

2nd Teaching Subject Supports 2019/2020

- Subjects are listed in alphabetical order
- This online CPD is delivered in separate sessions/screencasts (denoted by the letter 'S'), the number of which may vary between subjects

Subject	Description of the content	Resources to print or download to engage in the CPD	Mode of transmission	Approximate time required to engage in the CPD
Applied Technology	<p>S1: Planning in Applied Technology and developing design skills</p> <p>S2: Exploring quality learning through student project responses</p> <p>S3: Problem-Solving and Creative Thinking through Coding</p> <p>S4: Classroom-Based Assessments in Applied Technology</p>	<p>Online booklet with respective pages highlighted for printing within each screencast.</p> <p>My Design Guide resource supports section 2.</p>	<p>Four screencasts each designed as stand-alone CPD engagements. Teachers are invited to engage with all four in sequence. Each screencast comprises:</p> <ul style="list-style-type: none"> • pause moments for engagement with the activities • captured feedback from teachers who engaged last year • captured feedback from students 	<p>Minimum amount of time outlined below:</p> <p>S1: 45 minutes S2: 25 minutes S3: 60 minutes S4: 25 minutes</p>
Business Studies	<p>S1: To explore the value and impact of Student-Centred Learning.</p> <p>S2: To explore the collaborative development of meaningful and stimulating learning experiences.</p> <p>S3: To consider our individual professional practice with regard to teaching, learning, assessment and reporting.</p>	<p>Booklet can either be printed or engaged with online and is available alongside screencasts.</p>	<p>Three screencasts with pause and reflection moments built in, together with opportunities to engage with specific activities in the booklet and to reflect on learning.</p>	<p>Allowing for pause and reflection moments and time for teachers to engage with the booklet, each screencast should last approximately 50 – 55 minutes.</p>

<p>Classics</p>	<p>S1: Further deepen understanding around planning using a specification and the importance of considering assessment concurrently with teaching and learning.</p> <p>S2: Looking at portfolios as a story of learning. Looking at how portfolios can give students an idea of how their learning is going and how they can use that knowledge to develop their peer-/self-feedback skills.</p> <p>S3: An introduction to the CBAs. Exploring what knowledge, understanding and skills will need to be developed in 1st/2nd year to engage with the CBAs.</p>	<p>The CPD booklet could be printed if teachers wished to use it in hard copy.</p>	<p>Three screencasts with pause moments included.</p>	<p>S1: 10 minutes S2: 12 minutes S3: 20 minutes</p> <p>The timings indicated are not inclusive of pause times. Teachers should allow an additional 20 minutes to engage with the reflective questions and activities.</p>
<p>Engineering</p>	<p>S1: Introduction S2: Classroom-Based Assessments S3: Features of Quality and SLAR Meetings S4: Design in Engineering S5: Case Study: Three Teachers' Journeys S6: Planning a Unit of Learning</p>	<p>Each of the following resources are identified in each screencast. Individual pages of the learning log are identified at relevant moments in the screencasts.</p> <p>1-Learning Log 2-Planning Tool 3-Design Worksheet for screencast number 4 only. 4-Design Guide for screencast number 4 only.</p>	<p>Six screencasts each designed as stand-alone CPD engagements. Teachers are invited to engage with all six in sequence. Each screencast comprises:</p> <ul style="list-style-type: none"> • pause moments for engagement with the activities • captured feedback from teachers who engaged last year 	<p>Minimum amount of time outlined below:</p> <p>S1: 16 minutes S2: 9 minutes S3: 10 minutes S4: 11 minutes S5: 22 minutes S6: 33 minutes</p>

<p>English</p>	<p>S1: Explores the opportunities and challenges of collaboration in Junior Cycle English. Considers how we collaborate to plan for learning that is engaging, enriching and empowering for students.</p> <p>S2: Explores the design and use of questioning in our planning and in our classrooms. Considers the role of student and teacher reflection on learning.</p> <p>S3: Explores our understanding of ‘creativity’ and looks at opportunities to foster creativity in Junior Cycle English.</p>	<p>CPD downloadable booklet. Teachers may choose to print relevant pages or engage with activities online.</p>	<p>This support is comprised of three sessions. It is a screenshow version of a PowerPoint file, which is interactive, includes pause moments for discussion and contains direct links and live Menti surveys.</p> <p>The PowerPoint or Keynote App must be downloaded in advance to enable full functionality and “Enable External Content for This Session” must be selected to enable the media content when requested by the App on opening. Participants can fill in their own notes on the slides which are saved in their own downloaded file when they click Ctrl+S before closing.</p>	<p>The support can be accessed individually or collaboratively. There are several opportunities for discussion with colleagues in all sessions. Each session may take approximately 1.5 hours allowing for discussion.</p>
<p>Gaeilge T1</p>	<p>S1: Conas scileanna léitheoireachta an scoláire a chur chun cinn tríd an gcur chuige comhtháite. Plé ar na Torthaí Foghlama a bhaineann le saibhreas agus cruinneas i Sonraíocht T1</p> <p>S2: Conas measúnú foirmitheach ailínithe a aithint / a phleanáil agus conas scil an mhachnaimh a chothú sna scoláirí.</p> <p>S3: Conas scileanna scríbhneoireachta na scoláirí a fhorbairt is a mheas tríd an gcur chuige comhtháite. Conas leas a bhaint as na téacsanna litríochta mar spreagthach chun scileanna teanga na scoláirí a fhorbairt. Idirthéacsúlacht mar ghné ar leith i Sonraíocht T1.</p>	<p>Tá an lámhleabhar FGL ar fáil taobh leis na físghabhálacha scáileáin ar an suíomh. Thairis sin, tá nascbhileog ann leis na naisc chuig na suíomhanna gréasáin ar fad atá luaite sna físghabhálacha scáileáin.</p>	<p>Tá trí fhísghabháil scáileáin i gceist. Tugtar deis do rannpháirtithe sos a ghlacadh chun machnamh a dhéanamh agus moltar do mhúinteoirí leas a bhaint as an lámhleabhar agus an nascbhileog araon.</p>	<p>Ar an meán, maireann gach físghabháil scáileáin thart ar leath uair an chloig. Má ghlacann an múinteoir/ na múinteoirí páirt sna gníomhaíochtaí éagsúla a mholtar, cuirfidh sé le fad an tseisiúin.</p>

Gaeilge T2	<p>S1: Conas scileanna léitheoireachta an scoláire a chur chun cinn tríd an gcur chuige comhtháite.</p> <p>S2: Conas measúnú foirmitheach ailínithe a aithint / a phleanáil agus conas scil an mhachnaimh a chothú sna scoláirí.</p> <p>S3: Conas scileanna scríbhneoireachta na scoláirí a fhorbairt is a mheas tríd an gcur chuige comhtháite. Conas leas a bhaint as na téacsanna litríochta mar spreagthach chun scileanna teanga na scoláirí a fhorbairt.</p>	<p>Tá an lámhleabhar FGL ar fáil taobh leis na físghabhálacha scáileáin ar an suíomh. Thairis sin tá nascbhileog leis na naisc chuig na suíomhanna gréasáin ar fad atá luaite sna físghabhálacha scáileáin.</p>	<p>Tá trí fhísghabháil scáileáin i gceist. Tugtar deis do rannpháirtithe sos a ghlacadh chun machnamh a dhéanamh agus moltar do mhúinteoirí leas a bhaint as an lámhleabhar agus an nascbhileog araon.</p>	<p>Ar an meán, maireann gach físghabháil scáileáin thart ar leath uair an chloig. Má ghlacann an múinteoir/ na múinteoirí páirt sna gníomhaíochtaí éagsúla a mholtar, cuirfidh sé le fad an tseisiúin.</p>
Geography	<p>S1: To develop an understanding of learning outcomes as part of our planning process and to understand the teaching, learning and assessment processes involved in CBA 1.</p> <p>S2: To explore the Features of Quality for CBA 1, 'Geography in the news'.</p> <p>S3: To develop an understanding of the SLAR process and to explore how students may reflect on their learning in Junior Cycle Geography.</p>	<p>Resource booklet to be printed out and engaged with during the screencasts.</p>	<p>Three screencasts with pause moments within sessions to allow time to interact with the activities in the booklet, either as a subject department or individually.</p>	<p>S1: 35 minutes (22 minutes screencast with 13 minutes activities).</p> <p>S2: 30 minutes (20 minutes screencast with 10 minutes activities)</p> <p>S3: 35 minutes (17 minutes screencast with 18 minutes activities)</p>
Graphics	<p>S1: Introduction and overview of Junior Cycle Graphics</p> <p>S2: Sample Unit of Learning</p> <p>S3: Guidelines for the Classroom-Based Assessments within Graphics</p> <p>S4: Exploring Learning Outcomes</p>	<p>Online booklet with respective pages highlighted for printing within each screencast.</p>	<p>Four screencasts each designed as stand-alone CPD engagements. Teachers are invited to engage with all four in sequence. Each screencast comprises:</p> <ul style="list-style-type: none"> • pause moments for engagement with the activities • captured feedback from teachers who engaged last year • captured feedback from students 	<p>Minimum amount of time outlined below:</p> <p>S1: 35 minutes S2: 60 minutes S3: 55 minutes S4: 45 minutes</p>

History	<p>S1: Student-centred Approach to Junior Cycle History</p> <p>S2: Integrating Learning Outcomes</p> <p>S3: Student-centred Approach to Classroom Planning for Junior Cycle History</p> <p>S4: Student-centred approach to Assessment and Collaboration</p>	<p>Downloadable learning logs accompany each of the four screencasts. Downloadable Learning Outcomes' Poster and Quick Reference Guide also accompany all sessions. Teachers may choose to print relevant learning logs or engage with activities online.</p>	<p>All screencasts are mp4 videos uploaded to YouTube. They contain suggested pause moments for discussion or reflection. Each screencast contains QR codes to lead participants to direct links. Screencast 2 is accompanied by a further screencast of 2 minutes duration.</p>	<p>S1: 50 minutes S2: 50 minutes S3: 30 minutes S4: 60 minutes (All times inclusive of pauses for activities)</p> <p>Total time required: 3 hours 10 minutes</p>
Home Economics	<p>S1: To further develop a shared understanding of the role of assessment in learning</p> <p>S2: To understand the importance of incrementally developing student learning (research skills, peer feedback, reflection)</p> <p>S3: To identify the value of CBAs and SLAR meetings as an integral part of the ongoing process of teaching, learning and assessment</p>	Resources' Booklet	3-part interactive screencasts, QR codes to bring them to other resources and supports, and lots of pause moments. Each screencast approx. 25min	Depends on whether teachers engage in CPD individually or as a department. Lots of opportunities for individual and/or departmental reflections and planning for learning moments.
Mathematics	<p>S1: Teachers explore the role of collaborative planning and formative assessment in students' experience and learning of Mathematics</p> <p>S2: Teachers explore the role of professional discussions and departmental collaboration in developing a shared understanding of the quality of students' work</p> <p>S3: Teachers examine the use of authentic data and the Statistical Enquiry Cycle to motivate students' learning in statistics</p>	Online booklet available to print and/or download.	Three screencasts with prompts to pause, reflect and discuss learning with colleagues (if possible).	The recordings are each fifteen minutes long and should take approximately forty minutes each to engage with if pausing, reflecting and discussing.

<p>MFL</p>	<p>S1: Reflecting on Classroom-Based Assessment 1 S2: The Student Language Portfolio and Effective Feedback S3: Classroom-Based Assessment 2, The Assessment Task, Assessing Learning Outcomes</p>	<p>All resources needed to engage with the screencasts are available to access/print from the same location on the site where the screencasts are available. The slides and narration point teachers towards the resources and booklet pages as appropriate. Narration also indicates when screencast can be paused to engage with activities.</p>	<p>Three Screencasts. Play time: S1: 21 minutes S2: 10 minutes S3: 20 minutes</p> <p>LG screencasts timing: S1: 20 minutes S2: 10 minutes S3: 20 minutes</p>	<p>Including time to engage with reflection and activities (as prompted by the narration): S1: 40 minutes S2: 40 minutes S3: 55 minutes</p>
<p>Music</p>	<p>S1: Exploring pedagogic strategies for nurturing creativity in the music classroom S2: Deepening our understanding of the process of effective individual teacher planning S3: Designing creative tasks as evidence of learning S4: Investigating the development of a portfolio and exploring effective research skills S5: Engaging with SLAR process</p>	<p>Online booklet with respective pages highlighted for printing within each screencast</p>	<p>Five screencasts each designed as stand-alone units but teachers invited to engage with all five in sequence. Each screencast comprises:</p> <ul style="list-style-type: none"> • pause moments for engagement with the activities • captured feedback from teachers who engaged last year • captured feedback from students • reflection on each individual screencast 	<p>Minimum amount of time outlined below: S1: 22 minutes S2: 21 minutes S3: 21 minutes S4: 21 minutes S5: 30 minutes</p>

<p>Physical Education</p>	<p>S1: Explore an approach to collaborative planning using learning outcomes that can help meet students' needs in our context</p> <p>S2: Explore ways to develop an assessment culture in physical education that supports student learning</p> <p>S2: Consider the various methods with which students' learning can be supported, recorded and reported in Physical Education</p> <p>S2: Recognise the deep connection between teaching, learning, assessment and reporting in Physical Education</p>	<p>CPD workshop booklet</p> <p>Examples of reporting in Physical Education – support documents and Padlet page</p>	<p>Two screencasts:</p> <p>S1: An approach to collaborative planning using learning outcomes</p> <p>S2: Reporting in Physical Education</p> <p>Each screencast has pause and reflection moments built in together with opportunities to engage with specific activities and to reflect on learning.</p>	<p>Minimum amount of time outlined below:</p> <p>S1: 25 minutes</p> <p>S2: 41 minutes</p> <p>Can be engaged with individually or as a department</p>
<p>Religious Education</p>	<p>S1: To consider our experience of working with the Religious Education specification to date</p> <p>S2: To appreciate the importance of learning intentions and success criteria for inclusive teaching, learning and assessment in Religious Education and to investigate how formative assessment and formative feedback supports student learning in the Religious Education classroom</p> <p>S3: To explore the Religious Education Assessment Guidelines</p> <p>S4: To recognise how we can support the incremental development of student learning in the Religious Education Classroom and to identify features of effective questioning in the Religious Education classroom.</p>	<p>CPD workshop booklet: The CPD booklet could be printed if teachers wished to use it in hard copy.</p>	<p>Length of screencasts as follows:</p> <p>S1: 14:34</p> <p>S2: 32:14</p> <p>S3: 15:58</p> <p>S4: 17:29</p> <p>There are moments throughout each screencast that provide teachers with time to pause and reflect and engage with activities in the booklet.</p>	<p>Depends on whether teachers are doing it individually or as a department. Lots of departmental reflections and planning for learning moments, each section designed with a 40-minute class period in mind.</p>

Science	<p>S1: Exploring Skill Development S2: Approaching Planning S3: Moving Learning Forward S4: Exploring Concept Development</p>	<p>CPD cluster booklet can either be printed or engaged with online. Interactives added for some activities.</p>	<p>Four screencasts with pause moments to engage with interactives, booklet activities, reflection or conversation. Summaries of facilitated conversations in rooms are also provided.</p>	<p>Allowing for pause moments and engagement in activities, each of sessions 1, 3 and 4 was designed to be completed in less than an hour, with Session 2 providing a description of an approach to department planning (14 minutes).</p>
Visual Art	<p>S1: Reflect on our Visual Art Journey. Engage with an aspect of Visual Culture and Appreciation-<i>Visual Thinking Strategies</i> S2: Consider and share practical strategies to support Visual Culture and Appreciation S3: Explore the value of engaging with Visual Culture and Appreciation when planning for learning - <i>includes information on Level 3, Level 2 and JCSP</i> S4: Drawing Activity - <i>Incorporating aspects of formative assessment</i> S5: Reflect on our experiences of the Classroom-Based Assessment and SLAR process</p>	<p>Workbook Booklet 2019-2020 Balance Sorting Exercise Image Cards</p>	<p>Five short screencasts of differing lengths. Each screencast has a play and pause icon, designed to allow participants to engage in practical activities</p>	<p>A minimum of 4 hours overall (including activities). Can be engaged with individually or as a department</p>
Wood Technology	<p>S1: Wood Technology Classroom-Based Assessment 1 S2: Using effective feedback in Wood Technology S3: An integrated approach to design in the Wood Technology classroom</p>	<p>Online booklet with respective pages highlighted for printing inside each screencast My Design Guide Design challenge worksheet</p>	<p>Three screencasts each designed as stand-alone CPD engagements, but teachers are invited to engage with all three in sequence. Each screencast comprises:</p> <ul style="list-style-type: none"> • pause moments for engagement with the activities • captured feedback from teachers who engaged last year • captured feedback from students 	<p>Minimum amount of time outlined below:</p> <p>S1: 35 minutes S2: 35 minutes S3: 80 minutes</p>