

Quick Reference Guide 2017/2018

An tSraith Shóisearach do Mhúinteoirí Junior **CYCLE** for teachers

1 Framework for Junior Cycle - Key Terms



2 The Junior Cycle Curriculum

“... the curriculum will mean the programme that a school provides so as to comply with the principles, statements of learning and key skills...” (Framework for Junior Cycle 2015 p.26)

3 The 8 Principles of Junior Cycle



4 Key Skills

- | | | |
|------------------|-------------------|-----------------------------------|
| ▶ Being literate | ▶ Managing myself | ▶ Working with others |
| ▶ Being numerate | ▶ Staying well | ▶ Managing information & thinking |
| ▶ Communicating | ▶ Being creative | |

Key skills help learners develop the knowledge, skills and attitudes to face the many challenges in today's world. They also support students in learning how to learn and take responsibility for their own learning.

5 Short Courses

Short courses allow schools greater flexibility in the delivery of their junior cycle programme. Each short course will require 100 hours of student engagement over the three years of junior cycle.

Currently Available:

- | | |
|------------------------|--------------------------------|
| ▶ CSPE | ▶ Digital Media Literacy |
| ▶ SPHE | ▶ Coding |
| ▶ PE | ▶ Chinese Language and Culture |
| ▶ Artistic Performance | ▶ Philosophy |

6 Wellbeing

From 2017 Wellbeing will incorporate learning traditionally included in PE, SPHE* and CSPE. A school may also choose to include other areas in their provision for Wellbeing, e.g. Guidance. 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 from 2020.

7 Level 2 Learning Programmes (L2LPs)

L2LPs are suited to students with general learning disabilities in the higher functioning moderate and low functioning mild categories.

L2LPs build on prior learning but are essentially designed around priority learning units (PLUs) that focus on the social, personal and pre-vocational skills that prepare students for further study, for work and for life.

There are five PLUs as follows:

- ▶ Communication and literacy
- ▶ Numeracy
- ▶ Living in a community
- ▶ Preparing for work
- ▶ Personal care

Currently there are two short courses available at level two:

- ▶ A Personal Project - Caring For Animals
- ▶ Exploring Forensic Science

8 Subjects

The new subject specifications are learning outcomes based and will be introduced in five phases. Irish, English and Maths are essential learning and are designed for a minimum of 240 hours timetabled student engagement. They will be assessed at higher and ordinary levels. All other subjects are optional and are designed for a minimum of 200 hours and will be assessed at a common level. A maximum of 10 subjects or equivalent, is permissible for assessment purposes.

Examples of combinations within a school's Junior Cycle Programme

8 subjects **or** 7 subjects + 1 to 2 short courses **or** 6 subjects + 1 to 4 short courses
9 subjects **or** 8 subjects + 1 to 2 short courses **or** 7 subjects + 1 to 4 short courses
10 subjects **or** 9 subjects + 1 to 2 short courses **or** 8 subjects + 1 to 4 short courses

Short courses will require **100 hours** of student engagement over **2 to 3 years**.

Schools and other organisations can also develop their own short courses locally to a template, guidelines and standard set down by the NCCA. If appropriate for the student (L2LPs only), a mix of level 2 and level 3 subjects/short courses may be studied.

9 The 24 Statements of Learning

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

* L1 is the language medium of the school (English in English-medium schools; Irish in Irish-medium schools).

**L2 is the second language (Irish in English-medium schools; English in Irish-medium schools).

10 Wellbeing

Indicators of Wellbeing

INDICATORS OF WELLBEING



ACTIVE

- Am I a confident and skilled participant in physical activity?
- How physically active am I?



RESPONSIBLE

- Do I take action to protect and promote my wellbeing and that of others?
- Do I make healthy eating choices?
- Do I know where my safety is at risk and do I make right choices?



CONNECTED

- Do I feel connected to my school, my friends, my community and the wider world?
- Do I appreciate that my actions and interactions impact on my own wellbeing and that of others, in local and global contexts?



RESILIENT

- Do I believe that I have the coping skills to deal with life's challenges?
- Do I know where I can go for help?
- Do I believe that with effort I can achieve?



RESPECTED

- Do I feel that I am listened to and valued?
- Do I have positive relationships with my friends, my peers and my teachers?
- Do I show care and respect for others?

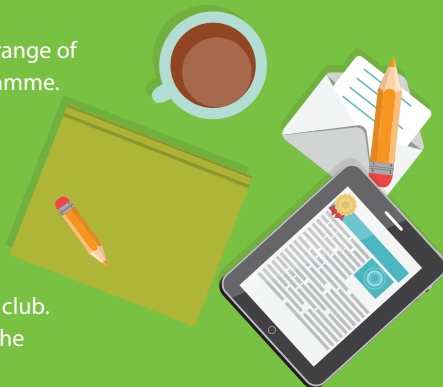


AWARE

- Am I aware of my thoughts, feelings and behaviours and can I make sense of them?
- Am I aware of what my personal values are and do I think through my decisions?
- Do I understand what helps me to learn and how I can improve?

11 Other Learning Experiences

Students will have the opportunity to engage with a range of other learning experiences in their junior cycle programme. These other learning experiences could include activities relating to guidance, pastoral care and student support, a school's own religious education programme or co-curricular activities such as a science fair or musical performance. Others may include leadership training, school attendance initiatives or participation in a homework club. Some of the above activities may be documented in the Junior Cycle Profile of Achievement (JCPA).



12 What will Assessment look like?

Formative assessment, complemented by summative assessment, will be a key feature of the new Junior Cycle

Assessment of subjects presented for certification

There will be a **range of assessment approaches** to complement learning within subjects

- ▶ Ongoing assessments including routine teacher-designed tasks and tests
- ▶ Generally, two Classroom-Based Assessments (CBAs), one conducted in second year and one conducted in third year
- ▶ CBAs will be undertaken at a common level. The tasks involved in the CBA will be specified by the NCCA in consultation with the SEC on an annual basis. A number of assessment tasks will be designed by the NCCA for a particular CBA.
- ▶ A written Assessment Task that will be based on the second CBA and will be submitted to the SEC for marking along with the state-certified examination. The written Assessment Task, marked by the SEC, will be specified by the NCCA and will relate to the learning outcomes of the second CBA. The written Assessment Task may require the student to demonstrate an understanding of the knowledge and skills developed during the second CBA.
- ▶ An externally assessed, state-certified examination for all subjects at the end of third year.

Subject Learning and Assessment Review Meetings

- ▶ Teachers involved in teaching and assessing the CBA in their school will engage in Subject Learning and Assessment Review (SLAR) meetings. Here they will share and discuss samples of their assessments of student work and build common understanding about the quality of student learning. Each SLAR meeting will be subject-specific and will focus on the CBA undertaken by the particular year group. Each meeting will take approximately two hours.

- ▶ Where there is a single teacher of a subject in a school, the teacher can be facilitated to participate in a SLAR meeting with another school.

Assessment of L2LPs for reporting on the JCPA

- ▶ The assessment generated through Priority Learning Units undertaken by a small number of students with significant special educational needs will be classroom-based.
- ▶ Over the three years in junior cycle, students will assemble evidence of their learning in a portfolio.

13 Reporting

- ▶ As is currently the case, formal reporting in the new Junior Cycle will take place annually from first through to third year.
- ▶ Reporting will be based on a national approach incorporating agreed templates designed by the NCCA.
- ▶ The NCCA will develop standard reporting templates, appropriate to the second-level curriculum, for use in first and second year.
- ▶ These reporting arrangements will complement other oral and written reporting opportunities that a school may wish to put in place including parent-teacher meetings, teacher-student dialogue and other home-school communications.

14 Junior Cycle Profile of Achievement (JCPA)

- ▶ The JCPA will reward achievement across all areas of learning as applicable:- Subjects, Short Courses, Wellbeing, Priority Learning Units and Other Areas of Learning.
- ▶ The JCPA will have a nationally determined format. Students will receive their JCPA in the autumn following third year, when all assessment results from the SEC and the school are available and confirmed.

PHASE 1

ENGLISH

Introduced to first years in 2014-2015
For certification in autumn 2017

PHASE 2

SCIENCE AND BUSINESS STUDIES

Introduced to first years in 2016-2017
For certification in autumn 2019

PHASE 3

IRISH, MODERN LANGUAGES AND ART, CRAFT & DESIGN

Introduced to first years in 2017-2018
For certification in autumn 2020

PHASE 4

MATHS, HOME ECONOMICS, HISTORY, MUSIC AND GEOGRAPHY

Introduced to first years in 2018-2019
For certification in autumn 2021

PHASE 5

TECHNOLOGY SUBJECTS, RELIGIOUS EDUCATION, JEWISH STUDIES AND CLASSICS

Introduced to first years in 2019-2020
For certification in autumn 2022

An tSraith Shóisearach do Mhúinteoirí

Junior**CYCLE**
for teachers



It should be read in conjunction
with the Framework for Junior Cycle
2015 and relevant Department of
Education & Skills circulars.

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