderance to the delivery of these steps and to satisfy the competencies.

A lot of learning can be taken from infant teachers and their journey with Aistear. I have been using big ideas and themes to integrate learning through play for many years. I was very happy to see that this will be encouraged up the school. Play should be encouraged all the way to 6th class.
The 1999 curriculum emphasised assessment as integral to teaching and learning. The role of formative feedback and the development of the child's metacognitive skills was central. I hope this will not be lost in the redeveloped curriculum.
One cannot talk about pedagogy without talking about classroom management and pupil:teacher ratio. Currently class sizes in Ireland are the largest in the EU and by some distance. In September 2020 I will teach a class of 31 and it will not be the largest class in the school. The vast majority want to teach to the highest standards and have students play a greater role in learning but we cannot copy and paste methodologies from other regions where classroom conditions are significantly different. There is a limit to what a teacher can achieve in a 25 hour teaching week (17% above OECD average teaching week) with any group of students especially in classroom 50% above the EU norm.
Acknowledging the role of family and community is extremely important as would be supporting this area through resources such as HSCL.
Assessment is an integral part of teaching and learning, as is acknowledged in all documents relating to it. However, there needs to be a clear and strong balance between assessment that is useful and assessment that is done just for the sake of it. Teachers are constantly assessing their learners in an informal way and this needs to be allowed for as one of the most accurate, real-time understandings of a learner. I also think that the emphasis over the past few years on standardised tests is damaging and misguided as they really only offer a very limited snapshot of a learner.
Some of the skills being taught are among those that were decided as being necessary at the last World Economic Forum.
Assessment of skills is very important, and maybe needs to be explicitly mentioned.
I would like to see a greater focus on outdoor learning, connecting to nature, PBL, landscape etc.
I welcome teacher professionalism here and acknowledgement that not everything needs to be recorded. Evidence of assessment driving decisions will be clear from practice. UDL approach is welcome. This is for all children not just children with obvious needs. Class sizes particularly at stage 1 and 2 level could seriously impinge upon this actually happening. Textbooks are a current barrier to all of this.
Finding time to do all of the above will be a challenge
Teaching pupils key skills is important but in 6th class the pressure of secondary school is significant and will secondary schools have a different approach to teaching most curricular areas... rote learning, chalk and talk
Teacher's informal assessment should be acknowledged. We are continuously assessing our students.
Parental involvement role of the family is too wide an area for such a general question.
My background is in human rights and citizenship education so this is very encouraging
I would love to see recommendations on optimum teacher: pupil ratios where the described pedagogies can be sufficiently and effectively implemented. Similarly, there should be reference to floor area per pupil especially at the younger end of the school to effectively implement play-based curriculum.
It's all in the enactment. There is currently a huge emphasis on assessment, this takes from teaching time. I agree with assessment in key areas but not in every single one. Children with high levels of competency and knowledge in maths and language tend to display it across the curriculum. I think we need to be very careful about replacing teaching with excessive assessment because on mainstream school we might find an individual pupil's need but we cannot possibly meet it in the current resource allocation to our schools.
Assessment very important but as it is actually looked for by inspectors the reason I've clicked in unsure is that it is too often artificial or paperwork based (for children as well as teachers)
Assessment should be in its widest form, NOT just testing.

Concepts mentioned -inclusive, integrated, relationships with school community but no depth to it. Unless the document is support more in depth when area documents are produced. It feels more like paying lip-service

38. What other aspects of the 1999 curriculum, if any, should be reflected to a greater extent in a redeveloped curriculum?

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Responses

What other aspects of the 1999 Curriculum, if any, should be reflected to a greater extent in a redeveloped curriculum?
Irish should be focused on Aural language and learning organically rather than formal writing etc. Make learning Irish fun and interactive
None. It's had its day.
Bring back 1971 integration.
I feel in many ways the 1999 curriculum felt broader and offered a very holistic education to children. This option feels quite focused on maths, languages and science to the detriment of other subjects. As always, the arts are not given their proper place, and I do not see why science should be held to higher esteem to history or geography. Looking at the time allocations, The apparent hierarchy of subjects is evident, and it feels like it would exclude many children from learning.
A mixture of old and new, best of both to be considered .
Ensure curriculum overload is minimised...encourage philosophising in the classroom!
Local history
Continued active methods but a return to the 3Rs as students are struggling with basic mental maths in post primary
All infant teachers should be trained in Aistear, not left to train themselves on Summer courses or through CPD
Problem solving
Use of intergration, use of child centered learning, use of differentiation
Child centred education- building on the known spirally, using each layer of learning to consolidate and engaging children in using their skills.
I like the way the 1999 curriculum has specified learning objectives for each class level. Obviously children may vary and differ in their abilities but teachers can differentiate to account for this. The 1999 curriculum sets out clear guidelines and expectations in each subject for each class level. Teachers have guidance on what to teach and can use their judgement and professional knowledge to plan accordingly for their class using the curriculum as a guideline.
Have to re-mention "address curriculum overload"
Physical education should be expanded to include enough time for three solid lessons per week where physical literacy is taught.
The 1999 curriculum certainly was innovative in its approaches and visualisation of primary education. Flexibility was paramount. However, too much flexibility leads to uncertainty among teachers. This was clear from the 'origami' page of the new language curriculum. Too many balls in the air for teachers will lead to inconsistent practice, teacher burnout, and poor learning experiences for children. What about the well-being of teachers, which is so strongly advocated for at the student level???
Literacy, mathematics
More time devoted to Mathematics, Language, Technology and Physical Education
The 1999 curriculum was excellent in many respects (aside from an extremely woolly English curriculum). We should retain many of the concepts from it. We should however reduce the amount of time spent on Religion.

Pared back outcomes
The visual arts, pe, English
Continued and increased linkage and integration.
Time allocated to Arts education
SPHE
The proposed curriculum does NOT address the overload at primary level, it counteracts it. The objectives are too broad and not specific enough. The curriculum pressurizes teachers to force integration across all subjects which can be hard to do with particular programmes in school.
Oral language o
The 1999 curriculum provided excellent examples of work that could be completed for each objective and excellent exemplars of work across curricular areas. These should be maintained and updated, without being over prescriptive. The online resources for the PLC, while welcome, are very wordy. A picture tells a thousand words and sometimes less is more when demonstrating examples of work and pedagogy with the online resources. Keep it concise and to the point while ensuring a clear link with learner outcomes. Constructivism was mentioned throughout the 1999 curriculum. It's nothing new, but a pedagogy that has stood the test of time and can be linked with inquiry based learning across the curriculum. It would be important to have such an approach to the forefront, in what seems to be a drive towards a fully integrated curriculum.
PE for junior classes
Learning outcomes in a new curriculum should be clearer & more descriptive. Way too much content in current curriculum
Not sure that it will reduce curriculum overload it appears that most of the same needs to be covered but is now just grouped together while also adding in technology and an additional language
The outline of content for the various year groups.
What are the "successes and" strengths" of the 1999 curriculum. These proposals are a continuation of some of the failures of "modern" initiatives. When one is in a deep hole best advice is...STOP DIGGING !
Smaller class sizes and/or teaching assistants
The Revised Curriculum was a good document that was essentially child-centred. We must insist that children's needs, and not those of corporations and foreign direct investment bodies, remain at the heart of teaching and learning in the primary school.
None, too much has been carried forward. What has been removed? Very concerned at the possible increase in overload in the new curriculum. All that I have seen are new areas (technology, modern languages, dance, media, erb and ethics) been included, I have not noted anything that has been taken out. Do the figures on it - something has to give?
Children dont "enjoy" learning poems or "learning tables". This is just a fact of life that children must do. We will create a society of children who because they dont want to/enjoy learning simply wont!!!
I fail to see how this curriculum incorporates Aistear. I think it should be reflected to a greater extent.
Overly complicated and lengthy lists of learning and content objectives for history and geography towards the senior end of the school. The place of drama as a subject and it's level of importance is unclear?
I think it is very similar to the 1999 curriculum except with a few additions. Everywhere I go, curriculum overload is being discussed. I can't see how the new framework has set out to address this? Which content is being reduced? Which subject is being removed or scaled back? Lots of new things added, but nothing taken away - it won't work! What we already have = curriculum overload. What we already have + the new proposals = curriculum overload +
Holistic development within a broad and sufficiently balanced curriculum.
I feel that Wellbeing is just 'fashionable' at the moment and should be reflected within all subjects, rather than leaving it as a stand alone subject. Children learning in an integrated way and it should just be a pillar of all learning.
Teacher Guidelines 1999 are an under utilised resource. The toolkit for the redeveloped curriculum has real potential for this to be enacted in classrooms.

Strands and Strand Units more explicit and understandable than Learning Outcomes and Learning Experiences.
The learning objectives in the 1999 curriculum were very clear. I feel this new framework is a bit vague about what exactly the children should know at the end of each stage.
The 1999 curriculum was great at offering guidance in terms of content to be covered each year. While I welcome the increased agency and flexibility afforded to teachers, some level of structured guidance needs to be provided to ensure that children receive an optimum experience.
Pupil voice and choice
I feel that school's will need a little more direction on how flexitime should be used effectively. This could be piloted in some schools and best practice exemplars shown.
opportunities for the pupil to explore, to acknowledge mistakes are a valuable form of learning.
Níl
Structure of learning s
The time given to religious education as well as the acknowledgement meant in the vision and philosophy of education that religious and moral development are fundamental to the holistic education of the child.
It seems within the redeveloped curriculum, you have the opportunity to explore what you would like and the broad heading allow for that. It makes sense for integrated learning.
I started teaching with the two volume curriculum of 1971. The in-service days with PDST tutors were very informative and useful in getting acquainted with the Revised Curriculum of 1999. My experience of the roll-out of the Primary Language curriculum has not been as memorable...presenters didn't seem to be singing from the same hymn sheet. I hope the delivery of the new Primary Curriculum Framework will be accompanied by a high standard of training for tutors so that following in-service training, all teachers will be able to welcome the new framework into their practice in school.
The 1999 curriculum is very good
N/A
Just that it's student centered and the child is given more autonomy and like the 1999 curriculum, the teacher is there to facilitate and assess for future planning.
Keep the same structure, play
Get a clear, honest and accurate picture of how the 1999 curriculum is actually being implemented on the ground before you try to change things. I believe it will make for uncomfortable reading.
This is not clarifying priorities? Its making them broader?
What have we taken out of the 1999 curriculum? From what I have read, not a single item! That is what I'm most concerned about.
Teaching guidelines and exemplars were very useful.
All covered
The 'what' of learning was very clear in the 1999 curriculum. I imagine that it may not be as clear in a curriculum framework that uses learning outcomes. It will be important to ensure that teachers are supported if this is to change.
Assessment. Process drama - this should remain as the core experience for children. Process drama recognises the child as an embodied learner.
The 1999 Curriculum was just that - a document created in 1999 but was out of date in 10 years. The new curriculum should be a 21st century curriculum - it should be a living curriculum. The NCCA should look to integrate initiatives which exist already and are explicitly targeted at schools. The primary schools Debating competition organised by education centres. The NCCA should review that initiative and list how it does and does not address curriculum aims. Junior Entrepreneur, Discover Primary Science Award, Blue Star, Green Flag, Orange Flag, Active Flag, Engineers Week, Maths Week - I could go on. All of these are promoted by external agencies; some of which are profit making entities looking for easy access to parental and children advertising markets. If it happens during the school day its part of the curriculum and it should be the NCCA's role to approve of or disapprove of such initiatives. A quality assurance mark. There must be a threshold. Teachers are usually good to choose initiatives for the benefit of students but vested interests come into play also. I coach school GAA

teams but even I would admit they take up a huge amount of school time. Is this in keeping with the curriculum? Teachers and schools need this support. In the past year the local bank invited senior students to a "financial literacy" lesson at the local branch. Sounded good but upon investigation the students were only going to be shown how to open a bank account and complete the form. Should this be happening during school time? We decided against taking students to such a "financial literacy lesson" but I'm sure some principals and teachers thought it was worthwhile. Education must be protected and educational time must be protected if it is to reach the high standards you wish for.
Greater enjoyment for young children in their leaving experiences. Easily identifiable links to aistear
It is also true to say that following the 1999 curriculum literacy and numeracy suffered greatly due to curricular overload, hence the need for specific programmes over the past few years.
The strand and strand units were a good way to help with planning and help focus what needed to be taught. Although we want to give freedom to teach, teachers like a lot of guidance too and like to check that what they're doing is in line with the curriculum.
A strong emphasis on active learning .
Holding science as an individual subject.
integration
I prefer this proposed draft curriculum.
Environmental education, specifically climate change, with a focus on solutions and action.
PE
As in 1971 child centred practice and what this means.
That a religious spirit should not inform and vivify the whole work of the school
Separate curriculum for arts education disciplinary areas and additional curriculum for digital media, performance and dance and film.
1999 curriculum was never fully implemented in many schools. This needs to be recognised.
- the further development of awareness of minority groups eg traveller communities
Enquiry learning
Environmental Education E- the first 'E'; in SESE
Child centered. Written by teachers for teachers.
Not the curriculum, but the fear of inspections, and the inconsistent requirements from different inspectors. Schools are left chasing the requirements of the inspectorate rather than their own overarching vision for the school. If there could be a way that schools are inspected based on their own growth and improvement against their own identified growth targets rather than the individual 'pet' areas of the inspectorate. Nebulous terms like 'blue sky thinking' have no place in a WSE; schools are not boardrooms and buzzwords that have little practical value should be bandied about.
Drama is a key aspect of building integration and understanding of self and others, this needs to be emphasised in the arts curriculum
Modern Foreign Languages
teacher in-service was very worthwhile
From a language point of view I thought that 1999 curriculum was brilliant in explaining teaching methodologies, how do we actually teach Gaeilge for example. It laid out strategies such as comhrá, drámaíocht, filíocht etc and explained how to organise and manage the children, obair bheirte, athrá, aithris. I think we need more of that.
Greater emphasis on The Arts. TMore time allocated and training made available for teachers. Budget for visiting teachers specialising in music dance and visual arts.
Paperwork - we are overwhelmed and undersupported
It appears that ALL aspects have been brought forward. I can't see anything that has not.
I mo thuairim tá sé tabhachtach go coimeádtar an oideachas ealaíne mar chuid lárnach don curaclam, is gnéithe tabhachtach iad & muna bhfuil siad mar chuid lárnach don churaclam ní bhacfaidh múinteoirí airithe leo.
The strands and strand units
Methodologies-for the subject areas (1999) in this case areas

39. Any final comments?

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Responses

Any final comments?
Agency is crucial. Reducing the time restrictions will be a huge help. But do not put in a lot of additional subjects that will stifle this autonomy. Furthermore, do not put the language too academic like the new language curriculum. Clear, concise statements. Promote a desire in or something like that is not clear or precise.
Best of luck!!!!
Huge distrust toward NCCA among teachers.
Tesources and proper CPD for teachers should be the starting point
MFLs shouldn't be included in an already overloaded curriculum. The revised Primary Languages curriculum highlights and emphasises language learning and the commonalities etc: this should provide children with a robust base upon which to begin MFL at second level.
Schools need to link up, opportunities for special schools to help guide sen in mainstream, opportunities for mainstream to help with ict. We need a new imaginative curriculum but with more resources and less emphasis on paperwork, more flexibility regarding time management and planning. More emphasis on social skills and supporting behaviour
Addressing curriculum overload would be very welcome, also to go back to ensuring the basics are clearly laid out in the curriculum so that they are taught and well known at each level
More time needs to be allocated to teachers and schools to plan accordingly for a new revised curriculum during school time. Also to teach this broad curriculum in an effective and balanced way there needs to be a huge reduction in class sizes. Teachers will need to be provided with CPD opportunities when introducing new curriculum. Also sufficient resources and supports for children with SEN need to be supplied as a matter of priority.
To promote diversity, multiculturalism and wellbeing faith formation should be removed from class time and be timetabled after school in schools with religious ethos.
While the NCCA are doing fantastic work on developing a new curriculum, it needs to constantly and consistently liaise with the regular teachers on the ground across the country, from the 2 teacher school in west Clare to the larger schools in Dublin. At this point in time, the curriculum is far too broad in some ways, and then narrow and prescriptive in others. While introducing more languages into primary sounds great, I would worry that Irish would slip even further as a lot of the time it is difficult to get parents on board with it as it stands. Please listen to teachers voices. Meaningful consultation is vital. Not just online surveys.
Lots of references to aistear in this. Yet aistear is not compulsory and only training provided has been by teachers wishing to upskill themselves. It has never been adequately resourced by the dept but by schools and parents and usually the class teacher. Provide inservice for all and access to resources.
What about the inclusion of specialist teachers as part of a redefined primary school? We want children to experience quality education in all these areas, no one denies this. However, generalist teachers cannot be expected to provide authentic and meaningful learning experiences in such a broad curriculum. The danger is that teachers will approach areas such as foreign languages, religions and beliefs, ethics, etc at token value only. While it seems a lovely idea on paper to be exposing children to all these things, without specialist teachers knowledge, expertise and competence in delivering these areas, generalist teachers will flounder in an already vast curriculum. Tread very carefully!!
Education is important, not least because it provides a "vaccination for ignorance". While it's desirable that children enjoy school, and essential that they feel safe and cared-for in school, we should not forget that a key purpose of education is to produce an empowered, literate and knowledgeable citizenry.
Ensure the material taught in the primary school is challenging for all children. Evidence from other countries, i.e. Belgium and the Netherlands highlight the lack of rigour and proper assessment leads to

<p>a decline in standards across all subjects, particularly in Language and Mathematics. Recent results from PISA suggests lack of rigour and challenging material in the Curriculum will lead to lower standards.</p>
<p>The basics (English and Maths) need to be prioritised before beginning on the more glamorous topics like Tech or Wellbeing. Without a strong foundation, we cannot expect children to succeed in the later stages of primary, secondary or in life. I also feel that without reducing class sizes and increasing funding of schools (especially special schools) developing a new curriculum is akin to putting lipstick on a pig. It is ridiculous to expect teachers to implement this without the right conditions and supports.</p>
<p>While there is a place for standardised testing, emphasis must be taken off it for the sake of children's confidence. Parents must be educated on these tests as they mistakenly tend to place far too much importance on them. Overall, this new draft framework looks very well designed and very promising. I hope the change will be well supported on the ground.</p>
<p>BEFORE ANY DRAFT IS EVER CONSIDERED TO BE PUBLISHED MAYBE CONSULT TEACHERS WHO ENGAGE WITH THE CURRICULUM ON DAILY BASIS ON WHAT THEY THINK THE CHANGES SHOULD BE AND HOW THEY CAN BE IMPLEMENTED</p>
<p>The curriculum is overloaded. Education is being eroded. Place more emphasis on the core subjects. Allow and trust teachers to introduce the creativity into the curriculum and the chance to take advantage of teachable moments. Allow more time for project work etc</p>
<p>The 2008 inspectorate report on Science would not lead one to belief that the primary science curriculum was being taught with any great success. Similarly, we are very much in the average attainment range in TIMMS 2011 and 2015 when it comes to science, scoring low in high order cognitive areas. So I would question the success of the 1999 curriculum for science. In relation to learner outcomes, I would have grave concerns for educational systems that have introduced outcome based curricula and have now rowed back on them. Scotland being the prime example. Mark Priestly, who would have been a great advocate of an outcomes based curriculum seems now to be advocating a more process based curriculum more so than an outcomes based curriculum. This has to be a concern? And something the NCCA should be aware of when rolling out new curriculum. Schools should not see this as something that is the old curriculum repackaged and sold as a new curriculum. Even something as basic and simple as the NCCA online planning tool, has learner outcomes/objectives as two of the same thing for the PLC. This is fundamentally wrong and sends the complete wrong message to schools on what learner outcomes are intended to be.</p>
<p>In gaelscoileanna, the English curriculum in Rang 1 needs to be reviewed. If English is not formally taught in infant classes, how can the same English curriculum apply in Irish & English-medium schools? Teachers in gaelscoileanna need guidance regarding the teaching of English in Rang 1.</p>
<p>Would be beneficial to see what is expected to be covered in comparison to the 1999 curriculum to see that there is an actual reduction in the current overload</p>
<p>More discussions and consultations with teacher before any implementations so the mistakes of the new primary language curriculum are not repeated i.e. introducing something that teachers worked with and then changing it. Teacher need sufficient support and training for such a large change.</p>
<p>STOP DIGGING</p>
<p>The new curriculum must have a digital planning document for teachers. These digital tools should be in place long before the document is introduced. The massive level of paper accountability demanded by the inspectorate kills any enthusiasm for a redeveloped curriculum. Teachers need to be enabled to easily planning learning modules. We should have the time to think about and design appropriate assessment and also have the time to really focus on the data generated by that assessment so we can quickly respond to children's learning needs. No such time exists presently. Teacher energy is zapped by producing realms of paperwork, particularly in the SEN area. There must also be proper training and upskilling for teachers. The Revised 1999 curriculum was very well supported by appropriate inservice. Inservice for the new Language Curriculum was an absolute shambles and an insult to teacher professionalism and agency. Introducing a redeveloped curriculum in the same manner will guarantee its failure.</p>
<p>I welcome most of the proposals. But I am not happy that this will solve the issue of an overcrowded curriculum. Learning outcomes in the new language curriculum haven't reduced the content we have</p>

to teach in english or gaeilge. How will they do so for the other subjects? A full audit of how many learning outcomes will be included in the new areas needs to be done before sign off can happen on time allocations or the framework.
We are going in the wrong direction. We will loose teachers. Please stop putting pressure on us. We are already stretched
Patron's programme needs to be removed or reduced to 30 minutes maximum per week.
No thank you
Eating time should be specified
NCCA needs to respond to the real concern of curriculum overload.
I think the links forward and backward with the new curriculum can be transformational in this countries educational system, however the workload on teachers and principals needs to be reviewed and prioritised if this new curriculum is going to be robust enough to make its way into the minds and practices of everybody. Im hugely excited by it and want to get into it now but a balance has to be struck between diluting the introduction of it too much (the new English was way too long and should have been done in 2 parts only.) If it takes that long for each area of the new curriculum children are going to pass through the school system without having been taught through the new curriculum. This need to be agreed upon with all stakeholders.
Whilst teachers have sought extra discretionary time to deal with time restraints in planning, this is not being sufficiently dealt with in the present draft of the curriculum. If anything, by adding extra subjects and not taking time away from areas that are deemed to be more important, we will end up exacerbating these issues, and leading teachers to feel pressured to top up time spent on areas that are already over-prioritised bringing us back to a focus on the 3 rs that we have been moving away from in acknowledgment of pupils' broader development. Also, prioritisation of literacy, numeracy and well-being as requiring a certain weekly allocation while other areas do not says a lot about the values behind the curriculum that does not necessarily align with those that appear to be central emerging from the principles and key competencies. This tension will make teachers' lives extremely difficult in the long run and will also impact on the quality and diversity of learning experiences in our schools.
To continue the good work in schools in relation to STEM, perhaps explicit reference to STEM could be made in the framework.
For integration to actually happen, planning and timetabling will need to change.
Not enough consultation with teachers evident, where is the evidence for teaching MFL from 3rd? Very idealistic, how will this work in real life? Does not take into account the lack of funding in schools for resources, some schools still do not have ICT to support Digital Learning
This framework is bold ambitious and most welcome. However, it requires a MASSIVE shift in mindset on the part of teachers. Teachers will require significant support in making the required changes, beginning with uncovering beliefs & values about the purpose of education. The timeframe for change is something that is worrisome, this new framework needs time for us t get our heads around in order for it to be effective and enacted the way it is intended.
Time to liase and plan for class teachers and SET teachers should be included in the weekly timetable.
revision of the primary curriculum is indeed very welcome and necessary. However, please do not use this as an opportunity to load more work onto teachers, remember our teaching day stays the same length. Prioritise the core subjects... not the trends
I would propose exploring the idea of having teachers with a particular interest/skill conduct lessons in their curricular area of expertise to various class groups at Stage 4 ie. a teacher with a qualification in science teaching science lessons to both the 5th and 6th class, and another teacher, in turn, teaching music to both classes instead. In essence, it would be the idea of a teacher swap for some subjects in order to best utilise the skills and talents of the staff.
I am very pleased to see that the Draft Primary Curriculum Framework proposes that the redeveloped curriculum will address curriculum overload at primary level. However, I do not see any evidence of this in practice. Quite the reverse in fact. By reducing the amount of flexible of time available to teachers and by increasing the number of subjects we will be expected to teach it will only increase the burden of curriculum overload. I genuinely fear that we will follow in the same misguided footsteps of

our teaching brethren in the United Kingdom where huge numbers of teachers leave the profession every year because of the unrealistic workload they are expected to bear.
I really feel well-being would not be an issue for us in our classrooms if we had lower numbers in our classrooms. I look forward to the redeveloped curriculum in our school.
I like the idea of five curricular areas and the inclusion of Wellbeing as a curricular/subject area is a positive development.
Reduce planning, reduce assessment, reduce paperwork. This free time will allow teachers to be more creative in creating lessons and learning experiences. Recognise teachers' professionalism and allow them more flexible time to teach as they please. It's okay if schools are different. Would like to see more focus on Physical and Health Education i.e. increased time allocation. Would like to see more recreation time.
I think this is a very positive step in the right direction. Learning outcomes will hopefully reflect the thinking in this framework. In my experience, most primary teachers still don't know what a disposition is! Class sizes and resources must be addressed if age-appropriate learning experiences are to become more widespread in infant classrooms in Ireland.
I really agree with the new structuring and I think the new umbrella of Wellbeing is much needed.
time allocation updated in circular 56/2011 does not seem to be acknowledged in new curriculum - we need more time to teach the new Primary Language Curriculum
I am really not sure that this new draft curriculum addresses the issue of curriculum overload. There has been an addition of Technology and possible another language. Exactly what has been taken out? Until I see the curriculum specifics the NCCA produce for each subject, I will be doubtful. 'Allocating time' means nothing when the actual objectives to be covered in each area haven't changed. How do you plan to alleviate curriculum overload and the feeling of having to 'cover everything.'
I genuinely believe that most teachers have too much on their plate to actually genuinely engage with this. Our classes are bigger and more needy than ever with more demands placed on schools continually. Personally I'm letting the fanfare roll past me and doing what I believe is right for and right by my classes. Trying to keep up with all these changes is a fool's errand. Rather than all the minutiae of this curricular change being constantly thrown at us, work with us to construct a common vision for a sustainable future for students and most importantly teachers. The children I first started teaching are now the parents, they have moved on I'm still here you need to look after teachers better because we hold the whole disjointed, chaotic and grossly underfunded system together by our fingertips.
Remove denominational religion from schools to make them more inclusive and free up time better spent on other subject areas.
i dont see hwo the overlaod is being addressed here?
Curriculum overload. It's a problem now and I can't see how the framework is addressing it. All I have read is the amount of new areas coming in - what's going out? I think this needs to be re-thought out. The NCCA need to realise by adding more and more subjects in, it will water down learning.
Having greater flexibility in time will alleviate the burden of an overloaded curriculum. Thank you.
As a primary teacher involved with teaching Values Education for many years and in delivering teacher training in Values Education and Wellbeing, I strongly believe that we could be missing a crucial opportunity to include Values Education within the Wellbeing area of the curriculum framework from stage 1 onwards, rather than waiting until stages 3 and 4 to introduce Value Education. The simple process of putting a focus on one different human value each week that the children possess (such as kindness, patience, honesty etc) from junior infants onwards ensures that the child is developing self-esteem and a positive sense of self from junior infants onwards. These positive human values that are innate in all children become embedded as an invisible reference point for them as they grow and develop. Values Education from junior infants onwards fosters wellbeing and enhances self-esteem in a very purposeful manner.
No
I am concerned about the future of arts education in light of the monthly allocation. Remember don't 'throw the baby out with the bath water'. I welcome the opportunity for teachers to look at the curriculum in an integrated way. Please get rid of the over reliance teachers have on text books. Teacher education also needs to model integration in its engagement with students.

I suggest you send a survey to all teachers (completed anonymously) and ask teachers how much time they actually spend on each subject currently (pre-Covid teaching). From this you will see how much time teachers have to spend to cover each curriculum and you will also get a sense of where teachers see priorities. I have no problem sharing that time spent on the Patron's Programme is the first thing to get cut each week as I have to spend extra time on maths each week to ensure all students have a chance to achieve objectives. Music and drama tend to be blocked around November and December in preparation for a school concert. I don't mind sharing music is my weakest subject to teach but I genuinely enjoy drama. However I rarely find I have time in the week to teach these. They are close to the bottom of priorities so they don't get taught. I believe it would be an extremely worthwhile exercise for you to see what the gap between reality and expectation is in classrooms. Furthermore, I believe PE must be provided its own subject and it be listed as a core subject with 150 minutes per week. Currently, many schools are engaged in a practice of paying multiple coaches for GAA, soccer, gymnastics, dancing, athletics to the point that teachers in some schools never teach PE because time is taken up with external coaches (you can talk about team teaching approaches if you wish but there is no time in a busy school day for a coach to meet with several teachers and discuss the approach to each lesson). An increase in PE time will require significant in-service training and support for teachers to teach PE again. The inspectorate can get a chance to see the reality of schooling during their inspections - consultation with them is advisable.

Religious education needs to be included in the curriculum. It is not mentioned.

This looks like a very exciting document and I look forward to seeing the final curriculum. However, I listen to people talking in the media about all of the initiatives that should be incorporated into schools and I wonder where the time for these comes from or what will lose out because of it. Every new initiative thinks only of itself in terms of importance and then suggests integration when asked how we cover it all. It can often feel like the teacher is the only one who sees the big picture, who has to juggle all of these expectations. At the end of it all, teachers are only human and children can only do so much in a day. We still need to ensure that the children are leaving primary school with a solid foundation of skills and knowledge that will be built upon as they move through secondary school. Please bear in mind the overload of the 1999 curriculum and the farce of having to re-issue the language curriculum when working through this curriculum framework.

Yes. The NCCA needs to look at textbooks. As found in research teachers are text book dependent and I can't see this trend ending. As much as we like the idea of teaching without a textbook I think the standard of textbooks needs to be improved or the NCCA need to help book companies develop appropriate textbooks that do keep with the guidelines. If not, there needs to be some sort of easy access to materials to help teachers teach the curriculum.

Reference/Recognition of children from other countries to show that it's a curriculum for all children eg. list names of countries, front cover with some world picture, have one day set aside where cultures/ traditions of children from other countries are celebrated.

I think this is moving in a very positive direction, my main issue is in the 7 competencies bubbles that critical thinking is not acknowledged as a key competence area

The implementation of the 1999 curriculum and the primary language curriculum have both been adversely affected by the managerial approach adopted by the DES and the inspectorate to teachers individual planning. The lack of trust shown by these bodies in teachers to write their own teaching notes is the cause of most if not all of the reservations teachers have about workload and curricular reform. Insisting that teachers use certain headings and templates is an approach that does not work. ;Tendencies in some countries for a strong, top down specification of the way things are to be done and this trend, coupled with much greater demands for paperwork returns tend to foster feelings among teachers of being more functionaries than professionals' (Attracting, Developing and Retaining Teachers D.E.S. International Section) Circular 45/2019 appears to move in a less managerial approach so it is a cause for hope as it acknowledges that the ' process of planning varies from teacher to teacher' and that 'schools and teachers should decide on the best approach to planning based on their own individual contexts' I hope inspectors are cognizant of this circular and a less managerial approach to teachers planning is advised by the chief inspector. Teachers need more to be trusted to implement the new curriculum rather than managed to implement it .

<p>what are the plans for severe/profound students in our educational system? are they expected to follow the new curriculum or is there any consultation with teachers/professionals to devise a more appropriate/relevant/meaningful curriculum for them. I would like a reply please. thank you sineadohora@gmail.com</p>
<p>Concerned at the inclusion of technology as a named subject. I think this will put undue stress on schools and teachers. Digital learning can be incorporated across the curriculum, via the key competency would be sufficient. Science should hold it's own space as a separate subject, technology is then an application of this area. No mention of engineering? This, like technology would be an application of science and maths.</p>
<p>Thank you for your great work!</p>
<p>As a current Masters of Education student with a particular interest in the early years and stage 1 and 2 of Primary, I am very excited to see the draft Primary Curriculum unfold. It is clearly grounded in evidence based research and epitomises best practice internationally. I feel that such enormous change will present challenges in implementation which can be overcome by a community of educators who are valued as professionals.. I hope that all educators are directly involved in the gentle lead in phase as I feel the 'buy in' attitude is crucial to its success. Teachers and early educator should not feel separate from the creative process of change but indeed given widespread CPD now at the heart of the change.</p>
<p>Please make sure that climate change is not just 'covered' in science, but that it is really explored. Environmental Education is so important and will aid wellbeing if done correctly in an immersive experience. Outdoor classrooms should be something every child in Ireland has access to. Thank you.</p>
<p>We need to be careful what we teach in primary school. We are trying to cover too many areas. This is just ticking the box for the parents. There is only so many hours in the school day.</p>
<p>Science being taken out of SESE - I don't think that's a good move. Technology should be integrated across the curriculum instead of a standalone subject.</p>
<p>There is still an understanding of Aistear in the system being an hour of play in infants. How the Aistear framework sits and with the curriculum and which is prioritized in the 4-6 age group in primary school needs further clarification with a clear written statement in the final curriculum document.</p>
<p>The input from minority organisations should be included more in the formation of the curriculum</p>
<p>There needs to be a more systematic, policy driven practice of meaningful inclusion throughout the school system; funded and valued, based in best practice and well planned.</p>
<p>Would be very interested in feedback from school that pilot the new curriculum so that the same mistakes are not made as with the Language Curriculum</p>
<p>Curriculum overload is the greatest challenge as a teacher at the moment. In my experience over the last 19 years it has become a huge problem and a barrier to meaningful teaching and learning. I worry that while 'tidying' the current curriculum into 5 areas may on the surface look like a condensed curriculum, it may in fact prove a vehicle for the introduction of extra subject areas. We simply do not have the time or expertise to introduce these things in a meaningful way. I strongly believe that we need to be allowed the time to teach the basics and we are doing our children a huge disservice if we do not do that. We need specific learning outcomes that ALL children should be aiming to attain. I worry that a more flexible curriculum will lead to an excuse for socially disadvantaged schools in particular to lower the bar. I think, even more than children in non-disadvantaged schools, our children in DEIS schools need to be supported to reach certain standards. All children will be assessed equally in second and third level education so we would be putting them at a further disadvantage if we dumb down the curriculum. We need specific learning outcomes for each year group to keep everyone on track.</p>
<p>Good Luck! Looking forward to an exciting period in Irish education.</p>
<p>No...framework looks very encouraging to me</p>
<p>Be careful about what constitutes evidence. I read the TIMSS report. I was interested to see that Irish 4th class students (generally aged 10-11) were being compared with 4th graders (generally aged 9-10). I would therefore question if Ireland really has achieved the success in Maths and Science as represented in that report.</p>

Please, I am begging the NCCA, the DES and the Inspectorate, cut right down on planning requirements for qualified teachers e.g. short hand notes, 3 pages max per fortnight that acknowledges the place of books in the system as a basis for teaching and learning. Please do not conflate "autonomy" with stringent requirements to paperwork. Our profession is drowning in useless, butt covering paperwork. We need this curriculum to reform the current madness in planning and assessment across our school system currently.

Please aim higher. Ask teachers to really fundamentally change but give proper training, support and resources so that a sizeable minority will do it and then build on that.

I think we could look at more fundamental ways of enabling children to think critically from a young age, teaching children how to think in a deeper philosophical way. Philosophy might not be introduced as a subject but could be integrated into teaching

Change is needed

The amount of time for the teaching of the Irish language should not be reduced.

Curriculum overload has been ignored. I've counted 15 subjects now for 3rd - 6th class. How are we meant to fit all those in? This needs to be urgently looked at.

Irish Sign Language to be a language option in the primary curriculum framework where there is a demand/need for it. For example, Deaf Children in mainstream education should have access to their native language.

Trust teachers

I sincerely hope that whole school in-service is accompanying this document and subsequent. You will never embed the changes otherwise in schools. I think the NCCA should email all schools with this document so that all teachers/parents are aware of its existence. To obtain a true reflection of opinions

Phase 2, parent questionnaire report

Platform: SurveyHero

2618

Responses in Total

54.2%

Participation Rate

35.6%

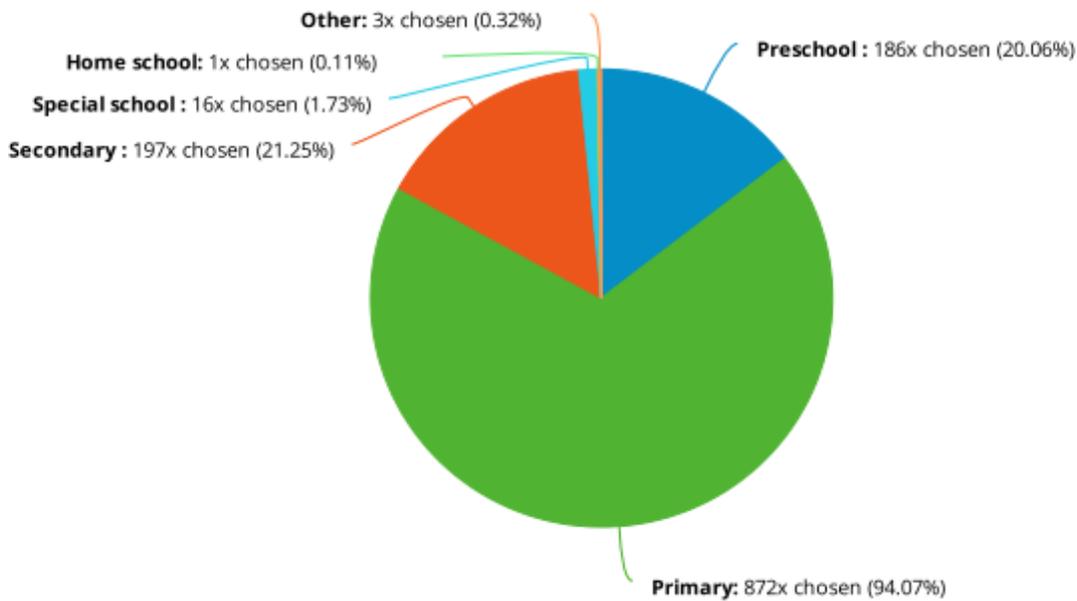
Completion Rate

10:21 min

Avg Completion Time (Trimmed)

Q. 1: What type of school are your child(ren) in?

Number of responses: 927



"Other" text answers:

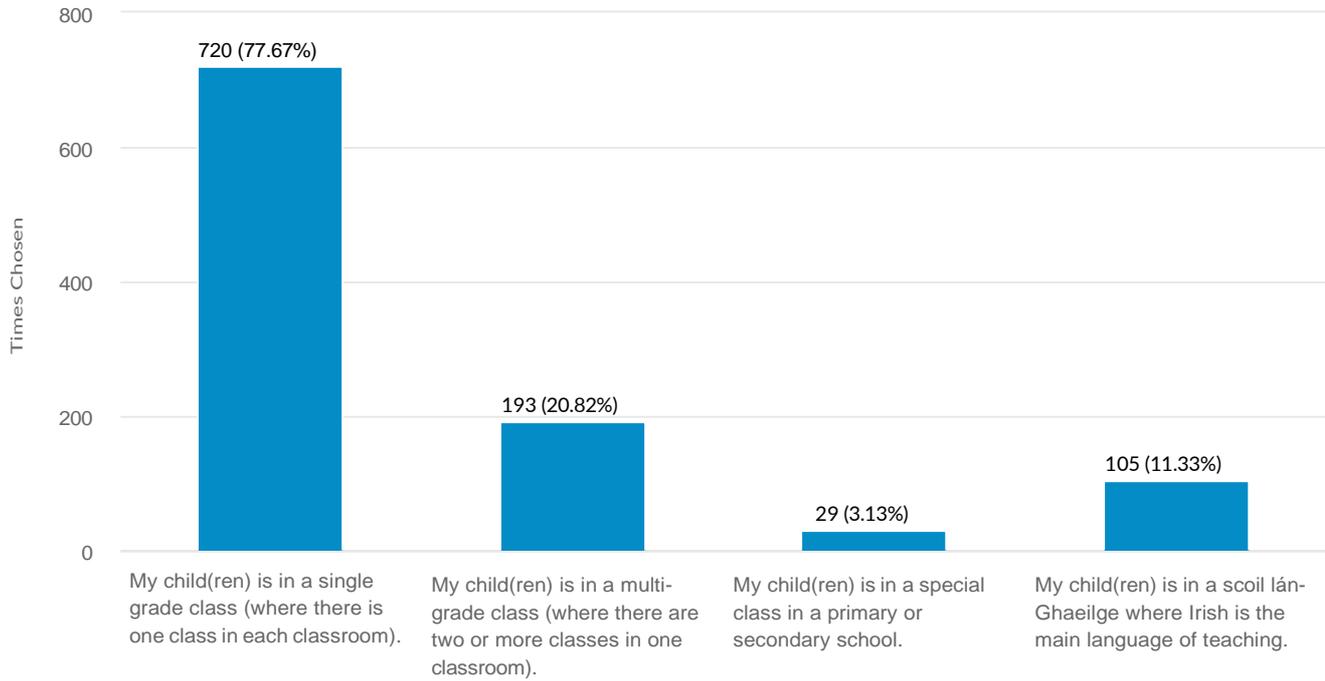
Plus asd unit

Not in School Yet

Autism unit attached to mainstream

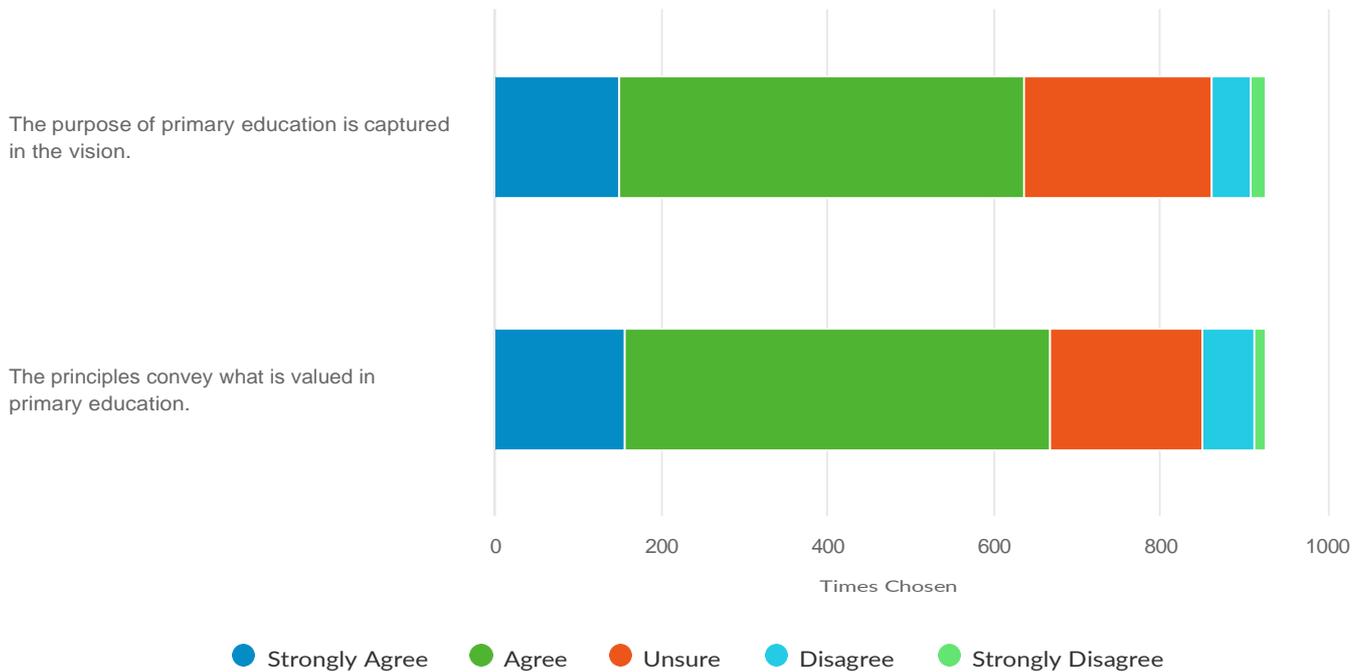
Q. 2: Please select any of these if they apply.

Number of responses: 927



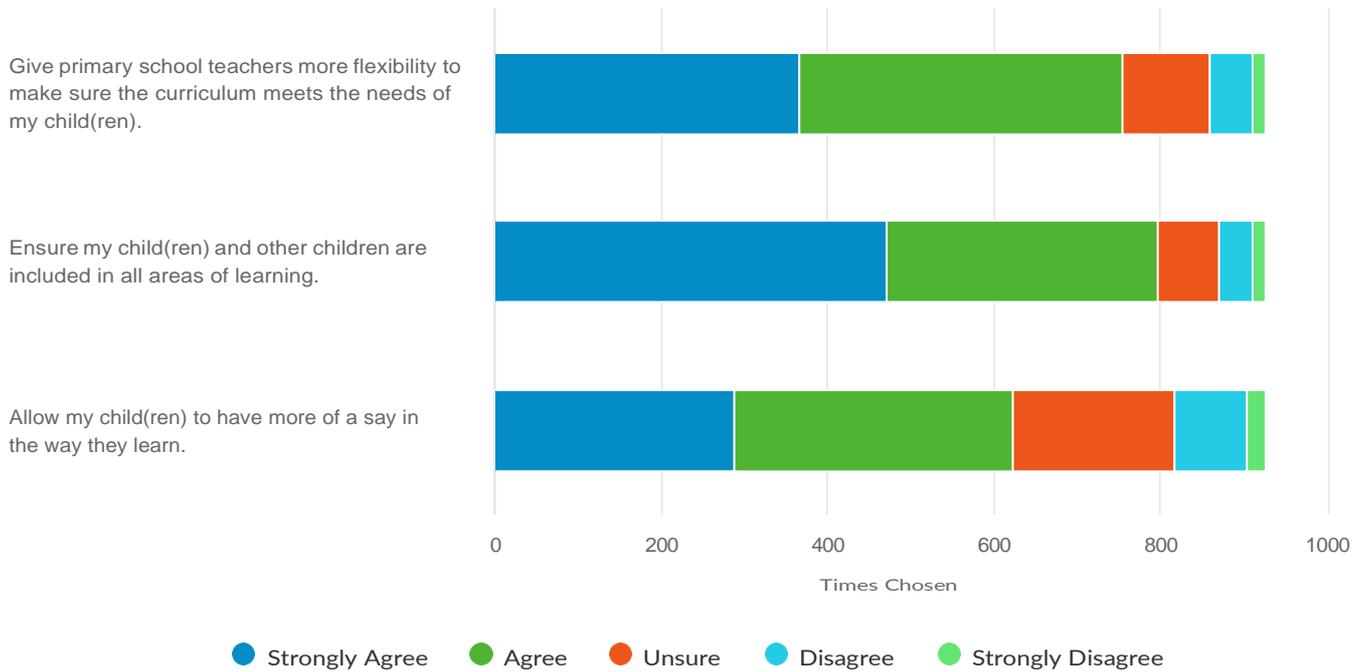
Q.3: To what extent do you agree/disagree with the following statements: In the Draft Primary Curriculum Framework:

Number of responses: 927



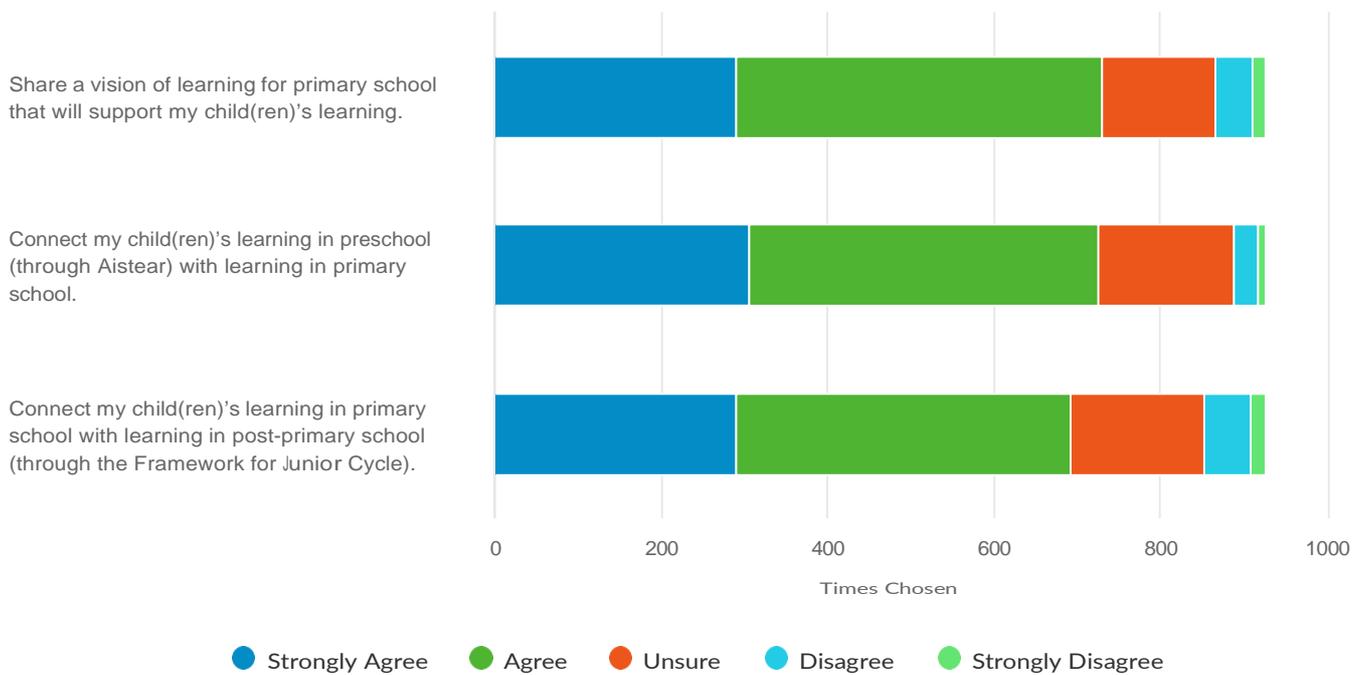
Q.4: To what extent do you agree/disagree that the proposals in the Draft Primary Curriculum Framework:

Number of responses: 927



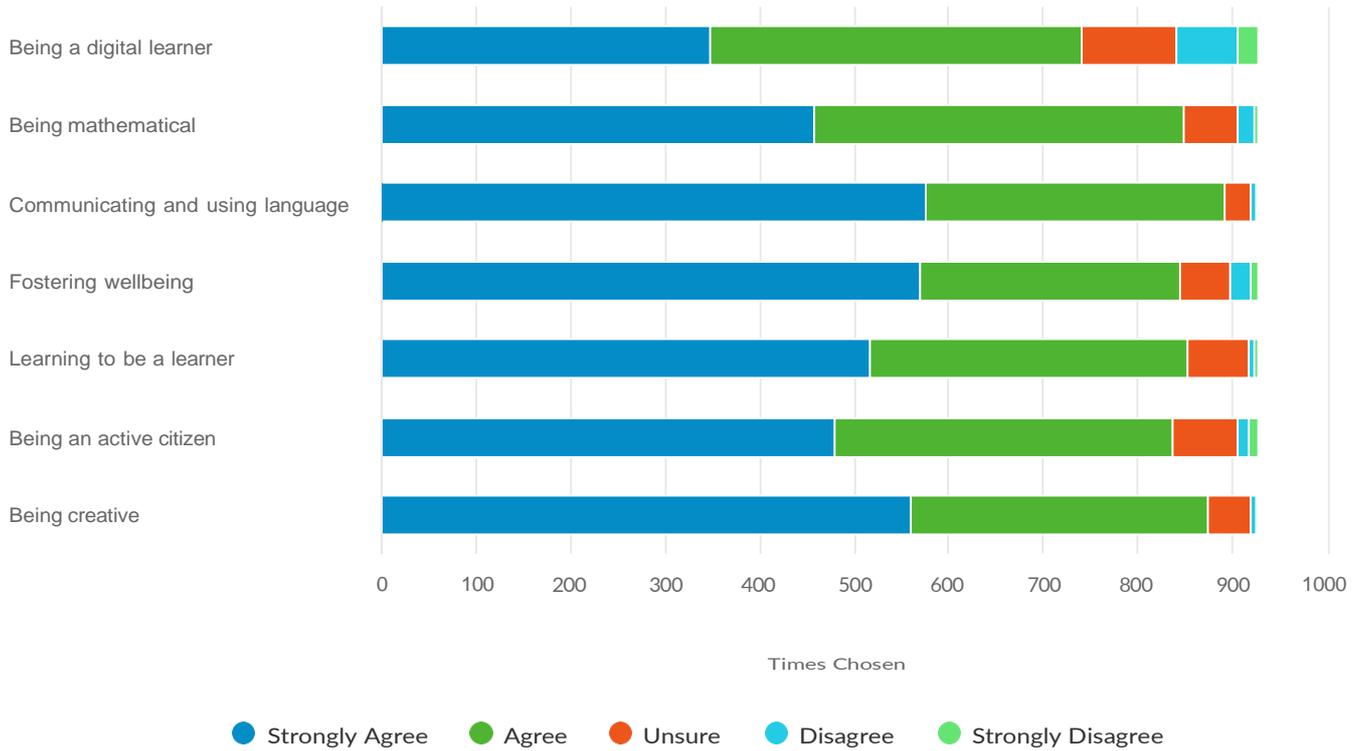
Q.5: To what extent do you agree/disagree that the proposals in the Draft Primary Curriculum Framework:

Number of responses: 927



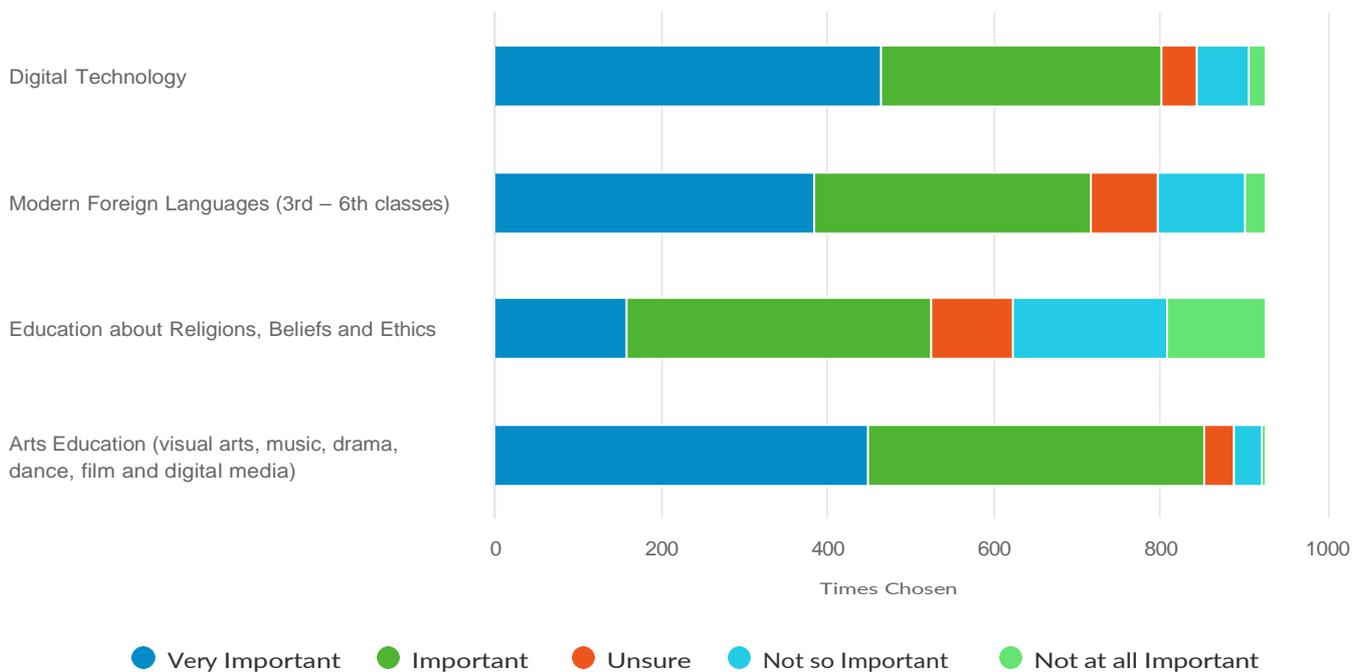
Q.6: To what extent do you agree/disagree with the following proposed key competencies:

Number of responses: 927



Q.7: How important is it that your child(ren) experiences learning in the following areas in primary school?

Number of responses: 927



Q.8: Do you have more to say

Number of responses: 353

Text answers:

Learning individual student's religion at schools is better and safer as it is facilitated by teachers who understand pedagogy. The religion lesson can find balance between confessional and knowledge-base, to help students building identity.

Religious education should be conducted outside of school hours.

The expansion of the curriculum is a concern. For me primary ed. is about getting a really good grasp of language, reading, maths . Adding in more subjects will 'spread learning too thinly'.

I greatly value religious ed. It helps kids to flourish

As a teacher myself and a mother I don't want the religious education

On religious/beliefs education, I would support teaching in respect of Religion/Belief Education as it applies to all religions and none. There should not be specific one-religion only teaching. Its disappointing that we still have this in 2022...

It is important that children learn about their own faith (Catholic), beautiful teachings that enrich our lives, learning the bible and catechism for their holistic development, we are SPICE, spiritual physical, intellectual creative emotional,

Moral and ethical reasoning do not seem to be covered in the new framework. Also, other methods of learning like Montessori for primary and secondary schools should be an option for those unable to attend 'normal' sit in your seats all day schools

I feel the school system needs to support the parents and compliment what they are teaching their children at home. we are a practicing Catholic family and our children are constantly being pushed against the morals we teach them at home

It is critical that "Education about Religions, Beliefs and Ethics" is taught in a holistic fashion so that children in Ireland can develop a better understanding of the beliefs of all of those around them.

It is vital that children develop a positive relationship with others, with themselves and the world around them. Embedding values of diversity, sustainability and interdependence are fundamental. Learning in, about and for the natural world is key.

Yes. The PE curriculum is totally outdated. They should learn self defence the whole way through primary school and instead they are doing German clap dancing! If they have to do dance, which is important, why can't they learn Irish step and ceili da

I believe the arts educ are being undervalued in the draft framework. A broader conceptualisation of wellbeing is necessary recognising the central role of the arts in communicating feelings and exploring & promoting wellbeing. Not another workbook

It is very important to me that the patron's programme is included as a core aspect of learning.

The creative arts are so important and I have serious concerns regarding the time reduction. It is my experience that they are barely taught as is and they need to be central to the holistic development of children - expression and wellbeing

Children's wellbeing should be promoted through encouraging them to have a voice, make decisions, explore their own strengths and interests, creative arts, physical education, playful pedagogies, outdoor learning rather than being "taught"

I think being creative transcends many subjects but would prefer 'Being Artistic' as a principle. Why Being Mathematical is one baffes me as it is only one area of cognitive ability. The affective domain is all but missing from the draft curriculum

A longer school day by 1 hour would allow for more social learning and less rushed days - I.e "I didn't have time to eat my lunch" "I didn't have time to finish my picture"

As a primary teacher and mother I think placing foreign language On curriculum would be a total waste of time.A foreign language is required for only a tiny percentage of college courses in Ireland.More time for basic literacy & numeracy

"Allow my child(ren) to have more of a say in the way they learn" - have you consulted with any children in this process? Children do not need any more digital information. Ethics and beliefs should be for the parents to provide - eg sex education

I believe a foreign language (Spanish, French,etc) should be introduced earlier then 3rd class.

All religious education should be removed from school. Our teachers should not be used to teach unnecessary topics. As a non religious family my kids are regularly exposed to unnecessary religious lessons. No options of non religious school rurally.

Healthy food and eating
Food provenance

I think the emphasis of testing children and giving homework needs to be abolished and children need to able to self critique their own learning. Too many times the teacher is teaching to half the class and those who cannot keep up dont

Cannot see where learning to read and write fit in here. Only core subject maths mentioned. We can barely speak Irish after primary school so dont see why introducing more languages will affect time allocated to the basics of English and Irish.

I think some of the distinctions between competency areas are a bit woolly. In particular learning to be a learner overlaps the rest, not sure it needs its own Classification.

I think children should learn completely through play for Junior and Senior Infants and although Aistear is implemented, there is generally just a time slot given in the day to it. I think younger children's learning should be informal & fun

Sport is key also. Teamwork.

Please take their heads out of the books and allow them to be more active learners. Learning should be fun, child lead and inspirational

I think children should spend an hour a day at Maths. I think that a lot of what is expected of teachers is things that should be taught at home. Parents are their children's prime educators and it's about time some responsibility was put back on the

No.

Educate kids how to research, how to verify facts. Teach them how to teach themselves.
Teach them how to listen, reason, discuss and hold reasoned debates.
Introduce basic programming logic and skills in senior cycle.

Too little time dedicated to science education. Too much time in this proposal being dedicated to wellbeing/ citizenship aspects that should be integrated into standard subject areas. Too much scope for ideologies to creep into school.

There is not enough within this

Religion should be removed from schools

Music and Arts should be regular.

One area which is currently lacking in primary schools is how little physical and nutritional education they do. This is one extremely important key area which needs to be improved from an educational and activity completion aspect.

Languages could be introduced earlier, I think young children are very open to new opportunities as long as they are taught in an interesting and engaging manner. Children should be introduced to and taught to appreciate various religious beliefs.

Education about beliefs needs to be *about* beliefs, and not heavily biased towards christianity.

I would like to know which modern languages are considered.

Id like my children to learn to respect each other & others around them. Consent. Responsibility. We speak German at home with the kids and I'd like to see greater language immersion in primary education so that it sticks when they get to 2nd level.

Creativity is not valued as a viable career path, in particular design, and I would love to see my child supported in developing creative thinking

Although we are living in a digital era, I feel devices should be limited and class time should focus on the harmful effects and challenges of devices, teaching children how to manage time online. Children will have access to devices outside school

Agree we need to teach our kids about ethics. Strongly disagree Patron's Programme is the way to do this. Big difference between teaching kids about different religions and faith formation. 90% of primary schools will use hours for faith formation.

I believe if religion is taught it should be all religions and not just one and that ethics can be taught separate to religion.

I firmly believe religious education should be removed from the curriculum and offered at home or in separate faith classes

I don't think there should be any form of religious education allowed in any school. It has no place in a curriculum and faith and religion is something private that should be taught at home by parents.

The idea that children receive an education on religion is very misleading. Children receive faith formation and indoctrination in a school system which is mostly controlled by religious bodies. All faith formation should be removed from public funde

Aistear should be the base of all primary learning. You can't introduce foreign languages the way you taught Irish. You need competent FLUENT teachers that are trained to teach a language bath not worksheets after worksheets after worksheets

Religious beliefs have no place in school education. This should not be taking up time on a primary school curriculum. I would rather support children having longer breaks for free play in the time that is currently allocated to religion.

I think children would benefit from more outdoor time. A better submergence in the Irish language including in Catholic schools. Remove religious orders from education. If a 3rd language is to be introduced then it needs to be by a fluent speaker.

Well being in a school setting is of utmost importance to a child's development. If this is missing in any area the child will not develop to his or her full potential

Education about "Religions, Beliefs and Ethics" should not be the remit of schools

yes but 250 word limit doesn't allow me to voice a fraction of what I'd like to say

Who decides what is ethical when teaching children about ethics and religions? The family should be the place where children learn ethics and religious views.

Emphasis should be placed on mathematics and communication and using language including basic grammar and punctuation. Homework needs to be addressed also and weight of schoolbag.

I agree that having some digital learning is ok but should be limited. I believe learning through physical reading and writing is more engaging to take notes, write on the paper, highlight words etc

The framework includes 2 hours of payron programme. This should be removed and religion should be taught outside of the school system. Ireland is an outlier when it comes to a lack of diversity in school options. No diversity in staff or patronage.

I would prefer if my children receive more foundation in literacy and numeracy in primary school. I think standards are falling in these areas since I was in school. Less time on woolly subjects and science They can study those in secondary

I am worried about sexual education that teenagers are receivingCatholics schools should teach catholic teaching.

I agree that it is important for children to learn about all kinds of religions and beliefs, and cultures, but I STRONGLY disagree with one particular religion (ie: Catholicism) being forced on them. It is unfair and it is wrong.

I feel that there isn't enough Mathematical understanding on the curriculum (3 hours a week but 2.5 hours of Irish) more importance should be given to maths. Also music and the arts need more time. How about increasing the school day? 2:30?

Life skills need to be learned - practical such as baking, gardening, mechanicd.

I truly believe religious instruction has no place in the classroom. Very general teaching on world religions and on morals and ethics does have a place, but expecting children to opt-out of religious instruction is impractical and unfair.

Religious instruction has no place in school. Should be done outside of school time. I disagree with the focus on digital learning as it just teaches children to be digital consumers, nothing more. They can do that at home

Consider removing religious instruction or at least cut down the 2.5 hour per week allowance.
Give more time to wellbeing and train teachers properly in this.
Allow Irish to be taught through English the way other languages are.

I believe that curriculum should focus on ethics and good citizenship and only present religion from an objective view with indoctrination into any religion to be a private family matter

Remove religion indoctrination in school and allow children without religion to leave the classroom during religious indoctrination

Religion is a very personal belief, there is no way, in this day and age, any one religion should be taught in the majority of national schools in the country. Christianity is currently taught as fact, which makes no sense, when we promote science to

Religious education needs be removed from school.

Religion should be taught at home. Being a good citizen/neighbour/friend/family member with morals and values can be taught in school perfectly well without religion. Otherwise it all sounds great.

I would like all denominated religious education to be removed from schools. It could be replaced with an ethics based programme which includes learning about world religions but with no particular emphasis on one

Religious indoctrination, sacraments or teaching that one/any religion is correct has no place in modern primary school education. Children should be broadly taught about the origins & variety of religions but should be taught critical thinking then

Religion should be thought outside the school ie Sunday school. However ethics and knowing religions in overall can be important. I strongly disagree with Catholic prayers before, during or after class.

I strongly believe that religious education should take place outside the classroom. I have no problem with children learning facts about different beliefs but it is completely wrong that they then learn one religion as fact.

Far too much time in the curriculum is given to the patron's programme. 2 hours a week on religion is disproportionate.

Preparation for sacraments should not take place in the classroom. No one religion should be given primacy in the curriculum.

Remove religious instruction from the classroom. It should not be a part of an already packed curriculum. An ethics/morals class could replace.

Religion should not be thought as fact. A stronger focus on ethics and diversity is needed. Indoctrination should not be allowed in schools. Science should be included in primary education.

Time needs to be allocated for downtime for children. Is wellbeing covered in the 'flexible' / 'recreation' time in the weekly schedule? It's all go go go, but what about minding oneself? Meaningful self care is not included in this new proposal.

There seems to be a focus on Maths and Irish in their school. Perhaps due to Covid-19 restrictions there is not much focus on Arts Educational. Religion does not appear to be high on the agenda. As of yet in 3rd class there are no modern languages

It is also very important that well-being includes more time for socialising (more free play) and conscientious eating (less screen time during eating breaks).

Patronage must go: personal beliefs must remain personal and be taught by parents.

Children are already exposed to the digital world at home through the video games, mobile phones. There is no need to focus even more on the digital element in the school environment. Focus on mathematics and foreign modern languages should be key

A more universal/consistent approach to Aistear in all preschools promoting play based learning. I feel also that junior infants should foster the same approach to Aistear on entrance to primary easing the transition to more formal education.

languages are very important;
safety at home, at swimming, what to do in the emergency situations;
basic first aid for kids;
healthy food, cooking healthy meals

I disagree with any religious faith formation, other religious ed. being built into the curriculum. In a 'secular' state, our legacy religious patron bodies have too much influence, not reflective of the fact that 50% of marriages are now secular.

I think time spent teaching religion should be further reduced.
More emphasis is needed on maths in schools.

I would love to see knitting become part of the curriculum as there is mindfulness in knitting along with maths. English, heritage, Sustainably, climate change and history, children should learn more about the importance of wool

I am very unhappy at the lack of history in the junior classes and this move to add a second language when the standard of gaeilge being taught is so lacking - children may end primary school with little or no knowledge of our gaelic traditions/past

I believe that if it is a Catholic school then the religious studies should be based on that but of course learn there are other religions too. But if you choose to send your children to a Catholic school then you must accept that's the religion taught

In school I think the focus of digital technology should be on media literacy-questioning what is portrayed in media and its messages-what is being sold, who is going to benefit? Computer games and videos to teach should be avoided.

Human rights education

I agree with learning to be an active citizen but I would have concerns about the appropriateness of the content being taught with all the current political correctness; not that I necessarily disagree but do believe some things shouldn't be taught at

Too much time is allocated to the Irish language. Prefer more time for modern languages or Irish history/culture. The Irish language is used by a minority and is of little practical use. It should not be allowed nearly the same time as English.

additional topics: learning to learn, self-motivation, discovering intrinsic learning curiosity and being allowed to follow them, pool of resources, resilience, mental health

On paper the framework seems to tick boxes but realistically when push comes to shove what is in the curriculum going to be taught. Rural Ireland seems to be getting lost in urban teaching schools. Eg. THE NEW RSE CURRICULUM

Mathematics is another important learning area that I would expect children, including my own, to experience. and should be strongly linked with digital technology particularly for transition into second level and onto 3rd level.

Very disappointed in the patron-led Religion, Beliefs and Ethics education. Even if a child attends a religious school, the school should be given a minimum range of topics BEYOND THEIR OWN beliefs that MUST be covered (world religions, non religiou

Introducing foreign language in primary school is a great idea. Learning to be a learner is a bit contradictory. Mathematics is not everything. I feel the curriculum is just focusing only on Secondary results.

Physical activity

I would like schools to have, an occupational therapists and speech therapist assigned to schools to help children with difficulties, it would make a world of difference to the children AND the teachers, they can do wonders for children, UK have them

Each child is important. Each child is unique. Learning should be holistic and relevant to each schools dynamic Life skills could be alot more focused to include more Well being, Typing, Industry safety & Self defence should be more @ all schools

In terms of Religion, beliefs and Ethis it is especially important for it to be a diverse view, covering a multitude of existing religions/beliefs etc.

Teaching of religion should take place outside of school hours - the teaching of ethics, morals and various beliefs can be incorporated into the school curriculum without one being given precedence. Time should be dedicated to subjects like science

purchase of digital technology should be a government tender for all schools.all children should have access to the same technology. The third language is concerning - who will teach this?current teachers are not qualified for a 3rd Language.

In order to ensure this is followed, focus will need to be on training teachers in digital technologies - Coding should be on this curriculum.

Languages should absolutely be taught earlier in Ireland.

Physical literacy key due to sedentary lifestyles

Schools needs more PE

The ethics question should be separate to religion and beliefs. I think ethics are hugely important for all whereas religion and beliefs are at individual level and best managed outside a classroom setting

I think a modern foreign language should be taught at primary level, as its such a valuable asset & teaching the basics at a younger level will only strengthen this for secondary.
Art education is also vital for being a more well rounded person

I am not sure if children will benefit from education about different religions, it's better to be optional as in different language class, for example, Bible studies, Muslim studies, Hindu, Ethics...students, as well as parents, can choose from it

Psychological education- Psychology of self and others and the global world. Basic understanding of brain functions, hormones regulating human behaviour, cultural factors.

Less religion and more STEM

You are puppets for the globalist state raising our kids in fear and teaching them that they are carriers of infectious disease. Get the masks off the kid's faces; when you bring the vaccine in you will be responsible for deaths from pericarditis

More mental health studies

-More development of the 'being an active citizen' competency needed to extend to respect for others, empathy to other, connection to the community and environment,

The Arts Education strand of the draft curriculum is not progressive enough. The draft curriculum does not address the lack of infrastructure for specific art form delivery - dance, film, digital media. It also does not hold the art forms equally.

Religion

Children don't need to be taught religion, digital whatever and foreign languages (maybe the last 2years of primary school for those who want to/foreign languages) at that young age. Unless it's a general overview of all religions then it shouldn't b

My children are in school to learn from their teachers, which I am NOT. I work in a primary school and I would not presume to tell teachers how to teach my children. My responsibility is to notify them of events affecting my child or their worries.

It is so important that Irish is taught well I primary school. It should be kept interesting, relevant and conversational always. This is the teachers job, not the parents at home.....

Teach how to handle money and how to start a business

Digital tech, especially WiFi/Bluetooth and other forms of pulsed microwave radiation, are proven to cause learning difficulties with children. Irish schools are legally obliged to undertake EMF Risk Assessments after installing WiFi - S.I.337 of 2016

Focus on understanding healthy relationships , physical, mental and sexual health should replace the Religions , ethics and beliefs , which can be given other limited time.

I believe that all children should learn more about the various religions and different cultures around the world as this encourages acceptance and inclusion of everyone from a very young age as it normalises all the differences.

Delighted to see proposal for modern languages to be taught at primary level, this is long overdue

“Being creative” is a peculiar theme that presumably relates to the arts, but doesn’t capture the wealth of cultural capital that comes with music, drawing, etc. Art in primary school is NOT just about being creative; it’s about exposure to culture.

I strongly agree with the intent in the learning system but disagree that it should be measured by regular exam to show progress. Children in primary school should not be subjected to regular exams. This will put them off learning.

It is important not to lose sight of the strength of education in Ireland. We have educated generations of very high achievers. Moving too much from the existing framework towards artsy education would be detrimental to academically minded children.

Introduction of modern languages in the primary curriculum is essential nowadays from the first years to 6th class.

I'd love children who have opted out of religious education to be given something to do instead of sitting in class listening to religious teachings. Maybe be exposed to music while reading or using computers to distract them from the religion.

Yes education needs to increase physical activity, particularly outdoor activities ie hikes, orienteering and team sports as these are good habits that teach children ways to care for their mental health. Less screen time is vital!

More teacher training needed to help teachers recognise and teach the curriculum to non neuro typical children.

It's definitely time for a change in the curriculum, take religion out of the schools and start introducing simple life skills and more should be done about bullying in schools, policies need to be reviewed.

Primary education is the basis for future education, should be more structured (rather than creative) and academic. Key abilities like reading, writing, storytelling, operating with numbers, logic should be mastered to form sound foundation for life.

I would like to know exactly what format teaching primary school children about sexual identity would take. Given that 82% of children with gender dysphoria ultimately revert to their natal gender when they are not influenced by external bodies.

It is more important to learn good English reading habits and excel at English comprehension/story telling/ grammar etc then learn Irish or a foreign language at this stage.

While I understand digital technology forms the basics of so many parts of our lives, I would like primary education to be book based as much as possible, I fear digital technology takes away so much of our ability to focus and think about things.

Inf. tech. affecting kids anyway, they don't need extra PC/tablets time in classes. The most important is an interaction of teacher with kids, kids with kids, real life a priority instead of virtual/IT approach. Creativity, languages, sport is priori

All subjects should be taught in secondary school, not just by selection

Education about different religious beliefs from the point of view of diversity is important, but focus on one main religion in schools takes up too much of the school day and should be an opt in subject rather than opt out.

More time spent on core learning and homework rather than some of the more rudimentary social skills that should already be practised in the home.

More teacher training on dyslexia and neurodiversity. There is no core approach to children with dyslexia or specific training or classes. There should be to enable an individual approach within the class.

Education about Ethics is very important however faith formation as practiced in most primary schools is child abuse and has no place in school.

Yes, I am not sure if this is my last question or not. I appreciate the effort put into the framework but it is a shame that it looks for dense and tough to read. It is the opposite of what you are espousing.

It is not just about being exposed to these areas. Primary school children should be tested more often - class tests and exams. There is too much "fun" in primary school. It is a shock to their system when they get to secondary school.

there should be more opportunities for families to get involved, to know more, when and if possible, for teachers to be exposed to learning and sharing opportunities, for children to connect more with the outer world

No mention here about child's safety and changing recommendations to full compliance. Children who are flight risk are attending schools who ignore the recommendations RE flight risk etc. This is a major issue. A child could be hit by a car or kidnap

Children should not forced to partake in a lesson or complete a piece of work if the subject matter or task is not appealing to them, they should be offered an alternative task to fulfil the same outcome. Example: reading aloud or not

Please, separate all the schools from religion! Religion should only be taught in religious institutions, not forced to everyone in schools!

Would like to see homework discontinued

It's a dreadful time in our house and triggers rows every day. It's a negative space. Especially too reminiscent of pandemic distance learning. Leave children to fill their own after school time.

More time should be spent on mental health through mindfulness, breathing techniques and meditation. There is not enough on physical education fitness, nutrition and the importance of being active.

I am not sure that religion is an important subject to be learnt in school, principals and Ethics are far more important, hence this also should be taught at home more than in anywhere else.

all children learn differently so teachers should teach the way they learn and support different learning styles

The catholic ethos of my children's school is important to us. We chose this for our children. As a mother of four, I fear that the ethos of our school is being eroded over time and under constant threat, this both saddens and annoys me greatly.

Concern would be that areas of focus would be up to the principal of the school, which depending on individual might impede this new approach. Also how will all schools have the relevant equipment for the digital technology competency?

I think a growth mindset should be thought also

I agree with including modern foreign language in the curriculum but think Irish should remain the principal second language and disagree strongly with pro time allocation for MFL. Time allocation Irish:MFL should be at least a ratio of 3:1

I would like to see more emphasis put on education around differing beliefs and religions/atheism. Patron led teaching is too narrow and biased toward the patron

Archaic that we are still teaching Catholic religion in most schools despite no parents attending or practising the religion. Needs to be removed and education about all religions incorporated. Totally irrelevant unless as a historical text.

I don't believe Catholic religion should be taught in school but it is important that they do learn about the concept of religion and the different religions along with ethics and human rights.

Where Religion is taught it should generally be about different types of religion and how they have shaped the world and communities.

The role of Patrons in setting significant elements of the curriculum is unsettling. Most Patron Groups are strongly tied to the Catholic Church and will over-prioritise Religion without providing alternative options for non-religious children.

Would like to see more individual needs/capabilities being met

Min 30 mins of PE daily

Would like religion to be a wide education subject as well as covering key points of Catholic religion. Unsure about other languages given not enough time to cover core subjects at the moment

These are all important aspirations but in practice I'm not convinced that the children are learning according to the stated aims. Primary education seems very 'one size fits all' or a box ticking exercise that something has been taught but not learned

It reminds me of the IB curriculum which I have seen work very successfully abroad. The children there were confident in presenting, making choices, knowing their learning objectives, discussing their learning, skills etc.

Yes, the patron has way too much time in the proposed new curriculum. It is not acknowledged how little choice parents have educationally for their children when the schools are overwhelmingly run by the Roman Catholic Church.

I feel preschool, Primary and secondary school need to have a curriculum that extends and has easy transition when moving from one setting to another. I feel our education system is way behind in mathematics and digital technology. We need to move fo

religion should be broad based education about all faiths - the catholic ethos should be removed and sacraments preparateion should take place outside of school.

All of these elements are important but how can they be incorporated in to the curriculum? It is already overloaded. Drama should be a methodology or a subject that can be integrated rather than have specific time allocated. RE could be under SPHE

Sign language should be taught in schools as more and more children struggle on a daily basis to communicate with others

I do understand why language is been allocated more hours than any other area

Too much weekly focus on well being

Irish is being phased out. Conversational Irish in the classroom is gone.
Religion in schools is an add on now. Big loss here too.

I think kids should be aware from early stages about diversity not only in religion but also in real life. They also need to have some sex Ed earlier as they develop changes earlier etc

If you want to teach religion, then teach all religions not the catholic faith. Schools teach catholic religion as fact not belief. Religion should not be taught before kids are able to tell the difference between fact/ belief and opinion.

I do not believe that religion should feature in any part in the primary curriculum. Should people choose to follow a specific faith it should be extra curricular.

In line with future working life. Prepare for continuous assessment, excellent oral / visual communication & digital skills. Critical thinking & decisions. Multidisciplinary environments. Love for lifelong continuous learning. Adapting to change

thanks for your efforts.

The core subjects need to remain the main focus (Maths, English & Irish). They should not be impacted by trying to add more to an already overloaded curriculum.

I know that flexibility is a key but primary curriculum should be united so each primary school has the same basic level in education.

Like in many other European countries modern languages should be introduced in Junior infants (through play/songs)

Learning a language at a young age is vital. Religion should be a choice subject later on.

Religion. In order to be an active and understanding citizen, one must know of the amazing diversity of religious and beliefs in the world. Therefore remove "Catholic Religion" from school please. Let's embrace diversity.

I feel it is important that the primary framework should be active, reflect aistear, and focus on enquiry based learning with a teacher who is a guide and models and scaffolds alongside and with my child in a reciprocal respectful relationship.

It's important what is being thought is factual evidence based information. I like the inclusion of more play for children. Obviously opt outs for parents for some aspects that don't align with their own values will be necessary.

While well-being itself is a worthwhile pursuit I have seen how in post primary it has resulted in the loss of hours in other subjects. Also I would see creative and imaginative learning at a young age as more beneficial than digital learning.

Physical and Mental Health should be included as a key competency. We are so far behind the rest of Europe in this regard. Our children's health and wellbeing is being put at risk through a lack of intentional investment in physical education.

Definitely more creative play. Art, drama, all that comes with that.

Less religion in schools, more education

The curriculum needs to be more flexible and child centred, too much religion, not enough encouragement and focus on mental health etc

Not enough time allocated to science

My daughters school have a pen license, they get to use a pen when the teacher deems good enough, not right, each child can only do their best it's not a competition, stop this type of behaviour please, rewards should be on personal effort

More novels should be read by kids in 3rd-6th class and secondary school

As a parent and also post primary Irish teacher,
I feel that many students are totally unprepared for secondary school Irish when they start first year, due to wide inconsistencies in the amount of time spent on Gaeilge by primary teachers

Religion is not a key composite for education in a modern society.

I feel education should be more personally tailored in the classroom. From my experience more intelligent kids are restricted by being grouped by age in school and should be challenged more rather than becoming bored and disinterested in education.

Also important to experience science and how it is part of everything in our world

I think the primary curriculum is still overloaded. There is no need for primary children to do MFL and Technology. The day is too short to include all of this. The key focus should be on literacy and numeracy.

In today's world of covid disadvantages, my son has not completed ONE year yet, and he is in 1st class, they lead a drab school experience in comparison to what it should be, in my opinion the education board need to quickly adapt to the needs

A focus on wellbeing and self belief.

I think learning a language at a young age is very important. Irish should be an option like religion. A lot of different nationalities living in Ireland now lets more on from just Irish and expand their culture.

Physical education is not mentioned here at all, well-being and fitness is hugely important and should not be a just once a week activity it should be included every day which is not being done. Teachers should be actively engaged with this

While I believe that religion should be phased out of schools going forward, I do think that children should learn about the basic principles that are taught through the religion curriculum. Kindness and being a good Samaritan are important

Religion should not be form part of the curriculum. There should be a more general ethics programme that includes a study of world religions.
Also break times need to be increased to allow for eating time and movement

Religion should only be taught in the context of explaining what religion is and how different religions affect culture/society. It should not be taught as fact as that is not what it is. Specific religious education should only be outside school.

Proposed time allocation of subjects concern me with option 3 which allocates more time to Irish language than English. English language should be allocated more time. Most of the population communicate via English primarily.

Focus on Irish should be spoken and not so much on the written

I feel religious education should be an extra curricular activity after school hours or at weekends. No more prayers at intervals during the school day.

Religion is not necessary in school

I dont think religion should be in school at all. I think that should be up to kids parents to teach them if they like at home. Today church and school have nothing in common and it shouldn't. Kids can be taught to be kind and empathetic in school

I don't agree with a junior infant having to do homework on an app. Worksheets should be sent home for them to do.

I think they should have more time for science as it is the future

The teaching about Religion should be removed from the curriculum.

Under current PDS children in special schools are now left being unable to learn as they have no SALT to help with communication, no OT to adapt the classroom and learning style to their needs, no Physio to foster physical independence in the childre

This curriculum reduces time on: history, geography, art among others prioritising maths to an extend that I'm afraid might turn children into obedient robotic beings Also concerns me the emphasis on making good citizens over good human beings

PE , yoga, mindfulness also important - healthy body and mind

I would love to see a greater emphasis placed on physical education within 'Fostering Wellbeing'. Research has consistently proven links between mental health and wellbeing and physical activity.

The amount of time allocated to Patrons/religious indoctrination is hugely wasteful and detrimental to children's development. It takes time away from their learning in subject areas which are of benefit (basically any other subject area).

The ethos of educate together which my children attend are an amazing fit for our value system and will lay the foundation for creating empathic , creative and kind citizens .

More emphasis on inclusive education, how children with additional needs for into the new curriculum

I would love to see a stronger emphasis on art that does not depend on the interests of the teacher. A focus on the arts should be mandatory and given more time. Religious instruction has no place in modern schools.

It is very important for children to receive education in religions, beliefs etc. but it is not possible for this to be adequately done in the current patronage model where any particular religious ethos is favoured in a school

Unsure where to express my concerns that as my child attends special secondary school for children with a mild general learning disability, should be under the primary school ethos, i think there should be a seperate schooling system.

Digital technologies are tools. Well-designed digital tools have concise and clear instructions within intuitive interfaces. They are easy to learn. Emphasis should be on resources (Wikipedia, maps) and goals (coding to make a game).

Languages could be started earlier in junior infants.
Lifeskills, money management, cookery,

Would be a great idea if the NCCA sent out the draft to all parents in a hard copy

Flexibility for teachers/support teachers, tayloring different learning styles for pupils.

Children in primary school should not have homework, kids spending up to 1 hour on homework is unnecessary at this age

I think more time is required on life skills than languages. Not ever child likes languages, but reading, writing and maths as well as mental health are key in everyday learning

It's difficult as a parent to be convinced by the proposals, while we can all agree that there are areas that need to be covered more and others that should be reduced, I wonder how this works practically. Not enough word count included here!!!

Im quite perplexed that there is more time allocated for "religious" education compared to P.E which is more importantly for physical and mental well-being. I think the time should be adjusted. Religion should be done outside of school.

I don't believe religion should play any part in primary education. It should be an extra curricular lesson

I have a lot to say about religious education and how it is handled in national schools. As a parent of a child in a NS who is opting out of Catholic curriculum, I am very concerned for how he (and others like him) are made to feel as outsiders.

Ethic yes, if religion, they should learn whole range

Needs to be a more structured approach and more supportive curriculum for those in the special classes/schools

More time spent on sciences and languages in primary school!! Time spent on sacraments should be after school time, very unfair on children not participating, catholic teachings are no place for schools, need for more divestment, little done since 2011

Religion should be nowhere near schools. Focus on book learning/teaching to tests for maths is endemic in primary schools. I am a primary teacher myself. People's human rights are being abused daily (teachers and children) through forced religion

Foreign languages is essential given the country's position in Europe.

I'd like to see the true meaning of discipline being implemented which is to learn and to teach. It would also relieve a lot of teachers situations if the student taught to others what they have learned and furthermore would further their understanding

My child is in a Special School. I want him to learn the basics..functional Maths and English, with some Art/Music/Cooking and Daily Living Skills..Much of the rest here is going to take from time that could be spent on the basics.

Catholic schools need to move religion to the end of the day or half day per month, in respect of those choosing to opt out.

For children to be able to choose the subjects they like and want to learn

Learning needs to be adapted to reflect the fact that technology will be dominant in years to come. Our kids need to develop skills that allow them to flourish in that future world, the learnings and capabilities of my generation will be redundant.

I think that the growth mindset model would work well to help children understand the importance of making mistakes and failure in order to become more fearless in learning which can make them more resilient & adaptive

Irish language is not actually used in modern life.

I think the Irish Curriculum needs to be addressed and needs to be looked at as optional extra at the end of Primary school. Somebody needs to go to the Primary schools to assess how low the level of Irish is. Why not give Drumcondra's in Irish?

There should be more focus in History and Geography, without proper learning of these subjects, children cannot be aware of how the world has evolved into what it is now and place themselves in a proper and knowledgeable point for discussion

8hrs for religious indoctrination at all levels but 2-6 for science and technology? Unbalanced and discriminatory towards those without religion especially considering there are no secular school patrons only multi-denominational.

I would like to see areas such as financial intelligence and psychology included

Questions are of course unclear as how the competencies would be implemented. For example, 'wellbeing' can mean a variety of things, from teachers projecting their own new-age notions onto children to working to the children's strengths. Too vague.

History and geography seem to be optional. They will never be active citizens if they are not introduced to the complexities of history. Teacher should be flexible but only up to a point as it might create disparities within the same school.

My child attends a special school communication and inclusivity is key, therapies i.e. speech and Language, occupational therapy and physio are as important in his development as conventional education.

Stop forcing every child to learn Irish. It is a source of great distress.

More independent skills to be learned in primary school as part of curriculum cooking, hygiene etc. Also for primary school children to learn about hidden disabilities for example autism. Which may help in tackling bullying problems

While a certain amount of education around well being is good, science and technology, art and design and other subjects are more important. Too much emphasis on wellness. Not a balanced curriculum. I overall have to disagree with it

learning how to use Technology and assistive technology for kids that need it ,,,, for sure

To change the rote learning model for Leaving Cert is hugely necessary

As a parent and a teacher I can see that the current primary curriculum is completely overloaded. While the above areas are important it is vital that they are not added to the current curriculum unless some other subjects of significance are removed

Inclusion is paramount which draws on strengths of each child . Blended learning techniques is the future of education which allows all children to thrive which includes children of all needs .

Religion should be taught as a subject (i.e. children should be taught what the different religions are and made to understand and respect everyone's beliefs) as opposed to an indoctrination

The arrogance of this proposal! Parents are the FIRST educators of OUR children! The proposal is nothing but a means of implementing Globalist agendas: prepare the future generations of Ireland to accept mass immigration & the demise of Irish culture

Please, more science, IT (digital is welcome but I'm stunned at the lack of IT / coding etc)

Where is the PHYSICAL ACTIVITY? Learning and loving daily physical exercise is crucial to healthy citizens & reducing obesity & improving mental health

I like this class

The focus needs to be on reading, comprehension and numeracy, everything else needs to take second place for the next few years

While I don't believe religion should be a part of the school curriculum, ethics is a very important aspect of education. Religion should be kept separate from school all together.

Nice for learning to occur outside the classroom in settings children can relate to. Outside, parks, pitches, museums, labs, these events are occasional and not integrated into daily learning. Native speaker for foreign language. Less weekly testing.

I would like to see more STEAM approach in primary school, where children could relate different subject in one theme , for example.
Or have more contact with digital technology and extend it to every day life.

I feel the emphasis and time on Irish in primary (& 2e) school is wrong & discriminatory (agenda at the formation of state in 1920s and pushed in education since). It does not reflect the values of a huge number of Irish citizens & excludes them.

None of these key competencies include physical education. This is a vital part of education and is once again being pushed out of our children's curriculum. Physical exercise needs to be a key competency.

In primary school all above should be delivered more via game and teachers should enjoy this game more than kids

The amount of time for Religion (2 hours a week) against the lack of science and technology is really poor.

To me, the religious aspect should be left out completely and religious education thought as an extra curricular activity.

Ethics and social responsibility are not dependent of religious practices and can be thought independently.

Disagree that Religions should be covered. Don't like the idea of inputting religious beliefs in children's heads, as people have different views and beliefs. Other than that, agree with everything else.

I only think Digital Tech should be used if there are no other options available, such as remote learning. It is a poor second to person-to-person learning while in the classroom.

Foreign languages should be taught from Junior Infants. It should also be allowed for non-Irish children to opt-out from Irish language curriculum because often they move with parents to other countries or they don't use it at all.

Religion should not be part of any education. It should be a family learning experience

Looking forward to more science week based programme for my son's school.

Education as we say to build human beings rather than academician. A teacher needs to build that attitude in school. A child should never feel being left out as poor in academics or because of where they belong too on basis of country of origin.

Stop homework, allow children to learn in school and then have freedom to explore their own interests after school, active outdoor learning.

Given that most schools are controlled by the Catholic church I'd be a very sceptical as to how broad the religions, beliefs and ethics competency will be. Will religious schools just use this time to teach their own religion?

No religion class's

Wellbeing has been given too much importance...

great to see such a study being carried out and development of a curricula which has aged.

There needs to be a greater emphasis on technology in the classroom with with a large found on STEM. Children also need to be empowered on healthy eating and healthy bodies. Understanding the effect good and poor nutrition has...

It's not the role of school to teach a child about been an active citizen or their well being, that's a parents role,not the states.

I think there should be a stronger focus on Irish culture, heritage, history, traditions and especially the Irish language. There is huge potential to overhaul how Irish is taught and to realise its integrative potential across the curriculum.

In rural areas, the only local schools are catholic, so children have to attend these even when parents would rather the patronage was not religious. This has to be taken into account-having 2 hours of patron program is unacceptable- far too much!!!!

Too much technology for children is not good, they are on screens way to much now they need less exposure.

consistent connection between Aistear and the primary sch curriculum. Support and train teachers to deliver the primary school curriculum through play. Current curriculum is not developmentally appropriate for 4/5/6 year old. Aistear is not an 'hour'

More self-guided learning in whatever kids interests are is very important. (See Sudbury schools) I would like to see free discovery/play/ self-guided learning being part of their daily routine (an hour or more).Importance of more active child role.

We need to include environment and the natural world and connection to the land, to where our food comes from, a healthy planet etc in primary school learning.

Need to back to real, truthful, classical education that teach children live in TRUE. Emphasis on sound philosophy course and logical thinking. Teach children how to think for them selves not how to be mindless repeatable robots. thank you. GBYA

Ethics and learning about world religions extremely important to foster better understanding of our diverse cultures. I do not wish for any one particular religion to be taught over another

My children attend a Gaelscoile so I'm worried about introducing a 3rd language. Enough digital already in schools with zoom/apps/ google classrooms and iPad tasks. The standard of education in primary schools is high I am worried we are diluting it.

I feel the current resources need to be evaluated and assessed for fit for purpose. My daughter in senior infants is learning to read and some of the text is from an American context, so American spelling used. The article is also very dated and

Please avoid emphasis on standardised tests - allow continuous assessment

I think the teaching of ethics and morals can be done without the teaching of religion. The teaching of religion should be pursued outside the school and removed from curriculum.

Teaching about religion should be about all religions and not focus on one eg Catholicism. Religion is a practice that is chosen in the home. It should not be in schools unless it's about all religions. It should be extracurricular activity.

Sciences?, Design Thinking?, Allowing the students to self learn and problem solve - this are the skills applicable to all employment

Religion/Beliefs start at home!, I agree wellbeing is important but lets cut the time spent on religion etc!

The curriculum should be such that it does not make little children(Primary ones) addicted to digital technologies like - laptop, iPads,Phone...

It should be focused on making them emotional intelligent .

All religions should be thought in schools not just Catholic

Religious education should not take up any valuable time on the school curriculum. This should be a voluntary opt in scenario for parents who wish to have Catholic teaching given to their kids, and should take place outside of core school hours.

Foreign languages should be taught earlier from pre school or junior infants as it helps with the brain development.

IT skills or programming languages should be introduced as optional from early primary school

Less Irish, more foreign languages

We need tools to ensure flexibility for parents to mix home schooling part of the year.

We need benchmarks to top quality education countries like Finland and Poland where children leave school knowing more and being able to solve problems easier.

Start foreign lang. sooner.

Educate children handling money, basic commerce/economics

Religion,ensure not dominated by secular view ¬ afraid to teach religion with catholic ethos if thats what school has.

Plus overview of other religions/cultures

I would like to see creativity/art and culinary skills incorporated in the primary system

Irish I would like to see it more priority on the spoken language rather than written

Religious teaching was meant to be removed from the education setting and taught through the community setting. Why is this not the case? Children will still be in a setting where they have to listen to the religion based on the "spirit of the school

Irish should be an optional subject . 6th class kids must learn about saving money, handling money ,importance of having a job and contributing to the wellbeing of society.

Introducing foreign language in curriculum is crucial - it should be introduced as soon as possible, even at junior cycle

No

The school's focus should be on teaching children maths, geography, history, english, etcetera, and making sure they respect their teachers and the other children. The rest is the parents' job, to teach love, kindness and fuel their creative side

I think we should have a focus on living skills in Secondary school, Financial classes and such. I think this would be more beneficial to students. I think Irish for Leaving cert should be a choice subject and not mandatory.

Any religious education should be an overview of all religions. Ethics and interactions with others is more important. Religion should be for individual families to teach.

I think the requirement for Irish as a subject should be abolished, it is not beneficial and there are plenty other subjects which would prove much more beneficial to children. It could be made optional

Not all children learn the same way and at the same rate. I feel exams put a huge amount of pressure on them. Even little Friday class tests cause Anxiety

I think MFL for younger children can be as a introductory, so to build a general knowledge on different languages in the world. This understanding can help build an interest in languages and understanding and acceptance of diversity...

Religion should be reduced further in schools. It should be offered after school to those who want it.

The so called sex education that is in primary schools is to my mind based strongly on sexual grooming. I removed my older children from these classes when in primary (now 4th yr and university). I have now removed our youngest (6th class) too.

I am a teacher myself and I feel the curriculum is too packed and teachers often struggle with trying to complete the curriculum rather than focusing on the needs of the children! More attention should be given to creative subjects, P.E. and sphe

Start with the pp curriculum.and how it will fit in with those destination rather than how it follows on from pre school curriculum

Adding Traditional Chinese in the curriculum, not just Simplified Chinese.

It's time to take religion out of public funded primary schools. Our primary curriculum breaks the European Convention on Human Rights, as it denies religious freedom. Our families values are not being respected!

Religious sacrament preparation should take place outside of school time.

Drama should be a methodology not a subject

Religious faith formation should be completely removed from school. All prep for religious occasions should be after school. Ethics and learning religious & non-religious belief systems are welcome. More time for play, outdoor classes & creativity.

Too much emphasis on faith formation in rural Catholic schools where non religious children are excluded

Religious education should be based on all religions. No time in school should be taken for the preparation of communion etc.

There should be zero time for religious faith formation, and no time for patron programs

Citizenship is important but so are values like kindness, caring and inclusion.

Faith formation should occur outside of school hours. My children are "opted out". In reality this means nothing as they stay in the classroom and are indoctrinated into the Catholic religion at the taxpayers expense. It's shameful.

My daughter is left sitting in the back of the room daily while her classmates are doing religion. She feels excluded, made to feel different and confused that she is forced to listen to this daily when it is something that she doesn't believe in.

Religious instruction/ ethos needs to be removed from schools, otherwise discrimination of children in this country will continue.

Would be better not to have religion and ethnic in the same group. Leads to spoiled results. I like my child to be educated about ethics but not religious. Specially other subjects eg. sexual education should not be taught from religion perspective.

Religion needs to be taken out of the curriculum. Sexual education should be revised and not updated to not include the viewpoints of the Catholic Church.

Religious education should be removed from the curriculum. It has no place in a modern education system.

Education about Religions, Beliefs and Ethics is very important but the word "about" is incredibly important here. Instruction on how to be a member of one religion or another should be left to parents and not teachers.

Learning a out religions, yes very important as a culturally important role. But, indoctrination is extremely bad and had no need to be taught in schools. My daughter is not Catholic but, had huge obstacles in getting teachers to understand this.

I think religious instruction should be taken out of primary schools altogether. If schools insist on teaching their (whatever religion they are) religion it should be done after school so children not of that religion are not indoctrinated into it

Ethos must not be allowed to impact on any of the curriculum's teaching else it defeats the purpose. If a patron body can decide how to teach any of the subjects, then they cannot be delivered objectively.

I strongly believe religion is to be kept separate to our education system

I think it is essential that foreign language is introduced at primary level.
I agree that all children should be introduced to the basics of coding
(The response format on this questionnaire is inaccessible to visually impaired respondents.)

I feel it is important that my children are educated in our own religious ethos at primary level

Arts education is the most undervalued aspect of the curriculum, in particular Music.
Priority placed on getting specialist music teachers in the primary sector to provide structured continuity of music ed which will support other curricular areas

I find my children left behind by aspects of the current curriculum which are to be increased under the new proposal. My children, as well-balanced fast learners are not receiving a good quality of tuition, detailed facts, basic classical education.

In reality faith schools ignore suggested time frames/drop other subject teaching when religious occasions irrespective of pupils faith . Would have thought it reasonable that specific faith teaching should not be on the curriculum/ post curricular

Teaching resilience and calmness in climate changing world

Wellbeing - teach our children to be 'embodied' beings

Foreign languages vimportant - focus on being able to SPEAK the language.

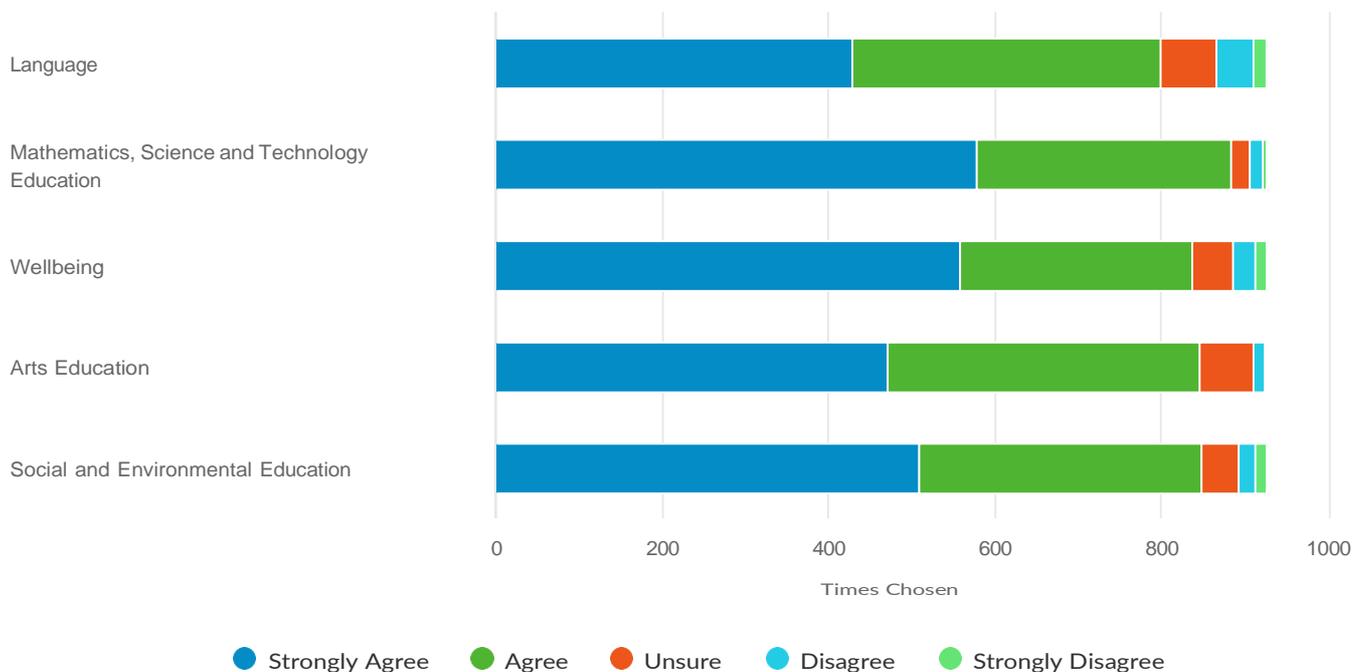
I wish the religious ethos programme could be moved to outside standard school hours and made optional. There is often no choice but a catholic school and families should not have to enlist their kids to a faith purely due to school availability.

The 1999 curriculum propose 2.5 hours religious education for both full days and short days. This equated to 9% of a full school week but 11% of the week for infants Why should infant classes should have any religious education at all?

Remove faith formation from curriculum altogether. It's for churches and parents to impart, not for schools.

Q.9: To what extent do you agree/disagree with the following proposed curriculum areas:

Number of responses: 927



Q.10: The Draft Primary Curriculum Framework has proposed options for time given to each curriculum area. Do you have any comments to make on these options?

Number of responses: 262

Text answers:

There are many aspects of informal education pedagogies, such as those used in youth work, that can be used in primary school. There is room for outside partners to deliver programmes in schools connecting the school and the local community

Comment as above I'm concerned about spreading learning too thinly. Also reduction in religious education. Well-being education doesn't compensate for this .

Yes. I wouldn't be happy with the proposed reduction in time for religious education in the curriculum. It is one area of education in our schools which needs time for children to pause, think and discuss. A time for learning and reflection. Teacher.

There should be no patron's programme of religious/beliefs education. This should be an overall religious/belief programme including main messages of all faiths and none. Single religion schools are harmful.

Again, why are there no other teaching methods and prepared environments covered in this? Once size does not fit all. Aistear and siolta are too basic and absolutely not fit for purpose

Patrons should not have the choice to choose the curriculum in "the Education about Religions, Beliefs and Ethics". It is not healthy for our society that they currently have this power, so it shouldn't be ingrained for the next 20 years.

Ensure flexibility for theme based learning
Concerned that Social&Environmental Learning in J1-2nd becomes solely History and Geography in 3rd-6th.
Environmental/ Climate/ sustainability education is key and fits in the key Active Citizen. Competency

More spoken languages including Irish

The arts Ed need to be given increased time and recognition for their potential role in exploring and promoting wellbeing. They serve as an effective communication method and should be integral to all subjects.

The new curriculum proposes a reduction in the patron's programme by 30 mins per week. I disagree with this being reduced. As asked-there should be a more extended statement within the redeveloped curriculum about the religious and spiritual domain.

More time is needed for the creative arts - in primary schools - expression and catering for all learners. I would like to see the arts and central to the wellbeing curriculum. More CPD for teachers in how to integrate effectively

Very concerned about reduced time for the creative arts as my experience has been that these areas are already underserved in the primary system and most parents have to pay for music, drama and visual art classes outside of school

Less time for Arts Education will be detrimental to children's wellbeing which is ironic given that wellbeing is identified above as a separate entity.

Languages must not take away from the Irish language
Wellbeing is 1 which could be an extra but not provided as part of the art education as art and expression leads to wellbeing
social and environment again should not be detrimental to core subjects

I think this is great .

I strongly disagree with the emphasis on language above all else. There's so little time devoted to maths and science in infant classes, you aren't setting up these kids to be curious and informed about science. I also feel the arts is neglected.

More time for social and environmental education on a weekly basis

Less time on wellbeing, drama, film and religion. Schools are severely under resourced and teachers overstretched as it is. Adding to their workload will not help with my children's education

No.

modern languages can be started earlier than 3rd class
Science and tech should be more hands on.
Mindfulness and meditation should be mandatory part of wellbeing

Too little time on science... environment should be included in science. Too much on wellbeing. PE needs to be explicitly allocated time every day.

There needs to be far more focus on supporting children with additional needs.

More music/drama and art.

Wellbeing and physical education needs to be completed daily and should be considered a core subject.

It could be prudent to assign the same amount of learning time to both English and Irish to help prevent against further degradation of the use of the national language.

Minimize religion.

Maximize STEM, languages and coding. Set them up for success when they get older.

Wellbeing is important but is essentially abstract and probably should not have major specific time allocation.

Foreign language should be learnt from first class

Religion should be removed from school

Please take focus off mathematics in favour of the other sections which are more important to a full life

I feel wellbeing should encompass a longer lunch break to focus on healthy mindful eating, 10 mins to wolf down lunch is unreasonable. In France and the UK children sit down to a hot meal and have time to eat it.

6 hours per month for science and education but 8 hours for Patron's Programme , during which (opted out) kids are not being taught anything! All education should be secular. Kids also need more time for free play outdoors.

There is no option on this survey to give my opinion on the sixth area, Religion/Ethical/Multi Belief Education

Please remove religious instruction and faith formation from the curriculum.

I think that primary schools struggle to teach Irish and that the introduction of another language being taught by people who aren't fluent in the language would be a disaster and should it should be removed from the curriculum

Again there is no religious education only faith formation. There should be no time spent on faith formation in schools, remove preparation for sacraments

Strip religious Ed and you have the time. Communion prep is unnecessary and time wasting

Although this time allocation allows for teacher planning , I think it needs to be flexible depending on each child in the class and what their needs and wants are at a specific time. More time may be needed in one area than another

There should be longer breaks for primary school children. The current proposals are using up a lot of the time is formalised education but research supports better learning from free play.

Physical and health needs to be included from infants. Mixed classes make it impossible to have 2nd and 3rd do different pe times. And religion/multi culture beliefs can be removed to make more time for the over loaded curriculum

Wellbeing should permeate all curriculum areas and the culture and policies and practices of the school. It should not be a stand alone area that gets a time allocation. Again, I need a longer word limit to flesh out my view.

Again, who decides what is important in social and environmental teaching? Biodiversity is very important to me, hysteria about atmospheric CO2 levels less so. What if the teacher thinks socialism is the way to go? Too much scope for brainwashing!

No thanks D

Priority: Written English

I agree with all areas but there is a huge imbalance towards language compared to science for example.

Religion should not be included. Languages should be taught much earlier than 3rd class.

Too much time on science when primary schools are not equipped due to health and safety reasons and equipment. Leave it to secondary

As I said before there needs to be more maths and less Irish. The school day could be extended to 2:30 for infants and 3:30 for the rest of the school? Or all finish at 3?? More time for creativity too.

More media / online digital learning. Need specialised IT staff to teach coding etc. Typing should be taught in 5th and 6th.

Religion should be removed. Modern languages should be introduced much earlier than 3rd class

Less RE
Less history
More wellbeing

Again, ethics and good citizenship should be the focus when we learn together with objective information about religion and cultures rather than time for sacraments or prayer

Modern languages is just broadening the already busy curriculum. Too many things expected on our children and teachers so nothing can be done well

If you're stuck for time, maybe stop the 5hrs a week communion prep , for months, and give an option for science for that time. Families can teach religion at home, but we can't teach science at home.

A strong emphasis on the environment and how to live in a non destructive way. What is the point of Irish or mathematics if we can't breathe the air in 50 years time.

Less time on learning the Irish language and more time on promoting good mental health and well-being. Far more important!

Multireligious and ethics yes but only if it is really focuses on All religions not one in particular. Ethics yes but not if they are religion based - ie comments like "no moral spin if not believe in God" should not be made at any stage.

Too much time is given to the patron's programme.

Patron education should be allocated outside of core school hours. More focus on science and foreign languages from stage 1

I am questioning Visual Arts (not the digital media part), this will not help my children in my view in secondary. What are the benefits?

Too much time is left for "patrons programmes". This MUST be moved to out of core hours. Ethics MUST be taught in all schools, regardless of patrons. Modern secular RSE, free of religious ethos, must be included.

The choice of a modern language would need to correspond to the post primary choices of languages that would be available locally. So it may vary nationwide. Teaching about Equality , inclusivity and diversity are hugely important for this age cohort

The importance of Emotional and physical Well being and the importance of physical education (albeit solo sports and team sports) should be expressed at all any opportunities in the school curriculum

language and math should take the most time.

Religious ethos / patrons programme should be replaced with evidence based, factual sexual education and respect for others. STEM is important but not every child will thrive there. We should definitely improve our foreign language education!

There should be more hours dedicated to science subjects.

I think more time needs to be given over to maths. Less time for religion, maybe even move it outside the school day.

Modern foreign language when some children are unable to write a sentence as gaeilge or bearla, crazy...too much time to religion, need history from a young age not an after thought at 3rd on...even its placement here a tag on before religion is mad!!

I agree with how these are divided but I do feel some art would be beneficial every week. My children suffer when they do not get this. It would make sense for this to be integrated across different curricular areas but some teachers don't do this

Less hours given to Patron programme/religion needed.

More time for physical education is needed.

For stage 1 and 2 I believe more time should be given to free time. Children are not robots and go from learning from playing in preschool to having to sit down in a chair and not speak for 6 hours in junior Infants, should be a gradual transition

Too much time is allocated to the Irish language. Prefer more time for modern languages or Irish history/culture. The Irish language is used by a minority and is of little practical use. It should not be allowed nearly the same time as English.

arts/design thinking process: figuring out a creative solution to a problem, multi-belief education

Environmental agendas being pushed on our children.

Increase time allocation to Mathematics, Science and technology as well as Environmental Education. Climate Change will be a major influence on these children. This should prepare students for 2nd and 3rd level Environmental and technology sectors.

I think option 1 was the best but I feel nervous about how the time is allocated (is enough spent on Maths? Science?) Also with increased subject integration, how will discrete subject time be protected?

No

If you are going to lump teachers with more to do this won't work, take out parts of the old curriculum ie not as much religion. Also if each class had a classroom assistant, we would be the top educators in Europe or the even the world!

Language - English should be listed first and there should be significantly more time spent on English (language 1) than language 2. Language 3 should be equal duration as language 2.

Modern Languages require more time and should be introduced earlier

More and fluid well being should be prevalent throughout the school curriculum to ensure safe transition from childhood to adulthood

Religion & Multi beliefs are a personal choice for the home setting

I think all options should be covered. All children are different and should be able to explore all aspects and options available to them

More time is needed for math and tech. Although, concerned that teachers are too outdated even the younger ones to teach anything newer, also, concerned that teachers design assessments.

Digital technology is very concerning. All children do not have access to the same devices. Gov would get better value if purchase of technology was streamlined. there insufficient cyber security in primary schools - also should be streamlined.

It should be more focused on Spanish, Italian French or any other language that children will have actual use in their future. I think Irish should be basics only.

i think the proposed allocations along with some degree of flexibility is a good match

Well-being is tricky, vague and unnecessary. If a child is good at learning subjects, doing well with friends and physically active there is no need for wellbeing, if not, the focus and more time should be spent on specific areas of struggle

Social and environmental should progress to sociology, ecology, globalisation, ethics and modern global issues like Global human rights.

more time is needed for STEM education

Stop raising our children in fear and I will never pay school fees again until you stop acting as globalist puppets and start actually caring about raising children who can critically think. You don't work for vaccine companies

More time on well-being than religion

Irish language suppose to be optional. Subjects on financial literacy must be included. To teach kids Psychological skills would be beneficial.

The religious curriculum needs to be updated with the rest of the Framework. All government main stream schools should be teaching about ALL religions and ALL beliefs and not primarily about the catholic religion.

I have seen the arts, well being, and social education infused in the core curriculum as a method of delivery. In my opinion, the draft time table is not progressive enough.

Too much time is given to religion

How can all these subjects be given ample time in the current primary school day? It seems more focus on the core subjects would give the stronger foundation for a secondary education. They are most absorbent of elemental building blocks in Primary.

It's more important to teach a foreign language, like Spanish or Italian more than Irish. Too much time and energy is spent on forcing Irish down children's throats. Never used in the future....

I don't think they should be learning sex education in primary because there sill children

As per previous comment. Exposure to technology must be through PC and hard-wired network connections. No tablets & wireless networks. 4 groups of Irish workers are listed as 'at particular risk' - pregnant women are one group. Children are not listed

Patrons programme should be disbanded as it allows for teaching of religious content to children who are not of that religion, and intentionally "others" them from the patrons religion and the perceived main religion of the pupils.

Prefer more flexibility for teachers and love the introduction of a modern foreign language. We strongly believe that the amount of time spent on Gaelige should be reduced as very few of us actually use it after school -5% of population fluent!!

Feel that History and Geography are not being given enough importance

There is not enough of the arts, particularly music and visual arts, in the proposed curriculum. They should not be an afterthought, but a core component that takes up an equal amount of time to science/tech (separate to maths) and history/geography.

Wellbeing is subjective. What works for some will not work for others. It is not something that belongs in the classroom. This should be outside the formal education setting and a free choice of activity based on a child's interests.

Its time to make Irish optional, there's too many foreign kids or Irish kids who prefer to learn a different language or subject they'd actually find useful.

Arts and Physical education need to be increased , currently at primary level approximately an hr is given to these areas with some discretionary time. Without allowing children to practise these skills, they are denied individual growth potential.

Maths really could be though better practical workshops etc

Most hours should be given to Language and Mathematics, followed by Geography and History, don't see specific mentioning of Literature and related activities (storytelling, rephrase, essays from 3rd class)

There should be a balance between the Arts/language and STEM subjects at primary level.

Irish should have less time than maths/English etc

Believes shouldn't be taught at school. This is taught in the family according to nationality, customs and traditions of that family

I believe Irish should be taken off as a subject and provided as an option

Teaching kids about diversity is very important ie. Different religious beliefs but a focus on one main religion should be an opt in system and should be left as an outside of school activity for those who want to participate.

I believe Irish should be optional with alternatives of spanish/french/german offered.

I defer to you as subject matter experts. Not sure though where the religion and ethics/beliefs bit lies in Table 6. Is it within flexible time?

Languages like Irish should have the same importance as English and Maths. Currently if a kid is struggling in Irish, there is no extra assistance and/or help. The advice is "exempt" rather than help.

more opportunities for the children to connect with the outer world

Times need to be flexible to cater for the individual and group dynamics

Drop irish as compulsory

Good idea to lay building blocks for these concepts

i think more time needs to be given to supporting children's well being and mental health and creating an environment that supports this then learning and education will follow.

Depending on principal and teachers in question, how would the curriculum framework be monitored to ensure the teacher doesn't focus mainly on their preferred areas?

Less emphasis on Irish. While from a cultural perspective it is nice, generally it is not a useful language.

Physical education is under prioritised.

Min 30 mins PE each day

I would allocate more time to STEM education

Well-being allocated too much time in comparison to science and technology or Mathematics

To ensure each child gets enough time to allow for individual abilities

I think PE should be included for junior to second class too

I'm a foreigner unable to help my kids with Irish. I asked my Irish coworkers, they said that they have never used it outside the school and it was a waste of time for them too. I don't want to sound disrespectful, but Irish time should be reduced.

Again, Roman Catholic faith formation is tucked away under "wellbeing". Of course I'd like my child to learn about wellbeing but not in the way it's being done currently. This has a negative knock-on effect on the sex education they need.

I feel the layout of the 3 I'm unsure off need to be changed. Wellbeing and physical education should be ongoing. Religious ethics ethics could have less time. Maths & science definitely from early stage. We are still not seeing a transfer from one se

RE should not have 150 minutes per week, a lot of that time can and is being redirected to other subjects like maths and languages.

None

Languages is being given too much time

I take serious issue with 8 hours a month allocated to religion, less then provided for science and technology. That's 8 hours a month where my child is excluded and is against my wishes subjected to conversion through osmosis

Do not agree that mathematics be afforded less time than the religious / patron's programme

As I mentioned already modern languages should come in junior level (best age to grasp it without real "learning" we all know it but still nothing us done)

Flexibility of time for teachers is valuable as is increased pe and movement time. I would be concerned as to the content of the curriculum and whether that will align with age appropriate learning

I would introduce modern foreign languages at an earlier stage.

The practice on the ground varies enormously. Too much time spent on Irish and sometimes Maths with questionable outcomes for most children.

Very reasonable

Not enough time for Mathematics, science and technology

Modern languages are a good idea but should not take from time spent on Irish as if this happens students will struggle even more at second level. Also very unsure about Wellbeing being so formally included, has not worked very well at second level

change is good and we need to keep abreast with other european countries

It is too much. Take away MFL and Technology. It looks good on paper but cannot be done well in the time allowed.

Dance drama and the arts should be from Jnr infants

My child struggled learning English and although in 5th class gets very stressed trying to do English and Irish another language on top of that is too much

Teachers need freedom with time allocations

As i said earlier improve the language skills.

Fitness is not included and this should be a core subject

Flexibility is important. Too much time for religion. Aistear should be included up to 2nd class. The break times are not good enough. Children are not given enough time to eat and have free time. This really needs to be revised

Strongly disagree with the patrons programme. All education provided by state should have no interference by specific religions. This should be optional outside school. At the very least providing alternative education during these dedicated school hrs

Schools and the government have no right to discuss sex with primary children

As previously mentioned Irish should not be taught more hours than English. How Irish is taught should be revised. The children do not come out of school knowing Irish. They should be coming out being able to have conversations.

The options in Stages 3 and 4 should be given in Stages 1 and 2, especially foreign languages.

Why change the current curriculum. It seems to be working well???

there is very little time dedicated to humanities, to encourage and motivate free thinking and too much time dedicated to maths and language. While language is important, it can be learned through history and other subject would make it richer.

PE from day one.

I would love to see more time allocated to physical education within the Wellbeing time allocation

Way too much time given to Patrons programmes/ religious indoctrination. The fact that this area is allocated double the curriculum time of Science and technology is ridiculous. Religion should be an extra curricular topic and optional.

Less focus on mathematics, more focus on arts and wellbeing.

You have not asked for my views on whether the Patron's Programme should be part of the curriculum. This is disappointing from the Department which has a responsibility to canvas views on all aspects of the new Framework

Most emphasis should be given to learning how to fend for yourself in the big bad world so to speak, cooking, cleaning, washing, CVs, courses that could be done in school to enhance a child's CV, wellbeing, safety, job prep, friendship etc..

Earlier start on languages. Wide variety of options should be available.

I think more foreign languages from a younger age is paramount. Studies are there to support the hypothesis that students who learn languages at a younger age do better in school. Why do students have to wait until 3rd class to be exposed to drama?

Yes, too much time on language and not enough on maths or mental health.

Wellbeing and Arts education should not be compromised in terms of allocated time or worth as what often happens with PE and Art. Children are regularly informed that these can take place if they complete academic work and behave well, not fair.

Religious education in national schools that promotes a single religion is in direct conflict with the diversity of the society and student body.

Religious education should be handled by the religious organisations outside of school time. It's difficult to promote sciences with inquisitive minds when they are being blinkered from an early age to believe in a deity

Teachers are struggling in to fit in the essential subjects in DEIS schools. This seems to add undue pressure in the senior end

World religions/multi beliefs should be discussed more despite patronages

No time given over to religion. Civic education is all that's required instead. Reduce the focus on teaching children how to do sums by rote learning algorithms

You forget to include canteen implementation as part of well being section! Obesity is rising yet kids are gobbling 'snacks' at their desks. Do you have to eat at your desk in your job? Or do you have a separate area in your office for lunch?

I think guidelines are all they can be - too difficult to dictate how a teacher takes their class

Have already said above. True learning comes through true discipline and can only be achieved in this path to knowledge and understanding .

Most of time spent on Maths and English..basic Reading and Writing. I'd like to see Time Allocation doubled for this. I have other children in Mainstream schools and I would say the same for them.

To give more time to PE (every day), and creative subjects like drama, art,dancing etc

Irish should be taught as a language like French spn etc, from Junior infants

Irish and English are not a 50/50 even split in terms of importance.

There needs to be a conversation about Irish and it needs to be offered as an optional extra. If you examine the level if irish compared to time spent learning it, it does not add up. It is not reflective of Ireland 2021

Not enough History and Geography, key areas for a fully rounded educated individual

I will reiterate my point from the last page that religious beliefs shouldn't be given this much importance in the school day, families with religious beliefs are more than capable of teaching those beliefs at home.

Art has been allocated too much of time. That can be reduced and addition can be made to logical reasoning

Social and environmental is open to the teachers/school engaging in inculcation of their own misguided beliefs.

History and geography need to be thought well and chronologically. Teach pupils how to study, how to focus, how to achieve results please

Not enough time for literacy. This should be the priority

Too much time is given to well being it should be given a little time like religion. Arts history and geography are way more important.

These options are only workable in single class settings with small numbers and no additional needs. Please look at the practicalities of juggling multigrade with high numbers and many needs.

I think more time should be dedicated to maths and science.

I'm glad to see this proposed structure, but saddened that it has taken this long as this programme should have been implemented a long time ago. With this structure it will allow children to express themselves more and find their place and happiness

It is the parents role to look after the well being of the children-they go to school to learn maths , Irish, reading , writing etc. Not to be indoctrinated with an agenda . Your terms such as “ being an active citizen” sounds like a communism!

Physical activity every day???

Modern foreign languages should be taught earlier and in a manner that is fun and interesting to children. Teaching children music and drama at a younger age I think would encourage and nurture their creativity from the outset

I want to be this framework

More curriculum time needs to be available for Maths, Science/Technology and Social and Environmental education.

All aspects of the framework should be allocated equal time if our children are to have a well rounded education. Not all children are mathematicians, and not all children are artists we should give each child equal opportunity to decide.

More time for art, music and social education needed.maths and language can be taught within these subject areas in a fun way.

More technology in the new curriculum

I want to be able to teach social & LGBTQI++ issues with my own children at a level I deem appropriate. I don't want the education system to become a bigger propaganda tool to push populist theories & beliefs. I want my kids to be critical thinkers.

Once again Physical Education is not included. It needs to be included in our children's day to day school life. The benefits of learning and practicing PE has so many vital benefits.

While it is important to include classes on various belief systems and religions, I believe it is completely inappropriate to dedicate classroom time to preparation for Catholic sacraments, regardless of the patronage of the school.

The curriculum should also allow for more free play time for children. All ages

More time on languages at this age would go far in my opinion. Like it says in vision, more on learning how to learn and how to explore and research ideas and enjoy and develop creativity.

Unsure what wellbeing means in junior years. The emphasis should be put on physical activities (children sit most of the time), healthy habits (like eating) and making connections with others.

The options chosen are correct but how much utilised in curriculum will be good to see according to each age group. For example school should make students learn how to approach a homework or expecting a parent to teach every aspect at home.

An active school should be promoted more. Cut down religion times and promote more pe. Reflect the amount of work necessary in a school day so that homework can be stopped. Written Homework (bar reading and oral) is not needed.

I think there should be more time allocated to well-being and the arts

No religion classes

No question about religion or beliefs

Irish has too much time. Its not used widely in society and should not have such an emphasis on it.

5 hours a month for science and technology versus 8 hours a month for patrons time, which I assume is another way of saying religion, surely this should be the other way around?

They give great flexibility to teachers in how they deliver the curricula based on either weekly or monthly hours, it would be great to see how these are transposed and link into Level 2 in Secondary School and not just Level 3 the Junior Cert.

The role of technology should be at a minimum, I program software and even the most advanced software pales in comparison to a child's imagination. The people who developed this technology didn't learn it in primary school

I'm not sure about this, options can be good but I would be fearful that certain subjects wouldn't get enough time. Irish needs to be taught well through Irish for 45 minutes every day to enable kids to become bilingual for example. Would this apply?

Ethics should be same across the board and not defined by patronage. 2 hours of patron program is outrageous- far too much.

In rural areas, religious schools are unfortunately the only option. The power the patron has should be minimal.

Yes technology i do not feel should be made a subject

I really think a foreign language is important to be introduced in primary as it is too late to introduce it in secondary school, Children are great sponges and learning a language early really helps their brains develop.

Leave more free time for self-guided learning: let kids do art or do research for an hour each day/play music (according to their interests). Provide at least an hour of PE every day: maths/language can be combined with PE(like in other countries).

No sound philosophy and logical thinking

Curriculum should be the same across stages 1 - 4 but obviously age appropriate foreign language cartoons and comics from juniors up building on it as their abilities grow. Wellbeing should be at every stage

Teachers are under pressure to fit everything in as it is. Our children have missed enough of their education and I wonder how practical this is to implement this and play catch up with core subjects.

I think maths should be allocated more hours than language

I would like to see a strong emphasis on creative thinking, creativity, learning to learn as I believe these skills will be vital for children in the future to adapt to a face paced environment

More sport activity please and thankyou.

Limit specialised religious preparation e.g communion, confirmation to afterschool classes.

3+ languages should be taught from the beginning of Sr. Infants till 3rd class, in a very light and simple way, allowing students to pick their third language in 4th class to stay with until 6th, keeping Irish always

There should be a focus on wellbeing.

Looks like a vast amount of time is spent on religion!, why?. Arts?, there is other creative learnings?. Why would I need to learn Irish?, or French for example? - realistically how many students will rely on these languages when older?

More time for creativity

Primary school kids should all have access to learn a foreign language, not just Irish language. Personal and Wellbeing is an incredibly important life skill for all kids to learn.

English and a foreign language at earlier stages instead of Irish or Irish as optional

Robotics and IT added from primary as this is the future

Religious education should be replaced with education on religions, beliefs and societies.

Useful languages could be introduced (Spanish, Mandarin, Arabic, German).

Option 3 best

No

There is a risk that the curriculum areas will be prioritized based on headmaster preferences/ resource availability. I would prefer my children to have more hours of PE and foreign languages than say religion.

No

The most time should be spent on teaching maths, science and languages, not the rest

Maths and the English language are priorities. Along with wellbeing and technology.

Time should be prioritised for maths and english. These are very important.

Time for teaching the patron's religion should be reduced.

Why is there no option to disagree with religion framework? It has no place in the school day. Religion should be practiced at home where you are not impeding on others rights. Languages should be introduced earlier and a bigger focus on art.

More time for digital technologies

Remove religious instruction from the school day and put that time towards learning outdoors, taking part in community projects from school, active lifestyle and sustainable models of life promoting less consumerism. Kids need tangible life skills.

Reduce time on single religious indoctrination.

No time should be given for faith formation and patron programs

I hope religion is given less time than it is currently

I would want my children to have a strong proficiency in their first language before allocating too much time to other languages

Strongly disagree with religious/ethical/multi-belief education - patron's programme. Why isn't that given as an option in above agree/disagree statements?

Can we stop allocating 30 minutes per day to indoctrinate children into Catholicism and do something useful with that time?!

Yes, please review the teaching of religion in schools. It is not fit for purpose and is making children feel excluded. It causes huge stress for parents and children of different or no religion and is violation of basic human rights.

Religion should be reduced if not removed as it can be done privately, replaced with meditation, yoga, self care, self love and any other emotional development. More appropriate to today society

Religion should be taken out of the curriculum in our national school.

Survey only asks about 5 of 6 categories. Why?

Fundamental movement skills are becoming an issue and should be supported at all stages of school through PE

Patrons' programmes must be moved to out of core hours. It must be replaced instead with a secular ethics subject, how to be a good citizen of the world. And this must be reduced from 2.5hrs weekly down to 1hr weekly maximum. Kids must do more PE.

I think more time needs to be given to mathematics, we are far behind compared to other countries at higher level mathematical thinking.

I would not like to see a reduction in time allocated to Religious Education

Again, Arts is completely undervalued. Continuity of Aistear into the older years of primary, is a fantastic vehicle for also increasing arts education which can in turn support other academics.

I think there should be rigidity in a basic minimum offered to children. This minimum is already set too low, and the proposed flexibility will, I fear, tend towards further generalisation and dumbing-down, catering to the slowest instead of to all.

General faith/ethics is fine but specific faith teaching should be a voluntary post curricular activity in all schools

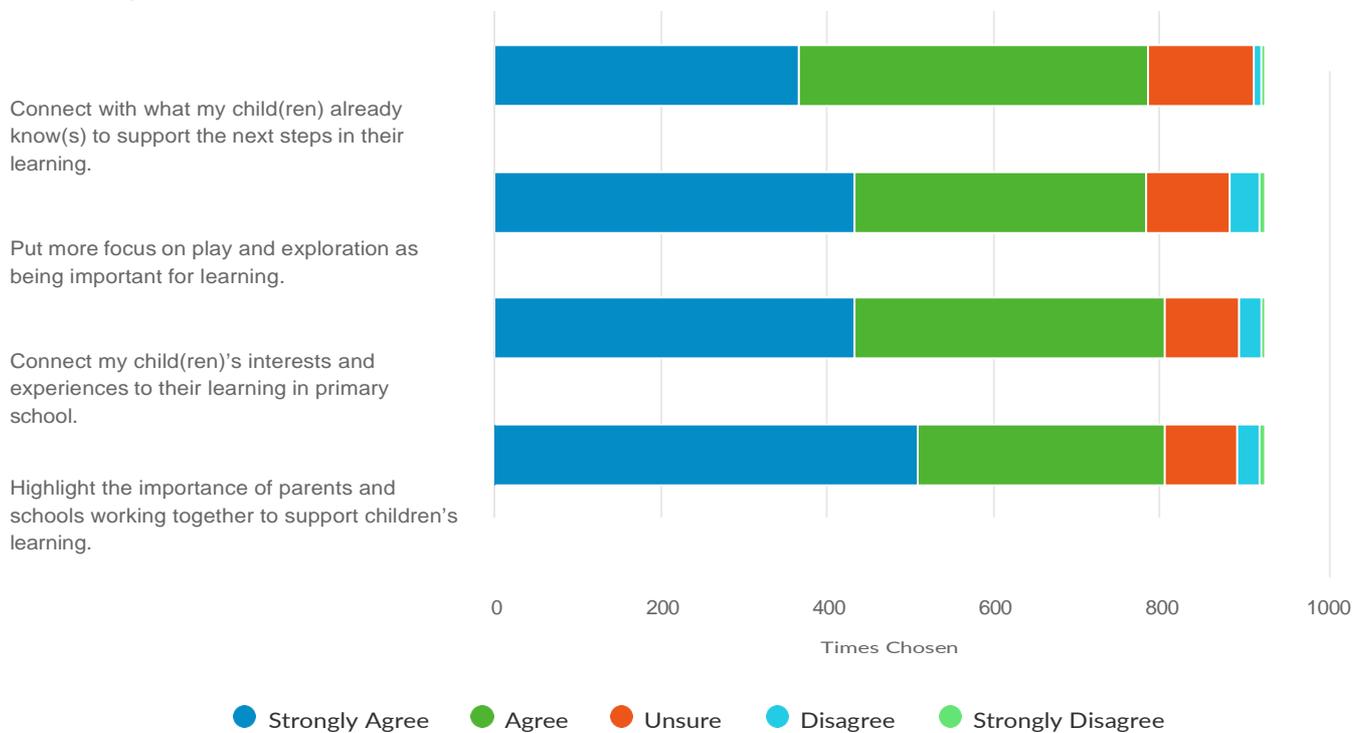
Environmentalism needs a stronger focus in 3-6th class

Religious education should not take place in schools but should take place in an individual's church by way of Sunday school etc.

0 hours, 0 minutes per week on faith formation and religious instruction please.

Q.11: To what extent do you agree/disagree that the proposals in the Draft Primary Curriculum Framework:

Number of responses: 927



Q.12: What positive aspects of your child(ren)'s learning should be maintained?

Number of responses: 405

Text answers:

Having a weekly structure.

Reasonable size of content to allow teachers teach based on the objectives rather than contents.

The variety of interests and personal attributes should be further encouraged through special projects

Active learner

Play

I'm very happy with the 1999 curriculum. I've two children now in secondary who did very well with it - a very good grounding in language and maths and good basics in humanities. They adapted well too secondary. No need to change!

The religious background and the ethos of the school which they attend should still be respected (no curriculum should be in conflict with this)as that is one the main reasons a parent chooses a school for their child.

Irish language should be improved form greater part of the curriculum

There is very little to recommend here. Play based learning is not a way forward. A prepared inviting environment based on proven pedagogy principles should be the way forward

Classical literature

Teamwork & independent work

Our eldest has just started Junior Infants, so don't have a strong view here.

Religion in the classroom
Emphasis on mathematics

- positive relationships, focus on SPHE
- integrated nature of topics(exluding the integration of religious instruction),the affordance of teacher choice and the flexibility of different subjects
- play based, could be enhanced in older classes

Art, literacy, numerical

Much of their current experience is text based. I would like more opportunities for active, experiential learning. More focus on arts education.

Celebrating the uniqueness of the child, as it is expressed in each child's personality, intelligence and potential for development. Nurturing the child in all dimensions of his or her life—spiritual, moral, cognitive, emotional, imaginative, etc.

Social and emotional development alongside the cognitive. Time to play and engage and learn how to live in the world. How to be a happy and good child. (Alongside the basic learning that happens)
All creative arts area need own time allocation.

Child-centred curriculum, caring teachers, testing/assessment has its place but is not the entire focus of the learning outcomes

Access to music education is critical for all children and should be maintained. There is a real danger that the arts will be relegated to product-led events e.g communion, carols etc. Artistic process is equally, if not more important.

Homework
Reading
Projects

Literacy, numeracy and oral language development

Interaction with the other classes - eg mentoring/ reading by the 5/6th classes
Getting outside and growing plants
History/ Geography/ knowledge of the natural world
religion(s) and current basic sex education - up to families to impart LGBT info

Group learning and independent project work, my children love a good investigation of a subject.

Core subjects need to be maintained - english, irish, maths and if a religious school to maintain the ethos. There is currently no music in my primary school and see this as a disadvantage, introduction to instruments, song.

Mindfulness and well being

Freedom to explore maths and science through the natural environment. To learn collaboratively with peers and teachers.

Excellent literacy & numeracy standards

Learning varies from teacher to teacher/ school to school but v.lucky that my daughter is exposed to very holistic & rich learning experience. Lots of time spent outdoors, learning socially (hugely important)

Creativity. Group learning

More social outings and experiences...

Kids should know how to communicate their feelings and opinions... taught the language and words to use to express themselves

The extra time being spent on core subjects

Physical Education, Religion

Fun and active learning.

PE every day, maths, science, language every day. Music and art every week. Lots of outdoors.

Support for additional needs.

Challenging the children and recognise their strengths and weaknesses.

Learning through play/ activities. Emphasis on reading

focus on languages and maths in the early years

Catholic Religion

The importance of reading and reading comprehension.

The knowledge aspect. Pre 1971 there was a set of standards and knowledge laid out. The 71 curriculum made this child centered and the 1999 moved to skills. The new outcomes is a further move away from the knowledge basis which I feel should be kept.

flexibility of teacher
play-based learning

Allowing children to explore themselves and to engage in meaningful discussions with teachers. Respectful language and one to one conversations where teachers understand variation and using differentiation for kids who struggle more with attention.

Learning through play, physical movement being encouraged, the ability to follow a child's interests and therefore everyone learns not only something new but also learn how to teach themselves and others by researching topics

Emails with teachers not that one time pta. It is one good thing emerging from the pandemic. Keep seesaaw

Seeing each child as a unique learner and meeting their needs

Big focus on wellbeing and community involvement.

Play based learning and self directed

Aistear needs to be carried on to 2nd class. And creative arts and expression needs to be given more time

Learning through play

Maths

The emphasis on the basics of Reading (fostering a love of reading) & Mathematics (through the problem- solving approach being used) in early years primary learning is very good and should be maintained and enhanced

Collaborative learning experiences.

Wellbeing as seen as something that develops through being appropriately challenged in your learning, feeling a sense of belonging to your school, respectful interactions etc etc etc. Not a curriculum area

Social skills Maths and English

Maths, English, geography, history, music, art and Irish strongly taught and should be maintained.

Aistear
Child centred

More time on literacy, reading and writing because if they are not proficient when they leave primary they won't be able to access curriculum in secondary. Less time wasting on music, drama.

I like that Curriculum

Learning through play is great. The phonics works well too.

Covid caused development of an online link between home and school. This is a great move which need to be maintained. As is online payments etc.

Active learning and involvement

Aistear is an excellent programme.

Focusing on child centred learning.

Play and exploration

Continued emphasis on math basics (tables and mathematical functions) and good spelling and grammar.

I have kids in junior school and I like the system in overall. Children are not overloaded with homeworks and there is a good school life balance maintain for them

Physical education - getting children moving regularly benefits all aspects of their learning and they should be having PE every day, not twice a week.

The integration of creativity into the wider curriculum

Science learning has become stronger in recent years. That should be maintained.

English/ maths is thought well

Independence

Learning to Learn is very important, as I did not know how to do this when I got to secondary school (1980's). In light of current events in Tullamore, there should be more open discussions on respect and the importance of the person.

Being able to work hard. Curriculum can not demish the ability to work independently.

Nothing. Education needs a complete overall to reflect societal & environmental changes the world over.

traditional, books based methods should not be abandoned in favour of digital only methods
learning Irish

Encouraging children to become capable confident learners and feel comfortable in class. Also team building and focusing on their social development especially after the past number of years.

Freedom to think independently

weaving well being;
access to learning support teacher;
Russian language - introduced;
learning outside;

Focus on physical education and play based learning

He loves having playtime at the beginning of the school day. It's a nice way to get kids settled into school each day and they look forward to it D

Working on projects

Everything that they do at the moment

Heritage, climate change and mindfulness

Not sure.

I am happy with the curriculum as it is but would like more time for lunch to be ate or at least allowed to bring it outside if not finished in classroom to ensure the day is not gone by without getting nutrition to help maintain focus

Physical education.

The integrative aspect of it. That a project can cover History, English/Irish, Maths, Geography and various forms of art as well as exploring complex moral themes-our first class teacher did this brilliantly last year. May need more training on this.

A better teacher to student ratio.

Reading and writing

Project work completed at school, have enough homework

Learning by exploring

Learning through play.

The focus on the Arts is a positive aspect as well as the love for Nature and the environment and the daily mile should also be further maintained and improved particularly with Climate change going to be such a part of these children's lives.

Emphasis on play, learning Irish from the start to build a better understanding of the language, positive learning environment with an emphasis on caring/loving

The new technology applications and websites that were used during home schooling.

Finding every child's interest and working on it. Educating them self directed learning activities

Sister
Well being

Mathematics, Reading and social skills

Inclusion, Exploration & Preparation
Include all experiences, backgrounds, heritages
Explore new and relative (non academic) associations
Give children life skills to apply to later life
* To this day, I have not ever used algebra or arithmetic

I think the teachers do a great job

Nothing. In 1999 the new curriculum was already outdated and obsolete compared to the rest of the EU, it reminds me of what we had in the EU during the late 1980's.

My children enjoy going to school and have great relationships with their teachers. I think these relationships are fundamental to my child's learning. My children have a love of learning because their teachers care.

Swimming lessons.

Learning well and understand what's going on with their class work

Team work, respect each other, sharing, equality

Learning through play.

Writing exercises. Reading and maths.

Focusing on kinesthetic learning and other learning types. Highlighting to students that we as individuals learn differently

Positive reinforcement and valuing the attempt above the outcome

Aistear has been very valuable and enjoyable for my own daughters, this type of role playing and use of imagination and creativity is hugely important

Critical thinking, problem-solving, verbal and writing skills, artistic skills and expression, media literacy and information literacy, computer skills, cooperation and collaboration in the team, nature nurturing, PE.

Learning through play, social learning, interest based learning.

Not allowing a child to fall behind in any subject

Health & Wellbeing, Kindness, Values

Nothing at the moment it is all a disgrace you have sold our children down the river and destroyed their future by being tony holohans puppets

I'm happy with most subjects

Creativity, independence and general day to day activities

I think all positive aspects are elaborated exceptionally well according to survey questions.

Focusing what they are learning.

Each child learns and advances at own pace, their own strengths encouraged. I encourage discipline and physical education

Being creative and curious for learning

The sense of belonging in the school, the group activities, working in teams and project work

I like how the draft curriculum is becoming more holistic in nature. I would encourage it to go even further.

My child enjoying school, which keeps him interested and in the long run will do the same.

Social skills

I

Variety

Maintain the joy of learning. Use more interesting and engaging English books for reading. Sport and wellbeing is so important too.

Good support and understanding and variety of subjects suitable for age

In person teacher interaction - without masks.

Big focus on Phonological awareness, building prior knowledge to enhance listening and reading comprehension, building comprehension skills e.g. inference, clarifying, connecting, evaluating, synthesising, active learning, exploring their environment

Independence of the teacher as a professional agent to assess the needs of that particular class, as they get to know the diversity and needs of the particular class and to focus on meeting those needs.

Music, visual arts, flexibility to pursue own interests in the framework of a class.

A sense of play, fun, stimulating of imagination, group work, physical activity and creative expression

Academic achievement should be front of mind for each teacher to make sure each child reaches their maximum potential. Soft skills are not suitable for formal education setting.

Student learning orientated and developing personal confidence for further educations

Self guidance, independence, learning to think for and stand up for themselves.

Learning via play, numeracy via maths eyes and practical hands in task concrete maths length, capacity, mental maths. More focus on oral language competency as opposed to spellings. Gymnastics increased exposure and also better access to aquatics .

Connections to the curriculum from their personal experience.

They encourage reading in the school

Start Math and Language concepts early and continue to repeat (like grammar rules, addition/subtraction/multiplication/division) but also need to build on this and offer more challenging work

The Aistear programme and learning through play is by far the most effective way of teaching junior classes.

Maths and English are so important. More so than anything else

Continued focus on text books, ensuring they are not replaced with computers.

Core subjects should continue to be most focused, English, Maths, Geography, History, Irish

Willingness to participate in real life activities, not cartoons/PowerPoint slides on white board. Kids love to follow teacher's instructions especially in arts, comparing to a video on YouTube .

That they find school an enjoyable environment, both of my children seem to thrive with some structure and routine to their school days, so I would definitely like to ensure that this continues.

Balance of play and learning

Well being. Language. How to be an active citizen etc.

Learn foreign language, particularly European languages. Art and social sciences important. Emphasis on reading important.

Focus on literary, writing and math skills as the jump from primary to secondary is dramatic.
Give the children more responsibility and self management skills so they are more prepared for secondary

Support and promotion of social skills. Especially after 2 years of telling them everyone is a virus.

Inclusion of high-ability children in the classification of 'Special Educational Needs'

Focus on language skills.

The playful side of learning and exploring local area. The basics - language, maths, numeracy and indep learning. Meet children's learning needs/interests/ability so that both high- and low- achieving (academically) both get fair chance and supports

Rotate seating every 2 weeks. Important for social development and getting to know all kids and all personalities.

Emotional and social skill development

Learning through play

IEPs, safety first, safe environment, more regulations to be required not recommended

Free play time

Outside classroom activities

My child completed three years of preschool (Montessori) education. The primary curriculum in maths and literacy needs to be adapted to reflect the fact that many children have covered phonics and basic number skills before starting in Junior Infant.

Social skills , arts , crafts , well being

English

Let them learn in the room with their peers. Include Irish culture with music dance stories and art.

Well-being and diversity

I think arts and well being should be maintained

Aistear

the importance of play and not so much focusing on academic side of learning all children have different interests and abilities and supporting them and creating an environment that allows them to explore different ways of learning

Emphasis on Reading
Sport or PE every day
Good interaction between teacher & parent

Many suggestions are aspirational. Like changes made to secondary curriculum my children's experience is changes have been used as excuse for teachers to do less rather than more in class. Existing curriculum has worked and I see no reason to change.

Role play/Aistear, PE (trying out new sports/activities, free play outside with peers), Irish language used in everyday conversation, reading

Wellbeing

Creativity, Motivation, positive reinforcement, encouragement, variety

Continued;
Focus on active learning, peer learning, group work, project work.
Focus on well being & outdoor learning.

No homework

Maintaining important emphasis on the 3 R's. Encourage good socialisation.

Learning as fun, child centred,

Visual learning

I am very happy with the current approach of encouraging children to discover their strengths

Creativity and learning through play. Keep as long as possible and stop trying to make every child the same

Emphasis on core subjects maths English Irish history geography.

Social, emotional and wellbeing
Key interests
Child led

Assessment. Literacy, numeracy and Gaeilge skills.

There should be more guided learning and independent thinking/resourcefulness encouraged. The lockdown gave me an insight into some of the really boring things in school that my child endures

learning through play

basics of reading & mathematical skills

If a child is gifted or advanced in their learning beyond their years encourage and push them

Maths, language

A large emphasis on Aistear in infants classrooms

Being happy at school feeling safe, secure

Focus on Irish culture, language and religion. We should not dilute this to accommodate non Irish born

It should be done through play and fun

Growth mindset, learning through fun and play.

Aistear, golden time. Stem week

Mathematical
Well-being

Languages
Digital learning

Child centered, hands on.

The main focus to remain Maths, English & Irish.

Making sure that school maintain kids learning desires and develops them not putting them down. I would rethink homework in the way they are assigned nowadays. More extracurricular activities within the school (science, chess clubs, band and so on)

Teachers need to work with parents

Empowering children's interests and to incorporate and reflect into the curriculum areas. Also to empower the importance of playful learning in children's development

The old curriculum content is great as it is but over packed. The focus on Irish history, mythology is great and more inclusion of this. Literacy time should not be reduced learning to read, write and arithmetic should still be the priority.

Diversive learning

Focus on motor skills and the written and spoken word. Digital learning can happen later but it is very difficult to correct poor motor skills at a later stage. Oral communication should continue to be valued. Current arts education seems very good.

Groupworking, relationships, and processes that focus on empowerment are excellent but this is totally dependant on the competency of the teacher. Ethics, morals and beliefs are v important. They are a yard stick and should not be removed

Incorporating languages on everyday items. Include other languages not just Irish

Group learning. Class assignments.

Languages, cultures, and international learning

Focus on learning by doing
Focus on languages and STEM
Focus on kind with community and enterprise

Most focus on literacy, maths and Irish mainly with increased focus on science/ technology for the modern world. Another language from third class along with Irish is just too much particularly for parents where Irish is already challenging.

Play and imagination play
Focus on STEM for all kids

Communication, been able to express themselves through art, exercise etc, and also a nice balance of school work through home and school

use of concrete materials in science and Maths lessons

In class projects

Building on the child's interests

Learning through play/ practice. Hands on learning

All of it

Most of it. PE, languages and maths/ science as most important parts.

The fun aspect

Wellbeing and learn to be a good learner.

Physical and interaction

Learn more about cultural traditions, history & geography

Role playing

Working in groups and collaborating on projects

Aistear and learning through activities

Good interaction with the teacher should be maintained.

positive learning but also being challenged. more STEM too.

Active play / aistear

SESE

Art

Irish games

Creating an environment that feels exciting to learn for my children. Let's them use there imagination and creativity

Learning through individual senses.

How well teachers communicate with parents early on if their child is struggling and to help put in support where needed. Not all children are at the same level no matter how hard they work

Maths

Extra curriculum help with subject they struggle with.

How the kids grasp new subjects. Do they need more time? Encourage what they are good at. Involve them keep them interested.

Enthusiasm and drive to learn and explore

Play, creative, active, flexibility, well being

aistear, maths and English for senior infants are good programs

Stem
English

Sister is a good learning tool. I would like to see that continued

Technical skills

Learning the 3 rs but also having a broad range of other activities.

Inclusivity, responsibility, growth mindset

Maintain interest

I am happy with it as it stands ,no need fir major change, would like to see more of a emphasis on foreign languages and a link to the new junior cert Irish

Learning been made as fun as possible.

Use of digital media for some homework

the 1999 curriculum had allocated more time to History, Geography, science and arts. Children have been receiving since Covid an education that has left those areas behind. We, as parents, have been waiting for those areas to reemerge again

Aistear, learning throughj play (especially for Stage 1).

All areas apart from Religion/Patrons programmes. Greater emphasis on Maths, science and technology. Environmental education should also be prioritised.

Learning through play

Definitely through play and free writing ! He loves it

Integrating curricular subjects, having a modular approach to learning

Literacy, free writing and writing news. Art projects and music. Physical Education. Social and emotional well-being. Maths and Science. Irish to a lesser extent.

Homework, project work

They should maintain the importance of reading outside of school.

All

Self-confidence, Caring for others..

Exploration on different topics.
Current world scenarios.
Fun learning.

Curiosity about the world: global culture, environment, making learning interactive & engaging, challenge them more-encourage discussions/debate, develop emotional intelligence (awareness)

They use a lot of creative and hands on projects to help with the learning. At that age, it is so important to have fun while learning, too. Other than respecting that each person learns better in different ways.

Foreign language

Creative learning should be enhanced

How well they all coped during and continuing Covid. No credit given to them

Active learning, traditional reading and writing, PE, music and singing. Learning through songs.

Focus on learning style and how each child is different, help the child to recognise that and use it to their advantage to build self confidence. Maintain team work projects and build more on this, shared knowledge and exploring and discovering

Focus on strong literacy and numeracy skills.

Welbeing, mental health, looking after your body.

Ict, learning through play, taking into account different types of learners

Science and promotion of irish

Supporting the core subjects to ensure they have a good level of literacy and numeracy leaving primary school

How to prepare for the real world, self care, and promote more self learning

Play, Play and more play

Maths
Reading
Knowledge of Ireland

Social interaction and learning through play.

active learning , learning through play

All of above...

Focus on the basics..Maths and English.

Creativity , thinking outside the box

In a more digital world that we are in, this should be added to the school curriculum

PE is great to promote more interaction with the children.

SPHE

Language and mathematics and technology are very important and should be kept but less time allocated to these and more to history, geography, society and politics

Diversity and inclusion in the classroom and overall within the whole school

Strong focus on Literature

Recreation, I'm glad to see the time allocation hasn't decreased.

Aistear

Creativity with mathematical and analytical ability

Keep teaching them how to write in cursive.

Fostering well being and mental health

The help and support he receives with his dyslexia

My son attends a special needs school so has an IEP in place, that's key to his development.

Literacy, numeracy, arts and SESE

Literacy and maths

I agree with the current curriculum but with the addition of a new language.

Regularly tests in maths, Irish and English

One to one encouragement has a two fold effect. Enhances the child's learning experience and add to the child's wellbeing. Sadly this is not done enough.

Thinking & problem solving
Sharing
Social skills

Teachers are the positive aspect of my child's learning and the greatest resource. Please support them and give schools the resources they need.

Creativity, well being and interests should all be connected in learning

I think learning is individual to each child, more focus should be placed on this and learning delivered in a way that caters for all learning styles. Children should be involved in their learning and creativity encouraged. Strengths based approach!

To be able to express themselves and be heard in the classroom if something isn't right

Extra help if needed

Wellbeing is so important it allows our children to open up , discuss , question within a group setting . Where children are eager to talk about there feelings and understand the world more around them .

Encouragent, being put in groups according to their level within the classroom

I'm happy with my kids education.

Learning through play

Child-centered and enjoyable learning experiences

Maths

Maths and just learning letter in plain abc not jolly phonics

No visible assessments, children get assessed without feeling the pressure to perform

Maths, English, Irish, Ethical education

Play based learning

Irish as a teaching medium.

Discussions in class and shifting between individual and group activities.

Learning with others, learning through Irish

I feel that I am lucky my children's teachers have always made huge efforts to build on their existing knowledge and interests. They have shown unconditional positive regard for each of the four very different personalities in my home.

Encouragement and guidance..

PE and art

Play time - my Senior Infant loves play time in class, he looks forward to have free time to play with his friends and the rest of the day for work.

You should not be afraid to give kids more information in different areas from early years. Kids will take what they can but next time they meet this information they will be ready to take even more and will build the knowledge of this subject better.

playing, being creative, being respectful to others. Diversity

The availability of free play and creative time.
Engagement with new interesting topics.
Emphasis on the individual.

The broad range of subjects. Focus on reading, writing, arts and maths.

Digital Learning and a hook in with local secondary schools on languages e.g. If I go to school in XXX and XXX feeder secondary supports Italian and French, why would primary touch on German.
PE is very important

Participation in school events

Communication skills, problem solving, kindness

I think a small amount of homework maybe 15 to 30 mins prepares a child for secondary school. It also helps to form a connection between learning at home and learning at school.

Well being, mental health, health, sports, cooking, environment

Languages, mathematics, SESE, arts education, physical education and SPHE.

Analytical thinking skills

*Written homework

*Moral studies from early classes

*Bullying to be tackled at early stages not leaving it to the point of mental health involvement

Aistear is a great learning activity and should be continued throughout primary school, not just infants.

More emphasis on outdoor activity.

Less emphasis on religion and Irish.

Social skills. Respect the others while leaning new skills

Mathematics

Wide choice of subjects

All aspects

Children have to be taught to learn even if it's difficult so they still need to be pushed

I think all children from all background should be helped to become fluent in Irish, English and their own L1 (if that is a different language) before the modern languages are introduced. Otherwise we could end up teaching 4 languages badly!

Creative learning

I think learning to critically think and be more creative in approach to teaching would be more valuable to children

Pens and paper and paper back books, creativity learning history arts and culture

Play and active learning

Child centred

Focus on studies and sport

Faith, subject that enable them to understand the world around them.

physical/mental/intellectual development balance

learning and fun

Fun, play, enjoying the learning process and being capable of working things out

Children need to complete the curriculum through fun and creative ways. I worry out kids have missed out enough on the core subjects, particularly 4/5yr olds. I'm anxious that it's a disruption on the 2nd part of primary education for these children.

Well being,

The online aspect is very important

All,,,but same kids like difernts activity.THANKYOU

The integration of steam learning

English and Irish

Well being

Add first aid and driving lessons

Languages

More Sciences, More creative explorations, wellbeing activities, more project work to help foster growth mindset and problem solving techniques.

Positivity and praise daily

Wellbeing, environmental friendly

I'll maintain all, less online homework. We haven't seen any books, kids are colouring or writing on tablets during their homework and it's wrong. While they learn writing they cannot do it on tablet or by using a mouse

Hands on learning activities

Cultural identity/diversity.

Review homework - I have 2 children in primary school
They get far too much homework.
9 items each per night. Written work and reading etc.
Way too much.
Why do other countries not give homework and here in Ireland most schools give far too much?

Creativity and art

They should learn to do logical thinking, digital learning should be encouraged.

Well-being , digital technology physical activity

Creativity

Been thought in a very positive manner

Curiosity , reading and kindness. I like that everyweek ,the class does a Kind Secret Santa.You pick a person
amd do 5 kind things for them.Books are vital ! My daughter loves reading !

Religion . Arts and life skills

group learning, ongoing/continuous assessment, social interaction etc

Encourage and support children, but not reward them for something they didn't do well

Creativity

1999 curriculum is fine all aspects are included just more focus on their wellbeing and technology skills also
Gailge and give more flexibility to teachers to focus on individual needs

The play aspect and hands on work and learning.

Mental health and wellbeing
Creative learning

All the key competences mentioned in the new proposal cover what I feel should be included moving forward.

It is being maintained in the new proposal

Building confidence in children, outlining plans for each child in school and more specific plans for those with learning difficulties

Building confidence in children, outlining plans for each child in school and more specific plans for those with learning difficulties

Technology is becoming very important and so learning to use computers is great, maths, English, history, geography, science and Irish, all good subjects, u can't leave out the sports as well, my boys loved all about primary school...

Continue to foster their natural curiosity,that my child enjoys the process and continues to learn how to be an independent learner as well as learning to how to be part of a group

Positivity towards learning.

Outdoor play, horticulture should all be maintained and increased

Religious education and the ethos of the school

Play and being active during the day, not sitting in a seat or being told to sit still should be encouraged throughout school. Kids learn best through play and experiences.

Role play and creativity

Aistear

Aistear

Ensuring proficiency in the basics
Aistear in Junior classes
In class support from SET Teachers
Small class sizes
Hands on learning
Project based learning

The aesthetic dimension - our children need to be encouraged to look for the beauty around them.

My children are in a co-educational junior school. From 2nd class on they will be divided by sex into the boys and girls schools. I believe single-sex education is outdated and detrimental to their wellbeing.

Child centred approach, scope for integration of subjects through a common theme to provide context and to scaffold learning.

Connection with parents/ guardians

Music, environment activities, science, mathematics, languages, well-being, physical activities, art, individual and societal issues and solutions, alternative to violence program

The strong focus on literacy should be maintained and prioritised.

Play based learning.

Fundamental skills of some rote learning, multiplication tables etc. as a tool in the childs further education

Unsure

aistear; wellbeing (emphasis on how to combat anxiety especially with the causes of the current pandemic); sports (PE);

standardised curriculum so I know any school has to cover the same core topics at each year stage

Extending the play based curriculum throughout primary school - so many opportunities to adapt the curriculum in a play based child focused fashion. I think that There is a good overall coverage of academic subjects at primary level

Irish language. History, Geography, should be maintained and increased, taught factually, and not in the loose, vague manner, with so much repetition, and so little retention or improvement.

child centered all the time

Focus on personal growth & languages/Digital skills

Aistear, play

Physical education should be maintained and enhanced. It underpins well-being.

Q.13: Is there any part of the current or proposed curriculum that could/should be removed?

Number of responses: 461

Text answers:

The Arts section.

Increase nurturing self regulated learning skills for students go learn to take charge of their learning effectively.

Religious patron's programme

Religious education should be conducted outside of the school regardless of the school patronage

No

No

Remove single - religion education. Children should learn that there are multiple faiths and none. No child should feel excluded for their beliefs (as happens in so many Catholic schools especially). Schools & single-religions should not be allowed.

There is no reference to history, geography, science and culture in any of the documents. Teachers require more training in recognition of children's needs and educational difficulties. The current levels in MIT, St Pats etc are NOT adequate

The awful English novels that explore filth and smut and are based on disturbing stories

No

Patrons being able to make their own choices for "Education about Religions, Beliefs and Ethics"

Standardised Testing (or at least the emphasis on it and the sharing of results) It gives a really narrow view of the child & as much as the school tells us its only one aspect of a child's learning, it's difficult to get a bigger picture from a score

Learning Irish vocabulary and grammar over being able to speak it and live it and love it

Religious education should be outside the curriculum.

No

More emphasis on integration - teach English and maths across the curriculum (in content) Teaching maths by looking at art forms, architecture or through Maths in motion (dance and P.E.) - so many ways to learning, get children away from their desks.

Wellbeing can be integrated through other subject areas (creative arts, physical education, playful pedagogies, outdoor learning) rather than being specifically "taught" as a subject

Yes, wellbeing and digital should be integrated across all subjects as should digital learning. These elements should not be 'taught' formally when they are ways of being and working in and through the various subject areas.

Less time should be spent on religion in 2nd and 6th class when making communion and confirmation.

Foreign language, a high amount of infants starting lack basic English and speech, let alone bringing another language into the midst. Too much emphasis on Irish also, should be respected and taught but too much time put into it, should not be on LC

spellings form me as the only metric for spellings - good as an extra tuition but too much technology and not enough hand writing
languages should be added in at an earlier age but again not to the detriment of Irish/Eng
critical thinking added in

Religion should be removed from all schools. In a time where we are becoming more inclusive of people, our schools remain a place where people who don't practise religion or who don't conform to the churches view are left out or else have to pretend.

Remove preparation for catholic ceremony from school

Home work needs to be abolished, it is the ruination of many families quality time, it is unnecessary and unwelcome, Learning by rote is another area that does not have meaning in learning, other than to recall some useless information as an adult

there a lot of books and materials around science that are rubbish more focus on the natural environment, native animals and birds around us based on the old nature walks.

No but the timings need serious consideration.

Less religion and more SPHE

Drama, film studies, too much time on wellbeing

No

Anything that oversteps the line in terms of
Indoctrination into any woke ideologies. Focus on learning academic skills and sports and arts.

Religion

Homework is excessive, last year my son was in jnr infants and often had 40 minutes or more of homework every evening. That is unacceptable. In primary school, particularly in the initial years, they spend enough time during the day on school work.

remove faith formation from all schools. instead introduce a subject which covers all religions without bias towards christianity.

Sex education, climate change, foreign languages and other religions

Religion

Religions and Compulsory Irish Language

Ensure that all children are treated as Irish, regardless of where they come from or look like. Aiming for cultural homogeny is vital to preventing the unhealthy divisions in society, as seen in particular in the USA and UK.

Formal religion.

There is a lot of abstract and vagueness still in the document and maybe this could be removed as it has the potential to become even more more vague as time goes on.

10 minutes to wolf down lunch

There should be no Patron's Programme, no faith formation during school hours.

All religious instruction should be removed from the core curriculum and offered separately and outside school hours

Faith formation

Religious education

Another language, it should be English and Irish only at primary level

Religious faith formation and preparation for sacraments

Shelve the language until you have the teachers

I think there needs to be less homework especially for the older primary classes ; hours in the classroom and then hours of homework in the evenings. This needs to be looked at

Religious instruction has no place in primary schools and should be removed.

Religion and culture it can be thought in the home

Phonics

All religion should be removed from the curriculum. This is supposed to be secular state and yet only Israel spends more time on faith-based learning

I wonder for the necessity to put so much time on L2 and L3? If this is a truly futuristic curriculum will there be a need for us to be proficient in 3 languages, especially as English is so widely spoken?

Religion

Should be less Emphasis or options on learning Irish if the child is not naturally interested in it.

More emphasis on science and technology.

Remove religion from schools.

?

Religion

Music, drama, more emphasis on geography and history. Less time on science and technology. Schools are not equipped and unless the dept want to properly equip schools it's a waste of time. Less time wasting on well-being! More time for play

The new sexual education program is not good in my opinion, they shouldn't learn some of the things...

Yes. Zero time should be allocated to pushing one particular religion. It has no place in the classroom. It is a waste of time.

No! More of it please! More chance to learn from others, go on trips and explore.

Religious instruction should be removed from the curriculum. it is outdated and increasingly irrelevant to the children in the classroom, and should take place at parents' initiation outside of school.

Religion

Religion. The year is 2022. No one cares about this anymore only a few. Move it to optional outside school hours.

Some of the stuff I've seen in my children's history books is ridiculous too

Faith education should not be indoctrination. Religious practices of all should be celebrated and respected but this faith indoctrination really happen outside of school time.

Religion should be removed. Religious studies should happen after school if parents wish it like many other extracurricular activities. There is no place for it in school in an inclusive society

In mixed grade rooms, slot of time is wasted on students listening to religion. Eg, in my daughters school, she had been suffering through months of communion prep, while she was in 2nd , 3rd and now 4th. She'll go to 5th and hear about confirmation!

Religious education

Religion!

Less learning by rote in all subjects - ableist and not inclusive
More free learning - using children's interests to teach them life skills

The sacraments should take place outside of school hours. More time spent on PE.

Swimming classes should happen as soon as possible not to wait until 3rd or 4th class.

More outdoor activities/walks that children can benefit of.

Sexual education with attention to being respectful and what sexual violence is.

Religion should be removed from school.

The patron's programme is given far too much time. Faith formation should happen out of school time. The school day in Ireland is short enough as it is. While this can't be removed completely the time spent on it should be greatly reduced.

Religious studies should include all beliefs and preparation for religious sacraments should not be part of the school timetable

Religious instruction, especially the type which permeates the day, prayers before and after lunch, start and end of day.

Allowing religious indoctrination as part of core school hours is not acceptable. More focus on STEM would benefit the children 1000's times more

Question lots Visual Arts - what is the real purpose of this?

Religion, Irish and focus on well being and foreign languages

Homework should be removed we send out children to school to prepare them for the world of work be it the public or private sector who now have the option to disconnect. Children should have this option also once school finishes

No

Religious patrons programmes must be removed. These affect too many subjects, incl art, history, RSE, English, etc... Religious education, faith formation and sacramental preparation must be moved to out of core hours.

The current curriculum could improve on the amount of time given to children's individual creativity...and not just the template reproduction of art. This is art for art's sake. Does not develop an individual's imagination or value their unique creativity

RELIGION

Cursive writing for Junior and Senior Infants

Religion

Irish

All religious education in state funded schools.

Less time spent on religious subjects in favour of science and computer skills

I think drama is pointless in schools. Also I think religion should be taken out of the school day.

No

Another language, for them to try and grasp Irish is hard enough.

3rd language when kids are struggling with basic english!!!

Homework

Children should not need to do Irish

Publisher involvement. The curriculum seems fantastic and flexible and responds to childrens' and schools individual needs. Once publishers take it and package it into books, workbooks and videos all of that is lost. Please stop this from happening

learning things that are out dated, not relevant or interested. More practical, useful, everyday life skills should be taught.

Less religious education.

Minimal homework to have more time to exercise and play.

No

No It is important to have a good balanced education from an early age.

Patron-led Religion, Beliefs, Ethics education- this should be centrally specified.

Religious education more inclusive or reduce the hours.

Being mathematical

Not as much religion

They should not learn cursive writing in stage 1&2.

The Irish language and algebra reason being nobody ever really uses them

Religion and Multibeliefs should be removed - it is a personal choice for the domestic setting
Arts should be a choice ie. instruments thought should be by stakeholder demand (ie. Tinwhistle or Violin by learner vote) not what is the society underdog

the church should not be involved in preparing the curriculum (especially sexual education).

Religion but we all know that's not going to happen. Religion should not be getting the amount of time suggested.

The allocation of more time to patrons programmes than science, art etc should be revisited. Ireland is becoming a more secular and diverse country and the curriculum should reflect this. Too many pupils are excluded & their human rights ignored

I don't agree with the principal of inclusive education for all.this proposal doesn't cover children with severe SEN.It is not ok to have a child with severe needs in mainstream.ASD unit ratios are too high &the school day hours are 2 long for them.

Religion

To much focus on one religion

Too much colouring in early years

Colouring for homework

Lay off on the diversity and inclusion and concentration on giving the kids an education

Remove religion

Irish language should be minimised as there will be no use of it in the future.

Religion as a standalone subject, it has a place from a historical perspective but is not spearate to any other historical studies

Wellbeing should be removed and more resources should be given to areas of learning where kids struggle, or if they are gifted in specific subjects.Education about religions should be organised as separate classes-Bible, Quran, Hindu classes-optional

History as compulsory JC subject. History should be replaced with future innovation that may have refer to historical context/issues to hat we can learn from to apply to the problems facing tomorrow.

Digital learning should come with a heavy focus on online bullying and what it means to stand behind what you say whether vocally or digitally. Should also include a basic concept of how programming works.

No

fear, sanitising, masks, visors

Religion should be removed and replaced with a foreign language

No

No

Not sure

Irish language suppose to be optional from 3 class.

Religious framework needs to be updated to match the updates competencies and reflect modern educational practices and modern Ireland to include all beliefs.

There should be a continued strong emphasis of including a rich arts education. I believe this is hugely lacking in the current curriculum. As an US arts educator, I am happy to see it stated but I don't think the proposed goes far enough.

Religion

Religion

Drama should be a methodology and not a curriculum area.

Primary school children get far too much homework! In some Scandinavian countries they have removed homework for this age group and have seen no deterioration in school grades

Religion

Not so much emphasis on Irish. Let's face it, who uses it? More emphasis on an interesting modern language that parents could get involved in that the child will actually use in the future!

Education about many genders and race
Because there to immature to understand it's confusing even to adults

Digital learning via tablets/laptops and all forms of wireless networks

Religious patronage has no place in state funded schools. Religion is a choice and can be taught after core school hours. Each school can offer a choice of religious or belief based classes. Then no one is excluded or 'othered'.

Reduce Gaelic hours, spend more time on acquiring English and Mathematics - I am a third level lecturer in my 40s and see the fallout of this on a daily basis. Young Irish people who can barely write, spell or complete basic calculations.

Do not merge maths with science/tech. Keep the latter separate to ensure it takes up equal time to the arts.

Please consider removing regular exams from primary school education. It's genuinely the wrong approach to encouraging a love of learning in children

Religion should not form part of formal education, same goes for wellbeing. More focus on IT readiness for children would be amazing.

Irish. Religion. Or at least have an acceptable alternative in place.

Far too much emphasis is placed on writing genres and not enough. Oral discussion in literacy. Children need much more oral language exposure via role play and less focus on producing takes of written comprehension. Project work at school nb

It needs to be funded and implemented correctly for it to be effective

no

Definitely religion should be removed

Wellbeing as a cluster to be removed but need to keep physical exercises twice a week (40 mins each), kids already have short breaks during school and are active, physical exercises need to be structured and not just play in the yard

Less Irish.

Religion needs to be a broader education of religious beliefs throughout our world and the focus must be taken away from whatever the religion of the school is.

It's hard for me as a parent to say, because I don't fully know what is covered in school as homework is generally reading, maths & spellings

Believes- is not a subject, and should be removed from curriculum.

There is still too much time focused on religion, while I think it is important to understand the difference between right and wrong, and having understanding and empathy for different religions and cultures.

Irish should be optional
PE and swimming should be more regular

Religion.

As said previously, learning about different religions from a diversity standpoint is important, but focus on one main religion should be removed. This should be an outside school activity for kids of parents who choose to do so.

I am anxious about the delivery of sex education in schools. I feel sometimes parents are omitted from the process and also the content can be age inappropriate.

Irish as compulsory

Religion. It should be a family choice and taught outside of the school. This way only families that practise their religion will put their kids forward to receive the sacraments, not just going with the flow.

A single Religious ethos underpinning schools approach.

I would have concerns regarding the level of flexibility afforded to teachers in the proposed curriculum. As is the case with all professions, there are good and bad teachers. Too much flexibility may allow poor teachers to focus on the wrong areas

Faith formation, religious indoctrination and sacramental preparation.

Religion. Ok with wider ethics. In 2nd-lev schs, the focus on SPHE and religion is such curriculum so not sure why so much in prim on these areas again. Shorten and integrate secular beliefs and practices.

Less play and more do. There is no structured approach. They could do Irish over a couple of weeks and then no Irish for the next couple of weeks. There should be more structure, introduce periods at primary school lesson. Encourage the use of Irish!

No there is not

watching cartoons when the weather is bad

Priests visiting school regularly and without notifying parents should be removed. Catholic education should be outside of school hours and other children forced to be part of the class studying religion should be separated to not listening to it

Yes, prayers at certain times of the day removed. Religious ed should be across all religions.

Irish not necessary. Very basic Irish should be remain but verbs and learning it as a language are absolutely pointless when not needed in everyday life. Time could be spent elsewhere.
Also religion should be removed as a full subject. Not needed

Irish should be optional

As mentioned earlier, remove religion in all schools!

I welcome the greater scope schools and teachers to adapt the curriculum to the needs of students and school context.

Class sizes need to be reduced for this to be done effectively.

Religion/sacrament preparation should be done outside of school

No

Irish

Religious studies

Let teachers spend more time with the children, cut down on the paperwork requirement for teachers. Not sure the tests after stay at home mandate were a Good idea

Less time on religion. While ethics is important and should be maintained, religious beliefs are private and should not be taught in school, assuming that everyone share these beliefs

No

Religion/ Christianity should definitely be removed from the curriculum. There are some families that have Buddhism, Hinduism, Judaism as their belief and this hasn't been considered.

moving away from learning things off by heart tapping into creative sides more hands on and moving away from text book allowing the child to have input into what they want to learn

Reduced focus on religion

As a medical professional I am concerned that teachers are under a huge amount of pressure to deliver instruction on areas of RSE. I am concerned as to what training and support they receive around this area. This is quite a specialised area.

Regarding languages, perhaps more focus on conversational language, with grammar following.

Religion and replace with spirituality

I have 4 children & in practice "personal development" time not taken seriously teachers giving free periods or colouring time. As such I think the emphasis should be on academics as unfortunately other emphasis just doesn't work in practice.

Patron led learning, it's time religious patronage of schools ended.

Catholic religion. If it must be taught, then all religions should be introduced.

Religion education in national and secondary school.

Less focus on cursive handing writing.

Less emphasis on Religion and Irish.

Religion/Spirituality should not be taught in schools. The child/family should manage this if required by opting into Church led education outside of the school environment.

Religious instruction at primary level... more emphasis on other religions & cultures around the world.
Promote active citizenship.

No homework

Less focus on test results especially standardised tests

I think that the religious education is something that does not belong in a school curriculum and should be something each family decide how to approach individually.

Not sure, just disappointed at the very basic standards expected in the curriculum. E.g., 6th class maths is simple and still assumes children need to practice their times tables / taught years ago. Too big a gap with secondary so shouldn't dumb down

I don't agree with So much time being allocated to 'social' subject ie social and environmental education

PE should be included for all ages.

Irish, as I stated before I'm unable to help my children and I don't see it being useful as of today.

Yes, the emphasis on Roman Catholic doctrine should go. By all means teach children about different cultures, ethics, belief systems etc., but some aspects of RC doctrine are quite barmy in a modern society and downright dangerous in some cases.

Languages and religious studies need to be looked at more. We need a more diverse primary school but we need to overhaul all 3 areas of education. They is no ongoing continuation from one to another

Irish as mandatory subject for Leaving Certificate. Learn a modern language instead - but none should be mandatory.

Remove Religion as it is currently taught.

Remove homework

religious education should not be part of the curriculum.

I disagree with the emphasis on coding that is so fashionable. Coding is boring to a lot of people and while we need more STEM graduates for the jobs market, we also need a range of other careers. Coding is not a magic key to a lucrative career.

Going over the same things over and over my son is in second class and still doing numbers 1 to 10 he is so feed up with this and very simple words my son's reading age is 13 and maths age is 12 if a child shows this talent their is not alot for him

Religion

Not removed but reduced - well being

I believe that less importance should be placed on learning through digital means. The children will have all of secondary, as well as the rest of their lives, to use devices. They need to focus on learning and communicating via paper, pencils, books

I think there's a lot of time for Religion, too much
Need to ensure that school can deliver digital learning through improved infrastructure

Religion should be taught outside of the school
Morality and ethics should be taught

Yes religion, jnr cert and leaving cert let there class tests, attendance be there final grade for college just like in America. Ad for those wanting higher grades an optional test like the SAT

All emphasis on catholic faith should be removed. No church involvement with school. Teach all the faiths to older classes as a belief rather than fact. Should include belief in no religion.
Ethics should be a separate subject, not mixed together

The patron programme - I really cannot understand why religion should feature in primary school education when we have such a multi cultural country.

Old curriculum: stop rote learning. Instead Learn by understanding & communicate in own words. Too much poetry - not needed.

Religion,Irish

Homework needs to be looked at and not too much digital work, they are on screens enough at home.

I'm unsure of the need to bring in MFL in primary. What is going to lose out by adding it?

No they are strongly important

One single religion should be removed.

See education should be removed and religion

Opt out for parents is essential so classes like those on gender identity, religion or any other non factual, contentious, current movement should be at the end of the day to respect how parents want these concepts explained to their children.

Religion ceremonies should be after school activity and not based and run in the classroom. All religions and cultures should be taught equally in the classroom

As mentioned previously I would not like to see children's motor and communication skills suffer to benefit their "digital literacy" at a young age. This can come later.

Dominance of Irish in the curriculum should be removed. It impacts negatively on children's desire to learn a European language . Blocks those with a real teaching vocation and prevents diversity in staff. Does not reflect diversity in the classroom

Religious/ceremonials, communion and confirmation

Irrelevant language.

Religion. Teach kids about all religions not just one

Religion, Irish

Don't agree with introduction of an additional language. I think there is an over reliance on the white board to teach.

Too much time on Well-being might inhibit progress in maths and literacy particularly with Covid closures

Not too much flexibility for teachers. Increased communication to parents on exactly what their child is learning. Equal time for well-being/religions as maths seems off. Increased focus on Irish history which is lacking in the current curriculum.

No

No

I think schools should move away from the over reliance on text books that currently exist. The children are expected to spend too much time sitting down colouring in, writing into text books or copying / answering questions from a textbook.

As mentioned, nobody rewarded for being 'better'.

Books also go from level 1-5, kids shouldn't be aware of this, makes them feel not as good and crushes confidence. Whole class shouldn't know one child stuck on level 1 books

No

Religious education unless all religions are to be included at the same depth of learning

No

As mentioned above, the attempt to cover too many areas ends up creating pressure. Wellbeing too formally included, many things parents should and can teach. Too much on schools creates stress on teachers and children (speaking as secondary teacher)

No

languages need to be optional! My child has ASD & dyslexia & is unable to do Irish, yet we cannot obtain an Irish exemption because she is good at English. So we are in limbo

No

Religion

Religion - its a parents job to teach religion to their children not a teacher, every parent has their own beliefs no matter what the religion of the school...they should be a place of education, interaction of all communities no matter what religion

There is far too much emphasis in primary schools on Irish, most of my child's homework is Irish, I think this should be optional and they should have an option to learn another language

Religion and Irish

Not removed, but added: sports, music.

no

Proposed curriculum- remove MFL, Technology.

As much language is a huge part of our ever changing society I think focus on wellbeing, creativity and encouragement should be focused on

Avoid political subjects

Work with children's own personality, natural leaders will present, academics, dramatics and creative minds will become obvious, nurture this and provide learning through activities

Homework

I don't think more languages should be added in primary or it should be a choice

No

Religion

Religion the push of the Catholic Church. There is a need to understand all the different religions not just one.

We are catholic non practicing. We are letting our child make his communion as his friends will be making it. Confirmation will be my child's choice. Every religion has customs. They are too young to understand why they can't make communion!

NO

Religion

Remove patrons involvement in anything taught by state teachers.
Provide alternative education if above isn't delivered.
Consider role of homework and if this is necessary.

too much emphasis and time spent on religion, not enough on PE

Sex education should not be taught to primary children that is not the school's place

Too much wellbeing

Time allocation for wellbeing should not be so high. I think that a teacher's discretion they should use that time for children they need it. For example. My son concentrates better by having a lap around the school forest now and again.

Phonics - remove. Go back to pre 1999 methods of learning
Essay writing - leaving until 6th class is too late.

Irish as an exam subject. Keep it fun and interesting and aim for conversational Irish. Also have an opt out option.

Remove Religious as a subject. Move it to home and church thought after school hours or on weekends. No more compulsory praying.

No.

Homework should be removed

Religious studies - should be an optional extra curricular and replaced by mandatory mindfulness

Homework

No.

Religion should be removed all together .

I think less religion replaced with more science

Homework should be removed.

Yes teaching Religion should be removed as my child is is not being taught 30mins every single day in school just think of how many hours she is going to waste for her whole of her primary school life doing nothing just because she is not religious.

Emphasis on religion, too much time spent writing, more creative learning

Too many hours allocated to language&maths, that needs to be reconsidered. We, parents and educators want a country of children well prepared to take any roll of responsibility on life, this curriculum seems to be made to dumb our kids

homework

Religious education and foreign languages - should be removed from requirements from university down. The vast majority of people will never have a need to use foreign languages in work or travel.

Religion and patrons programme should be removed entirely and should have no place in child's education. It should be entirely optional extra curricular. There is often no practical option but to attend a catholic school and 'opt outs' don't work.

Religion

Less time on religion and gaeilge

Religious instruction. Schools should be secular. Teach about all faiths and none, teach more ethics with a focus on diversity and inclusion

Religious education. Learning about ethics and religions around the world as an alternative. The way Irish is taught seems not to have changed much in the 26 years since my experience of it-needs an overhaul.

Patron bodies should have no say in any way with any aspect of the curriculum. A core subject on religions/ethics etc. should be agreed between all the interested bodies and taught in every publicly funded school in the State.

Stay safe program

No

Too much homework and repetition. Too much colouring in. Not enough opportunity to move ahead of pace of workbooks (e.g. simple math). Not enough grounding of learning in real world applications (e.g. the math of an allowance and opportunity cost).

Religion

No

Compulsory Irish.
Word based mathematics
Christian (and catholic) focused religion.

Nothing.

Cursive writing. Forcing this is not important. Every child/adult has their own style of writing

I feel that religion should not only be for catholic children but have a compulsory subject where every child has to participate, which encompasses all religions. I think that time spent preparing for sacraments should be done at home.

Religion

Homework

No

No

Everyday skills e.g. cooking, budgeting, saving, basic maintenance in a house like change a light bulb.

Don't know

Religion. That should be done outside of school hours. More focus should be on childrens mental and physical wellbeing. More time allocated for p.e and sphe rather than religion.

Religion.

The ability for national schools to override a religious curriculum that respects the diversity of the student body. As long as this happens, non Catholic students will feel unwelcome in school.

Religion, let the religious organisations handle educating outside of school time and free up teachers.

Religion

Religion

Religion, should be done through home and church

Religious sacraments

Religious education

No

Less focus on Irish, just basic knowledge of it
Less drawing in art and use other forms of art and creativity

If anything should be added is a practical way of life through universal religion....

Too much focus on Wellbeing. I agree that a little of this in class is worthwhile but I feel there's a lot of window-dressing involved here, no matter how well inten and I'd prefer my children to leave school properly knowing their

Maths and English

The time spent by students in Catholic schools, preparing for sacraments. These students are wasting valuable hours of education. It is imperative that religious indoctrination is removed from all public primary schools.

Instead of putting all the emphasis on maths, science and technology, much more time should be given to PE, socialising, walking in nature and arts

Homework

No

De-emphasize Irish language in daily school curriculum and allow interested learners to dive more where others can focus on other parts.

Irish

Religion

Religion, it should be taken out of school hours. Why do parents have to fundraise to pay for outside music lessons but our taxes cover indoctrination for all inside school hours?

Alive o

Grow in love

The principals could be incorporated into stay safe, well being and have more up to date morals

Art time should be reduced

Spelling tests are nonsense. If you don't realize that for yourselves, I can't help.

Addition of third language from 3-6 class. Taking time away from English and Gaeilge to teach a third language

Well-being does not need to be taught. It should be underpinned by the ethos of the school

We'll being should be given much less time. It's not a subject. It shouldn't be ahead of real subjects such as art, geography and history. It should be taught in conjunction with religion.

Child's wellbeing should be thought to all classes.

Any changes to paperwork such as the significant increase in paperwork that the new primary language curriculum has brought needs to be looked at urgently. Every minute that a teacher spends typing a cuntas miosiuil is not helping my child

No

Less emphasis on the Irish language, but could be taught through more creative ways through music and play especially in primary school .

Religion

You are tampering with it to push new subjects as per Global agenda eg. ERB. The digital emphasis is ridiculous & prob an Apple inc objective. KEEP Sex out of schools - not your remit!

Reduced emphasis on religion please

Less emphasis on eng,Irish,ma tests. I understand it is important to know how a child is doing academically but it inadvertently makes the child compare themselves and their ability to their peers which in turn can massively affect their confidence

No

Jolly phonics should just be abc alphabet

Religion- I feel parents should have a choice whether or not they want their child to attend religion classes, or an alternative, such as ethics etc.

Wellbeing is important but should not have a greater allocation than Science/Technology or Social and Environmental Education or the Arts.

No I feel that they just need even time allocation. At the moment the usual maths, Irish, English are what they are being primarily exposed to children should be able to be well rounded in their education

Integration across subject areas, so for example they are learning maths through music or language through art.

Religion

Government needs to stop pushing the gaeilgeoir agenda. How many millions are spent propping it up annually? How many new Irish families are excluded from educational success & teaching profession as a result? Invest in a European language instead.

Let Irish be optional from 2nd Class on...

Irish

I feel parents should have an option from 5th class on whether their child should continue

Home work was a big issue in junior infants my son just did not want to do it. Its not as bad in senior infants thankfully but when two parents are working full time and trying to sit to do the homework can be stressfull for all.

Do not remove but totally change the system you teach Irish language. Make it more alive. We are new in the country but local kids who learned Irish since 4 still can't talk the language at 12-13. It's beautiful language and kids are quick learners.

Religion

Sexual Ed programme which leaves out same sex partners

Religion

Religious education should be removed from the national school. Independent of patronage. Ethics and Social responsibility could be thought in conjunction with well being, environmental education etc.

Religion should be removed from their basic curriculum.

Removing all traditional homework and looking more towards a model like in Finland

Less Irish language

Time should be spent on art, PE etc but some teachers spend way too much time on these subjects and not enough time on core subjects.

Religion should be thought by the parents, whichever religion they choose.

Religion should be removed

Maths homework in master in maths whereby school only gives homework without topics being covered in class

Please remove homework.

Homework is an unnecessary stress to an already long day for young children.

Allow them the time & freedom to explore their own interests & activities . Homework is not reflective of children's abilities & causes stress/upset

Don't think so

Religious indoctrination (as opposed to learning about religions, beliefs and ethics) should be removed.

Religion class should be removed

No

Religion and preparing classes for communion and confirmation especially in multi grade classrooms. These should have no place in the classroom .

Languages should be thought in Primary school to prepare for secondary.

No - clearly setting out the child will be a key stakeholder is a great way to move forward - I wonder if all schools reflect that approach??

No

Children have enough technology at home, can use iPads before crayons. Technology should be limited and books pursued to encourage their imagination.

The state defining the well being of a child is a slippery slope!

The curriculum seems fine but there seems to be a lot of random stuff happening in some schools, yoga, mindfulness, allowing kids to play on iPads, are 3 examples. Not being taught properly but are taking up a lot of time

Religion . There seems to be so many different cultures to explore in schools now rather than religion .

Homework

Religious patron program should be removed. In rural areas, unfortunately the only schools are religious. The patronage should not have 2 hours per week-should be zero. There should be set national non-biased education about the different religions.

Technology. Children already know and use so much. Less screen times

Religion

Full inclusion when not in child's best interest

No need for modern languages at primary level.
Gaeilge should be optional.

Far too focused on product as opposed to process. Creativity and independence and individuality needs to be fostered. Children need to move more and discover nature, outdoors, risk.

No

No but 1) more self guided learning/free play is necessary
2) moving body very important (at least hour of PE every day)
3) teach kids ways to deal with emotions as difficult situations come up in class

SPHE, especially sexual, so called, education, and in reality depravation and destruction of our smallest, most innocent members of our society. If that won't stop, Ireland is doomed.

religious education.

Extra language.... I don't think they will learn much in an hour here or there and it's time better spent elsewhere. Leave that to secondary school. Some kids struggle with their first language!

Less emphasis on religion

No

I strongly believe that homework and the time it takes should be looked at. Homework should have more of a learn/play/discover aspect rather than learning more of the same from the classroom.

Religion should be removed from all publicly funded schools

Religion class

All is good

Dojo points

Drop non useful religion, it should not be part of education!, Irish/other languages scaled back (it will never be used in most cases)

Religion should be thought outside of school if people wish for their children to learn about it.

N/A

I feel religion is something that should be taught in the home, not at school.

Religion, 100% !! What a waste of valuable time that could be used for science, learning a European language, civic studies etc.

I wouldn't remove but I'd add Robotics, IT and foreign languages (maybe divide time half foreign languages half Irish)

Reduced time for the Arts/SPHE to allow the modern language enter

I would feel that if religion is part of the curriculum it should be done holistically. Teaching the background of all religion's and not one.

religious education

Irish

Homework

Flexible time

Religious teaching, prayer throughout the day and any holy items that are in the school. This is meant to be removed from schools and taught in the community !

Nothing really.

No

Religious/Ethical/Multibelief should not be removed but I think it is not as important.

No

Religion as it is should not be all about christianity.It should be the different aspects of the different religions.Communions/ confirmations should not be part of primary school life! No religion should be exclusively promoted at school!

Religion should cover different beliefs/ religions - not all the parents have an option to send kids to school without church patronage.

Homework

Irish language. Should let kids choose a language like Spanish Italian french in 2 class

in regards to religion, more emphasis on the ethics and morals taught through religion and less on the religious beliefs around creation, prayer and ceremony.

Im not sure learning irish is important on curriculum tho my son loves it i think it takes time from lessons he will take more in life from like maths and social skills

Environmental education. The children know about it already so the hours spent on that should be added to something more useful to each child as an individual and skill developing

No

There should be far more outdoor activity and structured learning outdoors - such as they have in so called forest schools. More emphasis on practical learning.

Religion.

No pretty happy with what it covers

Language curriculum - very wordy to see where each child is at in terms of milestones.

No

No

I'm not sure about the need to introduce modern foreign languages. If the aim is to improve curriculum overload, introducing foreign languages may be counter productive.

- Religion should be an understanding of different religions instead of just one particular faith
- Digital learning should be introduced at a later age and give the young learners more hands on experience instead

I think patron's religious programme should be removed.

Also drama should be taken out to make space for the new areas.

The sex education is in NO way what is appropriate for any primary school children. We believe this type of exposure to certain sexual activities and information is actually a form of grooming.

Irish

Religion education

All religion should be removed. Our primary curriculum breaks the European Convention on Human Rights, as it denies religious freedom. There is no way for my children to opt out without still being indoctrinated into the Catholic faith.

Religious sacrament preparation should take place outside of school time.

Drama, modern languages and religion should be removed

Reducing hours devoted to religions and faith formation from 2.5 hours to 2 hours a week is not enough. They must be moved to after school. Making the 30 minutes as flexible for schools does not stop the patrons from directing to faith formation.

Religion

Religious faith formation. especially communion and confirmation.

Religion

Religious faith formation and patron programs

I think the novelty of a modern foreign language will be eroded if they start learning them in 3-6th.

I don't want my children to be spending time on wellbeing that we can do at home when they should be learning academics

A sense of Irish identity. There is a concern that this teaches nationalism rather than inclusion. The role of women, children and marginalised communities are often overlooked.

religious - patronage programme. This is contradictory to inclusive education as in most primary schools this is based on a single religion. Faith formation (which it is if aligned to patronage of school) should take place at home / place of worship.

Religious indoctrination.

Religion. In its current form it is denying my non religious child her rights.

Religious ethos/ instruction/ indoctrination.

Religions

Religion should be removed. Instead more time spent on sustainability and environment studies.

Religious education. This should play no part in our children's education.

Religion as it is a personal choice chosen by the parents and therefore should be not considered a core subject.

Patron's time which is essentially religious instruction should be moved to the end of the day so that parents that don't wish for their children to prepare for the sacraments of the patron have an easier ability to remove their child from the school

Remove religious indoctrination from the timetable. It's a waste of valuable time.

Religion should be removed from schools . Particularly communion and confirmation prep in catholic schools. Faith formation as religious instruction should be optional or carried out after school hours

CPSM programmes, not currently reviewed by NCCA, are completely inappropriate for young children & contradict other subjects of the curriculum. Cosmos vs “god made the world”, consent vs “scared mary said yes” or well being vs kids’ segregation

The way religion is taught in Ireland. In religion classes you should learn about all religions, not learn how to be a Catholic. I strongly disagree with my daughter and other non religious/ non Catholic children are saying a prayer before lunch.

Religion class should be removed; Ethics can be taught but not with linkage to religion

while i think religious/ethical area is important I don't think it should be given equal time as maths and literacy.

Religious instruction. There is far too much time taken up with this in the school day - this should be taken out of the schools and aligned with whichever church the family is aligned to. World religions taught as part of SPHE

Wellbeing is always important, to all humans. It should be a continual background priority. I see no benefit to taking teaching time from classic subjects for this. Likewise with technology. School should balance over-consumption of tech, not add to

RELIGION RELIGION RELIGION

Specific faith teaching has no place on a modern curriculum - broad general faiths/belief systems/ethics is fine

Religion has no place within the school system - it's for parents to facilitate their child's education in this regard if they so wish outside school. Broader ethics discussions are welcome however.

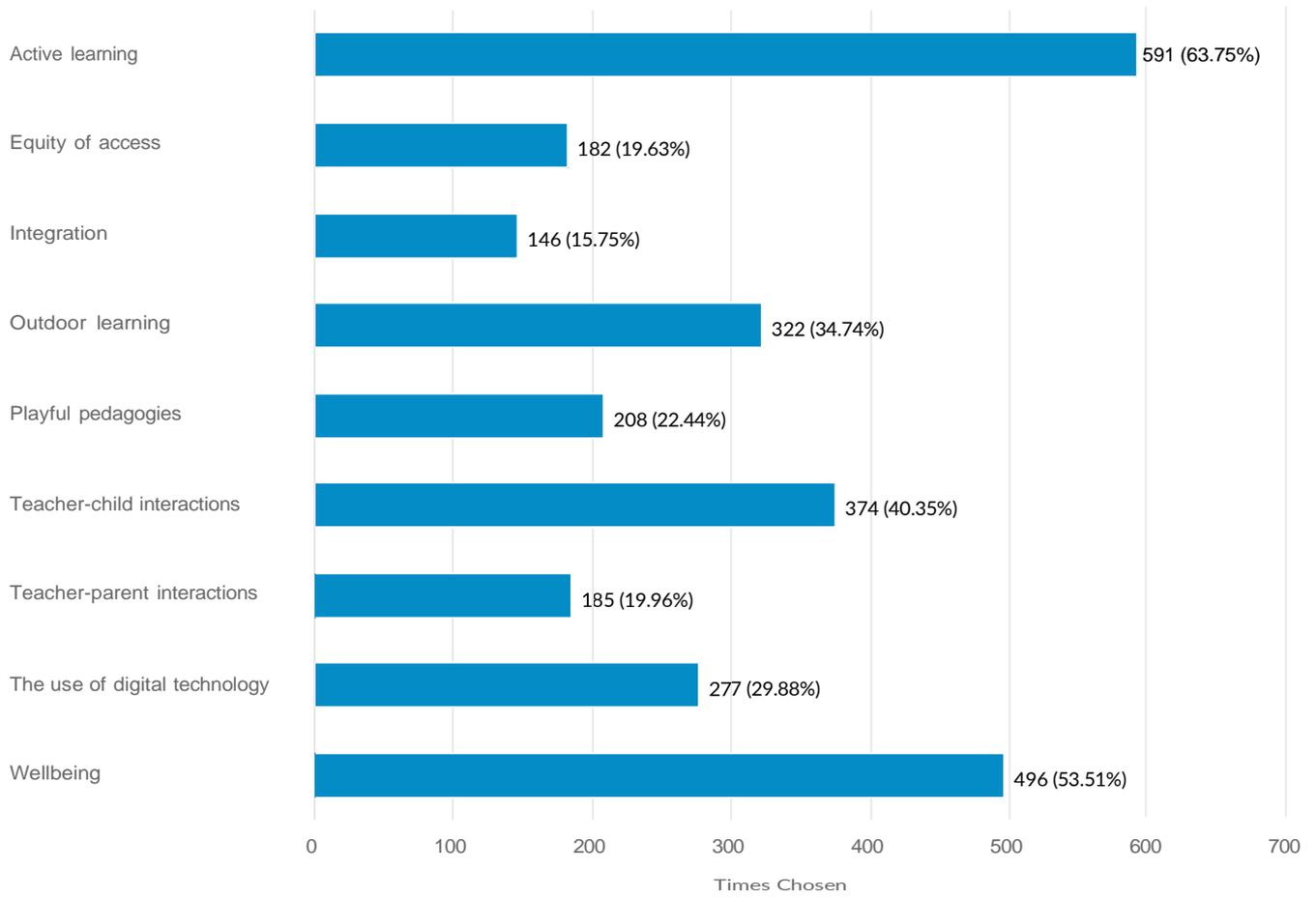
Patron's programme should be moved to outside standard school hours.

Religious education should be removed. Children should be prepared for the sacraments outside of school. My child is not baptised and will face discriminations and ostracization in school due to the excessive focus on religious education.

Religious instruction / faith formation.

Q.14: Since the publication of the Draft Primary Curriculum Framework, Covid-19 has presented as a big challenge for schools. From your experience of the Covid-19 pandemic to date, please select your top three priorities for the finalisation of the draft framework.

Number of responses: 927



Phase 2, educator questionnaire report

Platform: SurveyHero

970

Responses in Total

51.5%

Participation Rate [?](#)

33.1%

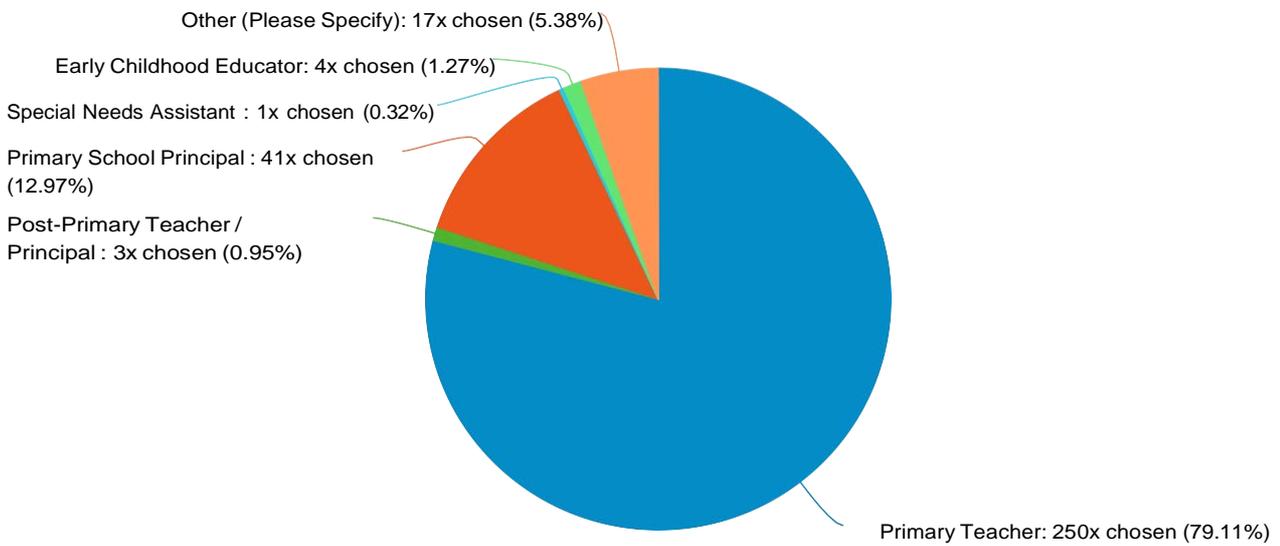
Completion Rate [?](#)

10:09 min

Avg Completion Time (Trimmed) [?](#)

Q.1: What is your current role?

Number of responses: 316



"Other (Please Specify)" text answers:

Learning Resource Coordinator

Teacher educator

Teacher Educator

Teacher educator

teaching principal

Educator

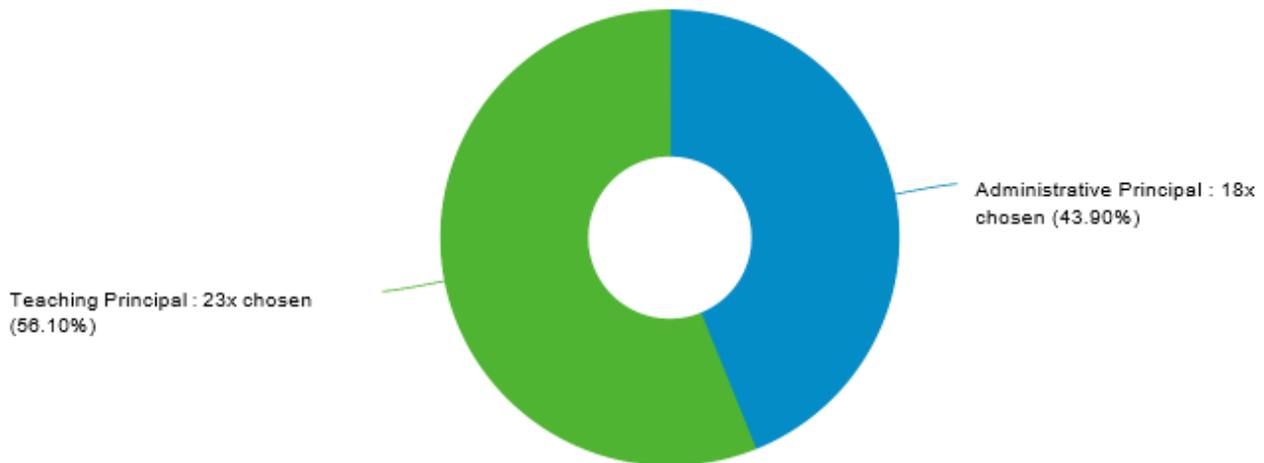
Deputy principal

Deputy Principal on Secondment to PDST Leadership Team

Forest School Leader and Trainer

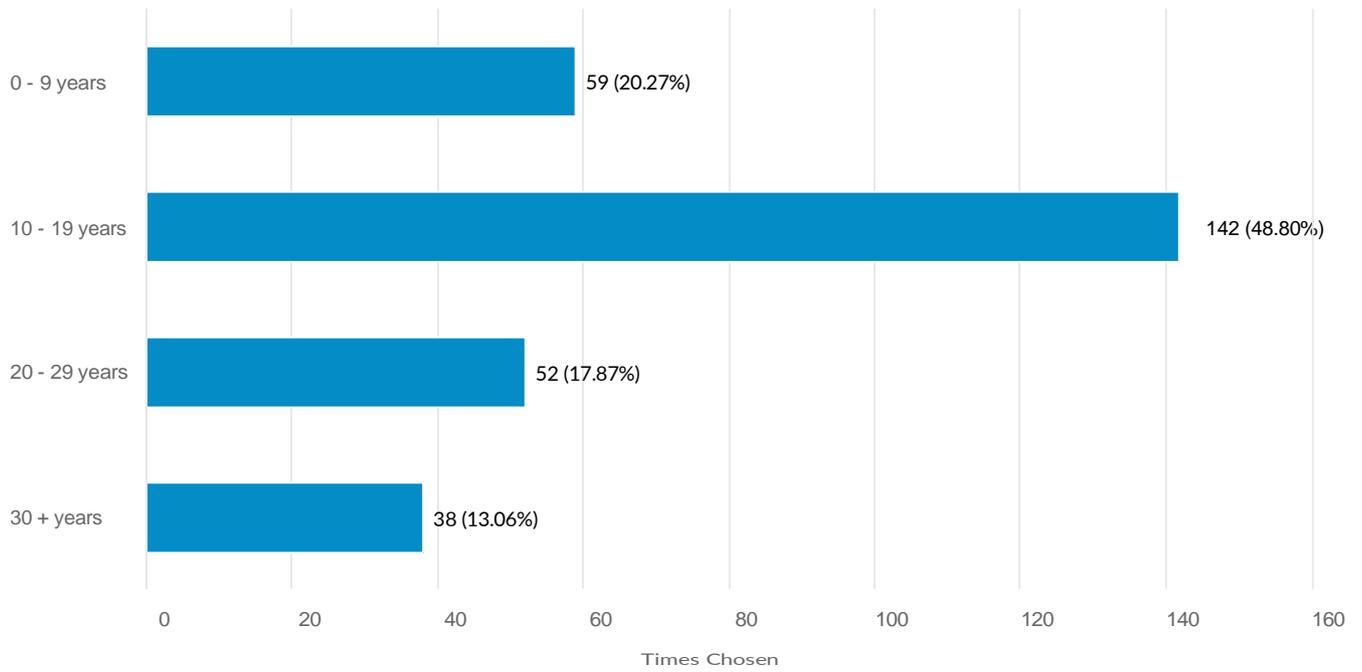
Q.2: Please indicate your role as Principal:

Number of responses: 41



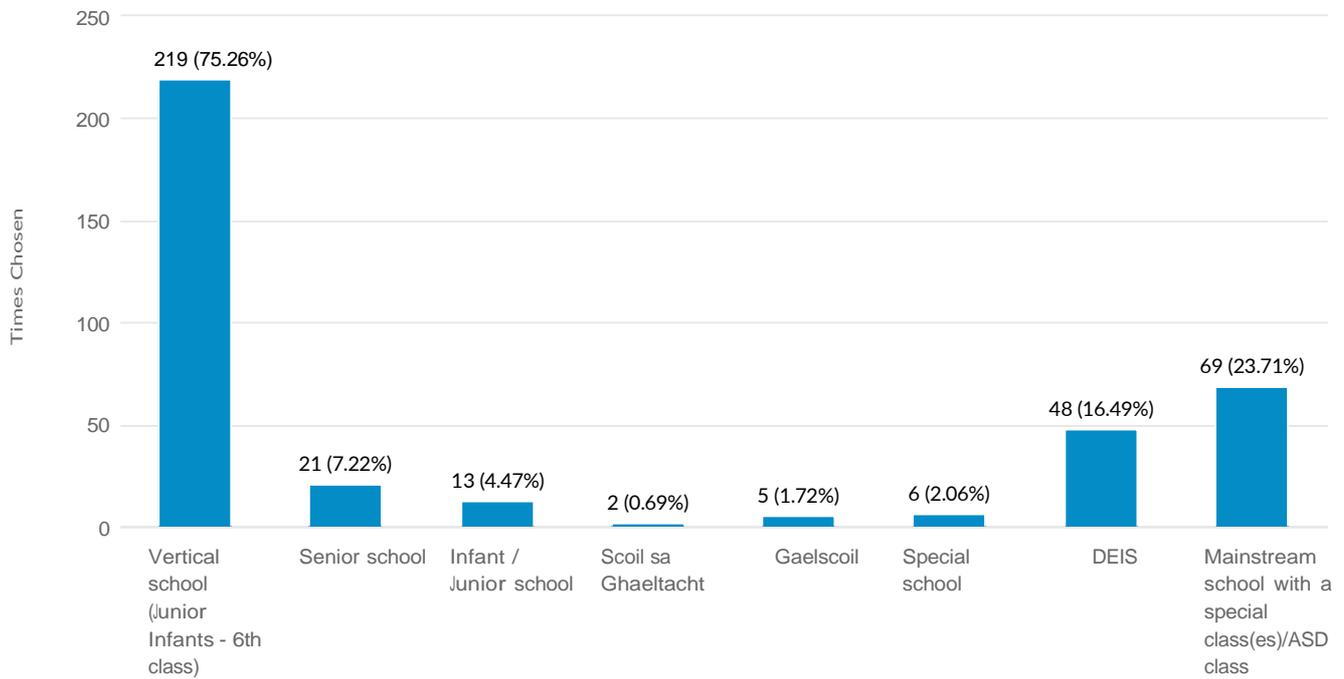
Q.3: How long have you been working in education?

Number of responses: 291



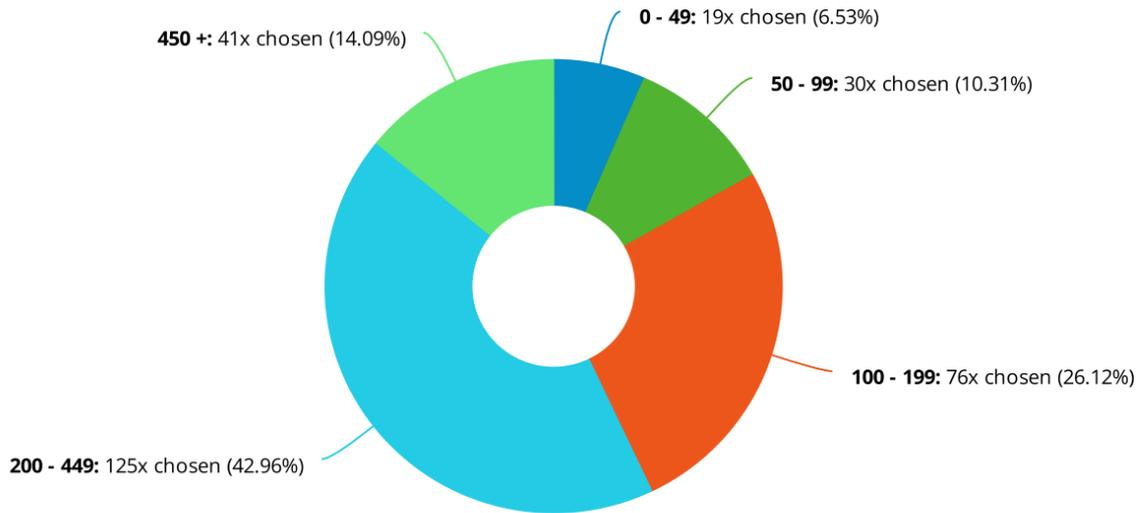
Q.4: Please indicate your school context (please tick all that apply):

Number of responses: 291



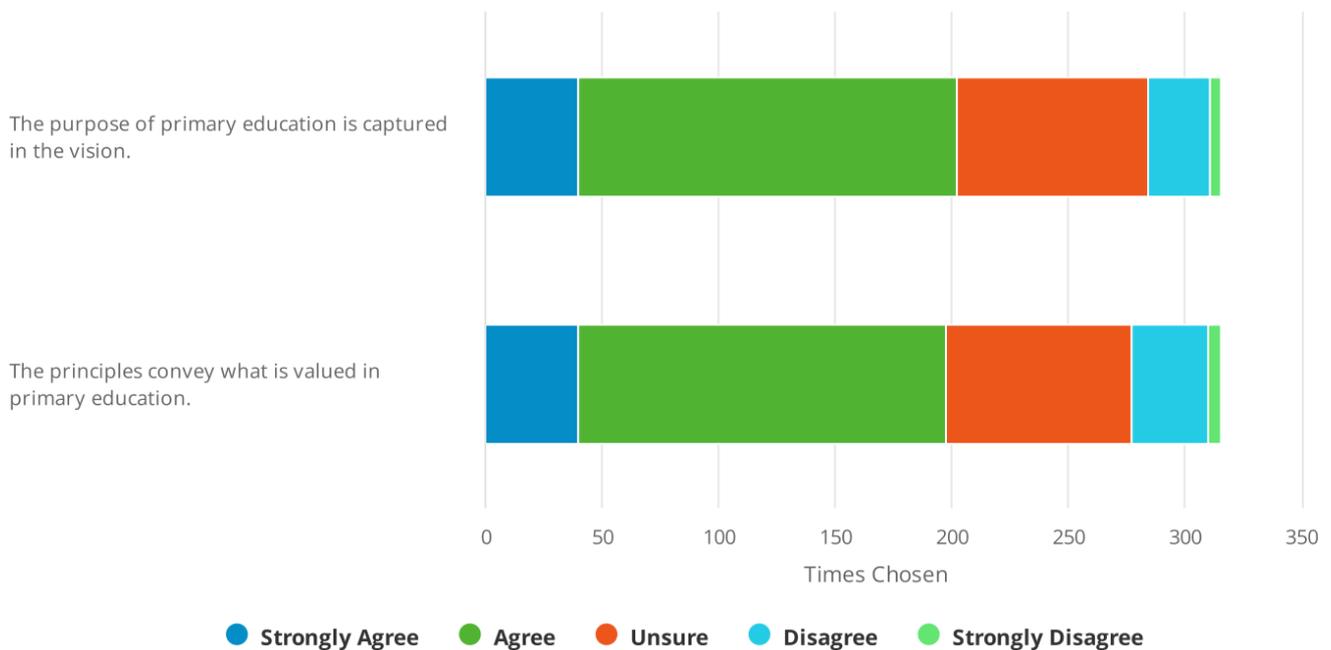
Q.5: How many pupils are in your school?

Number of responses: 291



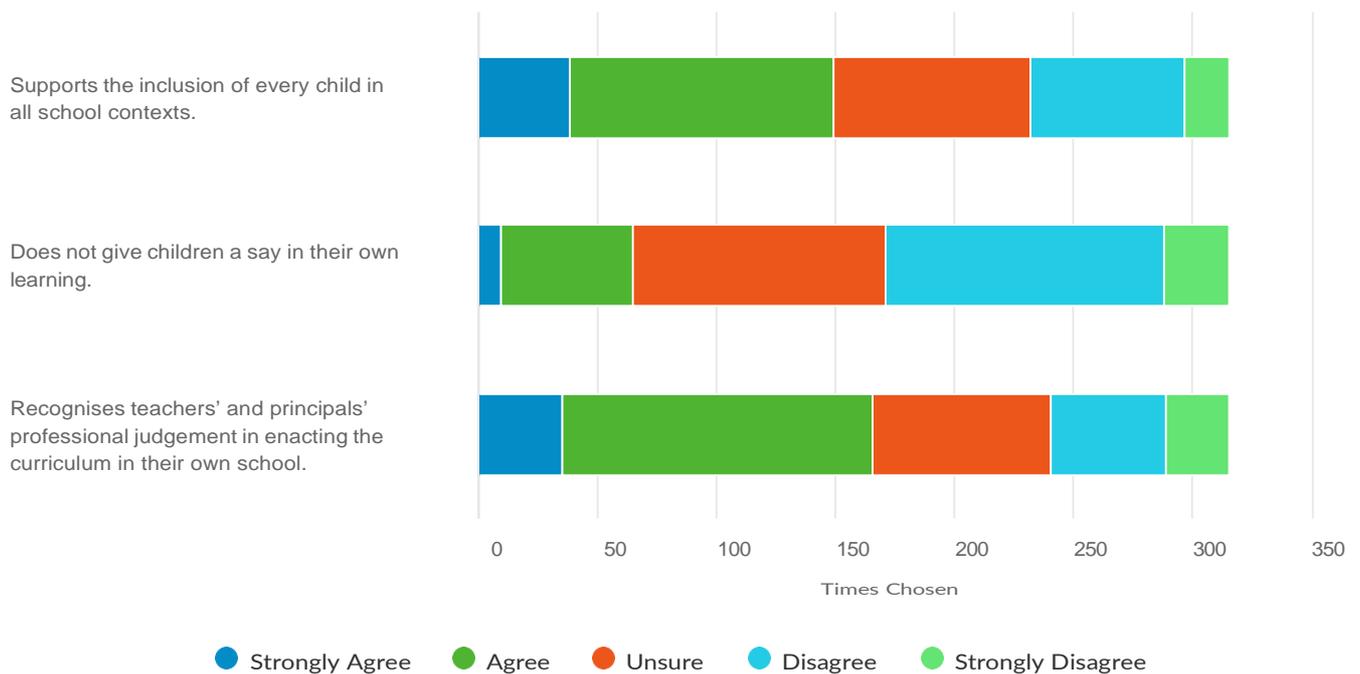
Q.6: To what extent do you agree/disagree with the following statements: In the Draft Primary Curriculum Framework:

Number of responses: 316



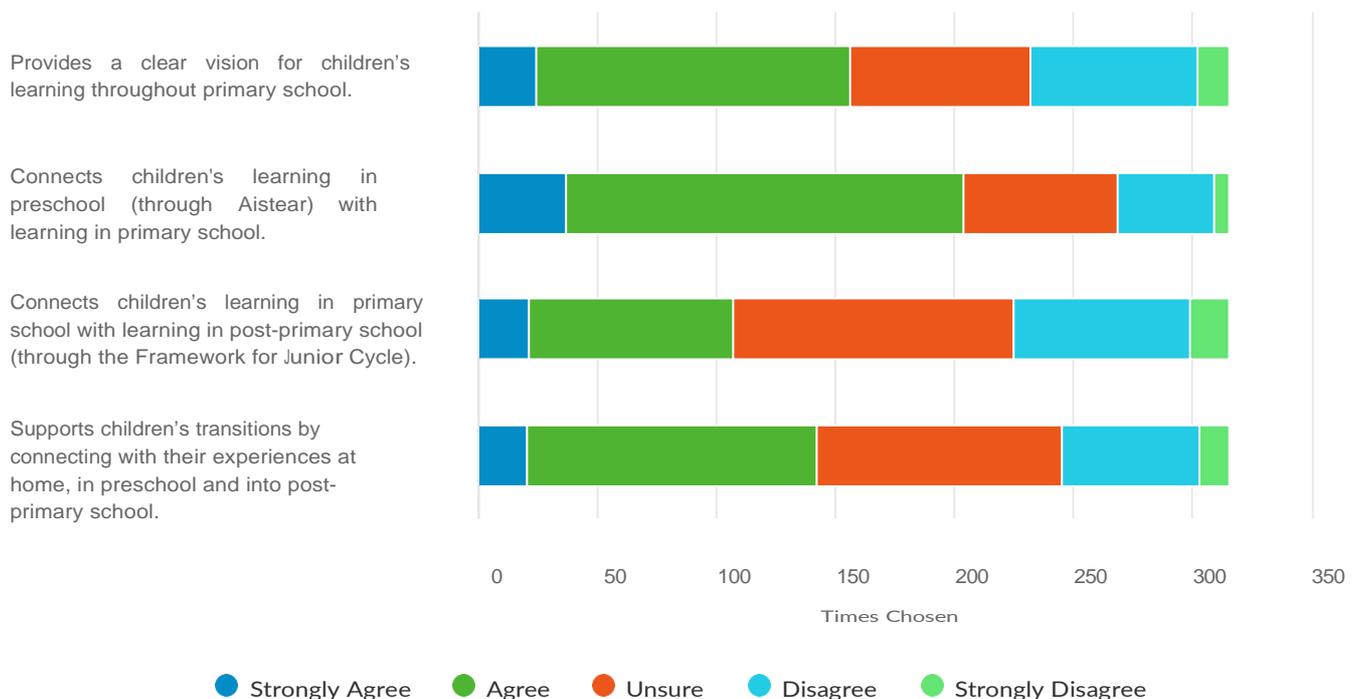
Q.7: To what extent do you agree/disagree with the following statements: The Draft Primary Curriculum Framework:

Number of responses: 316



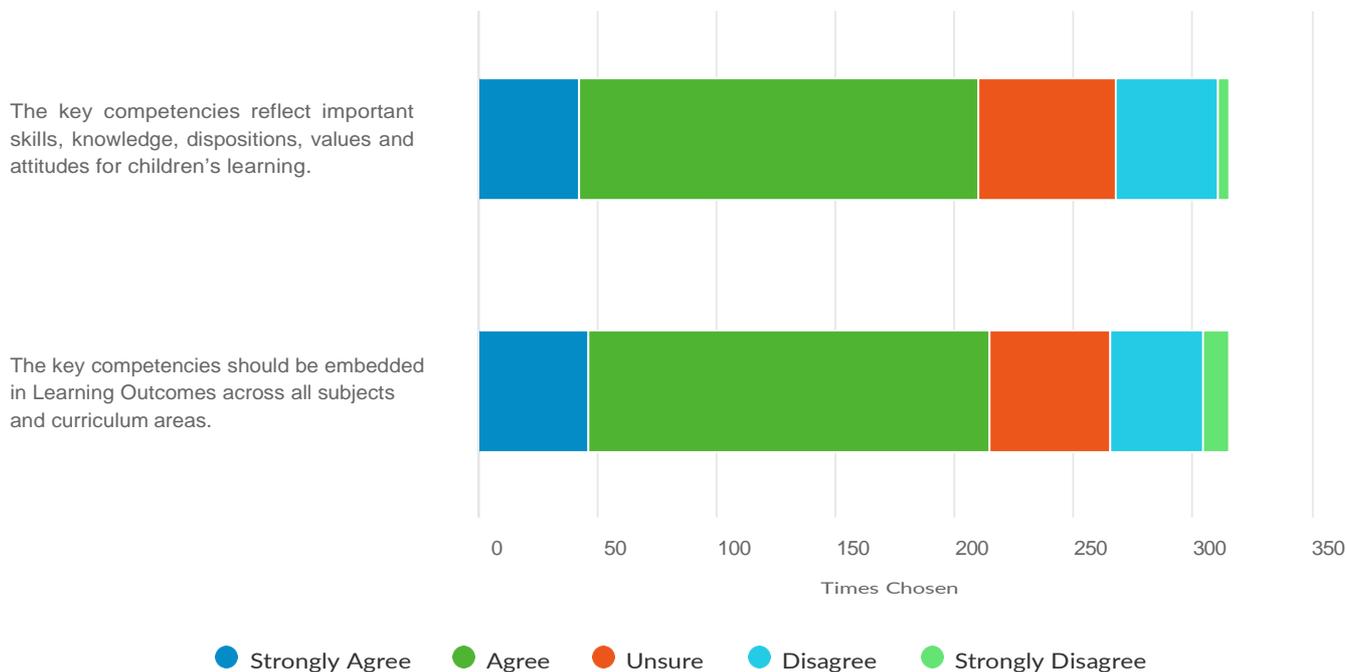
Q. 8: To what extent do you agree/disagree with the following statements: The Draft Primary Curriculum Framework:

Number of responses: 316



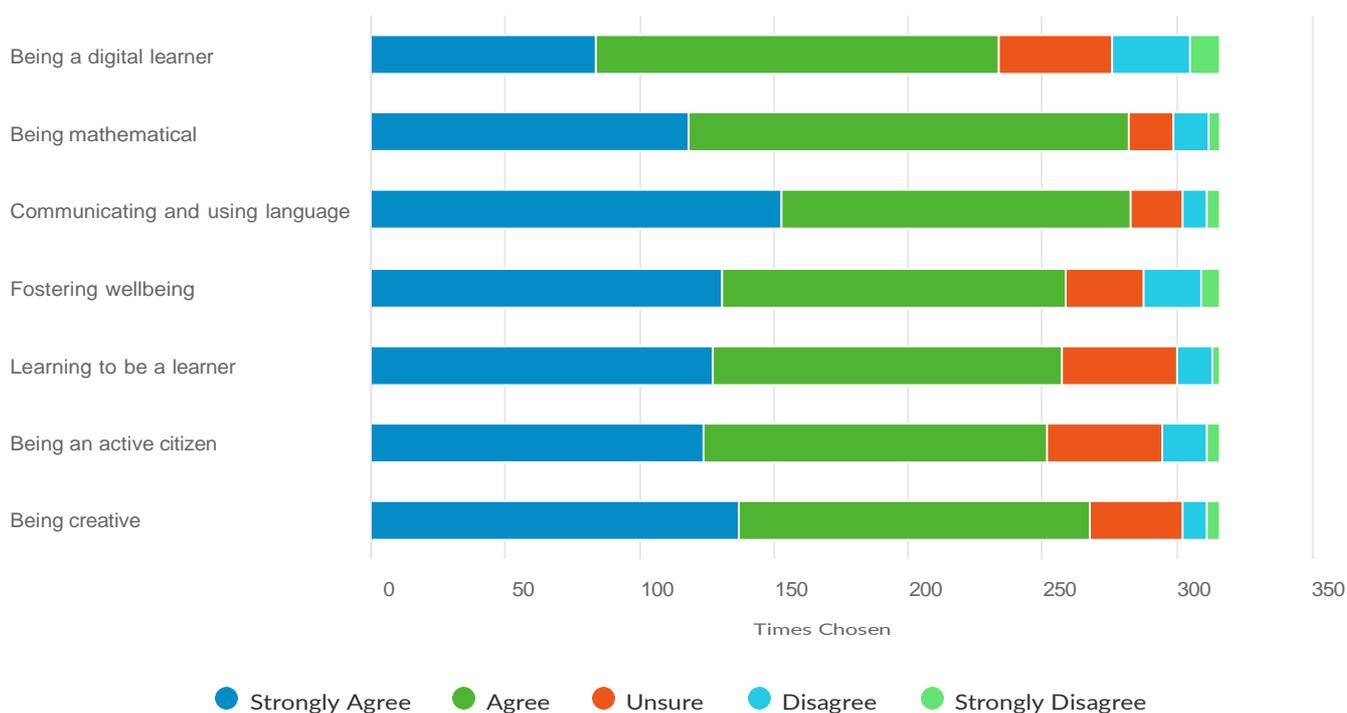
Q.9: To what extent do you agree/disagree with the following statements: In the Draft Primary Curriculum Framework:

Number of responses: 316



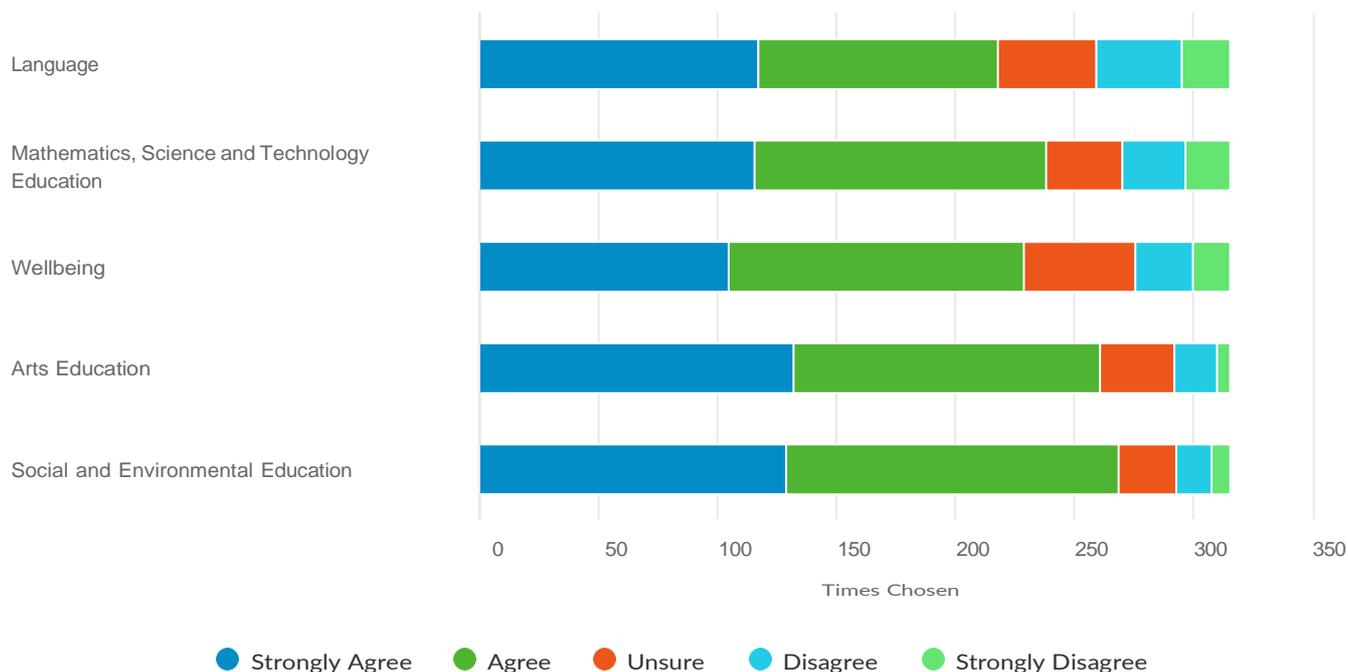
Q.10: To what extent do you agree/disagree with the following proposed key competencies:

Number of responses: 316



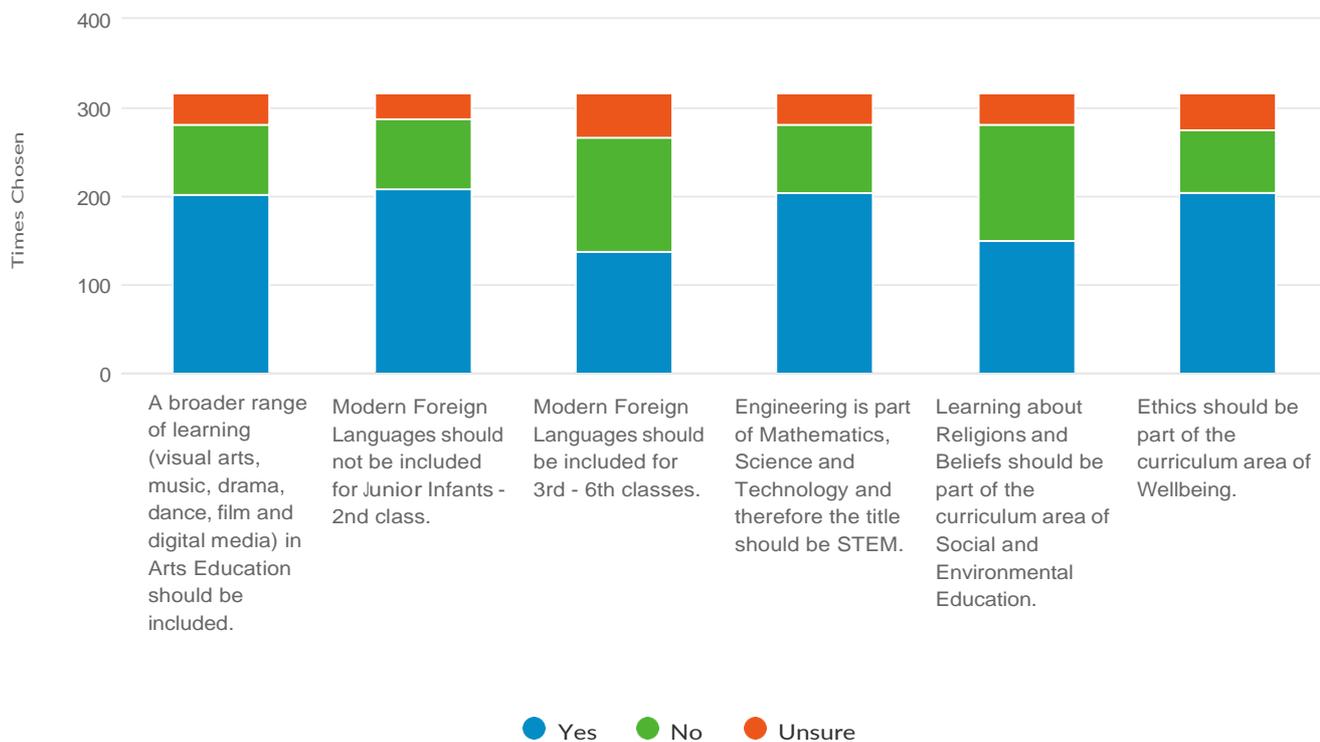
Q.11: To what extent do you agree/disagree with the following proposed curriculum areas?

Number of responses: 316



Q.12: Do you agree that:

Number of responses: 316



Q.13: Is there any part of the current or proposed curriculum that could/should be removed?

Number of responses: 194

Text answers:

No

more on creativity and look at how the arts can be incorporated into STEM i.e. STEAM

How will all this be put in an already packed curriculum? The people who put this together obviously do not work in irish primary classrooms at present

Foreign languages

I feel strongly that the third language should be removed.

Drama should become a methodology used in subjects, rather than a standalone subject.

Patron's programme

"Being a Digital learner' is hugely important, however it is more important that children learn critical thinking, creativity etc THROUGH digital skills rather than it being a key competency itself. Developing Relationships= key competency

No

The emphasis on wellbeing should take a broader view to include the arts. The arts should be considered central to promoting well being, creativity, informed citizens.,

No

No I think all is relevant - more emphasis places on what is literacy (social, emotional and very important visual literacy)

Wellbeing is not a subject. If certain subjects which enhance children's wellbeing are reduced e.g. arts/PE, this will have a detrimental impact on their wellbeing. Formalising wellbeing is not supported by research.

children's wellbeing is served through other areas of the curriculum, particularly the creative arts and physical education - it's not something to "teach" and "learn"

The amount of objectives in SESE for senior classes needs to be reduced not removed. Question the level of skills and knowledge needed to competently deliver STEM lessons.

Religion

Bulking up of Arts Education. It seems to be seen as an area to just cover everything else, taking time from the original core arts subjects.

Schools need to be enabled to focus more on practical planning and much less on paper work which is actually depleting teachers energy and enthusiasm. New draft curriculum needs to be rooted in reality of classrooms.

(1) Address question of Gaeilge? Is it important to our nation? Should all schools be Gaelscoileanna? (2) Scrap patron's programme completely - covered outside of school hours (far better option)

Patron's programme should not occur during school hours. Wellbeing should not receive increased focus.

Reduce time for non core subjects, increase time for maths. Remove curriculum overload

The language used in the new curriculum is ridiculous. It promotes unnecessary paperwork and categorizing

Too much time allocated to wellbeing, given that teachers spend a lot of time on sphe, and we'll bring is integrated a lot in pe, art and English

Modern language

To be honest, the curriculum is already vastly overloaded and from what I can see, this issue of the curriculum seems to be adding in even more. Primary school should not be about serving the demands of all the interest groups in society.

The proposed tie red levels

If the teaching of foreign language is introduced what subject area will suffer and how are we as teachers supposed to be experts in this,

Reduced curriculum. No faith formation. More flexibility

Modern Languages for primary. I was part of the ML pilot programme many years ago and loved it, but teachers are overloaded and cannot solve all societal problems, there is not enough time to teach everything and support pupils effectively

Religion should definitely be removed and become part of Social and Environmental Ed to allow children learn more about other cultures.

It's too broad, inservice is very poor for vet the years.

Foreign language

Clear objectives, less focus on teacher planning and more focus on teachers own discretion. More home school links with children's wellbeing and ethics....

Foreign language

No

No I am delighted to see the different options for time allocation of subjects it allows for autonomy for teachers when designing their delivery. The reduction in the patron'z programme is also a realistic development.

The current curriculum is overloaded so we need to be careful that we are not doing the same.in the new one.STEM is very specialised if doing coding etc...huge support,training and funding is needed for schools to deliver it properly

Wellbeing

Specific relationships & sexual education programmes, it could be built on each year as the children get older & not a separate program!

Unsure

Modern Foreign Languages has never been done in the primary school and so I think it should be removed for ALL classes. Primary school teachers have not been trained to teach this and frankly it would take valuable time of subjects that need more at

It's entirely overloaded. Realistic subject expectation should be promoted. External teacher's should be encouraged. Please don't remove religion most teachers already use that time elsewhere.

Wellbeing unless we are taught how to teach it

Not removed, but perhaps instead of foreign languages, children in infants to second class could be taught Lámh or ISL?

Religious education should not be denominational and this needs be removed from education in Ireland

Introduction of foreign languages, extra time per week suggested for well being is ridiculous,

Remove modern foreign languages. We must consider the unique Irish context. Children already learn a second language and for some Gaeilge is a third. Requiring a fourth language to be taught is impractical. Time is already too limited.

I am not sure about the introduction of a European Language especially th 3rd or 4th as I would question the impact it would have on Gaeilge.

It is ridiculous to suggest that only 3 hours be spent on Maths and an almost equal time on wellbeing. The core subjects need to be taught well and time given to them. Adding more subjects is a joke for already overworked underresourced schools!!!

European languages should be included from Junior Infants to Sixth Class

More time needed for eating especially in infant classes.

Arts subjects should be integrated rather than stand alone subjects

Remove religious education

Wellbeing, it is a very vague and wooly term which has been misappropriated by so many including corporate groups so I would strongly advocate to have it removed

I'm unsure how relevant the knowledge of the process of long multiplication and long division is now. More emphasis on estimation and how to use technology to get an accurate answer.

No Religion in schools. Current situation is a disgrace

Patron - religion

How is the overloaded curriculum to be implemented in a two- teacher school setting? What supports are to be put in place for teachers and pupils in such settings so as to ensure fairness and inclusion for all?

Modern foreign languages. Children already struggle with Gaeilge without us introducing more languages.

No

Religious instruction should be removed from the school day, both for the children & teachers who gave a different, or no, faith. It can be done after school

I cannot comprehend how you can effectively teach the current maths curriculum in four hours a week. I spend over 5 hours and 15 minutes at maths each day with 4 class groupings. How can we now complete this in such little time.

Religion (indoctrination)

Foreign language. Complete madness. The curriculum is packed to the limits as it is. After all the covid 19 lockdowns children are struggling with literacy, numeracy and gaeilge and then you want to add in more

Too much!! There's not enough hours at present to hit 3 cores and pe. too much time on RE.

Religion

Religion and faith formation should be removed from curriculum and schools. No public funded school should have a religious ethos

Religious indoctrination must be excluded.

Technology.... Difficult for schools to implement due to lack of resources. Also Foreign Language... No time for teaching it

Time constraints hinder the actual teaching of the current curriculum. Too much emphasis placed on plans and written work, red tape rather than actual teaching. Ideally all subjects should be included but reality is very different.

Learning a third language. Ridiculous

Religious education should be done at home or outside school entirely

Religion

Religion needs to be removed urgently. It has no place in a curriculum and as a teacher I see children excluded daily because of school's ethos and the subject of religion being taught in schools.

I think timetabling has to be realistic. Many schools already offer some instruction in a European language. Perhaps one term or one block of 6 weeks might be more doable.

Not sure how modern foreign languages would be successful due to lack of time and an already scammed timetable. What subject would it be taking time away from?

Religion should be removed

Religious

Patron's programme for religion

I feel the wellbeing area is reactionary, I think 3 hours a week or touch and the loss of times I t he arts area is a bad move

Foreign language

Modern language should not be compulsory, we have enough with English and irish

Wellbeing..... More time spent in physical education would help children with their physical, emotional and mental health.

Gaeilge and English are already a struggle without adding another language. Not all children in school speak English. Also who would teach the new language? I wouldn't be able to teach another language. Also remove religion from school.

Modern foreign languages, ethics, religion

Irish as an examination subject. Religious education should be learning about world religions not just one religion. Formal reading and writing should not begin so early.

Patron choice RE programme - should be world religion studies

Drama modern languages, film

Yes, religion. If not 30mins per week is ample

Modern languages... we are not trained to teach them and the curriculum is already overloaded. Religion needs to be scrapped from the school day also. The curriculum should be more thematic and optional, allowing teachers to teach more or less of an

Religion

There is already too many subjects for teachers to be teaching at primary level. It is a disgrace that they are even considering bringing in foreign languages at primary level when the standard of Irish is so bad. Go back to basics...

Religion

I am concerned that this proposed curriculum may, like the Primary Language curriculum, be aspirational and unwieldy and needs to take account of multi class groupings. It must be introduced in a manageable fashion to schools.

Well-being and modern foreign languages

Definitely a great idea to teach a Modern Foreign Language but how will school choose what Language it will be? I did Spanish for my Leaving Cert whilst other colleagues did French or German so how will the MFL for each school be chosen?

I think the fact there will be little or no training for this new curriculum(a day or two here and there does not count as training) and if a modern Lang is introduced I presume teachers should have some competency in speaking that language

Drama should not need to be taught discretely, it's easily integrated. RE at 0.5 hours per day is not time well spent.

Teaching languages in primary school with an already overloaded curriculum is not going to be effective or useful for pupils. More emphasis placed on English, Irish, Maths and well-being.

A third language should not be taught in primary schools. Where would you get the teachers if they have none for secondary education? Where would we get the time for training? Focus on the two languages we have already

Religion should be part of the core subjects as per the patrons focus. Its importance has been minimised. It is essential for all being and mental health. There are too many elements to each subject. It does not address curriculum overload.

Note about STEM: At Jr Cycle the umbrella term appears to be Technology which in turn includes Engineering, Wood Technology, Graphics and Applied Technology. Therefore for alignment, should title not stay Mathematics, Science and Technology

unsure if i am honest.

I think wellbeing should be an umbrella overarching all competencies.

The Roman Catholic bias in most schools. Inducting children into religion when they are too young to understand how much shame and misogyny is embedded in a lot of religions. Children should be allowed to choose this when they are in Secondary.

No. However, there seems to be little provision made for engagement with the natural world, school gardening and caring for the earth

Just have concerns about how overloaded the present curriculum is, what do we now drop?

Educational for Sustainable Development 2030 proposes that climate change education (CCE) be embedded in all curriculum subjects as per Dept's strategy + UNESCO. Important to consider vital role of CCE in framework so it is embedded in curricula

Patron programme should be further reduced. Unsure about the feasibility and teacher workload attached to MFL although I think it would be beneficial to pupil learning. Something else needs to be significantly reduced/amended to fit new things in..

Modern languages and ethics

Modern foreign languages

The problems with adding a new language are myriad - the most obvious one for me is where do we have the time to teach this? Something has to go.

It's already overloaded. What gives?

Digital Education should cross EVERY category. Embed! Digital skills are about communication in essence.

Drama as a stand alone subject.

Wellbeing should not be a stand alone subject. Ethics would be more appropriate.

I have long been of the opinion that much of the content of the curriculum is beyond the reach of primary aged children, simply because of their biological stage of brain development. This new draft doesn't help, in fact this will be exacerbated.

To implement the proposed curriculum properly, class sizes would need to be reduced.

RSE, Internet safety - while schools can support- this should be a parental responsibility and parents made accountable for these responsibilities. Teaching of Irish language to be changed to Irish culture class

Religious indoctrination should not be part of the curriculum. World religion has a valuable place in SPHE.

Time allocation for re,

More input from real teachers in schools needed NOT those who are far removed from everyday life on the classroom

The questions above are structured in such a way as to make only a positive response sensible. How could anyone disagree with proposing any of the key competencies. Who could possibly be against fostering wellbeing etc? The questions make no sense.

Catholic Based Religious Education

religion should be taught as an appreciation of all world religions

There needs to a clear document outline what is going to be removed. Please do not add anything to the curriculum without removing something else. The curriculum is completely overloaded as it is.

Religion

There seems to be a lot of new areas and subjects going in but nothing taken out! Where will the time be found to teach all these new areas? Drama should be removed. Maths needs a protected space on its own rather than combining it with science and t

Ethics is part of Religion. Religion should be kept on its own. STEM should be on its own and integrate into other areas.

No

No

Concerned about the number of new areas in the proposed curriculum. Nothing seems to be taken out. I think learning about religions should not be included. Wellbeing also, what do we mean by this?

Less is more in relation to learning outcomes. More time needs to be given to English and STEM.

Wellbeing, surely that starts at home. Im really not sure why it's been thrust up teachers. We aren't therapists and shouldn't try to be

Unsure about modern foreign languages, as even after 8 years some children continue to struggle with basic Eng & Irish

Curriculum overload at Junior level. Reduce subjects and spiral out as children progress through school. As a science graduate calling the subject Science in primary is a joke and gives children the wrong mpression of what Science actually entails.

Religious Education

I think that it is disgraceful that the natural world seems to be completely disregarded. With climate change it is now we need to be education our children about the natural world not cutting that area of the curriculum.

Curricular overload needs to be examined as a separate issue in addition to increased planning over recent years

Wellbeing, Drama as a discrete area, Technology as a discrete area (should be a teaching methodology and a teaching tool)

Paperwork requirements

I feel it is introducing more and taking away from core areas like English and Mathematics

I do not feel the need for wellbeing but rather SPHE and the patron's programme should be put together - social and moral education. PE should be encompassed under art - call it physical and creative education.

Religious instruction. Wellbeing. Technology

The patron's programme should not be given a visible curriculum space. It should be assimilated into all areas or if discrete teaching is required, it should happen outside the school day.

Religion

Foreign Language should start in Junior Infants not 3rd class as that is too late. Curriculum should be less prescriptive.

I'm unsure as to what the content is of the proposed curriculum and what has to give for more to be added in. Under stress due to COVID so not a good time for NCCA to be proposing any changes.

Drama should be a methodology. Technology should be a methodology and not a curricular

Drama

Spirituality or Religious Education, Modern Foreign Languages

I do not agree that infant classes , 1st and 2nd classes to have digital learning. At that age, they should not be in touch with too much of electronics. A lot of children are provided the opportunities to learn with technology at home or in society

No to foreign languages

Religion should be removed from the school setting. I am concerned that the technology aspect of the proposed curriculum will be done as tokenism. A clear objective of what is meant by 'technology' is badly needed. Upskilling of all is essential.

Religion/ sacraments in schools is ridiculous.

No

There's too much time given to the area of wellbeing.

Drama, written Gaeilge

The time given to the patron's programme should be significantly reduced (half an hour per week). The values/ ethics components of the curriculum should be included in an area entitled ethical education that would sit alongside the patron's programme

The new language curriculum is extremely confusing and difficult to negotiate and therefore implement. I think the vision for the new curriculum is good but am very concerned at the organisation & logistics of implementing it, especially timetabling

This survey gave limited opportunities to give feedback due to the way it is phrased. The primary school curriculum has too many subjects to cover to the level of detail being asked of teachers.

While not on the NCCA curriculum, Religious Education must be removed completely if this is to work at all.

Religion

I like the current curriculum. I don't believe it needs to be changed

Drama should be a methodology rather than a stand alone subject

Primary Language Curriculum has not enhanced my pupils learning in the slightest; it has only added to my paperwork. Neither I, nor my colleagues, have found it beneficial for our pupils' learning.

Why introduce MFL???? Let's get children reading, writing and communicating in English to a high standard before we even consider teaching another language. Let's not waste money by half introducing this ridiculous measure.

The inclusive element is skewed by the patrons role in supplying educational concepts outside of the Department of education. The patrons hours no matter who they are should be required to teach about all religions and not just the patrons ethos.

Religion- outside of school hours. Film etc unnecessary due to time constraints. Teaching foreign languages- not enough time/personnel to teach the basics - maths, English and Irish. Curriculum overload

less digital e.g. coding, more outdoor learning being physically active. Less science more arts, focus on languages and maths essential, preferably connected to real life situations not IT and sitting at a computer.

I don't understand the rationale for having more time for L2 per week/month than L1.

Religion and the Modern Foreign Language (if we can't get the teaching of Irish right, why complicate things with another language).

Modern language, it's difficult enough to teach Irish when so many children and parents want exemptions. We should focus on improving our learning of our native language instead of bringing in a foreign one

Patron's programmes should be removed from all schools and 'faith formation' should take place outside of school hours

No room for modern languages in primary school

Drama could be removed. Preparing children for sacraments in religion should be removed from schools, it currently takes up a lot of time in 2nd, 5th and 6th classes. Modern foreign languages should not be included in the proposed curriculum.

Too much time on wellbeing

Modern Language in Senior Classes. They are struggling to gain competence in Irish and English. Another language would be curriculum overload.

The current curriculum is fine. There is no need to overload us teacher with more. We feel so unsupported in every area now and this is not a positive step forward.

The religious education aspect - or maybe reduced to half an hour a week. Parents should be responsible for their children's religious education

Being a digital learner- my years of experience tell me that it WILL NOT be adequately funded and is simply another tick the box exercise in an already overloaded curriculum!!!

There seems to be a lot of woolly stuff. Religion is reaching its sell by date

The time devoted to religion should be reduced significantly- no more than 30 minutes weekly, or removed from the formal school day completely

I think that further attention needs to be paid to the value and role of drama in education within the primary curriculum

Drama as a stand-alone subject

No

Revised time allocations

It needs to be presented differently than the language curriculum. Kts very difficult to follw/navigate.

Please do not overcrowd the curriculum and ensure the arts are not reduced. So many children love love arts and is vital for their well being. I question including a modern language in the Irish context. They are already learning two languages.

Too much time on Religion. one hour per week is enough. Who is going to teach the foreign languages?

Religious education should be secular in all public schools.

Religion

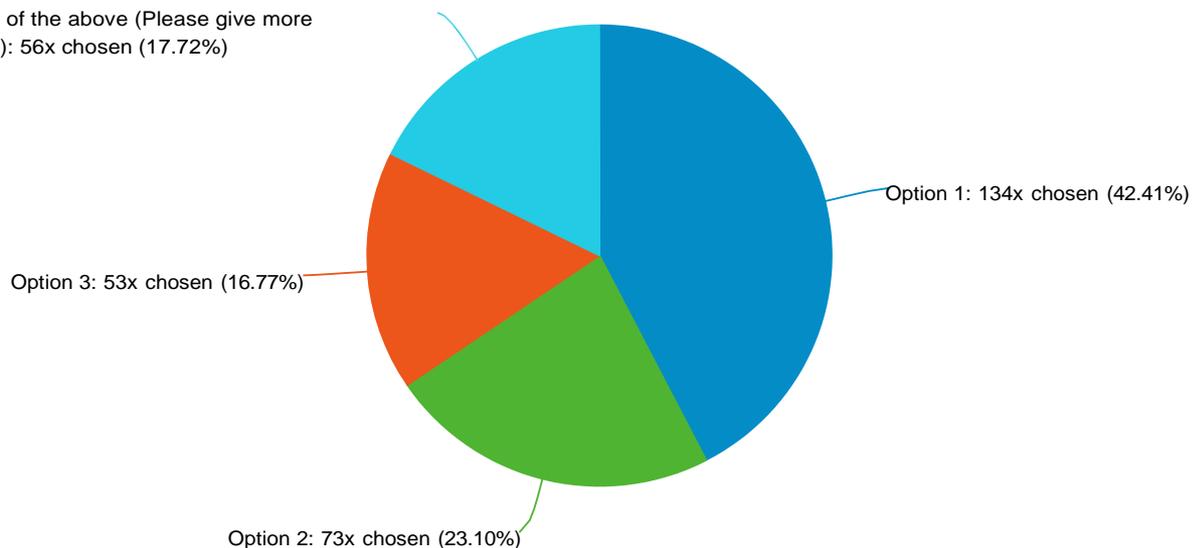
I totally agree with flexibility among schools abs going by teachers professionalism. My current school is 2nd up- we find many kids enrol in 2nd with very little English and no reading/writing skills. It's back to basics . (PLC suits our school v w

A lot of new areas proposed. What is being taken out? If we are including learning about religions and beliefs, then we should reduce time for the patrons programme.

Q.14: Which of the three options for time allocation (see pages 16-18) do you prefer?

Number of responses: 316

None of the above (Please give more detail): 56x chosen (17.72%)



"None of the above (Please give more detail)" text answers:

None of the above (Please give more detail)

To include emerging interests of the child and philosophy

These aren't options , they are predecided specifications giving us very little input. Greater flexibility and quality integration is needed.

None of the above (Please give more detail)

I do not agree with any of the above

Wellbeing doesn't need to be "taught" - incorporate it through creative arts, physical education, outdoor learning and so on

None of the above (Please give more detail)

The fact that all 3 options have mandatory 2 hours per week of the patrons programme is a disgrace and continues to discriminate against children of minority or no religion

I don't want maths time reduced

None of the above (Please give more detail)

It is over complicating things. Stick to a weekly allocation.

The layout of the curriculum at the moment is clear and teacher friendly

Option 3 without reduced Maths time

We don't have time to fit in a foreign language. Well-being is eating into the timetable massively when it's more of an imbedded in every aspect of school life matter. Explicitly teaching well-being ????

Reducing maths time is ridiculous

There should be provision for all of the options.

None of the above (Please give more detail)

Option 3 disagree with reduced maths time.

unsure

Modern Foreign Languages should not be part of the primary curriculum and therefore does not need a time allocation - teachers should have flexibility in choosing times appropriate for each subject area. Teachers have not been trained to teach foreign languages which would take valuable time away from other key subject areas. There is just enough time in the day to cover the subject areas as is never mind to add another subject on top - leading to reduced time in subject areas that require it the most. Foreign languages has never been part of the curriculum before and there has never been an issue and so should not be part of the curriculum now.

None of the above (Please give more detail)

Not sure

None of the above (Please give more detail)

None of the above (Please give more detail)

Option 3 with some changes. Dont reduce maths time. Reduce religion time.

I disagree with language 3, reduced time for maths and remove religion from the curriculum altogether

None of the above (Please give more detail)

Option 3 is the best but there shouldn't be reduced time for maths nor increased time for science and technology. We can barely cover content as it is.

Option 3 however time for maths needs to be maintained. Mathematical and first language skills need lots of time. There has been a huge emphasis on these over the past number of years. Why reduce it now? Children need to have competency in literacy and numeracy

None of the above (Please give more detail)

Unsure

I think it's all overloaded

Schools need more autonomy, time spent on a ML in a DEIS 1 school where literacy is well below average doesn't make sense.

Language 3 should not be included

Maths time needs to be retained. Stem is important but the basics require time in multigrade. Communication and social skills are deficient in kids after the pandemic. Religious ed is essential and important. It is taking longer to teach kids after the pandemic adding digital leading and languages is fun but where do we get time? Ethics is covered by Religious Ed

Increase integrated learning opportunities by bringing learning outdoors for weekly child-led, learning through experimentation and play. A nature pedagogue has the knowledge and expertise to not only improve learners health & wellbeing, physical development, pro-social skills but also supports all learners to achieve academically by bring applying what they are learning in real life scenarios.

Unsure regarding the allocation of L1vL2

Wrong focus. Digital skills need to be embedded and communication related to everyday life needs to have more focus.

I don't agree with a third language being lumped in on top of everything else. Feedback has been strong from teachers for a long time that the curriculum is ridiculously overloaded. What are we dropping to facilitate a third language?

Although wellbeing is included as a subject, for it to make any impact it must be interwoven in all that happens in a primary school. Its isolation as a specific subject rather than an approach is missing the point of wellbeing.

None of the above (Please give more detail)

None of this makes sense and the time allocations are unrealistic and total more than the 25 hours per week.

Very concerned that time allocated to literacy and numeracy is being reduced. Time for maths should be increased.

Greater time for languages, maths, science and technology.

Combination - min required time set for L2 as often it's 'squeezed in' but also massively agree with more time on science/ technology

You can't reduce the time for Maths!!!!

I disagree with extra language at primary I'm an overloaded curriculum

I think the time allocations for subjects are not evenly spread in terms of priority. Language and maths get separate allocations. I feel arts and Science and Technology Education + Social and Environmental Education should be equally weighted. I feel "Wellbeing" i.e. PE and SPHE should have more time than Patron's Curriculum. I think it should be flexible to truly allow integrated learning without the boundaries of curricular areas to allow for inquiry based learning.

Discussion re changes mid pandemic not right

Still only have 25 hours per week to cover the curriculum. There is not enough time to satisfactorily teach the curriculum. Eliminate arts hours as art, drama and music can be part of language learning. If parents want children to experience art, drama and music they can sign up for classes outside of school.

Remove religion as a subject. Irish should be removed as a mandatory subject as it is of little use to children in later life. Arts and SESE should be on a rotational basis, this would remove the time requirement.

Not sure

Suggesting reduced time for maths is ridiculous

until class sizes are cut, it won't matter what the time allocation is. There are too many children, too many needs and not enough resources given to schools to help with those needs, you're lucky if you cover English, Irish and Maths adequately

Current allocations are fine - but still overcrowded.

None really fit the needs of our school. I1, maths and science as well as creativity really need focus

Q.15: Is there a subject that should have less time than it is currently allocated?

Number of responses: 203

Text answers:

I believe it is different in each class depending on the individual teacher who may have their own preference on a certain subject which may not always impact positively on the individual child

religion and irish

Religion

DRAMA, MUSIC

Religious Education

The patron's programme should be given much less time.

Patron's programme

Language3;I'm a huge advocate of language learning,however progammes to enhance langauge awareness,promote linguistic diversity&improving chldn's language learning skills throughmore structured,meta-linguisitc approach to Irish would be more benefief

No

No

Drama

Wellbeing, more for maths

I think an integrated curriculum is essential, break down the boundaries of subject areas and consider the holistic approach - Language can be taught through disciplines for instance, STEAM Education where the arts are used for transdisapinary learni

RE

wellbeing

The curriculum is unbearably full as its is and that is with most already theming and integrating where possible. Teachers on the floor need a real voice for what they feel they're students need

Honestly, am unsure. There seems to be far more subjects and time being spread thinner

RE

Patrons programme/Indoctrination

Drama

Religion

Drama

Wellbeing should have much less time specifically allocated. Patron's programme should be removed.

Religion

Well-being.

Wellbeing

Religion, drama and music.

No, there's barely enough time to implement the current curriculum

Patron's prog

L3

Religion and Irish

Religion

Religion

Well-being

Drama, religion

Religion

I'm struggling to cover the current maths and English curriculum the new language curriculum is a joke - this better not go down the same vein

No

No they all need time...the three cores Irish,English and Maths need more time than is currently allocated

Patron programme should be done outside school

Religion, drama

Religion

Wellbeing should be reduced to 2hrs across all classes - discretionary time can be used if extra time ever may be needed. 2hrs a week is plenty of time to cover this. Language time should be based on English and Irish - no extra foreign language.

This is an anti religion question again. The time is already used elsewhere. Maybe reduce the pressure and expectation of Irish.

Religion

Wellbeing

Well being

No

SESE subjects in the junior end of the school. Much of this is covered during the active play hour through Aistear. The new proposals lend to more integration for these subjects at stages 1 and 2 which is welcome.

No

Drama

Religion

Religion, Drama

Patrons Allocation - don't know many teachers who actually complete the 25 or so mins per day of Religion in Catholic Schools - 30 minutes a week should be plenty, too much else to cover

Gaeilge

Religion

Gaeilge

don't think so

Religion

Religion

SESE should be introduced from 3rd-6th only, as time is limited to teaching core skills in the Junior Classes, especially in multi-grade settings

religion

Religious indoctrination

Drama and oral language should be taken out. More integrated SPHE time than an increase in this area. More time to maths

Religion

Arts

Religion

Reduce Gaeilge, SESE

Patrons prog.

Religion

Yes religion ie faith formation should not be part of the school day

Religion

Dráma

I love Irish but it is suffering at present due to lack of interest. Drama, music and religion also take a hit in class as huge curriculum to cover in core areas.

Art education. Religion

Religious education

Religion

Religion- it should have NO time. It should not form part of the curriculum. I surveyed all of my colleagues and every single one of them agreed.

No. Barely able to fulfill objectives with time allocated as it is.

Patron's Programme

No

Religion

Religion

Patrons programme

No

Religion

Religious Education

Religion. 30 mins a day doesnt happen in the real world.

Religion

Religion

Religion.

Religion

Arts religion

Patron's program

Religion. Music.

Religion

Huge overlap between Religion, SESE and SPHE at the moment which are allocated 6 hrs per week. Making the Links addressed strands and strand units successfully in relation to various programmes in SPHE, perhaps something similar for REL, SESE & SPHE

"Well-being" should have less. PE should be a proper prescribed subject. Each subject should have a time allocation.

Allocate more time to our native language

There should be no modern language

RE, Arts - integration across subjects makes learning more meaningful and relevant

Drama should be used as a methodology. Religion should have less time.

Digital learning. Coding is not for everyone. Languages are taking from I 1 and I2. Ethics are covered in sphe and religion and should be optional.

While I strongly agree that the time allocated to Wellbeing needs to be increased from 1999, I think that 3hrs/wk is excessive; 2 hours min/wk from 1st to 6th would be preferable and then let teachers take extra if needed from flexible time.

Perhaps Religion

I don't see a need for a huge time allocation to be given to L3. Thinking into the future, with advances in technology, language will not be as much of a barrier to engagement with each other globally as it has been in the past.

No

I worry about well-being becoming a stand alone subject, I feel it should be be woven into every aspect of school life

Patron programme. Modern Foreign Language at 4 hours per month seems like a lot in comparison to English/Gaeilge.

Religion

Drama

no

Drama and religion

Religion

Wellbeing. Lack of resources in this area at the moment. Only one reliable book available on the market to use with a class. Designed to be weekly. Not enough material in it to be used daily throughout the year.

Patron's programme.

Irish, SESE

Religion

Religion

Ceol

Religion

Wellbeing - as explained above.

Gaeilge should be go nadúrtha i ngach scoil mar teanga beo, with less time spent on formal classes...more on CLIL

religion

Religion, Drama, music

Religion / Patron's Programme

Drama. Religion (ethos of schools).

Language 3 - no language 3 at all. I will not be teaching a language I am not able to speak.

Religion should be more community based

Less time on religious education / patron's programme. Less time on areas like drama and Gaeilge.

Religion, Drama

Wellbeing

Patrons programme

Drama should be changed to set allocation in a year etc. Music curriculum should be changed to more enjoyment instead of mastery

Patrons Programme

L2 at Junior level

Religion

Religion

religion

Sese

Religion, Drama

Religion and religious ceremonies should be taught outside of school hours in lessons organised by the parish not the teacher

Yes Language 3

Arts education and flexible time - give the flexible time to actual areas rather than leaving 5 hours there.

Religious instruction

SESE

Less time to the patron's programme. Giving it 4 times more time than science in the younger classes and twice as much time than science in the senior classes is nonsense.

Drama, Religion, Gaeilge

No

Religion. Aistear needs to be addressed. Not possible to implement properly with 28 children:1 adult. Transition from preschool to school cannot happen without a lower pupil teacher in infants. Aistear has turned into a station teaching hour

religion

Patron's programme, this should take place outside of school hours, and outside of the curriculum. Patronage system and Boards of Management are no longer required, that's why we have a Department of Education

RE

No, L3 should not be given much time. The language a school picks may not be the language a pupils picks when in post primary. We to give the children strong foundations in L1 and L2 with just a sampler of L3. this will be difficult to staff.

Religion

Religion

Wellbeing

SESE & Arts. Language is such a huge area (especially in lower classes when doing phonics, writing, oral language, early reading etc..) it can be very hard to find time to do it all.

Religious education should be given a half hour per week maximum

Arts

Patrons Programme

Religion

Religion, Gaeilge and Drama

Religion

Re

No

Drama

Religion

Religion

Drama

World religions should not be during history/ geog. It should be made a requirement under patrons time and a curricular area supplied by the NCCA

Patrons programme

No, all the subjects are important but there is complete curriculum overload and until the government reduces class sizes a change of time allocation or curriculum will have little impact

Religion, History in junior classes

No

Religion

Religion

Patron's Programme - ideally removed completely

Drama

Gaeilge if it is not the primary language in the school.

Religion

Religion

Drama, religion

Arts

The Arts.

Very difficult to say as so much to fit in to the time

Religion

Religion & drama

Religion

Religion - reduced to 30 minutes weekly, or removed completely from school day. Formal time for Gaeilge, Maths, English could be reduced if effective thematic planning and integration were employed

Religion

No

Wellbeing

Religion

Religion

Religion

Religion

Patron body religious / ethical education should have 1 hour a week.

GAe

Sese

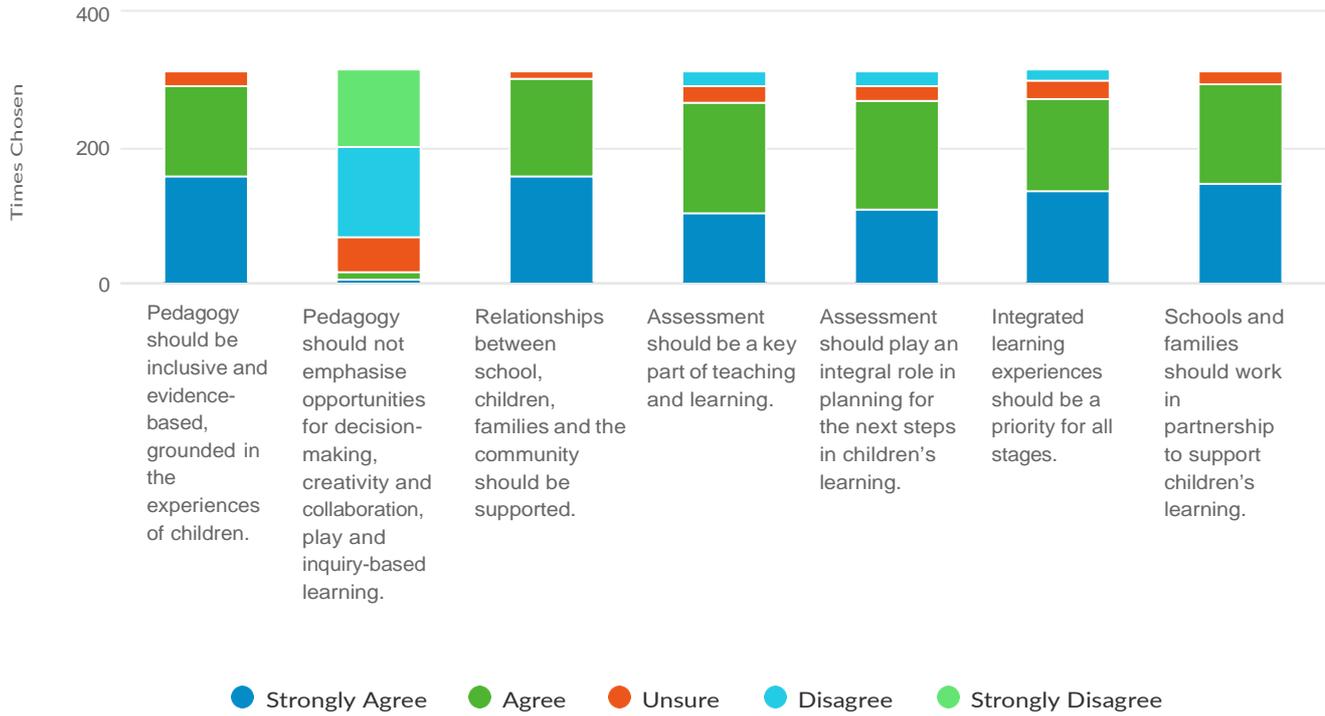
Religion

Religion (as a multi cultural school , parents opt out of religion and boys are taken for extra language classes)

Patrons programme needs to be reduced. Time towards language takes up so much of the overall time so this should be reduced.

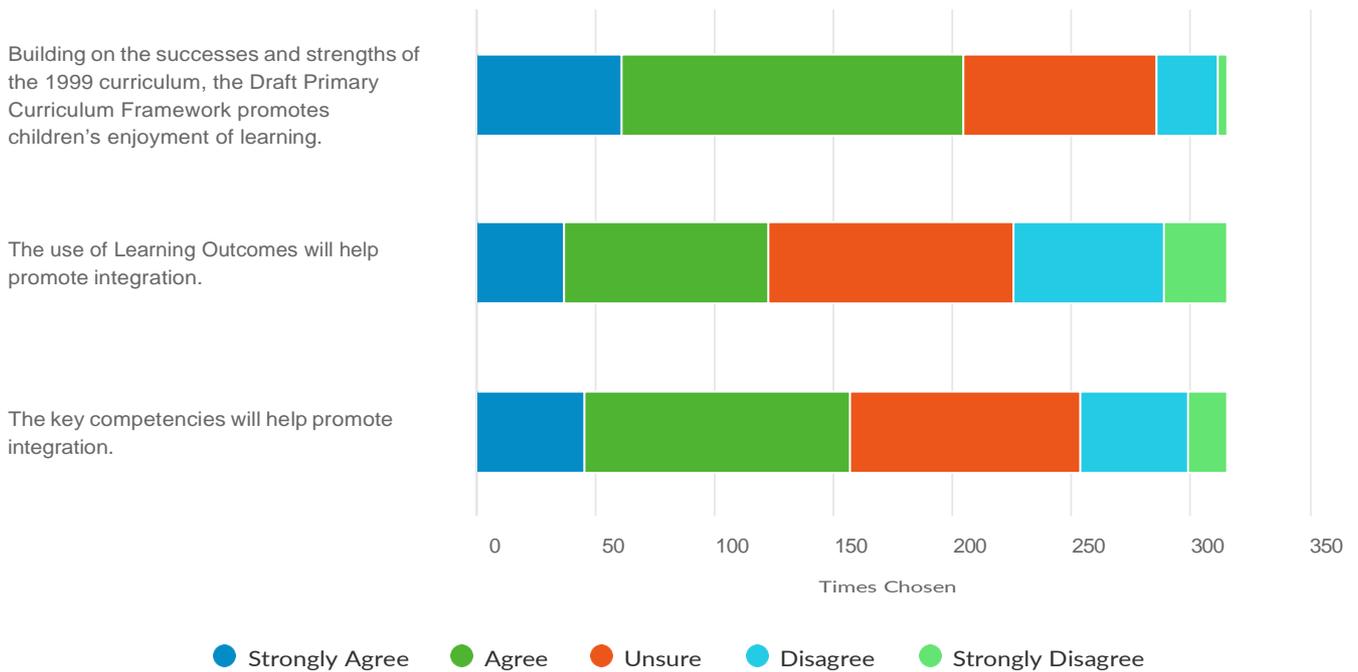
Q16: To what extent do you agree/disagree with the following proposals:

Number of responses: 316



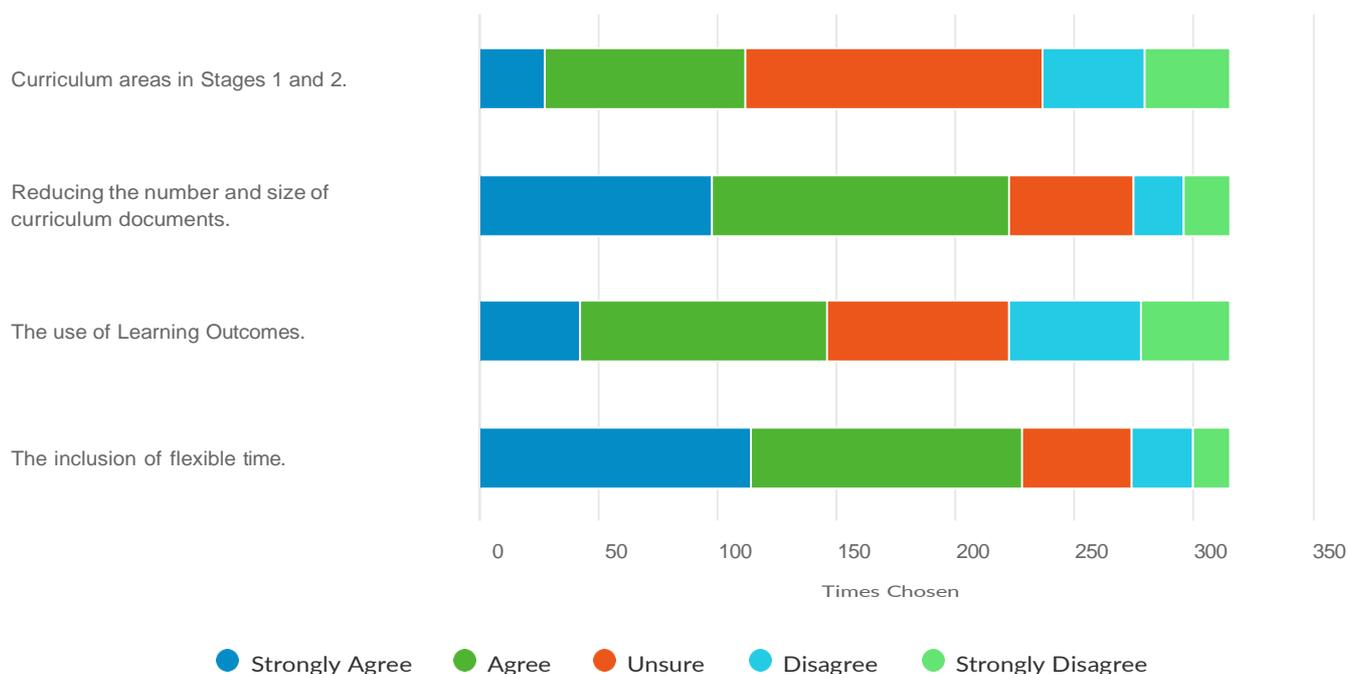
Q.17: To what extent do you agree/disagree with the following proposals:

Number of responses: 316



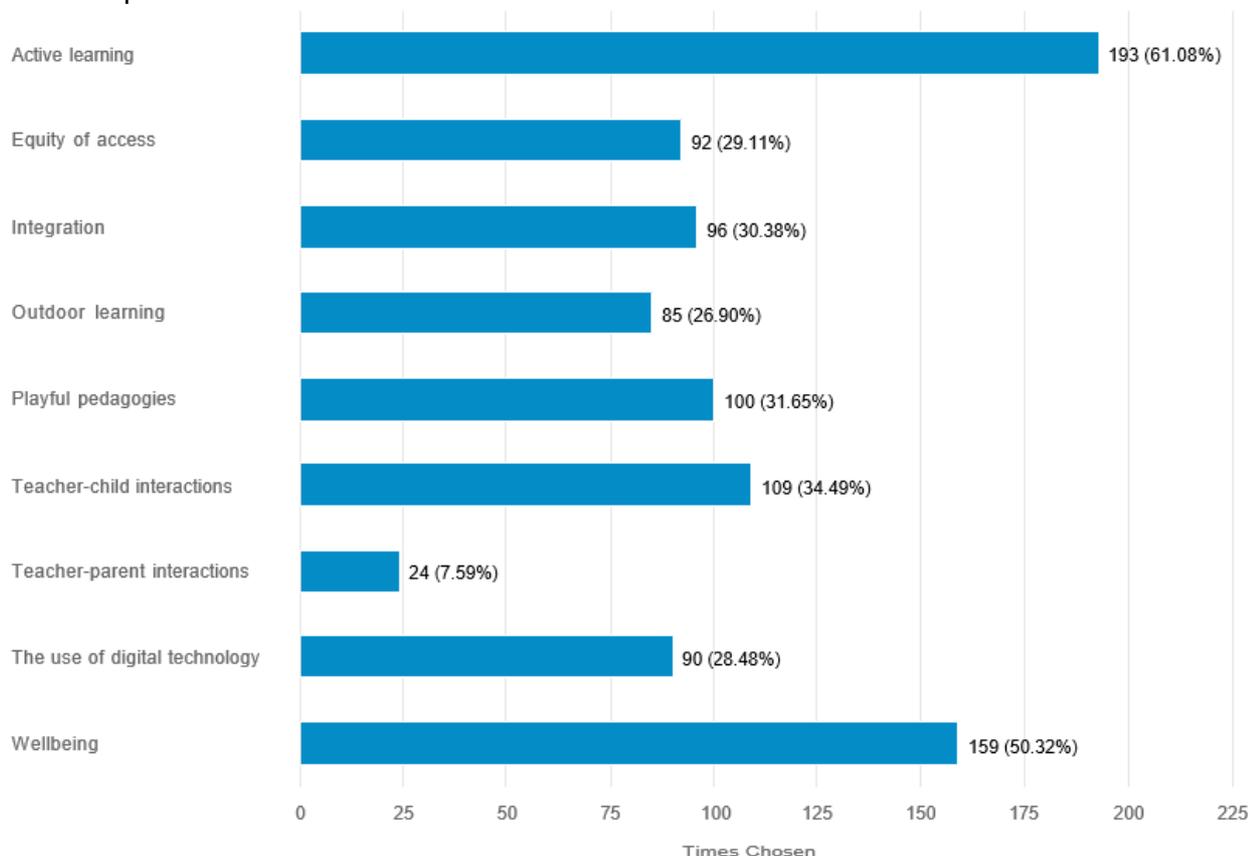
Q.18: To what extent do you agree/disagree that the following will help reduce curriculum overload:

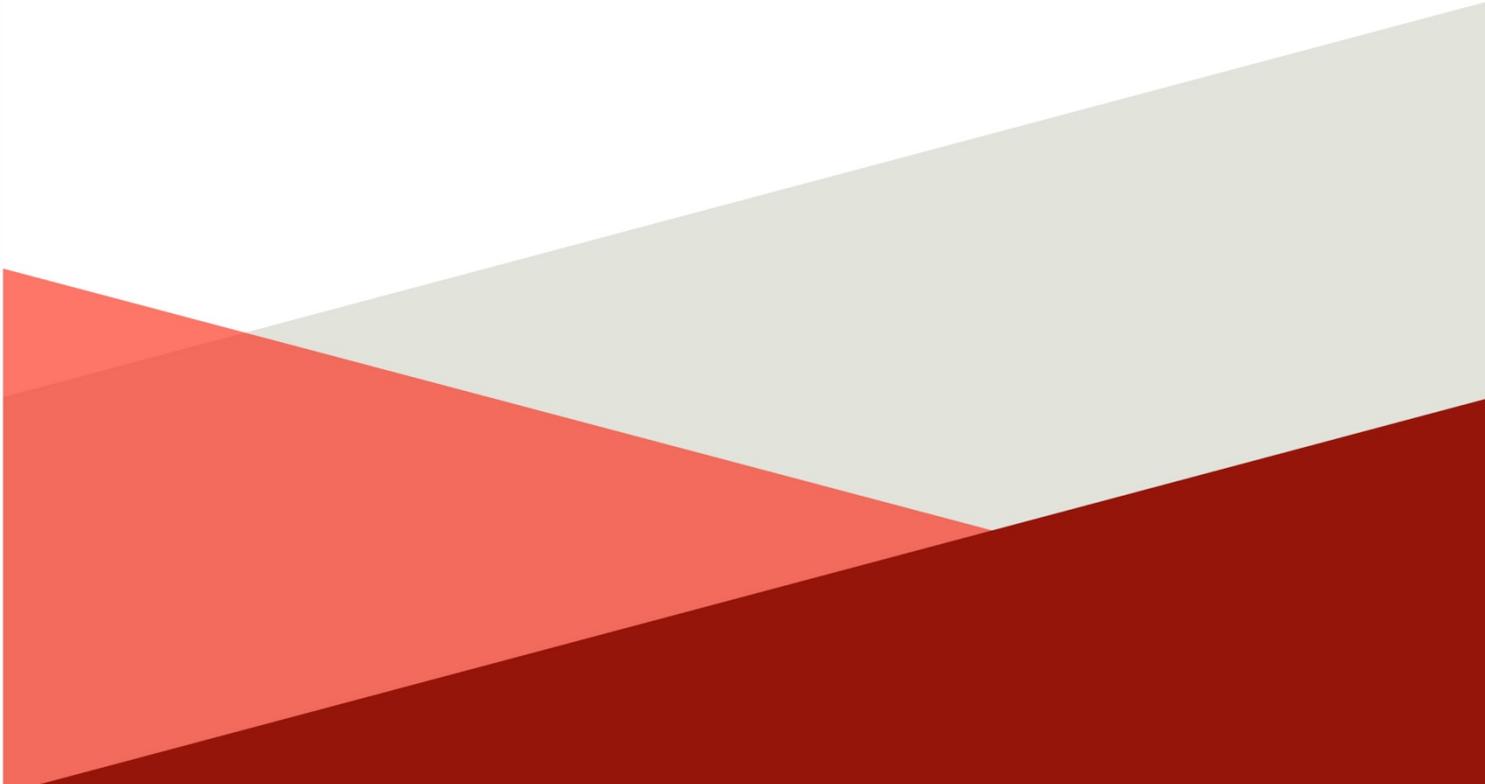
Number of responses: 316



Q.19: Since the publication of the Draft Primary Curriculum Framework, Covid-19 has presented as a big challenge for schools. From your experience of the pandemic to date, please select your top three priorities for the finalisation of the draft framework.

Number of responses: 316





NCCA

An Chomhairle Náisiúnta
Curaclaim agus Measúnachta
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