



NCCA

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



The Redeveloped Primary School Curriculum

Gathering and Responding to
Children's Questions on the
Redeveloped Primary
School Curriculum

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Introduction

Redeveloping the primary school curriculum

The National Council for Curriculum and Assessment (NCCA) recently redeveloped the Primary School Curriculum. The vision and principles for the redeveloped curriculum are laid out in the [Primary Curriculum Framework](#) (Department of Education, 2023).

The redeveloped Primary School Curriculum was launched by the Minister for Education and Youth, Helen McEntee T.D., on 22 September 2025. In anticipation of its publication, the NCCA initiated the development of child-friendly materials. These materials, designed to support children's understanding of the redeveloped curriculum, were informed by authentic questions collected from children during school visits.

This report

This report recounts a consultation with 52 children from Stages 1 to 4 (Junior Infants to Sixth Class) in four primary schools, conducted during May and June 2025, to support the NCCA in developing support materials for children, with children. The schools were of different types (location; ethos; language and size) and were located in counties Galway, Dublin, Mayo and Kildare.

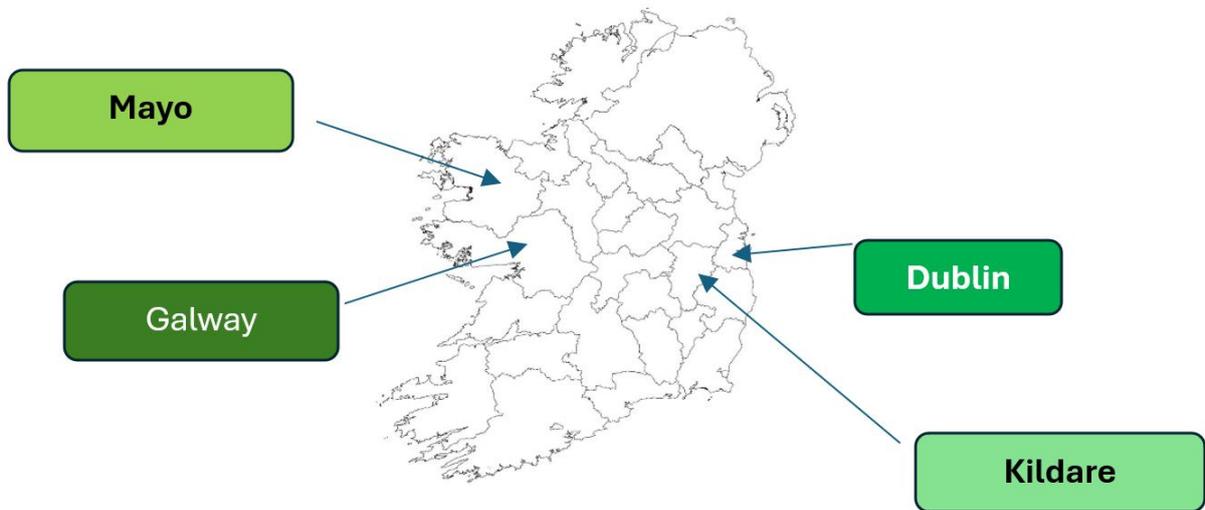


Figure 1: Location of schools invited to participate

Audience and influence

As outlined in the [NCCA Strategic Plan 2022 – 2025](#), child/student voice is one of eight principles underpinning the work of the NCCA, respecting the right of children and students to have their voices heard and included in shaping the curriculum and assessment advice developed.

Consultation with children was a strong feature of NCCA's work during the consultation phase of the draft Primary Curriculum Framework and curriculum specification development (Kiely et al., 2022; Kiely et al., 2024).

To achieve the inclusion of children's voices more centrally and earlier in development processes, NCCA worked in partnership with the Burren College of the Arts on two school community consultation events on [Arts Education](#) and [Science, Technology and Engineering Education](#) in 2023. More recently, in partnership with Hub na nÓg and the Department of Children, Equality, Disability, Integration and Youth (DCEDIY), NCCA consulted with children during the development of the curriculum specifications of [Wellbeing](#) and [Social and Environmental Education](#).

The NCCA is committed to ensuring that children have a meaningful role in shaping the content and presentation of information related to the redeveloped Primary School Curriculum. As children across Ireland will soon be introduced to the redeveloped Primary School Curriculum, it is essential that the materials provided are both relevant and accessible. To this end, the NCCA sought to gather children's instinctive and authentic questions, with the aim of developing child-centred support materials in response to the questions heard during consultation.

This information will be made available to all children in Ireland, their families and their schools.

National Framework for Children and Young People's Participation in Decision-Making

For the purposes of this consultation, the sessions in schools were designed and facilitated by personnel from NCCA. The approach taken was informed by methodologies previously employed in partnership with [Hub na nÓg](#) on the aforementioned consultations with children. Hub na nÓg's work is guided by the [National Framework for Children and Young People's Participation in Decision-Making](#). The framework is built around a rights-based model of participation, developed by Professor Laura Lundy, comprising four elements: Space, Voice, Audience and Influence. An explanation of each of these can be seen in Figure 2.

The aim of the model employed is to provide children with the opportunity to express their views in decision-making on matters that concern them and their lives. This means:

- providing them with age-appropriate and accessible information and a suitable location and setting in which they feel safe and free to express their views, opinions and ideas
- facilitating their expression of ideas, using methodologies that are age-appropriate and accessible so they can fully express their views
- making them aware of who will hear and consider their views and taking their views seriously and giving their opinions due weight within decision making processes
- informing them of the scope they have (including the limitations) to influence decision-making and giving the children feedback on what impact their views and opinions have had on decisions taken.

Arising from this approach, this report is informed by the views of the children. It documents the questions they shared, as well as the contribution of the Children's Advisory Panel (CAP) from one school, whose input helped shape the methodology used to facilitate question-gathering among children in the other participating schools.

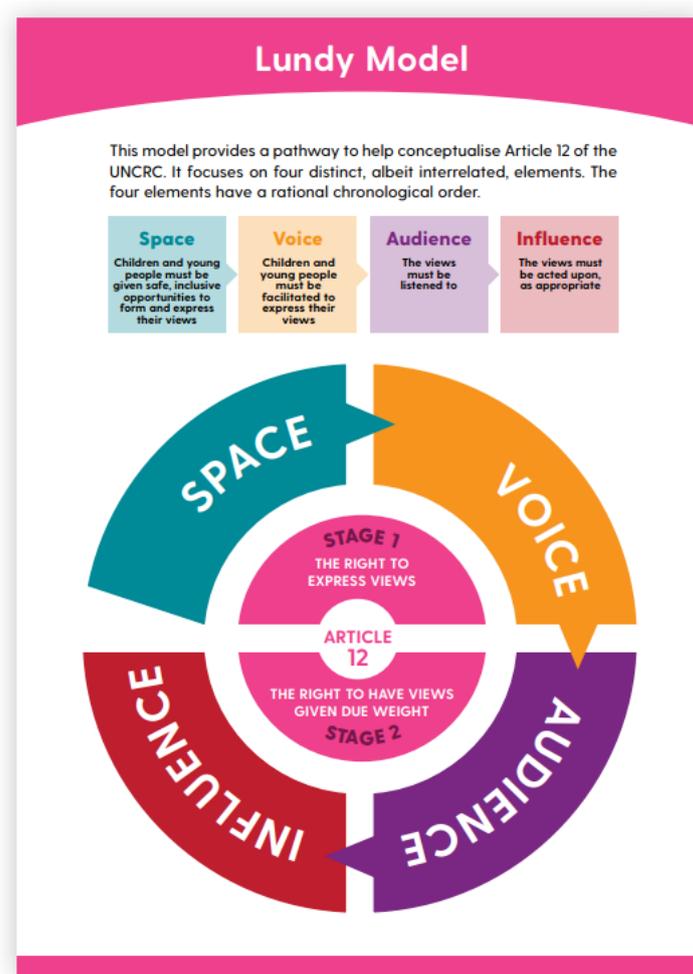


Figure 2: Lundy Model

Methodology

This section outlines the methodology employed for the question-gathering sessions with children on the redeveloped Primary School Curriculum.

Developing the methodology

NCCA designed two initial methodologies for Stages 1 and 2 (Junior Infants to Second Class) and two additional initial methodologies for Stages 3 and 4 (Third to Sixth Class).

A Children's Advisory Panel (CAP) was established in the first school visited by NCCA. A group of eight children from Fifth Class were invited to participate in the CAP. It was important that members of the CAP would still be in the school during the following academic year (commencing September 2025), as a final visit was required at that stage to complete the consultation process. The CAP provided constructive feedback on NCCA's proposed methodologies. They also offered valuable suggestions for age-appropriate adaptations and child-friendly methods to invite questions from children in the other participating schools.

At all stages of method design, measures were taken to ensure children had accessible and inclusive opportunities to ask questions. Members of the CAP strongly emphasised the importance of inclusivity, advocating for approaches that would enable all children to express their questions in ways that felt comfortable and appropriate to them.

Children were provided with age-appropriate information regarding the purpose of the school visits and the topic of curriculum change. A key consideration for NCCA, and one that the CAP advised on, was the development of a child-friendly way to explain the concept of curriculum. It was agreed to define it as "what and how we learn in school". Members of the CAP also suggested that "specific examples" be given to further support children's understanding in the other participating schools.

The children were encouraged to ask their questions in whatever way was most comfortable for them. These included: orally, through use of drawings, written words or in conversation with another child.

Child Safeguarding

As outlined in the [Child Safeguarding Statement](#), NCCA is committed through its engagement with children, to ensuring their safety, welfare and development as a core objective and priority. The NCCA staff present at school visits for the consultations were all Garda vetted.

Sampling

Due consideration was given to ensure the schools selected were of different types. Factors including: location - urban and rural; ethos - denominational and multidenominational; size - single grade and multigrade; and an Irish-medium school were all considered when inviting schools to participate in the consultation.

As outlined in the [NCCA Strategic Plan 2022 – 2025](#), Inclusion and diversity is one of eight principles underpinning the work of the NCCA, enabling the development of curriculum and assessment that recognises the uniqueness and rights of each child and the importance of supporting all children to reach their potential. Schools were respectfully asked to be mindful of this principle when providing children with the opportunity to participate in the consultation.

Piloting the methodology with a Children's Advisory Panel (CAP)

For this consultation a Children's Advisory Panel (CAP) was established to help plan and pilot the consultation. Advisory panels provide a way of directly involving a small number of children in advising on the development of a consultation. Working with an advisory panel is a particularly valuable way to plan and pilot a consultation with a broader cohort of children. Advisory panels are also a very useful way of ensuring the direct involvement of children and young people in decision-making in situations where it is not possible to involve all children in a school.

The CAP was based in a large urban school with special classes. The children invited to participate were from Fifth Class and represented a broad and diverse range of backgrounds. The pilot took place over two hours on one day.

The methodology was piloted with the CAP and they provided feedback on how the children's questions could be facilitated. The children's input and feedback was used to design the final methodology and format of the consultations. The children's questions about the redeveloped curriculum during the pilot were included in the analysis of the report. This emphasises the importance of listening to the voices of the children and including their views, thoughts, ideas and questions.

On foot of feedback from the CAP, changes were made to the format of the pilot days' methodology. These changes can be viewed in Appendix A.

Data analysis

Data from the consultation sessions comprised of the children's oral questions, their drawings, written words and illustrations. To analyse this data, a thematic analysis was conducted. This involved identifying recurring patterns and grouping the children's questions under common themes, allowing for a structured understanding of the issues and interests that were most prominent across the participating schools.

Consultation

This section of the report provides an account of the in-school sessions conducted with children, which aimed to spark their authentic questions on the redeveloped Primary School Curriculum.

In each of the participating schools, the children were grouped as follows:

- Group 1: Stages 1 and 2 (Junior Infants to Second Class)
- Group 2: Stages 3 and 4 (Third to Sixth Class).

The consultation with each group lasted approximately one hour. All of the children's questions were aggregated across the four participating schools.

In the pilot school, the initial proposed methodologies for using with both groups were explained to the children in the CAP. The role of the CAP was clearly explained as:

- providing feedback on the draft methodologies
- providing a child-friendly explanation of 'curriculum'
- advising on the format of 'Information for children'
- contributing questions on the redeveloped Primary School Curriculum

In each of the participating schools, the sessions commenced with an ice-breaker game, a variety of games were used across the schools. The games included a name game in a circle where the children shared their name and added a movement. The other children, together with the facilitator, had to say and remember all the names and movements in sequence. In some schools, an additional game was used where, following the facilitator's demonstration, children repeated affirmations with a strong, confident body stance. Affirmations repeated included 'I am smart', 'I am strong', 'I have something to say/share'. Games were selected based on the group dynamic and space available. This was to help them feel more comfortable engaging with the two facilitators and with their peers, some of whom they may or may not have known from other classes.

Following introductions and the ice-breaker activity, the structure of the session was outlined for the children with a clear setting out of the purposes of the session. This involved:

- informing the children that their involvement in the session was voluntary, that it was their choice to speak or not, to share their view and questions in whatever way they felt most comfortable and that it was their right to withdraw at any point. The children were informed that there was no such thing as a silly question and that every question they may wish to ask was important
- making the children aware that their views would be recorded in written form and would be published in a report in due course, but with their names anonymised
- informing the children of the audiences who would read the report, and explaining that while their views would be taken seriously, it may not be possible to answer every question they asked. Children were informed that if it was not possible to answer a question, the reasons why not would be explained to them.

The children sat in a semi-circle with the facilitators. Based on advice and feedback from the CAP, 'curriculum' was described at the beginning of each of the sessions as 'what we learn and how we learn in school'. As suggested by the CAP, visuals of classroom time-tables were also used to support the children's understanding of curriculum. Also on the recommendation of the CAP children, the oral example of the *Primary Mathematics Curriculum* was given and how we learn different types of maths in different ways.

The methodology for Group 1 (Stages 1 and 2), involved introducing the children to the puppet, Carlos. A visual presentation supported telling the story of how Carlos went on a journey into three different classrooms. The red door represented the door to a classroom in the past, the yellow door represented the door to a classroom of today and the green door represented the door to a classroom of the future. Artefacts from each era were seen behind each door, except for the green door of the future. The children had to wonder about what Carlos might see behind that door, with the understanding that 'what we learn and how we learn in school' is changing. The presentation and explanations were translated into Irish for the Gaelscoil participants.

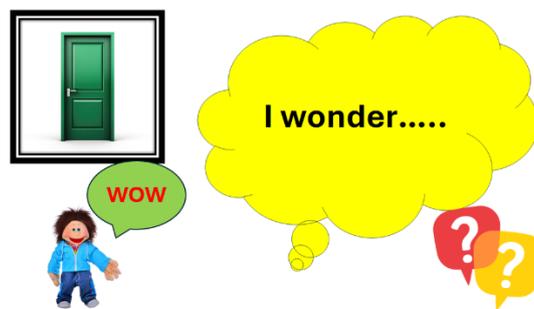


Figure 3: Materials used in methodology for Group 1 (Stages 1 and 2)

The methodology for Group 2 (Stages 3 and 4), involved showing the children two images using a PowerPoint presentation. The first showed a framed photograph of a classroom today and the second was a framed photo of their school. The next slide showed two blank photo frames – one for a classroom and one for a school in 2030. The children had to wonder about what those photographs might look like, given that 'what we learn and how we learn in school' is changing. They were given print outs of the blank photo frames and invited to start drawing the pictures if it helped them to think about questions they might have. The presentation and explanations were translated into Irish for the Gaelscoil participants.



Figure 4: Materials used in methodology for Group 2 (Stages 3 and 4)

The above methodologies for each group also ensured that every opportunity was taken to give each child equal chances to share their questions and wonderings. If a question wasn't initially clear, clarification was sought. Children were encouraged to express their questions orally, in writing or through drawing.

Post consultation

This section of the report presents the analysis of the data gathered during the consultation with children on the redeveloped Primary School Curriculum.

The role of the CAP was previously discussed in relation to the methodology and in providing feedback on the draft methodologies. In addition to this, members of the CAP were invited to:

- support the NCCA staff with categorising and prioritising the questions gathered in all the participating schools

Involving the CAP in this part of the data analysis ensured that an adult lens was not applied when analysing and categorising the questions to be included in the child-friendly report.

Categorisation and prioritisation of the questions

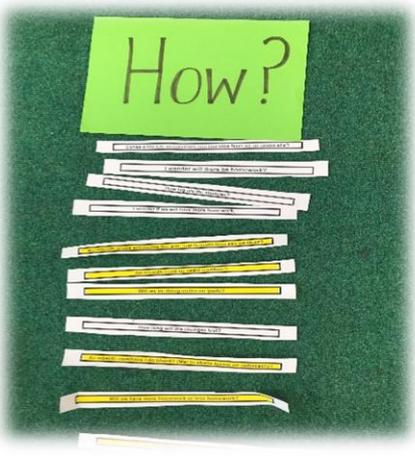
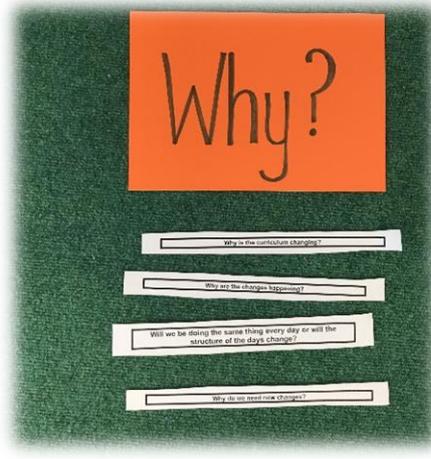
NCCA returned to the CAP school in June and met with the children in a room with no furniture and plenty of floor space to work on the categorisation task. The task of categorising the questions was explained to the children. The categories of What, Where, Who, When, How were suggested by NCCA to get the task started. The children were informed that they could change the title of each category and add more if they had another idea.

A few questions were read to the whole group and suggestions listened to about which category the question should be placed. Then, the children were given cut outs of the questions and asked to work in pairs to discuss and place them in the most relevant category. The children suggested having a category title 'Other' for questions that were deemed not to be relevant to the topic of curriculum. A full list of all questions can be viewed in Appendix B and a full list of 'Other' questions in Appendix C.

When all of the questions were placed under one of the category titles, as a whole group, the questions in each category were read aloud by the NCCA staff and the CAP was encouraged to say if they thought any of the questions might be a better fit for another category.

Finally, the eight children of the CAP were asked which questions they thought were most important. Four children indicated the 'What' category, two said the 'How' category, one more suggested the 'where' question and one indicated the 'who' category.

The following is the categorisation of the questions following the CAP's support in June.

<p style="text-align: center;">What?</p>	<p style="text-align: center;">How?</p>
	
<p style="text-align: center;">When?</p>	<p style="text-align: center;">Who?</p>
	
<p style="text-align: center;">Why?</p>	<p style="text-align: center;">Where?</p>
	

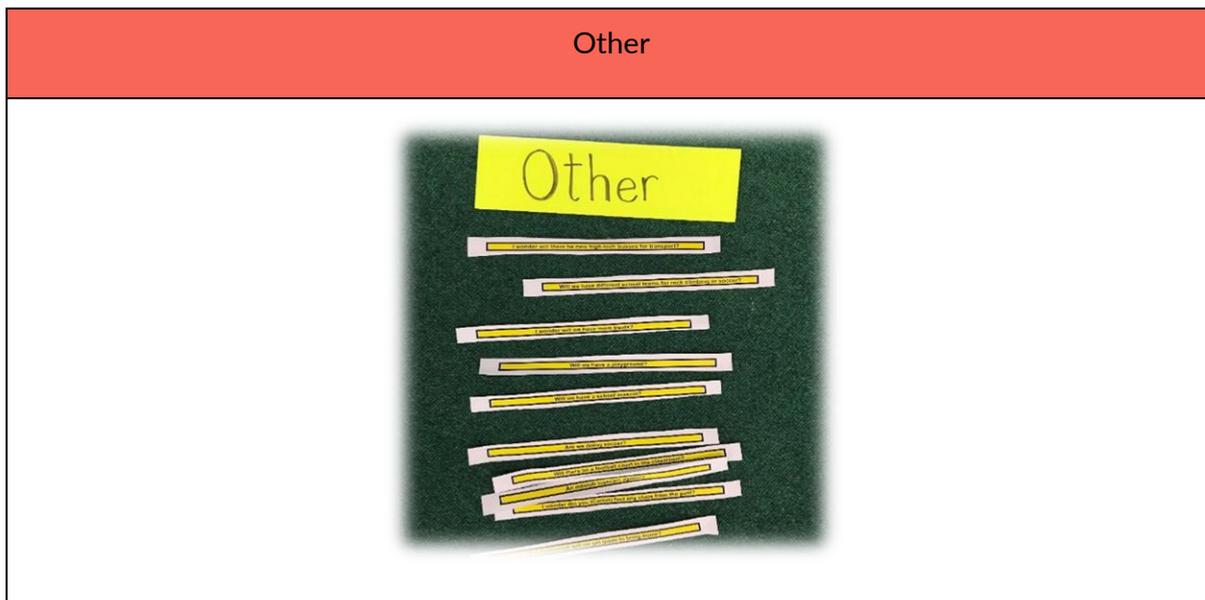


Figure 5: Categorisation of questions with the CAP

As there was much repetition within each category, the list of children's questions, was further refined so that information could be prepared to respond to their questions. The final list of questions are aggregated across the four schools.

The majority of the children's questions was around the content of the curriculum, what they would learn. The next most common category of question pertained to how they would learn. Overall, the children seemed less concerned about why the curriculum is changing. Notably, there were a considerable amount of questions wondering would they have more opportunities to use technology and would they be learning more languages.

What format should the information for children take?

The NCCA invited children from the CAP to consider appropriate ways to share the answers with children in all primary and special schools. The following are the suggestions from the CAP for the format the information for children should take:

- "Video format because it will help to understand quicker"
- "Booklet could get confusing if you are reading a lot of information"
- "For younger kids a mascot could work well to tell the information. This would be more interactive than a video or a booklet. And the children would have opportunities to ask questions or make suggestions"
- "Carlos in video format explaining the new curriculum. Use simple words that children understand, for harder words Carlos could explain what it means" (*Carlos is the name of the puppet used in the Methodology for Group 1 - Junior Infants to Second Class*)
- "A video could be very accessible and interesting for children"
- "A picture book, it would help children to imagine"
- "A comic book with conversation between characters (e.g. Carlos)"

- "A comic book would be interesting, and children could return to it throughout the day when they feel like engaging with it"
- "Videos should be short, almost like a series"
- "Having a booklet is good because you can hold it and it reduces fidgeting"
- "Something that involves parents could be helpful"
- "Choice is important"

Preparation of responses

Following consultation with the CAP, it was felt that by answering the selected children's questions (Figure 6), the majority of the questions within each category would also be effectively answered. The category of 'Other' was not included in the final list of questions. The children involved in the CAP felt that the questions in this category extended beyond curriculum. Upon reflection, the NCCA acknowledged that they could not adequately address these issues, as they involved changes to school buildings, uniform policies and school rules – decisions that fall outside the scope of curriculum planning.

The refined list of questions are:

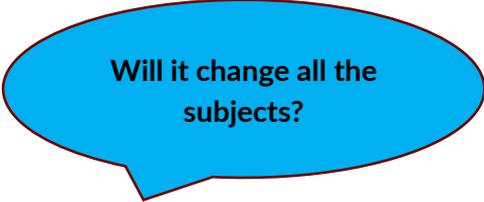
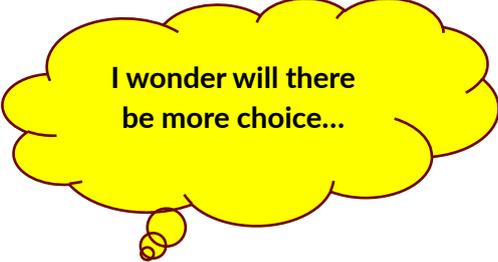
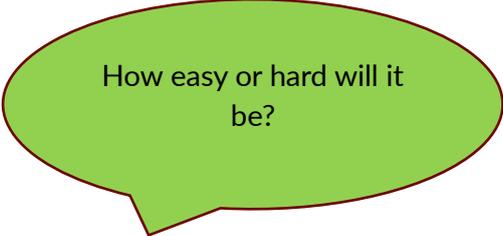
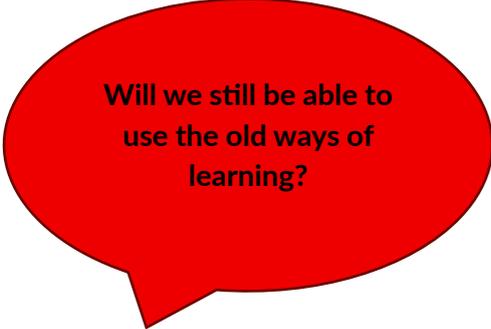
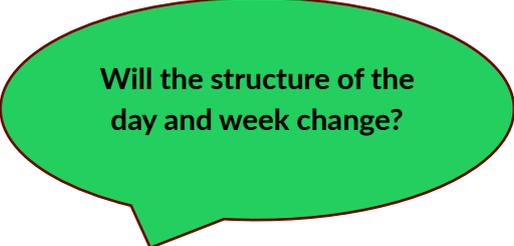
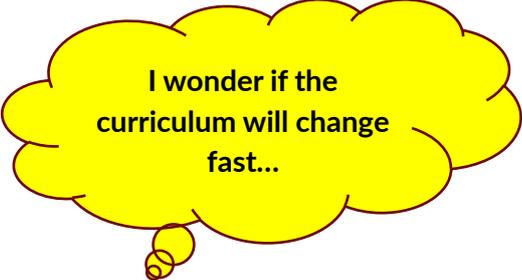
 <p>Will it change all the subjects?</p>	 <p>I wonder will there be more choice...</p>
 <p>How easy or hard will it be?</p>	 <p>Will we still be able to use the old ways of learning?</p>
 <p>Will the structure of the day and week change?</p>	 <p>I wonder will we have more free time and more time to play...</p>
 <p>I wonder if the curriculum will change fast...</p>	 <p>Will we do less or more tests?</p>



Figure 6: Refined list of children's questions

The responses to the refined list of eleven questions were prepared in such a way as to answer some of the other related questions that were asked also, thereby endeavouring to answer as many questions as possible [Appendix D].

Feedback on the responses

NCCA returned to the CAP school in October for a final visit. This session marked the culmination of engagement with children in developing a child guide to the redeveloped primary curriculum. The three central aims for the visit were to:

1. review questions and responses for inclusion in the child guide
2. record the questions using children's voices
3. gather ideas for graphics and illustrations to accompany the text.

At the outset, NCCA staff outlined the rationale for selecting the overarching questions proposed for inclusion. It was explained to the children that the final set of questions reflected recurring themes identified throughout the consultation process and that in agreeing the wording, NCCA drew on the CAP's categorisation and prioritisation work during the June visit. Children were reminded that, as the guide is intended for all primary pupils (Junior Infants to Sixth Class), simplified wording was generally preferred to ensure accessibility and understanding across all age groups.

The eleven questions were presented using a PowerPoint presentation, with one question and response per slide. NCCA staff read each question aloud, and children responded with a 'thumbs up or down.' Where amendments were suggested, children proposed alternative wording and explained their reasoning. In some instances, they identified areas where the language could be more child friendly and other instances where the answer could be made clearer [Appendix E].

The following is the agreed text for both the questions and responses to be used in the creation of the comic strip booklet.

- Why are the changes happening?

The world is always changing and we all need to learn about new things! These changes will give you lots of new learning and skills that will help you in your life now and as you get older.

- I wonder will there be more choice?

You will have many chances to choose what you learn about in your different subjects and how you show your learning. Your ideas and interests really matter and your teacher will want to hear them when planning activities and lessons.

- Will it change all the subjects?

Yes. From Junior Infants to Second Class, your learning fits together in playful and connected ways. From Third to Sixth Class, your learning is divided into subjects – but don't worry as these subjects still work together, helping you link ideas and continue to learn in fun and exciting ways.

- Will the timetable of the day and week change?

The timetable of the day may change slightly with some subjects getting more or less time. For example, there will be more time for PE and SPHE. Your teacher will also be putting different subjects together to help you learn how everything works together in real life and have fun doing it.

- I wonder will we have more free time and more time to play?

Yes. Play is really important for everyone. There will be many chances to play and to learn through play across the school day for everyone.

- An mbeidh níos mó foghlaim taobh amuigh? *Will we have more learning outside?*

There are lots of different places and spaces where you can learn, in the classroom, outside and around your school. Your teacher can help you to explore, discover and try new things outside while learning in fun ways.

- Will we do less or more tests?

You might still have some tests but there will also be lots of other ways for you to show what you know and can do and for your teacher to help you with your learning.

- An mbeidh níos mó teicneolaíochta ann? *Will there be more technology?*

Technology is a big part of our world today, and you will get to learn about lots of different kinds of it. You will use technology to help with some of your work – but not all the time!

- Will we still be able to use the old ways of learning?

The things you use and the ways you learn are still good – and now you will also get to try some new ones that could make learning even more fun, interesting and exciting.

- I wonder if the curriculum will change fast?

These changes really matter and will happen little by little over the next few years so there is plenty of time for you and your teachers to get used to them.

- How easy or hard will it be?

The new things you will learn won't be easier or harder. The learning will be suited to you in different subjects. Your teacher will always be there to help and make sure you are learning in a way that works best for you.

Once the above wording was agreed, each child recorded at least one question to ensure all voices were represented in the audio version of the report. Two of the eleven questions were recorded in Irish, ensuring the Gaelscoil's input was represented.

The session concluded with a creative activity, during which children produced sketches and illustrations to aid the design of the comic strip booklet and subsequent video format. The children had the opportunity to share their ideas with the group and NCCA's multimedia team will develop the final graphics drawing on these ideas.

Conclusion and next steps

The questions of the children who participated in these consultations show that they have clear questions about the redeveloped curriculum. Their natural curiosity is apparent in the number, breadth and depth of the questions they asked. They appeared excited to imagine a new curriculum. In many ways, their questions reflect what and how they are currently learning and their curiosity and hope for more of what they enjoy and find meaningful.

Running through this consultation process is a strong sense among children that they could be learning in more varied, more enjoyable and ultimately more successful ways. In their own way, children expressed a desire to be more proactive in their learning, having more choice in its content, and greater agency in pursuing their interests; they strongly desire active engagement and hands-on participation. In an age of rapidly evolving digital technologies, they see and approve of many ways in which those technologies already facilitate their learning and are likely to do so in ever more novel, 'futuristic' ways as they progress in their learning journeys.

This report will inform the information on the redeveloped Primary School Curriculum that will be prepared for all children across Ireland. Members of the CAP were informed during the final visit in October about the influence their voices, and the voices of the other participating children, had on the NCCA's development of child-friendly information materials, including a comic strip booklet and a follow-up video animation. The comic strip booklet will be shared with the children who participated in this consultation and will be available on www.curriculumonline.ie for all children in primary and special schools.

References

Department of Education (2023). *Primary Curriculum Framework*. Dublin: Department of Education. Available at: <https://www.curriculumonline.ie/primary/the-primary-curriculum-framework/>

Department of Education (2023). *Primary Mathematics Curriculum*. Dublin: Department of Education. Available at: [https://www.curriculumonline.ie/primary/curriculum-areas/updated-science-technology-engineering-and-mathematics-\(stem\)-education/](https://www.curriculumonline.ie/primary/curriculum-areas/updated-science-technology-engineering-and-mathematics-(stem)-education/)

Department of Children, Equality, Disability, Integration and Youth (2021). *National Framework for Children and Young People's Participation in Decision-Making*. Dublin: Government of Ireland. Available at: <https://hubnanog.ie/participation-framework/>

Appendix A: Adapted Methodology based on CAP feedback

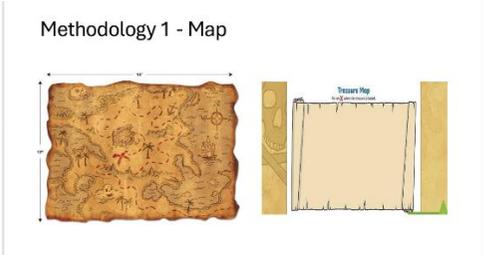
Group	Methodology to spark questions presented to CAP	Preference of CAP	Adapted methodology for subsequent school visits
Junior Infants – 2 nd Class	<p>Methodology 1: using images of 3 doors to represent the past, present and future.</p>  <p>The image shows three doors in a row. From left to right: a red door labeled 'Past', a yellow door labeled 'Present', and a green door labeled 'Future'. Above the doors is the text 'Methodology 1 - Doors'.</p>	<p>5/8 preferred puppet 1/8 preferred doors 2/8 preferred a mixture of both depending on age/class</p> <p><i>'Puppet would be good for younger children in Junior Infants but not for 2nd class.'</i> <i>'Could there be a mixture depending on the class?'</i> <i>'A game or something fun will work well. Children like games'.</i> <i>'Both the puppet and the doors could be used.'</i></p>	<p>Puppet telling the story of walking through the doors, past, present, future.</p> <p>Use the slides as images to support the storytelling. Walking through the future door, Carlos says, "Wow! This is fabulous. I'm so excited."</p> <p>Children ask Carlos, as expert having got a glimpse of the changes, their questions. Carlos' job will then be to go away and prepare the answers to those questions so that he answers them correctly.</p>

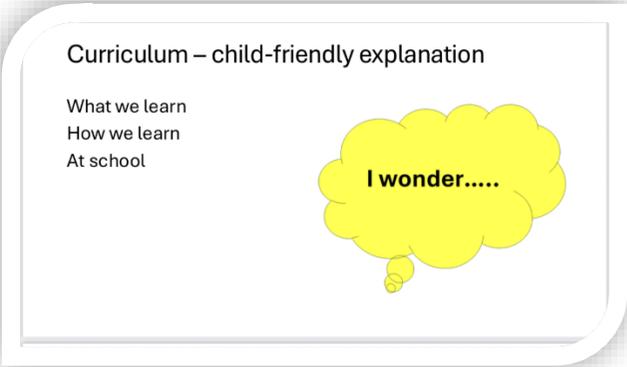


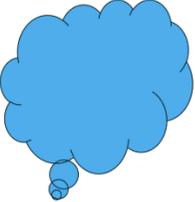
Methodology 2: puppet, Carlos and his story.



Methodology 3: - ? - option of co-constructing it with the CAP

	<p>(Methodologies were explained using PowerPoint with images as above).</p>		
<p>3rd Class – 6th Class</p>	<p>Methodology 1: Map – a treasure map – a blank treasure map of the curriculum, what might be on it.</p>  <p>Methodology 2: Photo Frames – photo framed of classroom and school now and blank photo frames of classroom and school in 2030.</p> 	<p>7/8 votes for the photo frame 1/8 vote for the map</p> <p>The 'I wonder' strategy is good for asking open questions but it would be good to write the questions down rather than ask them aloud. <i>'This would mean that all children will feel comfortable asking questions'</i>.</p> <p>The CAP commented that it is important that all children feel comfortable asking questions and this methodology supports children to do this in many ways (e.g. drawing, writing, asking aloud).</p>	<p>Using the blank photo frames, once their imaginations and thoughts have been sparked by the framed photo images of a classroom and school today,</p> <p>children can draw a picture or write word in the frame of a future classroom and school to prompt questions that can be asked orally or written down.</p>

Additional tasks			
<p>Explanation of word 'curriculum'.</p>	<p>'Curriculum' was described to the CAP as what we learn and how we learn in school.</p> <p>The CAP were asked for their opinions on how we, as adults, might explain 'curriculum' in the other 3 schools we will visit.</p> 	<p>CAP liked the phrase 'what you learn and how you learn'. The children suggested that we could add in that there are lots of different ways of learning. One child suggested that all the work for the year is scheduled in the curriculum and so it is like a schedule for children's learning. Another offered that it is like <i>'a list of learning you will do', 'a time-table for learning'</i> .</p> <p>The CAP suggested that we give specific examples. They mentioned Maths. <i>'For example, when doing Maths, you play games'</i> etc...</p>	<p>The feedback from the CAP informed the images and language used to define and describe 'curriculum' in the 3 remaining schools.</p>
	<p>The CAP was asked for their opinion regarding the format the 'Information for Children' should take.</p> <p>Examples were given of how information might be presented. There was some discussion around how best they like to receive information and what ways might be most helpful for other children.</p>	<p><i>'Video because it will help to understand quicker'</i> <i>'Booklet could get confusing if you are reading a lot of information'</i></p> <p>For younger kids a mascot could work well to tell the information. This would be more interactive than a video or a booklet. And the children would have opportunities to ask questions or make suggestions.</p> <p>Carlos in video format explaining the new curriculum. Use simple words that children</p>	

	<p>Format of 'Information for Children'</p> <p>What will 'Information for Children' look like?</p> <p>eg. text with images, comic strips, picture book?</p> 	<p>understand, for harder words Carlos could explain what it means.</p> <p>A video could be very accessible and interesting for children</p> <p>A picture book, it would help children to imagine</p> <p>A comic book with conversation between characters (e.g. Carlos)</p> <p>A comic book would be interesting, and children could return to it throughout the day when they feel like engaging with it.</p> <p>Videos should be short, almost like a series</p> <p>Having a booklet is good because you can hold it and it reduces fidgeting</p> <p>Something that involves parents could be helpful</p> <p>Choice is important</p>	
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Appendix B: Complete list of children's questions categorised

What Questions

- I wonder will the things we use to help us learn change?
- Will the changes be large or minor or a mix of both?
- Will it change all the subjects?
- I wonder will there be more fun classes (Art, Science, English) like in secondary school?
- Will school and Maths get harder?
- I wonder if we could get homework that is designing something or finishing something we started at school?
- An mbeidh muid fós ag déanamh scríbhneoireachta?
- An mbeidh muid ag déanamh quizeanna (Mata agus Béarla)?
- An mbeidh muid ag déanamh Mata?
- I wonder will we be doing more arts and crafts?
- An mbeidh cartúin fós ann? (mar shampla Am Órga)
- Will we have extra subjects?
- Will they make the maths and other lessons harder to give children a harder challenge?
- I wonder if we will have more lessons?
- I wonder will there be a chance for debating club?
- I wonder will we learn more languages?
- Will the structure of the day / week change?
- Will the curriculum be more advanced or easier?
- Is it going to be loads of changes or just a couple?
- Will we learn about different jobs?

- Will the changes be large or minor or a mix of both?
- Will it change all the subjects?
- I wonder will there be new sports and more sports in schools?
- Are we going to learn new languages?
- Will the changes be about children's learning or about the whole school?
- I wonder will we do more stuff orally instead of writing?
- Will we get new subjects?
- An mbeidh muid ag déanamh aon ábhar nua (mar rinne mé fúáil agus thaitin sé go mór liom agus d'fhéadfaimis ár éadaí féin a dheisiú / athúsáid)?
- An mbeidh muid ag foghlaim faoi theangacha eile, mar shampla Fraincís agus Spáinnis?
- An mbeidh muid ag déanamh códáil (mar ba mhaith liom obair le teicneolaíocht, deathóir graifice)?
- An mbeidh muid ag foghlaim faoin mbulaíocht (mar tá sé tábhachtach foghlaim céard é bulaíocht agus conas déileáil leis agus conas tú féin a chosaint)?
- An mbeidh muid ag déanamh corpoideachais (traenáil, cluichí nua)?
- An mbeidh muid ag foghlaim stair agus tíreolaíocht mar tá siad an-spéisiúil?
- An mbeidh muid ag foghlaim Gaeilge agus Béarla (mar is maith liom é)?
- An mbeidh muid ag déanamh rudaí practiciúla mar shampla crochet? Ionas gur féidir linn ár rudaí féin a dhéanamh, briste a athrú go briste gearra?
- Will all areas of the curriculum change?
- Will we be learning a new language?
- Will we learn different instruments? Music stuff?
- In PE can we do more interesting things like dance because right now we do mostly sport, like basketball?
- Can we learn more of subjects like Science, History and Geography?
- Can Kindergarten get this or not?

- Will we still have Drumcondras?
- Will they be teaching different foreign languages in primary schools?
- Will there be new rules?
- Big changes or minor?
- Will we have more language learning subjects?
- Will we have more or less subjects?
- Will we have more language lessons?

Where Questions

- Will the curriculum be in post-primary schools?
- An mbeidh níos mó foghlaim taobh amuigh (ach amháin ní bhíonn gach duine ag iarraidh dul amach nuair a bhíonn sé ag cur báistí nó má bhíonn hayfever dona acu)?
- Will there be sports facilities?
- Will we expand the school?
- Will there be a sports court in the school?
- Will there be learning one lesson a day, when we finish each lesson will we move to a different classroom?
- An mbeidh clós nua againn?
- An mbeidh coill againn mar is maith liom a bheith taobh amuigh?
- I wonder will the school building change? Will we have an upstairs?
- Can we have a sensory garden to destress?
- Will there be changes in secondary schools?
- I wonder if we can have more sports outside of traditional ones like athletics and swimming?
- I wonder will there be new rules?

- Will we be learning subjects outside?
- Will the curriculum be in post-primary schools?
- Will the schools get bigger or smaller?
- Will we have more outside subjects?
- Will we have a school garden?
- Can each class have space to plant and harvest vegetables?
- An mbeidh astró ann?
- Will the appearance of the classroom change?
- I wonder can we have two classes in one classroom?
- I wonder if I can make a soccer pitch outside the school? Will the sports facilities change?
- I wonder will there be more facilities in the school?
- I wonder will the school / classroom be futuristic, like everyone has their own learning space?
- I wonder if we can plant more trees around the school?
- In the future will other schools not just in Ireland get this?
- Will there be a mandatory amount of space for children to play in?
- Will there be different pitches, not just GAA pitches (e.g., playground)?
- Will there be more facilities (like a running track)?

How Questions

- I wonder will there be more difficult assignments (wanted more difficult assignments in Science)?
- On iPads will we do more homework?
- Will we do Irish on tablets?
- An mbeidh níos mó teicneolaíochta mar bheidh sé níos suimiúla?

- Will we do handwriting on tablets / iPads?
- Will we do maths games on iPads instead of the board?
- Will we do all our work on the iPads?
- An mbeidh tráth na gceist fós againn?
- Will we do maths on phones?
- Will it be the same as in the past?
- Will we have more homework or less homework?
- Will we be doing maths on iPads?
- An mbeidh grúpa aclaíochta fós ann, mar is maith liom sos ón obair?
- An mbeidh muid ag úsáid ríomhairí?
- An mbeidh ríomhaire i do bhord? (Mar tú ábalta spraoi air láithreach)
- How long will the changes last?
- Conas a bheidh an curaclam nua seo níos fearr ná an ceann eile?
- I wonder will there be homework?
- I wonder if we will have more homework?
- How big are the changes?
- Will there be places you can relax if you're stressed?
- Will there be big changes or small changes?
- I wonder if we are going to have our own room for each person with iPad / laptop for each pupil and interactive whiteboard?
- I wonder will the uniform change?
- How hard will it be?
- An mbeidh muid ag déanamh Kahoot agus cluichí mar díríonn muid nuair chun chluiche a bhuachan?
- Will there be iPads instead of books?
- Will the curriculum change drastically or subtly?

- Will we do less or more tests?
- How will it change?
- Will there be more history and geography?
- Will learning get harder?
- I wonder if we will have subjects outside?
- How easy or hard will it be?
- Will there be different options for learning?
- Are we still going to do ukulele and yoga?
- I wonder if the things we use to learn get older will we get new materials and / or equipment?
- I wonder will we learn more subjects than usual?
- Will there be more outdoor learning?
- Will we still be able to use old ways of learning or will it be the new way only?
- Do we have to do things the new way?
- I wonder will our books be computers?
- Will schools be more eco-friendly?

When Questions

- I wonder will there be more time for PE with our teacher during the school day?
- I wonder will it be more modern?
- Will there be different technologies and new inventions?
- Would our school turn into something more fun?
- Will it change as we get older in different classes?
- Will the board in our classroom change?

- When do the '5 Bs' come up? (Rules e.g., 'Be respectful')
- Will the secondary school and college change too?
- I wonder will we have more free time / more time to play?
- I wonder will everything be more expensive in the future?
- I wonder will everything for kids be fun?
- Will we have homework with lots of chemistry?
- What will happen when we get older?
- When will the changes happen?
- I wonder will Carlos go to school?
- I wonder if Carlos gets a job?
- When will it change?
- I wonder if the curriculum will change fast?
- I wonder if we will have another meeting like this?
- An mbeidh bordanna nua (futuristic)?
- When will we get the answers to our questions?
- I wonder will we learn using computers and will the device in the future be able to assess our learning and make it more ?
- Will we do more of the subjects we don't do much for example STEM, Geography and History?
- Will we get to learn baking?
- Is there going to be a new meeting again (YAG/CAP)?
- Will we have uniforms?
- Is there going to be more after-school activities?
- Will they make classes more exciting or active for kids?
- I wonder will there be less books? Maybe there will be less books in the future...I wonder will there be more iPads?
- I wonder will we use less paper in the schools to help the environment?

- I wonder will the seating change?
- Will all secondary schools get it or not?
- Will our homework be different?
- Are we going to learn more practical things?
- Will we have new subjects?
- I wonder will there be more or less assignments?

Who Questions

- An mbeidh róbó againn mar mhúinteoir? Agus mar phríomhoide?
- I wonder will the teachers be robots?
- An mbeidh na páistí níos óige ag foghlaim conas aire a thabhairt dóibh fhéin (mar shampla nuair atá siad ag cur fola)?
- Will Carlos have a friend with him to help?
- Will there be different teachers for different subjects (for example music, art, and sport)?
- I wonder can we work with pupils from other classes?
- I wonder will teacher need to write down what they do?
- Will there be more teachers in the classroom?
- I wonder will children get to choose which sports they play?
- Will Carlos be involved?

Why Questions

- Why do we need new changes?
- Why are the changes happening?
- Why is the curriculum changing?

Appendix C: Questions categorised as 'Other'

Other questions

- Will there be new rules?
- Will we expand the school?
- Will there be a sports court in the school?
- I wonder will the school building change? Will we have an upstairs?
- Can we have a sensory garden to destress?
- An mbeidh astró ann?
- I wonder if I can make a soccer pitch outside the school? Will the sports facilities change?
- Will it be the same as in the past?
- I wonder will the uniform change?
- When do the '5 Bs' come up? (Rules e.g., 'Be respectful')
- I wonder will everything be more expensive in the future?
- I wonder will Carlos go to school?
- I wonder if Carlos gets a job?
- I wonder if we will have another meeting like this? (CAP group – answered in person)
- When will we get the answers to our questions? (Answered orally - in the Autumn - Winter 2025)
- Is there going to be a new meeting again (CAP group – answered in person)?
- Will we have uniforms?
- Is there going to be more after-school activities?
- Will Carlos have a friend with him to help?
- I wonder will teacher need to write down what they do?
- Will Carlos be involved?

Appendix D: NCCA prepared responses to the questions

Question	Response
Why are the changes happening?	The world is always changing, and we all need to learn about new things! These changes will give you lots of new learning and skills that will help you in your life now and as you get older.
I wonder will there be more choice?	You will have many chances to choose what you learn about and how you show your learning. Your ideas and interests really matter, and your teacher will want to hear them when planning activities and lessons.
Will it change all the subjects?	Yes. From Junior Infants to Second class, your learning fits together in fun and connected ways. From Third to Sixth class, your learning is divided into subjects – but don't worry as these subjects still work together, helping you link ideas and learn in exciting ways.
Will the structure of the day and week change?	The structure of the day may change slightly with some subjects getting more or less time. For example, there will be more time for PE and SPHE. Your teacher will also be putting different subjects together to help you learn how everything works together in real life and have fun doing it.
I wonder will we have more free time and more time to play?	Play is really important for everyone. There will be many chances to play and to learn through play across the school day.
An mbeidh níos mó foghlaim taobh amuigh? Will we have more learning outside?	There are lots of different places and spaces where you can learn, in the classroom, outside and around your school. Your teacher can help you to explore, discover and try new things outside while learning in fun ways.
Will we do less or more tests?	You will probably still have some tests but there will also be lots of other ways for you to show what you know and can do, and for your teacher to help you with your learning.
An mbeidh níos mó teicneolaíocht mar beidh sé níos suimiúla? Will there be more technology because that will be more interesting?	Technology is a big part of our world today, and you will get to learn about lots of different kinds of it. You will use technology to help with some of your work – but not all the time!
Will there be different options for learning?	Yes, you will still be learning in the ways you know and enjoy, and now you get to try out some new ways that might make learning even more fun, interesting and exciting.

I wonder if the curriculum will change fast?	These changes really matter and will happen little by little over the next few years so there is plenty of time for you and your teachers to get used to them.
How easy or hard will it be?	The new things you will learn will be just right for you. Your teacher will always be there to help and make sure you are learning in a way that works best for you.

Appendix E: CAP feedback on the NCCA responses to the questions

Question	Response	CAP Feedback
Why are the changes happening?	The world is always changing, and we all need to learn about new things! These changes will give you lots of new learning and skills that will help you in your life now and as you get older.	Thumbs up – no changes required
I wonder will there be more choice?	You will have many chances to choose what you learn about and how you show your learning. Your ideas and interests really matter, and your teacher will want to hear them when planning activities and lessons.	CAP queried this and felt it was giving too much free reign- does it mean I can do PE all day and bother with other subjects if that's what I choose? The suggested adding ' in your different subjects' as a clarification.
Will it change all the subjects?	Yes. From Junior Infants to Second class, your learning fits together in fun and connected ways. From Third to Sixth class, your learning is divided into subjects – but don't worry as these subjects still work together, helping you link ideas and learn in exciting ways.	CAP thought about the use of 'fun' - they suggested using 'playful' for JI - 2nd class. And suggested rewording the end of the second sentence to: helping you link ideas but still learning in fun and exciting ways.
Will the structure of the day and week change?	The structure of the day may change slightly with some subjects getting more or less time. For example, there will be more time for PE and SPHE. Your teacher will also be putting different subjects together to help you learn how everything works together in real life and have fun doing it.	CAP suggested: Will the timetable of the day and week change? as children may not understand 'structure'.
I wonder will we have more free time and more time to play?	Play is really important for everyone. There will be many chances to play and to learn through play across the school day.	CAP suggested answering 'yes' at the beginning of this answer.
An mbeidh níos mó foghlaim taobh amuigh? <i>Will we have more learning outside?</i>	There are lots of different places and spaces where you can learn, in the classroom, outside and around your school. Your teacher can help you to explore, discover and try new things outside while learning in fun ways.	Thumbs up – no changes required

<p>Will we do less or more tests?</p>	<p>You will probably still have some tests but there will also be lots of other ways for you to show what you know and can do, and for your teacher to help you with your learning.</p>	<p>CAP found 'probably' high level and suggested 'you might still' or 'you will likely'</p>
<p>An mbeidh níos mó teicneolaíocht mar beidh sé níos suimiúla? <i>Will there be more technology because that will be more interesting?</i></p>	<p>Technology is a big part of our world today, and you will get to learn about lots of different kinds of it. You will use technology to help with some of your work – but not all the time!</p>	<p>CAP suggested shortening this to An mbeidh níos mó teicneolaíochta ann? Will there be more technology?.</p>
<p>Will there be different options for learning? or Will we be able to use the old ways of learning?</p>	<p>Yes, you will still be learning in the ways you know and enjoy, and now you get to try out some new ways that might make learning even more fun, interesting and exciting.</p>	<p>CAP found this question problematic, in particular the 'options' word and suggested we keep - Will we be able to use the old ways of learning? CAP felt the answer needed tweaking if we are keeping the 'options' version of the question.</p>
<p>I wonder if the curriculum will change fast?</p>	<p>These changes really matter and will happen little by little over the next few years so there is plenty of time for you and your teachers to get used to them.</p>	<p>Thumbs up – no changes required</p>
<p>How easy or hard will it be?</p>	<p>The new things you will learn will be just right for you. Your teacher will always be there to help and make sure you are learning in a way that works best for you.</p>	<p>CAP felt this message was too broad - could it mean 'individualised' learning? They felt it answers the question 'vaguely'. They suggested 'won't be easier or harder' and also 'learning suited to you in different subjects'</p>

