

An tSraith Shóisearach do Mhúinteoirí

# Junior **CYCLE** for teachers

**Level 2  
Learning  
Programmes:  
Day 2/3**



## Exercise 1: Principles of Junior Cycle

<p><b>Quality</b> All students experience a high quality education, characterised by high expectations of learners and the pursuit of excellence.</p>	<p><b>Wellbeing</b> 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> Curriculum, assessment, teaching and learning provide opportunities for students to be creative and innovative.</p>	<p><b>Choice and flexibility</b> 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> 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> 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> 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> 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?

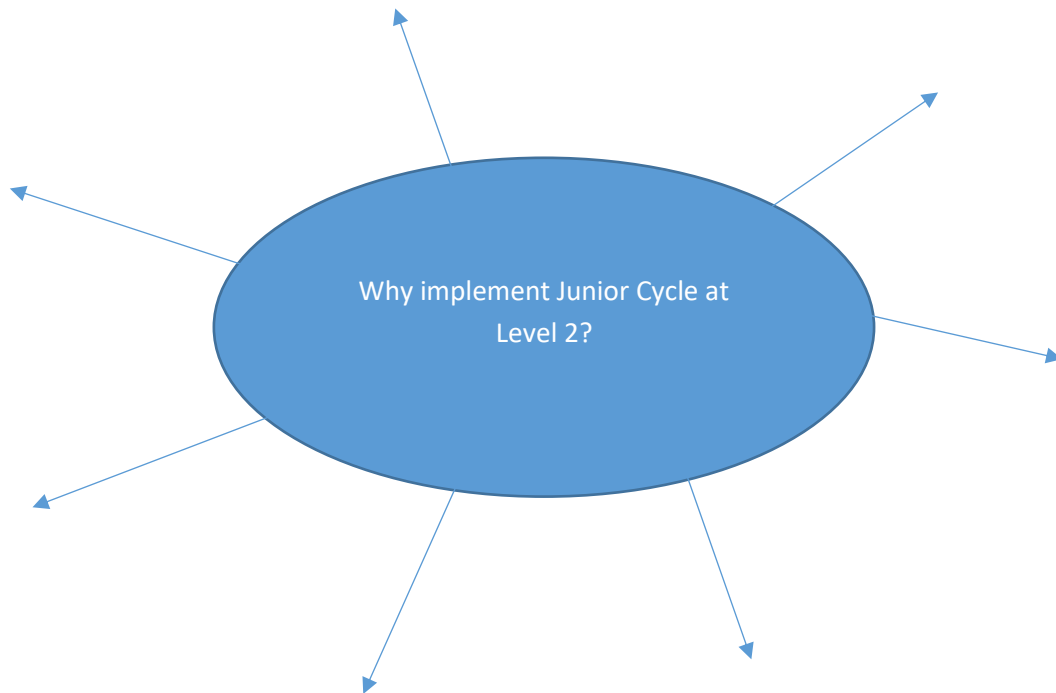
<b>Quality</b>	<b>Wellbeing</b>
<b>Creativity and innovation</b>	<b>Choice and flexibility</b>
<b>Engagement and participation</b>	<b>Inclusive education</b>
<b>Continuity and development</b>	<b>Learning to learn</b>

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

The student	PLUs	Subjects	Short Courses
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			

### Exercise 3: Why do Level 2 Learning Programmes?



### Exercise 4: Where to start...

STUDENTS	STAFFING
TIMETABLING	CONTENT

## Exercise 5: Where do the PLUs fit on a timetable?

Time/Day	Monday	Tuesday	Wednesday	Thursday	Friday
<b>9.05 – 9.20</b>	Welcoming Children Homework check	Welcoming Children Homework check	Welcoming Children Homework check	Welcoming Children Homework check	Welcoming Children Homework check
<b>9.20 – 10.30</b>	Literacy Activities	Literacy Activities	Literacy Activities	Literacy Activities	Literacy Activities
<b>10.15 – 10.30</b>	OT & Physio (Grp 1)	OT & Physio (Grp 2)	OT & Physio (Grp 1)	OT & Physio (Grp 2)	SLT
<b>10.30 – 11.00</b>	Assembly and Break	Music	Assembly and Break	Music/ Home Ec	Assembly and Break
<b>11.00 – 11.55</b>	Numeracy Activities	Numeracy Activities	Music Therapy	Numeracy Activities/Home Ec	Numeracy Activities
<b>11.55 – 12.00</b>	D.E.A.R TIME	D.E.A.R TIME	D.E.A.R TIME	D.E.A.R TIME	D.E.A.R TIME
<b>11.55 – 12.15</b>	Circle Time	Circle Time	Circle Time	Circle Time	Circle Time
<b>12.15 – 12.30</b>	Transfer to school	Transfer to school	Transfer to school	Transfer to school	Transfer to school
<b>12.30 – 1.30</b>	Dinner time and Play Time, Back to school	Dinner time and Play Time, Back to school	Dinner time and Play Time, Back to school	Dinner time and Play Time, Back to school	Dinner time and Play Time, Back to school
<b>1.30 – 2.00</b>	SESE	Art	GAA Skills	SESE	SPHE(activity choice)
<b>2.00 - 2.30</b>	SESE	Work Experience	Free Choice of books or jigsaw	SESE	Arts – Drama, Dance
<b>2.30 – 2.40</b>	Discuss the school day	Discuss the school day	Discuss the school day	Discuss the school day	Discuss the school day

**Exercise 6: Have a go at Theme/Cross-curricular planning...**

Communication and Literacy

Numeracy

Personal Care

Living in the Community

Preparing for Work

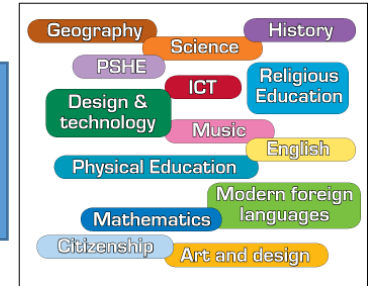
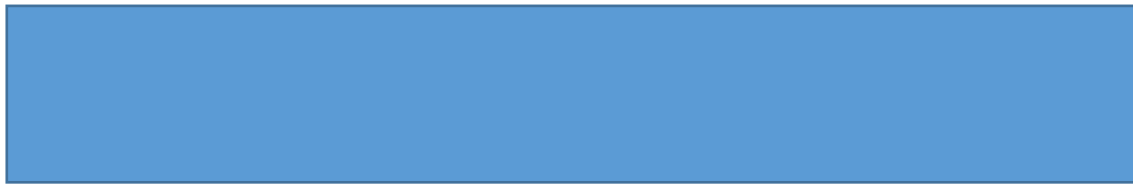
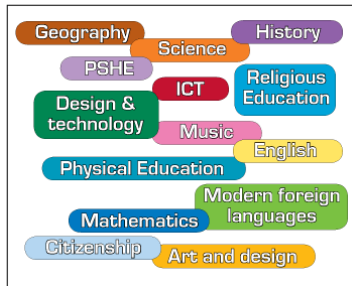
Key Skills

## Exercise 7: Where do Learning Outcomes sit within subjects?

A large, empty rounded rectangle with a dashed border, intended for a subject name.

A large, empty rounded rectangle with a solid red border, intended for a subject name.

A large, empty rounded rectangle with a dashed border, intended for a subject name.



A large, empty rounded rectangle with a dashed border, intended for a subject name.

A large, empty rounded rectangle with a dashed border, intended for a subject name.

A large, empty rounded rectangle with a dashed border, intended for a subject name.



## Exercise 8: Creating an Individual Level 2 Learning Programme

Student \_\_\_\_\_

Prior Learning	Interests	IEP	Future Aspirations

Strengths and difficulties in:

Knowledge	Skills	Understanding	Attitudes

Needs within Priority Learning Units

Communication and Literacy	Numeracy	Preparing for Work	Personal Care	Living in the Community

Ability to follow Level 3 subject in

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## Exercise 9: Individual Learning Programme

Communication and Literacy

Preparing for Work

Name of Student:

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Numeracy

Short Courses

Personal Care

Other Learning Experiences

Living in the Community

Subjects

## Exemplar: Short term planning/ Cuntas Míósúil ...

Teacher: D McC

Class: Senior 7

Month: September (Week 1 and 2)

Child: \_\_\_\_\_

SOL: 1,2,3,4,5,6,9,17,19,22,24

Key Skills: C, BC, MIT, WO

Achieved ● Working towards ● not achieved ●

PLU	ELEMENTS	Resources	FQ	CH	DS	E O'R	JF	D O'K	Differentiation/ Methodologies	Comments
<b>Numeracy</b>	<p><b>F1-</b> show a large calculator on the class interactive whiteboard. Ask the children to identify digits 0-9 and the decimal point and necessary operations buttons.</p> <p><b>F2-</b> children to use a calculator to help them solve triangle puzzles (involves addition and subtraction calculations).</p> <p><b>F3-</b> children to first solve addition calculations mentally and then check their finished work using a calculator.</p>	Various addition and subtraction worksheets.							<p>F – SNA support (reading sum out loud) 3 q's only</p> <p>E – Reading sum out loud</p>	<p>All children demonstrated a good understanding of how to use a calculator. They could locate the main function buttons and the digits 0-9 confidently.</p> <p>Children found the triangle puzzle challenging (F in particular) but all could use the calculator to help solve the puzzle. Once errors were identified to them, all could self-correct. (F needed SNA support)</p>
<b>Communication and Literacy</b>  <i>Reading</i>	<p><b>C2, C4, C5</b></p> <p>Children to work from Way with words 3, Unit 1.</p> <p>Children to take turns reading from the stories and encourage them to respond to punctuation as appropriate (C2).</p> <p>Children to then work through comprehension style activities for the story</p>	<p>Way with words 3, unit 1.</p> <p>Individual copy books</p> <p>Roald Dahl activity sheets</p>							<p>DS and F – paired reading</p> <p>J – role play</p> <p>Large script for DS</p> <p>Voice recorder for DoK.</p>	<p>All children work confidently through Way with words activity pack. DS - needed support</p> <p>Children were very interested in learning about Roald Dahl. They enjoyed reading the comprehension text. When questioned, all showed a good understanding of how we respond to punctuation- pause at a comma and stop at a full stop. DoK needed support. When reading out loud, all demonstrated an ability to do this- F and C in particular.</p>

## Exercise 10: Planning to Assess...

### Level 2 Learning Programme and Cuntas Míosúil

What learning outcome are your STUDENTS working towards?

Priority Learning Unit	
Element	
Learning Outcome	

What teaching and learning activities are you doing to meet this learning outcome?

Learning Activity/Activities:

- 
- 
- 
- 

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

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How will students demonstrate their learning?

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- 
- 
-

## Exemplar: Long Term Theme planning...

### COMMUNICATION AND LITERACY

A1/2/3 - Listen, ask questions, follow instructions  
A4 - Express opinion (review)  
A5 - formal/informal communication  
B5 - follow non-verbal instructions  
C1 - read common/personally relevant words  
C3 - interpret menus/recipes/reviews  
C4 - find key information  
C5 - reading strategies  
D1/2/5- write a menu/review  
F8 - use ICT for above  
F11 - send invites/recipes by email

### PERSONAL CARE

B1 - food groups  
B2 - food and diet  
B3 - consequences of good diet  
B4 - prep of healthy meals  
B5 - identify safe practices and food prep/storage  
B6 - use food hygiene and safety practices  
C5 - food and health  
C6 - lifestyle choices and health  
E1 - safety risks in kitchen  
E4 - response to safety risk

### PREPARING FOR WORK

A1 - set learning goals  
A3 - implement plan  
A4 - review performance  
B2 - three employment opportunities  
D1 - identify safe practices  
D2/3 - use tools appropriately  
D5 - self-protection at work  
D6/7 - Identify fire exits and instructions for drill  
E1 - 9 Work related activity: lunch for parents/school cafe

Q1. Which subject teachers could incorporate these Learning Outcomes into their lessons?  
Q2. How could you work together to facilitate this learning for the student at Level 2?

**Cross-curricular:  
COME DINE WITH ME**  
A project that encourages students to cook simple snacks/meals for themselves, their peers and their parents.

Includes discussion on food and healthy living, designing a menu, shopping, preparing, presenting and reviewing.

### NUMERACY

A1 - recognize coins  
A2 - Pay for an item  
A3 - Explain a shopping receipt  
A6 - Plan a budget  
A7 - save a small amount of money  
C1 - use temperature keywords  
C2 - Identify instruments of indicating temp  
C3 - Locate temp on cooker  
D1-5 - Weight/Capacity  
J1-2 - Time

### LIVING IN THE COMMUNITY

A6 - participate cooperatively  
C2 - familiar places in community  
E5 - signs and symbols on labels  
E6 - write/say complaint in mock situation

### KEY SKILLS

- Being creative
- Managing Information and Thinking
- Managing Myself
- Communicating
- Working with Others
- Staying Well
- Being Literate and Numerate

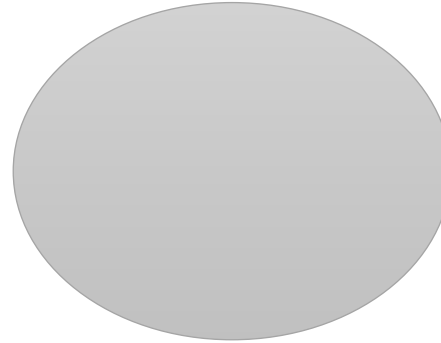
## Exercise 11: Long Term Theme planning...

Identify the Learning Outcomes  
you can teach by covering one aspect of this  
project

Living in the Community

Preparing for Work

Personal Care



Communication and Literacy

Numeracy

## Exercise 12: Planning to Assess...

Level 2 Learning Programme and themed plan

What learning outcomes are your STUDENTS working towards?

Priority Learning Unit	
Element	
Learning Outcome	
Priority Learning Unit	
Element	
Learning Outcome	
Priority Learning Unit	
Element	
Learning Outcome	

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

Learning Activity/Activities:

- 
- 
- 
- 

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

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How will students demonstrate their learning?

- 
- 
- 
-

### Exercise 13: Evidence of...

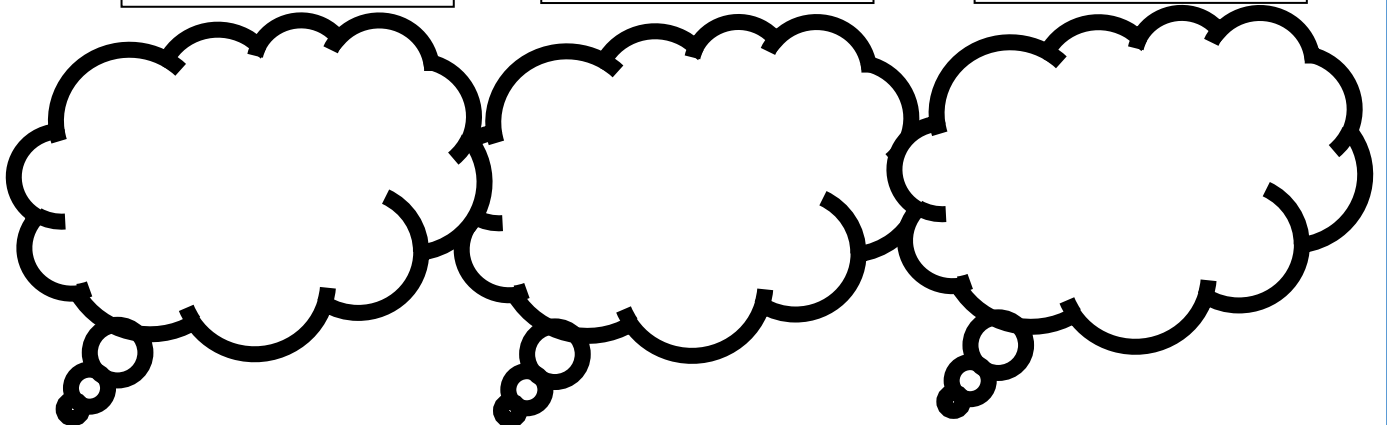
Evidence	PLU?	Element?	Learning Outcome?	Code?	Which section of portfolio?	Location of Evidence?
A						
B						
C						
D						
E						
F						
G						
H						
I						
J						
K						

### Exercise 14: The Added Value of short courses...

For the student?

For the teacher?

For the school?





## Exercise 15: 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 notice about the wording of learning outcomes?

What is the Classroom based assessment?

What do you think your students would like?

What do you like about the short course?

Could you teach this short course?

## Exercise 16: Adapting a Short Course to Level 2

Similarities?

- 1
- 2
- 3
- 4

Differences?

- 1
- 2
- 3
- 4

Changes that need to be made?

- 1
- 2
- 3
- 4

How will those changes be made?

- 1
- 2
- 3
- 4

## Exercise 17: Highlight Main Steps and Available Resources

### Steps for schools to take in developing short courses for junior cycle

As your school prepares to develop a short course you are advised to take the following steps:

Step 1: Read and research

- Ensure familiarity with [A Framework for Junior Cycle](#)
- Take a look at [NCCA-developed short courses](#) to see how the guidelines and template have been used to develop these short courses.
- Read the one-page document entitled [Thinking about Short Courses](#)

Step 2: Consider the proposed short course within the context of your school and the needs and interests of your students

- Consult with staff, students, parents, related subject departments and others about the proposed short course **\*\*Activity\*\***

Step 3: Look at the NCCA support materials for developing a short course

- Read the NCCA Guidelines for developing short courses for [Level 2](#) and/or [Level 3](#) and the [Level 2 template](#) and/or [Level 3 template](#)
- Look at the NCCA short courses as exemplars

Step 4: Use the scoping document

- Now you are ready to develop the short course scoping document for [Level 2](#) and/or [Level 3](#) where you bring together all the big ideas for this course in consultation with relevant others in your school community.
- The school principal submits the short course to the NCCA via email to: [shortcourse@ncca.ie](mailto:shortcourse@ncca.ie) for review and advice. **BEFORE** you go any further with the process. The submission form at the front of the scoping document and the completed document itself should not be longer than seven pages

Step 5: Develop, reflect and refine

- The school uses the NCCA advice in developing a first draft of the short course and this is submitted to the same email address by the school principal
- The NCCA will review the draft and again the school uses this advice to develop a final draft
- The school writes the **final** draft and it is submitted for **final** review to the NCCA

Key advice:

- It is a good idea to pilot the short course - or parts of it - with a small group of students and evaluate its success before offering it to a larger group
- Schools who have developed their own short courses report that it is a rewarding process but that it takes time. Our experience of working with schools has shown that it could take **up to 12 months** to develop one
- It is best to develop a short course in collaboration with others. This allows for discussion and sharing of the planning tasks. It also develops the capacity of the teachers involved to teach the short course when it is developed

### Endorsement of short courses

It is **not** our policy to endorse educational materials or 'packs' relating to short courses, so we would request that you do not use the NCCA logo on published materials relating to this short course. However, you may wish to acknowledge the support of the NCCA in the development of the short course. If so, we would suggest you use the following wording:

*This short course has been developed in accordance with the NCCA template and guidelines*

AUDIT your School

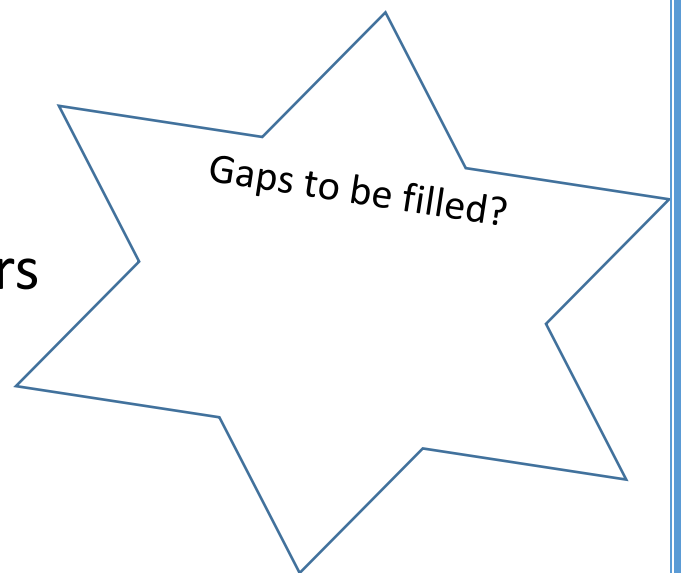
Student Voice

Professional Skill/Talent

Second Level Trained Teachers

Specialised Subject Teachers

Rooms/Facilities



## Exercise 19: **Fleshing out the Audit Results**

What is working well in junior cycle in our school?

Are there gaps in the learning experiences we offer our students?

Are there areas of learning we'd like to give more time to?

Could we use a short course to deepen or extend students' learning in a current subject area?

What new areas of learning would interest our students?

What expertise do we have available within our staff for teaching new areas of learning? Or how can we access that expertise?

How will we decide on the short courses to introduce?

How will we link short course planning with our overall vision for junior cycle?

How can this work be facilitated and supported?

Exercise 20: **We value your feedback. Please complete evaluation form**

## Contact details

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[www.curriculumonline.ie](http://www.curriculumonline.ie)

[www.schoolself-evaluation.ie](http://www.schoolself-evaluation.ie)

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