

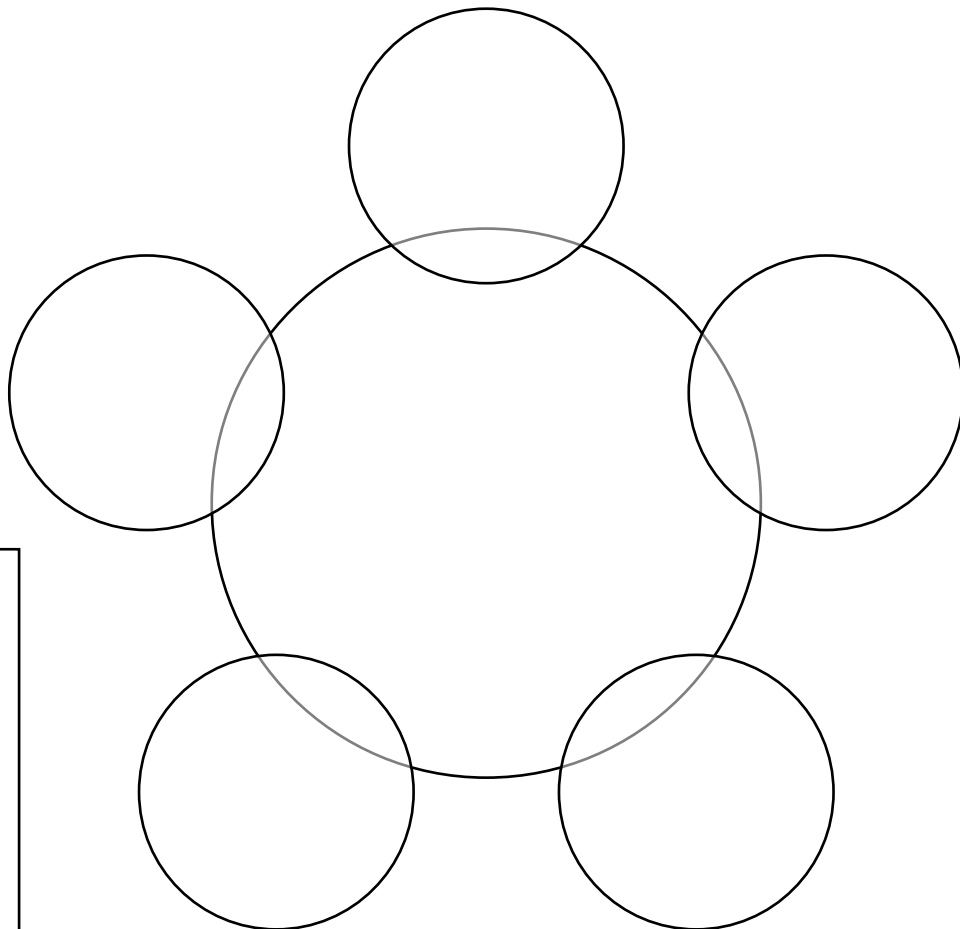
An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE** for teachers

**Junior Cycle and
L1LPs/L2LPs
Learner Outcomes
and
Learner Experiences**

Activity 1: Teachers Individual and Collective/Collaborative Practice

	DOMAINS	STANDARDS
TEACHING AND LEARNING	Learner outcomes	<p>Students:</p> <p>enjoy their learning, are motivated to learn, and expect to achieve as learners</p> <p>have the necessary knowledge and skills to understand themselves and their relationships</p> <p>demonstrate the knowledge, skills and understanding required by the post-primary curriculum</p> <p>attain the stated learning outcomes for each subject, course and programme</p>
	Learner experiences	<p>Students:</p> <p>engage purposefully in meaningful learning activities</p> <p>grow as learners through respectful interactions and experiences that are challenging and supportive</p> <p>reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning</p> <p>experience opportunities to develop the skills and attitudes necessary for lifelong learning</p>
	Teachers' individual practice	<p>The teacher:</p> <p>has the requisite subject knowledge, pedagogical knowledge and classroom management skills</p> <p>selects and uses planning, preparation and assessment practices that progress students' learning</p> <p>selects and uses teaching approaches appropriate to the learning intention and the students' learning needs</p> <p>responds to individual learning needs and differentiates teaching and learning activities as necessary</p>
	Teachers' collective / collaborative practice	<p>Teachers:</p> <p>value and engage in professional development and professional collaboration</p> <p>work together to devise learning opportunities for students across and beyond the curriculum</p> <p>collectively develop and implement consistent and dependable formative and summative assessment practices</p> <p>contribute to building whole-staff capacity by sharing their expertise</p>



What do we need
for highly effective
quality teaching
and learning?

What would you
put at the centre?

Activity 2: **Sharing Expertise**

Subject Knowledge

Pedagogical Knowledge

In diverse classrooms I need to consider...

Assessment, Progression and Attainment

Classroom Management

Self-reflection

Does my subject knowledge, pedagogical knowledge, and classroom management skills support inclusive teaching and learning?

Do my planning, preparation and assessment practices progress students' learning?

Do I match appropriate teaching approaches to the learning outcomes and the pupils learning needs?

Do I respond to individual learning needs and engage in differentiated teaching and learning activities as necessary?

Notes

Activity 3: Teachers Collective/Collaborative Practice

What is collaboration? What is collaborative practice? What is collective practice?

Self-reflection

Do I value and engage in professional development?

Do I value and engage in professional collaboration?

Do I work together with colleagues to develop learning opportunities across and outside the curriculum?

Do I work together collectively to develop consistent and dependable assessment practices?

Do I share my expertise to build whole staff capacity?

In our school it looks like this...

Who?	When?	Where?	How?	What?

Why collaborate?

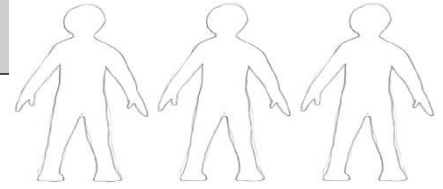
Activity 4: Learner Outcomes and Learner Experiences

What keywords/phrases jump out at you?

Self-Reflection

- Are students enjoying their learning?
- Are students motivated to learn?
- Are students expected to achieve as learners?
- Have students acquired the necessary knowledge, skills and attitudes to understand themselves and their relationships?
- Do they demonstrate the knowledge, skills, understanding and competencies required of the Junior Cycle programme?
- Are they achieving the stated learning outcomes?

Activity 5: Planning for Priority Needs



What is their name?
What age are they?
What are their strengths?
What are their motivators?
What are their educational needs?
What are their social needs?
What sensory needs have they?
How will they learn best?
What do they not like?

Identified Strengths & Interests

Identified Needs

Priority needs of Student A?

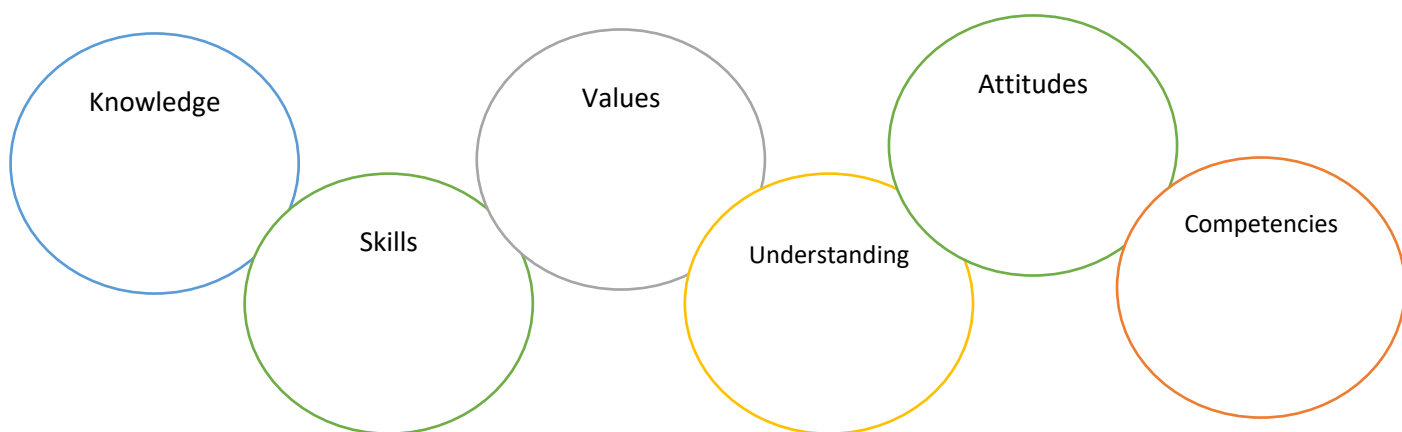
In _____, Student A's priority needs can be met by?

Priority needs and L1LPs/L2LPs?

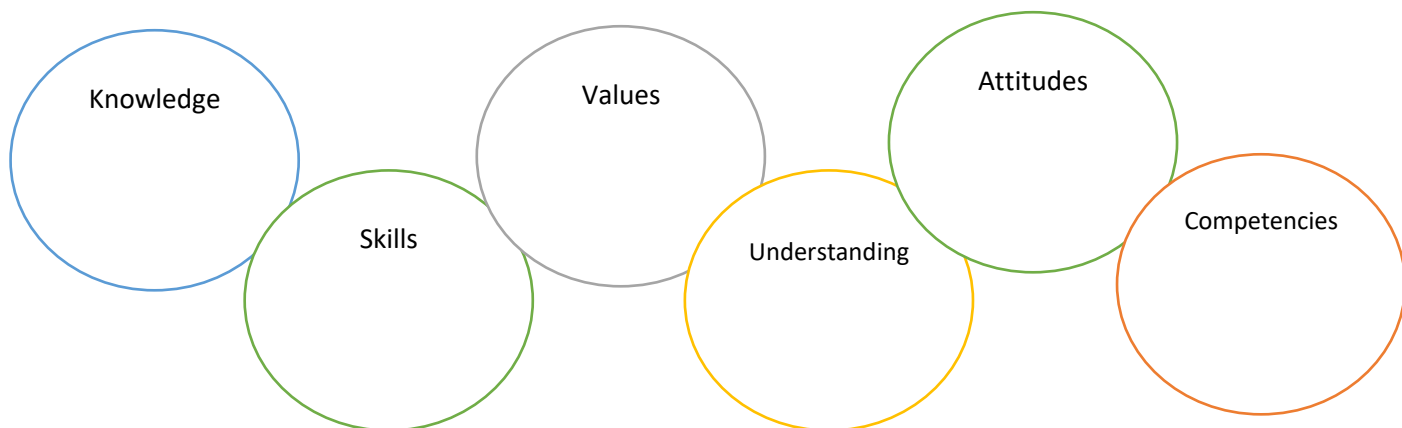
Activity 6: Learning Outcomes

Notes

Learning Outcome: _____



Learning Outcome: _____



Activity 7: Features of Quality and Learning Outcomes

Which learning outcome is your STUDENT working towards?

Priority Learning Unit	Pathway
Element	
Learning Outcome	

What do you want your students to know, understand and be able to do?

Write these as features of quality

Which learning outcomes are your STUDENT working towards?

Priority Learning Unit	Pathway
Element	
Learning Outcome	
Priority Learning Unit	
Element	
Learning Outcome	
Priority Learning Unit	
Element	
Learning Outcome	

What are the features of quality for this assessment activity?

What assessment activity will the student complete in order to demonstrate learning?

Activity 9: Inclusive This, Inclusive That...

Inclusive of ALL means...

Learning Intentions

Success Criteria

Learning Experiences

Feedback

Reporting

Activity 10: Learner Experiences ...

Self-Reflection

- Are students engaged purposefully in meaningful learning outcomes?
- Are students growing as learners through respectful interactions and experiences that are challenging and supportive?
- Are students enabled to reflect on their progress as learners to develop ownership and responsibility for their learning?
- Are students experiencing opportunities to develop the skills and attitudes needed for lifelong learning?

Activity 11: Key learning from today ...

Activity 12: Short Courses...

What is the name of the Short Course?

What are the names of the strands?

What statements of learning are most relevant to the Short Course?

What PLUs are targeted in the Short Course?

What do you think your students would like about the Short Course?

What do you like about the short course?

What do you notice about the wording of learning outcomes?

Activity 13: Creating a Unit of Work 1...

Unit of Work

Title:

Teachers:	Term:
No of Weeks:	Date of Review:

Learning outcomes from specification/guidelines:

Level 1	Level 2	Level 3

Assessment Activities:

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Key learning Experiences incl. purpose of learning

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Key Skills explored	Wellbeing indicators	Student Voice

Reflection:

Activity 13: Creating a Unit of Work 2...

Unit of Work	Title:
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Teachers:		Term:	
No of Weeks:		Date of Review:	
Learning outcomes from specification/guidelines:			
Level 1	Level 2	Level 3	
Assessment Activities:			
Key learning Experiences incl. purpose of learning			
Key Skills explored	Wellbeing indicators	Student Voice	
Reflection:			

Notes

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