

## Learning Areas of the Curriculum



### 'Curriculum Wheel'

The diagram of the 'Curriculum Wheel' places and relates the areas of learning encompassed by educational programmes in the schools and units to the other elements of the curriculum framework.

The curriculum revolves around the learner. It is represented as concentric circles on a wheel to act as a visual reminder/reflective tool for teachers and learners of the importance of maintaining a holistic view of the curriculum. Independently revolving each of the inner circles aligns elements of the curriculum with their supporting/complementary features. The wheel highlights the responsibility of curriculum as a

whole for such vital skills as literacy, numeracy and life skills, and the need to integrate knowledge, skills, understanding and attitudes across all learning areas. The guiding principles that inform the curriculum framework are also emphasised in the outer circle.

### An Implementation Initiative

In order to sustain the momentum generated by the work to date on the framework and guidelines, an Implementation Initiative is now at a start up stage. The intention is that this initiative will help to engage education practitioners and other stakeholders in an implementation process that will assist and support the schools and units in using the framework and guidelines to develop their education programmes and other areas of provision.

### Activities of the initiative

Initially this will involve the following:

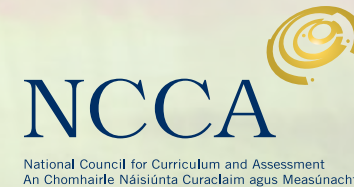
- Ensuring that the framework and guideline documentation is made available online in a user-friendly format for viewing and download by education practitioners and other stakeholders.
- Consulting with the schools and units on what they see as their schools immediate priorities in terms of a process of implementation and on the type of engagement needed to continue that work.

- Prioritising actions and addressing them in a spirit of collaboration/partnership
- Consulting with key players in the sector to ensure that aspects of the implementation work are underpinned by the framework

### Key messages for the school settings

- This is about improving learning and teaching for all learners.
- School settings will be supported to review their education programmes and make any necessary changes.
- School settings will build on what they already do.
- Existing programmes are still relevant.
- Schools will be supported as they develop curriculum aligned to the curriculum framework.

Check the NCCA website [www.ncca.ie/](http://www.ncca.ie/) postprimary and follow the link to detention/care settings to view or download documents or for further information on the work in this area.



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# Draft Curriculum Framework and Guidelines



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

For Children in Detention and Care (CiDC)

In October 2004, the Government endorsed a joint proposal from the Minister for Justice, Equality and Law Reform and the Minister for Children which saw the setting up a Youth Justice Review. Following the review, the Government approved a number of major Youth Justice reforms. The rationale for these reforms was to streamline and restructure the delivery of the State's services in the area of Youth Justice and in doing so to deliver on the provisions of the Children Act (2001).

In this context the National Council for Curriculum and Assessment (NCCA) was requested by the Department of Education and Science to generate a framework for and guidelines on curriculum and assessment provision in children detention schools, high support units and special care units.

This leaflet gives a summary of the framework and guidelines and provides some information on an implementation initiative that will commence in 2008 to assist and support the schools and units in using the framework and guidelines to develop their education programmes and work in this area.

More information on the work in this area can be obtained on the NCCA website: [www.ncca.ie/postprimary](http://www.ncca.ie/postprimary) and follow the link to Detention/Care settings.

## Curriculum Framework and Guidelines

The curriculum framework and guidelines have been designed for use in Children Detention Schools, High Support Units and Special Care Units. They have been developed as a component of a broader Education Strategy that is being prepared by the Department of Education and Science for these settings and will make an important contribution to curriculum review and planning in the settings.

The framework and guidelines have been approved by NCCA Council. They were developed under the guidance of an NCCA Steering Committee involving representatives from all of the settings involved and from related interests. Consultation with learners and teachers in the settings has informed the work on the framework and guidelines.

## Curriculum Framework

### *Guiding Principles*

The curriculum framework includes the following six guiding principles that support continuity, progression and participation.

- Flexibility
- Personalised learning
- Continuity and progression

- Diversity
- Equality
- Collaboration and partnership

These principles will serve to guide schools and other settings in curriculum planning and development activity.

### *Defining Features*

To truly meet the needs of the learners involved, a number of defining features have been identified as central to any curriculum or educational programme that would be derived from the framework. The defining features are described in detail in the framework document and mainly relate to

- Teaching and learning
- Culture and climate
- Implementation

## Guidelines for the Implementation of the Framework

Guidelines have been designed to show how the framework can be used to support the planning and review of education programmes for learners in the schools and units. They are intended for use by all teachers, and are also accessible to care staff, managers, other professionals and stakeholders directly involved with the student's education during the time they spend in these settings and following their transition to mainstream schools, or other educational/training settings.

### **Section 1: Foundational Areas of the Curriculum – Re-engagement**

This section scopes some key features emphasised in the framework and which are also considered by the settings themselves to be foundational to a student's level of success in other areas of the curriculum, in re-engaging with learning and in lifelong learning.

### **Section 2: Using the Framework in a System of Review**

This section outlines a process that the schools may find helpful when aligning the elements and features of the framework to their curriculum planning and review processes.

### **Section 3: Personalised Education Programme Scenarios**

This section illustrates a number of education programme scenarios for a learner in a specific context. The purpose being to provide examples of personalised education programmes developed by an experienced team of practitioners in the field and underpinned by the principles and features of the framework. The concluding section of each scenario illustrates its current degree of alignment to the framework.

### **Section 4: Maximising Education Programmes in the Context of the Framework**

This section outlines some realistic and achievable changes that principals and teachers in these settings feel could and should be made to curriculum to ensure greater alignment to the framework. Included are descriptions of possible new courses, subject areas to increase the breadth of provision and necessary resources to expand on existing programmes or to address perceived gaps in education provision.