

CPD Booklet - Cluster 2019/2020

An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE** for teachers

CPD Booklet

*Physical Education
and Wellbeing
within the
Framework
for Junior Cycle*

November
2019



www.jct.ie

Language of Learning

Learning Intentions

A learning intention for a lesson or series of lessons is a statement, created by the teacher, that describes clearly what the teacher wants the students to know, understand, and be able to do as a result of learning and teaching activities.

Learning Outcomes

Learning outcomes are statements in curriculum specifications to describe the understanding, skills and values students should be able to demonstrate after a period of learning.

Success Criteria

Success criteria are linked to learning intentions. They are developed by the teacher and/or the student and describe what success looks like. They help the teacher and student to make judgements about the quality of student learning.

Formative Assessment

Assessment is formative when either formal or informal procedures are used to gather evidence of learning during the learning process, and used to adapt teaching to meet student needs. The process permits teachers and students to collect information about student progress, and to suggest adjustments to the teacher's approach to instruction and the student's approach to learning. Assessment for learning covers all of the aspects of formative assessment but has a particular focus on the student having an active role in his/her learning.

Ongoing Assessment

As part of their classroom work, students engage in assessment activities that can be either formative or summative in nature. Teachers assess as part of their daily practice by observing and listening as students carry out tasks, by looking at what they write and make, and by considering how they respond to, frame and ask questions. Teachers use this assessment information to help students plan the next steps in their learning. Periodically this assessment will be in more structured, formalised settings where teachers will need to obtain a snapshot of the students' progress in order to make decisions on future planning and to report on progress. This may involve the students in doing projects, investigations, case studies and/or tests and may occur at defined points in the school calendar.

Summative Assessment

Assessment is summative when it is used to evaluate student learning at the end of the instructional process or of a period of learning. The purpose is to summarise the students' achievements and to determine whether and to what degree the students have demonstrated understanding of that learning by comparing it against agreed success criteria or features of quality.

Features of Quality

Features of quality are the statements in the subject specifications that are used in making judgements about the quality of student work for the purpose of awarding achievement grades for certification. As success criteria are closely linked to learning intentions and based on the day-to-day processes in the classroom, student learning will gradually come to reflect the requirements set out in the features of quality which are used for certification purposes.

Feedback

Focused on the quality of the student work. Related to agreed success criteria. Identifies success and achievement. Indicates suggestions for improvement. Prompts student thinking. Allows time for improvement to take place.

Reflection

Students become more aware of the knowledge, skills and values that form part of the learning journey. They identify strengths and areas for development. They develop an action plan for future learning. They gain greater understanding of themselves and how they learn and take responsibility for their learning.

Reporting

Encourage authentic engagement with parents. Provide opportunities for students through feedback to reflect on their learning. Value the professional judgements of teachers. Use the language of learning to provide effective feedback. Be manageable and not take time away from learning and teaching. Clearly communicate students' progress in learning. Provide information on a broad range of achievement. Be sensitive to the self-esteem and general wellbeing of students and take an inclusive approach.

Questions to Consider in Your PE Department Meeting

What do we understand by the terms 'learning intention' and 'success criteria' in Physical Education?	
How can we share examples of learning intentions and success criteria with each other?	
How can we use learning intentions and success criteria to help us in planning for assessment within this subject?	
How can we involve students in setting success criteria within Physical Education?	
How do we provide opportunities for students to assess their own and each other's work against agreed criteria in Physical Education class?	

(Adapted from NCCA Focus on Learning Toolkit – Learning Intentions & Success Criteria)

Options for PE at Junior Cycle

Schools are reminded that there is a minimum threshold of time across the three years of Junior Cycle which should be provided.

The minimum threshold for PE is 135 hours spread across first, second and third year.

The options available to schools are:

- The specifications for the NCCA short courses in CSPE, SPHE, PE (100 hours each);
- School-designed or externally designed short courses in CSPE, SPHE, PE (100 hours) using the NCCA template and 'Guidelines on developing your own Short Course', which can be found in Appendix 1;
- Other programmes/modules/units for CSPE, SPHE, PE developed using Appendix I of the NCCA Junior Cycle Wellbeing Guidelines;
- The Junior Certificate syllabus for CSPE (1996), the SPHE Junior Certificate syllabus (2000), the PE syllabus (2003).

(Adapted from Circular 0055/19)

Collaborative Planning within Physical Education

EFFECTIVE COLLABORATIVE PLANNING

Considerations in planning using Learning Outcomes

- Identify related Learning Outcomes from across the specification strands that could form a unit of learning
- Consider your students' prior knowledge, reflect on previous planning and share experience
- All agree to the **key learning** to be achieved in the unit of learning
- Consider how to gather the best evidence of student learning
- Ensure that assessment and reporting aligns with the **Learning Outcomes**

For more planning resources visit www.jct.ie
@JCFforTeachers

JuniorCYCLE for teachers

Ionad Coimisiún Mílteacháin

DEPARTMENT OF EDUCATION
SCHOOL INSPECTION AND EVALUATION

Learning Outcomes within the Short Course

The learning outcomes below are listed on pages 11-14 of the PE Short Course specification available [here...](#)

<p>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</p> <p>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</p> <p>1.3 evaluate their engagement and progress in the programme, providing evidence of progress made and identifying ways they can further develop</p> <p>1.4 use a range of measurement techniques to monitor and analyse physical activity levels across a sustained period of time</p> <p>1.5 identify a range of strategies to support ongoing participation in health-related physical activity</p> <p>1.6 lead physical activities that young people find enjoyable and can undertake to achieve the minimum physical activity recommendations for health</p>	<p>2.1 use a wide range of movement skills and strategies effectively to enhance their performance</p> <p>2.2 take responsibility for improving their own performance based on personal strengths and developmental needs</p> <p>2.3 modify activities to promote inclusion and enjoyment in a safe manner</p> <p>2.4 demonstrate activities to enhance their health-related and/or performance-related fitness for the particular game, including warm-up and cool down</p> <p>2.5 respond, individually and as part of a team to different games' scenarios</p>	<p>3.1 use orienteering strategies and map-reading skills to complete a variety of orienteering events safely and confidently, showing respect for the environment</p> <p>3.2 contribute to team challenges that require co-operation and problem-solving skills to achieve a common goal</p> <p>3.3 reflect on their personal contribution and their team's effectiveness in completing a group challenge</p> <p>3.4 perform competently and confidently in a range of swimming strokes</p> <p>3.5 respond appropriately to a range of water safety scenarios</p> <p>3.6 take responsibility for improving their own performance, based on personal strengths and developmental needs</p> <p>3.7 perform competently, confidently and safely in a range of athletics events</p> <p>3.8 demonstrate activities to enhance performance in athletic events, including physical and mental preparation</p> <p>3.9 take responsibility for improving their own performance, based on personal strengths and developmental needs</p>	<p>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</p> <p>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</p> <p>4.3 refine their performance based on a critique of a video of their performance and/or feedback from others</p> <p>4.4 perform the dance/gymnastics sequence of movement for an audience incorporating appropriate music and/or props</p> <p>4.5 reflect on their experience of creating and participating in a performance</p>
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Physical Education – Sample Unit of Learning Template

Unit Title:		Term:	
Teacher(s):		No of Weeks:	
		Date of Review:	
Prior Learning			
Key Learning At the end of this unit, students will be able to...			
Evidence of Learning Students will demonstrate their learning when they...			
Learning Experiences			
Element(s) of Key Skill(s)		Wellbeing Indicator(s)	
Post Unit Reflection			

Physical Education – Sample Unit of Learning Weekly Planning Template

Week 1	Week 5
Week 2	Week 6
Week 3	Week 7
Week 4	Week 8

Reflection on the Unit:

Section C



Head, Shoulders, Knees and Toes

Warm-up Challenge – in Pairs

- Each student places their hands on either side of their HEAD
- Students face each other arms length apart
- Students attempt to tap the other person on the SHOULDER without getting tagged themselves
- If successful, they progress onto tagging KNEES, then finally TOES

First person to tag all three (head, shoulders and knees) wins.

If there is a winner, both players each seek out a new partner.

Focus Questions

What are the criteria of an effective warm-up?

What happens to my body when I warm up?



Co-created Success Criteria

<ul style="list-style-type: none">••••

Feedback Challenge

Once you lead your own activity, you need to gather feedback, based on the criteria listed above.

Focus/Criterion	Feedback

ADAPTING ACTIVITIES TO DIFFERENT ABILITIES

The level of challenge can be raised or lowered in any of the four beams. Although initially designed to enhance the inclusion of individuals with disabilities, the following is a quick introduction to the TREE and STEP models which will help you to be able to adapt your activities to suit the different levels of abilities of the children you coach.

THE



- **Teaching/Instructional style:**
manual, verbal, practical, etc.
- **Rules/Regulations:**
what people are allowed to do....
- **Environments:**
the physical place where the activity happens...
- **Equipment:**
ball type or size, player aids...

THE



- **Space:**
playing surface, distance between players/obstacles, use zones...
- **Task:**
change action / objective / scoring / system / speed....
- **Equipment:**
ball type or size, player aids...
- **People:**
change numbers, player role, limitations/advantages...

TASK

Think of two or three of your favourite drills.

Now, think of as many ways as possible in which you could modify these drills with the help of the TREE and STEP models. For each modification consider:

- Have you increased or lowered the level of challenge?
- Whom does this drill suit now?
- Do you feel comfortable implementing some (e.g. equipment) but not other (e.g. environment) changes?
- By using the TREE and STEP models you will become better at adapting activities to suit the different abilities of the children you coach, and engaging them more in the learning zone.

Adaptation Challenge

Now, you have to adapt/modify your activity using either the TREE or STEP model to promote inclusion and enjoyment

Modification	Describe what will be different? e.g., bigger goals, less players

Reflection

Did the direction(s), skill(s) help make the activity more inclusive and/or enjoyable? How do you know? If not, can you try something different?

Section D

Guiding Principle 4: Use the language of learning to provide effective feedback

Reflective Questions

Work either individually or with a partner and then discuss how well you feel your school is doing in terms of using the language of learning to provide feedback to students.

Indicate your responses to the questions below using this code:

A = Always

S = Sometimes

N = Never

Does my feedback use the language of learning to focus on how the quality of the students work might be improved in PE?

When I use the language of learning to provide feedback, do I identify success and achievement as well as areas for improvement in my PE lessons?

Does some of my feedback provide prompts for students to improve the quality of their learning in PE?

When I provide feedback in PE, do I allow time for students to improve their work based on my feedback?

Do I think carefully about the kind of verbal feedback I give my students during PE lessons?

(Adapted from the NCCA – Focus on Learning Toolkit – Formative Feedback)

Section E

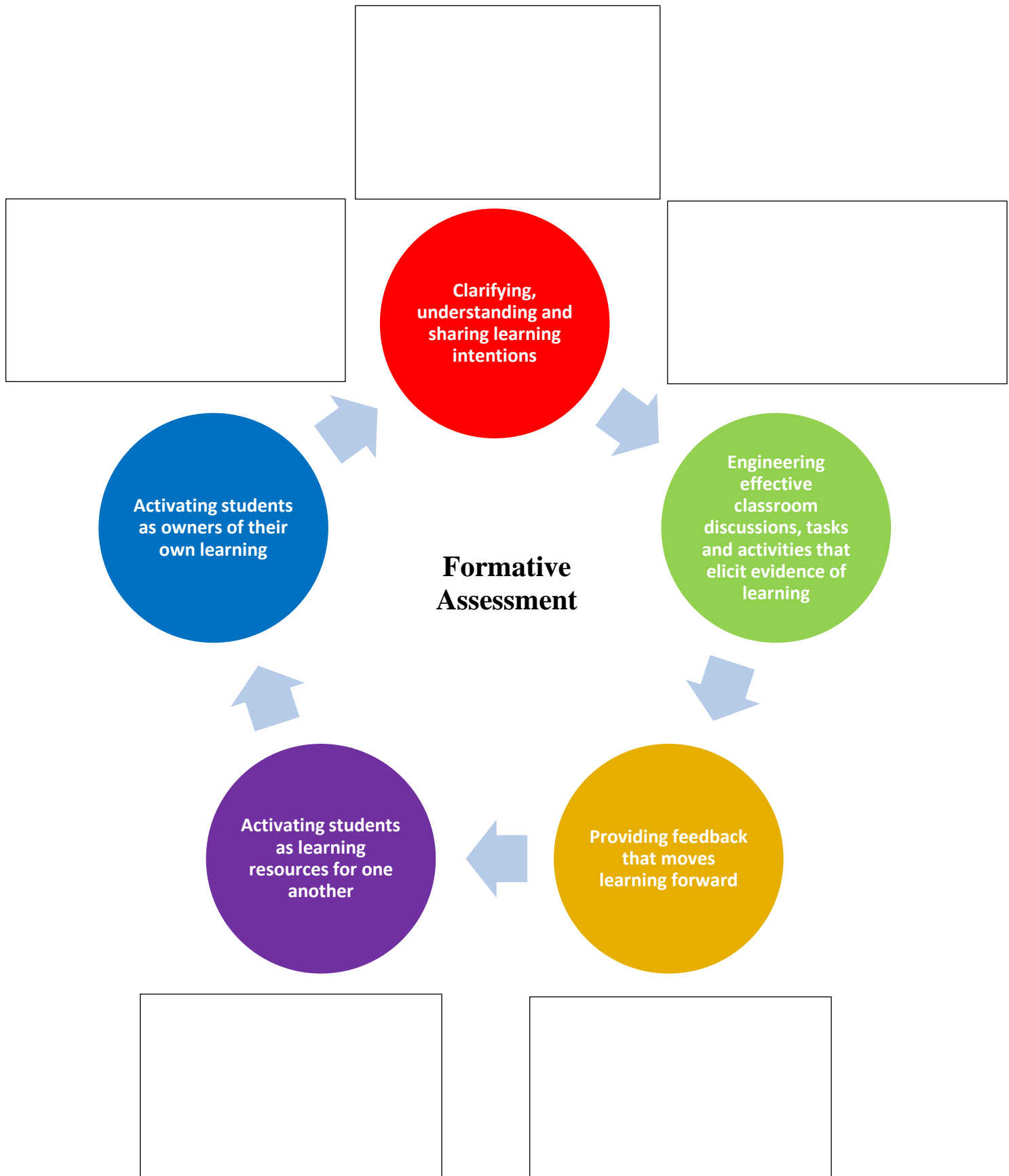
Looking at Our Schools

DOMAIN 4: TEACHER COLLECTIVE/COLLABORATIVE PRACTICE (Standard , p.21)

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
<p>Teachers collectively develop and implement consistent and dependable formative and summative assessment practices</p>	<p>Teachers approach assessment as a collaborative endeavour to support students' learning and to measure their attainment.</p> <p>Teachers have collectively developed a whole-school policy on assessment that is appropriate to the curriculum and to their students. The policy includes formative and summative assessment practices. It is implemented consistently.</p> <p>Teachers have collectively developed a whole-school approach to providing developmental oral and written feedback to students. This approach is implemented consistently, and includes the collective review of students' work.</p> <p>Teachers have collectively developed assessment records that are clear, useful and easy to interpret and share. These records provide a comprehensive picture of each student's learning attainments and needs.</p>	<p>Teachers approach assessment as a collaborative endeavour to support students' learning and to measure their attainment.</p> <p>Teachers have collectively developed a whole-school policy on assessment that is appropriate to the curriculum and to their students. The policy includes formative and summative assessment practices. It is implemented consistently and is reviewed collectively.</p> <p>Teachers have collectively developed a whole-school approach to providing developmental oral and written feedback to students. This approach is implemented consistently, and is underpinned by the collective review of students' work.</p> <p>Teachers have collectively developed assessment records that are clear, useful and easy to interpret and share. These records provide a comprehensive picture of each student's learning attainments and needs and are built on progressively as the student moves through the school.</p>

Formative Assessment in your PE Lessons

Can you identify practical examples of how you incorporate each of the components of Formative Assessment within your PE lessons.



<p>Group 1 What are the best ways by which students can reflect on their learning and engagement in PE?</p>	<p>Is reflection an important part of learning in PE lessons? Why?</p>
<p>Group 3 How can our students be best supported in their process of reflection?</p>	<p>Group 2 When can a student reflect on their learning and engagement in PE?</p>

Student Learning Log

September Goal Setting

What are the **three** areas of PE I wish to engage in and what do I hope to learn?

Use the success criteria from your assessment tasks to help you here.

Student signature _____

Parent signature _____

December/January Check-in

What has been my best achievement to date on my three identified goals? Why?

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What area have I to work further on from my three identified goals? How?

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Do I wish to refine a goal based on my learning from my three identified goals? Which one and how?

--	--

Student signature _____

Parent signature _____

March/April Reflection

How has my learning progressed in each of the three activities? Describe which, if any, success criteria that have been achieved.

1.	
2.	
3.	

Which aspects of the learning from participation in the above activities am I most proud of?

1.	
2.	
3.	

Student signature _____

Parent signature _____

Section F

How ongoing reporting is integrated into PE

How can we clearly communicate students' progress in learning in PE?

How can we provide information on a broad range of achievements for our students in PE class?

When reporting in PE how can we be sensitive to the self-esteem and general wellbeing of students and take an inclusive approach?

Section G

Changes within our PE Department

In my PE Lessons	In our PE department	In the Area of Wellbeing

Scenario 1 – Facilitating CBA and engaging in SLAR meeting.

What have we done?	What can we do?

Scenario 2 – Considering designing or adapting a CBA to fit into own school context.

What have we done?	What can we do?

Scenario 3 – Contributing to the Wellbeing area of learning in our school.

What have we done?	What can we do?

Scenario 4 – Considering the potential for reporting within PE.

What have we done?	What can we do?

Section H

PE – Departmental Review Template

Teacher(s):		Date of Review:	

Strengths

Challenges

Opportunities

Other comments

PE - Yearly Planning and Review Template

September – Area and Action	Christmas Review	Easter Review	Summer Review												
Area of Strength:															
Area of Development:															
Goal 1															
Goal 2															
Goal 3															
Area of Strength:															
Area of Development:															
Goal 1															
Goal 2															
Goal 3															
Area of Strength:															
Area of Development:															
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Goal 2															
Goal 3															
Area of Strength:															
Area of Development:															
Goal 1															
Goal 2															
Goal 3															
<i>Potential Areas may include:</i> <table style="width: 100%; border: none;"> <tr> <td style="width: 25%;"><i>Facility Development</i></td> <td style="width: 25%;"><i>Resources</i></td> <td style="width: 25%;"><i>Assessment Approaches</i></td> <td style="width: 25%;"><i>Meetings with School Management</i></td> </tr> <tr> <td><i>Curriculum Development</i></td> <td><i>CPD Opportunities</i></td> <td><i>Self-Evaluation Practices</i></td> <td><i>Linking with Outside Agencies</i></td> </tr> <tr> <td><i>Cross-curricular Wellbeing Planning and Coordination</i></td> <td></td> <td><i>Looking at our School Domains</i></td> <td></td> </tr> </table>				<i>Facility Development</i>	<i>Resources</i>	<i>Assessment Approaches</i>	<i>Meetings with School Management</i>	<i>Curriculum Development</i>	<i>CPD Opportunities</i>	<i>Self-Evaluation Practices</i>	<i>Linking with Outside Agencies</i>	<i>Cross-curricular Wellbeing Planning and Coordination</i>		<i>Looking at our School Domains</i>	
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<i>Cross-curricular Wellbeing Planning and Coordination</i>		<i>Looking at our School Domains</i>													

Physical Education – Sample Program Overview

Teachers:

Reviewed at:

Date of

Review:

	Summer – Midterm 1	Midterm 1 – Christmas	Christmas – Midterm 2	Midterm 2 – Easter	Easter – Summer	Time
<u>Year 1</u> Unit Title Learning Outcomes Key Learning Evidence of Learning Reporting						
<u>Year 2</u> Unit Title Learning Outcomes Key Learning Evidence of Learning Reporting						
<u>Year 3</u> Unit Title Learning Outcomes Key Learning Evidence of Learning Reporting						

Reflection – Notes / Key messages

Session 1: Collaborative Planning

Complete the following Sentence starters:
I began to think of
I noticed
I wonder why

Session 2: Practical

How was the student put at the centre of learning in this session?
In what ways were you (as student) involved in assessment during the session?
What ideas appealed to you most and why?

Session 3: Reflection and Reporting

Looks like.....		
Sounds like.....		Feels like.....



Junior Cycle for Teachers (JCT) Support Service

A Department of Education & Skills Schools' Support Service

Administrative Office:
Monaghan Education Centre
Armagh Road, Monaghan
Tel.: 047 74008

Director's Office:
LMETB Offices
Chapel Street, Dundalk
Tel.: 042 9364603

<http://www.jct.ie>

The JCT website provides details of CPD opportunities to support schools and teachers specific to the Framework for Junior Cycle (2015). It includes information, relevant resources and materials, as well as details of upcoming events

<https://www.ncca.ie>

The NCCA is a statutory Council and its brief is to advise the Minister for Education and Skills on curriculum and assessment for early childhood education and for primary and post-primary schools

<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.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.ncse.ie>

<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

<http://www.activeschoolflag.ie>

The Active School Flag (ASF) is awarded to schools that strive to achieve a physically educated and physically active school community. The process aims to get more schools, more active, more often

<http://www.peai.org>

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

<http://www.pepaysireland.com>

PEPAYS Ireland will be recognised as a research centre that influences policy and practice at a national and international level in advancing the health and wellbeing of populations in the areas of physical education, sport, physical activity and health

<http://www.pexpoireland.com>

Physical Education Expo encourages secondary school students to enter a theory-based project to demonstrate learning in PE