

An tSraith Shóisearach do Mhúinteoirí

# JuniorCYCLE

for teachers

Whole School  
CPD

Wellbeing in  
Junior Cycle



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

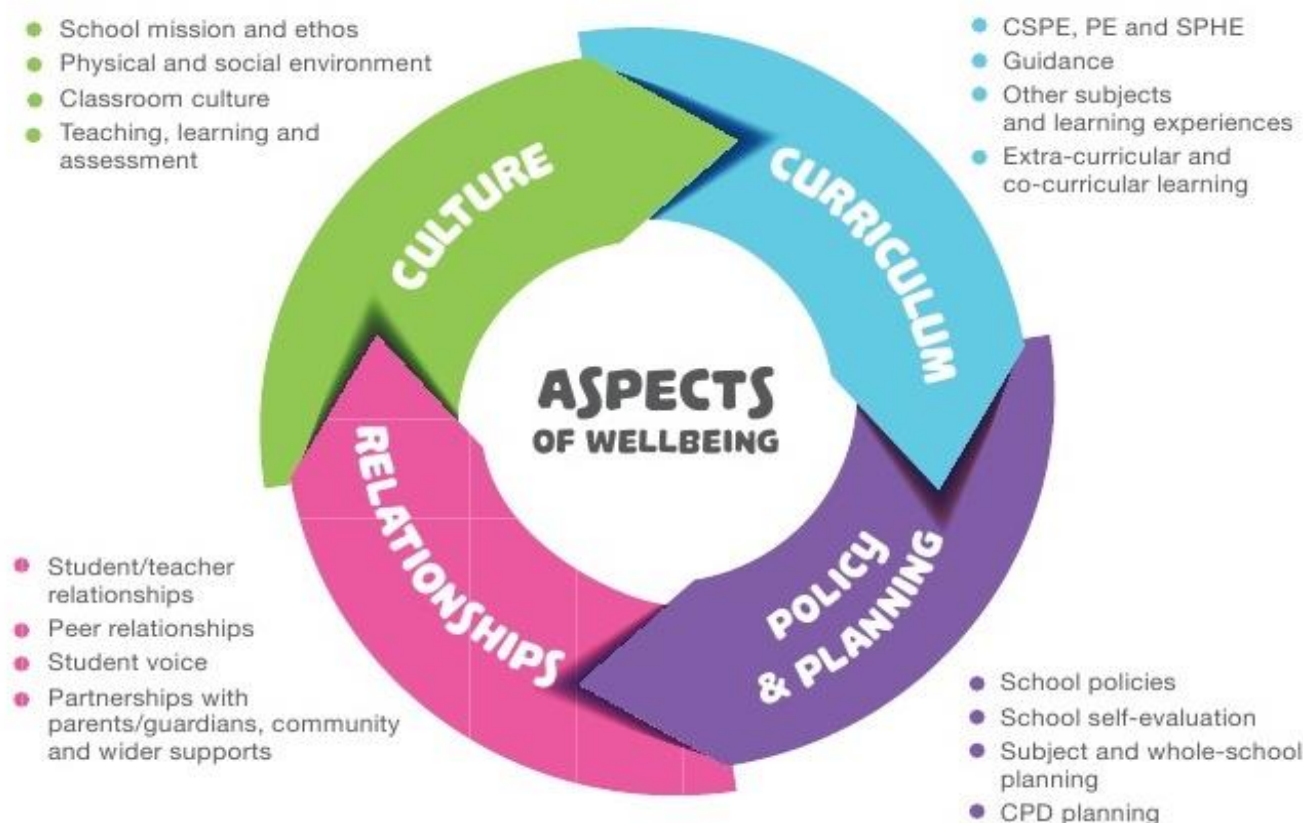
## Activity 4 – Map the activities listed to the 4 aspects of wellbeing.

### 3.1

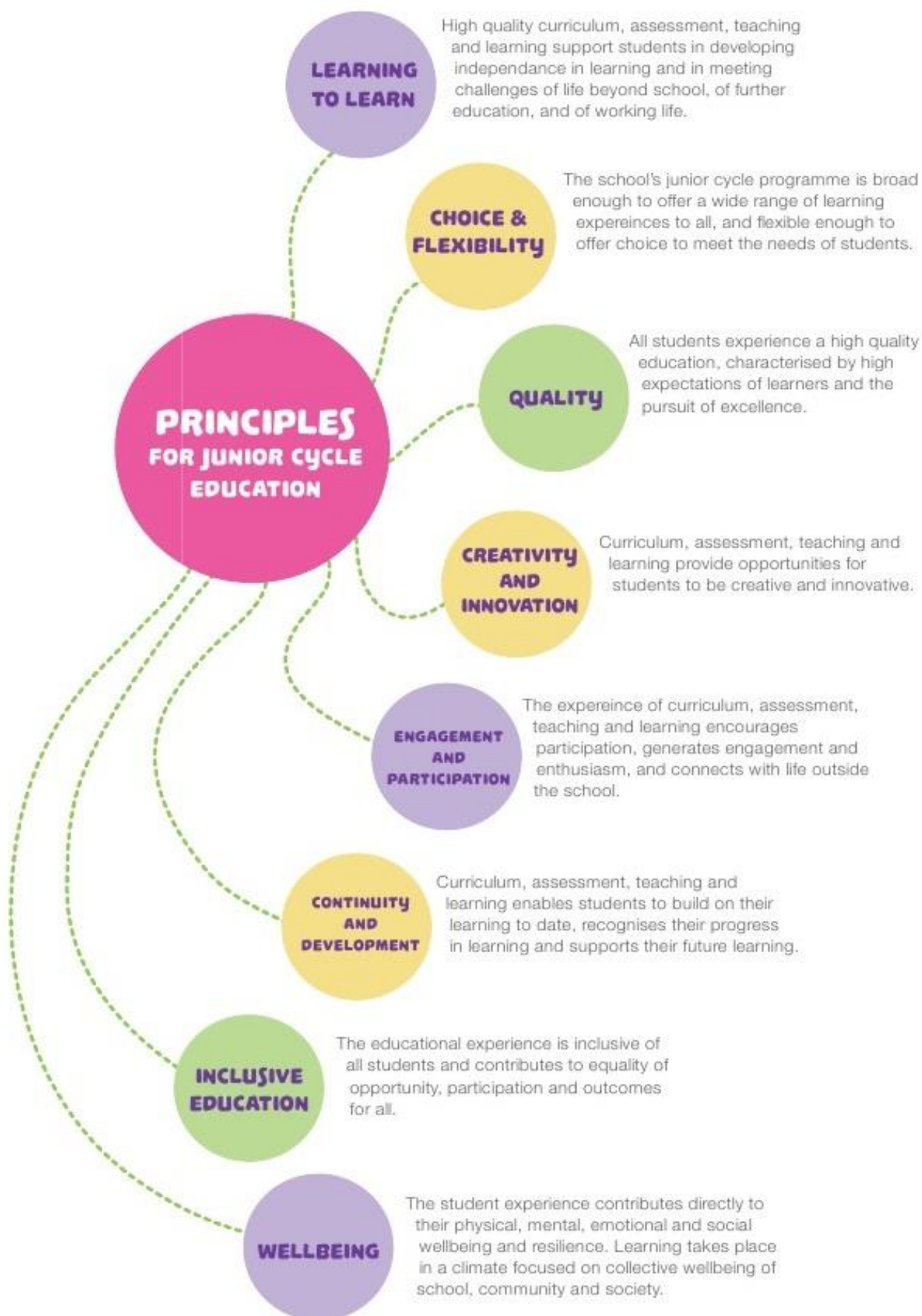
#### FOUR ASPECTS OF WELLBEING IN SCHOOLS

Planning for wellbeing involves consideration of these aspects: culture, relationships, policy and planning and the curriculum. This section focuses on the first three of these and looks at ways in which a whole-school community can contribute to building the kind of culture, relationships and policies that support student wellbeing. These four aspects coincide well with the four areas of action recommended in the *Guidelines for Mental Health Promotion and Suicide Prevention (2013)* and with *Schools for Health in Ireland: Framework for Developing a Health Promoting School*.

The question of wellbeing and the curriculum is the subject of detailed discussion in Section 4.









## Activity 5 – What principles are reflected in the supports identified?



## Activity 10: Appendix D

### APPENDIX D: USING THE WELLBEING INDICATORS TO REVIEW SCHOOL PRACTICE

The following questions may be helpful in supporting groups such as the whole staff, subject departments, teachers of a year group, the wider school community, including administrative and ancillary staff, to reflect on current practices and how they, individually and/or collectively, contribute or could contribute to supporting students' progress in relation to each of the indicators.

In my role and in my relationships with students, how do I support their learning journey towards		Yes	To some extent	Not yet
 <b>ACTIVE</b>	<ul style="list-style-type: none"> <li>• being a confident and skilled participant in physical activity</li> <li>• being physically active</li> </ul>			
 <b>RESPONSIBLE</b>	<ul style="list-style-type: none"> <li>• being able to take action to protect and promote their wellbeing and that of others</li> <li>• making healthy eating choices</li> <li>• knowing when and where their safety is at risk and enabling them to make the right choices</li> </ul>			
 <b>CONNECTED</b>	<ul style="list-style-type: none"> <li>• feeling connected to their school, their friends, community and the wider world</li> <li>• understanding how their actions and interactions impact on their own wellbeing and that of others, in local and global contexts</li> </ul>			
 <b>RESILIENT</b>	<ul style="list-style-type: none"> <li>• feeling confident in themselves and having the coping skills to deal with life's challenges</li> <li>• knowing where they can go for help</li> <li>• believing that with effort they can achieve</li> </ul>			
 <b>RESPECTED</b>	<ul style="list-style-type: none"> <li>• showing care and respect for others</li> <li>• having positive relationships with friends, peers and teachers</li> <li>• feeling listened to and valued</li> </ul>			
 <b>AWARE</b>	<ul style="list-style-type: none"> <li>• being aware of their thoughts, feelings and behaviours and being able to make sense of them</li> <li>• being aware of their personal values and able to think through their decisions</li> <li>• being aware of themselves as learners and knowing how they can improve</li> </ul>			

#### Reflecting on this exercise consider:

Which wellbeing indicators do you feel you are most supporting?	
Which wellbeing indicators need your attention?	
What one/two changes will you make to support students' progress in relation to the indicators?	
What surprised you doing this exercise?	



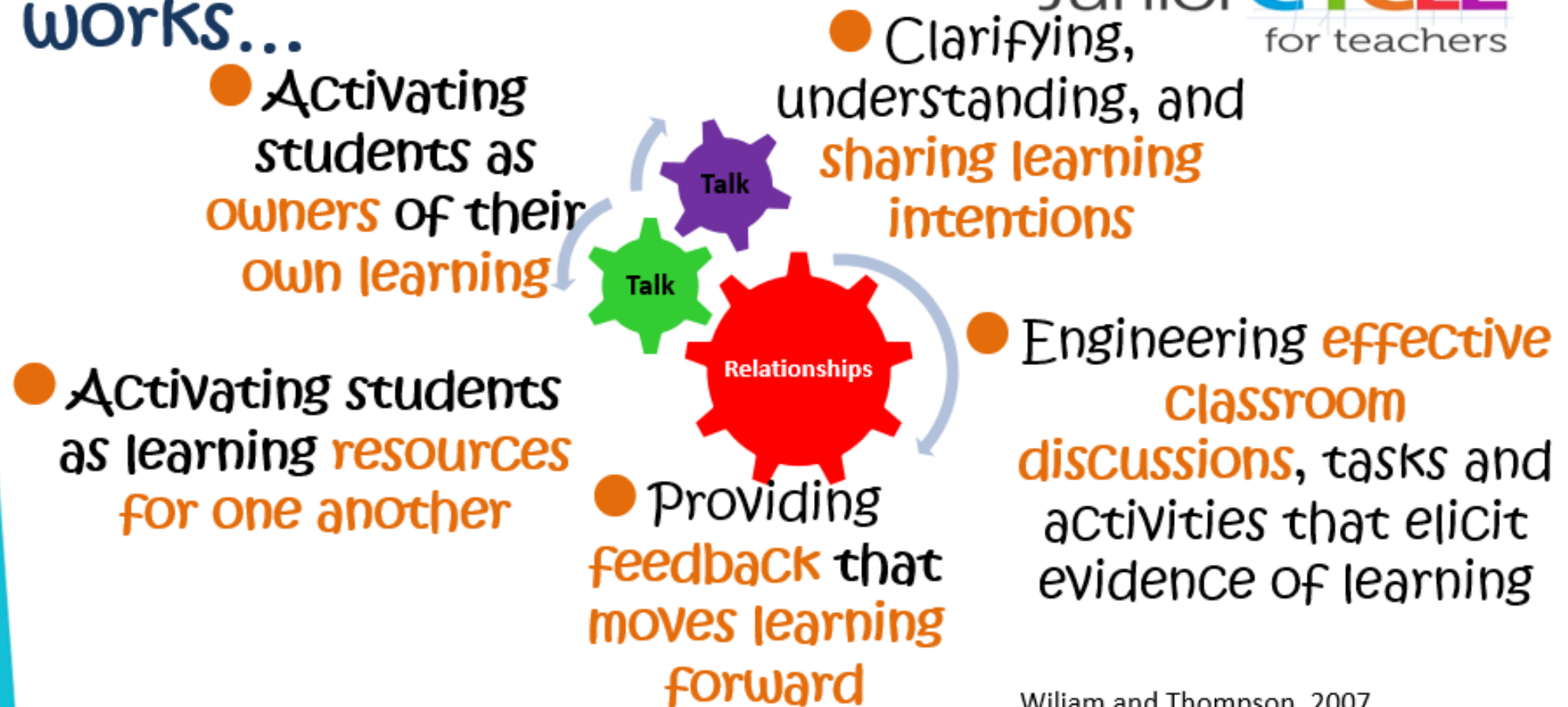
## Activity 14

### Making connections between Formative Assessment, Key Skills and the Wellbeing Indicators

Watch the KWL strategy video, using one of the lenses ( Key Skills, Formative Assessment or Wellbeing Indicators) identify what was evident in the class?

# How formative assessment works...

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William and Thompson, 2007

"Talk is the sea on which all else floats" (Britton, 1970)

## Activity 14 - Wellbeing Indicators and their descriptors

Tick  
Below

 <b>ACTIVE</b>	<ul style="list-style-type: none"> <li>• being a confident and skilled participant in physical activity</li> <li>• being physically active</li> </ul>	
 <b>RESPONSIBLE</b>	<ul style="list-style-type: none"> <li>• being able to take action to protect and promote their wellbeing and that of others</li> <li>• making healthy eating choices</li> <li>• knowing when and where their safety is at risk and enabling them to make the right choices</li> </ul>	
 <b>CONNECTED</b>	<ul style="list-style-type: none"> <li>• feeling connected to their school, their friends, community and the wider world</li> <li>• understanding how their actions and interactions impact on their own wellbeing and that of others, in local and global contexts</li> </ul>	
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 <b>RESPECTED</b>	<ul style="list-style-type: none"> <li>• showing care and respect for others</li> <li>• having positive relationships with friends, peers and teachers</li> <li>• feeling listened to and valued</li> </ul>	
 <b>AWARE</b>	<ul style="list-style-type: none"> <li>• being aware of their thoughts, feelings and behaviours and being able to make sense of them</li> <li>• being aware of their personal values and able to think through their decisions</li> <li>• being aware of themselves as learners and knowing how they can improve</li> </ul>	

## Activity 14 Making connections between the Key Skills and the Wellbeing Indicators

<b>Being Creative</b>  Imagining  Exploring options and alternatives  Implementing ideas and taking action  Learning creatively  Stimulating creativity using digital technology	<b>Managing Information and Thinking</b>  Being curious  Gathering, recording, organising and evaluating information and data  Thinking creatively and critically  Reflecting on and evaluating my learning  Using digital technology to access, manage and share content	<b>Managing Myself</b>  Knowing myself  Making considered decisions  Setting and achieving personal goals  Being able to reflect on my own learning  Using digital technology to manage myself and my learning	<b>Communicating</b>  Listening and expressing myself  Performing and presenting  Discussing and debating  Using language  Using number  Using digital technology to communicate
<b>Working with Others</b>  Developing good relationships and dealing with conflict  Co-operating  Respecting difference  Contributing to making the world a better place  Learning with others  Working with others through digital technology	<b>Staying Well</b>  Being healthy, physical and active  Being social  Being safe  Being spiritual  Being confident  Being positive about learning  Being responsible, safe and ethical in using digital technology	<b>Being Literate</b>  Developing my understanding and enjoyment of words and language  Reading for enjoyment and with critical understanding  Writing for different purposes  Expressing ideas clearly and accurately  Developing my spoken language  Exploring and creating a variety of texts, including multi-modal texts.	<b>Being Numerate</b>  Expressing ideas mathematically  Estimating, predicting and calculating  Developing a positive disposition towards investigating, reasoning and problem solving  Seeing patterns, trends and relationships  Gathering, interpreting and representing data  Using digital technology to develop numeracy skills and understanding



## Activity 18 - Looking at our school:

### A) What do we want for our students?

#### The statements of practice – teaching and learning

#### DOMAIN 1: LEARNER OUTCOMES

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
Students enjoy their learning, are motivated to learn and expect to achieve as learners	<p>Students' enjoyment in learning is evident and is often linked to a sense of making progress and of achievement. Their engagement with learning contributes to their sense of well-being.</p> <p>Students are motivated to learn, and this is often linked to having a clear sense of attainable learning outcomes.</p> <p>Students see themselves as learners and demonstrate this in their positive approach to classwork and homework.</p>	<p>Students' enjoyment in learning is evident and <b>arises from</b> a sense of making progress and of achievement. Their engagement with learning contributes to their sense of well-being.</p> <p>Students are motivated to learn <b>through having</b> a clear sense of attainable and <b>challenging</b> learning outcomes.</p> <p>Students see themselves as learners and demonstrate this in their positive <b>and reflective</b> approach to classwork and homework.</p>
Students have the necessary knowledge, skills and attitudes required to understand themselves and their relationships	<p>Students demonstrate a knowledge, appropriate to their stage of development, of their own behaviour as individuals and as members of a group. They can apply this knowledge to manage situations, and to support their well-being.</p> <p>Students have the skills to modify and adapt their behaviour when required.</p> <p>Students demonstrate an enquiring attitude towards themselves and those around them.</p>	<p>Students demonstrate a knowledge, appropriate to their stage of development, of their own behaviour as individuals and as members of a group. <b>They apply this knowledge thoughtfully</b> to manage situations and support their well-being.</p> <p>Students have the skills to modify and adapt their behaviour when required, <b>and recognise the need to do so themselves.</b></p> <p>Students demonstrate an enquiring <b>and open-minded</b> attitude towards themselves and those around them.</p>
Students demonstrate the knowledge, skills and understanding required by the post-primary curriculum	<p>Students' subject-specific skills are developed in accordance with the relevant learning outcomes for the syllabus, specification or course.</p> <p>Students demonstrate good subject knowledge and subject skill at an appropriate level, and demonstrate this at the relevant assessment points in the year or cycle.</p> <p>Junior cycle students have generally attained proficiency in the prescribed key skills appropriate to their stage in the cycle.</p> <p>Senior cycle students have generally attained proficiency in the skills required for successful learning in the programmes they are following.</p>	<p>Students' subject-specific skills are developed in accordance with the relevant learning outcomes for the syllabus, specification or course.</p> <p>Students demonstrate <b>very good</b> subject knowledge and subject skill at an appropriate level, and demonstrate this at the relevant assessment points in the year or cycle.</p> <p>Junior cycle students <b>have attained</b> proficiency in the prescribed key skills appropriate to their stage in the cycle.</p> <p>Senior cycle students <b>have attained</b> proficiency in the skills required for successful learning in the programmes they are following.</p>



## B) Select an aspect of your practice you wish to focus on

### DOMAIN 3: TEACHERS' INDIVIDUAL PRACTICE

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills	Teachers have the required professional qualifications and have engaged in a range of continuing professional development (CPD).	Teachers have the required professional qualifications and have engaged in a range of continuing professional development (CPD) <b>relevant to students' learning.</b>
	Teachers create an inclusive, orderly, student-centred learning environment based on mutual respect, affirmation and trust.	Teachers create an inclusive, orderly, student-centred learning environment based on mutual respect, affirmation and trust, <b>in which students regulate and monitor their own behaviour.</b>
	Teachers have high expectations of students' work and behaviour, and communicate these expectations effectively to students.	Teachers have high expectations of students' work and behaviour, communicate these expectations effectively to students, and <b>facilitate students in internalising them.</b>
	Teachers demonstrate competence and proficiency in the skills and knowledge of their subject areas.	Teachers demonstrate competence and proficiency in the skills and knowledge of their subject areas, <b>and can link these to other areas across and beyond the curriculum.</b>
	Teachers demonstrate competence and proficiency in the pedagogical skills required in their subject area.	Teachers demonstrate competence and proficiency in the pedagogical skills required in their subject area, and for <b>developing students' learning across and beyond the curriculum.</b>
	Teachers, through their own enthusiasm for and enjoyment of their subject area, motivate students to engage in and enjoy their learning.	Teachers <b>model</b> enthusiasm and enjoyment in learning, and <b>thereby create a learning environment where students are self-motivated</b> to engage in, <b>extend</b> and enjoy their learning.

## C) How will this focus impact on students' experience in the classroom?

### DOMAIN 2: LEARNER EXPERIENCES

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
Students engage purposefully in meaningful learning activities	<p>Students demonstrate high levels of interest and participation in learning.</p> <p>They are able to work both independently and collaboratively in a purposeful manner.</p> <p>They understand and can explain the purpose of the learning tasks they are engaged in.</p> <p>They are able to report on, present, and explain the process and outcome of learning activities to a competent level.</p>	<p>Students demonstrate <b>very high</b> levels of interest and participation in learning.</p> <p>They are able to work both independently and collaboratively in a <b>very purposeful and productive</b> manner.</p> <p>They understand and can explain the purpose of the learning tasks they are engaged in, <b>and can extend and develop the activity meaningfully.</b></p> <p>They are able to report on, present, and explain the process and outcome of learning activities to a <b>highly competent</b> level.</p>
Students grow as learners through respectful interactions and experiences that are challenging and supportive	<p>Interactions among students and between students and teachers are respectful and positive, and conducive to well-being.</p> <p>Relationships and interactions in classrooms and learning areas support a co-operative and productive learning environment.</p> <p>Students' experiences as learners generally reflect well on how the code of behaviour is understood and implemented.</p> <p>Students feel able to contribute their opinions and experiences to class discussion. They listen respectfully to the opinions and experiences of their classmates.</p> <p>They ask questions and suggest possible solutions confidently. They are willing to risk incorrect responses, and accept that mistakes are part of the learning process.</p> <p>They demonstrate a sufficient level of motivation to engage and persist with increasingly challenging work.</p>	<p>Interactions among students and between students and teachers are <b>very respectful and positive</b>, and conducive to well-being.</p> <p>Relationships and interactions in classrooms and learning areas <b>create and sustain</b> a co-operative, affirming and productive learning environment.</p> <p>Students' experiences as learners reflect <b>consistently well</b> on how the code of behaviour is understood and implemented.</p> <p>Students contribute their opinions and experiences to class discussion <b>with confidence. They are respectful of and interested in</b> the opinions and experiences of their classmates.</p> <p>They ask questions and suggest possible solutions <b>very confidently</b>. They are willing to risk incorrect responses, <b>and understand the value of making mistakes, using them as learning opportunities.</b></p> <p>They demonstrate a <b>high level</b> of motivation, and <b>enjoy engaging and persisting with</b> increasingly challenging work.</p>



## D) Identify the statements that reflect your collective / collaborative practice today.

### DOMAIN 4: TEACHERS' COLLECTIVE/COLLABORATIVE PRACTICE

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
Teachers value and engage in professional development and professional collaboration	<p>Teachers recognise that continuing professional development (CPD) and collaboration are intrinsic to their work.</p> <p>Teachers use formal meeting and planning time to reflect together on their work.</p> <p>Teachers engage actively and productively with a variety of CPD providers including organised school-based CPD.</p> <p>Teachers identify and engage in CPD that develops their own practice and meets the needs of students and the school.</p> <p>Teachers view collaboration as a means to improve student learning and to enhance their own professional development. They engage in constructive collaborative practice.</p> <p>Teachers implement whole-school approaches to teaching and learning to improve students' experiences and outcomes.</p>	<p>Teachers recognise <b>and affirm</b> continuing professional development (CPD) and collaboration as intrinsic to their work.</p> <p>Teachers use formal meeting and planning time to reflect together on their work.</p> <p><b>The school is the primary locus for teachers' CPD</b> and teachers engage actively and productively with CPD programmes.</p> <p>Teachers identify and engage in CPD that develops their own practice, meets the needs of students and the school, and <b>enhances collective practice</b>.</p> <p>Teachers view collaboration as a means to improve student learning and to enhance their own professional development. They engage in constructive collaborative practice, <b>and in collaborative review of practice</b>.</p> <p>Teachers <b>collectively agree</b> and implement whole-school approaches to teaching and learning to improve students' experiences and outcomes.</p>
Teachers work together to devise learning opportunities for students across and beyond the curriculum	<p>Teachers plan collaboratively for learning activities that enable students to make meaningful connections between learning in different subjects.</p> <p>Teachers collaboratively plan learning experiences that help students to see learning as a holistic and lifelong endeavour.</p> <p>Teachers work effectively with each other and with parents to support students with identified learning needs.</p> <p>Teachers use parent-teacher meetings and other communication with parents constructively to support parents' meaningful involvement in their children's education.</p> <p>Teachers collaborate with relevant and appropriate outside personnel to provide meaningful learning experiences for students.</p>	<p>Teachers plan collaboratively for learning activities that enable students to make meaningful <b>and progressively more challenging</b> connections between learning in different subjects.</p> <p>Teachers collaboratively plan learning experiences that <b>enable and empower</b> students to see learning as a holistic and lifelong endeavour.</p> <p>Teachers work <b>very effectively</b> with each other and with parents to support students with identified learning needs.</p> <p>Teachers use parent-teacher meetings and other communication with parents <b>very constructively</b> to support parents' meaningful involvement in their children's education and <b>development as learners</b>.</p> <p>Teachers collaborate with relevant and appropriate outside personnel to provide meaningful learning experiences for students, <b>and work together to ensure that the learning is integrated</b>.</p>

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