

An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE**
for teachers

Working with our Students 2020-21

A JCT English Support



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Rationale

An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

Returning to school

Guidance on learning and school
programmes for post-primary school
leaders and teachers

July 2020

This resource has been created by the JCT English team as a support to teachers when implementing the Department of Education document *Returning to school: Guidance on learning and school programmes for post-primary school leaders and teachers, July 2020*. (We will refer to this document throughout the resource as *Returning to school, 2020*.)

Student well-being is a priority and with this in mind, we have collated some of the existing material available at <https://www.jct.ie/english/english>. This aims to support teachers as they prepare for and aid “student re-engagement in learning” (*Returning to school, 2020, pg5*).

Teachers are best placed to meet the needs of their individual students. Therefore, resources are shared in this booklet on the understanding that they will be adapted for individual class contexts. This booklet contains pdf templates, which once uploaded to your school's digital platform, can be annotated by students.

Resources for use with students will be indicated by the image of the school bag.



Resources for use by teachers will be indicated by the image of the easel.



This support also refers to the adapted whole-school strategies for the physically distanced classroom and for students engaged with online learning from home.

https://jct.ie/wholeschool/classroom_strategies

Each adapted strategy will be recognised by its thumbnail picture.



We hope you find 'Working with our Students 2020-21' a meaningful support to your plans and preparations for re-engaging your learners with school life. Teachers can access <https://jct.ie/english/english> for more resources to use in your Junior Cycle English classroom.

Making Connections



At The Heart Of The Learning

‘Junior Cycle education 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.’

(Junior Cycle English Specification Page 3, 2018)

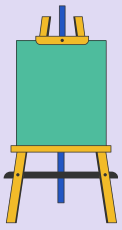


The Returning to School 2020 document highlights the need for "student re-engagement with learning" (p.7) which was one of the facilitated discussions in session 1 of the JCT English workshop 2019/20:

https://www.jct.ie/english/cpd_workshop_2019_2020

As students attend school there is an "opportunity for students to revive social connections"(Returning to School, 2020, p.7).

The following resources are designed to activate these aspects of student learning.



Lundy's Model of Child Participation

To re-engage students in their learning, teachers can activate student voice using the Lundy model of Child Participation.

Collaboration - Student Voice

SPACE: give students a safe space to be involved, ask questions, offer opinions etc.

VOICE: give students an opportunity for self-expression, orally, in print, in art form etc.

AUDIENCE: ensure students are listened to; have an audience

INFLUENCE: ensure the student voice is acted on, has an influence on decisions

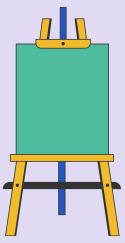


Lundy's Model of Child Participation

Consider....

***How will you allow for Space, Voice, Audience and Influence for your Junior Cycle students in the year ahead?**

***How will you allow for student voice in the process of planning?**



Lundy's Model of Child Participation

This reflection template can be used to collate responses to the previous questions*

SPACE	VOICE
AUDIENCE	INFLUENCE
Reflection / Your own thoughts	



The Year That Was

Worksheets such as 'The Year That Was', page 11, can provide the stimulus for classroom discussion and writing. They promote greater connection between students and deepen teacher understanding of the students in their class.

A similar template for first year student profile can be found at <https://www.jct.ie/perch/resources/english/student-profile-first-year-english.pdf>

All templates can be:
Copied to your school's digital
platform.

All of these templates, once
uploaded to the school's digital
platform, can be annotated.

NAME _____

DATE _____



THE YEAR THAT WAS....

RECONNECTING

Select 3 words or phrases to write into each box that best describes your feelings/the events of that month

March

April

May

June

July

August

September



Write a few sentences explaining your choice of words/phrases

REFLECT ON YOUR LEARNING

What do I like about learning in the English classroom this year?

So what am I most looking forward to about English this year?

Now what? As I continue Junior Cycle English, what would help me most in my English class?

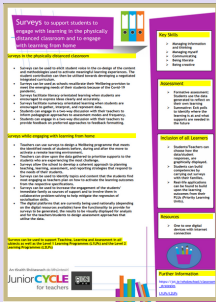




Survey Strategy

Returning to school 2020, highlights the need to promote student voice in every classroom, the "exploration of the views of students about..... what they need to help them in the coming year" (p.12)

In the physically distanced classroom, polls or surveys can allow students to voice what helps them learn.



[Survey strategy available to download here](#)

This worked example, using Google Forms, can be adapted to meet individual teacher and class needs. Soliciting student opinion, can allow the students and teacher to co-create the learning environment, whilst re-engaging students in their learning.

Developing Our Classroom Experience

Second Year English- Ms Murphy

What can be done to improve your experience in the physically distanced classroom?

Your answer _____

How would you prefer to submit your work?

Our shared digital space

Email

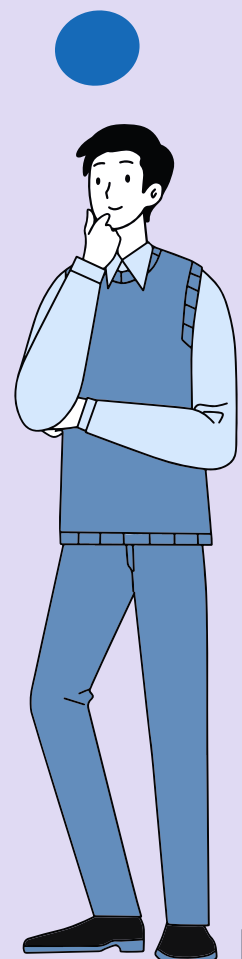
Send a photo image

Other: _____

Submit

Guidelines for Collaborative Conversations

Agreed norms about how to work together, in our changed environment this year, may be discussed and agreed in the class. Perhaps the template on the following page, used to consider department collaborative norms in a previous JCT workshop, could be adapted for this purpose.





Co-Creating Norms FOR WORKING TOGETHER

Reflecting on how departments work together.

"Rather than relying on implicit learning norms, teacher learning groups need explicit norms designed to support the group's ability to engage in thoughtful collaborative work and learning. These norms serve as guidelines and reminders for group members about how to engage with one another during and between meetings" (Allen and Blythe, 2015)

Prompts for creating norms

Time Keeping Participation Turn Taking Interruptions
Confidentiality Staying on task

Agreed Explicit Norms for Departmental Meetings

Further Prompts for Creating Norms

- Preparation for class
- Sharing of work
- Assignment schedule
- Feedback schedule
- Participation in group work
- Respectful use of devices

Template, for department collaborative norms, available to download on **page 15** [here](#)

Sustained Reading

The Junior Cycle English Specification refers to engaging with reading as a pleasurable and purposeful activity in learning outcome, Reading 5.

We are aware, as we consider the curriculum for 2020/21, that we "must therefore take account of the variable learning experiences of students during the period of school closure, the likely disengagement by students from particular aspects and areas of learning..." (*Returning to school, 2020* p. 4)

The template for the Reading Bingo activity, on page 16, may be one simple way to encourage a wide and varied reading experience that might stimulate, inspire and challenge young readers. This could be a useful way to engage with:

Reading

2. Read for a variety of purposes: learning, pleasure, research, comparison ★

and/or

Reading

5. Engage in sustained private reading as a pleasurable and purposeful activity, applying what they have learned about the effectiveness of spoken and written texts to their own experience of reading ○

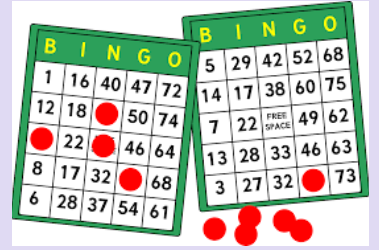
'The Reading Bingo template' can be uploaded to your school's digital platform, e.g. Seesaw, Teams, Google Classroom and stored in the individual student's space so the student can monitor their reading as the year progresses. Teachers could incorporate this into their DEAR classes. Teachers can provide the opportunity for students to review what they have been reading with their classmates and for each student to call...

Full House



Reading Bingo!

Select a book / film / podcast / song / for each square



Name

Teacher

A book by
an Irish author

A book that
became a film

A film with an
animal
character

A book with
magic

A podcast
recommended
by a friend

A non- fiction
book

A
documentary
about sport

A ghostly
radio play

Mum/Dad's
favourite
book

A book based
on
an adventure
story

A book
translated
from
another
language

A song about
friendship

Social Interaction

The Junior Cycle English Specification states that "as study is a social activity as well as a personal one, students have opportunities to work in groups to achieve appropriate language goals." (Junior Cycle English Specification, pg 4)

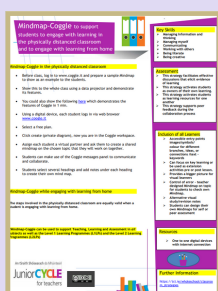
In the physically distanced classroom, employing some of the resources that follow may enable students to develop and reconnect with their peers and teachers and provide opportunities for them to feel confident and motivated to participate in a meaningful way in their learning.

The resources will also support reflection on the question posed to teachers in the Returning to school 2020 document:

"Do the planned learning experiences provide for social interaction and collaboration between students?" (p.14)

Collaboration through the **Mind Map strategy** may prove useful to enable students to develop and reconnect with their peers and teachers and provide opportunities for them to feel confident and motivated to participate in a meaningful way in their learning.

With the physically distanced classroom in mind, digital technology such as Coggle, may prove to be a suitable sharing platform.



[Coggle strategy available to download here](#)



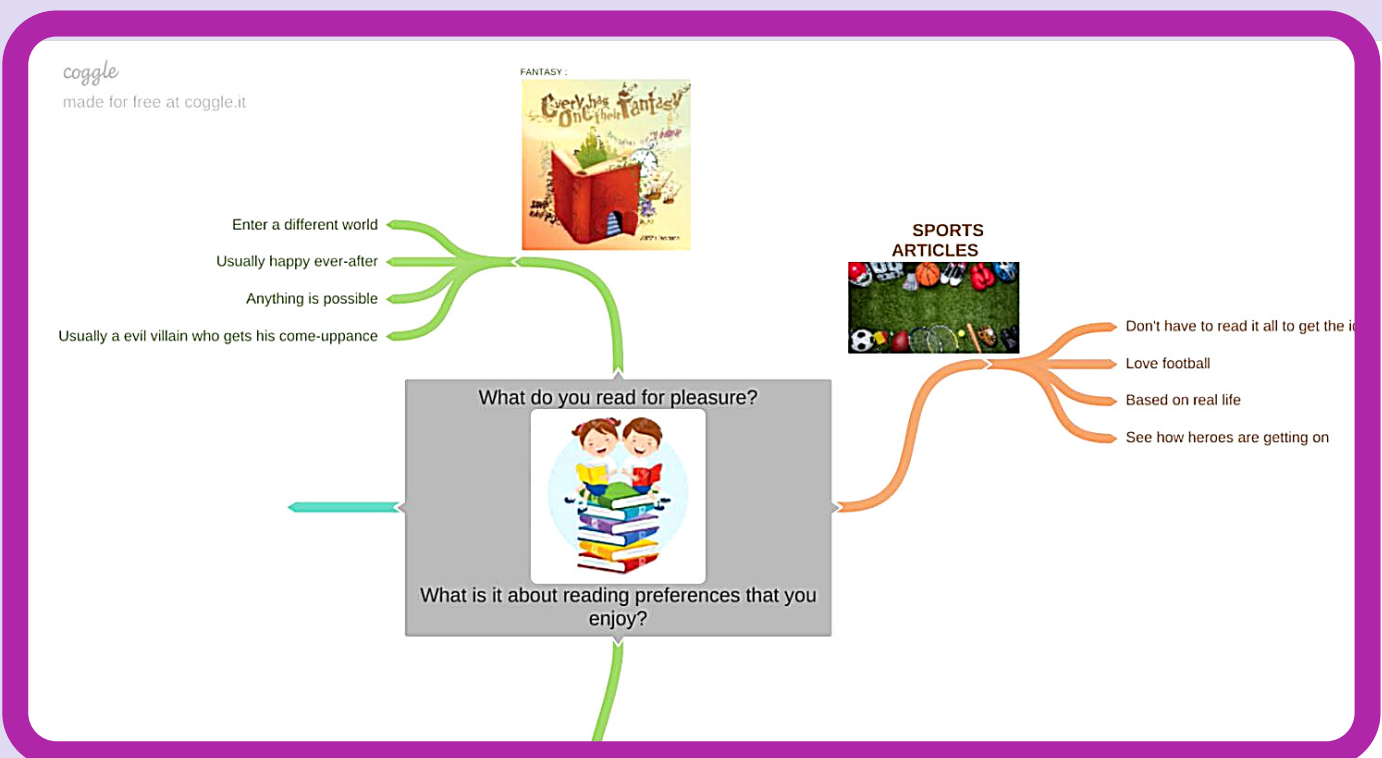
Mind Mapping!

Questions such as:

What do you read for pleasure?
What is it about your reading preferences that you enjoy?

may be a useful way for teachers to reconnect and reform relationships with their students, while allowing students the space to re-establish connections with each other.

As students collaborate to collate their opinions on a mind-map, they can learn from each other, share their knowledge and voice their opinions. Collaborative mind-mapping can be done on the white-board or through digital platforms such as Coggle. This provides opportunity for teachers to consider the material students would find most appealing to support the learning outcomes. The teacher may gather and share information on student preferences.



The collaborative mind map may lead students to:

- participate in collaborative conversations
- listen to others
- synthesise the ideas of others to develop their own opinions
- state and persuade others of their opinions
- broaden their reading.

Mind mapping is just one example of how we could activate the learning in the following learning outcomes:

Learning Outcomes

Oral Language

1. Know and use the conventions of oral language interaction, in a variety of contexts, including class groups, for a range of purposes, such as asking for information, stating an opinion, listening to others, informing, explaining, arguing, persuading, criticising, commentating, narrating, imagining, speculating ○

Oral Language

2. Engage actively and responsively within class groups in order to listen to or recount experiences and to express feelings and ideas ○

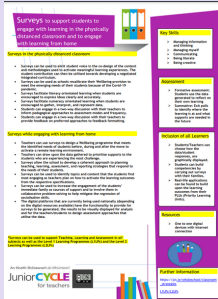
Oral Language

11. Engage with the world of oral language use as a pleasurable and purposeful activity ○



Polls using Google Forms

The use of polls/surveys allow all students to demonstrate that they have listened actively, considered alternative views and express their opinion, whilst allowing the teacher to further connect with students.



[Survey strategy available to download here](#)

This is a worked example of surveying students on their reading preferences for Junior Cycle English class using Google Forms.

Class Vote- Working Example using Google Forms




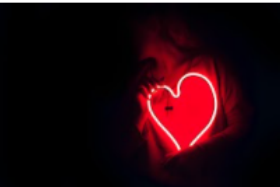


Vote on Material for Use in JC English Class

* Required

Name *

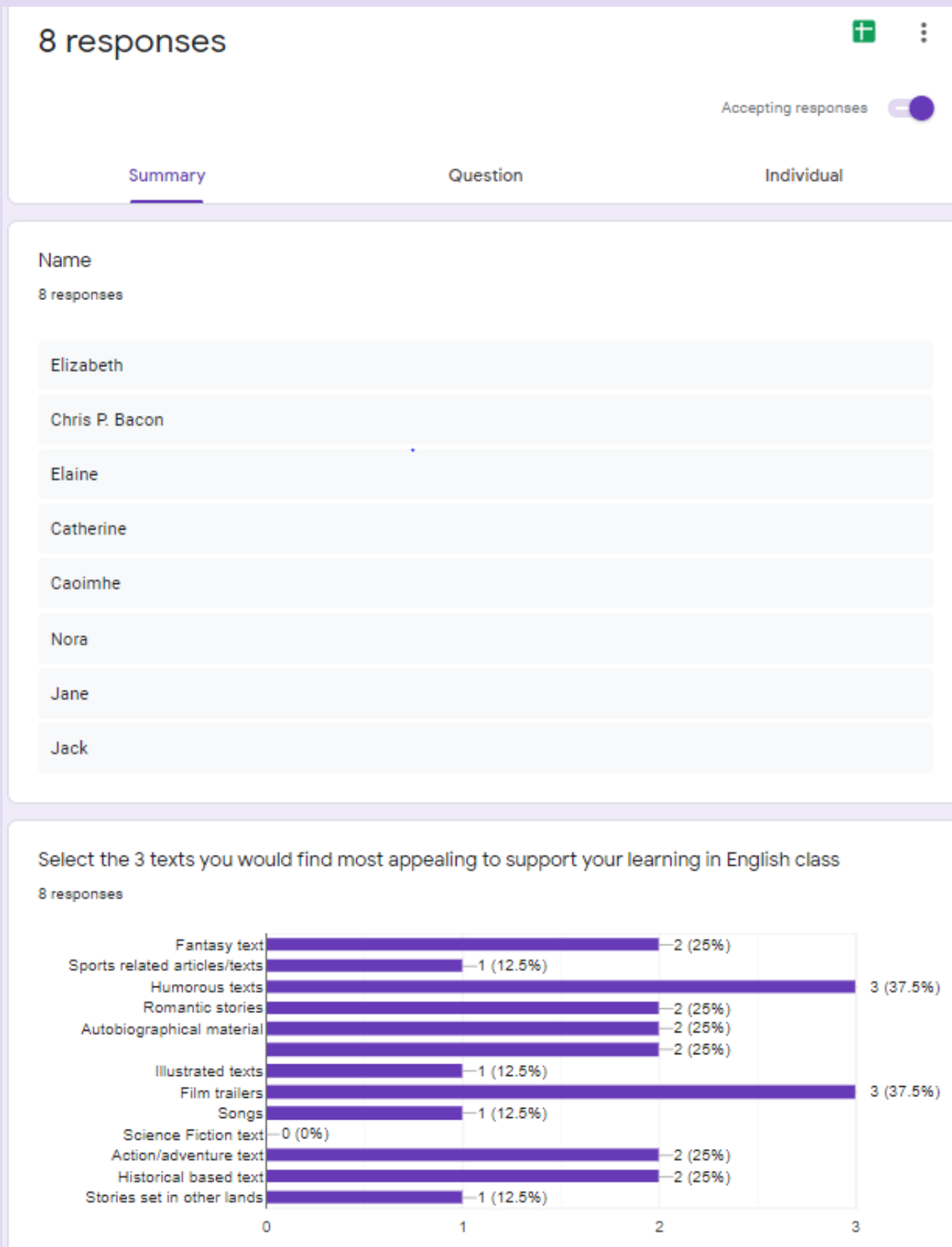
Your answer _____

Select the 3 texts you would find most appealing to support your learning in English class

 <input type="checkbox"/> Fantasy text	 <input type="checkbox"/> Sports related articles/texts
 <input type="checkbox"/> Humorous texts	 <input type="checkbox"/> Romantic stories
	

This worked example illustrates how the teacher is informed by the responses received. In this instance, the class preferences are clear from the graph. Such information can inform teachers on their choice of texts.

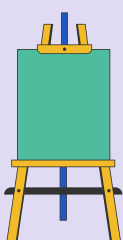
Working Example using Google Forms



Department Planning with Learning Outcomes

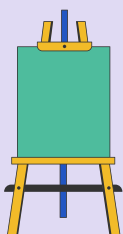
Information garnered from collaborative conversations and surveys with students can assist teachers when reflecting on learning and assessment decisions and help them answer questions that arise as they plan.

Further department considerations, when planning, can be supported with this reflection template, available on **page 11**, of the booklet from the JCT English workshop 2019/20

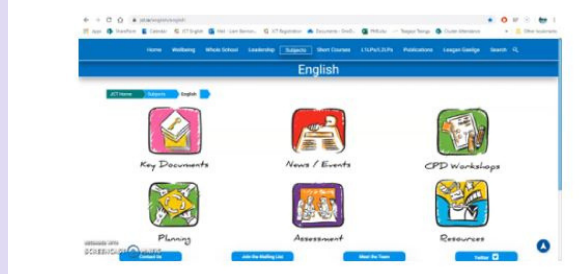


Departmental Planning with Learning Outcomes		
	Observer/Facilitator Prompts	Observer/Facilitator Notes for Feedback
Question 1 What do we want students to learn?	<ul style="list-style-type: none"> What is the learning in the Learning Outcomes? Can you identify possible links between the three Learning Outcomes? Which Learning Outcome, or aspect of a Learning Outcome, would you explore with students first? Why? In which sequence would you then arrange the remaining Learning Outcomes/aspects? 	
Question 2 How will we know they have learned it?	<ul style="list-style-type: none"> How will we assess the students' progress in the identified learning? Are the assessments aligned with the learning? Are the assessments coherent and meaningful to the learner? Are the assessments allowing for choice, inclusivity, flexibility and creativity? 	
Question 3 What will help us achieve the learning?	<ul style="list-style-type: none"> Consider what variety of texts may be used to achieve the learning. Does this choice allow for inclusivity and flexibility? Could the use of this text relate to an assessment moment? Can other texts be shared to complement the chosen text? 	

2019/20 JCT English booklet available to download [here](#)



Screencast of Interactive Planning Template



Interactive Planning Template available to download [here](#)



Learning Together

This section focuses on....

"learning experiences based on pair work and group work that support student interaction and engagement in meaning-making." (Returning to School 2020, p.14)


"a range of formative assessment measures to assess the progress that students have made" (Returning to School 2020, p.13)

Communicating Thoughts and Emotions


Meet Mrs. Dolan

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Go to www.menti.com and use the code




Answer the following question:
 Based on how she is introduced, what words describe Mrs Dolan?




How our view of a character is shaped by key moments

An tSraith Shóisearach do Mhúinteoirí
JuniorCYCLE
 for teachers

Go to www.menti.com and use the code:



Answer the following question:
 What other words would you now use to describe Mrs Dolan? What prompted these additions?



On CPD day 2017/18, https://www.jct.ie/english/cpd_workshop_2017_2018, the focus in session one was on the development of character and the reader's thoughtful value judgements.

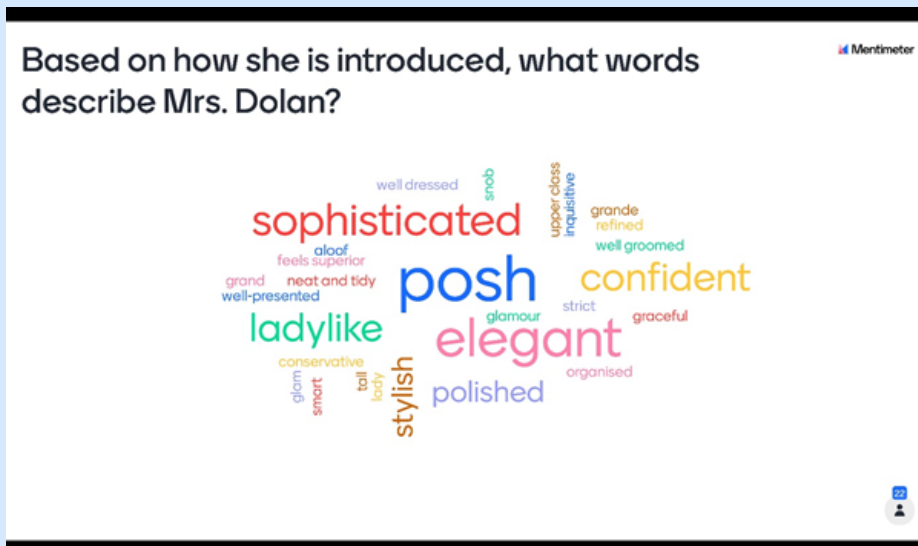
- Participants watched the opening segment of the advertisement and submitted the word that best described the character.
- Having watched the advertisement in full, participants then submitted other words to describe the protagonist.
- The discussion expanded into what had influenced the new choice of words to describe the character.

A similar experience may be modelled for our students by creating an opportunity where students can listen actively to interpret meaning and then collaboratively communicate their thoughts and emotions on a character to whom they are briefly introduced and then meet at a later juncture in the story. This provides the teacher with an opportunity to check-in on student learning and set new goals.

Communicating Thoughts and Emotions

Teachers may choose to share the thoughts and feelings of the class on a digital sharing platform such as **Mentimeter**, used on the Junior Cycle English CPD day 2017/18, or instead use the template included in this support titled, 'Character Development', on page 29. The purpose is to stimulate discussion and capture the growth in the students' thinking. This also helps teacher and students to gauge levels of learning.

First impression of character



Value judgement after closer study of the character



A learning experience such as the one referenced above is one way to engage with the following Learning Outcomes:

Learning Outcomes

Oral language

8. Listen actively in order to interpret meaning, compare, evaluate effectiveness of, and respond to drama, poetry, media broadcasts, digital media, noting key ideas, style, tone, content and overall impact in a systematic way ○ ★

Reading

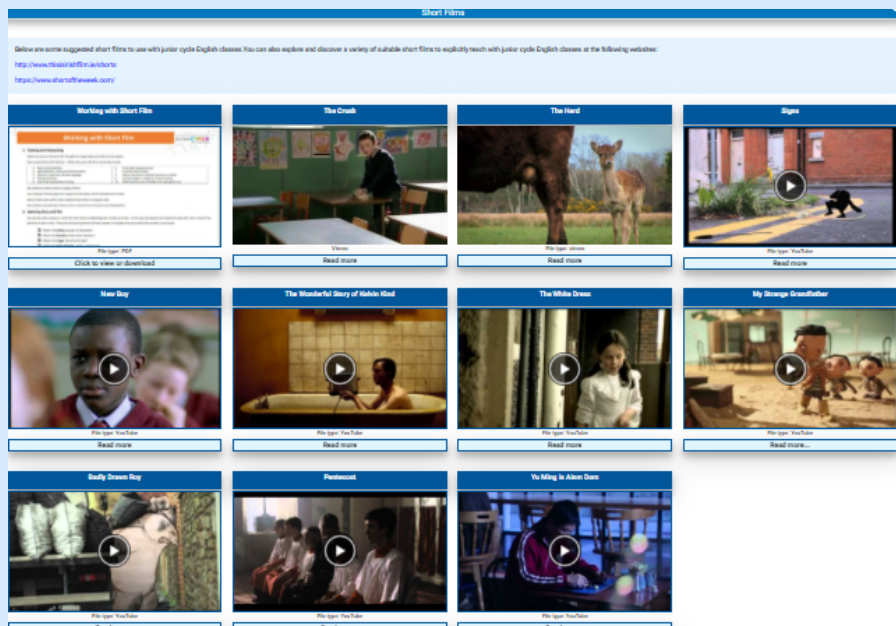
7. Select key moments from their texts and give thoughtful value judgements on the main character, a key scene, a favourite image from a film, a poem, a drama, a chapter, a media or web based event. ★

Resources for Digital Text

The Irish Film Institute Advertisement Archive contains an extensive collection which is freely available to download and share:

<http://ifiplayer.ie/adverts>

The short films available on the film section of the JCT English page, could also help students form thoughtful value judgements on characters.



https://www.jct.ie/english/resources_films

One suggestion is the short film 'My Strange Grandfather' which has been cut into two clips on the next page to facilitate such learning.

My Strange Grandfather - Director: Dina Velikovskaya (2011)

A creative person often seems weird, funny and a little bit crazy. Even his friends and family do not always understand him and often feel ashamed of him. But sometimes he can create a real miracle - merely from garbage.

My Strange Grandfather - Director: Dina Velikovskaya (2011)



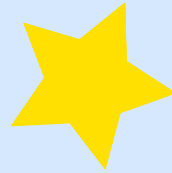
<https://youtu.be/Is6wEEzGx3w>



<https://youtu.be/S7hHN-5y3Ss>



CHARACTER DEVELOPMENT

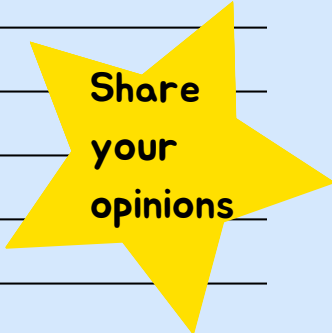


Watch the first part of the text and note words you would use to describe the character in the box- First Meeting. After watching the second part of the text, add in new words you would now choose to describe the character in the box- On Second Thoughts.

FIRST MEETING

ON SECOND THOUGHTS

Make note of points that will validate your judgement on this character



How have your thoughts and opinions changed?

Think-Pair-Share.

Think Pair Share to support students to engage with learning in the physically distanced classroom and to engage with learning from home

This strategy is designed to provide students time and structure for thinking on a given topic, enabling them to develop individual ideas and share these ideas with peers, online or in class.

Think Pair Share in the physically distanced classroom

- Give 3 questions to students.
- Students then think individually about the answer to the given questions.
- They then pair with a partner to discuss and share their individual answers and thoughts using an online tool (e.g. Padlet, Google Classroom).
- They then share ideas with the rest of the class via the online platform.

Think Pair Share while engaging with learning from home

A video-conferencing tool or a digital platform can be used for this strategy when students are not together in the physical classroom.

- Give 3 questions to students.
- Students then think individually about the answer to the given questions.
- They then pair with a partner to discuss and share their individual answers and thoughts using an online tool (e.g. Padlet, Google Classroom).
- They then share ideas with the rest of the class via the online platform (e.g. Padlet, Google Classroom or other).
- Share ideas with the rest of the class. This could be through a video-conferencing platform or a digital platform, such as a shared Padlet wall.

Think Pair Share can be used to support Teaching, Learning and Assessment in all subjects as well as the Level 1 Learning Programmes (L1LPs) and the Level 2 Learning Programmes (L2LPs)

Key Skills

- Managing information and thinking
- Managing myself
- Communicating
- Working with others
- Being literate
- Being creative

Assessment

- Assess for understanding by listening to/reading student responses.

Inclusion of all Learners

- Allocation of roles to meet strengths/support needs
- Multi-modal and accessible - text, picture, audio
- Can highlight prior knowledge/area of interest within a topic
- Develops leadership qualities
- Peer support and tutoring
- Possible springboard for extension activities
- Oral communication not necessary
- Can be used to identify areas where further support is required

Resources


- One to one digital devices with internet connection
- Padlet teacher account
- Goggle classroom teacher account


Further information

https://jct.ie/wholeschool/classroom_strategies
[L1LPs/L2LPs](#)

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One strategy that supports student collaboration is [Think-Pair-Share strategy](#) available to download [here](#)

Adopting a Persona

In https://www.jct.ie/english/cpd_workshop_day3, session 2, we asked teachers to adopt the persona of Romeo. Adopting a persona reveals a student's understanding of, and ability to analyse, character.

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Writing your own soliloquy...


Imagine that you are Romeo at the vault
Write a soliloquy that captures his thoughts at a moment:

Person A) Just before he enters the vault (Letter)
Person B) When he sees Juliet is dead (No letter)

You have 5 minutes to write it
3 minutes for partner to apply the success criteria

Give the feedback to your partner

"WRITING IS THE PAINTING OF THE VOICE!"
VOLTAIRE





Success criteria help the teacher and the student to make judgements about the quality of student learning.

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Success Criteria

A soliloquy should...

- Show the personal deep thoughts of the character
- Reveal the personality of the character
- Show attitudes and feelings
- Reflect the world of the play



Adopting a Persona



In https://www.jct.ie/english/cpd_workshop_day3, session 2, we asked teachers to adopt the persona of Romeo.

This could be a stimulus for the creation of a formative assessment moment of students' ability to listen actively in order to form thoughtful value judgements on a character.

Students could make recordings of their thoughts and feelings in character.

The template entitled 'Switching Shoes', on page 34, could be useful in supporting students to respond imaginatively in writing.



Name:

Date:



SWITCHING SHOES

**'...slip into his mind and traditions
And see the world through his spirit and eyes
Before you cast a stone or falsely judge his conditions.'**

Walk a Mile in His Moccasins, Mary T. Lathrap

Attitudes/Feelings

World Around You

Deep Personal Thoughts

How Others Treat You



Peer Assessment

As students create work, peer assessment allows them to move their learning forward.

In session 3 of https://www.jct.ie/english/cpd_workshop_2017_2018, we listened to spoken word poet, Sarah Kay and modelled the use of sentence stems to scaffold the feedback experience.

Sentence Stems as one strategy for structuring classroom talk

For me, the most effective image was...

Her tone was very well suited to the words when she said...

She could engage with her audience better by...

My favourite moment in her performance was when...

One prop or visual aid that I feel would enhance this performance is...

I would suggest that she (insert action/facial expression) when she says...

The agreed success criteria for adopting a persona could be used to create sentence stems. These act as a structure, providing students with the language to participate in meaningful peer assessment and feedback.

Peer Assessment Using Success Criteria in a Physically Distanced Classroom

Peer Assessment Using Success Criteria to support students to engage with learning in the physically distanced classroom and to engage with learning from home

This strategy involves students working in pairs to assess the work of one another using agreed success criteria. It complements Peer Feedback Using Success Criteria.

Peer Assessment Using Success Criteria in the physically distanced classroom

- The teacher states 'This project will be complete when...'. This statement could be discussed or displayed on the whiteboard as a shared editable document.
- Students write phrases (in their copy/device) that explain their idea of completeness for the project in question.
- Students pair up and compare their ideas. Should this not be physically possible, students can still work together using one to one device with internet access and a shared online platform such as Popplet, Keynote or Word.
- Pairs join with another pair and agree on a list. Again, this can be done online rather than physically in person.
- Each group of 4 shares their list with the rest of the class.
- Refine the lists to a manageable number that the class agree upon.
- Students record the final list of success criteria.
- At the end of the project the students work in pairs and apply the agreed success criteria to their peer's project, either verbally or in writing.
- Feedback can be given, depending on the success criteria and on social distancing measures in the classroom.

Peer Assessment Using Success Criteria while engaging with learning from home

This strategy can be carried out remotely using the Microsoft Teams or another learning platform.

Within Teams, the teacher can share their screen to present the initial statement. Students individually write phrases (in their copy/device) that explain their idea of completeness for the project in question. Students can then join separate rooms in Teams to compare their ideas (via chat/One Note). Students can easily join other rooms to compare notes with larger groups of students, and the teacher can join each individual meeting to ensure that students are on task. Back in the initial meeting, success criteria can be shared, refined, and agreed upon.

Finally, students can share their projects with each other via Teams and can be given the task of assessing the work of an assigned peer using the agreed success criteria. Completed work and assessments can be submitted online to the teacher.

Peer Assessment Using Success Criteria can be used to support Teaching, Learning and Assessment in all subjects as well as the Level 1 Learning Programmes (L1LPs) and the Level 2 Learning Programmes (L2LPs)

Key Skills

- Managing information and thinking
- Managing myself
- Communicating
- Being literate

Assessment

- Clarification of the learning by creating success criteria
- Peer assessment of the project using agreed success criteria. This can then be used as framework for feedback from the teacher
- This strategy involves activating students as learning resources for one another

Inclusion of all Learners

- Accessible entry points - visuals/colour/text/video/aural
- Structured assessment using agreed success criteria
- Students acting as learning resources for one another
- Student voice - students involved in all aspects of the learning

Resources

- Whiteboard
- Exemplars of past projects/assignments can be used
- One to one device with internet access

Further Information


<https://ict.ie/wholeschool/classroom-strategies>


[Peer Assessment in Action](#)

L1LPs/L2LPs

An tSraith Shóisearach do Mhúinteoirí

JuniorCYCLE
for teachers





[Peer Assessment using Success Criteria available to download here](#)

Many of the learning experiences suggested in the 'Learning Together' section of the booklet can be a means in which to engage with the following Learning Outcomes:

Learning Outcomes

Oral Language

1. Know and use the conventions of oral language interaction, in a variety of contexts, including class groups, for a range of purposes, such as asking for information, stating an opinion, listening to others, informing, explaining, arguing, persuading, criticising, commentating, narrating, imagining, speculating ○

Oral Language

5. Deliver a short oral text, alone and/or in collaboration with others, using appropriate language, style and visual content for specific audiences and chosen purposes ○

Reading

1. Read texts with fluency, understanding and competence, decoding groups of words/phrases and not just single words ○ ★

Reading

6. Read their texts for understanding and appreciation of character, setting, story and action: to explore how and why characters develop, and to recognise the importance of setting and plot structure ○ ★

Reading

7. Select key moments from their texts and give thoughtful value judgements on the main character, a key scene, a favourite image from a film, a poem, a drama, a chapter, a media or web based event ★



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www.jct.ie

Useful Websites

www.curriculumonline.ie www.ncca.ie