

Senior Cycle Redevelopment Implementation Support Measures – Addendum

This document should be read as an addendum to the Senior Cycle Redevelopment Implementation Support Measures document published by the Department of Education and Youth on 8 May, 2025.

Additional supports to schools

Section 6.8 of SCRISM includes the following text: *“In subsequent tranches, similar consideration can be given to the identification or provision of appropriate supports, subject to the availability of financial allocation, to those subjects being implemented on a redeveloped basis. Guidance as to appropriate supports, resources, equipment and consumables will be provided as needed.”*

Therefore, the Department is offering the following additional supports to schools:

1. An implementation support grant in the order of €2m in total to be provided to all schools (in the Free Scheme) with discretion at school level as to how it is utilised within the parameter of support to SCR enactment;
2. To ensure that the new and revised specifications can be best supported beyond the initial stages of enactment, the Department proposes that an action research pilot project on laboratory support assistants in schools be developed, to scope out the appropriate nature and extent of laboratory support that would best support teachers in this respect. The full scope of the project, including scoping of role, will be developed in consultation with relevant partners, including teacher unions, school management and in consultation with PER.

As committed to in the SCRISM section 6.4, this project could also include consideration by DEY on how digital support could operate in schools and potentially how other subjects with practical components could be supported. The proposal is for an action research project that will by definition encompass close monitoring and evaluation as an integral part of the project. The number of schools supported to be decided with priority for sharing posts between schools. The Department intends to commence the project in September 2026, with planning and preparation taking place in advance.

3. Further targeted training (through Oide) on health and safety for science teachers.
4. Facility so that feedback on Oide training can be provided separately rather than only on the day of a professional learning event.
5. The Department is prepared to review the annual science subject grant immediately following the first Leaving Certificate examinations of the Tranche 1 subjects.
6. The Department wishes to highlight the following elements of the SCRISM as being of particular benefit to teachers and schools, in particular how they

provide teacher representatives with a strong voice and influence over future roll-out and enactment of Senior Cycle Redevelopment:

a. Workload Working Group

A dedicated working group will be established comprising the Department, teacher unions, management bodies and other relevant agencies to identify the approach and mitigating measures needed to address the concerns expressed by teachers.

b. AI Taskforce

This also delivers on a commitment in the Senior Cycle Redevelopment Implementation Support Measures document published last May to establish such a group.

The taskforce will provide a structured forum for engagement with key education stakeholders, teachers' unions, management bodies, relevant agencies and experts to examine the evolving implications of AI for teaching, learning and assessment and to inform the ongoing development of policy, guidance and supports in this evolving area.

c. Post-Primary Implementation Group

This group comprises the Department and teacher representatives. Other key agencies/services will attend meetings to support the work of the group as needed. The group will be focussed on matters impacting teachers, including school leaders, relating to curriculum and assessment enactment at Junior and Senior Cycle and will deal with both JC and SCR implementation matters in a timely and responsive manner.

d. Rebalancing of Croke Park hours to provide for more teacher-led hours (as set out in Circular 0068/2025)

Further clarifications

Defined legal protection for teachers involved in authentication of coursework

The SEC in November 2025 published a consolidated document called: **Coursework Rules and Procedures 2025-2026** (available at: [viewer.php](#)) in line with the relevant section of SCRISM¹ and following consultation with relevant parties including unions.

¹ Section 3.2.3

The published Coursework Rules and Procedures document sets out at Section 18.1 (page 28) the protections afforded to various parties, including teachers, in instances where coursework cannot be authenticated. The relevant text states:

*“Having engaged with the DoEY on this matter, the SEC can advise that a class teacher or school principal who cannot, for good, valid and stated reasons, authenticate coursework which then gives rise to reporting of a suspected inauthentic coursework in good faith to the SEC, the said teacher, school principal or school authority **will not be liable for any consequences arising from a subsequent decision of the Minister that there has been, or as the case may be that there has not been; a breach of the regulations relating to coursework** (and as a result of same that a candidate’s work either cannot be authenticated or accepted for assessment or that it can as the case may be). This is provided that the report is made based on a reasonable belief, in line with the Coursework Rules and Procedures, that the coursework concerned cannot be authenticated, and not the unreasonable withholding of authentication by any of the parties concerned. The Form P.20 must document the reasons or evidence giving rise to the report of suspected inauthentic coursework having been made.”*

Furthermore, these provisions provide legal protection for all those involved in the authentication process provided the report is made based on a reasonable belief, in line with the Course work Rules and Procedures that the course work concerned cannot be authenticated, and not the unreasonable withholding of authentication by any of the parties concerned. The State accepts it has a liability in respect of withholding decisions taken by the Minister. As set out in the Coursework rules and procedures, a teacher, principal or school authority shall not be liable for any consequences arising from the decision of the Minister.

Clarification re oral examinations

Practical effect to this commitment as set out in the SCRISM² has taken place since May 2025 building on the development of Arabic in Tranche 1. The NCCA has convened a Modern Foreign Languages (MFL) Subject Development Group (SDG) and separately one for Irish as part of its work on Tranche 4 of the redevelopment schedule. The MFL Group is charged with developing a revised specification for French, German, Italian and Spanish. The work of each Group is guided by a background paper and brief which includes, at Appendix 1 of each document; an overview of the parameters that apply to assessment in the given subjects. The relevant papers are available online at www.ncca.ie.

Specifically for Irish, the parameters set are:

Written examination (**inclusive of aural**, composition and comprehension): minimum 50% weighting

- **Oral assessment:** minimum 40% weighting

In respect of the MFLs, the parameters set follow a common structure as follows:

- Written examination: min 45% weighting. Assessment components:

² Section 3.2.1

- **Oral assessment:** minimum 20% weighting
- **Aural assessment:** minimum 20% weighting

The NCCA is currently advancing the nomination process of the Tranche 5 Subject Development Groups. The MFL SDG convened for Tranche 4 will remain in place for the relevant Tranche 5 curricular language subjects. The languages concerned are:

- Japanese • Lithuanian • Mandarin Chinese • Polish • Portuguese and • Russian.

The Tranche 5 assessment parameters – as set out in what will become Appendix 1 of the relevant Background Papers and Briefs – contains a similar structure for the assessment weightings as currently applies in Tranche 4; i.e.:

- Written examination: min 45% weighting.
- **Oral assessment:** minimum 20% weighting
- **Aural assessment:** minimum 20% weighting

Furthermore, the published English specification provides for an oral in this subject which will be enacted when these specifications are introduced.

Department of Education and Youth
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