



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Religious Education

Professional Learning Booklet

2024-2025



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Glossary of terms

Classroom-Based Assessments (CBA)

Classroom-Based Assessments are best described as the occasions when the teacher assesses the students using the specific tasks set out in the subject specification. The tasks are clearly described, as are the criteria for assessment to support teacher judgement. The criteria are found in the features of quality linked to each Classroom-Based Assessment. Although the assessment is similar to the formative assessment that occurs every day in class, in the case of the Classroom-Based Assessment the teacher's judgement is recorded for Subject Learning and Assessment Review and is used in the school's reporting to parents and students.

Features of Quality

The features of quality support student and teacher judgement of the Classroom-Based Assessments and are the criteria that will be used by teachers to assess the student work.

Formative Assessment

The Junior Cycle will be underpinned by the further integration of formative assessment as a normal part of teaching and learning in classrooms. Formative assessment involves teachers and students reflecting on how learning is progressing and deciding next steps to ensure meaningful outcomes. A vital part of formative assessment is the feedback that teachers provide to their students. Through a range of assessment activities, the teacher helps the student to identify what has been achieved and where there is room for further learning and development. To facilitate the type of learning envisaged above, the role of the teacher and the dynamics of the teacher-student relationship will evolve. Teachers will place a greater emphasis on integrating assessment into their teaching, so they can better monitor students' progress in learning and identify how they can support students to reflect on and critically analyse their own learning.

Junior Cycle Profile of Achievement

The JCPA will reward achievement across all areas of learning as applicable: Subjects, Short Courses, Wellbeing, Priority Learning Units, other areas of learning. The JCPA will draw upon and report on achievement across all elements of assessment including ongoing, formative assessment; Classroom-Based Assessments; and SEC grades which include results from the state-certified written and practical examinations. The JCPA will have a nationally determined format.

It will be compiled by the school and received by students in the autumn following third year, when all assessment results from the SEC and the school are available and confirmed.

Learning Intention:

A learning intention for a lesson or a series of lessons is a statement, created by the teacher, which describes clearly what the teacher wants the students to know, understand and be able to do as a result of the learning and teaching activities.

Learning Outcome:

Learning outcomes are statements in the curriculum specifications to describe the knowledge, understanding, skills and values students should be able to demonstrate after a period of learning.

Subject Learning and Assessment Review (SLAR)

In Subject Learning and Assessment Review meetings, teachers will share and discuss samples of their assessments of student work and build a common understanding about the quality of student learning. Each Subject Learning and Assessment Review meeting will be subject-specific and will focus on the Classroom-Based Assessments undertaken by the particular year group.

Success Criteria

Success criteria are linked to learning intentions. They are developed by the teacher and/or the student and describe what success looks like. They help the teacher and student to make judgements about the quality of student learning.

Summative Assessment

Assessment is summative when it is used to evaluate student learning at the end of the instructional process or a period of learning. The purpose is to summarise the students' achievements and to determine whether and to what degree the students have demonstrated understanding of that learning by comparing it against agreed success criteria or features of quality.

Unit of Learning

A unit of learning links learning outcomes which clearly set out what the students should know, understand, and be able to do as a result of the learning and teaching activities within that unit.




Student Voice on Issues of Concern

What issues of concern do you have about the world today?

Key Learning Activity

- **Join** your assigned group
- **Consider** the possible key learning (KUSAVs) students may develop when engaging with **2-3** learning outcomes included in the unit of learning, 'Narrative, Ritual and Prayer', using the template provided.
- **Time:** 10 minutes

Learning Outcome	Key Learning
<p>3.1 examine different sources of values and ways in which the values of a person relate to their everyday choices, their relationships, and their responsibilities to others</p>	<p>Students will ...</p> 
<p>1.6 examine and appreciate how people give expression to religious belief in religious rituals, in formal places of worship and other sacred spaces</p>	
<p>1.7 discuss the significance of non-religious rituals/celebrations for people's lives</p>	
<p>1.8 describe the role of prayer in the lives of people of faith</p>	
<p>2.4 research and present the understanding of the Divine found in two major world religions drawing upon their origins in sacred texts and/or other sources of authority</p>	
<p>1.12 synthesise and consider the insights gained about how people express and live out their beliefs, religious or otherwise</p>	

StoryMaps



StoryMaps can be accessed by clicking on the following [StoryMaps link](#) or scanning the QR code:



Check-in on Practice

**What is working well in your
use of learning intentions
and success criteria?**

**Is there anything you would like to
develop in relation to your use of
learning intentions and success**

Planning a Learning Experience Activity

- **Join** your assigned group
- **Plan** a learning experience where students are motivated and active learners engaging with the key learning from the UoL 'Narrative, Ritual and Prayer'* that you identified earlier
- **Time:** 20 minutes

Year or class group

Identify the prior learning needed before this learning experience

Learning Intentions
A learning intention for a lesson or series of lessons is a statement, created by the teacher, that describes clearly what the teacher wants the students to know, understand, and be able to do following learning and teaching activities.

Success Criteria
Aligns with the learning intentions and are developed by the teacher or co-created with the students. It describes what success looks like.

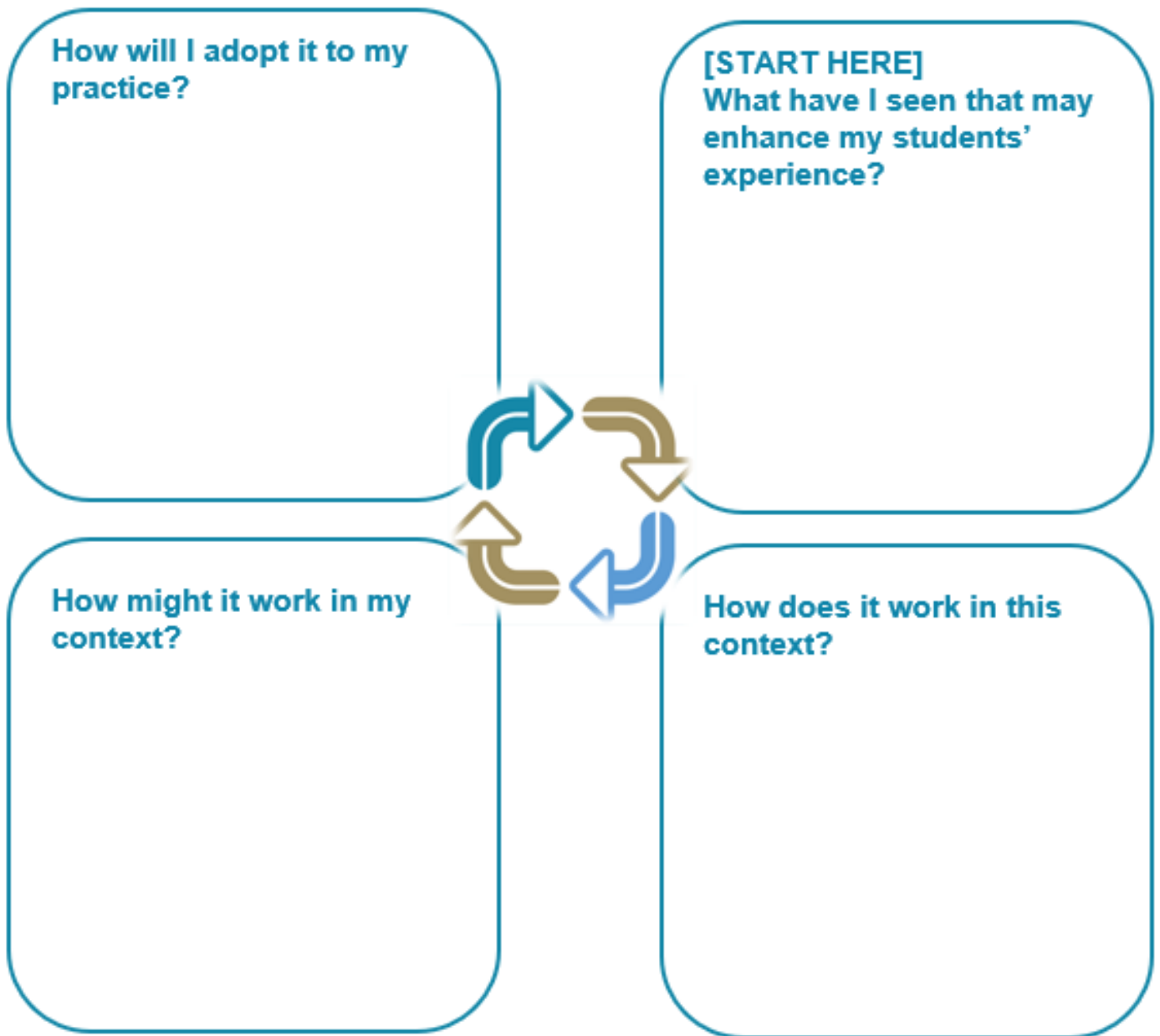
Describe how the learning could be brought to life using the StoryMaps resource.
How might the StoryMaps resource be used to support the learning?

How might this learning be assessed?
Develop ideas on how the learning can be assessed.
Ensure the assessment aligns with the chosen Learning Outcomes and their associated Action Verbs.

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*See Appendix 2: Unit of Learning on Narrative, Ritual and Prayer

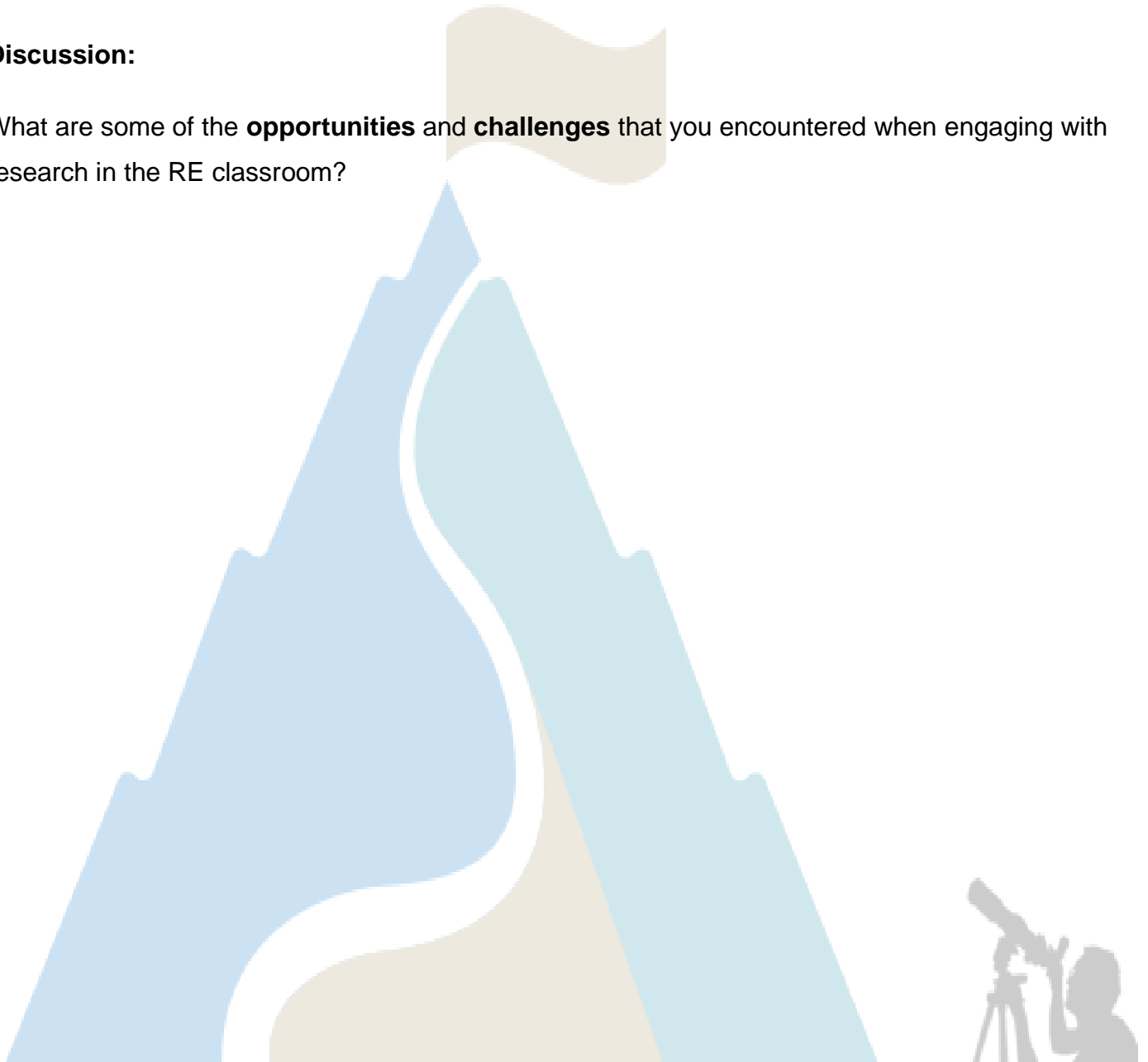
Reflection on Session 1



Opportunities and Challenges Associated with Research in the RE Classroom

Discussion:

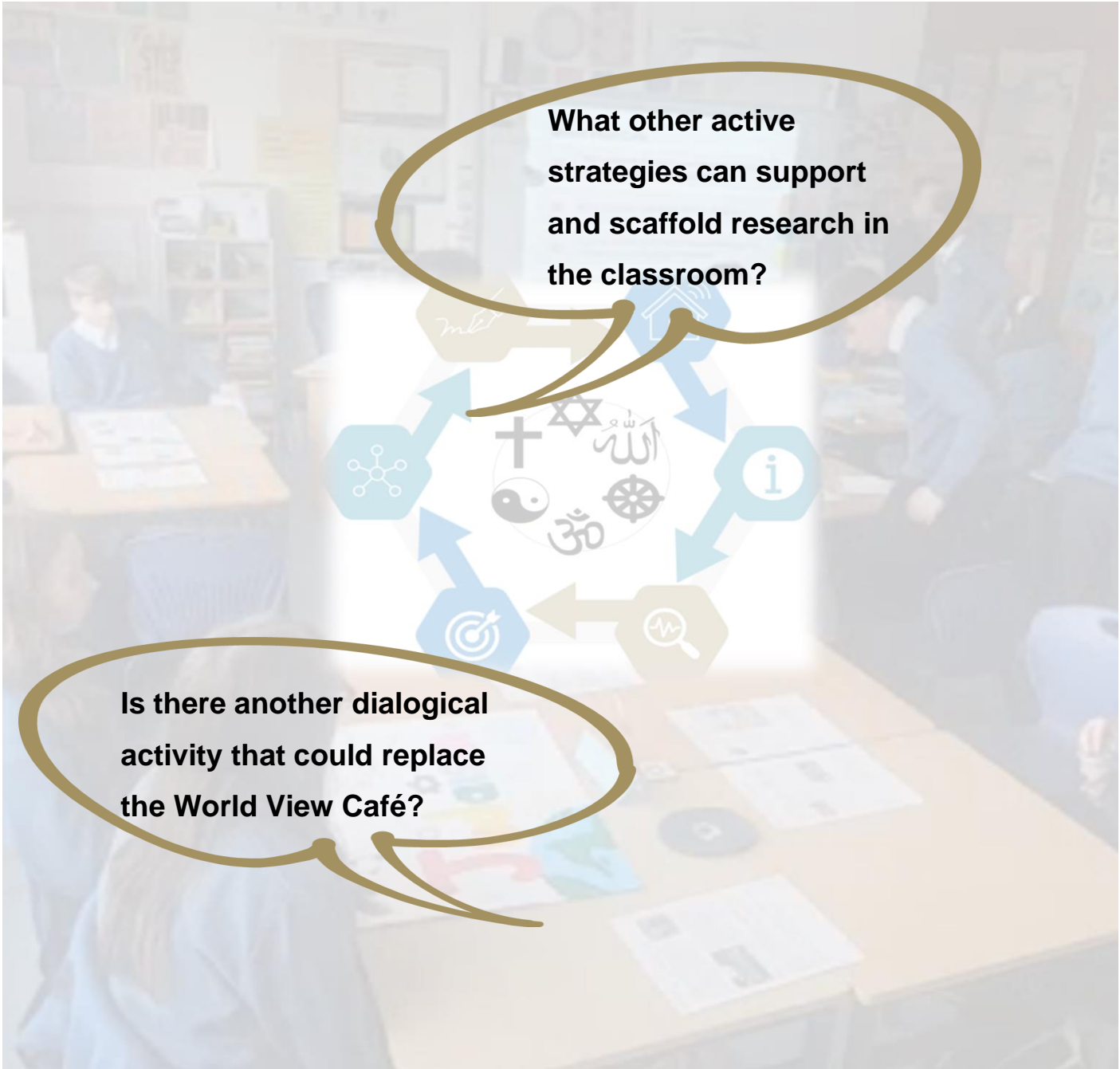
What are some of the **opportunities** and **challenges** that you encountered when engaging with research in the RE classroom?



Jigsaw Strategy

Stop and Jot activity

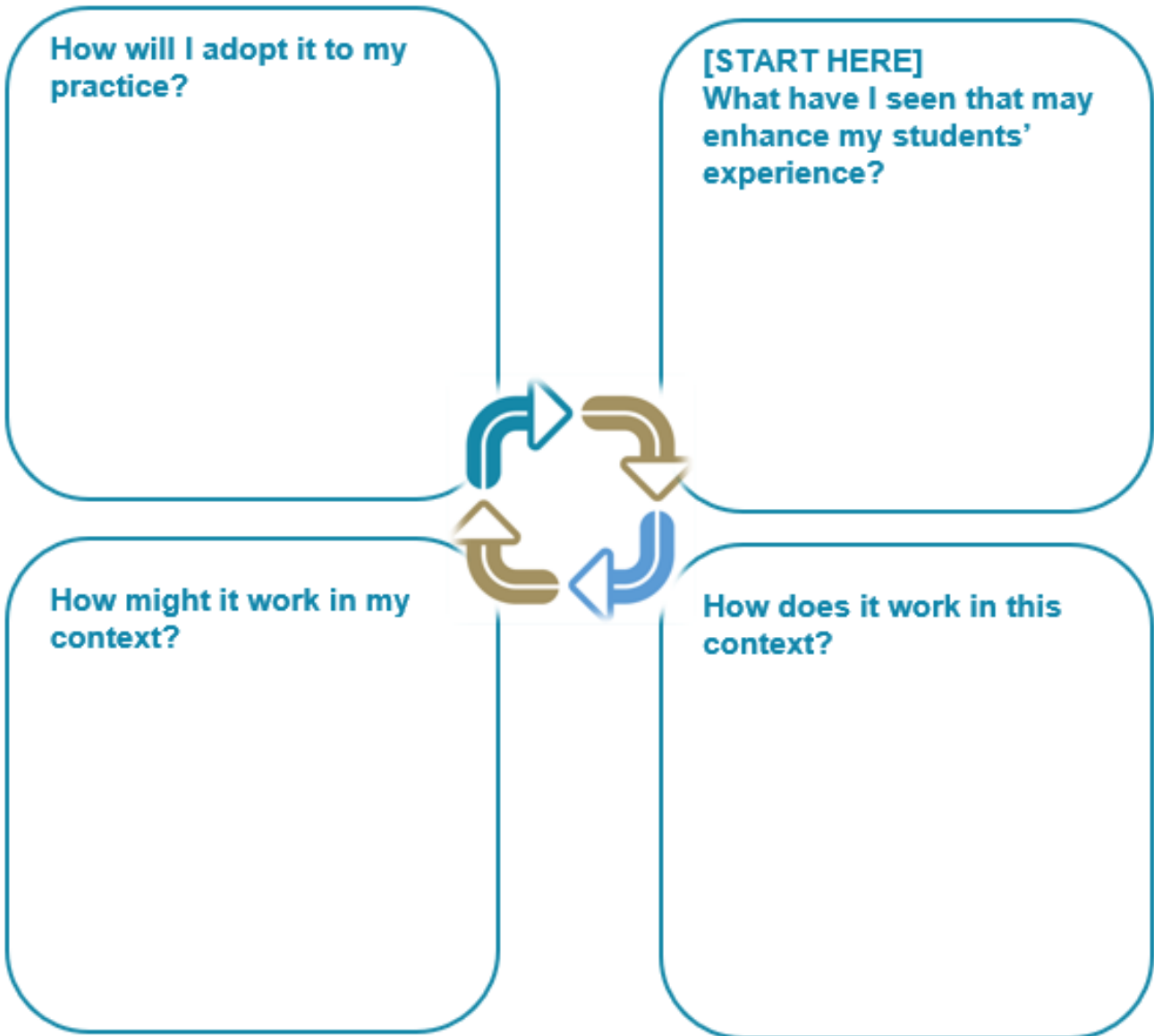
During your viewing of the Jigsaw Strategy video, take a few moments to Stop and Jot some thoughts, focusing on the following two questions:



What other active strategies can support and scaffold research in the classroom?

Is there another dialogical activity that could replace the World View Café?

Reflection on Jigsaw



Challenges of Student Research in the RE Classroom

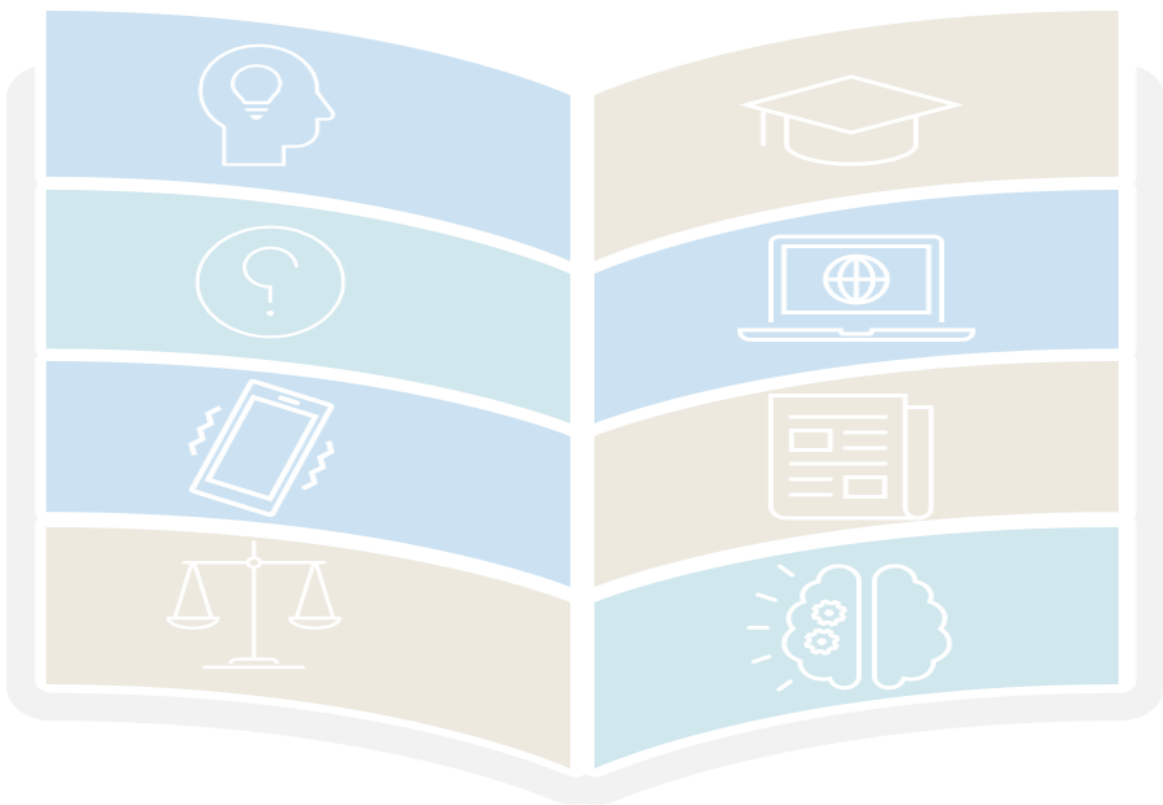


Join your talk partner

Share

- a challenge from the list for which you have a solution or some background knowledge or experience
- a second challenge with which you would like some help.

Time: 10 minutes



Independent Research Project Guide

- **Join** your assigned group
- **Consider** the prompts on the Values in Action: Independent Research Project Guide template
- **Time:** 15 minutes

Values in Action: Independent Research Project Guide

Learning Outcomes:
Syllabus/Programme Area:


Learning intentions:	How will students investigate the beliefs, values and attitudes that motivated people to take action?
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How will I ensure research is valid and credible?

What are the ways students can demonstrate their learning? Can I offer a choice?

How will we establish what successful learning will look like?

How will students be encouraged to reflect on what they have learned and how they have learned it?



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Learning Intentions and Success Criteria from Lesson Using StoryMaps

Learning Intentions

Today we are learning about the importance of Diwali for many followers of the Hindu faith



We will ...

- recall what we already know about Hinduism
- engage with a sacred narrative from the Hindu tradition to find what it teaches about darkness and light
- discover how followers of the Hindu faith, living in Ireland, celebrate Diwali through ritual and prayer
- reflect on how the rituals during Diwali are an expression of Hindu faith.

Success Criteria

Co-creating Success Criteria for Assessment Activity



I can...

- explain what a sacred Hindu narrative teaches about darkness and light
- describe important rituals that many followers of the Hindu faith perform during Diwali
- show an understanding of the role of prayer during Diwali
- reflect on the significance of Diwali for people of Hindu faith.

Feedback on Student Work Activity

- **Join** your assigned group and using the Learning Intentions and Success Criteria ...
- **Consider** each piece of student work
- **Provide** feedback using *What Worked Well* and *Even Better If ...*
- **Time:** 10 minutes

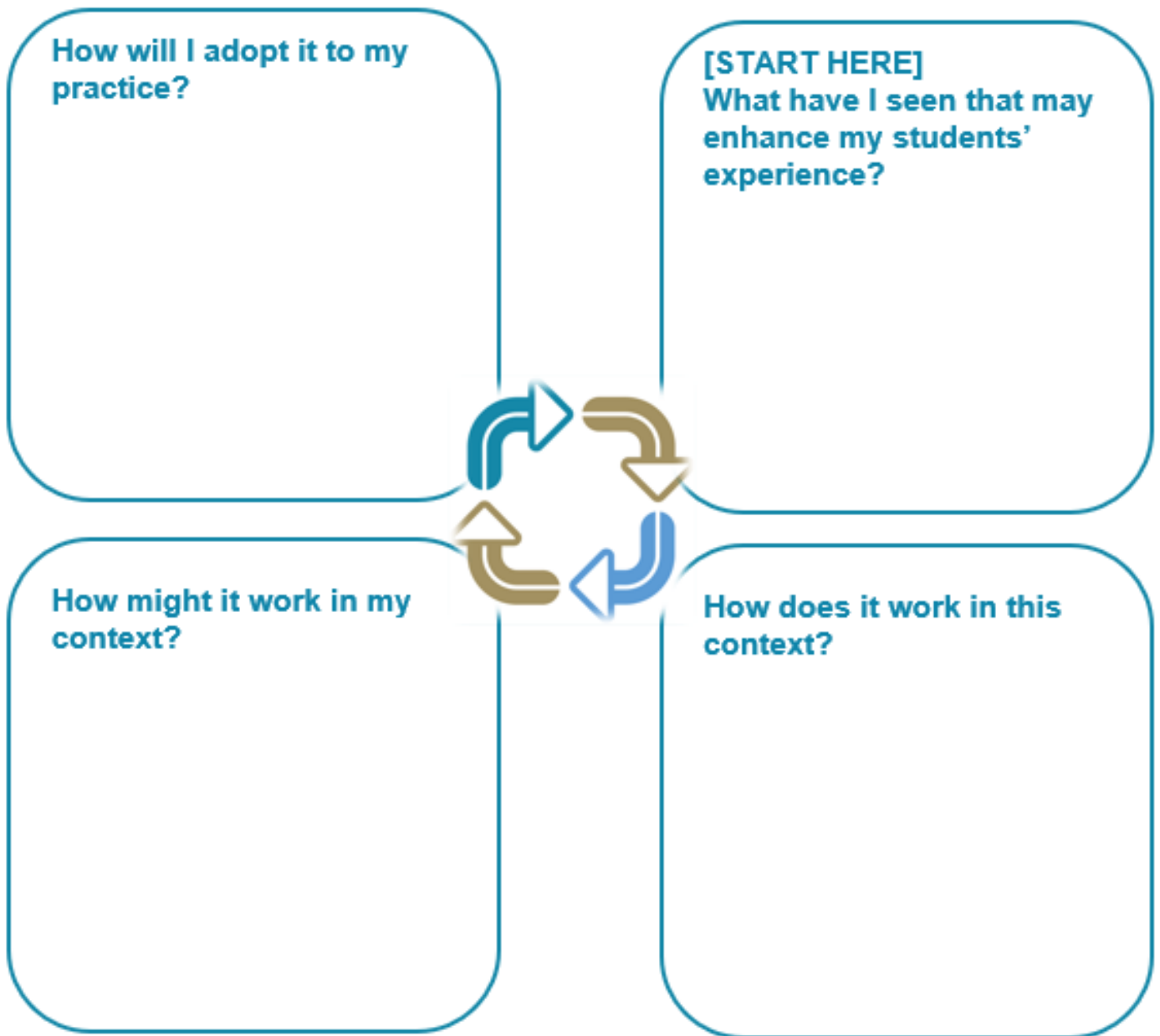
What Worked Well?



Even Better If...



Reflection on Session 3



Department Reflection

3 ways we could adapt our use of Learning Intentions, Success Criteria and Formative Feedback to support learning in the RE classroom.

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2 ways we could connect to school or community-based projects and initiatives to develop skills of active citizenship.

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1 decision we will take as a department to safeguard the use of research in our RE classrooms.

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Appendix 1: JC RE Learning Outcomes





Appendix 2: Unit of Learning on Narrative, Ritual and Prayer

Narrative, Ritual and Prayer



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Learning Outcomes

- 3.1 examine different sources of values and ways in which the values of a person relate to their everyday choices, their relationships, and their responsibilities to others
- 1.6 examine and appreciate how people give expression to religious belief in religious rituals, in formal places of worship and other sacred spaces
- 1.7 discuss the significance of non-religious rituals/celebrations for people's lives
- 1.8 describe the role of prayer in the lives of people of faith
- 2.4 research and present the understanding of the Divine found in two major world religions drawing upon their origins in sacred texts and/or other sources of authority
- 1.12 synthesise and consider the insights gained about how people express and live out their beliefs, religious or otherwise.

Key Learning

Students will... (KUSAV)

- understand how a sacred text can influence worship and prayer in the life of a person of faith
- explain the role that narratives, found in sacred texts, play in important religious rituals, marked in the life of a person of faith
- explore rituals that people from different religious and non-religious traditions engage in, to express their beliefs and values
- recognise and describe how these religious and non-religious rituals demonstrate the beliefs and values of communities
- appreciate and respect the rich religious diversity within Irish society today.

Ongoing Assessment

Students will...

- read a piece of sacred text and identify the key message
- discuss their understanding of this message and recall any ritual they may have already encountered relating to this ritual
- examine religious rituals from a variety of faith backgrounds
- watch to a short video clip and answer questions that follow and share their answers in a group
- consider the ways in which they engage in narrative, ritual and prayer in their own lives
- reflect on the religious beliefs and values of a religious perspective and appreciate how these values are lived out in their everyday life.

Learning Experiences

Students will...

- choose a religious and/or non-religious tradition from the Story Maps resource
- engage with an extract from the sacred text relating to an important ritual
- use Think-Pair-Share or Stop and Jot to recall prior knowledge relating to this ritual
- use enquiry-based learning to identify how the narrative and the ritual influence the lives people of faith
- explore further the role of narrative, ritual and prayer in the lives of people of faith by watching short video clips
- reflect on how beliefs and values are lived out in the lives of people belonging to different religious and non-religious communities in Ireland today.

Level 2 LP

Communication and Literacy: 1.4, 1.6, 1.16
Living in a community: 4.6

Reflection

Reflect on the importance of learning about and from the different religious and non-religious traditions in Ireland today.



Care for the Earth



Learning Outcomes

3.8 **explain** how an understanding of care for the earth found in a major world religion promotes the wellbeing of all people and the planet and discuss its relevance for today

2.7 **explore** how the religious teachings of a major world religion address an issue of concern for the world today

1.12 **synthesise** and consider the insights gained about how people express and live out their beliefs, religious or otherwise

3.1 **examine** different sources of values and ways in which the values of a person relate to their everyday life choices, their relationships, and their responsibilities to others

3.6 **debate** a moral issue that arises in their lives and consider the influences of two different viewpoints on the issue

Key Learning

Students will...

- know the teachings of different religious and non-religious world views regarding care for the earth
- understand the impact of these teachings on followers' values and actions towards care for the earth
- evaluate the relevance of these teachings to contemporary environmental issues
- develop an awareness and appreciation of the common values and attitudes that inform religious and non-religious responses to caring for the Earth
- engage with local, national or international religious organisations who contribute to ongoing efforts to promote environmental responsibility

Level 2 LP

Reflection

Ongoing Assessment

Students will...

- answer Enquiry, Exploration and Reflection & Action questions following research on one world view's teaching on the care for the earth
- share their learning with their peers
- craft questions to ask their peers about other world views' response to caring for the earth
- create a poster to share their learning with the other groups.

Learning Experiences

Students will...

- engage with the research question 'What do different religious and non-religious world views teach about caring for the earth?'
- participate in a co-operative learning strategy 'Jigsaw' to support their research
- create a poster and demonstrating their learning
- share their learning with their peers during a World View Café activity
- reflect on their learning using a 4F's reflection template.

Communication and Literacy: 1.2, 1.15, 1.17
 Living in a Community: 4.6.

Students will tie their learning together using the following reflection. *I think it's important people with different religious and non-religious world views care for the Earth because ...*

Links

- StoryMaps [Resource Link](#)
- Repositories to Support Research [Padlet Link](#)
- Oide RE [Home Page Link](#)
- NCCA Focus on Learning [Booklets Link](#)



Notes

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