

An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE** for teachers

Level 2

Learning

Programmes:

**Exploring Short Courses – Teaching,
Assessing and Learning**



1. Which statements of learning are most relevant to the short course?

2. What is the Classroom based assessment?

3. What PLUs are targeted in the short course?

4. What is the name of the short course?

7. What do you notice about the wording of learning outcomes?

**Activity 2:
Exploring a Short Course
Specification**

6. What are the names of the strands?

5. What do you like about the short course?

9. Could you teach this short course?

8. What do you think your students would like?

Activity 3: Teaching and Assessing Short Course Content and Timeline

Teachers involved:	Content/Topic/Theme	Formative Assessment Opportunities?
Strand 1:		
Strand 2:		
Strand 3:		
Strand 4:		

Summative Assessment Content and Timeline

Task	Focus:
Preparation	
Preparation	
Classroom Based Assessment	

Activity 4: Planning for learning

Level 2 Learning Programmes – Short Courses – Learning Outcomes

Which learning outcomes are your STUDENTS working towards?

Strand	
Area student will learn about	
Learning Outcome	
Strand	
Area student will learn about	
Learning Outcome	
Strand	
Area student will learn about	
Learning Outcome	

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

How will students demonstrate their learning?

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What teaching activities are you doing and what learning opportunities are being provided to enable students to meet these learning outcomes?

Learning Activity/Activities:

-
-
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Short Course: _____

Student: _____

Date: _____

Classroom Based Assessment Task:			
Features of Quality	Achieved?	Yet to Achieve?	Feedback

Result: _____ Signed: _____

Feedback: Student Parents JCAD

Short Course – Caring for Animals: A Personal Project

Classroom Based Assessment Report

Student	Date
Features of Quality for Presentation	
Communication of key messages	1. 2. 3.
Appropriate form of communication used. (Record form used and any visual/electronic supports)	
Appropriate pace of presentation (scaled from 1=too slow, 5= too fast) Circle.	1. 2. 3. 4. 5.
Connection with audience (Record attempts made to interact with audience, e.g. humour, eye contact etc)	
Presence of Structure (Circle if there has been an appropriate beginning, middle and end to the presentation)	Beginning Middle End

Staff Members present at review of presentations	Recommendations
1. 2. 3. 4.	

Principal / L2LP Lead Teacher : _____

Activity: Short Course Plan of Action?

What do we want to achieve?	What needs to be done?	By when?	By who?

Notes