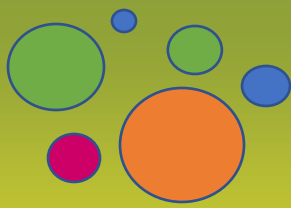


Issue
16

November 2019



JCToday

L1LP/L2LP CPD Programme 2019- 2020

Special Schools: A letter and email have been issued to schools, please follow instructions in them to book your school closure date.

Mainstream Post-primary schools: Book your 2-hour L1LPs or L2LPs workshop. New and repeat visits available. We are fully booked until Christmas 2019, but please register on www.jctregistration.ie via the orange button and we will contact you.

Exploring Philosophy Workshop

Final opportunity to attend an Induction day of the NCCA Philosophy Short Course in Laois Education Centre on Saturday 9th November. Click on image for more details



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Welcome

Welcome to the 16th edition of JCToday.

This edition is packed full of information, stories, articles, interviews and book reviews which will bring you right up to date with all things junior cycle.

As JCToday is published we are on the cusp of another crescendo in the provision of junior cycle continuing professional development nationally. Our school cluster events for 2019/2020 commence immediately after the midterm break and will continue until March 2020. These workshops bring a new wave of junior cycle subject specific CPD to teachers. Our CPD is informed by the needs of school leaders and teachers and undergoes a significant quality assurance process prior to facilitation in schools. We are confident that you will benefit both professionally and personally from our CPD provisions this year, both our core and elective CPD.

I want to thank everyone who contributed articles to this issue and wish schools every success for the remainder of the school year. We always welcome feedback at info@jct.ie

Dr. Pádraig Kirk
Director, CPD for Junior Cycle



STE(A)M in Junior Cycle, our cross-curricular elective CBA initiative is celebrating its third consecutive year and we are delighted to welcome our new Advisor, Kate McNerney, who will assist with the organisation, design and rollout of our 2020 offerings with the theme "**Solution Generation**". The workshops will represent an interdisciplinary approach to societal challenges and explore opportunities for learning within and across subjects. We are very excited to collaborate with 17 partners this year.

We plan to explore a range of diverse issues including Biodiversity, Manufacturing in the Future, Human Health, Communities and Connectivity, Sustainable Development, Artificial Intelligence and Responsible Research and Innovation.

STE(A)M in Junior Cycle 2020 events will be taking place on Saturdays in venues across the country from January to April. Teachers of Maths, Home Economics, Science, Geography and the Technologies, as well as any teacher who has an interest in a STE(A)M initiative are invited to attend.

Keep up to date with details on how to register, programme of events etc., by joining our **STE(A)M mailing list** [here](#) or by following us on Twitter @JCTSteAm.

Modern Foreign Languages

The JCT MFL team and Post-primary Languages Ireland (PPLI) collaborated to host a conference in September in University College Cork.



There were two keynote speakers, Nadine Fraizé and Martine Pillette, whose presentations were complemented by a diverse range of practical workshops. Nadine Fraizé, a Content and Language Integrated Learning (CLIL) specialist, deployed practical and engaging activities to introduce teachers to the concept of CLIL.

Marine Pillette's focus was on practical strategies of how to integrate authentic resources in the target language into your classroom teaching. In harmony with the themes of the conference, both speakers were imaginative, innovative and inspirational.

The JCT MFL team presented seven of the fourteen workshops, placing junior cycle reform at the heart of the conference concentrating on the Student Language Portfolio and reflection, games in the MFL classroom, supporting oral communication with digital tools, digital storytelling, active methodologies for reading and listening, and how to transfer curricular change into classroom practice.

The full-time team would like to send a warm-hearted thank you to their in-school associate colleagues whose presence, dedication and passion gave an authenticity to workshops that teachers truly appreciated on the day. The event was a wonderful occasion for reflection and discussion.

On the day of the conference, Junior Cycle for Teachers and Post Primary Languages Ireland were delighted to launch:

What's Your Story? National MFL Digital Story Award



This exciting award for MFL students in junior cycle is accompanied by a 2-hour elective workshop to support teachers in using digital storytelling in the classroom. The workshop will take place in 10 venues nationwide. Full details are available on our website. Just click [here](#) for further details.

The MFL team will collaborate with both PPLI and PDST to host a further conference for post-primary teachers of MFL in the City West Conference Centre next year on the 24th of September 2020.

WHAT'S YOUR STORY?

National MFL Digital Story Award

An elective workshop for teachers of junior cycle French, German, Italian and Spanish.

Junior Cycle for Teachers (JCT) and Post-Primary Languages Ireland (PPLI) are delighted to offer the 'What's Your Story?' National MFL Digital Story Award to teachers and students.

What?
This award encourages students to combine their language and digital skills through the practice of digital storytelling to tell their own story. The initiative is also accompanied by an elective Professional Learning Experience for teachers (2 hours) which will explore the process of digital storytelling and how it can support language learning.

Why?
This exciting and engaging initiative supports many of the junior cycle learning outcomes and will provide students with the opportunity to use their language skills for authentic purposes. The most creative and language-rich examples will be showcased online and at the joint PPLI, JCT and PDST conference in September 2020. Those invited to have their work showcased will have their digital story acknowledged with a prize and a plaque for their school.

How?
Teachers who want to get involved and facilitate this initiative in their schools should book into one of the elective workshops to acquire the essential skills required to use digital storytelling in the MFL classroom.

When?
Submission Deadline: 28th March 2020
Details for submission for the showcase and workshop dates can be found on www.jct.ie/modern_foreign_languages/news_events

PPLI, JCT & PDST Conference:
26th September 2020

Me and My Music

The Music team is delighted with the continued success of our Arts in Junior Cycle initiative entitled '*Me and My Music*'. In spring 2019, JCT Music team, supported by the **Creative Ireland Programme** (2017-2022), **Arts in Junior Cycle**, the **Irish Music Rights Organisation** (IMRO) and **Sing Ireland**, enabled 310 first-year music students and their music teachers to work together with a visiting musician for up to six-hours in their schools.

Using a hands-on approach, the teacher and visiting musician worked together to instil in students a creative disposition where they were free to experiment, allowed to take risks, encouraged to explore new and challenging opportunities and reflect on the creative process. It has been a pleasure to work with all our music teachers, students, partners and visiting musicians nationwide.

We wish all our visiting musicians, second-year music students and their teachers every success and enjoyment in their engagement with this initiative. A short video from this day can be viewed by clicking [here](#).



Following the success of the spring initiative, we have recently launched '*Me and My Music Autumn 2019*' nationwide. Twenty-four music teachers and over 400 second-year music students together with their visiting musician will begin engaging with this creative process. This engagement period will run from the 7th October – 13th December 2019. Our Collaborative Preparation and Planning Day was held on the 28th September in Irish Music Rights Organisation headquarters.



Fantastic conversations at the PPMTA Conference. Click on the above image for a flavour of the day.



Members of the JCT Music Team at the recently held PPMTA Annual National Conference 2019.

Many thanks to all who applied for '*Me and My Music Autumn 2019*'. Congratulations to all schools. A further initiative '*Me and My Music Spring 2020*' aimed at first-year music students and their teachers is set to be launched in December 2019. Further details will issue in due course. Keep an eye on our twitter feed @JctMusicEdu and [jct.ie](#)

The best way to keep up to date with all current and future developments in Junior Cycle Music is to join our mailing list [here](#). *Keep the conversation going!*

JCT Music Team

Subject Updates

The **JCt4 team** of advisors are busy in preparation for the upcoming CPD 2019/2020 clusters and workshops. The focus of the workshops is to support teachers in the implementation of the Engineering, Wood Technology, Applied Technology and Graphics subject specifications in schools and build on the needs of teachers as identified in the feedback submitted during CPD 2018/2019.

Already this academic year we have attended the National Ploughing Championships and the TechnoTeachers conference. As well as the subject information leaflets that were available on the day, we had a “Dobot Magician” (a mechatronic robotic arm) on display. It has numerous functions and capabilities which can be embedded in teaching and learning across the four subjects of the Technologies suite.

We had it programmed to carry out a “teach and play” exercise where the Dobot was coded to complete a geometric puzzle and then challenged a volunteer to see who could solve the problem in the fastest time. Displaying its potential for a cross-curricular approach, we showcased its ability to laser engrave Wood Technology items and to create drawings/text regularly seen in the Graphics classroom. We also ran a workshop on transferring CAD files for use in an augmented reality environment using a MERGE Cube – a resource which featured in the 2018/2019 Graphics CPD day.

The Applied Technology and Graphics workshops will be offered in local Education Centres. Please ensure that your school management registers you on www.jctregistration.ie and provides you with details of the workshops. For more information on the scheduling of these workshops and for information on all of the technology subjects keep an eye on twitter [@JCt4ed](https://twitter.com/JCt4ed) and join our mailing list [here](#).



Home Economics Our Continuous Learning Day 2019-20 has been designed using teacher feedback and working closely with key stakeholders. We met with our Associates at a two-day working meeting and they have given us great insight into the planning and implementation of the Home Economics Specification to date. They have provided us with authentic learning experiences which are an integral part of our day.

Students entering 2nd year in September 2019 will be the first cohort of students undertaking Classroom-Based Assessments (CBAs) in Home Economics. CBA1: Creative Textiles is undertaken by 2nd year students over 8 to 10 weeks and the window for completion is 4th November 2019 to Friday 15th May 2020. All information regarding CBAs can be found in the [Junior Cycle Home Economics Assessment Guidelines](#).

The Home Economics team look forward to meeting with teachers during clusters which will run from November 2019 to mid-March 2020. It is recommended to bring your own Wi-Fi enabled device and earphones as we will be using digital learning technologies throughout the day.

Graphics Webinar

The Graphics Webinar was broadcast on 16th October and is available [here](#). Resources are updated regularly so keep updated by joining our [mailing list](#).

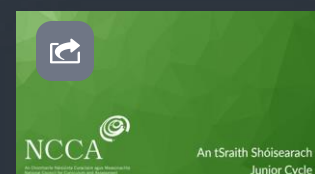


Junior Cycle Coding in Action

Phase II of our Junior Cycle Coding in Action (JCCiA) initiative launched on Tuesday 8th October. Sixty schools took part in this phase of the initiative. The aim is to support these schools in introducing coding as a short course into the curriculum.

Review of enactment of junior cycle phase 1 & 2 subjects

Our colleagues in the NCCA are conducting a review on the early enactment of junior cycle phase 1 and 2 subjects : English, Business Studies and Science. Teachers can register to participate in one of these consultation events via this link: <https://buff.ly/2oewbC5>



Exciting programme of events in Arts in Junior Cycle Gaeilge

Between mid-September and mid-November, post-primary teachers of *Gaeilge* will be given the opportunity to explore a range of modern and traditional arts through experiential workshops being held in educational centres across the country. The varied programme of innovative elective workshops is currently being offered through the *ARTs in Junior Cycle* initiative, organised by Junior Cycle for Teachers (JCT) with funding from Creative Ireland.

Among the most experimental of these professional learning days will surely be the 'Spoken-word poetry' workshops guided by the young Kerry poet, Séamus Barra Ó Súilleabháin and Czech-born sound artist, Slavek Kwi which is being run in conjunction with Éigse Éireann and IMRAM's ongoing literary festival. Blindfolded and sitting on cushions, participants will be invited to enter a soundscape designed to evoke memories and stimulate the imagination, opening up creative pathways to poetic composition. Kwi, a fluent French speaker, will facilitate the first half of the day in French with interpretation 'as Gaeilge' provided by members of Foireann Ghaeilge na Sraithe Sóisearaí while Séamus Barra, one of the most exciting writers in a new generation of Irish poets, will lead the composition half of the day taking advantage of innovative but simple methodologies that teachers can replicate in their own classrooms. All participants will be given a recording of soundscapes for use in their work with their students.

A second workshop in co-operation with Poetry Ireland is 'Poetry: A different perspective', facilitated by one of Ireland's foremost professional writers for teenagers, former teacher, Áine Ní Ghlinn. Understanding both sides of the literary communicative and learning process, Áine will lead teachers in a stimulating professional learning experience designed to enhance the exploration of poetry in class.

In an exciting link-up with Oireachtas na Gaeilge – organisers of one of Europe's largest indoor festivals, one of the masters of the traditional stage arts of *Lúibíní* and *Agallaimh Bheirte*, Ray Mac Mánaís, leads teachers in fun ways to build student confidence in their communicative and creative skills with particular emphasis on spoken interaction. With no exact equivalent in English-language culture, *Lúibíní* and *Agallaimh Bheirte* are relatively unknown art forms outside of a Gaeltacht or Gaelcholáiste setting but provide multiple ways of developing students' language skills through the interaction involved when speakers joust with words (sung in *lúibíní* or spoken in *agallamh beirte*) in a humorous take on issues of great or little import.

For further information on the current series of workshops (with an expanded programme including repeats being planned for Term 2) see https://www.jct.ie/leagangaeilge/gaeilge/news_events_ga and scroll down to 'Na hEalaíona sa tSraith Shóisearach'



Comhghairdeachas le @PDSTGaeilge as #TTSligeach den scoth! Ár mbuíochas leis na múinteoirí Gaeilge a tháinig chun cainte linn ag an seastán nó chun cúrsaí AFMÁ a phlé ag na seisiúin linn. Bhaineamar taitneamh agus tairbhe mór as. Ag tnúth le bualadh libh arís ag cnuaschruinniú.

Rannpháirtithe in éindí le hÁine Ní Ghlinn, file/údar, i mbun 'Filíocht: Súil Eile' in Ionad Oideachais (Phort) Laoise inniu; ceardlann atá mar chuid den tsraith Na hEalaíona sa tSraith Shóisearach lenár gcomhpháirtithe Éigse Éireann.



Clár nuálach imeachtaí Gaeilge faoin tionscadal Na hEalaíona sa tSraith

Idir lár mhí Mheán an Fhómhair agus lár mhí na Samhna, beidh deis ag múinteoirí iarbhunscoile Gaeilge réimse ealaíona Gaeilge a fhiosrú trí shraith cheardlann nuálach a bheidh ar siúl in ionaid oideachais ar fud na tíre. Is tríd an tionscadal Na hEalaíona sa tSraith Shóisearach, atá á reachtáil ag an tSraith Shóisearach do Mhúinteoirí agus á maoiniú ag Clár Éire Ildánach, a chuirfear na ceardlanna seo ar fáil.

I measc na gceardlann is nuálaí ar fad, tá an t-eispéireas gairmiúil foghlama ‘Filíocht ó Bhéal’, a bheidh á éascú ag an bhfile óg Ciarraíoch, Séamus Barra Ó Súilleabháin agus comrádaí leis, an t-ealaíontóir fuaime Seiceach, Slavek Kwi. Tá an cheardlann seo á reachtáil i gcomhpháirt le hÉigse Éireann agus IMRAM, féile litríochta na Gaeilge. Agus iad ina suí ar chuisíní le dallamullóg orthu, tabharfar cuireadh do rannpháirtithe iad féin a thumadh i ndomhan na fuaime ar mhaithe le cuimhní cinn a mhúscailt agus an tsamhláocht s’acu a spreagadh ionas go dtiocfaidh siad isteach ar phróiseas na cumadóireachta ar bhealach cruthaitheach.

Beidh Kwi, ar cainteoir líofa Fraincise é, i mbun an chéad leath den lá a éascú, fad is a bheidh duine d’Fhoireann Ghaeilge na Sraithe Sóisearaí i mbun ateangaireachta as Gaeilge. Ina dhiaidh sin, is é Séamus Barra, atá ar dhuine de na filí óga is suimiúla in Éirinn faoi láthair, a stiúróidh an chumadóireacht ó bhéal trí leas a bhaint as modheolaíochtaí nuálacha simplí gur féidir le múinteoirí aithris a dhéanamh orthu ina ranganna féin. Gheobhaidh gach rannpháirtí cóip de thaifead ar fhuaimrian ar féidir leo leas a bhaint as lena scoláirí féin.

Ceardlann eile sa tsraith atá á reachtáil i gcomhpháirt le hÉigse Éireann ná ‘Filíocht: Suil Eile’ a bheidh á éascú ag duine de mhóruidair na Gaeilge do dhéagóirí (ar iarmhúinteoirí iarbhunscoile í), Áine Ní Ghlinn. Agus a tuiscint agus léargas ar an dá thaobh den phróiseas cumarsáideach a bhaineann le litríocht ar an gcuraclam, treoróidh Áine múinteoirí trí eispéireas foghlama gairmiúil a beidh idir spreagúil agus phraiticiúil agus a thacóidh le múinteoirí cur lena gcleachtas teagaisc i dtaca leis an bhfilíocht ar bhealaí nuálacha.

Trí chomhpháirtíocht le hOireachtas na Gaeilge, beidh Ray Mac Mánaís, atá ar dhuine de mháistrí na lúbíní agus agallaimh bheirte, ag stiúru rannpháirtithe ar bhealaí chun muinín a gcuid scoláirí i labhairt agus idirghníomhú cainte a fhorbairt trí chuir chuige thaitneamhacha spráilúla fhad is atá siad ag cothú naisc leis an bpobal teanga agus cultúr saibhir dúchais na Gaeilge.

Tuilleadh eolais faoin tsraith cheardlann reatha (a bheidh á tairiscint arís i dTéarma 2), féach

https://www.ict.ie/leangaeilge/gaeilge/news_events_ga agus scrolláil síos go dtí ‘Na hEalaíona sa tSraith Shóisearach’.

Seimineár Gréasáin (T1 & T2)
An Phunann Teanga agus MRB 1
Fanaigi Linn! Craoladh chun tosnú ag 7.30i.n.
JuniorCYCLE for teachers

Cliceáil ar an íomhá le feiceáil

Seimineár Gréasáin T1
Craoladh chun tosnú ag 7.00i.n.
Fanaigi Linn!
JuniorCYCLE for teachers

Book Review

Dynamically Different Classrooms: Create spaces that spark learning

Authors : Claire Gadsby and Jan Evans.

Crown House Publishing. ISBN: 978-1781-3529-77

Dynamically Different Classrooms will inspire teachers to reflect on the untapped potential that the physical learning environment of the classroom offers in enhancing students' learning experiences. It may even, after reading, challenge you to recalibrate your classroom so that every aspect is optimized to raise students' autonomy and engagement.

The opening chapters explore the meaning of dynamically different before presenting how a dynamic classroom might look. Bursting with a rich variety of practical ideas, this inspiring guide to the great indoors talks you through the clue corners, ceiling circuits and windows of opportunity waiting to be discovered in your classroom and shares 148 high-impact techniques proven to boost pupils engagement, long-term learning and progress.

The techniques are dispersed across five chapters each covering a specified aspect of the classroom (e.g., wall displays) and are colour-coded to cross-reference with the following six key themes in order to help you navigate your own pathway through the chapters according to your development priorities:

- **Metacognition and self-regulated learning**
- **Emotional engagement**
- **Retrieval and revision**
- **Responsive teaching**
- **Oracy and word wealth**
- **Collaborative learning**

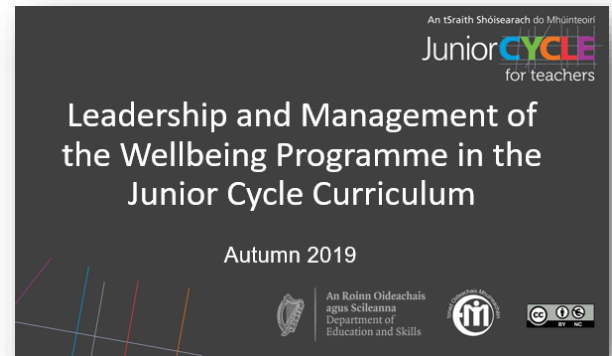


As a practitioner, I found the chapter on Responsive teaching a source of practical support in its dealing with formative assessment and how it can secure the progress of all learners including vulnerable groups.

It is a well presented publication, filled with photographs, probing questions and includes a variety of case studies involving students of different age groups. All teaching and learning strategies are listed at the end of the book with page references, which will be valuable for teachers in their subject planning and review. Although the publication is UK school based, the authors recommend it for teachers, trainees, teaching assistants and senior school leaders in primary and post-primary schools. Within a culture in pursuit of quality and depth of curriculum and pedagogical provision it should prove not only a source of practical support but also one of inspiration for the busy, hardworking teacher and school leader.

Fiona Kearney
L1LP/L2LP Advisor

The Junior Cycle for Teachers Autumn 2019 Leadership seminars entitled **'Leadership and Management of the Wellbeing programme in the Junior Cycle Curriculum'** will begin after the midterm break. These seminars for Principals and Deputy Principals begin rolling out nationwide on the 5th November. Forty-four seminars will be delivered in twenty-two locations around the country from that date until the 10th December. Three of those seminars will be Leagan Gaeilge and will take place in Cork, Galway and Dublin-West Education centres.



This support for school leaders has been designed in response to feedback gathered from our last seminar on student-centred strategic planning which focused on student-centred Curriculum development in the wider sense. Feedback gathered on those days, and through discussion with various school leaders working on the ground in schools, has focused the leadership team to develop this day which specifically looks at supporting the Wellbeing programme in schools.

What will this seminar for School Leaders include?

The recent circular letter 0055/2019, which outlines four possible curricular options for schools to consider in relation to the Wellbeing areas of SPHE, CSPE and PE, will be extensively explored in relation to the Wellbeing programme during these seminars. This is a timely support given that school leaders will be preparing for incoming first years in 2020 to have a Wellbeing programme over their first three years at post-primary school of 400 hours of timetabled Wellbeing curriculum.

Circular 0055/2019 outlines that 'Staff, parents and students should be consulted when a school's Wellbeing programme is being developed.' This seminar builds on the good work already done by schools in relation to consultation and explores ways to ensure that the consultation process is authentic and allows for the development of a programme that is relevant and responsive to the identified needs of the student.

The seminar will also respond to the supports needed in relation to planning for units of learning in the Wellbeing programme. We discuss how to develop a rationale for inclusion of these units of learning and how to engage in an effective planning process that is supported by the planning template, Appendix I, in the Wellbeing guidelines. The role of the Wellbeing team, and indeed, who this team might be composed of, forms part of the afternoon session on the day.

The role of our Leadership Associates in our CPD Journey – hearing their stories

The JCT Leadership team is made up of two fulltime members, Team Leader Fiona O'Brien and Leadership Advisor Helen Costello. The delivery of the seminars around the country is supported by the JCT Team leaders of all teams across Whole school and all subjects and a cohort of 18 part-time leadership associates. Our associates are all experienced school leaders who are either still actively leading the embedding of junior cycle reform in schools or who have recently retired from leadership positions. All JCT Leadership seminars in the Autumn and Spring are facilitated by two people, at least one of whom is an experienced school leader.



Our Leadership associates are an essential part in helping the JCT leadership team in both designing the most relevant professional learning experiences for school leaders and in ensuring that the delivery of the day is linked to the experience of schools on the ground. To hear a little more about their experience of engaging in this work we spoke to two of our associates and asked them to tell us about their experiences within this space of Junior Cycle reform.

JCT Leadership Autumn 2019

We spoke with two of our experienced associates who have been involved in influencing the design of the Autumn leadership day and will be out on the road delivering this day in November.

Helen Cadogan is Principal of St. Brogan's College in Bandon, Co. Cork. St. Brogan's College is a mixed, non-denominational school serving a large catchment area.

The school continues to manage and fuse both the practical and the academic disciplines very successfully. It is proud of its past, celebrates its uniqueness and looks forward to the future with confidence. Helen has been Principal in the school since 2012.

This is Helen's third year working as a JCT associate on the Leadership team. She initially started out presenting the leadership workshops on the Level 2 Learning Programmes.

St. Brogan's College had been implementing this programme for several years and principals were really interested to hear about how L2LPs work on the ground and looking for answers to practical questions. Since then Helen has worked as an associate being consulted on the design of the seminars from the beginning meeting with the team to discuss, add to, edit and contribute to the final seminars.

Helen reflects on the process of how the CPD for teachers emerges. *'Each seminar once developed is then subject to a number of days of further suggestions and edits including a 'critical friends' day.*



This results in seminars that are quality assured and targeted to the needs of school leaders.

Each seminar is delivered by an experienced principal and a JCT Advisor or Regional Leader. This means that at each seminar you have the perspective of a working principal and the expertise of those immersed in all the nuances of Junior Cycle so you can get clear and practical answers to questions.'

In relation the benefits and challenges for her as an active Principal and leadership associate Helen says *'Leading change is the most challenging and yet the most important part of being a school leader.*

The school community looks to its leaders to help them navigate through times of uncertainty and change by being proactive rather than reactive, by providing them with clear guidelines on the way forward, by being positive and by finding solutions to challenges. Being an associate with the Leadership Team in the JCT has helped me to lead this change in my school.

As a busy principal it can be very difficult to get out of school and we get constant invitations to seminars on new initiatives, conferences, leadership seminars and so on. Trying to juggle the demands is an ongoing struggle. To me however, the Junior Cycle is the biggest and most fundamental change to teaching and learning that I have seen as a school leader in my 16 years as a Principal.

When looking at all the other initiatives the school is involved in such as digital planning, student voice, instructional leadership and wellbeing they can all be viewed through the lens of the Junior Cycle and getting the implementation right. The leadership seminars help me to keep the 'big picture' in mind, to see how it all fits together, to see how best to support subject departments, teams and individual teachers to navigate this change. The seminars help me to be proactive rather than reactive to ensure that the school community feels that the Junior Cycle roll out is manageable.

The only challenge I see in the role of associate is the one that applies to everything – finding time! We are always told that the only constant is change. I would add that the other constant is lack of time. To manage our time, we all know we must prioritise and to me the Junior Cycle is a priority so our school community can flourish.'

JCT Leadership Autumn 2019

Gerard O'Leary is Principal of Celbridge Community School which first opened its' doors to students in 2015. Gerard has worked with JCT as an associate for the last two years and feels this has hugely benefitted the school and his own ability to lead and manage some key changes in the school.



He has also been heavily involved as an associate in the design of the professional learning experiences for school leaders from his attendance at design meetings, critical friends' day and indeed from delivering the day with his fellow school leaders.

He is very positive about the benefits of engaging in this work;

'The benefits have been huge, it strikes me that it is beneficial in terms of leading the reform in the school. It goes back to the idea that in order to lead, it is essential to understand.'

It allows for deep interrogation of documents such as the Framework for Junior Cycle, The Wellbeing Guidelines, Looking At Our School as well as all the other documents that come across the desk of the school leader on a regular basis and allows time for me to consider change in the system on a macro scale outside of the day to day events of school life and to anchor those considerations on the teaching and learning that happens in schools.

Being involved in the design of CPD gives an opportunity to get 'under the bonnet' of how workshops are created and indeed how workshops draw on a wide range of material and go through a really rigorous validation process with link inspectors and involvement of other parties such as the NCCA and so on. I feel leaders should really take great confidence from the fact that the messages are comprehensively interrogated and validated in advance of delivery, as it quite rightly should be.'

Gerard echoes Helen Cadogan's reflection on 'time' and priorities being the great concerns of all school leaders in relation to trying to marry the involvement with any outside project and the daily demands of the school principal. However, he reflects *'The benefits far outweigh the challenges for me anyway'*.

Autumn 2019
Leadership and Management of the Wellbeing Programme in the Junior Cycle Curriculum
44 workshops
www.jctregistration.ie
5th November – 10th December
Examine the implications of Circular 0055/2019 for the school's wellbeing programme
Develop the concept of authentic consultation in curriculum planning
Explore collaborative planning for an effective wellbeing programme

Considerations for School Leadership
An tSraith Shóisearach do Mhúinteoirí
Junior CYCLE for teachers
• To support teacher's to collaboratively plan using learning outcomes
• To value the importance of supporting teacher's professional judgement developed through collaborative practice with colleagues
• To continue to embed the language of learning in the classroom consistently across the school
• To reconfigure the schools assessment and reporting procedures and calendar

Planning for Wellbeing

In these short videos, school leaders and teachers talk about how they have planned for Junior Cycle Wellbeing in their schools.

Junior Cycle Wellbeing
Planning for Wellbeing Stories from schools
Fionnghuala King, Principal, Mount St Michael Secondary School, Mayo

Junior Cycle Wellbeing
Planning for Wellbeing Stories from schools
Dermot Healy, Principal, Pobalscoil Inbhear Scéine Kenmare, Co. Kerry

Junior Cycle Wellbeing
Planning for Wellbeing Stories from schools
Lorraine Sherlock, Deputy Principal, Coláiste Iascaigh, Sligo

Junior Cycle Wellbeing
Planning for Wellbeing Stories from schools
Jennifer Barry, Deputy Principal, Causeway Community School, Kerry

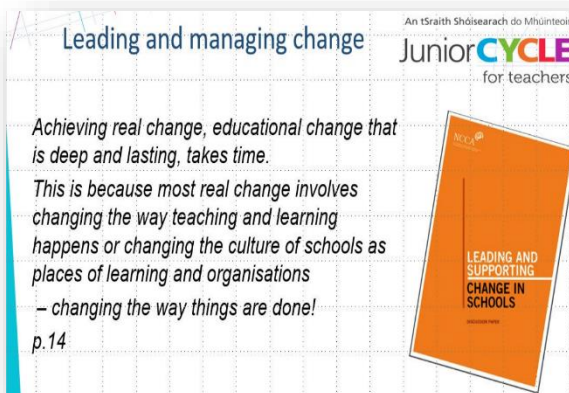
Junior Cycle Wellbeing
Planning for Wellbeing Stories from schools
Emer O'Mahony, P.E. teacher, Abbey Vocational School, Donegal

JCT Leadership Autumn 2019

How will the Autumn leadership seminars support school Principals?

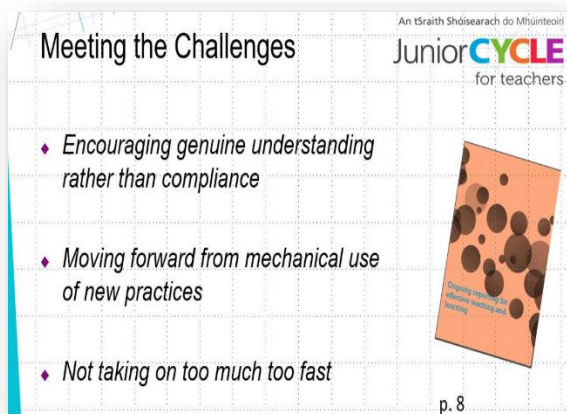
Helen Cadogan reflects on how the forthcoming Autumn seminars will support school leaders;

'The next seminar in Autumn – Leadership and Management of the Wellbeing programme in the Junior Cycle Curriculum - will help school leaders to take a step back and look at how best to lead and manage the roll out of the 400 hours of wellbeing for 2020. The seminar will clarify the options in terms of following the syllabus or specification in key wellbeing subject areas'.



Gerard O'Leary gives his impression of how this day will support school Principals and Deputy Principals;

'The day is a really good day. It builds well on the work done in Spring 2019 and links clearly with it. The day allows time and space to reflect on your current provision and the rationale as to why schools are doing what they are doing at present. The day allows you to look at what you are doing through a slightly different lens than you might normally do if you didn't take the opportunity to attend'.



Editor's desk

This edition of *JCToday* marks the occasion where all subject specifications are now up and running. This academic year JCT will provide supports for all subjects, Arts in Junior Cycle, Coding, JC Co-ordination, Leadership, Whole School, SLAR Meetings, STE(A)M, Short Courses to mention but a few. To keep up to speed with our CPD supports make sure you join your subject(s) mailing list and follow us on twitter [@jcforTeachers](#).

In this and in previous editions we have spoken to teachers and school leaders about junior cycle reform. We are always looking to schools to identify and celebrate any new developments or approaches to Junior Cycle in their own school context. If you would like to submit anything of interest that would benefit other schools on their JC journey, please email info@jct.ie. Finally, all previous editions of *JCToday* are available [here](#).

Best wishes for the year ahead.

Junior Cycle Wellbeing

Planning for Wellbeing
Stories from schools

Deirdre O'Callaghan,
Biology & Science Teacher
Newbridge College, Kildare

Deirdre O'Callaghan

JuniorCYCLE

Junior Cycle Wellbeing

Planning for Wellbeing
Stories from schools

Tara Friel,
Wellbeing & SPHE Coordinator
Deele College, Donegal

Tara Friel

JuniorCYCLE

Further short videos are available from the National Council for Curriculum and Assessment (NCCA). Click [here](#) for further information.

What happens at **Subject, Learning and Review meetings** (SLAR meetings)

This is a Science SLAR, however, all subjects follow the same principles. Click on image below to view.



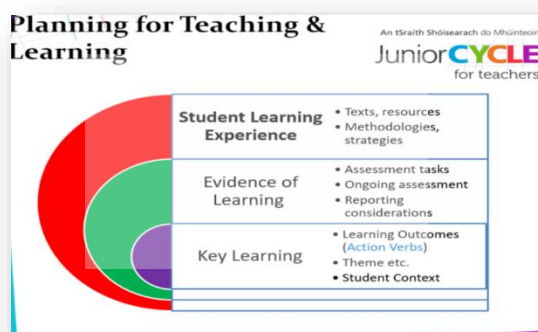
Facilitators Report
Template for SLAR meeting

Key Dates for Classroom Based Assessments

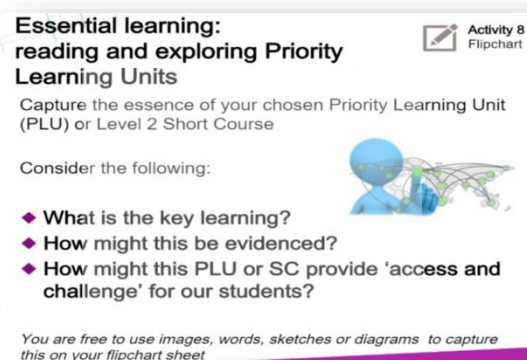
Each pathway begins with an opportunity for teachers to reflect on the implementation of the framework for Junior Cycle (2015) in their own school and identify planning considerations for students in their unique context.

The afternoon session provides opportunities for teachers to demonstrate the learning experiences which they have planned for their students, and to consolidate the professional learning that takes place throughout the day. Steps to be taken after the conclusion of the Whole School CPD day are identified and agreed during the final session.

The choice of pathway for the day will depend on the school's context and their associated CPD needs. Following consideration of this, and a conversation with the relevant JCT Regional Team Leader, the most appropriate CPD experience from the three pathways may be chosen by a school.



Teaching Learning Assessment & Reporting Pathway



Embedding Level 2 Learning Programme within the mainstream classroom

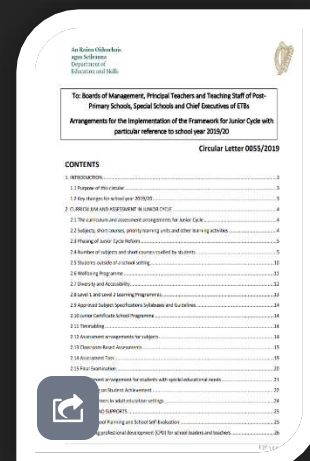


Administrative Office:
Monaghan Ed. Centre | Armagh Road | Monaghan
Tel: 047 74008

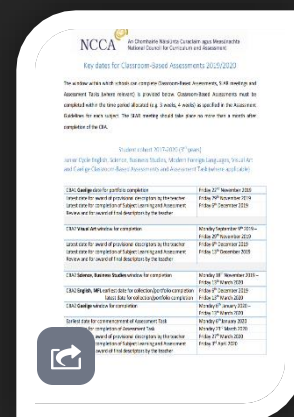
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Director's Office:
LMETB | Chapel Street | Dundalk
Tel: 042 9364603



Arrangements for the implementation of the Framework for Junior Cycle for 2019/2020



A whole new wave of **Junior Cycle CPD** starts nationally after the mid-term break. Our school cluster events this year bring with them a new range of teacher professional learning experiences, PLEs that have been carefully planned, designed & crafted with teacher feedback to the fore.