

CPD Booklet - Day 2

An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE** for teachers



CPD Booklet - Day 2
*Physical Education
and Wellbeing
within the
Framework for Junior Cycle*



www.jct.ie

Section A: Physical Education within the Framework for Junior Cycle

Junior Cycle Education places students at the centre of the educational experience, enabling them to actively participate in their communities and in society, and to be resourceful and confident learners in all aspects and stages of their lives. Junior Cycle is inclusive of all students and contributes to equality of opportunity, participation and outcome for all.

Wellbeing at Junior Cycle provides learning opportunities to enhance the physical, mental, emotional and social wellbeing and resilience of students, and enables them to build life-skills and to develop a strong sense of connectedness to their school and to their community. It will also emphasise the role that students play in their family, community and society in general. This new area of learning will incorporate learning traditionally included in PE, SPHE and CSPE. A school may also choose to include other areas in their provision for Wellbeing.

Physical Education (PE) aims to develop students as knowledgeable, skilful and creative participants who are confident and competent to perform in a range of physical activities safely. The PE short course aims to build students' appreciation of the importance of health-enhancing and inclusive physical activity and a commitment to it now, and in the future.

The short course in PE contributes to the Wellbeing programme by providing learning experiences which support students in being better able and more motivated to include regular physical activity in their lives, thereby contributing to their overall experience of wellbeing.

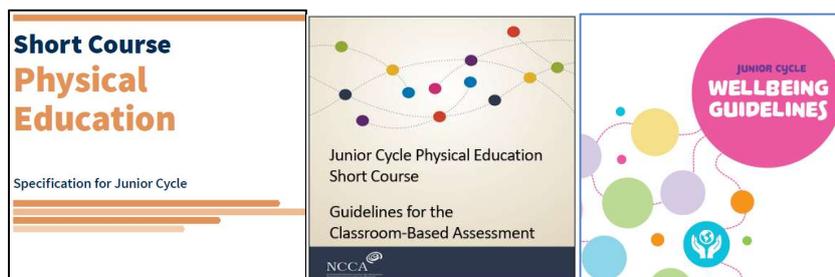
Curricular options for PE within Wellbeing (DES Circular Letter 0015/2017)

Students who commenced their Junior Cycle from Sept 2016 must study PE following either:

- the junior cycle syllabus in Physical Education (2003) or
- the specification for the Junior Cycle short course in Physical Education (2014)

Section B: Key Documents

The *junior cycle short course specification in Physical Education* (below) as well as the *Assessment Guidelines* (below), which have been developed by the NCCA, are available at www.curriculumonline.ie or via the *Short Courses > Key Documents* section of www.jct.ie



The Wellbeing Guidelines (above), which have been developed by the NCCA, provide schools with support for planning a junior cycle Wellbeing programme, and is available at www.curriculumonline.ie or via the *Short Courses > Key Documents* section of www.jct.ie

JCT is delighted to support schools and teachers of PE, who may

- access our wide range of online supports via www.jct.ie
- attend our range of PE CPD core events. Registration for these events occur, via your school principal, at www.jctregistration.ie
- contact us directly via info@jct.ie

Section C: Notes/Key Messages

Session 1 -

Session 2 -

Session 3 -

Something I learned

Something I'm going to do

One question I'm left with

Section E: Wellbeing Indicators

We provide opportunities for students to:

Active	<ul style="list-style-type: none">• be confident and able participant in physical activity?• be physically active every day?
Responsible	<ul style="list-style-type: none">• take action to protect and promote their wellbeing and that of others?• make healthy eating choices?• take responsibility for their learning?
Connected	<ul style="list-style-type: none">• feel connected to their school, their community and the wider world?• appreciate that their actions and interactions impact on their own wellbeing and that of others, in local and global contexts?
Resilient	<ul style="list-style-type: none">• believe that they have the coping skills to deal with life's challenges?• know where they can go for help?• believe that with effort they can achieve?
Respected	<ul style="list-style-type: none">• feel that they are listened to and valued?• have positive relationships with their friends, their peers and their teachers?• show care and respect for others?
Aware	<ul style="list-style-type: none">• be aware of their thoughts, feelings and behaviours and can make sense of them?• be aware of what their personal values are and can think through their decisions?• to understand what helps them to learn and how they can improve?

How does an activity like our initial team challenge allow us to promote the Wellbeing Indicators?

Section F: Our practice to date regarding PE and Wellbeing in our schools

<p>reviewing your PE programme at JC (incorporating/ preparing for the short course, using the Planning Templates / Departmental Planning Tools)</p>	<p>the development of your assessment and reporting practice within PE at JC (within specific units of learning, in preparation of CBA)</p>	<p>the use of ICT to support teaching, learning and assessment within PE at JC (collaborative platforms, e.g. OneNote, Edmodo, etc.)</p>
<p>your work with school management (or local organisations) to support PE at JC</p>	<p>undertaking the first Steps regarding Wellbeing (e.g. holding an initial meeting, forming a Wellbeing team, developing the Wellbeing programme)</p>	<p>using the Wellbeing Indicators at a classroom /departmental/school level</p>

Short Course in Physical Education – Sample Course Overview

Teachers: Siobhan O’Leary, Matt O’Brien

Reviewed at: Sept 2016

Date of next review: May 2017

	Summer – Midterm 1	Midterm 1 – Christmas	Christmas – Midterm 2	Midterm 2 – Easter	Easter – Summer	Time
Year 1	<i>Settling in...</i> FMS and Introduction to Games	<i>Being Organised & Confident</i> Aquatics	<i>Expressing Myself with my Partner</i> Gymnastics 1	<i>Monitoring my Performance</i> PA for Health and Wellbeing / Athletics	<i>Working with my Team</i> Games - Invasion	2 x 40min class/ week
Unit Title						
Learning Outcomes	2.1 2.2 2.3 2.4	3.4 3.5 3.6 1.3	4.2 4.3 4.4 4.5	3.7 3.8 3.9 1.4 1.5	2.1 2.2 2.4 2.5 1.6	
Assessment	Games Making Rich Task	Water Safety Task 'Personal Development' Poster Task	Group Sequence Rich Task	<i>Athletics Meet</i> Rich Task	Sport Education Rich Task and Summer Reflection	80 min 44hrs
Reporting		Christmas Reflection Christmas Report	PT Meeting		Summer Report	
Year 2	<i>Strand 3</i> Indiv & Team Challenges Athletics	<i>Strand 4</i> Gymnastics	<i>Strand 3</i> Indiv. & Team Challenges Adventure Activities	<i>Strand 2</i> Games - Divided Court	<i>Strand 1</i> PA for Health and Wellbeing	2 x 40min class/ week
Unit Title						
Learning Outcomes	1.1 1.3 3.7 3.8 3.9	1.2 4.2 4.3 4.4 4.5	3.1 3.2 3.3	1.2 2.1 2.2 2.3 2.4 2.5	1.1 1.2 1.3	
Assessment	Personal Athletics Profile	Group Sequence Christmas Reflection	Orienteering Event	Tournament Challenge	4-Week PA Programme & Summer Reflection (5km interclass event)	80 min 44hrs
Reporting		Christmas Report		PT Meeting	Summer Report	
Year 3	<i>Strand 1 and 3</i> Athletics / PA for Health and Wellbeing	<i>Strand 1</i> PA for Health and Wellbeing	<i>Strand 4</i> Dance	<i>Strand 3</i> Indiv. & Team Challenges Adventure Activities	<i>Strand 1 and 2</i> Games	2 x 40min class/ week
Unit Title						
Learning Outcomes	3.7 3.8 3.9 1.1 1.2 1.4 1.5	1.2 1.3 1.4 1.5 1.6	4.1 4.3 4.4 4.5	3.1 3.2 3.3	1.1 1.2 1.6 2.3 2.5	
Assessment	Athletics PA Programme Design	6 Week Programme	Group Routine & Christmas Reflection	Orienteering Event	4-Week PA Programme (7km Community Event) & Summer Reflection	80 min 44hrs
Reporting	PT Meeting	Christmas Report			JCPA	

Short Course in PE – Sample Unit of Work Template

Unit Title:	Gymnastics	Term:	Year 2 – Christmas – Midterm 2
Teacher/s:	Siobhan O’Leary,	No of Weeks:	7
	Matt O’Brien	Date of Review:	Dec 17

<p>Learning Outcomes (from Specification)</p> <p>At the end of this unit, students will be able to...</p> <ul style="list-style-type: none"> • create a sequence of movement or routine based on a gymnastic theme (on their own or with others), incorporating a variety of compositional techniques • refine their performance based on a critique of a video of their performance and/or feedback from others • perform the gymnastics sequence of movement for an audience incorporating appropriate music and/or props • reflect on their experience of creating and participating in a performance

<p>Assessment</p> <p>Students will demonstrate their learning when they...</p> <ul style="list-style-type: none"> • perform a gymnastics sequence with skill, poise and confidence and reflect on the quality of their final performance.

<p>Learning Experiences</p> <ul style="list-style-type: none"> • Participate in a range of gymnastics themes • Apply a range of gymnastics choreographic techniques in different contexts – pair/group performance • Gain an appreciation of quality gymnastics performance • Plan and select sequence elements to create a final group performance • Demonstrate co-operation in the creating and refining of performance • Reflect on the strengths of their personal and group performance, and identify areas for improvement
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Element/s of Key Skill/s	<ul style="list-style-type: none"> • Working with others - Cooperating • Being creativity – Exploring options and alternatives • Communicating – Listening and Expressing myself 	Wellbeing Indicator/s	Aware Connected Responsible Resilient
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<p>Post Unit Reflection</p>
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Short Course in PE – Sample Unit of Work Weekly Planning Template

<p>Week 1 Students will develop Body poise and muscular tension:</p> <ul style="list-style-type: none"> • adapt a Warm up, appropriate to gymnastics. • explore a vocab of Shapes – use symmetry/asymmetry. <p>develop Travelling - Rolling skills</p>	<p>Week 5 Students will refine their performance against features of quality.</p> <ul style="list-style-type: none"> • work together to further develop group sequence • provide peer feedback • review the qualitative focus -use of a range of choreographic features • analyse own performance using technology
<p>Week 2 Students will explore various qualitative ideas to improve performance.</p> <ul style="list-style-type: none"> • continue to expand Transfer of Weight – • explore safe jumps and landing techniques as Transitions and change in direction. • reflect on unison/canon. 	<p>Week 6 Students will bring the sequence to a point that is ready to perform to an audience.</p> <ul style="list-style-type: none"> • perform a gymnastics sequence with skill, poise and confidence and reflect on the quality of their final performance <p>Reflect on their experience of creating, refining and performing a gymnastics sequence.</p>
<p>Week 3 Students will learn what contributes to maintaining balance and quality paired performance.</p> <ul style="list-style-type: none"> • balance weight on floor and small equipment. • use matching and mirroring as a choreographic technique. • perform and analyse the quality of paired performance. 	<p>Week 7 Student will potentially join with another class in a Gymnastics celebration</p>
<p>Week 4 Students will identify how control and poise enhance assisted balances.</p> <ul style="list-style-type: none"> • combine to form groups in preparation for final performance. • use a variety of speeds, levels, directions and muscular tension to create a sequence of movement. 	<p>Week 8</p>

Reflection on the Unit:

Section G: Extract from the *Guidelines for the Classroom-Based Assessment in PE*

Strand 4, *Dance/Gymnastics*: students complete their performance assessment in **either** dance or gymnastics.

In the performance assessment for dance or gymnastics, students are required to perform their own dance/gymnastic creation **in a group** of not more than four students. In dance/gymnastics, the student's performance should demonstrate the following:

- Skill, poise and confidence
- Understanding of style/theme
- Creative use of choreographic and compositional techniques, props and music
- Contribution to overall group performance
- Adherence to safety precautions required by the activity.

In this assessment, students are asked to create and perform in either dance or gymnastics as part of group of not more than four students. Where students have had an opportunity to learn both, it is preferable that they be allowed to choose, as a class, which activity will be used in this performance assessment. The dance/gymnastic performance should be based on their learning in physical education class, i.e. the particular theme(s) studied in gymnastics or the different dance styles, learned in dance class. It is important to discuss with the students exactly what will be expected in the performance, i.e. the theme/style, the use of props and music and possible approaches to performing as a group. Students are assessed individually on their performance and on their contribution to the overall group performance.

Students will develop their confidence and competence in dance/gymnastics in the first part of the strand. Preparation for the performance assessment will take place in the second part of the strand. Students are likely to need at least four double periods to create and refine their performance. Students will draw on their learning in the first part of the strand as they plan for their performance. It is desirable to have a mid-way review using peer assessment and/or video to provide feedback on the performance. Students can dedicate the remaining time to improving their performance based on feedback received from their peers and the teacher. Based on a class of thirty students and not more than eight groups, this assessment could be completed over approximately two physical education classes.

On completing their performance assessment in *Dance/Gymnastics*, students are required to reflect on their overall learning in this strand. For sample statements to support students' reflections, see Appendix 1. 21

What is the potential of the CBA outlined in the *Assessment Guidelines* to support student learning?

Strand 4: Dance/Gymnastics

The CBA outlined in the Assessment Guidelines from Strands 1,2, or 3

Features of Quality: Performance Assessment in Dance or Gymnastics

In this assessment task, the student's grade is based on their individual performance within the group's dance/gymnastic performance as well as their contribution to that performance.

Exceptional

The performance demonstrates excellent skill, poise and confidence.
The performance demonstrates excellently the style/theme on which the final performance is based.
There is an excellent level of creativity evident.
The student's performance contributes excellently to the overall group performance.
The student's reflection is of excellent quality.

Above expectations

The performance demonstrates very good skill, poise and confidence.
The performance demonstrates very well the style/theme on which the final performance is based.
There is an excellent level of creativity evident.
The student's performance contributes very well to the overall group performance.
The student's reflection is of very good quality.

In line with expectations

The performance demonstrates good skill, poise and confidence.
The performance demonstrates well the style/theme on which the final performance is based.
There is a reasonable level of creativity evident.
The student's performance contributes well to the overall group performance.
The student's reflection is of reasonable quality.

Yet to meet expectations

The performance demonstrates a very basic level of skill, poise and confidence.
The performance does not clearly to the style/theme on which the final performance is based.
The student's performance makes little contribution to the overall group performance.
The student's reflection is of limited quality.

What is the potential of the features of quality to support our judgement of student work?

Strand 4: Dance/Gymnastics

The CBA outlined in the Assessment Guidelines from Strands 1,2, or 3

Short Course in PE – Unit of Work Template

Unit Title:		Term:	
Teacher/s:		No of Weeks:	
		Date of Review:	

Learning Outcomes (from Specification)
 At the end of this unit, students will be able to...

Assessment
 Students will demonstrate their learning when they...

- Learning Experiences**
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Element/s of Key Skill/s		Wellbeing Indicator/s	
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Post Unit Reflection

Short Course in PE – Unit of Work Weekly Planning Template

Week 1

Week 5

Week 2

Week 6

Week 3

Week 7

Week 4

Week 8

Reflection on the Unit:

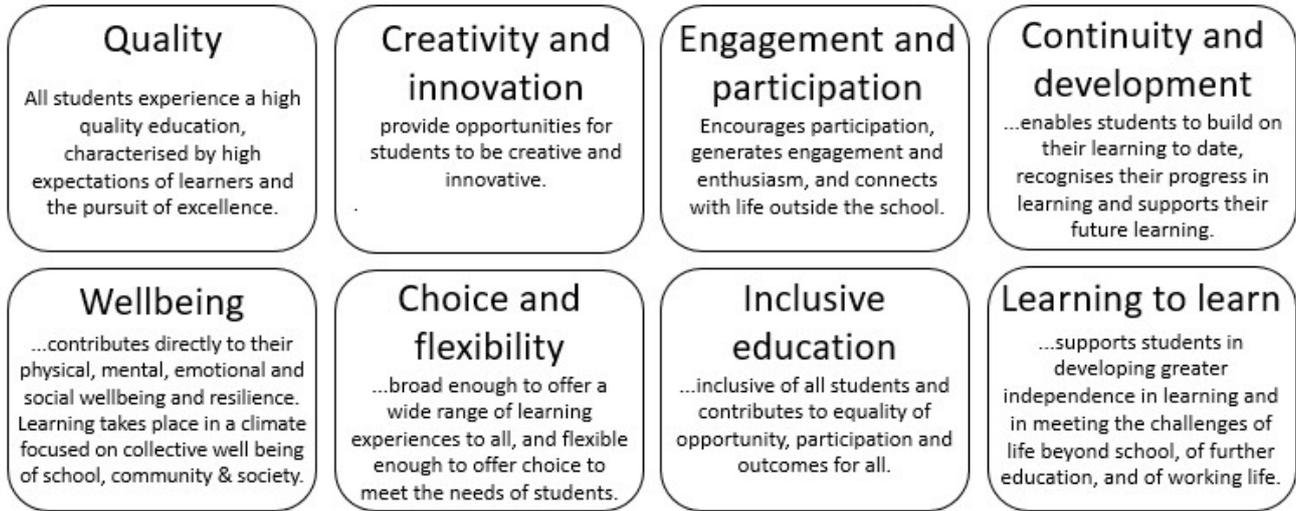
PE – Departmental Review Template

Teacher/s:		Date of Review:	
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<p style="text-align: center;">Strengths</p>	<p style="text-align: center;">Challenges</p>
<p style="text-align: center;">Opportunities</p>	<p style="text-align: center;">Other comments</p>

Section G: Our practice through the lens of the principles of Junior Cycle education

These principles will inform the planning for as well as the development and the implementation of junior cycle programmes in all schools. (Framework for Junior Cycle, pg. 11)



<p>Scenario 1: John</p>	<p>Scenario 2: Jane</p>
<p>Scenario 3: Kate</p>	<p>Scenario 4: Mark</p>



Junior Cycle for Teachers (JCT) Support Service

A Department of Education & Skills Schools' Support Service

Administrative Office:
Monaghan Ed. Centre
Armagh Road
Monaghan Tel.: 047 74000

Director's Office:
LME TB
Chapel Street, Dundalk
Tel.: 042 9364603

<http://www.curriculumonline.ie/>

At this NCCA-hosted website, you can view the curriculum, examples of student work, and a variety of assessment support options

<http://www.ict.ie/>

The JCT website provides detail of CPD opportunities to support school and teachers specific to the new Framework. It will include information, relevant resources and materials details of upcoming events

<http://www.juniorcycle.ie/>

This NCCA-hosted website contains detail of key features of the new junior cycle; newly developed subjects and short courses, a focus on literacy, numeracy and key skills, and new approaches of assessment and reporting.

<http://www.pdst.ie/Physical-Education-Main>

The PDST Health and Wellbeing team aim to provide high quality professional development and support that empowers teachers and schools to provide the best possible education for all pupils/students

<http://www.peai.org/>

The Physical Education Association of Ireland is the professional association for physical education professionals in Ireland

<http://www.sess.ie/>

The role of the Special Education Support Service (SESS) is to enhance the quality of learning and teaching in relation to special educational provision