


An tSraith Shóisearach do Mhúinteoirí
JuniorCYCLE
 for teachers




JC Curriculum Planning
Turning theory into practice

Activity 1 Padlet

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Learning Intentions

- To revisit the key messages for a new Junior Cycle
- To investigate curriculum possibilities in Junior Cycle
- To explore:
 - The Statements of Learning
 - Options for schools to enhance curriculum
 - Time allocation implications
- To understand Wellbeing in the context of Junior Cycle and examine the time requirements
- To understand the implications of 40 minute classes
- To be empowered to lead a timetabling discussion with teaching colleagues, students and parents



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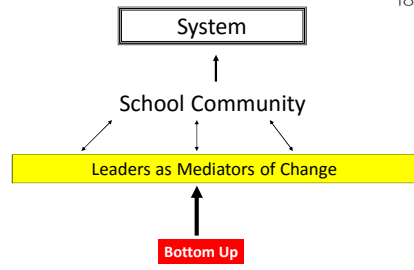
Why Change?



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SOURCES OF CHANGE




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    graph TD
        System[System] <--> SC[School Community]
        SC <--> LM[Leaders as Mediators of Change]
        LM <--> BU[Bottom Up]
    
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Recent Research Findings





- Decline in literacy and numeracy levels
- Disconnect between primary and second level
- Lack of progress in first year
- Questioning the purpose of education in second year
- Over emphasis on the product in third year




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Context

- Literacy & Numeracy Strategy
- Growing up in Ireland-ESRI
- Moving Up –Emer Smyth, Selina McCoy or Merike Darmody (2004) *Moving Up: The Experiences of First Year Students in Post-Primary Education* ESRI/NCCA
- Transition from Primary to Secondary School: Maurice Galton, John Gray and Jean Ruddock (1999) *The Impact of School Transitions and Transfers on Pupil Progress and Attainment* Research Report 131 DfEE
- Research Papers in Education- Patrick West, Helen Sweeting and Robert Young - *Research papers in Education* – Vol 25 2010 issue 1 – “Transition matters”
- Blakemore S-J and Frith U (2005) *The Learning Brain* Oxford Blackwell Publishing

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Primary School Curriculum


The Primary School Curriculum was launched in 1999 by the NCCA (National Council for Curriculum and Assessment).

The curriculum includes the **child-centred** principles of its predecessor, *Curaclam na Bunscoile* (1971).

It identifies three key aims of primary education:

- to enable the child to live a full life as a child and to realise his or her potential as a unique individual
- to enable the child to develop as a social being through living and co-operating with others and so contribute to the good of society
- to prepare the child for further education and lifelong learning





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Vision

"Junior cycle 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."

NCCA







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School Transitions – the research evidence

- "After a year in secondary school (age 13), the majority recalled having had difficulties of adjustment to both school and peer social systems at the beginning of secondary education. While the primary (but not secondary) school played a small part in accounting for different transition experiences, controlling for a wide range of socio-demographic and other factors, personal characteristics were much more important. Respondents of lower ability and lower self-esteem experienced poorer school transitions; those who were anxious, less prepared for secondary school and had experienced victimisation, poorer peer transitions. Further analysis of the impact of school and peer transitions on well-being and attainment revealed that each had specific independent effects both within and beyond secondary education. **At age 15, a poorer school transition predicted higher levels of depression and lower attainment; a poorer peer transition, lower self-esteem, more depression and lower levels of anti-social behaviour. Although reduced in size, similar results extended to outcomes at age 18/19.**


(Patrick West, Helen Sweeting and Robert Young - Research papers in Education - Vol 25 2010 issue 1 - "Transition ma...")





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Moving Up!

- The extent to which students can cope with the **demands of schoolwork** in first year is likely to have **long-term implications for their engagement with education**. It is crucial therefore that support be given to schools to ease the transition for students and provide greater continuity in learning between primary and post-primary levels' Moving Up –Emer Smyth, Selina McCoy or Merike Darmody (2004) *Moving Up: The Experiences of First Year Students in Post-Primary Education* ESRI/NCCA








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Moving to post-primary school: curriculum continuity


- Many students experience different standards when they enter 1st year: repetition of material covered v. 'much harder'
- Use of different teaching methods in subjects like Maths
- Students are generally positive about the new subjects they take particularly the practical ones.







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Moving Up- The Experience of 1st years in PP Schools



- Mismatch**
Irish, English, and Maths between P. and P.P.
- Familiarity with P. curriculum**
Only half of P.P. teachers
- Taster subjects**
No negative impact on student progress
- Streaming**
Higher streams - longer to settle
Lower streams less progress in reading and writing







Languages

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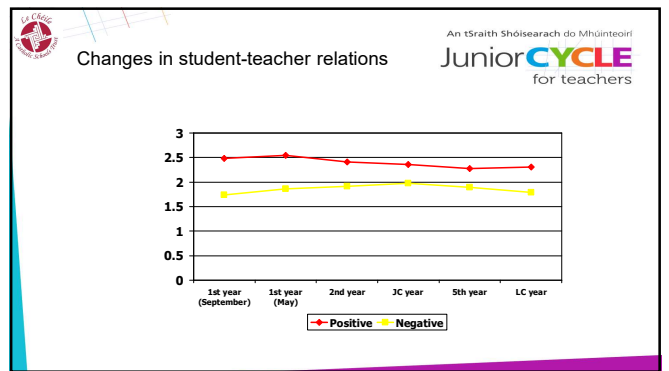
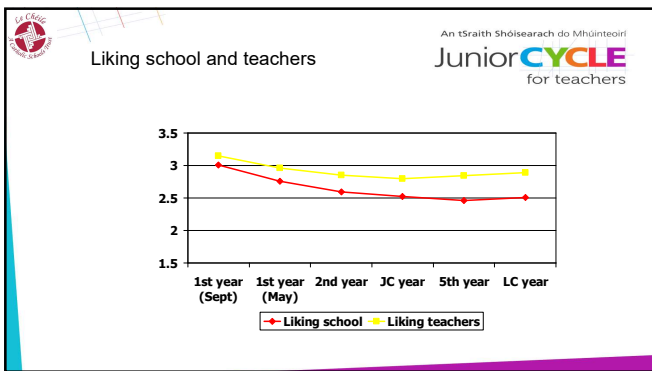
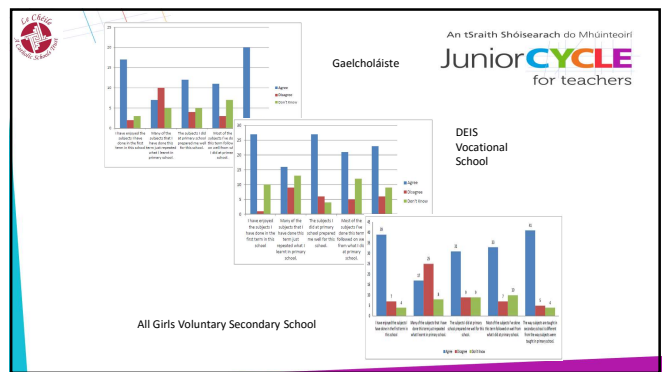
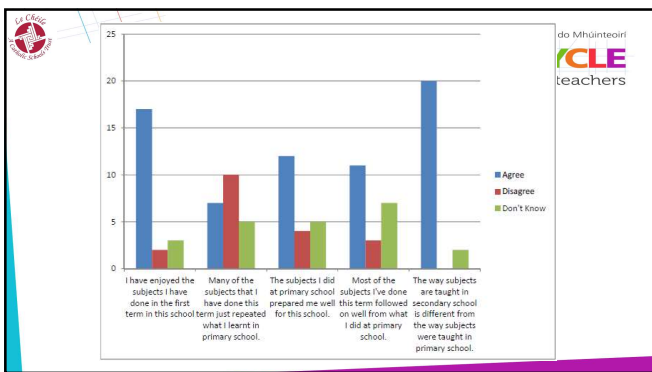
- 3 of top least liked subjects –languages
- Irish least liked of all languages
- 22% in lower streams not doing Irish
- Majority experienced pace too fast

Moving Up

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- Teaching methodologies –generally traditional
- Test scores - in Reading and Mathematics do not improve for majority in 1st yr of PP.
- Student attitude to school- less positive
- Learning support – helped but would like help with homework.

In Second year-Students learn best when:-


- They study subjects they like!
- There are lots of practical activities.
- Where there is group work.
- When teachers care.

Note: 2nd year-crucial for student engagement

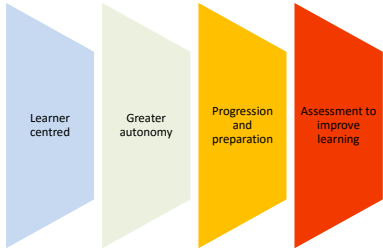


**Gearing up for the exam
3rd Year study**

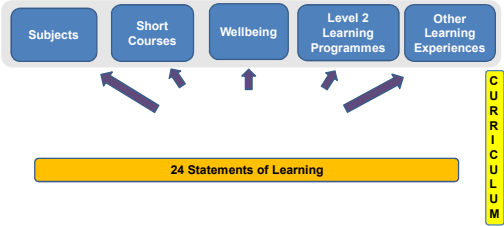
- Exam focus increased workload
- Less diverse teaching methods
- Poorer relations between teacher and student
- One quarter taking grinds –Maths particular difficulty
- Majority of students in lower streamed classes felt pace too slow



Key Messages for a new Curriculum




Curriculum Planning in the school

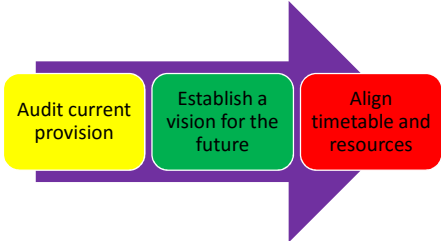


Statements of Learning

- At the core of the Junior Cycle Framework
- Feature in the programme of all students
- Form the basis of an analysis of our current provision



School Leadership Role



Qualification Manage the planning and... The student: 1. communicates effectively using a variety of means in a range of contexts in L1! 2. listens, speaks, reads and writes in L2 and one other language at a level of proficiency that is appropriate to her or his ability. and the principal curriculum. CLE for teachers

Subject	5th Year					6th Year					Total Classes	Total Teacher
	5A1	5A2	5A3	5A4	5A5	6A1	6A2	6A3	6A4	6A5		
Art/Craft/Design	4	4	4	4	4	4	4	4	4	4	40	80
Business Studies	4	4	4	4	4	4	4	4	4	4	40	80
English	4	4	4	4	4	4	4	4	4	4	40	80
French	4	4	4	4	4	4	4	4	4	4	40	80
Geography	4	4	4	4	4	4	4	4	4	4	40	80
History	4	4	4	4	4	4	4	4	4	4	40	80
Irish	4	4	4	4	4	4	4	4	4	4	40	80
Music	4	4	4	4	4	4	4	4	4	4	40	80
PE	4	4	4	4	4	4	4	4	4	4	40	80
Religion	4	4	4	4	4	4	4	4	4	4	40	80
Science	4	4	4	4	4	4	4	4	4	4	40	80
Special English	4	4	4	4	4	4	4	4	4	4	40	80
Technology	4	4	4	4	4	4	4	4	4	4	40	80
Visual Arts	4	4	4	4	4	4	4	4	4	4	40	80
World of Work	4	4	4	4	4	4	4	4	4	4	40	80
Physical Education	4	4	4	4	4	4	4	4	4	4	40	80
Other	4	4	4	4	4	4	4	4	4	4	40	80
Health Studies	4	4	4	4	4	4	4	4	4	4	40	80
CEG	4	4	4	4	4	4	4	4	4	4	40	80
SPFL	4	4	4	4	4	4	4	4	4	4	40	80
TV Module	4	4	4	4	4	4	4	4	4	4	40	80
Home Science	4	4	4	4	4	4	4	4	4	4	40	80
Applied Maths	4	4	4	4	4	4	4	4	4	4	40	80
AG Science	4	4	4	4	4	4	4	4	4	4	40	80
Spanish	4	4	4	4	4	4	4	4	4	4	40	80
German	4	4	4	4	4	4	4	4	4	4	40	80
Classroom Studies	4	4	4	4	4	4	4	4	4	4	40	80

22. takes initiatives, is proactive and develops entrepreneurial skills
23. brings an idea from conception to realization
24. uses technology and digital media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner

the identified needs

How can we enhance the students experience of the SoL?

- ◆ New subjects
- ◆ Other learning experiences
- ◆ Short courses
- ◆ Cross subject collaboration
- ◆ Adjustments to current provision

Allocating Time

- Gaeilge, English, Maths 240 hours
- All other subjects 200 hours
- Short Courses 100 hours
- Wellbeing 300 hours Sept. 2017
400 hours Sept. 2020

How many classes?

	Year 1	Year 2	Year 3	Total
Core Subjects	3	4	4	11
Subjects	3	3	3	9
Wellbeing (after 2020)	6	6	6	18
Short Courses	1	2	1	4

Professional Time

- All teachers**
 - 2017 – onwards 22 hours
- Science and Business teachers**
 - 2016-17 8 hours
- English teachers**
 - 2016-17 14 hours
 - 2 hrs per SLAR meeting
- Cluster Closure Day 2**
 - 6 hrs

Total Allocation	18.28	821.27	28.17
Transferable provision	1163.24	1217.90	21
Balance 2017			1.63
Annual 2017			81.12
Weekly 16/2			2.59

Management Resources
From 1/1/16

School size	Classes per week	Hours per week
Over 800 pupils	6	4 hours
600-700 pupils	5	3.3
400- 599 pupils	4	2.6
Under 400 pupils	3	2

NB A class means 40 minutes

Wellbeing guidelines

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- There is over whelming evidence that students learn more effectively, including their academic subjects, if they are happy in their work, believe in themselves, their teachers and feel school is supporting them.

Promoting Mental, Emotional, and Social health: A whole School Approach.
K Weare (2000)
Draft wellbeing guidelines

Activity

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Wellbeing in the Junior Cycle

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- A Principle**
 - Wellbeing
- In Statements of Learning**
 - 5, 7, 10, 11, 12, 13.
- Key Skills**
 - Staying Well
 - Elements of all Key Skills

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- Active
- Responsible
- Connected
- Resilient
- Respected
- Aware

Wellbeing

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The Guidelines require:

- 300 hours in sept 2017 for Wellbeing
- 400 hours in sept 2020 for Wellbeing
- PE** must have a minimum of 2 periods per week (40 mins)
- CSPE** must have a minimum of 1 period per week (40 mins)
- SPHE** must have a minimum of 1 period per week (40 mins)

Wellbeing Timetable 2017

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Year	PE	SPHE	CSPE	OTHER
1 st year	2	1	1	1
2 nd year	2	1	1	
3 rd year	2	1	1	

Possible Wellbeing Timetable 2020

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Year	PE	SPHE	CSPE	OTHER
1 st year	2	1	1	2
2 nd year	2	2	2	
3 rd year	2	2	2	

Possible Units of Learning

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UNITS First year	Term 1: 'Moving Up' (Single period x 10 weeks)	Term 2: 'Mentoring for Learning' (Single period x 10 weeks)	'The Web We Want' TM and 'Up2Us' TM (Single period x 10 weeks)
UNITS Second year	'Mentoring for Learning' (Single period x 10 weeks)	'Young Social Innovator' (Single period x 10 weeks)	'Lockers' TM (Single period x 10 weeks)
UNITS Third year	Managing my learning through eportfolio (Single period x 10 weeks)	Managing myself – coping and relaxation skills (Single period x 10 weeks)	Creativity and wellbeing (incorporating music, drama and/or art) (Single period x 10 weeks)

Draft Wellbeing Guidelines 2016

Circular Letter 0024/2016

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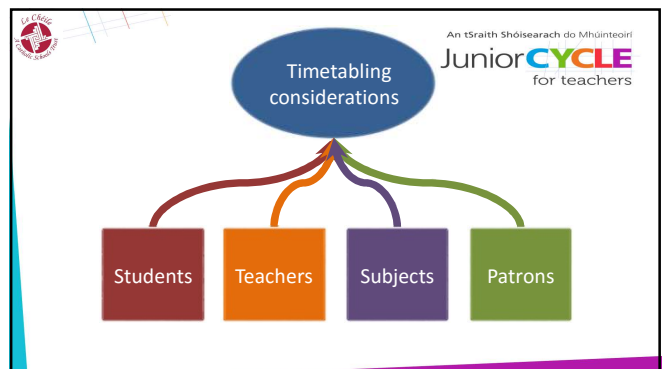
Rannóg Pholasaí, Curraiclium agus Measúinacht, An Roinn Oideachais agus Scileanna, Seirbhís Mhóraithe Baile Átha Cliath 1, D01 RC26

Curriculum and Assessment Policy Unit, Department of Education and Skills, Marlborough Street, Dublin 1, D01 RC26

It should be noted that, for the 2017/18...class periods of less than 40 minutes duration may not be timetabled.

Some schools may find the use of longer class periods of up to 60 minutes (rather than 40 minutes), more suited to the learning needs of their students and the subjects they study.

Circular paragraph 2.10



Strategies to support teaching and learning...

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Planning for 40 minute classes...

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Timetable Management (110 pupil cohort)						
Length of class period	40	Year			Time	
Subject	No. of Periods	No. of Periods	No. of Periods	No. of Periods		
NCCA Core Subjects	English	5	4	4	4	224
	Irish	4	4	4	4	267
	Maths	5	5	5	5	334
Core/Optional Subjects	Science	3	3	3	3	200
	History	3	3	3	3	200
	Geography	3	3	3	3	200
	Religious Education	3	3	3	3	200
	French	3	3	3	3	200
	Option 1	4	4	4	4	267
	Option 2	4	4	4	4	267
Wellbeing	PE	2	2	2	2	134
	SPHE	1	1	1	1	67
	CSPE	1	1	1	1	67
	Module 1	1	1	1	1	67
Other Areas of Learning						334
Total		42	42	42	42	2806
Total Hours Year 1	935.2	Core Subject	240 Hrs			
Total Hours Year 2	935.2	Optional Subject	200 Hrs			
Total Hours Year 3	935.2	Short Course	100 Hrs			
Total Number of JC Programme Hours	2805.6					
Option 1: Business Studies	Art	Technical Graphics	Materials Technology Wood	Technology	Digital Media/Prng & Coding	
Option 2: Business Studies	Materials Technology Wood	Technology	Music	Business Studies	Digital Media/Prng & Coding	

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New timetabling scenarios:

- 1. Having reviewed the timetable agreed by the Principal and Deputy Principal on feedback from staff, add one extra period of maths per week to the timetable?
- 2. If you opted for a 9 or 10 subjects for certification, you are now asked to explore the option of having one less subject for certification?
- 3. The timetable that you have planned has 10 subjects for certification, now introduce 300 hours of well being?

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Possible next steps.....

Set up a curriculum review group in the school

Audit current curriculum provision

Consider how to enhance the students experience of the Sol

Discuss class durations. 40/60 mins?

Examine implications for length of school day

Talk to neighbouring schools regarding school transport.

