

Welcome



Welcome to issue 17 of *JCToday*, the first of the new decade.

In this edition we showcase some innovative developments in schools junior cycle programmes. We hope you find them interesting reading.

While there is much more going on in schools than junior cycle, there are very few aspects of school life that are not impacted by junior cycle. In *JCT*, we work hard to help schools embed the revised junior cycle and overall we are extremely pleased with the feedback we receive from school leaders and teachers. Our website www.jct.ie continues to grow in popularity with nearly 2 million page views recorded in 2019. We are grateful to everybody who logged on and hope you find our resource materials helpful. We are always open to receiving your feedback and answering any junior cycle related questions. We can be contacted by email at info@jct.ie

Best wishes to everyone for the coming term.

Dr. Pádraig Kirk

Director, CPD for Junior Cycle

Whole-school CPD supports

Our Whole School Team delivered CPD in 455 Post-primary schools between late August and the end of December 2019. There are three possible CPD days to choose from:

- The Teaching, Learning, Assessment and Reporting (TLAR) pathway
- The Curriculum in Context pathway
- The Inclusion pathway

Whole-school CPD team is made up of Team Leaders, Advisors and part-time Associates. We want to thank school Principals and their Boards of Management for facilitating Associates to work with us. Associates bring many positives back to their schools, including a deeper knowledge and understanding of the Framework for Junior Cycle, support towards embedding good practice in their school and development of facilitation skills, so that they may lead out on school-based CPD in their own context.

In spring 2020, the Whole school CPD team will review feedback to date in order to develop a new Whole School Day.

The Team Leaders and Advisors answer many questions by email and by phone. We welcome these and respond to them as quickly as possible. They will undertake school visits and continue to support schools with their particular queries concerning Junior Cycle.

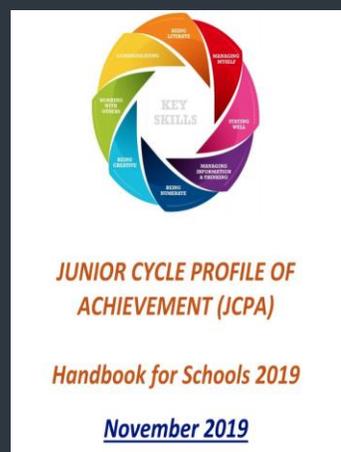
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A big thank you to all 942 Principals/Deputy Principals that attended one of our 44 most recent school leadership CPD events on planning for the Junior Cycle Wellbeing Programme. For further information click on image.



The Junior Cycle Profile of Achievement (JCPA) Handbook for 2019 can be accessed by clicking on image.



Support can be obtained by emailing info@jct.ie or jcpa@education.gov.ie.



Reflection and collaboration are core themes of the Curriculum in Context pathway.

Creating a Short Course – One School’s journey

Coláiste Abbáin Secondary School Adamstown Wexford has developed its own short course in Agriculture and Self-Sufficiency to meet the growing needs of their local community and students. At Coláiste Abbáin Learning, Support and Business teacher, Dean O’Connor is leading the Short Course.

The roots of his Agriculture and Self-Sufficiency course started in his learning support class. “I come from a farming background and I wanted to bring my own interests into the classroom and see how I could engage students” he says. “Two years ago, we did projects on hatching and rearing our own chickens. We got to see the whole process of incubation and we reared the chicks in school”.

Dean followed up last year with a lunchtime Agriculture and Horticulture Club attracting over 60 members. The highlight for students during the academic year was the field trip to Kildalton for the Agri Aware farm walk and talk. Last year, students hatched and reared 14 chicks on site. Caretaker Tommy Buckley tended to the chickens over the summer holidays. Students also grew vegetables in our school polytunnel.

Mr. O Connor says, “The students were responsible for everything and they had to ensure the produce was up to scratch for the Christmas Craft Fair, which will take place again on the 6th December this year”. The school canteen also makes use of the produce and has even sponsored plants such as lettuce to provide them with a regular supply.



After contact with Agri Aware farm walks and talks became part of club activity. Dean thought it “would be great to tie it all down” and so his short course was born in June 2019 ready for the next academic year in Coláiste Abbáin. Students studying this short course are introduced to Agriculture, Horticulture and Self-Sufficiency which aims to develop an appreciation of the natural environment, with an eye on future careers such as agri-tourism. This is supported in the school with strong cross-curricular links with subjects such as Business Studies and Home Economics.



“I want to instil passion and love for agriculture in the students, to enable them to learn lifelong skills,” said Dean who also started an Agri Club in the school.

Students will be assessed in five ways: oral presentation, reflective journal, practical and written assessments – including a project on a chosen farm enterprise and posters on various aspects of the course.

Dean explained that the aim of the course is to introduce students to agriculture, horticulture and self-sufficiency and to develop an understanding of the natural environment. Dean is from a beef farm in Oulart, Co Wexford.

“I have various aspects of assessment, overall there is going to be a short exam at the end in third year. There are two classroom based assessments, one in second year and one in third year. The one in second year is an oral presentation; the one in third year is a project on a farm. They have to focus on one farming enterprise,” Dean said. Two years ago, we did projects on hatching and rearing our own chickens. “My students keep a diary of what they do each day for their reflective journal.

The school takes students that are members of Agri Club to visit neighbouring farms in Adamstown and on trips to Kildalton College.

At the launch of the new course on 22 November, there were a number of stands in the school hall of local agri businesses. One student said that she found out that when she turns 16 she will be able to work for the Farm Relief Service which she is looking forward to next summer.

Minister of State Paul Kehoe, who attended the event, said he was “delighted that Coláiste Abbáin had the vision and courage to give students a new option.”

“As we speak, students up and down the country are sitting down learning Maths, English, Irish, French, German, Science and many other subjects. While these subjects are really important core subjects and all part of being a student, you [in Coláiste Abbáin] are being given a totally different experience, a really important experience. Whether it is farming, forestry or fishing, agriculture is so important to the towns and villages of Wexford and right across this country,”.

Click [here](#) to read full report in the *Farmers Journal*

Click [here](#) for further information on short courses.

Check out the following links for further information on developing short courses.

[Developing your own Short Course](#)

[Planning for inclusion of Short Courses](#)



L to R: Teacher Dean O'Connor; Michael Doran (ICBF); TD James Browne; school principal John Nolan; student Colette Wall; Minister of State Paul Kehoe; Enda Byrne (JCT); IFA presidential candidate Angus Woods and deputy principal Lorraine Simmons.

Step Up Project

The overarching aim of the Step Up Project is to support schools that already consider themselves at an effective level of practice, to move to a highly effective level of implementation of the Framework for Junior Cycle. In this way, they will improve learning outcomes for young people. The nine schools from around the country that are participating in the project are taking a school self-evaluation (SSE) approach in reviewing their current implementation of the Framework in one or more of three specific subject areas: English, Business Studies and Science.



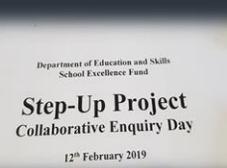
Schools in the project have identified areas for improvement and are being supported by Junior Cycle for Teachers (JCT) and the Inspectorate in developing and implementing actions leading to improvement in their chosen area/s.

Two workshops were held in Athlone in October as schools planned their second year of the project. The opportunity for the nine schools to share their stories with each other was of great benefit to all who attended on the days. It is a very interesting experience for the JCT Team Leaders and Inspectors involved, as they spend time with schools engaging with *Looking at Our School, 2016*, in particular, the statements of effective practice and highly effective practice. One of the main aspects of the workshop in Athlone was to ask schools how they planned to share their learning from the project with other schools around the country who are seeking to step up from effective to highly effective practice. To this end, each school engaged with a large mind map using the template below as a rough guide. It was also a great way for schools to share their stories with each other on the day.



The Step Up Project, which is part of the School Excellence Fund (SEF) enables post-primary schools to participate in innovative projects which are context-specific and aimed at improving learning outcomes for young people.

Nine schools from across the country are currently participating in the pilot phase of the Step Up Project.



Step Up Project

Part of the workshop was spent engaging with a research report: 'Creating and Sustaining Effective Professional Learning Communities' (Bolam et al, 2005). The discussion around this reading was centred on realising that 'The goal is not to 'be a professional learning community' (Morrissey, 2000), but that a key purpose of professional learning communities is to enhance staff effectiveness as professionals, for the ultimate benefit of students' (Bolam et al, 2005 p.10). Throughout the Step Up Project, it has been important to keep going back to the rationale for the project, which is centred on improving learning outcomes for young people. This is one of the main messages that will be disseminated to schools as learning from this project.

Click on this [link](#) to see a short clip of the workshop that was held in Athlone on 17th October.

At present, schools are having support visits from their link JCT Advisor and Link DES Inspector. Plans for the implementation of their plans for year two are now finalised and are being put in place. It has been very interesting to see the collective learning from all schools in relation to the importance of a narrow focus. Some of the schools have realised that the focus they adopted in year one of the project was too broad and that a narrowing of the focus was necessary in order to make an effective and sustainable change to teaching and learning in their school.

Some quotes from school leaders and teachers involved in the Step Up Project

"In order to inform the next step of our project, we have recorded our students reflecting, we've recorded them in the classroom. We took students out and asked them: Do you think this is beneficial? Should we run with this next year?"

"It has been a great way for us, through the three subject areas to share different ideas, and see what worked well within a subject department."

"Through our SchoolWise platform we were sitting down, were planning online and we were bringing in the Step Up together."

"This has opened my eyes...it's more about the teaching and learning methodologies that we can share across the different subjects...breaking down the features of quality, co-constructing success criteria, feedback strategies, parental involvement. That was an unintended learning outcome."

"A big thing for us was to help students make connections across the three subjects, English, Business Studies and Science."

"Teachers are now identifying what their needs are."

"They went out and asked the questions. And some of the key areas that were identified were: The need for an opportunity to reflect on the learning; the need to put students at the centre of the learning experience; offering them a richer learning experience; clarity within the lessons."

"It has helped me to understand students' experiences in different subject areas. But also, from the teachers' perspective, why exactly they are implementing certain strategies and what exactly they are doing."



L2LPs in a special school setting

Don Golden is the Principal of Scoil Bernadette, Bonnington, Montenotte, Cork. In this article he reflects on the introduction of L2LPs in his school.



Whilst working as a teacher for ten years in a Special School setting I became a member of a working group that supported the design and development of the L2LPs for the National Council for Curriculum and Assessment (NCCA) and later became an Associate and Advisor with Junior Cycle for Teachers (JCT) facilitating the continuing professional development for teachers and helping them to develop their own L2LPs students in schools around the country. Now, as a Principal of a special school, I can see how the L2LPs are providing an essential foundation for curriculum provision for our students and how it is enabling inclusion in the mainstream education system. Scoil Bernadette is a Special School in Cork city for students with Mild General Learning Disabilities (MGLD) between the ages of 12 and 18 years.



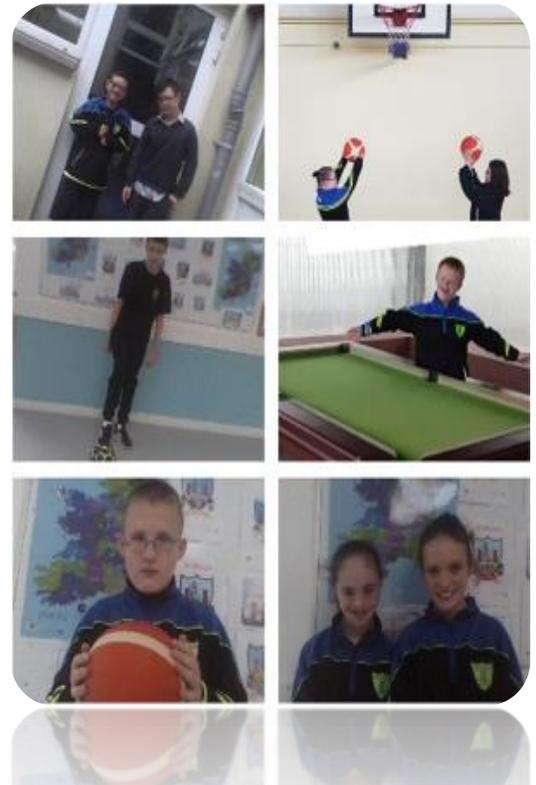
We offer a broad Junior Cycle programme to meet the needs of each individual student. All students develop the 8 Key Skills of Junior Cycle and access the 24 Statements of Learning through subjects, the L2LPs and Short courses. Our students experience all the Priority Learning Units from the L2LP and take Level 2 Short Courses in Personal Care, Care of Animals, Physical Education (PE), 'Grow it, Cook It, Eat it' and 'Where am I From, Where Am I Going?'. We cover Wellbeing on the timetable through Social, Personal and Health Education (SPHE), Civic, Social and Political Education (CSPE), PE and our own units of learning in Wellbeing.

We have registered our school for the Google platform GSuite for Education and invested in Chromebooks for our students. We hope to move our school community to higher levels of digital literacy in the years ahead.

The students and staff are learning to employ the Google Apps to complement and reinforce the learning completed in class and very importantly, make it fun for our students. We are endeavouring to develop a system for gathering evidence of learning through E-Portfolios for each student following L2LPs over the three years, whilst some content is also recorded in folders.

Our students learn through doing, outings, activities, planning functions, guest speakers and class enterprises. Every teacher makes the learning intentions clear at the beginning of the lesson and reviews the learning at the end of the lesson through an 'exit ticket' system.

We are finding that the students are now becoming familiar with this way of teaching and in some cases ask the teacher what the learning intention is before the lesson starts. We can see that these strategies are becoming embedded in our school.





The celebration of all of their efforts is on our JCPA Awards day, which is normally in the summer term the year after they complete the Junior Cycle. This is when we see all of their achievements over the three years of Junior Cycle. The Other Areas of Learning section of the JCPA is very important for our school community as it logs the student's involvement in that community and the real and valid part that they have played.

The students' families, teachers and SNAs all appreciate that the JCPA is something that is given out in every school in the country and that they are now included in this event. In this way, Junior Cycle reform has progressed inclusion for the students in our school and is a very welcome development. We eagerly await similar reform at Senior Cycle in the near future.

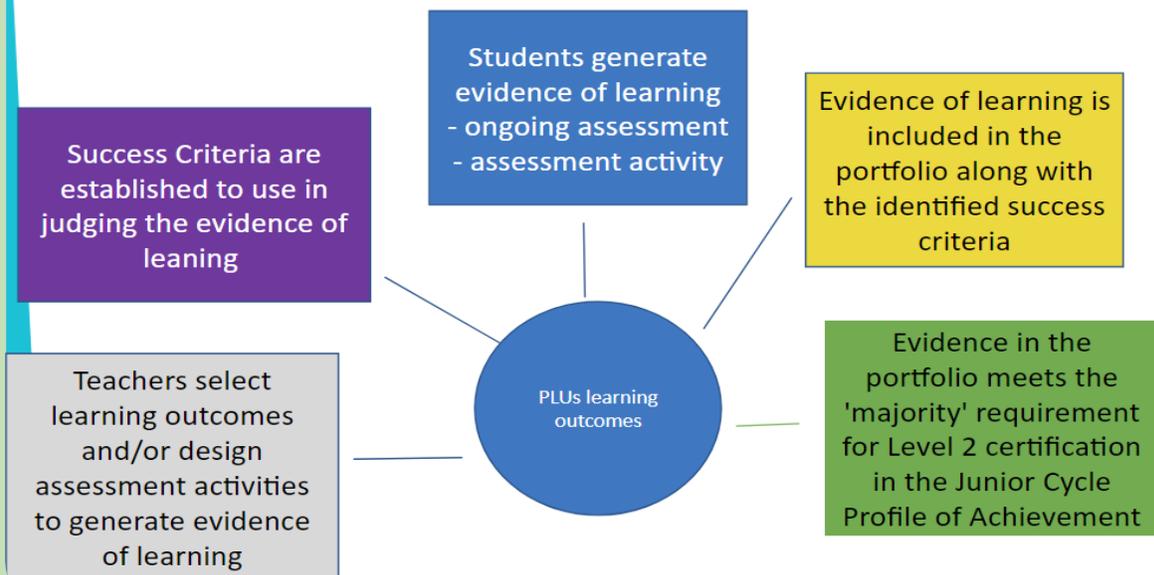
Don Golden
Principal
Scoil Bernadette, Bonnington, Montenotte, Cork.

We will explore L2LPs in a mainstream school setting in the next edition of *JCToday*.

To date our L2LP team have visited 200 post-primary schools. If you would like to register for one of our two-hour in-school workshops (with small groups of teachers) for 2020 please indicate your interest by clicking on the orange L1LPs/L2LPs button on <http://www.jctregistration.ie>.

The process of generating, gathering and judging evidence of learning at Level 2

An tSraith Shóisearach do Míú
JuniorCYCLE
for teachers



STE(A)M, CPD 2020

STE(A)M in Junior Cycle is an elective partnership between Junior Cycle for teachers (JCT) and education outreach partners from fields of STEM and The Arts.

Its vision is to “Provide Junior Cycle teachers with rich STE(A)M professional learning experiences in keeping with national and international best standards, this provision will allow for interdisciplinary responses to societal challenges in subject specific and cross curricular contexts”. STE(A)M CPD is open to all teachers with an interest in STEM and STE(A)M education.

STE(A)M CPD CALENDAR 2020

Dates and Venues January – April 2020



WHAT IS STE(A)M IN JUNIOR CYCLE?

STE(A)M in Junior Cycle is a nationwide elective CPD initiative. Our focus is on the provision of professional learning for all teachers with an interest in using societal challenges as a stimulus to engage within and across subject areas. This CPD is of interest to all teachers but some workshops may be of particular interest to teachers of Geography, Science, Mathematics, Home Economics, Applied Technology, Wood Technology, Engineering and Graphics.

HOW TO REGISTER

Use the QR code to access live links to registration OR use the Education Centre URL (in the table below) to register through the relevant EC website for each workshop.



Follow us on Twitter:
@JCTSteAm for regular updates

IN PARTNERSHIP WITH	EVENT	18TH JAN	25TH JAN	1ST FEB	29TH FEB	7TH MAR	21ST MAR	28TH MAR	25TH APR
seai, ICIRAG, Biological Sciences	THE FUTURE OF URBANISATION (GREEN)	Mayo Education Centre www.mayoeducationcentre.ie		Laois Education Centre www.laoiseducationcentre.ie			Navan Education Centre www.ecnavan.ie	Cork Education Centre www.eccork.ie	
School of Pharmacy University College Cork, APC, BIAZA	BIODIVERSITY - THE FUTURE IS IN OUR HANDS!	Fota Wildlife Park www.ccc.ie		Atlantiquarium, Galway www.galwayec.ie		Dublin Zoo www.ecdublin.ie			Secret Valley Park Wexford www.ecwexford.ie
Angen Biotech Experience	TECHNOLOGY, RESEARCH AND INNOVATION - CHOICES FOR THE FUTURE!			Drumconra Education Centre www.ecdrumconra.ie	Navan Education Centre www.ecnavan.ie		Carrick-on-Shannon Education Centre www.eccarrickonshannon.ie	Kilkenny Education Centre www.eckilkenny.ie	
AMBER	THE FUTURE OF OUR COMMUNITIES - SUSTAINABLE AND CONNECTED?	Kildare Education Centre www.eckildare.ie	Monaghan Education Centre www.ecmonaghan.ie		Wexford Education Centre www.ecwexford.ie		Limerick Education Centre www.eclimerick.ie		
Design & Crafts Council Ireland, REDISCOVERY CENTRE	THE FUTURE OF STUFF!		Rediscovery Centre, Dublin www.ecdrumconra.ie			Kilkenny Education Centre www.eckilkenny.ie		Kildare Education Centre www.eckildare.ie	Donegal Education Centre www.ecdonegal.ie
SSPC, curoam	VOICE AND CHOICE - THE FUTURE OF HEALTH CARE?		Sligo Education Centre www.ecsligo.ie			CÚRAM Centre Galway www.cclareed.ie	Laois Education Centre www.laoiseducationcentre.ie		Athlone Education Centre www.ecathloneeducationcentre.com
Microsoft, Confirm	TECHNOLOGY IN THE FUTURE - WITH GREAT POWER COMES GREAT RESPONSIBILITY!			University of Limerick	Microsoft Dream Space	Waterford Education Centre			Microsoft Dream Space

Daily Programme: Registration 9- 915am. Workshops commence at 9.15am. Event ends at 1.45pm.

IS THE FUTURE OF URBANISATION GREEN?



Urbanisation is an inevitable trend. Increasing urbanisation is causing a range of problems. Growth of towns and cities often results in increasing pollution, high demand for energy, lack of resources, destruction of habitats, and social inequality. During these workshops we will examine energy consumption in our buildings and planning for our towns of the future, taking consideration of Geology, using GSI maps, data and statistics. Is it possible to find our way out of the urban development versus environmental degradation dilemma?

"In urbanisation, you think big because you are thinking decades ahead."
(Kushal Pal Singh)



BIODIVERSITY- THE FUTURE IS IN OUR HANDS!



We depend on biodiversity in our daily lives in ways that are not always apparent or appreciated. Human health ultimately depends upon ecosystem products and services which are a requisite for good human health and productive livelihoods. There is growing concern about the consequences of biodiversity loss and change. During these workshops we explore the future of biodiversity at a macro and micro level through a variety of lenses.

"We are at a unique stage in our history. Never before have we had such an awareness of what we are doing to the planet, and never before have we had the power to do something about that." (Sir David Attenborough)



THE FUTURE OF OUR COMMUNITIES - SUSTAINABLE AND CONNECTED?



Change is, ultimately, an inevitability that everything and everyone must one day face. Community development's future is certainly going to be different from both its past and present. One of the most common and noticeable ways that culture has shifted in communities in recent years is in how things are valued and prioritised. In these workshops we will explore what it means to be connected as a community and how our changing values might alter how we connect with each other and our environment.

"We cannot turn the clock back nor can we undo the harm caused, but we have the power to determine the future." (Paul Kagame)



VOICE AND CHOICE-THE FUTURE OF HEALTH CARE?



The design of medicines and medical devices are a significant factor in health equity. Medicine design, manufacturing process and distribution are crucial steps in ensuring equal access. Equity is the absence of avoidable, unfair, or remediable differences among groups of people, whether those groups are defined socially, economically, demographically or geographically or by other means of stratification. During these workshops we will explore how patient voice can influence design and manufacture as well as how choice can impact on efficacy of health policy.

"Ideally everyone should have a fair opportunity to attain their full health potential and no one should be disadvantaged from achieving this potential." (World Health Organisation)



TECHNOLOGY, RESEARCH AND INNOVATION - CHOICES FOR THE FUTURE!



Big data has liberated research. Through the use of large databases and advanced AI researchers can save time, save resources and even save lives. Mobile computing, intelligent robots, self-driving cars, neuro-technological enhancements and genetic editing are ubiquitous. During these workshops we will explore some recent developments emerging from research. We will explore who controls the research agenda while considering some of the dilemmas which occur when research and innovation collide with societal issues.

"Ethics is knowing the difference between what you have the right to do and what is right to do"
(Potter Stewart)



THE FUTURE OF STUFF!



We live in an age of consumption, as evident in our overflowing and expanding homes, garages, and external storage facilities. Studies have shown this accumulation is not making us any happier and comes with a cost to both people and our environment. Fostering an attitude of personal responsibility is a process of weighing the implications of human actions and balancing present and potential future costs. In these workshops we will explore our complicated relationship with things, understanding that it is not as straightforward as it might appear.

"Things embody goals, make skills manifest, and shape the identities of their users."
(Csikszentmihalyi and Eugene Rochberg-Halton)



TECHNOLOGY IN THE FUTURE: WITH GREAT POWER COMES GREAT RESPONSIBILITY!



"There's nothing artificial about AI. It's inspired by people, it's created by people and, most importantly, it impacts people. It is a powerful tool we are only beginning to understand and that is a profound responsibility" (Fei Fei Li)
Advancements in AI and smart technology are changing at an exponential speed. During these workshops we will explore the impact of AI and Smart Manufacturing on the world as we know it and consider the challenges and opportunities that arise from this impact. "We live in a time of great promise and great peril." (Klaus Schwab)



Workshops
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JCt4 Update



The JCt4 team of Advisors have been busy preparing materials and facilitating 2019/2020 CPD workshops and elective events. Between mid-September and mid-December, teachers of Applied Technology were given the opportunity to engage in CPD workshops, which focused on the developments within the Applied Technology specification. During this time our team of Advisors visited 23 venues, facilitating CPD workshops with 275 teachers.

The Engineering Advisors were present at the Engineering and Technology Teacher's Association (ETTA) National A.G.M. and Conference held recently in Mullingar. Throughout the event teachers visited our stand to discuss all things Engineering, Applied Technology and Junior Cycle. Teachers were particularly interested in the examples of student learning on display. Four of our associate teachers, from across the country, planned a Unit of Learning, based on the same four learning outcomes. Visitors to the stand found it amazing to see the differences in the student learning experiences from each of the four classrooms when school context and resources available were considered in the planning of the units of learning.

The JCt4 Engineering team are currently facilitating CPD workshops with teachers in schools via the cluster model. To date we have met 256 teachers of Engineering in 48 venues around the country. One of the key themes in our conversations with teachers is "what purpose do projects have in your classroom?" These conversations focus on designing learner experiences that reflect the Aim and Rationale of the new Engineering specification.



The JCt4 team are currently developing elective CPD workshops. Graphics have an exciting Spring 2020 Elective workshop developed which will be focusing on cloud-based CAD software as a teaching and learning tool in the Graphics classroom. Other subjects are finalising their offerings. You can keep up to date with these developments, and future developments in JCt4 by joining our mailing list and following us on Twitter @JCt4ed.

The Wood Technology Advisors are busy facilitating CPD workshops around the country via the cluster model. To date 512 Wood Technology teachers have experienced our 2019/2020 CPD workshop. The theme of this workshop is "How do your students learn best?" During the workshop teachers get the opportunity to experience some project work that students have created during learning experiences aligned with the Wood Technology specification.



The JCt4 Graphics team are looking forward to meeting Graphics teachers in the upcoming months.

Graphics CPD 2019/2020 will be available in the new year in 60 venues across the country via the Education Centre model. All dates and venues can be seen [here](#). This map shows the spread of the workshops across the country.

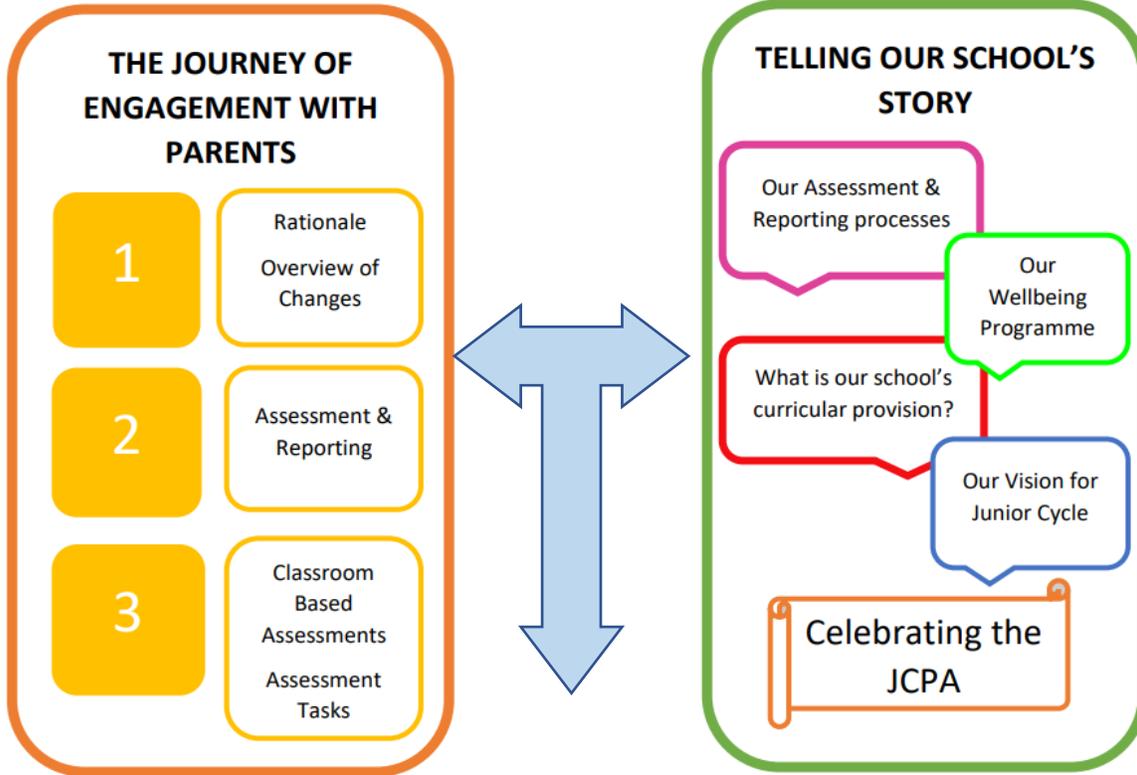
Registration is via the JCT Registration website at www.jctregistration.ie. Please ensure you have been registered by school management/principal or person with management resource hours in your school. Over 1,400 teachers have registered to date.



Resources for Parents/Guardians

The following support for school leaders suggest timelines for communicating with parents/guardians on the changes in Junior Cycle. In an era of enhanced school autonomy, schools need to communicate what the Junior Cycle experience will be like for your students in your school.

A number of resource and media links are provided including videos, PowerPoint presentations and posters that can be used to complement the steps already taken by your school along this journey.



- PowerPoint Presentation 1
- PowerPoint Presentation 2
- Orla Assessment Video NCCA
- Seán Assessment Video NCCA
- English CBA Video
- L1LP Video
- L2LP Video



Follow us on Twitter

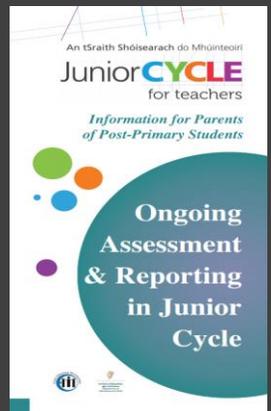
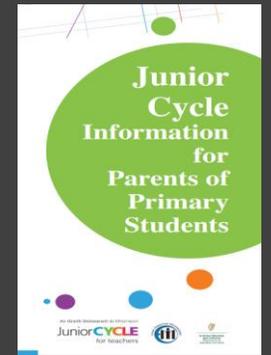
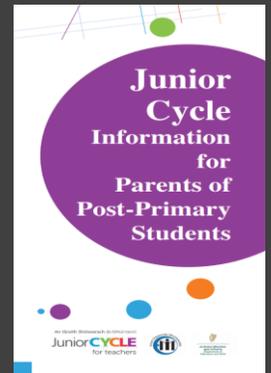


Junior Cycle for Teachers (JCT) Support Service

Administrative Office:
Monaghan Ed. Centre | Armagh Road | Monaghan
Tel.: 047 74008

Director's Office:
LMETB | Chapel Street | Dundalk
Tel.: 042 9364603

Leaflets / Posters



How will students know they are learning?

Assessment in Junior Cycle is changing to recognise and value the different types of learning that take place in schools. Students are at the centre of teaching, learning and assessment. This will allow for a more rounded assessment of the education of each young person, enable students to express their learning and provide them with opportunities to grow and flourish as learners. The areas highlighted below outline how changes in assessment will be seen across the three years of Junior Cycle including Level 1 and Level 2 Learning Programmes where relevant.

Ongoing Assessment in Junior Cycle	Year 1	Year 2	Year 3
Students Reflecting on Their Learning Students are encouraged to reflect on how they are progressing in their own learning which supports them in taking ownership of their learning and their development as self-directed learners.	👤	👤	👤
Assessment Moments Teachers plan lessons and activities to capture learning. This may include gathering evidence of student knowledge, understanding, skills and values over the three years of their Junior Cycle education.	📄	📄	📄
Formative Feedback Teachers provide ongoing support and feedback to help students plan the next steps in their learning. Student collaboration is encouraged to support the sharing of ideas and students learning with each other.	👥	👥	👥
Ongoing Reporting Student progress and achievements in learning are reported to parents throughout the three years of Junior Cycle, giving an insight into where students are in their learning and how they can progress further.	👤	👤	👤
Classroom-Based Assessments (CBAs) Students will complete CBAs at all students and short courses. These are assessed by their teachers and take place in second and third year.	📄	📄	📄
Final Examination and Assessment Task (AT) Students complete their assessment in each subject at the end of their year. In addition, students will complete a project or reflection Assessment Task. These are assessed by the State Examinations Commission.	📄	📄	📄
The Junior Cycle Profile of Achievement (JCPE) The JCPE provides a comprehensive picture of student achievement throughout the three years of Junior Cycle. The JCPE is issued from the school within the calendar year of the Final Examination.	📄	📄	📄