

Title of Research Project: A Mixed Method Exploration of Teachers' Perceptions of the Primary Language Curriculum and Supports Teachers have Received to Aid its Implementation

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Relevant key words: Learning Outcomes; Primary Language Curriculum; Professional Development; Teachers' Perceptions

Summary:

This study uses a sequential mixed-method, quantitative, and qualitative research design to investigate teachers' opinions of supports they had received to aid the implementation of the new Primary Language Curriculum. In total 115 questionnaires were completed by teachers, and these were used to gather data associated with teachers' opinions of the structure of the curriculum as well as the supports they had received to aid its implementation. Findings from questionnaires were explored further by conducting eight semi-structured interviews, six with practising primary school teachers and two with teachers seconded to educational agencies. Findings highlighted teachers did not feel included in the curriculum's creation. Both questionnaire and interview data revealed that teachers were unimpressed with their initial seminar-style training days and would have found well-funded, onsite, and sustained support more appropriate. Whilst participants felt many of the supports provided were adequate, there remained a negative disposition towards aspects of the curriculum. The findings in the study will have implications for how future curricula are implemented including the supports teachers should receive, the consultation process and the type of professional development required by teachers.

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