

An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE** for teachers

Learning Log 2

Whole School CPD Key Skills



www.jct.ie

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Junior Cycle Subject Roll Out



Classroom-Based Assessments in subjects and short courses 1

Classroom-Based Assessments (CBAs) have been introduced to allow students to demonstrate their understanding of concepts and skills and their ability to apply them in ways that may not be possible in an externally assessed examination. They will be used in the assessment of learning in subjects and in short courses. Classroom-Based Assessments (CBAs) will be assessed by the students' teachers and reported on to students and parents/guardians during junior cycle and in the JCPA.

There is a need to avoid 'over-assessment' and the cumulative burden on students and teachers of multiple assessments across the full range of subjects. In this context, the Classroom-Based Assessments will substitute other assessments currently undertaken in the school such as in-house examinations, etc. as appropriate.

Classroom-Based Assessments (CBAs) in Subjects

Students will undertake two Classroom-Based Assessments facilitated by their teacher, one in second year and one in third year. Classroom-Based Assessments in all subjects will be specified at a common level.

The assessments associated with CBAs will cover a broad range of activities including oral tasks, written work of different types, practical or designing and making tasks, artistic performances, scientific experiments, projects or other suitable tasks depending on the subject in question.

In the case of a small number of subjects, (Art, Craft and Design, Music, Home Economics and the Technology subjects) the second CBA will involve practical work, or the creation of an artefact or a performance. As the finished artefact, practical work, or performance are currently marked by the SEC in these

subjects, they will continue to be marked by SEC, together with the related accompanying written evidence, as appropriate.

CBAs will be undertaken by students within class time to a national timetable (see circular for more information).

When assessing the level of student achievement in a Classroom-Based Assessment against the learning outcomes, teachers will use ‘on-balance’ judgement in relation to the Features of Quality, which are set out in four level descriptors

Classroom Based Assessment Descriptors
Exceptional
Above Expectations
In Line with Expectations
Yet to Meet Expectations

Classroom-Based Assessments (CBAs) in Short Courses

Most of the assessment activities during the teaching of short courses will be formative in nature. There will be no more than two Classroom-Based Assessments involved and the achievement of students will be described using a nationally determined common set of descriptors which are set out above (see circular for more information).

Abbreviated extract from Circular 0024/2016 – Section 2.12 (p.11-12)

Whole School Planning and School Self-Evaluation

Approval is granted for schools to close, with Board of Management or ETB approval, as appropriate, for a day of whole-school planning and self-evaluation for Junior Cycle implementation for each year of implementation up to 2021/22.

The purpose of this day will change over time, but in 2016/17 it can be used by schools to support the embedding of the underlying framework on a whole-staff basis. This will involve schools reviewing their current policies and practices and planning and monitoring for the changes that are to be introduced in the *Framework for Junior Cycle 2015*. Junior Cycle for Teachers (JCT) will be available to assist schools in planning for and implementing this whole-school planning and self-evaluation day.

CPD

For full detail on the CPD opportunities available, see circular 0024/2016.

- CPD will be offered to school leaders over the course of the phased implementation period.
- Whole school professional support will be available over the course of the phased implementation period.
- A minimum of 4.5 days subject specific CPD will be available to all teachers of English and a minimum of 4 days subject specific CPD will be available to teachers of other subjects.
- CPD in a range of other areas of learning (e.g. short courses, Level 2 Learning Programmes and particular areas of subject specifications) will be made available over time.

- Substitution, where required, will be available in addition to existing provision to facilitate teacher attendance at both CPD and professional time.

Additional School Closures in 2016/17

It is recognised that the scale of CPD being delivered in 2016/17 is significant. For schools, there is an inherent challenge in facilitating this level of CPD activity while ensuring continuity in teaching and learning in the school. In addition schools will be required to release teachers of English, Science and Business Studies not only for CPD but also for the additional professional time.

To facilitate these activities in 2016/17, approval is granted for two school closure days (in addition to the whole school planning day referred to above), subject to the approval of the board of management or ETB, as appropriate. Accordingly, schools may close for a total of 3 days in 2016/17.

Abbreviated extract from Circular 0024/2016 – Section 3.1.1, 3.1.2 and 3.13 (p.17-19)

Professional Time

3

The *Framework for Junior Cycle 2015* recognises that teachers need professional time to engage in a range of professional collaborative activities, a proportion of which will involve collaboration with teaching colleagues, to support teaching, learning and assessment. This time will facilitate teachers engaging, as necessary, with a range of professional and collaborative activities, namely:

1. Whole-school professional activities to support the junior cycle
2. 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)
3. Attendance at Subject Learning and Assessment Review meetings
4. Preparation for, and overseeing the outcomes of Subject Learning and Assessment Review meetings
5. Administration of the Assessment Tasks in classrooms.

2016/17

Schools may avail of additional school closures in 2016/17, in order to provide for some of the additional professional time agreed and to facilitate the organisation of other related professional and collaborative activities.

Fourteen hours professional time, of which a maximum of 6 hours may be delivered via school closure and the balance through paid substitution hours, is available to teachers of English.

Eight hours professional time, of which a maximum of 6 hours may be delivered via school closure and the balance through paid substitution hours, is available to teachers of Business Studies and Science.

2017/18

From September 2017 professional time will be available on a pro-rata basis to all teachers involved in the delivery of Junior Cycle to support the new curriculum and assessment arrangements for junior cycle. This allocation

equates to 22 hours of professional time within timetable for each full-time teacher each year.

The provision of 22 hours maximum professional time for full-time teachers (and pro-rata provision for part-time teachers) will mean that each full-time teacher's class contact time, in a school with a timetable laid out in 40 minute periods, will be reduced from 33 teaching periods in the timetable to 32 teaching periods.

The 40-minute professional time period provided within the timetable is available to teachers on the understanding that they will use the allocated time flexibly. Such flexible use of the allocated time will include bundling time periods and carrying forward time to facilitate professional collaboration, particularly Subject Learning and Assessment Review meetings. Teachers may also use the time periods for individual planning, feedback or reporting activities relating to junior cycle.

Since professional collaboration meetings can only be held when the relevant subject teachers can be present, a limited number of meetings may need to draw on teachers' bundled time to run beyond normal school tuition hours for some of the duration of the meeting. This flexibility will be required for, and will generally be restricted to, the organisation of SLARs meetings. The deployment of all professional time is a matter for the management of the school. All time periods provided to support implementation of the Junior Cycle must be used for this purpose under the overall direction of the school's management.

Abbreviated extract from Circular 0024/2016 – Section 3.2 (p.19-20)

Developments in Reporting and Wellbeing

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Extract from the draft NCCA document *Reporting in Junior Cycle*:

Formal reporting on the progress and achievements of students will be through annual reports in first year and second year, and through the composite Junior Cycle Profile of Achievement in the autumn/winter term after third year. This will complement reporting on progress to parents/guardians during parent-teacher meetings and through normal student feedback sessions, including feedback after the completion of each Classroom-Based Assessment (CBA).

From autumn 2017, formal reporting will be based on a national approach. Templates designed by the NCCA will be available. Degrees of flexibility and the potential for customisation will be built into the template designs to facilitate some school preferences in the area of reporting. Standard reporting templates, appropriate to the post-primary curriculum context, for use in first and second year will be available for use in schools.

Before the end of the first term following the completion of the Junior Cycle, each student will receive a composite Junior Cycle Profile of Achievement from his/her school. Templates will be user-friendly and easily interpreted by students and parents. Templates will be practical and facilitate easy completion by teachers and efficient compilation at school level.

Extract from Circular 24/2016 on wellbeing in the Junior Cycle: Section 2.17.1 (p.15)

“The junior cycle years are a critical time in young peoples’ lives. Students are exposed to a range of influences and require support to make positive responsible decisions relating to their health and wellbeing and the wellbeing of others. Wellbeing in junior cycle is about young people feeling confident, happy, healthy and connected”.

Extract from A Framework for Junior Cycle (2015) – Section 3.3 (p.22)

From 2017, a new area of learning – Wellbeing – will be formally introduced into the Junior Cycle programme. Wellbeing will encompass Physical Education, SPHE (including RSE) and CSPE. NCCA guidelines will outline minimum time requirements for each of these areas and how schools may also include other areas in their provision for Wellbeing, including provision for Guidance.

Extract from Circular 0024/2016 – Section 2.8 (p.9)

Up to 400 hours will be available for learning in the area of Wellbeing commencing with a minimum of 300 hours of timetabled engagement from 2017 and moving to the full complement of time as the new junior cycle is fully implemented in schools.

Extract from A Framework for Junior Cycle (2015) – Section 3.3 (p.22)

Subject Learning and Assessment Review meetings (SLARs) to support implementation of Classroom-Based Assessments (CBAs)

5

When students have completed CBAs, the CBAs will be assessed by the students' teachers, and the outcomes will be reported to the students. To support teachers in assessing students' Classroom-Based Assessments, teachers in a school involved in teaching these subjects will engage in Subject Learning and Assessment Review meetings (SLARs). At these meetings, teachers will share and discuss representative samples of students' work and build a common understanding about the quality of their students' learning. Where there is a single teacher of a subject in the school, the teacher can be facilitated to participate in a Subject Learning and Assessment Review meeting in another school.

SLARs will be required for the assessment of CBAs that are completed in short courses.

The Subject Learning and Assessment Review meetings will play a key role in developing a collegial professional culture and build up expertise about the judgements that teachers make about student achievement.

SLARS may not be required in relation to the second CBA completed in the practical subjects (Art, Craft and Design, Music, Home Economics and the Technology subjects) as the finished artefact, practical work or performance produced by the student will be marked by the State Examinations Commission.

Extract from Circular 0024/2016 – Section 2.13 (p.12)

3, 2, 1. Exercise

3 <i>Things I learned</i>	
2 <i>Things I would like to know more about</i>	
1 <i>Question I still have</i>	

Statements of Learning Explanation of Learning Experiences

1. communicates effectively using a variety of means in a range of contexts in L1¹⁷

I understand the language *used in my school* and can describe what I think to others by speaking and writing in that language. I can take part in discussion of everyday issues and of topics covered in class. In working with others on class activities, I can make helpful contributions to the activity by sharing my ideas and feelings as well as commenting on the ideas and opinions of others. I read a variety of texts for pleasure and for study to inform myself and to build my ideas and language skills.

¹⁷ L1 is the language medium of the school (Irish in Irish-medium schools). L2 is the second language (English in Irish-medium schools).

2. listens, speaks, reads and writes in L2 and one other language at a level of proficiency that is appropriate to his/her ability

I can express what I'm thinking by speaking and writing in languages other than my first language; I understand the views and experiences of other people when they speak those languages. I read different types of texts in the languages to obtain information and knowledge. The ways of living and cultures in places where the languages are used are interesting to me and I like comparing them with life and culture in Ireland. I know that the skills that help me to learn one language are useful in learning another.

3. creates, appreciates and critically interprets a wide range of texts

I enjoy reading and engaging with different kinds of texts. I can understand and form opinions on the content. When I create a text, I take into account its purpose as well as the needs and interests of people who will be accessing it. In written texts, I understand the importance of grammar, select the correct words to create an effect and use accurate spelling and punctuation. Not all texts are written, so I am also able to work with visual and sound material. When I create a text, I am able to share it in whatever form is most appropriate and I know when permissions to do this are needed.

4. creates and presents artistic works and appreciates the process and skills involved

I can create a piece of art, either on my own or with others. This art can be an object, a written piece or a performance, created by myself or as part of a group. The art I create is another way of saying and exploring what I think or feel and hearing what others think or feel. The artistic pieces I look at or listen to can be those of my classmates, present-day artists or can be the work of artists of another place and time.

5. has an awareness of personal values and an understanding of the process of moral decision making

I can see where my own values come from and the different influences that have shaped them. I respect the values of others while holding my own as special to me. I have an understanding of how moral decision making works in my own life and in the lives of others based on their particular values. I can discuss different day-to-day ethical and moral decisions and comment on them.

6. appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives

I am aware of the importance of religious traditions and the nonreligious interpretations of life. I appreciate how different belief systems have influenced and shaped who we are in Ireland, and also in Europe and the wider world. I can discuss different beliefs and practices in an informed way, and respect those holding beliefs different from my own.

7. values what it means to be an active citizen, with rights and responsibilities in local and wider contexts

I understand how government and politics works in Ireland and elsewhere. I understand that as citizens we all have rights and responsibilities. I respect the rights of minority groups in society. I feel inspired when I learn about ways that active citizens can contribute to building a better world within their local communities and in the wider world. I am willing and able to think carefully about and take action for change on issues that concern me or my community

8. values local, national and international heritage, understands the importance of the relationship between past and current events and the forces that drive change

Using different types of evidence and materials, I look at the lives of both famous people and ordinary people in the past. I can see how local, national and international communities change over time, how people act to bring about change, and how these changes may be connected with each other and with current events and developments. I am aware that I inherit the values, beliefs and traditions that go to make up my culture and of the importance of respecting the cultures of others.

9. understands the origins and impacts of social, economic, and environmental aspects of the world around her/him

I can describe natural processes which lead to change in the natural landscape. I appreciate that people *living* and *making a living* often change the landscape and that this happens in my locality as well as around the world. I understand the relationship between changing landscapes and human life. I am also aware that these changes, as well as political and cultural activities, link people, places and regions and that these links provide great opportunities but also present challenges.

10. has the awareness, knowledge, skills, values and motivation to live sustainably

I understand that the natural world is beautiful and of great significance and importance to the lives of everybody on the planet. I take responsibility for the choices I make about how I live and these choices have consequences for the environment and quality of life in my locality and beyond in the wider world. I try to 'think globally and act locally'. I can help my community play its part in improving our environment but can see that other communities have different concerns and I try to take those into account.

11. takes action to safeguard and promote her/his wellbeing and that of others

I know how to make decisions that are good for my physical, mental, emotional and spiritual health and my relationships with others. I can assess and manage risk and understand the impact of risk-taking behaviour. I feel confident and I can cope with different challenges and setbacks. I can ask for help when I need it. I accept that people are different and that it is everyone's responsibility to challenge discrimination and bullying, and the school can support me to do this.

12. is a confident and competent participant in physical activity and is motivated to be physically active

I participate in energetic physical activities and sport on a regular basis and I know that this allows me to develop and apply a range of social and motor skills, to learn in a different way, develop my fitness and manage my body. It helps me to relax and feel better, especially in the activities and contributes to my health and well-being. Being able to take part in various physical activities also helps me to meet and be with others. I look forward to having more opportunities to be involved inside school and in my community.

13. understands the importance of food and diet in making healthy lifestyle choices

I choose to eat a variety and balance of foods and drinks. I can make healthy food choices and try to eat well on my own and with others. I appreciate the important role of food for different social and cultural groups. I understand that the dietary needs of individuals and groups vary through life stages. I am aware of the many factors that influence food choices and attitudes to food and eating.

14. makes informed financial decisions and develops good consumer skills

I am able to plan my finances on the basis of the resources available to me and those available in my home. I assess information or advertisements that try to influence my behaviour and act only after making well thought out decisions. My knowledge and awareness of consumer information, rights and responsibilities, and sustainable development also inform these decisions.

15. recognises the potential uses of mathematical knowledge, skills and understanding in all areas of learning

I understand that my mathematical knowledge and skills form a language made up of numbers, symbols and various other signs. I can use these inside school and outside school in a variety of activities and contexts. Using and doing maths improves my logical thinking and problem solving and allows me to communicate and discuss my ideas clearly and accurately in a way that others can understand.

16. describes, illustrates, interprets, predicts and explains patterns and relationships

I enjoy looking for and finding patterns and describing the relationships I see in both words and symbols. In many cases, when I uncover the relationship I use it to complete missing terms in the pattern or to predict what other elements of the same pattern will look like. By using this knowledge, I can investigate how patterns influence and are influenced by everyday life.

17. devises and evaluates strategies for investigating and solving problems using mathematical knowledge, reasoning and skills

I can use a variety of mathematical approaches to come up with a reasonable solution to a problem that is new to me or complete a task that I have not been shown how to do. I can judge which strategy is likely to be most effective for the situation. I can break a problem down into smaller, logical steps so that I can contribute to building an overall solution.

18. observes and evaluates empirical events and processes and draws valid deductions and conclusions

I can observe, measure and record data accurately, drawing on a variety of sources, and I make use of logical thinking and reasoning to form opinions and make judgments based on evidence and experiment. I can identify and summarise different points of view, and analyse different arguments, when I encounter public statements or claims.

19. values the role and contribution of science and technology to society, and their personal, social and global importance

I appreciate the role of science and technology in the everyday world, investigating how elements of everyday life have changed over time to gain an awareness of the link with and between scientific and technological developments. I use my knowledge of science and technology to help me to make informed decisions and choices.

20. uses appropriate technologies in meeting a design challenge

By examining and discussing the features of design, I am gaining an awareness of the factors that influence the design process. I use problem solving strategies and show creativity (on my own or with others) in a design challenge to plan, develop, make and evaluate an item that meets a real need or reflects an idea. I can select the possible approaches and suggest what technologies might be useful in all stages of that process.

21. applies practical skills as she/he develop models and products using a variety of materials and technologies

I can work with others to generate, discuss and develop imaginative ideas to create artefacts. I select from a range of materials, tools and software and while working with these, I become confident in my practical skills. My practical experience helps me to design or improve my ideas or products and to understand how materials react when they are 'shaped' by various technologies. I am conscious of the issue of sustainability in my choice and use of materials and in the design of products. I can use all equipment and software safely.

22. takes initiative, is innovative and develops entrepreneurial skills

I like to turn my ideas and those of others into action by thinking up new solutions, planning the approaches and making sure that things happen at the right time and in the best way. This happens with others in a group or with a partner and sometimes I like to work on my own. At times, when things don't go according to plan, I look at what went wrong and decide on a new course of action. I am able to see when something needs to be done and I am willing to take a chance on my ideas and get on with it.

23. brings an idea from conception to realisation

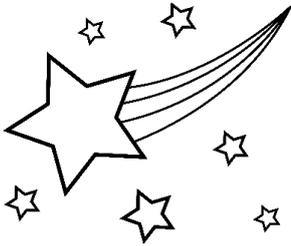
I am able to take an idea for something and make it happen. This sometimes involves working with others but even in a group, I can contribute to the vision or the view of what the final outcome should look like, and to moving the process along. I realise that reflecting on and evaluating how the work has progressed is a vital part of activity like this.

24. uses technology and digital media tools to learn, work and think collaboratively and creatively in a responsible and ethical manner

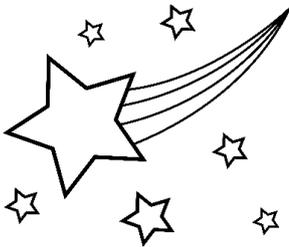
I am able to source information and share content online and I recognise and respect my rights and the rights of others in using technology and digital media. I can evaluate online information and content. I can use technology and digital media to read, help me think, to express myself and to work with others. In working with others, I use technology creatively to interact and develop ideas. I understand that the increasing use of technology and digital media has an impact on people and their communities.

Two Stars and a Wish

What aspect of this teacher's practice do you already incorporate in your practice?



What aspect could you incorporate further in your teaching?



What aspect would you find challenging?



Group Work Roles

Managers – direct the discussion to include everyone

Recorders – makes notes

Speaker – Reports back to the full-staff

Timekeeper – Reminders every minute

Key Skills

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

Subject Strategy Plan

Strategy selected: _____

Year-group: _____

Topic: _____

Learning intention: _____

Pre-teaching required: _____

Planned questions for students: _____

Resources required: _____

Role assigned to students (if any): _____

Key Skills to focus on: _____

Link to assessment: _____

Room layout: _____

Steps for implementation: _____

Timeframe: _____

Homework: _____

Strategy Feedback Sheet

Name of strategy: _____

Subject area: _____

Topic: _____

Class group: _____

Timeframe: _____

How the strategy was implemented: _____

Link to assessment: _____

Benefits of this strategy: _____

Difficulties encountered: _____

Changes you would make if implementing again: _____

Was the strategy effective? In what way? _____

Student feedback on strategy: _____

Please attach examples of student work: photos of students' work produced, video clips etc.

Notes Section

An tSraith Shóisearach do Mhúinteoirí

JuniorCYCLE

for teachers

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