

Welcome to the 23rd edition of *JCToday*

The final term is upon us as we prepare for the last few weeks of the academic year. Thank you to the teachers who have engaged with our online Subject Cluster CPD since January 2021.

We are now pleased to announce details of our Spring 2021 elective Online Learning Event. There are 20 new events to choose from. Workshops are filling up fast so early booking is advised. Check out our full list of events and how to book your place on page 13.

Our CPD is informed by the needs of teachers and school leaders and undergoes a significant quality assurance process. We are confident that you will benefit both personally and professionally from these and future supports in the weeks ahead.

As always, we welcome feedback at info@jct.ie.



On the 9th March 2021 the Department of Education published guidelines for schools entitled “*Assessment and Reporting on Students’ Learning - Junior Cycle 2021*”.

Check out our Arts online electives taking place now. Click in image to view.

 <h2>April 2021</h2> <h3>Elective Workshops for teachers of Junior Cycle</h3> <p>A range of workshops for teachers to attend on the 1st and 2nd of April 2021. The workshops are designed to provide teachers with space and time to engage in an extensive range of fun, creative and inspirational activities.</p>			
DATE & TIME	NAME OF WORKSHOP	VENUE	APPROX. DESEMINATION 2020-21
1st April 2021 7.30am - 1.30pm	Story and Drama Mrs. Eileen O'Connell, Mrs. Catherine O'Connell <i>€275.00</i>	EDUPH	Ann Breen JCT
1st April 2021 1.30pm - 4.00pm	Science and Technology Ms. Patricia O'Connell <i>€275.00</i>	EDUPH	Walter Conroy
1st April 2021 4.00pm - 6.00pm	Language Arts Mrs. Eileen O'Connell <i>€275.00</i>	EDUPH	Andrea Whelan
2nd April 2021 7.30am - 1.30pm	Mathematics Mrs. Eileen O'Connell <i>€275.00</i>	EDUPH	John Breen The Rock Institute
2nd April 2021 1.30pm - 4.00pm	Health and Physical Education Mrs. Eileen O'Connell <i>€275.00</i>	EDUPH	Michelle Conroy
2nd April 2021 4.00pm - 6.00pm	Art and Design Mrs. Eileen O'Connell <i>€275.00</i>	EDUPH	Sammy O'Connell, Sam Breen

Register for
workshop here

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Staying in Touch

junior**CYCLE**
for teachers



Leading Learning

Newsletter of the Instructional Leadership Programme

Issue 14: March 2021



Issue 14 : March 2021



PEAS IN A POD - Junior Cycle and the Instructional Leadership Programme

Dr. Pádraig Kirk and Ms. Mary Lafferty, JCT

'Since we cannot know what knowledge will be needed in the future, it is senseless to try to teach it in advance. Instead, our job must be to turn out young people who love learning so much, and who learn so well, that they will be able to learn whatever needs to be learnt'

John Holt



The introduction of the Education Act (1998) can be regarded as the starting point for a myriad of changes affecting Irish schools. While many of these are reflective of our dynamic society, others are proactive in attempting to future-proof education for our young people. Schleicher (2018a), Education Director at the OECD, provides clarity on this necessity:

A generation ago, teachers could expect that what they taught would last their students a lifetime. Today, because of rapid economic and social change, schools have to prepare students for jobs that have not yet been created, technologies that have not yet been invented and problems that we don't yet know will arise (2018a).

The reform of lower-secondary education in Ireland has been a road with many turns, the latest of which sees a move from the Junior Certificate to the Junior Cycle Profile of Achievement (JCPA). This award documents the broad range of student learning during the first three years of second-level education, while following the curriculum as detailed within the *Framework for Junior Cycle (2015)*¹.

The *Framework* document has its foundations in international and national research and was further contextualised by engagement with the educational stakeholders. The *Framework* calls for a *'quality, inclusive and relevant education that will meet the needs of junior cycle students, both now and in the future'* (p.8).

The vision for Junior Cycle was first set out in the 2011 NCCA document *Towards a Framework for Junior Cycle: Innovation & Identity*. It stated that *'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'* (p.9). While the *Framework* may have experienced challenges in its early implementation in schools and centres for education, this vision has remained constant throughout.

The curriculum for Junior Cycle is built on a triad of eight principles, twenty-four statements of learning and eight key skills (see Figure 1). Individual schools have autonomy and flexibility in how they choose to enact the curriculum utilising Level 1 Learning Programmes, Level 2 Learning Programmes, Subjects, Wellbeing, Short Courses and Other Areas of Learning. This flexibility also allows for a better *balance to be struck 'between school-led change and system-wide change'* (NCCA, 2011, p.5).



Mathematics

The JCT Mathematics Team have been delighted to continue to engage with Mathematics teachers since September. We have hosted several online events and have had the opportunity to meet with many of you via webinars, shared learning events, and more recently during online cluster events.

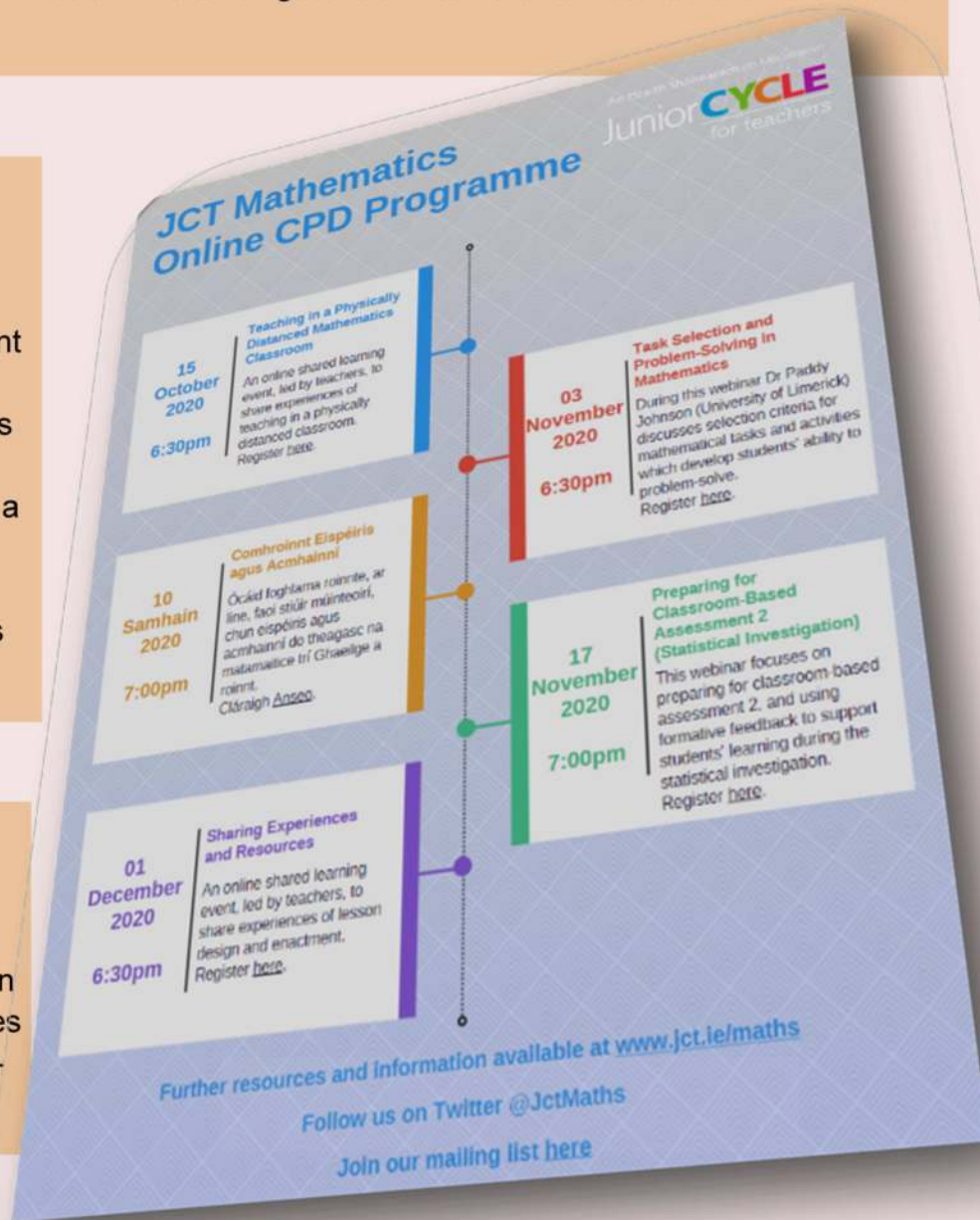
The JCT Mathematics Team hosted several online events throughout the first school term. These online events included shared learning events where teachers came together to share practice and experiences from their classrooms. We also held a shared learning event 'as Gaeilge' where teachers had the opportunity to engage in a community of learning with other Maths teachers teaching through Irish. Our webinars were also successful in sharing insights into several aspects of Junior Cycle Mathematics. A brief description of each of the events are shown below. Recordings of our webinars can be found on the tab for the webinar series here.

Teaching in a Physically Distanced Mathematics Classroom

Led by teachers, this online learning event shared experiences of teaching in a physically distanced classroom. Teachers shared advice and strategies including asking students to record their work with a voice over explanation of their thinking, giving digital feedback and highlighting what was working for maths departments in the current school context.

Task Selection and Problem-Solving in Mathematics

During this webinar Dr Paddy Johnson (University of Limerick) discussed selection criteria for mathematical tasks and activities which develop students' ability to problem-solve.



Preparing for Classroom-Based Assessment 2 (Statistical Investigation)

This webinar focused on preparing for Classroom-Based Assessment 2 and using formative feedback to support students' learning during the statistical investigation.

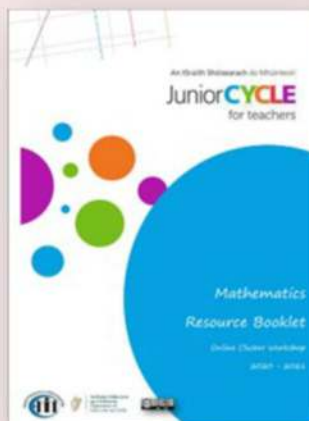
Sharing Experiences and Resources

An online shared learning event, led by mathematics teachers, to share experiences and reflections on Classroom-Based Assessment.

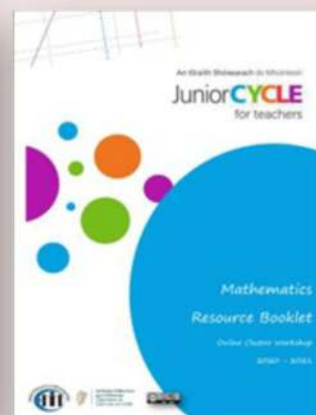
Online Cluster Delivery 2020-2021

We have concluded facilitating the 2021 online cluster day using the Zoom platform. It included:

an exploration of assessment items and associated learning outcomes the relationship between learning and assessment further reflection on Classroom-Based Assessment. The afternoon session provided a choice between: "planning inclusive practices and L2LPs" or "question posing".



Word Version



PDF Version

Second Teaching Subject Supports 2019-2020

We have repurposed the 2019-2020 CPD to make it suitable for online engagement. The booklet, recordings and associated resources are available [here](#)



Tangents is a JCT Mathematics Team podcast series that is available on the Junior Cycle Talks podcast channel. The series continues with a conversation with Claire Cooper who works on the Trinity Access Programme (TAP) and Dr Aibhín Bray of Trinity College Dublin (TCD) about active learning pedagogies, technology in the classroom and the Bridge 21 programme.

To be sure you don't miss the next episode, subscribe to the Junior Cycle Talks channel on SoundCloud, Spotify, Apple Podcasts or anywhere you listen to your podcasts and follow us on Twitter!

Tacaíocht le h-agaidh múineadh trí mhéan na Gaeilge

Tá líon na n-acmhainní Gaeilge ag méadú an t-am ar fad. Tá acmhainní nua á gcur ar ár suíomh gréasáin go leanúnach. Sampla amháin is ea an leabhrán tascanna ina bhfuil raon leathan tascanna saibhre is féidir a úsáid le scólaire. Is féidir leat teacht ar an leabhrán [\[link\]](#)

We would be delighted if you can join us!



REPEAT WORKSHOP CODAP as a tool for teaching and learning Mathematics

CODAP is a free software package designed for data analysis by students

It is suitable for use with CBA1 and CBA2

Tuesday 23 March @ 7:15PM

If possible, please have a second device available as you will be engaging with some of the data sets during the workshop

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JuniorCYCLE
for teachers

Follow us on Twitter @JctMaths

For more resources go to www.jct.ie/maths

CODAP a free data analysis platform that can be used for the teaching and learning of statistics and other areas of mathematics. CODAP allows students to explore real life data in an intuitive way.

In our online cluster day, one teacher shares how he is using CODAP to engage his students with real-life data and describes how it enables students to develop their understanding of statistics, the relationship between dependent and independent variables and other aspects of data analysis.

If you would like to access CODAP you can click on the icon. A series of screencasts on CODAP have been recorded by the JCT Mathematics Team and can be accessed at www.jct.ie/maths.

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Digital Tools and Apps for Formative Assessment in Mathematics

Formative assessment occurs during learning and offers the teacher and student information about how learning is progressing. It involves using assessment approaches by the teacher to better understand student learning and inform pedagogy during a lesson, and/or between lessons.



AnswerGarden

This minimalist feedback tool can be used to gather answers or creative brainstorming.



Kahoot!

The teacher and student can create multiple choice quizzes for use during lessons.



Animoto

Students can create and share thirty second videos on their learning.



Mentimeter

A formative assessment tool that allows for instant feedback from students.



Coggle

A collaborative mind mapping tool that allows students to individually or collaboratively brainstorm.



NearPod

Teachers can create differentiated lessons based on evidence of student learning.



ConceptBoard

An online visual whiteboard that allows for collaborative engagement on projects.



Plickers

Collect real time answers from students without needing any devices.



EdPuzzle

Create interactive online videos by embedding questions, audio notes, audio tracks, or comments on a video.



Padlet

Students and teachers can share their ideas, brainstorm collaboratively and comment on the responses of others.



FlipGrid

An online tool that allows students to create, record and share recordings.



Poll Everywhere

A formative assessment tool that allows for instant feedback from students.



Google Forms

An online tool that teachers can use to formatively assess students through in-class quizzes or online homework assignments.

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JuniorCYCLE
for teachers

Further resources available at www.jct.ie/maths

Follow us on twitter @JctMaths

Join our [mailing list](#)

Follow us on twitter [@JctMaths](#)

Visit our webpage www.jct.ie/maths

We co

Our vision is to provide Junior Cycle teachers with rich STE(A)M professional learning experiences, the provision of which will allow for interdisciplinary responses to societal challenges in subject-specific and cross-curricular contexts.



STE(A)M in Junior Cycle 2021 moved online with the theme **"Solution Generation"**.

Nine online interactive events were developed through a collaboration between JCT and 11 education outreach partners from fields of STEM and The Arts.

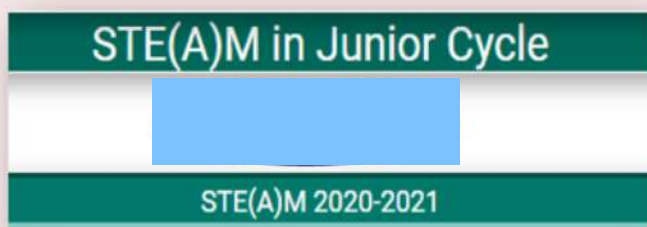
320 teachers joined the JCT STE(A)M Team and our partners whose logos you can see below.

We were joined by teachers from many subject areas including Applied Technology, CSPE, Engineering, English, Geography, Home Economics, History, Irish, Mathematics, Science, Wood Technology, and Visual Art. Many teachers attended multiple events and joined us and our partner experts to consider some of the concerning issues of our time.

We discussed Big Data, Ethical use of AI, Sustainability, Energy, Biodiversity and Antimicrobial Resistance while all the time considering how creativity, innovation and design thinking can be nurtured.

As well as making connections to their own subject areas, teachers considered the cross curricular opportunities for students to connect with these issues as they engaged in discussions and activities with teachers from multiple subject areas. As the cross curricular opportunities became evident, we moved to thinking about the opportunities for nurturing creativity and STE(A)M thinking in Junior Cycle classrooms. A big thank-you to our partners in moving with us to the online space!

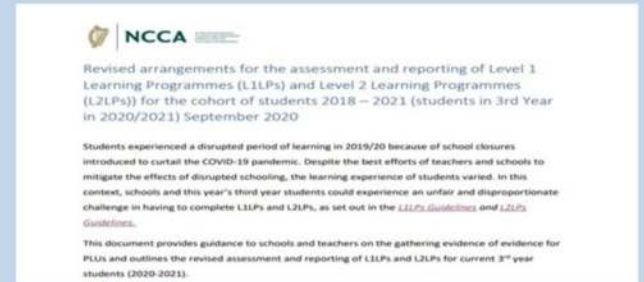
Why not read more about STE(A)M in Junior Cycle and access resources from the workshops by visiting the STE(A)M section of our website?



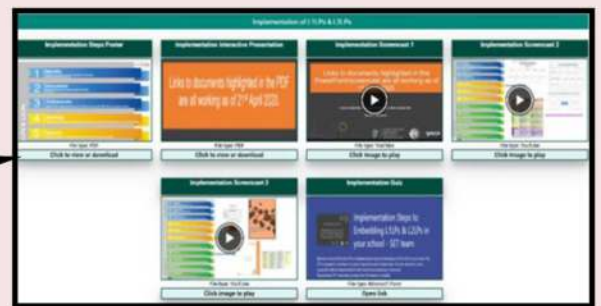


As part of the range of supports available to schools regarding the Level 1 Learning Programmes (L1LPs) and the Level 2 Learning Programmes (L2LPs), we have designed some self directed CPD modules.

For access to the Revised arrangements for the assessment and reporting of L1LPs and L2LPs for the cohort of students 2018-2021 Click on the image below



This Implementation module is designed for School Management and members of the SET team within the school. It guides participants through the steps required to implement the L1LPs and/or L2LPs in

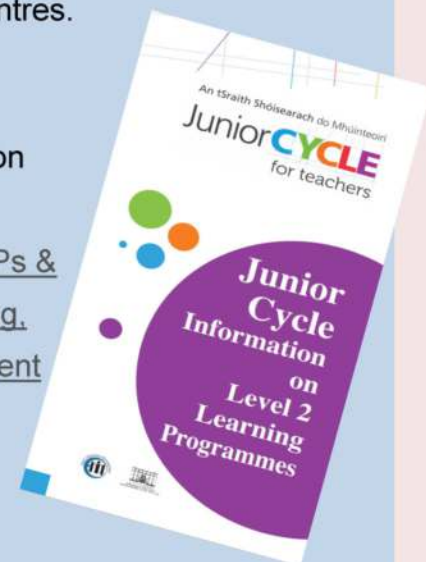


This Working Collaboratively module is designed for all teachers in schools where L1LPs and/or L2LPs are currently implemented.



Thank you to all who attended our recent workshops in both the Kildare, Athlone and Laois Education centres.

Each 2 week session consisted of An Introduction to L1LPs & L2LPs and Teaching, Learning, Assessment and Reporting of L1LPs & L2LPs



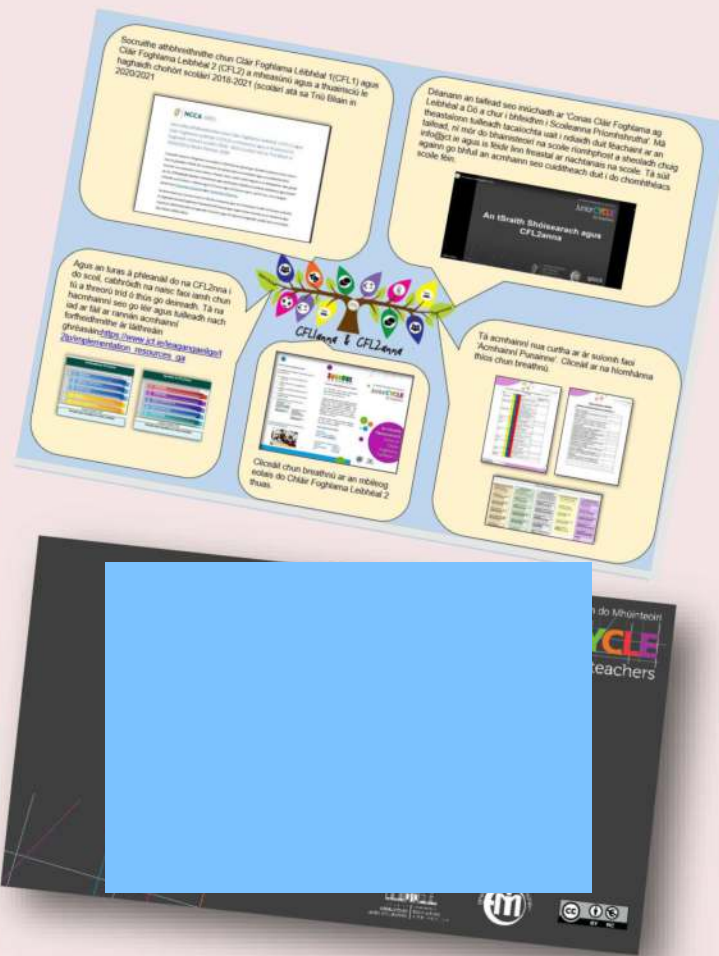
The L1LPs/L2LPs **Winter Newsletter** was emailed to all teachers on our mailing lists. We have 2 more newsletters due before the end of the year. We have created a separate newsletter for Gaelcholáistí this term. Join our mailing list here to keep up to date with all our news and events.

Nuacht Gaeilge

An tSraith Shóisearach agus CFL2nna

Déanann an taifead seo iniúchadh ar 'Conas Cláir Foghlama ag Leibhéal a Dó a chur i bhfeidhm i Scoileanna Príomhshrutha'. Má theastaíonn tuilleadh tacaíochta uait i ndiaidh duit féachaint ar an taifead, ní mór do bhainisteoirí na scoile ríomhphost a sheoladh chuig info@jct.ie agus is féidir linn freastal ar riachtanais na scoile. Tá súil againn go bhfuil an acmhainn seo cuiditheach duit i do chomhthéacs scoile féin.

Check out this screencast on working with L2LPs in the Home Economics Classroom.



Check out our recent supports located [here](#). Resources include assessment activity sheets, student self assessment activities, planning tools, communicating with parents, reporting strategies and different online learning supports



Junior Cycle for teachers

L1LPs & L2LPs

Junior Cycle Teacher Observation/Assessment Sheet: Assessment Activity

Student name: _____ Class: 2nd Year

Teacher: _____

Learning outcomes in focus: 2.11 & Strand 1

Where was the student working: Classroom/Community

Code	PLU:	Element:	Learning Outcome:	History Learning Outcome:
	Communication & Literacy	Using expressive arts to communicate	1.24 Produce a piece of work for display	2.11 and Strand 1

Background: Working towards CBA 1 'The Past in My Past'. Student reflects on the display format that best suits their chosen topic.

Assessment Activity: The student will choose a way to display the research, find out key information on their chosen topic, create the display and reflect on the display. The student will find and use at least two sources for their research.

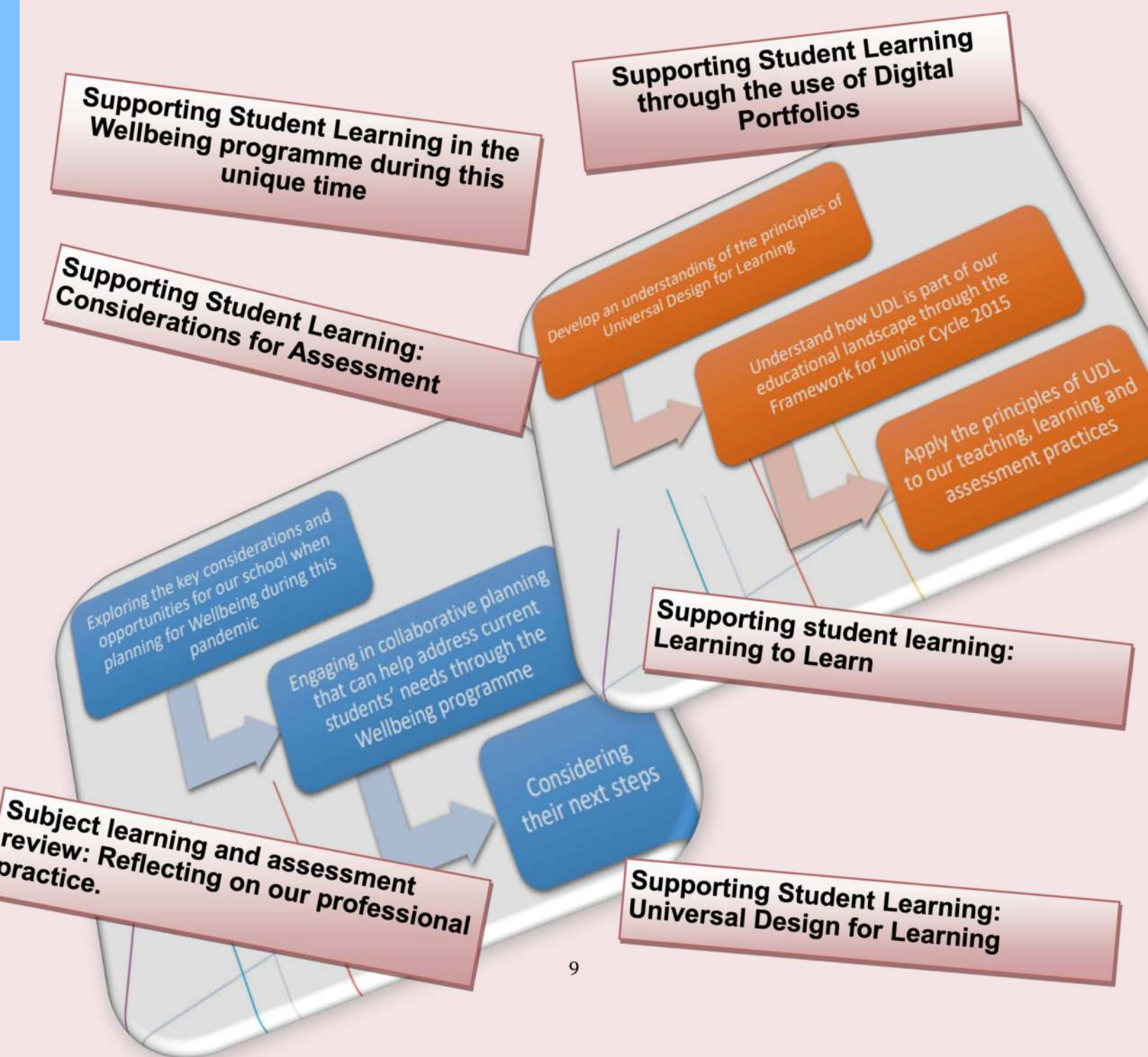
Success Criteria

- I can write a good question /I can explain why I started with this question
- I can explain why my chosen topic is historically important
- I can gather information for my chosen topic
- I can describe how I found information about my chosen topic

Whole School Supports

For this school year, 2020/2021, Junior Cycle for Teachers (JCT) plans to continue Whole School CPD support, meeting the needs of schools as appropriate, subject to Public Health Advice. Current supports include several online options that focus on supporting student learning during COVID 19. The thread, 'supporting Student Learning' is at the core of each of the options.

Each option will last approximately 90 –120 minutes. Following communication from the school, the chosen option and a suitable date and time, can be agreed with the Whole School JCT Team. A Zoom meeting will then be set up for you and an email with links to the meeting and any relevant documents will be sent to the principal for dissemination to staff as appropriate.



Whole School CPD Supports Considerations for Reporting in Junior Cycle 2021

As part of CPD provision for 2021 the JCT Whole School Team has developed a number of 120 minute online options suitable for all teaching staff, or a smaller group.

This [option](#) explores reporting on a broad range of achievements for Junior Cycle students 2021.

Some considerations in this support are....

to explore the value and potential of a school based report for your students



What assessments are we going to report on in May?



Reporting
Is our report as broad as our curriculum?

This Considerations for Reporting option will support recently published Department of Education guidelines.

To access this JCT Considerations for Reporting option click on the link [here](#) or scan the QR code



If you are interested in receiving one or both of these supports, please contact your Regional Whole-school Team Leader.

JCT is happy to work with all teaching staff, or in light of current circumstances, a smaller group of teachers.

As you are aware, in March 2021 the Department of Education published "Assessment and Reporting on Students' Learning at Junior Cycle 2021: Guidelines for Schools" (Here)

JCT has two specific online supports to support schools in implementing these guidelines:

- **Supporting Student Learning: Considerations for Reporting in Junior Cycle 2021**
- **Supporting Student Learning: Assessment Considerations**

Whole School CPD Supports Supporting Student Learning: Assessment Considerations

As part of CPD provision for 2021 the JCT Whole School Team has developed a number of 120 minute online options suitable for all teaching staff, or a smaller group.

This [option](#) explores 3 questions relating to teacher designed assessments.

An Irish Homework Challenge
JuniorCYCLE
for teachers



Assessing with multiple threads

1) What is the purpose of assessment?

2) How can we increase the effectiveness of paper and pen summative assessments?

3) How can we develop assessments to capture the full extent of student learning?

The primary purpose of all assessment at Junior Cycle is to support student learning

Teaching Learning



An assessment is purposeful if it is cognitively aligned to the learning

KNOWLEDGE UNDERSTANDING SKILLS VALUES

To access Department of Education Assessment and Reporting on Students' Learning at Junior Cycle 2021 Guidelines for Schools click on the link [here](#) or scan the QR code



@JCTforTeachers



www.jct.ie



Student Voice in the Framework for Junior Cycle, 2015

An tSraith Shóisearach do Mhúinteoirí
Junior CYCLE
 for teachers

Student Voice....

...in the Junior Cycle classroom



...in our schools



...at system level



Framework for Junior Cycle

Principles of Junior Cycle

Key Skills

Statements of Learning

Teaching and Learning

Assessment and Reporting

Wellbeing

Other Areas of Learning

Where is the culture of Student Voice evident in our school?

How do we ensure that all voices are heard?

How much choice do students have in their Junior Cycle programme?

How do students contribute to the development of the Wellbeing Programme?

How can we involve students meaningfully in reporting?

Where is Student Voice in the Framework for Junior Cycle?

How does the school reporting system celebrate student achievements?

Do students feel they can participate in class?

How do we provide opportunities for student voice in assessment?

How do we create a shared understanding of the Features of Quality with students?

Is there a practice of self/peer feedback and assessment in place in my classroom?

How is Student Voice evident in our classrooms?

How can students be more actively involved in their learning?

Do students co-create success criteria?

Is there space created for students to reflect on their learning?

...providing greater student ownership and involvement in the learning process is fundamental to improved learning outcomes (NCCA Reporting Guidelines, 2018)

...student voice in practice and research must involve a commitment to 'authentic listening' which is realised only through 'acknowledgement and response to the views expressed and suggestions made by student participants' (Flynn, 2017)

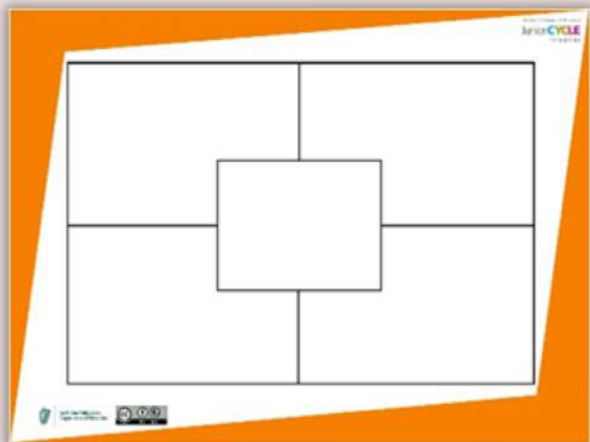
...it is not simply greater voice that may be needed in educational change today, but rather greater skills in listening to our students (Shirley, 2015)

For more information:



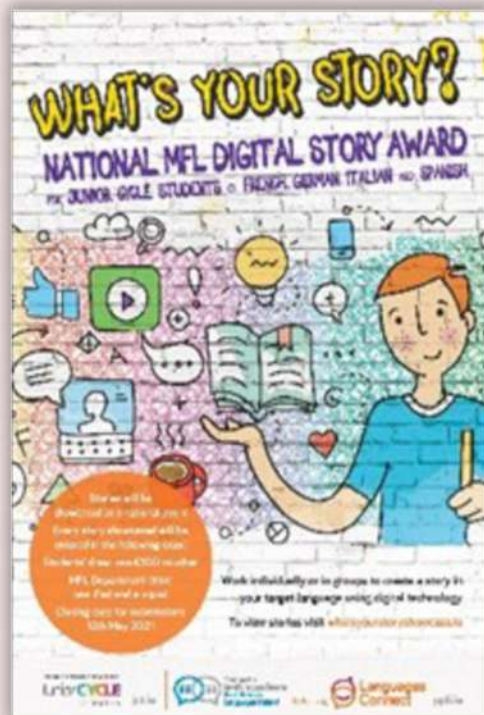
Modern Foreign Languages

The Modern Foreign Languages team ran their elective workshop **What's Your Story?** National MFL Digital Story Award once again this year to huge success. There was an online award ceremony for all of the first, second, and third year students whose digital stories were successful. These can all be viewed [here](#)

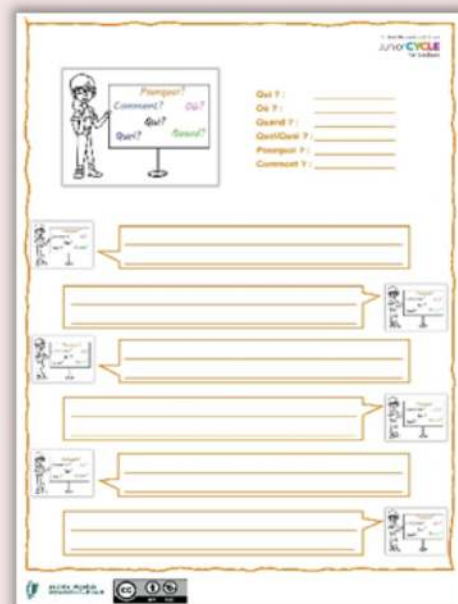
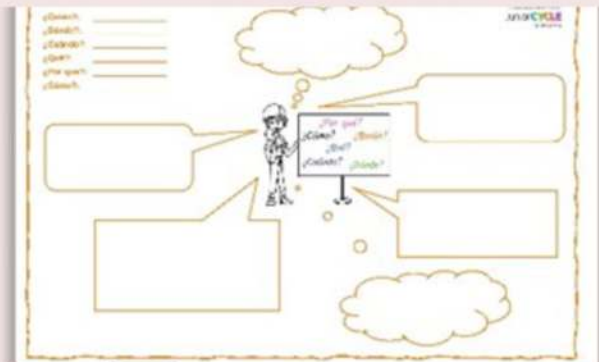


To support key messages in our CPD Day 2021, we have uploaded [PDF](#)

and [5WH writing frames](#) to our website for teachers to use online with students.



The team has also created [warm-up or short energiser supports](#) for teachers as a further spin-off from our work with teachers this year. These are based around short receptive tasks to support student understanding.

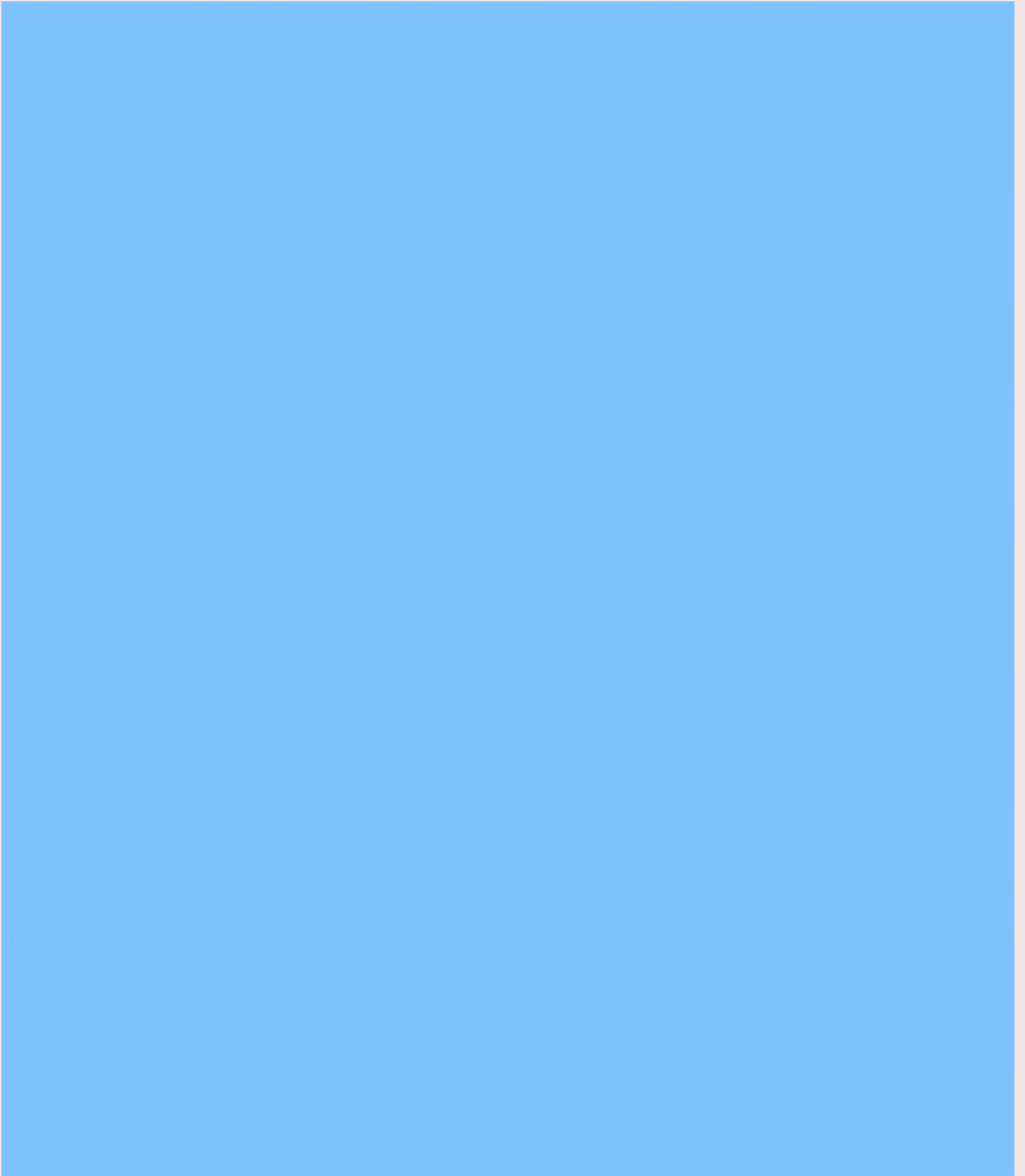


We have also uploaded to our website <https://buff.ly/3rHtcNV> a portrait and landscape writing frame for the 5WH strategy in all four languages for teachers to download and use in class. They are also available on the Leagan Gaeilge website <https://buff.ly/3rDN44I>.

We have uploaded Fastest Fingers First: Energisers <https://buff.ly/3rHtcNV> and An Méara Is Sciobtha: Fuinsí Fuinnimh <https://buff.ly/3rDN44I> for all four languages to our website.

Spring Online Learning Event

Mon—Thur. 12th—15th & 19th—22nd April 2021



Click on image to register

Facilitators' Understanding of Subject Learning Assessment Review Meetings

Olivia Giltenane Junior Cycle for Teachers

Junior Cycle for Teachers (JCT) explored Post-primary teachers' understanding and ability to facilitate Subject Learning and Assessment Review (SLAR) meetings, within their own school context. Whole-school Advisors and Team Leaders within JCT, delivered SLAR facilitator training in the Autumn/ Winter 2020. A total of twenty-eight workshops were delivered remotely via 22 Education Centres across the country, where 639 teachers attended the training in total. At the end of the training, the participants were invited to participate in a survey. Fifty percent of teachers completed the survey. The information gathered in the survey has been used by JCT, to comprehend facilitators understanding of SLAR meetings. It has also been used to create further training and development in this area.

Emerging Themes



Two global themes, 'SLAR facilitation experience' and 'future support' emerged from the analysis. Within each global theme, subordinate themes were formed. Four subordinate themes emerged from 'SLAR facilitators experience' and three subordinate themes emerged from 'future support' as can be seen in the diagram above. Each of these subordinate themes are discussed in detail in the full report.

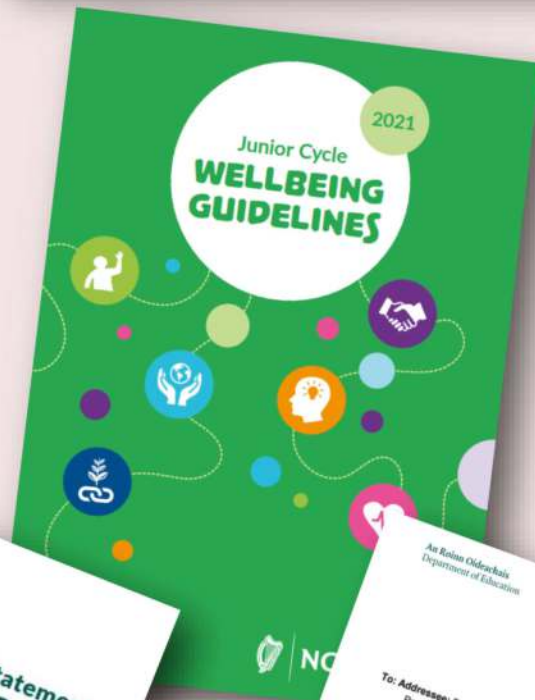
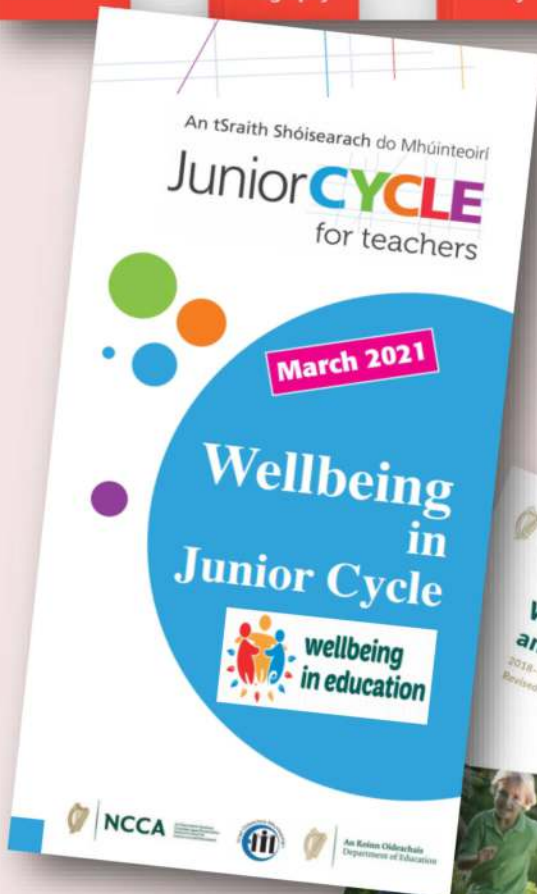
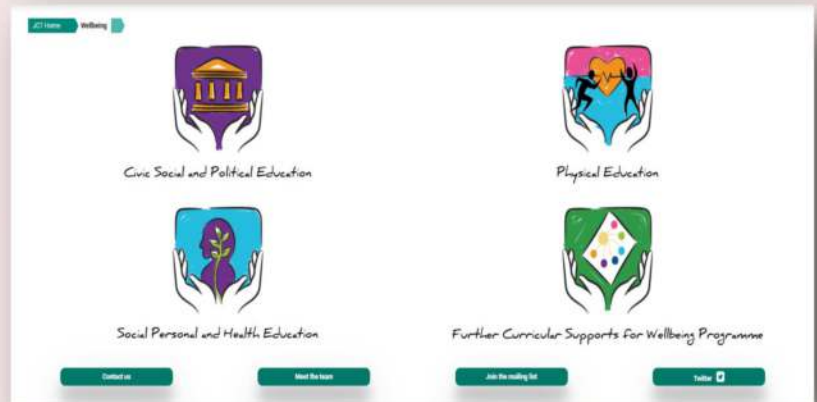
SLAR meetings enable teachers to reflect on the assessment process within their own subject and support teachers in providing useful feedback to their students and to improve their learning (DES, 2015). Overall, the training available for SLAR facilitators was valuable and increased facilitators' confidence in their role.

The findings of this study have been presented to members of the JCT Whole-school team, who are currently designing an optional module for schools to choose as CPD for their staff in the future. The findings will support the content that will be created and delivered to schools around the country.

Watch out for the full report in due course.

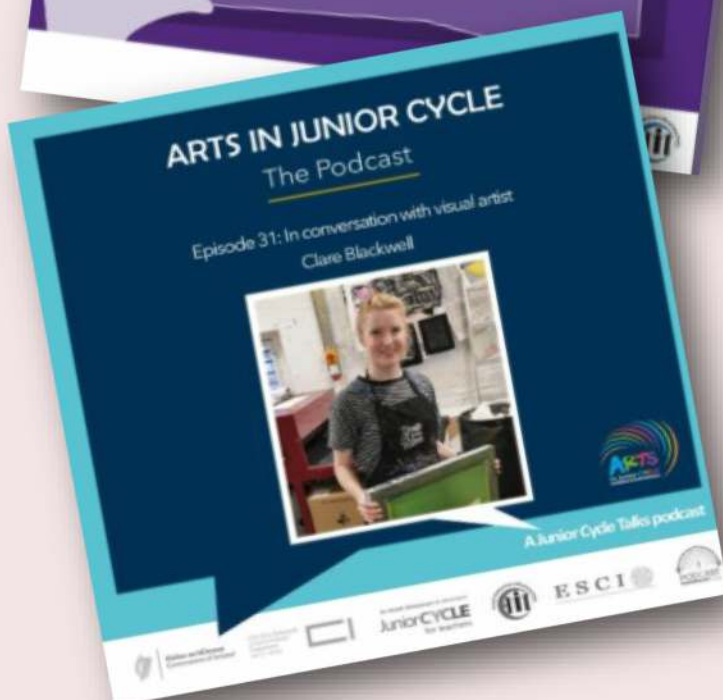
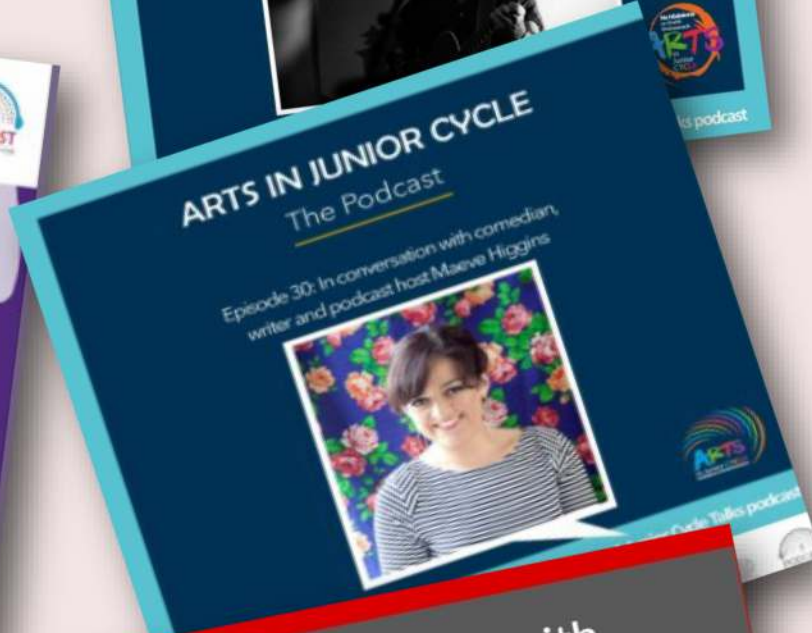
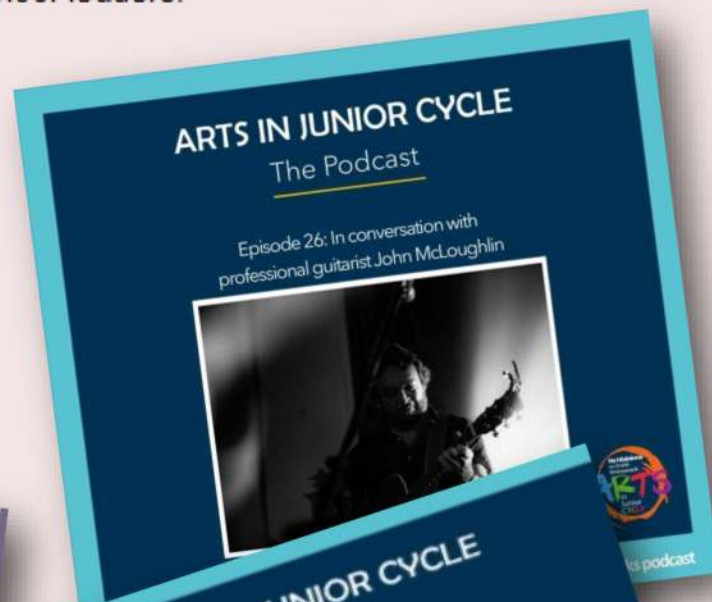
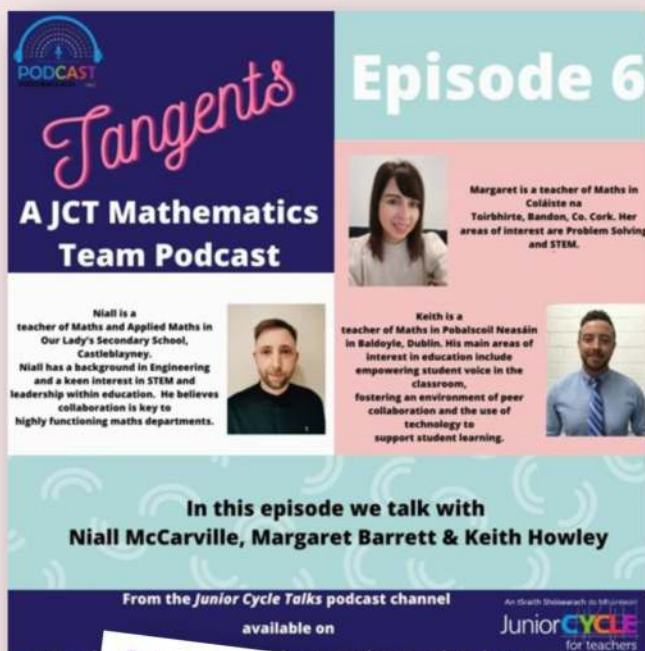
Wellbeing

To keep up to date with current developments visit the updated Wellbeing section of www.jct.ie. We have resources relating to key documents, workshops, planning and assessment for Civic, Social and Political Education, Physical Education, Social, Personal and Health Education, Physical Education, Social, Personal and Health Education.



Podcasts

Junior Cycle Talks is a podcast channel provided by the Junior Cycle for Teachers support service. The podcasts explore a variety of issues, themes and topics that may be of interest to all teachers, students, parents and school leaders.



Online Subject CPD Resources

January—March 2021

Our online subject CPD school cluster events for 20/21 have concluded. Thank you to the 22,000+ teachers who engaged with us online as part of these clusters since 14th Jan. Schools that were unable to participate will be accommodated at a later date. All CPD resources are now available on www.jct.ie. Click on the link below to access CPD resources for your subject.

PHYSICAL EDUCATION

ENGLISH

SCIENCE

BUSINESS STUDIES

GAEILGE

MODERN FOREIGN LANGUAGES

VISUAL ART

MATHS

MUSIC

GEOGRAPHY

HISTORY

HOME ECONOMICS

TECHNOLOGIES

RELIGIOUS EDUCATION

JEWISH STUDIES

CLASSICS

Leadership

Spring 2021 Leadership Workshops

Leading assessment changes – Workshop 2

Supporting effective assessment practices to develop student ownership of learning



An Roinn Oideachais
agus Scileanna
Department of
Education and Skills



Spring 2021 Leadership Workshops

Leading assessment changes – Workshop 1

Exploring a dual approach to assessment which supports learning over the three years of Junior Cycle



An Roinn Oideachais
agus Scileanna
Department of
Education and Skills



ASSESSMENT APPROACHES - SUPPORTING EFFECTIVE ASSESSMENT PRACTICES TO DEVELOP STUDENT OWNERSHIP OF LEARNING

A support created by the JCT Leadership Team to guide in subject department conversation on assessment approaches in your school, reviewing your practice and considering priorities for assessment practice changes moving forward. This document is accompanied by a video which outlines how to engage with this support, and which should be reviewed in advance of engaging with this support.

Self and Peer Assessment

The statement below is included in all Junior Cycle subject specifications and it sets out the expectations now required for effective assessment practices in the classroom. The Junior Cycle English specification can be accessed [here](https://www.jct.ie).

Assessment and Reporting as outlined in the subject specifications.

Assessment in Junior Cycle will optimise the opportunity for learners to become reflective and active participants in their learning and for teachers to support this. This opens the possibility for learners of opportunities to negotiate success criteria against which the quality of their work can be judged by peer, self, and teacher assessment; and open the quality of focused feedback, they get in support of their learning.



Leading a Student Centred Approach to Assessment.

Check out the leadership section of www.jct.ie to avail of resources.

LEADING AND MANAGING A STUDENT-CENTRED APPROACH TO ASSESSMENT

JUNIOR CYCLE FOR TEACHERS LEADERSHIP SPRING WORKSHOPS SUPPORTING RESOURCES

For the school year 2020/21, our CPD for school leaders has been moved fully into the online space due to the restrictions necessitated in relation to Covid-19. Thus, we have restructured our usual one full day engagement for school leaders into three separate, but interconnected, workshops taking place on three days over the period from January to May. Each workshop will be 90 minutes in duration and will take place online via Zoom. Therefore, there will be a total online engagement of 4 hours and 30 minutes for School Leaders. The workshops will focus on exploring the term 'peer-assessment' and its implications for the leadership and management of assessment practices in our schools, as referred to in the most recent circular 007a/2020.

Leading and managing a student-centred approach to assessment	
Workshop 1: Exploring a dual approach to assessment which supports learning over the three years of Junior Cycle	January 19th - 19th February 2021
Workshop 2: Supporting effective assessment practices to develop student ownership of learning	March 1st - 19th March 2021
Workshop 3: Evaluating the manageability and	April 19th - 24 May 2021

Staying In Touch

In the current absence of sustained face-to-face continuing professional development (CPD), we are developing better ways to communicate and collaborate. To ensure that you stay abreast of developments and new resources, sign up to one or more of our subject mailing lists. Click on the image below to get started.



We endeavour to support teachers during these challenging times by continuously updating our resources and challenging ourselves to meet the needs of teachers and school leaders. Our online resources are easily accessible on www.jct.ie. Your suggestions are always welcome, email us at info@jct.ie.



Junior Cycle for Teachers (JCT) Support Service

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JuniorCYCLE
for teachers

Ag tnúth go mór leis an seimineár gréasáin Corpoideachas... Ag tacú lena chéile chun foghlaim sa chorpoidéachas a chothú sa tréimhse seo – 21ú Aibreán – 7.00 i.n. – 8.00 i.n. Tá tuilleadh eolais ar fáil ag [\[link\]](#)



We are delighted to inform you that our [#HomeEconomics](#) Spring Online Event 'Supporting students to research and analyse information for CBAs' will take place on Wed 14th of April 5-6:30pm. This is an interactive workshop using Zoom. Click here to register <https://buff.ly/2STe94C>



Check out Pieters et al. (2020) who provide insights to curriculum planning and design. Click on image to view

