

An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE** for teachers

Cluster Delivery 2019/20

Jewish Studies



An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

An tSraith Shóisearach do Mhúinteoirí
Junior **CYCLE**
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GLOSSARY OF TERMS

Classroom-Based Assessments (CBA)

Classroom-Based Assessments are best described as the occasions when the teacher assesses the students using the specific tasks set out in the subject specification. The tasks are clearly described, as are the criteria for assessment to support teacher judgement. The criteria are found in the features of quality linked to each Classroom-Based Assessment. Although the assessment is similar to the formative assessment that occurs every day in class, in the case of the Classroom-Based Assessment the teacher's judgement is recorded for Subject Learning and Assessment Review and is used in the school's reporting to parents and students.

Features of Quality

The features of quality support student and teacher judgement of the Classroom-Based Assessments and are the criteria that will be used by teachers to assess the student work.

Formative Assessment

The Junior Cycle will be underpinned by the further integration of formative assessment as a normal part of teaching and learning in classrooms. Formative assessment involves teachers and students reflecting on how learning is progressing and deciding next steps to ensure meaningful outcomes. A vital part of formative assessment is the feedback that teachers provide to their students. Through a range of assessment activities, the teacher helps the student to identify what has been achieved and where there is room for further learning and development. To facilitate the type of learning envisaged above, the role of the teacher and the dynamics of the teacher-student relationship will evolve. Teachers will place a greater emphasis on integrating assessment into their teaching, so they can better monitor students' progress in learning and identify how they can support students to reflect on and critically analyse their own learning.

Junior Cycle Profile of Achievement

The JCPA will reward achievement across all areas of learning as applicable: Subjects, Short Courses, Wellbeing, Priority Learning Units, other areas of learning. The JCPA will draw upon and report on achievement across all elements of assessment including ongoing, formative assessment; Classroom-Based Assessments; and SEC grades which include results from the state-certified written and practical examinations. The JCPA will have a nationally determined format. It will

be compiled by the school and received by students in the autumn following third year, when all assessment results from the SEC and the school are available and confirmed.

Learning Intentions and Learning Outcomes

Learning Intention:

A learning intention for a lesson or a series of lessons is a statement, created by the teacher, which describes clearly what the teacher wants the students to know, understand and be able to do as a result of the learning and teaching activities.

Learning Outcome:

Learning outcomes are statements in the curriculum specifications to describe the knowledge, understanding, skills and values students should be able to demonstrate after a period of learning.

Subject Learning and Assessment Review (SLAR)

In Subject Learning and Assessment Review meetings, teachers will share and discuss samples of their assessments of student work and build a common understanding about the quality of student learning. Each Subject Learning and Assessment Review meeting will be subject-specific and will focus on the Classroom-Based Assessments undertaken by the particular year group.

Success Criteria

Success criteria are linked to learning intentions. They are developed by the teacher and/or the student and describe what success looks like. They help the teacher and student to make judgements about the quality of student learning.

Summative Assessment

Assessment is summative when it is used to evaluate student learning at the end of the instructional process or a period of learning. The purpose is to summarise the students' achievements and to determine whether and to what degree the students have demonstrated understanding of that learning by comparing it against agreed success criteria or features of quality.

Unit of Learning

A unit of learning links learning outcomes which clearly set out what the students should know, understand, and be able to do as a result of the learning and teaching activities within that unit.

Research Worksheet

Tomi Reichental: Outline how Tomi supports remembrance through the work he engages with?

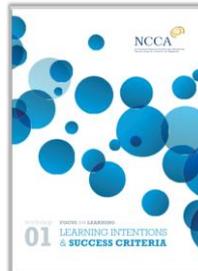
Research Notes

Planning for Learning

Learning Intentions

'A learning intention for a lesson or series of lessons is a statement, created by the teacher, that describes clearly what the teacher wants the students to know, understand, and be able to do as a result of learning and teaching activities. Clear learning intentions should help students focus not just on the task or activity taking place but on what they are learning. Learning intentions are always linked to one or more learning outcomes in the specification'

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Effective Learning Intentions will...

- *Always be linked to the intended learning
- *Focus on the learning not the doing
- *Be written in student-friendly language
- *Focus on what the students will have learned by the end of the lesson
- *Be broad enough so that they do not limit the wide range of learning experiences
- *Be SMART



Success Criteria

'Success criteria are linked to learning intentions. They are developed by the teacher and/or the student and describe what success looks like. They help the teacher and student to make judgements about the quality of student learning.'

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Success Criteria...

- *Must link clearly to the learning intention
- *Need to be planned in advance
- *Need to be owned by the student
- *Need to be broad enough to include all the abilities in the class
- *Lead to more focused and successful learning and teaching

Suggested Success Criteria



Reflection on Assessment Tools



Take a moment to reflect on what assessment tools you use in your classroom

Assessment Tools	 Always	 Sometimes	 Never
Worksheet			
Homework assignment			
Quiz			
Classroom observation			
Oral questioning			
Discussion/debate			
Interview			
Toastmasters (students talk for two or three minutes on a topic)			
Spotlight			
Learning logs/journals/blogs			
Visual representations (graphic organiser; a poster or leaflet; a webpage or PowerPoint)			
Oral performance or presentation			
Pair or group assessment			
Students make a podcast or video to demonstrate their learning			
Take-home test			
Open-book test			
Students set own questions and agree marking scheme			
Backward test (i.e. students are given the questions beforehand and work in groups to prepare)			
Students compile a portfolio that demonstrates their best work			



Formative Assessment Reflection



Task: Are the following scenarios stated below examples of formative assessment

Statement	True	False	?
The teacher starts the class by asking students what they know about Shabbat/Sabbath. Several students answer. The teacher then continues with the lesson. The focus for the lesson is on what the students answered about at the start of class.			
Teacher uses Quizlet live, an online quiz to test the students at the end of a lesson. The focus of the quiz is on the key terms that came up during the lesson and their meaning/definitions. The results are highlighted on the screen. Students are given immediate feedback on each response. At the end of the quiz, the teacher is given feedback to revisit the lesson with their students.			
The teacher employs a “ticket to leave” strategy and recognises that some students do not understand the topic that had been taught for the last 15 minutes. He/she does not revisit it immediately but revisits the material, using a different approach, in the next lesson.			
A student scrutinises his/her corrected assessment that was given to his/her class at the end of a unit of learning. A grade is found on the front page by the student and they also see red ticks throughout his/her corrected piece of assessment.			
Students participate using ICT to research Irish Jewish community. They are instructed to compile their research as a report into an online document, which gathers their findings. As the students are working, the teacher filters around the room checking in on their screens, suggesting ideas and giving feedback on the progress of the students’ reports.			
Students are given a written task with criteria for success. For homework, they are asked to plan out the task. The next day the students work in pairs to review each other’s work using the criteria for success. They give each other suggestions for how they could improve on their plans and then act upon this feedback when completing their assignment.			
At the end of a unit the teacher uses a Kahoot quiz. The results are emailed to the teacher and he/she does not read them.			

See-Think-Wonder

See
What do you see?



Think
What do you think?



Wonder
What do you wonder?



See-Think-Wonder: This routine encourages students to make careful observations and thoughtful interpretations. It helps stimulate curiosity and sets the stage for enquiry. Use this routine when you want students to think carefully about why something looks the way it does or is the way it is. Use the routine at the beginning of a new unit to motivate student interest or try it with an object that connects to a topic during the unit of learning. Consider using the routine with an interesting object near the end of a unit to encourage students to further apply their new knowledge and ideas.

Ceija Stojka- See-Think-Wonder



Notes:

Jewish Studies Action VERBS

Analyse

study or examine something in detail, to break it down in order to bring out the essential elements or structure; identify parts and relationships, and to interpret information to reach conclusions

Appreciate

acknowledge and reflect upon the value or merit of something

Assess

show skills of judgement and evaluation, balancing different perspectives

Compare

give an account of the similarities and/or differences between two (or more) items, perspectives or positions, referring to both/all of them throughout

Consider

reflect upon the significance of something

Construct

bring together different elements to form something whole

Create

bring something into existence; cause something to happen as a result of one's actions

Critique

state the positive and negative aspects of, for example, an idea, perspective or event and give reasons

Debate

set out a viewpoint or argument on a subject on which people have different views, supporting one's stance with evidence

Describe

give an account, using words, diagrams or images, of the main points of the topic

Devise

plan, create or formulate something by careful thought

Differentiate

recognise or ascertain what makes something different

Discuss

examine different concepts, perspectives or opinions on a topic and then come to their own conclusion/viewpoint, supported by appropriate evidence or reason

Engage

participate or become involved in something, allowing it to occupy your interest or attention

Evaluate (ethical judgement)

collect and examine evidence to make judgements and appraisals; describe how evidence supports or does not support a judgement; identify the limitations of evidence in conclusions; make judgements about ideas, solutions or methods

Examine

enquire into/look closely at an argument or concept in a way that uncovers its origins, assumptions and relationships

Explain

implies more than a list of facts/ideas: the reasons or cause for these facts/ideas must also be given

Explore

systematically look into something closely for the purpose of discovery; to scrutinise or probe

Identify

recognise and state briefly a distinguishing fact or feature

Investigate

observe, study, or make a detailed and systematic examination, in order to establish facts and provide supporting evidence for conclusions

List

provide a number of points or facts, with no elaboration

Justify

outline set out the main points of information on a topic; restrict to essentials give valid reasons or conclusion

Outline

set out the main points of information on a topic; restrict to essentials

Present

show something for others to examine

Recommend

put forward something with approval as being suitable for a particular purpose

Recognise

identify facts, characteristics or concepts that are critical (relevant/ appropriate) to the understanding of a situation, event, process or phenomenon

Reflect

give thoughtful and careful consideration to their experiences, beliefs and knowledge in order to gain new insights and make meaning of it for themselves

Research

find suitable information, sort, record, analyse and draw conclusions

State

provide a concise statement with little or no supporting argument

Suggest

propose a solution, hypothesis or other possible answer

Survey

examine or measure in a detailed manner

Synthesise

bring together separate elements/ideas in order to arrive at a new understanding

Trace

set out the development of a thought, belief, practice, event, etc. in a chronological manner



Some Strategies Presented Today



Padlet is an online virtual “bulletin” board, where students and teachers can collaborate, reflect, share links and pictures, in a secure location. Padlet can capture the student voice instantly, proved a platform for effective feedback and organise the collective ideas of a group. For more information go to <https://padlet.com/>

Placemat is an activity gives all students the opportunity to work individually, to share ideas and learn from each other in a cooperative small-group discussion. For more information go to <https://www.jct.ie/perch/resources/wholeschool/strategies-placemat.pdf>

3-2-1 is a strategy that gives students a structure to record their understanding of what they have learned. It also gives teachers the opportunity to identify aspects of the lesson that need more attention, as well as areas of student interest. For more information visit <https://www.jct.ie/perch/resources/wholeschool/strategies-3-2-1.pdf>

A Ghost-Walk is classroom visit to a station where the participants simply make note of what they see and/or don't see in relation to a focus question or specified categories.

Think-Pair-Share is a strategy designed to provide students time and structure for thinking on a given topic, enabling them to develop individual ideas and share these ideas with a peer. For more information visit <https://www.jct.ie/perch/resources/wholeschool/strategies-think-pair-share.pdf>

Reflecting on Learning

What? What have I learned?

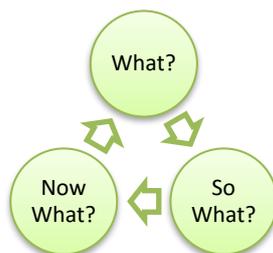
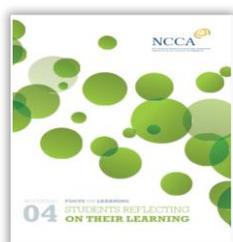
Session 1	Session 2	Session 3

So what? What does this tell me about my strengths and about the gaps in my understanding?

Session 1	Session 2	Session 3

Now what? What can I do to improve my understanding? What are my next steps? What are my targets and goals for moving forward?

Session 1	Session 2	Session 3



Rolfe, Freshwater and Jasper (2001) propose using three simple questions when reflecting on learning: What? So what? Now what?

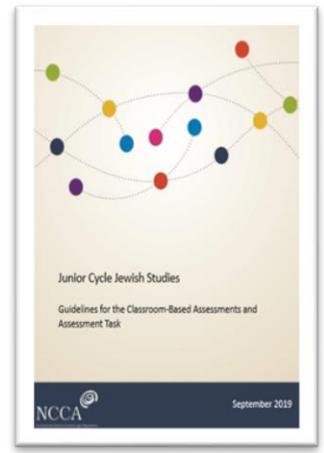
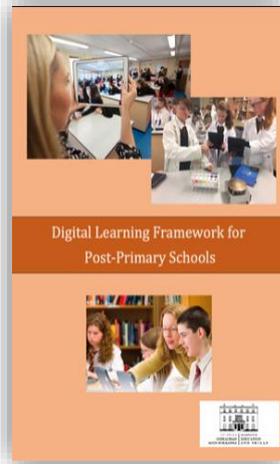
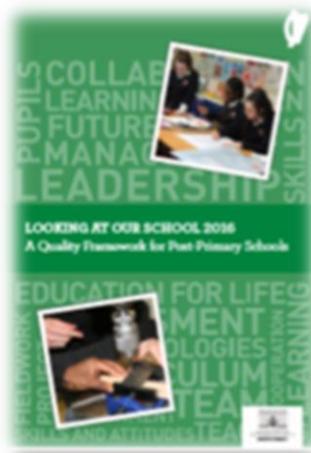
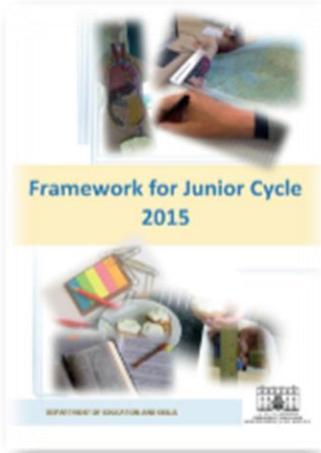
Adapted from *Focus on Learning Students Reflecting on Their Learning* page

Key Document

Jewish Studies Specification

https://www.jct.ie/jewish_studies/key_documents

Other Relevant Documents



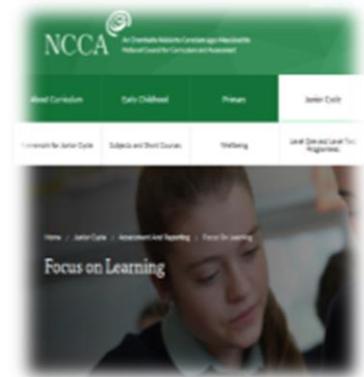
Websites



www.jct.ie

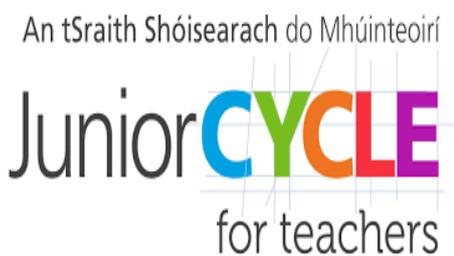


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