

An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE** for teachers

CPD Booklet -
*Physical Education
and Wellbeing
within the*

Framework for Junior Cycle



www.jct.ie

Section A: Reference Websites

<http://www.curriculumonline.ie/>

At this NCCA-hosted website, you can view the curriculum, examples of student work, and a variety of assessment support options

<http://www.jct.ie/>

The JCT website provides detail of CPD opportunities to support school and teachers specific to the new Framework. It will include information, relevant resources and materials details of upcoming events

<http://www.juniorcycle.ie/>

This NCCA-hosted website contains detail of key features of the new junior cycle; newly developed subjects and short courses, a focus on literacy, numeracy and key skills, and new approaches of assessment and reporting.

<http://www.pdst.ie/Physical-Education-Main>

The PDST Health and Wellbeing team aim to provide high quality professional development and support that empowers teachers and schools to provide the best possible education for all pupils/students

<http://www.peai.org/>

The Physical Education Association of Ireland is the professional association for physical education professionals in Ireland

<http://www.sess.ie/>

The role of the Special Education Support Service (SESS) is to enhance the quality of learning and teaching in relation to special educational provision

Section B: Physical Education within the Framework for Junior Cycle

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. Junior Cycle is inclusive of all students and contributes to equality of opportunity, participation and outcome for all.

Wellbeing at Junior Cycle provides learning opportunities to enhance the physical, mental, emotional and social wellbeing and resilience of students, and enables them to build life-skills and to develop a strong sense of connectedness to their school and to their community. It will also emphasise the role that students play in their family, community and society in general. This new area of learning will incorporate learning traditionally included in PE, SPHE and CSPE. A school may also choose to include other areas in their provision for Wellbeing.

Physical Education (PE) aims to develop students as knowledgeable, skilful and creative participants who are confident and competent to perform in a range of physical activities safely. The PE short course aims to build students' appreciation of the importance of health-enhancing and inclusive physical activity and a commitment to it now, and in the future.

The short course in PE contributes to the Wellbeing programme by providing learning experiences which support students in being better able and more motivated to include regular physical activity in their lives, thereby contributing to their overall experience of wellbeing.

Curricular options for PE within Wellbeing (DES Circular Letter 0024/2016)

Students who commenced their Junior Cycle from Sept 2016 must study PE following either:

- the junior cycle syllabus in Physical Education (2003) or
- the specification for the Junior Cycle short course in Physical Education (2014)

Section C: Notes/Key Messages

Session 1 - The key messages regarding PE within the new Wellbeing area of learning

Session 2 - Approaches to planning and assessment using learning outcomes

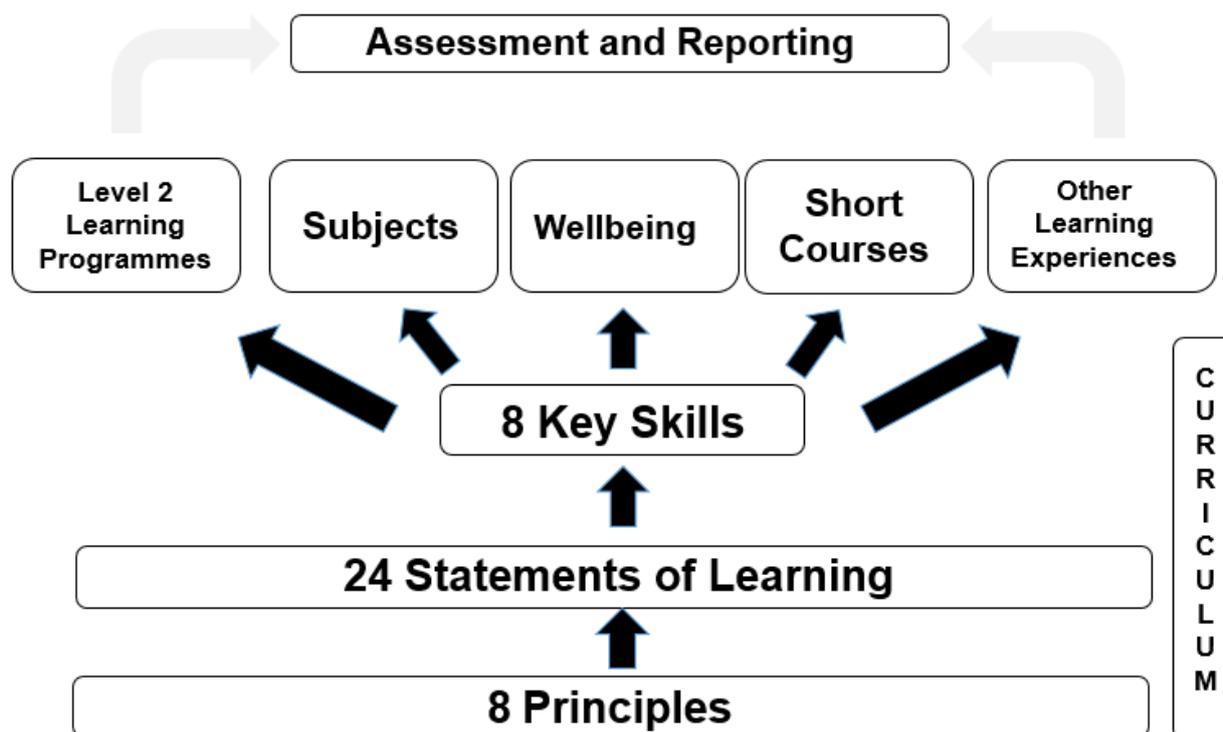
Session 3 - The first steps in introducing the Wellbeing area of learning in your school

Something I learned

Something I'm going to do

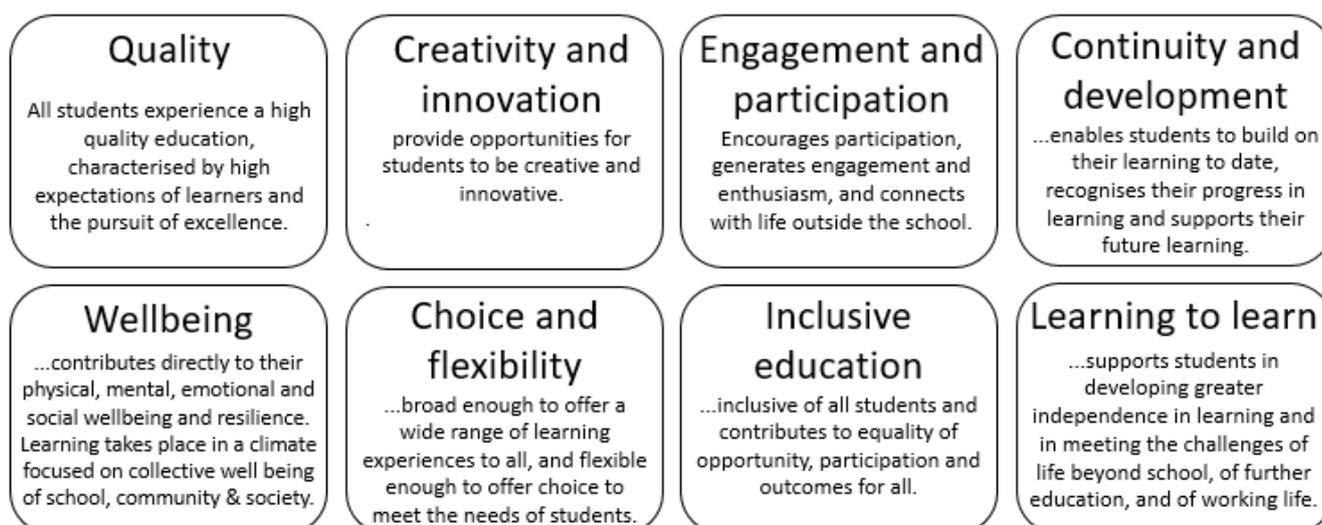
One question I'm left with

Section D: The Framework for Junior Cycle



Section E: The Eight Principles

These principles will inform the planning for as well as the development and the implementation of junior cycle programmes in all schools. (Framework for Junior Cycle, pg. 11)



Section F: The 24 Statements of Learning

The twenty-four statements, underpinned by the eight principles, are central to planning for, the students' experience of, and the evaluation of the school's junior cycle programme. Schools will ensure that all statements of learning feature in the programmes offered to their junior cycle students.

The student:
1. communicates effectively using a variety of means in a range of contexts in L1*
2. listens, speaks, reads and writes in L2* and one other language at a level of proficiency that is appropriate to her or his ability
3. creates, appreciates and critically interprets a wide range of texts
4. creates and presents artistic works and appreciates the process and skills involved
5. has an awareness of personal values and an understanding of the process of moral decision making
6. appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives
7. values what it means to be an active citizen, with rights and responsibilities in local and wider contexts
8. values local, national and international heritage, understands the importance of the relationship between past and current events and the forces that drive change
9. understands the origins and impacts of social, economic, and environmental aspects of the world around her/him
10. has the awareness, knowledge, skills, values and motivation to live sustainably
11. takes action to safeguard and promote her/his wellbeing and that of others
12. is a confident and competent participant in physical activity and is motivated to be physically active
13. understands the importance of food and diet in making healthy lifestyle choices
14. makes informed financial decisions and develops good consumer skills
15. recognises the potential uses of mathematical knowledge, skills and understanding in all areas of learning
16. describes, illustrates, interprets, predicts and explains patterns and relationships
17. devises and evaluates strategies for investigating and solving problems using mathematical knowledge, reasoning and skills
18. observes and evaluates empirical events and processes and draws valid deductions and conclusions
19. values the role and contribution of science and technology to society, and their personal, social and global importance
20. uses appropriate technologies in meeting a design challenge
21. applies practical skills as she/he develop models and products using a variety of materials and technologies
22. takes initiative, is innovative and develops entrepreneurial skills
23. brings an idea from conception to realisation
24. uses technology and digital media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner

Section G: The Eight Key Skills

There are eight key skills required for successful learning by students *across* the curriculum and for learning *beyond* school.

Being Literate	Managing Myself	Staying Well	Managing Information and Thinking
Being Numerate	Being Creative	Working with Others	Communicating

Throughout the Junior Cycle, students will acquire and enhance their proficiency in these eight key skills. They will be brought to life through the learning experiences encountered by students and will be evident in the assessment approaches used in the classroom and in examinations.

The key skills will be embedded in the learning outcomes of every junior cycle subject and short course. Thus, teachers will have a clear understanding of how ... to build the skills into class planning.

Each key skill is presented as a set of elements

Being Literate	Managing Myself	Staying Well	Managing Information and Thinking
<ul style="list-style-type: none"> • Developing my understanding and enjoyment of words and language • Reading for enjoyment and with critical understanding • Writing for different purposes • Expressing ideas clearly and accurately • Developing my spoken language • Exploring and creating a variety of texts, including multi-modal texts 	<ul style="list-style-type: none"> • Knowing myself • Making considered decisions • Setting and achieving personal goals • Being able to reflect on my own learning • Using digital technology to manage myself and my learning 	<ul style="list-style-type: none"> • Being healthy, physical and active • Being social • Being safe • Being spiritual • Being confident • Being positive about learning • Being responsible, safe and ethical in using digital technology 	<ul style="list-style-type: none"> • Being curious • Gathering, recording, organising and evaluating information and data • Thinking creatively and critically • Reflecting on and evaluating my learning • Using digital technology to access, manage and share content
Being Numerate	Being Creative	Working with Others	Communicating
<ul style="list-style-type: none"> • Expressing ideas mathematically • Estimating, predicting and calculating • Developing a positive disposition towards investigating, reasoning and problem solving • Seeing patterns, trends and relationships • Gathering, interpreting and representing data • Using digital technology to develop numeracy skills and understanding 	<ul style="list-style-type: none"> • Imagining • Exploring options and alternatives • Implementing ideas and taking action • Learning creatively • Stimulating creativity using digital technology 	<ul style="list-style-type: none"> • Developing good relationships and dealing with conflict • Co-operating • Respecting difference • Contributing to making the world a better place • Learning with others • Working with others through digital technology 	<ul style="list-style-type: none"> • Using language • Using number • Listening and expressing myself • Performing and presenting • Discussing and debating • Using digital technology to communicate

Section H: Wellbeing Indicators

We provide opportunities for students to:

Active	<ul style="list-style-type: none">• be confident and able participant in physical activity?• be physically active every day?
Responsible	<ul style="list-style-type: none">• take action to protect and promote their wellbeing and that of others?• make healthy eating choices?• take responsibility for their learning?
Connected	<ul style="list-style-type: none">• feel connected to their school, their community and the wider world?• appreciate that their actions and interactions impact on their own wellbeing and that of others, in local and global contexts?
Resilient	<ul style="list-style-type: none">• believe that they have the coping skills to deal with life's challenges?• know where they can go for help?• believe that with effort they can achieve?
Respected	<ul style="list-style-type: none">• feel that they are listened to and valued?• have positive relationships with their friends, their peers and their teachers?• show care and respect for others?
Aware	<ul style="list-style-type: none">• be aware of their thoughts, feelings and behaviours and can make sense of them?• be aware of what their personal values are and can think through their decisions?• to understand what helps them to learn and how they can improve?

Activity 6: Considering the Wellbeing Indicators in our current programme design

Active

Responsible

Connected

Resilient

Respected

Aware

Section J: Learning Outcomes within the Short Course

Strand 1: Physical activity for health and wellbeing

- 1.1 set SMART improvement goals informed by their health related and/or performance-related fitness results and advised by norms for their age and sex
- 1.2 apply principles of training within a personalised physical activity programme (minimum duration of six weeks) designed to improve their health-related and/or performance-related fitness, documenting their progress
- 1.3 evaluate their engagement and progress in the programme, providing evidence of progress made and identifying ways they can further develop
- 1.4 use a range of measurement techniques to monitor and analyse physical activity levels across a sustained period of time
- 1.5 identify a range of strategies to support ongoing participation in health-related physical activity
- 1.6 lead physical activities that young people find enjoyable and can undertake to achieve the minimum physical activity recommendations for health

Strand 2: Games

Invasion games

Striking and fielding games

Divided court games

- 2.1 use a wide range of movement skills and strategies effectively to enhance their performance
- 2.2 take responsibility for improving their own performance based on personal strengths and developmental needs
- 2.3 modify activities to promote inclusion and enjoyment in a safe manner
- 2.4 demonstrate activities to enhance their health-related and/or performance-related fitness for the particular game, including warm-up and cool down
- 2.5 respond, individually and as part of a team to different games' scenarios

Strand 3: Individual and team challenges

Orienteering and team challenges

- 3.1 use orienteering strategies and map-reading skills to complete a variety of orienteering events safely and confidently, showing respect for the environment
- 3.2 contribute to team challenges that require co-operation and problem-solving skills to achieve a common goal
- 3.3 reflect on their personal contribution and their team's effectiveness in completing a group challenge

Aquatics

- 3.4 perform competently and confidently in a range of swimming strokes
- 3.5 respond appropriately to a range of water safety scenarios
- 3.6 take responsibility for improving their own performance, based on personal strengths and developmental needs

Athletics

- 3.7 perform competently, confidently and safely in a range of athletics events
- 3.8 demonstrate activities to enhance performance in athletic events, including physical and mental preparation
- 3.9 take responsibility for improving their own performance, based on personal strengths and developmental needs

Strand 4: Dance and gymnastics

- 4.1 create a dance on their own or with others, incorporating a selected dance style and a variety of choreographic techniques and suitable props and music
- OR
- 4.2 create a sequence of movement or routine based on a gymnastic theme (on their own or with others), incorporating a variety of compositional techniques and gymnastics skills
 - 4.3 refine their performance based on a critique of a video of their performance and/or feedback from others
 - 4.4 perform the dance/gymnastics sequence of movement for an audience incorporating appropriate music and/or props
 - 4.5 reflect on their experience of creating and participating in a performance

In our School...

Implications

Next steps

Further Support

Further Observations

Section G: Formative Assessment in Physical Education

Sharing learning intentions	Developing success criteria	Students reflecting on their learning
Effective questioning	Formative feedback	Peer and self-assessment



Junior Cycle for Teachers (JCT) Support Service

A Department of Education & Skills Schools' Support Service

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