



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

2025-2026



Table of Contents	Page
Glossary of Terms	2
Activating Thinking on Agency	3
Elements of Learner Agency Activity	4
Universal Design for Learning (UDL) Activity	5
Reflection on Session 1	7
Discussion: Collaboration in RE	8
Collaborative Learning Activity	9
Experiential Learning Activity	10
Reflection on Session 2	11
RASE Framework Activity	12
Reflection on Session 3	14
Reflection Rucksack	15
Appendix 1: JC RE Learning Outcomes	16
Appendix 2: TPACK Framework	17
Appendix 3: RASE Framework	18
Links	19
Notes	20

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.



Activating Thinking on Agency

Consider

- How do I like to learn and why?
- Do I like to be offered a choice in how I learn?
- Do I offer a choice to students? How?

Discuss your responses in groups

Time: 15 minutes

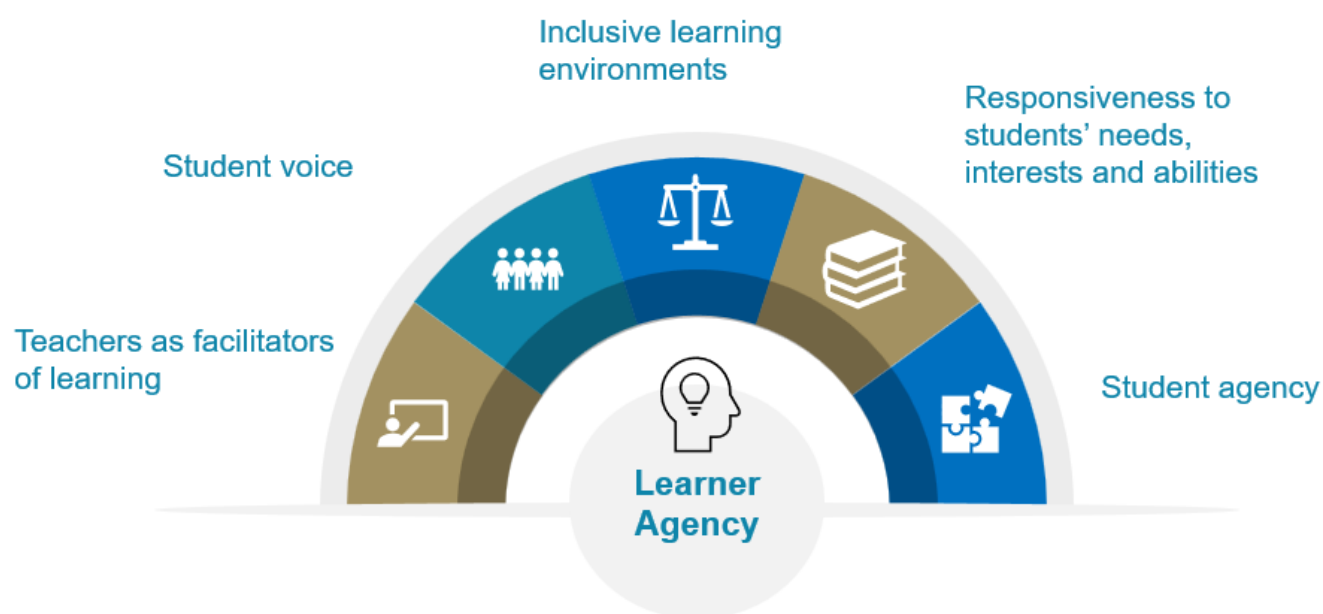


Elements of Learner Agency Activity

Choose an element of learner agency that interests you.

Give an example of where agency is encouraged in your classroom and consider the barriers to this happening more frequently.

Time: 10 minutes

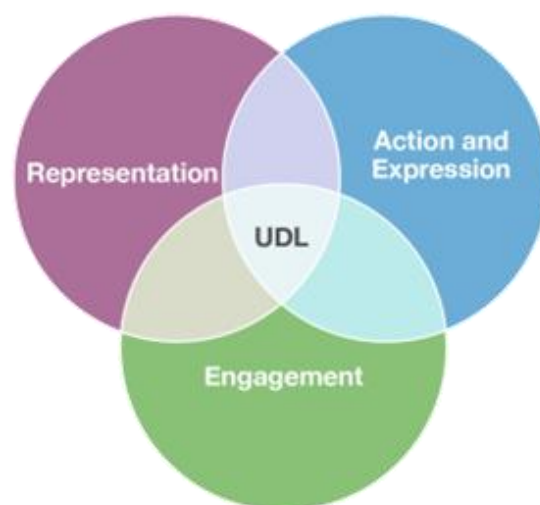


Universal Design for Learning (UDL) Activity

Join your assigned group

Consider learning experiences which support agency based on the principles of UDL

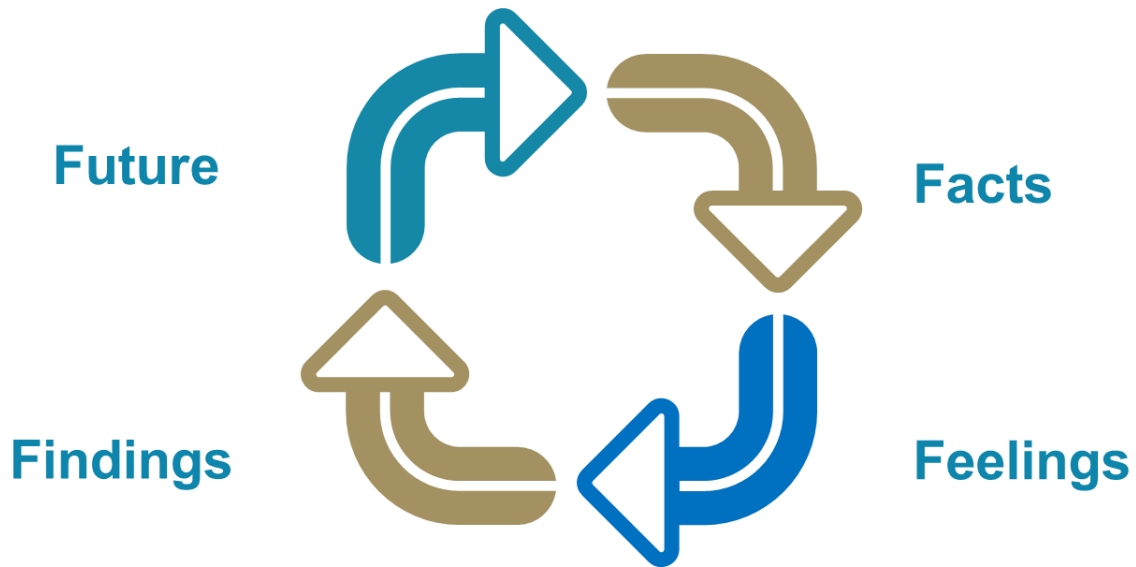
Time: 15 minutes



Learning Outcomes	Key Learning
<p>2.7 explore how the religious teachings of a major world religion address an issue of concern for the world today</p> <p>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</p> <p>3.2 reflect upon and discuss what it means to be moral, why people living in society need to be moral and what are the influences on and sources of authority for a person's moral decision-making</p>	<p>Students will... (KUSAV)</p> <ul style="list-style-type: none"> • understand the importance of morality in society • identify and evaluate various sources of morality • explore moral frameworks of two major world religions (e.g., Christianity, Islam) and a non-religious worldview (e.g., humanism) • develop critical thinking skills to analyse and compare these various perspectives • will reflect on their own values and moral decision-making processes

Multiple Means of Engagement	Multiple Means of Representation	Multiple Means of Action/Expression

Reflection on Session 1



Discussion: Challenges and Opportunities of Working Collaboratively

What are the challenges and opportunities associated with students working collaboratively in the RE?

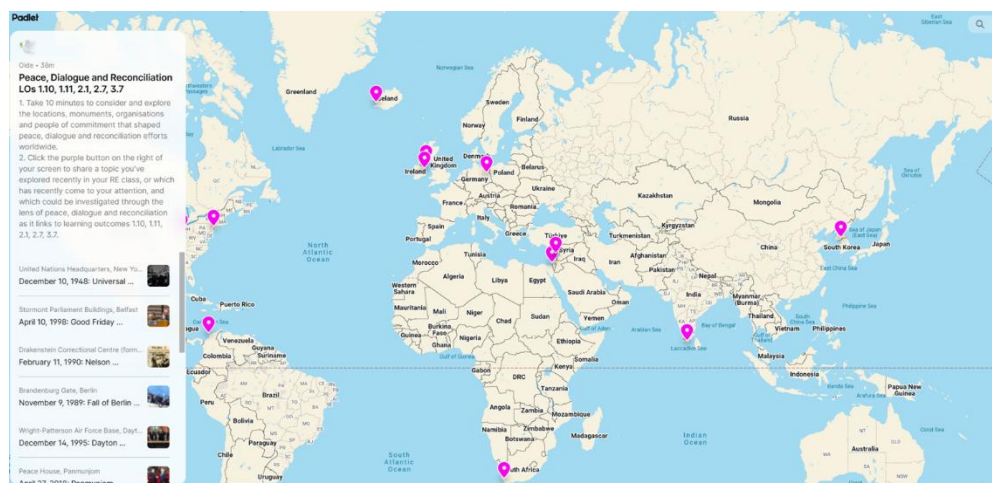


Collaborative Learning Activity

Explore the point you added to the map with your group

With your group, choose one point added by a group member and develop a collaborative learning experience based on that point which supports agency.

Time: 15 minutes



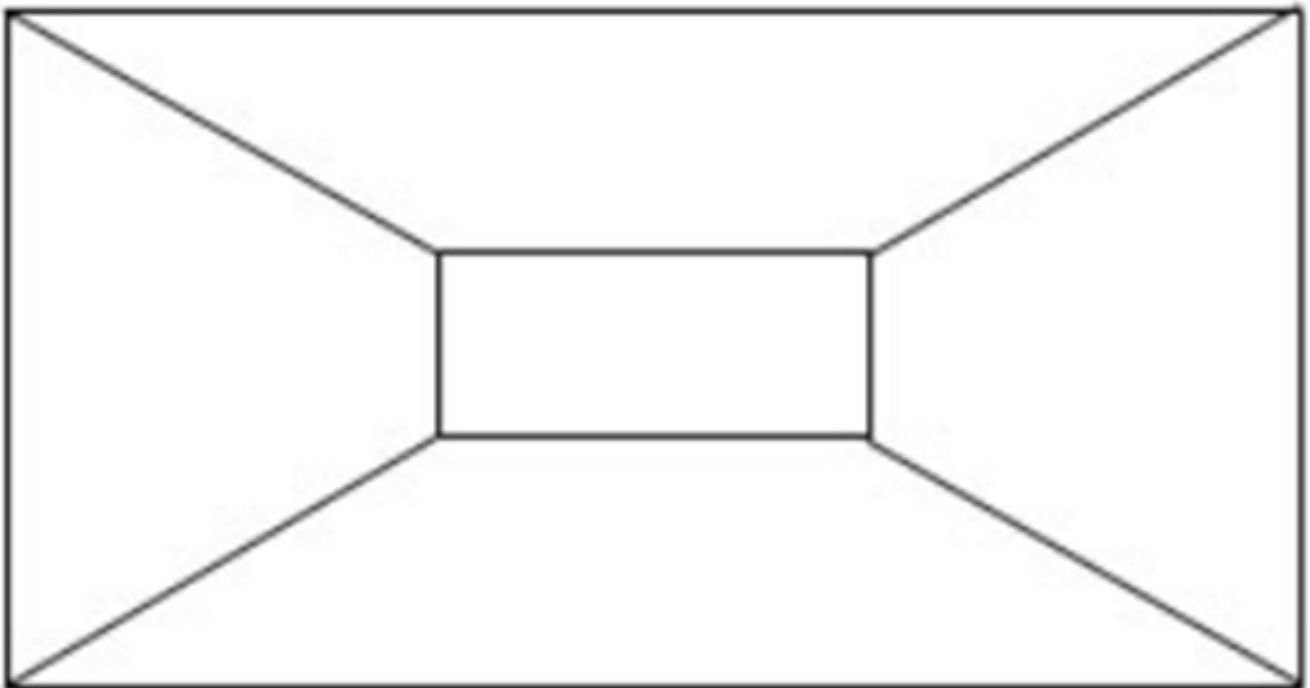
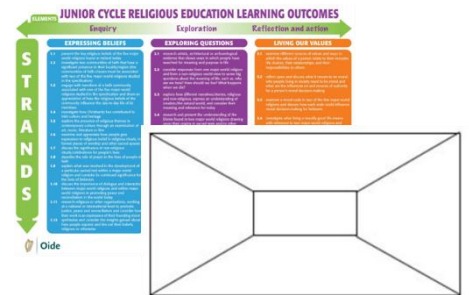
Experiential Learning Activity

Explore where and how experiential learning could be used to support your RE class

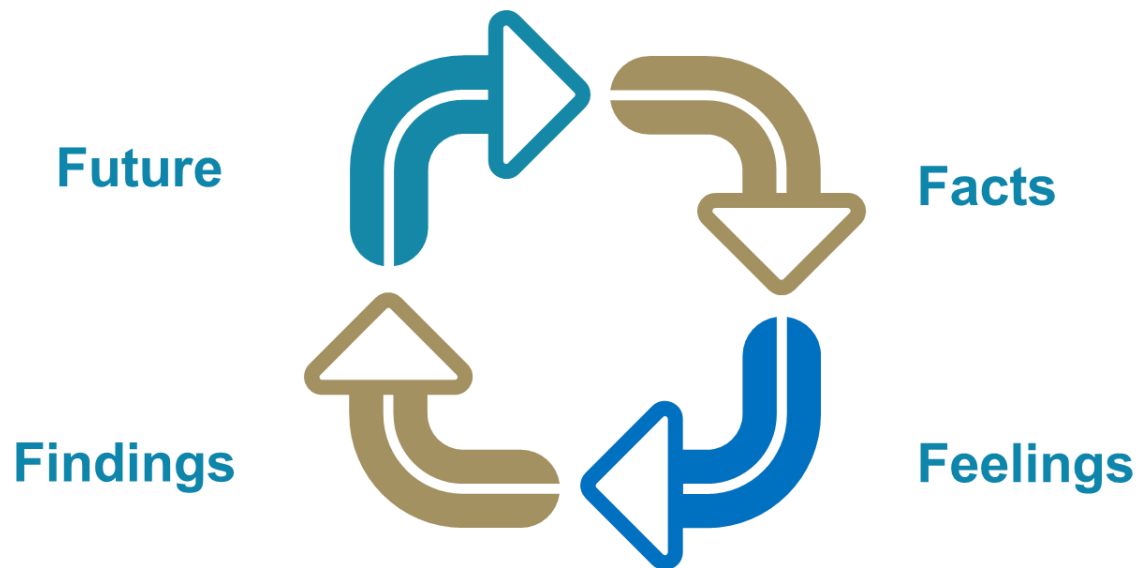
Discuss and record those ideas with your group using a Placemat

Time: 20 minutes

[See Appendix 1: JC RE Learning Outcomes]



Reflection on Session 2



RASE Framework Activity

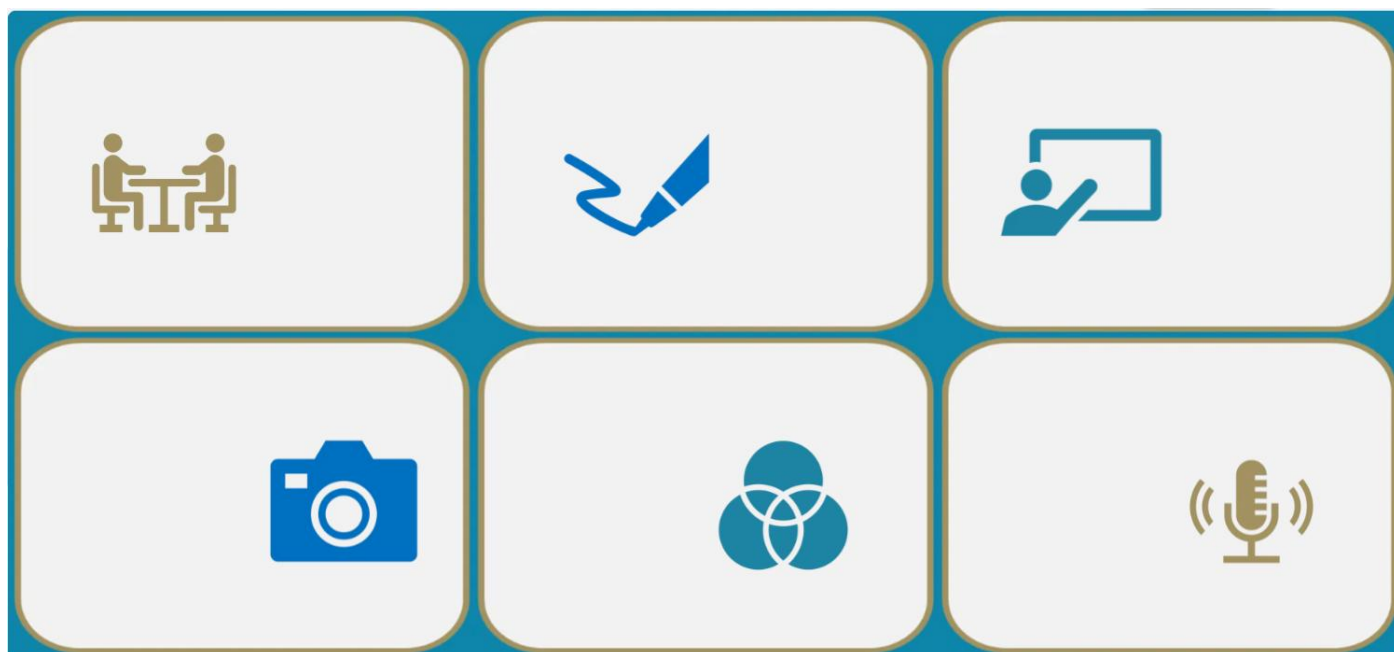
Join your assigned group



Use the RASE framework to help you construct prompts to create a choice board to support agency and collaborative learning

[See Appendix 3: RASE Framework]

Time: 20 minutes



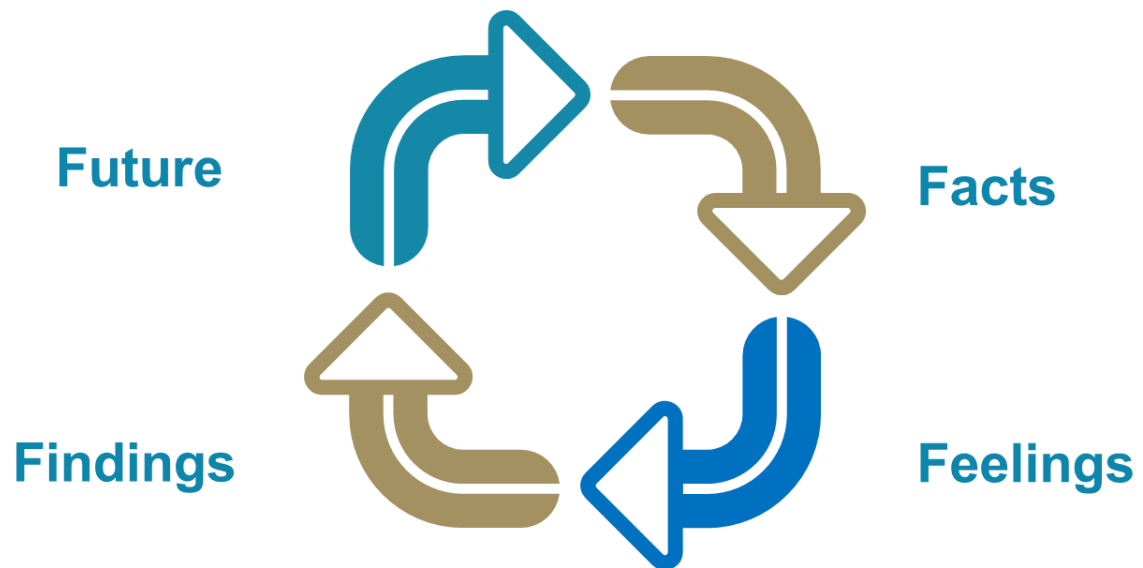
What Worked Well?



Even Better If...



Reflection on Session 3



Reflection Rucksack

After today...

What will I/we take with me/us?

What will I/we leave behind?

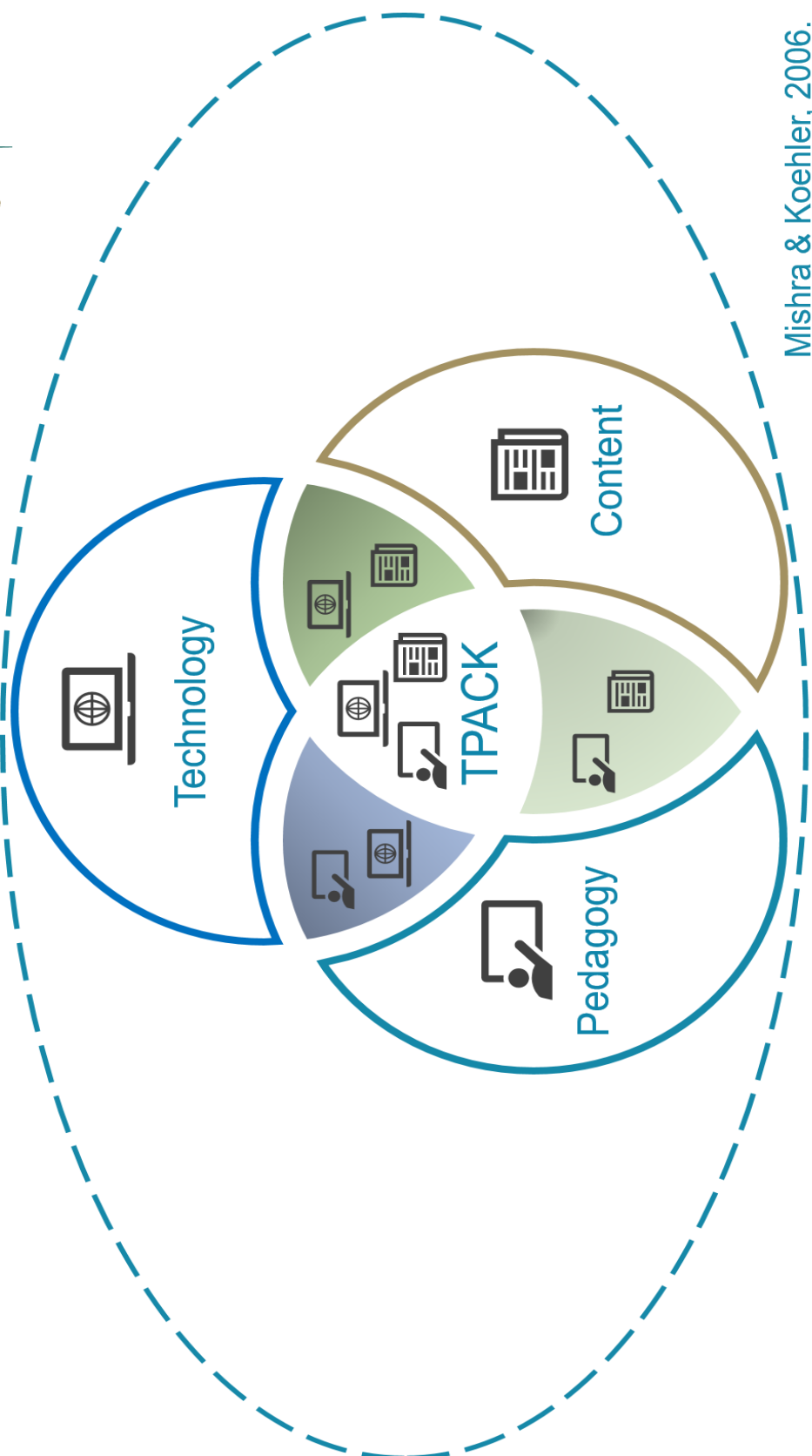
What is one thing I/we want to focus on as I/we continue my/our journey?



Appendix 1: JC RE Learning Outcomes



Appendix 2: TPACK Framework



Mishra & Koehler, 2006.

Appendix 3: RASE Framework



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RASE FRAMEWORK

Prompt Engineering for GenAI/LLMs

While there are many prompt frameworks recommended for use with GenAI/LLMs, the following is one that teachers find useful.

R **ROLE**

Give the GenAI/LLM a role and provide a context

A **ASK**

Clearly define the task that you want it to perform

S **SPECIFIC**

Be specific about format, length, style etc required

E **EXPERIMENT**

Refine your prompt. Ask the GenAI/LLM for suggestions

**ALWAYS CHECK FOR ACCURACY
OF OUTPUT AND SUITABILITY.**



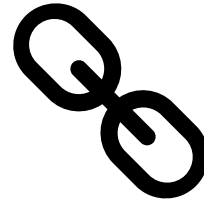
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Links

- Oide RE Home Page [Link](#)
- PLE 2025-26 Padlet [Link](#)
- AI in the RE Classroom Padlet [Link](#)
- CAST UDL Homepage [Link](#)
- NCCA Key Skills of Junior: Working with Others [Link](#)
- webwise.ie



Notes

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