

An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE** for teachers

Resource Booklet

*School Leaders
Learning Log*



www.jct.ie

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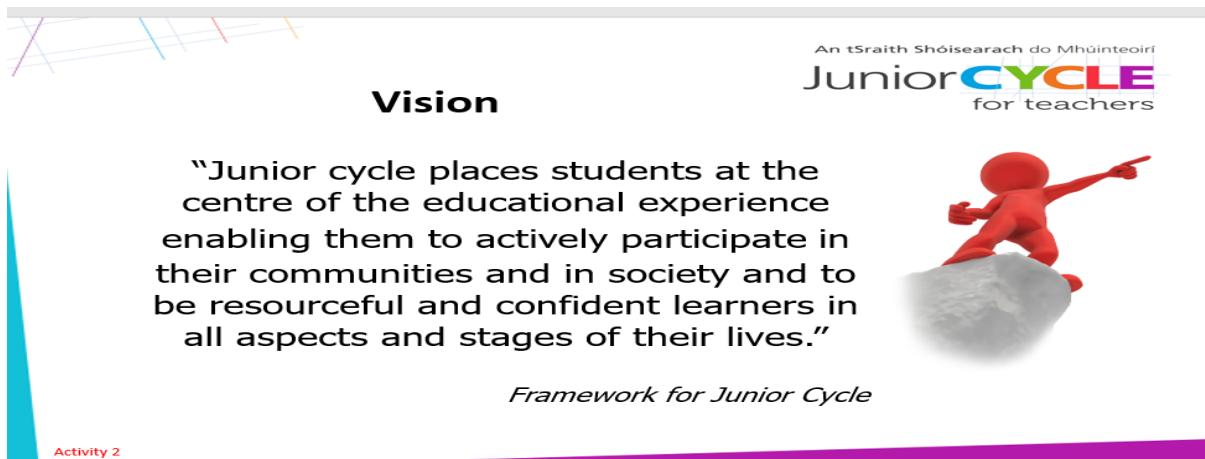
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Additional information for school curriculum planning

Activity 1: Padlet / Post-it

Activity 2:

Read the vision statement of the Junior Cycle
Highlight the words you would prioritise in this vision for Junior cycle.
Discuss



The graphic features a white background with a blue and purple gradient at the bottom. On the left, there are colorful scribbles. The word "Vision" is centered in bold black text. To the right, the logo for "Junior CYCLE for teachers" is displayed, with "CYCLE" in large, multi-colored letters. Below the logo is a 3D red figure standing on a grey rock, pointing towards the right. The vision statement text is centered in the middle. At the bottom left, the text "Activity 2" is written in red.

Vision

An tSraith Shóisearach do Mhúinteoirí
Junior CYCLE
for teachers

“Junior cycle places students at the centre of the educational experience enabling them to actively participate in their communities and in society and to be resourceful and confident learners in all aspects and stages of their lives.”

Framework for Junior Cycle

Activity 2

Activity 3: What ways would you gather the opinions of the different stakeholders in the creation of a new curriculum?

Activity 4:

Kahoot quiz

Log on to: www.kahoot.it

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Activity 5:

Wellbeing: Flourishing

Where do you see students flourishing in your school?

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Activity 6:

Discussion on the implications of changing the timetable to 40 minute periods.

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Activity 7:

Placemat activity to discuss 60 minute classes

.....

Activity 8:

Case Study: Ballyhigh post primary

Ballyhigh PP school is an all-girls school with 510 pupils under the trusteeship of CEIST. The Senior Management Team and the Curriculum Planning Team have identified issues that need to be addressed. A cursory audit of staff identifies a current over-capacity of Business Teachers and the school has only one teacher of technology subjects.

Ballyhigh Profile – Junior Cycle

- The school is on a growth phase with increased enrolment over the last few years.
- The school has a tutor system where the tutor calls the roll and checks in with the class for 5 minutes every morning.
- Currently the school has 45 periods per week and students sit 11 exam subjects for certification in the Junior certificate.
- There are 92 students in first year.
- Science is an optional subject with a 95% uptake.
- Business Studies is core for all students.
- First years experience a subject taster programme in first year for 12 weeks
- Technology is in strong demand, but resources are limited.
- Staff committees include; a curriculum planning team, a literacy and numeracy strategy focus group, an I.T. development group, a teaching and learning group, an N.B.S.S. Strategy team.
- Staff has a strong loyalty to subject disciplines that have served the school well to date. TY is very successful.
- There is a strong tradition of PE and sport in the school.
- On average there is one pupil with special needs who may require a Level 2 Programme.
- The school musical takes place annually

Current Curricular Provision of the School

Subjects for certification 2016	Exams for certification	Periods/week
English	1	4
Irish	2	4
Mathematics	3	4
Language (German/French)	4	4
History	5	3
Geography	6	3
Business	7	4
Option 1 Science ,Art, HE, Music	8	4
Option 2 Science, Art, HE, Music,	9	4
Option 3 Science, HE, Technology	10	4
CSPE	11	1
P. E		2
S.P.H.E.		1
R.E.		3
Total	11	45

Items for consideration in reviewing the curriculum

1. What are the core changes that need to be made to comply with the circular letter 0024/2016?
2. The initial audit revealed that there was a demand for technology and the need to strengthen SOL 20 and 21, what solutions might be available to meet this need?
3. How does the taster programme impact on the Sol?
4. How will the school meet the minimum wellbeing guidelines in 2017? 2020?

Activity 9: Curriculum Planning Tool

Directions on how to use the curriculum planning tool:

It is advisable to use these notes while using the planning tool on your device.

The screenshot shows a curriculum planning tool interface. At the top, there's a header with 'Length of' set to '40' (callout 1) and 'Subject' (callout 2). Below this is a table with columns for 'Subject', 'No. of Periods', 'No. of Periods', 'No. of Periods', and 'Time'. The table is divided into sections: 'NCCA-Core Subjects' (English, Irish, Maths), 'Core/Optional Subjects' (Science, History, Geography, Religious Education, French, Option 1, Option 2), and 'Wellbeing' (PE, SPHE, CSPE, Guidance). A 'Total' row shows 42 periods per week. Below the table, there are boxes for 'Total Hours Year 1', 'Total Hours Year 2', 'Total Hours Year 3', and 'Total Number of JC Programme Hours' (2805.6). A legend at the bottom identifies 'Option 1' and 'Option 2' subjects. Callouts 3-11 point to specific input fields and calculation areas throughout the interface.

Subject	No. of Periods	No. of Periods	No. of Periods	Time
English	5	5	5	334
Irish	4	4	4	267
Maths	5	5	5	334
Science	3	3	3	200
History	3	3	3	200
Geography	3	3	3	200
Religious Education	3	3	3	200
French	3	3	3	200
Option 1	4	4	4	267
Option 2	4	4	4	267
PE	2	2	2	134
SPHE	1	1	1	67
CSPE	1	1	1	67
Guidance	1	1	1	67
Other Area's of Learning				0
Total	42	42	42	2806

1. Place the duration of the class (40 or 60 minutes) in the Length of class period box.
2. In the left column, subjects are categorised in to:
 - a. NCCA/optional subjects
 - b. Core/optional subjects
 - c. Wellbeing subjects
3. This points to where you input the core subjects.
4. This cursor highlights where you input the optional subjects. There is a drop down arrow to give options.
5. The number 5 arrows indicate where to put the number of periods which are being allocated per subject per year.
6. At the end of each column, the total hours over three years are calculated. This helps to clarify utilisation.
7. The no 7 arrow indicates the total number of periods used per week.
8. This arrow is indicating the total accumulated hours over the three years. There are two boxes which indicate this number.

9. The wellbeing hours are totalled together in the pink wellbeing box on the right hand side.
10. The green box highlights any surplus or deficit hours in the calculations.
11. The purple box at the end of the page details the optional subjects which are available to students.

Activity 9: Timetabling scenarios.

1. Using your school data, input it in to the Curriculum Planning Tool.
2. If you opted for a 9 or 10 subjects for certification, you are now asked to explore the option of having one less subject for certification.
3. IF you opted for 8 subjects for certification, explore what it looks like to have 9 subjects for certification
4. Check for 300 hours or Wellbeing (289+ hrs). What does 400 hours of wellbeing look like?

Additional information for school curriculum planning.

Statements of Learning Explanation of Learning Experiences

1. communicates effectively using a variety of means in a range of contexts in L1¹⁷

I understand the language *used in my school* and can describe what I think to others by speaking and writing in that language. I can take part in discussion of everyday issues and of topics covered in class. In working with others on class activities, I can make helpful contributions to the activity by sharing my ideas and feelings as well as commenting on the ideas and opinions of others. I read a variety of texts for pleasure and for study to inform myself and to build my ideas and language skills.

¹⁷ L1 is the language medium of the school (Irish in Irish-medium schools). L2 is the second language (English in Irish-medium schools).

2. listens, speaks, reads and writes in L2 and one other language at a level of proficiency that is appropriate to his/her ability

I can express what I'm thinking by speaking and writing in languages other than my first language; I understand the views and experiences of other people when they speak those languages. I read different types of texts in the languages to obtain information and knowledge. The ways of living and cultures in places where the languages are used are interesting to me and I like comparing them with life and culture in Ireland. I know that the skills that help me to learn one language are useful in learning another.

3. creates, appreciates and critically interprets a wide range of texts

I enjoy reading and engaging with different kinds of texts. I can understand and form opinions on the content. When I create a text, I take into account its purpose as well as the needs and interests of people who will be accessing it. In written texts, I understand the importance of grammar, select the correct words to create an effect and use accurate spelling and punctuation. Not all texts are written, so I am also able to work with visual and sound material. When I create a text, I am able to share it in whatever form is most appropriate and I know when permissions to do this are needed.

4. creates and presents artistic works and appreciates the process and skills involved

I can create a piece of art, either on my own or with others. This art can be an object, a written piece or a performance, created by myself or as part of a group. The art I create is another way of saying and exploring what I think or feel and hearing what others think or feel. The artistic pieces I look at or listen to can be those of my classmates, present-day artists or can be the work of artists of another place and time.

5. has an awareness of personal values and an understanding of the process of moral decision making

I can see where my own values come from and the different influences that have shaped them. I respect the values of others while holding my own as special to me. I have an understanding of how moral decision making works in my own life and in the lives of others based on their particular values. I can discuss different day-to-day ethical and moral decisions and comment on them.

6. appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives

I am aware of the importance of religious traditions and the nonreligious interpretations of life. I appreciate how different belief systems have influenced and shaped who we are in Ireland, and also in Europe and the wider world. I can discuss different beliefs and practices in an informed way, and respect those holding beliefs different from my own.

7. values what it means to be an active citizen, with rights and responsibilities in local and wider contexts

I understand how government and politics works in Ireland and elsewhere. I understand that as citizens we all have rights and responsibilities. I respect the rights of minority groups in society. I feel inspired when I learn about ways that active citizens can contribute to building a better world within their local communities and in the wider world. I am willing and able to think carefully about and take action for change on issues that concern me or my community

8. values local, national and international heritage, understands the importance of the relationship between past and current events and the forces that drive change

Using different types of evidence and materials, I look at the lives of both famous people and ordinary people in the past. I can see how local, national and international communities change over time, how people act to bring about change, and how these changes may be connected with each other and with current events and developments. I am aware that I inherit the values, beliefs and traditions that go to make up my culture and of the importance of respecting the cultures of others.

9. understands the origins and impacts of social, economic, and environmental aspects of the world around her/him

I can describe natural processes which lead to change in the natural landscape. I appreciate that people *living* and *making a living* often change the landscape and that this happens in my locality as well as around the world. I understand the relationship between changing landscapes and human life. I am also aware that these changes, as well as political and cultural activities, link people, places and regions and that these links provide great opportunities but also present challenges.

10. has the awareness, knowledge, skills, values and motivation to live sustainably

I understand that the natural world is beautiful and of great significance and importance to the lives of everybody on the planet. I take responsibility for the choices I make about how I live and these choices have consequences for the environment and quality of life in my locality and beyond in the wider world. I try to 'think globally and act locally'. I can help my community play its part in improving our environment but can see that other communities have different concerns and I try to take those into account.

11. takes action to safeguard and promote her/his wellbeing and that of others

I know how to make decisions that are good for my physical, mental, emotional and spiritual health and my relationships with others. I can assess and manage risk and understand the impact of risk-taking behaviour. I feel confident and I can cope with different challenges and setbacks. I can ask for help when I need it. I accept that people are different and that it is everyone's responsibility to challenge discrimination and bullying, and the school can support me to do this.

12. is a confident and competent participant in physical activity and is motivated to be physically active

I participate in energetic physical activities and sport on a regular basis and I know that this allows me to develop and apply a range of social and motor skills, to learn in a different way, develop my fitness and manage my body. It helps me to relax and feel better, especially in the activities and contributes to my health and well-being. Being able to take part in various physical activities also helps me to meet and be with others. I look forward to having more opportunities to be involved inside school and in my community.

13. understands the importance of food and diet in making healthy lifestyle choices

I choose to eat a variety and balance of foods and drinks. I can make healthy food choices and try to eat well on my own and with others. I appreciate the important role of food for different social and cultural groups. I understand that the dietary needs of individuals and groups vary through life stages. I am aware of the many factors that influence food choices and attitudes to food and eating.

14. makes informed financial decisions and develops good consumer skills

I am able to plan my finances on the basis of the resources available to me and those available in my home. I assess information or advertisements that try to influence my behaviour and act only after making well thought out decisions. My knowledge and awareness of consumer information, rights and responsibilities, and sustainable development also inform these decisions.

15. recognises the potential uses of mathematical knowledge, skills and understanding in all areas of learning

I understand that my mathematical knowledge and skills form a language made up of numbers, symbols and various other signs. I can use these inside school and outside school in a variety of activities and contexts. Using and doing maths improves my logical thinking and problem solving and allows me to communicate and discuss my ideas clearly and accurately in a way that others can understand.

16. describes, illustrates, interprets, predicts and explains patterns and relationships

I enjoy looking for and finding patterns and describing the relationships I see in both words and symbols. In many cases, when I uncover the relationship I use it to complete missing terms in the pattern or to predict what other elements of the same pattern will look like. By using this knowledge, I can investigate how patterns influence and are influenced by everyday life.

17. devises and evaluates strategies for investigating and solving problems using mathematical knowledge, reasoning and skills

I can use a variety of mathematical approaches to come up with a reasonable solution to a problem that is new to me or complete a task that I have not been shown how to do. I can judge which strategy is likely to be most effective for the situation. I can break a problem down into smaller, logical steps so that I can contribute to building an overall solution.

18. observes and evaluates empirical events and processes and draws valid deductions and conclusions

I can observe, measure and record data accurately, drawing on a variety of sources, and I make use of logical thinking and reasoning to form opinions and make judgments based on evidence and experiment. I can identify and summarise different points of view, and analyse different arguments, when I encounter public statements or claims.

19. values the role and contribution of science and technology to society, and their personal, social and global importance

I appreciate the role of science and technology in the everyday world, investigating how elements of everyday life have changed over time to gain an awareness of the link with and between scientific and technological developments. I use my knowledge of science and technology to help me to make informed decisions and choices.

20. uses appropriate technologies in meeting a design challenge

By examining and discussing the features of design, I am gaining an awareness of the factors that influence the design process. I use problem solving strategies and show creativity (on my own or with others) in a design challenge to plan, develop, make and evaluate an item that meets a real need or reflects an idea. I can select the possible approaches and suggest what technologies might be useful in all stages of that process.

21. applies practical skills as she/he develop models and products using a variety of materials and technologies

I can work with others to generate, discuss and develop imaginative ideas to create artefacts. I select from a range of materials, tools and software and while working with these, I become confident in my practical skills. My practical experience helps me to design or improve my ideas or products and to understand how materials react when they are 'shaped' by various technologies. I am conscious of the issue of sustainability in my choice and use of materials and in the design of products. I can use all equipment and software safely.

22. takes initiative, is innovative and develops entrepreneurial skills

I like to turn my ideas and those of others into action by thinking up new solutions, planning the approaches and making sure that things happen at the right time and in the best way. This happens with others in a group or with a partner and sometimes I like to work on my own. At times, when things don't go according to plan, I look at what went wrong and decide on a new course of action. I am able to see when something needs to be done and I am willing to take a chance on my ideas and get on with it.

23. brings an idea from conception to realisation

I am able to take an idea for something and make it happen. This sometimes involves working with others but even in a group, I can contribute to the vision or the view of what the final outcome should look like, and to moving the process along. I realise that reflecting on and evaluating how the work has progressed is a vital part of activity like this.

24. uses technology and digital media tools to learn, work and think collaboratively and creatively in a responsible and ethical manner

I am able to source information and share content online and I recognise and respect my rights and the rights of others in using technology and digital media. I can evaluate online information and content. I can use technology and digital media to read, help me think, to express myself and to work with others. In working with others, I use technology creatively to interact and develop ideas. I understand that the increasing use of technology and digital media has an impact on people and their communities.

Time Considerations in the Junior Cycle

Core Subjects:

Irish, English and Maths are core subjects in the Framework for junior cycle. Each must be timetabled for a minimum of 240 hours over the three years. Many schools will choose to allocate more than the minimum. A sample of the **minimum** allocation of classes is outlined in the table below.

Year	40 minute periods	60 minute periods
1	3	2
2	4	3
3	4	3
Total hours	243	267

For classes of 40 minute duration, each subject must receive a minimum of 11 periods over the three years e.g. 3 in 1st year, 4 in 2nd year and 4 in 3rd year. For classes of 60 minute duration, each subject must receive a minimum of 8 periods over the three years e.g. 2 in 1st year, 3 in 2nd year and 3 in 3rd year.

Subjects:

A school may decide that an additional subject(s) will be studied by all students in junior cycle. Each subject (other than Irish, English and Maths) must be timetabled for a minimum of 200 hours over the three years of junior cycle.

Year	40 min. periods	60 min. periods
1	3	2
2	3	2
3	3	2
Total hours	200	200

Schools will decide how they will allocate the number of periods over three years (e.g. 3,3,3 or 2,3,4 for 40 minute classes).

Short Courses:

Each short course requires 100 hours of student engagement over three years.

Year	40 min. periods	60 min. periods
1	1	1
2	2	1
3	1	1
Total Hours	89*	100

Four 40 minute classes over three years amounts to 89 hours of student engagement. Students may engage in other relevant learning experiences to supplement scheduled class time. A school could timetable five periods for the short course over the three years.

A maximum of 10 subjects or equivalent may be studied for certification purposes. Most students will study between 8 and 10 subjects. [2 Short Courses is equivalent to 1 subject].

Resources and Supports

As outlined in circular letter 0024/2016 the following supports are available to all schools.

Professional Time

In 2016 – 2017 teachers of English, Science and Business will receive professional time for the purposes of preparing for junior cycle. English teachers are entitled to 14 hours of professional time for the purposes as laid down in circular letter 0024/2016. Science and Business teachers are entitled to 8 hours for the same purposes.

School Closures

Schools may close for the purposes of junior cycle implementation on 3 occasions in 2016-17.

Whole School Continuing Professional Development

One day may be negotiated with your Regional Leader for junior cycle for the purposes of Whole School staff in-service. A member of the junior cycle team will discuss the range of options that are available for inclusion on the day.

Regional Closures

The other two closures will be prescribed by JCT and will take place from mid-November. Schools will close in a predefined cluster in a geographic region. Schools may be asked to host one day workshops.

On Day 1 of the clustered closures teachers of each of the six subject areas being rolled out (English, Science, Business, Art, Gaeilge, and Modern Foreign Languages) will receive their subject related in-service. JCT will provide the remaining teachers with CPD relevant to the junior cycle.

On Day 2 of the clustered closures JCT will provide CPD for that very small group of teachers who have a second subject being rolled out at this time e.g. a teacher of English and Irish would go to English on Day 1 and Irish on Day 2. The remainder of the staff will engage in activities for the purposes of junior cycle implementation.

The time (up to 6 hours) that teachers of English, Science and Business engage in on this day may count as time allocated to their professional time allocation as described in paragraph one on this page.

NB: All teachers of English should go to English in-service on Day 1 of the clustered closures.

Management Resource Time

The teaching hours granted to schools for the purpose of supporting school management in the delivery of the *Framework for Junior Cycle 2015* will be allocated on the following basis:

Enrolment	In-school weekly coordination hours	Number of 40 minute classes per week
800 +	4 hours	6
600 – 799	3.3 hours	5
400 – 599	2.6 hours	4
< 399	2 hours	3

Some or all of the following activities may be included:

- Supporting the principal/deputy with planning, communication and substitution for teachers attending in-service.
- Scheduling of in-school CPD events and liaison with JCT in planning visits
- Overseeing the scheduling of and reporting from SLAR meetings
- Overseeing the new Classroom-Based Assessment (CBA) reporting procedures for subjects and for L2LPs and short courses to parents
- Organising administration of the Assessment Tasks and returning to the SEC.

“The board of management of each school or the ETB, as appropriate, along with the in-school management team, will be accountable for the overall implementation of the junior cycle in the school, as it is for all other aspects of the school’s work.”

The Management Resource hours may be timetabled over the course of the year. They may be given to one teacher or a number of teachers. Alternatively they may be bundled together at busy times for junior cycle implementation purposes.

Class Duration

The minimum time for a given class will be 40 minutes from 2017 onwards. It should be noted that this necessitates a school week of 42 periods for students and 32 periods for teacher class contact time. The only other class period length to optimise the use of allocation is a one hour class period. A one hour class period has 28 periods per week for students and 22 periods of class contact time for teachers.

Classroom Based Assessments

Classroom-based assessments will substitute other assessments currently undertaken in the school such as in-house examinations, etc. as appropriate.

Wellbeing

First year students must be timetabled a minimum of 300 hours in 2017 onwards rising to 400 hours in September in 2020.

This minimum time allocation for PE, SPHE & CSPE is set out as follows:

PE – 135 hours

SPHE – 70 hours

CSPE – 70 hours

A sample Wellbeing timetable for 2017 might be:

Year	Subject:	PE	SPHE	CSPE	Other	Total
1		2	1	1	1	5
2		2	1	1		4
3		2	1	1		4
Total(classes)		6	3	3	1	13
Hours		135	67	67	22	291

Students may engage in other relevant learning experiences to supplement scheduled class time.

A sample Wellbeing timetable for 2020 might be:

Year	Subjects:	PE	SPHE	CSPE	Other	Total
1		2	0	0	2	4
2		2	3	2	0	7
3		2	2	3	0	7
Total(classes)		6	5	5	2	18
Hours		135	111	111	44	401

This timetable allows for PE, SPHE and CSPE to be reported on as a short course in the Junior Cycle Profile of Achievement.

Under the “Other” column a variety of Wellbeing activities are suggested in the Guidelines. Short units of learning can contribute to the required minimum hours for Wellbeing. Certain aspects of other short courses such as Digital Media Literacy and Philosophy can contribute towards the hours allocated to wellbeing.

Wellbeing

Wellbeing Indicators

Active Responsible Connected Resilient Respected Aware

Planning for a Wellbeing Programme must consider the following aspects of a school:

Culture Relationships Curriculum Policy and Planning

Wellbeing is a **Principle** of the junior cycle

The following **Statements of Learning** particularly refer to Wellbeing

The student:

- has an awareness of personal values and an understanding of the process of moral decision making (SoL 5)
- values what it means to be an active citizen, with rights and responsibilities in local and wider contexts (SoL 7)
- has the awareness, knowledge, skills, values and motivation to live sustainably (SoL 10)
- takes action to safeguard and promote her/his wellbeing and that of others (SoL 11)
- is a confident and competent participant in physical activity and is motivated to be physically active (SoL 12)
- understands the importance of food and diet in making healthy lifestyle choices (SoL 13)

One of the eight **Key Skills** is Staying Well

Its elements are:

- Being healthy and physically active
- Being social
- Being safe
- Being spiritual
- Being confident
- Being positive about learning
- Being responsible, safe and ethical in using digital technology

Elements of other Key Skills also relate to Wellbeing

- Developing good relationships and dealing with conflict
- Respecting difference
- Contributing to making the world a better place
- Knowing myself
- Making considered decisions
- Setting and achieving personal goals.

Notes:

Notes:

An tSraith Shóisearach do Mhúinteoirí

JuniorCYCLE

for teachers

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