

An tSraith Shóisearach do Mhúinteoirí

Junior**CYCLE**
for teachers



Wellbeing for all in Junior Cycle

Learning Log 1

Indicators of Wellbeing



ACTIVE

- Am I a confident and skilled participant in physical activity?
- How physically active am I?



RESILIENT

- Do I believe that I have the coping skills to deal with life's challenges?
- Do I know where I can go for help?
- Do I believe that with effort I can achieve?



RESPONSIBLE

- Do I take action to protect and promote my wellbeing and that of others?
- Do I make healthy eating choices?
- Do I know where my safety is at risk?



RESPECTED

- Do I feel that I am listened to and valued?
- Do I have positive relationships with my friends, my peers and my teachers?
- Do I show care and respect for others?



CONNECTED

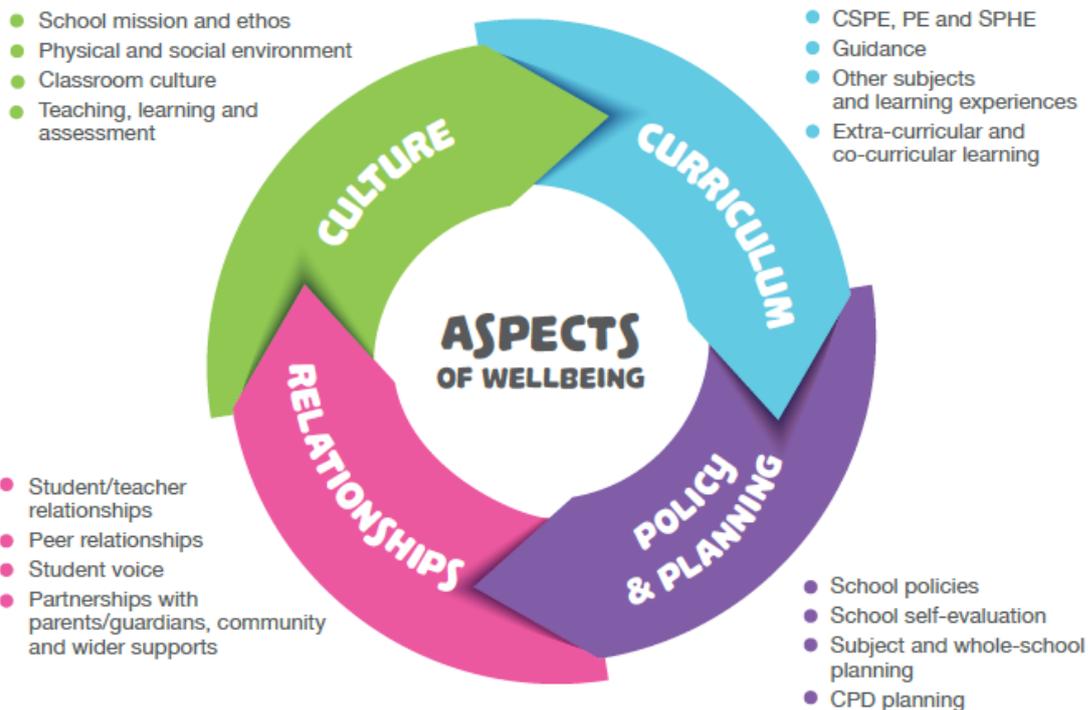
- Do I feel connected to my school, my friends, my community and the wider world?
- Do I appreciate that my actions and interactions impact on my own wellbeing and that of others, in local and global contexts?



AWARE

- Am I aware of my thoughts, feelings and behaviours and can I make sense of them?
- Am I aware of what my personal values are and do I think through my decisions?
- Do I understand what helps me to learn and how I can improve?

Four Aspects of Wellbeing



Activity 2: What is the one question you would like answered on Wellbeing in Junior Cycle (www.padlet.com)

Activity 3: How do you promote the indicators in your own practice?

Using the Wellbeing indicators to review school practice

The following questions may be helpful in supporting groups e.g. the whole staff, subject departments, teachers, and the wider school community, to reflect on current practices and support 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	How do you promote this indicator in your own practice? <i>Strategies, Assessment, Methodologies, Supports or Resources</i>
Active	<ul style="list-style-type: none"> • being a confident and skilled participant in physical activity • being physically active 	
Responsible	<ul style="list-style-type: none"> • being able to take action to protect and promote their wellbeing and that of others • making healthy eating choices • knowing when and where their safety is at risk and enabling them to make the right choices 	
Connected	<ul style="list-style-type: none"> • feeling connected to their school, their friends, community, and the wider world • understanding how 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"> • feeling confident in themselves and having the coping skills to deal with life's challenges • knowing where they can go for help 	

	<ul style="list-style-type: none"> • believing that with effort they can achieve 	
Respected	<ul style="list-style-type: none"> • showing care and respect for others • having positive relationships with friends, peers, and teachers • feeling listened to and valued 	
Aware	<ul style="list-style-type: none"> • being aware of their thoughts, feelings and behaviours and being able to make sense of them • being aware of their personal values and able to think through their decisions • being aware of themselves as learners and knowing how they can improve 	

Reflecting on this exercise consider:

Which wellbeing indicator(s) do you feel you are most supporting?	
Which wellbeing indicator(s) needs your attention?	

Activity 4: Where do you see your students flourishing?

Next Steps to Develop a Whole School Approach to Wellbeing

Individual Teacher

Action 1	
Action 2	
Action 3	

Subject Department

Action 1	
Action 2	

Whole School

Action 1	
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It may be useful to consider Appendix I of the Junior Cycle Wellbeing Guidelines (NCCA 2017) in planning next steps.

Appendix I- Sample

APPENDIX I: TEMPLATE TO SUPPORT SCHOOLS IN PLANNING SHORTER UNITS OF LEARNING IN WELLBEING

Title of unit:	Duration
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Aim of the unit

Links

The following tables show how _____ (Unit title) may be linked to the central features of learning and teaching in junior cycle.

Statement of learning	Example of related learning in the unit
1.	
2.	

Key skills. (The elements and the learning outcomes for the eight key skills in junior cycle are set out in detail in Key Skills for Junior Cycle. Select the four key skills that this unit is particularly significant in supporting.

Key skill	Element	Student learning activity

The wellbeing indicators make explicit what is important learning in Wellbeing. Circle which of the indicators and the descriptors learning in this unit supports. (See page 45)

Learning outcomes

At the end of this unit, students will be able to...

Sample learning activities

Assessment

Students will show evidence of their learning when they...

Useful resources, web links and community links

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JuniorCYCLE

for teachers

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