As we move into Phase 2 of the programme and piloting to new schools, we need to distill exactly the pedagogies and curriculum in the current Changemakers schools to ascertain and define a framework. Please add any information not mentioned.

**Defining criteria for a CMS school-the Framework and Platform**

Key words and phrases: Empowering students and teachers, change and transformational leadership, active and engaged citizenship (entrepreneurship/social innovation),democratic and values based education and culture, 21st century learning and skills development

Action Plan for Ed (2018)- innovation, entrepreneurship and creativity

* 21st Century Learning Skills
* Focus on problem solving across the curriculum as a collaborative and exciting shared learning experience
* Critical thinking encouraged in variety of contexts - e.g. comprehension work / mathematics / fair testing
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* Critical thinking encouraged in variety of contexts - e.g. comprehension work / mathematics / fair testing
* Emphasis on clear and purposeful communication both as schools and in the case of individual pupils
* Active involvement of students in development and maintenance of positive cultures - e.g. celebration of successes at both individual and class / school level
* Focus on well-being derived through a pupil sense of achievement in what they do both individually and as part of a team
* Drama and the interpretation of the curriculum
* Perceptions of language - seen as fundamental to learning throughout the entire curriculum - both Maths and Gaeilge / Literacy

**Example**

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| --- | --- | --- | --- |
| **Criteria** | **School Culture and openness** | **Example** | **Notes** |
| Creativity | Evident in 4 key areas   1. Teacher delivery of the curriculum - e.g. activities / lesson design 2. Student engagement in the curriculum - latitude / autonomy provided for students to design learning activities 3. Active learning experiences for pupils 4. Involvement of the community / parents | As a Creative School we have worked with our Creative Associate to develop a community art project to clean up our beach and we designed an art project with the sustainable materials we collected to demonstrate to importance of maintaining our outdoor spaces and recycling/upcycling | As a school we are strong in developing our creativity across our curriculum and pedagogy. We would like to work more on creativity in our music curriculum. |

**Tarmon National School**

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| --- | --- | --- | --- |
| **Criteria** | **School Culture and openness** | **Example** | **Notes** |
| Empathy | Empathy is a core value lived, practiced and taught at Tarmon Primary School. The school has developed a deep empathy for the community in which it works so much. We teach it as one of the pillars as part of the Changemaker Schools. | **Autism Centre-** The Autism Centre consists of two Early Intervention classes and three School Age Autism classes. Inclusion of A.S. pupils with the pupils in mainstream is of utmost importance to us here in Tarmon N.S. This allows the children in mainstream to become more empathetic to the A.S pupils and it encourages tolerance and acceptance of others. The establishment of the A.S. Centre has enhanced the learning experiences, empathy skills and social awareness of each and every member of our school community.  **Roots of Empathy Programme:** The focus of ‘Roots of Empathy’ in the long term is to build capacity of the next generation, responsibility and responsive parenting. In the short term, Roots of Empathy focuses on raising levels of empathy, resulting in more respectful and caring relationships and reduced levels of bullying and aggression.  **Chicken Coop**  The children observe, feed, care for the chickens. The children learn how to self-manage and take turns, how to be nice and how to cooperate. The children learn skills of empathy while caring for the chickens as they need to understand what the chickens need to survive.  **‘A Christmas Connection’** - An initiative linking each of our 197 pupils with the residents of our local nursing homes this Christmas, spreading joy and Christmas cheer The children made beautifully creative crafts that they had to give to others. The children also wrote Christmas letters to the residents of the local nursing homes in Castlerea which developed their writing and empathy skills.  **Someone Like Me”**, art competition for primary schools. This fantastic competition aims to promote disability awareness among primary school children and give them a greater understanding of what unites children of differing abilities. |  |
| Creativity | Creativity is evident across all areas of the school.  -Teacher delivery of the curriculum - e.g. activities / lesson design  -Student engagement in the curriculum – child led learning.  -Active learning experiences for pupils-The children engage in many initiatives across the subjects of art, drama and music as well as other curricular areas. | **Gardening**: Targeting children who have a specific interest in outdoors, and an interest in learning through nature. As well as that all children have access to the school polytunnell and each child has a specific vegetable to take care of.  **Autism Awareness**- Whole School Arts Programme: All of the children in the school recently designed and decorating stones for our School Garden to raise awareness of our differences during world autism day.  **Music Generation**- The children take part in these sessions once weekly with follow up activities completed in class and at home. The children from 2nd – 6th are learning the ukulele, banjo, guitar and the children from junior infants – 1st are learning all about sounds, patterns and instruments. Their voices are valued and they are encouraged to play an active part in deciding how they make and experience music.  **Green Schools -** We know the importance of maintaining our outdoor spaces and recycling/upcycling and as a result we designed and painted old tyres, pots and other various sustainable materials to sow flowers and vegetables around our school.  **Art & Crafts through the curriculum-** The children regularly enter competitions such as the Community games art competition this year where they used clay modelling to design a sport from the Community Games. There are wonderful ever-changing displays and art all around the school and can be seen on our website and twitter.  **Art Competitions:** Every year we enterthe Credit Union Art Competition and the Texaco Art competitions. We also enter the The National Disability Authorities **“Someone Like Me”**, art competition for primary schools. This fantastic competition aims to promote disability awareness among primary school children and give them a greater understanding of what unites children of differing abilities. Someone Like Me enables children to learn about and discuss these topics and creatively express what they’ve learned through art.  **School Christmas Show:** Every second year all classes rehearse and perform a show. The time, work and efforts are culminated in performances for our parents and community.  **Class Creative Baking and Cooking Sessions:** In groups the children enjoy gathering the eggs from our own school hens to use for baking.  **A Christmas Connection Project -** An initiative linking each of our 197 pupils with the residents of our local nursing homes this Christmas, spreading joy and Christmas cheer. Each child in Tarmon NS made beautifully creative crafts and wrote creative Christmas letters to the residents of the local nursing homes in Castlerea. | \*Inclusion of A.S. pupils with the pupils in mainstream is of utmost importance to us here in Tarmon N.S.  The establishment of the A.S. Centre has enhanced the learning experiences and social awareness of each and every member of our school community.  \*We want to o create inspiring experiences for children and young people through music  and we want to make sure that everyone, whatever their background, gets access to music tuition.  \* In 2020 our 3rd and 4th class were county winners in the competition.  \*We also have regular winners in the local credit union art competitions.  \*The nursing homes were very grateful and sent us all back a Christmas card thanking us. |
| Communication | Positive, clear and purposeful communication exists between all members of Corpus Christi’s School Community.  Communication is at the core of building strong home-school links and partnerships with teachers, parents and other partners.  Positive communication techniques are also modelled and explicitly taught to the children. They are encouraged to use these techniques with their peers in less formal settings. | **Seesaw: SEESAW** allows students and teachers to **communicate** with **parents** in real-time and allows **parents** the flexibility to see what is going on in the classroom on their time.  **Aladdin Connect:** This app is being utilised very effectively in the current climate to maintain communication between home and school.  **Open-door policy**- The Principal and deputy principal are very welcoming to all staff, children and parents at any stage of the day.  **School emails**- Parents can also email teachers to discuss any issues or to speak about a topic.  **School Newsletter, School Facebook page, twitter & School Blog-** Tarmon N.S have a regular school newsletter to highlight positive activities and achievements in the school to keep parents informed and involved. The school blog also gives updates and tasks to parents and children. |  |
| Leadership- student and teacher | Student leadership takes on  many forms in Tarmon NS including the identification of change leaders throughout the school and the Student Council.  Teachers are encouraged and  supported to become leaders in  their curricular and pedagogical  areas of interest through  continuous professional  development.  Collaborative Leadership exists among teachers and staff of Tarmon NS. | Teachers in Tarmons NS are leaders all day. They lead by example in the way they act, speak, and behave to other staff and to the children in AS classes and mainstream. They lead their students through challenging activities and rigorous learning.  Then, they take on additional teacher leadership roles inside and outside the classroom. The teachers in Tarmon NS organise sports days, Changemaker Days, Autism wareness days for example.  **Student Council**- Our Student Council was founded in November 2020. The main role of our Student Council is to promote the interests of the school and the involvement of students in the affairs of the school, in co-operation with the board, parents and teachers. Our Student Council were central to the development of our Christmas Connection initiative in term 1 and out Outdoor Learning initiative in term 2 & 3.  **Change Champions**- One of the Children was identified as a change Champion because he lives on a farm and he brought (and shared) his expertise to the classroom and wider school community with the help of his parents.  Sean showed leadership, empathy for the chickens in the great care he always takes of them and the empathy he has instilled in others for the chicks and for animals in general, creativity - developing a broken coup, selling eggs. |  |
| Teamwork | Evident across the school community and with other agencies 1. Our staff engage in small focus groups in their zones and in curricular and pedagogical areas of interest to discuss current practices, review progress and identify targets and goals 2. The children engage in active learning experiences where the skills of teamwork are explicitly taught and put into practice across the curriculum through collaborative learning experiences 3. The school community works closes closely with other agencies. | We are an Active School and facilitate a variety of team sports as After School Activities e.g. soccer, basketball, Gaelic football. Again, the children are empowered to utilise their problem-solving skills and teamwork skills to build relationships and engage appropriately Other examples: ● Chess Club ● Teacher focus groups ● Student Council ● Green Schools Committee.  **Chicken Coop-** The children in 5th class worked as a team in designing a timetable to feed the chickens. The children also showed teamwork and creativity skills when they had to work together to repair the second old coop we had, they went to the hardware shop in town, bought wood, screws etc. The children carried out a survey to see if we would buy more chickens or rabbits- the staff who were surveyed wanted rabbits but the pupils wanted more chickens so chickens it was. The 5th class children went to the local bakery and asked the baker to save the crusts, crumbs etc to feed to the chickens which has proved a success.  **Polytunnel & Outdoor Learning** - In Tarmon National School, the children have been investigating the relationship between plants and soil and recorded their learning points. Teams investigated the soil in different areas such as garden beds, lawns, weedy patches, a compacted area along the edge of a driveway and record their observations. We examined the soil with tools such as rakes, shovels and spades and ensured it was prepared for plant sowing. The children were asked invention-building questions such as, “What do you suppose we could do with this trowel?”We then worked as a team to sow flowers in our flowerbeds. The children used their problem-solving skills to explore how deep they needed to dig holes and to determine how much water it takes to fill a watering can, and they had to make decisions about where they wanted to plant seeds or plants. We sow a school garden and children are invited to develop their gardening skills in our polytunnel. |  |
| Student agency, voice and participation | Consultation with children on an ongoing basis to elicit views and opinions on different projects  Student Committees: ● Green School  ● Active School We are focusing on giving more.  Children learn the importance of voicing their views and ideas through their class representatives on various committees. | Student Committees:   * Green School * Active School * Student Council   **Surveys-** The student council sent out surveys to the children to determine what sports the children wanted to do for each sports day. An additional survey was sent out to children and staff to determine what animal to buy for our animal coop outside. | We are working on giving more independence and autonomy to our student council. |
| Entrepreneurship | Student led entrepreneurship experiences are the primary focus in developing the skills of entrepreneurship. There is also a strong emphasis on teamwork, self-reflection, problem solving and an overall sense of achievement. | **Junior Entrepreneur Programme:** Our 6th class are participating in the programme; learning about the skills of entrepreneurship and how to establish a viable small business.  **Egg selling** – The children in 5th & 6th sell the eggs they get from the chickens and use this revenue to buy more supplies for the chickens and garden. |  |
| Social innovation | **Incredible Edibles Programme-** The children learn how to cook for themselves, what is healthy and how to create a healthy meal for their future lives. | ncredible Edibles covers a number of the United Nations Sustainable Development Goals such as good health & wellbeing, gender equality, affordable and clean energy, responsible consumption and production, clean water and sanitation.  The Children also take part in the Incredible Edibles initiative and the aim of the project is:  -To educate students about growing fruit and vegetables  -To increase awareness of food origin and quality.  -To highlight the important role that fresh, Irish produce plays in a healthy balanced diet To communicate the health benefits of consuming at least five to seven portions of fruit and vegetables every day, to help prevent obesity. By empowering students with knowledge of where their food comes from, the initiative allows students to make healthy choices into the future and encourage a heightened knowledge of local Irish produce. Therefore, this project is designed to enhance generational change in the fight against obesity, ensuring participating students become informed consumers when making purchasing decisions as young adults. The children have developed many skills in innovation by thinking of and designing healthy lunches and dinner they can have. | We are currently making our Incredible Edibles project book to submit to the organisers. We working towards getting the |
| Innovative practices |  | **Outdoor learning -** Polytunnel, gardening, chicken coop. |  |
| 21st Century Learning opps and examples | THIS BOX MAY ENVELOPE OTHER AREAS | \*Integrated STEM Learning across all class zones.  \*Focus on STEM during Science Week. |  |
| Active and engaged citizenship |  | No idea |  |
| Creativity during Covid-19/ time of crisis | Development of engaging strategies and activities to encourage the children to engage with remote learning Continued positive reinforcement through the School Facebook Page, twitter & Seesaw. | Assigning interesting challenges at home using Tiktok trends, STEM and creative challenges using household items.  Some activities during school closures:   * **Dancing / Jiving Juniors Dance-** Sandra organised online dancing sessions with the children over the school closures. * **Music Generation –** The children took part in weekly music sessions to practice their instruments.   **Chicken Coop**  During lockdown this group of boys are had many a zoom meetings -"Chicken Conferences" to have a chat about the care of the chickens in these times. The staff then gained interest and joined the zoom calls.  The children designed a rota to care for these chickens during the holidays and between them they never missed a day in caring for them. The whole school community is now involved in visiting the chickens and they are of great interest to visitors to the school.  **A Christmas Connection**  Christmas time is a time for giving, a time for reflection and a time to connect with our loved ones, our communities. In Tarmon NS our children wanted to help, to connect with the individuals living in our community, in nursing homes and spread some Christmas joy during this global pandemic.  The children learned so much from this initiative. They did their best to be creative, to ensure their letter was personal to the person who will receive it, they had to take into consideration the cost and availability of materials and the challenges of Covid in delivering the gifts. Our youngest students were enabled to understand that they were doing something so kind by making a Christmas decoration and giving it away to somebody they did not know. The pillars of leadership, teamwork, empathy and creativity were the backbone of this initiative and all involved were beneficiaries; our pupils, our staff, the nursing home residents and their carers.  Photos of our work is taking pride of place on our Changemakers display at reception and our pupils are learning more and more every day to recognise the good in all they are doing for themselves and others. A Christmas Connection has kick started a feel good festive feeling in our school community and we are savouring every moment! |  |
| Uniquely positive school cultures | Inclusion of A.S. pupils with the pupils in mainstream is of utmost importance to us here in Tarmon N.S.  The establishment of the A.S. Centre has enhanced the learning experiences and social awareness of each and every member of our school community. | **Autism Classes Tarmon** - On the 3rd November 2014 we established our first Autism Early |ntervention Class for pre-school children. The pupil : teacher ratio in the class is 6:1 with two SNAs caring for the children's needs. A second class was established in 2015 and on the 9th January 2017 our third A.S.D class opened. Since then 3 further AS classes have opened and we now have 2 Early Intervention and 4 School Age Classes. It is widely accepted that Early Intervention is hugely beneficial for children with Autism. Our children develop together socially and academically in a safe and inclusive educational environment, under the professional guidance of the staff. Our pupils benefit from the support of outside agencies who visit the school regularly, providing O.T, Speech and Language and other therapies and services. The children in these classes are making great progress, thanks to our wonderful pupils and the pioneering work of the staff and B.O.M not to mention the enthusiastic support we received from all the parents and the local community. All of our pupils have access to the full Primary School Curriculum as we constantly strive for each child to achieve his/her maximum potential. We work closely with the parents to attain these goals. |  |
| Creative use of peer appraisal | Evident among staff and children  Peer appraisal can be seen in all classrooms and in assemblies (pre-covid). Children congratulate each other on their efforts and achievements  Staff members recognise each other’s achievements and support each other. | The Droichead Mentoring Programme is well established in CCPS. This programme is delivered by experienced teaching staff for newly qualified teachers, combining professional support with performance assessment.  -Restorative Practice  -Classroom strategies |  |
| Student self appraisal | The children and their families are supported to identify strengths and achievements.  Tarmon NS emphasises the importance of positive self-image and self-worth. | **Autism Awareness Day**: To celebrate Autism Awareness Month all of the children were encouraged to wear yellow clothes to represent autism. The children decorated beautiful stones for our garden, made yellow art and made yellow smoothies.  **Seachtain na Gaeilge:** Celebration of the Irish language, our culture and heritage through lots of fun and engaging activities and events.  Celebrations organised by our staff;   * Sports day * Easter Egg Hunts * Halloween Disco’s & Parties |  |
| Involvement of parents in the arts, maths, literacy, SESE | The parents of Corpus Christi P.S. are very involved in everyday school life | Examples of Parents involvement in classroom activities (joint learning programmes with children):   * Project based learning activities * Maths for Fun * Family Reading Sessions * STEM with Parents * Family Gardening sessions * Skipping sessions * Wellbeing Week * Active week * Can you add some more ideas |  |
| Creative use of teaching spaces | The work of Tarmon NS.  extends beyond the school  building. The projects and  initiatives of the school are supported  by the community. | **School Garden:** We have a fabulous school garden behind our school which is a haven for wildlife, plants and vegetables. Ms. Baggot and our SNA Joe takes great care of the garden and it is utilised for many outdoor learning experiences.  **Local library:** Castlerea Library and the school work closely together to develop the literacy skills and language skills of the children through memberships, workshops and other events.  Along with providing a soft area playground for the children, the pupils in the school also has a 3-lane tartan running track, a large school indoor hall, an astro turf pitch and two grass pitches for all the pupils in the school. We use these for many teaching points throughout the school year.  **Happy Feet morning and after school childcare service** uses one of our wonderful classrooms and facilities.  The children in the AS classes have access to an indoor gymnasium, a sensory room and a senory pod. These facilities are open to children with autism in the mainstream classes (pre-covid). | We have wonderful facilities here at Tarmon NS that we are very proud of.  We are currently in the process of building one more AS class and two mainstream classes. |
| Creative integration of the curriculum | Focus on problem solving across the curriculum using common themes to promote discussion and active engagement | Ready Set Go Maths or Reading recovery for example???    If you could write in some examples. |  |
| Ability to influence and inspire | The children are encouraged to identify positive role models in their lives e,g, members of the community working in the school. | Local people working with Tarmon NS and as community workers are very positive role models in the children’s lives Identification of local entrepreneurs in the community. |  |
| Empowering pedagogies to promote critical thinking | Critical thinking skills are explicitly taught and utilised across the curriculum in Corpus Christi P.S. Students are empowered to engage in critical thinking | Use of cooperative learning strategies and questioning across all subjects.  Children engage in active learning e.g. STEM projects which involve finding a solution to a real-life, relevant problem.  Integrated maker challenges and use of technology in STEM projects.  Problem solving skills explicitly taught in Maths and utilised across the curriculum. |  |
| Empowering pedagogies fordeep student-centred and active learning | Collaborative teaching between Class teachers and SETS along with support from SNAs allows for active learning in the classroom and throughout the school.  Tarmon NS also work very closely with many organisations to promote the holistic development of the child and to allow all children to access the curriculum and engage in meaningful, child centred learning activities. | Outdoor learning experiences  Incredible Edible Programme |  |
| Empowering pedagogies for inclusion | Inclusion is at the core of all of the initiatives and projects in Tarmon NS.  Our school has early intervention classes and autism classes and differentiated teaching and learning occurs across all zones.  Class teachers, SETs and management work closely together to promote the successful inclusion of all children A strengths-based approach is at the core of our ethos; each child’s talents and strengths are recognised and celebrated. | Early Intervention Screening: Assistant Psychologists/Educational psychologists provide screening for specific literacy and numeracy difficulties. This process enables us to identify the specific barriers to learning which some children experience.  -Close collaboration and co-operation between ASD classes and mainstream classes to promote the successful inclusion and empowerment of all children.  -Maths & Literacy Stations in class.  -Summer Programme and July Provision |  |
| Empowering pedagogies for meta- cognitive skills | Team based learning with a focus on problem solving exists among staff and the pupils of Tarmon NS. | Self assessment & Peer assessment  Self reflection – children and staff engage in self-reflection during and after the delivery of programmes in the school.  Set realistic goals and targets encouraging the children to reach their full potential  Engage in positive self talk – promotion of the Growth Mindset  Social and emotional literacy programmes which develop the child’s ability to self regulate.  **Friends for Life:** a social skills and resilience building program which reduces anxiety and provides children with the tools to rise to life’s challenges, and make the most of setbacks and adversity.  Children & parents being involved in the setting of targets in their own IEPs and pupil support plan,  **Zippy’s Friends**- Comprised of six modules, the programme addresses the following themes: feelings, communication, making and breaking relationships, conflict resolution, dealing with change and loss, and general coping skills. |  |