

JC TODAY

The Official Newsletter of Junior Cycle for Teachers

Issue 31 | March 2023

An tSraith Shóisearach do Mhúinteoirí
JuniorCYCLE
for teachers

Welcome to the 31st edition of our newsletter, JC Today. The theme for this spring edition is **Critical Thinking**. Over the next few pages, you will have a chance to delve into some of the supports that various JCT Teams have created and used in both elective and core CPD to promote critical thinking in the Junior Cycle classroom.



Critical thinking is an essential skill for students as it helps them to evaluate information, make informed decisions and solve complex problems. It encourages them to think beyond surface-level information and dig deeper to understand the reasoning and evidence. In today's fast-paced world, where information is readily available, critical thinking helps students to distinguish between reliable and unreliable sources, and to avoid accepting everything they read or hear at face value.

Developing critical thinking skills also helps students to develop creativity, independence and self-confidence, all of which are promoted through the Principles and Key Skills of the Framework for Junior Cycle (2015).

By embracing critical thinking, students can become informed and active citizens, who are able to engage in informed debates and make informed choices. This in turn helps to foster students as active and independent learners.

In our work with teachers, we strive to accentuate the opportunities to promote critical thinking through effective learning experiences for our students. I hope you will find the various articles in this edition to be useful, informative and practical for your subject area.

Liam Bannon, Editor

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Critical Thinking in Junior Cycle



Key Skills of Junior Cycle



Click on the image to download



"Key skills help learners develop the knowledge, skills and attitudes to face the many challenges in today's world. They also support students in learning how to learn and to take responsibility for their own learning."

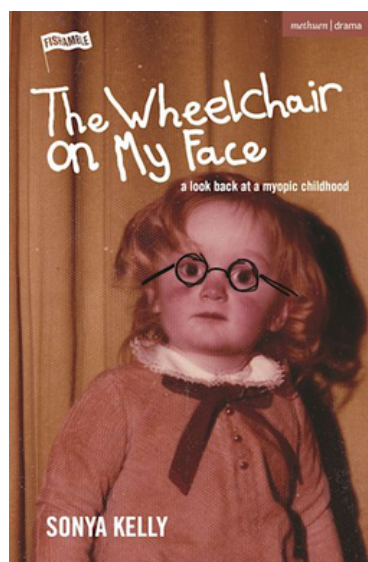
The Framework for Junior Cycle (2015)

W. B. Yeats once wrote “ Education is not the filling of the pail, but the lighting of a fire”. The Junior Cycle key skills, principles and statements of learning strive to ignite this spark and to instil curiosity, innovation and creativity in students. For students to be competent, independent and happy citizens in the modern world it is important that they develop evaluative and analytical skills. Critical thinking allows students to ask “what” and “what if”, “how” and “why”, so that they can synthesise, analyse, evaluate and create. The ways in which the Junior Cycle English Team supports the development of critical thinking skills are multifaceted.

Effective questioning is an important element of eliciting critical thinking. The English Cluster Day, 2023, utilised HOT (Higher Order Thinking) questioning strategies to encourage creativity and innovation. In the morning session, a possible extended writing exercise was introduced where students could be encouraged to consider language structure and word choice by rewriting a piece of Shakespearean text into modern or local dialect.



In this way students, could appreciate the language structure of Shakespeare through their own lens.

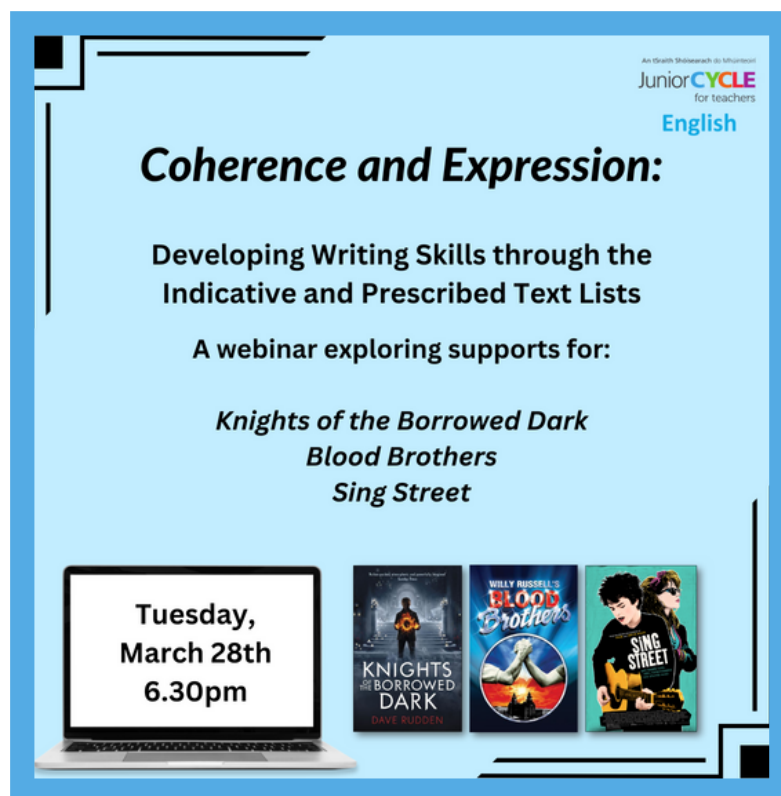


*Click image to
access supports*

In the afternoon session, teachers were offered two questions for the play *The Wheelchair on My Face* and asked to design a third. A support on Bloom's Taxonomy was offered to aid in this design. While many will be familiar with the Taxonomy, it remains useful in encouraging effective questioning. It effectively moves students through the LOT (Lower Order Thinking) questions of recall and understanding, towards HOT (Higher Order Thinking) questioning; supporting students to apply the knowledge, analyse, evaluate and lastly, create. In this way, effective questioning promotes active participation and critical thinking.

English

Making connections is another vital component of critical and evaluative thinking. In an upcoming English Webinar entitled **“Coherence and Expression: Developing Writing Skills Through the Indicative and Prescribed Text Lists”** a number of strategies are presented to help students make connections in language. Through a critical analysis of word choice, grammar conventions and colloquialisms connections to a character’s background or status are prompted. This webinar takes place on **Tuesday, March 28th at 6.30pm** and you can register for the webinar at this [link](#).



Click on the image above to register

Finally, in “The Statements of Practice – Learning and Teaching Domain 1: Learner Outcomes” section of Looking at Our School (LAOS) (2022), critical thinking is mentioned four times. It is seen to be a crucial element in the development of creative, innovative and autonomous young people. In a world where content knowledge has become less important, critically analysing and evaluating the content students encounter every day has grown in prominence. For us to live up to the word “Educo” we need to lead students to be critical thinkers in their lives.

A Junior Cycle Social Personal and Health Education (SPHE) teacher takes on a facilitation role in their classroom.

This involves:

- planning for learning in consultation with their students to find out what their particular interests and concerns are in the area being studied
- using active and collaborative teaching and learning methodologies in their classrooms

A key teaching and learning methodology in teaching Junior Cycle SPHE/RSE is the framing of good questions. Well-thought-out questions can challenge assumptions, stimulate critical thinking and prompt reflection.



The NCCA's SPHE/RSE Toolkit contains resources to support teachers in progressing their professional development in SPHE/RSE independently, at a team or whole staff level. A useful resource in this SPHE/RSE Toolkit is **'the teacher as facilitator of learning'**, which explores skills for facilitating classroom discussions and possible questions, statements and phrases to use when facilitating classroom discussions.

*Click to
access support*



Physical Education (PE)

Exploring the Use of Technology Apps in Physical Education Through the Lens of Critical Thinking

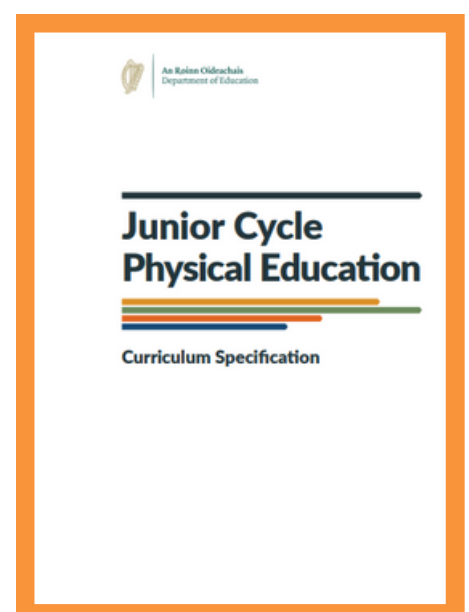
Critical thinking refers to a diverse range of intellectual skills and activities concerned with evaluating information, as well as our own thoughts, in a relevant way. It is a key skill that must be developed and nurtured. Critical thinking can include being creative, reflective and adaptable, evaluating evidence to decide for yourself what is accurate and what is relevant.

Supporting students to be critical thinkers in Physical Education helps them to become critical consumers of information related to physical activity participation. It can help them make the connection between regular physical activity and their own health and wellbeing.

The use of digital technology in education is well established across all areas of learning. This can include the use of applications, more commonly known as apps, and websites. In the evolving world of digital technology, digital tools are often developed for use as either an app or for the web, giving different functionality. It is worth finding out the 'usability' features and functions of any digital tools you are exploring to use.

There are an increasing number of educational apps available today that are flexible in use and accessibility. This refers to the cross-curricular benefits of many apps and websites designed for use in education, often with free access.

The use of apps in Physical Education can help support gathering evidence of learning in, through and about physical activity for both teacher and student. Many apps available already can support learning in the new **Junior Cycle Physical Education 135-hour Specification 2022** from the classroom management space to measuring performances for review and reflection.



Physical Education (PE)

Let's explore three apps here to consider how they help support learning and critical thinking in the Physical Education classroom. The apps are: **Classroomscreen**, **Dashr** and **Slopro**.

Classroomscreen

Classroomscreen is described as an online tool that includes 19 widgets to create clear expectations for your students, support your time management, collect feedback and much more!

It is a digital platform to centralise information gathered from different media formats. The interactive screen has many simple visual tools like timer, clock, traffic lights, random name selection, polls, text and images, to help with classroom learning engagement and management.

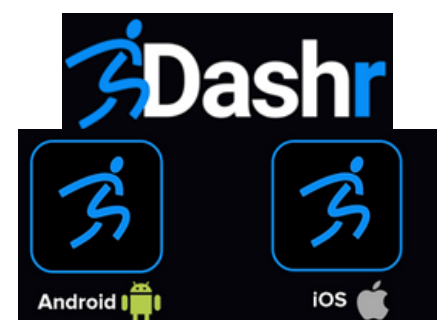


*Click on the image to
access Classroomscreen*

Dashr

Dashr as an app is used with professional equipment designed to measure the progress of the user in a chosen physical activity.

It connects with all the hardware necessary to perform a variety of timing events that works alongside the Dashr mobile app. It uses wireless timing gates that can be used in different configurations to test speed, agility and more. All timing kits require an Android or iOS compatible device to use the mobile app and the hardware simultaneously. The app allows both student and teacher to record and track performances, to inform next steps in learning and skill development



*Click on the image
above to
access Dashr*

Physical Education (PE)

Slopro

Slopro is a recording tool to create clips of any length and apply different speeds to them. It is designed for iPad and iPhone use. It is great for showing students evidence of their own skill development in an activity as they progress, and to support them in reflection. We see the benefit of using apps such as Slopro in providing students with an opportunity to take ownership of their learning through reflection on their own performance and considering ways to improve it.



*Click on the image above
to access Slopro*

Apps and learning in Physical Education

Digital technology can support the development of students' critical thinking skills by providing accessibility to data gathering and analysis. The following learning outcomes, for example, are a selection from across the strands that show this connection.

Strand 1: Competence

- 1.4 Students should be able to evaluate personal skill levels in a range of activity levels
- 1.9 Students should be able to assess how the use of technology can be used to improve performance

Strand 2: Participation

- 2.3 Students should be able to analyse the link between personal performance in the range of physical activities and motivation for continued participation
- 2.5 Students should be able to appraise a sequence of movement in aesthetic activities that incorporates technical, compositional techniques, choreographic techniques and relevant skills

Strand 3: Appreciation

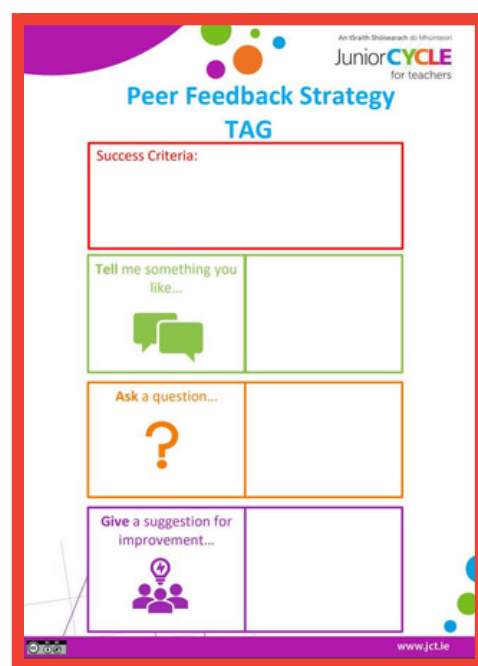
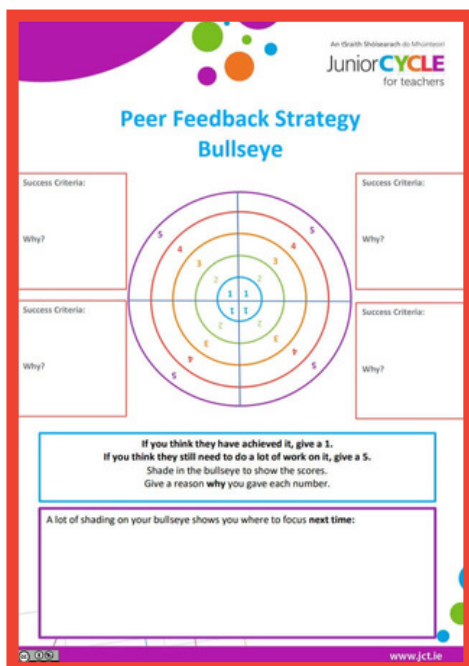
- 3.2 Analyse how performance-related-fitness enhances performance
- 3.3 Monitor physical activity intensity, fitness and performance over a period of time using a range of measurement techniques

Home Economics

According to the Junior Cycle Home Economics Specification (2016), 'Home Economics education... supports the development of students who are critical, creative thinkers and encourages students to be problem-solvers capable of making ethically and socially responsible decisions'.

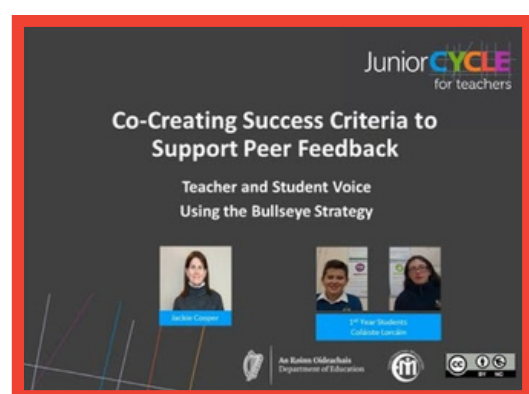
Supporting students' critical thinking skills was a key feature of our recent Junior Cycle Home Economics CPD Workshops 2022/2023.

We considered how teachers could facilitate and support peer feedback during these workshops. We shared two Feedback Strategies - **TAG** and **Bullseye**, which are strategies to help students think critically about their peers' work when providing them with feedback. Bullseye also encourages students to think critically about their own work and where they need to focus as they proceed.



Click on the images above to access supports

Finally, we also shared **a video clip** of our associate Jackie sharing her reflections on the co-creation of success criteria to support peer feedback in her classroom



Student Talk in Junior Cycle History

Student Talk Methodologies

Group Work

- Jigsaw methodology
- Think- Pair- Share
- Carousel
- Student peer assessment and feedback
- Discuss in pairs how to present work and meet success criteria

Debates

- Socratic Circle
- Model United Nations
- Dotmocracy
- Dragons Den
- 'What if?' discussions
- Fishbowl debate

Being Active

- Hot seating
- Role play
- Big steps activity
- Walking Debate
- Last person standing

Scaffolds

- Wait Time
- Brainwriting
- Talk Moves
- Story Cubes
- Glossary of key terms
- Graphic Organisers
- Roll the dice with prompts

Sample Activities for Student Talk

Dragons Den

Pitch the most significant person/ cause/ invention/consequence/ turning point.

Auction a medieval castle / Pitch a plantation.

Recruit an apprentice/ Sell an item/ Pitch to a patron.

Dilemmas

Character card sort: bystander, perpetrator, collaborator, victim.

If you were a ____ would you be better off in a Fascist or Communist society?

Choice for each step of the Cuban Missile Crisis/ Famine/ World War?

Hooks

Watch a silent video and judge what's happening.

Use of jigsaw pieces to reveal a photo or political cartoon.

Talking session about artefacts.

Debates

Courtroom drama: Should reparations be paid for past?

Create a cost-benefit analysis: Was X worth it?

Myth busting / Facts and falsehoods/ Conspiracies: What's the true story?

Creation

Perform a song, rap battle, speech.

Create a walking tour.

Record an interview, podcast or news broadcast.

Significance

Who / What deserves a commemorative An Post stamp?

Who deserves to be Time magazine's 'Person of the Year'?

What significant event, person or issue should be included in this topic?

Geography

One of the cornerstones of the Junior Cycle Framework is to have students “think creatively and critically”. Critical thinking develops geographical understanding and stimulates curiosity, creating opportunities for students to read, analyse, synthesise, and gather information from a wide variety of sources. Critical thinking is closely linked to developing students’ ability to think like geographers by making connections between the physical and human world. As a result of this, critical thinking is central to all our Geography CPD, and we have many resources available for teachers to adapt that foster students’ critical thinking skills.

Students can develop their critical thinking skills through the structured inquiry process. By asking questions, gathering data, evaluating, and interpreting data, students can draw conclusions and make informed decisions. For example, 'CBA 1: Geography in the News' provides students with an opportunity to research a recent geographical event of significance on a local, national, or global scale

Students will engage with the key geographical questions and research what has happened. They will also investigate where and when the event happened, why it happened, who was impacted and how. Students can then analyse the significance of the event and gain a greater understanding of the patterns, processes, systems, scale and sustainability of the event. When engaging in research from a variety of sources, students will develop information that will help inform responses and draw conclusions. The process of interpreting data to draw conclusions is also important for students when engaging with questions which are non-linear in nature and use a variety of stimuli to challenge students to think like geographers.

Our CBA Virtual Rooms provide support and guidance on the structured inquiry process, supporting students to critically think like geographers.

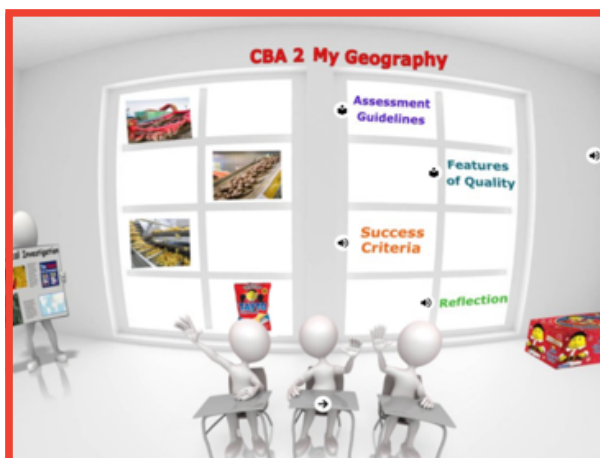
Click on images to access the CBA1 and CBA2 Virtual Room



*Click on the image above
to access support*



Geography



Click on the image above to access support

Included in the virtual room, there is a research information template which will help students develop their research skills and make connections to different geographical issues or events. Click on the image to the right to access this template.

Research Topic:	What?	Where?	When?
Geographical Question:			
Source:			
Geographical Question:	Why?	Who?	How?
Geographical Question:			
Source:			
Supporting Sources:			
Connections to other Geographical Issues/Events:			

One further resource that we have used to support critical thinking is **Dollar Street** from the Gapminder Website. Using Dollar Street students could link income levels to life chances of a young person in a developed and developing country (LO 3.7). Students can “visit a family” from a country of their choice. By examining the family bio and accompanying images, students can draw out information to show how income impacts their life chances. This resource can help develop students' geographical understanding as they gather data and learn to think like geographers by recognising the links between the level of economic development (LO 3.6) and the life chances of a young person in a developed and developing country (LO 3.7). They could investigate a wide range of evidence about development in different parts of the world and consider different ways to view and classify countries by making comparisons within and between countries.

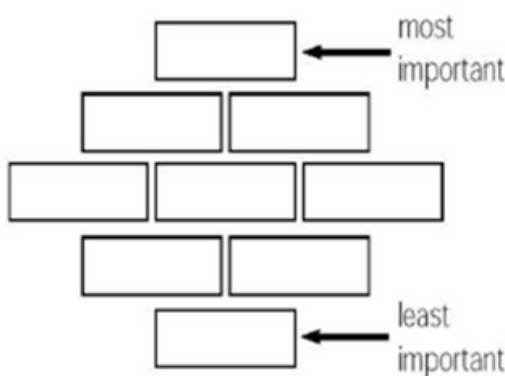
Religious Education

The importance of critical thinking and its role in the Religious Education (RE) classroom is signalled in our subject's name as 'religious education can be described as the critical encounter between education and religion' (NCCA, 2017). This critical encounter requires that RE classrooms are spaces for respectful dialogue, active listening, questioning, researching, and reflecting on learning. We examine these aspects in our current CPD workshop which explores a dialogical approach to JCRE.

The link between the dialogic classroom and critical thinking is clear when we consider some of the characteristics of critical thinking including:

- Being open-minded
- Respecting evidence and reasoning
- Being able to consider and engage with different perspectives

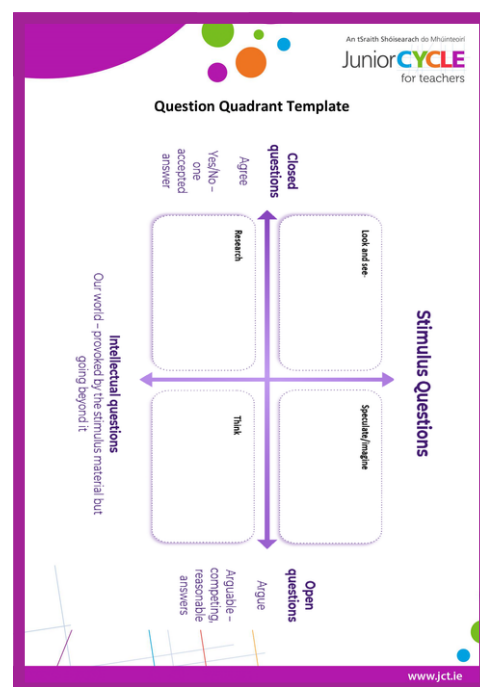
Critical thinking is supported by the development of the key skills of the junior cycle. Recently we designed a learning activity **Living Our Values** that aims to develop the key skills of Managing Information and Thinking, Communicating and Working with Others through engaging with various learning outcomes (LOs) relating to values, morality and religious diversity (LOs 1.3, 1.11, 3.1, 3.9).



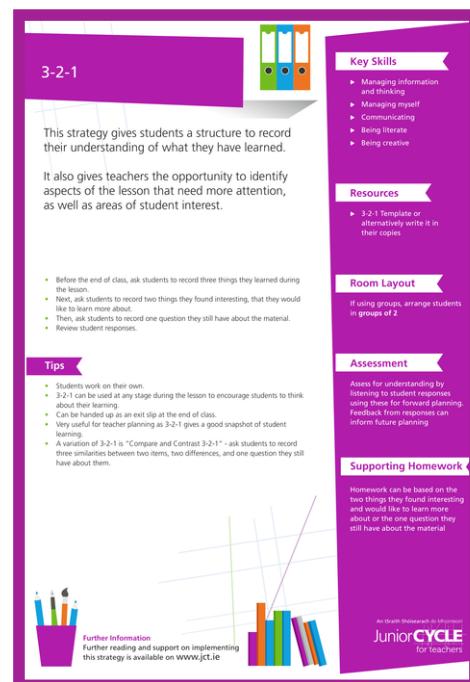
When exploring sources of values whether in their own lives or in the lives of others, students are required to gather evidence of how values can influence decision making. Considering what a person believes to be important and how this can affect how they live their life demands critical reflection. The **Diamond 9** can be used as a strategy and dialogical tool where students work together to think about what gives purpose and meaning in life and discuss and rank these values in order of importance. For example, *Is money more important than freedom or a good career in the pursuit of a happy life?*

Religious Education

As effective questioning supports critical thinking another helpful strategy is the use of **Cam's Quadrant**. We used this strategy in our 2021/2022 CPD workshop as a thinking tool to generate meaningful and purposeful questions to guide learning in a manner that is both inclusive and challenging.



Reflection is an important element of critical thinking. The **3-2-1 strategy** can be used following the study of a unit of learning and supports students to critically reflect on their learning. The student may consider three takeaways, two questions, and one thing they enjoyed. This reflective exercise can also be adapted by the teacher to support formative assessment.



In the RE classroom, the use of critical thinking is essential as we work to understand and analyse sacred texts, interpret moral codes, and understand people's values and commitment to a range of diverse religious and non-religious beliefs. We hope the various strategies outlined in this short article help to support critical thinking in your Religious Education classroom.

Science

“Engage critically... their critical thinking... with critical understanding...critically analyse data... using involved and critical investigation... to re-examine deliberately or critically”.

Junior Cycle Science Specification

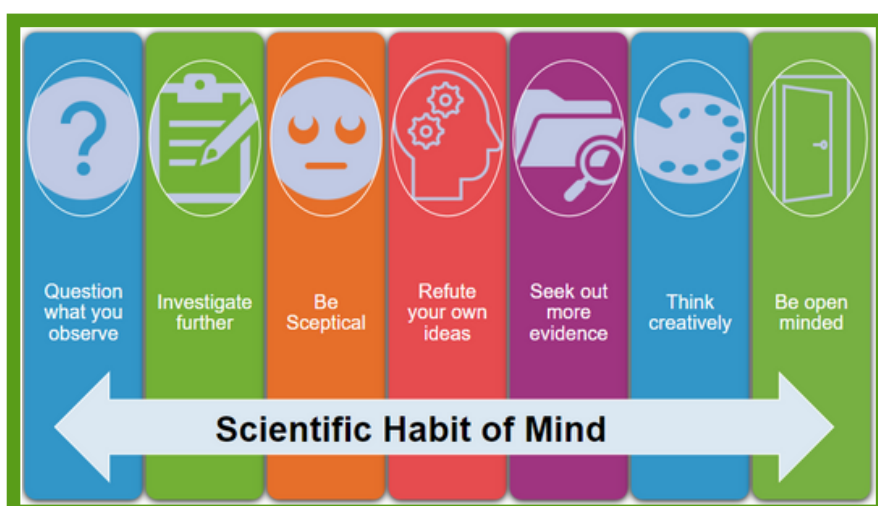
There are many references detailing the importance of critical thinking in the JC Science Specification. Critical thinking is pivotal for development in science and the JCT Science team has included development of students' critical thinking skills in professional learning experiences for teachers.

Critical Thinking is a highly valued skill in workplace environments and everyday life.

Critical thinking is mentioned under Domain 1: Learner Outcomes in LAOS 2022 and Domain 2: Learner Experiences in LAOS 2022 as part of effective and highly effective practices. Value is placed on our students' critical thinking skills and how these are developed throughout junior cycle.

Scientific Habit of Mind

In 2020-2021, scientific habit of mind was introduced as part of the JCT Science cluster day. It encourages students to think critically when engaging with the world around them. The image below is adapted from **Berkeley University** on how to develop your scientific habit of mind.



Hexagonal Thinking

Hexagonal thinking is a simple method that yields big critical thinking results. It is a creative mode for discussion that allows learners to think about concepts and connections in a different way. The learning occurs as students connect hexagons as a way of linking terms or concepts. If done in groups, debate and discussion will most likely occur as students justify why one hexagon should be connected to another. As the teacher, these conversations and justifications can be assessed to gauge understanding.



SCAMPER

SCAMPER is a brainstorming technique to promote creative critical thinking and to support students to generate new ideas. This technique may provide a starting point for students embarking on a project and questions can be adapted to suit your students and the learning in focus. It can help students to further develop ideas as they work independently or with their peers.

Science JuniorCYCLE
 for teachers

Adapt

What happens if we adapt the light the plant receives to red, green or blue light?

Modify

What happens if we modify the plant, by reducing the number of leaves or covering some of them with aluminium foil?

Purpose

If we build a system to yield the maximum rate of photosynthesis, how can we put it to other uses?

SCAMPER

SCAMPER is a brainstorming technique to use as a stimulus for:

- Asking your own questions
- Coming up with your own ideas

Combine

What factors or materials can we combine to give the highest rate of photosynthesis?

Eliminate

What if we eliminate light or water?

Rearrange

What if the length of day and night is reversed?

Substitute (Swap)

- Could I swap for a different chemical, object, method, variable, material, or piece of apparatus?
- Could I swap the lab equipment for things I have at home?
- Could I replace any parts or features in the original to improve or change the design to make it my own?

Combine (Bring together)

- Could I combine methods or pieces of apparatus to test my hypothesis?
- If I repeat the test many times and combined the results to get an average, would it improve my investigation?
- Could a solution to one issue be adapted to help solve a different issue?
- Can I combine parts from different devices or circuits to make my own device?

Adapt (Change)

- Could I adapt a piece of apparatus to serve my need?
- Could I adapt a method to work for my experiment?
- Could a solution to one issue be adapted to help solve a different issue?

Modify (Magnify/Minify)

- Could I modify the time taken for my experiment?
- Could I modify an experimental setup to make it safer?
- What could I make bigger or smaller to improve the efficiency of my design?

Purpose (Put to another use)

- Could the products or byproducts of my experiment be put to use in the real world?
- Could my apparatus, method or device be used for something else?
- Could I use my apparatus in other investigations?

Eliminate (Remove)

- Could I remove a variable affecting my results?
- Could I eliminate a piece of apparatus?
- What can be removed or simplified?

Rearrange (Reverse)

- Would rearranging the order of steps in my method produce a different outcome?
- What if I reversed the way my device works?
- What other arrangement might work better or more efficiently?

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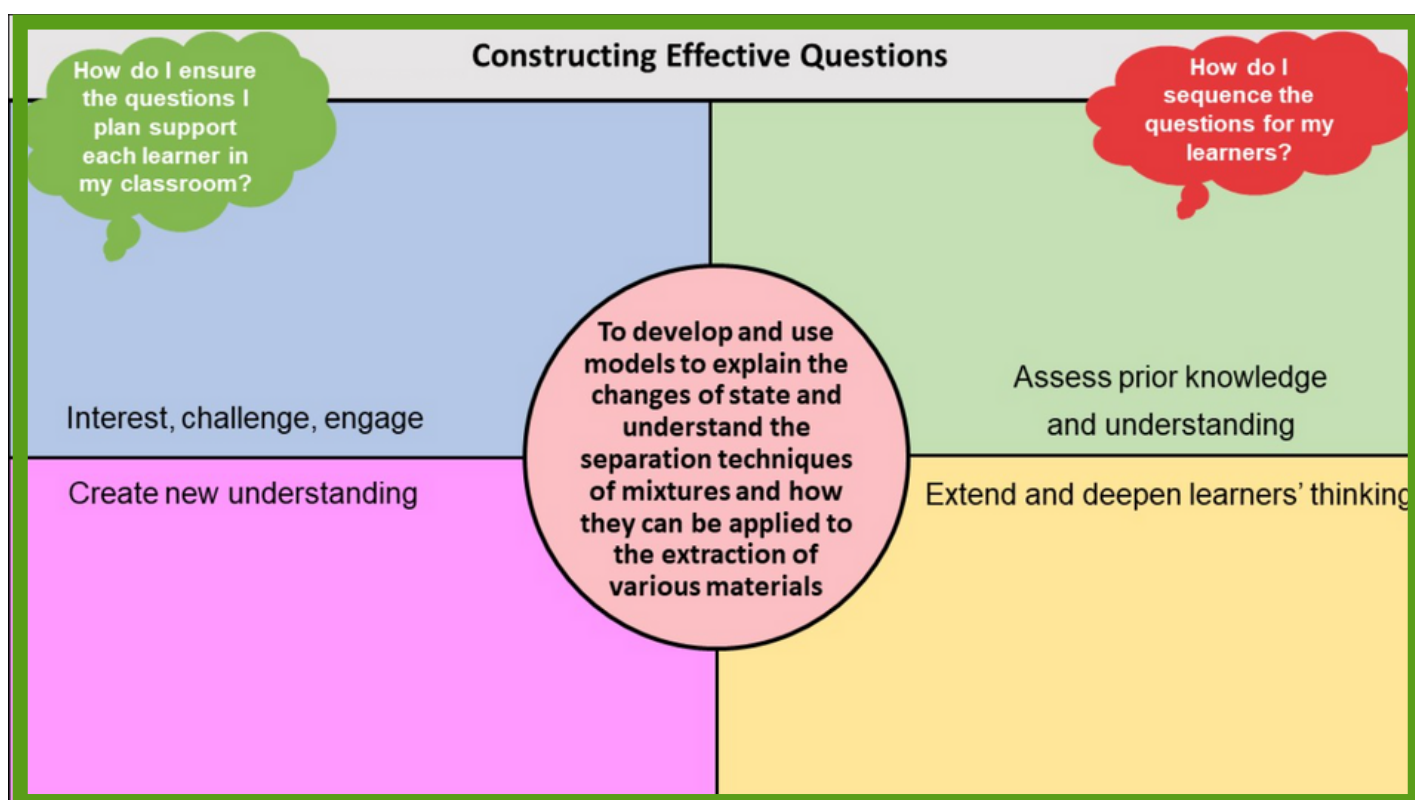
Please note: The questions described above are examples and are not intended to be exhaustive.

Effective Questioning

In this year's professional learning experience, we explored the role of effective questioning in the junior cycle science classroom by examining how to plan for effective questioning and how effective questioning can support students' critical thinking skills by asking questions that:

- interest, challenge or engage
- extend and deepen learners' thinking
- focus thinking on key concepts
- use prior knowledge to create new understanding
- assess this prior knowledge and understanding.

Thus, providing purpose to questioning while considering inclusion and sequencing.



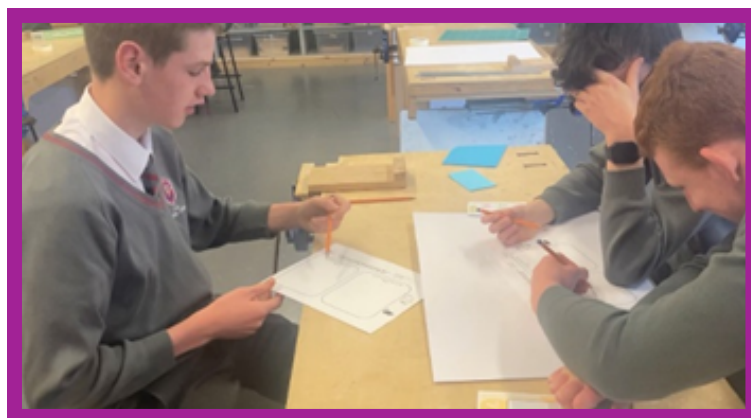
Technologies

Throughout the duration of Junior Cycle, students who engage with any of the four Technologies subjects embark on numerous learning journeys which challenge them to bring an original design idea from concept to realisation. These learning journeys enable students to develop various higher-order critical thinking skills as they conceptualise, analyse, apply, evaluate, and create in the subjects of Applied Technology, Wood Technology, Engineering and Graphics. These skills enable students to think like designers, and also develop the Key Skills of **Being Creative** and **Managing Information and Thinking**.

To support students on these design journeys, classroom approaches such as using prototyping, low-fidelity graphical communication (sketches), and storyboarding can be used to enable students to conceptualise and evolve their ideas. As students begin to realise that this process is iterative and the design can be improved constantly, the power of these critical thinking skills is truly utilised.

During our Autumn Online Learning Event (OLE) in 2022, the Technologies team showcased these approaches along with the help of Orla McKeever (Cork Centre for Architectural Education) and Fiona Byrne (The Big Idea). Video footage of a learning experience in a classroom setting was also shared to demonstrate how these methodologies can support student design journeys. The **videos and associated resources** can be accessed on our website.

Some of the other resources developed by the JCT Technologies team to support teachers in developing critical thinking in the learning opportunities they provide for their student include:



Graphics – **Tangency Resource**

Applied Technology – **Reflection Resource**

Wood Technology – **My Design Guide**

Engineering – **Critical thinking in Marking Out**



Visual Art

During our CPD Cluster days in 2021/22, the Visual Art team and Visual Art teachers worked together to explore how Bill Lucas' Creative Habits of Mind can support the development of critical and creative thinking.

Bill Lucas, Director of the Centre for Real-World Learning, at Winchester University speaks about creativity and critical thinking as being part of a continuum. At one end he places creativity which is often associated with having ideas and divergent thinking. On the other end critical thinking, linked to critiquing and analysing the viability of our ideas. He argues that in between, are the dispositions of being persistent, collaborative, disciplined, imaginative and inquisitive. These are the five domains of his 'Creative Habits of Mind' which he asserts are important for an individual to learn in order to think more creatively and critically.

The following thinking strategies support students in developing these five dispositions, enabling students to think more creatively and critically. Click here to access these thinking strategies in the **resources section** of our website.

Visual Art
Creative Habits of Mind

Imaginative Persistent Inquisitive Disciplined Collaborative

5 Whys

Discover the root of a problem/idea/interest. Stimulate thinking about imaginative solutions by probing each explanation with another 'why?' question.

Why?

Why?

Why?

Why?

Why?

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Visual Art
Creative Habits of Mind

Imaginative Persistent Inquisitive Disciplined Collaborative

A.D.A.P.T. your thinking...

Attempt	What could I attempt?
Develop	What part(s) could I develop more?
Ask	What can I learn from other students?
Practice	What could I try again?
Think	Where to next?

Illustration of four students sitting around a table, engaged in a discussion with speech bubbles.

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Visual Art

An tSraith Shóisearach do Mhúinteoirí

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Visual Art

Visual Art
Creative Habits of Mind

Imaginative Persistent Inquisitive Disciplined Collaborative

Empathy mapping

The solution to some problems may lie in being able to imagine yourself in someone else's shoes. Asking yourself what another might say, think, do and feel gives you a different perspective.

Say
What might they say?

Think
What might they think?

Who might you imagine?

Do
What might they do?

Feel
What emotions might they feel?

Adapted from Grow Coaching Model (J.Whitmore)

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Visual Art
Creative Habits of Mind

Imaginative Persistent Inquisitive Disciplined Collaborative

Flow of Ideas

This strategy could be used to interpret a theme, topic, idea or problem. It may support students to evaluate their thinking and justify their ideas and actions.

What do I already know?
...about a theme, topic, idea or problem?
What is my experience? What is my knowledge?

How do I know?
Is my information reliable? Have I made assumptions?
Do I have biases?

What is important?
Do I have an interest in this area? How have I chosen my Primary sources? Are they personal? What would I like my work to say?

What is missing?
What more could I know? What might be helpful to learn? From where/or whom could I get more information?

What is my plan of action?
Where to next? How will I get there? What do I need to do?
What is the next step?

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Visual Art
Creative Habits of Mind

Imaginative Persistent Inquisitive Disciplined Collaborative

This thinking strategy could be used to encourage discussion and thinking among students to support one another in moving their learning forward.

Goal
What do you want to achieve?
What area would you like to work on?
How would you like this to be?

Reality
What have you learned?
What is working well?
What other types of research is needed?

Options
What other ideas do you have?
What steps could you take?
What else could work here?

Way forward
What might you do next?
What is the first step?
What help do you need, from whom?

Adapted from Grow Coaching Model (J.Whitmore)

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Visual Art
Creative Habits of Mind

Imaginative Persistent Inquisitive Disciplined Collaborative

Practice with Purpose

Identify something, a task or skill that you are finding challenging and think about your learning progress as you improve with practice over time.

Have a go... → How did you do?

Think about the following.....

- Something I did really well ...
- Something I could have done better...
- Something which surprised me ...

Give it another go, perhaps focusing on the parts that you think you could have done better.

CC BY NC An Roinn Oideachais Department of Education JuniorCYCLE for teachers



Laethanta saoire nó guthán nua? An ghairm bheatha seo nó an cúrsa siúd? An gá muinín a bheith agam as an duine sin? An páirtí polaitíochta sin nó siúd?

Déantar na mílte cinneadh, idir mhór agus bheag, díreach cosúil leis sin gach uile lá- i gcónaí ag iarraidh an rogha is fearr a dhéanamh ó thaobh costais, ó thaobh cáilíochta, ó thaobh achar ama, ó thaobh riachtanas agus ó thaobh impleachtaí de. Anuas air sin, tá na cinntí a dhéanaimid ceangailte go himmheánach lenár bpearsantacht. Ar chúis éigin, bíonn sé tábhachtach dúinn go bhfrithchaitheann ár gcinntí ár bpearsantacht, ár dtuairimí agus ár luachanna. Dá bharr sin, tá áit lárnach ag an smaointeoireacht chriticiúil i saol an duine. Conas a chothaítear an scil seo, áfach, gan eagla díoltais nó gan dochar a dhéanamh duit féin ná d'aon duine eile? Ceann de na bealaí is fearr chun an inniúlacht seo a fhorbairt agus a chleachtadh ná trí staidéar a dhéanamh ar an litríocht.

De réir mar a théann scoláirí i ngleic le staidéar na litríochta sa tSraith Shóisearach, tá an fhéidearthacht acu an difríocht idir réaltacht agus tuairim a aithint, na gnéithe a bhaineann le seánraí litríochta áirithe a aithint, ionannú a dhéanamh le gnéithe áirithe i dtéacs litríochta, scileanna chun freagairtí pearsanta a fhorbairt, an mhuinín iontu féin chun a bheith ina smaointeoirí neamhspleácha a chothú agus plé a dhéanamh ar chúinsí éagsúla. Cabhraíonn an fhoghlaím, an t-idirphlé agus an ceistiúchán sin go mór le fás agus forbairt scileanna criticiúla na scoláirí.

Anuas air sin, díritear aird na múinteoirí ar scileanna criticiúla i gceardlann FGL sa Ghaeilge 2022/2023 trí leas a bhaint as seánraí éagsúla ar nós na gearrscannánaíochta agus na filíochta. Déantar iniúchadh cuimsitheach ar conas iad a chothú, a chur in oiriúint do shuíomhanna agus comhthéacsanna éagsúla agus conas feabhas a chur orthu ag leibhéal cumais an scoláire. Chomh maith leis sin, pléitear na buntáistí agus na buanna a bhaineann leo ach go háirithe. Tríd an bplé seo, caitear spotsolas ar an méid eolais, tuisceana agus luachanna atá le foghlaim nuair atá scileanna criticiúla ar a dtoil ag na scoláirí. Cabhraíonn siad leo i ngach cuid den saol, ní hamháin san oideachas.



Gaeilge

Cothaíonn scileanna criticiúla neamhspleáchas ins an scoláire mar tá siad in ann an t-idirdhealú a dhéanamh idir foinsí eolais chun breithiúnas feasach a dhéanamh dóibh féin, seachas a bheith ag brath ar a gcomhaoisigh ná ar na meáin. Tacaíonn siad le scoláirí a bheith réidh don saol taobh amuigh den scoil in ionad a bheith réidh do scrúdú amháin. Neartaíonn siad a stór uirlisí ionas go mbeidh siad in ann an fód a sheasamh nuair is gá agus nuair a aithníonn siad go bhfuil rud éigin mícheart ag tarlú. Beidh siad in ann an reitric a aithint chomh luath is a chloiseann siad í. Is as an bhfréamh seo, an smaointeoireacht chriticiúil, a eascraíonn na duilleoga ildaite de chumas, d'fhéin-mhuinín agus de neamhspleáchas.

FGL Gaeilge T1 2022-2023 Acmhainní
Clliceáil thíos chun rochtain a fháil ar an acmhainn

Teimpléad ar Mhúnla Frayer	Liostaí Litríochta	Teimpléad Pleanála idirghníomhach T1
Gearrscannáin don Chéad Bhliain	Gluaischárta na Gearrscannánaíochta	Gearrscannáin don Dara agus an Tríú Bliain
Drámaí don Chéad Bhliain	Gluaischárta na Drámaíochta	Drámaí don Dara agus an Tríú Bliain
Gearrscéalta don Chéad Bhliain	Úrscéalta don Chéad Bhliain	

Clliceáil thíos chun na blurbaí a léamh

www.jct.ie

Gaeilge T2 2022/2023 Acmhainní
Clliceáil thíos chun rochtain a fháil ar an acmhainn

Gluaischárta na Gearrscannánaíochta	Gluaischárta na Gearrscannánaíochta
Teimpléad Pleanála idirghníomhach T2	
Gearrscannáin don Chéad Bhliain T2	Gearrscéalta don Chéad Bhliain T2
Drámaí don Dara agus an Tríú Bliain T2	Úrscéalta don Dara agus an Tríú Bliain T2

Clliceáil thíos chun na blurbaí a léamh

www.jct.ie



Arts in Junior Cycle



The Arts in Junior Cycle team provide a myriad of opportunities for teachers to engage with the world around them through creative and critical thinking, in line with the Key Skills and Principles of the Framework for Junior Cycle (2015).

We invite you to explore **our website** to find podcasts and short films where a diverse range of arts practitioners talk to us about their work – the kinds of questions they ask themselves, the research they do, how they engage in problem-solving and seeking alternatives and how they communicate their message to an audience. There is something for everyone here to spark curiosity and inspire critical thinking!

And of course, at Arts in Junior Cycle we are well-known for the range of experiential elective workshops that we offer to teachers to support and encourage critical thinking through hands-on learning.

Check out our Spring 2023 programme of events on the next page and click on the relevant links to register.

To keep up to date with what is on offer for spring and summer, sign up to our **mailing list** and if you have any questions do not hesitate to email us at info@artsinjuniorcycle.ie

We look forward to meeting you!



*Click on the image above
to access the website*



in partnership with	VENUE	WORKSHOP	DESCRIPTION
	Galway	A Fresh Perspective: Poetry with Luke Morgan	Use creative and critical thinking skills as you explore your personal voice in poetry.
	Online	The Art of Playwriting	Consider what makes an effective drama and collaborate to create your own tiny play.
	Education Centres	Artistic Performance, Coding and Digital Media Literacy	Participate in a full-day elective workshop to support engagement with one of these short courses.
	Donegal & Cork	<i>Tartuffe</i> : Text to Performance	See Molière's classic comedy <i>Tartuffe</i> and reflect critically on how a play in performance communicates its message to an audience.
	Monaghan & Galway	Let's Dance with JCT PE team	Collaborate to create and choreograph a dance.
	Online	Crafting Contemporary Culture The Role of Curation Today	Gain insights into the role of contemporary curators and their impact on the art world and broader society.
	Online	Socially Engaged Art	Explore the role of art in promoting social change and community engagement.
	Online	Fostering Environmental Awareness through Contemporary Art	Explore the intersection between art, food and the environment, self-sufficiency and sustainability.
	Online	Find the Seeker: Reading and Writing Poetry	Expand your repertoire of methodologies for engaging with, and creating poetry.
	Dublin	Library Conservation with Louise O'Connor	Gain insights to the role of a conservator, experience creative approaches, understand ethical considerations & engage in practical conservation techniques.
	Online	Journalism in a Digital World	Gain insights and explore ways to engage with and create news stories in multi-modal forms.
	Online	<i>Knights of the Borrowed Dark</i> : Approaches to Story Writing	Explore the process of idea generation, character creation and development through this junior cycle English indicative novel.
	Meath	A Walk Through Time	Engage in field work techniques and methods, investigate historical artefacts and participate in a guided walk.
	Dublin	Collaborate and Compose with composer and musician Elaine Agnew and poet Jessica Traynor	Engage in a collaborative creative process through music and word, work together in harmony in a spirit of fun and spontaneity.



Festival of Professional Learning

Celebrating Learning & Collaboration in Junior Cycle

JCT is hosting a series of professional learning events from 25th - 30th March 2023

Teachers & School Leaders are invited to join us to share, collaborate and celebrate learning in Junior Cycle

What's On?

Arts in Junior Cycle
Artistic Performance: Reflect and Connect
Time: 10:30 - 15:30
Venue: Drumcondra Education Centre

Arts in Junior Cycle
Creative Coding with BBC Micro:bit
Time: 10:00 - 15:45
Venue: Laois Education Centre

**Saturday
25th
March
(In Person)**

Arts in Junior Cycle
Digital Media Literacy:
Strand 3 - Checking the Facts
Time: 10:15 - 15:30
Venue: Drumcondra Education Centre

Arts in Junior Cycle
Artistic Performance: Reflect and Connect
Time: 10:30 - 15:30
Venue: Cork Education Support Centre

Science
Are Bioplastics a Solution to Traditional Single-Use Plastics?
Time: 10:00 - 11:00

Leadership / L2LP / NCSE
Planning an inclusive Junior Cycle programme for all students including those with Special Educational Needs
Time: 11:30 - 12:30

**Monday
27th
March
(Online)**

SPHE
An Introduction to the Updated Specification for the NCCA Short Course in SPHE (2023)
Time: 17:00 - 18:00

Geography
Exploring Local Geology with Siobhán Power (Geological Survey Ireland)
Time: 18:30 - 19:30

**Monday
27th
March
(Online)**

Modern Foreign Languages
Student Autonomy in MFL: A practical approach to developing intrinsic motivation in students
Time: 18:30 - 19:30

Business Studies
Considering approaches to support the enactment of Level 2 Learning Programmes in Business Studies
Time: 20:00 - 21:00

Mathematics
Connecting with Mathematics in Everyday Life
Time: 10:00 - 10:40

Music
Celebrating Level 2 Learning in the Junior Cycle Music Classroom
Time: 17:00 - 18:30

**Tuesday
28th
March
(Online)**

Gaeilge
Straitéisí Múinteoireachta a Roinnt
Am: 17:00 - 18:00

English
Coherence and Expression: Developing writing skills through the Indicative and Prescribed Text Lists
Time: 18:30 - 19:30

To register for a workshop, click here!



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Department of Education

Wood Technology
Exploring the Opportunities and Possibilities of Woodturning in Junior Cycle Wood Technology
Time: 18:30 - 19:30

**Tuesday
28th
March
(Online)**

Home Economics
Effective Questioning to Support Deeper Student Engagement, Understanding and Participation in the Home Economics Classroom
Time: 20:00 - 21:00

Visual Art
Bringing Learning to Life: Supporting students following Level 2 Learning Programmes in the Visual Art Classroom
Time: 20:00 - 21:00

Physical Education
Planning for Student Learning using an Excel Digital Planning Tool
Time: 17:00 - 18:00

**Wednesday
29th
March
(Online)**

Mathematics
Exploring Mathigon's Polypad - A Digital Learning Technology for Visual Representations and Manipulatives in Mathematics
Time: 17:00 - 18:15

Science
Sustainability in Science - Moving from Awareness to Action
Time: 18:30 - 19:30

History
Creating Virtual History Tours with Junior Cycle Students
Time: 18:30 - 19:30


Science
Working with Data: Developing interactive learning experiences using the James Webb Space Telescope (JWST) in collaboration with DIAS and ESERO
Time: 17:00 - 18:00

**Thursday
30th
March
(Online)**

Religious Education
Ways of Seeing and Learning in the Religious Education Classroom
Time: 18:30 - 19:30

Engineering
Supporting Pedagogical Practices in Junior Cycle Engineering with Innovative Use of Laser Technology
Time: 18:30 - 19:30

Classics
Digital Storytelling with Stop-Motion Animation in the Classics Classroom
Time: 20:00 - 21:00

 To register for a workshop, click here!



Please note:

Events that display the student icon in their description indicate that they are designed for student participation and will be broadcast during the school day

To register: Click here or scan



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An Roinn Oideachais
Department of Education

Junior Cycle Talks



Our podcast channel 'Junior Cycle Talks' continues to go from strength to strength. You will find a whole host of episodes across different subjects and interests by searching for Junior Cycle Talks.

Recent episodes include...



**JCT English - English Teacher,
Niall Daly - Part 1 & Part 2**



**Arts in Junior Cycle & JCT English -
comic book artist, Will Sliney**



**Arts in Junior Cycle - poet and author,
Colm Keegan**

Every podcast explores the skills of being creative, collaborative and reflective. Artists, teachers and experts draw on their experiences across different settings.

Search Junior Cycle Talks wherever you get your podcasts!

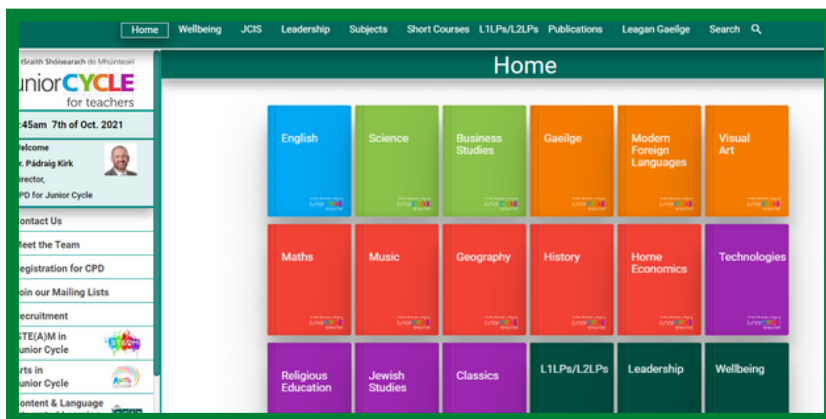


Further Supports



The Dept of Education Inspectorate have recently released a series of draft *Looking at...* series for English, Visual Art, Business and Mathematics.

You can access each by clicking on the image to the left. You can also email feedback to sse@education.gov.ie

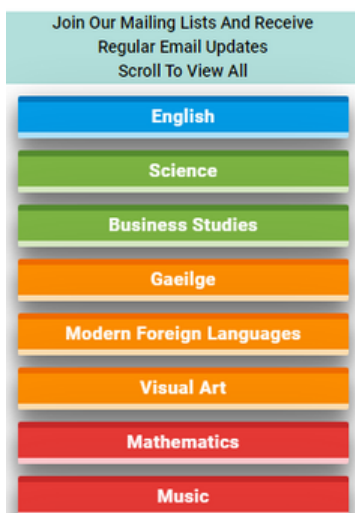


Check out our website for all the latest updates to support your Junior Cycle classroom.



CLICK HERE

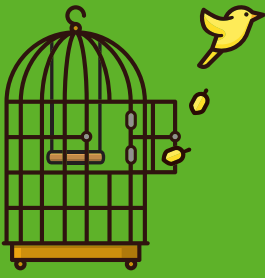
Access the JCT website and mailing lists by clicking below.



**This academic year, JCT engaged
with over 30,000 teachers across
all subject areas as part of cluster
CPD.**

**A huge thanks to all who
participated and supported
engagement on each online day.**

*Thank!
You!*



Today

If ever there were a spring day so perfect,
so uplifted by a warm intermittent breeze

that it made you want to throw
open all the windows in the house

and unlatch the door to the canary's cage,
indeed, rip the little door from its jamb,

a day when the cool brick paths
and the garden bursting with peonies

seemed so etched in sunlight
that you felt like taking

a hammer to the glass paperweight
on the living room end table,

releasing the inhabitants
from their snow-covered cottage

so they could walk out,
holding hands and squinting

into this larger dome of blue and white,
well, today is just that kind of day.

Billy Collins



An tSraith Shóisearach do Mhúinteoirí

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