Primary Curriculum Review and Redevelopment

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

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

Individual submission details

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Date	
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Organisation submission details

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

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Yes [X]   No [ ]

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

The Faculty of Education at Mary Immaculate College (MIC) has a long and rich tradition in the Irish Education landscape. Mary Immaculate College is an autonomous higher education institute (HEI), academically linked to the University of Limerick (UL), with its own organisational, financial/accounting and quality control structures. Established in 1898, the College has a long tradition of offering undergraduate and post-graduate degrees in both Education and the Arts. The Faculty of Education has an exceptional track record in conducting research, generating key publications and developing innovative programmes focused on developing innovative and inclusive pedagogical approaches across early learning and care (ELC), primary, post-primary, special school and further education contexts. See https://www.mic.ul.ie/. The dynamic and progressive team in the Faculty of Education at MIC is committed to contributing to the creation of an education system where diversity is the norm and where all children are enabled to flourish and achieve their full potential.

Mary Immaculate College currently offers a range of programmes, from Level 6 on the National Framework of Qualifications (NFQ), up to, and including Level 10 (Doctoral level) programmes. In keeping with its *Strategic Plan 2023: A Flourishing Learning Community*[1], MIC has carefully and strategically sought to expand, building on its strengths, while simultaneously responding to national and international priorities. Mary Immaculate College's *Strategic Plan 2023: A Flourishing Learning Community* is based on seven pillars. The foci of these seven pillars at Figure 1 below inform MIC's commitment to excellence in

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[1] Mary Immaculate College. (2019). *Strategic Plan 2023: A Flourishing Learning Community*, Limerick: Mary Immaculate College, available: https://www.mic.ul.ie/about-mic/office-of-the-president/strategic-plan?index=0

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Teaching, Learning, Research Culture and Community Activities. These pillars continue to be the key drivers underpinning the success of MIC's significant impact on education both nationally and internationally.

Figure 1. *The Seven Pillars of Mary Immaculate College's Strategic Plan*

Across its ELC primary, post-primary and further education provision, there are currently 4,000+ students participating in both undergraduate and post-graduate programmes at MIC. Table 1. below provides an overview of programmes in the Faculty of Education at MIC in the current Academic Year.

Table 1. Programmes in Early Childhood, Primary, Post-Primary and Further Education at Mary Immaculate College in the Academic Year 2020/2021
Early Childhood Programmes
Bachelor of Arts in Early Childhood Education (BA ECCE)
Leadership for INClusion in the Early Years (LINC) Programme
Teacher Education Programmes
Professional Masters' Education (PME)
Bachelor of Education (BEd)
Bachelor of Education in Education and Psychology (B.Ed. Psy)
B.Ed. International
Bachelor of Arts in Education (Business Studies & Accounting)
Bachelor of Arts in Education (Business Studies & Religious Studies)
Bachelor of Arts in Education (Gaeilge and Business Studies)
Bachelor of Arts in Education (Gaeilge and Religious Studies)
Bachelor of Arts in Education (Maths & Gaeilge)
Certificate and Diploma Programmes
Graduate Certificate in Middle Leadership Mentoring (Primary/Post-Primary)
Graduate Certificate in Autism
Graduate Diploma in Special Education
Graduate Certificate in Academic Practice
Graduate Diploma in Adult and Further Education
Master Programmes

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Master of Arts in STEM
Master of Education – Adult and Further Education
Master of Education in Leadership of Wellbeing in Education
Masters in Leadership and Management
Master of Education in Literacy
Master of Education in Special Education
Master of Education
Master of Education in Leadership and Management (International)
Graduate Certificate in Middle Leadership and Mentoring
M. Oideachais
PhD/Doctorate Programmes
PhD Education (Structured and by Thesis)
Doctorate in Educational Psychology Students

Mary Immaculate College has extensive experience of programme development as detailed at Table 1 above and specifically the policy, legislative, curriculum, theoretical, philosophical, historical, sociological, and pedagogical constructs underpinning education. Students across all of our programmes are supported in making explicit links between, *interalia*, policy, legislative, curricula, theoretical, philosophical, historical, sociological, and pedagogical constructs and their future role as educators in ELC, primary, post-primary, special school and further education settings. Importantly, the College is committed to maintaining a focus on quality assurance across all of its programmes and engages in both internal and external ongoing programme monitoring and review processes.

The College is also committed to the development of a cohesive and integrated internationalisation strategy and continuing to deliver and promote outstanding international student satisfaction at MIC. In this context, the College welcomed a group of teachers from Mexico (see photograph on the right) in Autumn 2019 to complete a programme focused on promoting students' learning outcomes through effective research-based pedagogical and assessment approaches at Level 8 on the NFQ. A key text for this programme was the paper commissioned by the National Council for Curriculum and

Assessment (NCCA) and completed by Prof Emer Ring, Dr Lisha O'Sullivan, Marie Ryan and Patrick Burke, which was translated into Spanish for the students[2]. A number of these students have returned in the current academic year to complete Masters' studies at MIC.

The Faculty of Education at MIC has engaged extensively with the *Draft Primary Curriculum Framework* (PCF) consultation process. Individual departments and individual colleagues have been encouraged to submit individual responses in the interests of capturing the inevitable diversity of views, experiences and expertise that characterise the Faculty of Education at MIC. This submission seeks to provide a distillation of the wide variety of views of colleagues in the Faculty of Education in relation to the *Draft PCF*[3].

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

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[2] Ring, E., O'Sullivan, L., Ryan, M. and Burke, P. (2018) *A Melange or a Mosaic of Theories? How Theoretical Perspectives on Children's Learning and Development can Inform a Responsive Pedagogy in a Redeveloped Primary School Curriculum*, Dublin: National Council for Curriculum and Assessment, available: https://www.ncca.ie/media/3863/seminar_four_er_los_mr_pb_paper.pdf

[3] *In compiling this submission, it is acknowledged that all sections of the document are inextricably linked and the document should therefore be considered as a composite entity rather than in individual sections. In order to assist the reader, bold red italic text. is used to alert the reader to this linkage, where it occurs in the document.*

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Section 1

Please outline your overall response to the *Draft Primary Curriculum Framework.*

The Faculty of Education at Mary Immaculate College (MIC) welcomes the publication of the *Draft Primary Curriculum Framework* (PCF)[4] and the opportunity to develop a submission as an element of the consultation process. The manner in which the *Draft PCF* takes due cognisance of the significant changes to Irish society and the wider global landscape since the publication of the *1999 Primary School Curriculum*[5], while simultaneously recognising the importance of locating curriculum developments firmly in research is commended. The explicit links with the *1999 Primary School Curriculum*; *Aistear: The Early Childhood Curriculum Framework*[6] and the *Junior Cycle Framework*[7] contribute significantly to the cohesion and robustness of the Framework.

It is acknowledged that the *Draft PCF* was issued prior to when the COVID-19 global pandemic intervened. While an exceptionally positive feature of the *Draft PCF* is its concern to continue to respond to emerging priorities for children's learning, the potentially transformative impact of COVID-19 on political, social, economic and education contexts will require further analysis in finalising the *Draft PCF*. For example, while being a digital learner is recognised as a key competency in the current document, a recognition of the role of the virtual learning environment (VLE) in children's learning and how this can be supported for all children, families and schools will require further consideration. In this context also, the increased focus on wellbeing through its inclusion as a core area is to be welcomed, as is the recognition of the spiritual dimension of wellbeing.

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[4] National Council for Curriculum and Assessment (2020) *Draft Primary Curriculum Framework*, Dublin: National Council for Curriculum and Assessment, available: https://ncca.ie/media/4456/ncca-primary-curriculum-framework-2020.pdf

[5] National Council for Curriculum and Assessment (2020) *Primary School Curriculum*, Dublin: National Council for Curriculum and Assessment, available: https://www.curriculumonline.ie/getmedia/c4a88a62-7818-4bb2-bb18-4c4ad37bc255/PSEC_Introduction-to-Primary-Curriculum_Eng.pdf

[6] National Council for Curriculum and Assessment (2009). *Aistear: The Early Childhood Curriculum Framework*. Dublin: National Council for Curriculum and Assessment.

[7] National Council for Curriculum and Assessment. (2015). *Framework for Junior Cycle,* Dublin: National Council for Curriculum and Assessment, available: https://ncca.ie/en/junior-cycle/framework-for-junior-cycle

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The rationale for reviewing the *1999 Primary School Curriculum* and the process adopted in developing the *Draft PCF* are clearly presented. The delineation of the framework in respect of Vision; Principles; Key Competencies; Curriculum Areas and Subjects; Time Allocation; Transitions, Continuity and Progression in Children's Learning; Teaching and Learning; Assessment and Supporting Schools, Teachers and School Leaders is accessible and pragmatic.

While we remain cognisant that a variety of variables has contributed to separate reviews of both the *Primary Language Curriculum*[8] and Relationships and Sexuality Education (RSE). We suggest that in relation to RSE, this may unintentionally generate separate trajectories for Social Personal and Health Education (SPHE)/Wellbeing, which was identified as an issue in the experience of the *1999 Primary School Curriculum*. The development of the *Primary Language Curriculum* prior to the *Draft PCF* should also be considered and the rationale/factors contributing to this clearly detailed for the reader. A range of observations is provided throughout this submission in relation to creating further cohesion with the *Primary Language Curriculum* and the *Draft PCF*, which may be helpful.

It may be useful in terms of locating the curriculum within the broader policy, legislative and societal framework, to include a section on the purpose of education and the commitment of the system to the holistic development of the child in addition to indicating the elements comprising holistic development. The range of papers commissioned by the National Council for Curriculum and Assessment (NCCA) could beneficially be linked to this section and included in the Bibliography for the reader. Expanding on the contribution of Religious Education (RE) to the overall development of the child in the context of this vision could also be considered. The role of Education about Religions and Beliefs (ERB) and Ethics would benefit from greater elucidation and specifically referencing Christian Religious Education and Multi-Denominational Religious Education in the document might be considered. This would serve to highlight the links between current provision in initial

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[8] National Council for Curriculum and Assessment (2015) *Primary Language Curriculum*, Dublin: National Council for Curriculum and Assessment, available: https://www.curriculumonline.ie/getmedia/524b871d-1e20-461f-a28c-bbca5424112d/Primary-Language-Curriculum_1.pdf

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teacher education (ITE) and curriculum developments. It would also acknowledge, or at least refer to, the different approaches and understandings that exist in relation to RE, and how the proposed area of ERB and Ethics contributes to, or can be integrated with, current approaches to RE.

The consultation process provides a valuable and timely opportunity to re-imagine and re-conceptualise learning and teaching in the primary school based on the extensive corpus of research on how children best learn and develop. Specifically, the primacy of language learning as a key component of children's learning in primary school and for life is welcomed. Acknowledging the complexity of a consultation process and the challenges in accommodating competing and often divergent viewpoints, a number of suggestions are presented below, which we hope will assist the consultation process and provide for further discussion, reflection and review. These suggestions are provided below with reference to *Competencies* and *Curriculum Areas and Subjects.*

Competencies

- Active Citizenship - Reference to scientific literacy and eco-literacy could be considered for inclusion in this competency and specific outcomes that address scientific and eco-literacy could then be included under the competency attributes section.
- Being Mathematical - Attributes such as, thinking and communicating mathematically; solving problems and making sense of the world using mathematics; estimating, predicting and calculating could legitimately include a reference to "Being Scientific", as similar attributes exist in Science. This reference to also "Being Scientific" has the potential to forge useful links between mathematical and scientific thinking, which have significant existing connections.
- The inclusion of "Being Creative" as a distinct core competency represents a welcome approach. From an economic perspective, creativity (among other so-called 21st Century Skills) is widely accepted as an increasingly in-demand skill sought by employers. Given the ever-growing digitisation of economic and societal

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functions, the ability to "be creative", coupled with other higher order thinking skills, is seen as an important supplement to any enhanced proficiency in new technologies. Softer skills such as creativity, teamwork, critical thinking, initiative, and originality are often characterised as less-susceptible to automation (momentarily), and therefore represent an increased professional and labour-related importance for modern economic marketplaces. Outside of the economic argument, the ability to think independently and creatively also has the potential to offer valuable contributions in societal development and personal well-being i.e. the ability to ideate and proffer potential solutions to both personal and communal issues holds undoubted personal and societal benefit. The consensual stakeholder appreciation for the importance of creativity is also evidenced by the fact that many curricula in OECD countries include, in one form or another, creativity-related learning outcomes. Therefore, it is timely that any proposed curriculum would similarly highlight the importance of same, and it is hoped that specific creativity-related approaches, outcomes, and exemplars will populate the final curricula documentation.

- While many researchers approach creativity from differing perspectives, there exists a general consensus that creativity "is the ability to produce work that is both novel (i.e. original, unexpected) and appropriate (i.e. useful, adaptive concerning tasks constraints") (Sternberg and Lubart 1999)[9]. However, it is noted that the *Draft PCF* associates creativity with the production of "works that are original and of value" across the curriculum. While seemingly insignificant, the interchanged use of "value" vs "appropriateness" may warrant re-examination, since it provides a distinct differentiation between innovation and creativity. While the two concepts are related, innovation and value are synonymous with economic-driven processes and products, driven by potential market affirmation and subsequent economic gain. In an educational context however, creativity is generally not measured

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[9] Sternberg, R.J., and T. Lubart (1999), "The concept of creativity: Prospects and paradigm", in: Sternberg, R.J. (ed.), *Handbook of Creativity*, pp. 3-14, Cambridge: Cambridge University Press.

against commercial value i.e. teachers (and children) are the experts/consumers who acknowledge and/or reward the novelty and appropriateness of creative activity within the classroom setting. In primary education, one would generally expect that creativity is not about being new to the world, nor of market-value, simply new to the children or educational setting i.e. going beyond what could be expected of educational experiences to-date. Such an approach also espouses the notion of varying degrees of creativity (big-C, little-c) and the democratic idea that anyone can be creative given the appropriate conditions (Craft 2000)[10]. In this context therefore, it would be useful to review the definition of creativity to embrace "novel and appropriate", rather than "novel and of value".

- It is also important to acknowledge that while many educationalists and education policy makers consider creativity as important, it is unclear to many what it means to develop and/or recognise these skills in a school setting. As such, it is important that any new curriculum would provide opportunities (perhaps through the combined use of discrete subject and some associated discretionary time) to meaningfully exercise creative skills such as inquiring, imaging, doing and reflecting etc. in a thematic and/or cross curricular approach. The attributes of the "Being Creative" competency as listed in the *Draft PCF* have merit in many areas of primary education. However, it may be beneficial to include more detailed creativity-specific attributes which could act also as a signpost for teachers looking for direction and/or support in the development of creativity in primary education. Some such examples of same could include –

- Making connections to other concepts and knowledge from the same or from other disciplines;
- Generating and playing with unusual and radical ideas;
- Producing, performing, or envisioning a meaningful output that is personally novel;
- Reflecting on the novelty of the solution and of its possible consequences.

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[10] Craft, A. (2000) *Creativity across the Primary Curriculum*, London: Routledge.

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- Consider the inclusion of detailed creativity-related learning outcomes as an element of all curricular areas, to avoid creativity being exclusively equated with Arts Education.

- The inclusion of "Being a Digital Leaner" is welcomed and the overall affirmation of the potential role of digital technology in the development of competence and confidence in using a range of digital technology is commendable. Coupled with the prominence that "Digital Literacy" has already received in the *Primary Language Curriculum*, the *Draft PCF* and future curricula documentation may benefit from greater clarity i.e. what is meant by a digital learner, Technology Education, digital technologies, digital citizen, digital media etc. Similarly, it may be worth correlating said definitions with curricula, educational policy documentation and educational research more broadly to ensure consistency of interpretation. An agreed glossary of definitions may help avoid any ambiguity or confusion within the education community, and beyond.

- Being a Digital Learner - includes problem-solving and experimentation, which have connections to a digital space, but in reality, in the primary classroom (in relation to Science Education) experimentation and investigations will be hands on involving *design and make etc*., and may not always include a digital entity. Some further consideration in relation to this aspect would be useful, as it potentially limits or positions the value of problem-solving and experimentation outside of a digital context.

Curriculum Areas and Subjects

- A succinct definition of **"Science and Technology"** is required in the primary framework. This is to avoid interpreting and understanding the "Technology" in

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[11] Vincent-Lancrin, S. et al. (2019) *Fostering Students' Creativity and Critical Thinking: What it Means in School, Educational Research and Innovation*, Paris: OECD Publishing, available: https://doi.org/10.1787/62212c37-en

"Science and Technology" as 'digital technology' rather than the application of Science knowledge and skills.

- Rather than placing Technology alongside Science as another subject (Science and Technology), could Technology within the framework be positioned as an application of Science and thus be represented as a strand unit or set of skills. Perhaps one way to address the potential for confusion stemming from Science and Technology would be to keep the term "design and make" in the descriptor and maintain Science rather than Science and Technology as the subject/discipline within Science, Technology, Engineering and Mathematics (STEM).

- It would be beneficial to highlight the focus of the primary curriculum on supporting students in developing their foundational knowledge and skills in Science and Mathematics to enable them to apply this knowledge and skills for practical purposes (For example, through Technology and Engineering where appropriate and relevant).

- It would be beneficial to clarify further the definition of "Technology Education" at stages 1 and 2 and "Technology" at stages 3 and 4. As previously mentioned, clarity is critical in terms of understanding whether this is referring to digital technology or the current "design and make" component of the Science curriculum. There is potential for a misunderstanding in terms of what constitutes "digital technology" and construing it as a curricular area rather than a tool and a methodology.

- A succinct definition of what Mathematics Science and Technology Education entails as a curricular area for lower classes would be helpful and important in operationalising the curriculum. It is welcome that Science and Mathematics are to be taught as subjects in their own right at upper level. However, some reference to the value of integrating the different disciplines within Mathematics, Science and Technology at upper level also would also be beneficial. Exemplars could be provided in the curriculum specifications.

- The use of the term "Mathematics" is welcomed and preferred to the term "Numeracy". "Being Mathematical" with its listed attributes implies an emphasis

on higher-level understanding of maths focussed on real world and relevant applications.

- Clarity in relation to the position of Mathematics as a subject in its own right stating that its overarching aim is "the development of mathematical proficiency" and as providing a foundation for science and technology is welcomed.

- The concept of "environment" is integrally linked with geographical and scientific inquiry. The subject area "social and environmental education" (SEE) constructively references the processes of life but these are omitted from "Science and Technology", as are environmental issues.

- In the context of global citizenship education, education for sustainability and climate change education, science and geography cannot easily be separated. In this context, following the recent publication of the *Climate Action and Low Carbon Development (Amendment) Bill 2020*[12], re-considering climate change education as an element of a broad geographical education might be worthwhile. Colleagues at MIC are involved in research in this area, which is due to be published by Routledge in 2021. This area was also a key theme that emerged from the Teaching Council's recent FÉILTE[13].

- It is important that the links between science and SEE are explicitly stated in the curriculum framework. Science provides a key way of understanding the world around us, and how we share the planet.

- The descriptor on Science and Technology (p.13)[14] mainly references Technology with a line at the end that includes Science. In the context of the primary school, this seems out of kilter and alignment with Science being the foundation discipline in this curricular area.

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[12] Ireland (2020) *Climate Action and Low Carbon Development (Amendment) Bill 2020*, Dublin: Stationery Office, available: https://www.gov.ie/en/publication/984d2-climate-action-and-low-carbon-development-amendment-bill-2020/

[13] Teaching Council (2020) FÉILTE 2020, available: https://www.teachingcouncil.ie/en/FEILTE/FEILTE-2020/

[14] National Council for Curriculum and Assessment (2020) *Draft Primary Curriculum Framework*, Dublin: National Council for Curriculum and Assessment, available: https://ncca.ie/media/4456/ncca-primary-curriculum-framework-2020.pdf

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- There may be an opportunity to link the areas of initial teacher education (ITE) more explicitly to the curriculum and create greater cohesion between *Céim: Standards for Initial Teacher Education*[15] and the teacher's agency in the realisation of the curriculum.

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[15] Teaching Council (2020) *Céim: Standards for Initial Teacher Education*, Maynooth: The Teaching Council, available: https://www.teachingcouncil.ie/en/News-Events/Latest-News/Ceim-Standards-for-Initial-Teacher-Education.pdf

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Section 2

Agency and flexibility in schools

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

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

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

The focus on agency and flexibility in the curriculum is welcome in terms of its potential to empower schools and teachers in supporting children's learning and enhancing teacher-professionalism and autonomy, while acknowledging the unique context in each school. Similarly, the focus on child agency is to be welcomed in fostering children's autonomy as learners and ensuring that the curriculum is a curriculum for all children. Monthly time allocations or flexible/discretionary time offer welcome potential and scope for providing children with valuable integrated learning opportunities and support planning and timetabling specific to different school contexts. There is a danger that "flexibility" as a message becomes associated exclusively with "time-management" and that the broader more complex concept of flexibility in terms of how the teacher can be supported in providing differentiated and responsive curriculum experiences for all children is diluted.

While the inter-relatedness of the messages of agency and flexibility is acknowledged, specific feedback is provided separately below with reference to *Agency* and *Flexibility*.

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Agency

- The depth of the culture shift inherent in this key message is not to be underestimated and embedding this concept and its associated realisation along the teacher-education continuum will remain critical.

- The inclusion of the "agentic professional" and associated definition (An agentic teacher is reflective, competent and capable of exercising professional judgement in response to individual learning needs in a variety of contexts.)[16] is to be commended for its clarity. In this context, consideration might be given to including the "agentic child" also in the vision statement with an associated definition.

Flexibility

- As noted previously, there is a danger that "flexibility" as a message becomes associated exclusively with "time-management" and that the broader more complex concept of flexibility in terms of how the teacher can be supported in providing differentiated and responsive curriculum experiences for all children is diluted. This danger needs to be addressed throughout the teacher education continuum and flexibility as a concept clearly communicated.

- Retention and flexibility of the time-allocation for Mathematics is welcome.

- It is important that consideration is given to increasing the time allocation for Science as a subject in its own right to bring Ireland in line with other Organisation for Economic Co-Operation and Development (OECD) affiliated countries. Given the nature of Science as being investigative and inquiry-based, the five hour per month currently proposed time allocation could result in limiting children's science experiences. This may potentially be exacerbated given that currently within the framework Science is coupled with Technology.

- Consideration might be given to allocating Science parity with Social and Environmental Education (SEE) subjects on the proposed framework. The application of Technology to Science and Mathematics and indeed other subjects,

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[16] National Council for Curriculum and Assessment (2020) *Draft Primary Curriculum Framework*, Dublin: National Council for Curriculum and Assessment, available: https://ncca.ie/media/4456/ncca-primary-curriculum-framework-2020.pdf

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has value as a cross cutting concept rather than a "subject" solely connected to science as the *Draft Primary Curriculum Framework* (PCF) currently positions it.

- While it is acknowledged that the flexibility will support an integrated curriculum, the diminished time allocated to Drama, Music and Visual Arts education within the *Draft PCF* is a cause for concern. The allocation of 9/10 hours for Arts Education monthly in the infants and 1st/ 2nd classes, with 8 hours of Arts Education monthly in 3rd – 6th class would merit revisiting. This is a significant decrease in time allocated for the Arts. At a time when the evidence continues to suggest the benefits of Arts Education for children's wellbeing, learning and development, we respectfully ask that this time allocation be reconsidered.

- The contribution of planning to the effectiveness of the curriculum requires further consideration in terms of the contribution of collective planning time within the school. An exploration of how this might be achieved through utilising a portion of the flexible time or a model similar to the Croke Park hours' structure would be useful.

- It is important that the time allocated to both Language 1 and Language 2 is delineated to ensure that the appropriate time is allocated to Language 1 and Language 2 in the classroom. It is important also that the time allocated to language across the four stages is not diminished and reflects the time allocation outlined in Circular 0056/2011[17]. Language learning is supported largely by meaningful integration with learning in other content areas and this integration could be facilitated in the school's L1 or L2.

- The proposed time allocation for language is potentially problematic on a number of fronts: Though no causal link has been established, much of the success in internationally-benchmarked literacy assessments in recent years has been attributed to actions driven by the *National Strategy to Improve Literacy and*

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[17] Department of Education and Skills (2011) Initial Steps in the Implementation of the National Literacy and Numeracy Strategy, Dublin: Department of Education and Skills, available: https://www.into.ie/app/uploads/2019/07/cl0056_2011.pdf

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Numeracy among Children and Young People (2011)[18]. One of the key actions contained within this strategy was the affordance of additional time to language and literacy learning. Rescinding this increased time allocation would run directly counter to this success. The curriculum specification for this area (*Primary Language Curriculum)*[19] has been developed and rolled out in the interim, with the (at least implicit) understanding that the content and skills of this curriculum is afforded 8.5 hours a week of instructional time. No guidance has been provided to teachers on how the learning outcomes of this curriculum can be achieved in a reduced time allocation. The implications of shifting the goalposts after most of the professional development for this area of the curriculum has been delivered requires consideration at this point. Perhaps it is implicit in this section that language and literacy will be integrated into other subject areas (given it is identified in previous sections as a key competence), and that this area of the curriculum will not receive less instructional time as a result. This is unlikely to be a solid basis on which to proceed with revised time allocations, particularly in the absence of significant professional development on language/literacy learning in and across different subjects.

- Notwithstanding the belief that the reduction in time for language is problematic in general, the following observations on the specific time allocation options merit examination (1-3):

    - **Option 1:** It is likely that the time allocated to both Language 1 and 2 need to be delineated; thus the overall time allocation here might not be the most helpful for teachers. It runs the risk also that Language 2 will be further diminished in actual teacher time

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[18] Department of Education and Skills (2011) *Literacy and Numeracy for Life. The National Strategy to Improve Literacy and Numeracy among Children and Young People 2011-2010*, Dublin: Department of Education and Skills, available: https://www.into.ie/app/uploads/2019/07/cl0056_2011.pdf

[19] National Council for Curriculum and Assessment (2015) *Primary Language Curriculum*, Dublin: National Council for Curriculum and Assessment, available: https://www.curriculumonline.ie/getmedia/524b871d-1e20-461f-a28c-bbca5424112d/Primary-Language-Curriculum_1.pdf

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allocations. It is important that adequate input in both languages is provided.

- **Option 2:** That the time allocations for Language 1 and 2 are delineated in this option is to be welcomed. However, as noted above, the time allocations are problematically low in each case.

- **Option 3:** In the absence of significantly more detail on the rationale for affording diminished time to Language 1, this option is problematic. For example, the allocation of 3 hours 45 minutes to Language 1 at first class level (stage 2) does not afford enough time for the key literacy skills that continue to be developed at this level. The near halving of the time for Language 1 at Stage 4, after a new curriculum has been rolled out, is difficult to justify or rationalise.

- The significant thought and space accorded to time-allocation, which takes due cognisance of the previous consultation process and teachers' concerns are to be commended.

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Curriculum connections between preschool, primary and post-primary schools

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

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

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

This aspect of the framework is especially powerful in consolidating the concept of the child at the centre of the curriculum across the spectrum of education. The clear and explicit linkages between early learning and care (ELC), primary and now post-primary will create welcome continuity in the child's experience and also in pedagogical approaches. For parents/carers also, this link will be invaluable as they navigate the education system.

In order to ensure that this message translates into practice:

- It is critical that these messages are embedded across ELC, primary and post-primary initial professional, and teacher education programmes and across the professional and teacher education continua, to ensure that these connections are understood and consolidated by early childhood, primary and post-primary teachers.
- In relation to Science, the nature of Science and Scientific Literacy are not currently referred to in the *1999 Primary School Curriculum*[20]. It is important that

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[20] National Council for Curriculum and Assessment (2020) *Primary School Curriculum*, Dublin: National Council for Curriculum and Assessment, available: https://www.curriculumonline.ie/getmedia/c4a88a62-7818-4bb2-bb18-4c4ad37bc255/PSEC_Introduction-to-Primary-Curriculum_Eng.pdf

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> these aspects are addressed, given their centrality on the Science specification at Junior Cycle level.
>
> - A clear and accessible information campaign for parents will be required.

Emerging priorities for children's learning

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

- Embed seven key competencies across children's learning outcomes from junior infants to sixth class.

- Focus on developing children's skills, knowledge, dispositions, values and attitudes. The Learning Outcomes and the Key Competencies are broad in nature to describe this wider understanding of learning.

- Have increased emphasis on some existing areas such as PE and SPHE (Wellbeing) and digital learning, and have new aspects such as Modern Foreign Languages, Technology, Education about Religions and Beliefs (ERB) and Ethics, and a broader Arts Education.

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

Observations previously delineated related to Competencies, Curriculum Areas and Subjects and Flexibility have relevance here also.

The *Draft Primary Curriculum Framework* (PCF) provides broad, comprehensive, relevant and clear signposts in relation to the emerging priorities for children's learning in the 21st century. Critically, scope is also provided to respond to other priorities that may emerge through the lifetime of this curriculum. However as noted previously, the unforeseen, unimaginable and potentially transformative impact of the COVID-19 global pandemic requires further analysis and its impact considered in the finalising of the *Draft PCF*.

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The key competencies, with the constructive focus on children's skills, knowledge, dispositions, values and attitudes are particularly powerful in highlighting the priorities for children's learning, wellbeing and development vis-à-vis their engagement with the curriculum. The inclusion of "communicating and using language" as one of the key competencies is to commended. The focus on a learning outcomes based curriculum, located in contemporary and emerging research is of particular reassurance to all stakeholders and further supports the responsivity of the curriculum and its capacity to provide for all children. Consideration might be also given to:

- The importance of adopting an intentional and deliberate approach to operationalising and harnessing the key competencies as the curriculum develops. It is critical that this area is not left to chance and teachers across the continuum of teacher education will require significant support in this area. Providing exemplars of how these might translate into practice and woven into the child's learning and teaching experience. Perhaps including exemplars in an appendix might be useful.

- Providing greater specificity in relation to wellbeing in the junior classes and the role of the Stay Safe Programme and Relationships and Sexuality Education (RSE).

- While the acknowledgement of the contribution of religion to the child's overall education is welcome and the role of Education about Religions and Beliefs (ERB) and Ethics and continuing Religious Education (RE) under the Patron's Programme in enriching children's experiences is evident, greater specificity in relation to structure and implementation would be helpful. For example, it is unclear as to whether ERB and Ethics is to be introduced as an addition to RE or whether it is provided for children who are not participating in RE.

- The impact of the nomenclature related to Social Personal and Values Education (SPVE) as a potential replacement for Social Personal and Health Education (SPHE) may potentially lead to confusion in terms of both SPHE and ERB and Ethics. We welcome the momentum gained by SPHE in recent years and while there is undoubtedly a values dimension to SPHE, we are doubtful that this requires a change in nomenclature.

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- While the broad and inclusive range of texts and communication types that are referenced on p.10 of the *Draft PCF*[21] are welcome and complement the broad definition of text espoused by the *Primary Language Curriculum,*[22]it would be beneficial if this section was refined (not necessarily expanded) to include: Reference to the reciprocal relationship between language/communication and the expansion of thought/cognitive processes; each is contingent on the other. Language serves not only to help *share* thoughts, but to *develop* them; Specific reference to the use of language in disciplinary and subject-specific ways, given that the key competence is a cross-curricular one. This would consolidate the link with the reference to *disciplinary literacy* in the *Primary Language Curriculum* and forge stronger links with the subject specifications for subjects like *History* and *Visual Arts* at Junior Cycle level. At present, there appears to be a disconnect between the content of the *Primary Language Curriculum* and this section of the document.

- The broad explanation of "communicating and using language" on p.10 is somewhat constrained by the key attributes that follow in Table 2. This is particularly problematic when the attributes are matched with the terminology and thrust of the Primary Language Curriculum. Specifically: *Developing understanding and enjoyment of words and language:* Reference to language should be adequate here; *Developing oracy:* The reference to oracy here is deeply problematic. Oracy is not mentioned in the *Primary Language Curriculum,* though this is not to say that many of its key pedagogical goals and associated learning outcomes are not included therein (within the Oral Language strand). However, this may potentially generate confusion and understandable annoyance if further new terminology is introduced into the language and literacy lexicon of Irish primary schools. It is recommended that "oracy" be replaced with "oral language": Reference to the use of language and

21

National Council for Curriculum and Assessment (2020) *Draft Primary Curriculum Framework*, Dublin: National Council for Curriculum and Assessment, available: https://ncca.ie/media/4456/ncca-primary-curriculum-framework-2020.pdf

[22] National Council for Curriculum and Assessment (2015) Primary Language Curriculum, Dublin: National Council for Curriculum and Assessment, available: https://www.curriculumonline.ie/getmedia/524b871d-1e20-461f-a28c-bbca5424112d/Primary-Language-Curriculum_1.pdf

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> literacy in subject/discipline specific ways should be explicitly delineated in this section, given this is a cross-curricular competence. This would allow for greater disciplinary alignment with the proposed curriculum subjects in stages 3 and 4, as well as better integration with the *Primary Language Curriculum* and Junior Cycle subjects, as mentioned above.
>
> - It will be necessary to support parents' understanding of the manner in which the curriculum is responding to the emerging priorities for children's learning and the central role of the key competencies in this regard.

Changing how the curriculum is structured and presented

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

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

(In addition to the five areas above, the Patron's Programme is developed by a school's patron with the aim of contributing to the child's holistic development particularly from the religious and/or ethical perspective and in the process, underpins and supports the characteristic spirit of the school. These areas connect to the themes of *Aistear* and to the subject-based work in Junior Cycle.)

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

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

Observations previously delineated related to Competencies, Curriculum Areas and Subjects and Flexibility have relevance here and also observations in the previous section.

In moving from subjects in the first four years of primary school to broad curriculum areas, an integrated approach to children's learning is supported, while simultaneously the emerging priorities for children's learning are addressed. This approach also aligns with the key principles and pedagogy articulated in *Aistear: The Early Childhood Curriculum Framework*[23]*.* This is a welcome development and will contribute to the harmonisation of young children's learning experiences, based on how we know children learning best. In allowing for the differentiating of these areas into subjects from third class onwards, children's growing understanding and awareness of subjects in organising their learning develops and will assist in their future transition to post-primary school. The recognition of Wellbeing as a core area of a child's learning and development is particularly positive and reflects contemporary research in this area. Moving Science from the previous Social, Environmental and Scientific Education (SESE) is of benefit both to the status of Science and also to History and Geography. Importantly the *Draft PCF* recognises the challenges of climate change, human migration and geopolitical shifts. Children are currently affected by climate change, albeit in differing ways depending on geographical, social and economic factors. As interested citizens, they have a right to a comprehensive and robust climate change education, to ensure they become responsible decision makers in the future (Dolan, forthcoming)[24]. Observations for further consideration in relation to structure and presentation of the *Draft Primary Curriculum Framework* (PCF) are detailed below.

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[23] National Council for Curriculum and Assessment (2009). *Aistear: The Early Childhood Curriculum Framework*. Dublin: National Council for Curriculum and Assessment

[24] Dolan, A.M. (forthcoming) *Teaching Climate Change in Primary Schools: An Interdisciplinary Approach*. London: Routledge.

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- While it is acknowledged that pedagogical approaches will be further detailed in the subsequent development of the curriculum, in view of the central role of pedagogy in children's learning and teaching, it may be useful to provide further detail in relation to pedagogy in finalising the *Draft PCF.*

- The inclusion of "Partnerships" as a principle in Table 1. Of the *Draft PCF* is to be commended, however it is suggested that this key principle requires further detail in terms of how it is conceptualised and operationalised.

- The absence of reference to and/or acknowledgement of Science, Technology, Engineering and Mathematics (STEM) Education merits explanation in terms of providing a rationale in this context.

- Discrete Technology, Digital Learner and/or Digital Literacy learning outcomes, demonstrating clear progression within the proposed stages warrants consideration.

- It may be useful to include a glossary of terms with the document to ensure consistency of interpretation of key concepts.

- In relation to language, there is a need to genuinely value bilingualism and multilingualism and to commit to providing the necessary support needed, to enable all children to function competently in more than one language by completion of stage 4. Now, more than ever before, Ireland needs to make genuine, sustained, measurable efforts to enable children to gain or maintain fluency in more than one language. In the Irish context, bilingualism and multilingualism should be viewed as a normal, desirable, achievable and enjoyable part of primary schooling and should be accompanied by a concrete, measurable, fully-resourced commitment to enable all children add two additional languages to their L1. In this multilingual vision it is very important to nurture and support the minority language.

- It is recommended that the L1 and L2 are provided with separate, explicitly-defined input time at all stages of the curriculum. If specific time is not nominated for *Gaeilge* in particular there is a fear that a lack of specific guidance may lead to less time being spent on the learning and teaching of *Gaeilge*.

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- While accepting the integrated nature of language teaching and learning as outlined in the Primary Language Curriculum, it is important to note there are significant differences and challenges between the teaching of *English* and *Gaeilge* in primary schools in Ireland.

- It is essential that the status of *Gaeilge* as a core subject is strengthened in all schools to enable Irish primary children to enjoy and benefit from an integral part of Ireland's cultural and linguistic heritage. At the very minimum, all children should experience a daily lesson in *Gaeilge* that is enjoyable, interactive and participatory. The initial learning and subsequent acquiring of *Gaeilge* contributes to children's language skills development, broadening their linguistic repertoire, enabling them to become bilingual in two of Ireland's official languages and to develop a deeper appreciation and understanding of what it means to be living in this part of Europe. Learning *Gaeilge* from an early age through play, stories, rhymes, drama and games lays the foundation stones for later language learning endeavours. Research, including the Harris report (2006)[25] and reports from the Inspectorate in the Department of Education and Skills (DES) outline clearly the many challenges in the teaching and learning of *Gaeilge* in T2 schools. The Chief Inspector's Report (2018)[26] found that the quality of learning in Irish was "unsatisfactory" in more than a quarter of lessons observed by the DES Inspectorate between 2013 and 2016, a deterioration in outcomes for children in Irish since the Chief Inspector's report in 2013[27]. The report advises that significant change is required in order to achieve improved children's outcomes in Irish. This change can be achieved in L2 schools by providing a modern fully-interactive Irish language programme that integrates oral language, reading and writing. In 21st

[25] Harris, J., Forde, P., Archer, P., Nic Fhearaile, S., O'Gorman, M. (2008) Irish in Primary Schools. Long-Term National Trends in Achievement, Dublin; Department of Education and Skills, available: https://assets.gov.ie/25368/018d326d9e9d4465a509508d1646e9f5.pdf

[26] Department of Education and Skills (2018) *Chief Inspector's Report January 2013-July 2016*, Dublin: Department of Education and Skills, available: https://www.education.ie/en/Publications/Inspection-Reports-Publications/Evaluation-Reports-Guidelines/insp_chief_inspectors_report_2013_2016.pdf

[27] Department of Education and Skills (2013) *Chief Inspector's Report 2010-2012*, Dublin: Department of Education and Skills, available: https://www.education.ie/en/Publications/Inspection-Reports-Publications/Evaluation-Reports-Guidelines/Chief-Inspector%E2%80%99s-Report-2010-2012-Main-Report.pdf

century Ireland. it is essential that any such programme should have a significant digital component that motivates and engages children.

- Ongoing continuing professional development (CPD) in *Gaeilge* is essential to address teachers' competence in the language as well as CPD in the use of an approved programme. Schools should be provided with support to evaluate the language competencies of their teaching staff and begin to develop policies whereby a term or significant part of a term could be put aside to immerse children in an L2 and/or an L3.

- There appears to be an overwhelming consensus that the teaching of *Gaeilge* in T2 schools hasn't been entirely successful in producing large numbers of fluent speakers throughout the education system (Ó Duibhir and Cummins 2012)[28]. This partly relates to a lack of opportunity to use Gaeilge outside of the standard daily lesson. *Gaeilge Neamhfhoirmiúil*, Content and Language Integrated Learning (CLIL) and extra-curricular activities through *Gaeilge* should be promoted more strongly and supported.

- In the current context the term "foreign language" should be reconsidered as this terminology is rooted in a monolingual mindset whereby other languages are viewed as alien to English (or *Gaeilge* in the T1 setting). Children for whom Polish, Russian, French, and Arabic are their L1s, wouldn't describe these languages as 'foreign' and this terminology unintentionally undermines the commitment to inclusion articulated in the *Draft PCF*.

- Highlighting further the central and distinct role of parents in their children's lives and education would be useful. Perhaps a summary figure encapsulating this would be useful. This is particularly important in view of the important role of parents in supporting the *PCF* in the future. It is noteworthy that the COVID-19 pandemic has served to emphasise the central role of parents their children's education.

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[28] Ó Duibhir, P. and Cummins, J. (2012) *Towards an Integrated Language Curriculum in Early Childhood and Primary Education (3–12 years),* Dublin: National Council for Curriculum and Assessment, available: https://ncca.ie/media/1503/towards_an_integrated_language_curriculum_in_early_childhood_and_primary_education_rr_16.pdf

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

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

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

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

Observations previously delineated related to Competencies, Curriculum Areas and Subjects and Flexibility have relevance here and also observations in the previous section.

As previously noted, while it is clear that the *Draft Primary Curriculum Framework* (PCF) is designed to support a variety of pedagogical approaches and strategies. Identifying "pedagogy" as a principle beneficially underscores the central role of pedagogy in the curriculum. By highlighting the central role of assessment, which can be in danger of being viewed separately to the learning and teaching process, the PCF provides a welcome opportunity to weave assessment into pedagogy in a more seamless and embedded manner. Further consideration might be given to:

- Elaborating further on what it is envisaged these pedagogical approaches and strategies might encompass. It may be useful to link this section to research

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papers commissioned by the National Council for Curriculum and Assessment (NCCA) in relation to the development of the *Draft PCF*. For example the pedagogical approaches suggested by the paper *A Melange or a Mosaic of Theories? How Theoretical Perspectives on Children's Learning and Development can Inform a Responsive Pedagogy in a Redeveloped Primary School Curriculum.*[29]

- The role of the teacher as a "pedagogical leader" would benefit from being referred to, and elaborated on. This is related to the developing concept of leadership in schools whereby the demarcation between "the concept of teachers and school leaders"(p.4)[30] is merging in the context of the evolution of leadership as a concept in schools, whereby teachers in effect are also leaders.

- Consideration might be given to making more explicit reference to Inquiry-Based Science Education (IBSE) pedagogies in the revised curriculum framework.

- While parents are referred to explicitly in the context of the assessment process, the critical importance of their role merits further detail in the document. For example on p. 25, "families" are referred to as one of the stakeholders for whom assessment provides information. However it is suggested that the role of parents/carers in assessment is more complex than the roles of other professionals, support staff, policy makers, school leaders/boards of management.

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[29] Ring, E., O'Sullivan, L., Ryan, M. and Burke, P. (2018) *A Melange or a Mosaic of Theories? How Theoretical Perspectives on Children's Learning and Development can Inform a Responsive Pedagogy in a Redeveloped Primary School Curriculum*, Dublin: National Council for Curriculum and Assessment (NCCA), available: https://www.ncca.ie/media/3863/seminar_four_er_los_mr_pb_paper.pdf

[30] National Council for Curriculum and Assessment (2020) *Draft Primary Curriculum Framework*, Dublin: National Council for Curriculum and Assessment, available: https://ncca.ie/media/4456/ncca-primary-curriculum-framework-2020.pdf

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

The 1999 curriculum contributed to many successes including:

- Enhanced enjoyment of learning for children.

- Increased use of active methodologies for teaching and learning.

- Improved attainment levels in reading, mathematics and science as evidenced in national and international assessments.

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

- Address curriculum overload at primary level.

- Take stock of strategies, initiatives and programmes and clarify priorities for children's learning.

- Link with *Aistear* and *the Framework for Junior Cycle.*

The *Draft Primary Curriculum Framework* outlines important messages in relation to building on the successes and strengths of the 1999 curriculum while recognising and responding to challenges and changing needs and priorities. Please give your overall feedback in relation to this key message.

It is commendable that the *Draft Primary Curriculum Framework* (PCF) builds on the successes and strengths of the 1999 curriculum in terms of *inter alia,* promoting children's enjoyment of learning; the role of active learning methodologies and the integrated nature of children's learning. However the *Draft PCF* constructively responds to the key challenges identified by schools in terms of curriculum overload and integrating assessment effectively to inform learning and teaching. As noted previously assessment is constructively positioned as integral to the learning and teaching and the *Draft PCF* therefore provides a welcome opportunity to weave assessment into pedagogy in a more seamless and embedded manner. The broad concept of inclusive education presented and its association with universal design for learning is potentially transformative in dissolving the barriers

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created by difference. The approach of the *1999 Primary School Curriculum* whereby children are provided with experiences to learn about, with and through technology across the curriculum is one that has served primary education well in recent years. The integrated approach currently in use should continue to be embraced and developed as part of any new curriculum, particularly given that it mirrors how technology has become interwoven into all aspects of contemporary life. It is heartening to read that the spirit of this approach appears prominent throughout the Draft Primary Curriculum Framework and will no doubt feature as a key component of associated learning outcomes, methodologies and accompanying curricula toolkit

In achieving these aims in the future, it is suggested that:

- Continuing to foreground the eight principles and seven key competencies (including associated attributes) will be critical so that it continues to be understood at policy level that contributing in the future to curriculum overload is not an option and that in essence these principles provide a robust and responsive framework that future-proofs the curriculum.

- Curriculum integration will be central to achieving this balance and ensure each child has a holistic learning experience. A useful addition to the *Draft PCF* would be a graphic demonstrating how this might look in relation to broad curriculum areas and then subjects.

In summary, the Faculty of Education at Mary Immaculate College (MIC) welcomes the Draft PCF and acknowledges the exceptional and outstanding achievement of the NCCA in reaching this milestone. Based on the collective expertise and experience of colleagues in the Faculty of Education observations and suggestions have been provided in this submission, which we hope will assist the consultation process and provide for further discussion, reflection and review. In addition to affirming and acknowledging the specific dimensions identified in this submission template, suggestions have been made in relation to the areas identified in Figure 2. below.
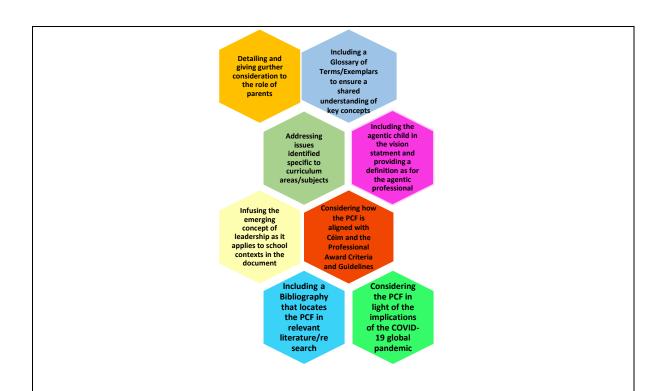
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Figure 2. *Summary of Areas Identified for Further Discussion, Reflection and Review*

The Faculty of Education sincerely appreciates the invitation to be involved in the finalising of the Draft PCF, through being provided with the opportunity to develop this submission and engage in a variety of consultation events throughout the process. We wish the National Council for Curriculum and Assessment well in the next stage of the process and look forward to continuing to participate in the finalisation of the process.

Data Protection

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Thank you for your submission.

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