

Modern Foreign Languages

Suggested use of professional time

Professional time for teachers is non-student contact time in which teachers will participate in a range of professional and collaborative activities to support the implementation of Junior Cycle. This time will facilitate teachers to engage with possible activities, in the following areas:

- Whole-school professional activities to support the Junior Cycle
- Individual teacher and subject department professional activities
- Preparation for Subject Learning and Assessment Review (SLAR) meetings
- Subject Learning and Assessment Review meetings.

This document contains a list of suggestions for how teachers of Modern Foreign Languages (French, German, Italian, and Spanish) could use the allocated twenty-two hours of professional time. The suggestions encompass opportunities for professional activities for an individual teacher and/or for a subject department.

It is important to acknowledge that every subject will have differing needs and priorities. The suggestions below are just that, suggestions. It is up to each school, subject department and teacher to use the twenty-two hours of professional time in a way that is suitable.

Whole-school professional activities to support the implementation of the Framework for Junior Cycle:

- Whole-school interrogation of The Framework for Junior Cycle 2015
- Whole-school discussions and meetings on the implications of the Framework on teaching, learning, assessment and reporting practices.

MFL department suggestions: individually/collectively

a.

a. Individually

- Engage with the MFL Specification on www.curriculumonline.ie and familiarise yourself with the learning outcomes in the specification
- Work on developing learning intentions and success criteria for your students
- Gather or create resources that will support student learning
- Re-visit the CPD days and resource materials.

b.

b. Individually and/or collectively

- Work together to create units of learning by selecting learning outcomes. Supports are available in the planning section of our website
- Share resources (online resource bank/YouTube channel)
- Consider how formative and summative assessment practices might support and capture learning in MFL
- Share professional practice ('Teach Meets' for sharing ideas for language learning)
- Pilot methodologies and reflect on them
- Consider the Student Language Portfolio as a support for learning and assessment
- Plan for the Classroom-Based Assessments in second year and third year
- Familiarise yourself with the Features of Quality for both Classroom-Based Assessments
- Familiarise yourself with the Assessment Guidelines and the examples of student work on www.curriculumonline.ie
- Organise recording equipment and become familiar with devices
- Select samples of student work to bring to the SLAR meeting.

c.

c. As an MFL Department

- Set and re-visit norms and protocols outlining how you intend to work together
- Create a vision for the department
- Engage with planning resources and screencasts from our website www.jct.ie
- Reflect on units of learning and revise them, if needed
- Meet to discuss student work
- Engage in Subject Learning and Assessment Review (SLAR) meetings, reflect on what went well and what changes might be required for future SLAR meetings.

**Professional
Time**