

# JC TODAY

The Official Newsletter of Junior Cycle for Teachers

Issue 27 | March 2022

An tSraith Shóisearach do Mhúinteoirí  
Junior **CYCLE**  
for teachers

Welcome to the 27th edition of our newsletter, JC Today.

Recently, our newsletters have adopted a thematic approach and this edition is devoted to the theme of **COLLABORATION in JUNIOR CYCLE**.



One of the eight KEY SKILLS of Junior Cycle is 'Working with Others.' This skill helps students develop good relationships and to appreciate the value of cooperating to reach both collective and personal goals. Students also learn to value diversity and to engage in collaborative work aimed at making the world a better place. Who wouldn't want such a world? By making this skill explicit in the context of our classroom practice students learn how to:

- Develop good relationships and deal with conflict
- Cooperate
- Respect difference
- Contribute to making the world a better place
- Learn with others
- Work with others through digital technology

This newsletter contains useful articles highlighting how collaboration permeates the curriculum.

I hope you enjoy reading this and that it helps you in further developing your approach to fostering the crucial skill of collaboration in your classroom.

*Dr. Pádraig Kirk, Director*

## Contents:

• Collaboration in Junior Cycle	2
• Home Economics	3
• Technologies - Graphics	4
• English	6
• History	7
• Religious Education	8
• Gaeilge	9
• MFL	11
• Geography	13
• Step Up	14
• JCIS - Junior Cycle Implementation Support	17
• STE(A)M in Junior Cycle	20
• Junior Cycle Talks	21
• Arts in Junior Cycle	22
• Online Cluster Events 2021/22	24
• Further Supports	25

# Collaboration in Junior Cycle



## Key Skills of Junior Cycle



Click on the image to download



Further information on the Key Skill of 'Working with Others' can be found by clicking on the image to the right

Key Skills of Junior Cycle

**Working with Others**

**CLICK HERE**

NCCA

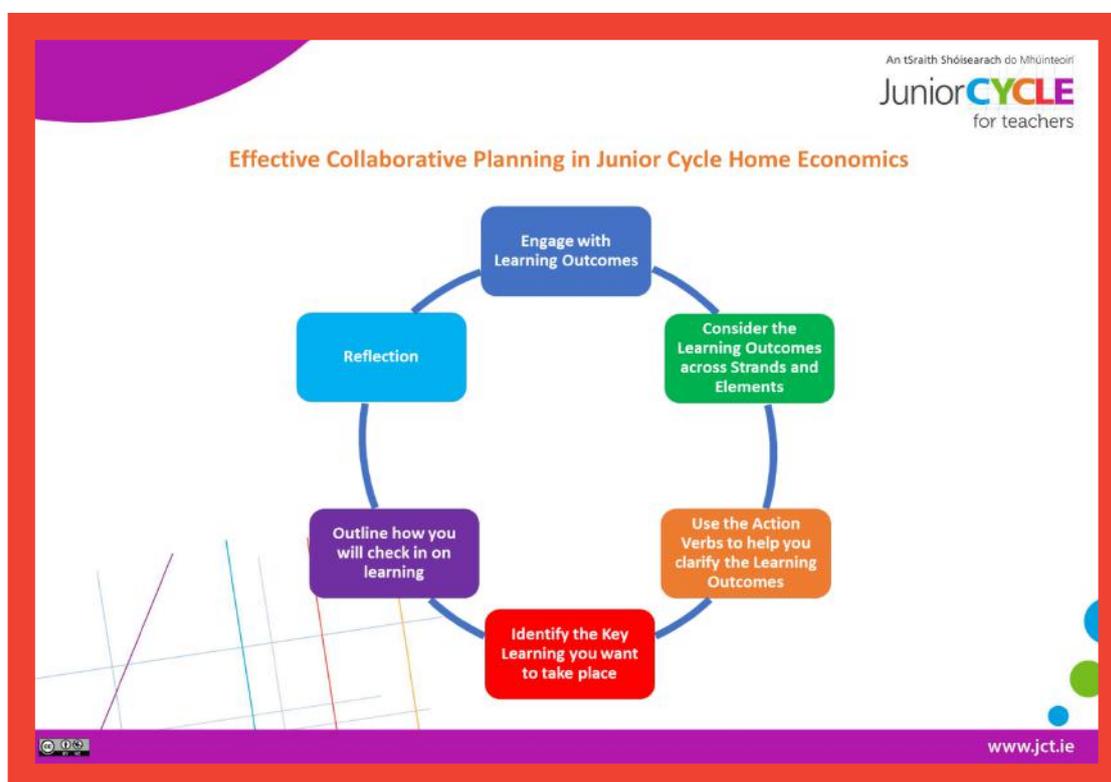
# Home Economics

During our Home Economics Online CPD 2021/22, we encourage teachers to collaboratively plan for learning for all. According to the NCCA Focus on Learning: Learning Outcomes booklet, 'A key aspect of using learning outcomes is working with other teachers to take forward planning using learning outcomes' (p. 8). The Home Economics team has designed several resources to encourage and support effective collaborative planning among Home Economics teachers, which you may like to explore.

These include:

- **Effective Collaborative Planning in Junior Cycle Home Economics diagram**
- **Interactive Unit of Learning Planning Templates**
- **Reflection Bookmark**

You might also like to listen to our **colleagues** sharing their reflections on collaborative planning.



Additionally, the Home Economics team has collaborated with the **Competition and Consumer Protection Commission (CCPC)** and **WorldWide Global Schools (WWGS)** to design resources to support teaching, learning and assessment in Junior Cycle Home Economics.

# Technologies - Graphics

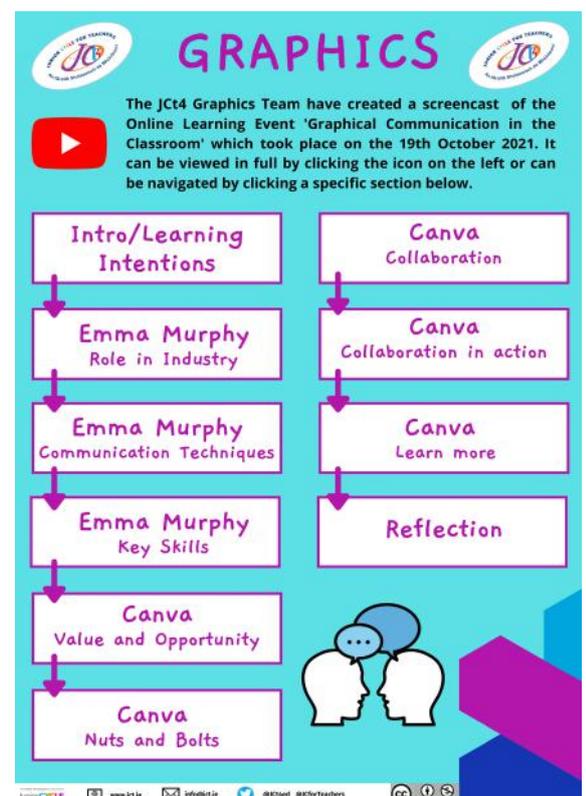
The Junior Cycle Graphics specification outlines how students will build transferrable skills that encourages them to “solve problems through creation, innovation, communication, collaboration and exploration, all of which are developed in an active learning environment”

Junior Cycle Graphics Specification, page 4

## Autumn Online Learning Event:

In October 2021, the JcT4 Graphics team hosted an online event which explored collaborative graphical communication techniques on the journey from concept to realisation. We engaged in conversation with furniture buyer/stylist Emma Murphy and discussed her use of graphical presentation techniques and the importance of collaboration within her work. Teachers also experienced breakout rooms where they collaborated on a graphical communication task using the digital graphic design platform, Canva. The full screencast of the event can be accessed by clicking the screencast image. Alternatively, you can engage with the event by navigating through the interactive poster which will direct you to each section of the event.

See below some collaborative work completed during the Online Learning Event by teachers using the Canva platform.



# Technologies - Graphics



## Collaboration in Industry – Studio Red Architects:

The Arts in Junior Cycle team in collaboration with the JCt4 team recorded a podcast with Nicola and Gráinne from Studio Red Architects. They speak about how, as architects, they need to ensure initial ideas are carried through and the end result is delivered. They also speak about the importance of communication and collaboration, not only with the client but also with the team of professionals who help bring the design from concept to realisation.

Click on the images below to listen to the full podcast or to watch the short film housed on the Arts in Junior Cycle website.



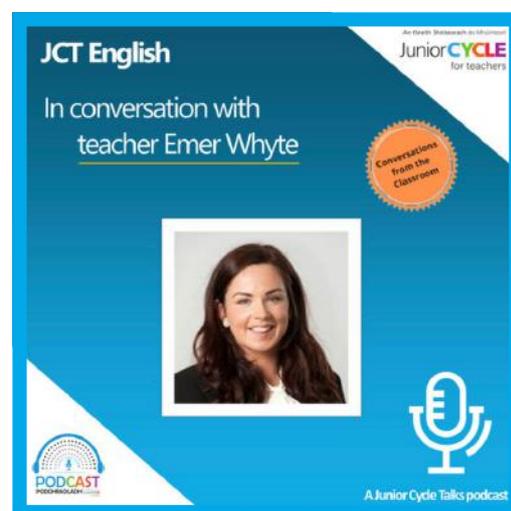
# English

### **Collaboration with Feedback:**

Collaboration is a guiding principle of the English Team's CPD design. In Last year's feedback, teachers requested CPD on a broad range of approaches to assessment, considerations around diversity in texts, and using digital technology in Junior Cycle English. We appreciate English teachers, English Associates and students sharing classroom practices and experiences with us.

### **Collaborative Links:**

English Associate Emer Whyte recently spoke about planning collaboratively with her English colleagues in Galway Educate Together Secondary School. Planning for age, stage and diversity with students, Emer and her colleagues, using the principles of UDL, have designed their English plans for students following Level 2 and Level 3 Learning Programmes in mixed ability classrooms.



Another English Associate, Vanessa Meade, from Carrigaline Community College in Cork, shared her instructional 'Skills Swap' videos that students had produced in groups.

In addition to this, English teacher Patrick Huff spoke about peer feedback and modelling (taking feedback on his own writing from students!) as part of a collaborative effort in creative writing. Both Emer and Patrick are contributors to the 'Conversations from the Classroom' series. This is a collaborative bank of **podcasts** of teachers discussing and critiquing useful practices from their own experiences.

### **CPD 2021/22:**

This year's CPD also affords teachers the opportunity to work collaboratively in assessment design and to critique, at department level, the diversity of texts which they and their students have chosen to engage with.



# HISTORY

## OPPORTUNITIES FOR CROSS CURRICULAR COLLABORATION



### ENGLISH

- Choose appropriate language, style and visual content for specific audiences and chosen purposes
- Write for a variety of purposes, e.g. to analyse, evaluate, imagine, explore, persuade, criticise, comment on what they have heard, viewed and read



### SCIENCE

- Investigate technological developments and patterns of scientific change
- Discover key personalities e.g. Einstein
- Examine impact of space exploration



### BUSINESS

- Debate the implications of globalisation
- Discuss the economic and social benefits and challenges of Ireland's membership of the EU
- Demonstrate awareness of significance of history across economic dimensions



### GAEILGE

- Study the revival of Gaeilge as a cultural movement
- Explore Gaeilge as an element of our identity



### MFL

- Apply language learning to creative activities
- Discover and use facts and figures related to countries such as festivals, inventions, famous people



### VISUAL ART

- Interpret the world and communicate ideas through visual means
- Discuss examples of historical visual art and the skills used in different crafts
- Use media to create their own artwork



### MATHS

- Use of graphic organisers, e.g. venn diagrams, bar charts or living graphs
- Creation of timelines
- Code breaking activities
- Create infographics from historical data



### MUSIC

- Use songs to explore historical events
- Produce a playlist to accompany a local historical event or community celebration
- Compare different interpretations or arrangements of a piece of Irish traditional or folk music



### GEOGRAPHY

- Engaging map reading skills to explore locality, historical sites, global events and connections
- Investigate migration and population change
- Consider factors affecting location of settlement



### RELIGIOUS EDUCATION

- Reflect upon and discuss what it means to be moral, why people living in society need to be moral and what are the influences on and sources of authority for a person's moral decision-making
- Investigate how Christianity has contributed to Irish culture and heritage



### CSPE

- Identify social, cultural, economic, civic, religious, and political rights
- Outline different perspectives in situations where there is an apparent conflict of rights or an abuse of rights
- Discuss the strengths and weaknesses of the democratic process



### TECHNOLOGIES

- Impact of technologies on society and the environment
- Produce sketches, drawings and models/prototypes to explore design ideas

# Religious Education

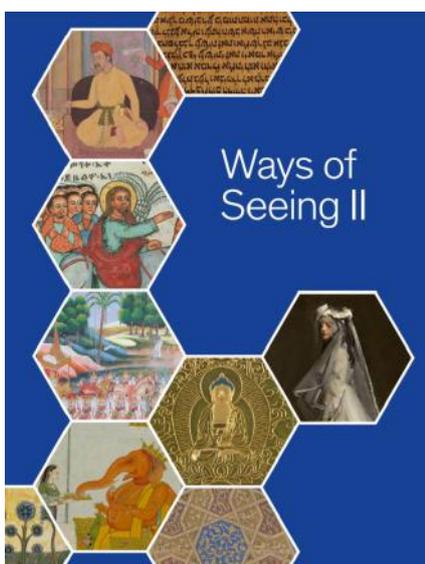
## JCT Religious Education in collaboration with The Chester Beatty Library



The 'Chester Beatty Library Learning and Education Department' has collaborated with the Junior Cycle Religious Education Team to open up new pathways to learning for teachers, and extending opportunities for learning for our students and the wider community. Having forged strong links with the Chester Beatty Library over the past few years, the Junior Cycle Religious Education Team have collaborated with the Learning and Education Department to update and align a number of inter-faith learning resources for Junior Cycle RE.

These include updates to the Ways of Seeing II resource for junior cycle, in addition to a new online image bank and a dedicated space with information on core areas of the curriculum. This resource pack encourages collaboration in the classroom and will provide teachers, and pupils, with resources that will allow them explore the five major world religions with specific reference to RE Learning Outcomes. More generally, the **resource** encourages teachers, and pupils, to engage with collections in the Chester Beatty Museum.

The library's exhibits in general, and these resources in particular, – provide opportunities for rich learning experiences and fresh ways of thinking, across many curriculum areas. They provide great opportunities for cross curricular collaboration between RE, Visual Arts and History.



## Is fearr dhá chloigeann ná ceann amháin

An raibh a fhios agat go bhfuil séabraí agus ostraisí an-mhór le chéile? Mise ach oiread! De réir na saineolaithe, áfach, cothaíodh nasc an-láidir eatarthu mar thoradh díreach ar an gcomhoibriú. Is speicis thar a bheith leochaileacha iad araon ach le chéile is féidir leo maireachtáil in ainneoin ionsaithe na gcreachadóirí is fíochmhaire. Níl radharc na súl den scoth ag an séabra ach tá a leithéid ag an ostrais; níl srón an-ghéar ag an ostrais ach tá a leithéid ag an séabra. Braitheann siad ar a chéile agus tá muinín acu as a chéile. Is tríd an gcomhoibriú seo a mhair an dá speiceas thar na cianta ar na machairí loma, contúirteacha. An bhfuil slí níos fearr chun an paraidím “Is fearr dhá chloigeann ná ceann amháin” a shoiléiriú?



Taispeánann an sampla seo gur coincheap uilíoch é an comhoibriú. Ní bhaineann sé leis an gcine daonna amháin ach le chuile éiceachóras ar fud na cruinne. Cé gur coincheap uilíoch agus uileláithreach é an comhoibriú ní hé sin le rá go bhfuil sé ionainn ó dhúchas go léir! Mar sin, chun an iompar eiseamláireach seo a chothú go tréan agus a spreagadh, roghnaíodh é mar cheann d’ocht bpríomhscil na sraithe sóisearaí: ‘Obair le daoine eile’, a thugar air.

Forbraíonn an tSraith Shóisearach an comhoibriú trí bhéim mhéadaithe ar an bpiarmheasúnú, ar obair bheirte, ar obair ghrúpa, tríd an mbéim ar shuntas a thabhairt don mhachnamh ar an aiseolas agus mar gheall ar thábhacht an phobail san aistear foghlama. Ar leathanach 3 i Sonraíocht Ghaeilge na Sraithe Sóisearaí deirtear go “mbíonn sé tábhachtach naisc fhiúntacha a chothú leis an bpobal teanga chun tacú le scoláirí páirt a ghlacadh i bpobal na Gaeilge.” Tá an bhéim seo ag teacht leis an bhfís atá leagtha amach sa **Straitéis 20 bliain don Ghaeilge 2010-2030**, go háirithe an gá le ‘beocht a chur sa Ghaeilge lasmuigh den seomra ranga.” Ní dóigh liom go bhfuil aon uirlis níos úsáidí againn ná an comhoibriú chun gníomhú ar son ár dteanga dhúchais agus chun í a chur chun cinn.



Mar a tharlaíonn sé, tá tábhacht as cuimse ag baint leis an gcomhoibriú agus sealbhú teanga. Tá an chumarsáid go huile is go hiomlán bunaithe ar chomhthuiscint maidir le brí na teanga chomh maith le smaointe a chomhroinnt le chéile. Níl coincheap an chomhoibrithe teoranta don seomra ranga, ach i lear mór cásanna, tugtar beocht don scil fhíorthábhachtach seo ann. Gineann an comhoibriú an deis do scoláirí a bheith rannpháirteach ina n-aistear foghlama, conas a bheith freagrach, conas caidreamh luachmhar a chothú, conas feabhas a chur ar a scileanna cumarsáide, chun úinéireacht a ghlacadh ar a gcuid oibre, agus conas scileanna féinbhainistithe a fhorbairt. Is léir go mbaineann an t-iliomad buntáistí leis an gcomhoibriú agus is cúis mhór bhróid í go bhfuil an méid sin béime curtha ar an gcomhoibriú sa tSraith Shóisearach seo.

Is é an sainmhíniú ar choincheap an chomhoibrithe ná 'ag obair le chéile chun an sprioc céanna a bhaint amach'. Sa chaoi seo, tá ealaín cheart déanta den chomhoibriú. Ardaíonn sé muid, mar chine daonna, sa chaoi go gcaithfimid tús áite a thabhairt do sprioc an ghrúpa in ionad a bheith ag tochailt ar ár gceirtlíne féin agus meon leithleach a bheith againn uile. Is tríd an gcomhoibriú a bhaintear an spotsholas dínn féin amháin agus éiríonn linn é a sceitheadh ar aidhm an ghrúpa. Bhí tuiscint ag ár muintir riamh anall ar an gcoincheap seo agus tugadh chun cinn go praiticiúil é trí nós na meithle a bhí forleathan go háirithe le linn an fhómhair agus na barraí le baint. Ba ar mhaithe lena chéile a d'oibrigh an Mheitheal agus má thug tú cabhair do dhuine amháin lá amháin, tugadh an chabhair chéanna duit in am an ghátair. 'Ar scáth a chéile a mhaireann na daoine.'



# Modern Foreign Languages

## Looking to Support Conversations on Planning for Learning?

The planning mat is a vivid and engaging resource for guiding collaborative conversations within our MFL department. The mat displays clear steps to support collaboration on Units of Learning. The first step initiates a conversation around our student cohorts: their age, stage, and prior learning. From there, our conversations can develop into what students will know, understand, be able to do and value. We expand our discussions with the development or re-visit our learning outcomes, and exchange ideas on how best to ensure integration of learning across the three strands: Strand 1: Communicative Competence; Strand 2: Language Awareness and Strand 3: Socio-Cultural Knowledge and Intercultural Awareness.

It is important to discuss and share ideas on how we will know, and how students will know, that the intended learning has occurred. We do this by reflecting upon the importance of clarity with carefully constructed learning intentions and success criteria. The question: "how do I get them there?" is intended to spark conversation around planning for the teaching and learning activities in French, German, Italian or Spanish. This is the moment to develop exchanges about authentic texts and the role they play in our unit of learning whilst ensuring the development of the five language skills.



Click on the image to access the planning mat.

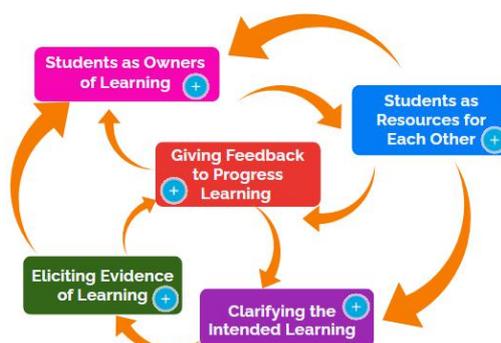
# Modern Foreign Languages

## Conversations about Formative Assessment

The different ways we check in on learning with our MFL students can invite discussions around formative assessment. How we plan to include formative assessment as a classroom experience can initiate rich discussion in our department. In the spirit of Universal Design for Learning, and designing student experiences over the course of learning, we can structure our conversations around the overview and aspects of the formative assessment resources below.

The overview along with each aspect has the potential to inform collaborative conversations from teacher design to student experience. Our discussions might revolve around a consideration of the role of formative assessment in supporting student learning. As we exchange ideas, approaches and experiences prompted by the questions contained in each aspect, we might reflect on how formative assessment supports our classroom practice. Inevitably, certain elements may be more familiar to us, while others are bound to prompt discussion around approaches and steps we might take to explore certain areas further with our MFL students.

### Formative Assessment in the Modern Foreign Languages classroom



Five Aspects of Formative Assessment

Click on the images for an overview and more information on each aspect of formative assessment.



#### Clarifying the Intended Learning

Learning intentions and success criteria

##### What?

**Learning intentions** provide clarity for students in developing learning. They are **simple, clear** and aligned to the learning outcomes.

**Success criteria** are co-created, as appropriate, and communicated in **student-friendly** language to clarify **quality and expectations** of work.

##### So what does this look like in the MFL classroom?

Here are some examples that may prompt your thinking:



**Sharing Learning Intentions**  
 Learning intentions are shared with students based on intended learning within selected learning outcomes.



**Sharing and Clarifying Success Criteria**  
 In order to identify what learning is taking place, students engage in a think-pair-share activity based on the success criteria.

#### Eliciting Evidence of Learning

Questions, effective discussions, tasks and activities

##### What?

In the MFL classroom, questions, conversation, activities and tasks offer us the opportunity to identify gaps, or misconceptions, in learning that inform our next steps for planning teaching and learning.

##### So what does this look like in the MFL classroom?

Here are some examples that may prompt your thinking:



##### Gathering Questions

- Students are asked to write questions they have using Post-It, mini-whiteboards or digital tools (e.g. Jamboard, MS whiteboard).
- A discussion is had and questions are themed accordingly.
- Students are invited to respond to questions where possible.
- These questions inform the teacher's next steps.

#### Feedback to Progress Learning

Clear, actionable feedback to inform next steps

##### What?

Feedback in MFL is effective when it focuses on the learning rather than the student and provides them with clear guidance on what and how to improve. Valuable opportunities for target language use can be had through feedback.

##### So what does this look like in the MFL classroom?

Here are some strategies that may prompt your thinking:



##### Students Write Targets

- When providing oral feedback to students the teacher asks them to write targets as a support for them to work independently.
- With inclusion in mind, voice-recorded feedback could be used.

#### Students as Owners of Learning

Activating students to self-regulate their learning

##### What?

Increased voice and choice in the MFL classroom increases student engagement and motivation. Self-regulated feedback fosters the willingness and capability to self-assess, develop confidence and independence.

##### So what does this look like in the MFL classroom?

Below are some strategies that may prompt your thinking:



##### Traffic Lights

- Using a simple lights system, students indicate whether they understand:
  - well (green)
  - partially (amber)
  - or (not) (red)
- Through further discussion, students explain what is (and is not) understood and why.
- This, in turn, informs their next actions for learning.

#### Students as Resources for Each Other

Activating students for peer-assessment

##### What?

Peer assessment in the MFL classroom allows students to objectively see what learning looks like while gaining valuable insights into their own learning. When students work collaboratively, they have increased opportunities for target language use.

##### So what does this look like in the MFL classroom?

Below are some strategies that might prompt your thinking:



##### Ghost Walk

- Students display their work around the room.
- The work is viewed by all students.
- Students then provide feedback based on success criteria.

# Geography

## Linking Planning for CBA 2

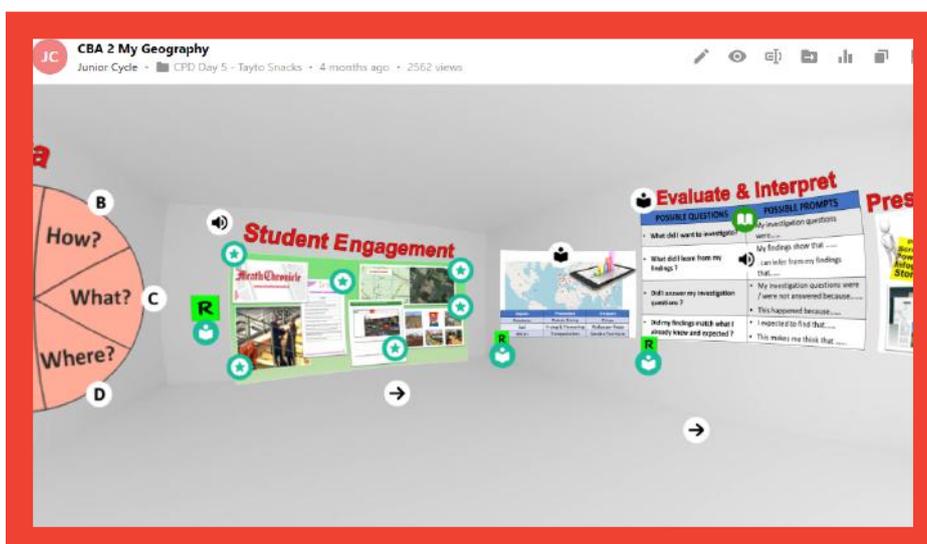
To support teachers' understanding of Classroom-Based Assessment 2, 'My Geography,' the geography team introduced a virtual classroom to illustrate the different parts of the structured inquiry process.

This virtual classroom is an excellent tool that supports collegial collaboration within Geography departments as they begin planning for CBA 2. A collaborative approach is an efficient way to undertake planning for CBA 2, particularly as it could be a fieldwork investigation. It is also a practical and functional tool that students can use to guide them through their own structured inquiry journey.

This interactive experience was created using **ThingLink**. This user-friendly tool provides subject departments with an experience where they explore the four walls within the virtual classroom. On each wall, teachers can engage with the different aspects of the structured inquiry process to support them to plan and prepare for CBA 2.

By just simply clicking on tags within each of the four walls, teachers can access information, extra guidance, links to supporting documents as well as voice notes. These provide information and guidance to further support departmental planning. Teachers and students can work together to thread reflection throughout the CBA process and can collaboratively work on improving their reflection in preparation for the Assessment Task (AT).\*

*\*Please note the Assessment Task will not be examined in 2022*



thinglink..

Click to interact



## **Step Up project exemplifies the centrality of collaboration in Junior Cycle**

JCT was delighted to host the online launch on Wednesday 9th March of the website [www.stepupproject.ie](http://www.stepupproject.ie) which houses the key learning outcomes from Step Up, a project funded by the Department of Education School Excellence Fund, which involved Junior Cycle for Teachers, the Inspectorate and 9 post-primary project schools. The aim of the online seminar was to share the learning from the project and to explore the potential of this to inform teacher professional learning.

The goals identified for the Step Up project were to achieve higher quality learning experiences and outcomes for students through more effective implementation of aspects of the Framework for Junior Cycle (2015). Project schools were supported to develop highly effective practices of teacher collaboration and reflection, guided by the school self-evaluation (SSE) process and standards set out in the Inspectorate quality framework Looking At Our School 2016: A Quality Framework for Post-Primary Schools.

School leaders, teachers, and students of the following nine project schools were highly commended at the launch for the collaborative, reflective Step Up process they undertook with JCT and the inspectorate over the period 2018-2021:

- Borrisokane Community College, Co. Tipperary
- Castletroy College, Co. Limerick
- Castleknock Community College, Dublin 15
- Coláiste Muire, Ennis, Co. Clare
- St Bricin's College, Belturbet, Co. Cavan
- St. Columba's College, Stranorlar, Co. Donegal
- St. Colmcille's Community School, Knocklyon, Dublin 16
- St. Louis Secondary School, Dundalk, Co. Louth
- Stratford College, Rathgar, Dublin 6

# Step Up

Step<sup>Up</sup>  
Project

A variety of Step Up related resources is now available on [www.stepupproject.ie](http://www.stepupproject.ie) including case study reports from the nine post-primary project schools, a JCT podcast and other multi-media resources tracing the project from origins to impact, and an inspectorate report titled “Step Up School Excellence Fund project report: process, activities, future relevance (2018 – 2021).”

The intended audience for the website and associated reports includes schools, personnel involved in curriculum and teacher professional development and associated policymaking.

What emerged from the Step Up projects is perhaps most succinctly captured as follows:

“Teachers really began to see the whole point of Junior Cycle reform by collaborating across subjects. They saw JC reform as more than a change in teaching methods, a change in approach to assessment, as being about skills etc. They saw how it all tied together and saw how SSE ties with JC reform which ties with literacy and numeracy initiatives. They saw the big picture.”



http://

[www.stepupproject.ie](http://www.stepupproject.ie)



# Step Up



## Overview of the Project

Assistant Chief Inspector Declan Cahalane gives a short overview of the project.

For an overview of the project, click the image



To listen to the podcast series, click the image

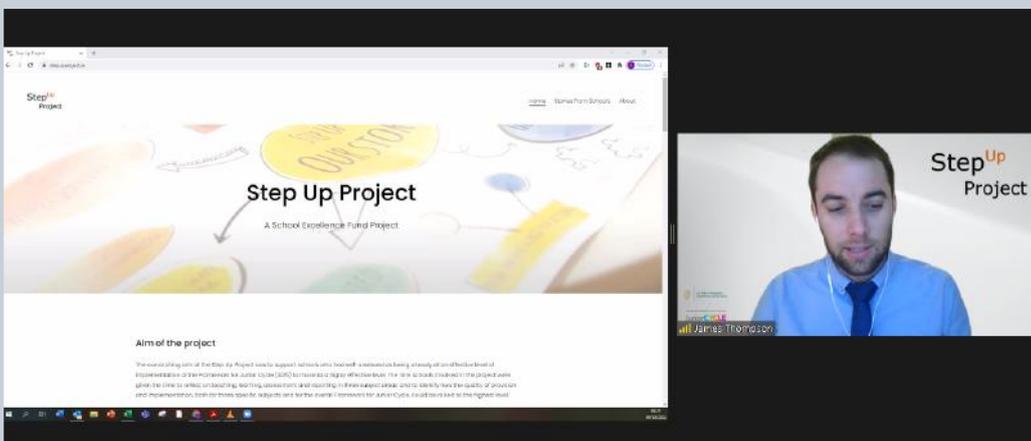


## Podcast

- 03:00 | Hopes for the project
- 06:00 | Identifying a focus and gathering evidence
- 14:25 | Positive impacts of the project (Teachers/Leaders)
- 18:35 | Positive impacts of the project (Students)
- 23:50 | Reflection and key learning



Project Coordinator, James Thompson, introducing the project



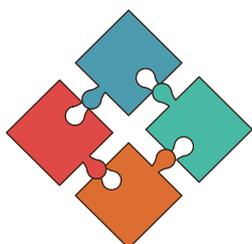
# JCIS - Junior Cycle Implementation Support

The Junior Cycle Implementation Support (JCIS) Team are currently engaging with schools in a consultative process, which helps them to identify areas where they require further support to embed Junior Cycle in their school.

The JCIS team supports all schools at national level: mainstream schools taught through English; Scoileanna Gaeltachta agus Gaelcholáistí.

This process can complement School Self-Evaluation, where Junior Cycle related targets have been chosen by the school through their School Improvement Plan (SIP) or through their Delivering Equality of Opportunity In Schools (DEIS) Plan.

JCIS collaborates with school management and relevant staff members to co-design and co-deliver their subsequent day of whole-school planning and self-evaluation for Junior Cycle implementation (Circular 0059/2021).



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

## Junior Cycle Implementation Support Team Leaders and Regions

2021 / 2022

**Stiofán Ó Cualáin**  
 Gaelcholáistí agus Scoileanna Gaeltachta  
 Ríomhphost: stiofan.ocualain@jct.ie  
 Teil: 087 245 9837  
 Tacalocht le Feidhmiú na Sraithe Sóisearaí d'earmál na nGaelcholáistí agus do Scoileanna Gaeltachta.  
 Is é Stiofán Ó Cualáin Ceannaire Foirme na scoileanna seo.

**Ada Broderick**  
 Dublin North and The North East  
 Email: ada.broderick@jct.ie  
 Teil: 086 3937788  
 Schools are part of this region if their local full-time education centre is: Drumcondra Education Support Centre, Monaghan Education Centre, Navan Education Support Centre

**Thomas Gleeson**  
 Dublin South and Kildare  
 Email: thomas.gleeson@jct.ie  
 Teil: 083 863 8085  
 Schools are part of this region if their local full-time education centre is: Dublin West Education Centre, Blackrock Education Centre, Kildare Education Support Centre\*\*  
 \*\* excluding schools in County Wicklow allocated to the South East Region

**Clara Byrne**  
 South East  
 Email: clara.byrne@jct.ie  
 Teil: 087 915 6647  
 Schools are part of this region if their local full-time education centre is: Kilkenny Education Centre, Waterford Teachers' Centre, Wexford Education Centre  
 This region includes all schools in County Wicklow (including those associated with Blackrock Education Centre and Kildare Education Support Centre)

**Barry Nolan**  
 West  
 Email: barry.nolan@jct.ie  
 Teil: 086 067 0301  
 Schools are part of this region if their local full-time education centre is: Athlone Education Support Centre, Clare Education Centre, Galway Education Centre, Laois Education Support Centre

**Barry Nolan**  
 West  
 Email: barry.nolan@jct.ie  
 Teil: 086 067 0301  
 Schools are part of this region if their local full-time education centre is: Carrick-on-Shannon Education Support Centre, Donegal Education Support Centre, Mayo Education Centre, Sligo Education Support Centre

**Áoife Ní Mháille**  
 North West  
 Email: aoife.nimhaille@jct.ie  
 Teil: 086 238 2081  
 Schools are part of this region if their local full-time education centre is: Carrick-on-Shannon Education Support Centre, Donegal Education Support Centre, Mayo Education Centre, Sligo Education Support Centre

**Hannah Dennehy**  
 South West  
 Email: hannah.dennehy@jct.ie  
 Teil: 087 772 7260  
 Schools are part of this region if their local full-time education centre is: Cork Education Support Centre, Limerick Education Centre, Tralee Education Centre, West Cork Education Support Centre

● Full-time Education Centres ★ Region

## Professional Time

Junior Cycle Professional Time is defined as “non-student contact time in which teachers will participate in a range of professional and collaborative activities to support the implementation of Junior Cycle” (Circular 0015/2017, p.21).

The Framework for Junior Cycle (2015) and Circular 0059/2021 recognise that teachers need professional time to engage in a range of professional activities, involving both individual activities and collaboration with teaching colleagues to support teaching, learning, assessment, and reporting. Such collaborative and professional activities specifically include whole-school, individual teacher, and subject department professional actions around the implementation of Junior Cycle. They also incorporate preparing for, attending, and administering the outcomes of Subject Learning and Assessment Review meetings as well as organising the classroom Assessment Tasks. However, this is not required for the school year 2021/22 (Circular 0059/2021, p.29).

The 40-minute period provided for professional time within the timetable is offered to teachers on the foundation that it is utilised flexibly, including carrying forward time for the facilitation of professional collaboration (Circular 0059/2021, p.30).

The Junior Cycle Implementation Support (JCIS) **Professional Time Narrative** resource outlines the progression of professional time from the Framework for Junior Cycle (2015). It encompasses Circular 0059/2021 and ongoing individual and collaborative practice for teachers. The JCIS **Suggested Use of Professional Time** resource provides links to each subject-specific professional time support document which offer some ideas for individual, subject department, and whole-school professional activities, while the JCIS **Professional Time Suggested Supports** resource contains a further list of suggestions for how teachers could use their allocated professional time.



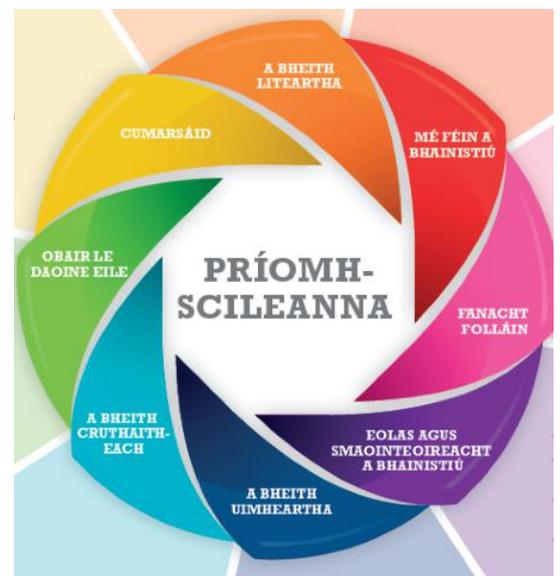
I mbliana, tá foireann tacaíochta de chuid an TFSS (Tacaíocht le Feidhmiú na Sraithe Sóisearaí) ag freastal ar bhonn lánaimseartha, ar earnáil an Ghaeloideachais. Tá an fhoireann seo ag freastal ar shainriachtanais na nGaelcholáistí agus na Scoileanna Gaeltachta amháin, fud fad na tíre, ina gcuid oibre le forfheidhmiú na Sraithe Sóisearaí.

I gcomhthéacs na n-Iar-bhunscoileanna atá páirteach sa Scéim Aitheantais mar Scoil Gaeltachta, mar aon le Gaelcholáistí na tíre, cuireadh in iúl ag cruinnithe comhairliúcháin a reáchtáladh le tamall anuas, go raibh spriocanna feabhsúcháin teanga sainaitheanta ag roinnt acu.

Chomh maith leis sin, de réir taighde nua, déanta ag Christine Ní Chathasaigh agus T.J. Ó Ceallaigh as Coláiste Mhuire gan Smál, fadhb mhór is ea an easpa líofachta agus an easpa muiníne i measc múinteoirí a bhíonn ag múineadh ábhair eile trí Ghaeilge seachas an Ghaeilge í féin.

Tá Cumarsáid agus A Bheith Liteartha ar phéire de Phríomhscileanna na Sraithe Sóisearaí. Mar sin, ar mhaithe le tacú le múinteoirí scileanna litearthachta agus cumarsáide na scoláirí a chur chun cinn, mar aon le spriocanna feabhsúcháin teanga na scoileanna sa chomhthéacs seo a bhaint amach, tá módúl tacaíochta teanga nua-dheartha ag TFSS agus ar fáil do scoileanna i mbliana.

Dírítear sa mhodúl roghnach seo 'Cur chun cinn na Gaeilge i bPobal na Scoile' agus ar chuid de na príomhchuspóirí a bhaineann le Sonraíocht T1: cruinneas agus saibhreas na Gaeilge chomh maith le nasc a chothú leis an bpobal teanga. Is módúl idirghníomhach, praiticiúil é seo ina leagtar béim ar úsáid iliomad acmhainní tacúla Gaeilge ar líne chun stór focal agus gníomhbhriathra an tseomra ranga a neadú, mar aon le leaganacha dúchais logánta teanga a bhailiú, ar mhaithe len'iad a athúsáid le cruinneas, saibhreas agus le muinín.



# STE(A)M in Junior Cycle



Collaboration is at the heart of the STE(A)M in Junior Cycle initiative, which emerged as a response to recommendations of the STEM Education Policy Statement (2017-2026). The STEM Education Policy refers to a STEM Education ecosystem, with the student at the centre, benefiting from both formal and informal education opportunities as illustrated below.

STE(A)M in Junior Cycle sees JCT collaborate with many “informal CPD providers” to speak to our vision.

*Our vision is to provide Junior Cycle teachers with rich STE(A)M CPD experiences in keeping with national and international best standards; this provision will allow for interdisciplinary responses to societal challenges in subject-specific and cross-curricular contexts.*

This year we are delighted to partner with:

The ADAPT Centre, British and Irish Aquaria and Zoos (BIAZA), Worldwide Global Schools, The Rediscovery Centre, ICIRAG and Geological Survey Ireland, CÚRAM, Confirm, Sustainable Energy Authority of Ireland (SEAI), The AMBER Centre and Amgen Biotch Experience Ireland to bring a series of **online workshops** for teachers which will support them to engage with real-world issues in classrooms across multiple subject dimensions.



A pilot initiative called STE(A)M in Action in Schools has further supported collaboration. 60 teachers, 3 from each school representing three subject areas have participated in online learning events. These have supported them to collaborate in designing learning experiences to help students connect learning across subjects in order to carry out a STE(A)M in Action Project. Follow @JCTSteAm on Twitter to see how their projects are progressing.

Follow us!



# Junior Cycle Talks

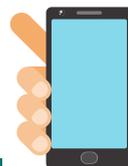


Our podcast channel 'Junior Cycle Talks' continues to go from strength to strength. You will find a whole host of episodes across different subjects and interests by searching for Junior Cycle Talks.

**SUBSCRIBE**



Recent episodes include:



**Writer Nadine O'Regan**

**Tangents - Maths Podcast Series**

**The STE(A)M Podcast**

**JCT4 - Hands On Podcast Series**

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

Search Junior Cycle Talks wherever you get your podcasts!



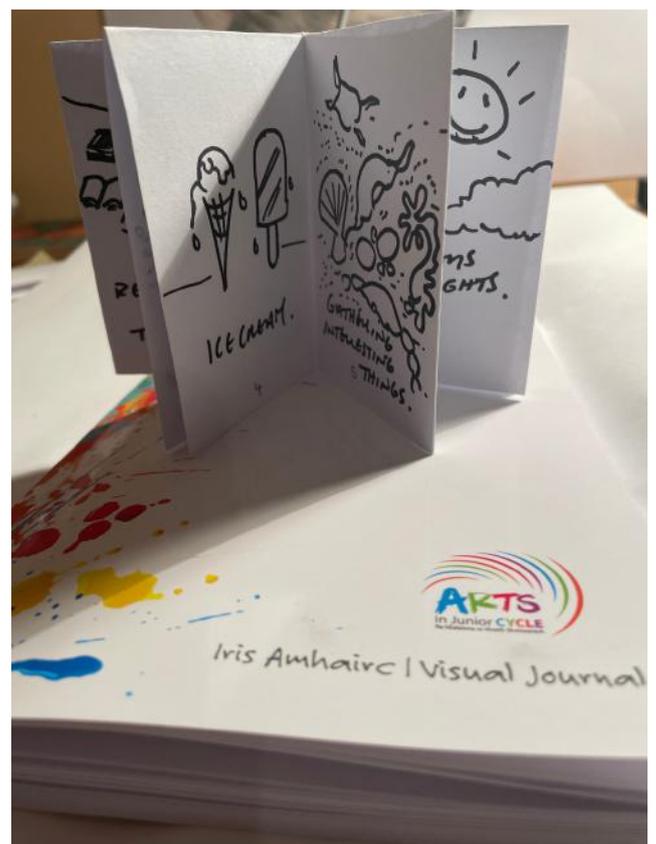
# Arts in Junior Cycle



At the heart of Arts in Junior Cycle is collaboration. Our vision is for all Junior Cycle teachers to value, enjoy and be enriched by the arts and to see the arts as integral to learning. In collaboration with professional creative practitioners and arts organisations, we co-design and develop learner-centred professional learning experiences for teachers of Junior Cycle. These learning experiences aim to embody the principles and key skills which underpin the Framework for Junior Cycle 2015.

This academic year we have continued to develop successful collaborations with arts organisations such as Youth Theatre Ireland, Poetry Ireland, The Design and Craft Council, The Irish Architecture Foundation, Lero Centre, An t-Oireachtas, The Crawford Gallery, The National Gallery of Ireland and the Fighting Words creative writing centre.

We have also worked with | partners such as textile designer Rebecca Marsden, animator Rory Conway, poet and writer Colm Keegan, graphic novelist and cartoonist Luke Healy and songwriter Niamh Regan.



# Arts in Junior Cycle



It has been very exciting for us as we continue to develop our workshops and initiatives and work with new partners. This year we are thrilled to have begun collaborating with Irish National Opera (INO) for our first very successful Opera Club **series of workshops**, (Read about the partnership from INO's **perspective**), with The Museum of Literature Ireland (MoLI), with Newsbrands Ireland, with media literacy educator Ricardo Castellini da Silva and also conductor Sinead Hayes.

Most importantly though, our collaborations are with teachers across the country – from Donegal to Waterford and Cork to Tipperary. The beauty of online workshops is that they allow teachers from all over the country to participate. We have lots to offer you and we hope to inspire, support and empower teachers through the many and varied workshops that we have on offer.

To keep in touch with us and up to date with all we have to offer, please join our **mailing list**.

Follow us on Twitter @JuniorCycleArts



CLICK HERE



Email us at: [artsinjuniorcycle@jct.ie](mailto:artsinjuniorcycle@jct.ie)



**Irish National Opera** *Opera Club*

The Arts in Junior Cycle Team are excited to collaborate with Irish National Opera (INO) to present *Opera Club* a series of five workshops designed to give all teachers of Junior Cycle an introduction to the kaleidoscope of professionals involved in creating the world of opera.

Hosted by INO's mezzo-soprano Sharon Carty, each week participants will be given an opportunity to experience a range of INO productions and meet, discuss and ask questions of some of the national and international stars involved in creating them.

These workshops are open to teachers of all Junior Cycle subjects and no knowledge of opera is required. Places are strictly limited. Register for one or more of these workshops below.

**Week 1: Mezzo-Soprano Sharon Carty** introduces INO's 20 Shots of Opera. Join our host Sharon Carty as we delve into some of Irish National Opera's 20 Shots of Opera, a selection of short operas which were conceived, composed, recorded and filmed during 2020. Mezzo-soprano Sharon Carty is an alumna of the RRAM (Dublin, MDW Vienna, and the Oper Frankfurt Young Artists' programme. Her opera repertoire includes Hansel, Dorothea, Dido and Orfeo in Gluck's Orfeo ed Euridice. Sharon is also in regular demand on the concert platform across Europe and is a dedicated recitalist. Tuesday 23 November | Time 7.00 - 8.15pm | Register on [www.artsinjuniorcycle.ie](http://www.artsinjuniorcycle.ie)

**Week 2: Choreographer Emma Martin** speaks about her role in choreographing Orfeo ed Euridice, the great musical myth. Emma is a dancer and choreographer who creates works that combine dance, live music, theatre and distinct visual universes. Her work has been commissioned by Dublin Dance Festival, the Irish Arts Centre and she has partnered with a range of international festivals. Emma is an associate artist at the Visual Centre for Contemporary Art, Carlow. Tuesday 7 December | Time 7.00 - 8.15pm | Register on [www.artsinjuniorcycle.ie](http://www.artsinjuniorcycle.ie)

**Week 3: Author and Writer Megan Nolan and Composer Amanda Feery** speak about their collaboration on the libretto (script) and musical composition of 'A Thing I Cannot Name'. Megan Nolan is a writer of essays, fiction and reviews. Megan has had readings and performances commissioned internationally and her debut novel 'Acts of Desperation' was published in 2021. Amanda Feery is a composer working with acoustic, electronic and improvised music, who has written for chamber and vocal ensembles, film, theatre, installation and multimedia. Tuesday 11 January | Time 7.00 - 8.15pm | Register on [www.artsinjuniorcycle.ie](http://www.artsinjuniorcycle.ie)

**Week 4: Set and Costume Designer Nicky Shaw** speaks about creating the set and costumes for 'La Cenicientola' (Cinderella). This production celebrates the idea of literature, fantasy and escapism. Nicky works mainly in opera, but also in theatre, musical theatre and short film. She has designed productions for many leading opera companies in the UK, Europe and South Korea and she has been a judge for the Linbury Prize held at National Theatre, London. She is on the committee of the Society of British Theatre Designers and mentors young designers. Tuesday 8 February | Time 7.00 - 8.15pm | Register on [www.artsinjuniorcycle.ie](http://www.artsinjuniorcycle.ie)

**Week 5: Actor, Writer, Director and Photographer Hugh O'Connor** speaks about his role in 'Alice's Adventures Under Ground', a production between the Royal Opera House, Covent Garden and Irish National Opera. Hugh made his first film appearance at the age of 10 in the film 'Lamb'. He has written and directed short films, made music videos and made his directorial debut with 'Metal Heart' in 2018. His photography has been exhibited in the RHA (Dublin), the RHA in Belfast and the National Gallery of Ireland. Tuesday 1 March | Time 7.00 - 8.15pm | Register on [www.artsinjuniorcycle.ie](http://www.artsinjuniorcycle.ie)

Arts in Junior Cycle, Junior Cycle for Teachers Support Service (JCT), Monaghan Education Centre, Co. Monaghan, Tel: +353 47 74008 Email: [info@jct.ie](mailto:info@jct.ie) Websites: [www.artsinjuniorcycle.ie](http://www.artsinjuniorcycle.ie), [www.jct.ie](http://www.jct.ie) @JCTforTeachers, @JuniorCycleArts



Riadas na hÉireann  
Government of Ireland



Creative Ireland  
Creative Ireland  
2020-2024



An tOibríocht na hÉireann  
JuniorCYCLE  
for teachers



# Online Cluster Days 2021/2022

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

zoom



JCT is delighted to engage with subject teachers as part of their online cluster day for the academic year 2021/2022. We have engaged with over 17,000 teachers across all subject areas since the beginning of January. A huge thanks to all who participated and supported engagement on each day.

If you have yet to receive your cluster day, details of your upcoming subject CPD will be sent to your school. In advance of this day, we invite you to check out our short video guide on using Zoom below.

## **On the day, please have the following:**

Your own device (preferably a laptop/PC) with a camera and mic enabled

Pen and Paper

## **Optional**

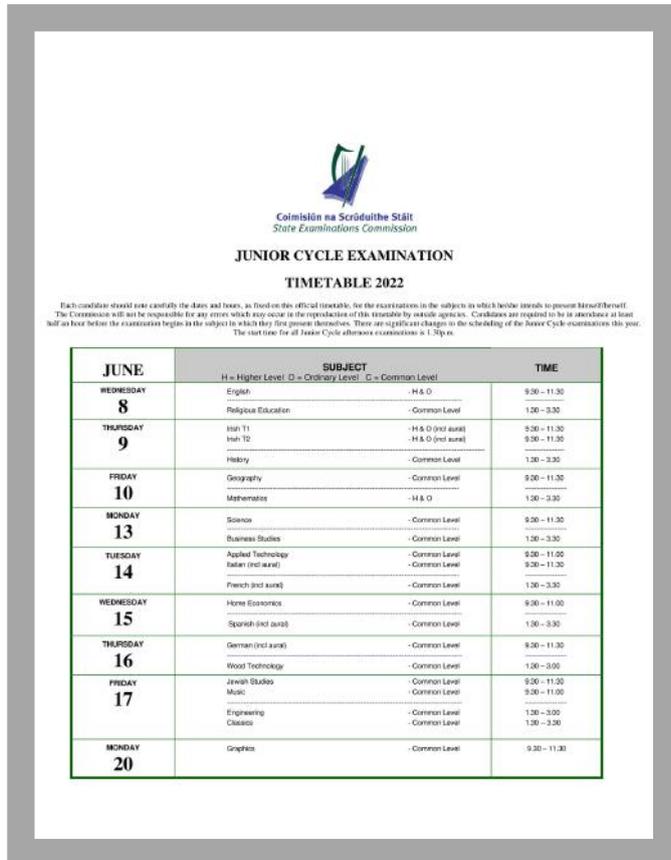
A second device (a phone/iPad/tablet)



**We look forward to supporting you on your cluster day!**



# Further Supports



Colmisteán na Scrúduithe Stáit  
 State Examinations Commission

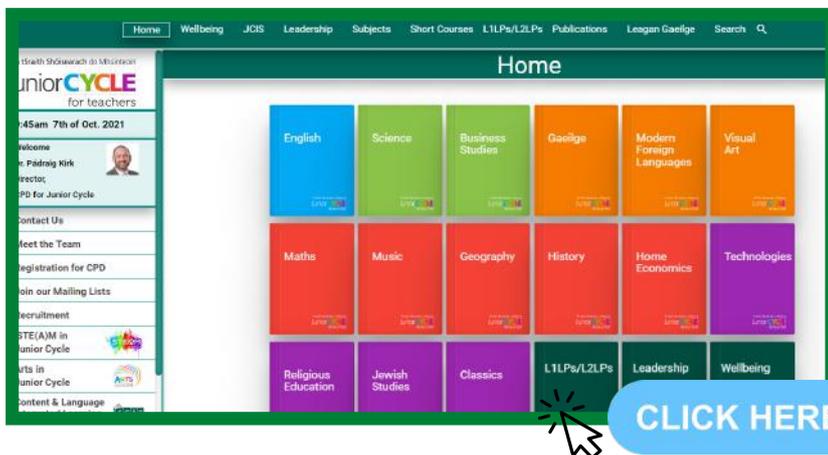
**JUNIOR CYCLE EXAMINATION  
 TIMETABLE 2022**

Each candidate should read carefully the dates and times, as fixed on this official timetable, for the examinations in the subjects in which he/she intends to present himself/herself. The Commission will not be responsible for any errors which may occur in the reproduction of this timetable by outside agencies. Candidates are required to be in attendance at least half an hour before the examination begins in the subject in which they first present themselves. There are significant changes in the scheduling of the Junior Cycle examination this year. The start time for all Junior Cycle afternoon examinations is 1.30pm.

JUNE	SUBJECT	TIME
WEDNESDAY 8	English Religious Education	9.30 – 11.30 1.30 – 3.30
THURSDAY 9	Irish 11 Irish 12 History	9.30 – 11.30 9.30 – 11.30 1.30 – 3.30
FRIDAY 10	Geography Mathematics	9.30 – 11.30 1.30 – 3.30
MONDAY 13	Science Business Studies	9.30 – 11.30 1.30 – 3.30
TUESDAY 14	Applied Technology Sáraithe (incl. aural) French (incl. aural)	9.30 – 11.00 9.30 – 11.30 1.30 – 3.30
WEDNESDAY 15	Home Economics Spanish (incl. aural)	9.30 – 11.00 1.30 – 3.30
THURSDAY 16	German (incl. aural) Wood Technology	9.30 – 11.30 1.30 – 3.30
FRIDAY 17	Jewish Studies Music Engineering Classics	9.30 – 11.30 9.30 – 11.00 1.30 – 3.30 1.30 – 3.30
MONDAY 20	Graphics	9.30 – 11.30

The SEC has recently published the 2022 Junior Cycle examination timetable

Click here to access



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



Join our mailing lists



JCT would like to wish all a Happy St. Patrick's Day!



# Working Together

We shape our self  
to fit this world

and by the world  
are shaped again.

The visible  
and the invisible

working together  
in common cause,

to produce  
the miraculous.

I am thinking of the way  
the intangible air

passed at speed  
round a shaped wing

easily  
holds our weight.

So may we, in this life  
trust

to those elements  
we have yet to see

or imagine,  
and look for the true

shape of our own self,  
by forming it well

to the great  
intangibles about us.

David Whyte

Editor: Liam Bannon

An tSraith Shóisearach do Mhúinteoirí

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