

An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE** for teachers



Resource Booklet

*School Leaders'
Learning Log*



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Anticipation Exercise for the New Junior Cycle

Some of the following statements are true & some are false. Discuss each statement and mark on the **left hand side** if you the statement is true or false. Then read the quick reference guide and answer the right hand side.

Before		Statement	After		
True	False		True	False	
		1	The Junior Cycle curriculum for 2015 is “the programme that a school provides so as to comply with the principles, statements of learning and key skills”		
		2	Level 2 Learning Programmes (L2LPs) will target the very specific group of students with general learning difficulties in the higher functioning moderate & low functioning mild categories.		
		3	From 2017 students will engage in a new area of learning called Wellbeing which will include PE, CSPE and SPHE.		
		4	Students can study a maximum of 10 subjects for certification within the new Junior Cycle.		
		5	A school’s own religious education programme can be recognised in a student’s Junior Cycle Profile of Achievement.		
		6	In subjects there are 2 classroom based assessments. Each one has an Assessment Task associated with it graded by the SEC.		
		7	A Subject Learning and Assessment Review meeting will take about 2 hours		
		8	Formal reporting in the new Junior Cycle will take place annually from first through to third year		

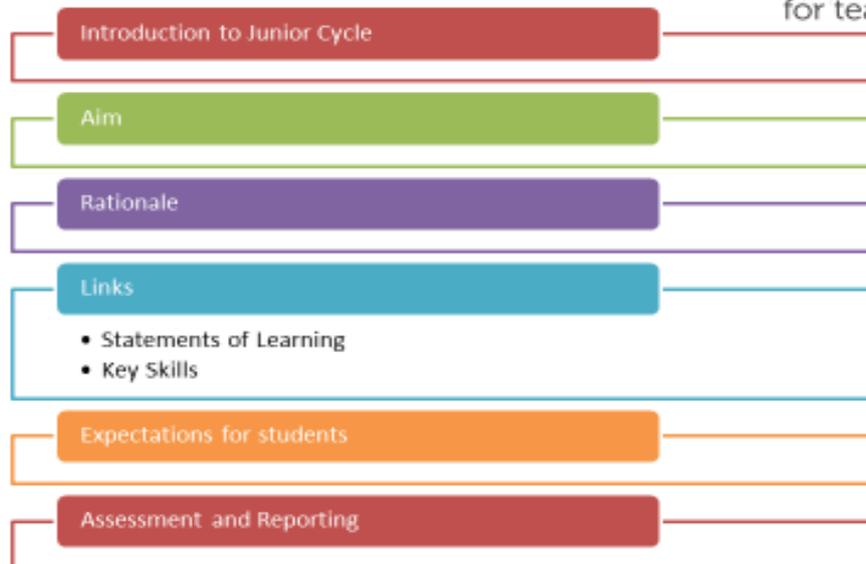
PLEASE NOTE: THIS IS AN EXERCISE TO BE USED AT CPD COURSES AND IS NOT AN INFORMATION LEAFLET ON THE NEW JUNIOR CYCLE



Subjects in the Curriculum:

An tSraith Shóisearach do Mhúinteoirí

JuniorCYCLE
for teachers



Programme structure for JCPA

An tSraith Shóisearach do Mhúinteoirí

JuniorCYCLE
for teachers

Option 1

- 10 Subjects
- 9 Subjects & 1 or 2 short courses
- 8 subjects & 1 or up to 4 short courses

Option 2

- 9 Subjects
- 8 Subjects & 1 or 2 short courses
- 7 subjects & 1 or up to 4 short courses

Option 3

- 8 Subjects
- 7 Subjects & 1 or 2 short courses
- 6 subjects & 1 or up to 4 short courses

L2 Learning
Programme

5 PLUs and
2
Level 2 Short
Courses

Short Courses can also be included in a schools Junior Cycle programme
as 'Other Learning Experiences'

Junior Cycle Assessment Glossary

Junior Cycle Profile of Achievement *(Framework p 46-4)*

The JCPA will be awarded for the first time in autumn 2017. The JCPA will reward achievement across all areas of learning as applicable: Subjects, Short courses, Wellbeing, Priority learning units, Other areas of learning. The JCPA will draw upon and report on achievement across all elements of assessment including ongoing, formative assessment; Classroom-Based Assessments; and SEC grades which include results from the state-certified examinations and the Assessment Tasks.

The JCPA will have a nationally determined format. It will be compiled by the school and received by students in the autumn following third year, when all assessment results from the SEC and the school are available and confirmed. Students will be aware of their results before receiving the JCPA. In the case of both the SEC grades and the Classroom-Based Assessment tasks, students will already have received the results of assessments prior to the awarding of the JCPA.

Formative Assessment *(Framework p 35-36)*

The Junior Cycle will be underpinned by the further integration of formative assessment as a normal part of teaching and learning in classrooms. Formative assessment involves teachers and students reflecting on how learning is progressing and deciding next steps to ensure successful outcomes. A vital part of formative assessment is the feedback that teachers provide to their students. Through a range of assessment activities the teacher helps the student to identify what has been achieved and where there is room for further learning and development. To facilitate the type of learning envisaged above, the role of the teacher and the dynamics of the teacher-student relationship will evolve. Teachers will place a greater emphasis on integrating assessment into their teaching so they can better monitor students' progress in learning and identify how they can support students to reflect on and critically analyse their own learning.

Classroom-Based Assessments *(Framework p 37-38)*

Work related to the Classroom-Based Assessments is best seen as an integral part of ongoing assessment and routine classroom practice. In each subject, students will undertake two Classroom-Based Assessments facilitated by their teacher. One Classroom-Based Assessment will take place in second year and a second Classroom-Based Assessment in third year. Classroom-Based Assessments will provide students with opportunities to demonstrate their understanding and skills in a way which would not be possible in a formal examination. A particular purpose of the Classroom-Based Assessments will be to facilitate developmental feedback to students during their engagement with the assessment task and at the end of the process.

The Classroom-Based Assessments will be at a common level. The tasks involved in the Classroom-Based Assessments will be specified by the NCCA in consultation with the SEC on an annual basis. The tasks will cover a broad range of activities including oral presentations, written work of different types, practical or designing and making activities, artistic performances, scientific experiments, projects or other suitable tasks.

Classroom-Based Assessments will be undertaken by students in a defined time period within class contact time to a national timetable. The NCCA will provide a specific timeline for each Classroom-Based Assessment.

For each Classroom-Based Assessment, the NCCA will articulate standards or reference points that describe performance on the Classroom-Based Assessment at a number of levels. These quality descriptors will be accompanied by exemplars of students' work at the different levels. The provision of standards and exemplars of work will provide teachers with a clear framework within which to evaluate the work of their own students for assessment purposes.

Features of Quality

Features of Quality are the statements in the short course/subject specifications that support teachers in making judgements about the quality of student work for the purpose of reporting on student achievement. As success criteria are closely linked to learning intentions and based on the day-to-day processes in the classroom, student learning will gradually come to reflect the requirements set out in the features of quality which are used for certification purposes.

Subject Learning and Assessment Review Meetings (SLAR meetings) *(Framework p 39-40)*

The Subject Learning and Assessment Review meetings will play a key role in developing a collegial professional culture and build confidence about the judgements that teachers make about student performance. The structured support in Subject Learning and Assessment Review meetings for Classroom-Based Assessments will also help to ensure consistency and fairness within and across schools in the assessment of student learning. In Subject Learning and Assessment Review meetings, teachers will share and discuss samples of their assessments of student work and build a common understanding about the quality of student learning.

Each Subject Learning and Assessment Review meeting will be subject-specific and will focus on the Classroom-Based Assessment undertaken by the particular year group. Each meeting will take approximately two hours. One teacher of each subject in the school will be allocated two additional hours by school management to facilitate the preparation for and coordination of each Subject Learning and Assessment Review meeting. To foster capacity building in each subject department, this activity will normally be rotated among the relevant teachers.

Final Assessment (State-certified externally assessed examinations) *(Framework p 40-41)*

This is very similar to the exam that 3rd year students current sit in June however there are some changes. All exams (except English, Irish and Maths where there will be two levels) are set at a common level. They will be no longer than 2 hours in duration in a max. of 10 subjects. They will be set, administered, marked and resulted by the State Examinations Commission (SEC). They will be recorded using a set of grades. Provisional grades will issue in September following the end of 3rd year, as is current practice, and will subsequently be confirmed and included in the Junior Cycle Profile of Achievement (JCPA).

Assessment Task (AT) *(Framework p 38)*

After the second of the Classroom-Based Assessments, students will complete a written Assessment Task on what they have learned and the skills and competences that they have developed in that assessment. They may be asked to describe ways in which their learning might be applied to new situations. It will relate to the learning outcomes of the second Classroom-Based Assessment.

The Assessment Task will be completed in class under the supervision of the teacher and will be sent to the SEC for marking along with the script for that subject in the state-certified examination. Marks for the Assessment Task in each subject will be incorporated into the presentation of the grade for that subject.

Sample Roadmap for Teachers of English



Event	Time Frame	Actions Required	Resources	People Involved
CPD day 2	Oct - Dec	<ul style="list-style-type: none"> • Arrange cover 	S&S provided	Deputy Principal /Principal and English teachers
School Visit by JCT	Nov - March	<ul style="list-style-type: none"> • Respond to JCT invitation • Release teachers for meeting 	S&S provided	Deputy Principal/Principal, Head of English and all/some English teachers
Meet with English Department	Oct-Dec	<ul style="list-style-type: none"> • Discuss meaning use of time • Choose a facilitator for SLAR meetings 	Time	Principal/Deputy Principal and English teachers
1st Classroom-Based Assessment	Friday May 20th 2016 <i>or</i> Friday September 30th 2016	<ul style="list-style-type: none"> • Teachers to plan and teach the Oral Communication Task • Record some of the students for SLAR meeting • Communicate with parents 	Recording device	2 nd year English teachers and students
1st SLAR meeting	Thursday May 26th 2016 <i>or</i> Thursday October 6th 2016	<ul style="list-style-type: none"> • Organise 2 hours for all 2nd year teacher of English to meet for SLAR • Discuss arrangements with facilitator 	Overhead projector IT equipment to play the recordings SLAR meeting report	2 nd year English teachers Facilitator

			S&S	
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To consider: teachers of English may need time to develop the following areas:

<u>Familiarisation with Specification</u> Developing Sample units – Aligning learning outcomes with assessment	<u>Departmental planning</u> Planning for 1 st year Planning for 2 nd and 3 rd year	<u>Classroom-Based Assessment</u> Planning for the two CBAs Preparation for and reflection on the SLAR meeting
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Blank Roadmap for Teachers of English



Event	Time Frame	Actions Required	Resources	People Involved
		•		
		•		
		•		

		•		

Resources to consider investing in:

Road Map for Teachers of English 2015-2017

SEC examination –
June 2017

2nd Subject Learning and Assessment
Review Meeting – Thurs 8th Dec 2016

Assessment Task –
Mon 5th – Fri 9th December

2nd Classroom-Based
Assessment – Completed
by Friday December
2nd 2016

1st Subject Learning and Assessment
Review Meeting – Completed by 26th
May 2016 / 6th October 2016

1st Classroom-Based Assessment – Completed by
Friday May 20th 2016 / Friday September 30th
2016

School Visit by JCT – Nov - March

Attend CPD Day 2 – November onwards

Subject Learning and Assessment Review Meetings

- play a key role in developing a collegial professional culture and build confidence about the judgements that teachers make about student performance.
- help to ensure consistency and fairness within and across schools in the assessment of student learning.
- help teachers to reflect on the evidence of work and to share the learning and teaching strategies supporting that work.

SLAR Meeting will take approximately two hours. One teacher of each subject in the school will be allocated two additional hours by school management to facilitate the preparation for and coordination of each SLAR meeting. 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. Teachers will share the role of facilitation during SLAR meetings on a rotational basis.

Before the SLAR meeting:

1. Review relevant NCCA annotated examples (www.curriculumonline.ie)
2. Assess students' work based on the Features of Quality
 - a. Make an initial judgement while watching and listening to a student as to whether his/her oral communication is at 'Yet to meeting expectations'.
 - b. If the student has met the basic threshold of 'In line with expectations', move through the Descriptor levels until one is reached where the student's oral communication matches all or nearly all of the Features of Quality at that level.
3. Record the Descriptor allocated to each student (teachers may wish to record any other point that may be useful to refer to during or after the SLAR meeting).
4. Identify one sample of students' work for each Descriptor, where feasible. This work will be recorded once.

During the SLAR meeting:

1. Facilitator asks one member of staff to introduce a sample of work he/she has assessed to be at 'Yet to meet expectations'.
2. The teacher provides a short introduction.
3. The Facilitator leads a general discussion on the extent to which the student's work matches the relevant Features of Quality. If the judgement is confirmed, this is noted by the facilitator.
4. If there is lack of agreement, the Facilitator should share some relevant annotated NCCA examples.
5. While reasonable time should be allowed for discussion, the facilitator should use his/her professional judgement to decide when to move to the next example.
6. At least two samples for each Descriptor should be discussed. Each teacher should have at least one of his/her examples discussed during the meeting.
7. The process is repeated at each level Descriptor.

8. Teachers will keep a note of the decisions made during the meeting for the students' work they have already assessed, particularly in relation to the Descriptors where their judgement did not align with the majority of teachers.
9. Any significant issues that arose in the SLAR should be highlighted in the facilitator's report.

After the SLAR meeting:

1. Teachers consider the assessment of their students' work and where necessary makes the appropriate adjustments to their provisional assessments.
2. The facilitator generates a short report and submits it to the principal.
3. The facilitator may ask teachers to contribute some of their examples of student work to a bank of examples.

Resistance Activity Instructions

1. Divide your table into groups of 4/5
2. Keep Principals and Deputy Principals from the same school in separate groups
3. Group A take the Envelope marked Questions
4. Group B take the Envelope marked Statements
5. Appoint a Chairperson
6. Appoint a Scribe – Take the marker and A6 Post Its
7. The Chairperson reads one question/statement at a time to the group
8. The group formulates a response
9. The scribe records the response on a large Post It.
10. The Chairperson reads the second question/statement to the group
11. After 15 minutes or the process is complete for the 4 questions/statements put each Post It on the wall underneath the question/statement it answers.

Group A: Questions on 'Responding to Resistance'

Please discuss one at a time and document your responses.

How would/could you respond to these statements?

Q1: Mary has 20 years' experience as a teacher of Junior Cert. English. She gets 3 times above the national average of A's. If she approached you asking "Why should I change my tried and tested methodologies to involve group work?" What would your response be?

Q2: John is a Newly Qualified Teacher of Geography and it is his opinion that he does not have to engage with the JC reforms until September 2018. Why should he now change his classroom practices to include Assessment for Learning and Key Skills such as Managing Myself and Being Creative?

Q3: Classroom based assessment is just a way of getting teachers to do the work of the State Examination Commission: 'Teachers should be the advocates not the assessors of their students'. Why should I change?

Q4: Paul teaches a class that will have its number of classes per week reduced by one lesson. He says "The value of my subject is being diminished with the reduction in teaching time. Yet I will be expected to deliver the same quality, have my students achieve the same standards of results and have enough done to prepare them for the Leaving Certificate. How will this be possible?" How might you respond?

Group B: Statements on 'Responding to Resistance'

Please discuss each statement, one at a time.

Document how would/could you respond to these statements.

- S1:** If we focus on key skills the school's results will be diminished and the reputation of the school will be tarnished.

- S2:** Students will not be able to stay on task and achieve their potential due to the distraction of group work and the focus on communicating to the detriment of knowledge. Long term I think they will be worse off.

- S3:** The quantity of knowledge for my subject is being reduced and the new JC will not prepare them for the Leaving Certificate and beyond.

- S4:** Formative assessment is simply telling the students where they make mistakes. We do this all the time. Providing all this personalized feedback sessions with students is a waste of valuable class contact time.