

**Welcome** to the final edition of *JCToday* for 2020/2021.

The 2020/2021 school year will be remembered as a challenging year. Despite the ongoing difficulties we thank all of our JCT personnel who worked tirelessly this year to plan, design, schedule and facilitate a comprehensive online programme of high quality teacher CPD for schools nationwide. Our website, [www.jct.ie](http://www.jct.ie), contains resources for all subjects and includes supports for L1LPs/L2LPs, wellbeing, whole school, leadership and elective supports. These online supports are updated regularly so make sure you check them out.

We are confident that our work is making a difference in terms of supporting schools to embed the Framework for Junior Cycle. We can see this from our ongoing engagements with schools and teachers, and our partner organisations. This newsletter tells only part of our 2020/2021 story, I hope you enjoy reading about it.

We look forward to 2021/2022 and we are up for all of the challenges that lie ahead.

To each and every school leader and teacher that engaged with our CPD this year, we simply say Thank You.



### Junior Cycle Certificate of Completion 2020

The facility to produce the Junior Cycle Certificate of Completion 2020 has been open since 13 May. This facility will remain open until 18 June 2021. Please ensure that your school accesses and downloads your Certificates of Completion before the 18 June deadline.

Frequently Asked Questions Junior  
Cycle Certificate of Completion 2020

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### What's Your Story?

The deadline for submission is fast approaching! Thank you to all who have already submitted a story!



As always, we welcome feedback at [info@jct.ie](mailto:info@jct.ie)





**RHAPSODY** in music is a one-movement work that is episodic yet integrated, free-flowing in structure, with an air of spontaneous inspiration and improvisation, featuring a range of highly contrasted moods, colours and tonality

As the term draws to a close and we prepare for the final weeks of this academic year, we would like to take this opportunity to share with you, our *Rhapsody 2020-2021* that was the engagement of the JCT Music team with our music colleagues nationwide. Please note all visuals in this article are live, click to access our materials.

This year began like no other as we worked on re-purposing our Second Subject Teaching Supports for recording and uploading to our website. These replaced our face-to-face CPD workshops that would have normally been provided for teachers who had music as their other teaching subject during September/October.



It was also a return to school like no other for teachers and the Department of Education published document *Return to School Guidance for Practical Subjects in Post-Primary Schools and Centres for Education* was particularly pertinent to music teachers. Practical music-making was now limited to 10 minutes engagement with a focus on risk assessment and a variety of provisos to keep us all safe. Our *How to Play it Safe* poster with the character fondly known as 'Tommy' was created to accompany this advice for practical music making.

The result of these guidelines saw our music teachers go above and beyond to make practical music learning happen in so many different ways; colleagues inspired other colleagues by sharing their ideas of how to create outdoor spaces for students to participate in their practical music-making, others took to improvising with the physical environment and integrating perspex cordoned off areas inside the music classroom, while some found nooks and crannies inside part-time offices and storage rooms to facilitate this learning. Despite the many different ways teachers engaged with this 'new-normal' the universal change for everyone was the overnight shift to technology and the requirement to upskill to making music online; how to record performances, how to mix and edit sound, how to deal with latency, how to mix and edit video, how to collate these performances into virtual music projects, to name a few! Our **Autumn Online Event** entitled

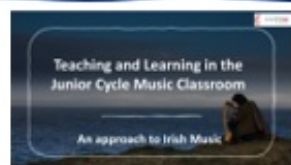


**Engaging with Learning Inside and Outside the Junior Cycle Music Classroom** brought together all this technology. We chose and arranged Holst's 'Jupiter' (*World in Union*) in response to the pandemic and devised a number of DLT supports to exemplify this learning. We then invited a number of colleagues to become the class of 3JCT to pilot these supports and share their learning through the culmination of our *Class of 3JCT Virtual Practical Project*. What learning, what engagement, what fun! Share in this fun by clicking on the video above. Thank you to everyone from our class of 3JCT for getting involved, giving of their time and sharing their learning. A supplementary suite of resources is also available on the website to accompany this online event.



November saw the State Examinations Commission publish a number of documents to support the final examination for our third-year student cohort 2021. This resulted in our first national Zoom meeting entitled *Junior Cycle Music Final Examination: An Exploration* where 314 music teachers came together to explore and discuss these documents. For the Practical we discussed the Memorandum, Sample Unprepared tests and MP4A forms, and for the written we explored the Sample Paper supporting students' learning of Junior Cycle music. This meeting was not recorded. However, the presentation and accompanying poster are available on the website along with a link to the relevant key documents.

In collaboration with our Arts in Junior Cycle team, we recorded our first podcast with the contemporary Irish music ensemble 'Strung'. In this conversation, Aonghus, Maria and Lucia chatted to us about their unique style and where they have drawn their inspiration from. We were also treated to an amazing live performance of 'The hut on Staffin island' and 'A tune for the Girls and Anne Lacey's'. Sit back, listen and enjoy!

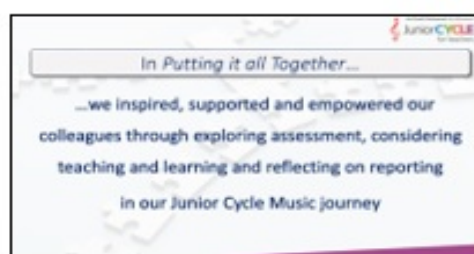


In January, we engaged with colleagues at the Post-primary Music Teachers' Association annual national conference where we investigated *Teaching and Learning in the Junior Cycle Music Classroom* through the lens of **Online Learning**. We shared possible pedagogic strategies for engaging with teaching and learning online. These strategies were accompanied by four online learning packs, comprising various approaches to *Create Music, Research Skills, Irish Music and Style* to further support teachers when engaging with this learning online. Equally, they could be adapted for face-to-face learning. Dár múinteoirí ceoil go léir, tá achainní ar fáil ar ár suíomh gréasáin. Sampla amháin is ea an póstaer Príomh-Chomhábhair an Cheoil. Clliceáil ar an íomhá chun teacht ar an bpóstaer seo.





Our **Professional Learning Experiences 2021** E-Cluster entitled 'Putting it All together' rolled out from January to March. Teachers participated in subject department meetings and undertook both facilitated and self-directed teaching and learning experiences. Our aim was to inspire, support and empower our colleagues through exploring assessment, considering teaching and learning and reflecting on reporting.



Our **Spring Online Event** brought together five of our music colleagues who shared their learning and engagement with the Composition Portfolio (CBA1), Subject Learning and Assessment Review (SLAR) meeting, the Practical, Programme Note (CBA2) and Wellbeing. Participants also shared their learning and posed questions through Padlet and chat, enabling the authentic teacher voice to be heard.



**Imagine if... Imagine when... Just Imagine...** in collaboration with the Arts in Junior Cycle team and together with our partners, Sing Ireland and Irish Music Rights Organisation, we were delighted to launch our initiative **IMAGINE** for teachers nationwide. On the 06<sup>th</sup> March, 24 teachers met with 8 artists and over a period of 7 weeks became partners focusing on enhancing their own wellbeing by collaborating together to investigate and explore their own creative process and reflect on and share their own work. Due to the success of this engagement, we were able to provide a second rollout but in a slightly different guise. On Saturday morning in May, 82 teachers came together as a main group first, then split up to participate in their choice of three workshops selected from a total of six. The workshops engaged in were 'Compose an Irish Jig', 'Find your Sound: the Colours of Tonality', 'Singing to Unleash Creativity', 'Find the Beat, Create the Sound', 'Be Musically Creative' and 'Nurturing Creativity through Songwriting'. Big shout out to all our **IMAGINE** artists, Mark Sheehan, JJ O'Riordan, Fiona Flavin, Sean Doherty, Garry McCarthy, Anne-Marie O'Farrell, Lynn Sullivan and Luan Parle. Teacher testimonial...



*'This was the most rewarding and fulfilling project I have ever had the opportunity to engage with. As teachers, we are used to facilitating projects for our students, but I have found this investment in teacher experience to be truly invigorating. I feel very privileged to have been part of this initiative and cannot recommend the experience highly enough to lucky future participants. Thank you all!'*

So, as you can see our **Rhapsody 2020-2021** contains many integrated and free-flowing episodes, which features a wide range of highly contrasted supports, resources and learning. We hope it provides you with many moments of spontaneous inspiration and improvisations to support and empower you on your Junior Cycle journey. Our Rhapsody is not quite finished as we have listened to your feedback to date and are now in the process of design for next year... *watch this space!!* Thank you for reading and for all your engagement this year! Keep the conversation going!





Thank you to our artists and all our colleagues (82!) for your fantastic participation and engagement during our online music workshops on Saturday, 8th May. Best of luck on your own creative journeys. Stay safe, stay well and stay in touch!

## Gaeilge

### Ceardlanna do mhúinteoirí Gaeilge in Aonaid / Sruthanna

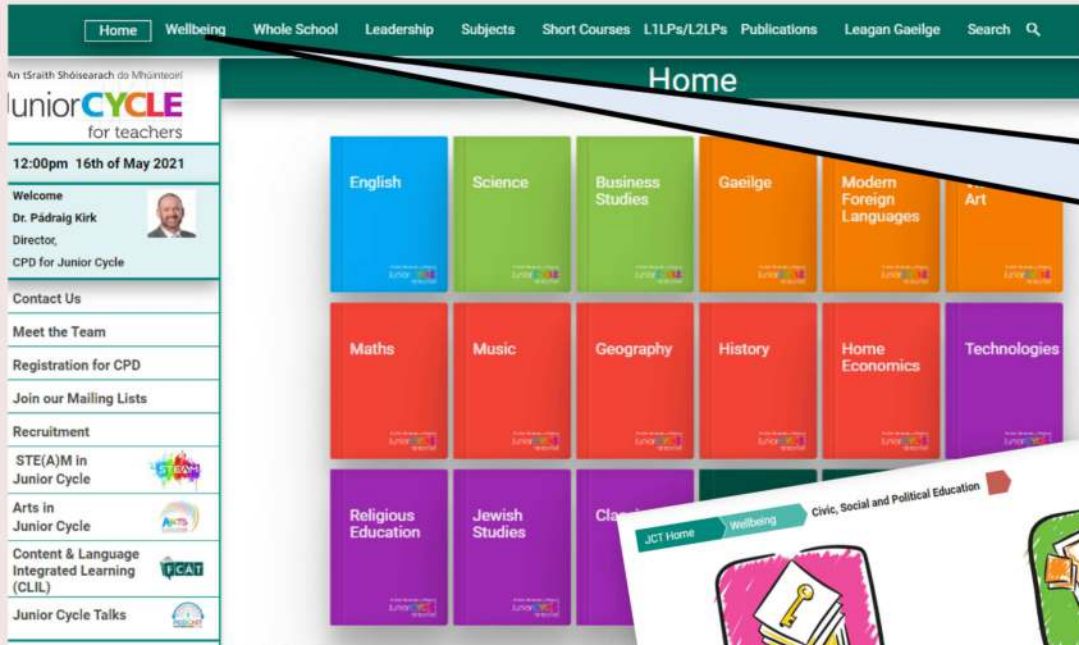
Thug Foireann Ghaeilge na Sraithe Sóisearaí cuireadh do mhúinteoirí Gaeilge na nAonad agus na Sruthanna freastal ar cheardlann FGL T1 idir an 26ú Aibreán, 27ú Aibreán agus an 29ú Aibreán. Bhí deis tugtha do mhúinteoirí na scoile freastal ar cheardlann T2 roimhe sin mar chuid den chnuaschuinniú a bhain leis an scoil. Lá breise a bhí ann chun tacú leis na múinteoirí Sonraíocht T1 a chur i bhfeidhm. Céim cheannródaíoch airgtheach onnghníomhach a bhí ann chun freastal ar mhúinteoirí sa chomhthéacs ar leith sin trí ardán fíorúil. Gabhann Foireann Ghaeilge na Sraithe Sóisearaí buíochas leis na rannpháirtithe uilig a ghlac páirt agus a thacaigh linn ar na laethanta difriúla.



Grianghraf le cead na rannpháirtithe



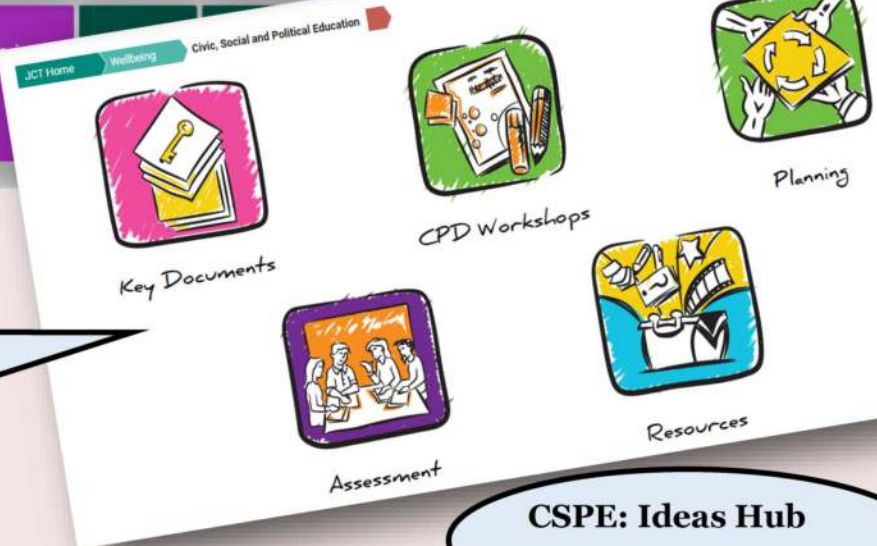
# CSPE Supports



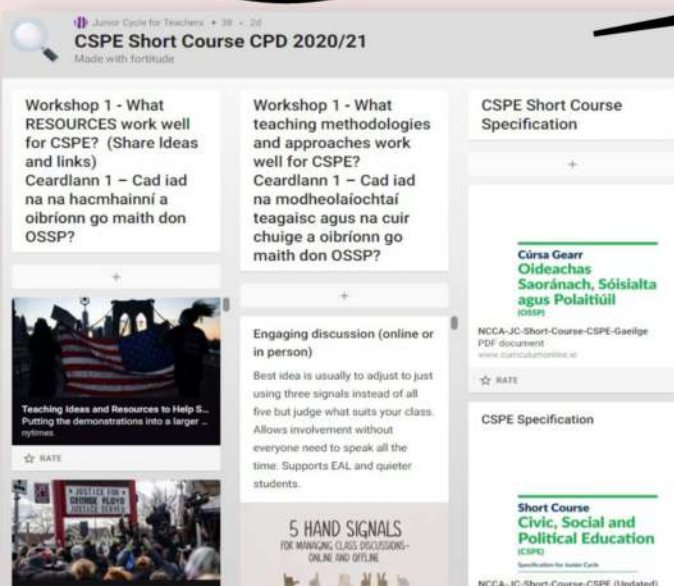
Click on image for a short video on the CSPE resources accessible at [www.jct.ie](http://www.jct.ie)

## CSPE Resources

- Key Documents
- CPD Workshops
- Planning
- Assessment
- Resources



## CSPE: Ideas Hub



## CSPE: Workshop presentations

# Assessment and reporting on students' learning at Junior Cycle in May 2021.



## Revised arrangements for the completion of Classroom Based Assessments for students in 2nd year in 2020/2021 (cohort of students 2019 - 2022) April 2021

Students experienced disrupted periods of learning in 2020 and in 2021 because of school closures introduced to curtail the COVID-19 pandemic. Despite the best efforts of teachers and schools to mitigate the effects of disrupted schooling, the learning experience of students varied. In this context, for the cohort of students who are currently in second year, there is a change in the arrangements regarding the Classroom-Based Assessments they are required to complete. The following assessment arrangements for Classroom-Based Assessments and related Assessment Tasks will now apply:

- In the exceptional circumstances arising from school closures, and recourse as a consequence to remote teaching and learning, each student must complete a minimum of one CBA in each subject and one CBA in each short course. Students from this cohort will not be required to complete Assessment Tasks.
- School management, following consultation with relevant teachers (and where feasible, discussion with students), have autonomy to decide whether to complete one or two CBAs in each subject. These decisions will be taken in light of the factors arising from the COVID-19 pandemic and their impacts on students and schools, which vary from school to school and in respect of which schools themselves are best positioned to decide
- There will be some exceptions to the choices made by schools:
  - to ensure assessment of oral communications skills, students must complete **CBA 2: Communicative Task in Irish** and **CBA 1: Oral Communication in Modern Foreign Languages**;
  - as they are linked in each case with the final examination in the subject, students studying **Visual Art, Home Economics, Music, Applied Technology, Engineering, Graphics and Wood Technology** must complete **CBA 2**

Whilst these arrangements for CBAs are a response to a specific challenge, they also aim to encourage school autonomy, acknowledge teaching and learning decisions made at school level during school closures and ensure, as far as possible, that CBAs completed by students in 2020/2021, including during the recent period of school closures, and 2021/2022 can be recognised and reported on.

Revised arrangements for the completion of Classroom Based Assessments (CBAs) for students in second year in 2020/2021.

Guidelines for Schools on Assessment and Reporting on Students' Learning – Junior Cycle 2021 issued by the Department of Education in March 2021.



An Roinn Oideachais  
Department of Education

## Assessment and Reporting on Students' Learning – Junior Cycle 2021

Updated 15 March 2021  
Version 1.1

## L1LPs/L2LPs

An tSraith Shóisearach do Mhúinteoirí  
**JuniorCYCLE**  
for teachers

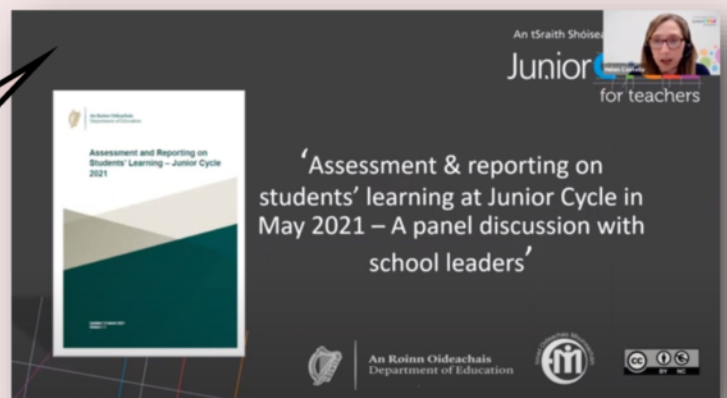
## Assessment and Reporting on Students' Learning - Junior Cycle 2021

L1LPs/L2LPs team, April 2021

The L1LPs/L2LPs team have created two screencasts to support assessment and reporting on students' learning in Junior Cycle.

## JCT Leadership

If you missed out on our live discussion about assessment & reporting for our present 3rd year students with three school leaders last week. Click on the link below to watch the video of our conversation.





# Technologies



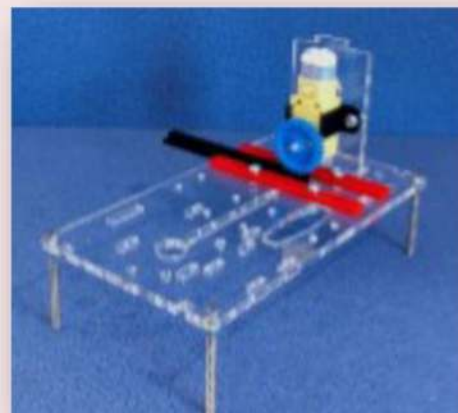
As we approach the end of the school year, we all find ourselves in a new normal. We hope this newsletter finds you and your family safe and well. The JCT4 Technologies Team are currently engaging in the design of our CPD days for 2021/2022 and look forward to hopefully meeting you in the next school year. In the meantime, there are a range of supports available in the Technologies section of our website [www.jct.ie](http://www.jct.ie). We would like to highlight the following resources.

## Applied Technology: Control Prototype Resource

Applied Technology teachers engaged in their online CPD workshop 2020/2021 during March and April. During this workshop, teachers engaged with a Control Prototype Teaching and Learning Resource developed by the JCT4 Applied Technology team. This resource can be used to demonstrate electro-mechanical concepts and principles in a practical way. It also supports students to prototype electro-mechanical controlled solutions in response to a wider design challenge.



Feedback from teachers in relation to this resource was overwhelmingly positive. Teachers recognised the value of this resource in terms of teaching and learning and are currently planning how the resource can be integrated into classroom practice for the coming year.



Further information on this resource and other materials used during the Applied Technology workshops can be found [here](#).

## Graphics: JCT4 Sketching Resource

The JCT4 Graphics team have developed a [sketching resource](#) which may be used by teachers as a self-directed support, and/or used with students to develop subject skills through sketching. Included in the support are 20 tutorial videos, a 22-page activity booklet and a series of digital forms (Microsoft and Google versions available). This support was launched during ‘[The Story so far – A Teacher’s Perspective](#)’ webinar broadcast on the 20th of April 2020, it can be accessed by clicking the images to the right.





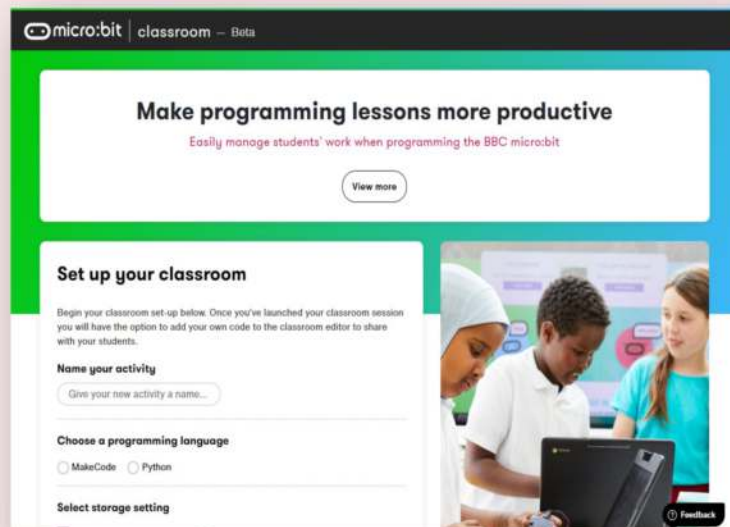
# Technologies



## Engineering: *Micro:bit* Classroom Resource

During the recent Engineering online CPD cluster workshops, we engaged with computer software through *micro:bit* to help teachers embed learning outcome - 3.6 'configure and program basic mechatronic systems using appropriate software' in their engineering rooms.

To support teachers who may be engaging with students learning from home, face to face or a blended experience, the *micro:bit* classroom self-directed resource, available here, may help with exploring and developing skills necessary to engage with *micro:bit*. Further to that, you may wish to set up a virtual classroom where you can support and monitor students remotely or in a classroom environment.



To do this, visit *micro:bit* classroom to create this learning environment for your students and follow this video developed by the JCT4 Engineering team should you need further guidance.

## Wood Technology: My Skills Progress Journey



My Skills Progress Journey has been developed as a guide/approach for teachers and students of Junior Cycle Wood Technology to help promote a culture of reflecting on learning and the development of evaluation skills. The resource can be used by students to reflect on their progress throughout their Wood Technology Learning Journey. It provides them with guidance and suggested approaches for reflecting on their learning and recording their reflections. Click on the image to view and download this resource.

Finally, we would like to thank all the teachers who attended our CPD over the past year and we wish you, along with your families and friends, a safe and restful summer break and hope to see you all again in the new academic year.



# Arts in Junior Cycle

## Short Film Series



### What is it?

A series of short films featuring creatives from across the arts. They show us their work, creative process and tell us about their inspiration, design process, and much more.

### Where can I watch?

On the *Junior Cycle for Teachers* Vimeo channel and on our website - [www.artsinjuniorcycle.ie/films](http://www.artsinjuniorcycle.ie/films)



### Why watch?

The insights into the artist's/designer's creative practice aims to inspire your creativity and shine a light on the arts and their impact on our lives.

### How can I use them with students?

Consider who/what might appeal to students. Adapt Teachers' Guides which outline possible questions to consider before, during and after viewing.



### Where can I find out more?

Short film pages are available on [www.artsinjuniorcycle.ie/film](http://www.artsinjuniorcycle.ie/film). Teachers' Guides, Key Skill focus and much more available for each short film.

Woodturner | UX Designer | Silversmith | Glassblower | Illustrator  
Dancer Artist | Theatre Company | UI Designer | Fine Artist | Architects  
Fashion Designer | Glass Artist | Product Designer | Visual Artist  
Metal Sculptor | Sound Artist | Furniture Designer | Filmmaker

[www.vimeo.com/jct](http://www.vimeo.com/jct)

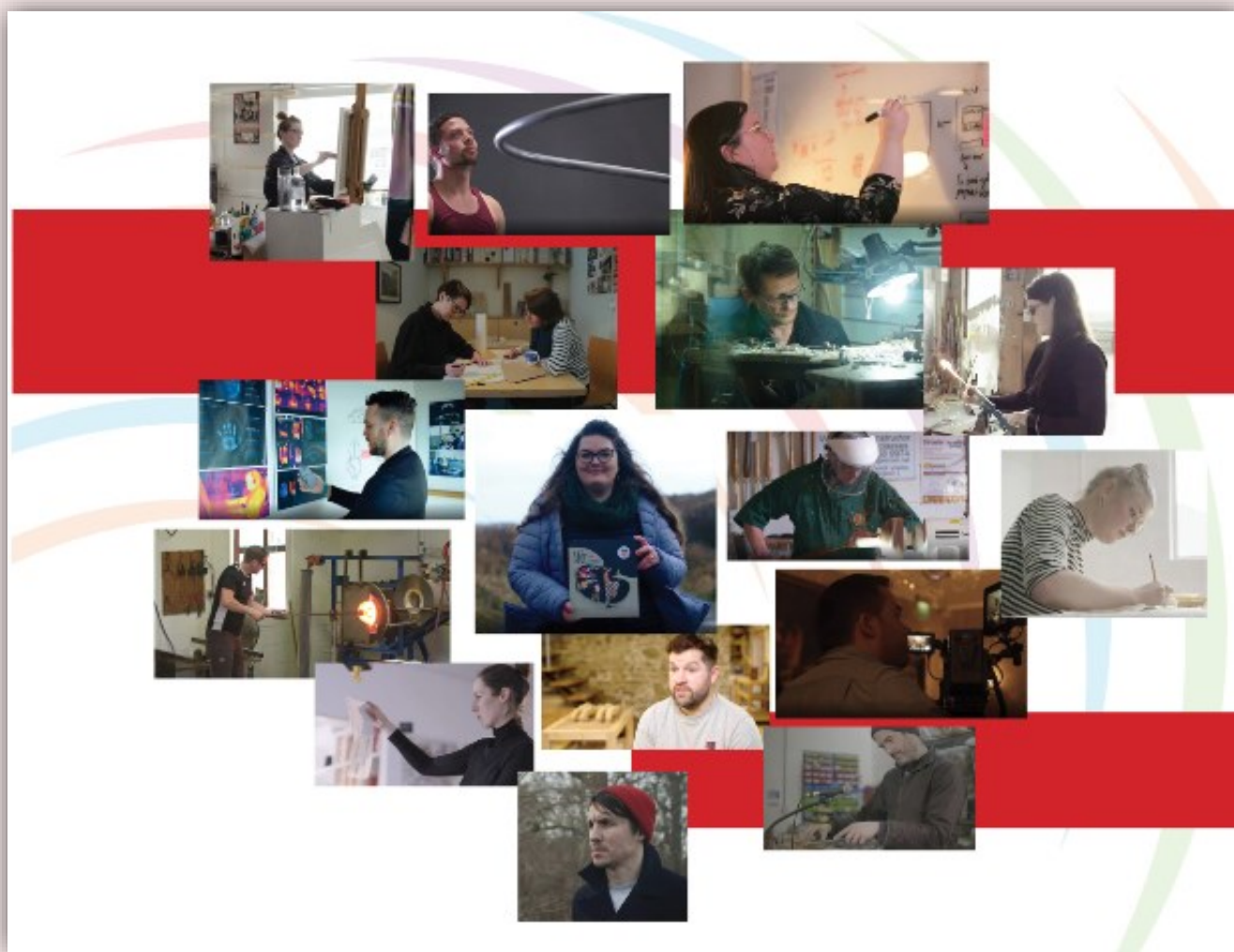
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# Arts in Junior Cycle

## Short Film Series



Woodturner | UX Designer | Silversmith | Glassblower | Illustrator  
 Dancer Artist | Theatre Company | UI Designer | Fine Artist | Architects  
 Fashion Designer | Glass Artist | Product Designer | Visual Artist  
 Metal Sculptor | Sound Artist | Furniture Designer | Filmmaker

[www.vimeo.com/jct](http://www.vimeo.com/jct)  
[www.artsinjuniorcycle.ie/film](http://www.artsinjuniorcycle.ie/film)





# Arts in Junior Cycle

## The Podcast Series



### What is it?

A series of conversations with creatives from across the arts. They tell us about their work, inspiration, creative process, communication and much more.

### Where can I listen?

On the *Junior Cycle Talks* podcast channel, wherever you get your podcasts and on our website - [www.artsinjuniorcycle.ie/podcasts](http://www.artsinjuniorcycle.ie/podcasts)



### Why listen?

The insights and stories that our guests share aim to inspire your creativity and shine a light on the arts and their impact on our lives.

### How can I use them with students?

There are a broad range of guests on the podcast. Consider who/what might appeal to your students, share extracts, reflect, create and discuss.



### Where can I find out more?

Episodes / Episode pages are available on [www.artsinjuniorcycle.ie/podcasts](http://www.artsinjuniorcycle.ie/podcasts). Teacher reflection questions, audiograms, some video and more.

Artists | Musicians | Directors | Writers | Cartoonists | Actors | Visual Artists | Singers  
Woodturners | UX/UI Designers | Ceramicists | Song Writers | Fine Art Painters  
Rappers | Silversmiths | Spoken Word Artists | Dance Artists | Playwrights | Novelists  
Photographers | Curators | Breakdown Artists | Journalists | Bands | Comedians



Search 'Arts in Junior Cycle' wherever you listen to your podcasts

[www.artsinjuniorcycle.ie/podcasts](http://www.artsinjuniorcycle.ie/podcasts)

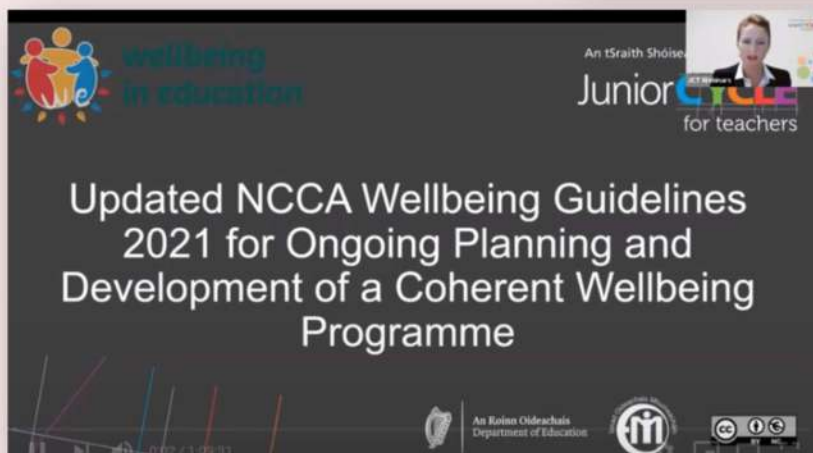




# Updated Wellbeing Guidelines



Over recent months we have updated our Wellbeing resources including the Wellbeing section of [www.jct.ie](http://www.jct.ie)



## Junior Cycle Certificate of Completion 2020

The facility to produce the Junior Cycle Certificate of Completion 2020 opened on Thursday 13 May. This facility will remain open until 18 June 2021. Please ensure that your school accesses & downloads your Certificates of Completion before the 18 June deadline.

[Click here](#)



## Online Cluster event 2021/2022

Schools can now access details of their 2021/2022 subject online cluster event on our portal at [www.jctregistration.ie](http://www.jctregistration.ie) By providing these details now we are seeking to support schools in planning their 2021/2022 school calendar.







Formative assessment occurs during learning and offers the teacher and student information about how learning is progressing. It involves using assessment approaches by the teacher to better understand student learning and inform pedagogy during a lesson, and/or between lessons. The following apps may support you and your students in the Visual Art classroom.



[Padlet](#) allows students and teachers to upload artwork, share their ideas visually, brainstorm collaboratively and give feedback on the work.



[AnswerGarden](#) is a minimalistic feedback tool. It can be used for online brainstorming and some forms of classroom feedback.



[Mentimeter](#) is an assessment tool that allows for instant feedback from students.



[Stop motion studio](#) is a tool to create stop motion animations with photos and audio.



[GIMP](#) is a free and open-source graphics editor used for image manipulation, image editing, and free-form drawing.



[Peardeck](#) is a multi-tool that can be used to design interactive lessons, including giving feedback, integrate pop up activities and add recordings to slides.



[Conceptboard](#) is an online visual whiteboard that allows for collaborative engagement on projects.



[Miro](#) allows students and teachers to build and develop ideas in groups on a shared whiteboard.



[Coggle](#) is a freeware mind mapping web application. Coggle produces hierarchically structured documents, like a branching tree.



[Kinemaster](#) is a full-featured, powerful video editing app.



[Wheel of Names](#) is a random picker wheel that can be used to enter various words or names, spin the wheel and let it choose a random value.



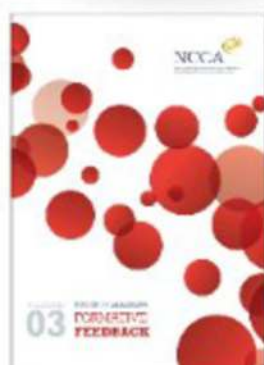
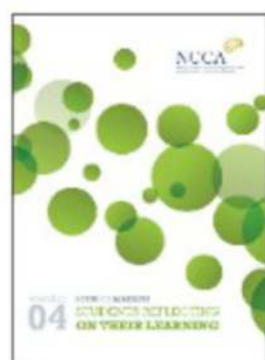
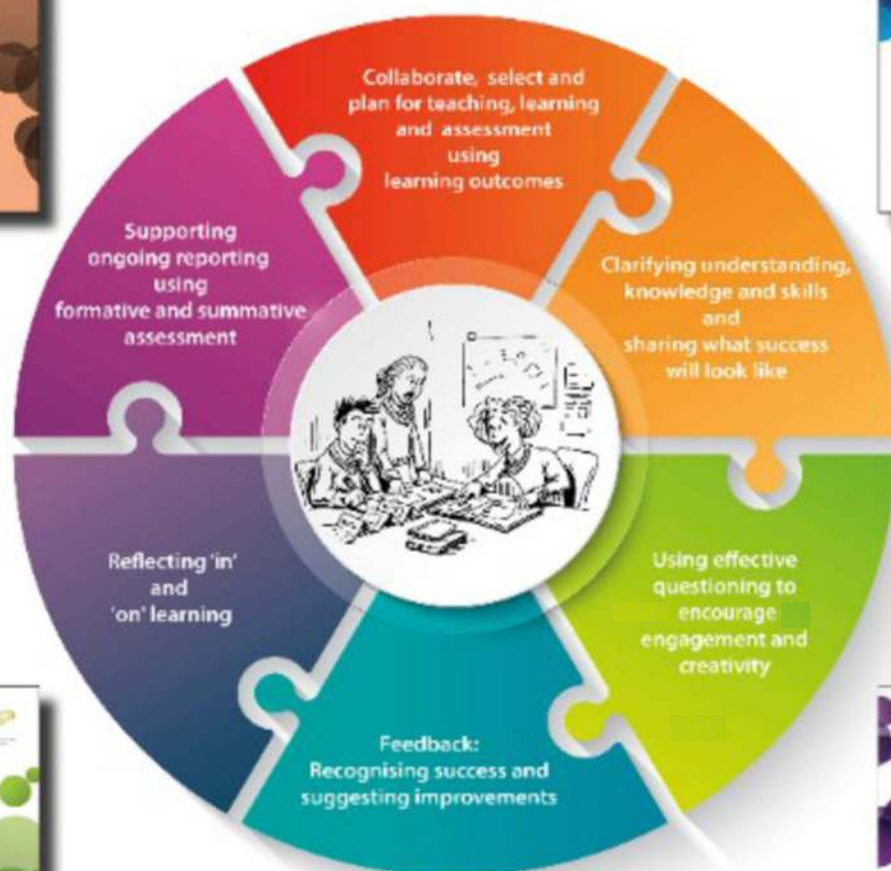
[Mote](#) is a Chrome extension that lets you easily add voice comments and feedback to shared documents and assignments.



[Krita](#) is a free and open-source graphics editor designed primarily for digital painting and 2D animation.



[EdPuzzle](#) allows students and teachers to create interactive online videos by embedding questions, audio notes, audio tracks, or comments on a video.





# English

The English team were delighted to engage with almost 3,000 teachers in the cluster CPD in Spring 2021. Resources and supports in relation to this CPD can be found on our website at this [link](#).



The film podcast series is available [here](#) and on all podcast platforms. We are delighted to share two new episodes in the series, [Colour in Conversation](#) and [The Light Devine](#). In these episodes, teachers Lorraine Keenan, Conor Murphy and JCT English Advisor Mary Lowry, chat with graphic novelist and teacher Rosa Devine. Rosa speaks about the use of colour and light in film, sharing her technical and artistic expertise.

Patricia Forde's novel *The Wordsmith* is included in the Junior Cycle English, Indicative First Year Text List, (For first year student cohorts 2021, 2022, 2023) recently published by the NCCA and available [here](#).

In this JCT English podcast, Forde talks about her novel and offers thoughtful insights on the power of words and language.



In collaboration with Arts in Junior Cycle we interviewed Sophie Doyle, Education Officer with the National Library of Ireland. Sophie considers interesting poetry options in her exploration of Seamus Heaney's work. These might complement the study of poetry in Junior Cycle English. Sophie's podcast is available [here](#). Other podcasts that may be of interest to teachers of Junior Cycle English include authors such as Elaine Feeney, Sarah Crossan, Felicia Olusanya and Sinéad Crowley. These were produced by Arts in Junior Cycle.



You can listen to these podcasts on the Junior Cycle Talks channel or wherever you get your podcasts.





Thank you to all the schools we met on our Mainstream and Special School visits over the Zoom platform during the 2020/2021 school year. We engaged with over 2,500 teachers. The Team will be in touch with schools in the Autumn regarding our CPD plan for the 2021/2022 school year.

All Schools should complete a Certificate of Achievement for students who completed their Junior Cycle in 2020. All details can be found at this link. The deadline is June 18th 2021.

### Mainstream School CPD 2020/2021

All workshops available here. [CPD Workshops](#)

### Special School CPD options 2020/2021

All workshops available here. [CPD Workshops](#)



### The Priority Learning Units

**Assessment Tracker** for L2LPs helps schools to gather the evidence of the achievement of the Learning Outcomes across the 5 Priority Learning Units.

| LIVING IN A COMMUNITY                                |  |  |  |  |  |  |  |  |  | ACHIEVEMENT CHART   |                |              |                    |                               |
|--|--|--|--|--|--|--|--|--|--|---------------------|----------------|--------------|--------------------|-------------------------------|
| STATEMENT OF LEARNING: Students should be able to... |  |  |  |  |  |  |  |  |  | Teacher (Ownership) | Date Completed | Certified to | Evidence Uploaded? | Element Achieved/Not Achieved |
| <b>LC23: Developing good Relationships</b>           |  |  |  |  |  |  |  |  |  |                     |                |              |                    |                               |
| 1.1  | Recognise different kinds of relationships, e.g. parents/child, student/teacher, student/student relationships                       |  |  |  |  |  |  |  |  |                     |                |              |                    |                               |
| 1.2  | Identify situations where people speak differently depending on audience, e.g. peers, teachers, parents, other adults                |  |  |  |  |  |  |  |  |                     |                |              |                    |                               |
| 1.3  | List ways in which name calling and teasing can be harmful to self and others  |  |  |  |  |  |  |  |  |                     |                |              |                    |                               |
| 1.4  | Recognise/act ways in which they would like to be treated  |  |  |  |  |  |  |  |  |                     |                |              |                    |                               |
| 1.5  | Describe ways of making and mending friends, e.g. identify traits which are/are not desirable in a friendship                        |  |  |  |  |  |  |  |  |                     |                |              |                    |                               |
| 1.6  | Participate co-operatively in a group situation  |  |  |  |  |  |  |  |  |                     |                |              |                    |                               |
| 1.7  | Recognise the importance of respect in relationships   |  |  |  |  |  |  |  |  |                     |                |              |                    |                               |
| <b>LC23: Resolving Conflict</b>                      |  |  |  |  |  |  |  |  |  |                     |                |              |                    |                               |
| 2.1  | Describe what peer pressure is, give examples of peer pressure and suggest ways of handling it                                       |  |  |  |  |  |  |  |  |                     |                |              |                    |                               |
| 2.2  | Describe ways of handling peer pressure, e.g. recognise conflict situations between friends and how to resolve them                  |  |  |  |  |  |  |  |  |                     |                |              |                    |                               |
| 2.3  | Demonstrate an ability to negotiate with peers, e.g. in the sharing of resources   |  |  |  |  |  |  |  |  |                     |                |              |                    |                               |
| 2.4  | Describe the characteristics of bullying behaviour   |  |  |  |  |  |  |  |  |                     |                |              |                    |                               |
| 2.5  | Identify the school's approach to dealing with bullying behaviour, e.g. being sent to the principal's office, use of behaviour chart |  |  |  |  |  |  |  |  |                     |                |              |                    |                               |
| 2.6  | Identify the steps for dealing with conflict, e.g. stop and do not react straight away, listen to advice from an adult               |  |  |  |  |  |  |  |  |                     |                |              |                    |                               |
| <b>LC23: Using Local Facilities</b>                  |  |  |  |  |  |  |  |  |  |                     |                |              |                    |                               |
| 3.1  | List ways of spending leisure time   |  |  |  |  |  |  |  |  |                     |                |              |                    |                               |
| 3.2  | Identify familiar places and organisations in the local community  |  |  |  |  |  |  |  |  |                     |                |              |                    |                               |
| 3.3  | Distinguish between what is free and what has to be paid for in the local community  |  |  |  |  |  |  |  |  |                     |                |              |                    |                               |
| 3.4  | Participate in a school-based community project and/or other participation, e.g. a tree-planting                                     |  |  |  |  |  |  |  |  |                     |                |              |                    |                               |

An expanded summer programme of provision for pupils with complex special educational needs and those at risk of educational disadvantage was announced on 11th May 2021. For more information click on image below:



School Based Programme in Primary and Special Schools



School Based Programme in Post-primary Schools



Home Based Programme

### An tSraith Shóisearach agus CFL2nna

Tá nuachtlitir curtha le chéile againn freisin ina dtugtar breac-chuntas ar nuashonruithe, naisc chuig acmhainní agus físeáin chun cabhrú le múinteoirí ar a dturas teagaisc i leith CFL1anna agus CFL2nna. Nuachtlitir CFL1anna agus CFL2nna 2021.

Any teachers who have specific questions around the L1LPs and L2LPs should contact the Team through [info@jct.ie](mailto:info@jct.ie)

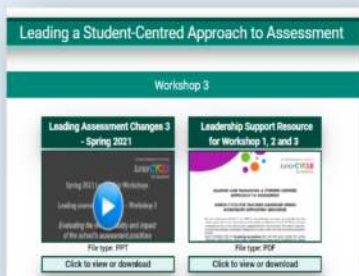




# Staying In Touch

## Leadership

Thanks to all the school Principals and Deputy Principals who participated in our @JctLeadership CPD over the past months. The workshops were truly national gatherings with online attendance from our island schools noted. All resources can be found [here](#).



## Student Voice and Choice

The recording of Student Voice and Choice: The Artistic Performance Short Course is now available on our website.



We endeavour to support teachers during these challenges times by continuously updating our resources and challenging ourselves to meet the needs of teachers and school leaders. Our online resources are easily accessible on [www.jct.ie](http://www.jct.ie). Your suggestions are always welcome, email us at [info@jct.ie](mailto:info@jct.ie).



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