

2.1.3 Have a depth of knowledge and understanding of Curriculum Design

The Standard	What might this look like?
☐ As a registered teacher you are required to demonstrate a depth of knowledge and understanding of: - principles of curriculum design and how these can be applied to learning in different sectors and contexts; - theory and practical skills required in curricular areas as set out in current national and local guidelines; - the value of learning beyond curricular areas/subject boundaries and of cross curricular subjects, e.g. literacy, numeracy and health and wellbeing, Learning for Sustainability and digital literacy; - processes used to change and develop the curriculum; - curriculum content and its relevance to the education of every learner; - interdisciplinary learning between curricular areas, stages and/or sectors; - the skills and competencies that comprise teacher digital literacy and know how to embed digital technologies to enhance teaching and learning; and - the need to take account of learners with additional support needs.	☐ How do I make use of the Principles of Curriculum Design and Broad General Education and their application in practice? ☐ What opportunities are available for me to team teach / observe another member of staff working at either the same or a different stage within primary, in my own or second subject in secondary, in different subject areas within secondary or cross sector – primary/ secondary and vice versa? ☐ How can I use the above constructively to inform my own professional development/practice? ☐ What opportunities have I to enter into professional discussion and/or plan jointly with a stage/ subject partner? ☐ What do I understand regarding the terms ‘Nursery/ P1 transition’ or ‘P.7/ S1 transition’? What about transition from class to class? ☐ What about transition from the end of BGE to the Senior Phase / Post 16 and the World of Work or Further and Higher Education? ☐ Do I take full advantage of the possibilities on offer for me to take part in discussions about ‘Curriculum for Excellence’ / whole school curriculum development/ departmental curriculum development? What impact will this thought sharing have on the content of my teaching and, therefore, the learning opportunities on offer to pupils? ☐ Where do my development/ learning needs lie? ☐ How do I know that my teaching meets the needs of all learners? ☐ How do I differentiate? Is it by task? Support? Outcome? Other? Do I have evidence in my planning that I am meeting the needs of all learners? Do I keep a daily diary or weekly planner? What is the format the school uses for recording planning?

	☐ In what way am I able to reduce planning to be mindful of the Tackling Bureaucracy guidance? ☐ With whom do I work in order to meet the needs of all learners? ☐ Do I have a working knowledge of IDL? ☐ Do I understand the role of support staff and how they can be deployed effectively? ☐ Who else supports my pupils' learning and in what way? What about the role of SALT? Educational Psychologist? How will I / school monitor my progress in personal development undertaken in any of the above curricular areas? ☐ What evidence can I produce to substantiate that progress? ☐ Have I read the documents and guidance on Global Citizenship and Learning for Sustainability? How do I demonstrate I have taken account of these and plan accordingly? ☐ Does my planning reflect a working, practical knowledge of Interdisciplinary Learning? ☐ How do I use digital technologies effectively when planning engaging learning and teaching activities? ☐ How do digital technologies enhance my learning and teaching?
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Rubric Statements

I know how to identify and highlight connections with other curricular areas, stages or sectors, and I do this through cross- sector working, IDLs, life-long learning and work, rights-based learning and learning for sustainability etc.

I promote learning beyond subject boundaries, to support learning in real life contexts and make tangible links into the world of life and work.

I have detailed knowledge and understanding of the theory and practical skills required in curricular areas, referring to local and national guidance. I

appreciate that guidance may change and develop over time, so I ensure I keep abreast of any updates.

I know how to match and apply the levels of the curricular areas to the needs of all learners, using my professional judgement based on ongoing assessment and moderation of learning.

I know how to create and adapt materials, when and if required, for learning and teaching which stimulate, support and challenge all learners. I have a critical eye when sourcing resources.

I know how to work collaboratively with colleagues to facilitate IDL and work with wider communities where appropriate. I actively seek opportunities to do so.

I know how to work with the local and global community to develop realistic and coherent interdisciplinary contexts for learning, particularly in relation to sustainability. I have knowledge of rights-based approaches to learning.