

## Junior Cycle English

### Suggested use of professional time

**Professional time for teachers** - non-student contact time in which teachers will participate in a range of professional and collaborative activities to support the implementation of Junior Cycle. This time will facilitate teachers to potentially engage in activities in the following areas:

- Whole-school professional activities to support the Junior Cycle
- Individual teacher and subject department professional activities
- Preparation for Subject Learning and Assessment Review meetings
- Subject Learning and Assessment Review

This document contains a list of suggestions for how teachers of English could use their allocated 22 hours of professional time from 2017/18 onward. The suggestions encompass opportunities for professional activities for an individual teacher and/or for a subject department. In addition to the suggestions below, it is important to remember that Subject Learning Assessment and Review Meetings may make up, between CBA1 and CBA2, **four hours** of professional time for teachers of English in any given academic year.

It is important to acknowledge that every subject will have differing needs and priorities. The suggestions below are just that, suggestions. It is up to each school, subject department and teacher to arrange the 22 hours of professional time in a way that works for them with school management.

#### **Whole-school professional activities to support the Junior Cycle**

- Whole school interrogation of The Framework for Junior Cycle 2015
- Whole school discussions and meetings on the implications of the Framework on teaching, learning and assessment practice

## Suggestions for how to use professional time individually/collectively/as a subject department

**a.**

### Individually

- Engage with the subject Specification for Junior Cycle English on [www.curriculumonline.ie](http://www.curriculumonline.ie)
- Using subject department plans, consider the plans for your own classes
- Begin to gather or create resources that will support student learning in Junior Cycle English
- Work on developing learning intentions and success criteria for your students

**b.**

### Individually or collectively

- Plan for the Classroom-Based Assessments (CBAs) for 2nd and 3rd year
- Familiarise yourself with the Features of Quality (FOQ) for both CBAs
- Organise recording equipment and familiarise yourself with how to use it
- Select samples of student work from the CBA to bring to the Subject Learning and Assessment Review (SLAR) meeting
- Discuss how the samples will be shared with the facilitator
- Familiarise yourself with the Specification and the learning outcomes (LOs) in the Specification
- Unpack the LOs and consider how formative and summative assessment might support and capture the learning
- Revisit the CPD days and resource materials on [www.jct.ie](http://www.jct.ie)
- Familiarise yourself with the Assessment Guidelines and examples of students's work on [www.curriculumonline.ie](http://www.curriculumonline.ie)

**Professional  
Time  
2017  
Onwards**

**c.**

### As a subject department

- Set norms and protocols outlining how you intend to work together
- Develop how you might align assessment with learning outcomes
- Work together to create units of work by selecting LOs. The choice of learning outcome/s will largely depend on the year/s that you are teaching. Screencasts on how to create these units and examples which can be adapted can be accessed on [www.jct.ie](http://www.jct.ie)
- Engage with planning resources on our website [www.jct.ie](http://www.jct.ie)
- Reflect on how the plans worked in class and revise them
- Share resources
- Meet to discuss student work
- Engage in SLARs, reflect on how it went and record any changes you would make to the next one