

Junior Cycle Engineering 2018/2019

Suggested use of professional time

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

- Whole-school professional activities to support the Junior Cycle
- Individual teacher and subject department professional activities, including activities related to formative assessment, feedback, reporting and inputs being compiled for the Junior Cycle Profile of Achievement (JCPA)
- Attendance at Subject Learning and Assessment Review (SLAR) meetings
- Preparation for, and overseeing the outcomes of Subject Learning and Assessment Review meetings

This document contains a **list of suggestions** for how teachers of Engineering could use their allocated 22 hours of professional time from 2018 onward. The suggestions encompass opportunities for **professional activities** for an individual teacher and/or for a subject department and is not exhaustive.

In addition to the suggestions below, it is important to remember that **SLAR meetings** will take place **after** the **Classroom-Based Assessments** (CBA 1 and CBA2). When a teacher attends a SLAR meeting, which will follow each CBA, the duration of the SLAR meeting will form part of that teachers **22 hours** of professional time.

The suggestions below, which outline the use of professional time, are just that, suggestions. In a **consultative manner**, it is up to each school management, subject department and teacher to plan the 22 hours of professional time in a way that **supports teaching, learning, assessment and reporting**.

Whole School

- Inquiry of The Framework for Junior Cycle 2015
- Whole school discussions and meetings on the implications of the Framework on teaching, learning, assessment and reporting practice
- Whole school reflection activities on the four domains from the [Looking at Our School 2016 – 2020, A Quality Framework for Post-Primary School](#) document



Suggested use of Teacher Professional Time

Teacher's Individual Practice

- Engage with the Framework for Junior Cycle 2015
- Engage with the subject Specification for Junior Cycle Engineering on www.curriculumonline.ie
- Explore the 36 learning outcomes (LOs) and identify connections in the learning across the Strands and Elements
- Consider how you might make this learning visible and support student engagement with the LOs when planning Units of Learning.
- Identify and develop classroom strategies that would support teaching, learning, assessment and reporting within areas of the specification.
- Research and create classroom resources that would support teaching, learning, assessment and reporting from the specification
- Reflect and evaluate how effective the learning was in the class and provide feedback to inform future planning
- Look for further onsite and online Professional Learning Experiences (PLEs) from JCT and/or other sources

Teachers' Collaborative Practice

Subject Department Planning

- Create a vision for your Engineering department
- Set norms outlining how you intend to work together
- Reflect on your professional learning by revisiting the CPD days and resource material on www.jct.ie
- Connect with other teachers/Teacher Professional Networks
- Explore possible links with outside agencies
- In exploring the Learning Outcomes, consider how you might gather and capture evidence of this learning
- Work together to decide the groupings of the Learning Outcomes for planning Units of Learning
- Share resources on successful strategies while reflecting on current classroom practice
- Plan for assessment and reporting of CBAs in accordance with Assessment Guidelines (www.curriculumonline.ie)
- Administration relating to 3rd year project assessment in accordance with NCCA/SEC guideline



Engineering
Professional Time
2018
Onwards

