



Rialtas na hÉireann  
Government of Ireland

# Wellbeing Policy Statement and Framework for Practice

2018–2023



Prepared by the Department of Education and Skills

## Key Area 2 - Curriculum (Teaching and Learning)

### Statements of Effective Practice for All



All curricular and subject plans have explicit reference to teaching, learning and assessment approaches that promote collaboration, self-assessment and a sense of achievement.



All curricular plans outline how teaching/learning approaches and assessment of learning outcomes will be differentiated for children and young people, providing adequate challenge and opportunities for success.



Teachers use varied teaching and assessment methods and differentiate their expectations to promote full participation and achievement for all.

Teacher continuing professional development (CPD), sharing of learning and reflective practice is encouraged and facilitated through communities of practice.

Throughout primary schools, and in post primary school up to Junior Cycle, the SPHE curriculum is implemented on a mandatory basis.

There is a whole school and coordinated approach to the provision of CSPE, PE and SPHE as part of the Wellbeing Programme at Junior Cycle Level (post primary only).

Childrens' and young people's physical, social and emotional health education are effectively implemented and are a visible part of the Curriculum for SPHE, PE, RSE, CSPE (CSPE - post primary level only).

Appropriate use is made of programmes/resources to support SPHE, RSE, and CSPE.

Universal, evidence-based programmes are appropriately chosen to teach core social and emotional competence and coping skills.

The school links with community-based clubs and organisations to ensure that a broad, accessible and inclusive extra-curricular programme is provided.

Specific national or local initiatives are included in the school's wellbeing promotion initiatives.

Children and young people, and parents/carers are involved in planning the school's extra-curricular programme.

Children and young people are actively engaged in learning and enjoy coming to school.

### Statements of Effective Practice For Some & Few



All curricular plans outline how teaching methods and assessment of learning outcomes will be differentiated for children and young people at risk or with additional and/or complex needs so they experience a sense of achievement.

Teachers attend CPD and deliver specialised and targeted programmes to individuals and/or small groups that are grounded in research and evidence and selected in line with best practice guidelines.



Individualised teaching approaches are linked to specific learning outcomes.

The school deploys resources based on individual learning, behavioural, social and emotional needs under the Teacher Resource Allocation Model.

The Special Education Team and/or Student Support Team support all class and subject teachers and Special Needs Assistants (SNAs) to implement appropriate strategies for children and young people with additional and/or complex needs and those recommended in professional reports.

Delivery of one to one support teaching is supported by continuing professional development and reflective practice facilitated through communities of practice.

There are opportunities for CPD and ongoing practice support and guidance for SNAs.

Extra-curricular activities are planned to include those with additional and /or complex needs. Children and young people with additional and/or complex needs and their parents/carers are actively involved in planning and evaluating the school's extra-curricular programme.