



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 Specifications

December 2024

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Introduction

The *Primary Curriculum Framework* (PCF) (Department of Education, 2023) was published in March 2023. Arising from the PCF, the National Council for Curriculum and Assessment (NCCA) worked with representatives of the education stakeholders, teachers, school leaders and other education specialists to develop draft curriculum specifications for the following curriculum areas:

- Arts Education;
- Modern Foreign Languages (MFL) in the *Primary Language Curriculum*;
- Social and Environmental Education (SEE);
- Science, Technology and Engineering Education (STE);
- Wellbeing.

The draft curriculum specifications were published for consultation in March 2024, and the consultation continued until June 2024. A significant amount of data was gathered through a variety of methods. There were six separate online questionnaires for professionals, one for each of the five draft curriculum specifications and a sixth questionnaire that focused on the alignment of the draft specifications with the PCF. The Parent Questionnaire asked parents / guardians to give an overall response to the draft curriculum specifications and then the opportunity to provide a response to one or more of the draft curriculum specifications.

To underpin the presentation of the questionnaire data in the main consultation report, the original verbatim responses have been copied from the online platform 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.

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

Professional Questionnaire Report

Arts Education

Educators were asked to what extent they would agree/disagree with statements related to the *Draft Primary Arts Education Curriculum*. 235 responses were gathered in this questionnaire.

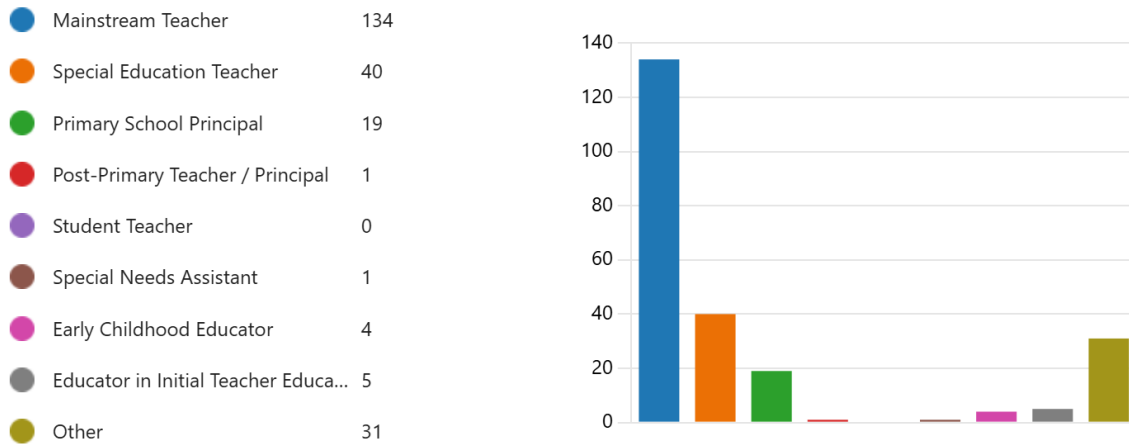


Figure 1: Educator questionnaire, Arts Education, statement 1

Educators' response to the statement 'Chapters 1-3 provide an appropriate context, rationale, and aims for Arts Education'

Number of responses: 235

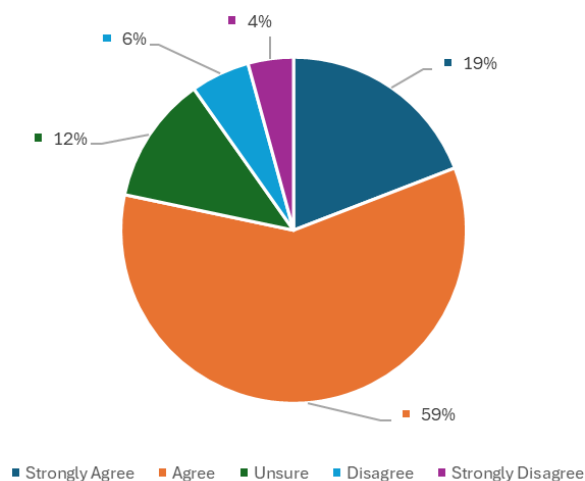


Figure 2: Educator questionnaire, Arts Education, statement 2

Educators' response to the statement 'The Strands successfully identify the main categories for what children will learn in Arts Education'

Number of responses: 235

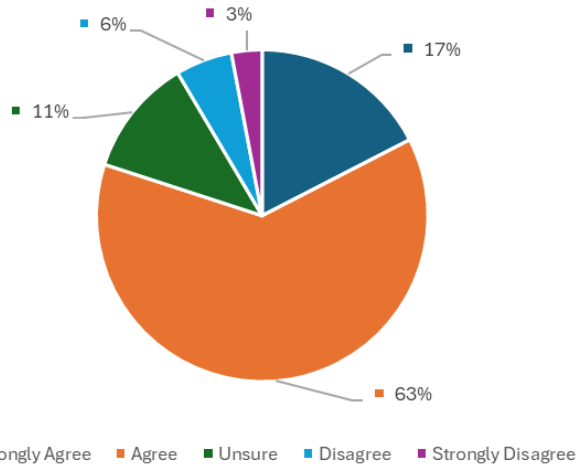


Figure 3: Educator questionnaire, Arts Education, statement 3

Educators' response to the statement 'The Learning Outcomes describe the expected learning and development for all children in Arts Education'

Number of responses: 235

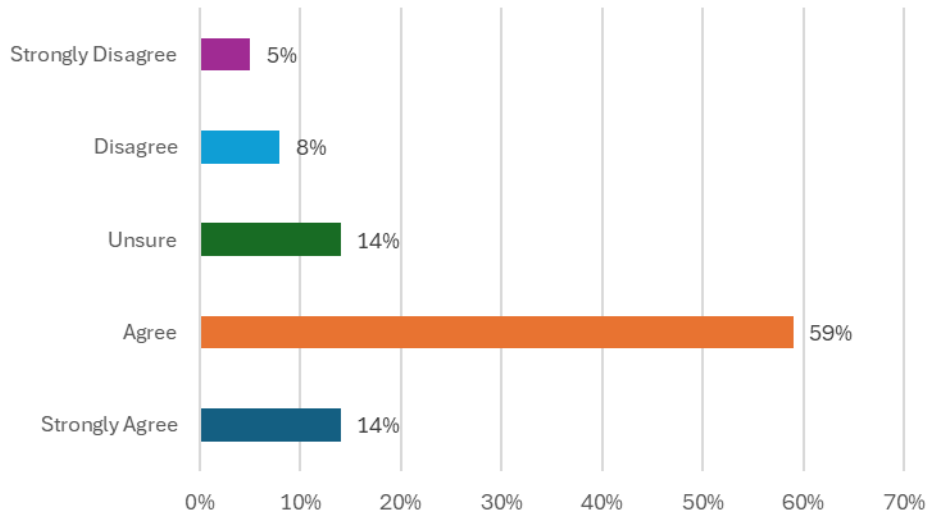


Figure 4: Educator questionnaire, Arts Education, statement 4

Educators' response to the statement 'The number of Learning Outcomes for each stage in Arts Education is appropriate'

Number of responses: 235

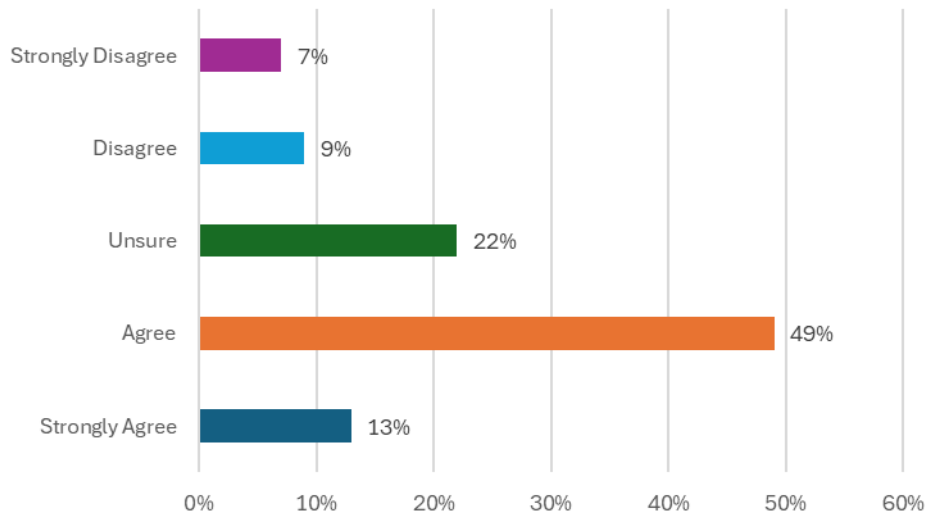


Figure 5: Educator questionnaire, Arts Education, statement 5

Educators' response to the statement 'The Key Competencies are visible in the Learning Outcomes in Arts Education'

Number of responses: 235

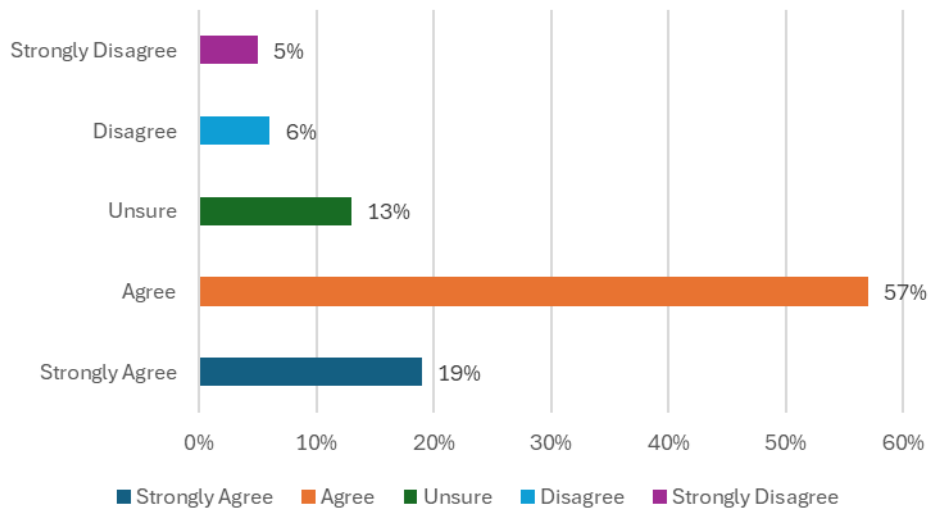


Figure 6: Educator questionnaire, Arts Education, statement 6

Educators' response to the statement 'Chapter 6 clearly describes the big ideas that underpin high-quality learning, teaching, and assessment in Arts Education'

Number of responses: 235

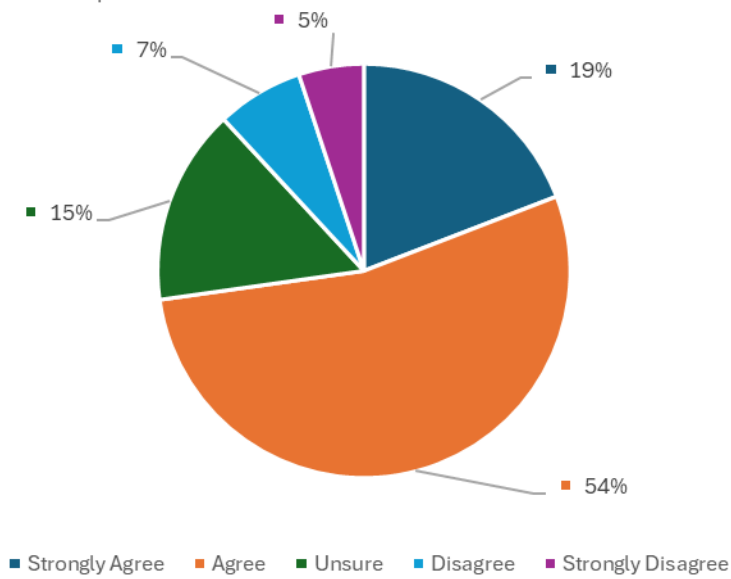


Figure 7: Educator questionnaire, Arts Education, highest priority rankings

Number of responses: 235

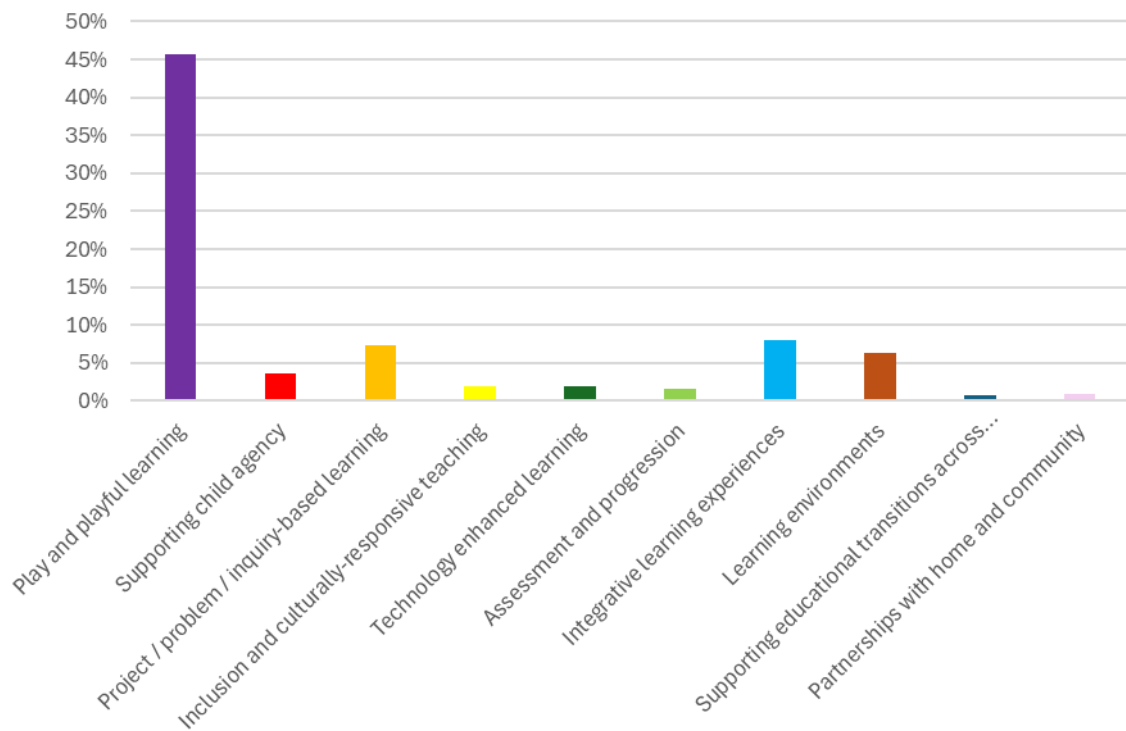


Table 1: Educator questionnaire, Arts Education, Educator Comments

Educators responses to the following question ‘If you would like to add any comments about the draft Arts Curriculum, you can do that here.’

Very strong proposal which in essence should value the importance of creative thinking at a young age. Allowing children to grow through immersive play etc will make critical thinkers of the future.
Separate learning outcomes for music art and drama at stage 1 and stage , in line with how learning outcomes are set out for stage 3 and stage 4
The curriculum, needs to be cut down, overloaded considering time allocation
The curriculum should put more emphasis on professional development of teachers. Professional musicians, artists and drama teachers should also be offered teaching practice in mainstream schools. So many teachers are still uncomfortable about teaching the specialised curriculum skills in music. The arts partnerships with TAP and BLAST facilitation have been a huge success. The curriculum should have a permanent structure with professional artists, it is of huge benefit to students. Teachers also develop so many skills managing the artistic environment. This has been happening for years with GAA coaches, swimming instruction so why not the arts, especially when creativity is highlighted in this new draft curriculum.
Biggest concern is not allowing for a specialist Arts/Music/Drama teacher to teach and participate in primary education, but rather classroom teacher is responsible for such a wide and complex subject matter. This is a opportunity to start with introducing specialist teachers into primary education. Another concern is that there is no firm indication of taking children outside school building and making a point of traveling, visiting, connecting, sharing and experiencing cultural institutions, museums, film and cinema, theatre shows for children in locality or in another county/town, and in that way supporting local, national and international artist and development of art for children as well as supporting child development. Another thing to be mentioned is there are no clear links in art/drama/music education to European identity and European shared cultural spaces. No links and connections to be made with European counterpart's and peers, students or teachers. Wider/broader vision is needed.
Drama has been integrated into other subject areas, would this still be allowed. Feel that th amount presented in this consultation is too broad and too much. Assessment of arts -will paperwork be needed on this. I believe that the arts shouldn't be assessed but should be celebrated in communicating it to the wider community in shows and exhibitions. Assessment 6c. Too much like other subject areas assessment and unrealistic for teachers to do.
No
Seems to be a well balanced curriculum. Stage 1 and 2 well thought out. Stage 3 & 4 don't seem too overloaded. Good cross over between the arts, key competencies. Layout of Learning Outcomes cluttered and not user friendly. Needs to be aligned. Overview of progression is clear.
It does not refer to big ideas at any stage in the chapter 6
It is difficult to completely agree with the learning outcomes pf the curriculum when the detail of the progression continuum is not available to view. This is my view is a serious issue and flaw in the consultation process.
Integration of Arts in Maths, particularly role play in maths is not referenced here. NCCA report on children's voice (2023) highlighted older children in Primary School said they missed opportunities to use role play in Mathematical learning contexts in senior end of primary school. This also has important bearing on inclusive pedagogy in senior classes..
I am concerned about the lack of detail and the brevity/ broad nature of some of the learning outcomes. The 1999 curriculum provided examples of appropriate songs and musical excerpts for the musical concepts for each class level/ ideas for dramas for the objectives/ suggested art

<p>activities for the objectives. The Arts Education Toolkit should provide similar suggestions as it can't be expected that all teachers are experts in every subject.</p>
<p>The document is comprehensive. It is child-centred and encourages playful learning. The learner outcomes and progression steps seem appropriate. I would hope for ideas for lessons in the toolkit for each Learning Outcome for all Stages.</p>
<p>New resources or grants will be needed for schools to purchase new arts equipment and material. CPD should be face to face, and sustained in nature. It needs to be bespoke to the needs of individual schools.</p>
<p>Some learning outcomes are very broad and it's hard to know what is expected learning in each. The concepts are very useful and if they could be used to replace learning outcomes, that would be easier.</p>
<p>Schools will need proper physical resources to allow for a successful implementation of a new curriculum in the Arts. This could mean every school receives a bunk of resources or a grant to allow us buy from an agreed list of items.</p>
<p>It is unclear from the new intergrated arts approach, what this entails and how it is going to be taught. This needs to be explained, modelled and detailed further.</p>
<p>I think the arts curriculum should still remain under the headings of music, visual arts and drama. I mean this in relation to how the learning outcomes are organised. One has to search a lot to find a specific outcome for a specific subject within the arts. Where as if the outcomes were sorted by subject area this would be less time consuming for us teachers.</p>
<p>An arts curriculum is only as good as its implementation. Factors that will affect a successful implementation are class size, time and money/resources. Subjects under the the umbrella of arts education are seen by some as "ballerina subjects". Schools may have extra monies at their disposal to spend but the arts rarely benefit. Designated money to be spent solely on the arts should have been part of the free book scheme introduced by Minister Norma Foley.</p>
<p>Consider a classrooms budget when advising on best practice. I cant imagine trying to implement this with materials available to us</p>
<p>If you seriously want the contributions of teachers the department would allot working hours to wade through all these documents. The curriculum is overloaded, there is no time to teach more than 3 core subjects adequately. No time is allocated for pupil earring time, no time allocated for cleaning up vomit and now teaching time is being lost as I have to hand out school meals and clean up afterwards. I take that that time out of reaching time, if the department want teachers to now be catering staff then that time will come from curriculum time.</p>
<p>If the new arts curriculum is not accompanied by appropriate, mandatory, hands-on professional training for teachers in the three areas of the arts included in the primary years, it is as doomed to fail as its predecessor. I have been teaching since before the introduction of the 1999 curriculum and never received a single hour of training from the department of education in visual arts, drama or music. I have attended CPD in my own time and at my own expense, but the department should not expect (nor should they be allowed to expect) teachers to fund their training in areas we are expected to teach and be inspected on.</p>
<p>With emphasis on partnerships, there seems to be a recognition that generalist teachers cannot teach the arts subjects. Only experts can make arts experiences sustainable, motivational and can build a sense of progression in them. Also, 21st century learners should be supported in developing skills over knowledge. With the integrated approach for the junior cycle, building skills in the different arts disciplines won't be possible. Instead teachers will be looking for themes that combine arts activities depriving young learners of actually developing lifelong skills in the arts.</p>
<p>More video examples of this new curriculum being implemented would be very useful for teachers. Thank you.</p>
<p>In the previous 99 curriculum arts was allocated 12 hours at both senior and junior level, In the new proposed curriculum it is only allocated 9 hours, will you have time to deliver curriculum effectively given the time constraints</p>

<p>Time constraints are a major worry as the time allocations have been reduced from the previous curriculum. It is also very obvious that cross curricular lessons will become more and more important to encompass all areas of focus.</p>
<p>It is very open ended and each teacher can take agency to their own classroom.</p>
<p>Our curriculum is already overloaded</p>
<p>Not sure it gives enough ideas re how to support inclusion, the support paths look to be the same in all subjects. Would be best to have them subject specific, arts can be very challenging on a sensory level even though they are seen as the "inclusion" subjects. Resourcing is SO important, many classes do not have a sink in my school. Quality face to face, subject specific CPD will be key to success.</p>
<p>Objectives are a bit long winded.</p>
<p>I feel the draft curriculum is very vague and I feel there continuity will be lost across the stages</p>
<p>Another idealistic curriculum bombarding teachers. As a teacher who qualified after 1999 there has been little or no upskilling of teaching staff. Arts Education is not one that can be done online. Practical and useful training is the only way to implement a new curriculum successfully. Expecting teachers to continue their professional development in their own time, on webinars, offering no resources or incentives is outrageous. This would not happen in any other profession.</p>
<p>The current curriculum does not address the basic learning requirements of children, and the inclusion of this section will further dilute the learning of necessary skills for children</p>
<p>Is leathanaigh 13-19 na cinn is fearr ar fad sa doiciméad seo, agus an t-aon chuid a mbeadh úsáideach do mhúinteoir. Tá an liosta coincheapa ach go háirithe an-sonrach agus úsáideach do mhúinteoirí. Nílím cinnte cén fáth go bhfuil fad, buile agus luas tugtha mar choiceapa aonair, cuirfinn iad ar fad faoi rithim mé féin.</p>
<p>Extremely difficult as a Teaching Principal to evaluate the new curriculum in an appropriate manner. Yet another thing cast upon us that cannot be given the attention it needs.</p>
<p>Drama used more as a methodology in teaching</p>
<p>I am unsure of the integrated nature of the arts in junior classes. While I understand this may already be common practice it may also lead to the favouring of certain arts areas over others (which is already an issue in these classes)</p>
<p>The languaging is very broad and vague and requires a substantial level of expertise on the part of the teacher. For some teachers, their own experience of the Arts has not provided them with a field of reference to draw upon e.g. Dance, for some teachers this involved the Siege of Ennis for St.Patrick's day and that was it.</p>
<p>Who will teach the mfl</p>
<p>It is important that the suite of subject areas is rolled out in an incremental fashion with face to face inservice for the ENTIRE staff (similar to inservice for '99 curriculum) is provided, if it is to be implemented effectively.</p>
<p>The curriculum is very vague and not at all specific.</p>
<p>Teachers will need support to implement digital technologies into their teaching of the Arts (eg. digital music composition resources)</p>
<p>Please separate out the three subject areas (Art Music Drama) into their separate subjects. They are quiet difficult to read and understand when grouped together under one Element.</p>
<p>The rationale (p.4) of the Draft Arts Education Curriculum Specification is clear and well-defined. Building on the 1999 Curriculum, it continues to emphasise process based, child-led learning, placing great emphasis on creativity and children as 'art makers' (p.21). Consistent links to key competencies (p.13-18) are made throughout and a broad range of integrated arts and multi-modal media are also referenced (p.11). Clear additional support pathways which can assist individual learners (p.23) are also highlighted. Positive references to arts partnerships and how these contribute to the culture of arts in schools is also present (p.29). However, the safe environment still needs to be consistently referenced throughout in relation to drama. Theme/Significance and Belief absent from the list of drama concepts. The location and</p>

reference to Dance needs further research and attention (p. 28). Further detail in the glossary and Tool Kit to reflect all arts education subjects to further support teachers (p.13) is also needed.
The arts curriculum needs to follow the structure and layout that teachers are familiar with through the PLC and the PMC. The arts curriculum deviates away from learning outcome and progression continuum frameworks that we are comfortable and familiar with
In an already packed curriculum I'm not sure how helpful the learning outcomes are for me in planning an art lesson. Some of the concepts I feel are beyond my skill and training as a primary school teacher. The language in the learning outcomes is too vague. While I understand there needs to be space for different skills and settings the learning outcomes for me are not helpful from a planning point of view.
I do not think that music and drama should be standalone subjects in the primary school curriculum. In an overloaded curriculum these should be part of other subjects.
Scope seems very broad with no actual details that mirror the strands of the 99 curriculum. I feel this breath of possibility is wonderful for people who are talented in the Arts areas themselves but for everyone else, is daunting and leaves a lot of scope for template work for the lesser experienced teacher. I feel strongly that if you are update the curriculum, mirroring in many, many areas that of curricula in Australia, then restructure of teaching at school level needs to be considered, and the idea of specialist teachers within school settings should be emphatically considered to allow for better quality teaching of our students and better time spent planning quality lessons for the teaching we are most competent in.
The 1999 curriculum was too ambitious in terms of the burden placed on teachers to fully and successfully deliver in the increasingly complex school environment. I love teaching art, music and drama. In my 20 years experience as a teacher and acting principal, I have never observed any teacher who could properly plan, resource and teach the curriculum for the senior end in the arts area. There is simply too much going on in schools these days. Inclusion has turned many classrooms upside down. Burnout is rampant with 2/3 of my permanent staff on leave at the moment. Teachers are going on career break, extended parental leave, job share, sick leave and are taking early retirement because the work is not sustainable. We are doing too much. Classrooms are loaded with pupils who have very complex needs. We have to start measuring every initiative/project/program in terms of the resources required to properly implement them. Sorry for the negative response. Thank you for reading
I worry that there is too much assessment required for pupils with significant challenges to learning.
Tá na coincheapa níos sonrath ná na snáthanna measaim. Bhéadh sé go maith dá mbeadh tagairt níos soiléire dóibh sna torthaí foghlama.
The areas are too broad for students with severe profound special needs, I feel we are constantly trying to adapt curriculums to suit the students rather than a curriculum suitable for this cohort being provided to us. We always have to adapt
Can schools be properly resourced in order to reach art
1. Chapter 3. Aims. Page 6. I suggest that the word 'written' be added to the bullet point 'Multi-sensory learning' so that it reads 'the ability to notice, observe, respond to and value visual, oral [written] aural, kinaesthetic, tactile and spatial qualities'. 2. Glossary Page 35. I suggest that the word 'playwriting' be inserted in the key term 'Dramatic forms' so that it reads as 'Different forms of creative drama e.g. collaborative play improvisation, mime, freeze frames, devised scenes, [playwriting], interpreting and performing scripted work, reader's theatre, puppetry, radio plays and docudrama'. 3. I suggest that the word 'Humour' be inserted in Ch 6b Page 25 in the section 'Teachers can adopt playful approaches by: incorporating art games, [humour], drama games, music and singing games to support children's experiential learning, guided discovery, and consolidation of concepts. I believe that humour is a valuable yet unrecognised dimension to learning.
Delighted to see common strands across three areas. Reference to role of art in social movements, art a activism would tie in well with key competency of active citizenship. Would

<p>be great to see language streamlined across different curriculum area eg. pedagogies used in Wellbeing but approaches in arts.</p>
<p>Obviously a great deal of work has gone into the preparation of the development of the Curriculum, and I wouldn't take issue with any of it, with the exception of the music curriculum which I believe is aimed far below the natural competency of primary school children. My issue is that the fundamentals of music literacy and music theory which – if it is present at all – are very much lacking. I believe practical music making and composition require an element of understanding why notes are selected to be played, and that the theory is not intrinsically difficult. I understand that historically there have been poor outcomes from teaching music literacy through conventional means, which is why I am proposing, in a written submission, an intuitive visual methodology to create better outcomes in this important area.</p>
<p>I like the integration of subject areas</p>
<p>Like progression of concepts</p>
<p>The new arts curriculum looks exciting and engaging.</p>
<p>I feel like there could be more emphasis on collaboration or partnerships with professional artists or the professional artist integrated into curriculum, thereby cementing life/educational changing opportunities like Creative Schools, BLAST and TAP into curricular use and allowing them and the arts council opportunities for finding funding to allow this to happen more often and for longer durations (which is hugely important)</p>
<p>The Art curriculum lacks reference to cultural and historical aspects of art from around the world which is important to break down cultural barriers and encourage an more inclusive society. An emphasis on design technology would also connect better with Being a mathematical learner. Furthermore, I believe there needs to be a greater connection how we connect to our inner selves, each other and the wider world through music, art and drama. Art will be the seat of our connection to empathy and humanity, and it is observed most acutely in a child. It is the vehicle for our emotional literacy. Sometimes art is the only way a child can express themselves especially if they are traumatised in some way.</p>
<p>Some of the learning outcomes appear to be quite vague. For example, explore and experiment with various tools, materials and techniques in 2D and 3D media. I think learning outcomes should be more specific as in what tools/techniques or appropriate supporting material should be supplied and promoted.</p>
<p>I think the following points are very positive: There is a strong emphasis on integrating the arts into other subjects, promoting interdisciplinary learning. The curriculum is designed to be flexible, allowing teachers to adapt it to the needs and interests of their students. 2. To support the implementation of the new curriculum, there will be significant investment in professional development for teachers. Overall it seems the content will be engaging, more inclusive and allow for integration across the curriculum.</p>
<p>I believe that new learning outcomes are extremely vague and severely lacks substance. The key competencies add an extra element of planning for teachers. It would be beneficial for more precise strand units, outcomes and competencies with less waffle.</p>
<p>I feel that elements of the new learning outcomes are vague and lack substance. The key competencies add an extra element of planning for the teacher. I would prefer more succinct and precise strand units, outcomes and competencies, with less flowery language.</p>
<p>It does not refer to the uniquely Irish artistic tradition that goes right back on this island to the prehistoric periods. With no reference to any historical context at all, it's devoid of any gravitas or profoundly unique rationale or perspective. Art making unifies a people. This statement is also rooted in a deep body of neuroscientist endeavor on this subject. It's of vital importance that Arts education specifies that to ground children in their locality/community there must be compulsory elements that tie them to that community, it's historical perspective of where it came from culturally and artistically and where it's going. No mention of 70% of all Stone Age art in Western Europe being here or 80% of all prehistoric gold in Western Europe being here nor any sense of local artistic elements being compulsory aspects combined with their historical contexts. The need to preserve minority cultures in a post colonized country is paramount to the</p>

<p>continuation of the preservation and someday flourishing of uniquely Irish arts. Understanding the artistic endeavors of a place allows migrant populations to fully understand and interpret that place and space. They require that explicit teaching. The indigenous population also needs that support in the rationale for the curriculum, without that explicit expectation in the curriculum, aspects of our culture continue to remain both unpracticed, unremembered and to die out completely.</p>
<p>NA</p>
<p>Similar to previous curriculum. Would like to see the toolkit.</p>
<p>I don't see how this is meant to be used within the current school timetable</p>
<p>Space dedicated to Art - such as an art room in primary schools - this is very important</p>
<p>I would love to see them have blocks of different arts , eg sewing , ceramics , digital art etc</p>
<p>Good to see drama given equal weighting again. More detail needed in learning outcomes, could there be a learning outcome for each concept at each stage?</p>
<p>Overall, it is a fantastic framework. I feel it is very clear and detailed and relevant. However, I feel the arts education toolkit will need to be excellent. It will be very important in making the curriculum a success. It must include a huge variety of resources, ideas, websites etc that teachers can pull from. It will be the resources that will make the difference here</p>
<p>I feel the LO are very broad and unspecific. This could be seen as a freedom to chose anything, however I would worry that there will be gaps in learning due to lack of direction. I also feel that more people will lean on publishers more and buying schemes are they are overwhelmed by the vaugeness of this curriculum.</p>
<p>The proposed curriculum while comprehensive is too wordy and off-putting for a teacher who is anxious about teaching in any of the 3 mediums of The Arts. The Learning outcomes are vague and do not sufficiently guide a teacher on how to deliver quality artistic lessons. Methods of best practice should be highlighted and emphasised within the curricuylum and these should be informed by pedagogy adopted by artists' academic work. In drama, Augusto Boal's theatre of the oppressed along with Gillots dell'arte theatre should be used to educate and influence teachers lessons. In music, softwares such as pro tools, garageband etc should be mentioned to provide teachers with suitable resources to help students create a product of their work. In the visual art section, different styles of art that the children should engage in should be mentioned eg. Realism, surrealism, pop art, modernism, installation art etc.</p>
<p>I believe there could be more detail put into the area of integration and thematic learning. How picture books can be used as a stimulus, how each subject could approached through the medium of Irish or another modern language. The arts should not be isolated to the arts alone.</p>
<p>I think time to.do everything properly an issue even taking into account organisation and clear up, not reflective of the overloaded curriculum</p>
<p>I do not agree with any form of assessment in the Art Curriculum it should be a space for children to be creative and free away from assessments found in other areas of the Curriculum</p>
<p>I'm disappointed to see that Dance is not a part of the top 3 art forms. It should be recognized as art makers, drama makers and music makers. I am also concerned at the low amount of time that has been given to art in the timetable. I like the amount of objectives but I would like to see a larger amount of time be given to art in the weekly timetable for teachers.</p>
<p>- Concepts</p> <p>'Pattern' as a named concept is a significant concern as it is pertinent to exploration / understanding of built and natural environments. Knowledge of pattern is critical to build children's aesthetic ability and underpins teaching of print. 'Pattern' is a natural conduit to Arts integration as it exists in all other areas of Arts education; repeat patterns in Music, mime work in Drama, and all genres of dance while it is also cornerstone of algebra within a broader Digital Learning construct.</p> <p>Line - clarify type of lines not conclusive list of options to encourage wider exploration. Shape - name as 2d to delineate from 3d exploration. Form - values created through pencil studies not just through colour. Colour & Tone - use of light and dark suggests addition of black and white</p>

rather than tonal blends through primary, secondary and territory mixes. Space - refer to positive and negative shape.

I really like the idea of including dance into the arts curriculum.

I really like the introduction of dance as an art form. I think it is fantastic.

i am not too sure what being an "active citizen or global citizen" has any sort of relation to the study of art. Please stop with this nonsensical propaganda and ideology being forced on children and actually teach them.

This arts curriculum has a worthy aim of encouraging children to view themselves as makers of art in many forms. Creativity is is recognised as an essential competency in building well rounded individuals - it supports wellbeing and promotes innovation, open mindedness and problem solving skills. As with any such ambitious project, the document is only as good as the time, training and resources supplied to schools to engage with the curriculum and allow staff to develop the necessary skills and confidence to deliver the curriculum. Without these supports, this document (however well-intentioned) is nothing more than a PR exercise.

Updates to the *Primary Language Curriculum* to include Modern Foreign Languages

Educators were asked to what extent they agree/disagree with statements related to the draft updates to the *Primary Language Curriculum* to include Modern Foreign Languages. 457 responses were generated in this questionnaire.

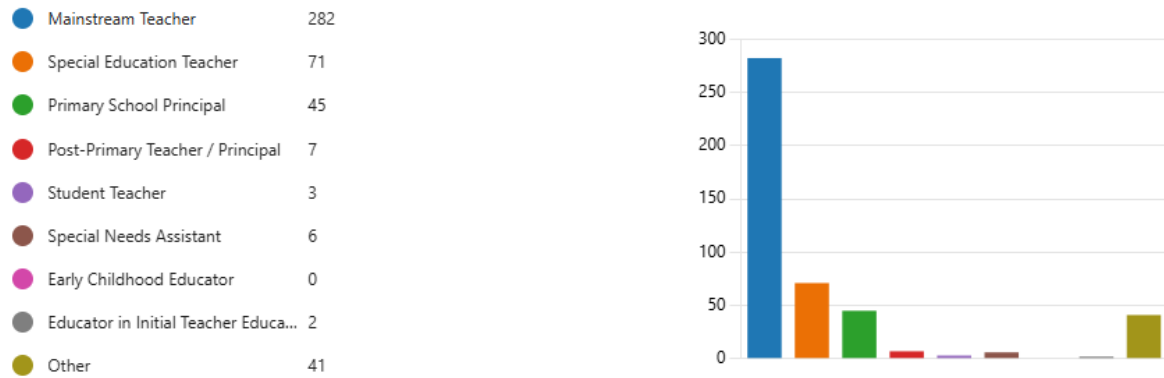


Figure 8: Educator questionnaire, Modern Foreign Languages, statement 1

Educators' response to the statement 'Chapters 1-3 provide an appropriate context, rationale, and aims for Modern Foreign Languages in the Primary Language Curriculum'

Number of responses: 457

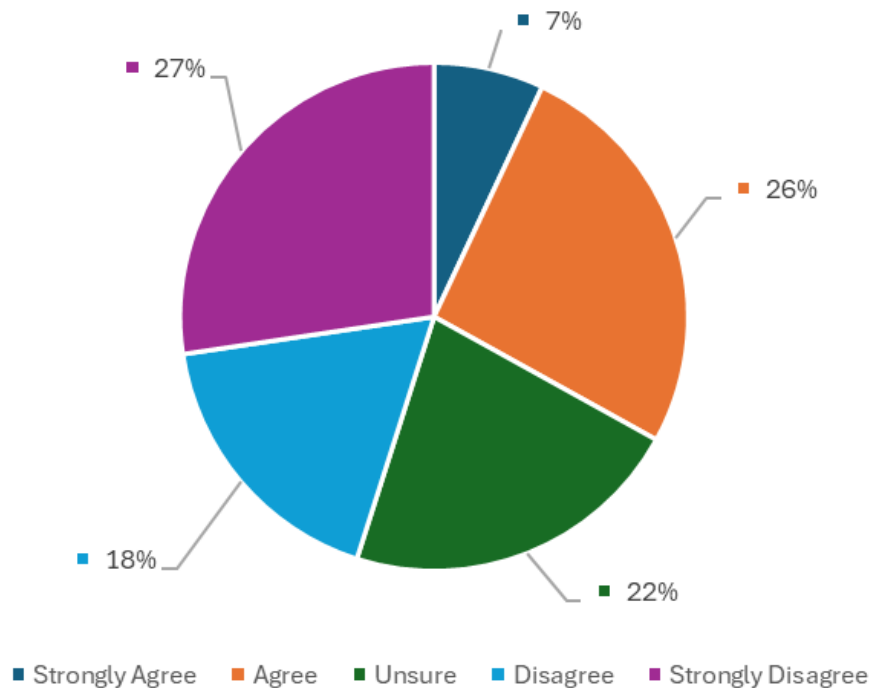


Figure 9: Educator questionnaire, Modern Foreign Languages, statement 2

Educators' response to the statement 'The Strands successfully identify the main categories for what children will learn in Modern Foreign Languages'

Number of responses: 457

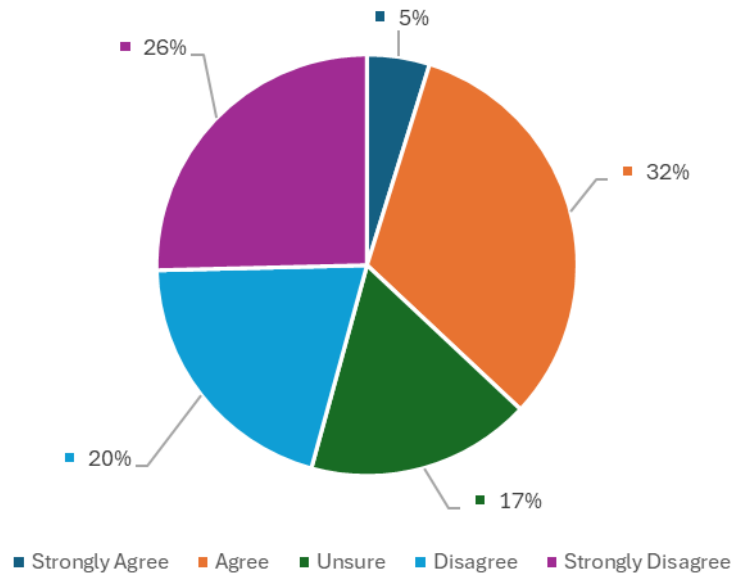


Figure 10: Educator questionnaire, Modern Foreign Languages, statement 3

Educators' response to the statement 'The Elements clearly describe the processes through which children will learn in Modern Foreign Languages'

Number of responses: 457

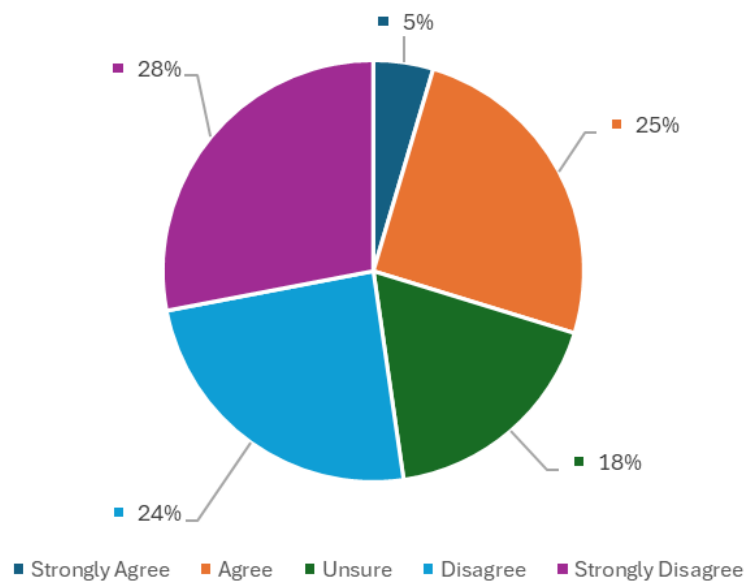


Figure 11: Educator questionnaire, Modern Foreign Languages, statement 4

Educators' response to the statement 'The Learning Outcomes describe the expected learning and development for all children in Modern Foreign Languages'

Number of responses: 457

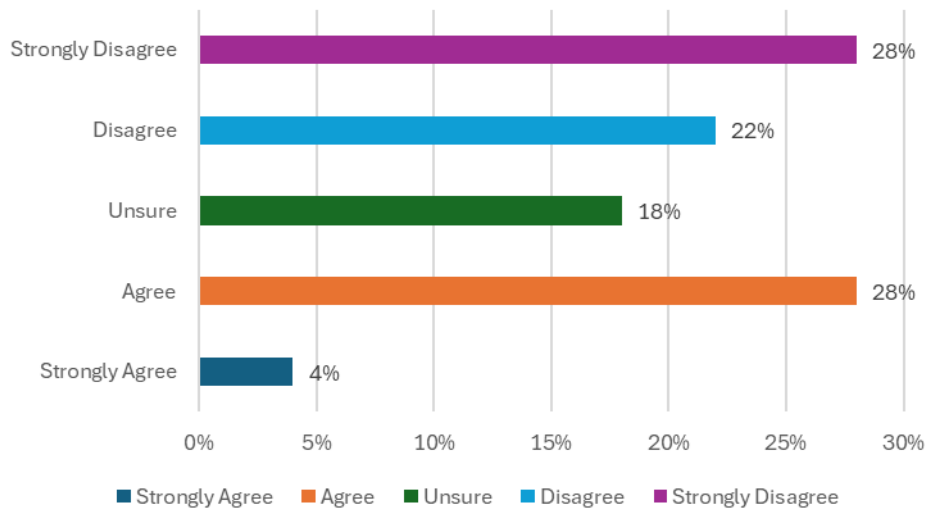


Figure 12: Educator questionnaire, Modern Foreign Languages, statement 5

Educators' response to the statement 'The number of Learning Outcomes for each stage is appropriate for Modern Foreign Languages'

Number of responses: 457

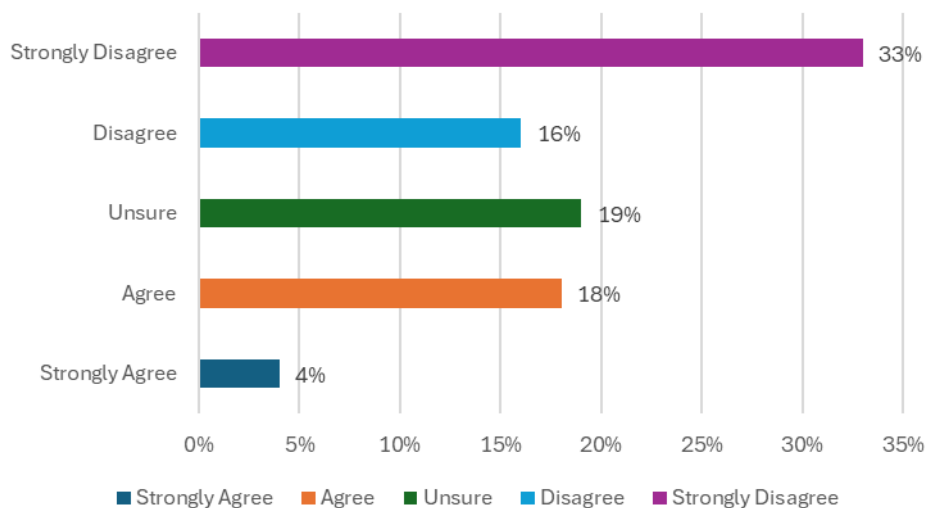


Figure 13: Educator questionnaire, Modern Foreign Languages, statement 6

Educators' response to the statement 'The Key Competencies are visible in the Learning Outcomes in Modern Foreign Languages'

Number of responses: 457

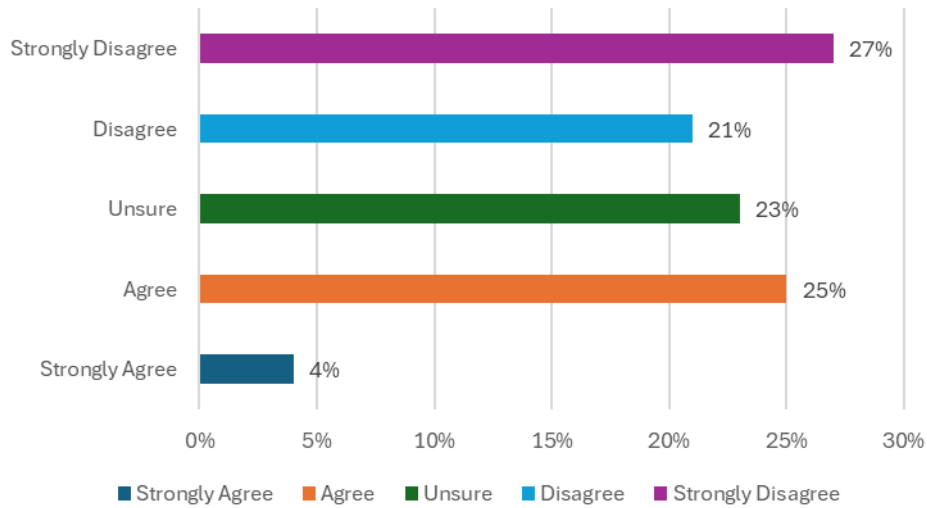


Figure 14: Educator questionnaire, Modern Foreign Languages, statement 7

Educators' response to the statement 'Chapter 6 clearly describes the big ideas that underpin high-quality learning, teaching, and assessment in Modern Foreign Languages'

Number of responses: 457

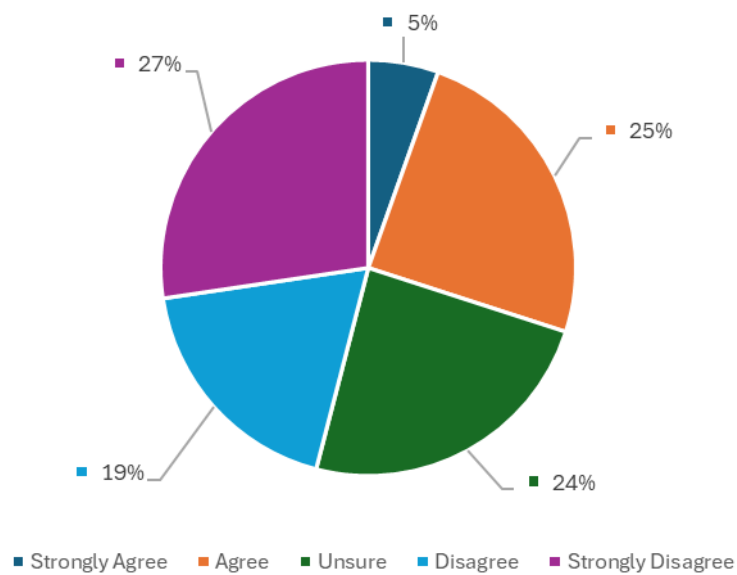


Figure 15: Educator questionnaire, Modern Foreign Language, highest priority rankings

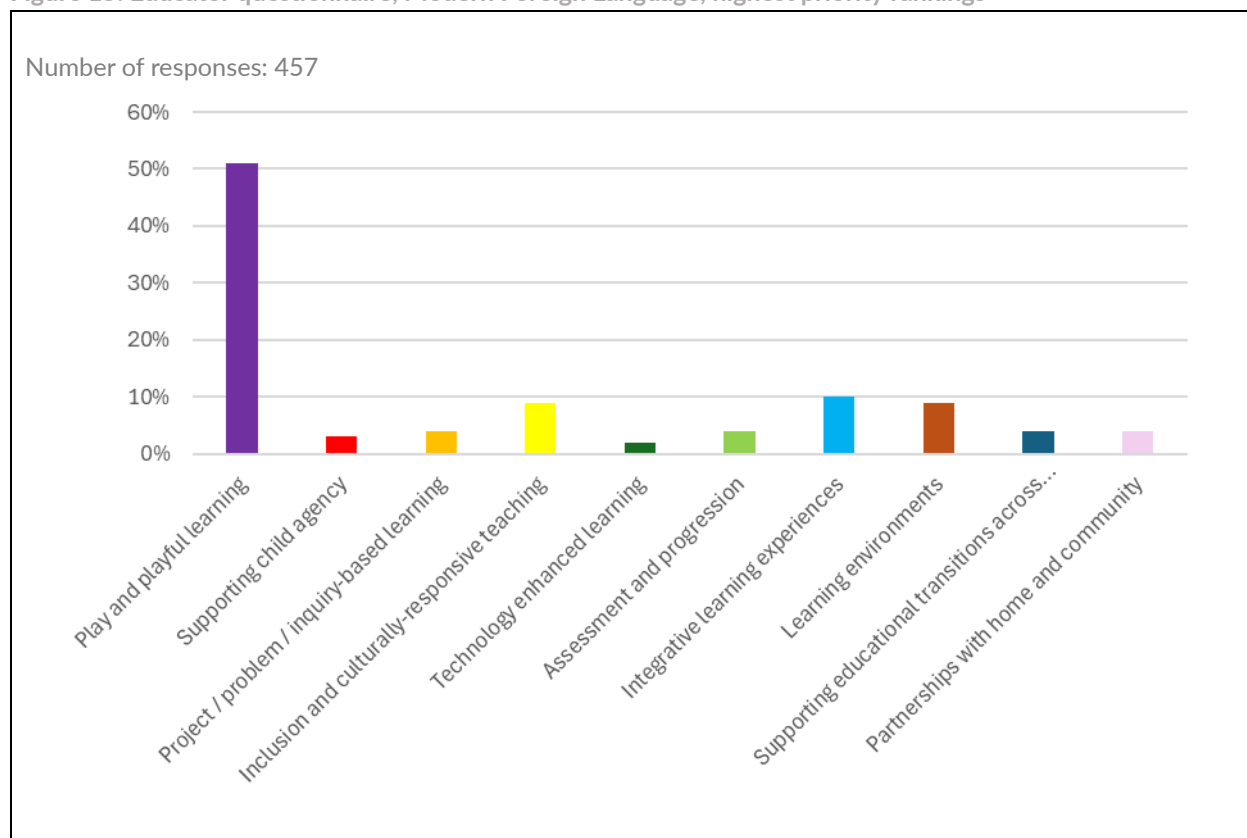


Table 2: Educator questionnaire, Primary Languages Curriculum including Modern Foreign Language, Educator Comments

Educators responses to the following question 'If you would like to add any comments about the draft Primary Languages Curriculum including Modern Foreign Languages, you can do that here.'

Who is going to teach it?!? We can't get subs to fill mat leave, Parental leave and/or sick leave. Teachers don't want to teach RE, have very poor standard of Irish. Why are you adding in another subject.
It is absolutely ridiculous to assume that primary school teachers can just miraculously begin teaching a foreign language that we have no understanding of! We have no training in the grammar, language phrases or accents needed to teach foreign languages. An absolutely ridiculous idea that needs to be called a halt to immediately!
Teaching a language we don't know is an insane idea
Please make Irish optional and introduce modern foreign languages earlier (when the child's brain is in ideal condition for learning another useful language).
It's ridiculous to include an additional language into an already over crowded curriculum. We're time poor as it is! And when are we going to upskill? Is it expected to be after hours like the maths curriculum? Shocking. Teachers will end up relying on textbooks to fill in the blanks
Putting the pressure on class teachers to do this is crazy and not the right approach if wanting to introduce MFL. This is not realistic and needs to be rethought

<p>Primary School Teachers should not be expected to undertake to teach another subject as part of this new curriculum. We are not paid enough or we do not have enough time in the day to cover what is expected of us. Enough is enough.</p>
<p>Please do not cut time from literacy for a 3rd language. Please invest in this properly and have competent authentic language teachers available to clusters of schools to do this properly. This suggested approach is a shambles</p>
<p>Absolutely ridiculous to expect teachers to teach another language. Literacy and Gaeilge standards are substandard after covid. Focus needs to be put on these.</p>
<p>Unless specific language training is provided to all mainstream class teachers, it is not possible for MFL to be taught when we are unqualified. Will the DES be providing suitable training for all mainstream class teachers?</p>
<p>Wouldn't it be better to hire language teachers rather than class teachers who may not have the prior knowledge and experience. Also the curriculum is so loaded already this will take away from other subjects times</p>
<p>'high quality teaching and learning' of an MFL will not be possible when this was not a requirement for becoming a teacher if the DES wants to roll this in they need to provide intensive additional training to teachers or hire language specialists. .</p>
<p>I feel that the way in which the MFL will be introduced is unfair on both Children and teachers. Teachers are expected to teach this new MFL without any support. Teachers are being expected to teach a language which they themselves may have no understanding of or own abilities.</p>
<p>Time allocation in the curriculum is already at a premium and I believe adding modern foreign languages will take essential time away from other subjects. Primary teachers do not necessarily have a qualification in a modern foreign language and should not be expected to teach one. The inclusion of this in the curriculum will mean that these lessons will probably be outsourced to external providers at a cost to the school. Modern foreign languages could be incorporated when doing a study on European countries for example as part of Geography but this should be optional not a requirement. The draft specification says that primary schools will not have to align with local post primary schools on the teaching of languages. This is going to be a factor in reality if this specification is introduced.</p>
<p>It is a ridiculous demand for teachers. Teachers who have 0 language skills cannot teach an MFL and this will cause undue stress and harm to students and staff</p>
<p>I believe constraints on an already overloaded curriculum & lack of training for teachers will make teaching of MFL impractical & impossible. As a special class teacher, the time allocated to MFL lessons will isolate pupils from their base classes as it not accessible to them.</p>
<p>Loss of time on English will have huge impact in senior classes. Class teachers are not equipped or trained to teach a language they don't speak or know</p>
<p>I do not speak a MFL and would not therefore be able to provide "authentic language experiences" for the learners in my class. This proposal to have teachers teach a subject that they are not qualified to teach is making a mockery of the skills and expertise needed to teach adequately. Virtue signalling.</p>
<p>It is crazy for Teachers who do not know the language themselves to be asked to teach a foreign language in an already overloaded curriculum</p>
<p>How are teachers expected to teach a language they don't know? What about subs? How will they get CPD on languages? Are teachers expected to learn alongside pupils? How can we asses and plan if we don't know the language?</p>

<p>Teachers are already swamped with workload. Please don't add more. It's not sustainable. Something has to give. A great idea in theory but the infrastructure and supports need to be there and it cannot all fall back on the class teacher as usual.</p>
<p>It is highly disappointing to learn that the class teacher will be expected to teach a language which they may not be familiar with themselves. A wasted opportunity to focus on our national language of Irish and to dedicate more time to that.</p>
<p>We are struggling with literacy levels in the DEIS context, absolutely no time for this addition to the curriculum. I strongly disagree with introducing this to the curriculum and the expectation that current teachers will deliver the curriculum</p>
<p>Along with a curriculum, the department of education, NCSE, etc. need to provide extensive education of MFL to the teacher who will be teaching this. An extensive framework and body of resources must be made available. Asking unqualified teacher to teach a language they do not know, will inevitably lead to post primary teachers trying to reteach correct information. T</p>
<p>Class teachers CANNOT be expected to teach the foreign language. It is ridiculous.</p>
<p>I feel that the time being allocated to MfL could be better used to support literacy in English/Irish depending on school context. I also think that it is highly unrealistic to add the responsibility of learning and teaching an additional language to the already overwhelming expectations being placed on class teachers.</p>
<p>Curriculum over load already exists. Too much of an expectation on teachers to teach and upskill in another area. Multigrade setting- where will the time come from to plan and train to teach a MFL to a high enough standard. When this time could be effectively spent on developing English and Gaelige literacy skills?</p>
<p>What is the plan for teaching modern languages? I don't have a 3rd language as I didn't do one for the leaving cert. I don't have time to be learning a language. I presume outside instructors will be brought in for teaching this?</p>
<p>As a mainstream class teacher in a DEIS band 1 school where the gaps literacy and numeracy attainment are already so large, I wholeheartedly disagree with the introduction of a Modern Foreign Languages curriculum to be taught by teachers who may not even speak said languages. Waste of precious curriculum time and takes away from time spent on Literacy and Numeracy. Really disappointing to see this being rolled out. I hope DES will listen to the widespread outrage of educational professionals on this.</p>
<p>Not suitable for primary teachers to teach languages they don't have knowledge of</p>
<p>How are teachers meant to teach a language that they are not fluent in ? Madness. Taking time out of literacy and maths is also madness as it takes valuable learning time from pupils in these vital subjects</p>
<p>Teachers do not have the time nor expertise to teach a third language in primary school. This will cause time to be taken away from Literacy which is an incredibly bad idea. Experts recommend 1hr 30 mins a day should be spent on L1, but you plan to cut that to 45 minutes? The inclusion of MFL in an already overloaded curriculum is a terrible decision, and one which I hope will be reversed</p>
<p>Beyond ridiculous expecting teachers to teach languages they can't speak. Has anyone a brain in the DES. I despair. Half my school is EAL and need to learn English and yet I am now expected to teach another foreign language out of my precious English and Irish time. If you want children to learn MFL pay an actual language teacher maybe. I know that's revolutionary now but just the humble opinion of a very experienced class teacher.</p>

<p>This is pie in the sky stuff. We already have an overloaded curriculum. Our priorities should be ensuring our high standards in literacy and Numeracy is maintained in this country. This is a waste of our time.</p>
<p>It's absolutely inappropriate to be adding MFL to an already over crowded curriculum. On paper it may fit in the timetable, in reality it will not. Good teaching and effective learning happen when there are strong relationships between teachers and children, you are squeezing out all the time in which those relationships are built. This is wrong wrong wrong. Give us more time for literacy. Give us more time for SPHE. Give us more autonomy in which to decide what our classes and schools need.</p>
<p>No point teachers with little or no modern language experience to teach it. Taking time away from the first two languages</p>
<p>I look forward to welcoming the highly trained Modern Languages Teacher to our school. When will schools be notified of these appointments?</p>
<p>Complete waste of time for class teachers to teach a language without the language proficiency or self-efficacy to do so. Time much better spent on English and Gaeilge!</p>
<p>Children are struggling with literacy in Language 1. It is wrong to reduce time for this in favour of another language. We already don't have enough literacy time. Also, expecting teachers to teach this MFL is not fair. I'm fluent in French, but many teachers don't have a word of a foreign language. The curriculum is already overloaded, a refocus needs to happen on the basics.</p>
<p>Utterly disgraceful and a total waste of teaching time. We cannot manage allwe are expected to do at the moment, the 2015 PLC is hardly understood by NQTs and now teschers are meant to teach a foreign language as well? Trendy nonsense is what this is.</p>
<p>I strongly disagree with class teachers having to teach a language that they have no knowledge of. Teachers who receive their qualifications outside of Ireland must complete the Irish Language requirement in order to teach in our schools. We should not have to teach a language we know nothing about. I cannot see how the children would benefit from that.</p>
<p>It is such a poorly conceived proposal. It bears no resemblance to the reality of the classroom context. Schools are struggling with an influx of EAL pupils, trying to cater for special needs in the classroom, dealing with large class sizes, an already overwhelming overcrowded curriculum, pressure from the department and other agencies to do too much. Expectations are already very unreasonable and rather than addressing current issues you have chosen to exacerbate the problem by further overburdening teachers and further diluting any meaningful education. Valuable teaching time will now be lost by teachers once again being tasked with something they are not trained to do. I'm already considering another career. So disappointed by this short sightedness once again.</p>
<p>Totally inappropriate to expect classroom teachers to teach languages they do not know! There is a reason teachers at second level qualify as MFL teachers!! If primary teachers learn MFL as one of the subjects in the M.Ed then different. But going in to second level with incorrect pronunciations & grammar just makes everything harder for the students & teachers. Ridiculous idea!!!</p>
<p>We have limited time to teach literacy already. Diluting it further with a third language, can only have negative effects particularly in the context of DEIS schools where literacy attainment levels are already lower.</p>
<p>A disgrace asking class teacher to teach languages they have no knowledge of. Typical DES, add to teacher workload.</p>
<p>Teacher's are not qualified to teach a whole new language and it would be detriment to the progress in secondary schools if primary teachers are teaching languages incorrectly as they</p>

cannot speak the language themselves. Taking time from the current literacy times for English and Irish is not wise for an already overloaded curriculum. Our kids have enough on their plates to be proficient in English and Irish without having to wastefully spend time on a third language in the school day.
I feel our time is already overly stretched and now to think teachers from 3rd upwards will have to give over an hour a week to teach a language I have no experience of seems ridiculous. We need to give more time to our English and Irish literacy not further diluting this time to add in an additional language.
Ridiculous idea to expect primary teachers to teach yet another subject!!! And a language at that! It is difficult enough at second level as a MFL teacher to teach a language successfully. Now at second level mistakes will have to be unlearned!!! Why not ask primary teachers to teach the kids to drive and maybe even start nominating the 6th class students to run for election to the Dáil??? Makes as much sense!!
It is unbelievable to me that as mainstream class teachers that we will be expected to teach an additional language when the majority of children have not grasped L1 and L2
I think overloading the curriculum with 3 languages is ridiculous. How this was agreed is beyond me. As a teacher I completely disagree with this addition to the curriculum. It will be mere window dressing and will never be taught in any meaningful way. It's a complete waste of teachers and students time.
The curriculum is already overloaded, we are not trained to teach another language. If you wish to introduce MFL why not have an MFL teacher in the school that is fully trained to teach another language.
An unnecessary addition to the curriculum. Teacher may not have any competency in any foreign language so how can they be expected to teach a class. In a DEIS, urban school we have issues with children unable to read and write English. This time could be better spent on English literacy
The curriculum is overloaded. Expecting classroom teachers to deliver modern languages is a mistake. It needs to be facilitated by native speakers not a piecemeal attitude that will boil down to extensive vocabulary lists and little meaningful communication. You will create a huge divide between teachers from 1st to 2nd and the senior end. With the senior end essentially delivering an extra subject for the same pay. Schools will be chosen based on the modern language they are offering. It is at best problematic and a foreseeable disaster in motion.
Adding mfl to an already overloaded curriculum in primary is unnecessary and detrimental to 1st and 2nd learning. Recognition of home languages and a plurilingual approach to language is valid. However taking one hour of valuable teaching time away from 1st and 2nd will leave them at a disadvantage. We have seen a huge increase in Irish exemptions on the grounds of children having difficulty language learning but yet these children will be expected to learn mfl is total contradiction. And undermines Irish as a language itself. Teachers are not trained in mfl teaching in the main. Workload does not allow for upskilling. Simply providing a curriculum and some lesson plans is not training or preparation. It took years and redrafting of original plc to run it and it has not been successful in my opinion as most schools still struggle with planning. And that is for teachers in L1! I feel very let down by the Dept. It is obviously all about optics and not in the best interests of pupils or teachers.
Very worrying that teachers will be expected to facilitate teaching a foreign language that they have no knowledge of. Also worrying that an hour of time which could be spent elsewhere will be spent teaching something that will be taught by teachers who are ill equipped to do so.

<p>It is unrealistic to expect existing teachers to upskill in this area. Staff rotation policies will be badly affected as teachers may or may not be competent in teaching an additional language.</p>
<p>None of it matters if you have regular teachers who have not studied MFL. How are they supposed to teach our children something they have not been taught themselves. I don't want my child being taught the wrong way of speaking MFL. We must be the laughing stock of Europe! Shame on the dept to put teachers in this position</p>
<p>Mainstream class teachers should not be expected to teach the language. We already have enough on our plate, it also means the standard will vary from teacher to teacher so then what is the point? Unless we are given explicit lessons given step by step it won't work! Typical of the dept of education loading up teachers plates who are already under pressure and under paid and under worked! And you're all wondering why there is a teacher crisis, no subs and everyone going to Australia? Absolutely making a mockery of the profession.</p>
<p>How can teachers be expected to teach a 2nd language when we have no training? Also taking an hour away for a foreign language makes no sense if children are struggling with two languages</p>
<p>It is not reasonable to expect existing classroom teachers to deliver instruction of a language that they may not be able to speak themselves. Teachers have been trained at third level to teach curriculum subjects. Teachers without a qualification to teach Gaeilge are expected to engage in extensive training and assessments in order to teach Gaeilge in mainstream. The expectation of teachers to deliver a MFL without adequate training and qualifications is highly questionable.</p>
<p>Teachers already have an overloaded curriculum they don't need more subjects !</p>
<p>Removing time from literacy and maths would be hugely detrimental to the education of our students. Languages should be taught by teachers competent in the language and not at the expense of essential subjects.</p>
<p>Strongly disagree with teachers being expected to teach a modern language with very little knowledge of such language. Taking time away from an already crammed curriculum! Children need more literacy support not an additional language!</p>
<p>It is ridiculous to expect class teachers to teach a foreign language that they have no knowledge of.</p>
<p>We are not trained ?</p>
<p>I have massive concerns regarding the introduction of MFL into the primary school curriculum and the reduction of allocated time given to literacy. As a teacher in an urban Deis Band 1 school I am seeing a huge increase in the number of children which require language support in school. This includes but is not limited to children with EAL. To reduce time given to literacy during the school day is absurd to me. Teachers will rely massively on meaningful integration however to implement this effectively, teachers will need significant training. In relation to teachers having to teach a foreign language when they are not confident in the language is ridiculous. Not only is it offensive to the language, it is unfair on the children. It seems yet another obstacle being thrown at teacher with little to no consideration from the DES.</p>
<p>The class teacher can't be expected to teach these languages. We have a native language that is being neglected and is dying. It's a terrible decision to introduce a new language.</p>
<p>I do not agree with the inclusion of teaching a modern language in the school. The curriculum is already overloaded and we are trying to focus on inclusion of children with EAL and additional needs with no SNA and teachers cannot be expected to teach a language that they are not qualified to teach on top of this..</p>

I am not qualified as a foreign language teacher. I should not at any stage be expected to teach a subject that I have no knowledge of. I was employed as a mainstream teacher, not a language teacher
We are not qualified to teach a MFL.
Teachers should be given CPD to support the teaching of morphology that can better support English language learning and Gaeilge. This is a more efficient means of developing intercultural awareness that benefits their language skills more than the introduction of an MFL which teachers are not equipped to properly teach. If the MFL is introduced at all it should be taught by specialised language teachers and not class teachers.
I believe it's unreasonable to expect class teachers to teach a foreign language they likely have no proficiency in nor enjoy teaching. Time would be better spent on promoting our own language (Gaeilge). Don't think this is in the best interests of our pupils
This will inevitably reduce time for literacy and the idea should be shelved!
Unrealistic to think a class teacher will teach a new language curriculum if they are not fluent in a foreign language. Unrealistic
We need specific modern language teachers to teach these languages not primary school teachers.
It is already nearly impossible for mainstream class teachers to fit every subject into our working weekend not to mention adding in another subject on top of it . In addition as a SET there is so many children struggling from 3rd-6th with different areas of literacy, many children not fluent readers in the senior end of the school how can you comprehend taking time away from literacy? It would need to be taken from another subject such as religion. There would also need to be a lot of CPD for teachers if you are expecting teachers to teach a language they never actually learned themselves.
I completely disagree with class teachers having to teach MFL in 3rd to 6th classes
Adding MFL to the curriculum without adequate training for staff is very concerning. It is also alarming that time will be taken from L1 and L2 to facilitate MFL.
I, as a mainstream class teacher am absolutely not qualified to teach a modern foreign language. Children in every class I have ever taught struggle in many various aspects of literacy - this is a more valuable use of time in the classroom to address these issues in English. I STRONGLY DISAGREE with introducing foreign languages into primary school, unless on a 6-8 week period taught by an external QUALIFIED language teacher. Please, please, please take our opinions and views on this into consideration - it is us who have to implement it in our classrooms!!!!!!!!
I am wholly against this idea in particular when the time allocated is due to come from our current literacy time. Research and evidence recommends 90 minutes per day of English instruction. This must happen. Also the idea that teachers will teach MFL is nonsensical
Children in my school struggle with English learning. I believe that the addition of another language is pointless and will take my emphasis away from the teaching of English. I also have no knowledge or training of another language to teach it well.
It is shocking that the expectation is for class teachers, who may not have a single word of a language, to be expected to teach that language to a class. This is also to come at the expense of time devoted to other areas of the curriculum that are already tightly stretched. Another expectation to stress, burden and overwhelm teachers who are already stretched thin.
Many children in DEIS schools have very poor language skills in English, and find gaeilge difficult, we cannot take time away from these languages to teach a modern language. Take it away from religion if necessary

Where on earth can the time be found in an already overloaded curriculum? More time is needed for literacy. You can not expect primary teachers to teach a MFL to their class when they don't have a MFL themselves
It is a ridiculous concept to consider cutting English/Gaeilge instruction, children/teachers are struggling to as is.
Concerned re reduction of English time
Absolutely ridiculous to expect current teachers to firstly fit in another subject into the overloaded curriculum but also to have the skills to be able to teach a language they don't know. Do not expect us to upskill in our own time with everything else we are expected to do
Teachers are overburdened enough. We were under the impression this part of the new curriculum would be taught by professionals. I am not proficient in any foreign language and neither are 95% of my colleagues. It's mind blowing what is expected of us. I'm teaching 15 years and I doubt il make it to 20.
Do not take teaching time away from other language areas. Teachers should not be expected to learn another language, it will not be implemented effectively. Should be taught as an opt in subject after school should there be an interest.
Asking primary teachers to teach a language they do not know it's a sure way to put children off it. Let them have a rich learning experience with a fluent speaker.
It is essential that MFL dedicated teachers are employed by schools to introduce this new approach. Class teachers cannot be expected to teach MFL. It is unsustainable.
I think it is absolutely ridiculous that you are expecting class teachers who many of which may not have a MFL to teach it. I'm appalled this, it totally discredits us as teachers and makes a mockery of our profession
It is in appropriate to expect classroom teachers to take time from essential subjects , in an extremely oversaturated curriculum, to teach a MFL that we have not and Will not be given adequate support on to teach. Our children will suffer as a result and more people will leave the profession.
I disagree with the organisation of this new aspect of the curriculum. I feel a better solution is to follow the model of the Say Yes to Languages model, where we have a native speaker teaching the language. Without a competent teacher teaching MFL it's as if the curriculum is paying lip service to something that unfortunately will not have any more than a very basic level of a MFL proficiency by the end of primary school. The hour a week would be far better served addressing literacy needs in L1
Absolutely pathetic. How are teachers going to teach a language they can't speak themselves?? We did this time for literacy. Half arsed approach as usual. Absolutely appalling.
Inclusive education is what is needed. This curriculum will cause nothing but stress and anxiety for children with additional needs. To be inclusive all schools should be teaching Lámh.
It is ridiculous to put this on classroom teachers who are already struggling with an overloaded curriculum. Any further time cuts to subjects is going to be extremely detrimental to our pupils. I can't stress strongly enough how much of a failure this will be if it is brought into schools. We don't have the time, resources or capacity for this.
Expecting a classroom teacher to teacher a modern language from 3rd-6th is ridiculous. We are not qualified to do so. Taking time from L1 to teach other languages that children already struggle with. I don't think this is acceptable.
How are teachers supposed to teach a language that they cannot speak themselves. That hour should be spent on literacy.

<p>It is important that Modern Languages are introduced to Primary schools in an appropriate and meaningful manner. This should not be a tokenistic. The Modern Languages should be taught by a fluent speaker of that language. A couple of years training as a teacher will not suffice.</p>
<p>Too much for in curriculum. Concentrate on PLC Eng & Irish</p>
<p>Why are teachers being expected to teach an area they may have no experience in? Will language courses be provided? This seems it will overload the already full curriculum not to mention the anxiety and difficulties it may place on sen students trying to juggle three languages. Why can't language teacher positions be created?</p>
<p>184 hours less a year spent teaching Gaeilge, detrimental to progress being made, teachers being asked to teach MFL is a waste of time</p>
<p>I see the value in learning different languages but to introduce this at primary level with already packed curriculum is not fair. There is no indication of where the time to train teachers is going to come from. Saying you'll provide continuous cpd not good enough.</p>
<p>As a Primary School teacher teaching a curriculum already overloaded I don't see where this hour a week comes from. I feel other key subject areas will miss out and I am also highly unqualified to teach a language I don't know. That is completely impractical not to mention a waste of time for all involved.</p>
<p>Ní aontaím le múinteoirí bunscoile a bheith ag múineadh NTI. Tá barraíocht á dhéanamh againne cheana féin. Féach ar Ghaeilge in Éireann. Tá an caighdeán uafásach íseal. Cuir béim uirthi!</p>
<p>I feel that this is adding to an already overloaded curriculum. We currently don't have enough time to teach two languages never mind three. And the whole idea that class teachers will have to provide the instruction is ludicrous! So much for teacher wellbeing! I for one would be very stressed having to teach another language that I have no competency in!</p>
<p>I truly don't believe children will gain anything from this and asking the class teacher to provide this without qualification is an after thought on your behalf.</p>
<p>The expectation that teachers teach a language they are unfamiliar with is absurd and at the core will not help or encourage children to pick up foreign languages. Primary schools have too much of their plate as it is, there is not enough time to give to the languages we are already teaching to complicate with a third I'd wholly unnecessary and asking teachers who do not have the language to teach undermines our value and knowledge as teachers.</p>
<p>I disagree with the inclusion of modern foreign languages as a required part of the curriculum. Our curriculum is already saturated and organising this will be extremely difficult in multi grade setting particularly in 3Teacher schools where you have junior and senior curricula to be covered in one room (eg 1st class - 3rd class). Teachers in a small School could have 3 different modern foreign Languages in their Leaving Cert and there could also be teachers who haven't used any of the language they studied since they did their Leaving Cert which could quite easily have been over 30 years ago! Also quite honestly, if I wanted to teach French or German to other people, I would've been a secondary school teacher!!</p>
<p>Irish primary teacher's skills and talents are spread too thin. We cannot teach a modern language that we do not know ourselves. If the government want this - they need to pay qualified language teachers to come into the schools and teach! Our timetables are already bursting at the seams!</p>
<p>The curriculum is already full. It is wrong to add a whole new language and expect teachers with the skill or proficiency to deliver it to any meaningful standard. Employ language teachers to teach modern languages. Highly disappointed</p>
<p>In an already jam packed curriculum it will be extremely difficult to teach a foreign language that the teacher may or may not have ever studied themselves. Also with the high numbers of</p>

<p>children in our classrooms with a foreign language who are already struggling to learn both English and Irish on a daily basis, are they even considered? In a curriculum where we are focusing on wellbeing but adding more demands on both pupils and teachers.</p>
<p>The introduction of MFL is an unnecessary stretch in an already much overloaded curriculum. At a time when there is such an emphasis on wellbeing I think the introduction of an additional subject will further add to the stress and anxiety already felt by educators and children alike.</p>
<p>I do not agree with MFL taking away from key literacy time for English which is already limited in my opinion. I do not support this change in our curriculum.</p>
<p>Taking away 1hour and 15mins a week of Gaeilge literacy in a Gaelscoil will be absolutely detrimental to the learning and language of Gaelscoil children. I am certainly open to the idea of a 3rd language but can money not be provided to schools to make a third language available through after-school extra-curricular activity, taught by a trained professional? Or perhaps as a 6weeks plan into the arts curriculum? Being taught a 3rd language by someone who doesn't even know the language would be completely pointless.</p>
<p>As a post-primary MFL teacher who has seen reductions in instruction time for MFL in order to make way for "Wellbeing" I find the introduction of a primary L3 baffling. It demonstrates a lack of coherence. Why not use the time in post-primary when students have the benefit of a specialist languages teacher? As more and more children struggle to achieve proficiency in L1, and many are exempt from L2, tossing in an L3 which many pupils may not continue with at post-primary seems an unnecessary complication that will reduce attainment across the board.</p>
<p>Do not agree with a primary school teacher with no prior training or interest in a particular modern language will be expected to add teaching of a modern language to the already overloaded curriculum, read the room</p>
<p>This is an exciting time for language education. By introducing MFL earlier we have a much better chance at producing high quality language graduates who can be global citizens and match standards of our European counterparts.</p>
<p>Very few primary school teachers are equipped to suddenly begin teaching a foreign language. There will need to be extensive training and qualifications before such an initiative can be put in place. It is a very big ask. I am a qualified secondary teacher of French and German as well as a primary school teacher. How can you expect someone with long forgotten leaving cert qualifications to suddenly be a competent language teacher. It is ridiculous.</p>
<p>I'm seriously concerned that introducing a MFL will impact negatively on learning outcomes and attainment for most pupils in Irish/Gaeilge language. Given the drop in standards in language proficiency, even among teachers, I fear that the introduction of a third language will exacerbate this issue.</p>
<p>Do not agree that mainstream teachers should have to teach a foreign language. It is a waste of our curriculum time. It is already impossible to teach all that is expected of us.</p>
<p>There needs to be clear information regarding the training of teachers in this area as well as the resources that will be made available to do so. This is being pushed forward with little consultation or consideration for those who will be teaching and dealing with the impact of such a change.</p>
<p>I do not agree with the plan for MFL and for the class teacher her to teach this. Teachers are not qualified for this. Also taking time from Irish/English to accommodate this isn't acceptable.</p>
<p>Taking time away from Literacy is a shocking move, expecting already overburdened teachers to keep standards as they are with less time and teach a language they aren't fluent in is a ridiculous state of affairs!</p>

<p>Including a modern foreign language to an already overloaded curriculum environment is not something that should be done. Asking teachers who do not have any knowledge on the language on question is beyond ridiculous... and finding teachers who are qualified has proved very difficult</p>
<p>I personally think adding another language to the curriculum is ludicrous. Children struggle with retaining English and Irish as it is especially in a DEIS setting. Also, the majority of teachers are unqualified to teach additional languages. It is unfair to expect them to do it and also I think the majority of children will not gain anything from it. Maybe 6th class kids because they are transitioning into secondary. Those kids might benefit from it but from 3rd up to 5th, I don't think so. There are more important lessons to teach in my opinion such as English, well-being and lifestyles. Some kids don't have the basics unfortunately.</p>
<p>Completely unrealistic to expect any teacher to deliver this element of the curriculum. The entire curriculum is already completely overloaded and far, far too much is expected of teachers. The expectation that teachers can find time to unskill on a foreign language as well roll out the new curriculum, the PLC, PMC, Wellbeing framework, SSE and guidelines for teaching and learning - all at the same time is beyond ludicrous. You are trying to do far, far too much at once.</p>
<p>The biggest problem with MFL is the expectation that the class teacher will teach this subject area. We were part of the pilot programme in the past and a specialist teacher was hired and this worked very well. I believe that for MFL to become a core part of the curriculum, serious consideration needs to be given to resourcing the subject properly by providing money for teachers to purchase resources and to hire expertise. There is a huge amount of curricular change coming down the line and schools do not have the expertise to implement this without adequate resourcing. If the NCCA are going to put resources online, they should all be completed in advance of the curriculum being published, so that teachers feel supported and empowered to do the best they can for their pupils. Otherwise they will rely on book publishers to provide the resources and as research showed for maths, the publishers do not always provide the best possible support.</p>
<p>I find it remiss of us as educators to reduce the time allocation to L1 & L2. We are also not qualified to teach another language on the bases that we do not have that language, and or it was not part of our training. The curriculum is saturated already with no time to 'breathe' with the subjects we have, and now more pressure will be applied on teachers which will impact their relationship with their students.</p>
<p>I believe more time should be allocated for the effective teaching of Literacy and Numeracy in our classrooms. There is barely enough time to get the Curriculum covered as it is. Children in upper primary classrooms lack reading fluency in English. The resources, budget and personnel required for Modern Foreign Languages is needed for literacy and numeracy in English, Gaeilge and Maths.</p>
<p>I strongly disagree with primary teachers having to teach the modern language and I strongly disagree that they should lose out on English teaching time, as a parent and teacher I think this is wrong and doesn't help children that struggle with languages already</p>
<p>It is unclear from the document who will be responsible for the teaching of MFL. If the teacher is responsible there is the assumption that teachers have the necessary language skills to implement this effectively outside English and Irish. There needs to be funding and specialist teaching put in place in order to facilitate this idea. Also, how do schools decide on the language that is to be taught?</p>
<p>The hour should be taken from religion and not from the core subjects.</p>

Concerned for what language should be picked, teacher not knowing the language or not being confident to teach L3. Gaeilge struggling as it is in most schools. Trying to give children even in Gaelscoileanna a chance for fluency already strained due to time restrictions, addition of third language will affect development of Gaeilge in all schools (T1/T2). I think we need to figure out why our children are leaving 14 years of education without a standard in Irish prior to introducing additional languages that adds more stress onto teachers and management who have to enforce this. What if you have a teacher fluent in French and one in another language in 5th and 6th and others with no 3rd language, left to whom to choose? Causing more tension on staffs when unnecessary. Outside teachers should be paid for and provided. Principals have enough to contend with. Keep it simple and try perfect the basics before jumping into this. Pick on thing at a time and not a whole new curriculum at one time.

I honestly feel that teachers teaching a language should be proficient in that language. Depending on the number of years in teaching we are relying on teachers to try and remember a language they haven't used since their leaving cert! There has to be a better way!

I am not satisfied with the inclusion of MFL in the curriculum without the Department having clear guidance on who will be expected to teach these languages. Teachers are already overloaded and learning a foreign language in our free time is not an option. In our school context 3rd-6th classes are in one room with the same class teacher for 4 years. Class teachers cannot be expected to be prepared to learn and teach 4 years' content worth of a foreign language or languages (or in fact 1 year even). Unless the Department are prepared to employ external foreign language teachers to deliver this part of the curriculum, it will not work. It also goes directly against the idea of reducing teachers' workload. A clearer plan needs to be put in place. Most teachers are not competent enough in a foreign language to be expected to teach even a short introductory course. We are taking valuable time off English and Irish to provide poor quality language lessons by ill-prepared teachers at best.

I have huge concerns about the delivery of MFL. I have successfully engaged with the pilot project with Languages Connect with the support of a native speaking tutor but I worry about the desire to have teachers implement this. In a multi-grade setting I would be expected to deliver four years of content with Junior Cert/Leaving Cert standard from 29/27 years ago. If upskilling process is expected to be completed in our own time rather than curriculum closure days as per the Maths Curriculum would be a huge disincentive. Teachers are already overwhelmed. I have grave concerns about MFL taking time from the teaching of English as so many of my class are newcomers to learning English and need every minute available and more to fully acquire this language.

Measaim nach bhfuil an tuiscint ceart ann faoi na rudaí praiticiúla a bhaineann leis an gcuraclam. Tá Gaeilge i mbaol sna scoileanna T2 - féach ar thuirisc na cigirí na haon bhliain! Cé atá chun teanga eile a mhúineadh dos na páistí? Ní dhearna mé Fraincis ón Árdteist - 20 bliain ó shin!! Tosaigh leis na rudaí praiticiúla ar dtús sular scaiptear an teoríc sa doiciméad seo

I think its unfair to assume teachers will be teaching the new language correctly if we haven't the training, background of learning, fluency ourselves. How are we magically meant to be able to teach this with confidence and accuracy. The standard of irish the way we are expected to learn is already a struggle for those in 6th, that standard is going to stop further more without the time to use it. If we are to use a language at all across the board, I would however request French.

I strongly disagree with how the proposal to introduce Modern Foreign Language has been drafted. Teachers are not qualified in such languages and as they can not provide professional guidance it would be detrimental to the children to learn a foreign language incorrectly. I firmly

<p>agree with the idea of modern foreign languages being introduced but not in the way proposed. External language teachers who are professional, Co.petent and qualified in their field should be brought into schools to teach such languages. If this is not possible, the idea should be explored as an extra-curricular activity for children.</p>
<p>It is unrealistic to expect teachers to deliver a modern language programme on top of a new revamped curriculum. Teachers are are breaking point and this is just putting even more pressure on already overworked schools. Essentially it is initiative overload.</p>
<p>Will teachers be given time to upskill in order to teach a modern foreign language?</p>
<p>I strongly believe in order for the successful implementation and learning of modern foreign languages in primary schools that the employment of specialist foreign language teachers is crucial. Otherwise in my opinion it's just a cost saving measure on the part of the dept and basic virtue signaling and window dressing.</p>
<p>There is a strong consensus among teachers within my school that MFL is taking too much teaching time away from teaching English and Gaelige. As teachers we are unable to teach a MFL with many teachers having left school or college quite some time ago. A considerable amount of teachers have not learnt a MFL since their own time in secondary school and do not have a degree in a MFL. It is unfair to expect teachers to learn and teach a new language to children from 3rd-6th class when they are not familiar never mind fluent in a MFL.</p>
<p>I do not agree that teacher should have to teach a foreign language it they have to knowledge of foreign language. This will put untold pressure and stress onto teachers</p>
<p>Modern languages should not take any curricular time for either Teanga 1 or Teanga 2. There is not enough time in our language curriculum as it is.</p>
<p>It does not clearly list the big ideas.</p>
<p>Clear methodologies and teaching approached identified in the document. However, in a school context, I'm not sure how this is feasible. Lacking a sense of reality in relation to time and teacher's knowledge/expertise.</p>
<p>I have taken a look over the document, I was not familiar with the original document so I have focused more on the additions. I welcome any and all references to taking the opportunity to allow students and teachers to practice speaking Irish (my main focus). However My hear sinks when I read the continual need to have students write the language or become proficient in reading it at any level. At 56 years of age my Irish language, however basic still exists because we played games in class in Irish, we sang and did rhymes and repeated, repeated and repeated and sang it again. We had no idea how much we were taking in but in it went. Still cant write it well and reading would be middle primary but an emphases to only hear Irish be spoken and sang and repeated and then used in playing cards and house and shop like we did made it fun and we learnt. But then to extend the writing of it and spelling tests and reading and getting it wrong more than right diluted the progression of just speaking the language. So please no focus on books or spellings just hear and speak and play and practice and build good foundations to taker the language to the next level in listening to stories or teasing out more in 5th and 6th class...and build from there on an Irish course that stays mainly spoken but with extra points etc for those how take in further in an academic literature way for JC and LC</p>
<p>I think it is a lovely idea to think that children would be exposed to a third language in the second half of their schooling in primary school. I think there are ways that we can explore the origin of words through morphology and etymology too but it is a bridge too far for the mainstream class teacher to expect us to teach another language. The social and behavioural problems are rising constantly in our classrooms and we need more supports rather than another thing to worry about teaching between 9:20 and 3pm.</p>

<p>I think that introducing MFL at primary level will lead to more teachers than ever before leaving the profession. This decision has not factored in teachers on the ground doing the work and is so ambiguous that nobody can make sense of the expectation.</p>
<p>I am not sure how teachers will be unskilled to teach a foreign language they do not speak. I do not know how this will fit into an already over crowded timetable. This would work a lot better with specialist teachers.</p>
<p>It is crazy to think that primary school teachers will be in a position to take on professional development to learn new languages as part of their job. This must be a specialised subject with specialised expert teachers</p>
<p>The 'big ideas', aims and objectives are all clear. However, it is unclear how teachers with no knowledge of a MFL will teach it. Also, it seems unfair to include MFL on an already over stretched L1 curriculum. However I really used the part on children using their full linguistic repertoire</p>
<p>In my opinion MFL should not be included in the new PLC. The curriculum is so heavy as is. Where is the time to give this the focus it deserves? Our national language of Gaeilge will fall to the wayside. We need to put time and resources into what we have before adding a MFL.</p>
<p>I don't think that it is a good idea to take time from Gaeilge to teach MFL when teachers don't have the necessary competencies themselves</p>
<p>Concerned about how schools will decide which MFL to implement. Who will teach it? Will there be upskilling for teachers? I teach in the senior end of the school but I haven't done a MFL since my Leaving Cert.</p>
<p>The standard of Irish and English has dropped significantly in schools. Adding another language will negatively impact these standards even further. The curriculum is over flowing and classes and bombarded with individual needs that subjects need to be removed from the curriculum, not added.</p>
<p>Curriculum overload has not been addressed, in fact quite the opposite can be said with the addition of MFL . I am seriously concerned about the reduction in time being allocated to the teaching of English and Irish. How are class teachers meant to teach a language in which they have no knowledge? Outdated EAL PSAK and Up and Away materials need to be brought in line with the PLC. Clarity on exemptions from the study of MFLs is needed. Why are schools been given sole responsibility for addressing intercultural awareness? Sample lessons in Ch. 7 are good, but teachers will need a lot more of them.</p>
<p>The draft Primary curriculum although focused positively on inclusivity - misses on the main opportunity for children at primary level to engage directly with a MFL and is not ambitious enough in content. If anything MFL should be started earlier. Even if starting in 3rd class the draft presents no concrete plan of bridging the immense gap children in Ireland have now in MFL compared to their European peers. In our opinion the draft is not about learning a language but more about societal cohesion.</p>
<p>I worry about the training needed to implement foreign languages. All staff need to be trained as if they change class level, they need to have basic knowledge</p>
<p>It is unrealistic to add new languages to the current list that teachers are expected to teach.</p>
<p>The ideology or teaching MFL is understandable in society today however time constraints, overloaded curriculum, planning expectations and lack of teacher qualifications on MFLs will make this a very difficult curriculum to present. Also parents need to be acutely aware that teachers are not fully qualified to teach MFLs.</p>

Strongly disagree with the reduction of teaching hours in English and Irish to introduce a third language. Our system is struggling to teach a second language competently and needs more resources in this rather than the distraction of teaching a third language

The curriculum is completely too wordy, difficult to read and identify what exactly a teacher is teaching. If a concern is curriculum overload, it makes absolutely no sense to include MFL in a packed primary curriculum/day. Primary teachers do NOT have the expertise to deliver MFL, either external teachers should be paid or if necessary, existing teachers should receive training in school time with sub cover - not outside school hours where all CPD seems to now take place. I am also concerned that time will be taken from learning and speaking Irish, both in formal lessons and informally. On the following page, why is teacher support (eg upskilling) not given as a necessary support? This questionnaire is for teachers, why is it not specifically asking what support we need?

It is bitterly disappointing that the NCCA is downgrading the importance of English and Gaeilge with the suggested time allocations. I understand the idealistic rationale. But the PLC is overloaded and teachers are struggling to fulfill the learning outcomes at the current time allocation. Expecting teachers to learn or upskill a MFL to a degree of success that they can teach it to comply with this draft is utterly unrealistic and unreasonable. Secondary schools are struggling to offer choice in MFL, what are the chances of the primary schools chosen MFL being offered in the local secondary schools? Children who are struggling with literacy in English are going to suffer with less time on that subject area. In this modern world where there are APPS to translate etc how beneficial is a MFL in reality? It is no longer necessary to study a MFL to Leaving Cert. So why begin one in Primary?

I do not think it is currently achievable to upskill the current teaching staff to the appropriate language competency to expect them to teach an MFL. I have a degree in another European language and whilst I would be confident to teach I am the only staff member who could do this so am I suppose to support the whole staff? I also do not support the inclusion of the immersion and communicative method as outlined in the draft. On the one hand we are to celebrate and include home languages but then the communicative model is the only method being mentioned? What happened to CLIL ? Whilst I am personally happy to teach additional languages I do not know how this will happen. I think giving an awareness to additional languages is very important but they should be languages that are important in the school setting, perhaps they will be Arabic, Malayalam, Farsi etc instead of French, Spanish etc. Also I would have like to have seen wording to reflect home languages and community languages. Some pupils come to school speaking 3 languages and then in the draft it refers to L1 and L2 etc. I think using the school community language and home languages would be better.

In the Introduction it states: 'Underpinning this is the recognition that every child has their own unique linguistic repertoire which is shaped by their experiences since birth.' This completely undermines the experiences which a child has in the womb with the native language, which has been shown to influence how the newborn brain responds to language across brain regions sensitive to speech processes. Prior to birth, the human brain is tuning to the language environment. Other research shows that prenatal maternal speech influences newborns perception of speech sounds. There is too much emphasis on the value of cultural diversity to foster inclusivity and promote social cohesion and to promote mutual understanding and tolerance. In part 6, I disagree that the home language of children who are speakers of a language different to the majority in class, is to be seen as equally important as English and/or Irish.

Teachers need full support for training during working hours.

<p>Children are just about learning to read and write in Irish. Adding to the teachers workload not a good move. Result will be 3 languages with competency in none.</p>
<p>In other EU countries, foreign languages are taught by specialised external teachers. Teachers in Ireland should not be expected to take on this burden, we should be given the option if we wish, or opt out if we wish and so it would be taught by an external teacher. I children can not communicate competently in their first language, never mind Irish, and now we are expected to teach a 3rd language and take precious time away from Literacy. Teachers should not be expected to upskill in their own time, EPV days or school closures must be implemented.</p>
<p>We have a curriculum which cannot be taught properly in large class sizes with multiple EAL children, many children with behavioural and complex needs. There is no room to teach a foreign language when we are still trying to find and fill the gaps left by covid. The gaps in learning are huge by a large proportion of each class.</p>
<p>I think it is far too ambitious to begin MFL as I feel we are trying to recover after Covid with poor standards across Literacy and our Priority should be the PLC. Is effective training going to be given to teachers and within school time? Teachers are already overwhelmed and bombarded with paperwork and PMC and getting to grips with PLC. The curriculum is completely overloaded.</p>
<p>I find it very difficult to comprehend how teachers are going to be expected to teach a mfl in the classroom with English and Irish literacy levels already so low. Maybe if there were specialized teachers for the language in each school it may work but for each class teacher to upskill in a new language I think is madness.</p>
<p>I am extremely concerned as to how this will work for schools. How will the language be chosen? Can the focus language change after a year or two? Who will train our future teachers to teach bespoke languages such as Arabic or Polish?</p>
<p>Greater clarity could be applied to the Learning Outcomes for Stage 4 (p.50 of the draft document). While the emphasis appears to be on oral language and reading, it does not make clear or explicit the difference between attainment levels in oral language and the more basic levels in writing.</p>
<p>Agree with overall ideas. Sample lessons at end excellent. Very wordy in parts which is a little overwhelming to sift through (principles, key competencies, elements, strands, learning outcomes, language functions, language skills). Hopefully toolkit etc will make the day-to-day info a bit more accessible. Unexpected to introduce a fourth Element at this point! Layout of 2019 version more visually appealing/ less daunting. I hope with support that teachers will come around to the idea as I think they will find it less daunting once started and v beneficial! Lots of PD will be required to roll this out properly.</p>
<p>I feel there is not enough time in the current timetable to include MFL. Teachers would also require significant and purposeful upskilling to ensure that the MFL is delivered successfully and that it is not just a tokenistic exercise.</p>
<p>I couldn't teach a modern language to any standard. I don't have the time or capacity to learn to a high standard to be able to pass it on to pupils. Need to be outside teacher or zoom classes</p>
<p>I don't think MFL will work in primary schools. How will we get the teachers trained to teach all the different languages? Maybe just awareness at 5th and 6th class level would be enough. Very concerned at amount of time available to teach the entire language curriculum if MFL is included. Has research been done to look at the impact it would have on such time allocations?</p>
<p>It is a terrible idea to introduce our languages to the primary skill at a time when children are suffering language deficit after Covid. If the department is determined to introduce foreign languages, then they should be done by teachers, other than those who are already teaching and</p>

<p>overloaded curriculum unexpected to be Jack as it is. My workload is constantly increasing expectations constantly increasing and stress level, constantly rising of needs in the children is rising year on year, and the paperwork going with it is also increasing. I totally disagree with asking teachers to do anymore and asking children to learn anything else without a massive reduction in some other area of the curriculum, it is totally unrealistic and unfair . It would make much more sense to try earlier emotion in Irish for the first two or three years in primary school, giving children a good grounding in a second language, which would open them up to learning a third or subsequent language more easily.</p>
<p>I want to e sure that the learning of Irish will not be undermined by taking on another language and that there will be time in the school day to do this without negatively impacting the existing curriculum</p>
<p>There is zero clarity within the curriculum relating to what language a school should/could choose as L3, and appears to be zero provision (except for existing staff interest/competence - which cannot be relied upon in all schools!) for expert or fluent instruction at stage 4. While MFL is a lovely idea to add to the curriculum, it is already overburdened and imposing this added facet on schools will cause huge issues. Further, with teacher rotation on any staff, there is no way to guarantee competence in a chosen L3 - the only way to achieve this is to employ external facilitators, which schools would I've no doubt be happy to do, if it were appropriately funded on an ongoing basis. This has been poorly thought through and, I fear, is doomed to failure, with ultimately the teachers taking the rap from the inspectorate and other stakeholders for its failure.</p>
<p>There are a lot of unexplained areas in the draft curriculum. Although the PLC is helpful for English and Gaeilge, I think the expectation of the levels that children will reach in 5th/6th class is ambitious. Foreign languages should be taught by either native teachers or by educators who specialised in a language for the degrees/masters.</p>
<p>Irish Sign Language - this is now Ireland's third official language. It is crucial that this is included as one of the languages schools can choose from. We are seeing more Deaf/HH children attending their local schools. We need to support this diversity among our communities by implementing a strategy that will allow all primary children to learn Irish Sign Language. The Say Yes to Languages has shown over the last 3 years the success of ISL classes in primary schools. They have a list of registered ISL tutors that have been able to deliver these classes over 8 week block of classes. I have provided ISL classes for schools over the last 8 years. Parents and teachers will agree that the demand for ISL classes in school is higher than ever. This would be a fantastic oppportunity to finally implement ISL as a part of the primary curriculum.</p>
<p>I believe ISL should be added to the school curriculum in order to promote it as a national language.</p>
<p>Please consider ISL over modern languages</p>
<p>Please include Irish Sign Language ISL</p>
<p>It also would be good to include Irish sign language as a choice</p>
<p>I would love to sign language included</p>
<p>Sign language needs to be included in primary school to some degree for people who have hearing loss to communicate</p>
<p>We currently have 2 special classes for deaf children with ISL a primary language in our school. With the introduction of another language on top of this will create anxiety amongst staff and pupils as we currently have 3 languages in our school.</p>
<p>Sign language included please</p>

<p>I believe that offering Irish Sign Language on the curriculum would be hugely beneficial to all students, deaf and hearing. As well as offering inclusivity, learning ISL incorporates a vast range of learning skills and broadens ones comprehension of language and communication. ISL is an amazing language to study and it gives great opportunities to all who know it, use it and learn from it.</p>
<p>I am all in favour of teaching a MFL at primary level, but am dismayed and concerned at the cut this will involve to time given to L1 (in our case, English). It is already almost impossible to cover the PLC curriculum effectively in the time we have - and cutting this by an hour a week is a backwards step.</p>
<p>There will have to be more sample material produced to guide teachers in teaching all aspects of the MFL curriculum. Key vocabulary resources such as flashcards should also be developed to aid teachers in the teaching of MFL. Staff training in foreign languages will also be key to enable teachers to teach the languages correctly. A handbook of sample materials will aid teachers a lot. An outline of key areas to be covered will also help rather than the broad curriculum as is in the draft. Thank you.</p>
<p>I feel we still do not have the teaching of Irish right in the system still. Children learn about other cultures through geography curriculum. The system is already overloaded and adding another language is drowning teachers further. Question the training for teaching this too</p>
<p>If the learning outcomes are to be achieved in 5th and 6th classes in MFL, I would hope that funding has already been secured for external teachers.</p>
<p>Very concerned about this proposal. I think it hasn't been fully thought out by the Department and NCCA. How are teachers in primary schools today meant to be expected to teach mfl when they could include any language from Polish to Arabic to Nigerian? It would help if the language options were narrowed down to 5 maximum.</p>
<p>I think it is shocking and disappointing that time is being taken off our essential language teaching of English and Irish to accommodate a token introduction to an additional language. I feel like this is an insult to the hard work teachers are already doing to cover everything in English and of no real long term benefit to the children. I hope this is reversed and English and Irish prioritised.</p>
<p>I am shocked that primary school teachers are supposed to suddenly be proficient in L3, a modern foreign language, and at the expense of literacy and numeracy.</p>
<p>More clarity and examples are needed regarding the implementation of this new language in the curriculum. For example, how are teachers meant to cover the same content in English and Irish (novels, writing genres etc) with less time allocated? There seems to be less time given to these two languages but no reduction in the content. Are teachers going to teach this new language and will training be given to teachers who may not feel confident in this third language?</p>
<p>We need more clarity as to whom will be teaching the modern Irish Languages. Will it be the class teacher or will outside teachers continue to be provided for</p>
<p>Will schools be provided with an outside source to continue teaching, will teachers have to learn a third language and teach it</p>
<p>It is very unclear how this is going to be thought. Is it teachers in school or outside agencies.</p>
<p>How will this be delivered in classrooms? Will a tutor facilitate these lessons or will class teachers be expected to deliver the MFL lessons?</p>
<p>I find the document unclear and what exactly is expected of the children and of the class teachers. I feel that a clearer outline of what learning is expected in the stages. I also wonder who will deliver this modern foreign language and the impact that this will have on Irish and English learning. Will English and Gaelige time allocations affect those subjects.</p>

<p>This document provides no information on any of the practicalities around the introduction of MFLs. Where are we supposed to find staff? What is the purpose of teachers who are NOT going to be proficient to a B1 standard teaching students incorrect pronunciation and norms. Where is the concern for equity over what languages primary schools offer in relation to local secondary school. I'm all for exposure to other languages for the benefit of studying linguistics and patterns across languages but expecting teachers to move students towards proficiency in one language is ludicrous.</p>
<p>I think it is ridiculous to introduce a foreign language in primary school when their level of Irish is so poor. Furthermore, to expect teachers to teach this foreign language is crazy. We have enough on our plates and are not qualified to teach a foreign language. If you insist on introducing a foreign language, a teacher of this language should be fired between a few local schools.</p>
<p>Any benefits to this plan are completely outweighed by the lack of training, experience, capacity of staff, detrimental impact on language learning in secondary school, the lack of time in the day, lack of student choice and voice and the absolutely thoughtless way that this is being rolled out.</p>
<p>We, as teachers, are concerned about how we are supposed to implement this modern foreign languages programme, in an already overcrowded curriculum. Also, will there be teacher training provided to ensure all staff members are fluent and proficient in the language they are teaching? This support would need to be provided in sufficient time to ensure we are competent in the subject area.</p>
<p>Modern Languages should be compulsory in primary schools, not an opt-in scheme. My own children's school don't do Modern languages but the school I teach in does. Very frustrating.</p>
<p>I really don't think it's a good idea to be bringing in a third language when , parents and certain teachers find it hard to teach our second language Irish .</p>
<p>I think the curriculum is overcrowded,studying 3 languages for young kids in todays educational.landscape will be detrimental</p>
<p>The number of needs in schools has increased. The standard of English and Irish is falling. We need more time to teach these subjects, not add another language to a jam packed curriculum.</p>
<p>The MFL outline is ridiculous. It doesn't outline languages to be taught or how teachers are meant to teach a language they don't speak and are not trained to teach.</p>
<p>Why are we adding more to an already overloaded curriculum</p>
<p>My main concern is the introduction of MFL at all, literacy competency in L1 underpins children's ability across the whole curriculum & I feel the hour for MFL would be better utilised for L1. Experiencing other cultures could come under SPHE & well-being which has already been given additional time. There is no class now that doesn't need significant differentiation for L1 which I think warrants the hour that is planned on being given to MFL.</p>
<p>Delighted to see this BUT we were able to include sign language in the pilot, why not now? It is a very valid language in many schools where we are including children with challenges. Please rethink this or find a way to do both. We need courses to upskill teachers, many are willing and almost able but need the refresher!</p>
<p>Notions! Teacher consultation should have taken place prior to the framework being designed published and implemented.g ce</p>
<p>I participated in the pilot of the modern foreign languages programme. I am bilingual so I welcomed the opportunity to participate. I did 8 weeks of German with 2x4th classes, 2x5th classes and 2x6th classes. It was very successful with the 4th and the 5th classes. I found that the 6th classes were very self conscious and did not want to attempt to say anything in fear of looking/sounding foolish. It was very hard to elicit any conversation out of them which made the</p>

<p>classes very difficult. As regards the content, I found the training/resources severley lacking. I had to plan, write, resource the 8 weeks myself. While the "passport" was nice to use, there wasn't much content. Overall, I think the MFL works well as a short course of 8 weeks but once you've covered the main areas (greetings, family, days of the week, colours, feelings, food etc) where do you go after that? I feel after that you would be getting into much more technical use of the language, which would be difficult for many pupils and could end up damaging their interest in languages. I am bilingual and so, while the lesson planning and resourcing was time consuming, it wasn't difficult for me. My colleagues are very worried about the possibility of this being rolled out as a requirement in all classes and their lack of proficiency in a third language. We are unsure how this might work going forward without the use of specialised language teachers.</p>
<p>Would love teachers who are qualified in the school to teach it like a support role</p>
<p>Who will teach these for language, will we have to recruit teachers for certain number of hours in the weeks, this is more workload on principals. Not all teachers have the confidence or skills to teach modern languages. This needs to be resourced and funded properly.</p>
<p>I have no issue with the 6 week sampler module for the MFL, but I have grave reservations about introducing a formal foreign lannguage onto an already overloaded curriculum, we have hardly enough time to teach all the other curricular areas as it stands and I would fear that the Law of Diminishing Returns would set in in terms of children's learning</p>
<p>I have concerns about how the content will be delivered and the stress that will be placed on teachers to deliver same</p>
<p>I think it's disgraceful taking time away from our native language. Instead more time should be added to Irish not taken away. We should be encourage more Irish not less</p>
<p>I would like to ask when we are expected to teach Modern Foreign Languages inside the school day? There is absolutely not enough time to teach the subjects we already teach. Also, is there extra training coming in for teachers during school time i an already extremely over loaded curriculum?</p>
<p>I strongly disagree with the introduction of a modern foreign language into irish primary school. at present our children are learning englsh and irish, our mother tongue language of irish has been declining in the last few decades and i think more emphasis should be spend on reviving our native language instead on adding another language to a curriculum that is already jam packed.</p>
<p>The Curriculum is already incredible packed. Where is the time coming from to teach a MFL as well as all the other subjects? Is a dedicated language teacher coming in to teach a MFL or are teachers who have no training in a MFL expected to add this to their workload?</p>
<p>As a class teacher, I am very much looking forward to teaching MFL at Stage 3/4. I think this will help the children in both their subsequent MFL learning but also improve their general wellbeing and literacy levels.</p>
<p>All teachers need to received adequate training if they are deliver a MFL in this new curriculum.</p>
<p>Learning another language (other than English and Irish) is for secondary school when you are given a choice. I don't understand why young children need to change their learning because other cultures come to Ireland and don't know basic English</p>
<p>When a language is not used teachers lose it, this is the case in my school, we are all unsure of what lang to bring in</p>
<p>It is very unfair the way the new Draft Primary Curriculum Specifications are being rolled out. As a Teaching Principal it is simply is not possible to have time to run a school and read / evaluate 279 pages in detail across the 5 subject areas. Well-Being how are you.</p>

Teachers do not have time in the current primary school day to include other things, and are not confident in their own ability to teach modern languages
I would like to know who will be teaching stage 4 - Will training be provided for teachers who are interested in doing this? - CPD?
I think a foreign language should be taught conversationally and compulsory in our primary schools, like English is in other countries.
It is very easy to agree, that the document does indeed meet the described criteria in all the various questions, however the draft curriculum proposes taking away time from the teaching of English and Irish to fit in another language that we are not proficient in as educators. We already do not spend enough time on the teaching of English and the foundation skills of our main spoken language.
I think Irish should be prioritised spoken more in all schools for all students before introducing other languages more time should be spent on Irish and make it fun for all
Substantial training and investment would be required in order to train the external teachers to facilitate the teaching of MFL in the primary school setting.
I feel it is absolutely insane adding in a foreign language that teachers are not qualified to teach, into a totally overburdened curriculum is insanity
I think the learning outcomes for Stage 4 are not very solid. They need to be more focused. I like the learning outcomes for Stage 3 and I think this is achievable. However, stage 4 need to be more specific and focused. We need to remember that this is a whole new area for teachers, therefore I think they will need more guidance for the learning outcomes in stage 4
I think the Modern Foreign Language aspect of the PLC asks a lot of teachers and assumes that there will be a competent teacher of an MFL in every school which is not the case. The rollout of the PLC was already fraught with issues and to create another iteration of the PLC will cause confusion.
Very difficult to cover all aspects in English and Irish without another language to be taught
I'm a a foreigner living in Ireland for a long time. It took me many years to become fluent in English. So I don't understand how suddenly primary teachers are supposed to teach a new language they haven't even learnt yet. I can see you have an upskilling programme. But from my own experience I know you can't possibly learn a language in a few months. So I don't understand how this is going to work. It sounds like a mess. However all the language connect tutors seem to have been a big success due to their experience teaching the language and their fluency in the language. Why not them?
Pg 52 says that L3 should be used throughout the day. If this were to become practice in english schools it would have detrimental effect on Gaelge neamhfhoirmiúil Gaelge neamhfhoirmiúl
Top heavy curriculum adding more to a stressed system. Expecting teachers as professionals to take on an additional language & taking away valuable time from Irish & English. It's a disgrace to put this upon teachers as we qualify with a high bachelor of Education to then expect us to teach a foreign with no additional training or qualifications. It's making a mockery of teachers as professionals. Currently in schools it's difficult to ensure you are fully teaching all 11 subjects adjucately yet now expecting another subject to slot in. In schools it is not being welcomed as it's providing more stress on the class teacher & taking away valuable English time especially in the Senior Classes. Struggling students will be falling into the widening of the gap of learning. Also this draft does not recognise Irish as an European Language which it is & we are already teaching in schools.Very disappointing to see this coming from dept of Ed - as it's a political move not what's best for the children's learning in classrooms across the country!

<p>There isn't any information about the specific language to be taught in the level 4 classes. What content will be used? Which L3? How is this decided?</p>
<p>Not quite sure where time will be found to teach a modern language with an already over-packed curriculum.</p>
<p>It's very difficult to upskill as a teacher in a school to take on MFL. I would like to but there are so few training courses available . These also have to be done in teachers own time outside school hours with no extra pay or time given.</p>
<p>The term "Modern" needs to be revised. Not inclusive and suggests western languages and could perpetuate inequalities from marginalised "non modern language" 2) Too many pedagogies to be implementing for language teaching and learning 3) more emphasis should be on the LA rather than competency 4)will be a logistical nightmare for schools and could impede on children's language learning rather than support if it is done badly. 5) Need assurances Gaeilge will not suffer 6) could cause severe inequality amongst schools and have to be aware of the implications of this for small schools seeking to retain numbers. Can we be assured with this the learning for children will be enhanced? I am not confident this will be the case. For example, a teacher moving class to teach the MFL - the impact this has on the class they are leaving. Could cause huge divide in schools and I wonder if this additional hour is worth the sacrifices schools will have to make. In a well Resourced system, this could work but the reality is SYTL is only successful due to the external teacher and short course provided. Huge issues are going to arise as this is scaled up. I would remove the L3 from it or reduce it even more (is possible as it's already too low) and allow teachers to teach through Plurilingual approach, something which our teachers are not comfortable with at present.</p>
<p>The primary curriculum is already overloaded and adding Modern Languages may be a step too far. Also, I as a class teacher would not feel confident to teach a modern language to a class level.</p>
<p>I definitely agree with children learning another language in primary school but I have to wonder how this helps teachers with an already overloaded curriculum? Are the NCCA considering the system of a specialist teacher such as the EU and US? Are we the outliers with generalist teachers and why? With MFL and the openness of the new curriculum which requires learning why not have a home teacher who teach perhaps Language and Wellbeing and the children go around the school to specialist teachers for Music PE Maths MFL</p>
<p>The competency of teachers in a third language they haven't used since secondary school is a massive problem. There will be a huge inequality between affluent schools and DEIS schools as those who can afford to hire an outside teacher will do so.</p>
<p>I am qualified for 22 years. I have not used my 3rd language since leaving formal education. I feel ill prepared to teach the MFL. The rationale etc. behind delivering a 3rd language is laudable but the roll out will not be successful if teachers are expected to teach a language that they are not competent in teaching. I am also concerned about the reduced time for Gaeilge. I would be in favour of introducing a languages awareness strand for 5th & 6th class only. This could be integrated with Social and Environmental Education. Proper in-service is also required for the implementation of this strand. This is a new subject area. Its success or failure will be largely dependent on how in-service is rolled out. There is a big difference between pilot projects and a mandatory curriculum. Schools that have been involved in initiatives up to now, have participated on a voluntary basis. We need to be very careful about imposing something that is too aspirational and onerous on schools. The roll out period needs to be incremental. I question the merits of teaching a language acquisition programme for 1 hour per week. Is this enough time to teach a language effectively? I see it as a box ticking exercise. The Dept. can say that a</p>

<p>3rd lang. is being taught at primary level...but to what standard and at what cost to the teaching of Irish. If a language acquisition model is being introduced at primary level, will continuity of language provision be provided at post-primary level? It will be unfair on pupils at post-primary level, if some pupils have had the opportunity of learning a 3rd language for 2 years at primary school and then do not have the opportunity of continuing with this language at post-primary level. Will there be a situation where through no fault of their own, pupils from certain schools will be disadvantaged at post-primary level because there isn't continuity between the language offered at primary level and post-primary level. I think that a language / cultural awareness model could work with proper in-service and training (whole staff, face-to-face). I think that a language awareness model is too onerous and ambitious and have grave reservations about its implementation.</p>
<p>The time taken out of L1 & L2 are a major cause for concern.</p>
<p>MFL shouldn't take time from L1. As a 4th class teacher, 3hrs and 45 mins isn't sufficient teaching time for L1. According to the time specifications for each curricula area, there is time for MFL left over each week. It doesn't need to take from L1. Secondly spending 2 years on building awareness of languages and cultures without learning a new language is too long, they should start learning the MFL in 3rd class</p>
<p>I have sincere concerns as to the time allocation for language in the curriculum and am very concerned as to how taking time for an already overstretched timetable is going to be realistically achievable. I already feel like I don't have enough time to get English done properly working in a Gaelscoil and am very concerned that this time will be reduced to facilitate a modern foreign language</p>
<p>There is a need for clarity as to the place of Irish Sign Language in the PLC. It was recognised as an official language in 2017. Will it be placed under PLC or MFL? Will it be different for mainstream or special schools? How is it being incorporated</p>
<p>I think there isn't enough time in the school day to try and fit this in. We can't fit in the subjects we have. Focusing on Irish is enough</p>
<p>Think it is far too high of an expectation for teachers to be able to teach this. Also the fact that it is taking time from English and Irish is worrying as we already struggle to get these subjects covered within our usual timeframes</p>
<p>It is impossible for teachers to be expected to teach a third language to the standard expected where they can use it informally like Irish. The language should be align with the local post primary school</p>
<p>The curriculum is already overloaded. This will impact on the development of literacy and numeracy and on all other areas. Teachers are not qualified to teach another language. This will not lead to quality teaching.</p>
<p>There should be one foreign language agreed upon by all primary schools as otherwise children will start secondary school with different levels of the language</p>
<p>I don't feel this is very realistic for both teachers and schools.</p>
<p>It is not possible for Primary Schools to use a modern language informally throughout the day. Our priorities are English and Irish. Too much is expected from Primary School Teachers. Many pupils speak various languages therefore incorporating a further language would complicate English language learning for them. Primary school teachers are not fluent in other foreign languages therefore cannot teach them.</p>
<p>This curriculum is a good idea but takes no account of the experiences/ skills of teachers. Expecting teachers to be able to use a 3rd language informally with no training is unrealistic</p>

I am not convinced that adding another language to an already overly subscribed curriculum will significantly benefit the students. If anything, I feel that it will be harmful for the transition to secondary school and schools will have to start from scratch again when teaching their MFL (as students from different primary schools will have learned a different MFL). There is also the possibility of a class teacher who is not confident and unfamiliar with the new MFL teaching aspects of the language incorrectly to the students in primary, harming their long term language learning. If the department wants to introduce another language, it should commit to providing suitably trained and experienced foreign language teachers rather than demanding that teachers upskill in yet another significant area.

The curriculum is already stretched so to take time from an already stretched curriculum to give to another language does not seem like a well informed proposal. As an SET i can see so many children stil struggling with their English language and to add another language would impact their self esteem. I agree that it is important to learn another language in preparation for second level but at what cost. I don't agree with the lack of enthusiasm for external teachers. Why not have an expert in the language teaching the children? If there is a budget for hot meals for all children surely some money can be spared to fund this idea of a new language being taught?

The expectations of L3 are completely ridiculous. There is very little thought gone into this. What is thr point of learning Spanish for 3 or 4 years in primary and then they go to secondary school and Spanish is not done. If every primary school chooses a different lang they all go into secondary school having to start back at the basics again anyway because noone is starting with the same lang or same level. None of the teachers are trained in a foreign language and time has now been taken from eng and Irish to try and teach another lang. It is NOT WORKABLE

Concerned about the time allocation (1 hour max per week) to achieve all LOs as per L1 & L2. Not achievable.

It is unreasonable to expect pupils to speak informally through the third language. How can teachers deliver this programme and how can a school be expected to align on it? Without alignment with secondary schools, the learning will be in vain and too challenging for children who need support. While learning a new language would be beneficial, this curriculum is unrealistic for schools.

Training for Teachers should be provided

The proposed MFL curriculum is not specific enough in terms of what is to be taught to students e.g. introductions, colours, numbers, describe the family, rooms in the house etc. etc.

There should be teachers employed to come in and teach the foreign language. Teachers do not have the necessary skill to teach a foreign language. We all have different experiences and levels and language choices from secondary. We are not adequately trained and shouldn't have to upskill in our own time for this.

Just concerned about who will be expected to teach the modern language to the children. If a teacher like myself doesn't fluently speak another language there is little point in me trying to teach it to children. It would add significant stress to my job as I would effectively have to learn a new language. Great in theory but unless you provide funding for every school to have a designated language teacher, it will be pointless. Not to mention the fact that it is already impossible to find time in the day to fit everything in, without adding extra subject areas to cover.

While the document is detailed and comprehensive and it is nice to talk about social cohesion and awareness of other cultures, it should be clearer that this is a language curriculum first and foremost.

<p>Enjoyable subjects like PE, or Art, or Games of other sorts need to be taught through Irish. Strong emphasis on 1. Drama, and 2. Humour and 3. dramatic/interesting phraseology (which appeals to young people) in all language teaching strategies (Irish included, of course).</p>
<p>I am worried about timing, how will we successful main language with so little time each week. I am worried about the quality of language being taught by unqualified teachers.</p>
<p>Daft. Concentrate on effective teaching and learning of English and Irish - standards of spoken Irish have deteriorated greatly - focus on that in primary school. Trying to shove everything into an already overloaded curriculum is ridiculous and is not educationally sound.</p>
<p>I strongly feel the roll out of a modern foreign language will be very difficult for teaching staff without that language themselves.</p>
<p>It is unnecessary to teach modern languages. Standard of Irish has severely dropped in the country, half arsed learning a modern language isn't going to benefit them. Stop creating jobs for yourselves with this bullshit new curricula you are trying to bring in and do something that's actually useful instead of putting far too much pressure on teachers</p>
<p>The quality of teaching will be significantly poor. Teachers suddenly teaching languages they have never spoken and haven't studied will become a token activity. There are already significant demands in relation to methodologies to adapt to the new PLC and no time day to day to actually study this. Teachers have to use personal time to research these changes. It's so short sighted to suddenly add an additional language as if it doesn't require a level of expertise. The learning experience will be superficial at best.</p>
<p>I am delighted to see the introduction of MFL for 3rd to 6th classes. I feel strongly though that 1 hour per week is taking from L1 teaching and learning time. It would be better at 30 minutes once per week over the four years. Thank you.</p>
<p>There is not enough time in the school day to teach a other language, staff will need significant training. As a special ed teacher I have concerns about my students that already struggle with literacy.</p>
<p>It is wholly unfair to introduce an expecting to teach a third language at points in primary school. That's not to say that there's not a place for it in primary school. Pushing the responsibility again to class teachers, who are expected to add another string to their bow, is not thought through. Having taught in Australia, where there is a similar structure in place, one of two things happened - schools employed specialist teachers to teach students alleviating class teacher to plan, correct and asses for the core subjects areas or if a teacher wasn't available, it was the first subject to be dropped and the principals would rationalise this on behalf of the school as the need to ensure (English) literate and numerate students graduated from school. The idea is sound but the expectation and execution of same is tactless.</p>
<p>We are experts in a modern foreign language, English. Curriculum overload is a real problem. We are doing too much. Mastering our native language and one MFL would be an amazing achievement for primary schools. We are loosing huge numbers of teachers due to burnout already in the form of job share, career breaks, extended parental leave, sick leave, early retirements and sick leave. My school has 2/3 of the permanent staff on leave including the principal and the deputy principal. This is another straw for the camel's back. Very sorry to sound negative but we have to start being realistic. Thank you for reading.</p>
<p>Schools need foreign language teachers that travel between schools. Teachers cannot be expected to learn a foreign language one page ahead of their class. It isn't possible.</p>
<p>What type of training is proposed for teachers of MFL or will there be external teacher to engage with?</p>

<p>As Polish is the third most spoken language already in the country and we have a large population already fluent, I believe it would be useful to include it for consideration as a modern foreign language</p>
<p>Any move to have teachers teach a MFL as part of the PLC must include a programme of sustained, comprehensive, substitutional face-to-face professional development for all teachers involved.</p>
<p>Tá leagan amach iomlán éagsúl ag na torthaí foghlama sa leagan Gaeilge don churaclam agus an ceann Béarla. Tá an dá cheann an-deacair a léámh mar gheall ar an cló a úsáideach. Tá na torthaí foghlama do bhéarla (T1) plódaithe le béarlagar, feiceann siad mar rud a scríobhadh ChatGPT. Tá Gaeilge (T2) beagan níos sonrach, ach tá na torthaí foghlama ró-leathan to T1. Ní féidir, mar shampla, “Úsáid a bhaint as abairtí a éiríonn níos deacra de réir a chéile, ina bhfuil ord na bhfocal agus structúr na habairte ceart, agus úsáid a bhaint as nascfhocal, comhabairtí agus abairtí casta chun sainmhíniú cuí a thabhairt” a thabhairt mar sprioc foghlama amháin, is léir go bhfuil níos mó ann</p>
<p>Who will teach these modern languages? Is it expected all Primary Teachers will have to go back and learn another language to be able to teach it?</p>
<p>Who is going to teach L3? If we could master L1 & L2 we'd be doing well, who will be responsible for L3? And who is going to fund it?</p>
<p>Currently we believe that Irish isn't being taught to a high enough standard and by introducing a third language it compromises this further. Concerns around time allocations and the reduction of teaching time for language 1 and 2. We do not feel supported by the department to deliver MFL without adequate CPD.</p>
<p>I am completely against the introduction of a third language in our primary schools. I think it will be unmanageable and lead to significant overload in the overall curriculum. If it must stay within the curriculum, then I think it should be building an awareness only in stages 3 and 4.</p>
<p>can we please get our competency up in our native language please? The standard of Irish amongst teachers is very poor.</p>
<p>I think there is no room in our already overloaded curriculum and think expert teachers will need to be employed as I would not feel confident teaching a foreign language</p>
<p>This is not suitable for students with severe profound special needs, I feel we are constantly trying to adapt curriculums to suit the students rather than a curriculum suitable for this cohort being provided to us. We always have to adapt</p>
<p>A complete disconnect in how language learning works. Fully-trained (not token hours of CPD) practitioners are essential in MFL - we have thousands of fluent speakers in the country, might be an idea to use them.</p>
<p>It is unclear who will be teaching these languages and while I see the benefit in drawing on words and phrases from the children's culture and school languages I feel this will be very hard to timetable, record or plan for. How will these be reflected in a Cuntas?</p>
<p>To introduce modern foreign language you must allow for outsiders to be brought in to teach this area, as with swimming. Existing teachers are not qualified and many will teach incorrect pronunciation, grammar and spelling. The curriculum is already overloaded, other subjects, especially Irish, will suffer.</p>
<p>Time devoted to Gaeilge should definitely not be reduced.</p>
<p>You are expecting teachers to undertake too much here with the addition of MFL. Irish and English are enough. There are many ways to discreetly celebrate and learn about other languages. Making it another area for teaching will weaken the rest of the curriculum. Children have their whole lives to explore learning another language. Keep Irish culture alive. Special Schools will</p>

<p>just have to process more exemptions. Great job on PLC. For the first time as a special education teacher I feel included. However MFL is a step too far and with this I feel excluded again and overwhelmed.</p>
<p>It is important that government funding is in place to provide teachers competent in teaching modern languages. I do not think expecting primary teachers to deliver this component on top of their already heavy workload is feasible .</p>
<p>Delighted to see emphasis on Language Awareness and Cultural Awareness. Important to emphasise cultural importance of learning languages other than usual Spanish, French, German, particularly giving children opportunities to explore languages of the school community and minority languages. Huge potential for exploring links with Gaeilge as a minority language and linguistic history which affects language change. Links with the SEE curriculum will be hugely important.</p>
<p>We shouldn't be introducing another language when we can't master our own. Invest in Gaeilge! Revolutionize the teaching of it. A teacher's plate is only so big and if you push a modern language on, the gaeilge will be pushed off.</p>
<p>I think it's madness to expect teachers to teach a MFL without having explored it in college. It's the old 'is teaching a profession?' Argument where it's assumed anyone can teach without appropriate training.</p>
<p>The focus should be on getting primary students oral Irish up to a high standard without throwing in another language</p>
<p>Modern foreign language should be taught by teachers who are fluent or near fluent. It should be introduced early in line with the science that indicates when is best to learn a language.</p>
<p>I feel this is an opportunity to do something right. It should be taught a a fluent/native speaker of the school proposed language and not something that is loaded on to an already burdened curriculum. Please consider allowing a person who has studied the language and is fluent teach it. This should be a positive learning experience for the whole school community.</p>
<p>I feel the idea that mainstream class teachers can teach a MFL is ridiculous and will result in a lacklustre and disappointing education in MFL. A MFL teacher should be employed by each school and teach the MFL</p>
<p>In my view, the curriculum is already overloaded. I feel that the teaching time is better spent on the teaching of literacy, numeracy and Gaeilge. Having and maintaining a high standard in literacy and numeracy takes all the time and effort that our class teachers can give it. Adding a foreign language is misplaced in the primary school setting, it's unnecessary, unwelcome, and puts teachers under more pressure than we are already under. I absolutely object to the introduction of a foreign language on top of what we already have to cover.</p>
<p>None of my staff have a third language. Who is supposed to teach this modern foreign language. Will the department pay for a visiting teacher to teach it? And if so I believe it is taking time away from an already congested curriculum to spend on an unnecessary subject</p>
<p>None of the MFL document has any regard for the pupils of special schools. Students who often struggle to access the MGLD curriculum, never mind mainstream PLC as it stands. How do you expect these students to navigate this new change?!</p>
<p>struggling to teach Gaeilge meaningfully, concerned about logistics of MFL</p>
<p>The curriculum is completely overloaded as it stands. Funding and training for existing subjects and in particular, funding for special needs is the priority.</p>
<p>The curriculum is well laid out, I don't understand how the roll out will work from a time and competency basis. Can we get the teaching of gaeilge right first?</p>

<p>We are already struggling with the standard of Irish in schools, we can't imagine what impact MFL is going to have on the learning of Irish. Also... can we please have a bank of lessons in various languages?</p>
<p>We are not teaching Irish to a correct level and feel MFL will take away from this. We need resources available to teach these MFL as teachers already do not have adequate planning time, MFL adds to extra pressures and needs a proper toolkit to allow for proper instruction.</p>
<p>Totally disagree with the introduction of MFL at primary school, when we are struggling with the quality of teaching and learning of our national language, Gaeilge. Surely the linguistic aims in the draft Curriculum could be achieved if the Gaeilge curriculum was properly taught, and at the same time, promote our own native language. Also do not agree that the MFL time should come at the expense of the Arts. Time given to the Arts has already suffered greatly in the 'catch up' post Covid, and is particularly important for childrens' self-esteem.</p>
<p>I find hard to comprehend adding in another language when our children are struggling with how they learn Irish. We need to start teaching Irish like we teach modern languages as most students completing Leaving Cert know more of their modern language than Irish which they have been studying since they are five.</p>
<p>1) We need time and support to teach Irish accurately before we start introducing an additional language 2) As a senior class teacher I am not in anyway competent in a MFL to teach it to children in school so a huge amount of support would be need to be provided to teachers. 3) The book allocation from the minister has been reduced so another school book would not be something that should be looked at for a new language, I feel the NCCA should provide a bank of child friendly webinars, zoom lessons, resources for class teachers to access with book companies making more money off another subject</p>
<p>provide a serious of set lessons on zoom or webinars to use in class to teach the language chosen in 5th & 6th class. More thought and time needs to be given to Irish in PLC ...it is not working!! More time is needed to spend on Irish and with MFL we now have less time available!!!</p>
<p>We already struggle with teaching Irish in national school - It would be very useful to have a bank of lessons (webinars) available to teachers for the new language so that no extra books required. Lesson plans would be useful so teachers could use as a base and then modify as appropriate.</p>
<p>How are we going to fit this into an already jam packed curriculum. Also we are not trained to teach a foreign language</p>
<p>I would be concerned about what has to lose time In order for this to take place. Also where and when are teachers supposed to learn a foreign language? Concerns regarding thisn</p>
<p>I think it is not good policy to offer training next year and then expect that teacher to teach the curriculum in their school year after year, indefinitely. I think it is a sacrifice on their part as it takes away from their main job, and it is unworkable if the language teacher is unwell, on maternity /career break, or leaves the school. I think training should be offered to a few teachers within the school so as to share the training and responsibilities in both short and long term. As we don't know yet the details of the training, I also think that should be communicated to schools asap to help teachers decide their availability. I hope that the training will provide teachers with good online/physical resources to teach the language to students, at all appropriate levels.</p>
<p>Are teachers now expected to teach a modern foreign language, on top of the 12 other original subjects, while also updating ourselves on the new areas of Stem and wellbeing?</p>

<p>I think it's absolutely ludicrous to expect already overburdened teachers to teach a foreign language they are not qualified to teach! There is no training being provided here. There was an abundance of training provided in the 99 curriculum, and now everything is cast off online. Absolutely absurd</p>
<p>Primary Language curriculum is overburdened with too many language. It would be best to give an option of a tertiary language after 3rd class. The overemphasis on bilingualism is to the detriment of other subjects and creates an elitist and segregated society. It is generally accepted that English is the most widely spoken language that offer the most accessible form of communication for the most people. More options to allow parents and children to choose the language that they wish to learn. More time could be spent on STEM and arts.</p>
<p>Unsure how teachers are supposed to implement this. I personally have no modern language, I never did a language for my leaving cert. I think it has great potential but will be ruined by teachers who are not fluent in the language. Should be taught by outside teachers, fluent in the language</p>
<p>The curriculum is already too packed. Focus on English and Irish. No capacity to ensure high teacher competency in same language in senior classes in school.</p>
<p>it will be very difficult to find time to teach a MFL given that we already have an overloaded curriculum to cover</p>
<p>As a Primary school teacher, I feel adding another subject to an already overloaded curriculum is crazy. As a country, we are particularly poor teaching languages, not enough emphasis on oral aspect of language. This will take further away from Irish, when it is already severely under taught and under appreciated</p>
<p>Including a modern language has to be rethought. How can a teacher be equipped to teach children a modern language if they have never studied a foreign language or only completed a week-long course. This is not fair! You currently do not need a language to get into Mary I. It is ridiculous to think teachers will be expected to teach a modern language having never done it before or studied it 20/30/40 years ago!</p>
<p>Who decides what L3 will be? Where will we find the time? Can we not reduce the time allocated to religious instruction?</p>
<p>Having worked as a seconded teacher within the European School system, the only way for this to be successful is for modern foreign languages to be taught by native speakers.</p>
<p>Curriculum does not state who is to teach these modern foreign languages and it should not be up to teachers who have not been trained or chosen this when doing teacher training.</p>
<p>Please survey teachers to see what exiting skills we have re modern languages. Many teachers have a good level of competence. CPD is key. Need EPV courses, immersion courses in the country (France, Spain etc). Please include Irish sign language as part of this. It is essential for many children re inclusion</p>
<p>Cannot understand the introduction of MFL when the Gaelic curriculum isn't fully embedded in schooling</p>
<p>It is an unrealistic expectation of teachers unqualified in a foreign language to teach it to children. I fear it will take away from the teaching and learning of the primary two languages. To teach a foreign language with a terrible accent will not help the children in the future.</p>
<p>I don't like the way time is taken from the english language- they need all the time they can get as it is.</p>
<p>I would be worried about our Irish language learning which according to the inspectorate and with which I agree is that Irish language is at a critical level. Also concerned about Curriculum Overload.</p>

<p>I don't like how it will take from the English language and there will be a curriculum overload</p>
<p>There has not been any training for teachers across the whole school to implement an additional language from 3rd-6th. If this is introduced what happens to children who are exempt from Irish? Will they be exempt from MFL? For 3rd and 4th Class, one hour per week is to be used for "Building an awareness of languages and culture". This is excessive and I cannot envisage how this time can be justified when the teaching and learning times for English and Irish have been reduced. The current curriculum is already overloaded and now there is an attempt to introduce additional subjects. The draft guidelines are too vague in terms of content and learning objectives.</p>
<p>Too vague. Overloaded curriculum already. Less time for English. Will there be face to face support and training for teachers? What about children with additional needs and Irish exemptions?</p>
<p>Teacher training required, List of languages to pick from, L3 should align with local secondary schools, there should be clear structured lessons for all class levels and stages. Stage 3 language awareness is quite vague. How are teachers expected to teach a language they do not know themselves. Will pupils with Irish exemptions be required to learn the MFL? Will there be SET support for MFL?</p>
<p>Many children struggle learning Irish, adding another language won't help, and many teachers don't have the skills. Add more expense, paperwork and stress to overworked staff</p>
<p>The overloaded curriculum that currently sits on the shoulders of teachers is too much. Adding in an additional subject, a language that may never be used by the pupil in their future education or personal life seems to distract from the learning in all other subjects. The funding for MFL tutors is essential if it stays on the curriculum.</p>
<p>It does not propose who will do the teaching of the MFL. Many teachers will not have the necessary language skills or confidence to carry this through. Also, how will curriculum time be clawed back to facilitate this and will it dilute the time and effort we put into promoting Gaeilge in the school?</p>
<p>muinín acu ag dul ar aghaidh.....thaitin sé go mór leo....</p>
<p>Resourcing it (Personell), CPD, Resources. Planning, Assessment, continuity and progression, time, difficulties where SEN and EAL students are trying to learn English, Irish and modern foreign language. The MFL has been a pilot study for decades. It is time to properly resource it in every aspect.</p>
<p>I think the introduction of a modern foreign language in primary school is misguided. The curriculum is already over loaded and the time would be better spent elsewhere. Second level is soon enough to introduce language 3.</p>
<p>There is no need to teach foreign languages at primary age, our curriculum is heavy enough, irish pupils learn foreign languages to a very high standard in secondary school so we should not change that</p>
<p>Curriculum Overload!!</p>
<p>Time to do all of this in an overloaded curriculum. Language interest by the principal will prob dictate choices. How to include children with complex needs from special classes who have or indeed children with language difficulties in English e.g. receptive and expressive. Think everything sounds good but it will ultimately lead to a diluted education with teachers struggling to cover it all.</p>
<p>Main concern is what type of language is going to be taught additionally to English and Irish. Who is teaching this? Current teachers are expected to teach a language of which they aren't</p>

<p>fluent. This curriculum is unsuccessful unless the teachers are speaking languages fluently. Why teach broken languages?</p>
<p>As a principal I'm very concerned about the introduction of a third language. I think the curriculum is already overcrowded and this will make a bad situation worse in that regard. Schools can if they so wish dabble in language programmers, but to include it in the curriculum is a step too far. Working in a Gaelscoil, we put so much of our resources into improving the Irish proficiency amongst students who don't even have English as a first language. Adding what would be a fourth language for some of these students will be a step too far and confuse them</p>
<p>The curriculum is already full so it is hard to imagine when teachers would get the chance to teach MFL. Also, when and how will teachers receive training in MFL or will they be taught by experienced language teachers?</p>
<p>Curriculum is currently full. Children are struggling to balance the pressure of school already. New languages that teachers are not comfortable with will not benefit anyone and only add to the stress. No primary teacher wants to teach badly but this may lead to this. For the small minority that will benefit from this in their future it is a folly that will take time from other basics of school skills.</p>
<p>I think it is ridiculous to put an emphasis on Modern languages, in an already saturated curriculum. I don't think there is any need for children to be made learn a modern language, that already may be a 3rd or 4th language that they will learn in school depending on their cultural background. I think it is too much to ask teachers to do this on top of everything else we are expected to teach. I think the time could be allocated should be given to the 2 main languages of English and Gaeilge. Better training for teachers even in Irish would be more appropriate in my opinion than expecting teachers to teach a different language they are not fluent in.</p>
<p>I would have liked more information on how school should select L3. And once closed should L3 be fixed within the school or flexible and changed every couple of years or with the language skills of different teachers in 5th/6th class.</p>
<p>The Primary Maths Curriculum is streamlined and accessible for teachers and it is a shame that the Primary Language Curriculum is not similarly streamlined. The addition of a third language to an already crammed curriculum, particularly when modern language teachers are in short supply at post-primary level is baffling. This seems like a logistical nightmare when schools are already struggling with overwhelm due to curricular and planning demands to say nothing of the challenges of meeting the varying needs of students when external supports are drastically under resourced.</p>

Social and Environmental Education

Educators were invited to respond to statements related to the *Draft Primary Social and Environmental Education Curriculum*. 136 responses were recorded in this questionnaire.

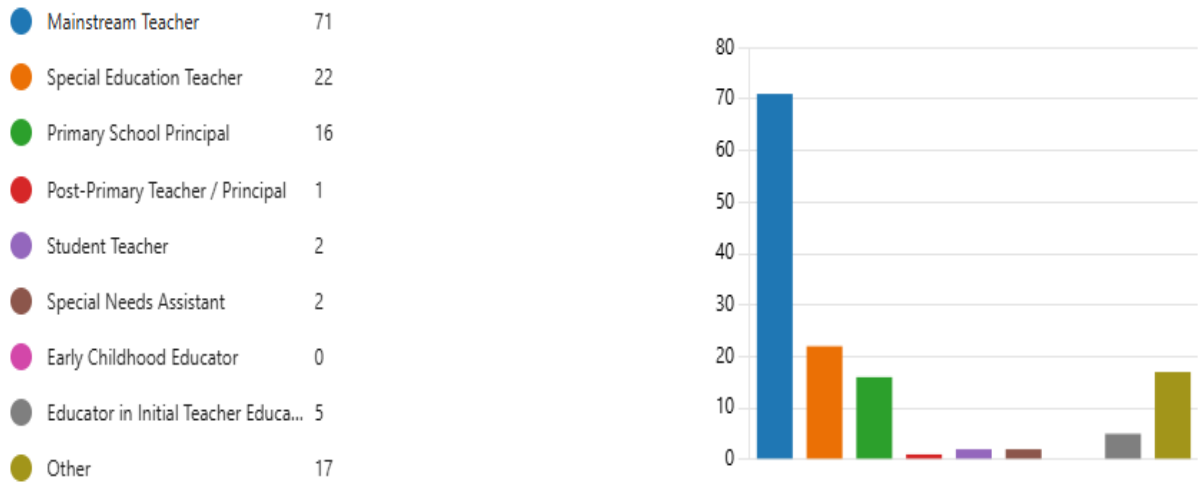


Figure 16: Educator questionnaire, Social and Environmental Education, statement 1

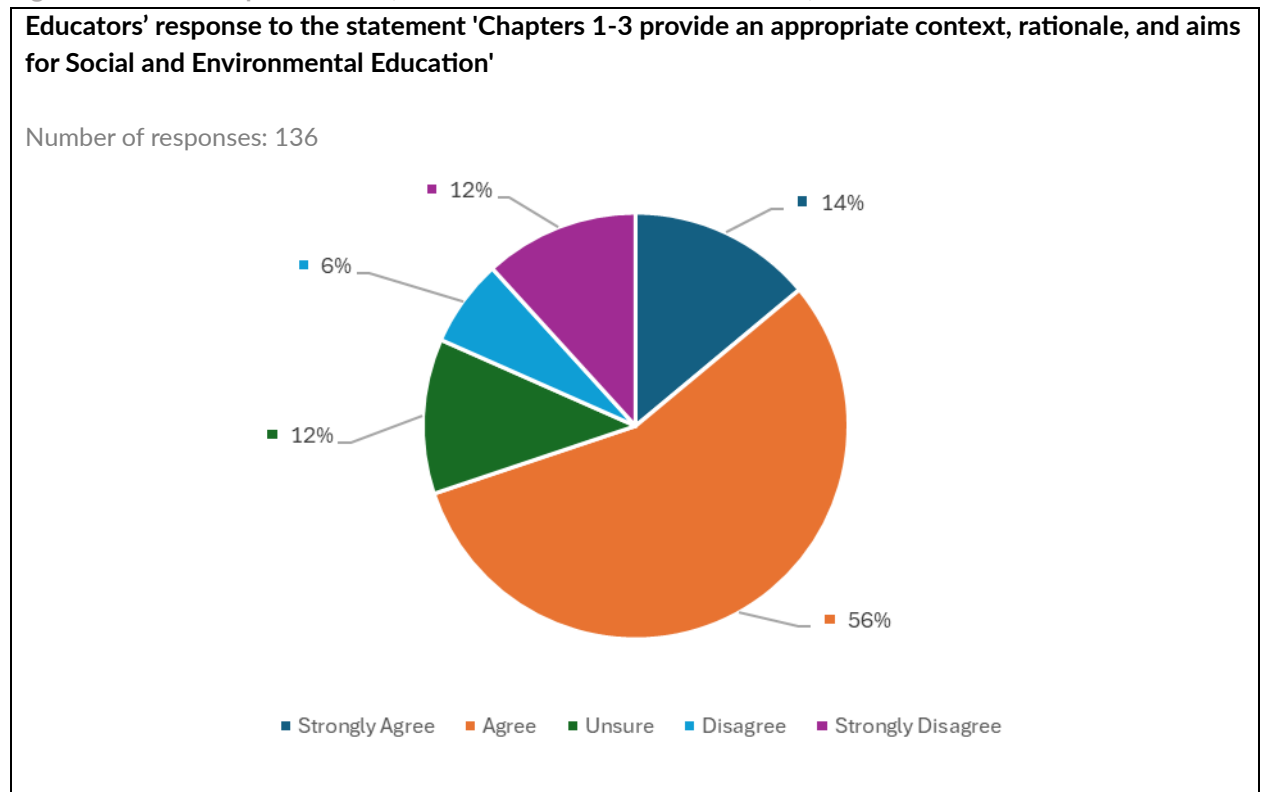


Figure 17: Educator questionnaire, Social and Environmental Education, statement 2

Educators' response to the statement 'The Strands successfully identify the main categories for what children will learn in Social and Environmental Education'

Number of responses: 136

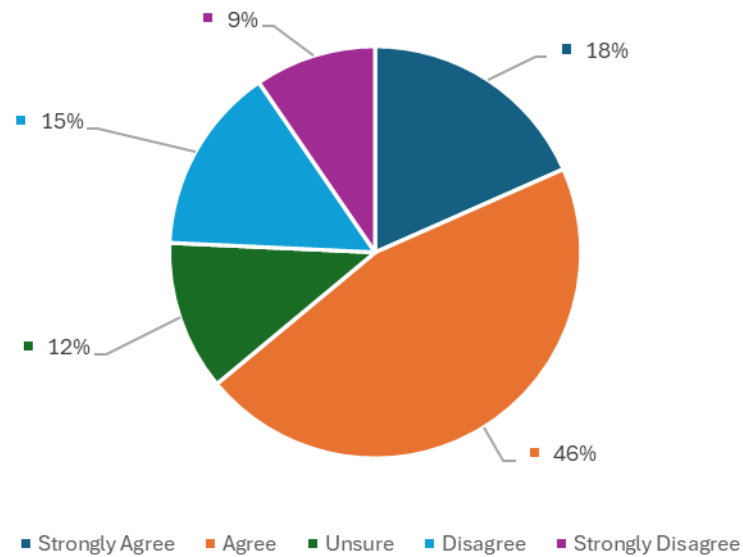


Figure 18: Educator questionnaire, Social and Environmental Education, statement 3

Educators' response to the statement 'The Elements clearly describe the processes through which children learn in Social and Environmental Education'

Number of responses: 136

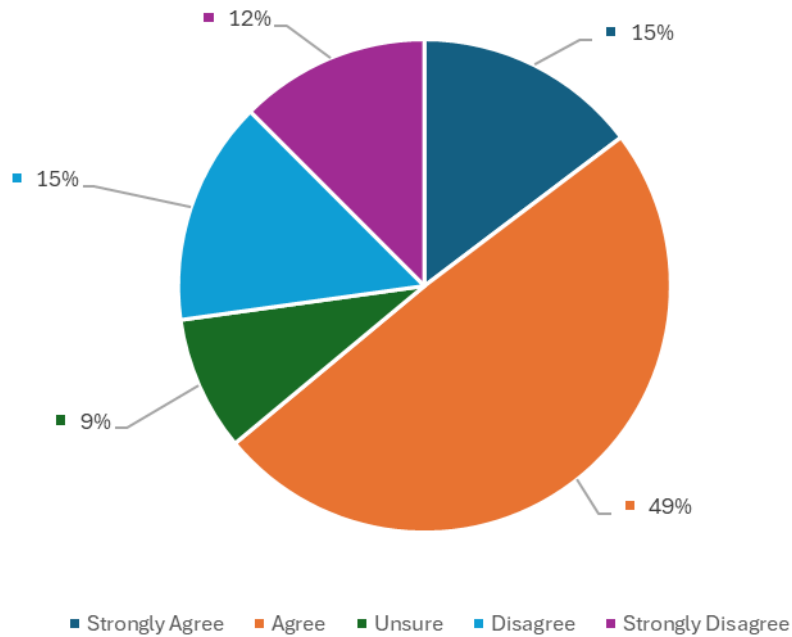


Figure 19: Educator questionnaire, Social and Environmental Education, statement 4

Educators' response to the statement 'The Learning Outcomes describe the expected learning and development for all children in Social and Environmental Education'

Number of responses: 136

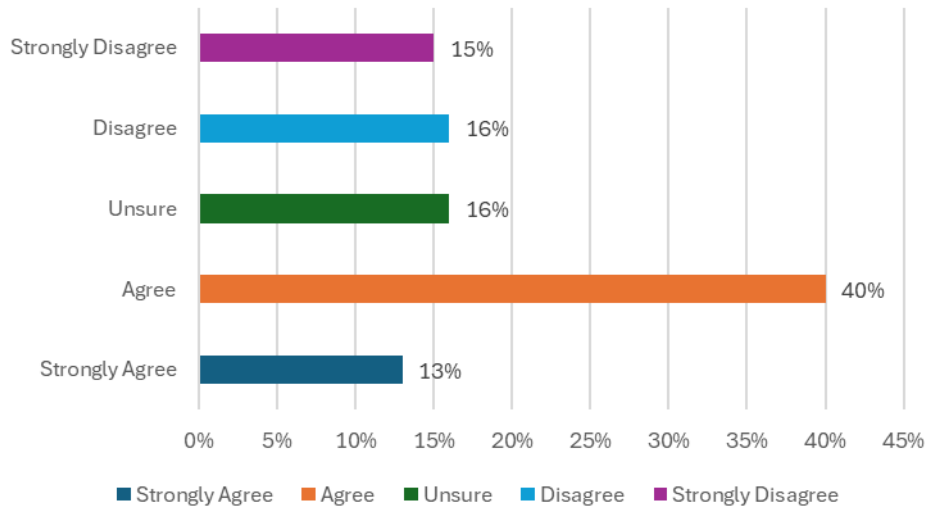


Figure 20: Educator questionnaire, Social and Environmental Education, statement 5

Educators' response to the statement 'The number of Learning Outcomes for each stage in Social and Environmental Education is appropriate'

Number of responses: 136

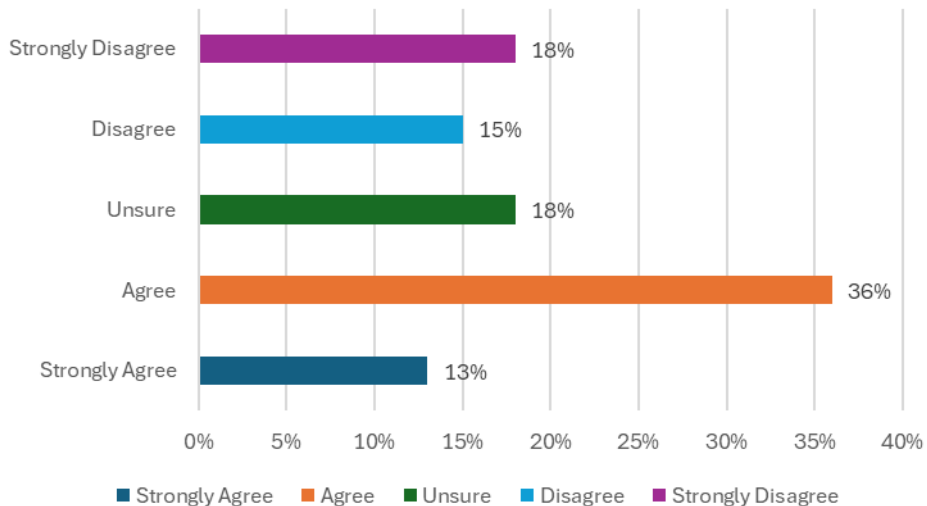


Figure 21: Educator questionnaire, Social and Environmental Education, statement 6

Educators' response to the statement 'The Key Competencies are visible in the Learning Outcomes in Social and Environmental Education'

Number of responses: 136

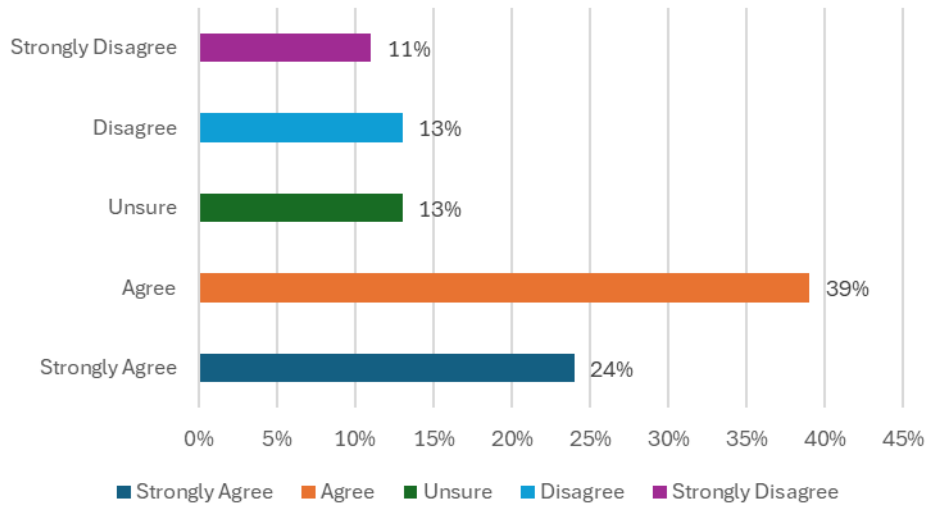


Figure 22: Educator questionnaire, Social and Environmental Education, statement 7

Educators' response to the statement 'Chapter 6 clearly describes the big ideas that underpin high-quality learning, teaching, and assessment in Social and Environmental Education'

Number of responses: 136

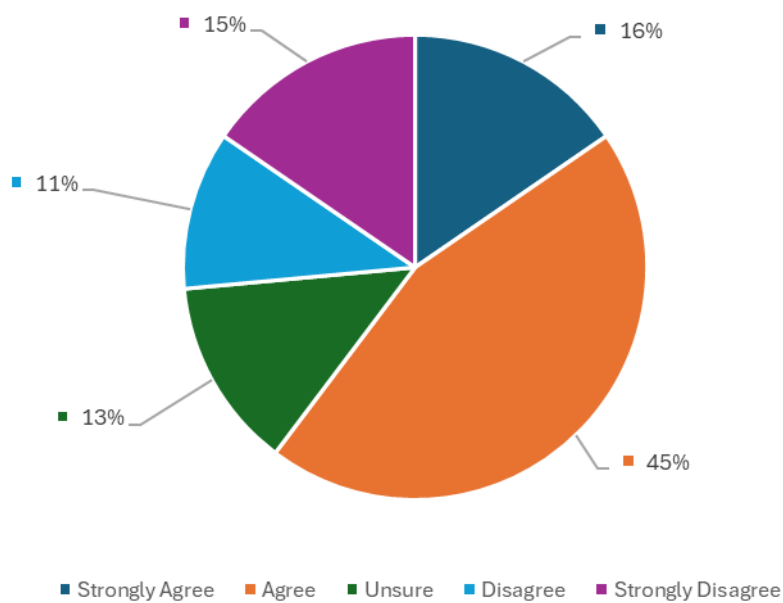


Figure 23: Educator questionnaire, Social and Environmental Education, highest priority rankings

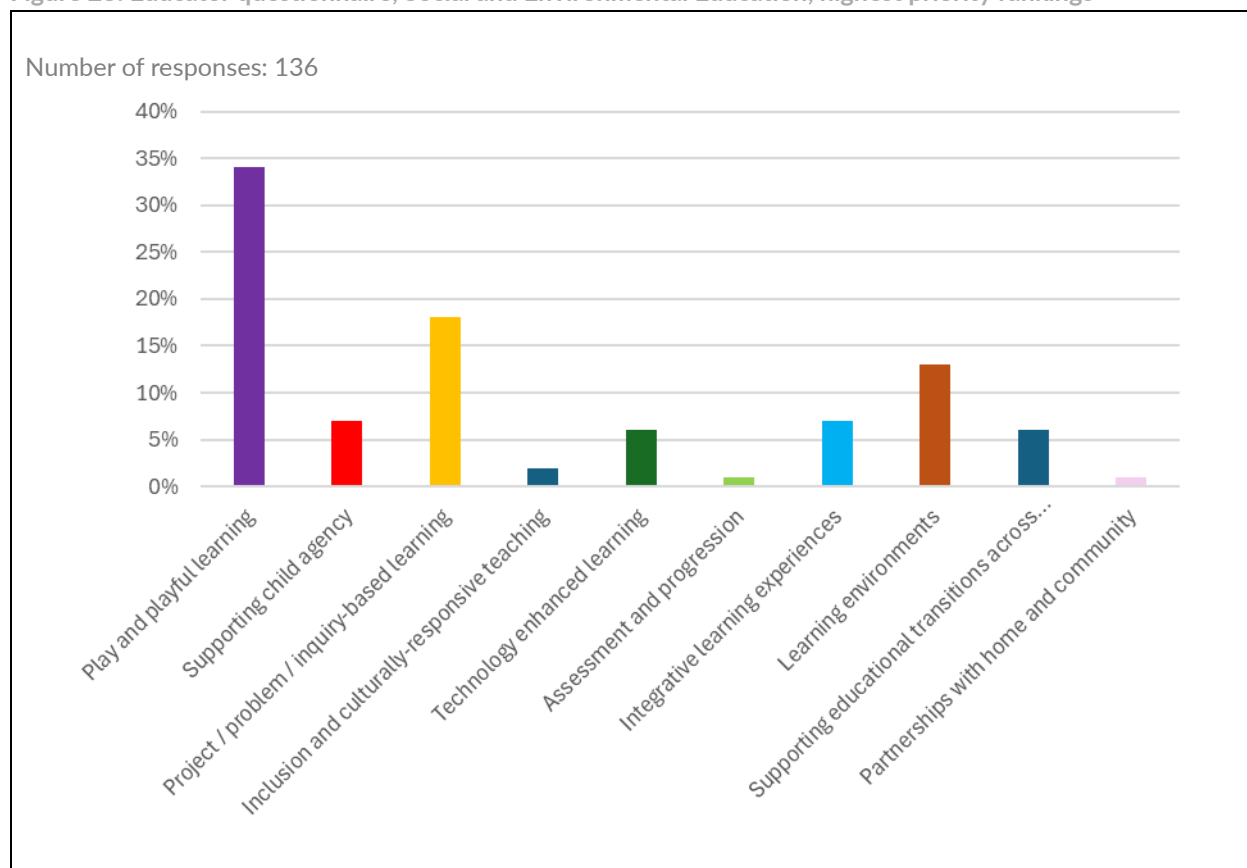


Table 13: Educator questionnaire, Social and Environmental Education, Educator Comments

Educators responses to the following question ‘If you would like to add any comments about the draft SEE Curriculum, you can do that here.’

It's a dumbing down of the fantastic 1999 curriculum
The inclusion of religions, ethics beliefs in a geography and history curriculum is not appropriate. I have undertaken research in teaching effective religious education and teach in a Multi D school for the last 11 years. RE is an academic discipline similar to maths, art, history or science, but with its own set of approaches and its own frontiers with faith and with education. It is a distinctive curriculum subject. Some of the key skills include: enabling students to become critical evaluators of truth claims from the competing world religions, discovering the truth claims that religious groups are making, being critical about these, allowing students to respond for themselves to questions about the meaning and purpose of human life, helping the student to understand the world-views that religions propagate and to deconstruct these before building world-views of their own. Looking at the draft curriculum for History and Geography, I do not see these RE aims anywhere and cannot see how this type of evidence based RE can be brought into religious schools that seek to indoctrinate.
Ridiculous idea to take an hour from literacy to teach a modern foreign language and expect the class teacher to be responsible for this. Children are in school with difficulty in reading and writing in English nevermind Irish and now we are expected to deliver a third language. Crazy!!!

I believe supports and more concrete helpIn planning and teaching is needed to make the shift from old curriculum to new.
I understand them but they should be referred to as 'big ideas' in chapter 6 if this is important to the spec. On page 10 big ideas are referring to the learning outcomes in chapter 5. There's nothing about big ideas in chapter 6.
It is great to see that the environment and sustainable living has been given such prominence and has been made one of the three strands of the SEE curriculum. Given the current climate end ecological emergency, it is appropriate that climate change is addressed directly and included as a learning outcome for Geography for 5th and 6th class.
Great opportunity for autonomy
Environment and Sustainable Living: The most effective and meaningful way to engage children with this strand is by practising sustainability on the school grounds through the creation of nature-friendly school grounds and organic gardening. Nature-friendly school grounds enhance biodiversity and attract pollinators. Organic gardening teaches children about the importance of healthy soils for growing plants. Healthy soils are created by the addition of school made compost and leafmould. There doesn't seem to be much emphasis on rocks and soils in Geography. This is strange because degraded soils are major contributors to the release of carbon into the atmosphere. In the fieldwork section nature journaling is not mentioned. Neither is gardening. In Stages 1 and 2 of Environment and Sustainable Living biodiversity and living things in the locality have been excluded.
Too few learning outcomes. Learning outcomes in stage 1 and 2 are not clear enough. Concepts need to replace the learning outcomes as they are easier to work with.
The outcomes are very vast and don't provide the detail as to what the children actually need to learn, for example what topics or themes in history.
Too little of a historical focus particularly in senior classes. Very little progression and lack of content will make it difficult for teachers to plan and teach. Overall, too vague and too connected to outdoor and environmental learning
The explicit naming of Inquiry is a very welcome addition. However, I do not understand why it is referred to as an element. It is also referred to as a pedagogy which is much more accurate and appropriate. Overall, there are several big ideas name checked in this draft specification which are welcome and fitting for the current and future lives of children in primary schools. However, I am concerned about the coherence and depth of the specification and how teachers and school leaders are to enact their agency with such a surface level and vague spread of ideas that are not sufficiently rooted in strong curriculum topics. I understand toolkits can begin to address this but I feel the spec needs to give some examples, otherwise textbooks will set the agenda for the classroom. In addition, having now read your list of priorities for toolkits on p.5, I am further concerned. If the spec is to remain as vague as this, primary teachers will need support in applying the strands/elements/competencies etc to specific historical events, periods, people etc. The majority are not History graduates and they will not have the required pedagogical content knowledge to do this without more support.
The topics to be taught in SEE are not clear. I am very unsure with how to proceed with teaching in these subjects.
Here is my response to the consultation NCCa held and my own feedback to the draft ERB outcomes in SEE draft https://docs.google.com/document/d/1zWo7bLBDexnKl-sjydYnYGw2Km7Mg4Y2i72Qx8AuKHE/edit?usp=sharing
A lot of emphasis on other cultures and languages and not focusing on national culture

<p>Welcome for the addition of piece around world religions. Keeping this as a small item would be useful. Not sure how the key competencies interact with the learning outcomes at the moment, so they are within them? I think the curriculum should be structured around them. Elements don't seem to add much.</p>
<p>Further specificity for some LOs - esp re Movement of People, periods of history</p>
<p>Adding another subject to an already crowded curriculum while retaining religious education is ridiculous. We need to be teaching less content in an appropriate manner, not more</p>
<p>Really unclear on the big ideas that were included.</p>
<p>Learning outcomes seem very broad and generic. Where's the detail we need to actually teach? The learning needs to be specified. I read the concepts at the end of the doc, I'm not sure of their purpose.</p>
<p>The curriculum is already overloaded</p>
<p>Not enough detail in the learning outcomes. Where's the actual content teachers will need to guide learning?</p>
<p>Overall happy with the new SEE curriculum. It is broad which allows for open opportunities. There are good opportunities to incorporate play within the new strands. It seems easy to follow, and looks more achievable and realistic to a normal busy classroom. We would question the mentioning of the Aistear framework in the introduction per as aistear has now been removed from primary schools.</p>
<p>Possible important topics that need to be covered in history should be stated perhaps.</p>
<p>I am completely against all changes to the curriculum</p>
<p>It is very unfair the way the new Draft Primary Curriculum Specifications are being rolled out. As a Teaching Principal it is simply is not possible to have time to run a school and read / evaluate 279 pages in detail across the 5 subject areas. Well-Being how are you.</p>
<p>I do not agree with my child being taught anything about the trans community or anything along those lines regarding pronouns etc</p>
<p>God bless you</p>
<p>Little evidence of progression e.g. history in strand PP&S stage 3&4. Clear lack of coherence and depth. Move from local in 3rd&4th to political systems etc. in 5th&6th is non-sensical. No local studies in history in 5th&6th? NO history in strand 2 and no geography in strand 3. If schools focus on one strand a term? Specification lacks coherence, clarity and logic in parts. Name of strands need further thought and a balance of both history and geography in newly devised strands. Additional strands needed. Three strands is restrictive. For example 6 of the 7 history strands from current 5th/6th curriculum now named as learning outcomes in Exploration of our World. Curriculum has big emphasis on sustainable futures-enabling children to interrogate human activities and its relationship with nature and the environment over time therefore is a necessity to include.</p>
<p>I find it strange that exploration of our world strand has no geography identified. The title of the strand would suggest it is more geography focused than history focused but it is the exact opposite. Some of the learning outcomes are very broad. Is there a danger that they are too broad and teachers will not teach specific topics in detail and depth? Broad brush strokes approach without providing any real depth, detail to the teaching of the outcome.</p>
<p>The openness of the learning outcomes is very unusual. Does that takeaway from the baseline history that every child will know leaving primary school. Will there be children heading into secondary who have never heard of the 1916 rising or the Celts based on teachers preference. Are the NCCA forcing schools to make those decisions individually to give teachers support that the NCCA is refusing to give teachers in favour of agency.</p>

-Would like to see the learning outcomes more refined with content suggested as part of the Learning outcomes. Learning outcomes should be specific not broad and undetailed like the Primary Language Curriculum. This helps with teacher planning and preparation.
It is important that the subject areas are introduced incrementally and that face to face inservice is offered for the ENTIRE teaching staff.
Unrealistic expectations for both children and teachers. Teaching a lesson through the chosen language. Linking in with secondary schools when choosing the language for continuity
It's quite vague , to be honest. I am still very unsure of how this will all work
It is very vague and very broad.
This makes sense
The learner outcomes are incredibly vague
How do you envision we support the natural overlap that occurs between science and geography?
I find the learning outcomes very vague.
Primary school children need to spend considerably more time doing their environmental education in the outdoors. The cost of travel needs to be subsidized so that they can learn key Ecology principles and become true champions for the environment.
I feel that it is a very good curriculum and following on with important parts of the 99 curriculum as well. I feel that the playful approaches and fieldwork opportunities will be great in the senior classes. With all the new terminology it would be important that the department create a simple drop down menu for planning as the elements and methodologies vary in each subject area. Planning and paperwork is what takes the most time in any curriculum changes. Also training is needed in order for teachers to feel confident in rolling out the new curriculum.I feel that including human rights, democracy, equity, justice and sustainability is very positive in this curriculum.
Níl cumadh ar an scéal go bhfuil an méad céanna torthaí foghlama ann don Stair agus don Tír Eolas.
Please can we teach children the physical elements of our own country and our near neighbours. Children should leave primary school knowing the rivers, lakes, mountains, headlands, bays etc of Ireland. They should also know the main town our rivers flow through and should know the main rivers of the UK and Europe. It's disgraceful they leave primary school without this knowledge.
- Greater emphasis on the local through all strands is vital. In order to ensure effective Place Based Learning, all strands must embed learning in the local built and natural environment and expand learning and related actions from there to the global context.
I think there needs to be more of a focus on Irish identity and social cohesion. There appears to be an over focus on globalization. What about a sense of irishness?
Looks great
There is a lack of specificity in the draft curriculum, especially around the concepts of diversity and social justice. More needs to be included about which specific aspects of diversity and social justice are to be covered, rather than leaving this up to the individual teacher to decide. For example, which ancient cultures will be taught (any from the Global South)? Since there is no definition of diversity in the glossary, will diversity be explored in terms of disability, gender, ethnicity and sexuality as well? A decolonised approach to teaching social and environmental issues should definitely be applied, but this needs to be broken down for teachers who are not aware of/afraid to teach these topics. Also, more of a mention of representation as it relates to a sense of belonging for students should be reflected throughout the curricula.

<p>There is a lot of expertise and resources available in the non-formal/community sector (tidy towns groups, local U3A groups, anglers, citizen science initiatives, web-based resources) that could add great value to the implementation of the SEE curriculum in schools. I would like to see a stronger emphasis on building school/community connections in order to develop the children's intrinsic appreciation of the natural world (through sensory approaches such as listening, exploring) rather than just mechanistic learning approaches. An intrinsic connection to nature improves the child's well-being (lifelong wellbeing potentially) and will encourage local environmental care.</p>
<p>Too much content for the allocated time.</p>
<p>Very encouraged with the variety of content that can be covered with this draft though I'm mindful that keeping the tradition and learning of Irish history and geography to the fore of the curriculum going forward</p>
<p>Need an increase in the number of learning outcomes so to have more detail around the expected learning for children in special schools. Welcome the inclusion of world religions in the draft curriculum</p>
<p>I believe the curriculum is very vague about the content which should be approached and I hope there will be a breakdown of the objectives like that in the PLC and maths curriculum.</p>
<p>At Stage 1 there is a huge emphasis on the 'local' and I am concerned that this is too narrow. Some reference must be included in the learning outcomes that refers to the wider world. Children and their families are not necessarily rooted in the localities in which they reside. While an appreciation of their current locality is valid and welcome, this should be balanced with learning about other localities in Ireland and the wider world. A strong focus of the new curriculum is the prior knowledge and interests of the children in the classroom, so why ignore their knowledge about and interests in places outside of the locality? I am delighted with the emphasis on inquiry-based learning as it lifts learning out of the textbook and provides many opportunities for collaborative learning.</p>
<p>Not sure if there's enough detail as to what the children will learn. Welcome for the attempt for more integration and the inclusion of pieces on world religions and beliefs.</p>
<p>Time is an issue to get everything covered.</p>
<p>Welcome for this draft curriculum. Good continuity with current history and geography curriculum. However, I think there are too many layers. Is there a need for elements? They just confuse things</p>
<p>As a teacher i am uncomfortable teaching what is reccomended in this, parents are the primary educators not teachers, parents should have the absolute final say in the curriculum.</p>
<p>It feels like someone else is deciding what values children should learn, the constitution states parents are the primary educators, they must have the final say on the new curriculum</p>
<p>The outcomes are too broad particularly in relation to 'People, Place and Space'. As the ERB curriculum has been subsumed to SSE the importance of this subject area has been downgraded. With religion, ethics and belief systems being taught under the umbrella of history and geography, it would go against the NCCA report on ERB which advocates for an "interpretative" approach to teaching ERB. The specification in its current form does not have any reference to the approaches, skills etc to be taken by the teacher and learner with regards to the specific and unique subject that is ERB.</p>

Science, Technology and Engineering Education

Educators were invited to share their opinions and respond to a series of statements related to the *Draft Primary Science Technology and Engineering Education Curriculum*, choosing from responses ranging from 'Strongly Agree' to 'Strongly Disagree'. 137 respondents took part in this questionnaire and responded to each of the statements.

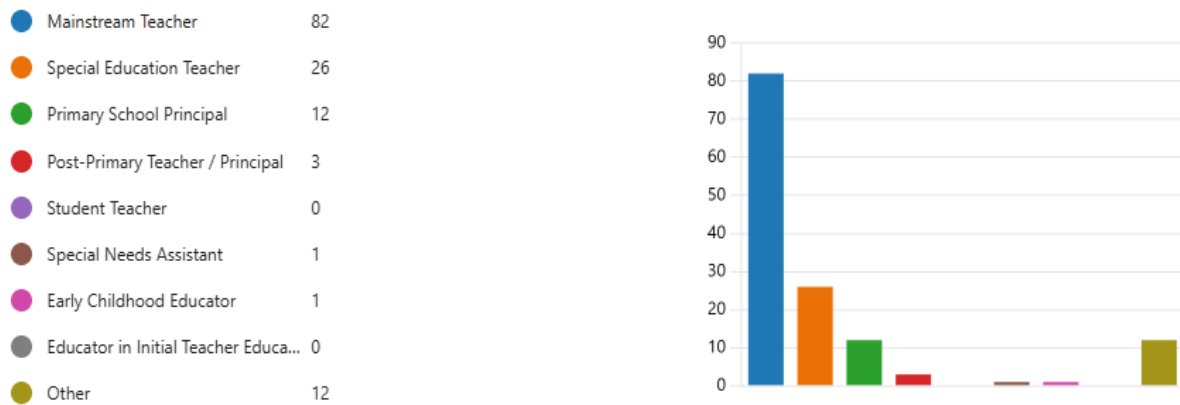


Figure 24: Educator questionnaire, Science, Technology and Engineering Education, statement 1

Educators' response to the statement 'Chapters 1-3 provide an appropriate context, rationale, and aims for Science, Technology and Engineering Education'

Number of responses: 137

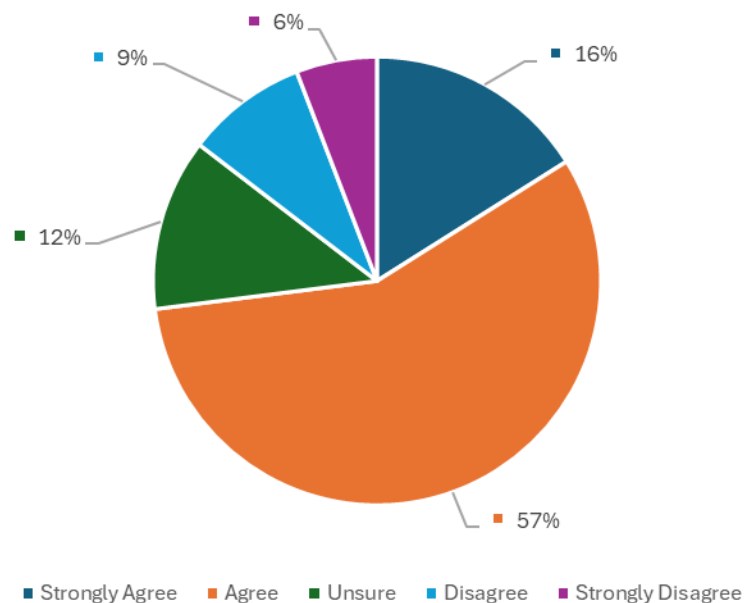


Figure 25: Educator questionnaire, Science, Technology and Engineering Education, statement 2

Educators' response to the statement 'The Strands successfully identify the main categories for what children will learn in Science, Technology and Engineering Education'

Number of responses: 137

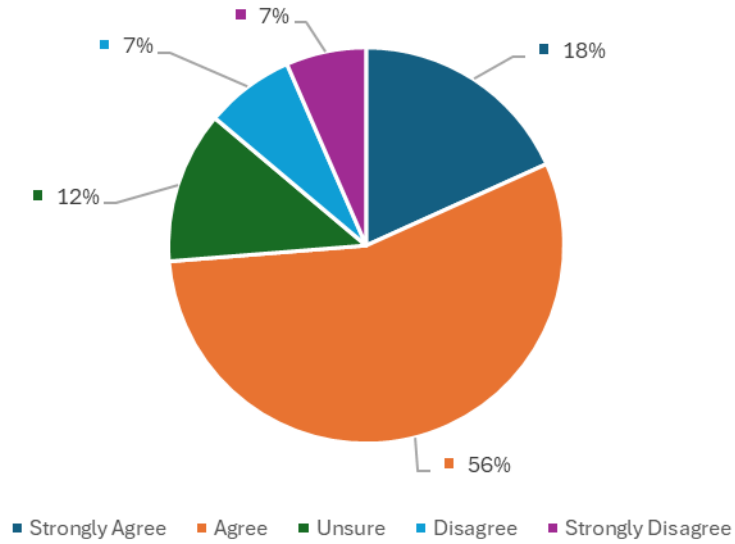


Figure 26: Educator questionnaire, Science, Technology and Engineering Education, statement 3

Educators' response to the statement 'The Elements describe clearly the process through which children will learn in Science, Technology and Engineering'

Number of responses: 137

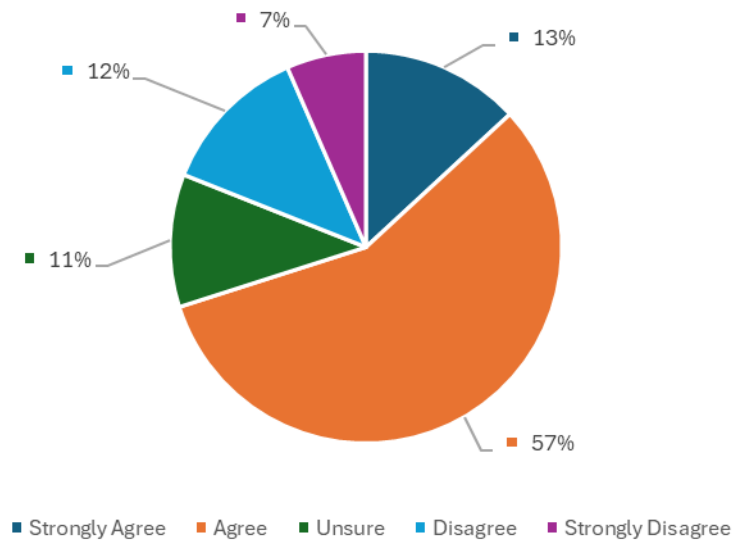


Figure 27: Educator questionnaire, Science, Technology and Engineering Education, statement 4

Educators' response to the statement 'The Learning Outcomes describe the expected learning and development for all children in Science, Technology and Engineering Education'

Number of responses: 137

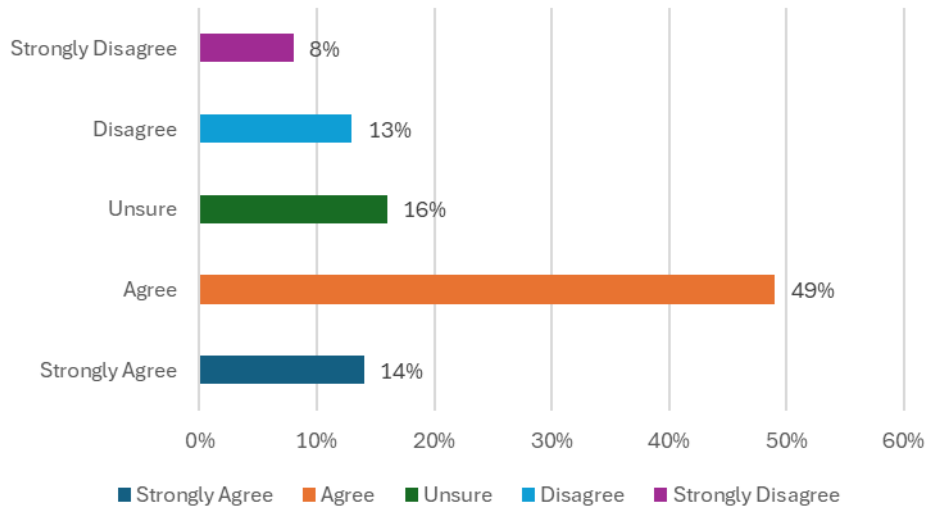


Figure 28: Educator questionnaire, Science, Technology and Engineering Education, statement 5

Educators' response to the statement 'The number of Learning Outcomes for each stage in Science, Technology and Engineering Education is appropriate'

Number of responses: 137

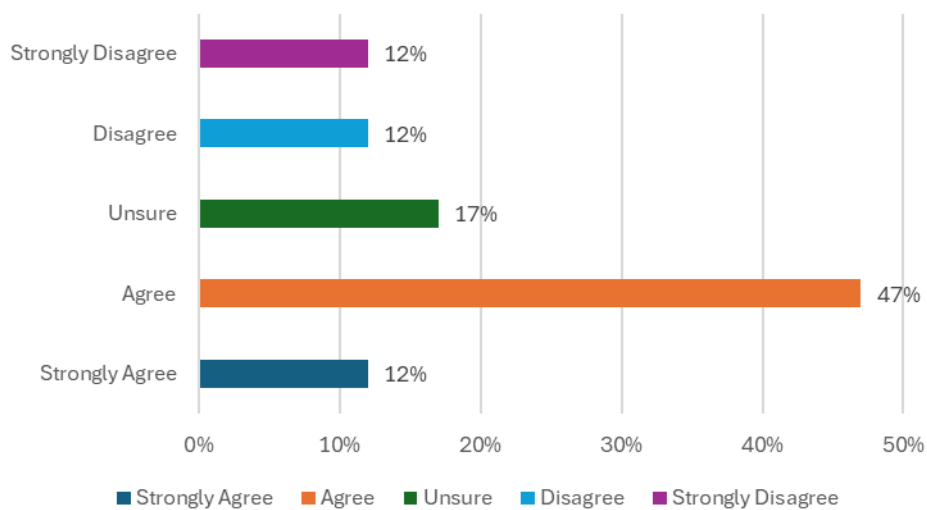


Figure 29: Educator questionnaire, Science, Technology and Engineering Education, statement 6

Educators' response to the statement 'The Key Competencies are visible in the Learning Outcomes in Science, Technology and Engineering Education'

Number of responses: 137

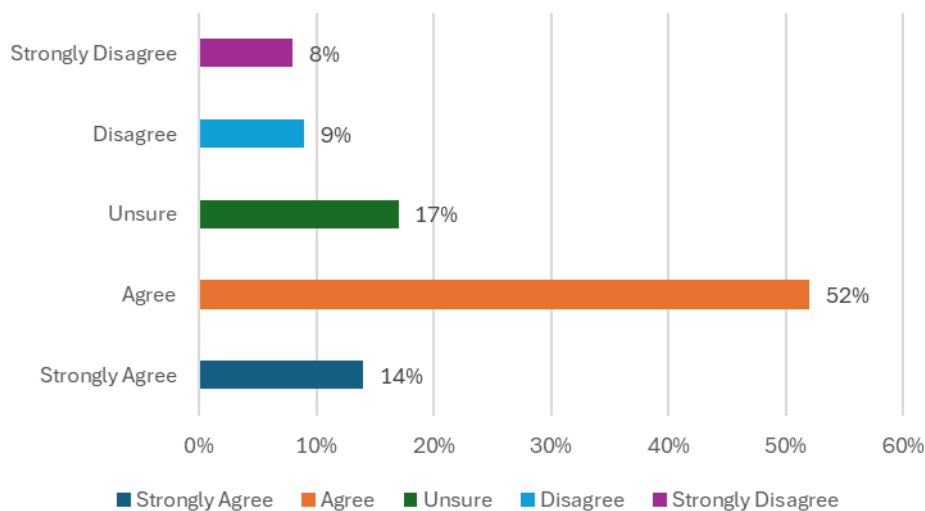


Figure 30: Educator questionnaire, Science, Technology and Engineering Education, statement 7

Educators' response to the statement 'Chapter 6 clearly describes the big ideas that underpin high-quality learning, teaching, and assessment in Science, Technology and Engineering Education'

Number of responses: 137

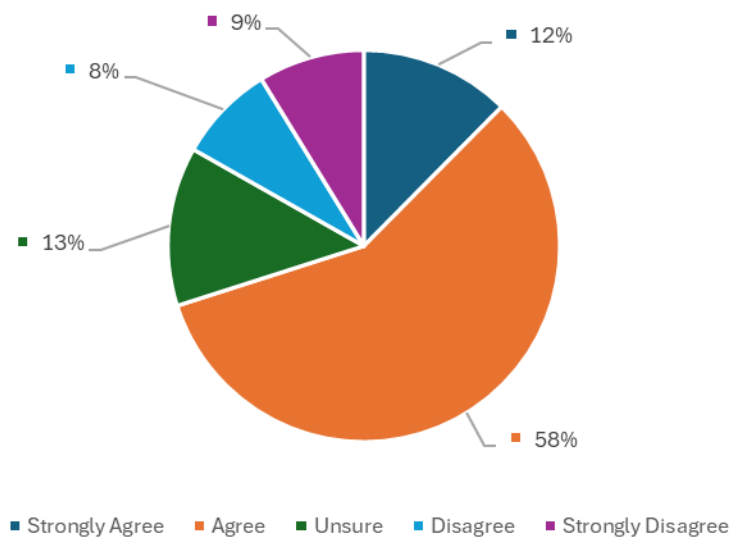


Figure 31: Educator questionnaire, Science Technology and Engineering, highest priority rankings

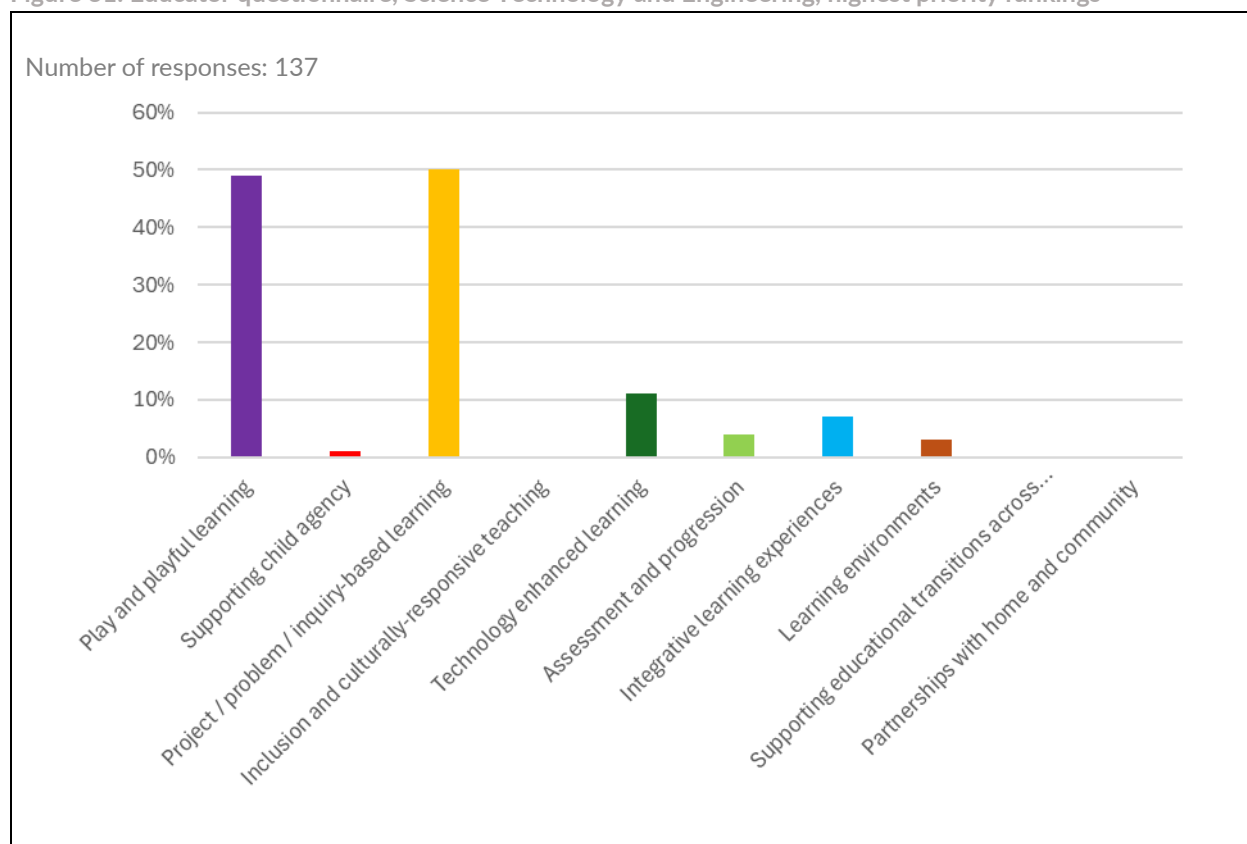


Table 4: Educator questionnaire, Science Technology and Engineering, Educator Comments

Educators responses to the following question ‘If you would like to add any comments about the draft STE Curriculum, you can do that here.’

All 5 and 6th class students should learn how to type correctly. We deliver these to children in our after school classes with learning differences but it would benefit all school children. This would be very beneficial skill for children to learn.
Please do not force iPads on children. Allow them (and their parents) to choose their own technology.
This is a specialist subject. Please remunerate those with the skills and knowledge to enable effective teaching and learning in this area. Anything else is a farce and a box ticking exercise as opposed to effective teaching and learning.
Strands should include Creativity in STEM, History of STEM contributions from Ireland
The document is comprehensive and detailed but there needs to be a gradual training for teachers and time allocated for upskilling. Not out of school time and we should not be bombarded with STEE specific inspections until the practice is embedded after everyone gets adequate training. Non permanent teachers, subs, those on leave included in the training. In isolation it’s a wonderful draft but alongside all the other new expectations it can be overwhelming.

The detail of what is expected in the classroom is missing (progression continua) so it is difficult to fully assess the proposed curriculum
If there are concepts that will be available as a support for teachers, I would like that they would be included in the curriculum book. Unlike Maths where teachers have to print them themselves
Curriculum overload has been exasperated with the addition of technology and engineering. Comprehensive, face to face teacher professional development and ongoing support will be needed for the teaching of engineering and technology. Teachers are being asked to teach programming at sages 3 and 4 and this is specialist knowledge that most teachers do not have. Schools will need funding for the purchase of concrete materials and digital technologies (hardware and software) so that they can teach the learning outcomes in technology and engineering. It is appropriate to see the focus on reducing energy consumption and promoting clean energy in the learning outcomes.
Great theories...needs lots of inservice, webinars and professional help to meet these goals
Not enough emphasis on affective learning. Children learn best when they love what they're doing. Not enough emphasis in the Strands of Living Things on identification of plants and animals in all stages. Identifaction of animals ceases in Stage 1! Classification of plants and animals should occur at all stages. Not enough emphasis on spiral learning through the stages. Gardening is an excellent tool for children to learn about the conditions needed for plants to grow: no mention of it. Hibernation, pollination, migration and conservation-no mention of these important concepts.
There are too few learning outcomes and not enough detail within them. Maybe less focus needed on Technology as this is something that's done across all curriculum areas.
Technology and engineering will be very new for us all. We will need clear examples of lesson ideas, some at a very basic level. Significant cpd will be needed also to show us how to work with and plan with learning outcomes.
As a school we do not have the resources to carry out this curriculum correctly
4 hours per month seems like a good allocation. The strand of Technology seems very broad, it needs a lot of resources, training for teachers, safety features. It is unlike anything we are currently doing in school.
The statements are very broad, and whilst they provide for agency, they require a detailed knowledge of engineering and technology which we have not been trained for.
Concerns about time constraints, appropriate timely training before implementation and funding of resources. STEM grant lottery system a total joke. Some schools got 10,000euro to invest and other schools got nothing. I'm not sure how fair it is pitting schools against each other. Digital learning expectation too advanced for primary children and teachers. Lot of new curriculum change coming together and can be very overwhelming.
I feel it will be difficult to bring all of these ideas through playfulness especially with older classes. Lack of resources may also be an issue as well as time management
Concerns: access to resources, both digital and physical & content/teacher knowledge re technology learning outcomes.
Technology education should not result in more screen time for children. Research is telling us about the damage this does. Keep focus on hands on learning, showing children the foundational stuff
I like the whole idea of project learning using a cross-curricular approach and the glossary of terms is very useful. I look forward to the online toolkit before forming a true opinion.
Positives: Glossary of terms (New language bank), Project based integrated learning, Integration of maths and STEM, Reduced LO Cons: Could it all be more concise, Chapter 6 seems a bit

excessive with info, Planning constraints (broadness of curriculum), Key competencies: How do we quantify? Will we need to put this in plans?
Teachers will need a lot of training and mentoring for the beginning of implementing this new Curriculum. There will need to be more "hands on time" for our pupils and set up and clean up time will have to be taken into this new adjustment. I believe this is the best way for our curriculum to develop, but it will take some adjustment time for teachers and pupils to adjust.to
How is this STE curriculum going to be funded? Schools are already struggling financially
Funding for resources is essential. Will this be provided without having to justify applying for some grant etc. Not an equal playing field if some schools have resources and others don't
Curriculum gives a lot of freedom and autonomy to teachers. Would be interested to see how useful the toolkit is, as many teachers wouldn't be confident in their ability to find resources for certain topics such as technology or coding.
Reads very interestingly and well thought out. But need the toolkit for practical ideas for actual lesson planning.
It is very unfair the way the new Draft Primary Curriculum Specifications are being rolled out. As a Teaching Principal it is simply is not possible to have time to run a school and read / evaluate 279 pages in detail across the 5 subject areas. Well-Being how are you.
It is very unfair the way the new Draft Primary Curriculum Specifications are being rolled out. As a Teaching Principal it is simply is not possible to have time to run a school and read / evaluate 279 pages in detail across the 5 subject areas. Well-Being how are you.
I was hoping that this curriculum would pioneer high quality integrated STEM activities. I find it surprising that these STEM activities are at the end and not integrated into the learning outcomes. Integrated STEM learning is still presented as something 'extra' to do rather than a key part of teaching and learning. I am disappointed that the elements are not the same as the PMC. I would have liked to see more connection between the PMC and this. I like the learning outcomes for 5th - 6th - very doable but I wish everything to cover was contained within the outcomes.
Staff would like more time to reflect and collaborate on these documents. There was a lot of work put into them they deserve proper consideration by professionals on such an important subject area.
Sílím go bhfuil na torthaí foghlama an-leathan. Cá bhfuil na sonraí? Teastaíonn níos mó acmhainní fisiceacha uainn don réimse seo. Ba cheart deontas a thabhairt do gach scoil.
<ul style="list-style-type: none"> • This curriculum is not too descriptive and leaves an opportunity for the teacher to use exemplars. • A good tool kit would be needed to access this curriculum.
Having 1 hour a week or 4 hours a month seems incredibly little for 3 subjects and the expected learning outcomes. I hope theres lots of training for this curriculum as my school has never engaged in STEM activities and it is very new to us. If the Department and NCCA want this subject(s) to be successful we will need lots of training initially and ongoing to help us understand what the subject is about and how to teach it.
Please be aware that not all teachers are whizzes in the area of technology. While I like to engage with technology, I do not feel competent in the area. Proper inservice training (face to face) would be necessary before I would feel comfortable teaching this subject area.
Will there be funding for iPads for schools
Teachers will need training and support when implementing technology education
Again, the learning outcomes are so broad. Even after trying to decode what they mean, it is so broad that it isn't clear even where to begin.

I think the learning outcomes are too vague
Resources must be provided for schools
Again learning outcomes are very wordy and some are a bit vague. Need to be more specific
The nature of Stem descriptors on LOs are too vague and broad.
All looks good except that I think level 4 outcomes in some areas eg.mass are too indepth for primary level
Tá cuid de na torthaí foghlama maidir le teicneolaíocht gann ar sonraí. Mar shampla nuair a luaitear conas mar a fheidhmíonn ríomhaire, an é sin conas a úsáidtear an gléas nó mar a dhéantar é. Tá ETIM agus ETI úsáidte in áiteanna éagsúla. Ní fheicim mórán sa snáth 'Nádúr ETIM' nach mbeadh clúdaithe sna snáithe eile, seachas stair agus éifeacht shóisialta, a chlúdítear in ábhair eile.
There is simply not enough time allocated to STE curriculum. All these wonderful ideas and opportunities but not enough time on the timetable.
Teachers need a more workable document that gives more specific learning outcomes, they are too complex and some teachers will struggle to create lessons based on the learning outcomes. Simplify the learning outcome to achievable, simple and clear learning outcomes.
The Learning are far to vague and not specific enough. As a Science Teacher it is a struggle to know how much detail to cover per Learning Outcome. It needs to be more Specific. Bring back higher and ordinary level Exams for the JC. The JC is also too dumbed down and most students could pass the exam with little preperation, There is too much of a Gap between JC and SC.
Technology is a standout challenge for schools. I think it should not have a subject space in the new curriculum, but instead be integrated across all areas and through the key competency of being a digital learner. There are already huge concerns over screen time amongst our young people and I believe we should not contribute to this in schools.
This is a very tokenistic box for comments.....150 words is not enough space to share ones thoughts and suggestions.
It is great to see technology having a more formal role in the the primary curriculum. The content of STE is great for teachers that enjoy technology and have an interest in that area, however, it would be advisable to ensure that teachers are given enough training days to feel comfortable with implementing this newer addition to the curriculum. More money for resources will be essential. It will be huge challenge for teachers to plan for all the new elements of the curriculum. Planning days, (ideally one at the start of each term which is allocated for all schools on the same day) where teachers get time to plan and prepare appropriate resources, will be needed for the successful implementation of this curriculum. This will also give teachers a better chance to collaborate with their colleagues.
Please look at the volumn and reduce. Instead have different focuses per level.
Schools need to be properly resourced for STE to be rolled out properly.
Schools will need to be adequately resourced to enable us to deliver the curricula areas. We need money for resources. Schools can't afford to buy resources
We need money allocated for resources.
Schools will need resources/money - it should not be wasted on hot meals for children who dont need them!!
In order to correctly teach this new curriculum, schools need to correctly funded and adequately resourced. We need money!!!
Love the play based approach. We need money!!
Schools need resources!!!!!!!!!! Draft curriculum looks gotod, but the quality of teaching and learning is dependent on schools having adequate resources. Our school demographic is such

that hot school meals are a waste of money that could be much better spent in properly resourcing our classrooms!!!!!!
Schools need to be properly resourced to put play-based, real-life, interactive, technological, etc., etc. based practices into play. WE NEED MONEY!!!!!!
Schools urgently need funds!!!! to buy resources in order to teach this curriculum properly.
Schools need an increase in financial resources to ensure that there are adequate resources for all children to engage meaningfully with this subject. No wasting money on hot meals that end up in the bin instead of proper resources for subject areas
It would have made sense to include Maths and STE in the one curriculum. I hope adequate funding will be given to schools to achieve the learning outcomes.
Not all science is engineering. Nature study, and the study of living things is science
I think it would be good to visually show the relationship between the 99 curriculum and the new one. This can help teachers see that lots of what they do now is applicable with some changes - as opposed to overwhelming them with lots 'new lingo' . I totally support the new parts including more digital literacy/engineering and global citizenship
Whule the aims of STEM education may be admirable, I feel that the fact that we are dealing with children is almost forgotten. Children need time to play, explore, assimilate all the other subjects that are covered in school. They are emotional, physical, beings - not little "pichers" as described in "Hard Times" by Charles Dickens, where knowledge is poured into them. I feel that this additional element to what is already covered in primary school is a step too far in the wrong direction, which will ultimately cost more in terms of pressure on children than any lasting educational gains.
To teach engineering and technology with no formal training is unrealistic. Teachers would not have the appropriate experience or knowledge to successfully impart knowledge.
keep it simple and clear to what has to be taught ... less is more
will there be funding available to every school for this?
expecting school to implement STEM without any proper staff training and or funding is very dissapointing. My teachers I spoke with are not au fait with for example engineering to the extent that they feel confident teaching it . This does not lend itself to effective teaching or learning. Lengthy application for lottetry funding that does not result in any funding is soul destroying.
Very clearly laid out. Query around where the time will be found to teach all elements of the curriculum. Teachers would require upskilling /in service to fulfil the aims of this curriculum.
It seems odd that a draft specification on STE is so void of the T and E in its outline. The major focus for these seems to 'Design Thinking' which at best links to a third of T and E follow on subject in Post Primary. Your glossary of terms refer to all of the sciences, yet fails to mention engineering or technology, or mention mechatronics, principles or processes, all strands within the JC subjects. There is a noticeable slant towards Science and Computer Technology, yet Technology and Engineering are not treated in the same depth. I would be extremely disappointed if this was the final version of the spec, considering the potential to further expand the horizons of primary students into the subejct of technology and engineering.
I think that one of the key tools is the Primary Toolkit and it is a shame this isn't included in the consultation process. It was one of the key take homes from the Maths Day. For teachers quite often we know what we want to teach in terms of skills, but it is having easy access to materials and supports in order to do so. Not every school had the luxury of parent donations to buy expensive coding and beebot kits. We spent a lot of time applying for Stem funding and Discover Lego funding over the last two years. It takes a significant effort on the coordinators

part to do this and then to implement a programme. The toolkits should offer clear guidance, multimedia resources and schools should receive adequate foundation supply kits to implement stem.

Resources, (not just confined to online teaching materials), Ongoing CPD for all (not just a few) that doesn't require indefinite waiting lists, Finances for physical resources esp for coding/ lego technology, COD in coding which shows continuity and progression, assessment of the same. What will the role be in terms of current standardised tests? Hands on concrete materials to be provided not lottery based on grant applications

Chapter 6 seems less organized than the previous chapters. The outcomes are sufficiently detailed but allow for teacher agency.

I particularly liked Section 6d 'An Approach to Integrated STEM Learning.' The 5 phases are clearly defined and explained. To me, this approach to learning is the ideal basis for valid STEM learning, rather than completing a worksheet or textbook page on 'magnets.' The possibilities for learning in this way are endless though for teachers to 'buy-in' or be comfortable with this approach it would be useful for there to be several examples across the Stages provided in the toolkit.

Inclusion of more STEM time in the primary curriculum is positive. However, concerns include reinforcing stereotypes by teaching Science with Mathematics, the lack of new content (ie/microorganisms & health/ecology/technology), unclear pedagogical approaches to support equity and develop transferable skills for all children. Unlike the previous curriculum, the document is vague, uses technical language that hampers clarity, and has a complicated structure. Key issues include: • Many buzzwords used without explanation • Poorly written, vague, hard to assess learning outcomes (ie/vague verbs like understand/develop) • Little/too much focus on pedagogy, no practical skill descriptions • No connections with other subjects & specific cross-cutting themes relevant to children's lives/current societal challenges • Dense assessment section lacking a clear strategy • Toolkit not included for review Finally, it's unclear how the specification will be implemented, what resources will be allocated to schools and teacher training. Poor support will create a divide in teaching this complex STEM curriculum in primary schools.

Where will teachers find the time and resources to teach the new STE Curriculum?

Science is clearly mentioned and should be promoted (even highlighted in red in areas). Technology and engineering are mentioned but there is zero relevant description of how it will be introduced/taught. My main concern is the zero mention of developing practical skills. It would be very easy have students identify 4 common metals. Understand alloys and thermosetting vs thermoplastics. Design is mentioned but there is no mention of solution or application. Students could be asked to design a very simple electronic circuit for a light bulb. They should be asked to design and build a bridge and/or a catapult system using lollipop sticks and elastic bands or similar. Ireland has an opportunity to maintain its position as a stronghold for technology and engineering companies but there seems to be a central focus on science when stem or STEM in this case is mentioned and technology/engineering practical skills are ignored. It is crucial we use this opportunity to promote engineering at the senior primary stages with projects such as basic step counter on a microbit catapult and bridge using lollipop sticks and a basic electronic circuit. Many engineering teachers around the country would be willing to link with primary schools and offer training or to run workshops if this is run correctly. A great idea would be to link TY students with primary students. This Specification seems to set out with good intentions but it's very important the practical skills that follow a design are included.

For such a small time allocation, the draft curriculum seems to be overly packed in terms of expected learning. I think the nature of stem isn't needed as every other curriculum area does not have similar e.g. nature of arts. Concerned also as to extent children will be expected to work with digital technology. Can the curriculum be fulfilled without any digital technology in a school?

Strands are practical and curriculum seems more streamlined/not overloaded. Additional support pathways are clear and useful. Pedagogical practices that support learning and teaching are relevant and well-explained. Overall, Curriculum seems to be progressive and relevant to current society.

Have ncca considered WHO guidelines around screen time? I think it needs to be made very clear that limitations are needed when we work on screens and digital technology. I think there should be less of a focus on digital technology that currently exists in the draft document

It is important for the curriculum to reflect the changing world in which we live, so the inclusion of STEM is welcome. However, without proper CPD, time and resources, this curriculum cannot become a reality. Schools do not have the technological resources or expertise to deliver quality digital learning. Funding for IT needs to be robust and IT support needs to be expanded. Many teachers are not skilled or comfortable with technology, so CPD is essential.

Wellbeing

Educators were asked to what extent they agree/disagree with statements related to The Draft Primary Wellbeing Curriculum. This questionnaire had a response rate of 196.

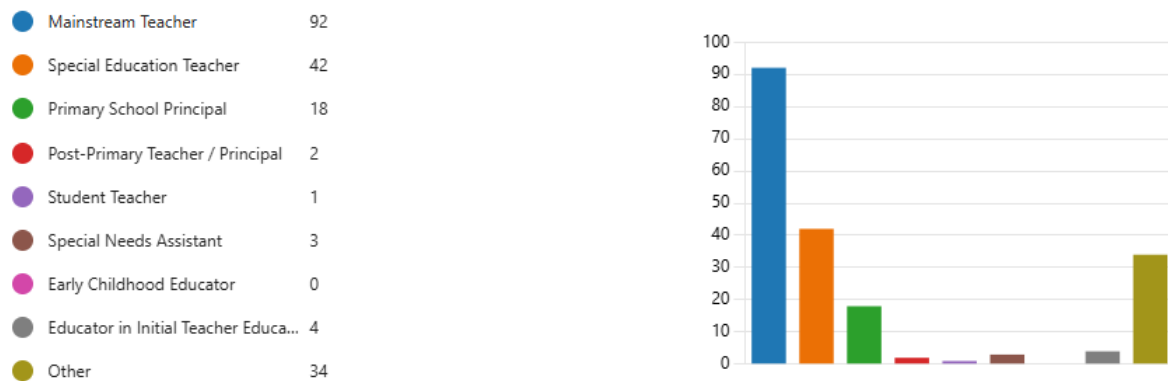


Figure 32: Educator questionnaire, Wellbeing, statement 1

Educators' response to the statement 'Chapters 1-3 provide an appropriate context, rationale, and aims for Wellbeing'

Number of responses: 196

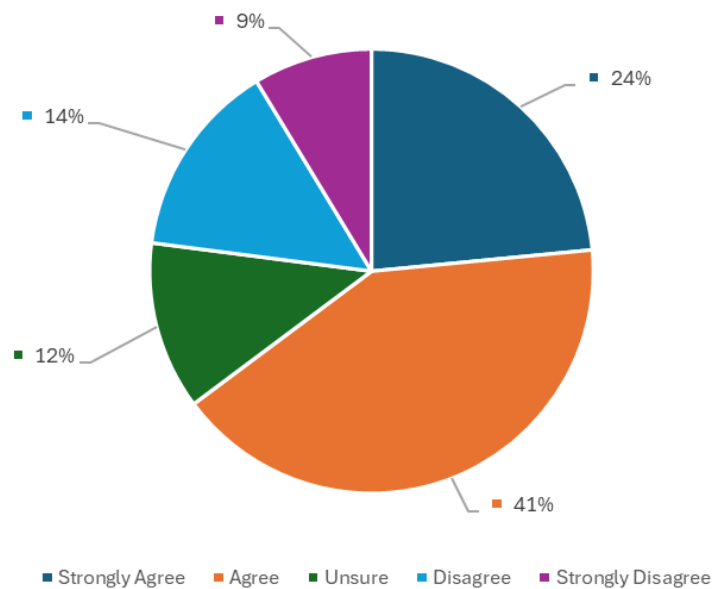


Figure 33: Educator questionnaire, Wellbeing, statement 2

Educators' response to the statement 'The Strands successfully identify the main categories for what children will learn in Wellbeing'

Number of responses: 196

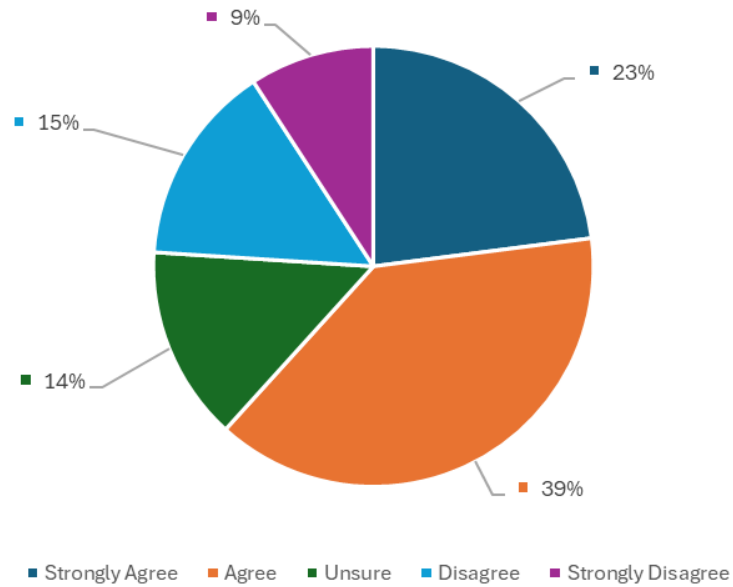


Figure 34: Educator questionnaire, Wellbeing, statement 3

Educators' response to the statement 'The Elements describe clearly the processes through which children will learn in Wellbeing'

Number of responses: 196

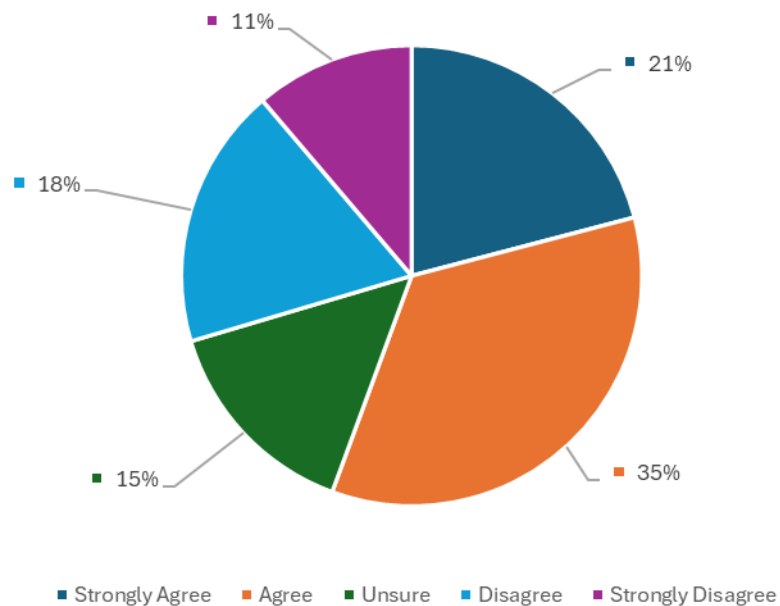


Figure 35: Educator questionnaire, Wellbeing, statement 4

Educators' response to the statement 'The Learning Outcomes describe the expected learning and development for all children in Wellbeing'

Number of responses: 196

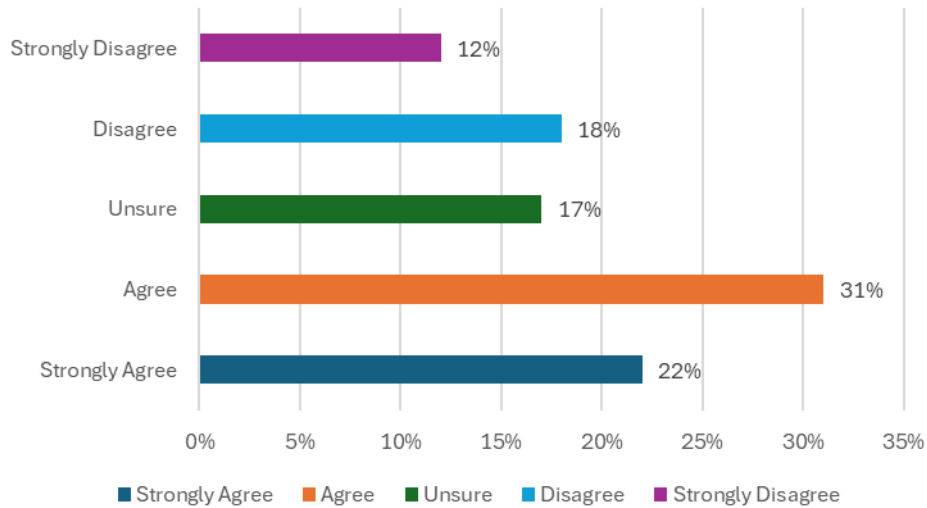


Figure 36: Educator questionnaire, Wellbeing, statement 5

Educators' response to the statement 'The number of Learning Outcomes for each stage in Wellbeing is appropriate'

Number of responses: 196

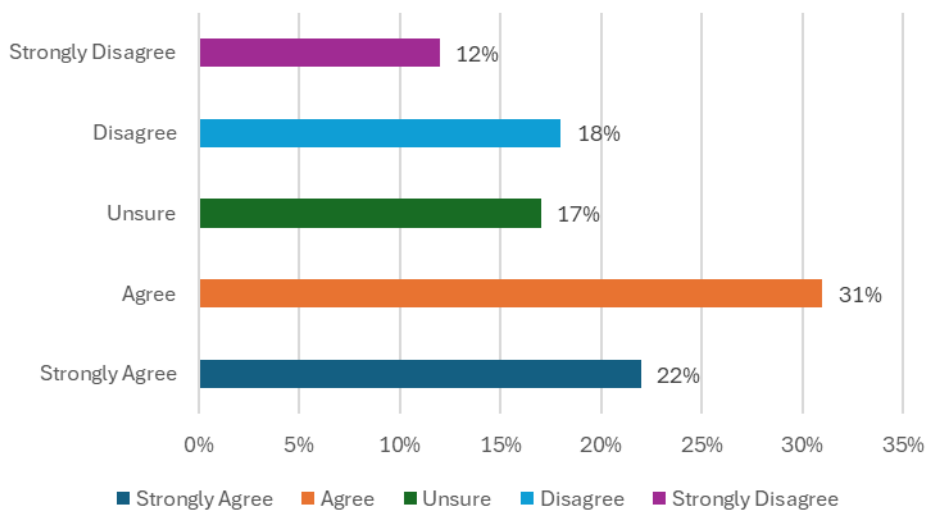


Figure 37: Educator questionnaire, Wellbeing, statement 6

Educators' response to the statement 'The Key Competencies are visible in the Learning Outcomes in Wellbeing'

Number of responses: 196

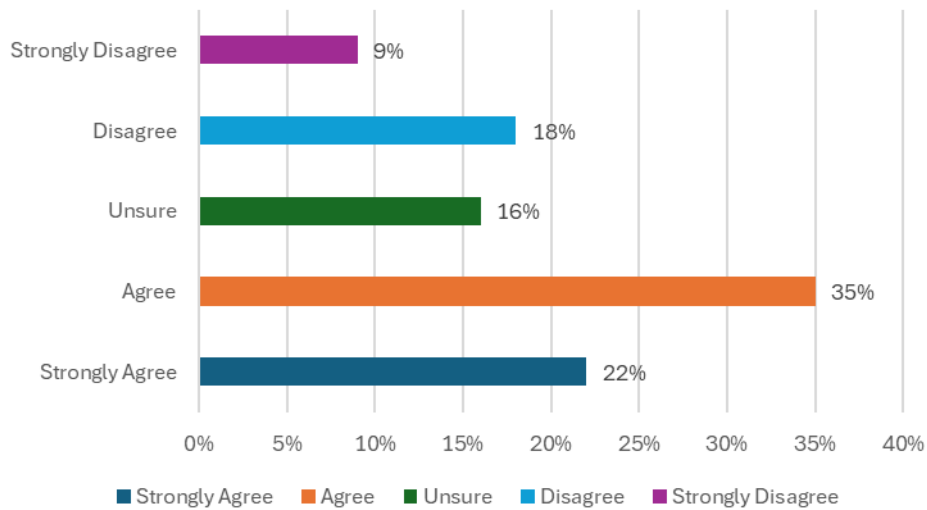


Figure 38: Educator questionnaire, Wellbeing, statement 7

Educators' response to the statement 'Chapter 6 clearly describes the big ideas that underpin high-quality learning, teaching, and assessment in Wellbeing'

Number of responses: 196

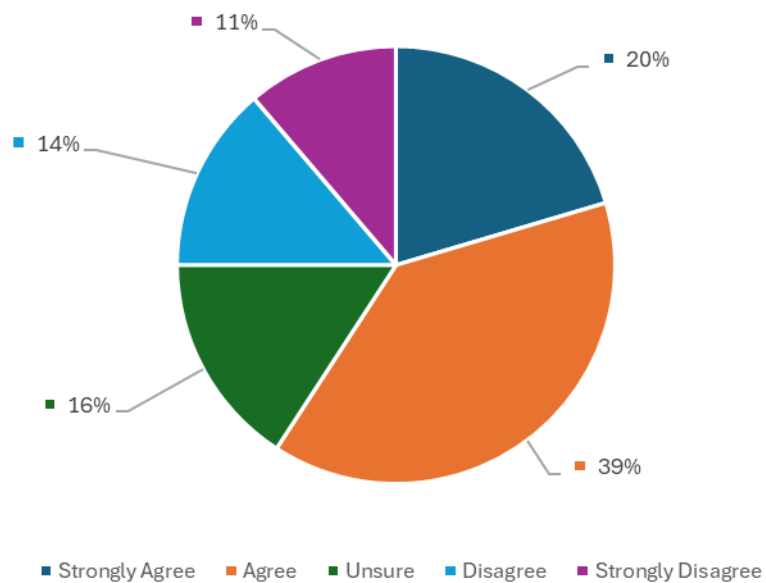


Figure 39: Educator questionnaire, Wellbeing, highest priority rankings

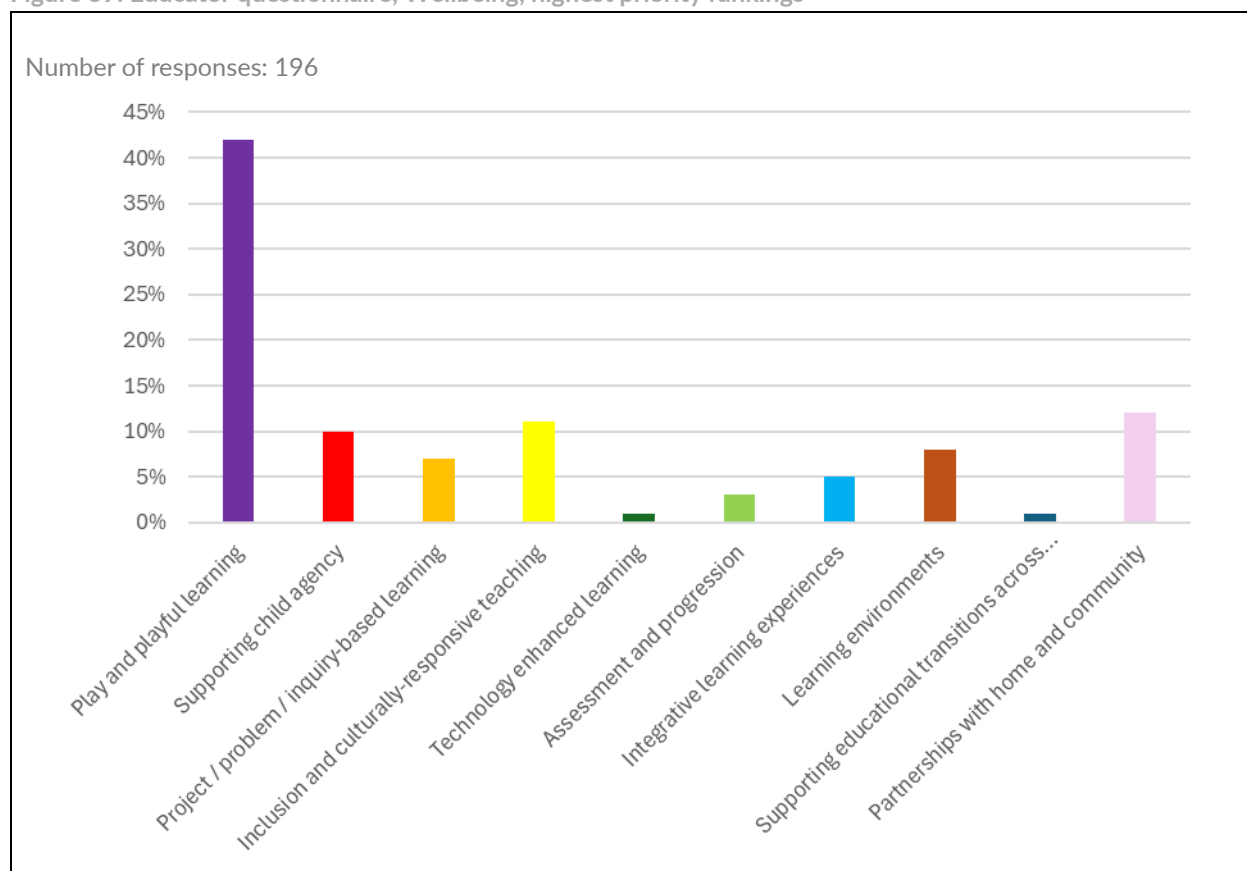


Table 5: Educator questionnaire, Wellbeing, Educator Comments

Educators responses to the following question 'If you would like to add any comments about the draft Wellbeing Curriculum, you can do that here.'

Please prioritise SNA and teaching support and engagement with parents for all children so that none are left behind.
RSE had been taught mainly by parents since the dawn of man and generation after generation managed to populate the earth with wholesome human beings. Since government decided in recent decades to supplant the role of parents and teach children topics that are not only age inappropriate, but are immoral, unethical and even divisive; causing promiscuity and degradation of the generations of children since this social experiment began; one has to wonder why they continue to push this??
It would be important to say something about considerations for planning in a multi-grade setting, similar to the 2 year cycle in the current SPHE specification.
Wellbeing is a state of mind rather than a learned skill.....wellness/healthy living may have been a more appropriate nomer.
There is some confusion regarding what falls under the remit of parents, teachers and psychological experts. We are teachers. Not parents or therapists. We cannot do everything.

<p>Much of this curriculum really needs to be with parents and psychological services. Teachers need to focus more on simply teaching and learning.</p>
<p>I really like the emotional and community aspects of the new curriculum. This curriculum outlines how we can prepare the children for life.</p>
<p>I would like more information as to specifically what is required to be taught regarding sexuality, pronouns, family structures, RSE etc.. I have real concerns that teachers will be forced to promote and teach material with which they are not personally comfortable.</p>
<p>The interpretation of wellbeing is far too narrow and unfortunately conflates PE and SPHE as wellbeing. The literature does not support this. Moreover, literature on wellbeing is strongly represented by studies in arts education and not necessarily PE. I fail to understand how these have become conflated in this draft specification.</p>
<p>It is evil to talk to children that young about homosexuality and same sex parents</p>
<p>I welcome the Wellbeing Curriculum. I welcome the fact that greater emphasis is being placed upon children's wellbeing within the curriculum.</p>
<p>The students in my school are becoming unwell from being forced wellness 24/7 in every subject. This is the feedback from students. We need less of this in our schools. It is not evidence based and has had no review carried out. More exercise and traditional learning would improve wellness more.</p>
<p>I think the gender ideology section needs careful review with parents. Making children aware but let not forget the traditional family unit</p>
<p>Reading through the context as a parent I feel it doesn't highlight enough on how far the information will go. To include gender equality and the dynamics around relationships. The last few years on reading material on other countries and reading this is making me worried is this main projective going to prioritise and protect children's innocence. At the end of the day I'm very ok with children being educated at the right age for when the information needs to be received but I'm afraid some of the information on this may open up doors to other areas that can interfere with kids innocence and that's something I think is crucial. I'm very aware for not all kids this is something that is prioritised for them but for the majority I think it needs to be prioritised and for the small minority that may be struggling we need better facilities to help them not educate all kids on sexual information that can probably cause more confusion in the long run if their not ready. I'm all for the different culture backgrounds and religions how society functions but I need more detailing on what exactly be getting taught on the sexuality side of things.</p>
<p>The increase in time allocated for PE and SPHE is welcome. Some of the learning outcomes are incredibly vague and there will have to be more detail provided so that teachers know what they are referring to. There are many examples that I could have chosen, but for brevity I will choose one. At stage 1 under "Movement strategies" it says "Explore introductory tactics and strategies in a range of PE activity areas." It is unclear what this learning outcome would look like in practice. Clarity is needed, otherwise it will be left up to the publishing companies to fill the gap with programmes for schools to follow.</p>
<p>I think the SPHE and PE content of the Wellbeing area is well made and well thought out and will benefit children. However I believe it is crucial to the development of any child's wellbeing that an explicit focus is also put on human values education, especially at this time</p>
<p>Massive investment in resources, expert personnel and facilities will be required in order to roll out this curriculum. Current resources will not allow the learning outcomes to be taught well.</p>
<p>Teacher who don't enjoy teaching PE or who lack confidence in the area may find this new curriculum overwhelming and may shy away from applying the new approaches and</p>

<p>methodologies as there is a large increase in autonomy and seems unstructured. Greater clarification on what needs to be taught within the PE learning environment.</p>
<p>The inclusion of words/concepts around: abuse; body image; public and private behaviors can be open to interpretation and whilst I support their inclusion I would like to see standard 'scripted' type of resources for all teachers so that all children receive the same level of teaching. I would like further clarification of the role of the Patron in relation to the Wellbeing curriculum and if the vocab and ideas are different to the Patron's view and teachings what are teachers to do then. Also I would like to see the inclusion of anus as a body part also from Junior Infants. For PE I think the inclusion of cycling as an adventure sport in not viewing cycling as a valuable method of sustainable transport and it is such a valuable life skill that it should be treated in the same regard as swimming. The 'Alternative' sports section is equally confusing as yoga and Pilates are very mainstream and to refer to them as alternative is confusing. For example we have been doing yoga at our school for over 15 years.</p>
<p>University of Derby, Noticing Nature: The First Report in the Everyone Needs Nature Series (2019). This report found that noticing nature on a regular basis (daily if possible) had a significant impact on people's 'happiness and feeling life is worthwhile' and also propelled people to conserve it. Some noticing nature activities outlined by the researchers were listening to birdsong, observing birds, butterflies and bees, taking photos or drawing scenes from nature, smelling wildflowers, watching clouds, watching sunrises. The physical environment of schools is important for nurturing childrens' and teachers' wellbeing. Research demonstrates that areas with plenty of greenery contribute to wellbeing. Meditation enhances wellbeing. No mention of it or yoga. No mention of games in the past in the PE activities. Games like Queenie, Donkey, Pickey and Skittles develop cooperation, self-achievement, resilience and emotional wellbeing in children</p>
<p>The learning outcomes are too broad. I think they need to have more detail.</p>
<p>Concerning that athletics seems to have less of an emphasis in the new curriculum. Speed, agility and athletic movement are all critical in the early years of a child's development and are fundamental and the basis for so many other sports and physical activities.</p>
<p>Physical education has to be fully funded and if the curriculum outlines that classes experience swimming lessons once at least in their school life; then the school should have a grant to fund that. There is a missed opportunity to further emphasis a whole-school approach to wellbeing and how it should be prevalent in the culture and climate of the school with more focus on relationships (with self/others/staff)</p>
<p>I strongly disagree with the specification to allow a teacher to describe in any detail "understanding of human sexuality within the context of emotions and connections. Demonstrate a deeper understanding of the human life cycle through naming and identifying the function of internal and external reproductive organs, and understand sexual intercourse, conception and birth." This is unacceptable to me as a parent. No process will guarantee to me that my kid will understand this sensitive subject as she or he supposed to. I suggest the school/cirricula to give a guide to parents, may be an online session on how to best introduce/explain that subject/topic, and it is the duty and responsibility of the parents to do so. The teahcers then can discuss the topic at a v high level in the school without detail and give a space for pupils to speak up for those pupils who have not had proper conversation with their parents about the same (for whatever reason).</p>
<p>I think the inclusion of topic of consent is a welcome addition to this curriculum.</p>
<p>The curriculum is text heavy and the amount of new information is overwhelming. Practical and concise ideas would be more accessible.</p>

<p>We do question some of the new learning outcomes such as circus skills and den making. Some of the suggestions are wildly ambitious and not appropriate for any school setting. For schools that do not have designated areas such as a HALLA may encounter difficulties with achieving these outcomes without undue stress.</p>
<p>The draft curriculum is aspirational and light on detail and structure. The level of autonomy open to schools is satisfactory on one level but on another it is anything but. It will encourage schools to further outsource PE with no targeted CPD in the area. Not all schools were able to avail of the Move Well Move Often workshops. For practice or outcomes to change there needs to be more support at a local level (clusters of 3-4 schools). Doubling of the time devoted to PE is to be welcomed but if whole-scale intervention or support is not provided it will double the negative impact of poor practices in relation to PE. The provision of an online toolkit as a perceived answer to all ails is worrying in the extreme and any good done by the extension of time provided is going to be undone without support on multiple levels.</p>
<p>The learning outcomes for SPHE are very broad and it isn't clear what the expected learning is. Due to the importance of this space, this learning needs to be outlined in a clear detailed way instead of leaving it open to interpret</p>
<p>Wellbeing toolkit needs to be substantial to ensure teachers can access resources with ease</p>
<p>I would love to collaborate together in adding content for "emotional and relational education" in relation to how to transform a thought of war or hatred into a thought of peace and love by reminding ourselves that we are all humans. This is my work and I would love to work together on it to empower of our children to be better citizens.</p>
<p>Let children be children and stop enforcing inappropriate views on them</p>
<p>Learning about family structures is okay but there should not be any education about gender outside of male and female for children or primary school age. Let children be children</p>
<p>more direction for special classes (ASD)</p>
<p>We have concerns about the ability of the Wellbeing Curriculum to meet the needs of Senior Classes. Most departing classes now have 13 and 14 year olds and they are not equipped well enough to cope with the demands of adolescence and transfer to Second Level Education.</p>
<p>for SPHE, do we still follow the programmes out there? Will there be a progression continua to give us the detail of what the learning needs to be? As the learning outcomes are unclear as things stand.</p>
<p>I welcome the well-being curriculum and feel it's necessary but with all the changes coming I'm afraid it will 'get lost' amongst them and not get the time and attention it deserves</p>
<p>The curriculum is quite vague and not descriptive enough. Also what are we assessing-how do we know what to look for.</p>
<p>Very wordy curriculum could be cut to make it easier to plan for teachers.</p>
<p>Wellbeing should also cover what's going on on the inside as well as the outside. Dealing with and discussing topics of difficult topics that need openness and understanding. Making more time for awareness of actions on others and how feelings can be interpreted and lessen the opportunities to allow negativity</p>
<p>A very good well structured curriculum. Would like LGBTQ to be mentioned somewhere and perhaps to name the different types of family and name the nine grounds for discrimination. The emotional and relational education strand is very good. I also feel that adding death into the curriculum is important as sometimes that is only dealt with through religion.. Would like to see more on values education named within the curriculum. Training will be needed for the SPHE and PE, especially in parts such as looking at healthy and unhealthy relationships. PE fantastic 2 hours but we must try and timetable it to allow for staggered breaks in a large school as well.</p>

<p>The PE extra time is welcomed. Great scope for new activities within the PE strands as well. Great to see fair play and sports science elements within it. Hoping that a new strong toolkit will give teachers the freedom to teach areas that they once felt were taboo. I feel that perhaps adding tragedy/trauma would also be important in order to help pupils deal with events that happen in their lives. This curriculum will be a positive asset to our schools.</p>
<p>The content and pedagogical practice that are outlined in the curriculum are extremely practical. The Learning Outcomes are broad in nature but can be easily adapted to meet the specific needs of pupils.</p>
<p>It is very unfair the way the new Draft Primary Curriculum Specifications are being rolled out. As a Teaching Principal it is simply not possible to have time to run a school and read / evaluate 279 pages in detail across the 5 subject areas. Well-Being how are you.</p>
<p>Information is not appropriate to their age and physical development</p>
<p>The description of the Aquatics element is vague and almost making excuses for students/schools not to do this element. Aquatics is a life skill and very important for lifelong involvement in physical activity and sport. Research would indicate it is also the number one activity people with disabilities want to take part in. Play and discovery learning would be important to develop core aquatics skills and later stroke development. Safety and self rescue are important and would be aided by developing core aquatics skills and stroke development.</p>
<p>The draft curriculum aligns very well with our school setting, our inclusive, diverse school community. It also links very well with our Learn Together Curriculum (Educate Together) We would have preferred more time for the consultation process. Will there be more time given to this?</p>
<p>I think a lot of excellent work has been done here however I am disappointed that the curriculum document was not more inclusive and explicit in terms of different types of families and identities. I think this would have been very useful for teachers and a missed opportunity</p>
<p>Idealistic but not in any way practical. Simply not possible in classes of 30 or more .</p>
<p>I love that it gives teachers flexibility in planning their time table. I also love that wellbeing in the curriculum reflects physical and mental wellness.</p>
<p>I agree with the reference to spirituality in the curriculum. It is in red text- why? I don't know. I do not think you can speak of health without mentioning the spiritual dimension. One of the strands refers to social/ emotional health and relations within a community. Reflecting and thinking are linked to the spiritual dimension of our being.</p>
<p>There is nothing clear about this curriculum. The Learning Outcomes are vague and unclear. PE is being used as a vehicle for SPHE and has more emphasis on every other area of development than PHYSICAL Education. The Key Competencies seem hijacked by Marxist principles, Inc Queer Theory and Critical Constructivism. It is unclear what is meant by inclusion and seems more like placing minorities on pedestals for protection than teaching respect and acceptance</p>
<p>The language is very adult in areas. Language such as social justice, why do children need to understand social justice. Also identity is vague, children should only be exposed to biological identity.</p>
<p>Despite quite a lot of text about Family, Identity and Diversity/Inclusion/Tolerance, there is no explicit mention of teaching about different family structures and LGBT identities. It's very concerning when the LGBT youth levels of anxiety much higher than the average.</p>
<p>Proper face to face inservice training is necessary if the implementation is going to work well. Inservice for the ENTIRE teaching staff is required.</p>
<p>The over use and addiction to technology is not addressed, this is an area that is hugely affecting children's well-being and should be addressed within this specification. Clearer information must</p>

<p>be provided regarding the areas of consent and sexuality in particular. This document is too open to different interpretation in relation to these areas. Explicit details of what is deemed age appropriate for each stage must be provided with examples of language that will be utilised and topics addressed within these areas. I have a great concern as an educator and parent as to how this might be interpreted without clear guidelines and peer reviewed evidence of age appropriate material.</p>
<p>Sphe should be left out of the primary school curriculum as it does not align with religious and cultural beliefs of many communities. It should remain optional for Parents to opt in or not to having children attend sphe in school</p>
<p>I am unsure as to where the additional time for PE and SPHE is supposed to come from on top of the addition of digital learning and a modern foreign language.</p>
<p>Unsure as to how the two subjects are broken up. Too vague</p>
<p>It is too vague. Outside coaches are also essential also.</p>
<p>External teachers benefit pupils' learning experiences.</p>
<p>The curriculum outcomes as presently presented do not provide a clear roadmap for teachers. While this might be explained on the basis of teacher agency, this creates a significant risk of variance in the quality of practices. Primary teachers do not have the necessary content and pedagogical hours based on their ITE modules to interpret/ work back from these learning outcomes to the variety of potential ways of meeting these outcomes. Right now, this reads as a specialist rather than generalist curriculum - is this the intended direction of travel?</p>
<p>I feel the new curriculum is still in keeping with the old one. I like that SPHE and PE are of greater emphasis of time than the 1999 one. The PE will being a new zest to schools with many new activity areas. It is great that they dont have to be chosen at every stage. I feel that in SPHE diversity and LGBT+ should be mentioned in stage 4. I feel the emotional and relational strand is very strong. It was good to see the nine grounds for discrimination mentioned. They should be listed too so they are taught and not skipped over. Looking forward to a comprehensive toolkit and training days to to be able to adopt this new curriculum. Also a well designed planning toolkit that is simple but has all the comprehenive content ready to select. I also feel that the health education side is a good strand with substance use named. I also like under community and belonging the rights and fairness section. Values would be important here too. I feel intuitive assessment is very good for the Wellbeing curriculum.</p>
<p>Wellbeing cannot be measured. If you want to improve the wellbeing of school communities, you need to address serious issues such as staffing shortages, class sizes, access to supports for students with SEN</p>
<p>As a forest school leader & primary school teacher I feel that outdoor education needs to be a priority for well being. We all feel better outside</p>
<p>It is hugely important children have autonomy in regards to wellbeing. Children should be taught to journal, positive affirmations and how to sustain friendships. Wellbeing is at the core of what we do as teachers and in my opinion is essential to ensure the child will reach their full potential.</p>
<p>You need to clarify gender and your definition. Is it appropriate or moral to introduce to a child who is to young to discover their sexuality?</p>
<p>It would be beneficial to put the link of the document same as the video so the people can read it to participate based on clear , detailed information. Reference to what I read and saw in the video : I say NO .these wide words & objectives can destroy more that build.I would like to know what will be taught to 1st grade as ex. To explain different family structure, or to respect LGBTQ. I would prefer at primary school to teach them to respect everyone. Focus on facts not the exception.at this age kids need clear rules and boundaries to feel safe & secure. Giving them</p>

<p>all the options, opportunities, choices will create unstable personality, more anxiety at early age. u can find this info at all the books and researches about childhood.</p>
<p>Cabhródh sé le múinteoirí corpoideachas a phleanáil dá mbeadh tagairt do na torthaí foghlama curtha leis na gníomaíochtaí i gcaibidil 6. Tá cuid de na torthaí foghlama don OSPS an-chasta, agus bheadh sé an deacair smaoineamh ar aonaid oibre le'n iad a mhúineadh. Bheadh treoir sonradh maidir le measúnú úsáideach don dá ábhair.</p>
<p>I think it is worthwhile and important but would like to see more concrete examples of how and what to teach in PE as I find that part of it a bit wishy washy.</p>
<p>Wellbeing curriculum includes PE but teachers could decide to teach other sub areas and not teach PE. I think PE should be mandatory</p>
<p>A lovely document to date. The theory is sound. The reality, however, is that the vast majority of schools are simply not equipped or resourced to deliver. Decades of penny-pinching have come home to roost and the aims of this curriculum simply cannot be met in current environments.</p>
<p>I do not consent to gender identity being thought as fact</p>
<p>In order to provide the opportunity for children to engage with water safety education while considering restrictions such as access to a suitable aquatic environment, the provision of transport and the availability of suitably qualified swimming teachers, WSI recommends the inclusion of a land-based water safety education programme similar to post-primary programme, "Get WISE" (www.getwise.ie) which aligns with Junior Cycle P.E, Strand 2: Participation. The proposed programme aims to integrate fundamental movements through the exploration of non-contact rescue techniques, self-rescue skills and engage collaborative learning through simulated rescue scenarios. By incorporating a land-based water safety education programme, students gain essential knowledge and skills related to movement competency, decision-making and personal wellbeing, preparing them for safe interactions in various environments.</p>
<p>Can the rest of the curriculum be thinned out and the paperwork that teachers have to do be cut alot. Who is thinking of teacher wellbeing? Why are we teaching wellbeing to pupils when teachers are ignored.</p>
<p>Not user friendly for practical day to day use for teachers, leaders and students. It has all the buzz words but how does this look on the ground?</p>
<p>Concerned not to see reference to puberty on Stage 3 LOs.</p>
<p>Important to acknowledge the importance to children's wellbeing of them taking action to address issues of concern to them (eg.discrimination, social/ environmental justice.) To promote the key competency of Active Citizenship please strengthen then language under rights and fairness/citizenship. Instead of 'propose appropriate responses' 'take appropriate action' would be preferable and more empowering for children.</p>
<p>RSE supports children to acquire accurate and developmentally appropriate information about human development and sexuality that is evidence informed. In addition, children develop an understanding of the significance of effective communication, mutual respect, conflict resolution, boundaries, bodily autonomy, and the concept of consent within relationships. Child protection is an integral component of SPHE. This is well written, well done</p>
<p>Delighted to see Consent included, very important!!</p>
<p>It is great to see the diversity in family structures included and also consent. Also the inclusion of digital wellbeing and meaningful PE.</p>
<p>I strongly agree with the new elements such as addressing 'consent' and 'digital literacy'. This is extremely important in today's society as children are exposed to so much online. Our children are living in diverse worlds and things such as identity needs to be addressed in a positive and open manner.</p>

<p>This draft Curriculum is to be warmly welcomed. Great scope to address the issues that are relevant to our pupils. It's really progressive and inclusive. Delighted to see the focus on the area of consent, digital wellbeing and inclusivity. Well done to all concerned! Bravo!</p>
<p>Excellent programme, really excited about what this will do for our children. Like the inclusivity of all children, the area of consent , digital wellbeing. Progressive inclusive curriculum</p>
<p>Great to see such a clear recognition of the rich tapestry of cultures, identities, backgrounds, and families represented within Irish primary classrooms. It is also so important to have an emphasis on consent too</p>
<p>Really positive and excited about the impact this curriculum is going to have on future generations. Badly needed, great to raise the bar of expectation on emotional and physical literacy across the board.</p>
<p>This new curriculum sounds fabulous. The area of consent being brought in, the inclusively, the digital wellbeing, the children having their attention drawn to how they feel after physical activity and coming to realise themselves the benefits. It sound brilliant, bring it on!</p>
<p>Particularly like that important areas such as consent, inclusivity (lgbtq) different family dynamics, and media bias awareness are included in this curriculum.</p>
<p>Wellbeing is extremely important throughout the education system. However, parents and guardians also have a responsibility in this area. Schools/educational institutions/support agencies and the department of education all play a role in encouraging positive wellbeing amongst all children. Parents and guardians should be aware of supports that they can use in this area to foster positive wellbeing. There are only so many hours in a school day, children should be participating in extracurricular activities to enhance physical and mental wellbeing. Parents and guardians also need to ensure that technological devices are well supervised and mobile phones should be avoided until at least secondary school. be</p>
<p>More specific information needs to be included here around LGBTQ+ identities and family structures in order to support teachers in their instruction around these identities and family types. Also, more support and specific information should be provided regarding intercultural education and discussion the topics of racism and discrimination around minority ethnic and religious groups. I also notice that religion is absent from this section, but it perhaps might be a good opportunity to do some teaching around the diversity of religious practices (including atheism) and how they contribute to a person's sense of identity and belonging. Also, racism should not be lumped into the bullying category and should be treated as a separate issue accordingly. Regarding the PE side of this curriculum, this would also be an interesting opportunity to teach children about different types of disability/ability.</p>
<p>I would hope that funding would be provided for schools for the aquatics area of the curriculum. CPD should be provided to teachers for the artistic and aesthetic activities. I understand that the Wellbeing curriculum is virtually important but giving it 3 hours per week is quite a lot, especially for schools who do not have the facilities to timetable 2 hours of physical activity per class per week.</p>
<p>I think that 2.5 hours is not enough on the movement part of the curriculum. Ireland is facing an obesity epidemic and with the exponential use of digital technology our children are moving less than ever. Reduce time from the Irish curriculum and invest in a healthier future generation by increasing movement on the curriculum. This is a health imperative.</p>
<p>I am of the form believer that well being approaches should be age appropriate and of concrete capacity. I also believe that an integrated approach to literature to further consolidate practices are an effective way to promote and embed well being practices.</p>

<p>Very unclear and now the free books scheme has come in we don't know what the kids will be shown</p>
<p>I don't feel that there is enough thought put into the practical teaching. Too much emphasis on teaching wellbeing rather than actual actions to improve wellbeing. Overloading the curriculum does not help.</p>
<p>We have always done PE in school, the increase in time is too much of a challenge in an already overloaded curriculum, well being is already being covered in the programmes, eg. Stay Safe, and I feel that with the flags which underpin well being, enough time and energy is being put into this area.</p>
<p>the increase in time is too much of a challenge in an already overloaded curriculum</p>
<p>We are already covering this topic under our SPHE, RSE, Stay Safe, Religion, Walk Tall, Amber Flag Initiatives and should not be wrapped up in a new package to comply with popular opinion as to what is required of our schools</p>
<p>Unsure about involving the child in the choice of how and what to learn. Children setting their own goals as part of Emotional and Relational PE - is this realistic and how to monitor it? Participating in sport from other countries - sourcing the resources for this could be difficult. I really like the idea of the Wellbeing Toolkit with great support and examples. Support pathways is very useful for differentiation. I really liked that resilience was its own strand unit. The aims are well put together. Great that the differences between PE, Sport and physical activity. Very good to teach them about the effect of movement on their emotions.</p>
<p>An all encompassing program should be supported by the NCCA, to cover all of the topics needing to be covered at each class level. Parents could still opt their child out of certain topics but teachers and mgt wouldn't have to juggle a mix of required programs. AEN specific programs and training should be made available for staff.</p>
<p>Emphasis on play, movement breaks, regulation breaks even for children without additional needs should be emphasised.</p>
<p>I think there needs to be greater emphasis placed on inclusivity and diversity and that teachers should be supported in reflecting a modern society in their teaching. LGBTQIA+ issues should be dealt with to remove a feeling of being othered that could otherwise be experienced by those students sitting in the classroom who are or will become members of that community.</p>
<p>Without a toolkit or the actual teaching content available it is very difficult to make an accurate assessment of this new Curriculum.</p>
<p>There is no strand that deals with the spiritual aspect of the individual and the importance this has to individual and collective wellbeing. The religious, moral and spiritual aspects of a child's identity should be addressed. Multi-perspectivity as described is inappropriate for this age group due to its complexity. Multi grade settings have not been taken into account.</p>
<p>The use of the term resilience and the definition and objective overlook authentic life challenges beyond the control of the child. It over emphasises being positive and under acknowledges normal emotions to challenging life events. The PE curriculum should promote continued movement throughout the day. Why not remind teachers about Bronfenbrenner model and wellbeing. Teacher wellbeing is essential for student wellbeing. Teachers need to learn it and live it to teach and embed it.</p>
<p>Too vague to draw any conclusions about the draft proposals but what I have read worries me. There appears to be a clear agenda driving this at the expense of parents and children's basic education.</p>

<p>This subject seems to take away the parents role of being primary educators ,especially on these sensitive topics . I also think some of the topics discussed is to early for many students and is inappropriate and confusing.</p>
<p>In the relationships strand more focus needed on development of social skills which is a critical area for children with vision impairment. SET teachers are thin on the ground and more responsibility needs to be taken in mainstream curricula to address this highly significant area.</p>
<p>PE curriculum is watered down and not as prominent in terms of skills development/appropriate movement for different stages .</p>
<p>I agree with most of what appears to be proposed but the learning outcomes don't give me enough detail about what I will need to teach. I work with children with complex needs and so incremental progression is critical and needs to be laid out for me to see and identify. Something like a progression continua will be needed.</p>
<p>Where will teachers get the time do fit everything in?</p>
<p>I believe too much time is being allocated formally to Wellbeing in the new curriculum that could be devoted to other subjects. Is it not that Wellbeing is not extremely important but rather that Wellbeing is something that can addressed throughout the day in naturally occurring situations. For example disputes that arise between pupils during groupwork in other subjects provide opportunities to teach children about respecting the opinions of others.</p>
<p>This proposed curriculum is vague and does not contain much detail about what is proposed that the children actually learn in a class room setting. There is also very little if no reference to the ethos of a school and how this draft compliments the ethos of a school.</p>
<p>Schools must inform parents of all curriculum details so that they can make informed decisions about their children.</p>
<p>I think this draft is exactly what is needed.</p>
<p>Emotional and Relational Education is good to see - increased emphasis/focus on this area. Elements - are they relevant? Seem like extra/unnecessary additions. - Layout of Learning Outcomes is disjointed - Stages 1 & 2 should be followed by Stages 3 & 4 (ease of use for Multi-grade planning & teaching). Splitting of Strands for PE & SPHE creates a lot of additional learning outcomes for stages 3 & 4. Seems unnecessary and may lead to many outcomes being missed/left out due to the sheer number of them. Many of the L.O. seem unnecessarily complex & unachievable. Additional support pathways are clear and useful. Pedagogical practices that support learning and teaching are relevant and well-explained. Increased variety/choice in PE activity areas. Increase in time allocation is welcomed.</p>
<p>I do not agree with exposing young children to sexual content at a young age and exposing them to transideology or the queering of the curriculum.</p>
<p>I like that it seems to be a positive step towards more inclusivity and diversity in the curriculum. Children should be affirmed and respected no matter how they identify. Children who are or come from different ethnic backgrounds, religions, LGBT+ community, travellers or Roma community, trans or non-binary, neurodivergent or people with disabilities should all feel included and equally welcome in their school.</p>
<p>I feel the PE / movement side of wellbeing has become too broad and general. From my experience games previously got lots of attention from pupils, parents and teachers. Gymnastics and dance were often forgotten - with the new specification I think this will allow games to take centre stage in the curriculum</p>

Alignment with *Primary Curriculum Framework*

Educators were asked to what extent they agree/disagree with a series of statements related to the draft curriculum specifications, and their alignment with the *Primary Curriculum Framework*, *Aistear: The Early Childhood Curriculum Framework* and the *Framework for Junior Cycle*. This questionnaire received 95 responses.

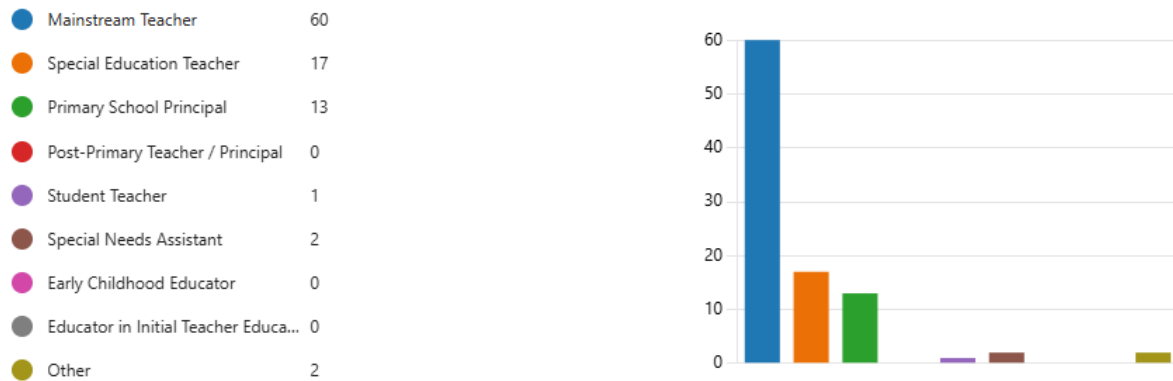


Figure 40: Educator questionnaire, alignment, statement 1

Educators' response to the statement 'The draft curriculum specifications build on the strengths of the *Primary School Curriculum (1999)* and respond to ongoing change'

Number of responses: 95

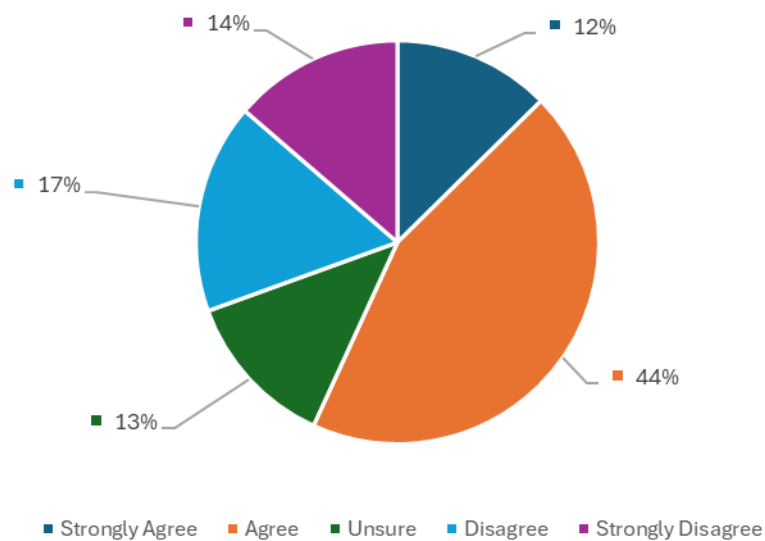


Figure 41: Educator questionnaire, alignment, statement 2

Educators' response to the statement 'The draft curriculum specifications promote agency and flexibility for schools'

Number of responses: 95

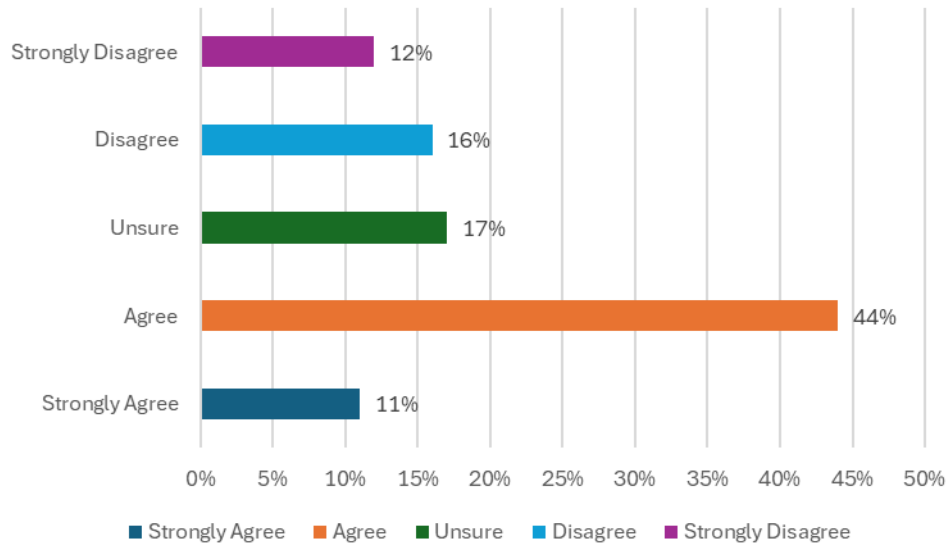


Figure 42: Educator questionnaire, alignment, statement 3

Educators' response to the statement 'The draft curriculum specifications connect with Aistear: The Early Childhood Curriculum Framework and the Framework for Junior Cycle'

Number of responses: 95

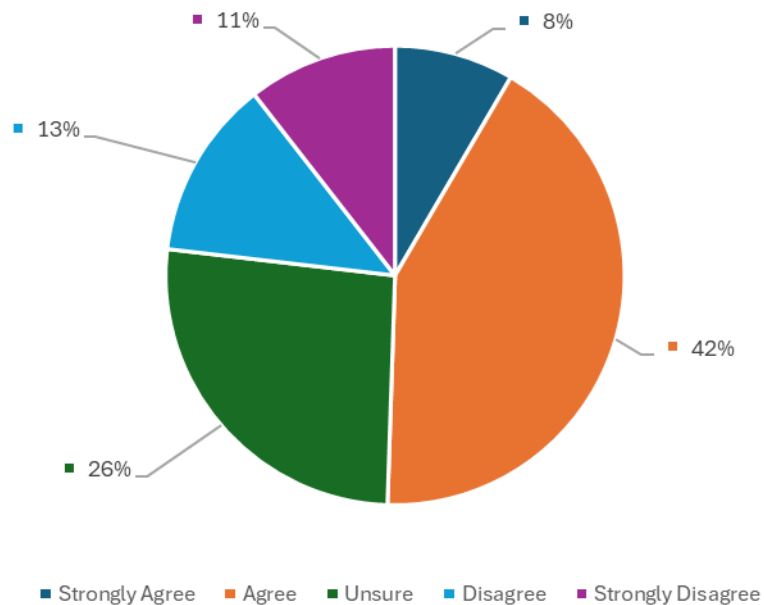


Figure 43: Educator questionnaire, alignment, statement 4

Educators' response to the statement 'The draft curriculum specifications embed the Key Competencies from the *Primary Curriculum Framework* in Learning Outcomes'

Number of responses: 95

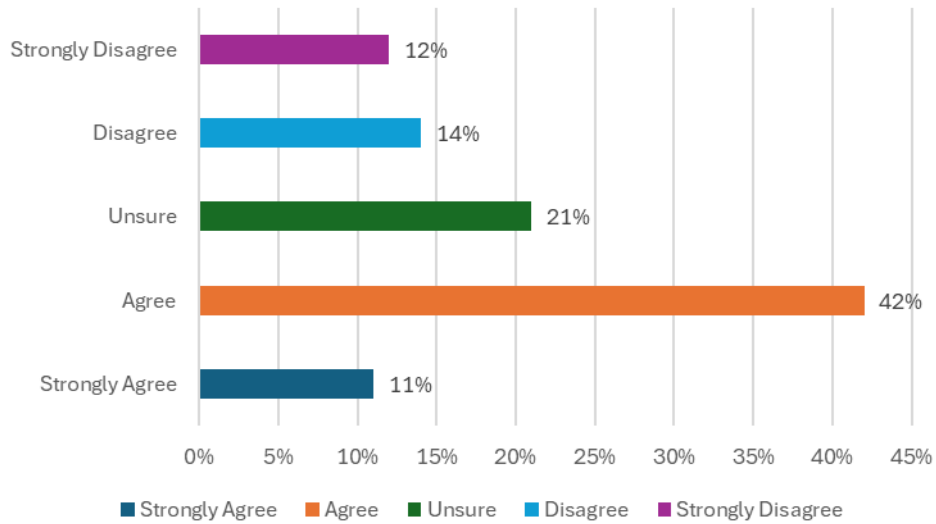


Figure 44: Educator questionnaire, alignment, statement 5

Educators' response to the statement 'The draft curriculum specifications focus on developing children's skills, disposition, values and attitudes'

Number of responses: 95

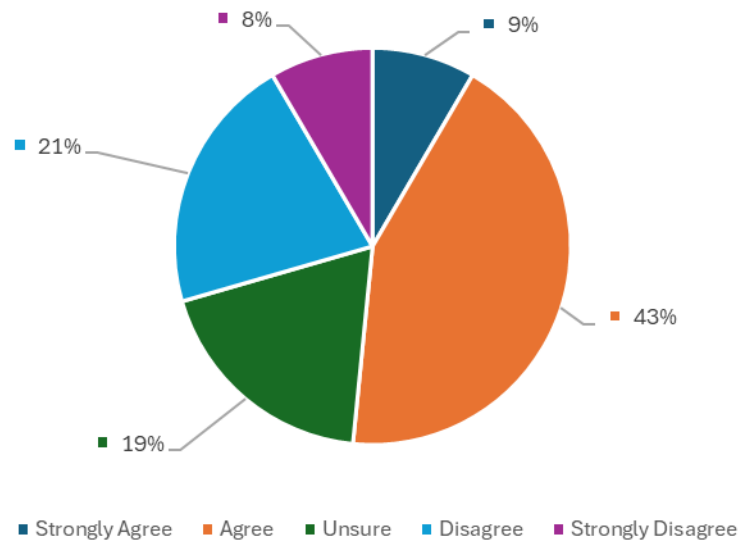


Figure 45: Educator questionnaire, alignment, statement 6

Educators' response to the statement 'The draft curriculum specifications make assessment a central part of learning and teaching'

Number of responses: 95

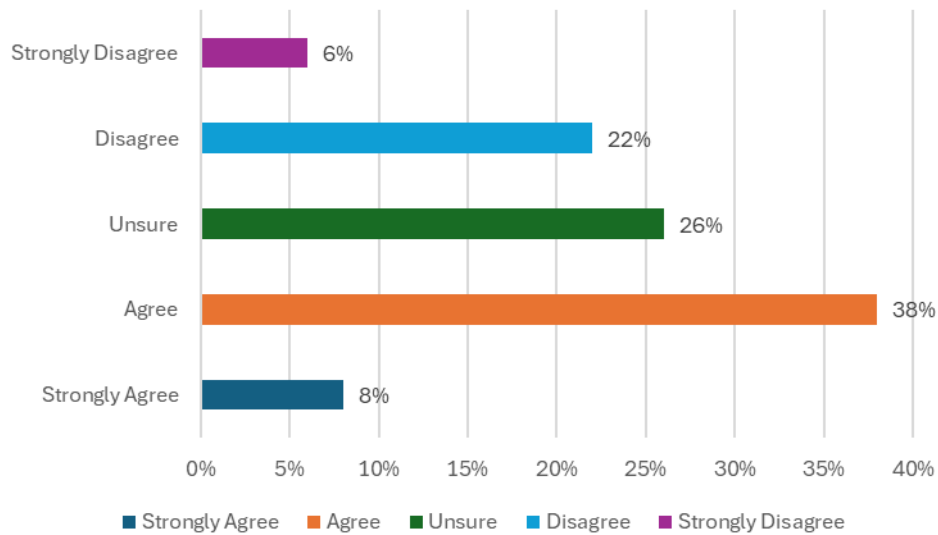


Figure 46: Educator questionnaire, alignment, statement 7

Educators' response to the statement 'The draft curriculum specifications promote an integrated approach to learning, teaching, and assessment'

Number of responses: 95

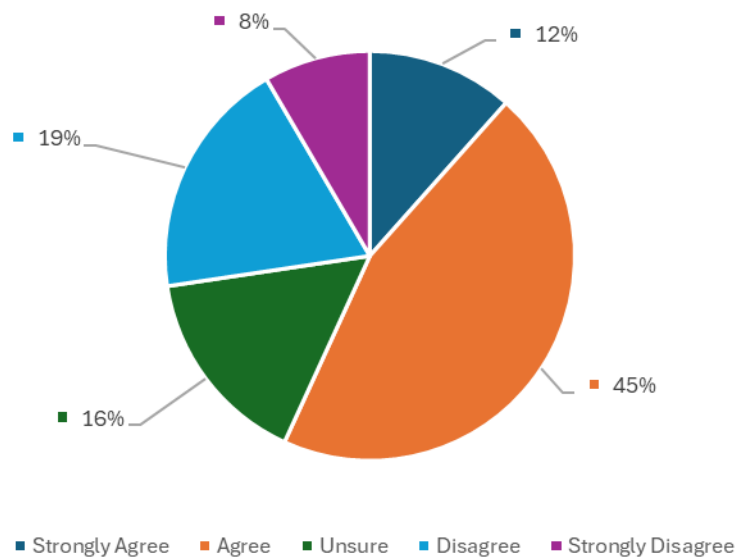
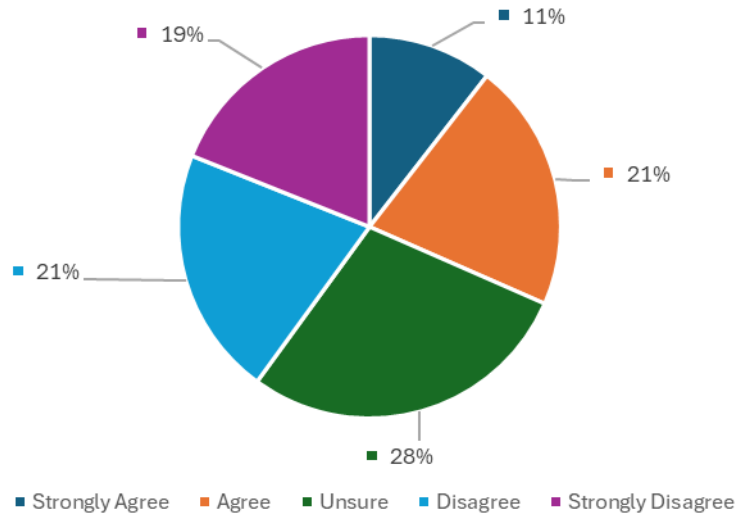


Figure 47: Educator questionnaire, alignment, statement 8

Educators' response to the statement 'The draft curriculum specifications are suitable for all children in primary and special schools'

Number of responses: 95



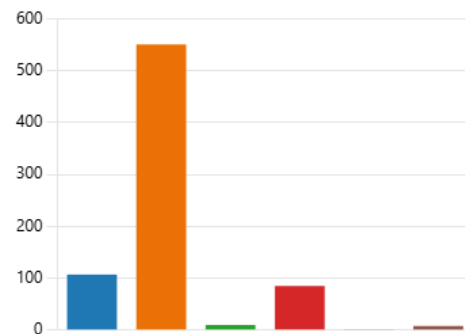
Parent / Guardian Questionnaire Report

Parents/guardians were asked to respond to a series of statements relating to the Draft Primary Curriculum Specifications. This questionnaire saw a response rate of 615 in total with parents indicating their children as present in the following settings.

1. My child(ren) is:

[More Details](#)

● In preschool	107
● In primary school	550
● In a special school	10
● In secondary school	85
● Home schooled	2
● Other	8



They were asked to what extent they agreed with each statement, and each chose one of the following responses 'Strongly Agree'; 'Agree'; 'Unsure'; 'Disagree'; and 'Strongly Disagree'

Figure 48: Responses to parent/guardian questionnaire, statement 1

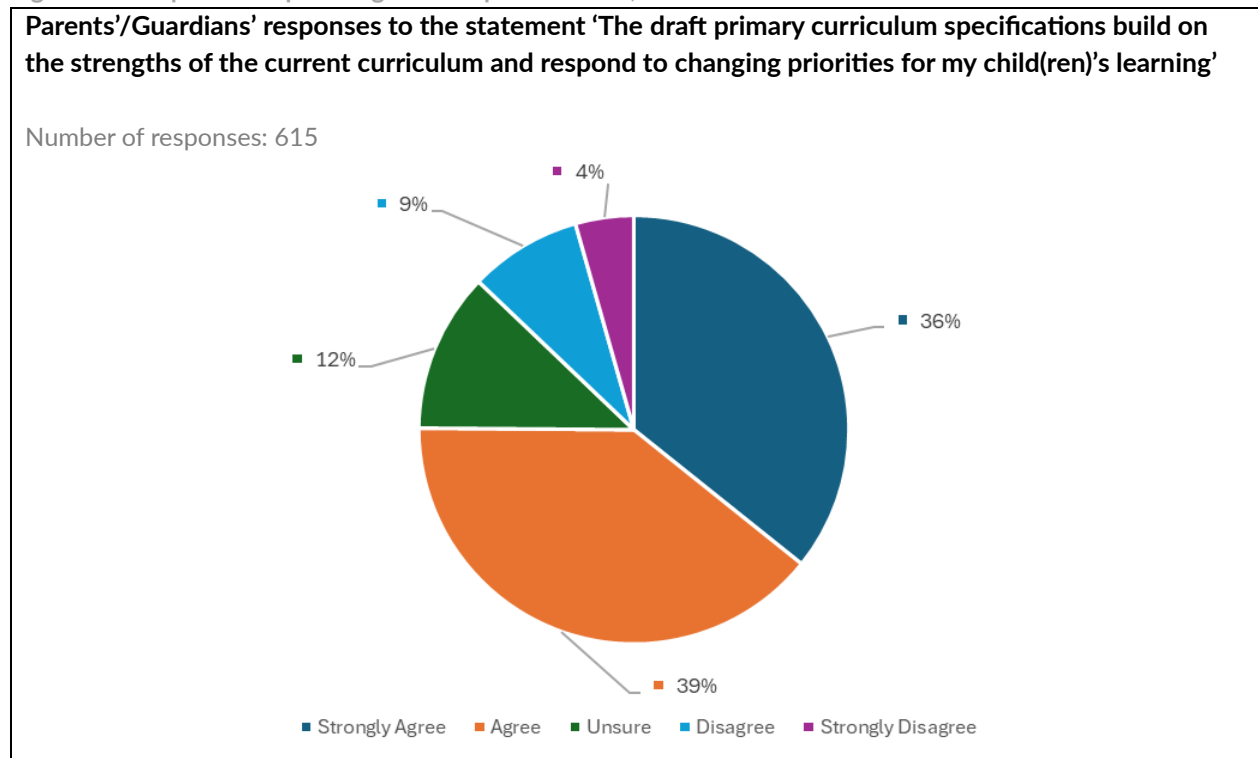


Figure 49: Responses to parent/guardian questionnaire, statement 2

Parents'/Guardians' responses to the statement 'The draft primary curriculum specifications give teachers more flexibility to make sure the curriculum meets the needs of my child(ren)'

Number of responses: 615

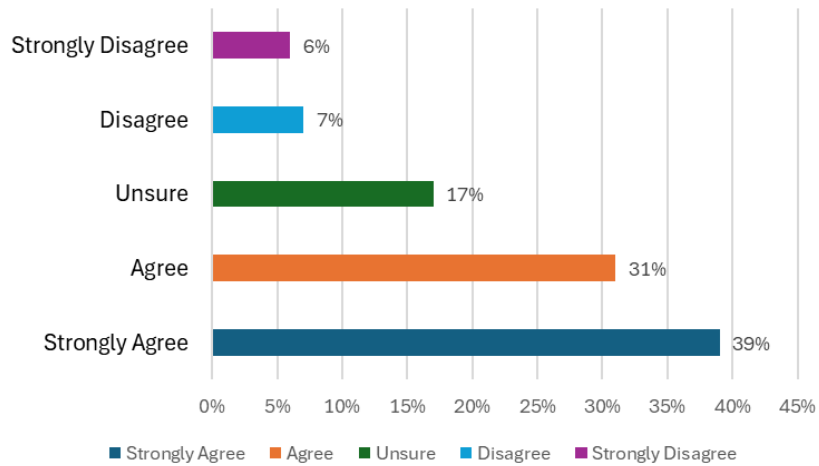


Figure 50: Responses to parent/guardian questionnaire, statement 3

Parents'/Guardians' responses to the statement 'The draft primary curriculum specifications connect with my child(ren)'s learning at home, in pre-school and in post-primary school'

Number of responses: 615

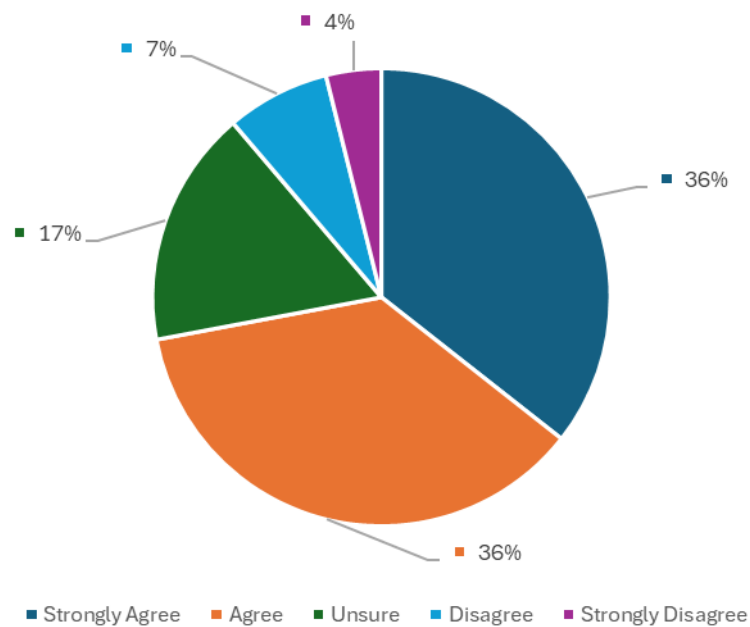


Figure 51: Responses to parent/guardian questionnaire, statement 4

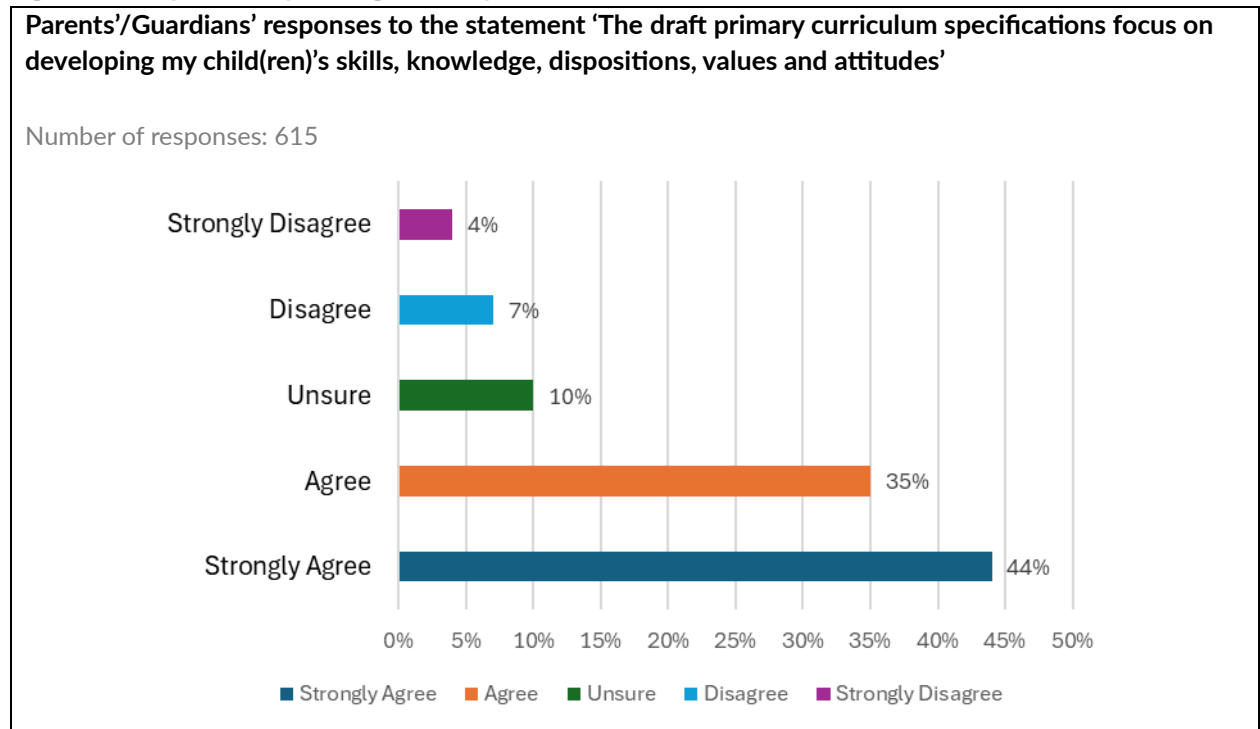


Figure 52: Responses to parent/guardian questionnaire, statement 5

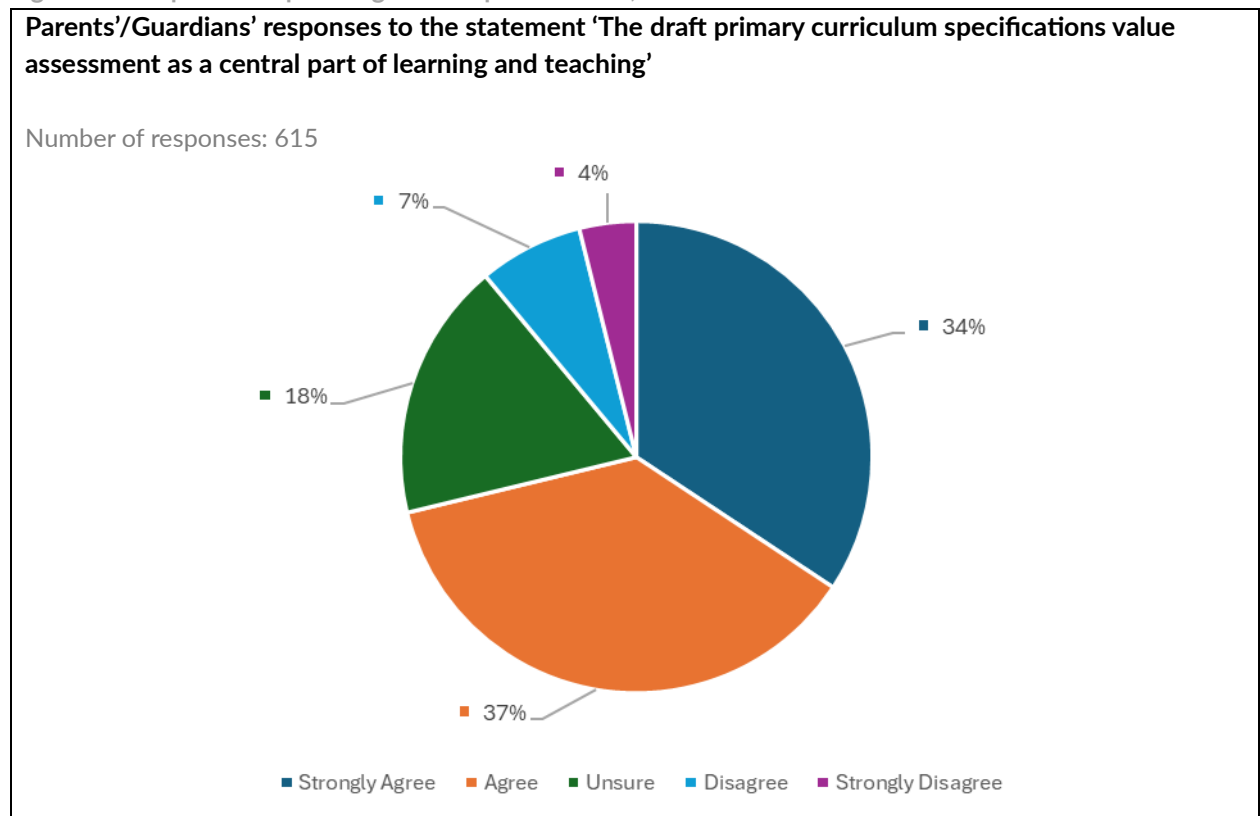


Figure 53: Responses to parent/guardian questionnaire, statement 6

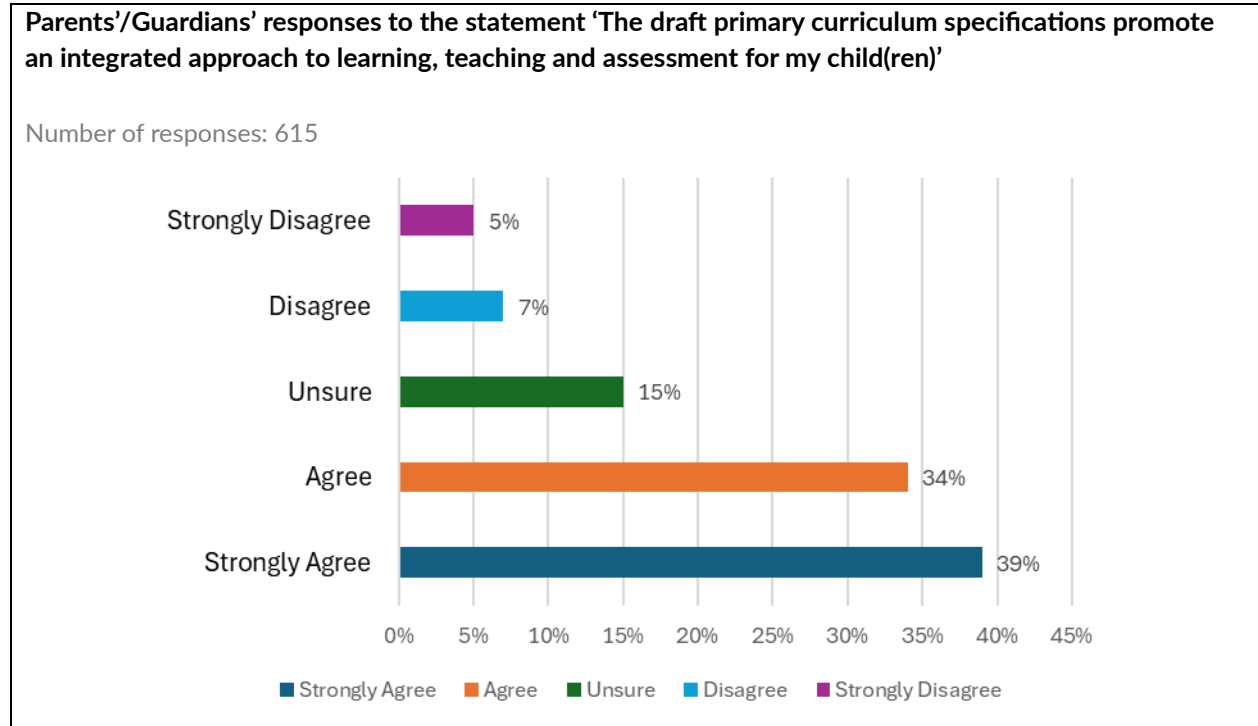


Figure 54: Responses to parent/guardian questionnaire, statement 7

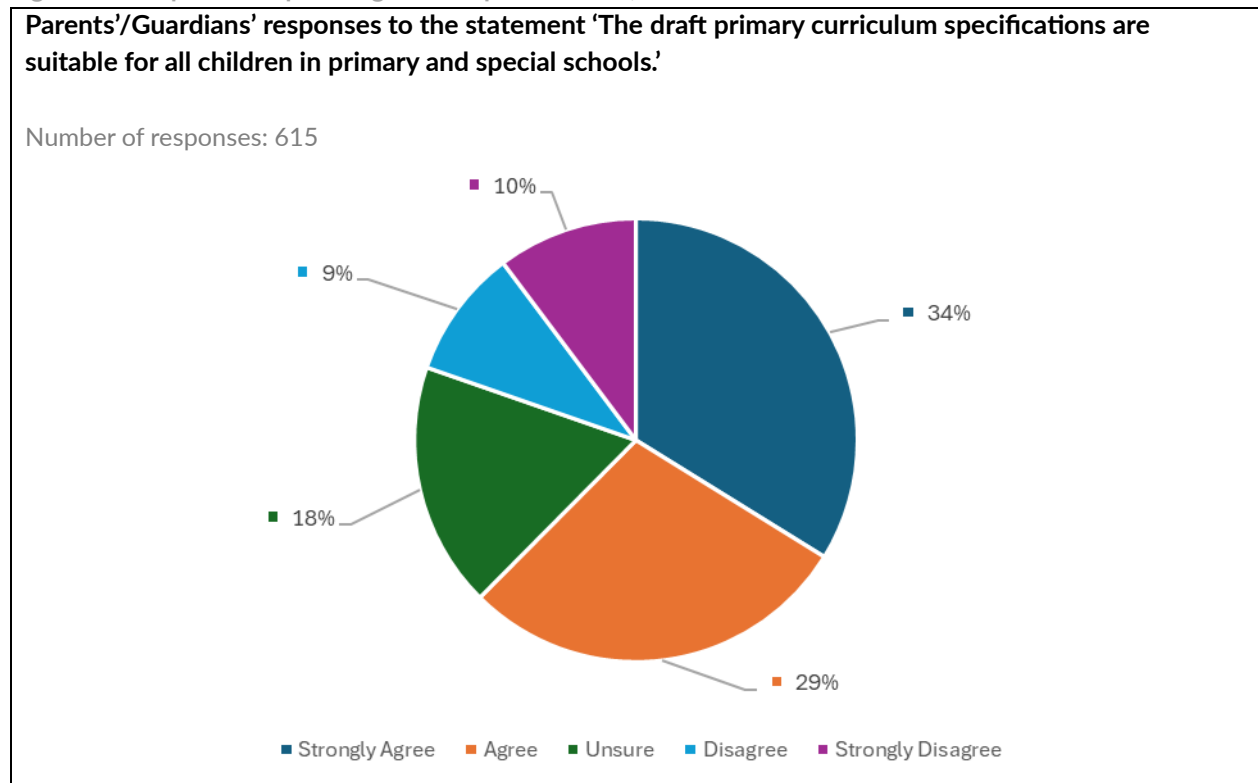
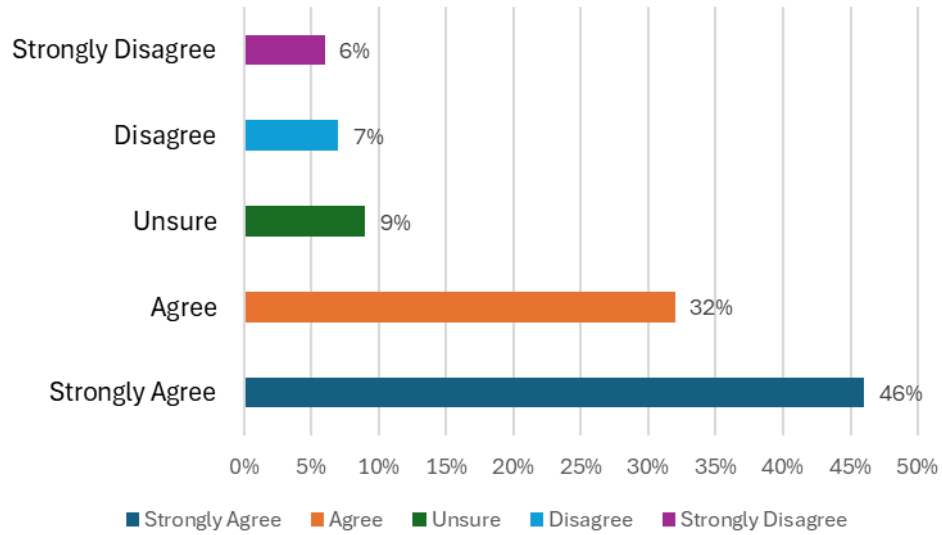


Figure 55: Responses to parent/guardian questionnaire, statement 8

Parents'/Guardians' responses to the statement 'The draft primary curriculum specifications support the development of the seven key competencies presented in the Primary Curriculum Framework'

Number of responses: 615



Arts Education

Parents/guardians were asked a series of questions related to their expectations of the Arts Education curriculum area.

Figure 56: Responses to parent/guardian questionnaire, Arts Education, statements 1-4

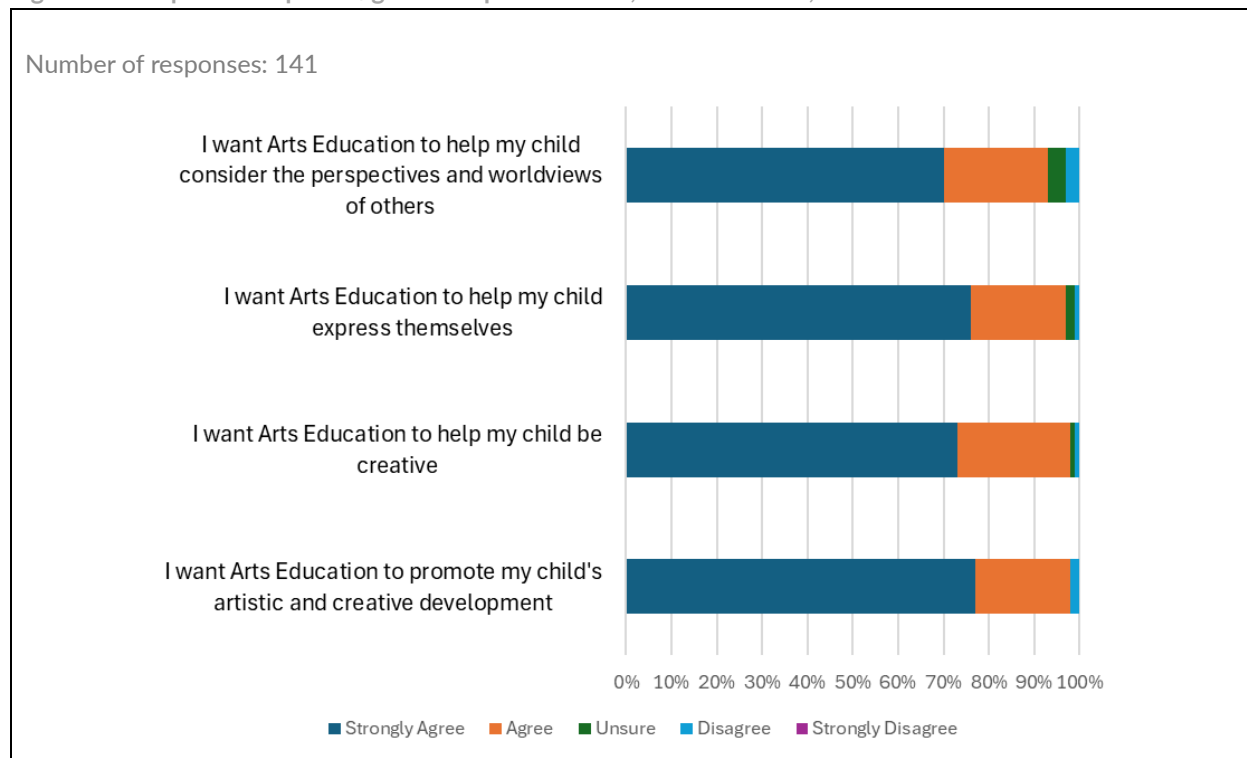


Table 6: Parent/Guardian questionnaire, Arts Education, Comments

Parents/guardians responses to the following question 'Are there any additional comments about the draft Arts Education curriculum that you wish to make?'

My child has really come out of their shell as part of the Arts education in their school. I don't know how you measure that, but it is a set of skills that will last a lifetime.
More arts and crafts need to be done. I in primary schools.
More musical instruments should be offered to children
It's a wonderful curriculum and it so badly fills gaps that have existed in primary education in Ireland to this point. Music and the arts should be for all and should be a core part of learning at this level.
I think there could be more examples shown of people of the Irish Arts modern and historical to develop the wealth of arts heritage we have in Ireland
I feel more time needs to be spent on literacy and numeracy. Don't agree with the likes of drama on the curriculum
Encourage creativity
I want Arts Ed to be child-led
Primary school children should be caught how to read music.
I think if your child has any learning difficulties or anxiety issues this would be the perfect platform to express themselves and their feelings
learning should use other forms eg listening, speaking, not always reading and writing
I think this can be done in an environmentally friendly way. Promote the recycling and reuse of materials. Give old things a new life should be central to art activities within schools.

Will this new curriculum be fully funded by the Department or will parents still be required to fundraise
I would like the curriculum to be broader to allow for children of all abilities to be challenged. Especially for children who are high achievers and need more challenge.
Art education in primary can tend to be very craft based and focus around events, it would be better to be problem solving and open out questions, drawing is a great way to build focus and attention that is missing with kids that live in a attention seeking digital world.
Although not specified in the draft curriculum, I am concerned about the reliance on worksheets in primary schools, as I feel this seriously hinders children's creativity development. I would urge relevant persons to read 'Magic Places' by Pennie Brownlee if stakeholders are committed to facilitating creative development in children.
Learning the tin whistle should not be the only music program in schools
My son is autistic has fine and gross motor difficulties and an upper limb tremor. He is in mainstream school and does not like it at all . Group activities are too much for him. He doesn't like dance as poor motor issues. He finds daily tasks in school very difficult.
Please ensure that the arts are never eroded or cut back due to issues in other subjects, as they were for the drama curriculum in 1999. Please make sure that schools and teachers have the best resources possible to ensure the success of the arts subjects. Consider the provision of community based programmes to support the arts curriculum. These should involve parents and the community and offer community spaces for the arts to become apart of our childrens lived daily lives. this will require a new public community education team to be set up to provide for these programmes. It cannot just be left to private companies to run arts initiatives and camps as these can only be attended by a few. All children should explore their creativity and the department of education must provide the resources so this rings true in our schools, homes and wider communities.
Digital learning would be very easy to incorporate into arts education if resources were available in schools eg. drawing tablets, music technology programmes, instrument learning apps along with musical instruments being available in school. Drama should still be part of the curriculum with a greater emphasis on speech and drama eg public speaking etc as more emphasis will be placed on oral presentations etc due to AI and introducing some of these skills in primary in a systemic manner would be beneficial
Art classes after school time as per children's interests
I would like to see an even bigger emphasis on the personal and active participation of the children in the creative process. Arts education should apply in full the concept of learning by doing
Absence of resources
The importance of having an art teacher in the school to work closely with all classes.
The benefits of arts towards wellbeing, fine motor-skills, and respite from screens etc. is essential towards the development of rounded, healthy, happy children.
art can be practised in combination with other subjects
More hands on and crafts promoted as in coming , sewing and basic diy
Art is very important for my child's education. Without it be would fine school excruciating. His teacher is very understanding and uses art in all subjects to teach.
I think arts is very good and helps kids express and have experience
Include visits to museums, theaters, ballet,etc...
Drama should be a methodology used to teach other subjects, not a subject in itself
I think arts is so important for so many children who may not have strengths in other areas.
I think drama is very important for children to become more empathic and see life from other perspectives. Also helps them problem solving skills, critical thinking, communication and social and emotional skills.

Updates to the Primary Language Curriculum to include Modern Foreign Languages (MFL)

Parents/guardians were asked two questions related to their expectations for the inclusion of Modern Foreign Languages in the *Primary Languages Curriculum*.

Figure 57: Responses to parent/guardian questionnaire, Modern Foreign Language, statements 1-2

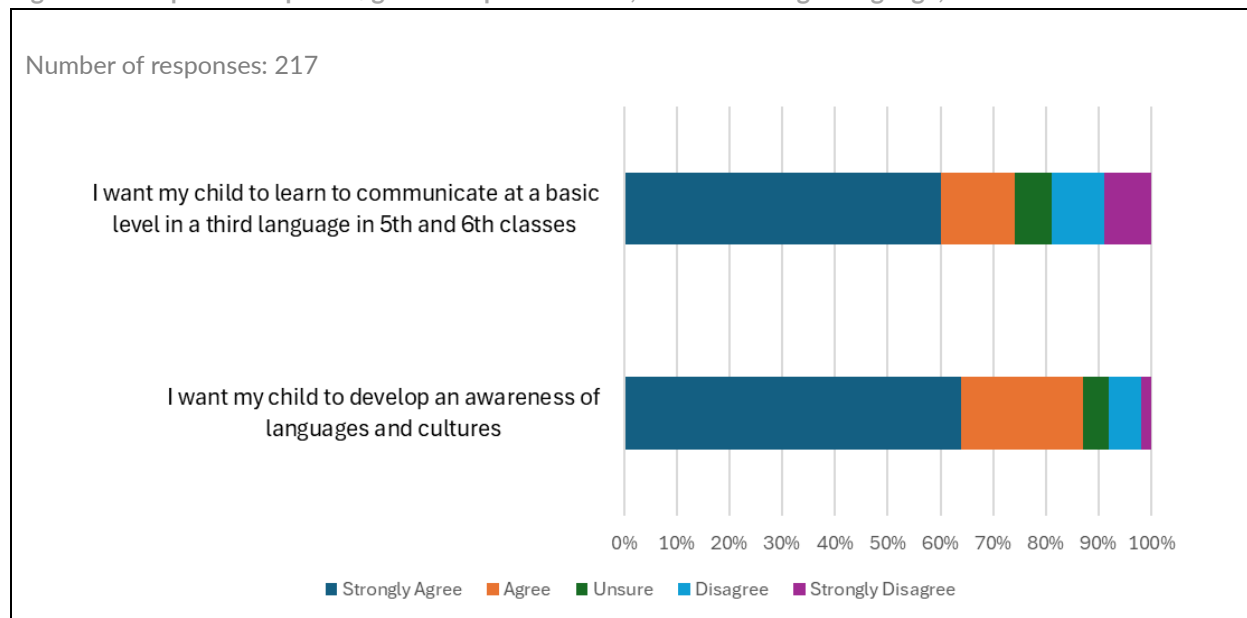


Table 7: Parent/Guardian questionnaire, Updates to the Primary Language Curriculum to include Modern Foreign Languages, Comments

Please begin modern foreign language learning earlier than 5th class. A child's brain is in a perfect state to learn languages well before 5th class.
I think it will take from the literacy curriculum time the teachers are already overworked
Concern of reduction in English time
How will schools fit in teaching another language? Get rid of Irish? Religion? That's fine but it's unfair to expect teachers to teach a language they don't know either
It may confuse Irish language learning and affect this
I think it's vital in todays world to be able to have at least one other language
I want the emphasis to be on communication and fun rather than perfection
This new focus on languages and multilingualism from a young age is so badly needed.
and ancient languages
I don't think that at such an early age more languages are put on children. There should be more options in secondary schools. Also there should be more irish speaking schools as our own native lanuage is been forgotten. Focus on heritage.
Introduce languages at snr infants level
It should be mandatory
I would like if they had more time in Literacy & Maths as they will learn a language in secondary.
Basic level of a third language on these classes to help them adapt to the new subject in secondary school
Start earlier than 5th

<p>Would need proper language teachers to teach if it was implemented and not to take away from English teaching, too much can be expected in primary schools as it is and unfair on children that already have language difficulties to expect them to learn another language</p>
<p>The curriculum is already overloaded. Don't add in a foreign language.</p>
<p>I think MFL should start at the beginning of primary school</p>
<p>If the draft is called "Modern Foreign Languages" why is it presented just English and Irish? TheTo be honest, I was expecting some information about Spanish, French, Romanian, Italian, German etc. How are English and Irish "foreign languages" in Ireland? It's like saying Romanian and Latin are foreign languages in Romania or Spanish is a foreign language in Spain. I'm sorry, but this doesn't make any sense why is this document associated with "foreign languages".</p>
<p>Like with Gaelscoil ... immersive teaching of a foreign language</p>
<p>The idea that primary school teachers will be able to teach foreign languages seems completely unworkable</p>
<p>I would like to see basic Irish Sign Language included in the Curriculum- the ISL Act 2017 recognises this as a NATIONAL Language and yet- few of us have any skill with it.</p>
<p>Let's keep the focus on English and Irish in primary school. There is too much being packed in and it is leading to additional stress on children and teachers. We need to look at reducing curriculum overload as a priority. This proposed new curriculum is overreaching and trying to address too much but will lead to loss of basics.</p>
<p>I do not want my child learning a modern language in primary school. Should be optional as an afterschool activity. The time is better spent on ensuring our kids are proficient in English literacy.</p>
<p>With technology children already have an awareness of languages. I don't think it's beneficial for them to learn the basics in 5th and 6th when they could be doing an entirely different language September of 1st year. I feel it's a tick box exercise and the opportunity of long term gains in other subjects areas are far more important than the short term gains of a modern language.</p>
<p>I would like my child to be able to speak Irish before a third language. My child I currently in 5th class and is struggling with Irish. His thoughts on additional languages is very negative due to his hatred of Irish. Do something to improve this before introducing another language!!!</p>
<p>My child aged 12 currently uses dumplings for French and is doing very well.</p>
<p>I would like a third language introduced earlier, with full focus on conversational ability only when they are so young.</p>
<p>The approach is suggested to teach a foreign language seems adequate. The same should be applied to learn Irish. Students do not know Irish because it is assumed the majority of students speak it at home but they do not. Higher levels of Irish would be achieved if a similar approach would be applied for Irish.</p>
<p>It should be done in a meaningful way, adequate training and support provided to teachers who will inspire a love of language. Not forced on those who may not have content knowledge, or interest</p>
<p>I would like foreign language to be introduced earlier ideally by 3rd/4th class. Would like focus to be on spoken language first rather than written</p>
<p>It's important that they start to be thought a Foreign language as young possible. Because they will be able to retain the knowledge and communicate in that language better than when they will be older. Could be too late if they will start in secondary school.</p>
<p>We need it to be fun to learn not exam based conversational in primary</p>
<p>Essential for the learning of modern languages</p>

<p>The expectation that existing teachers will deliver these languages is an insult to the teaching profession. Teachers should not be expected to teach a language they themselves cannot speak, and to expect that students and teachers will all learn together is farcical. There is no teacher in the country that will be happy to work a 2/3 hour per week contract with a school and the dept. are in denial if they think there will be enough teachers to teach these languages.</p>
<p>How will you retrain teachers in certain languages? Where will they get the time to teach with all the initiatives being pushed on schools?</p>
<p>My children are barely taught Gaeilge properly. Teachers don't have sufficient Gaeilge to teach it properly. How on earth could another language be thrown into the mix. Ridiculous.</p>
<p>Would be great for them to be introduced to it before starting it in secondary school</p>
<p>I feel the option to engage in learning a modern foreign language will allow my child to learn the basics prior to secondary school and allow her to converse in the basics of said language in the multicultural community we now live in</p>
<p>The earlier you can introduce a foreign language the better as the brain is primed for it in early years. I would even suggest earlier than 5th class.</p>
<p>Should be introduced earlier</p>
<p>I am very interested in making sure m hold has access to a curriculum for a modern foreign language but not if this means extra hours to facilitate this results in hours being taken from studying Irish.</p>
<p>learning should take other forms eg spoken and listening not just reading and writing</p>
<p>Teaching children to speak a modern foreign language from a young age would be a great advantage to all children. The focus on Irish should be reduced.</p>
<p>I would be happy to pay for additional modern language classes taught through activities, e.g. baking through Spanish.</p>
<p>Irish should be given less time than the other languages</p>
<p>Schools should be encouraged to notify parents of the languages they intend to embed well in advance. This may be something that would be important to some parents when deciding between schools for their child</p>
<p>I like that children are exposed to both written and oral language at they are exposed to language, this will hopefully cover the content of 1st year and provide further learning opportunities for teaching in 1st year</p>
<p>Irish and English is enough to learn in primary school</p>
<p>There is not enough time for a 3rd language. English needs priority</p>
<p>Will this be fully funded by the department</p>
<p>Language and awareness and empathy of cultures is very important learning for children and will help transition to secondary school and onwards into adulthood much easier.</p>
<p>Other foreign languages should be introduced in primary school</p>
<p>Sign Language should be taught from Junior Infants all the way through to Leaving Cert</p>
<p>For children with language learning disabilities such as dyslexia, I'm concerned that this approach will leave them out. One system does not suit everyone. From personal experience with a child severely dyslexic</p>
<p>The earlier the start, the better!</p>
<p>Alot of children struggle with English and Irish without adding another language for them to struggle with and feel embarrassed in front of their peers</p>
<p>Ideally i would prefer Spanish but if the children have an option thats great.</p>

<p>You haven't explained anything! It's all very vague! Just like everything from the government! These are children! What exactly are you looking to teach them? What languages? You haven't said? It's an English/ Irish speaking country try to teach better in these fields first!</p>
<p>3rd language should be introduced early on in primary school</p>
<p>Language learning is a life long endeavor and beginning language learning at 3rd class is evidence that MFL is being shoehorned into the countries language curriculum. Please make this the first step in a whole school and community approach to language learning. From EY to the whole of primary and beyond the teaching of english, irish and a third language should be done together. While children who learn languages later in life can and do reach proficiency the merits of starting early in a childs life cannot be matched. A huge amount of time is going to be needed to bring schools and teachers up to the competency to teach a language and because of this community opportunities again need to be looked at here. Also can we please make sure that Gaeilge is progressed in this move to learn languages!!! Lift all boats please. Also make sure that schools have materials provided by you NCCA that helps teach the MFL and that it doesnt end up being another subject they read out of textbooks.</p>
<p>I'd rather children had better conversational Irish before learning a foreign language. The way we teach Irish is broken. We should fix that before bringing in foreign languages which people get a better grasp of in secondary school.</p>
<p>Some children are already struggling with the basics of English and Irish. I feel at primary level funding and resources should be focused on this instead of a third language.</p>
<p>Modern foreign language should be introduced when children are most ready to pick up a language which is preschool/early primary. Language teaching should be done by fluent or near flint speakers of the language in a play based, fun approach until 2nd/ 3rd class</p>
<p>An introduction to languages would be be beneficial especially to 5th and 6th class students in preparation for secondary school</p>
<p>Irish language should not be compulsory for foreign children.</p>
<p>I think that with the appropriate tools, foreign languages could be introduced even before the 4th level. The younger the kids the more flexible is their learning and as such, being exposed sooner rather than later to foreign languages would give them the chance to absorb sounds and structures of various languages even better</p>
<p>I would love to see basic phrases introduced at Junior Infants level</p>
<p>Spanish is the second most spoken language in the world behind Chinese, as such these two languages should be thought over the historical curriculum which included French and German</p>
<p>We are in Ireland no need for that Irish and English should only be thought unless you want extra curricular</p>
<p>Primary focus needs to be on English. Irish needs to be spoken not read or r written.</p>
<p>They have enough in English and Irish</p>
<p>Who is going to reach this new language curriculum as teachers may not currently have languages apart from English/ Gaeilge</p>
<p>I don't feel like enough time is being spent on Irish and English and am worried about how they will achieve the outcomes set out regarding modern foreign language without increasing the length of the school day</p>
<p>There is a fundamental problem with how Irish is taught as a language in primary & secondary school. The teaching of Irish should be considered as part of any rollout of a modern language programme. The main subjects secondary school students needs to get grinds in are Irish & Maths - the education system needs to do better.</p>
<p>This is a very welcome addition to the curriculum.</p>

They don't need the added stress of learning a third language in and Irish speaking primary school,as they can avail of another language when the reach secondary school.
From secondary school level Irish should be optional so kids can learn 2 foreign languages if they want
I am worried my child will learn incorrect pronunciation and grammar. Primary school teachers are not qualified to teach additional languages.
Time devoted to Gaeilge should definitely not be reduced.
I believe that strating to learn a new language earlier will have a greater impact for secondary school
I don't want additional pressure put on children to learn an extra subject. If it was a light introduction on a few languages around the world I would agree rather than learning just one additional language.
Why can't they start a foreign language from 1st class.
Foreign languages are extremely important
I am disappointed that MFLs are going to be done at the cost of Irish.
Focus more on Gaeilge. Where does the teacher have time to start a third language
How beneficial will learning a third language in 5th and 6th class if the school chooses a language that my child won't do in secondary school. Time will be taken away from other subjects to facilitate this with no joined up thinking.
The earlier a language is taught the easiest it will be for a child. Junior Infants is a perfect start!
I don't think this is a good idea as my child is already overloaded with a lot on the school curriculum-I am not happy about this change. I believe it should be kept until secondary school where they can chose to do it.
I feel they have enough in the curriculum already and it's putting unnecesary pressure on my children.
I feel it is ridiculous to introduce such a programme with training for teachers or adequate funding to bring in qualified teachers. There aren't even enough language teachers in secondary schools. It's poorly thought out.
Should be compulsory rather than schools opting in.
I want my children to be able to learn Irish as their 2nd language. I do not see the need for my children Learning other languages at primary school. Our children in Ireland attend English/ Irish speaking schools and that is that necessary for them to learn at primary level. The only development of cultures that Children need to learn in our school is about their own Irish Culture and to develop a connection with their own heritage of Ireland.
Can't learn Irish to satisfactory level in 8 years with daily lessons, waste of time dedicating hours to a 3rd language when realistically they will only learn numbers/colours/basic greetings -no reading /writing skills and without using it , it will be forgotten over the summer and relearned in secondary. Should be an initiative for schools to choose to engage with, what primary teachers are comfortable enough or qualified to 'teach' a modern foreign language?
Primary curriculum is full, no need for this.
Don't think children need to learn another language in primary school. Maybe just awareness would be enough.

Social and Environmental Education (SEE)

Parents/guardians were asked two questions related to their expectations of the Social and Environmental Education Curriculum Area.

Figure 58: Responses to parent/guardian questionnaire, Social and Environmental Education, statements 1-2

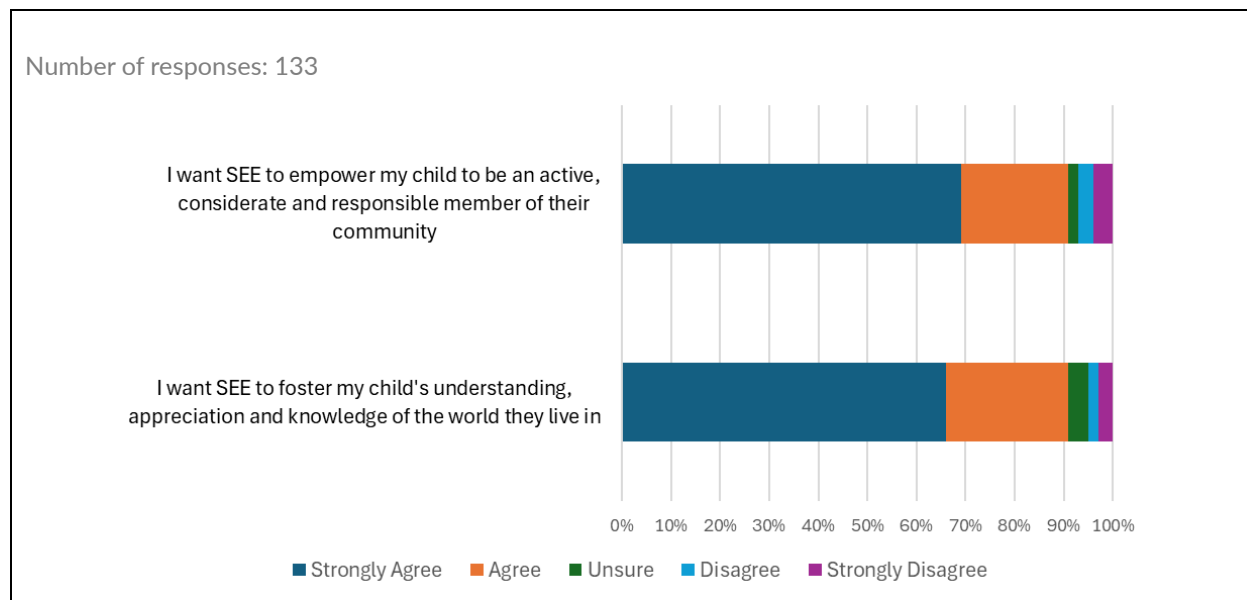


Table 8: Parent/Guardian questionnaire, Social and Environmental Education, Comments

They also need to add to the curriculum education about feelings. Emotional education for children is important.
Your questionnaire is very vague. As is your website.so unable to answer thr way I like due to that.
Language is very vague
There is no mention of the UNESCO key competencies in education for sustainable development. So a focus on sustainability
Broad understanding of the world. Positive attitude to the world.
Physical geography of Ireland, Europe & the rest of the world should be included
It should incorporate social communication etiquettes as well.
I'm concerned with the use of the word 'equity' on a number of occasions, by which DEI (diversity, equity and inclusion) practitioners mean making up for past discrimination with current discrimination. Equity essentially means the opposite of equality in this sense. Equality meaning not being judged based on immutable physical characteristics. I'd suggest equality should be the core value here. Our children should not be indoctrinated into the DEI world view which has seen a push back in recent months in corporations and various institutions.
Establish a spine within the curriculum that should be prioritised with additional areas as suggestions should time arise to cover these areas. Piloting programmes always have small groups of children with lots of adults involved. Of course in theory, this works well.This is not the reality.
More oppourtunities for field trips and explore the world would be good.
Actual teaching of religion and indeed the Christian ethos of the school of denomination of one's choice is totally forgotten.
I would like to see history continue to be an important part of my children's development as I believe it generates a sense of debate and helps develop that skill.
I think every child should know their history and culture it's a very important part of our lives
It would be important to understand what is the detail curriculum being covered in this

No
I see the global learning terms as almost Marxist in action and I am against these themes. Personal Rights should not be lost as a main right for people. Diversity should not come as a cost to our traditions/ safeguards and opportunities. Apparently republics have always been the most corrupt form of representation throughout time. Democracy should now be direct democracy as we have the technical ability for and I am unsure what types of democracy is being portrayed as the best here.. Equity should not come at the cost to the majority like young girls now losing safe spaces, fairness and opportunities because of ideologies. Similarly climate ideologies that fall to highlight that throughout this vast timescale, Earth's climate has been influenced by various factors, including volcanic activity, changes in solar radiation, continental drift, and atmospheric composition changes long before the human influence became a factor. How can you have Social and Environmental Justice Learning and Sustainable Development Children when the information being given is compromised with certain agendas like the eating of meat? I will teach my children that climate scientists and climate organisations are so dependent on certain funding that how can they be neutral or that the word "consensus" does not mean evidence based for many things
learning should take oral and aural skills into consideration, not just reading and writing
Teaching contemporary history to children in an age appropriate way would be of benefit to the children.
Respecting our environment is key. Fostering a mindset of respect and appreciate for the world we live in is important to me.
The SEE curriculum does not effectively provide students with the tools/skills to seamlessly study Geography/History in junior cycle. It is not comprehensive.
I would like my child to be a good citizen, however, I am worried they will just be trained in whatever favourite topic the teacher cares about. Has potential to be very political.
Yes, I find it concerning as a parent to see that 'learning about religions, beliefs, and worldviews' is not disconnected from Religious Education or the Patrons Programme. It would appear that regardless of whether I choose to send my child to a denominational school, they will be presented with a mischaracterisation of the phenomenon of religion as a lived reality and its influence on the history of humankind on individual and collective grounds as well as the an understanding of religion, if not approached from a secular perspective, as being un-critical, or not self-aware, or self-critical, or against reason or logic. This is deeply concerning too me as it demonstrates a complete lack of understanding of religion/religiosity as it exists in the world which would be contradictory to the subject area in question.
Will this new curriculum be fully funded by the department
I strongly agree with all of this as I find children in Primary level and indeed secondary have little or no Geography or History skills they do not know cities countries etc. the way we did as children and languages would be amazing
Geography and history can be huge interest areas and subjects that a child can excel in. Improving the amount of content children are exposed to while in primary school in these subjects will have benefits.
Catholic and christian religious lessons need to be removed from the curriculum. World religions and tolerance should be added.
To his best ability. Autistic in mainstream and struggling with everyday tasks.
Please be brave in the resources you provide for the ethics religious and beliefs education. the material should state that the beliefs of one group of people should never impinge upon the rights of another human being and how they wish to live their lives or be identified in life. Please state clearly that if ethics, religious or beliefs harm another human than they have no place in our progressive society. Be Brave!
It is important for children to have an understanding of there Irish history and geography.
Curriculum as it is currently does not cater well for more able students. Schools should have a budget for "field trips" at each year group (eg to cover bus costs) to enable students to experience SESE education in the real world (eg visits to farms/museums/beaches etc)
No
Nil

Very content have throughout.
They need more experiences outside the school environment
Focus should placed on how individual impact can make a difference when participating in being a global citizen. Backing local initiative Local
Please do not allow religion to 'overlap' with any subjects, especially these. Religion is not a subject but a Faith and should be taught outside of school hours.
I have found that in school this means learning a lot about the Catholic religion and not about diversity in the world. Diversity is only ever taught about mainstream society.
Please ensure that you are providing teachers with support around intercultural education and a decolonised approach to the curriculum. Not enough specifics around these areas are mentioned in this curriculum and I am concerned they will continue to learn a euro-centric version of history and geography that is not representative of the children in the classroom. Also, a truly inclusive approach to this subject includes diversity in ethnicity, sexuality, religion, (dis)ability and class so please ensure the final draft of the curriculum reflects the diversity of Ireland and the world in this way.
I want my child to be given opportunities to interact with their immediate locality and surrounding areas. It may be more interesting to learn about foreign places but schools need to be heavily resourced to enable them to cope with the costs of exploring their immediate and wider locality.
No

Science, Technology, and Engineering (STE) Education

Parents/guardians were asked three questions related to their expectations of the Science, Technology, and Engineering Education curriculum area

Figure 59: Responses to parent/guardian questionnaire, Science Technology and Engineering Education, statements 1-3

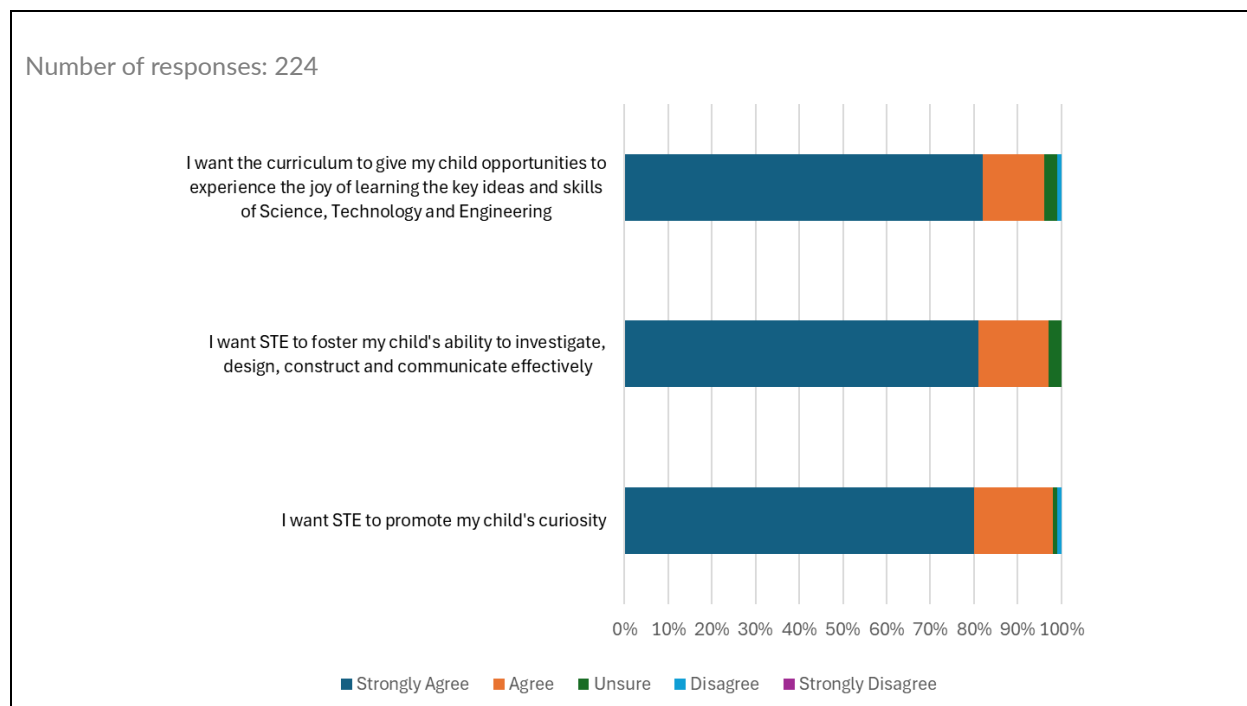


Table 9: Parent/Guardian questionnaire, Science, Technology and Engineering Education, Comments

Not enough time is dedicated to STEM subjects in Primary School, especially science - the focus is on maths. A reduction in the time spent on the patrons religious programme and Gaelige would allow for a more comprehensive and meaningful allocation of of time in the classroom to science.
Learning by doing or experiment labs
Extra coding for the computer children. Perhaps creating their own game
One of my sons is in Juniors and the aim is to learn the numbers 1-5 or if lucky 1-10. Whereas in literacy they do so much more. This is not acceptable he can count to 100 but find maths boring in school. Most kids already know this before primary. Separately the kids so maths in primary but have lost of the basic function by 3rd level. There appears to be a disconnect that I see evidence of. In addition in my sons school they use calculators for maths since 5th class this restricts them getting a feel for numbers. It's the equivalent of giving them Google translate for language because the calculator does the wirk
Make maths and science exciting. Show them where and how we use it every day. It should be fun. Not boring or hard to learn or understand
No
Foster stronger links with post primary school curriculum
It seems that this change is just loading more subjects in without reduced other elements of it. The teachers cannot manufacture time. This notion of flexibility doesn't produce more time
No
resources need to be given to schools as some schools seem to have a lot and others don't. Often looks like smaller country schools get less resources and money to purchase the resources needed

and it falls on the parents to fund raise which can be difficult as the parent body is small as well as the area they are trying to fund in. Resources in STE should be provided by department.
Nice introduction to stem if schools have the funding.
All schools need the same technology, access to chrome books/tablets/resources
My son's school always encouraged parents working in science to go into school and talk about science in their science week. This has always been a super positive experience for children. I am delighted that this has been included in the curriculum.
Some aspects of the program should be delivered by a dedicated STEM teacher for example programming. /logic
As we live in a growing technology society, it's essential that kids from young age will have a better understanding of SET and develop future SET skills that will help them in future social and working environment.
Exposure is key
Will you increase funding to schools to assist in the teaching of ste?
More technology use in the classroom
Provide schools with funding. My children's school has no money to buy resources.
I think in the times we live in now that it's so important that STE is taught at a high level in Primary because it's so vital to our kids when they go into second level education then as they have the basics that they can build on!
No
It's a mix of math and design being more creative.
No
With manufacturing and pharmaceutical companies expanding in Ireland Science and engineering are extremely important subjects to provide our children with a strong start for their future.
That it be available to all children
learning should be oral and aural not just reading and writing
All children should be taught how to type at a young age. Technology is an essential part of their future.
While inquiry based learning is interesting for children, it is important to consolidate their findings and correct misconceptions in a timely fashion. Teachers should ensure that this is a key step in their scientific explorations with children
I would like teachers to use coding and problem solving skills integrated into teaching subjects and not as a standalone 6 week block. I fear that as technology is a strand that it will be a tick the box covered for 6 weeks and not seen as problem solving skills that be used in all areas of everyday life.
Will the standard drop with the new curriculum? Will it be fully funded
Na
The gifted learner needs opportunity to be creative, experience learning in a different way than the current curriculum allows. They need individual projects with the guide of a teacher to develop and direct their own learning in material that is both challenging to them and engages their high learning potential. The current curriculum does not allow for this type of learning as it is age group rather than ability groups learning together.
I believe there should be more time allocated at each stage for STE as it is an extremely important area especially in the world as it is now - technology is increasingly more important and children should be learning these skillsets from Junior Infants
While it is important that children become competent digital learners, I would urge relevant persons to refrain from excessive passive screen time in the classroom setting, particularly during Stage 1.
Gifted programs need to be more accessible to kids that require advanced learning in STE areas. Tablets should not be introduced in the classroom until 1st or 2nd year. Cartoons and movies should not be played when kids can't go outside. Perhaps documentaries can be shown instead.
More inclusive to accommodate autistic children in mainstream school. One on one or very small group work.

These are all questions to which no right minded parent would respond negatively. Very poor questionnaire, leading to only one potential outcome.
have an updated curriculum with today's technologies... AI, digital, electrification etc
Please host a campaign for parents and wider community about. as wikipedia puts it 'The scientific method involves careful observation coupled with rigorous scepticism, because cognitive assumptions can distort the interpretation of the observation. Scientific inquiry includes creating a hypothesis through inductive reasoning, testing it through experiments and statistical analysis, and adjusting or discarding the hypothesis based on the results.' Please draw attention to the psuedosciences and how to recognise them. Please draw attention to the anti science movement that is now becoming a global issue
This curriculum should be replacing faith formation in all schools. Too much time is spent being indoctrinated instead of learning science, arts etc.
Some children are better suited to his type of learning and it would be great for all children to find out if they're suited to hand on learning or book/traditional learning.
All children should learn how to do basic works in a house in theory.eg. changing a light bulb.etc
No
No
Nil
As in Arts education, STEM should apply fully the concept of learning by doing and the schools should have a full program of STEM activities and tools
The curriculum is overstretched as it is, it's very difficult to see where the new change will be applied without losing out on literacy and numeracy skills
No
Do not take from literacy and numeracy time
Please spend more time on these subjects. So much time is wasted on religion which also punishes those who don't partake. Religion should be opt in not opt out. It would benefit all to have more time for science subjects
Don't want additional screen time in schools, so activities outside of this
Open their minds to thinking about what they might do when they grow up and not have school just about how much information you can retain to do well in exams
I think our children are becoming too addicted to and dependant on digital technology. I hope there will be safeguards put in place in schools to help protect them against this. I would be worried about having technology as a subject in the curriculum, especially if that means children will be working on computers
More regular field trips are needed to promote experiential learning and motivation.
IT is the way forward now and why not teach this early so that they have a greater choice later in life
Children need practical experiments to learn effectively. They need a sense of accomplishment they did something worthwhile. This builds their confidence. Books are limited.
No
Health and well being
Give adequate time in the curriculum to actually achieve these objectives
None
My children are already curious and actively engaged in learning, it sounds like you are trying to "teach" what is naturally in them.
My child's school were unsuccessful in gaining funding in the last grant - UNACCEPTABLE to have a "lottery" system for funding!
I feel that there should be a greater time allocation to STE. This could be included as part of art to encourage cross disciplinary creative thinking. cation to STE should be
I do not want my children to learn about the benefits of AI in primary school. I don't want too much emphasis on technology .
Just to make sure we keep technology to a minimum in schools. I'm worried my children use it too much at home already and there's many guidelines now from the WHO that actually state that we

should be limiting screen time. I would expect and hope that screen time will not happen in schools.
--

None

stick to scientific facts not ideology
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Wellbeing

Parents/guardians were asked a series of questions related to their expectations of the Wellbeing curriculum area

Figure 60: Responses to parent/guardian questionnaire, Wellbeing, statements 1-5

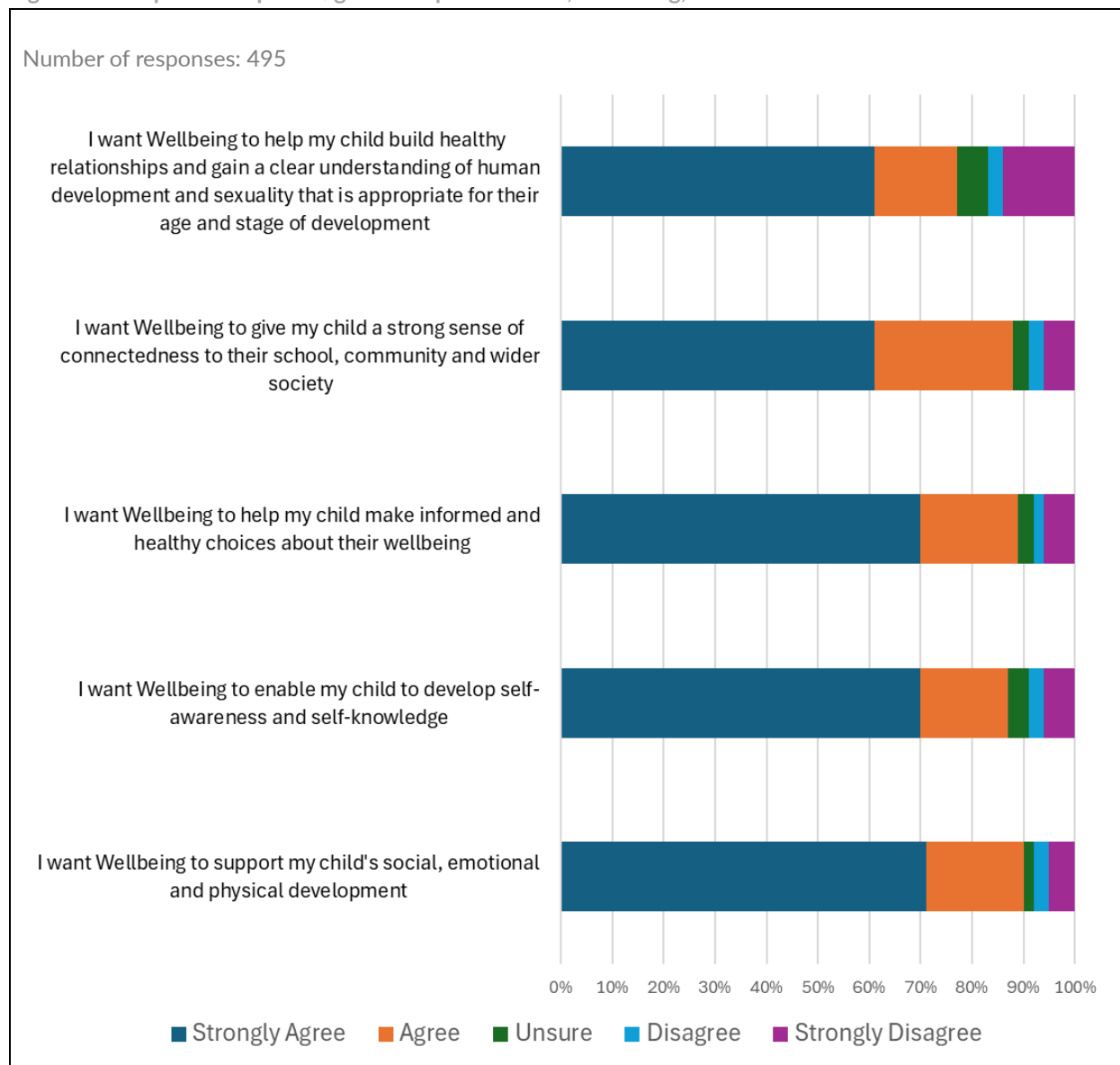


Table 10: Parent/Guardian questionnaire, Wellbeing, Comments

The wellbeing curriculum in all schools should be identical and secular. It should not be inter-mashed with the religious ethos of the patron/school.
No such education should be provided in school rather by parents at home. Children should not be learning about same sex relationships as it contravenes religious freedoms
Needs to be better rse education in primary with teachers properly trained to teach it and proper support given to them

<p>Too young to be discussing such adult related topics in the wellbeing curriculum. It's going way too far and way beyond what children of younger primary classes should be delving into. It for parents to decide what and when any discussion regarding any sexual topics happen or take place. School is not a safe space for this to take place for some kids. Tackle mental health and wellbeing, bullying in the schools etc before anything else is lumped on, and even at that it still should not be going this far.</p>
<p>I would like children to develop life skills</p>
<p>There is absolutely no reason for a primary age child to be pushed into learning about sex too early. It is a parents responsibility to ensure their child's well-being. I want to be able to teach my child the values important to her family. Not over sexualizing children at a young age.</p>
<p>diversity equity and inclusion is rooted in marxist ideology and has no place in the primary school curriculum. i encourage true diversity of thought speech and debate. i do not support propaganda being taught to children.</p>
<p>As a mum of an anxious child, there is not enough focus on mental well being in school. Kids should be given time to unwind in school let it be arts and crafts, playdough, meditation all on a daily basis. Once out of junior/senior infants all that goes out the window and its work work work. This is where alot of children get left behind and start to struggle. Both academically and socially.</p>
<p>The last statement, I would require further clarification on the teaching of sexuality and gender issues for each age brackets through primary and secondary. With reservation around what is considered age appropriate</p>
<p>It needs to be age appropriate</p>
<p>Community cleaning related projects, senior citizens care projects,Moral values inclusion, respect for immigrants education , thanks</p>
<p>I feel this is the role of the parents</p>
<p>No</p>
<p>It is important children learn about keeping safe, how to look after themselves. There is no need to discuss about different genders or sexuality e.g. transgenders. Children in primary school are too easily influences by trends and fads, they have no hit teenage years to know how they feel about their sexuality. By 6th class they should be taught about consent and sex before entering secondary school</p>
<p>Can schools stop trying to shape children's minds? Please teach the core subjects. Sex Ed for 3rd and 4th class is inappropriate.</p>
<p>Bullying , both physical and technological needs to be addressed further with regard to wellbeing</p>
<p>It is vital that the curriculum is updated to focus on wellbeing and connection.</p>
<p>I don't think this should be a subject in the curriculum, but each theme should be approach as the issues that will naturally come up, either from questions or conflicts in the classroom. It will allow a problem-solving approach within a concrete context.</p>
<p>No</p>
<p>When you lie about non binary genders and claim there is more than 2 sexes you are pushing crazy unscientific nonsense. Stick to times tables.</p>
<p>Reduce religion time, support teachers introduce rse</p>
<p>It is important for emotional education and how to handle and feel emotions. I do not agree that gender and all non binary etc needs to be thought to our children. Children need to be children let th be kids and stop emphasise differences and confusing kids. I think parents are putting alot on the children kids need to be kids.</p>

Sexual education needs to be commonplace, incorporating healthy lifestyle education choices at an early age is vital, examples such as breastfeeding should be identified as normal practice and early exposure to women's health and men's health can only be a positive
Why not just leave the children alone about sexuality. Accord already does the body talk in 5 and 6th class. I do not need my children to learn anything else
I would hope that gender ideology is kept out of the curriculum and biological sex takes priority based on its evidence base.
Perhaps...more taught about how to deal with outside pressures.
Help and encourage our kids to integrate well into the community. Build happy communities. Learn to adapt to all situations- good and bad. Give them life skills/ tools to help them throughout their lives. Encourage and build on extra curricular activities. Both group and solo activities.
No
Age appropriate health education only no sex education needed at primary level they are too young, they dont need to know about transgender etc yet they need to be allowed to be children and maintain innocence
In relation to healthy choices let this be about making good choices not about good and bad foods. No talk about a child's weight either.
Anti Bullying Policies in primary & post primary need to be linked & consistent. Strategies need to be consistent, transparent & implemented in ALL schools
Not enough time allocated to this area of the curriculum
Wellbeing is a fundamental part of mental wellbeing which is crucial in my opinion. I'd like to see more emphasis on wellbeing in the school
PE teachers
I'm a little bit unsure and sceptical about this topic as I'm not sure in what manner it is delivered in schools. And I certainly don't want the "Wellbeing" to teach my child how to agree or decide about her sexuality or what relationships she can be in. I believe the primary roles should be of the parents.
If under relationships and sexuality and human development you intend to teach ideology such as 'boys can be girls and girls can be boys' I disagree. Human development should only include scientific facts as in there is male and female. If by diversity you want to tell children they can change genitals then no, not acceptable. If you intend to include masturbation as part of sexuality (as in WHO paper) or first sexual encounter from age nine (WHO) then no i do not agree.)
Where will the time for this come from ? Religion should be removed from the curriculum
Parents need to be empowered to teach their own children about sex and relationships this is not the role of the teacher each child is so different in this regard and can't be a one size fits all approach
Wellbeing includes having a confidence to make sure child is valued. Sexual education at school for me is NOT Wellbeing
Well-being is a huge factor in today's education system. In the school my child attends there is an epidemic of bullying. The teachers are poorly equipped and reluctant to deal with it which further adds to the problem. Education must be all encompassing and give each child the best experience they can. I understand fully that there are constraints that hinder this but get children are suffering as a result. The children don't know the difference between good and bad behaviour, what's appropriate and what is not, how their actions/words etc can impact on another child. We have so much woke in society yet the children don't have basic skills for life.

<p>The questions above are futile. As a parent of course I would agree with all above. However in context, the new proposed program is far too advanced. Children are in many cases starting school older in an effort to protect their childhood. As an organisation we are trying to further push more and more knowledge at them at a younger age in most cases above their heads and ability .As a teacher I can safely say the introduction of additional sexual education is unwarranted and certainly is best left until second level for the vast population of students. We need to be mindful of protecting the child from information too advanced for them. There is a reason we have age limits on movies etc and yet we are pushing more and more sexual content . I do not feel there is a need for this change at primary school and do not support it. Most of these children believe in Santa and yet we feel the need to teach them intimate sexual information. I feel we have completely lost our way as a society . I am not by any means conservative in my opinions but I do believe in age appropriate education. Where do we draw the line? As a society if we looked at the real challenges and banned the used of mobile phones for children under the age of 12 it would be far more beneficial to themselves . There are many other alternative ways to keep in touch with our children if needed with all the technology at our disposal. We should be trying to preserve our childrens childhoods and of course provide appropriate levels of knowledge. The new curriculum goes too far in my opinion</p>
<p>With these changing times we have to educate our children of different cultures and social inclusion especially in small towns</p>
<p>Acceptance of every kind of people irrespective of their color, cast and sexuality</p>
<p>I'm concerned with the use of the word 'equity' on a number of occasions, by which DEI (diversity, equity and inclusion) practitioners mean making up for past discrimination with current discrimination. Equity essentially means the opposite of equality in this sense. Equality meaning not being judged based on immutable physical characteristics. I'd suggest equality should be the core value here. Our children should not be indoctrinated into the DEI world view which has seen a push back in recent months in corporations and various institutions.</p>
<p>I think more training needs to be provided to the staff to ensure they are equipped to deal with wellbeing as children are a lot more diverse and it would appear teachers who are already in the classroom as well as those coming out of college are not equipped to deal with what they are facing in the classroom.</p>
<p>Every parent hears the words 'I didnt have time to eat my lunch' on a daily basis. There is not enough emphasis on the importance of enjoying food more about rushing it . why make healthy eating policies when there is not enough time allocated for actually EATING.</p>
<p>I want physical.activity and movement to be part of my childs sxhool day every day. Currently my children have allocated days for PE and one of them is allocated to GAA which none of my kids enjoy. One of the teachers doesn't like PE so rarely does it, totally unacceptable. They should be out at least once a day or use the hall that we are very lucky to have in the school. Include extra sports like basketball, yoga, gymnastics, hockey, not just focus on GAA.</p>
<p>Theres a lot of time being allocated to wellbeing in the curriculum. Wellbeing should be intrinsic to everyday life in school and not just set times</p>
<p>Critical curriculum to building and maintaining individual and societal awareness to mental health in teenagers and young adults. Teenage death by suicide is too prevalent to not take it seriously, it is a heavy responsibility.</p>
<p>This is an interesting area. In my son's school they always followed a well being dairy but not sure if it is as important as other areas such as the foreign language and STEM</p>
<p>I've seen what the government believes is appropriate for children and its both unscientific and inhumane, there is no such thing as "social justice", there is justice or injustice.</p>

<p>What seems appropriate for a child's age and stage is not being left to the parent but to this curriculum. The teaching of actual sex, methods of contraception etc should not be taught to children in 5th and 6th class. Being aware of one's body, naming parts, teaching about safe adults, puberty, yes. But please do not rob children of their actual childhood.</p>
<p>Less curriculum in the curriculum and more time for wellbeing, mental health activities, etc.</p>
<p>I want to see respect for gender identity and inclusion of gender diverse pupils.</p>
<p>Should be a key component of the curriculum</p>
<p>NO</p>
<p>I believe that especially in the current social environment that it is important for children have have active stimulus outside of the classroom through physical activity.</p>
<p>It seems to still exclude children who are opted out of religion. No obligation on school to facilitate them leaving the room. No non religious school in our whole county. Our kids treated as inconvenience by Catholic school</p>
<p>Teachers need a lot more cpd in these areas</p>
<p>My son has adhd among with suspected dyspraxia and dyslexia. He severely struggles in school at time . Thankfully he's doing well at the minute but I feel there should be better interventions and strategies for the neurodivergent child</p>
<p>Divisive and problematic concepts like gender identity and social justice have no place in the curriculum</p>
<p>More physical outside play</p>
<p>I would like maybe a greater emphasis on knowing their body, protecting their body, consent, etc.</p>
<p>No funding being provided. DoE bring in these changes and initiatives without providing funding and training for teachers. Schools are broke. Very frustrating.</p>
<p>It's so important for wellbeing to be taught in primary level as I see in second level at the minute that they are having a huge problem with students wellbeing and if it had been identified in primary or teach the kids in primary about feelings etc they wouldn't have they problems they are having now in secondary.</p>
<p>It's time we slowly down and meet children where they are at with kindness compayamd understanding, what my sons learning journey isn't the same as a others learning and I think that gets missed in school</p>
<p>No</p>
<p>No. Thanks</p>
<p>No</p>
<p>I would like to seenuilding resilience in management of stress as part of the curriculum</p>
<p>the Gender indenting narrative needs to be removed from Primary school teaching. I strongly disagree and think it is very confusing for young children. the language of your identity at birth is not appropriate and NOT something parents have requested. including this just adds more stress for children. How a child feels about being a boy or girl shpuld be privately discussed at home and supported in school if necessary. Education on everyone being different, how they think look and dress and to be kind and accept this is more appropriate.</p>
<p>I don't want my child to read or see anything about transgender or non binary material they should only learn about female and male bodies with no explicit pictures</p>
<p>The pandemic had a huge impact on children's mental health</p>
<p>I want my child only to learn about female and male bodies an how they work and nthing about trangender or non binary subjects they have no pkace in our schools</p>

I feel that kids need to be informed of the social implications of bullying, the impact it has and why it is important not to and to help prevent it. How to respect each other.
No
I don't think at this stage sex education should be start, but personal hygiene and the human body is okay. The mind I still very young and willing to explore.
It would be important to understand what "Wellbeing" program is in detail.
No
Sexual education at primary should be opt in/out from parental perspective.
I think the new proposals on teaching more advanced sexuality/relationships is inappropriate & far too advanced for the majority of primary school children
They are to young for this trying to confuse children they can make up their own minds when they are ready
I would like it to be appropriate for the kids ages
I do not think my 7 year old needs sex education and she will not be having it
I am a lesbian mother of three primary school children. My qualification is a Masters in Forensic Psychology and I work with those in the criminal justice system who have difficulties with substance misuse. I am deeply concerned about any early sexualisation of young children and promotion of ideologies that do terrible harm to young people, those who cannot give consent (recent WPATH files leaked). Other Nations are moving away from the junk science especially on paediatric gender transition because independent research disproves virtually all the claims that supposedly make it a no brainer. We now know the terrible impact of puberty blockers on IQ/ bone density and the relationship to hormones and cancer. Young people need to be supported not by social transitioning but support for now recognised comorbidities and teachers are not qualified to support these areas. Diversity/Equity/ inclusion and activist citizen's education have harmed children in other countries. I will be removing my children for such subjects.
I don't want my children learning about securities and nonsense outside of male female. Teaching this to children in the early years if filling their heads with nonsense.
I feel as a parent if a child has a good grounding in wellbeing all of other aspects of education will be easier for them to focus on and do well in - it sets a good foundation for everything else
learning should be in the form of speaking and listening not just reading and writing
I don't think children and sensuality should ever be in the same sentence
I think we need to incorporate resilience into the curriculum
I would like to see road safety as part of the wellbeing curriculum. Children don't have the development skills to walk or cycle on their own until the age of 12 so it is so important that in primary school we educate them on how to be safe road users. All children are out cycling or using a scooter and very little wearing a helmet, it's so important that teachers reinforce this message and school policies include it.
Well being is v secular and my child's physical health needs to be addressed at home.
PLEASE consider including DBT modules as life coping skills (emotion regulation, personal effectiveness, distress tolerance and mindfulness). It has already been adapted for children and adolescents and manualised!
As a parent I would like to see values education included in the curriculum as this in my opinion is the foundation for wellbeing development
More inclusivity to different families including LGBT families

<p>I would like resources for parents that are connected to the lessons in school so that I will know which lessons my child is learning about and which phrases and vocabulary I can use that supports their learning in school. I would like to know more about the Patron's role in the teaching about Wellbeing and for example will they support schools in teaching about same sex families. I would like cycling to be included as it's own area.</p>
<p>Its not inclusive of LGBTQ+ families and people. LGBTQ+ people and families are appropriate to be lesrned about and discussed at all levels. This plan lacks inclusion snd diversity and promotes inequality and exclusion.</p>
<p>More inclusive material in schools. All curriculum books focus on heteronormative family structures. In Maths, English (especially readers) Irish etc all families are Mammy and Daddy. This does not reflect modern Ireland. I want my children to be able to see themselves in these books, ci sodering they have to use them every day in school and every evening for homework.</p>
<p>A lot of this is too political. Will this be ways to indoctrinate my child to the cause du jour? I think this has the potential for that, or whatever cause the teacher cares about.</p>
<p>Inclusivity and openness specifically regarding LGBQI families, and helping our children understand and embrace their diversity is crucial to psychological well being. Failure to ensure complete inclusion is harmful and discriminatory. We must be inclusive in our schools.</p>
<p>As a same sex mother to our 4 pre school kids I want my children to feel included and represented. I feel more education and focus needs to be put on LGBTQI+ and open dialogue in this area. Where children feel a safe space to be listened and heard is what I think we need.</p>
<p>No recognition of LGBT+ children's needs nor inclusion of differing family structures in our modern society</p>
<p>Please make sure the curriculum mentions single parent families, same sex parented families, adoption and fostering. For too long has the Catholic Church's vision of a family been the main focus of the curriculum</p>
<p>The eradication of spirituality from the curriculum's understanding of 'wellbeing' and the key competence of 'being well' is very concerning to me as a father of two (a boy and a girl). Our interconnectedness with the cosmos, other human beings and the world in which we dwell is a key feature of our parental philosophy and I expect their school to reflect the education the constitution entitles them too - one that is not in opposition to the beliefs or ethic of the parents as the primary educators of their children. Spirituality does not require belief in a God(s) nor the affiliation with any religious institution. Spirituality, as a human phenomenon is not a matter of debate, it is widely accepted as a 'reality' that exerts positive influence on the wellbeing persons and their resilience. See, for example, the array of research being published by Teachers College, Spirituality Mind Body Institute, Columbia University</p>
<p>Too much reliance lately on technology, leading to poor social skills and interactions along with bullying.</p>
<p>The sexual education content should be removed for all children under the age of nine, and for children over this age it should be age appropriate and in line with parental views</p>
<p>Please concentrate more on safety, such a protecting one's drink while out, how to know what is appropriate touch, etc. And less on gender. Please concentrate more on teaching life skills, and making good humans</p>
<p>I am very happy with the content of the curriculum</p>
<p>I do not want my child exposed to sexual content at such a young age. I also don't want them to be encouraged to explore their sexuality nor to be encouraged to wonder about there gender. Let children be children and stop trying to sexualise them. Also, primary school children should</p>

always have parental consent prior to teaching transgender ideology. Parents should be given more information about what is being taught to their children.
Communication and approval of parents should be priority
Well-being is an important area to develop in primary school
Wellbeing needs to start in the home. School can not cater for everything
I think part of wellbeing is having longer for break times and appreciating food. I also think that physical education should be mandatory for at least one hour a day and if they need to make the day longer, that is fine. The world of work may change to a 4 day week so this would mean longer hours on 4 days and 1 hour should be on movement.
Will this be fully funded by the department
That this not be guided or influenced by the church
There is so much technology now and online bullying is huge so a good education of been able to speak out is needed to change the future generation
Child and adolescent mental health along with healthy habits such as safe and health screen use needs to be tackled in primary education urgently.
Recent education has focused a lot on wellbeing which I believe to be important but I do believe that the parents should do a lot more in this capacity rather than the school.
this is already covered as part of SPHE and also the hidden curriculum. I do not wish for time to be taken away from core subjects to place this front and centre. Teachers are not psychologists and I feel taking this route may open a can of worms we will be unable to close. Too much pressure on teachers to 'be everything'!
Kindness and tolerance for those that are different should be a primary focus, not just anti-bullying messaging. Food allergies need to be taken seriously in every school and kids with these should be considered in all school related events. .
change is good for us, need the kids to embrace the change and go to new highs
Son is autistic in mainstream I feel he is behind for his age and needs more support to follow the curriculum.
These are all questionn to which no right minded parent would respond negatively. Very poor questionnaire, leading to only one potential outcome.
It mentions RESILIENCE which is great. BUT it states - 'Fostering a culture based on , equity , and social justice' and this has no place in school. Equlaity of rights yes but equity no. Social justice? Leave that to the American college campuses thank you very much. • 'Recognising and celebrating the diversity present within the classroom and in wider society'? No! You dont celebrate what is perfectly normal. Do not give special attention to race or sexuality. Judge based not on colour of skin but on your merits.Take the pride flags down please. No politics.
There should be more hours a week of PE in both primary and secondary schools, I'm disappointed with sports education or it's lack of in Irish schools, poor quality, lack of facilities, low level of skills expected from children
Children can learn about sexuality at home with parents as the primary educator. It is not a "one size fits all" approach
in 2024 i am disappointed that this requires a push. Please include information in the curriculum that represents LGBT+ identities and experiences. Please explore the idea of people falling on a spectrum in terms of their gender and sexuality. Be brave!! do not let the voice of a vocal minority harm members of our families and the children in our society. Our education system should reflect the diversity of the world we live in and celebrate difference in relationships and family structures. Be brave.
Add information of how to nourish body with food.

Self awareness and social awareness is extremely important given the ever changing world we live in. It would be great to see an emphasis placed on mental and emotional health.
RSE should not be seen as "separate" and there should be no need for parents to be informed with an option out option for basic sex education. Basic sex education should be legally required (along with the stay safe programme or an updated version of such a programme). Wellbeing as a title is wishy washy and prefer SPHE (incorporating PE), Swimming lessons should be part funded for many students from 3rd on
I do not want ideologies pushed on our young children. Sex is binary
Not enough time spent on reading, writing and maths, Too much time wasted on things like this. Parents should be doing this.
I want wellbeing to teach children respect. How to respect people and behave civilised in society
It sounds good in theory, but I'm unsure as to whether it's just a guise to shove someone else's opinions or agenda down my child's neck
I have no problem with discussing sex education but I don't want my child's mind to be blurred on gender in our home they know there are 2 genders. And nothing more
Human development and sexuality is not needed in primary schools, as are not appropriated to pupils physical and physiological development
I believe spiritual wellbeing should be included, so that children can access their spiritual higher selves with a pedagogy that is inclusive to worldwide spiritual practice that does not include religious wordings from any set religion.
Would like to see LGBT+ identities explicitly named and taught as part of the wellbeing curriculum. I feel the language is too vague around inclusion. I think explicit naming of different families and identities would empower schools and teachers.
I do not agree or give permission for a school to teach my child about sexuality
No wellbeing on sexuality, I do not approve of this
No
No
I am happy to see the focus on well-being
Nil
I disagree that schools should undertake to teach LGBTQ+ issues. This is an issue that should be discussed at home and taught by the parent.
Increase teacher mandatory professional learning
I wish to see more healthy eating consciousness in schools (and that should start from the top and should not be a choice of single teachers or principals) such as no treats as rewards or TV in school during breaks. Also, sex education should be always included, including respect for the LGBT community and explaining in an age appropriate way the problems and difficulties of these people in the world we live in. All schools should teach inclusiveness of everyone, no matter the gender, religion, provenance and such. The Curriculum should also prepare teachers to check for gender biases, so the children are exposed to the concept that we are all the same and no matter the gender we can be and do whatever we want (i.e. there are no such things as things for boys and things for girls)..
would like parents to be involved through worksheets to reinforce wellbeing
Some of the terminology used and parts of the aims and elements section are not appropriate for all autistic children. Eg What is 'active listening'? Autistic people communicate differently and express empathy differently. How do you plan to support healthy autistic relationships, support autistic emotional wellbeing? How an autistic person experiences stress can differ, use of

language can differ, how they express empathy can differ- will teachers be equipped to identify that?
I think restorative practices needs to be a bedrock of the new curriculum, properly taught by teachers who are skilled and well versed. The punitive mindset that still exists in some schools is shocking, and we are losing far too many kids (and young boys) in particular when there are clear alternatives in place
Children should not be taught anything outside of what they need to know and not be exposed to gender ideology in any way at primary level
Any teachings on sexuality should be discussed with the parents first
Any discussions around sexuality should be pre approved by parents. Some ideas in the current age are not appropriate. Only factual information provided
It is my feverant hope that these curriculum changes are cognisant of the need to allow children to be children and not force them to age too quickly
I feel that this new curriculum gives too much power to government to educate children regarding issues that should be taught by parents at home. I strongly disagree that children should be taught re diversity of family structures. It is the right of the parents to bring up their children up and teach them regarding family structure and roles.
No
I want a much less well being than proposed. I would like to focus on literacy & Numeracy. Access to music, Art & Drama. A strong sports curriculum. As a parent I will support my child's well being
No
Do not take time away from core subjects
Most important area
I do believe that sexuality and their choice of pronouns is being forced down kids throats at too young of an age. Just let them be kids. They will find their way.
In primary school I feel children need help understanding their emotional responses to things. And understanding how their words and actions may affect other children. Humour is a thing that should be encouraged but understood that if only one side enjoys the humour how that may reflect to the other party.
I want to ensure that gender ideology is kept out of schools, and that competitive learning is continued in schools.
I do not agree with RSE being taught to my kids not happening ever
Wellbeing should be a considered factor within all subjects from science, to art to sport. Children should participate with the knowledge and understanding of the wellbeing benefits each activity provides - not just a furthered sense of competition and stress.
I wholly endorse Global Citizenship education, and strive for my children to become inclusive, open-minded children. Until catholic indoctrination and sacrament preparation is removed from Irish state schools, this cannot be achieved. The two concepts are mutually exclusive. One tells children that people of all backgrounds are equal and deserve their space in the world; the other tells children that's Catholicism will always take precedence and reinforces othering. Catholic indoctrination and sacrament preparation remains the elephant in the room that has not been mentioned once in any of these reform documents. Shameful.
More activity is needed maybe learning about gym and using equipmebt
As a parent I am happy for kids to learn more than we did at school I'm this area however it needs to be age appropriate. Our kids don't need to be overly sexualised or confused about

gender.parents should be made aware of exact teachings in class so we can support our kids and teachers .
There must be a very balanced approach to wellbeing. Yes we must support children in terms of their social, emotional & physical development. However we must build strength of character and resilience in our children so they will be prepared for adult life and adult relationships etc.
Personally I feel that children are searching for boundaries which adults are now afraid to set. Everyone is different but that doesn't mean we all have to be extreme in our ways to express or to examine who we want to be/live/love in the world.
I selected 'strongly agree' in all of the above, but they simply cannot come to fruition in the curriculum unless Faith Formation is removed from my children's primary school curriculum. Religion has no place in influencing any of the above option as much as it has in women's healthcare. Time for education to catch up with healthcare. This issue is not going to go away for a new generation of parents who are getting married in their droves outside of Catholic ceremonies. Let your decisions follow CSO figures, that's what they are there for.
PE needs more time in primary school, ideally with a dedicated teacher
Its important that children learn about diverse family structures in today's society. That the law of the land i.e. same sec marriage is included and normalised across the curriculum
I do not wish for my children to be taught about gender ideology or any association with this thinking,I am strongly opposed to same as it goes against our family morals ethics and beliefs that we are both male and female.
I do not want my children to be taught sexual education or anything to do with, in primary school.
Sexual education should not be taught at junior cycle. And, gender ideology should never be part of any junior or senior curriculum.
That the conversations and learning on sex education is clearly set out and agreed by the parent with more focus on biological facts and less on diminished social construct by ideologies
Teachers can decide not to teach physical education and use the time allocation for other areas of wellbeing. I font agree with this
With social media these days and the growing numbers in suicides and self harm, Wellbeing is more important than ever and learning to be kind to one another
I dont concent to gender identity being taught as fact
The present widespread infusion of catholic doctrine and teaching across the primary curriculum is abhorrent to those of other and no religion, forced to see their children to endure such indoctrination
Important to understand the value of hard work and kindness. A constant focus on how we feel will make us feel worse. It's important to teach about the dangers of gender ideology and not normalise or promote mental illness.
Nothing about sexuality should be discussed with children in a primary school. These are still kids not even teenagers. I strongly disagree with this.
These questions are worded in a way I can't get my opinion across. I believe parents should be sent "opt in" letters to sign each term for upcoming sex and well-being curriculum .
Danger that a disproportionate amount of time will be given to this.
In my opinion you should halt the primary curriculum development process until the NCCA can confirm that the findings of the Cass Review are reflected in the curriculum framework. Parents also have a right to know that their opinions will not be dismissed by the NCCA as they have been previously. There should also be an opt out choice available.

I think the emphasis on physical activity, empathy and acceptance is all positive but there is too much emphasis on sexuality for children at such a young age and I need more information on this and gender identity that is proposed as part of the curriculum
I would prefer if the sex education module in primary school does not reference oral sex
I want my child to learn about the world of today not the teachings of the past. They need to learn about mental health, consent and different families and sexualities. Give them the tools to be healthy, happy people.
Children's well-being flourish in environments that are fun where adults support children's natural ability to be confident to explore and where children are facilitated to become independent
Emotional mental physical well being of s child is parents responsibility not that of the school.i wish to refer you to our constitution which clearly states the role of schools.
I am deeply concerned that my child will be exposed to the gender identity belief system that has no basis in science and is a direct contradiction of material reality. I do not want any element of the ENTIRE curriculum to teach my or any child that children can be born in the wrong body. The failure of the NCCA define 'gender, and sexual identities' as noted on page 36 of the Framework document allows for activist teachers 3rd party resource providers to interpret in their own way what these terms mean. Does gender mean biological sex or gender identity? Considering the Cass Review findings that social transition is a pipeline to medical transition the NCCA must leave zero room for any teacher, publisher or patron to interpret gender as gender identity.
I do not want to overwhelm my child(ren) with too much/confusing information on that topic
I do not want my child being taught LGBT sexual preferences. I want them taught traditional values at an appropriate age.
I want all of the above, especially in regards to my children learning about and developing their own identities and positive sense of self, but I also want them to learn about the diversity of the world around them and not be limited to the knowledge or experience of their teachers. Please provide guidance on intercultural education and support for teachers around anti-bias and anti-racist approaches to inclusive teaching.
Math
I think this aspect of education has always been an integral part of school for children and I don't see the need to do specific lessons on it. There is too much being squashed into the curriculum.
A lot of this is actually the role of the parent not the teacher!
One area of learning within the wellbeing curriculum is 'diversity of family structure'. Given the most recent referendums I hope the curriculum will respect the results and teach about marriage and it's importance for family life. The draft curriculum does not mention marriage. Evidence shows that children brought up by married parents achieve more educationally and are healthier and are more economically productive. Pupils should learn about the effects of marriage on wellbeing. There is no evidence within the draft curriculum that it allows adapting for faith based schools teaching in line with their beliefs especially around the area of traditional marriage and gender identity. Schools should have the freedom to adapt resources to be in line with the ethos of the school especially as parent's generally choose the school because of it's ethos. Parents should be able to view all teaching materials in advance of lessons and should be informed of their right to withdraw their child from the class if they feel the teaching is counter to their conscientious beliefs.

<p>If teachers are informing kids of areas they are not correctly trained in, then subjects need to be avoided. Example. My older daughter was informed by a teacher that self harming was a coping mechanism for self harming if you suffer with identity issues. My daughter ended up self harming and had to seek counselling. Teachers opinions effect kids. Bring in professionals to discuss sensitive topics.</p>
<p>I have serious concerns about the teaching of consent and sexual activities in primary school curriculum. Especially in special needs units.</p>
<p>More inclusive of LGBTQi students, less segregation of boys and girls, training for teachers on LGBTQi</p>
<p>Children need to see the value of general activity as part of a healthy lifestyle. While structured activities are helpful in learning new skills, they also need time to experience activity in an unstructured way e.g. walking in conversation with their friends to the local forest/ park etc. without any other agenda</p>
<p>Reading through the curriculum I am disappointed that teaching seems to be focussed on 'diversity of family structures' rather than on marriage. I appreciate that there is diversity but it has been shown that marriage is the most beneficial for the wellbeing of children and this should be presented to them as something good for their wellbeing. Given the results of the most recent referenda it is clear I am not alone in the desire for traditional marriage to be upheld and promoted. The Department of Education must listen to this. As a parent I would like to view all the materials before they are taught to my children especially around the areas of sex/gender/marriage. The draft curriculum states that it needs to change due to the older age of children starting primary school. I'm not sure that one year makes that much of a difference and I am concerned that my children will be taught content that is at odds with our family convictions. I am also concerned that faith based schools are not able to adapt the curriculum to match the ethos of the school-given we choose to send our children to the school we do because of it's ethos it seems incongruous not to allow adaptation of the curriculum to match that ethos.</p>
<p>I think there is a need to be more direct and inclusive of LGBTQ+ families, individuals and students. The guidelines to date which may appear harmless are actually very harmful by the lack of direct permission and support it gives to teachers who want to create safe and inclusive spaces for LGBTQ+ youth. Good hearted teachers who would like to teach students in more inclusive ways feels restricted and fearful of potential consequences when working under management of the Catholic Church. Touching on subjects regarding sexuality and gender in a vague manner rather than directly reinforces the stigma that was in place many years ago as a result of criminalisation and direct forms of discrimination. To have the curriculum more directly inclusive and give young people the opportunity to learn about sexual orientations, gender identity will help them see themselves reflected in the classroom which will have immensely positive impact for them. They would feel supported, valued, and not on their own. I hope these changes can be introduced sooner rather than later. With the rates of suicide and self harm evidenced in research by BelongTo and TCD this year it is in fact a matter of life and death for many young people.</p>
<p>This is the area where I think teachers need the most support as the changes represent a complete new way of engaging with the kids. It is not only what they teach but how. Teachers have to show a duty of care here; otherwise it would not bring the expected benefits.</p>
<p>It is my job as a parent to teach my child about well-being</p>

<p>Again this is overloading the children- they are already doing subjects SPHE and PE in school. 3 hours a week for this new 'wellbeing' subject isn't necessary as the children are already doing the subjects.</p>
<p>All of these are my responsibility as a parent and are part of good parenting practices. I feel that this is not something that you "teach." Well- being is something that you "are."</p>
<p>I am appalled by the Natural Women's Council campaign against this curriculum, which suggests children will be taught pornography in schools.</p>
<p>Wellbeing should be integrated in to everything and not be stand alone.</p>
<p>I want my child to know there are only 2 biological genders, male and female. I do not want trans ideology thought to my child. I do not want my child to be thought to use pronouns for some one, that is wrong and confusing. There is only him/her/he/she I want religion to continue to be thought, faith and morals are important.</p>
<p>Should be more inspections of wellbeing in schools.</p>
<p>for those less fortunate children that don't come from a balanced home, a healthy diet and how to make basic food on a budget.</p>
<p>I think it's crucial that the new curriculum reflects the change in society and family structures of the last few decades. Children in schools now come from same sex parent families and that needs to be reflected clearly in what children learn.</p>
<p>As part of well-being, teachers should not be so restricted as to how much time is spent on each curriculum area each week, as sometimes depending on pupils well-being they need some subjects more than others. E.g, there are bullying issues in the class, the teacher should be able to spend more time on subject areas that build relationships or allow the children to express their feelings on different ways e.g. art</p>
<p>Awareness for the entire population on neurodiversity and how it can show up in people, build a tolerance and healthy appreciation of the proven benefits of all aspects of diversity including neurodiversity.</p>
<p>I want all the curriculum areas to include critical evaluation for the child, build critical thinking skills, considering alternatives to what is presentd to them and what is NOT being shown. I would like this in all areas.</p>
<p>Age appropriate Sex education in schools is very important. The stay safe program and walk tall program seem very age appropriate in primary school.</p>
<p>The most glaring omission from the Specification is references to marriage. Sociological studies show that children in married father & mother families do best, in many facets of life. Include teaching on the value of marriage to individuals, families, and society as a whole. Include teaching on the reality of biological sex differences. Do not teach harmful unscientific gender theories. Add a section on the responsibility of each school to teach wellbeing in a moral framework according to the ethos of the school. Provide guidance to schools on how to fulfil their legal obligations to consult parents on SPHE. Include a section on the duty of schools to provide parents with teaching material in advance, and the right of parents to withdraw their children from teaching contrary to their beliefs. Do not integrate SPHE into the school day in a manner that makes withdrawal impractical.</p>
<p>I would like my child to understand and experience values and their influence on the choices we make. I would like my child's school to support their moral development and spiritual development. These aspects of my child's learning are very important to their wellbeing and to the collective wellbeing. Studies show that being part of a faith community enhances resilience and general happiness. This is part of holistic growth and wellbeing. Also some of the concepts of multiperspectivity are too complex and would be better explored in secondary school.</p>

Under no circumstances do I want teachers explaining anything about Gender Neutral, anything about sexuality to my children. I do not want teachers explaining about how a baby is conceived . Or explaining anything about Porn. Sex education should be provided by parents only. Catholic Religion is to be the main religion in schools. No diluting it down . There needs to be more Catholic education. Children need to keep their innocence and no teacher has the right to take the innocence away from primary school children by talking about sexuality, ie about gender identity, porn. etc. Children do not need to have their minds destroyed by teachers telling them they could be Gay, Lesbians, 'it' etc. Children just need to be children no pumping extra unnecessary information regarding inclusion of all. They are children. I do not want any teacher explaining gender identity.

Concerns about what will be covered in RSE

Appropriate to age and stage is the key part for this curriculum area, so I'm happy to see that it to the fore here. This space was in need of an update, especially in relation to family structures.

Well-being should primarily be taught in the child's home, with adults they can trust and in line with their belief system. Unfortunately what a teacher might think is appropriate for their age and stage of development in terms of sexual education, the parents and child themselves may have assessed differently.

Any sexual education OF ANY KIND under any guise or for any reason is despicable and unacceptable. I do not agree with it and will fight it with every fibre of my being. This is not the state's job. This is for the parents. STAY OUT OF IT.

I believe that learning outcomes should include teaching about marriage and its importance for family life. Evidence has shown that children brought up by their married parents achieve more educationally, are healthier and are more economically productive. Pupils should learn about its benefits. Teaching about the "diversity of family structures" (page 19) must not cause traditional views on man-woman marriage to be side-lined. Official statistics show that only about 3% of marriages conducted in Ireland last year were same-sex couples. Marriage is still held in high esteem by the public. In March, nearly 70% of voters rejected a constitutional amendment downgrading marriage to share equal status with "durable relationships". This democratic decision about the unique constitutional status of marriage should be reflected in what is taught in schools. "Respecting and celebrating differences" (Glossary) should include respecting people who hold different views and allowing them to express those views respectfully. Teaching about "respect and compassion towards diversity in others" (page 24) should be based on respecting individuals and should not stoke division between pupils based on their differences.

The wellbeing curriculum as it stands does not reflect my children. We are an LGBTQ+ parents (women). While same-sex parents footnote is welcome, it does not include trans people necessarily. Also, the acronym LGBTQ+ is not mentioned at all. This means that teachers most likely will not mention LGBTQ+ people. There are so many parents like us but there are also so many children who are trying to deal with their own sexuality or gender and they are effectively ignored in the curriculum. I rememebr back to when I was 7 - I knew that I was attracted to girls but I buried it and felt shame because there was no positive visibility of LGBTQ+ people in primary schools. These early experiences of not feeling like I belonged have stayed with me all my life. Even though I am a parent of two lovely children and have a very supportive family, I am still embarrassed to hold hands with my partner in public or be easy in being open about my sexuality. This is hard for me to admit but it is true. And I put this down to early, formative experiences like those in primary school where I learned - through silence - that I was somehow

lesser than other children who were 'normal'. I really don't want this for other children and I don't want my children to feel ashamed of their family or to believe they are somehow less legitimate than a heterosexual parented family. Clear and consistent messaging in the curriculum is the only way that we can guarantee that teachers and principals will be supportive of LGBTQ+ young people and inclusive of all family forms. Teachers and principals will be afraid of patrons or worried about parents' reactions unless they are given clear instruction in the curriculum. While it is crucially important to mention homophobic, biphobic and transphobic bullying in the curriculum, this can't be the only way that we are mentioned as it frames us in a negative way only. We need clear and positive representation to ensure that children whose own identity or family does not fit the norm feel like they really belong. Please do the right thing - one might even say, the Christian thing - and include our families and our lives in the curriculum. Thank you for the opportunity to say this and thank you for your work so far.

Much of this responsibility lies with parents and my choice to teach my children as I choose. When this is forced into school lessons then the children can have a disconnect from home. Each family is different and one story will not fit all in the case of this area. PE is vital but too much focus can be on competitive nature of sport not the fun side. Children need more play time not organised sport forced on them. If they choose to participate then they will get more enjoyment and be more engaged.

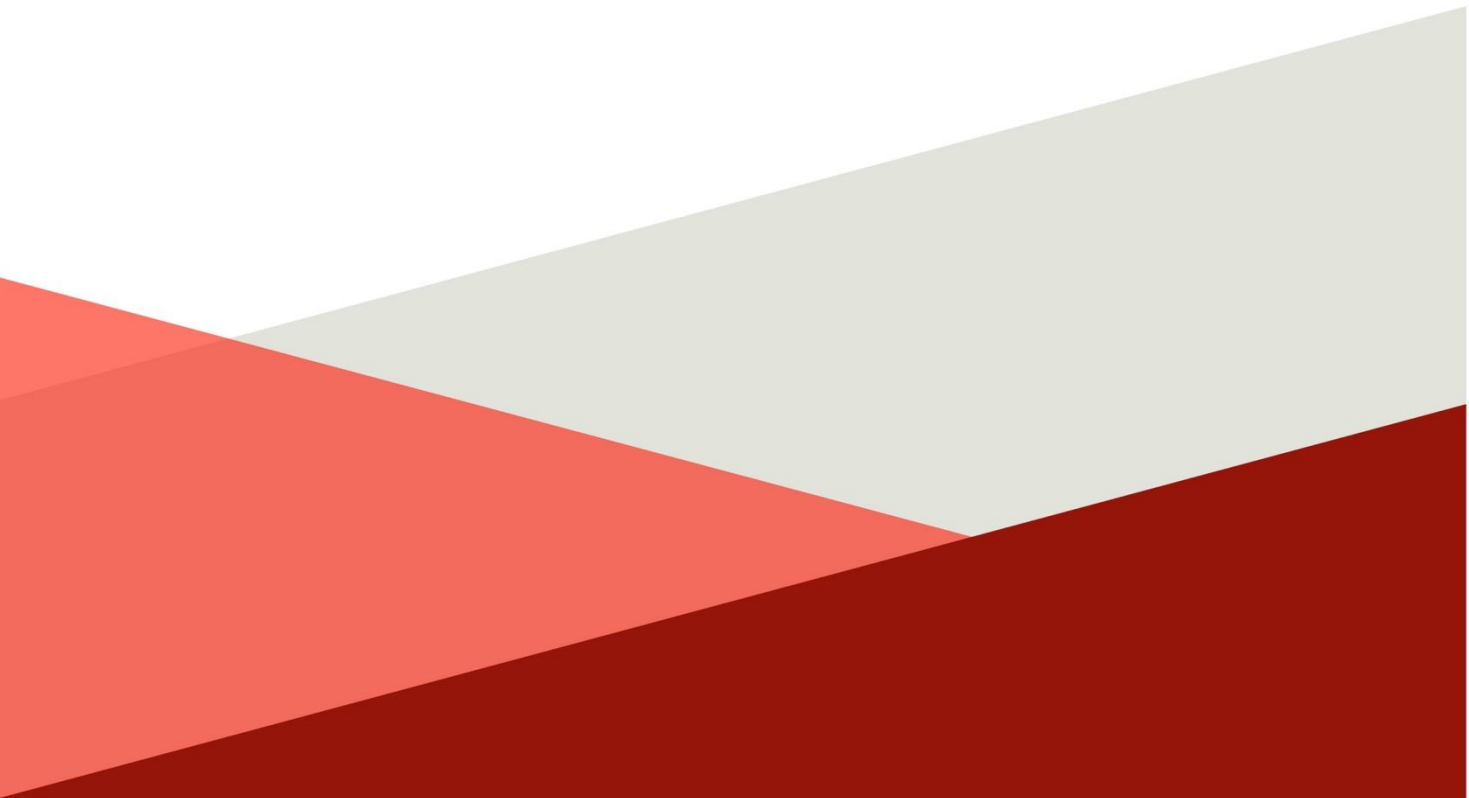
The wellbeing curriculum should compliment the ethos of the school in a meaningful way. There is very little mentioned in relation to spirituality e.g. Christianity.

Parents need to be informed of all curriculum details so that they can make informed decisions.

This subject needs to be in line with the ethos of the catholic schools. Parents are the primary educators in the family. The subjects need to be taught in school is Maths, English Irish etc.

It's absolutely inappropriate for sexual education and gender orientation in the primary schools. This is an adult thing and nothing to do with the innocent minds.

I fear that my child will have to go to a school that does not recognise her diverse family type. I'm worried teachers (and classmates if the teacher does not acknowledge and respect her family type early in the school year and every new year) will other her and that she may feel different to her peers. If she grows up to be LGBTQ+ or neurodiverse will she have the right foundation to be able to feel confident in herself and her identity if it differs from others. Because I will have little choice but to send her to a Catholic school I worry that she will feel excluded in the two hours per week her class are doing Catholic religion and during the sacrament years and how that will impact her wellbeing at school.



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