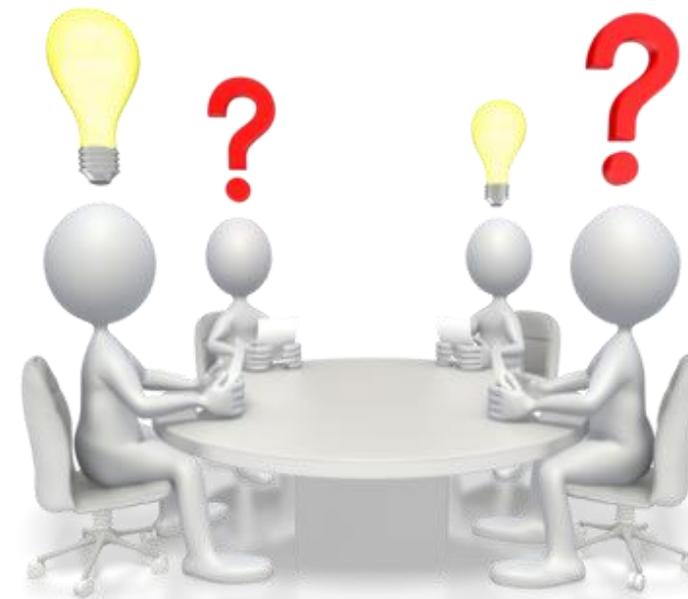


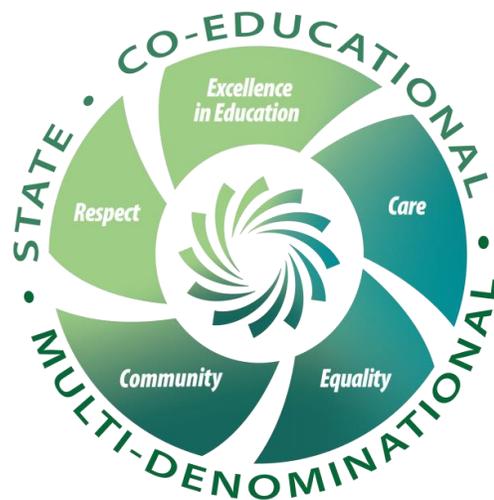
etbi

Education and Training
Boards Ireland

*Boird Oideachais agus
Oiliúna Éireann*



Junior Cycle Identity, Multi-Belief and Values (IMBV) Education



Niall Mulpeter

Educational Policy and Development Officer
ETBI

Georgina Keena

Ethos Coordinator, GRETB

Grainne Hyland

IMBV Education Teacher, LOETB

Introductions



ETBI Patrons' Framework on Ethos (Domain 7)

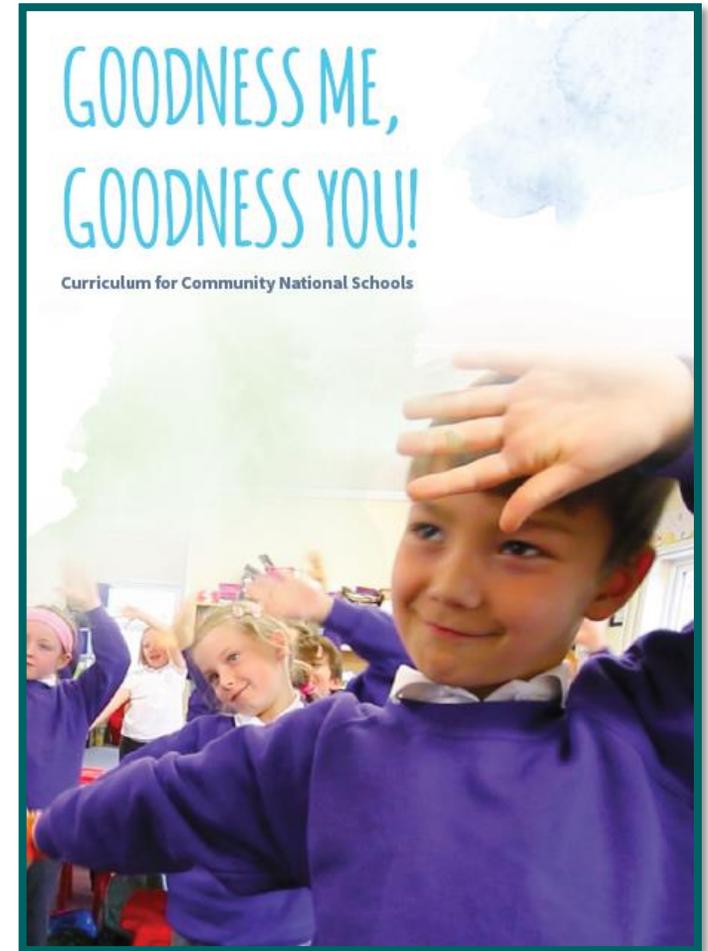
The graphic features the ETBI logo at the top left. Below it, there are two circular inset photos: one showing a teacher interacting with students in a classroom, and another showing a group of students looking at a document. In the center, a circular diagram with a textured brown center is surrounded by five teal petals labeled 'Excellence in Education', 'Respect', 'Care', 'Community', and 'Equality'. A large green arrow points from this graphic towards the right.

ETBI Patrons' Framework on Ethos

Ethos Standards and Statements of Effective Practice for ETB Schools		
Domain 7: Patron's Curriculum		
Standards	No.	Statements of Effective Practice
<p>Definition: The patron's curriculum is the patron's curriculum for Junior Cycle and Senior Cycle.</p> <p>Standards</p> <p>The patron's curriculum is appropriately implemented in the school.</p>	7 (a)	<p>School leaders⁵ ensure that the appropriate number of hours allocated to the patron's curriculum are timetabled. They are as follows:</p> <p>Community National Schools:</p> <p><i>Junior Infants - 6th Class:</i> GMGY is designed for two hours of student engagement per week, excluding other opportunities where GMGY is integrated across the curriculum.</p> <p>Community Colleges:</p> <ul style="list-style-type: none"> <i>Junior Cycle:</i> The patron's short course is designed for 100 hours of student engagement. <i>Senior Cycle:</i> The patron's curriculum for Senior Cycle, when developed, will be designed for 66 hours of student engagement.
		<p>conjunction with the patron's curriculum coordinator.</p>
	7 (f)	The teaching of the patron's curriculum is responsive to the needs, interests and context of the students.
	7 (g)	Teachers collaboratively prepare/plan for learning, teaching and assessment in the patron's curriculum on a short-term and long-term basis.
	7 (h)	Teachers are appropriately resourced to facilitate learning and teaching in the patron's curriculum.
	7 (i)	Students' learning and progress in the patron's curriculum is documented and communicated to parents/guardians through existing report structures.

Community National Schools

Standards	No.	Statements of Effective Practice
The patron's curriculum is appropriately implemented in the school.	7 (a)	<p>School leaders⁵ ensure that the appropriate number of hours allocated to the patron's curriculum are timetabled. They are as follows:</p> <p>Community National Schools: <i>Junior Infants - 6th Class:</i> GMGY is designed for two hours of student engagement per week, excluding other opportunities where GMGY is integrated across the curriculum.</p> <p>Community Colleges:</p> <ul style="list-style-type: none">• <i>Junior Cycle:</i> The patron's short course is designed for 100 hours of student engagement.• <i>Senior Cycle:</i> The patron's curriculum for Senior Cycle, when developed, will be designed for 66 hours of student engagement.



Community Colleges

Standards	No.	Statements of Effective Practice
The patron's curriculum is appropriately implemented in the school.	7 (a)	<p>School leaders⁵ ensure that the appropriate number of hours allocated to the patron's curriculum are timetabled. They are as follows:</p> <p>Community National Schools: <i>Junior Infants - 6th Class:</i> GMGY is designed for two hours of student engagement per week, excluding other opportunities where GMGY is integrated across the curriculum.</p> <p>Community Colleges:</p> <ul style="list-style-type: none"> <i>Junior Cycle:</i> The patron's short course is designed for 100 hours of student engagement. <i>Senior Cycle:</i> The patron's curriculum for Senior Cycle, when developed, will be designed for 66 hours of student engagement.


DRAFT

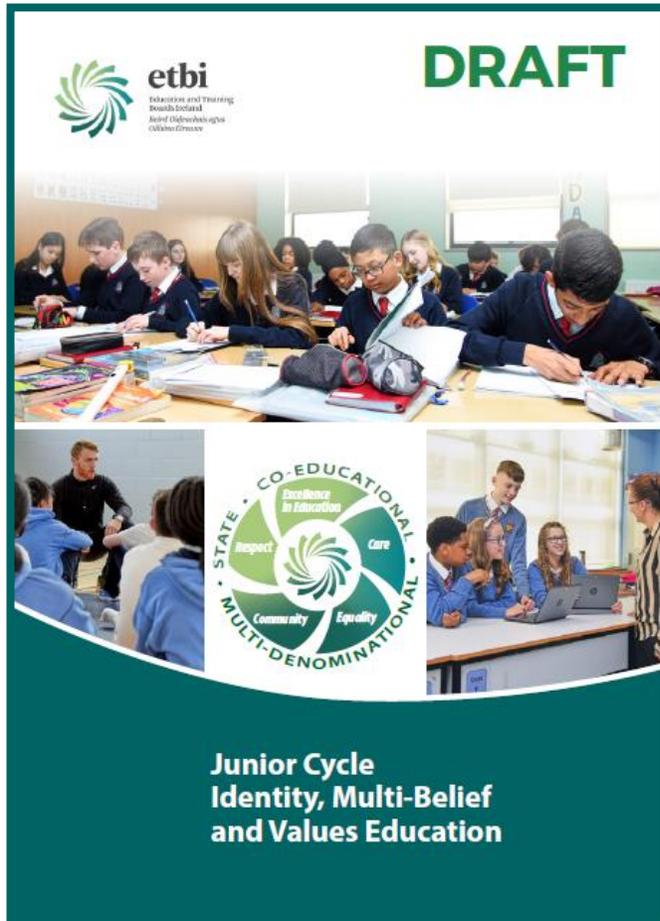





**Junior Cycle
Identity, Multi-Belief
and Values Education**



What is IMBV Education?



In articulating the ethos of ETB schools, as outlined in the ETBI Patrons' Framework on Ethos (2022), IMBV Education for junior cycle aims to develop students' knowledge, understanding, skills, attitudes, and values. It strives to enable young people to explore the **values** that underpin their lives and the role these values have in shaping their choices, actions, and interactions. It aims to support students in developing a positive sense of who they are individually and collectively, reflecting on their **identity and sense of belonging**. It further aims to support young people in gaining an appreciation and understanding of **religious and non-religious world views** and their relevance to life, relationships, society and the wider community.



Rationale

Rationale

Education and Training Board (ETB) schools are state, co-educational, multi-denominational schools underpinned by the core values of **excellence in education, care, equality, community, and respect** as outlined in the *ETB Patrons' Framework on Ethos (2022)*. Identity, Multi-Belief and Values Education is a curricular expression of these core values and focuses on the holistic development of the student in ETB schools. This short course connects with students' lives, their experience in an ETB school and the wider world. It explores values education, identity and diversity of religion and beliefs.

This specification provides opportunities for students to critically reflect on their own values and the values of others. It assists in developing their critical thinking through an exploration of personal, school, and societal values and how these values shape their understanding of themselves, their world and their role in it.

The specification supports students in developing a positive sense of who they are individually and collectively. It allows students to reflect on their identity and how this is shaped by exploring different aspects of themselves, their lives and communities. This course provides opportunities to explore the significance of belonging and reflect on ways to create inclusive environments where people can feel valued.

Identity, Multi-Belief and Values Education develops students' religious and belief literacy allowing for informed, and respectful dialogue about religious and non-religious world views and how these views have influenced their communities, wider society, and global events.

This specification supports students with developing their knowledge, understanding, skills, attitudes, and values enabling them to participate in their ETB school community and the wider world as informed, respectful, equal and caring citizens.



Read the rationale presented in the specification! What hopes would you have for students after three years of engaging with this specification?

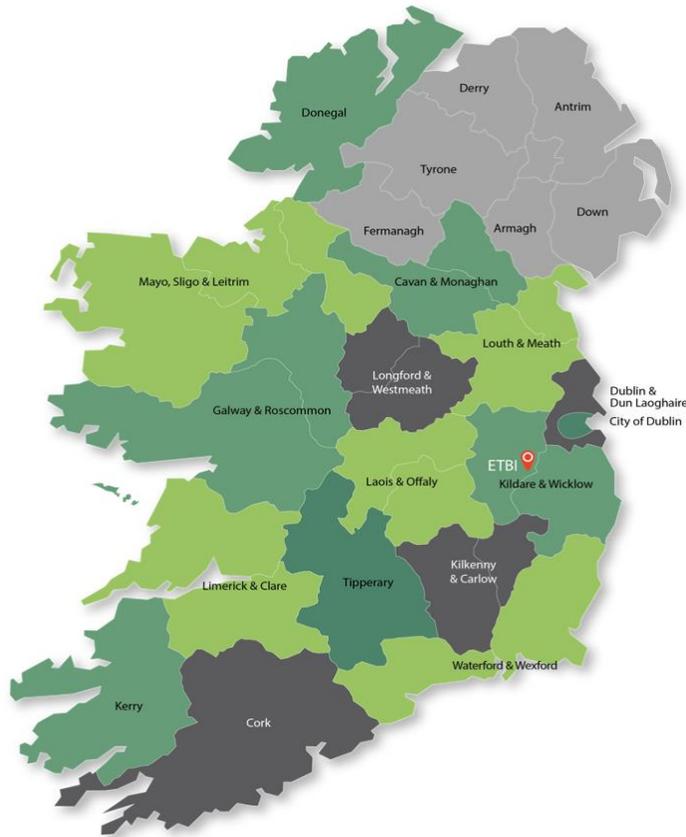


Development of IMBV Education

- 🌀 Expert Advisory Committee
- 🌀 Robust Consultation Process
- 🌀 Establishment of a Teachers' Network
- 🌀 CPD for Teachers
- 🌀 Pilot Phase 2023-2024
- 🌀 Data Gathering
- 🌀 Launch of IMBV Education September 2024



Pilot Schools 2023-2024



- 🌀 Piloted in 15 out of 16 ETB Schools nationally.
- 🌀 44 Schools engaging with the pilot.
- 🌀 82 teachers teaching IMBV Education.
- 🌀 CPD supported by ETBI.
- 🌀 Ethos Coordinator Support.
- 🌀 1-day face-to-face training session.
- 🌀 3 online sessions.
- 🌀 Microsoft Teams Page.
- 🌀 Appointment of IMBV Education Associate.



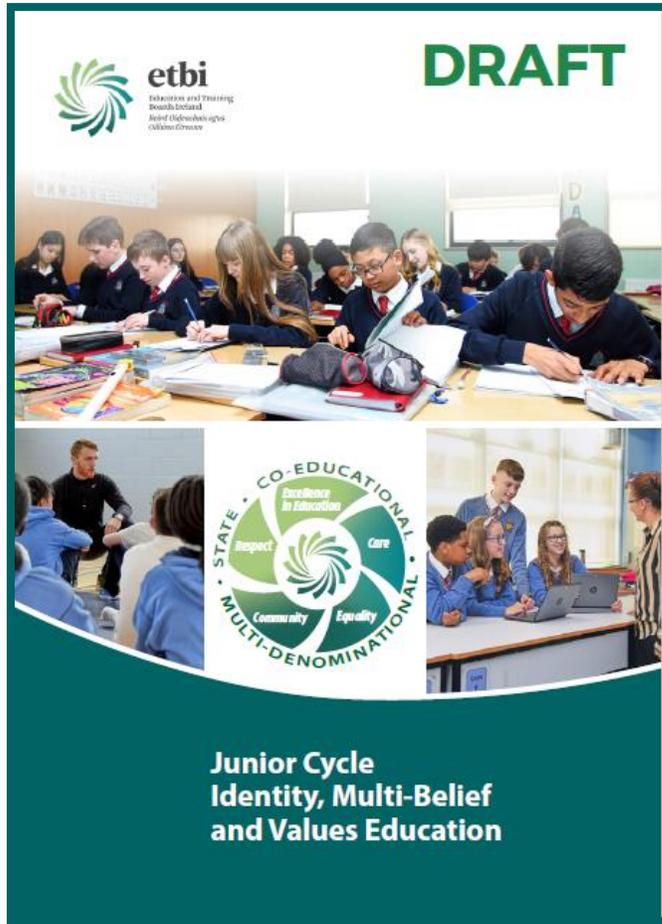
Supports



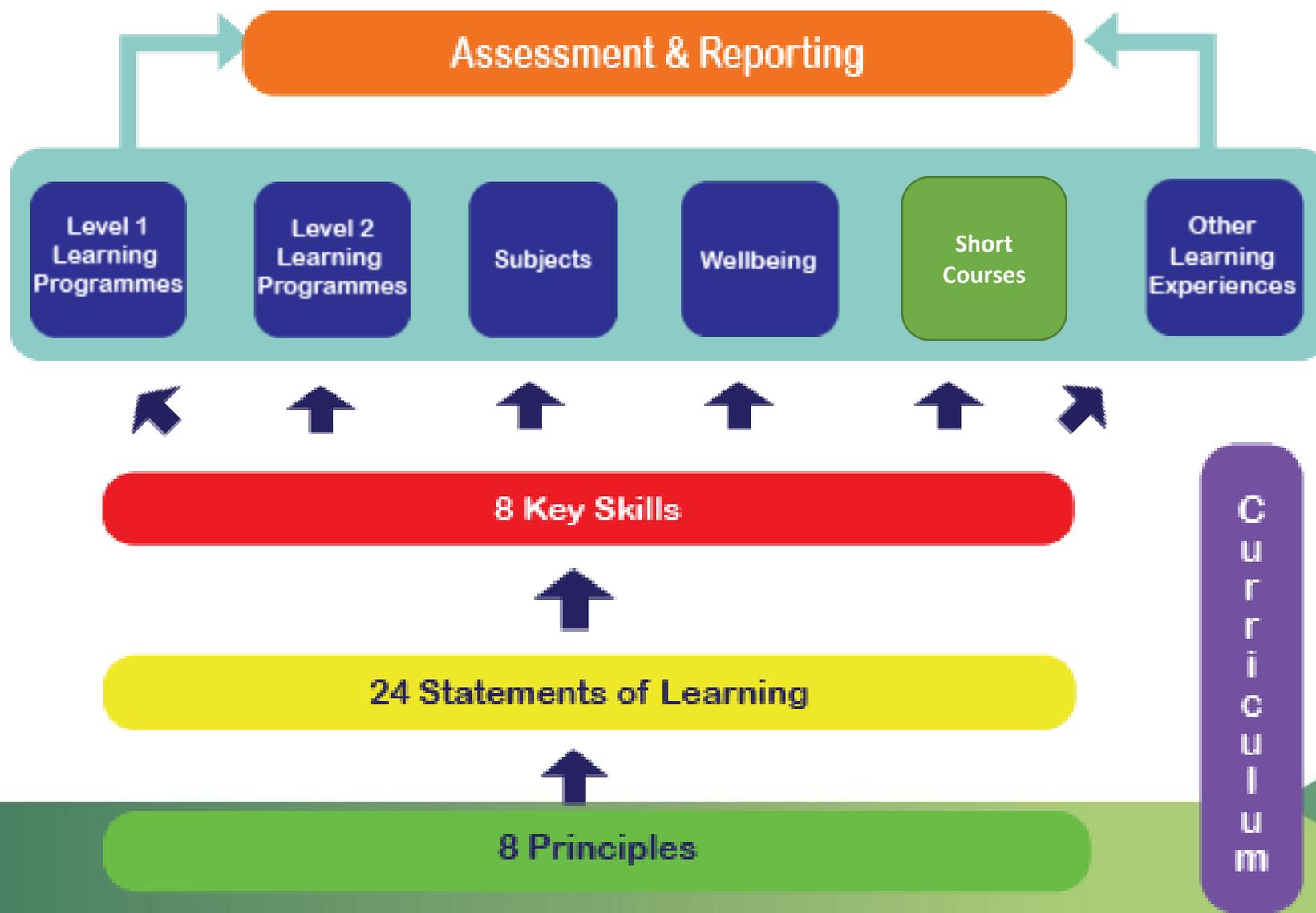
- ✦ A one-day Face-to-face CPD for teachers in April 2024. Eight locations nationally.
- ✦ Three online half day afternoon sessions will be facilitated online via ZOOM 2024-2025.
- ✦ Three-year scheme of work/units of learning populated in September 2024.
- ✦ A website will be populated with a suite of resources, CPD, webinars, screencasts, podcasts, planning tools and other materials to support learning, teaching and assessment.
- ✦ Pilot schools will liaise with an Educational Policy and Development Officer in ETBI to support implementation.



IMBV Education- How does it look in my school?



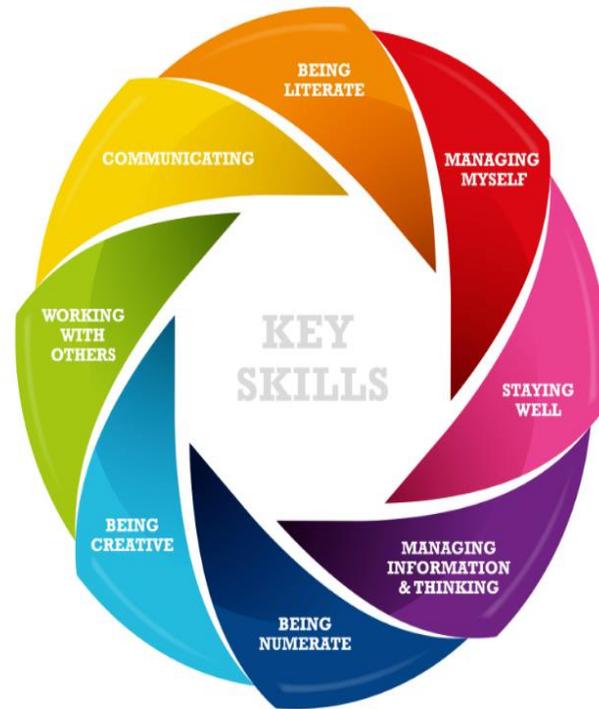
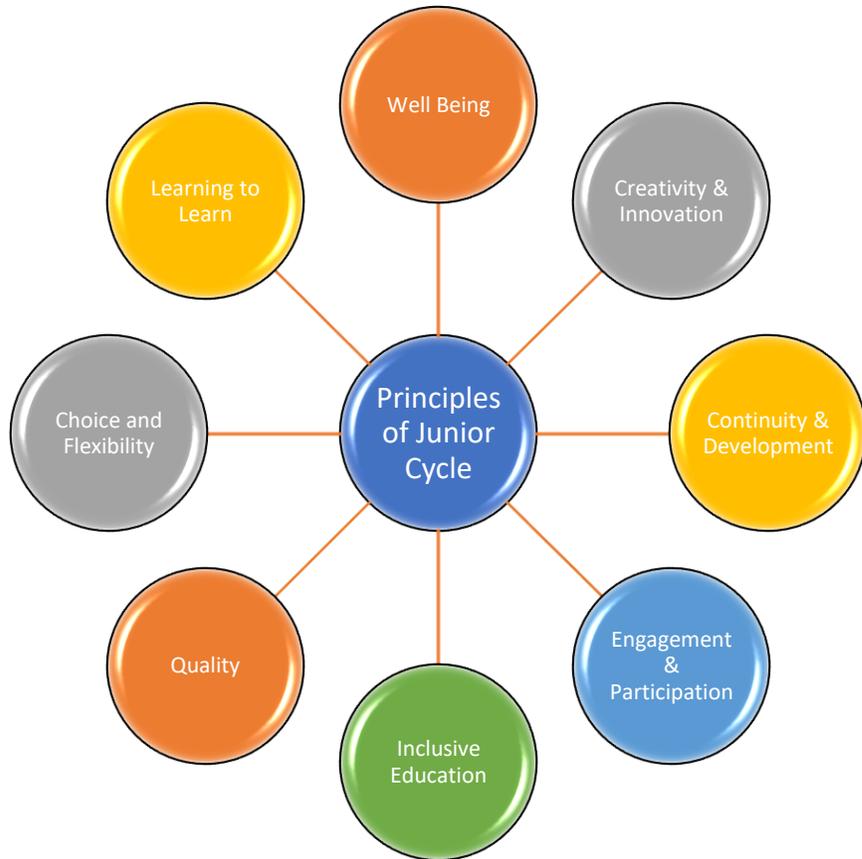
The Junior Cycle Framework (2015)



What does it look like in the timetable?



Principles, Key Skills and Statements of Learning



Statements of Learning

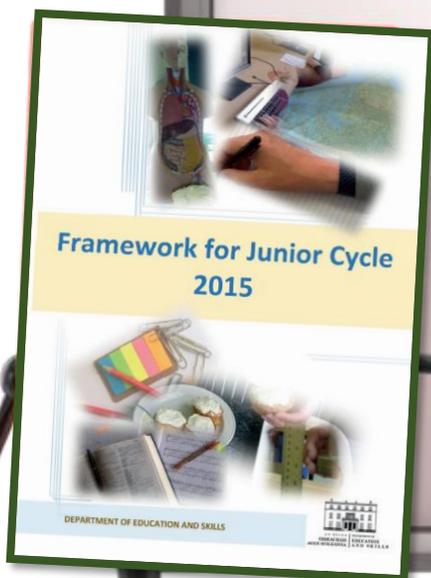
The student

- 1 communicates effectively using a variety of means in a range of contexts in L1*
- 2 listens, speaks, reads and writes in L2* and one other language at a level of proficiency that is appropriate to her or his ability
- 3 creates, appreciates and critically interprets a wide range of texts
- 4 creates and presents artistic works and appreciates the process and skills involved
- 5 has an awareness of personal values and an understanding of the process of moral decision making
- 6 appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives
- 7 values what it means to be an active citizen, with rights and responsibilities in local and wider contexts
- 8 values local, national and international heritage, understands the importance of the relationship between past and current events and the forces that drive change
- 9 understands the origins and impacts of social, economic, and environmental aspects of the world around her/him
- 10 has the awareness, knowledge, skills, values and motivation to live sustainably
- 11 takes action to safeguard and promote her/his wellbeing and that of others
- 12 is a confident and competent participant in physical activity and is motivated to be physically active
- 13 understands the importance of food and diet in making healthy lifestyle choices
- 14 makes informed financial decisions and develops good consumer skills
- 15 recognises the potential uses of mathematical knowledge, skills and understanding in all areas of learning
- 16 describes, illustrates, interprets, predicts and explains patterns and relationships
- 17 devises and evaluates strategies for investigating and solving problems using mathematical knowledge, reasoning and skills
- 18 observes and evaluates empirical events and processes and draws valid deductions and conclusions
- 19 values the role and contribution of science and technology to society, and their personal, social and global importance
- 20 uses appropriate technologies in meeting a design challenge
- 21 applies practical skills as she/he develop models and products using a variety of materials and technologies
- 22 takes initiative, is innovative and develops entrepreneurial skills
- 23 brings an idea from conception to realisation
- 24 uses technology and digital media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner

*L1 is the language medium of the school (Irish in Irish-medium schools). L2 is the second language (English in Irish-medium schools).

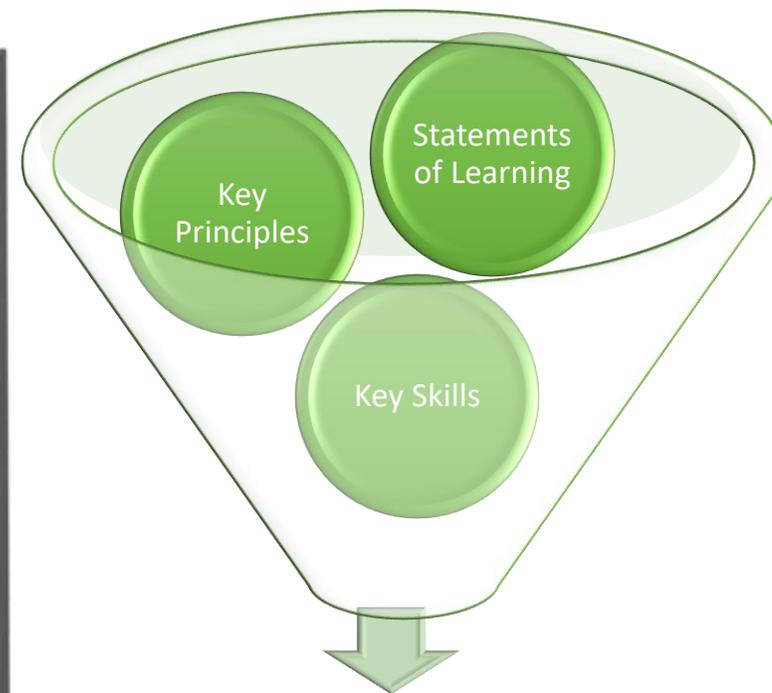


ETBI Patrons' Short Course in the Curriculum



'These principles, statements and skills will also inform the development of, and be given expression through, the learning outcomes in subject and short course specifications...'

Framework for Junior Cycle 2015, page 10.



Learning Outcomes in ETBI Patrons' Short Course Specification



Statements of Learning

Statements of Learning	
The student	
1	communicates effectively using a variety of means in a range of contexts in L1*
2	listens, speaks, reads and writes in L2* and one other language at a level of proficiency that is appropriate to her or his ability
3	creates, appreciates and critically interprets a wide range of texts
4	creates and presents artistic works and appreciates the process and skills involved
5	has an awareness of personal values and an understanding of the process of moral decision making
6	appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives
7	values what it means to be an active citizen, with rights and responsibilities in local and wider contexts
8	values local, national and international heritage, understands the importance of the relationship between past and current events and the forces that drive change
9	understands the origins and impacts of social, economic, and environmental aspects of the world around her/him
10	has the awareness, knowledge, skills, values and motivation to live sustainably
11	takes action to safeguard and promote her/his wellbeing and that of others
12	is a confident and competent participant in physical activity and is motivated to be physically active
13	understands the importance of food and diet in making healthy lifestyle choices
14	makes informed financial decisions and develops good consumer skills
15	recognises the potential uses of mathematical knowledge, skills and understanding in all areas of learning
16	describes, illustrates, interprets, predicts and explains patterns and relationships
17	devises and evaluates strategies for investigating and solving problems using mathematical knowledge, reasoning and skills
18	observes and evaluates empirical events and processes and draws valid deductions and conclusions
19	values the role and contribution of science and technology to society, and their personal, social and global importance
20	uses appropriate technologies in meeting a design challenge
21	applies practical skills as she/he develop models and products using a variety of materials and technologies
22	takes initiative, is innovative and develops entrepreneurial skills
23	brings an idea from conception to realisation
24	uses technology and digital media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner

*L1 is the language medium of the school (Irish in Irish-medium schools). L2 is the second language (English in Irish-medium schools).



SOL 5: The student has an awareness of personal values and an understanding of the process of moral decision-making.



SOL 6: The student appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he/they live.



SOL 11: The student takes action to safeguard and promote her/his/their wellbeing and that of others.



The Three Strands

Exploring Our Values

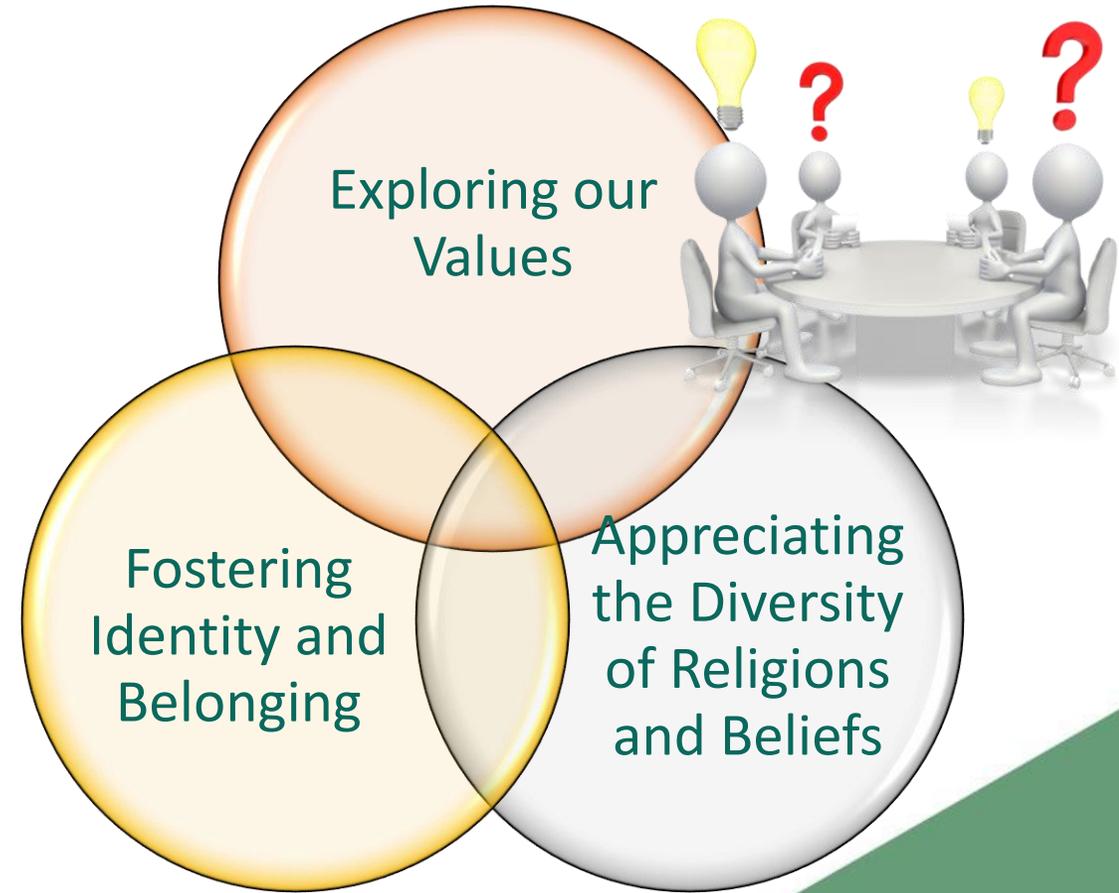
This strand focuses on enabling students to explore and critically reflect on values and how they relate to how people live their lives. This exploration will assist in shaping students' understanding of themselves, their ETB school, their world and their role in it. It will allow them to engage in respectful dialogue to better understand and support a diversity of perspectives and values.

Fostering Identity & Belonging

This strand supports students in developing a positive sense of who they are individually and collectively. Through exploring their identity, students will reflect on aspects of their identity. Students will also explore the importance of belonging and ways to create more inclusive environments where everyone can feel valued and part of a community.

Appreciating the Diversity of Religions & Beliefs

This strand enables students to reflect on religious and non-religious world views, developing their religious and belief literacy. Through exploring the diversity of beliefs in their community and the wider world, students explore different religious, non-religious world views and belief systems.



Three Elements

Critical Questioning

This element focuses on encouraging students to engage in critical questioning for the purpose of discovery. Through engaging in critical questioning students, with the guidance and assistance of their teacher, will gain the capacity to question their own and others' assumptions in a collaborative learning environment.



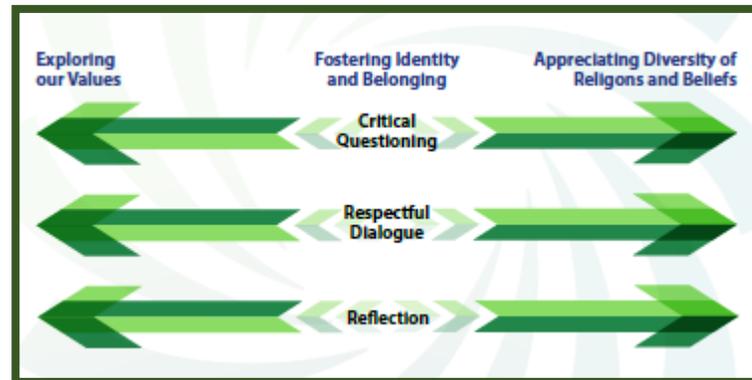
Respectful Dialogue

This element focuses on equipping students with the skills to engage in respectful dialogue. Respectful dialogue aims to build on students activate listening skills and suspend judgement with an openness to reflection. It will develop over time within an atmosphere of trust, respect and support. Through respectful dialogue students will gain the capacity to understand and appreciate the diversity of perspectives, values and beliefs that exists in a pluralist society.



Reflection

This element focuses on students reflecting on their own understanding of, and/or response to, their learning experiences. It encourages students to examine what they have learnt, to be reflexive about their own experience, allowing for deeper insight and understanding. It also enables students to consider how the learning relates to their lives and/or to the lives of others, thus prompting active and responsible citizenship



Learning Outcomes

‘Learning outcomes are written in terms of learners and their development rather than in terms of what is to be taught’

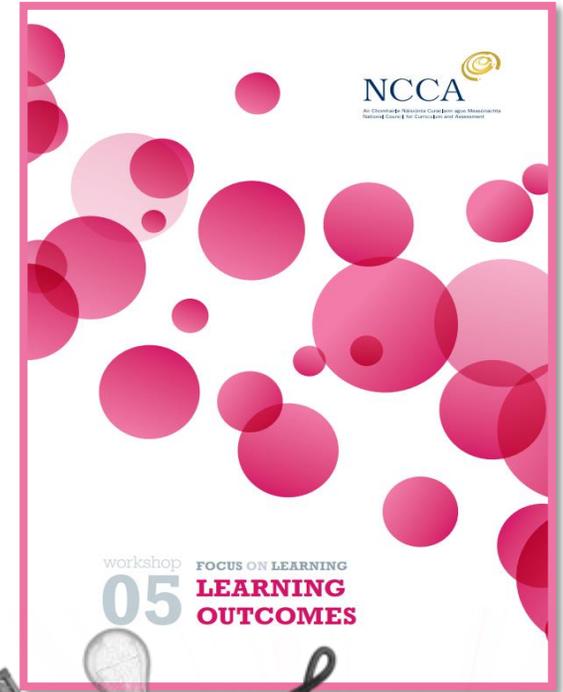
Biesta and Priestly, (2013), *Reinventing the Curriculum: New Trends in Curriculum Policy and Practice*, p

‘Learning outcomes are built around contexts that students can relate to in their everyday experiences’

NCCA (2019), *Learning Outcomes an International Perspective*, p. 17.

‘Learning outcomes are designed to make the curriculum accessible to as wide a range of students as possible’

NCCA (2019), *Learning Outcomes an International Perspective*, p.73.



etbi
Education and Training
Boards Ireland
Boird Oideachais agus
Oiliúna Éireann

The Learning Outcomes

Identity, Multi-Belief and Values Education (IMBV Education)

Strand 1: Exploring our Values

Learning outcomes

Students should be able to:

- Individual**
- 1.1 Reflect on their individual values and why they hold these values.
 - 1.2 Explore how personal values can support a person's wellbeing and sense of self.
 - 1.3 Examine the relationship between their individual values and everyday decisions, relationships, and responsibilities.

School

- 1.4 Examine the core values presented in the *ETBI Framework on Ethos (2022)* and critique the impact these values have on the day-to-day life of the school.
- 1.5 Investigate how diverse values, beliefs and traditions which align with the school's ethos are recognised/ respected through the ethos of the school.

Wider World

- 1.6 Reflect on the importance of listening carefully, critically, and respectfully to other people's values and points of view.
- 1.7 Critique the values evident in media and pop culture, and their influence on young people.
- 1.8 Discuss values that underpin a democratic society and their role they have in shaping our relationships & society.
- 1.9 Consider how the insights gained about values can inform their lives now and into the future.

Strand 2: Fostering Identity and Belonging

Learning outcomes

Students should be able to:

Individual

- 2.1 Explore aspects of their own lives and influences that contribute to shaping self-identity and belonging.
- 2.2 Consider how objects, art, stories, music, and other stimuli inform their identity and how these stimuli can be used to express their self-identity and sense of belonging.
- 2.3 Discuss how our identity and belonging can change over time and what factors can influence that change.

School

- 2.4 Critique the ways that their school fosters a sense of identity and belonging.
- 2.5 Collaboratively plan and implement a project (using the *ETBI Patrons' Framework on Ethos (2002)* as a guide) to realise greater inclusion in their school/wider community.

Wider World

- 2.6 Explore how the experience of schooling and education shapes a person's identity and belonging.
- 2.7 Consider places, stories and people in their local or wider world, that have helped shape their sense of identity and belonging.
- 2.8 Explore a key piece of legislation or a social movement that has contributed to shaping identity and belonging on a national or international level.
- 2.9 Research and present on an individual, group, or organisation that challenged/ challenges a collective belief or worldview and its impact on the wider world.

Strand 3: Appreciating Diversity of Religions and Beliefs

Learning outcomes

Students should be able to:

Individual

- 3.1 Discuss the role of beliefs (religious and/or non-religious) in their own lives.
- 3.2 Investigate key religious beliefs and non-religious world views found in Ireland today.
- 3.3 Appreciate the role that religion and beliefs play in people's lives.

School

- 3.4 Present the key religious and non-religious beliefs found within your school and local community.
- 3.5 Engage with members of key religious and belief communities reflective of your school or local community.

Wider World

- 3.6 Examine how religious and non-religious world views are expressed through arts and culture.
- 3.7 Identify issues of concern in the world today and explore how key religious and non-religious organisation respond to two such issues.
- 3.8 Investigate people associated with different religious traditions and non-religious world views and show how their lives or actions is an expression of their beliefs and values.
- 3.9 Research religious or non-religious organisations, working at a local, national or international level, that mirror one or more of the ETB Core Values and present how this work expresses these values.

The elements that run through it are as follows:

- Critical Questioning
- Respectful Dialogue
- Reflection



How might these learning outcomes support students experience in an ETB school?



etbi
Education and Training
Boards Ireland
Boird Oideachais agus
Oiliúna Éireann

Experiences from the Pilot 2023-2024

🌀 Georgina Keena (Principal, GRETB)

🌀 Grainne Hyland (Teacher, LOETB)



Questions and Answers



Thank You

Niall Mulpeter

Educational Policy and Development Officer

Education and Training Boards Ireland

Email: niall.mulpeter@etbi.ie

