An tSraith Shóisearach do Mhúinteoirí

Junior**CYCLE**
for teachers

Learning Log 1

Whole
School CPD

www.jct.ie

Activity 1
Vision for Junior Cycle

Junior cycle 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."

NCCA

Group Work Roles

Managers	–	direct the discussion to include everyone
Recorders	–	make notes
Speaker	–	reports back to the full-staff
Timekeeper	–	gives reminders every minute

Activity 3

Anticipation Exercise for Junior Cycle

Some of the following statements are true and some are false. Discuss each statement and mark on the **left hand side** if you think the statement is true or false.

Then read the Quick Reference Guide and answer on the **right hand side**.

Before		Statement			After	
True	False				True	False
		1	The Junior Cycle curriculum from 2015 is "...the programme that a school provides so as to comply with the principles, statements of learning and key skills…"			
		2	Level 2 Learning Programmes (L2LPs) will target the very specific group of students with general learning disabilities in the higher functioning moderate and low functioning mild categories.			
		3	From 2017 students will engage in a new area of learning called Wellbeing which must include PE, CSPE and SPHE.			
		4	Students can study a maximum of 11 subjects for certification within the Junior Cycle.			
		5	A school's own religious education programme can be recognised in a student's Junior Cycle Profile of Achievement.			
		6	In subjects there are 2 classroom based assessments. Each one has an Assessment Task associated with it, graded by the SEC.			
		7	A Subject Learning and Assessment Review meeting will take about 2 hours.			
		8	Formal reporting in the Junior Cycle will take place annually from first year through to third year.			

PLEASE NOTE: THIS IS AN EXERCISE TO BE USED AT CPD COURSES AND IS NOT AN INFORMATION LEAFLET ON THE JUNIOR CYCLE

Key Skills		Activity 8	
Being Creative	**Managing Information and Thinking**	**Managing Myself**	**Communicating**
Imagining	Being curious	Knowing myself	Listening and expressing myself
Exploring options and alternatives	Gathering, recording, organising and evaluating information and data	Making considered decisions	Performing and presenting
Implementing ideas and taking action	Thinking creatively and critically	Setting and achieving personal goals	Discussing and debating
Learning creatively	Reflecting on and evaluating my learning	Being able to reflect on my own learning	Using language
Stimulating creativity using digital technology	Using digital technology to access, manage and share content	Using digital technology to manage myself and my learning	Using number
			Using digital technology to communicate
Working with others	**Staying Well**	**Being Literate**	**Being Numerate**
Developing good relationships and dealing with conflict	Being healthy, physical and active	Developing my understanding and enjoyment of words and language	Expressing ideas mathematically
Co-operating	Being social	Reading for enjoyment and with critical understanding	Estimating, predicting and calculating
Respecting difference	Being safe	Writing for different purposes	Developing a positive disposition towards investigating, reasoning and problem solving
Contributing to making the world a better place	Being spiritual	Expressing ideas clearly and accurately	Seeing patterns, trends and relationships
Learning with others	Being confident	Developing my spoken language	Gathering, interpreting and representing data
Working with others through digital technology	Being positive about learning	Exploring and creating a variety of texts, including multi-modal texts.	Using digital technology to develop numeracy skills and understanding
	Being responsible, safe and ethical in using digital technology		

Activity 9

	Where the learner is going	Where the learner is	How to get there
Teacher	Clarifying, sharing and understanding learning intentions	Engineering effective discussions, tasks & activities that elicit evidence of learning	Providing feedback that moves learners forward
Peer		Activating students as learning resources for one another	
Learner		Activating students as owners of their own learning	

	Where the learner is going	Where the learner is	How to get there
Teacher			
Peer			
Learner			

Strategy Planning Sheet

Subject: **Strategy:**

Year group: **Theme of lesson:**

What would you like them to learn?

Implementation

Steps involved

Pre-teaching required?

Planned questions

Formative assessment opportunities

How do you know what they learned?

Key skills focus

Supports to include all learners

Student feedback

Resources and notes

Strategy Feedback Sheet

Subject: **Strategy:**

Year group: **Theme of lesson:**

What was the intended learning?

Implementation
What worked well?

Changes you would make?

Formative assessment opportunities
How do you know what they learned?

Key skills focus

Supports to include all learners

Student feedback

Resources and notes

To provide feedback please visit http://jctregistration.ie/Feedback

Click on Feedback (as below), enter your school Roll-number and follow feedback prompts

JCT.ie   JuniorCycle.ie   Feedback

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Junior**CYCLE**
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JCT Registration

Official site to register teachers for JCT
Workshops and Short Courses

Technical support: support@jctregistration.ie
Registration support: info@jct.ie

Contact details

Administrative Office: Director's Office:

Monaghan Ed. Centre,   LMETB,

Armagh Road,   Chapel Street,

Monaghan.   Dundalk.

www.metc.ie

For all queries please contact   info@jct.ie

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