

An tSraith Shóisearach do Mhúinteoirí

# Junior **CYCLE** for teachers

**Level 1  
Learning  
Programmes:  
Booklet 1**



## Activity 1: Principles of Junior Cycle

<p><b>Quality</b></p> <p>All students experience a high quality education, characterised by high expectations of learners and the pursuit of excellence.</p>	<p><b>Wellbeing</b></p> <p>The student experience contributes directly to their physical, mental, emotional and social wellbeing and resilience. Learning takes place in a climate focused on collective well being of school, community and society.</p>
<p><b>Creativity and innovation</b></p> <p>Curriculum, assessment, teaching and learning provide opportunities for students to be creative and innovative.</p>	<p><b>Choice and flexibility</b></p> <p>The school's junior cycle programme is broad enough to offer a wide range of learning experiences to all, and flexible enough to offer choice to meet the needs of students.</p>
<p><b>Engagement and participation</b></p> <p>The experience of curriculum, assessment, teaching and learning encourages participation, generates engagement and enthusiasm, and connects with life outside the school.</p>	<p><b>Inclusive education</b></p> <p>The educational experience is inclusive of all students and contributes to equality of opportunity, participation and outcomes for all.</p>
<p><b>Continuity and development</b></p> <p>Curriculum, assessment, teaching and learning enables students to build on their learning to date, recognises their progress in learning and supports their future learning</p>	<p><b>Learning to learn</b></p> <p>High quality curriculum, assessment, teaching and learning support students in developing greater independence in learning and in meeting the challenges of life beyond school, of further education, and of working life.</p>

### How do we implement the Principles in our school?

<b>Quality</b>	<b>Wellbeing</b>
<b>Creativity and innovation</b>	<b>Choice and flexibility</b>
<b>Engagement and participation</b>	<b>Inclusive education</b>
<b>Continuity and development</b>	<b>Learning to learn</b>

## Activity 2: How do we implement the Statements of Learning in our school?

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

## Activity 3: Activating Key Skills

This key skill is all about...	We are learning to...	Student activities...
Being creative		
Being literate		
Being numerate		
Communicating		
Managing information and thinking		
Managing myself		
Staying well		
Working with others		



## Activity 4: Level 1 Learning Programmes

1. Who are L1LPs suitable for?

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2a. What makes up the L1LPs?      2b. What other components of Junior Cycle might a student engage with?

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3. Name the Priority Learning Units (PLUs)      3b. Name an element from each PLU

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4. Name the short courses

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5. Why engage with the L1LPs?

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6. Where can you get more information on L1LPs?

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## Activity 5: Exploring a Short Course Specification

What is the name of the Short Course?

What are the names of the strands?

What statements of learning are most relevant to the Short Course?

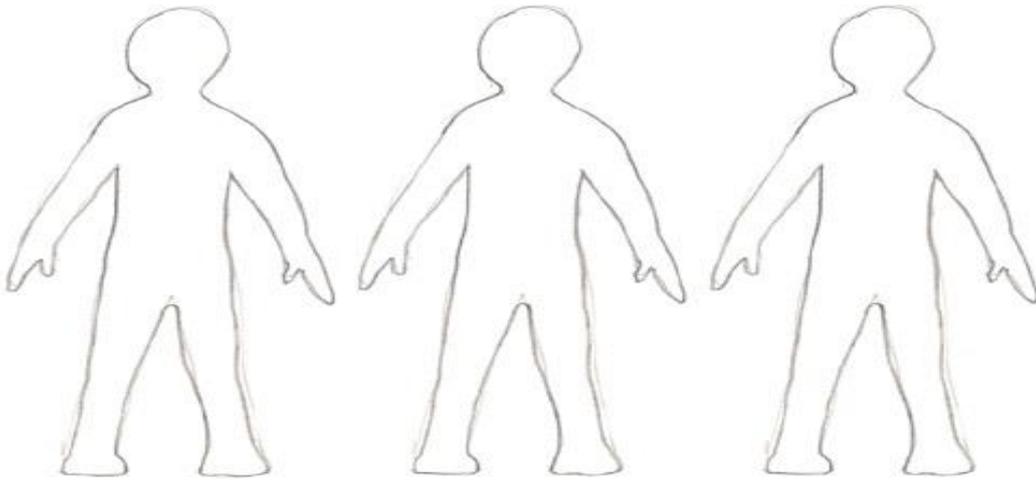
What PLUs are targeted in the Short Course?

What do you think your students would like about the Short Course?

What do you like about the short course?

What do you notice about the wording of learning outcomes?

## Activity 6: Who are our students?



• What is their name?
• What age are they?
• What are their strengths?
• What are their motivators?
• What are their educational needs?
• What are their social needs?
• What sensory needs have they?
• How will they learn best?
• What do they not like?
•
•
•

**Identified Strengths & Interests**

**Identified Needs**

## Activity 7: Planning with PLUs

Communication, Language & Literacy

Numeracy

Personal Care & Wellbeing

Physical Education

Student's Name

The Arts

Being in the Community

Activity 8: Learning Intention and Success Criteria

# Classroom Talk - Assessment

## Learning Intentions

## Success Criteria

Action

Feedback

Activity 9: Learning Outcomes and Features of Quality

# Classroom Talk - Assessment

**Learning Outcomes**

**Features of Quality**

Action

Evidence

Feedback

# Activity 10: Planning a Learning Experience

Which learning outcome(s) is/are your STUDENTS working towards?

Priority Learning Unit	Pathway
Element	
<b>Learning Outcome</b>	
Priority Learning Unit	
Element	
<b>Learning Outcome</b>	
Priority Learning Unit	
Element	
<b>Learning Outcome</b>	

Experiencing = E      Attending = A      Responding = R      Initiating = I      Acquiring = AQ  
 Becoming fluent = BF      Generalising = G

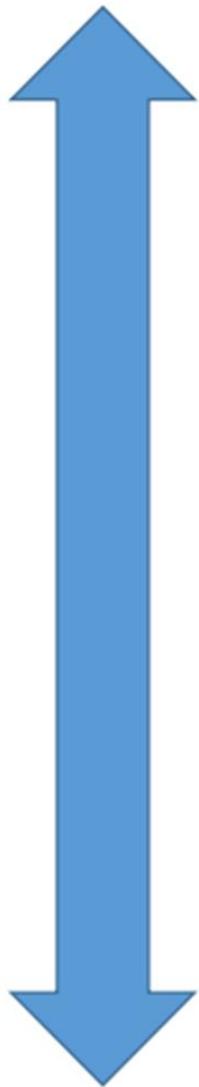
What do you want your students to know, understand and be able to do as a result of learning and teaching activities?

How will you assess your students learning?

How will you gather evidence of your students learning?

What teaching and learning activities are you doing to meet these learning outcomes?

- ✓
- ✓
- ✓
- ✓



<b>PROGRESSION PATHWAYS</b>	<b>The student...</b>
<b>EXPERIENCING</b>	is present during a learning activity. S/he is exposed and/or aware and/or exposed to the learning environment. S/he is beginning to acclimatise to the learning environment such as objects, people, sounds and other sensory experiences.
<b>ATTENDING</b>	becomes attentive to and/or engaged with the learning activities presented by changing gesture, posture, vocalisation, eye gaze, movement etc. S/he is acclimatised to the learning environment.
<b>RESPONDING</b>	demonstrates capacity to actively or purposefully take an interest in the learning environment. S/he begins to indicate likes, dislikes or preferences. S/he actively responds to a learning activity with or without support.
<b>INITIATING</b>	shows curiosity about the learning environment. S/he actively and independently seeks opportunities to engage with and/or influence that environment.
<b>ACQUIRING</b>	demonstrates that knowledge, a concept or a skill is being learned. S/he explores and participates in the learning.
<b>BECOMING FLUENT</b>	moves towards fluency and accuracy in familiar learning contexts. S/he independently and consistently demonstrates recall mastery of the skill/concept/knowledge learned.
<b>GENERALISING</b>	transfers and applies learned skills, knowledge or concepts to familiar and unfamiliar contexts.

Please complete feedback on today, by visiting [www.jctregistration.ie](http://www.jctregistration.ie) Select L1LP then your school and then L1 as on the slide. It would be great if you fill in something in all 3 sessions, Morning, mid morning and afternoon.

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