

Junior Cycle Applied Technology 2018/2019

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 potentially engage in activities in the following areas:

- Whole-school professional activities to support the Junior Cycle
- Individual teacher and subject department professional activities, including activities related to formative assessment, feedback, reporting and inputs being compiled for the Junior Cycle Profile of Achievement (JCPA)
- Attendance at Subject Learning and Assessment Review (SLAR) meetings
- Preparation for, and overseeing the outcomes of Subject Learning and Assessment Review meetings

This document contains a list of suggestions for how teachers of Applied Technology could use their allocated 22 hours of professional time from 2018/19 onward. The suggestions encompass opportunities for professional activities for an individual teacher and/or for a subject department and is not exhaustive.

In addition to the suggestions below, it is important to remember that Subject Learning Assessment and Review meetings will take place after Classroom-Based Assessments (CBA 1 and CBA 2). After each CBA, a teacher will attend a SLAR meeting, for which up to two hours of professional time will be allocated. These hours will form part of that teacher's 22 hours of professional time. Applied Technology teachers can use the time for administration and attendance at these meetings in any given academic year.

The suggestions below, which outline use of professional time, are just that, suggestions. In a consultative manner it is up to each school management, subject department and teacher to plan the 22 hours of professional time in a way that supports teaching, learning, assessment and reporting.

Whole School

- Inquiry of The Framework for Junior Cycle 2015
- Whole school discussions and meetings on the implications of the Framework on teaching, learning, assessment and reporting practice
- Whole school reflection activities on the four domains from the [Looking at Our School 2016 – 2020, A Quality Framework for Post-Primary School](#) document

Suggested use of Teacher Professional Time



Teachers' Individual Practice

- Engage with the Framework for Junior Cycle 2015
- Engage with the subject Specification for Junior Cycle Applied Technology on www.curriculumonline.ie and familiarise yourself with the three strands, four elements and thirty-two learning outcomes
- Consider how you might make this learning visible and support student engagement with the LOs when planning Units of Learning.
- Identify and develop classroom strategies and resources that would support teaching, learning, assessment and reporting of student learning associated with Units of Learning
- Look for further onsite and online CPD/PLE (Professional Learning Experience) opportunities from JCT or other sources
- Explore and break down learning outcomes further
- Reflect on how effective the learning was in your class and share observations with your colleagues to inform future planning

Teachers' Collaborative Practice

Subject Department Planning

- Create a vision for your Applied Technology department
- Set norms outlining how you intend to work together
- Reflect on your professional learning by revisiting the PLE days and resource material on www.jct.ie
- Connect with other teachers/Teacher Professional Networks
- Explore possible links with outside agencies
- Work together to decide the groupings of the Learning Outcomes for planning Units of Learning.
- In exploring the Learning Outcomes consider how you might gather and capture evidence of this learning
- Share resources on successful strategies while reflecting on current classroom practice
- Plan for assessment and reporting of CBAs in accordance with Assessment Guidelines (www.curriculumonline.ie)