

Supporting history teachers, to support young Irish historians

Welcome to the Spring edition of our newsletter to support Junior Cycle History teachers with the implementation of the new History Specification and to reflect the questions and opportunities that the implementation may present to teachers in 2020.

It is with great pleasure that we welcome Peter Whitty to the JCT History team. Peter is a History and English teacher seconded from Eureka Secondary School, Kells, Co Meath and brings with him a wealth of knowledge and expertise to contribute to the team and support History teachers nationwide. We would also like to acknowledge the huge contribution of our former Advisor, Fintan O' Mahony who has taken up a position with the inspectorate. We miss Fintan but wish him well in his new role.



The window for the 2nd year History Classroom-Based Assessment 1

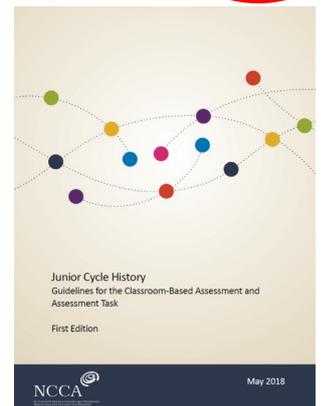
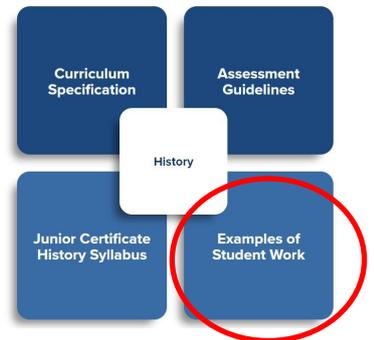
The Past in My Place opens.

Monday the 6th of January to Friday 22nd of May

The window for the completion of first Classroom-Based Assessment in History opened on January 6th and will remain open until May 15th. History teachers are free to choose any three-week period within that window to complete the CBAs with their 2nd Year classes. To support teachers undertaking Classroom-Based Assessments the NCCA released the History Assessment Guidelines in May 2018 and they outline the process for undertaking the evidence based Historical Enquiry about local or family History. The NCCA have also published some examples of CBA 1 to support teachers professional judgement. To access these supports visit the Junior Cycle History section of the NCCA website. <https://www.curriculumonline.ie/Junior-cycle/Junior-Cycle-Subjects/History/>

The window was widened on the 2nd of March see below:

For the full statement click [here](#)



Subject Learning and Assessment Review Meetings

Latest date for award of provisional descriptors by the teacher	Friday 22 nd May, 2020
Latest date for completion of Subject Learning and Assessment Review and for award of final descriptors by the teacher	Friday 29 th May, 2020

Student-Centred Approach to Junior Cycle History

November 2019 – October 2020

The completion of the CBAs formed the central focus of the second JCT History Workshops that were delivered in schools and education centres across the country in 2018 and 2019. You can access the materials from that work shop here.

Our current workshop delves further into these CBAs and the Subject Learning and Assessment Review (SLAR) meetings that proceeds their completion. You can access the materials from that work shop here.

Bringing the Junior Cycle
History Specification
to life in the classroom.

We have created a range of further supports for Classroom-based Assessments for teachers which we will outline on the next page.

Additional supports for CBA 1: The past in My Place

Screencasts- In endeavoring to support the work of History teachers in their first engagement with these CBAs, the JCT History team have put together a range of resources that will assist teachers throughout the course of the assessments. These resources can be found on the JCT History website at <https://www.jct.ie/history/assessment>. You may find the screencasts helpful as they are broken into three parts and each part is designed to give teachers a step-by-step guide to the preparation and completion of the first CBAs. The third part of the screencast offers advice to teachers on how they can use the features of quality and their SLAR meetings to awards the final descriptors to their students' work.

Getting Ready for History CBA1- The Past in My Place

File type: YouTube

Click image to play

Completing History CBA1- The Past in My Place

File type: YouTube

Click image to play

Awarding a Descriptor to History CBA1- The Past in My Place

File type: YouTube

Click image to play

Templates: The website also contains various templates that will assist SLAR facilitators in preparing and facilitating the meeting and FAQ around the Features of Quality that teachers will need to familiarize themselves with before the assessments.

Exploring the History Features of Quality

File type: PDF

Click to view or download file

History CBA & SLAR Frequently Asked Questions

File type: PDF

Click to view or download file

Sharing Samples of Student Work for the Past in My Place CBA SLAR Meeting (Non-editable)

File type: PDF

Click to view or download file

Running Order of Samples for SLAR (Non-editable)

Teacher Name	Provisional Award Exceptional	Provisional Award Above Expectation	Provisional Award To Meet Expectation	Provisional Award Yet to Meet Expectation

File type: PDF

Click to view or download file

Other supports: In addition, there are useful resources that teachers and students may wish to use, such as a flowchart for formulating an enquiry question(s) during the Investigating phase of CBA1, and some possible questions that teachers may wish to use with their students to support formative assessment during this CBA.

We hope these resources will assist Junior Cycle History teachers as they and their students embark on their first CBAs over the coming weeks and months. We wish them all the very best of luck. If you have any suggestions for further supports for your fellow teachers please email us at info@jct.ie.

Formulating an Enquiry Question(s) Flowchart

File type: PDF

Click to view or download

Possible questions to support formative assessment during CBA 1

File type: PDF

Click to view or download

JCT History Webinar 2020 An tSraith Shóisearach do Mhúinteoirí
JuniorCYCLE for teachers

History for All

The Inclusive History Classroom

An Roinn Oideachais agus Scileanna
 Department of Education and Skills

We are holding a Webinar as part of the JCT WOW events on Monday 23rd of March 2020. The focus of the webinar will be the Inclusive History classroom. To register you can scan the above QR code or follow this [link](https://tinyurl.com/vvkfnh5). <https://tinyurl.com/vvkfnh5>



In our webinar we will be exploring how to support students who are undertaking the Level 2 Learning Programme in our History classrooms. To enhance your learning during the webinar it may be of help to familiarise yourself with:

Linking Junior Cycle History with Level 2 Learning Programmes

Learning Objectives	Level 2 Learning Programme	Junior Cycle History
Identify the historical context of the events and the role of the participants.	1.1 Identify the historical context of the events and the role of the participants.	1.1 Identify the historical context of the events and the role of the participants.
Identify the historical context of the events and the role of the participants.	1.2 Identify the historical context of the events and the role of the participants.	1.2 Identify the historical context of the events and the role of the participants.
Identify the historical context of the events and the role of the participants.	1.3 Identify the historical context of the events and the role of the participants.	1.3 Identify the historical context of the events and the role of the participants.
Identify the historical context of the events and the role of the participants.	1.4 Identify the historical context of the events and the role of the participants.	1.4 Identify the historical context of the events and the role of the participants.
Identify the historical context of the events and the role of the participants.	1.5 Identify the historical context of the events and the role of the participants.	1.5 Identify the historical context of the events and the role of the participants.
Identify the historical context of the events and the role of the participants.	1.6 Identify the historical context of the events and the role of the participants.	1.6 Identify the historical context of the events and the role of the participants.
Identify the historical context of the events and the role of the participants.	1.7 Identify the historical context of the events and the role of the participants.	1.7 Identify the historical context of the events and the role of the participants.
Identify the historical context of the events and the role of the participants.	1.8 Identify the historical context of the events and the role of the participants.	1.8 Identify the historical context of the events and the role of the participants.
Identify the historical context of the events and the role of the participants.	1.9 Identify the historical context of the events and the role of the participants.	1.9 Identify the historical context of the events and the role of the participants.
Identify the historical context of the events and the role of the participants.	1.10 Identify the historical context of the events and the role of the participants.	1.10 Identify the historical context of the events and the role of the participants.

File type: PDF
 Click to view or download

- JCT History L2LP links document which makes the shared learning opportunities from the learning outcomes History specification and the L2Lps Priority Learning Units.
- The NCCA updated Guidelines on Level 2 Learning Programmes you can access them on the NCCA website.



We would also appreciate to inform our Webinar if you could take a moment and answer a very short questionnaire on the your experience of Junior Cycle History and your classroom. <https://tinyurl.com/u8qspl4>

Save the date! Dublin HATI Event 7th March 2020



The JCT History team is delighted to have another opportunity to work with our colleagues in the HTAI. The Dublin Branch Spring Seminar will take place on Saturday March 7th in the Seminar Room of the National Library and we will be facilitating a session on the day. It promises to be an informative and interesting morning so come along and enjoy some collaborative chat with colleagues. For more information visit

www.htai.ie. <http://www.htai.ie/index.php/en/>

Teacher Voice: Junior Cycle History Classroom Experience



History CBA 1: 'The Past in My Place' The Classroom experience

The only way for students to truly understand the job of a historian (LO1.5) is to become one, at least for 3 weeks! This is the opportunity the CBA process offers our students. The beginning of the experience immediately places students in the driver's seat, *they* must ask the questions, *they* must look around and view their locality through *historical eyes* so to speak. More relevant to students though is the fact they get to choose to work as an individual, in pairs or as a group or with their friends, that's the real magic, the CBAs come alive when students get to learn together. They share ideas, discuss possibilities, arrange to visit a historical site/building/museum/exhibition etc, make decisions on how to display their findings, all the while

having fun, laughing and chatting to each other yet keeping an eye on the time and organising what they need to do next. Here are some quotes from my students about their experiences:

What were the most positive things in my experience of working on the CBA? “

“I am glad I have learned about my hometown” and “I got to work with my friends and got to enjoy learning”.

What were the main challenges you faced? *“Trying to get information off of many different sources.”*

What aspects of your learning about the subject did you find most significant?

“Going to places and getting information in the real world not just online”, “That it is hard work finding information” and “There is a lot of thinking outside the box. You have to be focussed”.

I'm in no doubt as to the value of this lived experience for our students. It will be interesting to see its impact on the students over the coming months.

Bairbre Kennedy, Malahide Community School

History CBA 1: 'The SLAR meeting experience

I facilitated our first Subject Learning Assessment Review Meeting (SLAR) for Junior Cycle in Presentation Kilkenny. It was a fantastic opportunity to interrogate the language in the Features of Quality (FoQ) from the History Assessment Guidelines. It was compelling to see the creativity and historical consciousness on display from students. We clearly observed that students tended to display in the form of a poster. However we really focused on the FoQ as opposed to the aesthetic quality of the display. Challenges arose around deciding to what extent the students had engaged with the Strand One Learning Outcomes of historical consciousness, use of



evidence and the 'big picture.' We struggled to decide which descriptor should be awarded to one CBA in particular. The final decision was made after we put the CBA in question to one side and worked our way up further through the FoQ. Following this it was easy to decide which descriptor should be awarded. Another difficulty was trying to avoid comparisons between different displays. It is easy to assume one display is better than another but focusing on the FoQ was most helpful to make final decisions on what descriptor should be awarded.

From a facilitators perspective it was most useful to gather samples and provisional descriptors well in advance of the SLAR. We were most impressed with the range of subjects that students chose to research about The Past in my Place. Some examples were:

- family connections within and outside Ireland
- local buildings of historical significance
- the experiences in local areas during times of major conflict;
- connections of key historical personalities to a locality.

One student in particular conducted an interview with her grandfather who lived in a small French village during World War Two. She linked his experiences to the broader French and international context at the time. We definitely felt that students benefit from having the FoQ shared with them at the beginning of the CBA window. Overall student enjoyment was clear to see. Some needed help with direction toward sources but we were fortunate enough to have a set of Google Chromebooks to enhance the research experience. We visited a local history museum to remind students of the wide possibility display formats and during the SLAR a range of highly artistic displays were evident. We conversed about the possibility for CBA's in future and decided that we did not want to be prescriptive about display formats because it would stifle the creativity of individual students.

An tSraith Shóisearach do Mhúinteoirí

A Night at the Museum



An exciting new project is under way called 'A Night in the Museum' "Evidence, Artefact and Display – the Curators Way" which will run under the remit of Arts in Junior Cycle. The History and Arts in Junior Cycle teams have met with some of our partners recently with the view to each holding an elective workshop on site. This workshop will to showcase the process behind the

creation of Displays. Including the selection of artefacts, gathering of evidence and the design considerations. These elective learning experiences will showcase the many cross curricular links with other Junior Cycle subjects, including Religion, Maths, Science, Geography and Visual Art to name a few. We envisage these electives taking place from Spring running into September. More details will be made available on our website. www.jct.ie and through your local education centre.

Arts in Junior Cycle have a a series of professional development workshops for teachers to support engagement with the arts and learning in Junior Cycle. You can sign up for their mailing list [here](#).



Pictured Denise Nolan (JCT), Joe and Irene Moylette from Jacks Cottage in Islandeady County Mayo, Frieda Crehan (JCT) Aine McAlpine (JCT) Kate McNerney (JCT) Orlagh Meegan Gallagher from Carrickmacross Workhouse , Aisling O Halloran from Carlow County Museum, Ann Ryan (JCT), Claudia Kohler from Kerry County Museum, Marie Mc Mahon from Tipperary County Museum, and Helen Beaumont from the National Museum.