

Junior Cycle Mathematics

Suggested use of professional time

Professional time for teachers: non-student contact time in which teachers will participate in a range of professional and collaborative activities to support the implementation of Junior Cycle. This time will facilitate teachers to potentially engage in activities in the following areas:

- Whole-school professional activities to support the junior cycle
- Individual teacher and subject department professional activities
- Preparation for Subject Learning and Assessment Review meetings
- Subject Learning and Assessment Review meetings

This document contains a list of suggestions for how teachers of Mathematics could use the allocated 22 hours of professional time. The suggestions encompass opportunities for the individual teacher as well as for subject department professional activity.

It is important to acknowledge that every subject will have differing needs and priorities. It is up to each school, subject department and teacher to arrange the 22 hours of professional time in a way that works for them.

Whole-school professional activities to support Junior Cycle

- Whole school interrogation of The Framework for Junior Cycle (2015)
- Whole school discussions and meetings on the implications of the Framework on learning, teaching and assessment practice

Suggestions for how to use professional time

As a Mathematics department

- Create ways of working and protocols outlining how you intend to work together as a department
- Collaboratively unpack the learning outcomes
- Devise units of learning appropriate for your class groups that deepen students' understanding of Mathematics as a connected body of knowledge, skills and concepts
- Reflect, investigate, agree and implement teaching methodologies and formative assessment practices to support learning in Mathematics
- Explore learning experiences that support students' engagement with the Unifying strand, the contextual strands and formative assessment
- Discuss how students can be given opportunities to engage purposefully with the terminology of Mathematics through groupwork, presentations, peer questioning and replying to open-ended questions
- Discuss how you could provide opportunities for your students to demonstrate and reflect on their learning
- Discuss and reflect on the dimension *Teaching and Learning* in Looking At Our School (2016) in the context of Junior Cycle Reform and the learning, teaching, assessment and reporting of Mathematics
- Create a subject information leaflet for both parents and students (There is an information leaflet on www.jct.ie/maths that may be of use)

Individually or collectively

- Use the Junior Cycle Mathematics specification and the Framework for Junior Cycle (2015) as the primary documents for planning for learning, teaching and assessment
- Determine how the learning outcomes, strands (particularly the Unifying strand) and elements will inform learning, teaching, assessment and reporting
- Design learning experiences that support students' engagement with the Unifying strand and the contextual strands
- Familiarise yourself with the information on www.curriculumonline.ie and www.ncca.ie
- Devise and agree formative assessment practices to support learning in Mathematics
- Discuss how students can be provided with opportunities to reflect on their learning

Ongoing supports for professional learning

- Engage individually and/or as a department with the NCCA's [Focus on Learning Series](http://www.ncca.ie) materials on www.ncca.ie. The resources are designed to be used in a flexible manner around four topics: Learning intentions and success criteria, Effective questioning, Formative feedback and Students reflecting on their learning
- Keep up to date through the Junior Cycle for Teachers Mathematics page as we continue to create ongoing support materials for teachers on www.jct.ie and share them on Twitter [@JctMaths](https://twitter.com/JctMaths)