

An tSraith Shóisearach do Mhúinteoirí

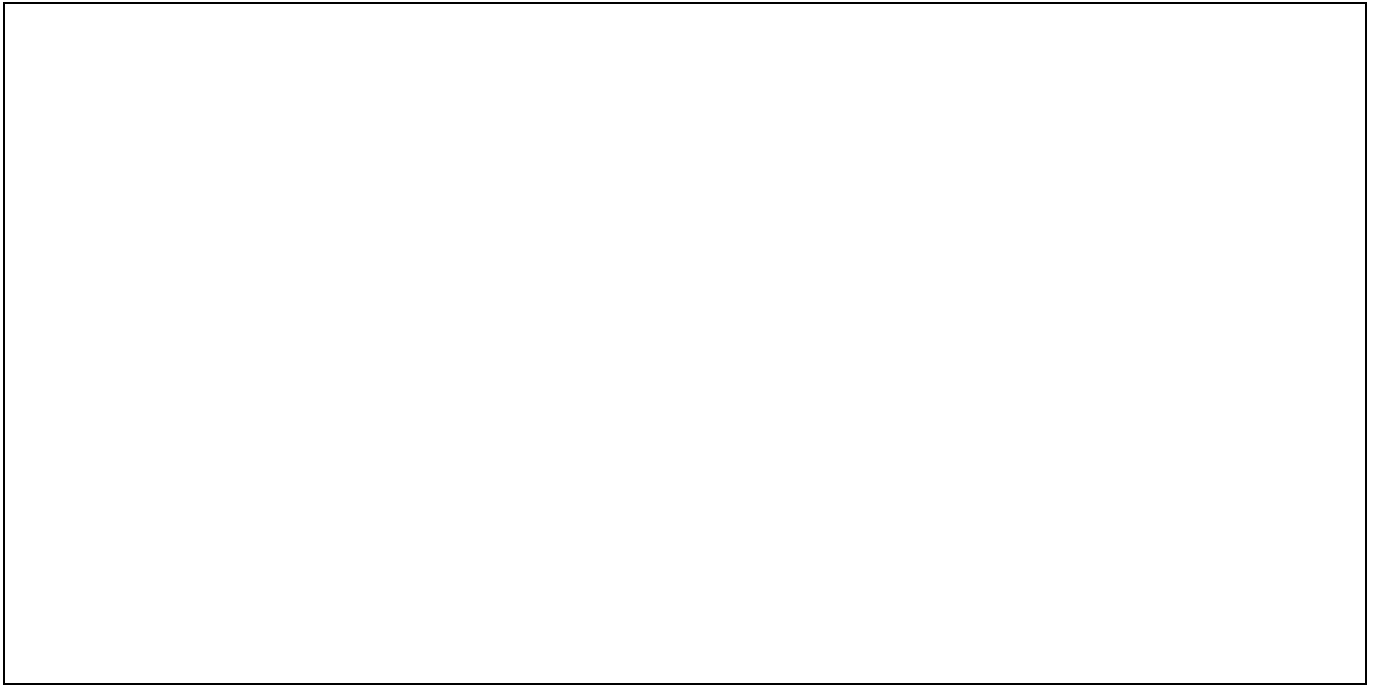
# Junior **CYCLE** for teachers

Leading Teaching,  
Assessment & Learning  
Leadership workshop  
Autumn 2017

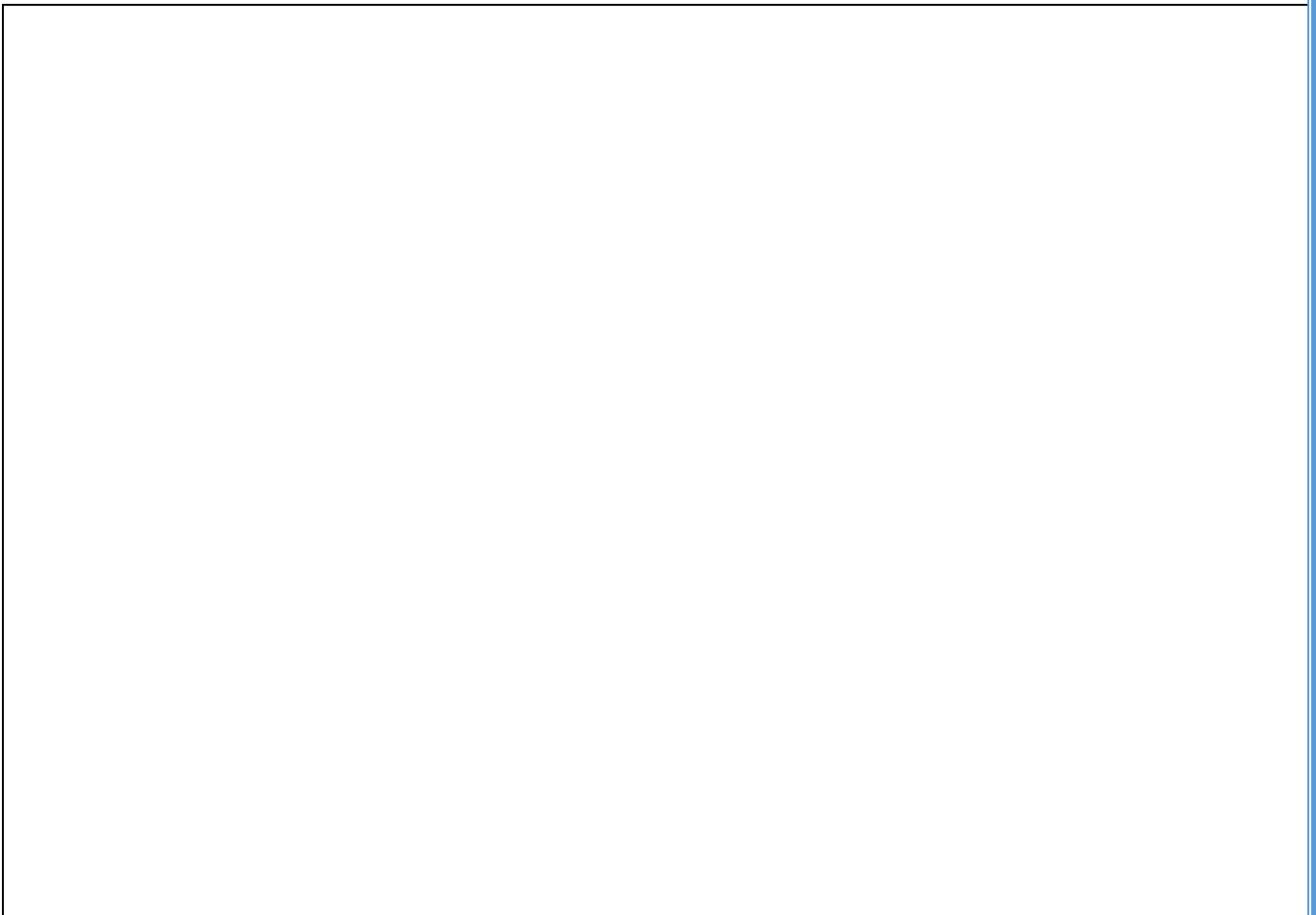


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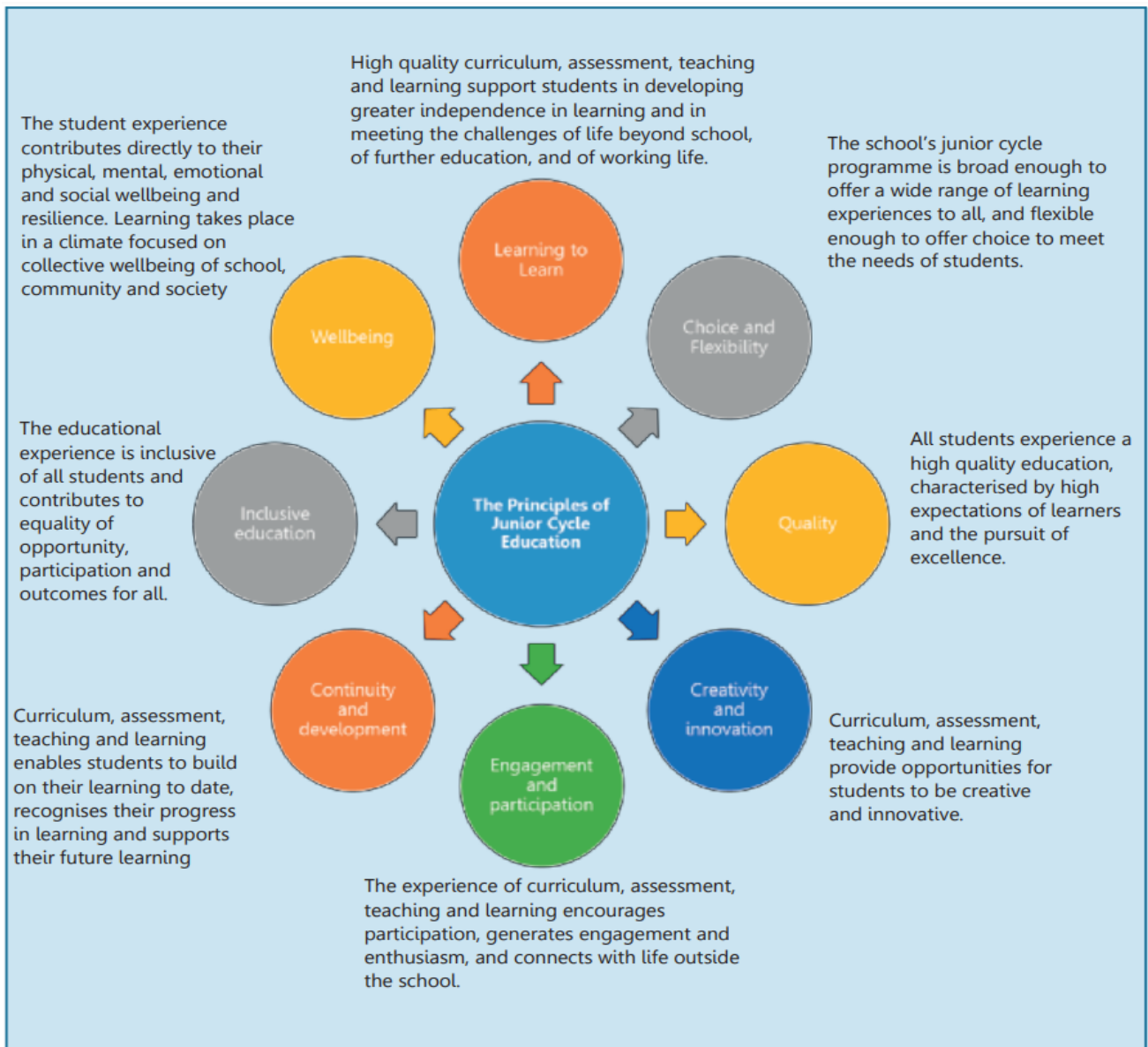
**1. What is effective teaching and learning?**



**2. How are we supporting teaching, learning and assessment in our schools?**



### 3. Engaging with the Principles of Junior Cycle:



**Choose two which you think are most related to teaching and learning? Why did you choose them? Discuss at your table.**

**4. Reflect on the video footage (CBA: oral communication) and document what changes may have happened in the *teachers' classroom practice* to bring the students to this point in their learning?**

**5. What is formative and summative assessment?**

Formative	Summative

6. An overview of the LAOS Quality Framework 2016 is detailed below. Take some time to read down through your given Domain. Reflect on the CBA video footage.  
Underline where you see evidence of the Standards in the CBA footage.

Quality Framework for Post-Primary Schools – Overview

	DOMAINS	STANDARDS
TEACHING AND LEARNING	Learner outcomes	Students: enjoy their learning, are motivated to learn, and expect to achieve as learners have the necessary knowledge and skills to understand themselves and their relationships demonstrate the knowledge, skills and understanding required by the post-primary curriculum attain the stated learning outcomes for each subject, course and programme
	Learner experiences	Students: engage purposefully in meaningful learning activities grow as learners through respectful interactions and experiences that are challenging and supportive reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning experience opportunities to develop the skills and attitudes necessary for lifelong learning
	Teachers' individual practice	The teacher: has the requisite subject knowledge, pedagogical knowledge and classroom management skills selects and uses planning, preparation and assessment practices that progress students' learning selects and uses teaching approaches appropriate to the learning intention and the students' learning needs responds to individual learning needs and differentiates teaching and learning activities as necessary
	Teachers' collective / collaborative practice	Teachers: value and engage in professional development and professional collaboration work together to devise learning opportunities for students across and beyond the curriculum collectively develop and implement consistent and dependable formative and summative assessment practices contribute to building whole-staff capacity by sharing their expertise
LEADERSHIP AND MANAGEMENT	Leading learning and teaching	School leaders: promote a culture of improvement, collaboration, innovation and creativity in learning, teaching and assessment foster a commitment to inclusion, equality of opportunity and the holistic development of each student manage the planning and implementation of the school curriculum foster teacher professional development that enriches teachers' and students' learning
	Managing the organisation	School leaders: establish an orderly, secure and healthy learning environment, and maintain it through effective communication manage the school's human, physical and financial resources so as to create and maintain a learning organisation manage challenging and complex situations in a manner that demonstrates equality, fairness and justice develop and implement a system to promote professional responsibility and accountability
	Leading school development	School leaders: communicate the guiding vision for the school and lead its realisation lead the school's engagement in a continuous process of self-evaluation build and maintain relationships with parents, with other schools, and with the wider community manage, lead and mediate change to respond to the evolving needs of the school and to changes in education
	Developing leadership capacity	School leaders: critique their practice as leaders and develop their understanding of effective and sustainable leadership empower staff to take on and carry out leadership roles promote and facilitate the development of student voice, student participation, and student leadership build professional networks with other school leaders

## 7. Which learning outcomes from the Oral Strand of the English Specification were being assessed in the English 2<sup>nd</sup> year CBA video?

Learning outcomes:

### STRAND: ORAL LANGUAGE

#### ELEMENT: Communicating as a listener, speaker, reader, writer

*Engaging with oral language students should be able to:*

1. Know and use the conventions of oral language interaction, in a variety of contexts, including class groups, for a range of purposes, such as asking for information, stating an opinion, listening to others, informing, explaining, arguing, persuading, criticising, commentating, narrating, imagining, speculating ○
2. Engage actively and responsively within class groups in order to listen to or recount experiences and to express feelings and ideas ○
3. Engage in extended and constructive discussion of their own and other students' work
4. Listen actively in order to get the gist of an account or presentation noting its main points and purpose ○
5. Deliver a short oral text, alone and/or in collaboration with others, using appropriate language, style and visual content for specific audiences and chosen purposes ○
6. Learn from and evaluate models of oral language use to enrich their own oral language production
7. Choose appropriate language, style and visual content for specific audiences and chosen purposes: persuading, informing, narrating, describing a process ○

#### ELEMENT: Exploring and using language

8. Listen actively in order to interpret meaning, compare, evaluate effectiveness of, and respond to drama, poetry, media broadcasts, digital media, noting key ideas, style, tone, content and overall impact in a systematic way ○★
9. Apply what they have learned about the effectiveness of spoken texts to their own use of oral language
10. Collaborate with others in order to explore and discuss understandings of spoken texts by recording, analysing, interpreting and comparing their opinions ○
11. Engage with the world of oral language use as a pleasurable and purposeful activity ○

#### ELEMENT: Understanding the content and structure of language

12. Demonstrate how register, including grammar, text structure and word choice, varies with context and purpose in spoken texts ★
13. Develop their spoken language proficiency by experimenting with word choice, being creative with syntax, being precise, stimulating appropriate responses relative to context and purpose

**8. What impact will working with learning outcomes have on teachers' practices?**

**9. What impact will working with learning outcomes have on subject department planning?**

**Planning questions for subject department meetings:**

- What do we want the students to learn?
- How will we know if they have learned it?
- What will we do if they have not learned it?
- How can we provide extended learning opportunities for students who have mastered the content?

## 10. Read the extract from the Framework for Junior Cycle 2015 and answer the questions below:

### Subject learning and Assessment Review meetings

All teachers of each subject involved in teaching and assessing the Classroom-Based Assessments in the school will engage in Subject Learning and Assessment Review meetings where they will share and discuss samples of their assessments of student work and build 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. This means that when fully implemented, teachers will be facilitated<sup>17</sup> to participate in a review meeting for each subject they teach in respect of the second-year Classroom-Based Assessment and also for the third year Classroom-Based Assessment.<sup>18</sup> A teacher of two subjects to second year and third year will attend four review meetings amounting to eight hours of professional time.

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.

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.

Where there is a single teacher of a subject in a school, the teacher can be facilitated to participate in a Subject Learning and Assessment Review meeting with another school. In the case of an Irish-medium school, the teacher can be facilitated to participate in a Subject Learning and Assessment Review meeting with another Irish-medium school. The potential of ICT to support such meetings will be explored.

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.

Support for teachers in coming to a common understanding of standards and expectations will be provided by the NCCA through the annotated exemplification of student work and a range of

<sup>17</sup> Since Subject Learning and Assessment Review meetings can only be held when the relevant subject teachers can be present, meetings may need to draw on teachers' bundled allocated professional time to run beyond normal school tuition time for some of the duration of the meeting.

<sup>18</sup> For the school year 2015/2016, schools and teachers of English will have the option of having their students complete the first Classroom-Based Assessment in the Spring of 2016 (in second year) or early in autumn 2016 (in the beginning of third year)

<b>What is a SLAR meeting?</b>	
<b>What purpose does it serve?</b>	



**11. Subject Learning and Assessment Review meetings:**Please read the features of quality for the oral communication classroom based assessment. They are found in the English Assessment Guidelines.

Features of Quality for Oral Communication
<p><b>Exceptional</b></p> <p>The student’s communication is remarkable for its fluency and its control of material used.</p> <p>The communication is imaginatively shaped to a very clear purpose.</p> <p>The student’s engagement with the audience/listener is compelling and sustained.</p>
<p><b>Above expectations</b></p> <p>The student’s communication is clear and convincing, and material has been very well chosen.</p> <p>Communication is fully shaped to its intended purpose.</p> <p>Engagement with the audience/listener is highly effective.</p>
<p><b>In line with expectations</b></p> <p>Communication is clear and convincing for the most part, showing knowledge of the subject of the communication.</p> <p>Communication is shaped to a purpose.</p> <p>Engagement with the audience/listener is reasonably well sustained.</p>
<p><b>Yet to meet expectations</b></p> <p>Communication is unconvincing although some knowledge of the subject of the communication is shown.</p> <p>The purpose of the communication is often unclear.</p> <p>Engagement with the audience/listener is haphazard or poorly sustained.</p>

Students will complete Oral Communication towards the end of year two and expectations of the standard they achieve will be at a level appropriate to their age and experience at that stage of junior cycle.

**Deciding on the level of achievement**

When using the Features of Quality to assess the level of student achievement in a Classroom-Based Assessment, teachers use ‘**on-balance**’ judgement. Features of Quality are set out for each of four level descriptors – Exceptional, Above expectations, In line with expectations, and Yet to meet expectations. While it is anticipated that most student work would be judged to be In line with expectations or Above expectations and that much less would be judged as Exceptional or Yet to reach expectations, it is not envisaged that schools would limit the allocation of students to the four level descriptors based on a fixed quota system. The decisions about which descriptors are appropriate would be based on the teacher coming to a judgement about the student’s work matched against the Features of Quality. While it should be noted that none of the descriptors imply faultless achievement, evidence of work for the award of Exceptional should closely match the criteria for that level within the Features of Quality.

## The SLAR Meeting:

Each table is asked to watch the video with one of the following lens:

1. Teachers' Engagement & Consensus
2. Features of Quality
3. Facilitator's Role
4. Potential Challenges

Discuss your observations at your table.

### 12: What are the potential benefits to collaboration?

### Next steps:

### 13: Examine the statements detailed in the LAOS Quality Framework 2016 regarding promoting a culture of collaboration.

Take time to read what is outlined in the statements of effective practice.

#### DOMAIN 1: LEADING LEARNING AND TEACHING

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
Promote a culture of improvement, collaboration, innovation and creativity in learning, teaching, and assessment	<p>The principal and other leaders in the school work to promote a learning culture. They have generally high expectations for students and lead staff in striving for improved outcomes. They support reflective practice and promote a culture of improvement.</p> <p>The principal, with those leading the process, uses SSE to encourage teaching that is engaging and challenging, and to increase students' interest in learning.</p> <p>The principal and other leaders in the school encourage teachers to develop their teaching, learning and assessment practices, and to share their practice.</p> <p>They encourage innovation and creativity. They recognise the value of individual and collective contributions and achievements.</p>	<p>The principal and other leaders in the school foster a culture in which learning flourishes. They lead the school community to continuously strive for excellence by setting high expectations for students. They promote a culture of continuous improvement by supporting colleagues to become reflective practitioners.</p> <p>The principal, with those leading the process, uses SSE very effectively to encourage teaching that is engaging and challenging, and to enable all students to become active and motivated learners.</p> <p>The principal and other leaders in the school expect and encourage teachers to develop and extend their teaching, learning and assessment practices, and to share practices that have proven successful at improving students' learning.</p> <p>They actively promote innovation and creativity. They welcome and celebrate individual and collective contributions and achievements.</p>

**Focus on one aspect of the statements and think how you might put it into practice in your school? Share at your table.**

Aspect of the statement	Action in school

**14. Taking stock:** *Where is your school in the process?*

- Points to note?
- Actions to be taken?
- Conversations to be had?

Session 1	JC framework: Teaching, Learning and Assessment	Next Steps?
Session 2	Specifications, learning outcomes and subject planning	
Session 3	Professional time, Collaboration and SLAR meetings	

An tSraith Shóisearach do Mhúinteoirí

# JuniorCYCLE

for teachers

To provide feedback please visit <http://jctregistration.ie/Feedback>

Click on Feedback (as below), enter your school Roll-number and follow feedback prompts



The screenshot shows the top navigation bar of the JCT Registration website. On the left, there are links for 'JCT.ie' and 'JuniorCycle.ie'. In the center, the text 'An tSraith Shóisearach do Mhúinteoirí' is displayed above the 'JuniorCYCLE for teachers' logo. On the right, the 'JCT Registration' logo is present, along with the text 'Official site to register teachers for JCT Workshops and Short Courses'. Below this, technical support is listed as 'support@jctregistration.ie' and registration support as 'info@jct.ie'. A red arrow points to the 'Feedback' link in the top right corner, which is circled in red.

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