



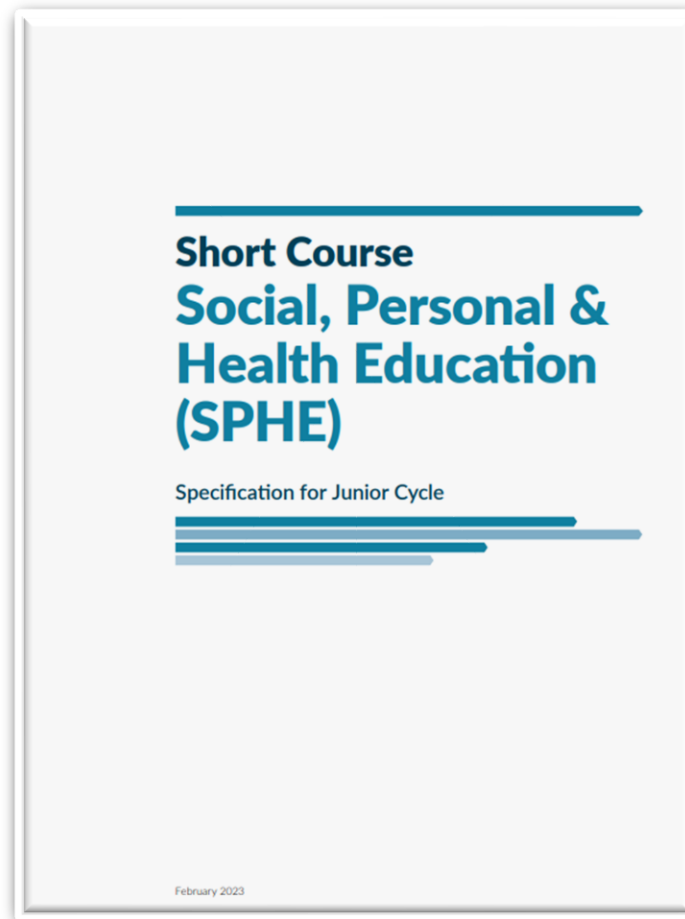
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Supporting the Professional
Learning of School Leaders
and Teachers

An Introduction to the Specification for the NCCA Short Course in SPHE (2023)

Facilitator:





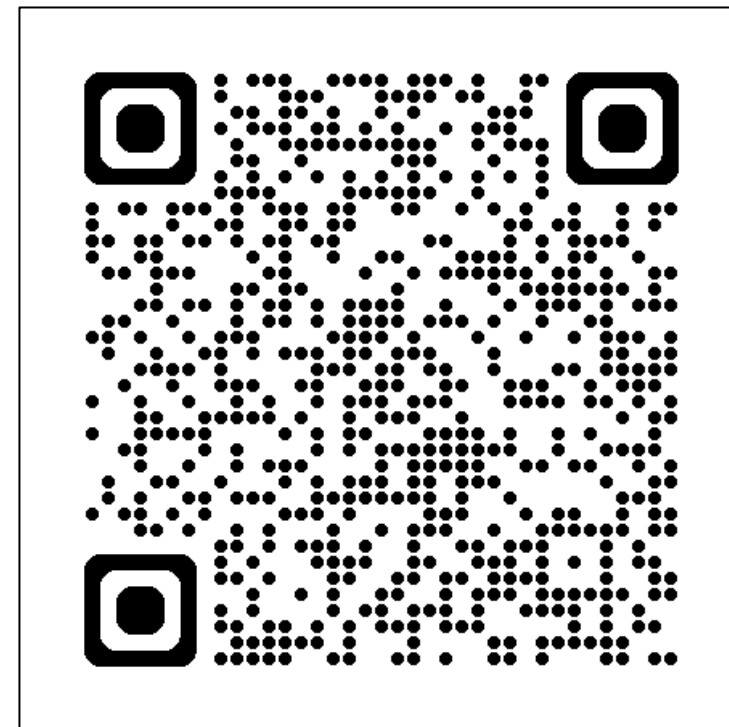
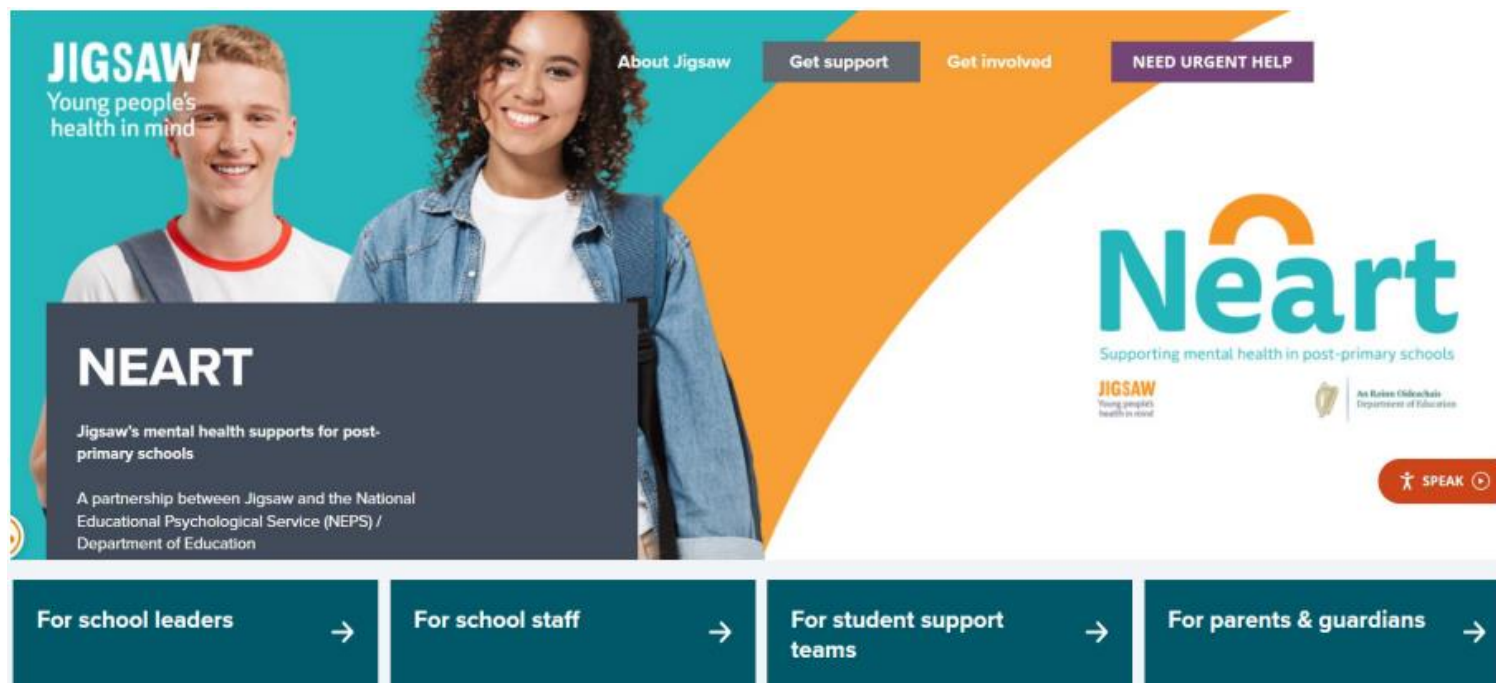
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CALL 1800 411 057



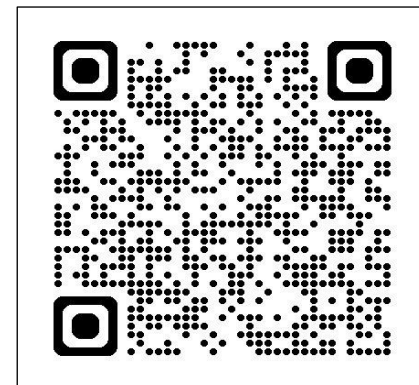


Folláine le Chéile
Wellbeing Together

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	yIVIU17
Password	Repeat Password
Location	Member Level
Select a location...	Teacher
☐ I agree to the privacy statements	☐ I agree to the terms and conditions

Sign up



Organisation
Code:
yIVIU17



Icebreaker

Check In Circle





Two Day Overview

Overview	
Day 1	Day 2
• SPHE Specification	• Reflection
• Role of the Teacher	• Assessment
• Resources	• Collaborative Planning
• Pedagogical Approaches	• Lesson Design

Overview of Day 1



Oide

Session 1 9:30 – 11:00	Introduction to the Specification ● Introduction to the updated specification for the NCCA short course in SPHE (2023)
Tea/Coffee Break 11:00 - 11:15	
Session 2 11:15 - 13:00	The Role of the Teacher ● Preparing to teach SPHE ● Creating a learning environment for SPHE ● Dealing with challenging situations in the SPHE class
Lunch 1:00 - 2:00	
Session 3 14:00 – 15:30	The Learner Experience ● Teaching SPHE ● Resources to support the teaching of SPHE ● Pedagogical approaches in the SPHE classroom



Key Messages

SPHE contributes to building a cohesive, compassionate and fair society; one that is inclusive of all genders, sexualities, ethnicities, religious beliefs/worldviews, social classes and abilities/disabilities.

SPHE focuses on developing the core social and emotional skills of self-awareness, self-management, responsible decision-making, social awareness and relationship skills.

Through the use of critical and participative pedagogies, SPHE can provide a safe, supportive and non-judgemental space where students' self-awareness and awareness of others can grow, and where they engage in reflection and dialogue, and identify actions they can take to protect and promote their own wellbeing and that of others.

By the end of this day participants will have



Oide



explored the specification, the strands and the learning outcomes



gained a deeper understanding of the role of the SPHE teacher and the creation of a safe, inclusive SPHE classroom



considered SPHE in the context of inclusive pedagogies and effective teaching and learning approaches and resources



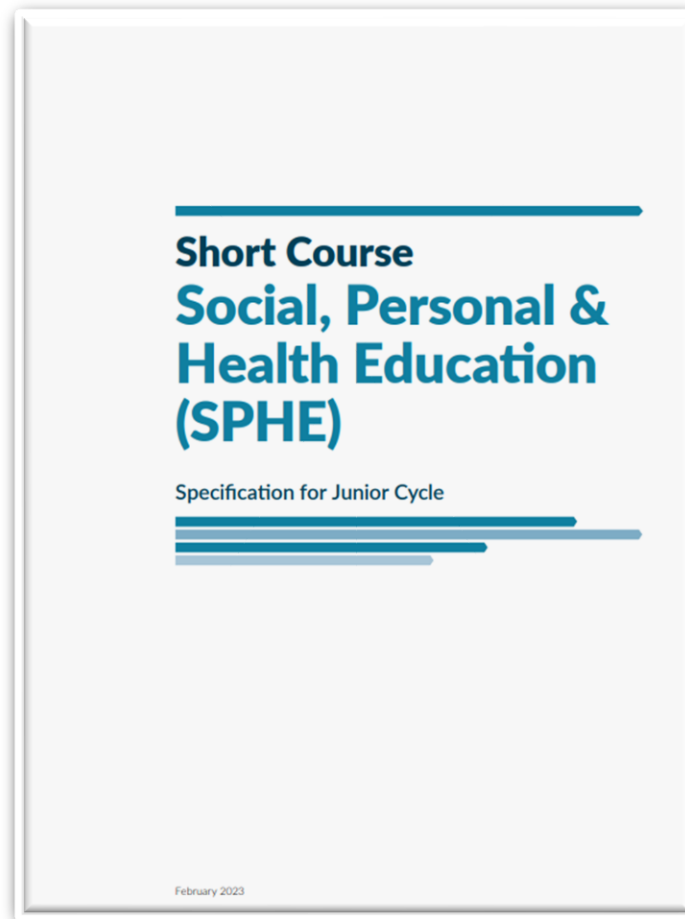
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Session 1 – Introduction to the Specification

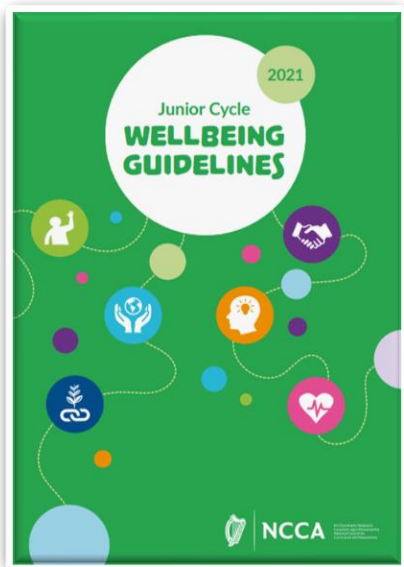
Explore the specification,
the strands and the
learning outcomes





Wellbeing and the Curriculum

**400 timetabled
hours of Wellbeing
for all incoming
first years from
August 2022**



Whole School Wellbeing

135 hours PE

100 hours CSPE

100 hours SPHE

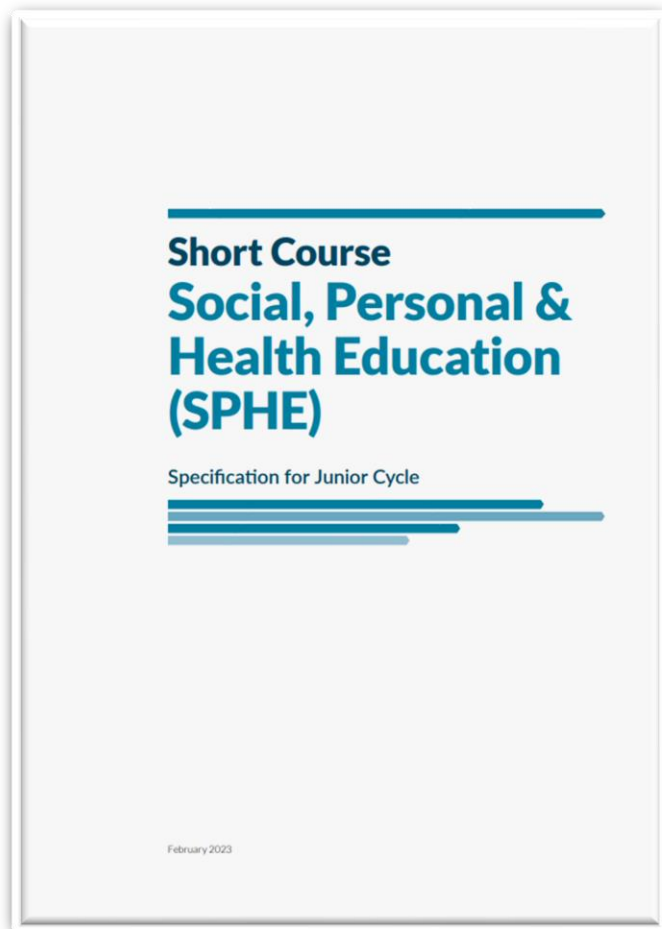
+

**65 hours
Other Areas of
Wellbeing**



Rationale for the Updated Specification

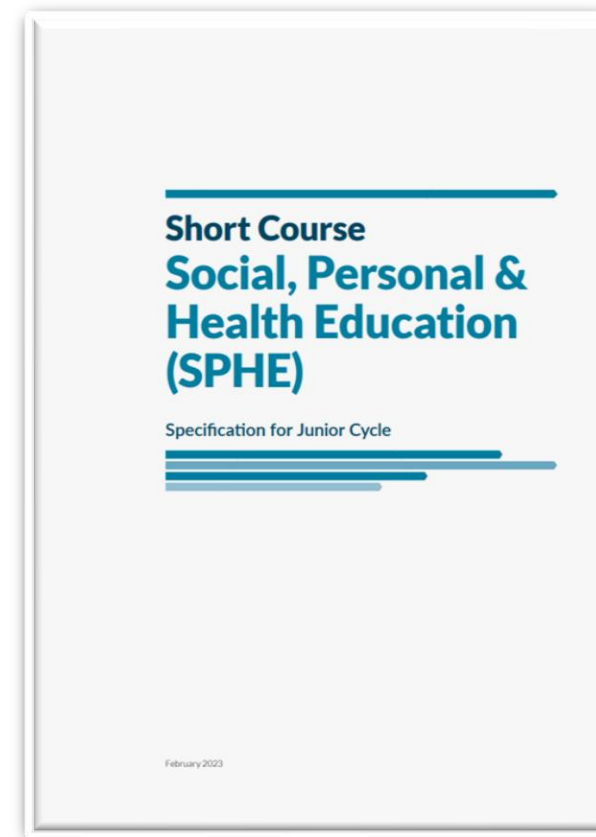
What are the key messages?





Aim of SPHE

“This course aims to build students’ self-awareness and positive self-worth; to develop the knowledge, understanding, skills, dispositions and values that will support them to lead fulfilling and healthy lives; empower them to create, nurture and maintain respectful and loving relationships with self and others; and enhance their capacity to contribute positively to society.”

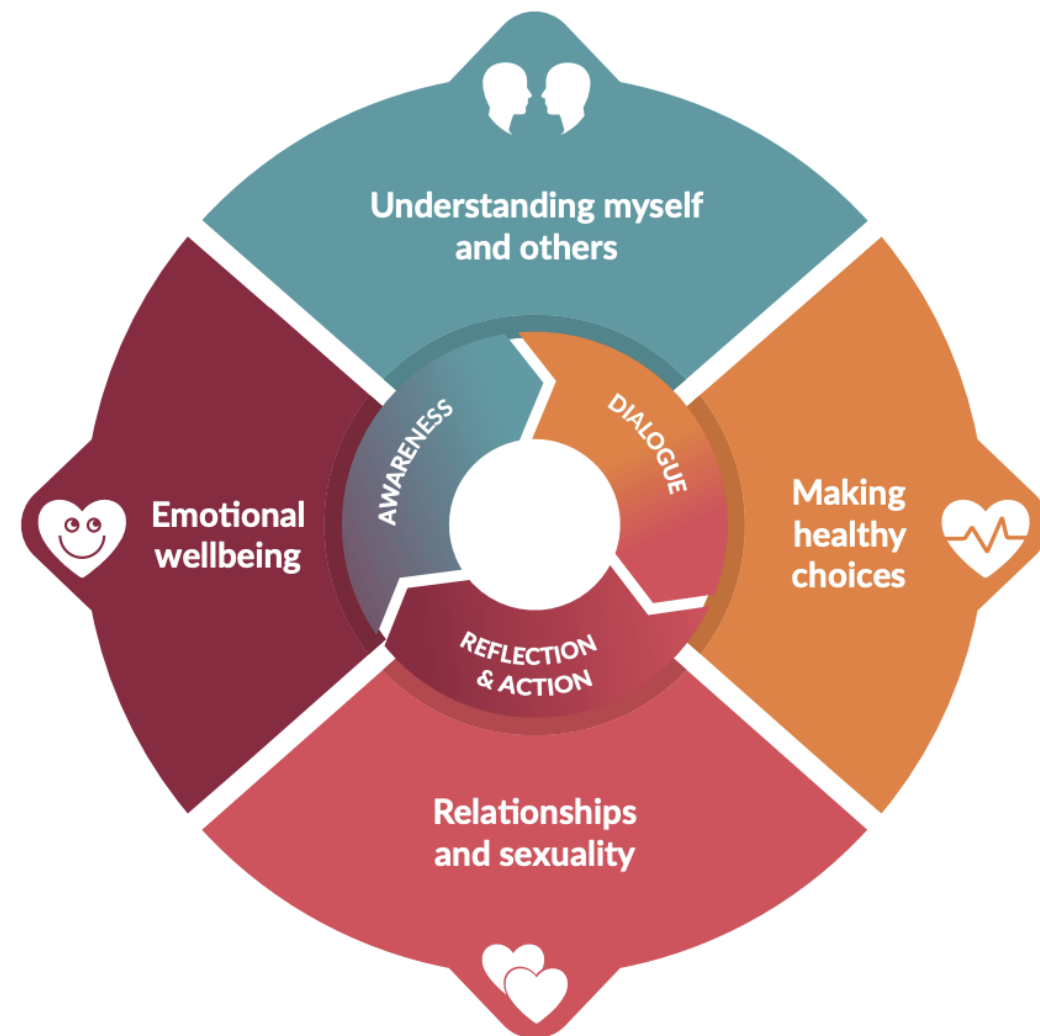


(SPHE Specification for Junior Cycle, 2023, p.5)



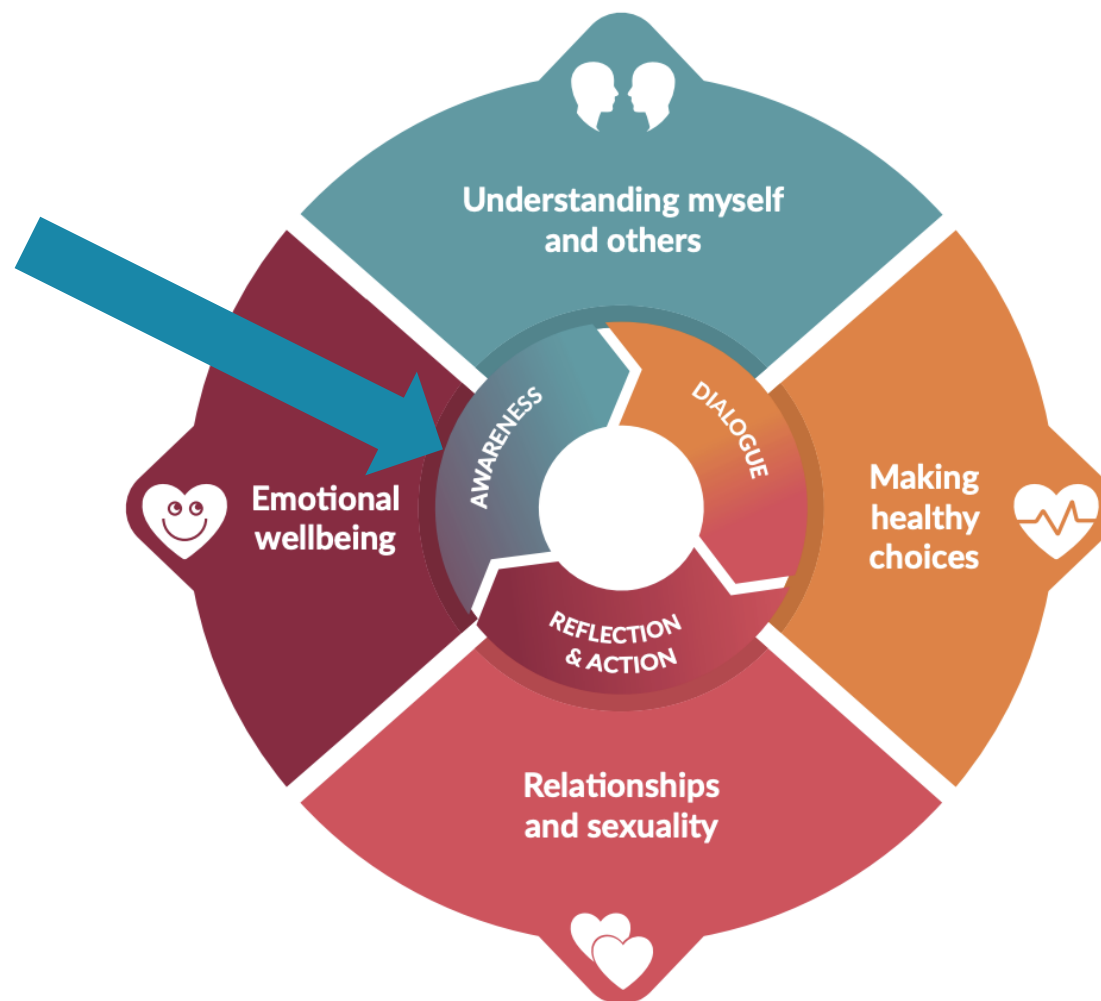
Overview: Course

SPHE is designed around four interconnected strands and three cross-cutting elements.





Cross-Cutting Elements in SPHE



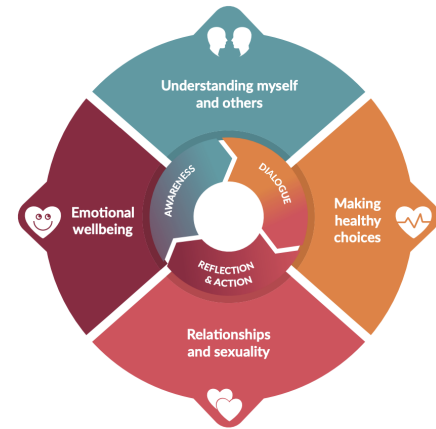


Progression of Learning

This spiral approach allows students to revisit important themes over the three years.

In revisiting learning outcomes, it is important to ensure that there is a progression of learning.

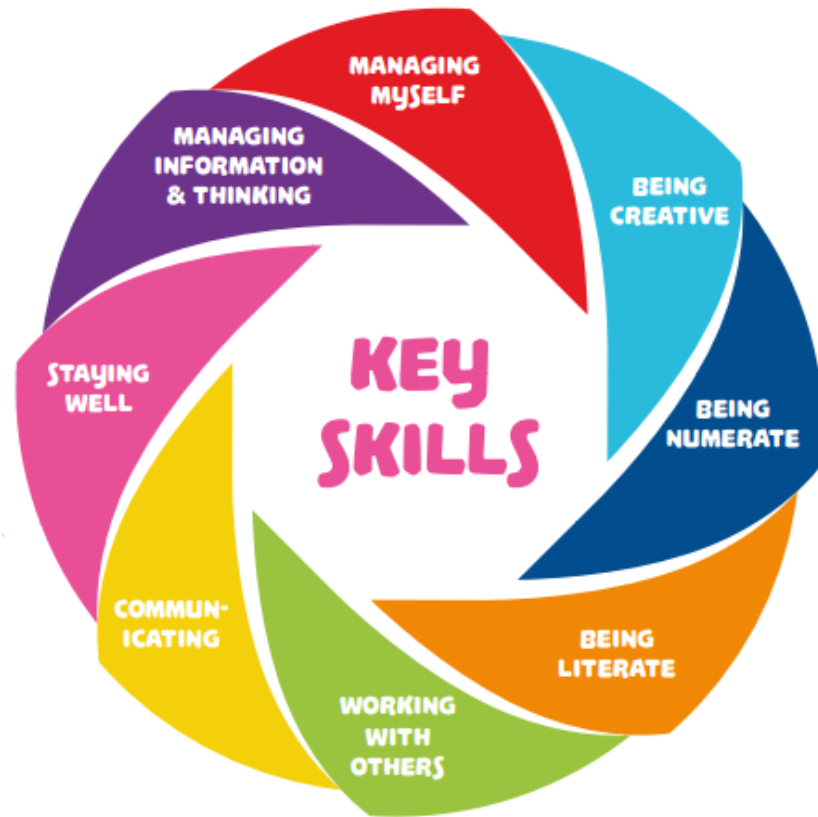
Consult regularly with students to ascertain how to plan teaching and learning using the learning outcomes so that the learning is responsive to students' particular needs, questions and concerns.



(SPHE Specification for Junior Cycle, 2023, p.13)

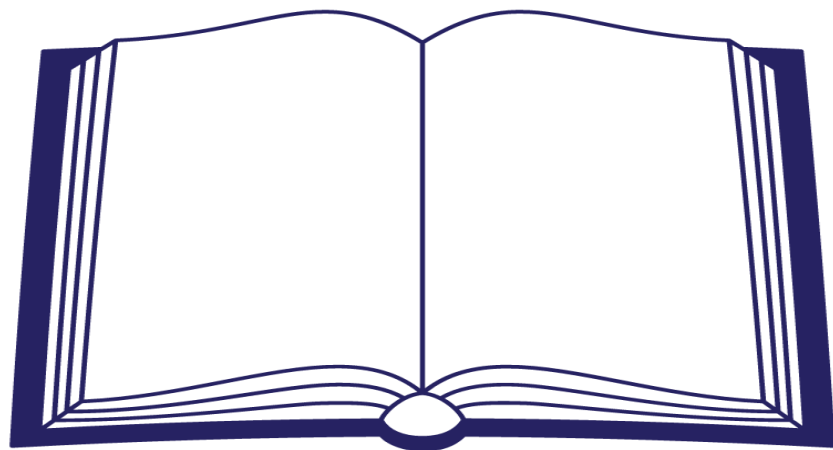


Developing the Key Skills in SPHE





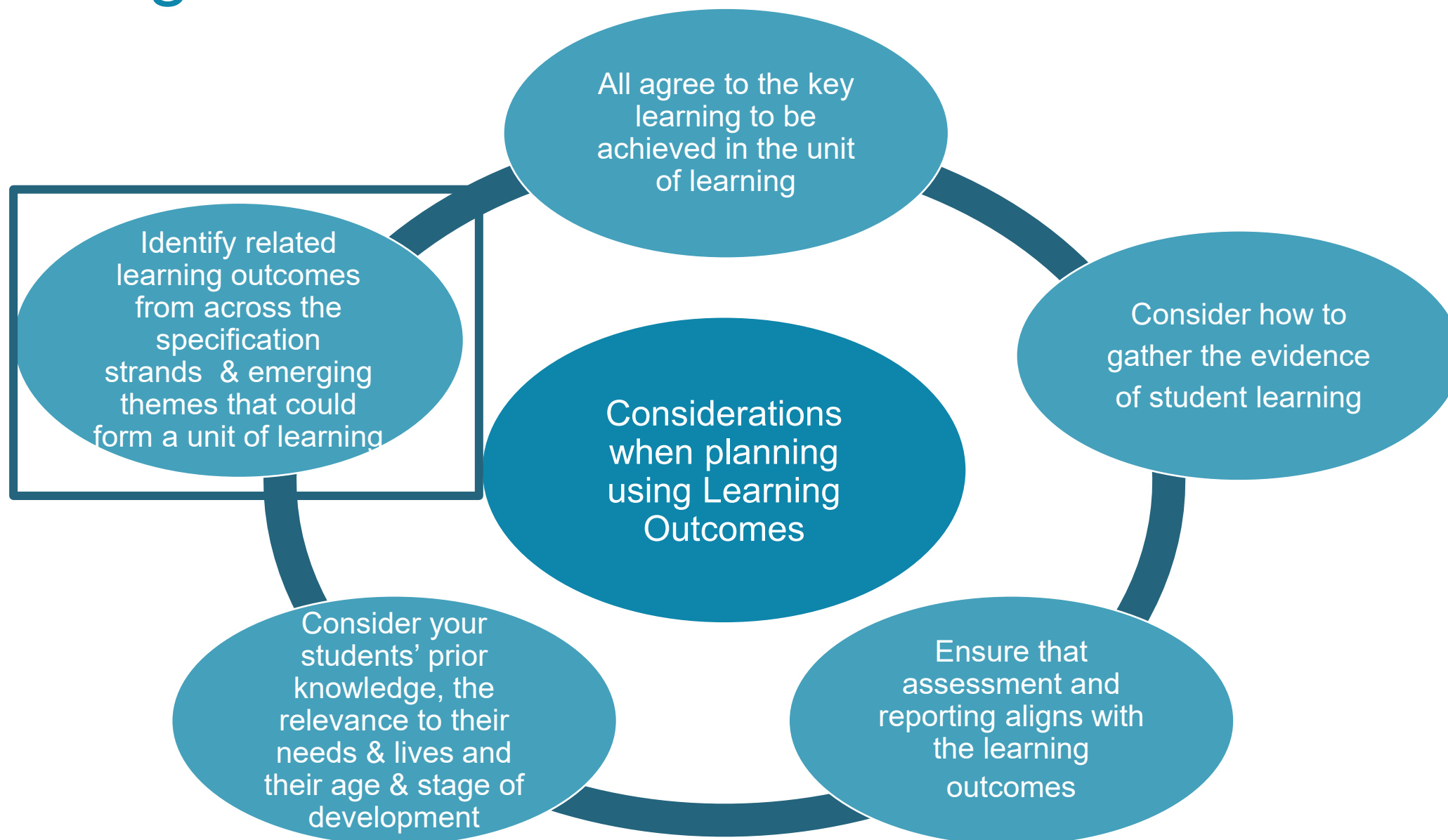
Introduction to the Specification



(Short Course Social, Personal and Health Education (SPHE) Specification for Junior Cycle, 2023 p.14-17)



Planning Considerations





Learning Outcomes Explored

Identify Related
Learning
Outcomes



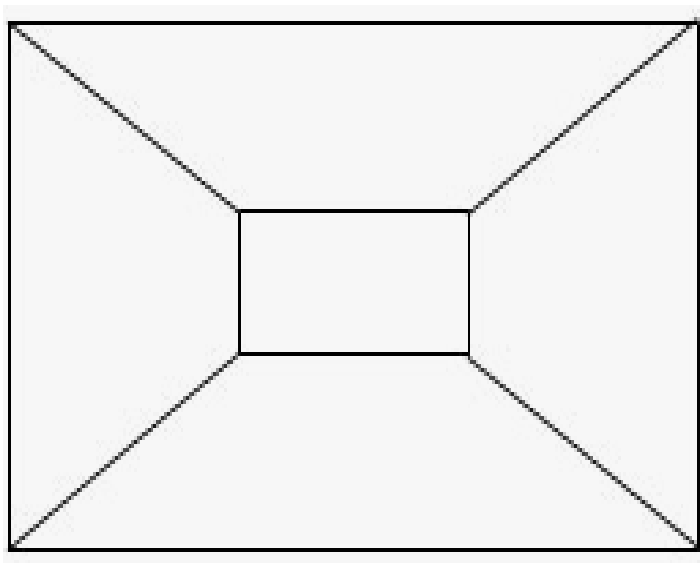
1.3 explore the range of influences and life experiences that can impact on self-image and self-esteem and identify ways to nurture a positive sense of self-worth

4.1 discuss the fluid nature of emotional wellbeing and ways to nurture and protect it

4.4 discuss ways to support themselves and others in challenging times and where/how/when to seek support, if needed



Learning Outcomes Explored

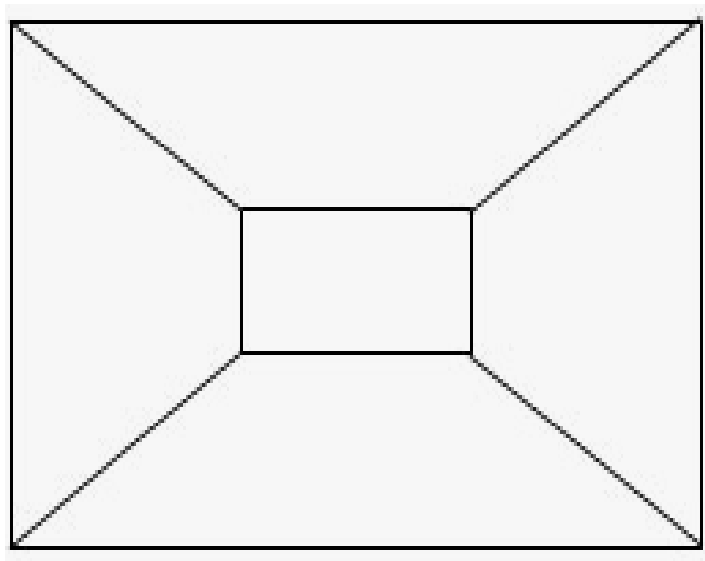


- Identify related learning outcomes from within a strand or across the strands
- Jot these into the individual section of the placemat
- Consider ‘important themes’ that may be emerging from these related learning outcomes
- Collaboratively agree themes that may be prioritised for 1st years
- Place the agreed themes in the centre of the placemat





Learning Outcomes Explored



- Identify related learning outcomes from within a strand or across the strands
- Jot these into the individual section of the placemat
- Consider ‘important themes’ that may be emerging from these related learning outcomes
- Collaboratively agree themes that may be prioritised for 1st years
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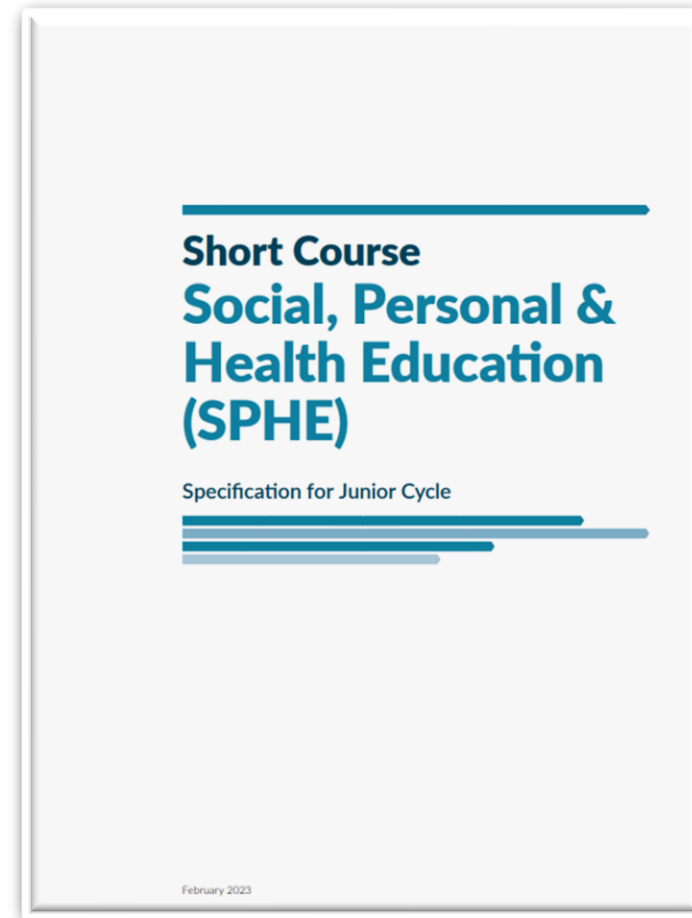
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Session 2 – The Role of the Teacher

Gain a deeper understanding of
the role of the SPHE teacher
and the creation of a safe,
inclusive SPHE classroom

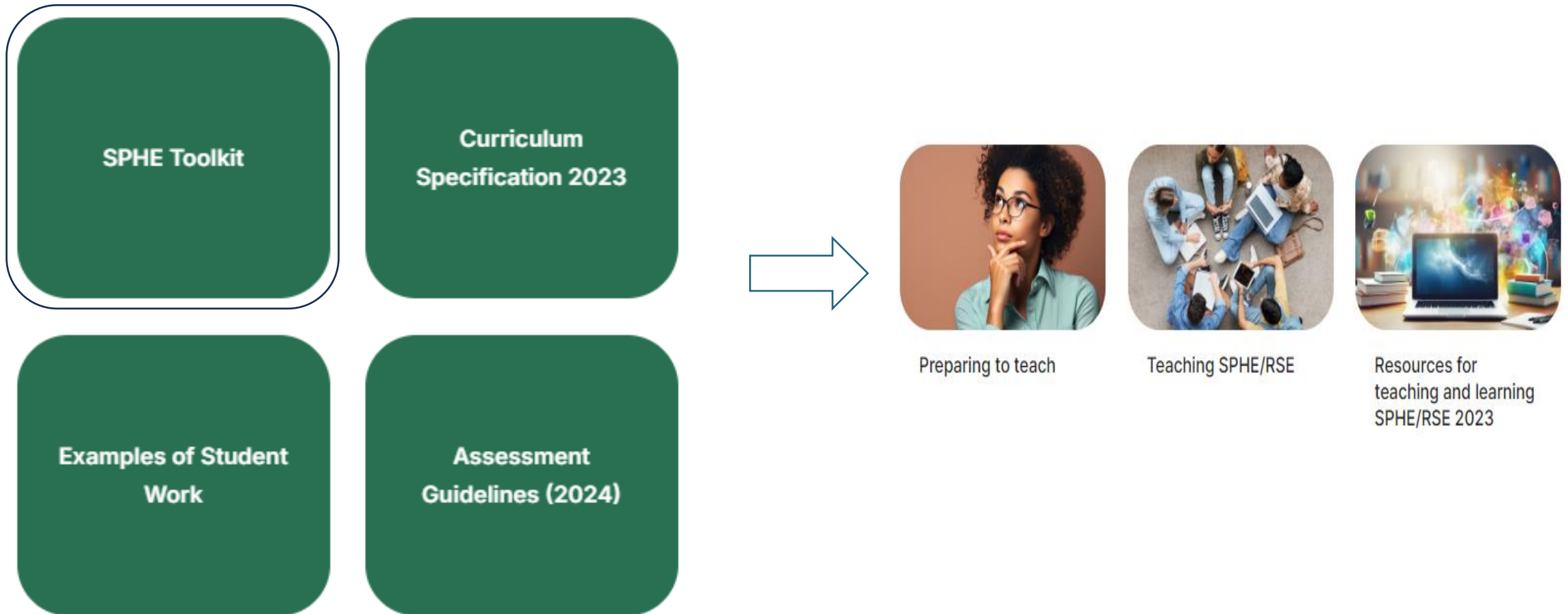


Resources and Supports



Oide

NCCA SPHE Toolkit 2023





Qualities of a Teacher

Pause & reflect...

Think about a teacher that
inspires you...

What words would you use to
describe them?





Resources and Supports

Classroom Practice - Myself as an SPHE teacher

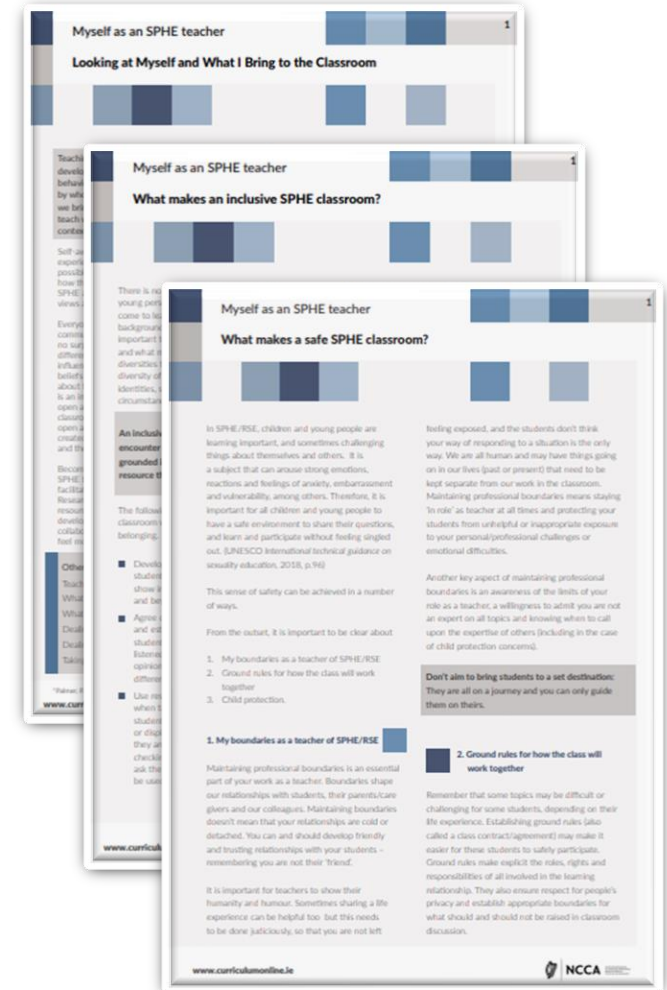
11 documents to support your practice

- How can I model positive relationships?
- The teacher as facilitator of learning
- What makes a safe SPHE classroom?
- Dealing with disclosure about sexual abuse
- Taking a fresh look at teaching about food
- Choosing resources – questions to consider
- Communicating with parents/carers about SPHE
- Working with external facilitators

Looking at myself and what I bring to the classroom

What makes an inclusive SPHE classroom?

Dealing with challenging/sensitive conversations





Myself as an SPHE Teacher-Documents

Read through your assigned document

In your Professional Learning Booklet jot down:

- What **Connections** did you make with the document from your own class experience?
- Did you learn anything **New**?
- Have you any further **Questions**?





Making a Safe SPHE Classroom

Openness while
Respecting
Boundaries

Listening Respectfully

Right to Pass

Using Language

Asking Questions

Sharing Time

What Makes a Safe SPHE Classroom



Oide

Classroom Practice

Privacy
in the Classroom

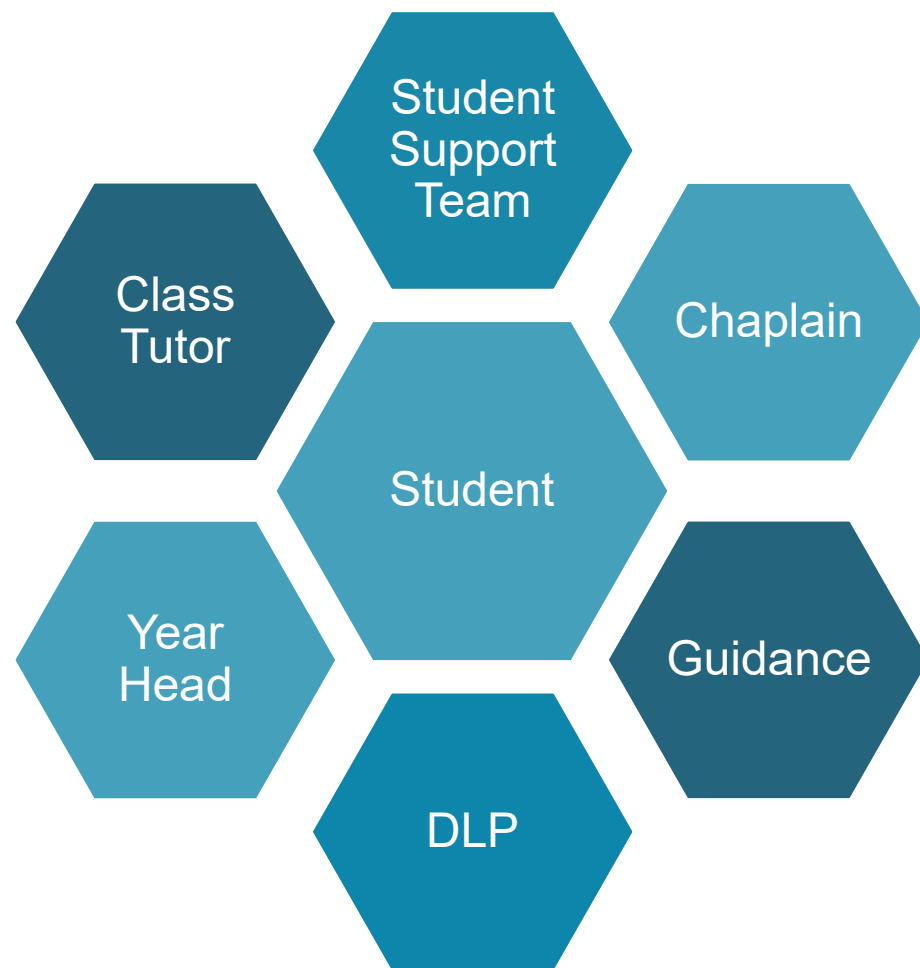
Limits to
Confidentiality

Age of Consent

Role of Designated
Liaison Person
(DLP)



Referral System





Inclusive and Appropriate Language in SPHE

What would be considered inclusive and appropriate language ?

- Assume diversity
- Use gender-neutral language
- Avoid heteronormative language and assumptions
- Use plain English
- Avoid using the word 'normal'
- Use age appropriate and differentiated language





Resources and Supports

Classroom Practice – Myself as an SPHE Teacher

Documents to support your practice

Taking a fresh look at talking about food

Looking at myself and what I bring to the classroom

How can I model positive relationships?

The teacher as facilitator of learning

Dealing with sensitive/challenging conversations

What makes an inclusive SPHE classroom?

What makes a safe SPHE classroom?

Dealing with disclosure about sexual abuse?

Choosing resources – questions to consider

Communicating with parents/carers about SPHE

Working with external facilitators





Dealing with Challenging Situations in the SPHE Class

Case Studies



Diana



Jack



Emma





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Supporting the Professional
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Session 3 – The Learner Experience

Consider SPHE in the context
of inclusive pedagogies and
effective teaching and learning
approaches and resources



Short Course Social, Personal & Health Education (SPHE)

Specification for Junior Cycle

February 2023



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Icebreaker

Riddles

What question can you never answer 'yes' to?

What can't talk but will reply when spoken to?

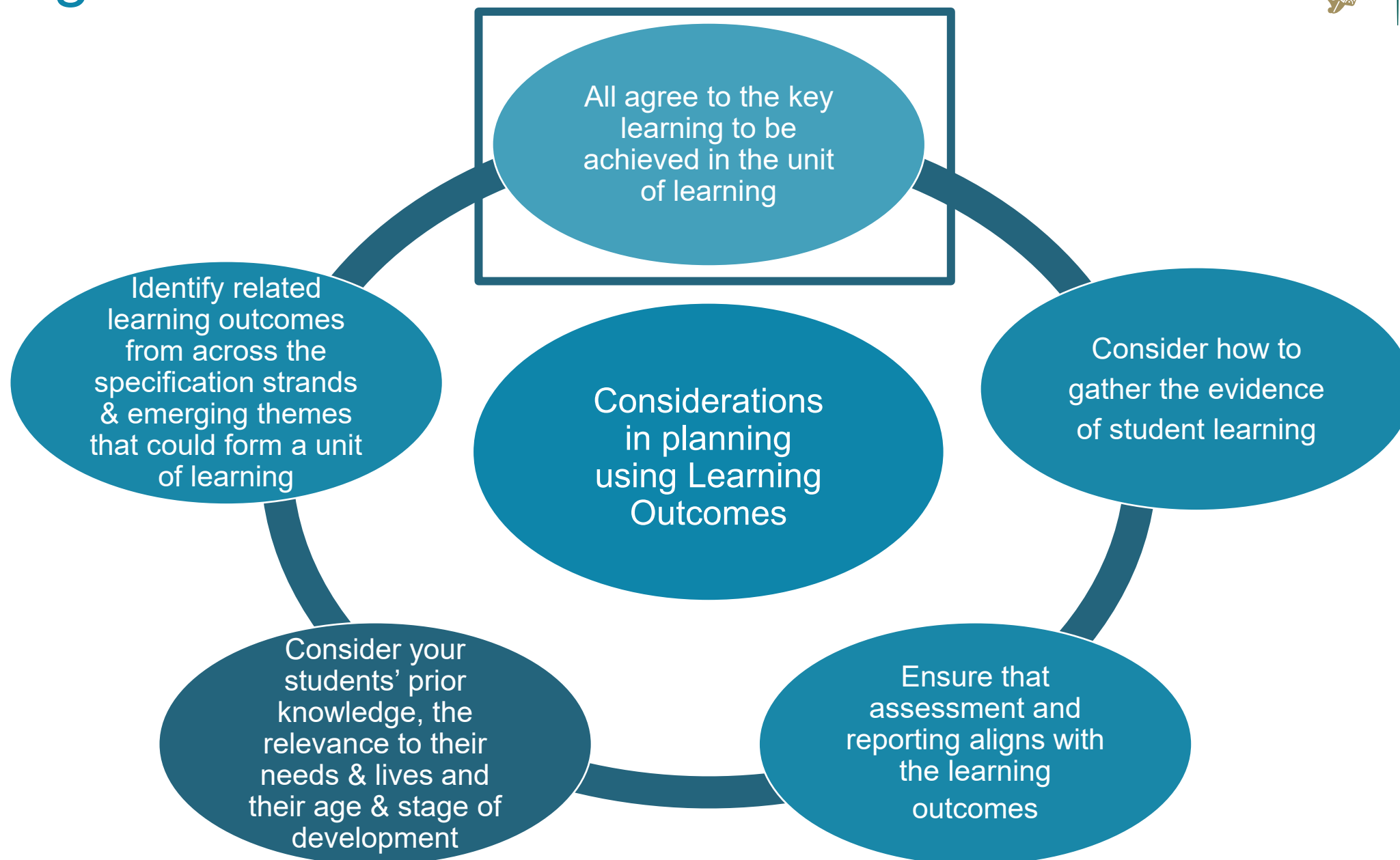
I have lakes with no water, mountains with no stone and cities with no buildings?



Planning Considerations



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SPHE Resources



Resources for
teaching and learning
SPHE/RSE 2023





Resources and Supports

Classroom Practice - SPHE Teaching Approaches

Student Voice in
SPHE



Creative approaches
to assessment in
SPHE



Effective
pedagogical
approaches in SPHE



Student Reflection in
SPHE



The Experiential
Learning Cycle



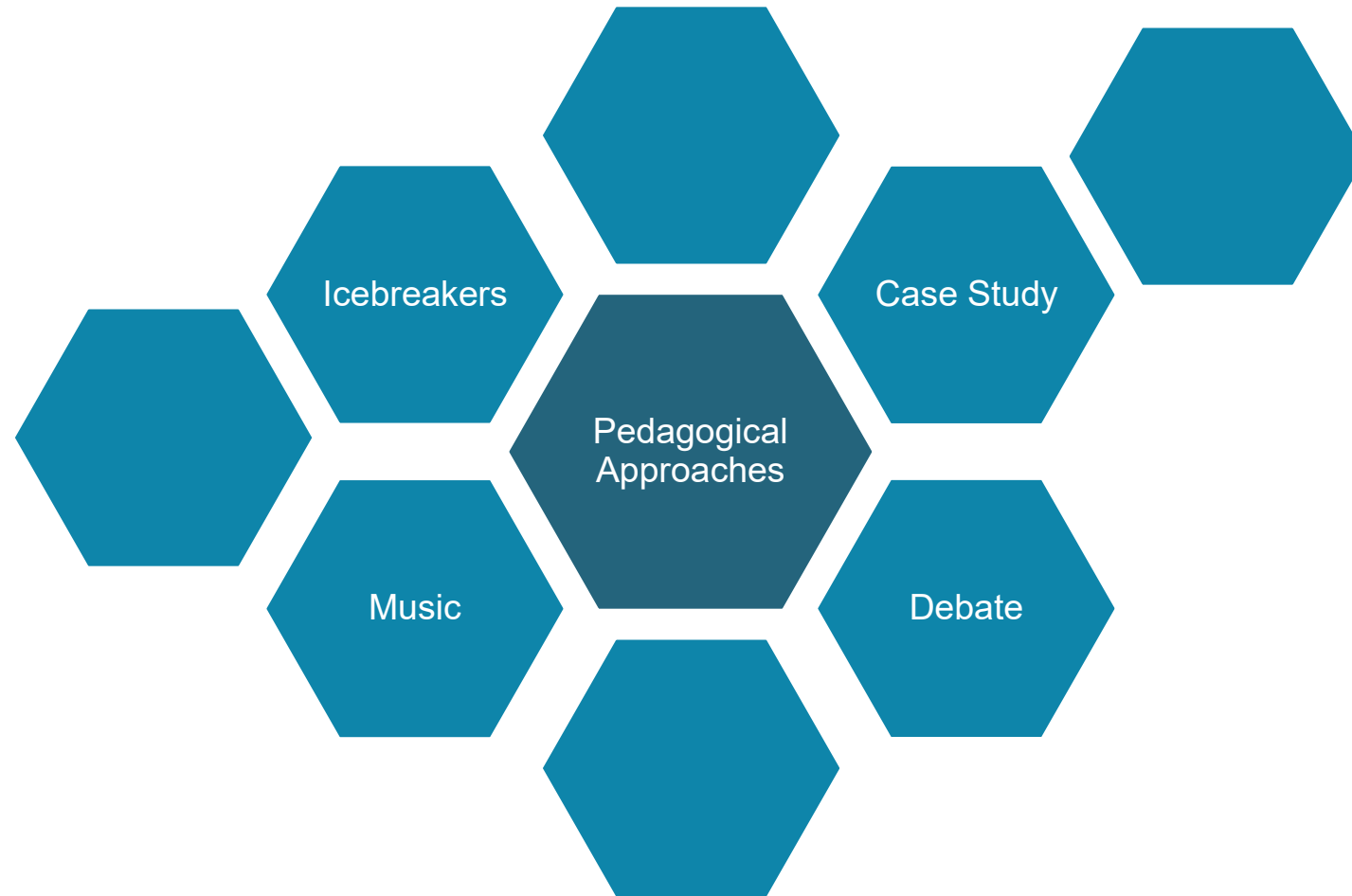
Considerations
when planning for a
diversity of learners
in SPHE



Teaching SPHE/RSE



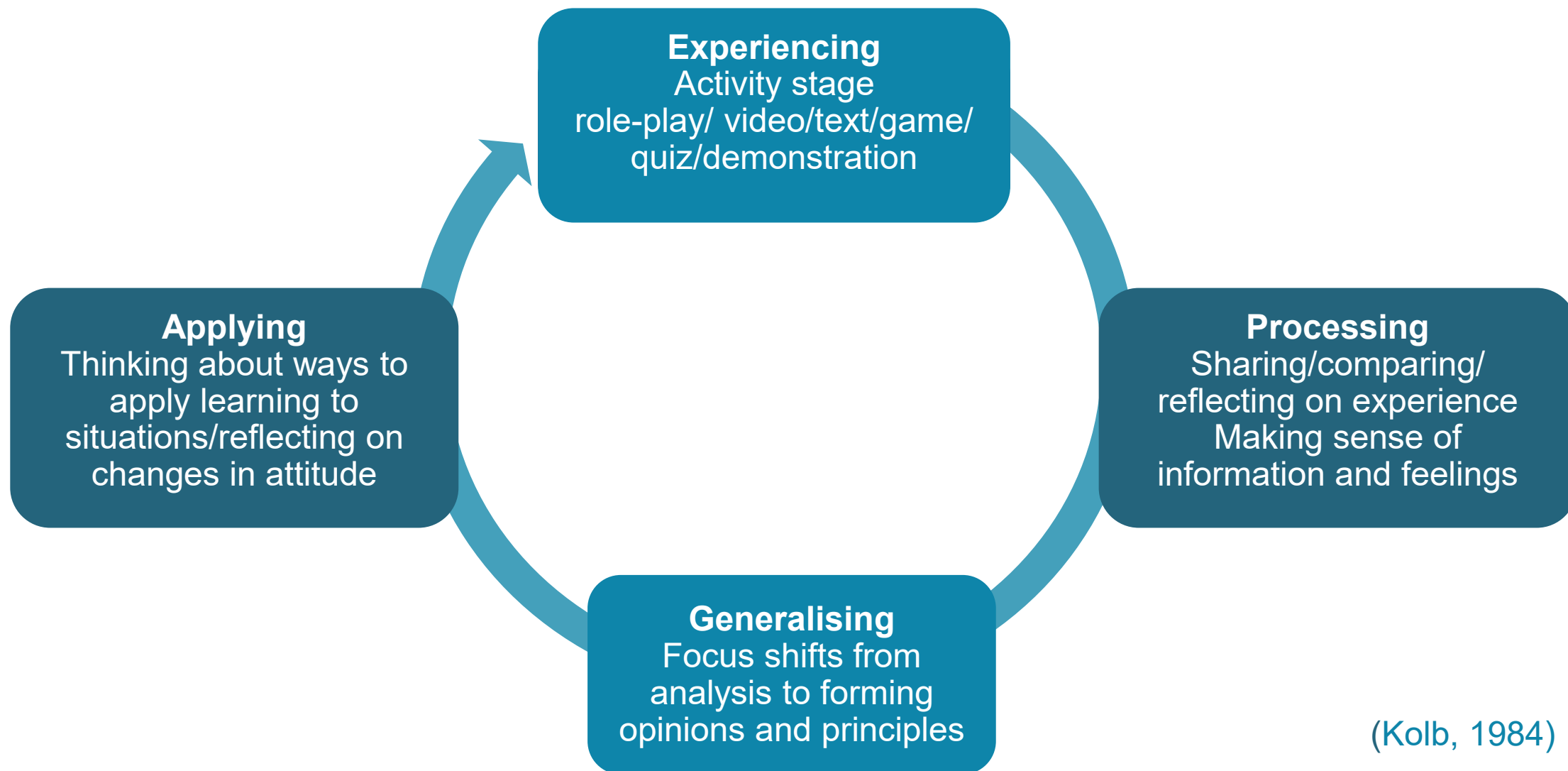
Effective Pedagogical Approaches





Effective Pedagogical Approaches

Experiential Learning Cycle



(Kolb, 1984)



Pedagogical Approach

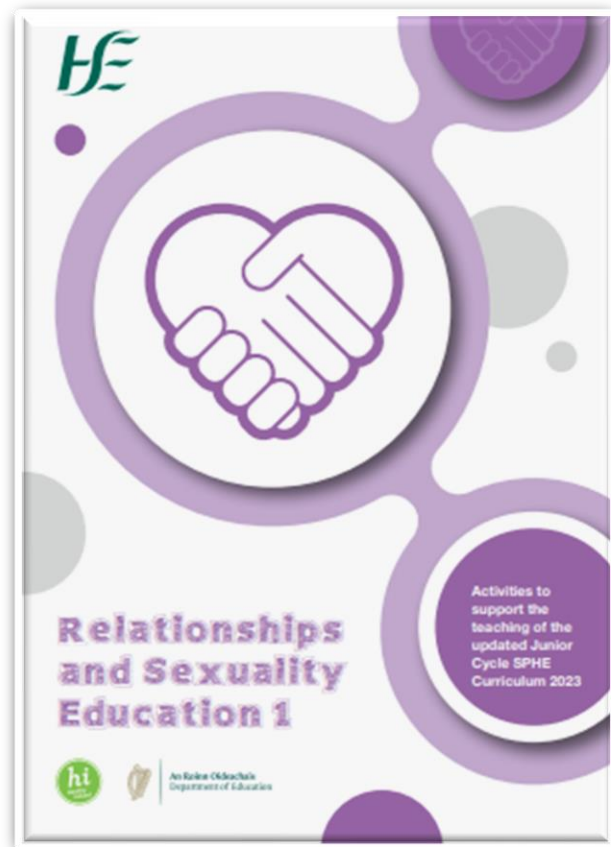
Where Do You Stand?



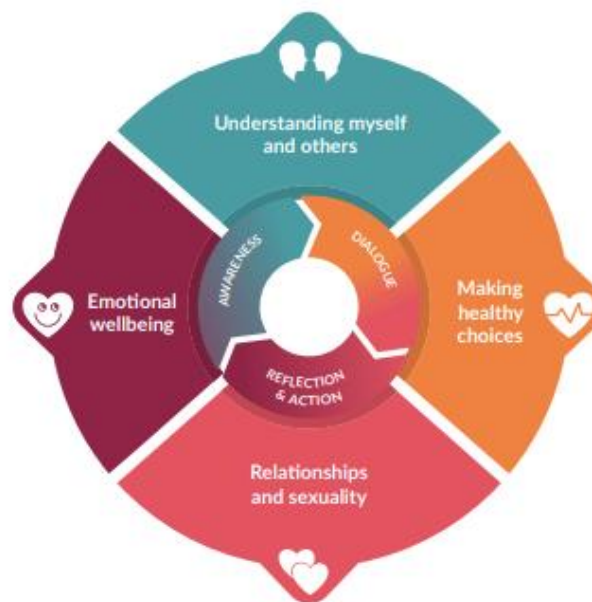


Stimulus Material

Case Study



The friendship of Alex and Sam



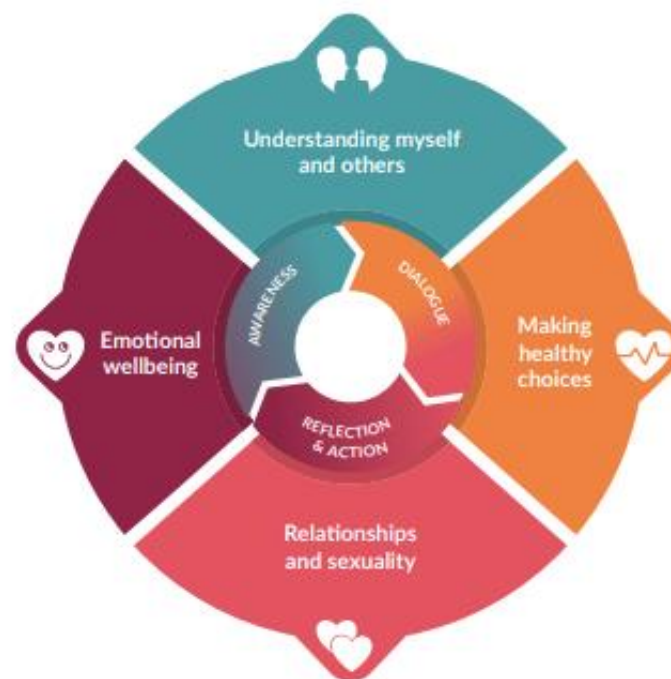
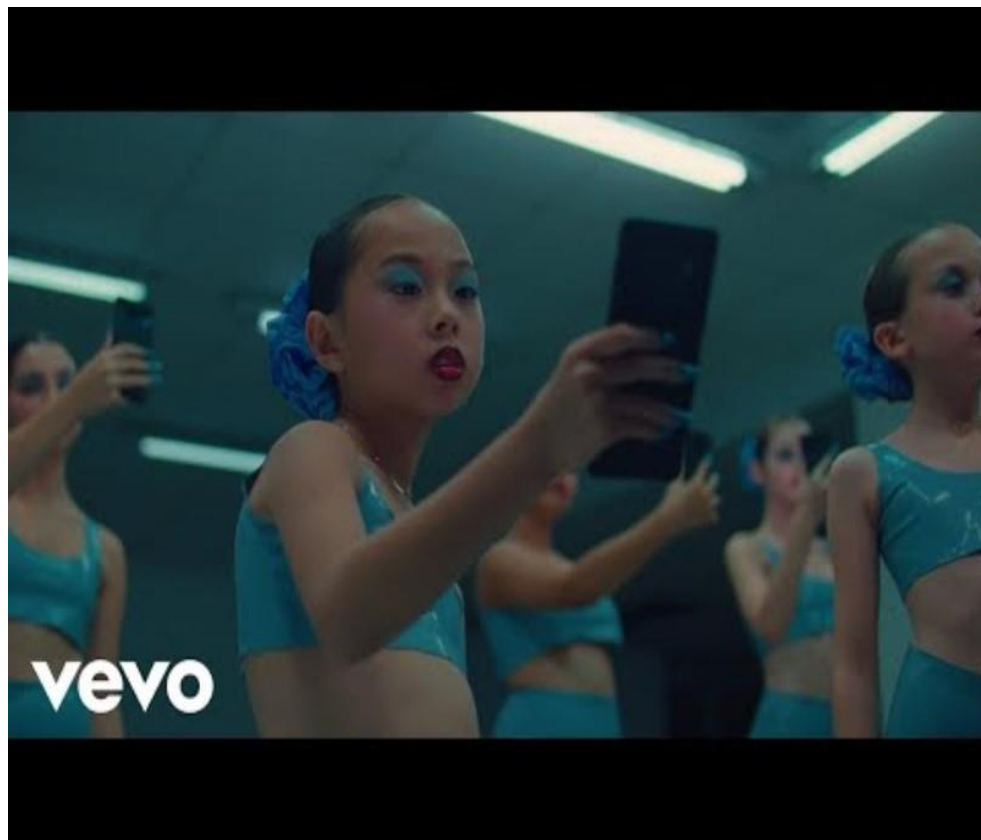
Learning Outcomes





Stimulus Material

Music



Learning Outcomes

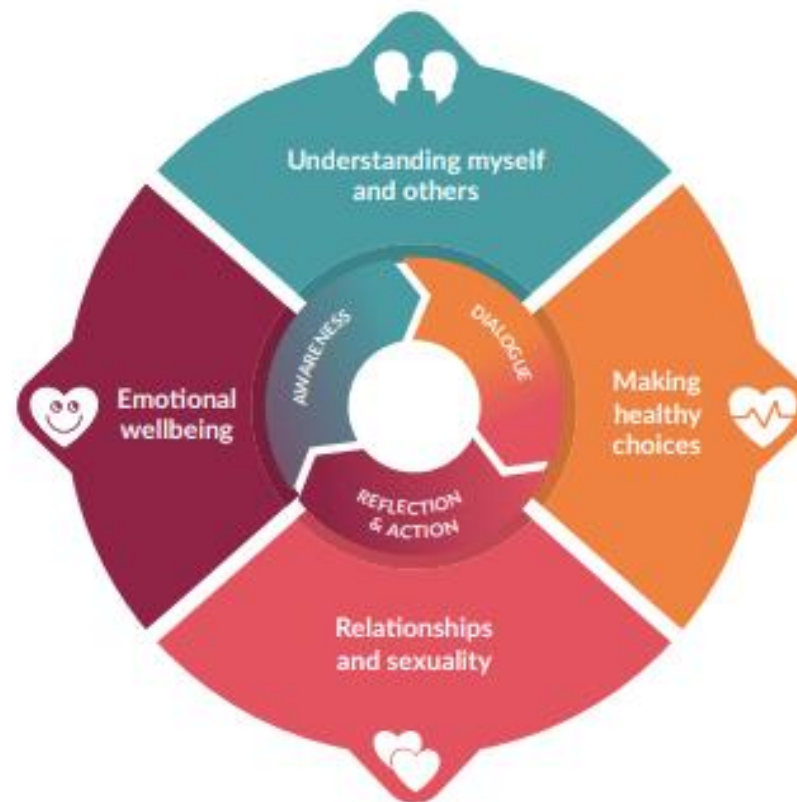




Digital Learning



edpuzzle





Participant Reflection

Individual Reflection 3-2-1



3 new things you learned

2 things that you will implement in your SPHE class

1 thing that you will read up on in more detail



During this day participants have



explored the updated specification, the strands and the learning outcomes



gained a deeper understanding of the role of the SPHE teacher and the creation of a safe, inclusive SPHE classroom



considered SPHE in the context of inclusive pedagogies and effective teaching and learning approaches and resources



Overview

Overview	
Day 1	Day 2
• SPHE Specification	• Reflection
• Role of the Teacher	• Assessment
• Resources	• Collaborative Planning
• Pedagogical Approaches	• Lesson Design



Thank You





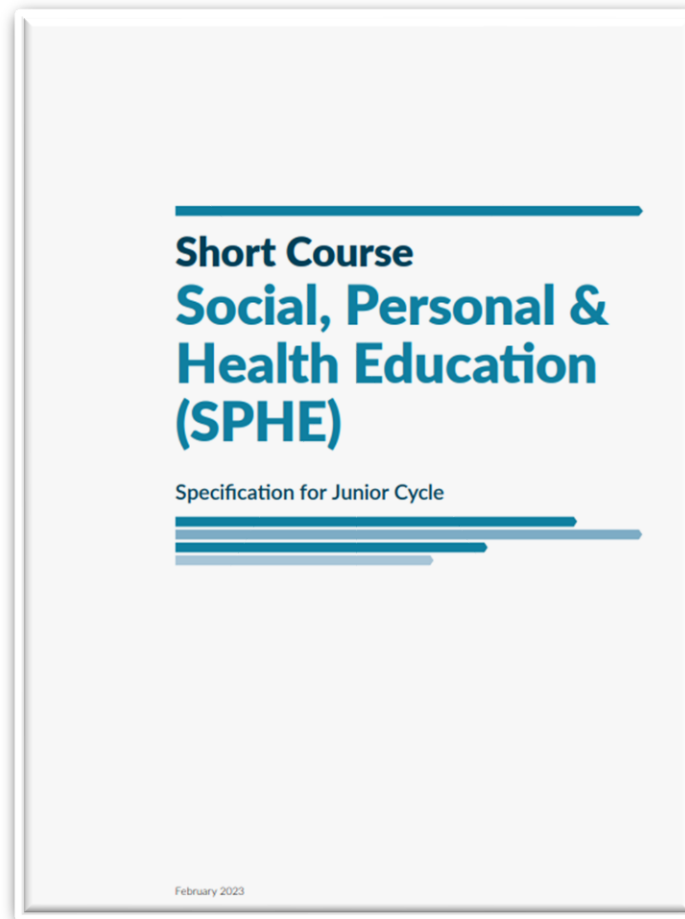
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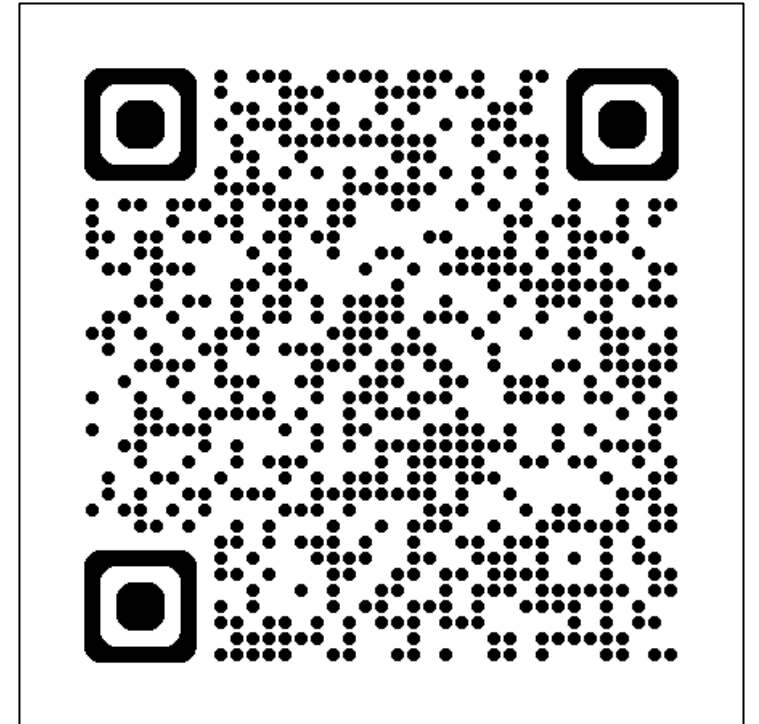
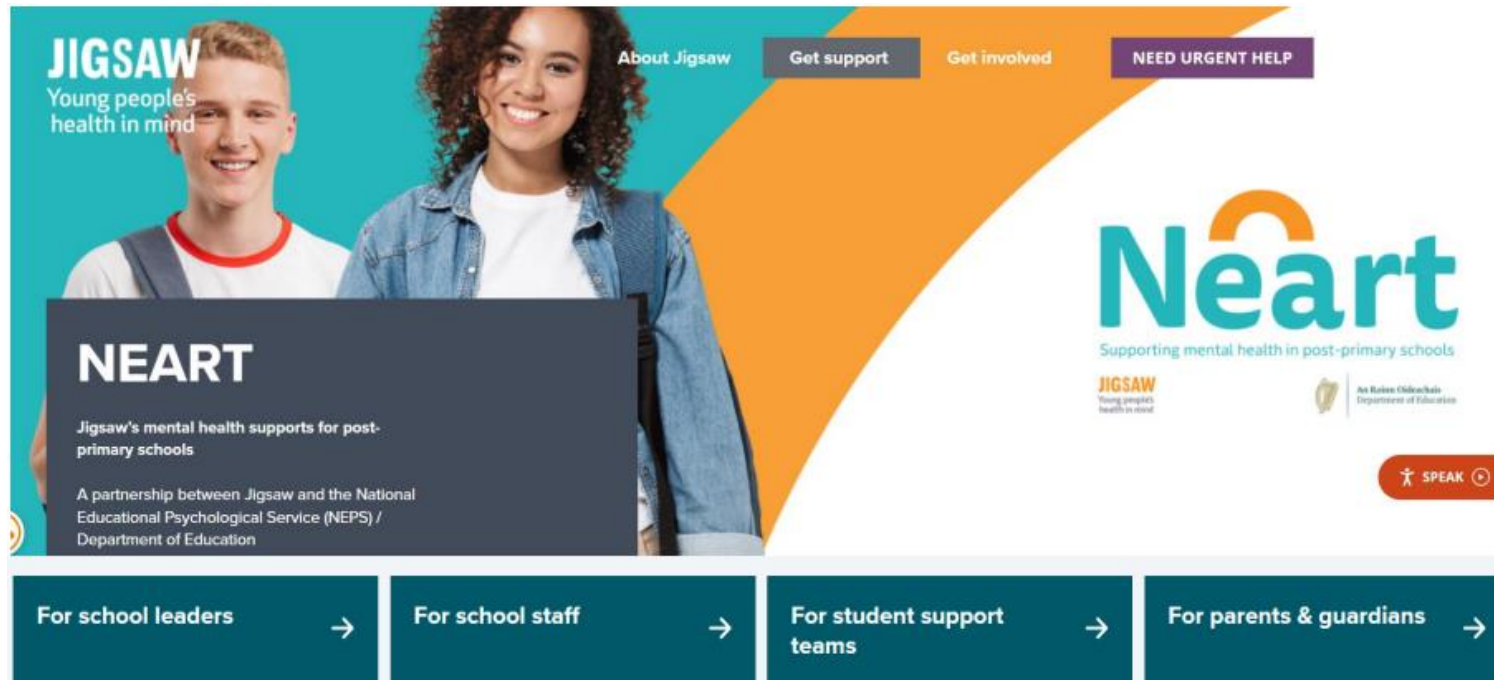
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An Introduction to the Specification for the NCCA Short Course in SPHE (2023)

Facilitator:



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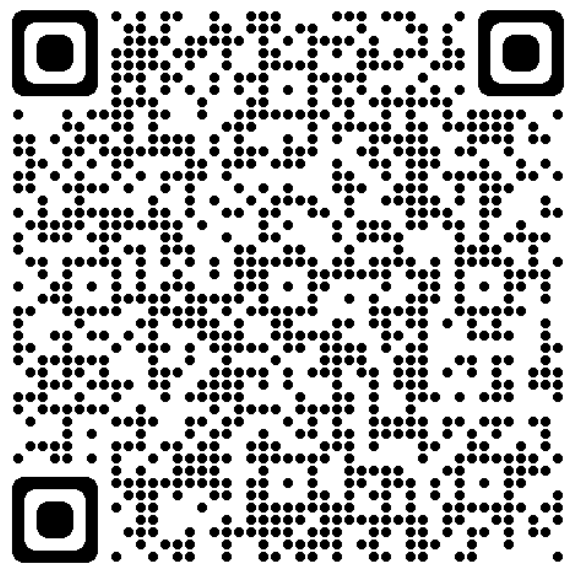


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Further Supports

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Two Day Overview

Overview	
Day 1	Day 2
• SPHE Specification	• Reflection
• Role of the Teacher	• Assessment
• Resources	• Collaborative Planning
• Pedagogical Approaches	• Lesson Design

Overview of Day 2



Oide

Session 4 9:30 – 11:00	Reflection and Assessment in SPHE ● Reflection in the SPHE Classroom ● Ongoing Assessment ● Classroom-Based Assessment
Tea/Coffee Break 11:00 - 11:15	
Session 5 11:15 - 13:00	Teachers' Collective / Collaborative Practice ● Considerations for Planning ● Student Participation ● Long-Term Planning ● Collaborative Planning in Wellbeing
Lunch 1:00 - 2:00	
Session 6 14:00 - 15:30	Teachers' Individual Practice ● Units of Learning ● Designing a Lesson



Key Messages

‘The SPHE course supports a wide variety of approaches to assessment. It is envisaged that most assessment in SPHE will be formative in nature and students will provide evidence of their learning through multiple means of expression, including oral, written, visual, digital and art-based pieces.’

((Short Course Social, Personal and Health Education (SPHE)
Specification for Junior Cycle, 2023, p.18)

‘Teachers view collaboration as a means to improve student learning and also to enhance their own professional learning. They engage in constructive collaborative practice, and in collaborative review of their practice.’

(Looking at Our School, 2022, p.33)

‘Teachers select and use planning, preparation and assessment practices that progress students’ learning.’

(Looking at Our School, 2022, p.30)

By the end of this day participants will have



Oide



applied knowledge of the specification to develop an understanding of assessment, reflecting and reporting in SPHE



examined a practical approach to support the planning and development of a context led SPHE programme



spent time on each of the areas of planning, working collaboratively and individually through a range of pedagogical approaches



Getting to Know You Game

Share...

Red... a favourite food

Orange... a favourite movie or TV show

Green... a favourite song or musician

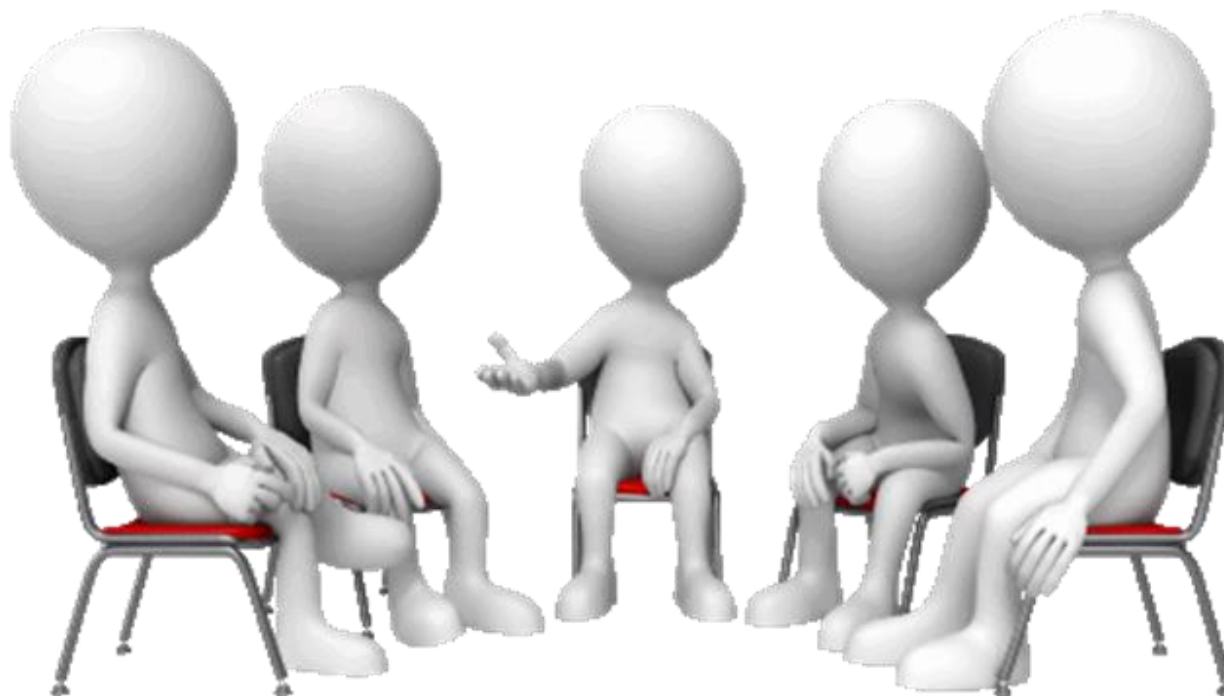
Purple... something you can't live without



Starburst getting to know you game



Reconnecting with Day 1





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Supporting the Professional
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Session 4 – Reflection and Assessment in SPHE

Apply knowledge of the
specification to develop an
understanding of assessment,
reflecting and reporting in SPHE



Short Course Social, Personal & Health Education (SPHE)

Specification for Junior Cycle

February 2023



Resources and Supports

Classroom Practice - SPHE Teaching Approaches

Student Voice in
SPHE



Creative approaches
to assessment in
SPHE



Effective
pedagogical
approaches in SPHE



Student Reflection in
SPHE



The Experiential
Learning Cycle



Considerations
when planning for a
diversity of learners
in SPHE



Teaching SPHE/RSE



Reflection and Action

Cross-Cutting Element



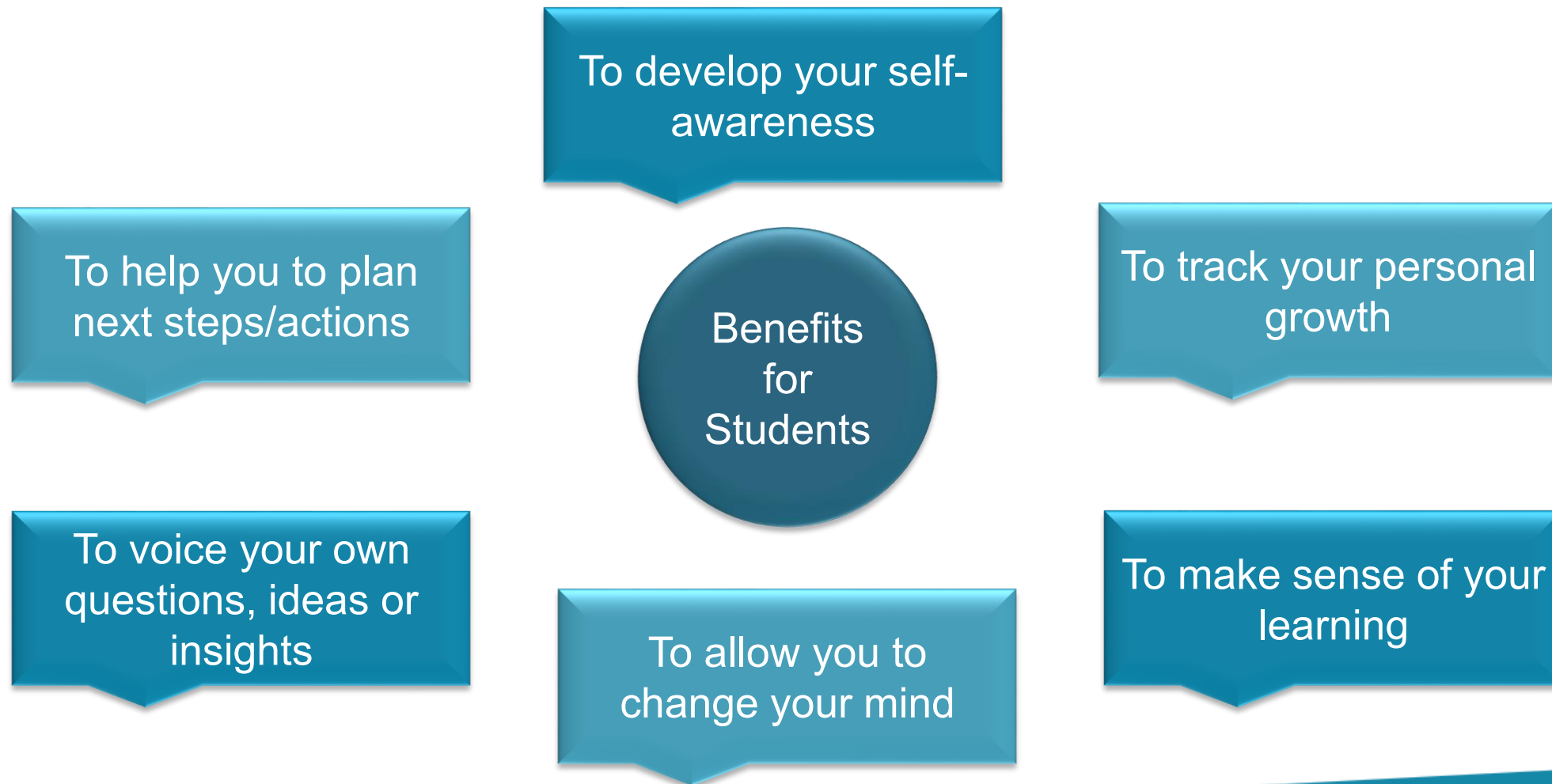
What does student reflection mean?





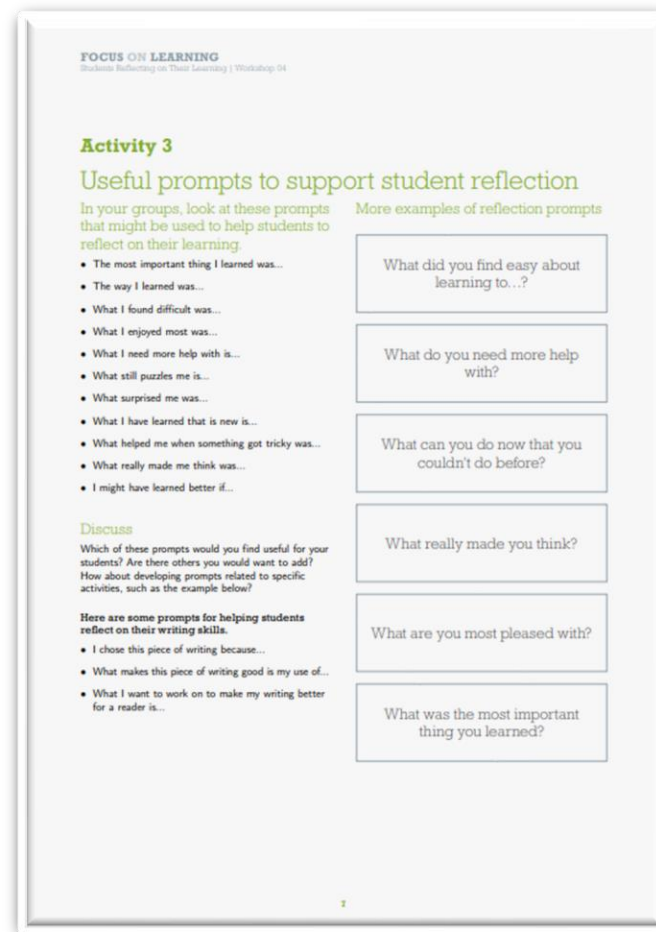
Teaching SPHE

Awareness, Dialogue and Reflection & Action in SPHE





Prompts to Support Student Reflection





Student Reflection

Using Reflective Prompts

What I enjoyed
most today
(or about this
topic)...

What do I like
about learning in
SPHE?
What would I
change?

Do I need to talk
to someone?
Where can I go
for help?

I know I'm
learning in
SPHE
because...

If I knew then
what I know now
what advice would
I give myself?

Something I
want to do
differently
now..

Reflection in Action in the SPHE



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Catherine O'Connor,
Limerick Educate Together Secondary School

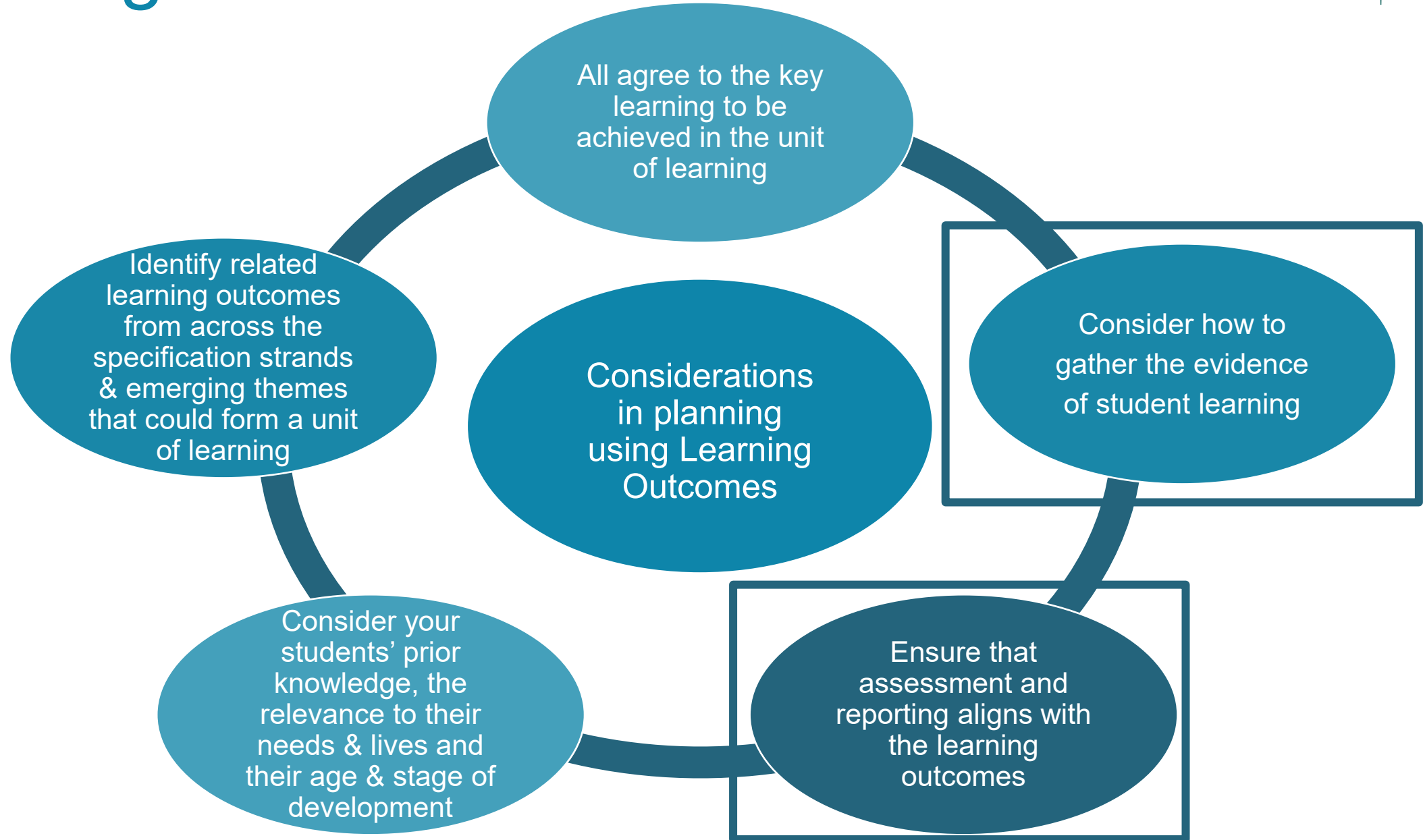
Think, Pair, Share

- How does reflection feature in your SPHE classes?
- Do you ask your students to reflect orally, write their reflections down or do both?
- How does reflection help the students with their learning?
- Do you reflect as a teacher and if so, for what reasons?

Planning Considerations



Oide





Resources and Supports

Classroom Practice - SPHE Teaching Approaches

Student Voice in
SPHE



Creative approaches
to assessment in
SPHE



Effective
pedagogical
approaches in SPHE



Student Reflection in
SPHE



The Experiential
Learning Cycle



Considerations
when planning for a
diversity of learners
in SPHE



Teaching SPHE/RSE



Assessment

Purpose of Assessment in SPHE

Assessment in SPHE is not about setting tasks in order to accumulate a record of marks.

The focus of assessment is on allowing students to demonstrate the **knowledge, skills** and **dispositions** they have gained through their engagement in learning in SPHE.





Formative Assessment



(NCCA, 2015)



Evidence of Learning

Creative Approaches to Assessment in SPHE

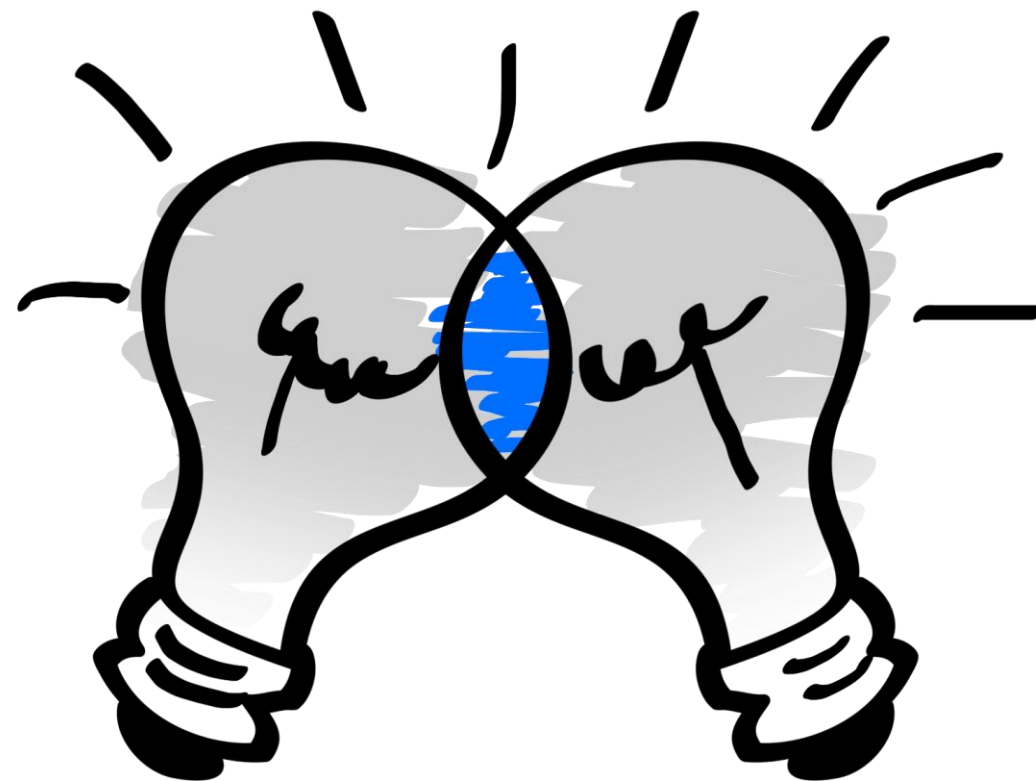




Modes of Assessment

Activity

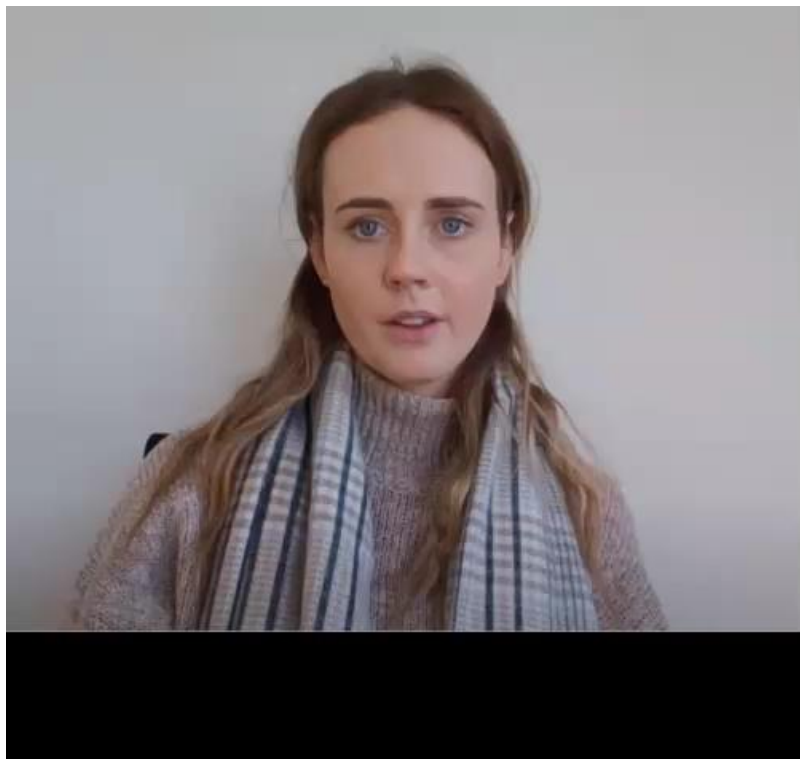
How do you check in on the learning happening in your SPHE classroom?





Assessment

Assessment Practice in the SPHE Classroom



From watching the video do you have any new ideas that you would consider useful to support ongoing assessment in your classroom?

Mary Buggy, Coláiste Mhuire, Johnstown



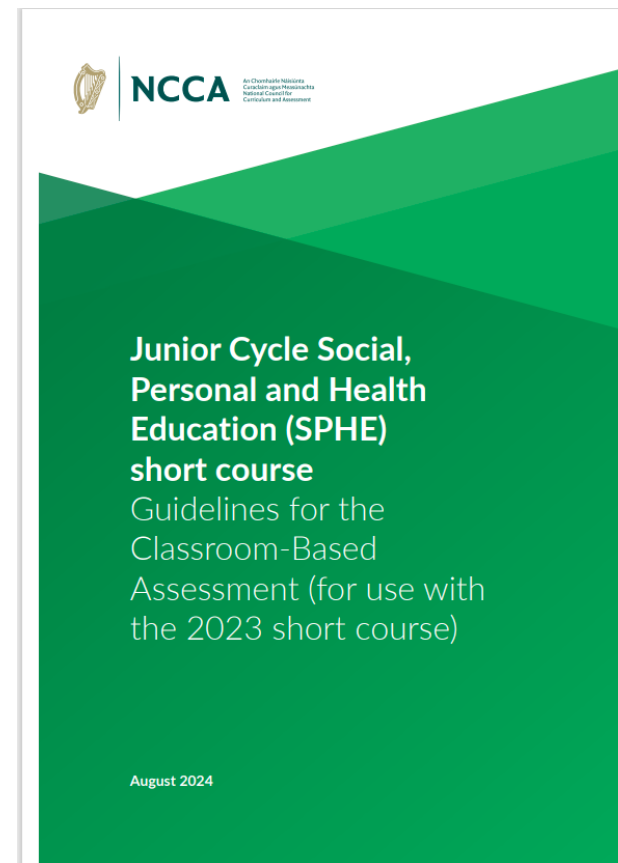
Assessment and Reporting Classroom-Based Assessment

- Completed in 2nd or 3rd year
- Choice-Wide range of formats

Portfolio of my learning and reflection in SPHE

OR

Taking action for SPHE





Classroom-Based Assessment

Considering the diversity of learners and contexts, and to support maximum flexibility and choice, students will engage in one of the following CBAs:

Option 1 - Portfolio of my learning and reflection in SPHE

Title	Format	Student Preparation
Portfolio of my learning and my reflection on learning in SPHE	Individual selection of items of work, such as digital, written texts, posters, audio-visual or multi-modal	Students will choose three pieces of work, completed over time and linked to different strands of learning within the course, and present these accompanied by a reflection on why each piece was chosen and how it marked important learning for the student in SPHE.



Classroom-Based Assessment

Option 2 -Taking Action for SPHE

Title	Format	Student Preparation
Taking action for SPHE	Individual or small group project that can be presented in a wide range of formats	Students will, over a specified time, with support and guidance from the teacher, research, report and reflect on an action they have taken to raise awareness about or promote an aspect of health/wellbeing studied in the SPHE short course.



Classroom-Based Assessment Reporting

Junior Cycle Profile of Achievement (JCPA)



JUNIOR CYCLE PROFILE OF ACHIEVEMENT		JANE DOE 2024	
State Certified Final Examination		Classroom-Based Assessments - Subjects	
Irish L2 (H)	Achieved	Irish L2	Language Portfolio: Not Reported Communication task: Not Reported
English (H)	Achieved	English	Oral Communication: In Line with Expectations The Collection of the Student Texts: Not Reported
Mathematics (H)	Achieved	Mathematics	Mathematical Investigation: Far in Ahead of Expectations Theoretical Investigation: Not Reported
History (C)	Achieved	History	The Past in My Place: In Line with Expectations A Global Perspective: Not Reported
Geography (C)	Achieved	Geography	Geography in the News: In Line with Expectations My Geography: Not Reported
Engineering (C)	Achieved	Engineering	Engineering in action: Not Reported Research and Development: Not Reported
Business Studies (C)	Merit	Business Studies	Business in action: In Line with Expectations Presentation: Not Reported
Science (C)	Merit	Science	Extended Experimental Investigation: In Line with Expectations Science in Society Investigation: Not Reported
Wood Technology (C)	Achieved	Wood Technology	Wood science in our environment: In Line with Expectations Students self-analysis and evaluation: Not Reported
Religious Education (C)	Achieved	Religious Education	A Person of Commitment: In Line with Expectations The human search for meaning: Not Reported
Other Areas of Learning		Classroom-Based Assessments - Short Courses	
		Wellbeing	
		Physical Education	
		SPHE (Social, Personal, Health Education)	
		CPE (Ethics, Social, Political Education)	
Other Areas of Wellbeing			
Principal Mr. John Smith		Year Head Taraing	Roll Number: 100000 My School Carnegie Road, Ballymahon New Road, Rathfriland, Co. Westmeath N27 T823
This JCPA recognises and records achievements in Junior Cycle.			



Oide



Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers



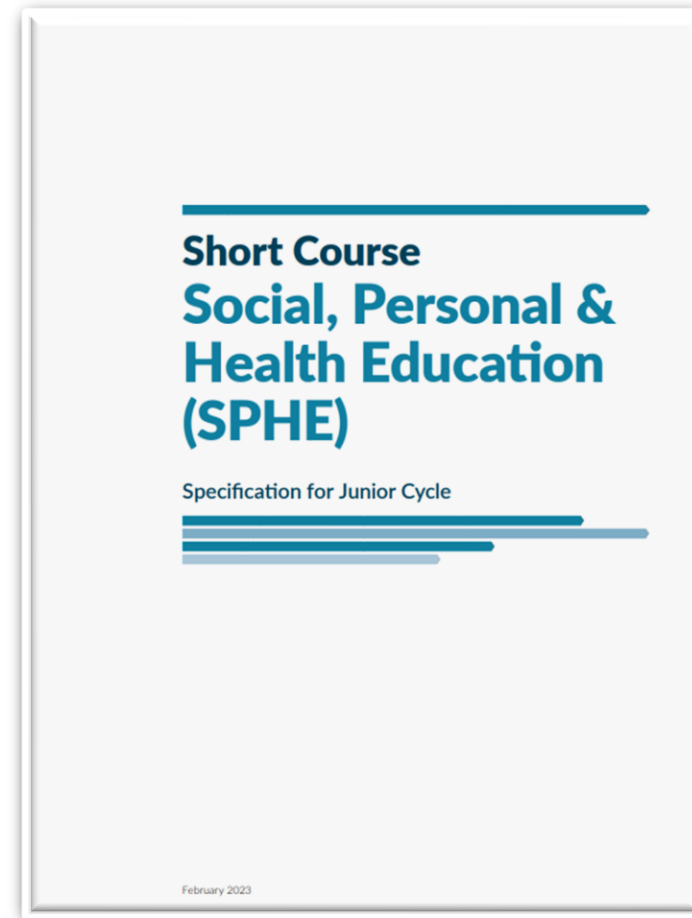
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Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Session 5 – Teacher's Collective /Collaborative Practice

Examine a practical approach to support
the planning and development of a
context led SPHE programme





Why Planning is Important in SPHE?



Generates a clear roadmap for planning SPHE across all 3 junior cycle years

Ensures a spiral, developmental approach is taken

Ensures planning is responsive to students emerging needs

Maintains a high standard of teaching, learning and assessment and ensures no omissions

Planning Across the Three Years of Junior Cycle



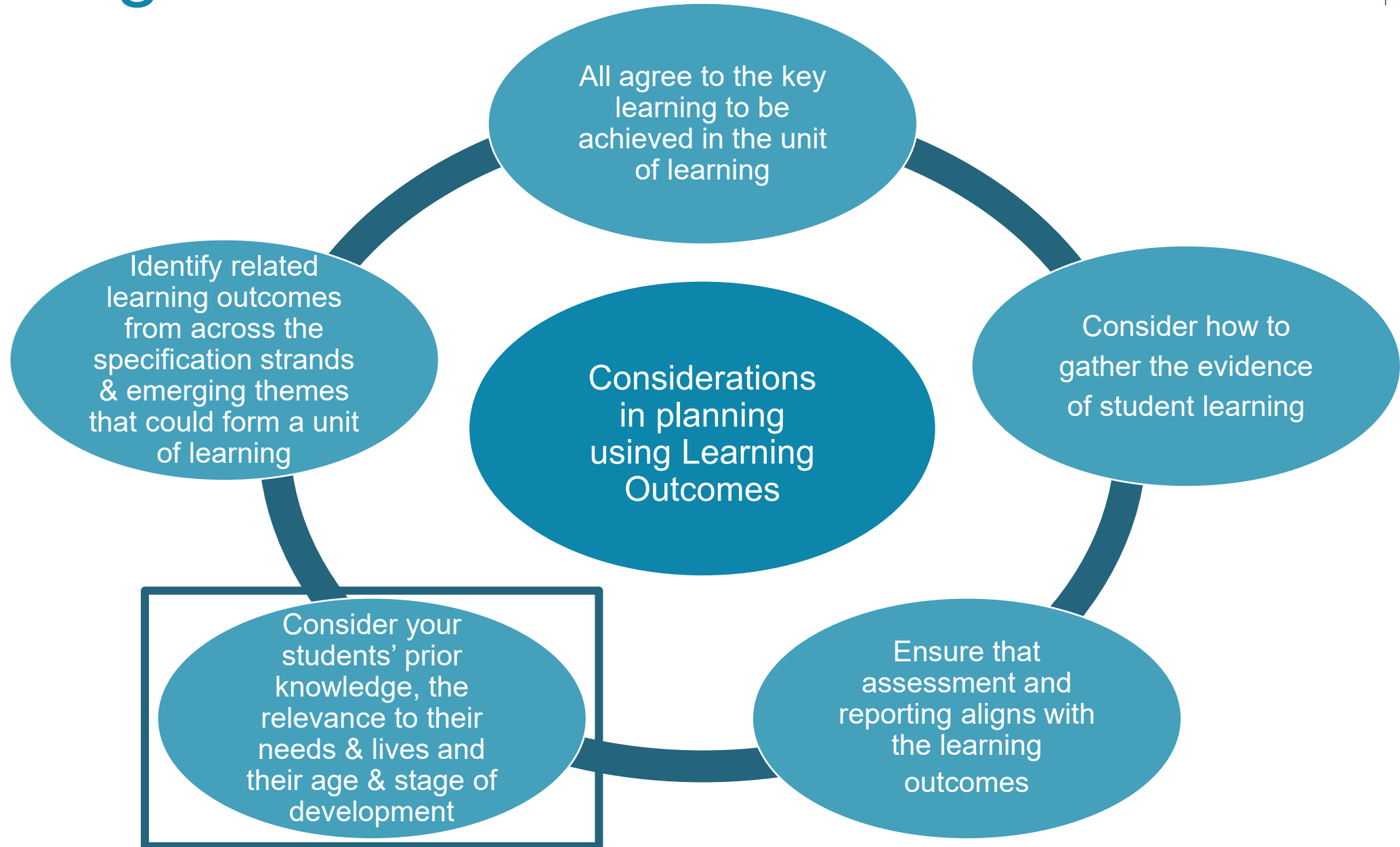
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Planning Considerations



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Student Participation

Student Voice in the SPHE Classroom

While listening to the video please consider:

How creating opportunities to enhance student participation, has enriched the teacher's classroom experience.

Briefly describe how?

After listening to this video please consider:

What does student voice mean in your school context, having heard from another SPHE teacher?

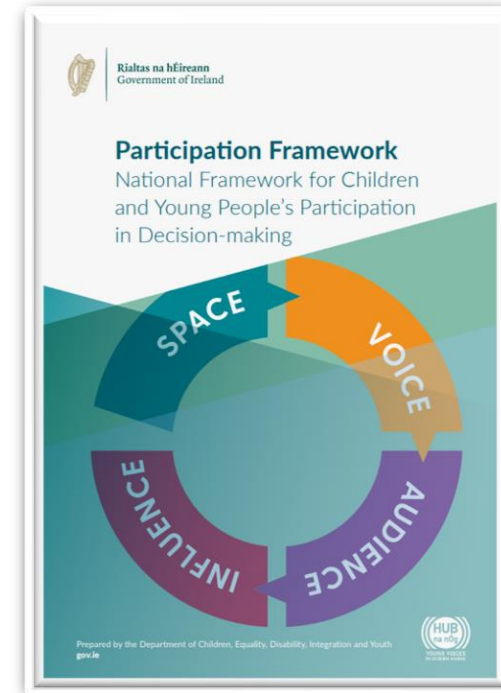


Emma Manning, Coláiste Mhuire, Johnstown



Integrating Student Participation

Introducing the Lundy Model

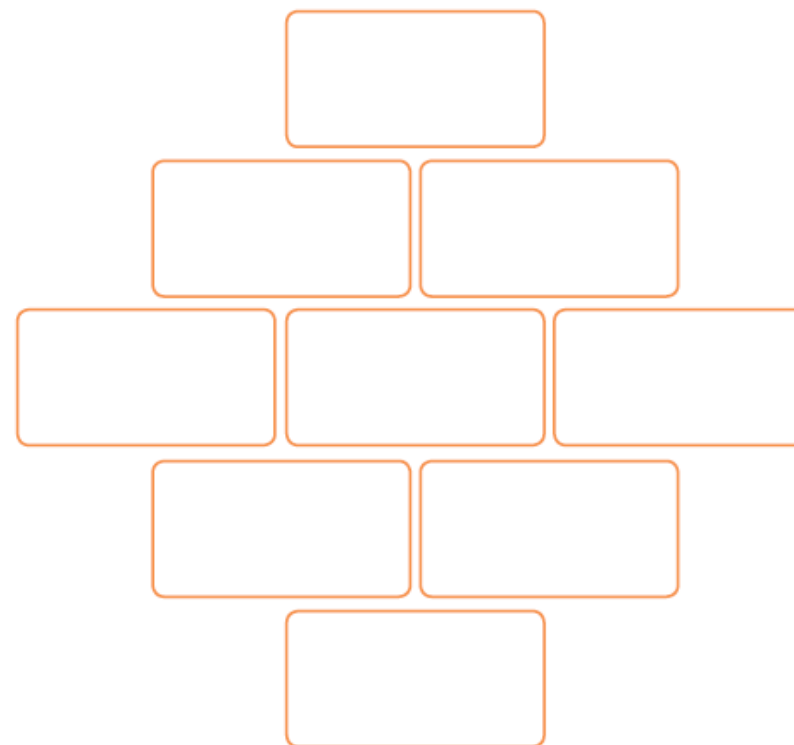


Article 12 United Nations Convention on the Rights of the Child

"Young people have a right to have their voices heard and for adults to listen and take them seriously."



How Can We Encourage Student Participation?





Case Study School





Mapping the Learning



Mapping the Learning

 Oide

Year:

Date Reviewed:

Date of next Review:

<u>First Year</u> Learning Outcomes Assessment	<u>Summer - Midterm 1</u>	<u>Midterm 1 - Christmas</u>	<u>Christmas - Midterm 2</u>	<u>Midterm 2 - Easter</u>	<u>Easter - Summer</u>	<u>Reflection</u>
<u>Second Year</u> Learning Outcomes Assessment	<u>Learning Outcomes</u>	<u>Midterm 1 - Christmas</u>	<u>Christmas - Midterm 2</u>	<u>Midterm 2 - Easter</u>	<u>Easter - Summer</u>	<u>Reflection</u>
<u>Third Year</u> Learning Outcomes Assessment	<u>Summer - Midterm 1</u>	<u>Midterm 1 - Christmas</u>	<u>Christmas - Midterm 2</u>	<u>Midterm 2 - Easter</u>	<u>Easter - Summer</u>	<u>Reflection</u>



Collaborative Planning

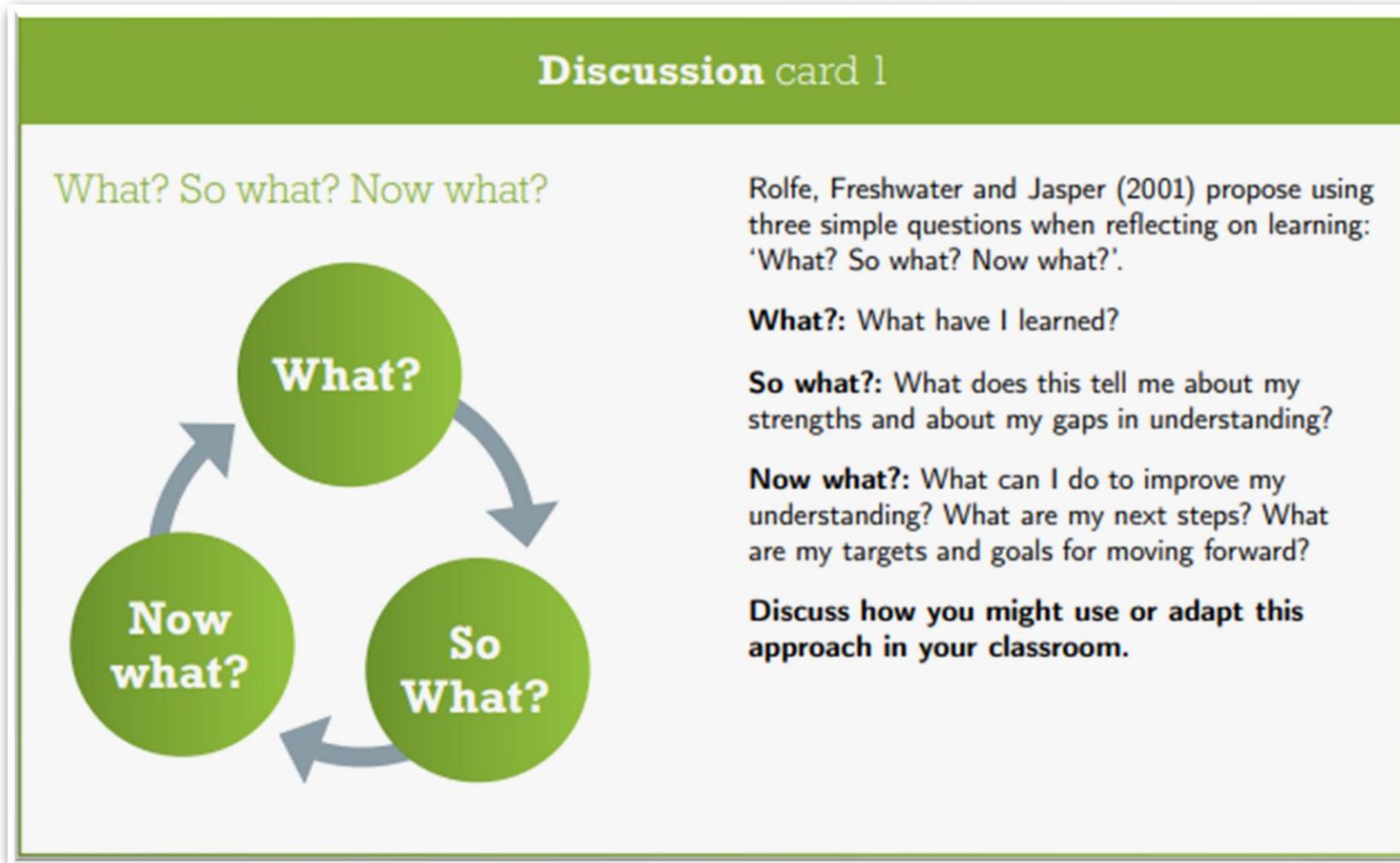
YEAR 1	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	REVIEW/ FEEDBACK
CSPE	Unit Title Learning Outcomes				
PE	Unit Title Learning Outcomes				
SPHE	Unit Title Learning Outcomes				
Other	Unit Title Learning Outcomes				
Potential Collaborative Themes					
Collaborative Wellbeing-related Events					
Potential links with other subjects					

Participant Reflection



Oide

The Rolfe, Freshwater and Jasper (2001) Approach







Oide

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Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Session 6 – Teacher's Individual Practice

Spend time on each of the areas of
planning, working collaboratively and
individually through a range of
pedagogical approaches



Short Course Social, Personal & Health Education (SPHE)

Specification for Junior Cycle

February 2023



Planning a Unit of Learning

Unit of Learning Planning Aid  **Oide**

<u>Learning Outcomes</u>		<u>Learning Experiences</u>
<u>Key Learning</u>	<u>Formative Assessment</u>	
		<u>Resources</u>
		<u>Reflection</u>

Planning for your School Context



Oide



Is there learning that needs to be prioritised for the group? Why?



Does this learning foster a range of skills in all students?



Has this group already engaged with this topic at another point? If so, what am I doing that will build on that prior knowledge.

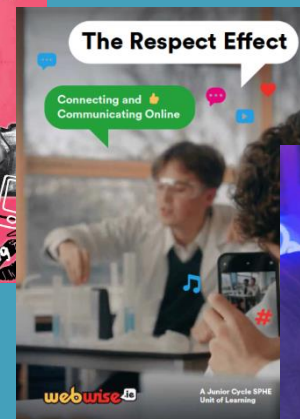
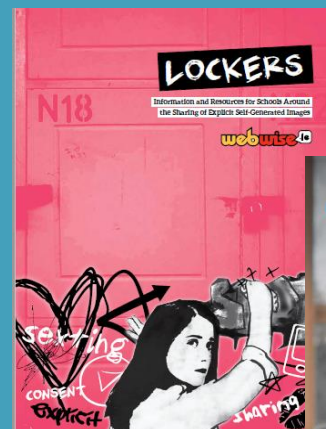


Resources and Supports

Resources for Teaching and Learning in SPHE



Resources for
teaching and learning
SPHE/RSE 2023



webwise.ie



Unit of Learning Activity

Unit of Learning Planning Aid  **Oide**

<u>Learning Outcomes</u>		<u>Learning Experiences</u>
<u>Key Learning</u>	<u>Formative Assessment</u>	
		<u>Resources</u>
		<u>Reflection</u>

Create a unit of learning using the headings on the template document

Think about the...

- themes/topics you identified
- pedagogical approaches you experienced
- modes of assessment
- resources you identified



Lesson Design

Activity:

Lessons that form part of a Unit of Learning

Explore and design a lesson for a 1st /2nd year group.

- Discuss and document what stimulus materials and/or pedagogical approaches you might use.
- What ongoing assessment approaches could you use to check for understanding?
- How will you prompt student reflection within this lesson?





Participant Reflection

Using Reflective Prompts

What I enjoyed
most today
(or about this
topic)...

What do I like
about learning in
SPHE?
What would I
change?

Do I need to talk
to someone?
Where can I go
for help?

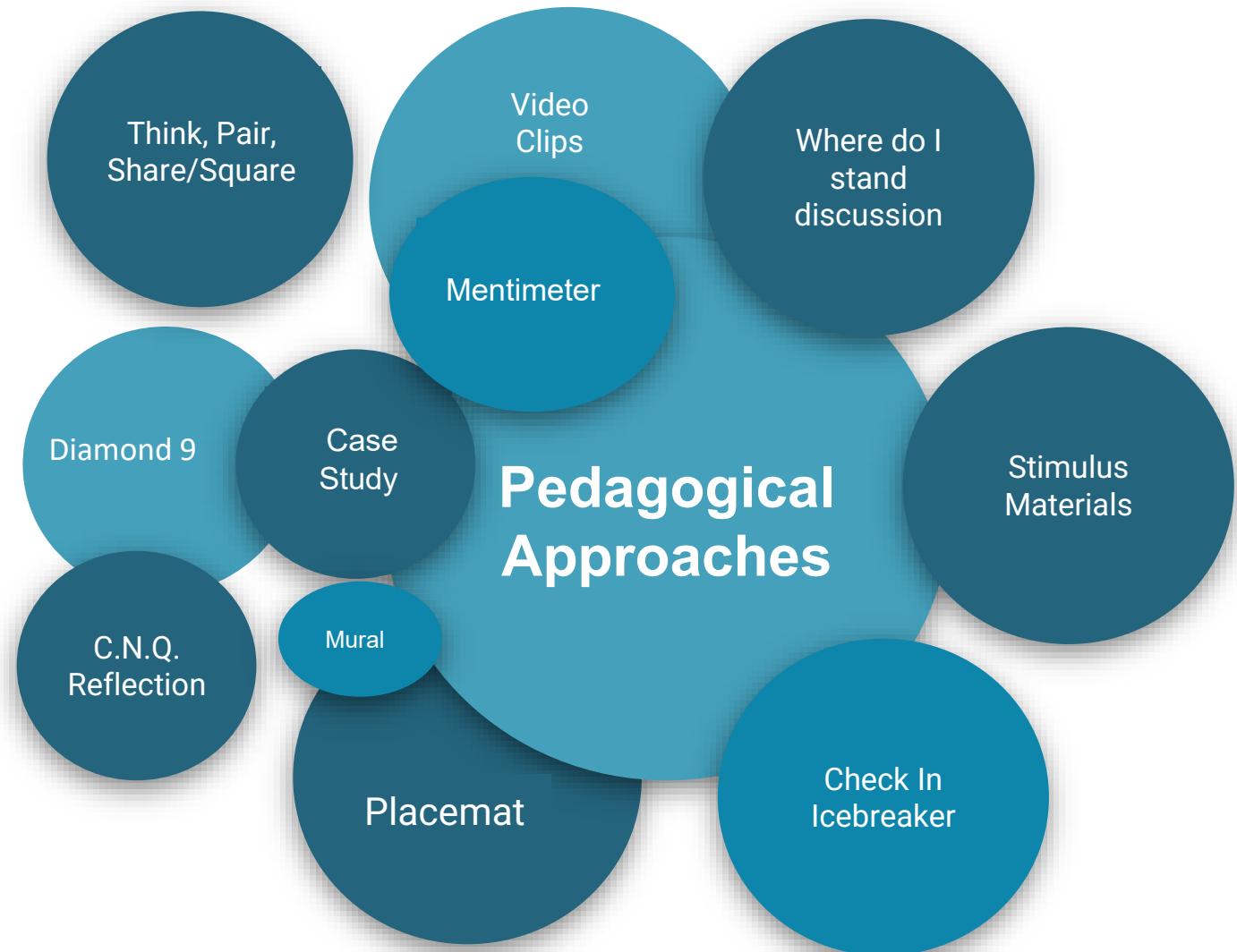
I know I'm
learning in
SPHE
because...

If I knew then
what I know now
what advice would
I give myself?

Something I
want to do
differently
now..



Pedagogical Approaches



Next Steps



Oide





Questions





During this day participants have



applied knowledge of the specification to develop an understanding of assessment, reflecting and reporting in SPHE



examined a practical approach to support the planning and development of a context led SPHE programme



spent time on each of the areas of planning, working collaboratively and individually through a range of pedagogical approaches



Thank You

