



Oide

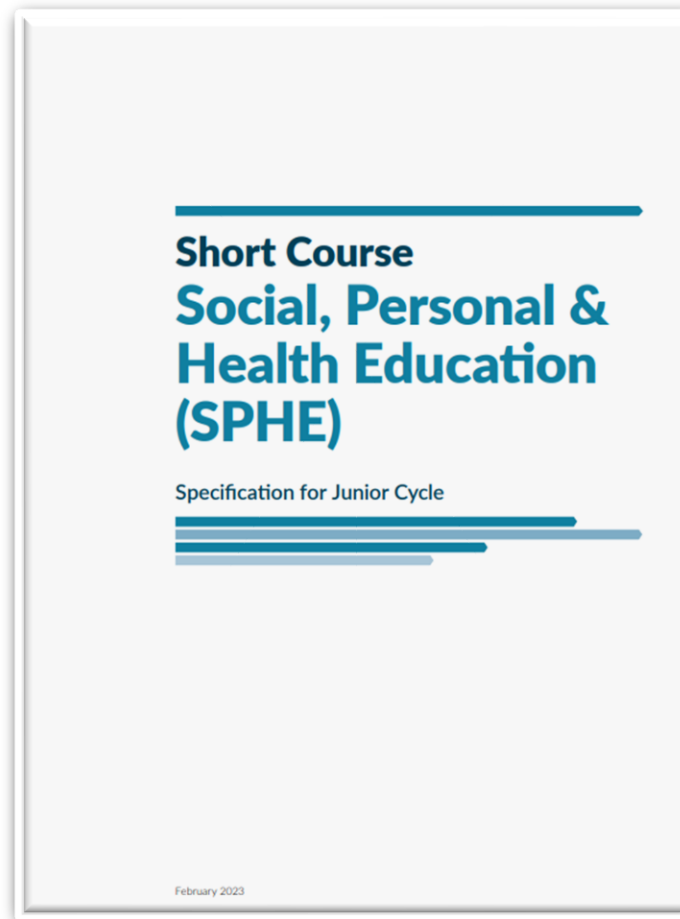
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Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Junior Cycle Social, Personal & Health Education (SPHE)

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

Facilitator:





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Oide SPHE Post-primary

@Oide_SPHE



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Folláine le Chéile
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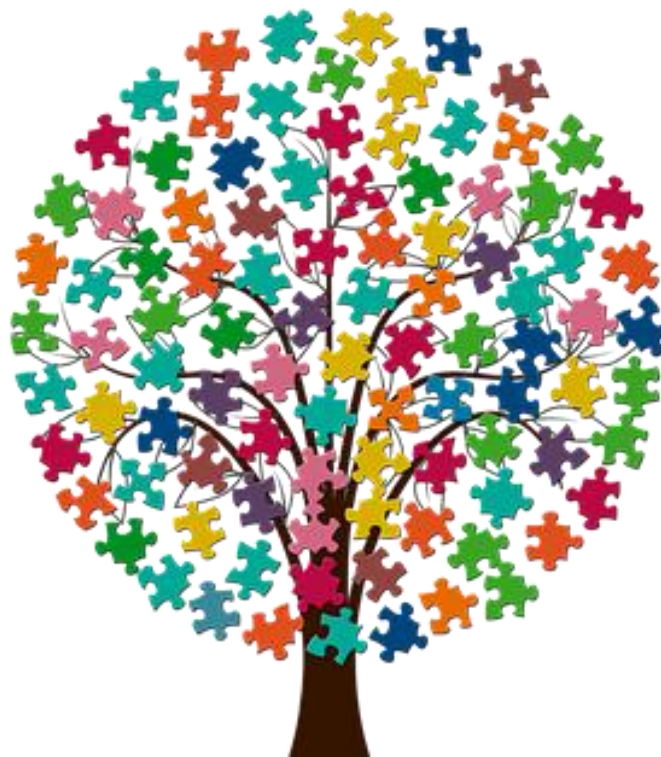
First Name	Last Name
<input type="text"/>	<input type="text"/>
Email Address	Organisation Code
<input type="text"/>	yVIIU17
Password	Repeat Password
<input type="password"/>	<input type="password"/>
Location	Member Level
Select a location...	Teacher
<input type="checkbox"/> I agree to the privacy statements	<input type="checkbox"/> I agree to the terms and conditions





Icebreaker

Check In Circle





Two Day Overview

Overview	
Day 1	Day 2
<ul style="list-style-type: none">• SPHE Specification	<ul style="list-style-type: none">• Reflection
<ul style="list-style-type: none">• Role of the Teacher	<ul style="list-style-type: none">• Assessment
<ul style="list-style-type: none">• Resources	<ul style="list-style-type: none">• Collaborative Planning
<ul style="list-style-type: none">• Pedagogical Approaches	<ul style="list-style-type: none">• Lesson Design

Overview of Day 1



Session 1 9:30 – 11:00	Introduction to the Specification <ul style="list-style-type: none">● 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 <ul style="list-style-type: none">● 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 <ul style="list-style-type: none">● Teaching SPHE● Resources to support the teaching of SPHE● Pedagogical approaches in the SPHE classroom

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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



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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

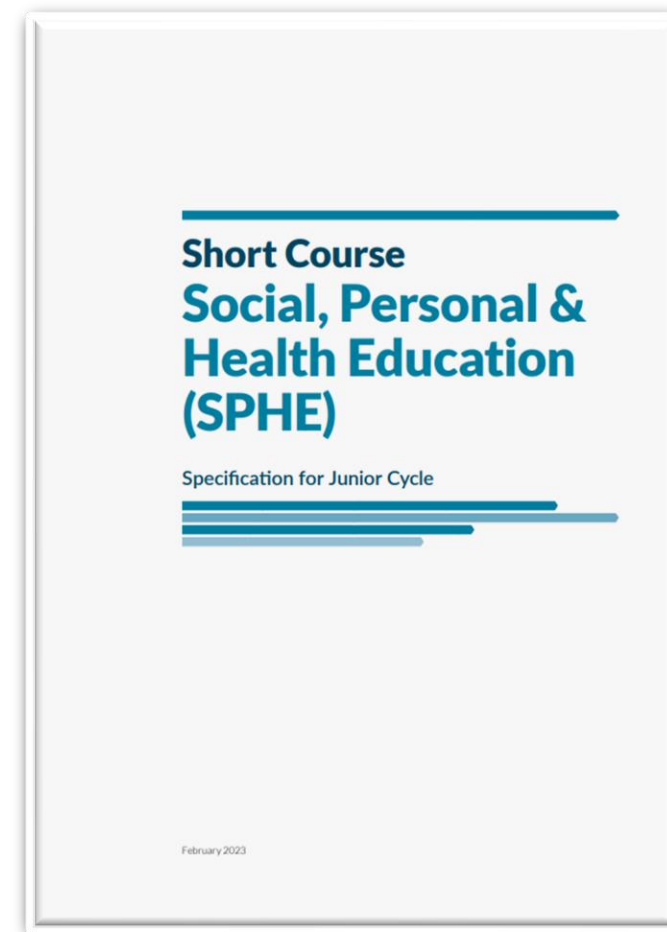


Considered SPHE in the context of inclusive pedagogies and effective teaching and learning approaches and resources



Session 1

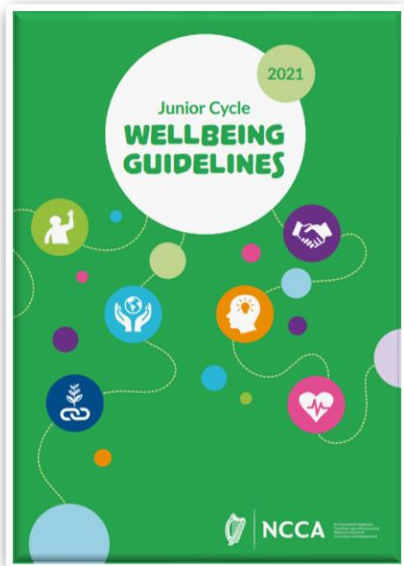
Introduction to the Updated Specification for the NCCA Short Course in SPHE (2023)





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

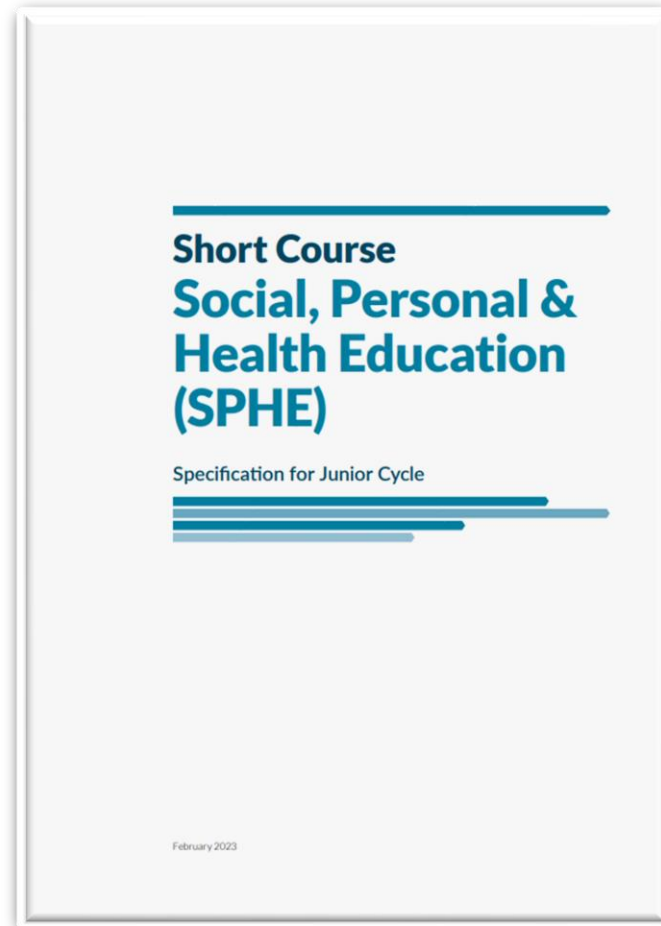
+

**65 hours
Other Areas of
Wellbeing**



Rationale for the Updated Specification

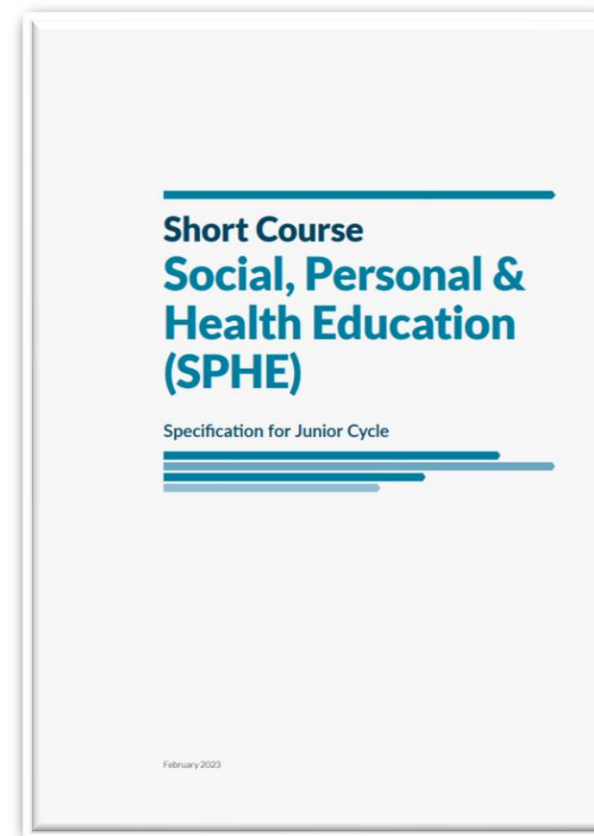
What are the key messages?





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.”



(DE, 2023, p.5)



Overview: Course

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





Cross-Cutting Elements in SPHE



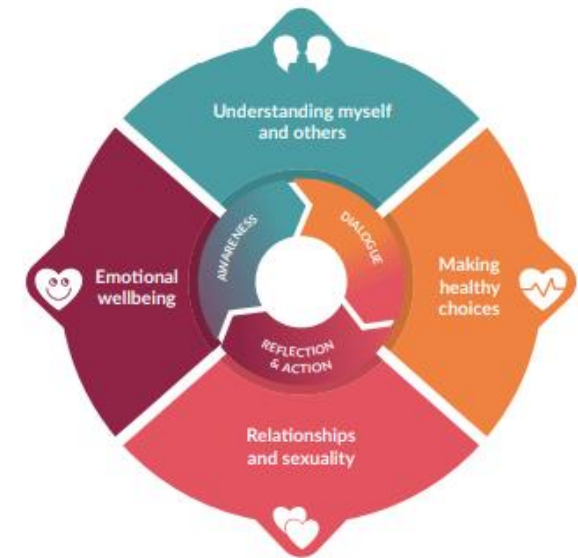


Progression of Learning

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.

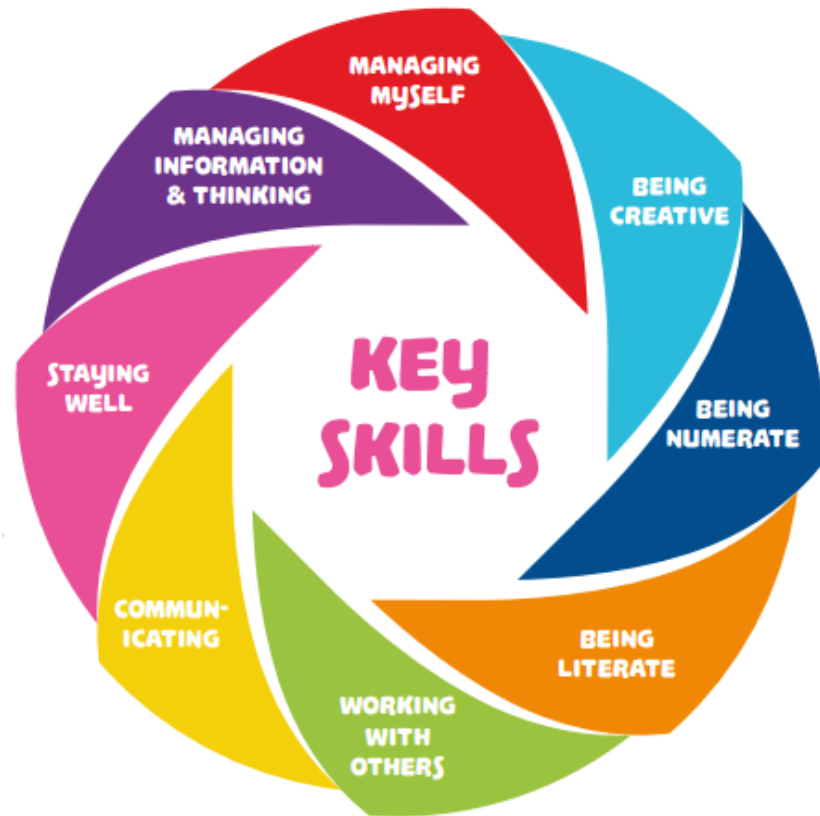


(DE, 2023, p.13)



SPHE and Key Skills

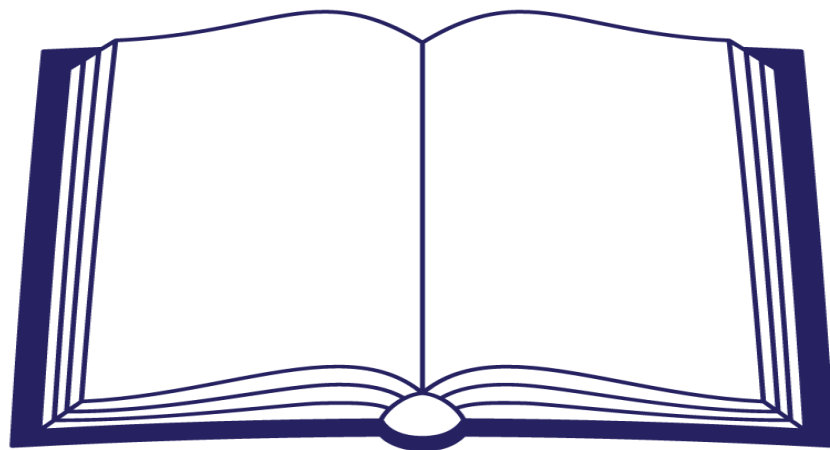
Activity





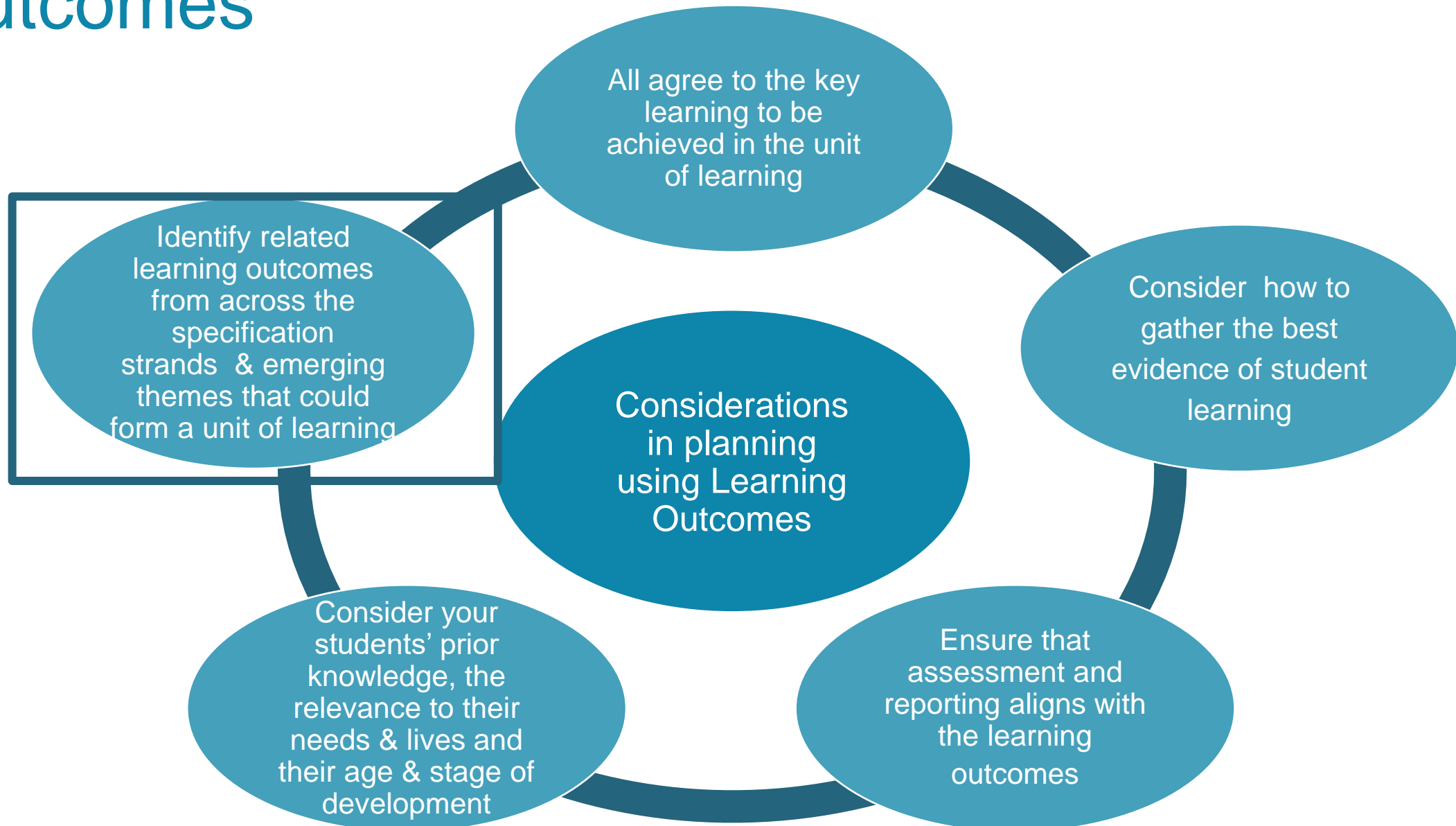
Introduction to the Specification

Activity



(DE, 2023, pp. 14 - 17)

Considerations When Using Learning Outcomes





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

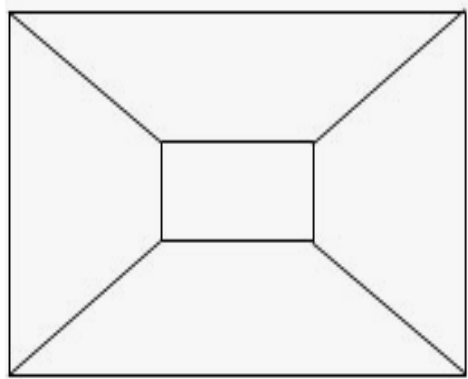
4.1 discuss the fluid nature of emotional wellbeing and ways to nurture and protect it

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



Learning Outcomes Explored

Placemat Activity



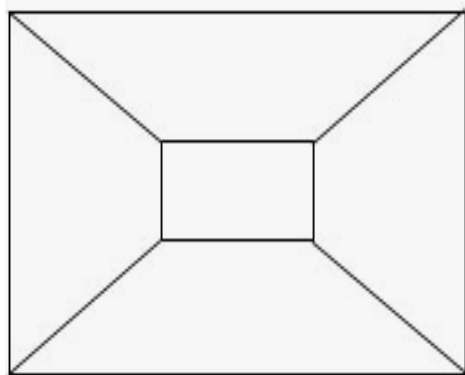
- Identify related learning outcomes from within a strand or across the strands
- Jot these into the individual section of the placemat
- Consider ‘important themes’ that may be emerging from these related learning outcomes
- Collaboratively agree themes that may be prioritised for 1st years
- Place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





Learning Outcomes Explored

Placemat Activity

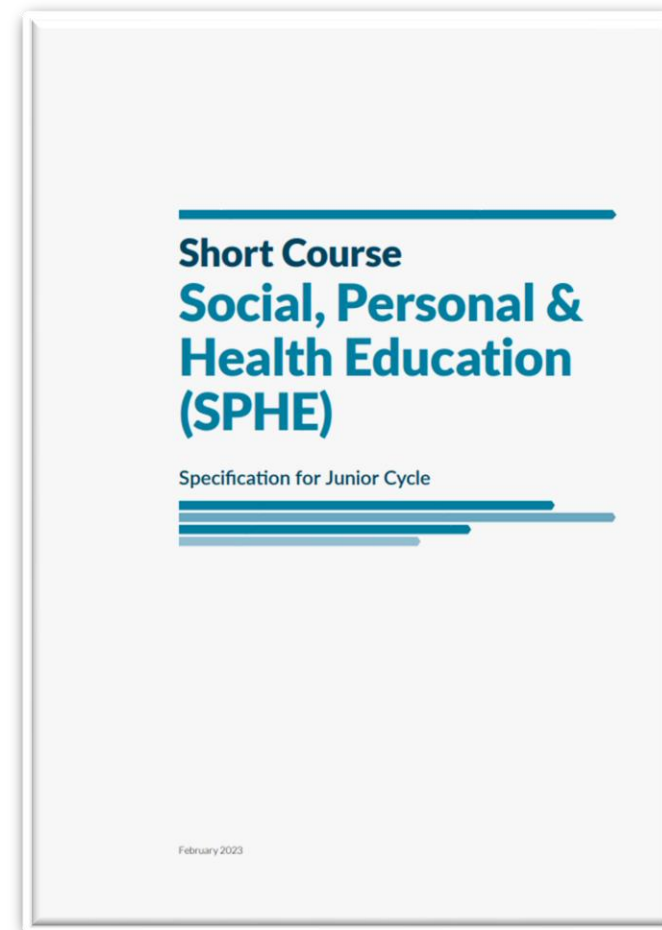


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Session 2

The Role of the Teacher



Resources and Supports



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NCCA SPHE Toolkit 2023

Curriculum
Specification 2016

Curriculum
Specification 2023

Assessment
Guidelines (2016)

SPHE Toolkit



Preparing to teach



Teaching SPHE/RSE



Resources for
teaching and learning
SPHE/RSE 2023



Qualities of a Teacher

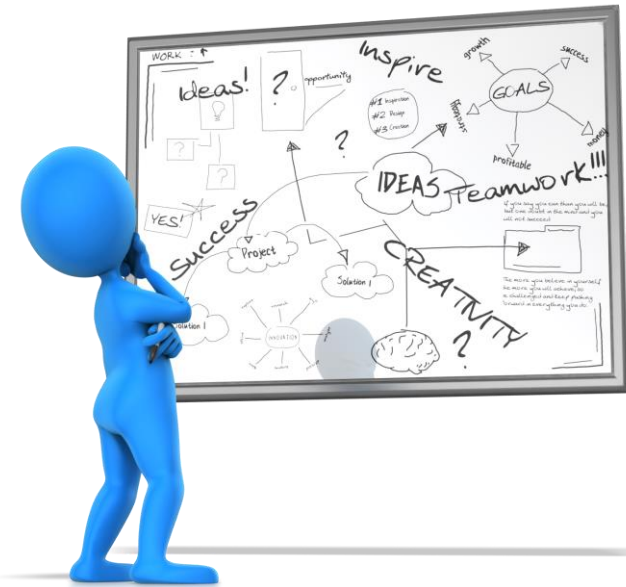
Activity

Pause & reflect...

Think about a teacher that inspired you...

What words would you use to describe them?

Menti Code:





Resources and Supports

Classroom Practice - Myself as an SPHE teacher

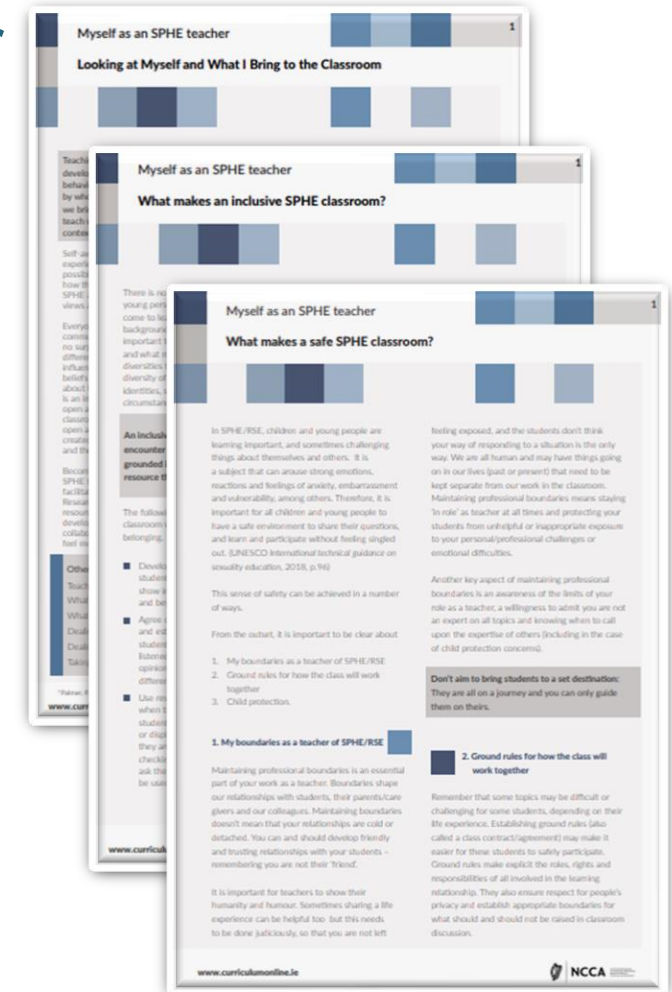
11 documents to support your practice

- 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

Dealing with challenging/sensitive conversations

What makes an inclusive SPHE classroom?





Myself as an SPHE Teacher

Activity - CNQ

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**?





Developing a Class Contract/Ground Rules

Openness while
Respecting
Boundaries

Listening Respectfully

Right to Pass

Using Language

Asking Questions

Sharing Time



What Makes a Safe SPHE Classroom

Classroom Practice

Privacy
in the Classroom

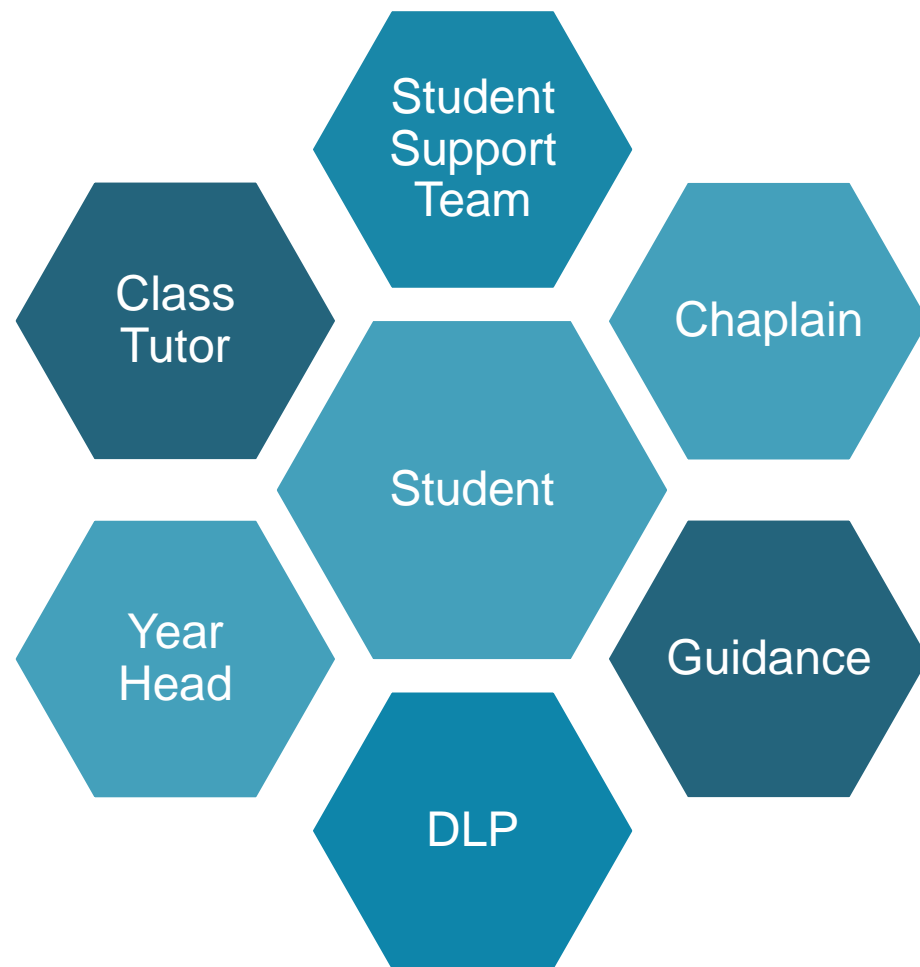
Limits to
Confidentiality

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

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?

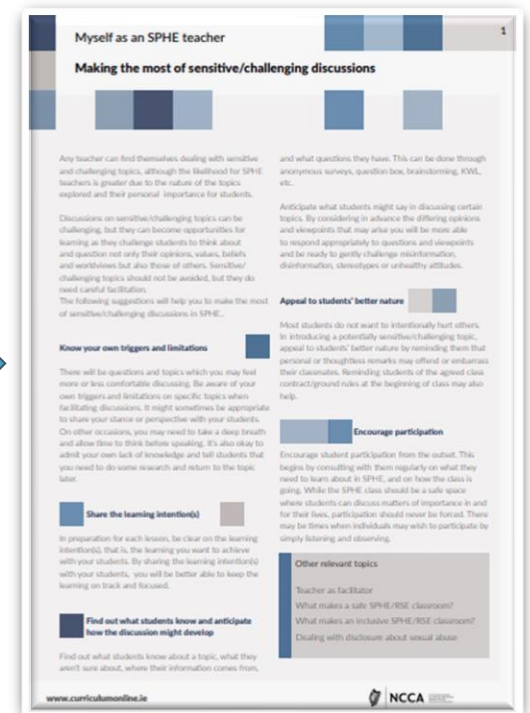
What makes a safe SPHE classroom?

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

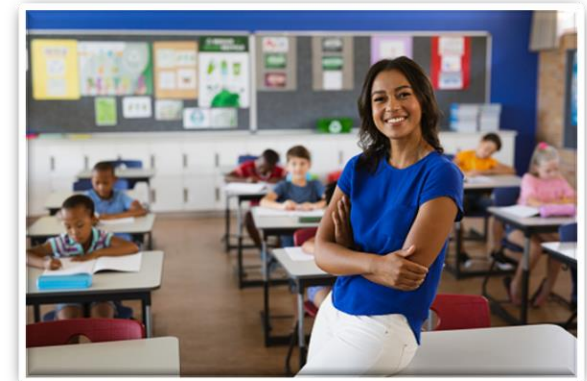
Case Studies



Diana



Jack



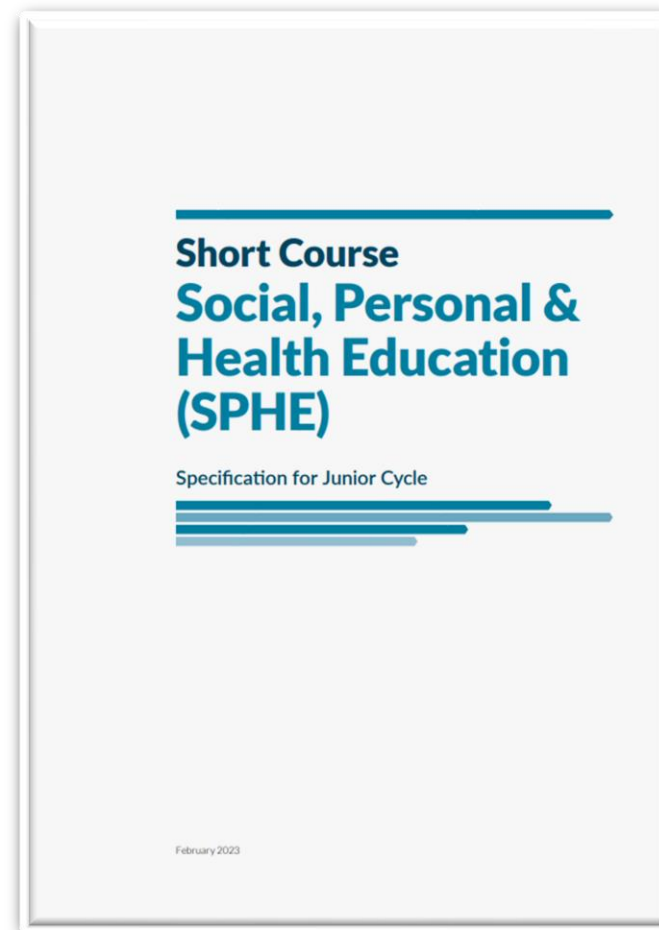
Emma





Session 3

The Learner Experience





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Icebreaker

Riddles

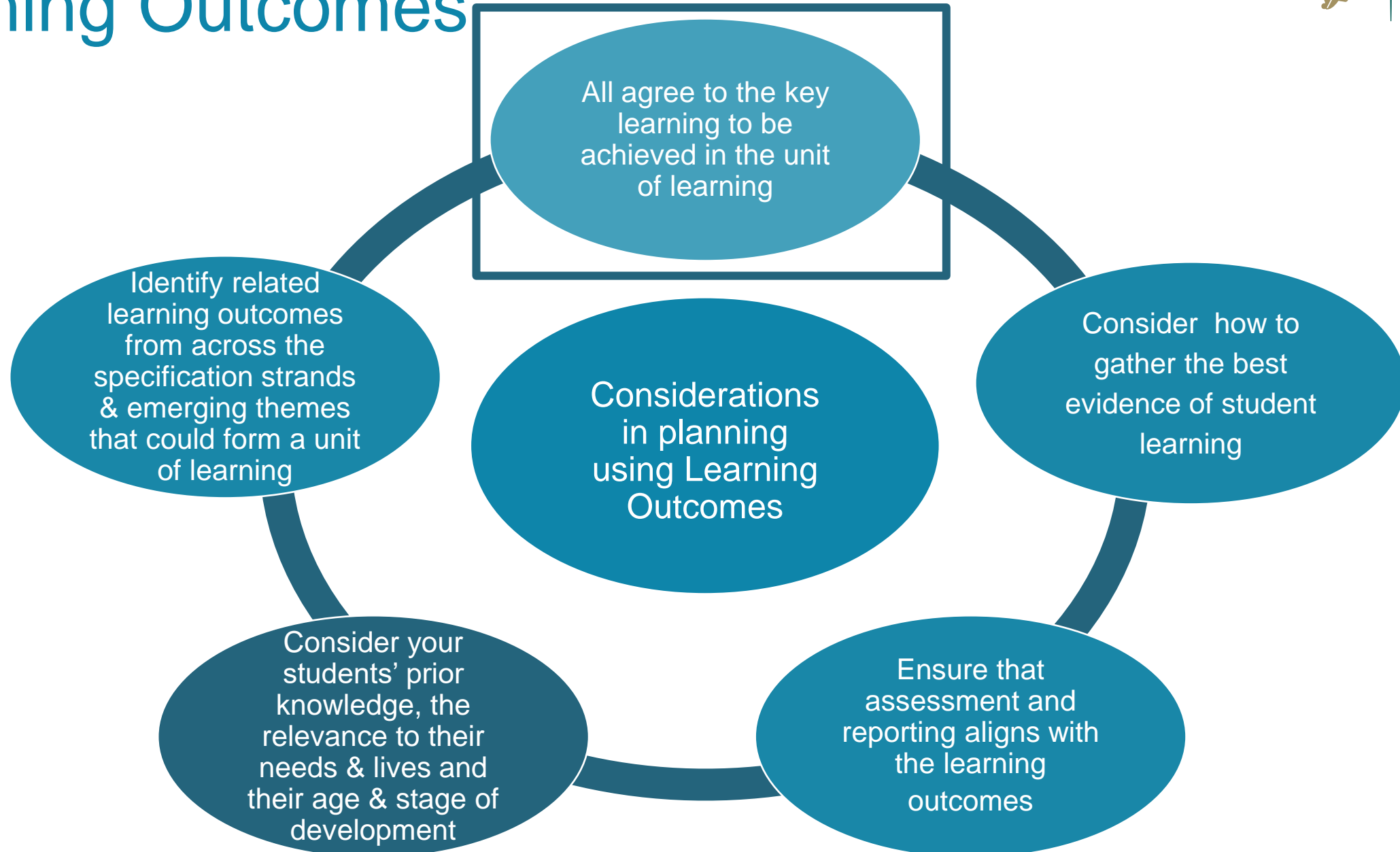
What question can you never answer 'yes' to?

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?



Considerations when using Learning Outcomes





SPHE Resources



Resources for
teaching and learning
SPHE/RSE 2023



Activities to support the teaching of the updated Junior Cycle SPHE Curriculum 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

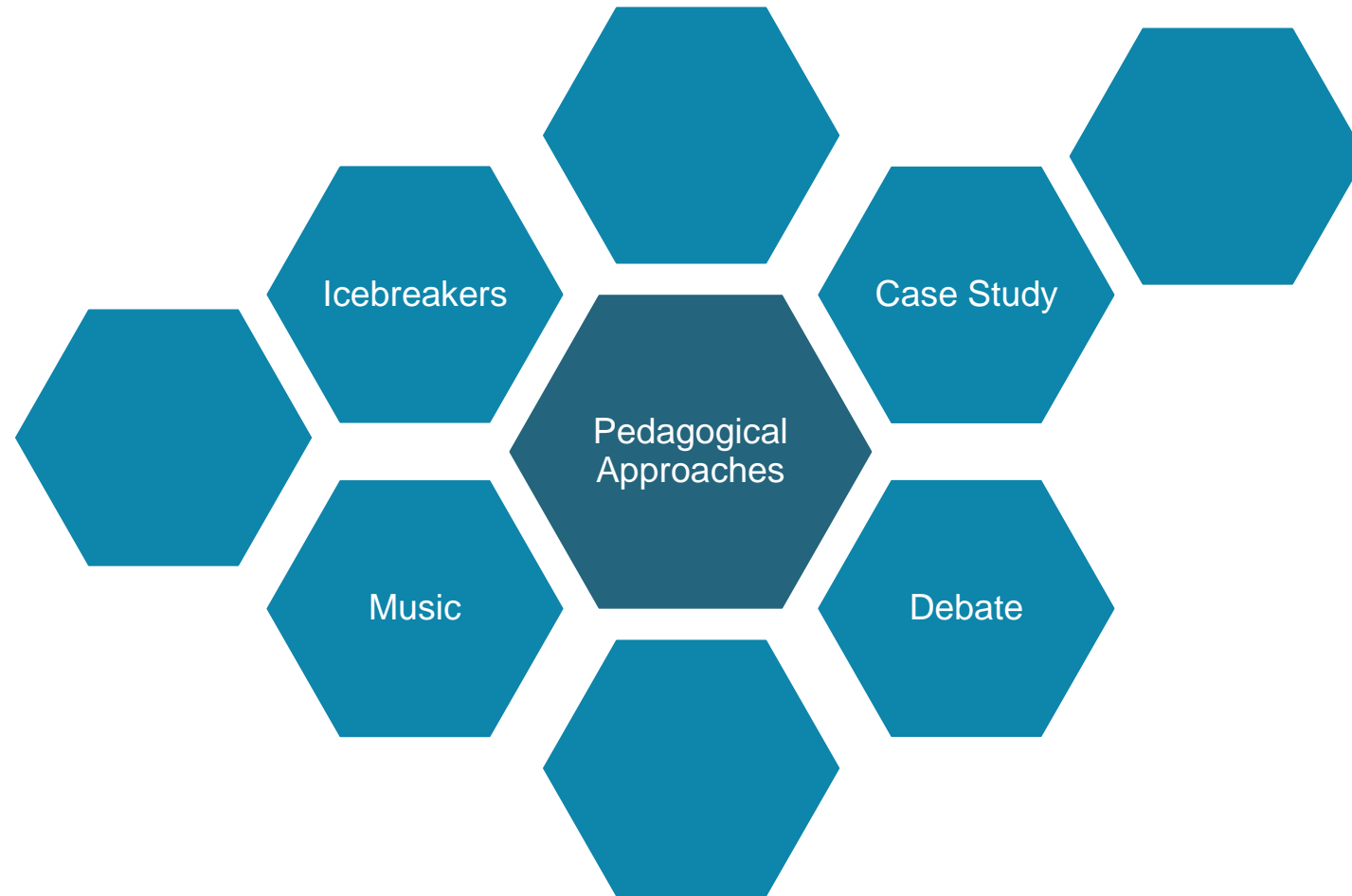
Considerations when planning for a diversity of learners in SPHE



Teaching SPHE/RSE



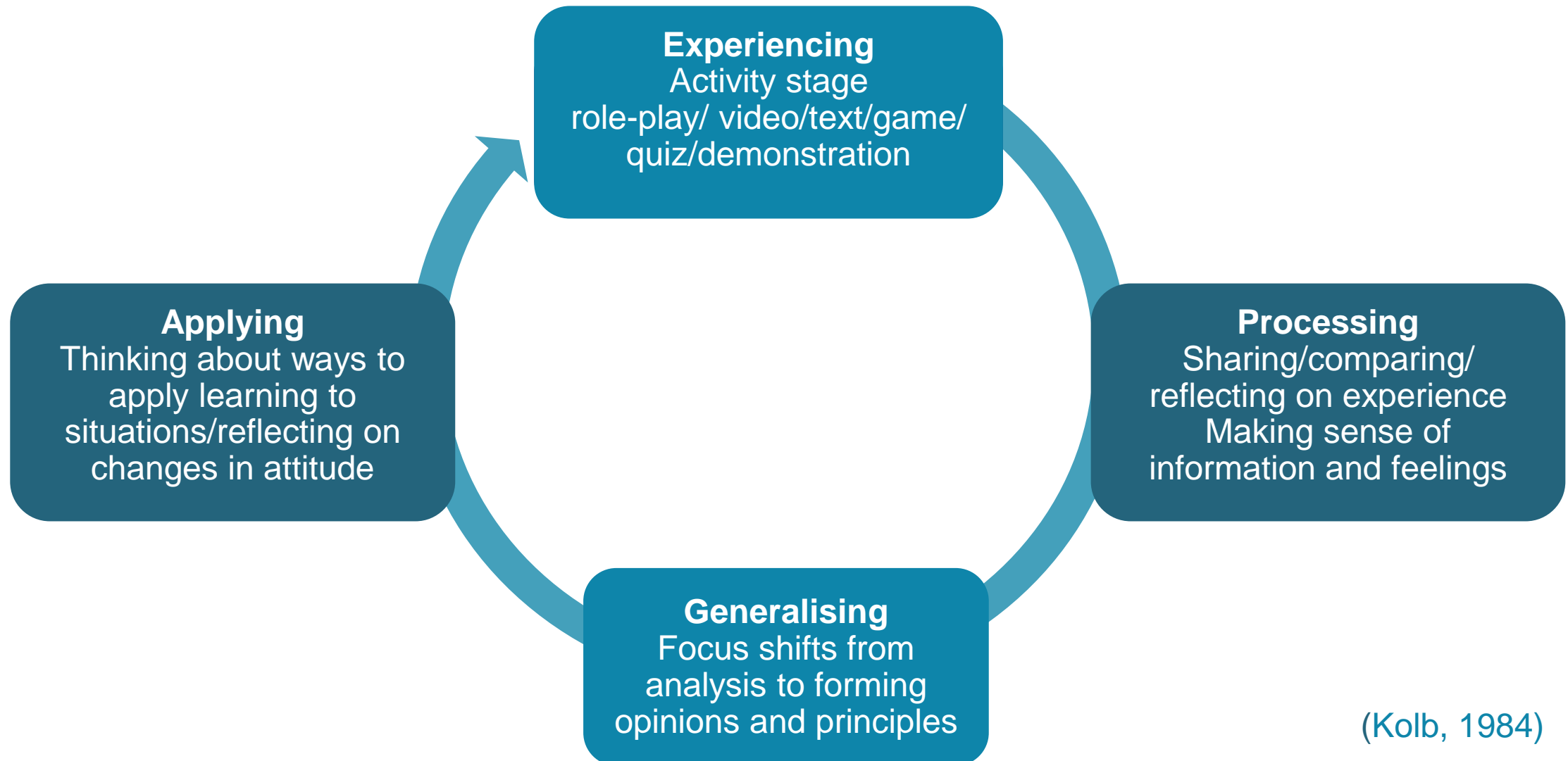
Effective Pedagogical Approaches





Effective Pedagogical Approaches

Experiential Learning Cycle





Pedagogical Approach

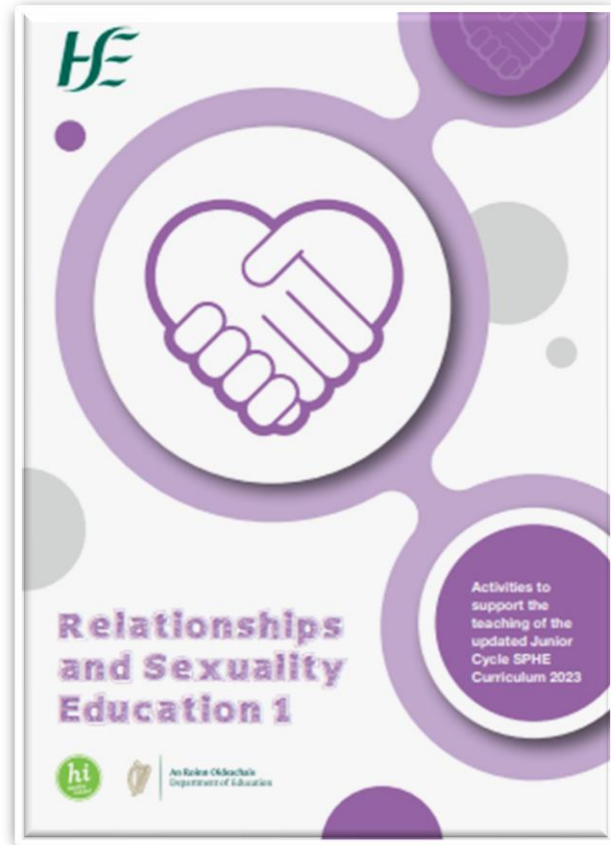
Where Do You Stand?



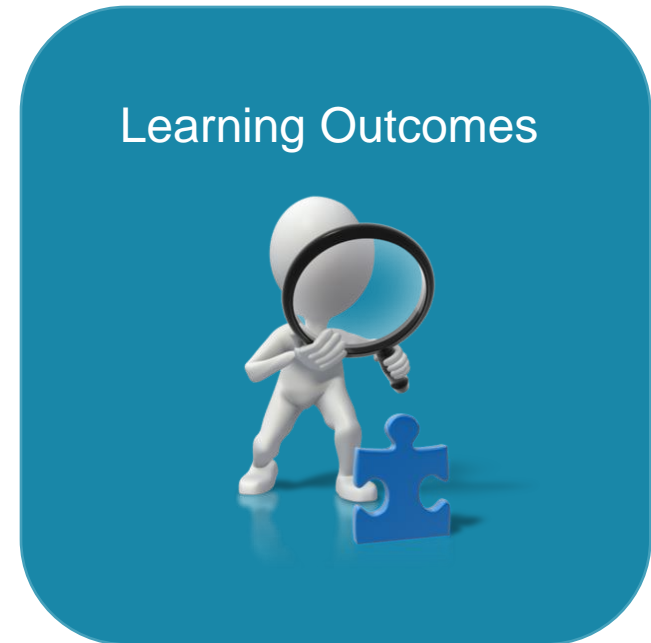


Stimulus Material

Case Study



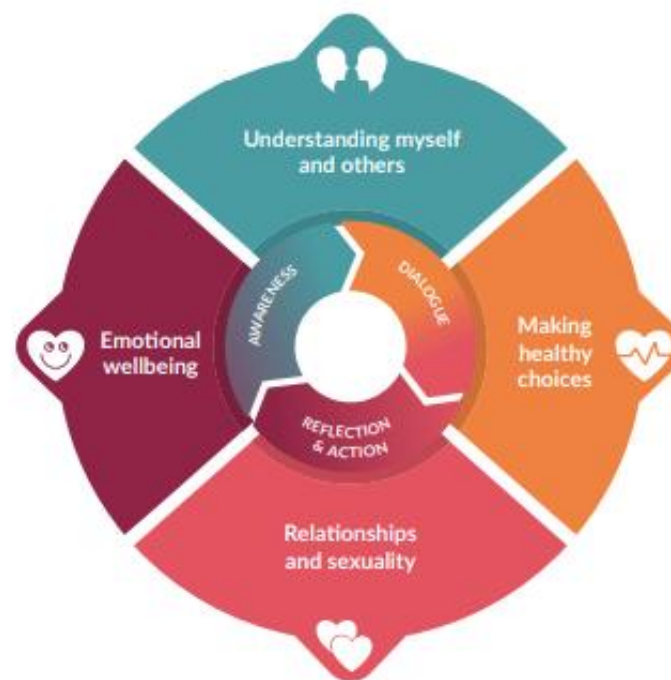
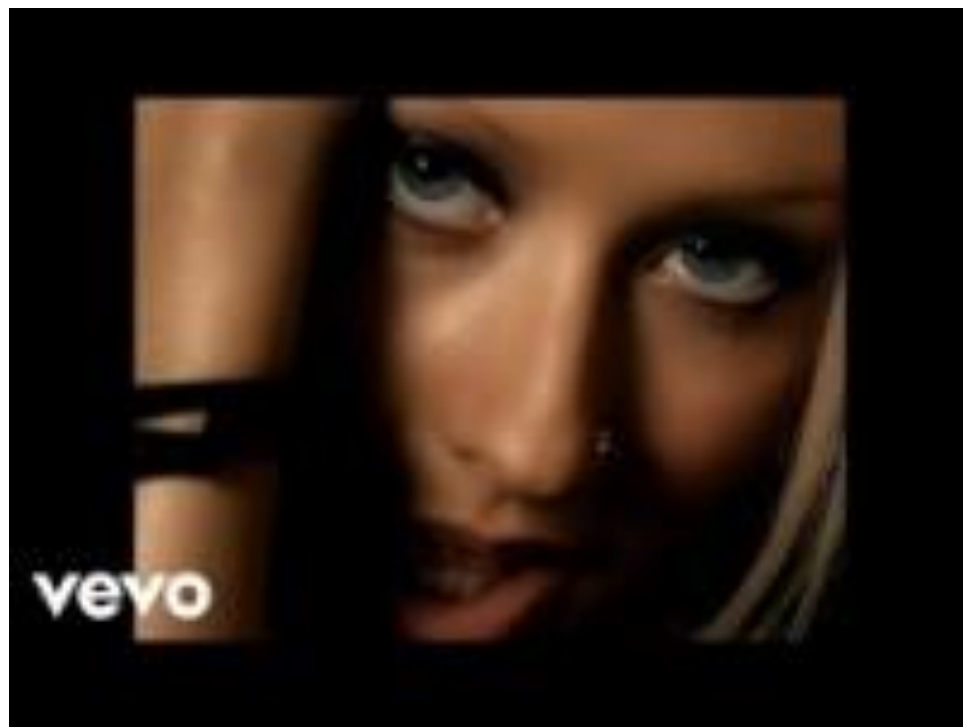
The friendship of Alex and Sam





Stimulus Material

Music

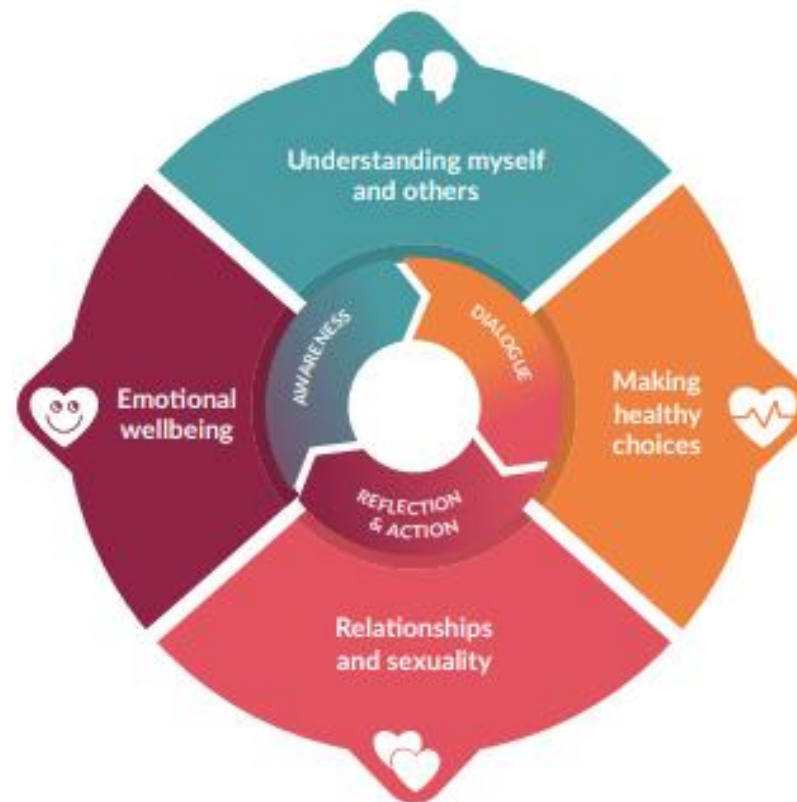




Digital Learning



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

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Day 1	Day 2
<ul style="list-style-type: none">• SPHE Specification	<ul style="list-style-type: none">• Reflection
<ul style="list-style-type: none">• Role of the Teacher	<ul style="list-style-type: none">• Assessment
<ul style="list-style-type: none">• Resources	<ul style="list-style-type: none">• Collaborative Planning
<ul style="list-style-type: none">• Pedagogical Approaches	<ul style="list-style-type: none">• Lesson Design



Thank You





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Scoile agus Múinteoirí

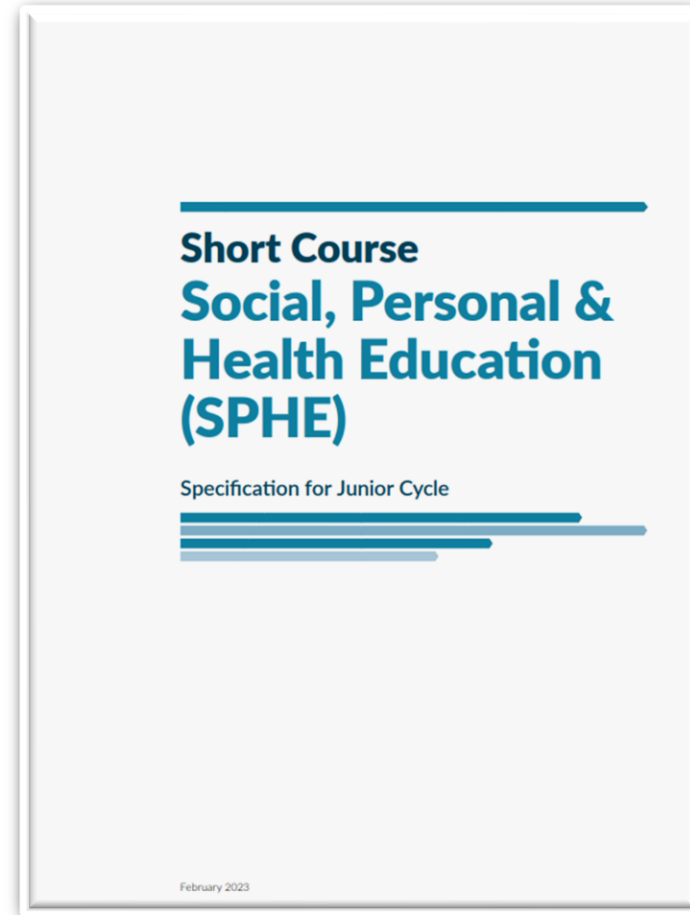
Supporting the Professional
Learning of School Leaders
and Teachers

Day 2

Junior Cycle Social, Personal & Health Education (SPHE)

An Introduction to the
Updated Specification for
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Facilitator:





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Two Day Overview

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<ul style="list-style-type: none">• Pedagogical Approaches	<ul style="list-style-type: none">• Lesson Design

Overview of Day 2



Session 4 9:30 – 11:00	Reflection and Assessment in SPHE <ul style="list-style-type: none">● 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 <ul style="list-style-type: none">● 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 <ul style="list-style-type: none">● 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.'

(DE, 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.'

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

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

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



By the end of this day participants will



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



Consider how to adopt the updated specification in their own school context



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



Spend 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

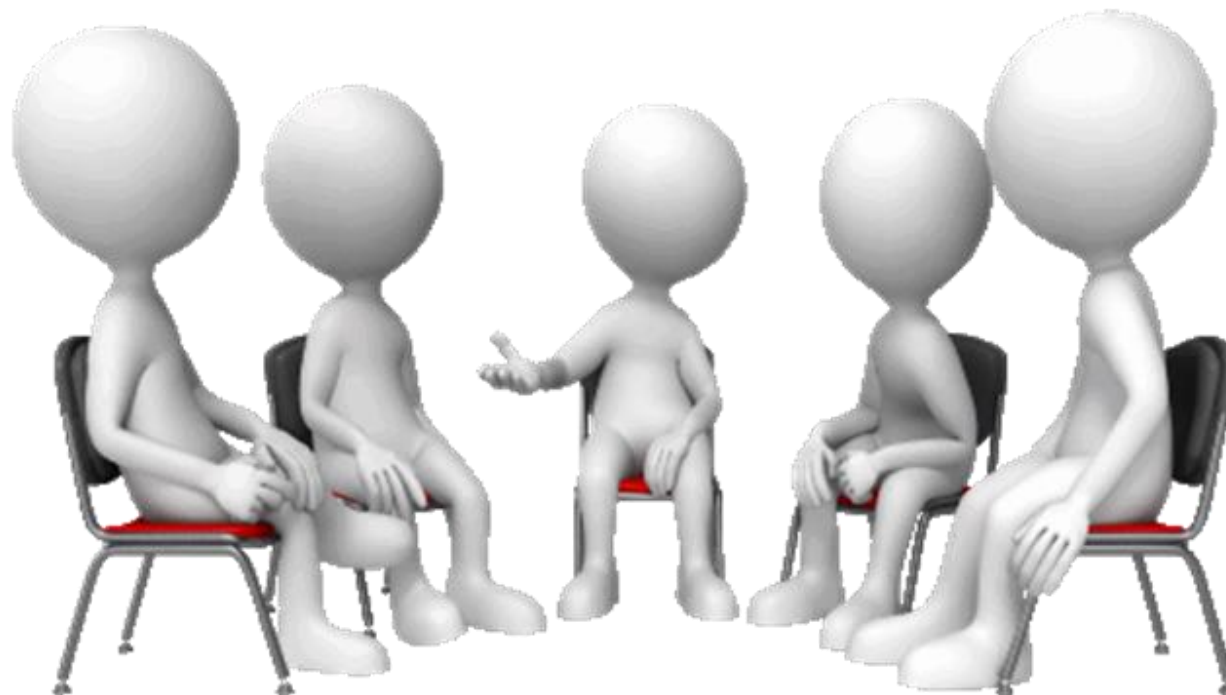
Purple... something you can't live without



Starburst getting to know you game



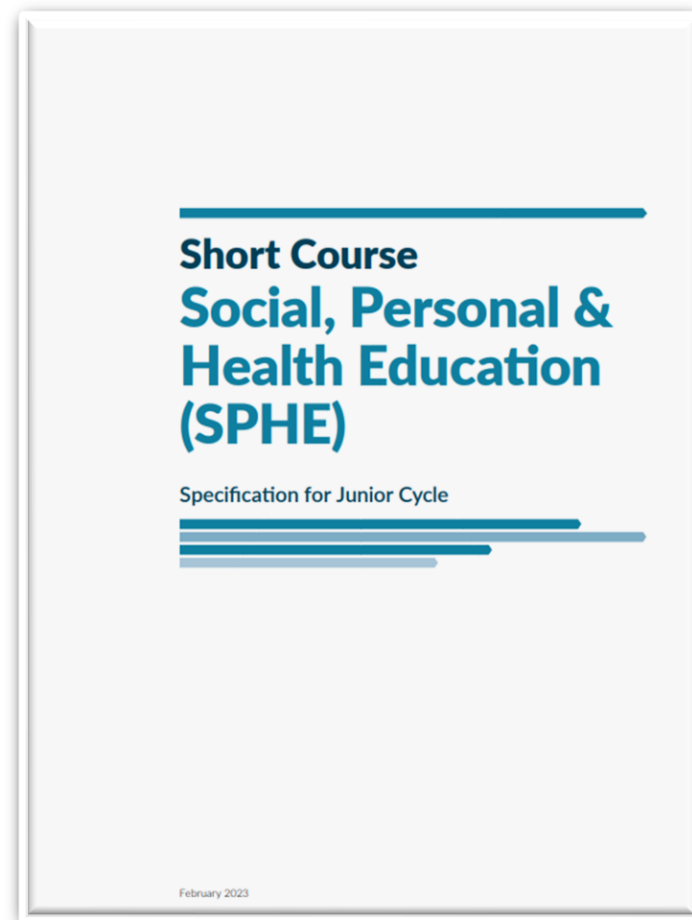
Reconnecting with Day 1





Session 4

Reflection and Assessment in SPHE





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

To develop your self-awareness

To help you to plan next steps/actions

To track your personal growth

Benefits for Students

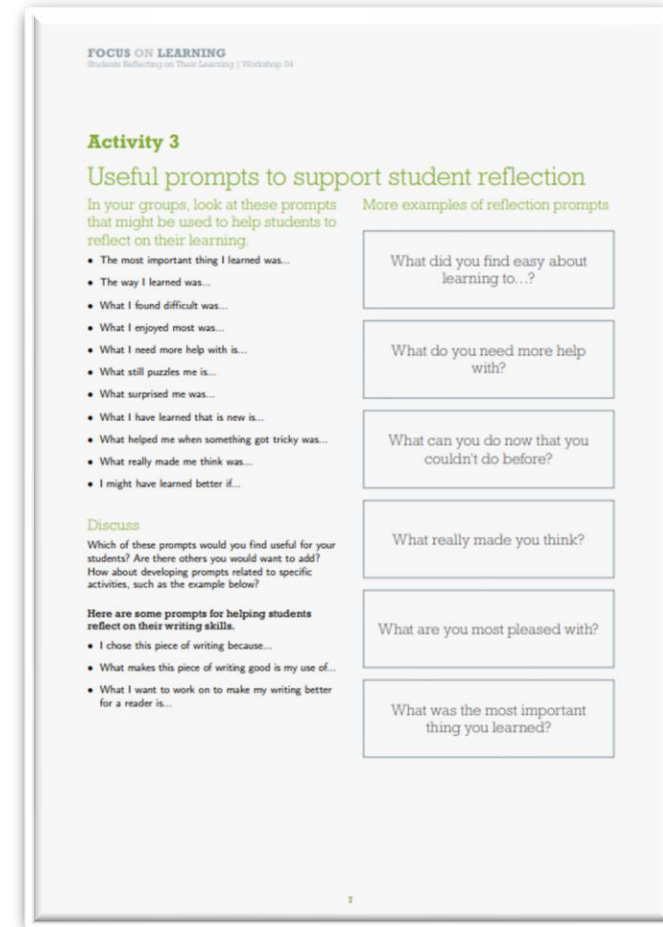
To voice your own questions, ideas or insights

To allow you to change your mind

To make sense of your learning



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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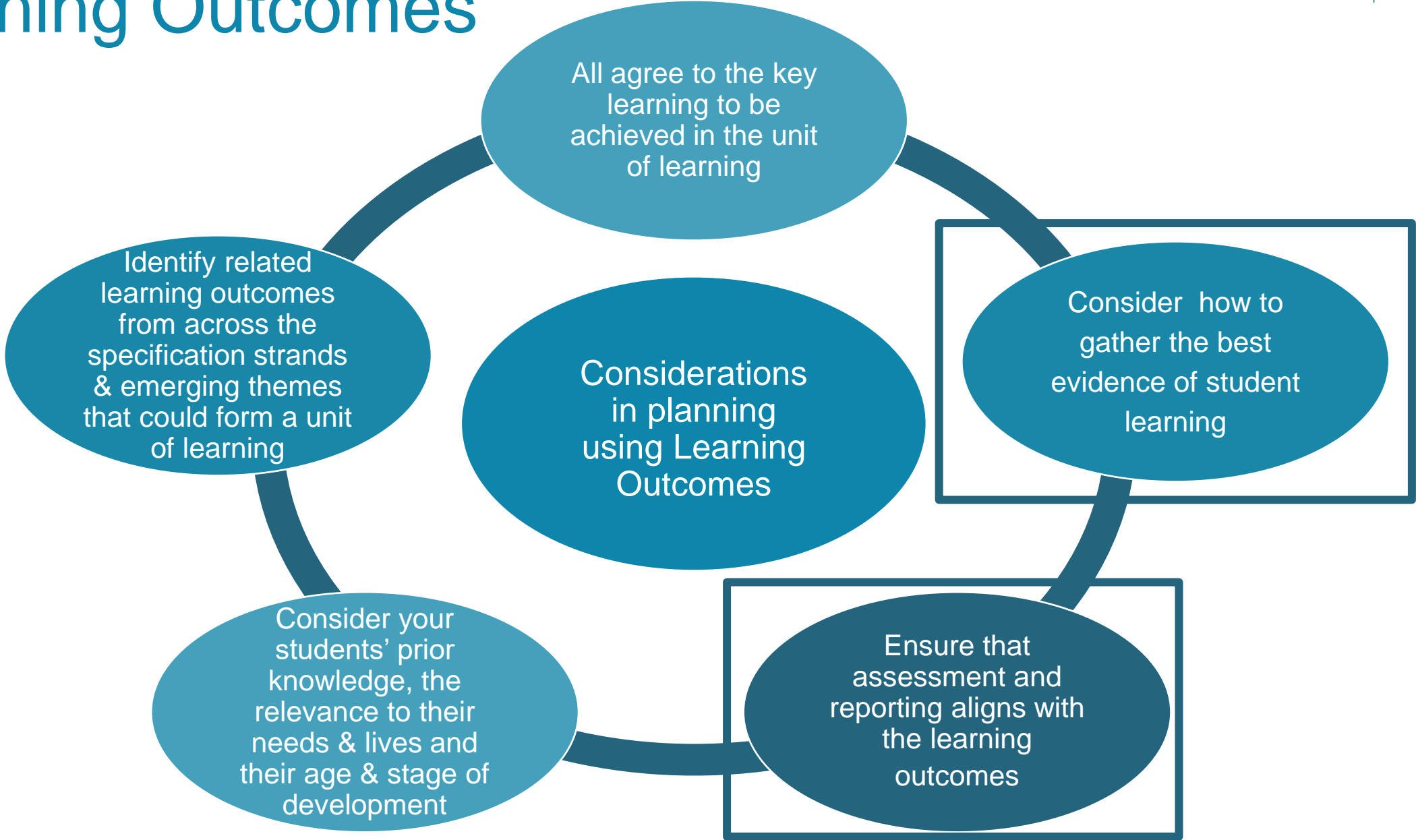


Catherine O'Connor,
Limerick Educate Together Secondary School

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?

Considerations when using Learning Outcomes





Resources and Supports

Classroom Practice - SPHE Teaching Approaches

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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 Principles



(NCCA, 2015)



Assessment

Creative Approaches to Assessment in SPHE



SPHE Teaching Approaches

Creative approaches to assessment in SPHE/RSE

Why is assessment important in SPHE/RSE?

Giving students opportunities to demonstrate their learning benefits both the teacher and students.

- For the teacher - It enables you to feel confident that learning has taken place, be able to affirm progress and identify future learning needs.
- For the students - It creates an awareness of the development of their knowledge, attitudes and skills, signifies the value of learning in SPHE and increases their motivation for further learning.

“ The focus of assessment is to enable students to show evidence of their learning journey. ”

Senior Cycle SPHE specification

The main purpose of assessment is to support learning. It is anticipated that most assessment in SPHE will be classroom-based and formative in nature. Being clear about the purpose of any assessment activity is really important as this allows you to share the goal with your students and provide relevant feedback.

Planning ongoing assessment in SPHE allows you, the teacher, and your students to engage in ongoing conversations about their learning.

Other relevant guidance on this toolkit

- Student voice in SPHE
- Supporting student reflection in SPHE
- Effective pedagogical approaches.

Ongoing assessment - what does it look like?

Assessment in SPHE is not about setting tasks in order to accumulate a record of marks. Nor is it about teachers assessing where the student is situated on the continuum of wellbeing or making a judgment about a student's physical, social or emotional wellbeing. 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.

Assessment activities should provide opportunities to assess:

- an increase in knowledge (Before I knew ... now I also know ...)
- an increase in understanding (I always knew ... but now I can see how it connects to ... and now I can see how I could use this in my life)
- a change or reconfirmation of a belief/attitude (I used to feel ... and I now feel ...)
- improved communication skills (Before I would have said ... but now I can say ...)
- increased competence/skills (Before I didn't how to ... but now I know how to ...)
- new strategies acquired (Before I wouldn't have known how to ... but now I know new/more effective ways to ...)
- changed or challenged assumptions (Before I thought that ... but now I realise ...)

And remember - not everything needs to be assessed. You simply want to help students show evidence of their learning journey.

* Adapted from guidance published by PSHSE Association, UK
www.curriculumonline.ie

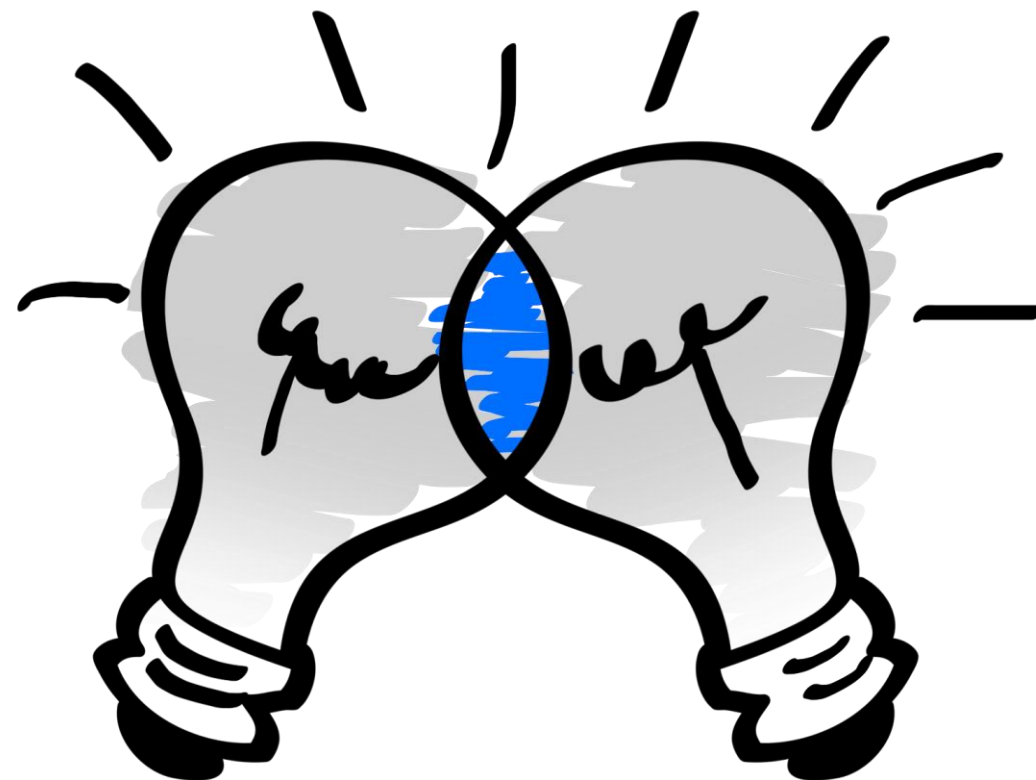
NCCA



Modes of Assessment

Activity

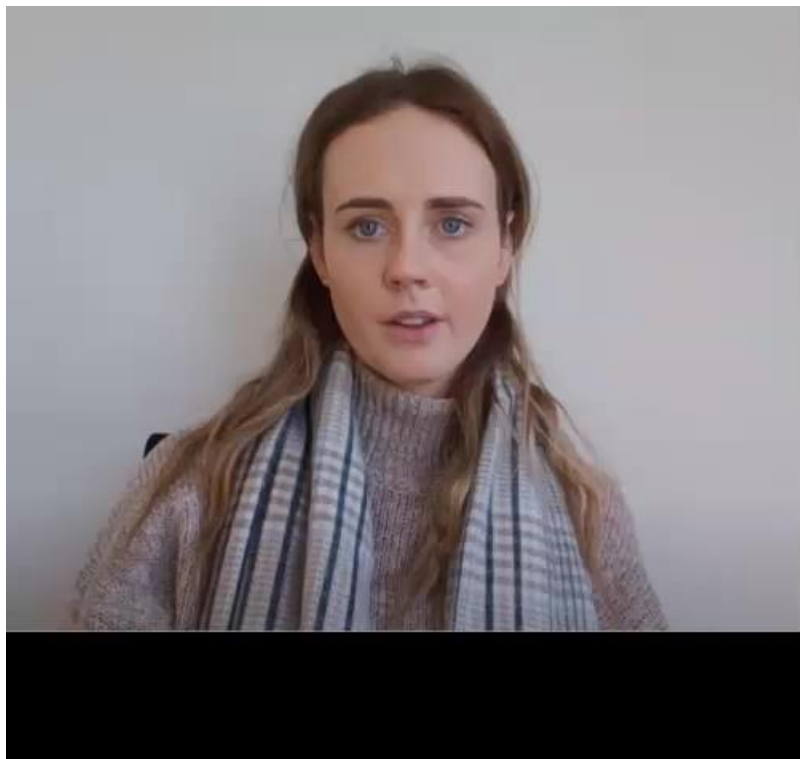
How do you check in on the learning happening in your SPHE classroom?





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



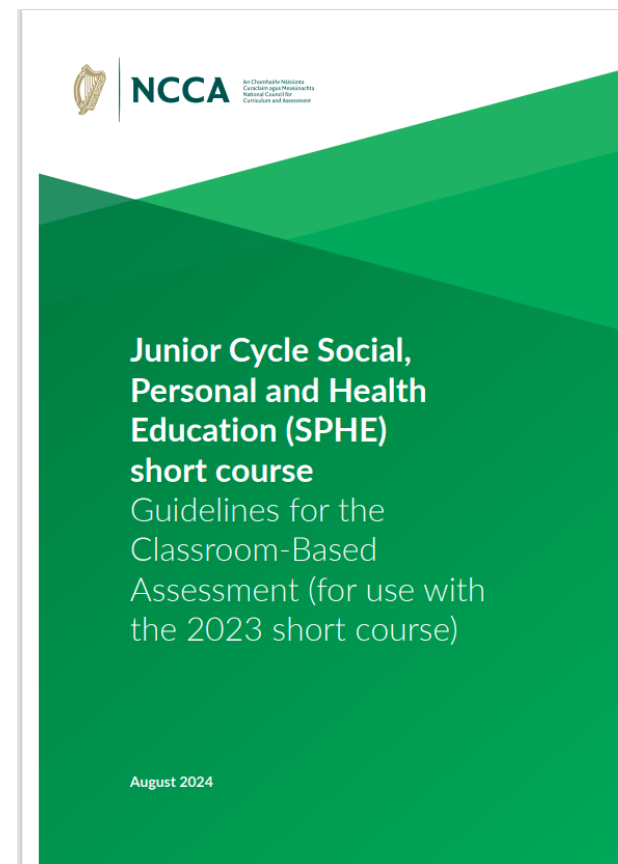
Assessment and Reporting Classroom-Based Assessment

- 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

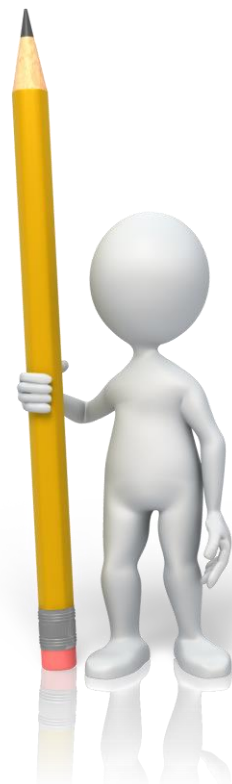
Option 2 -Taking Action for SPHE

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)



State Certified Final Examination		Classroom-Based Assessments - Subjects	
Irish L2 (O)	Merit	Irish L2	Language Portfolio: Exceptional Communicative task: Above Expectations
English (H)	Merit	English	Oral Communication: Above Expectations The Collection of the Student Texts: Exceptional
Mathematics (O)	Higher Merit	Mathematics	Mathematical Investigation: Exceptional Statistical Investigation: In Line with Expectations
History (C)	Merit	History	The Past in My Place: Exceptional A Life in Time: Not Reported
Geography (C)	Merit	Geography	Geography in the news: Not Reported My geography: Above Expectations
French (C)	Merit	French	Oral Communication: Above Expectations The Student Language Portfolio: Yet to Meet Expectations
Business Studies (C)	Achieved	Business Studies	Business in action: Yet to Meet Expectations Presentation: In Line with Expectations
Home Economics (C)	Merit	Home Economics	Cheese Tasteries: Above Expectations Food Literacy Skills Brief: Exceptional
Science (C)	Achieved	Science	Extended Experimental Investigation: In Line with Expectations Science in Society Investigation: Not Reported
Visual Art (C)	Higher Merit	Visual Art	From Process to Realisation: Yet to Meet Expectations Communicate and Reflect: Above Expectations
Other Areas of Learning		Classroom-Based Assessments - Short Courses	
		Wellbeing	
		CSE (Ethic, Social, Political Education): Above Expectations	
		Physical Education: Not Reported	
		SPE (Social, Personal, Health Education): In Line with Expectations	
		Other Areas of Wellbeing	
Principal Mr. John Smith	Year Head <i>John Howard</i> Testing	Roll Number: 10000X	My Schools Cormacaddy, Ballymahon New Road, Athlone, Co. Westmeath N37 TR23

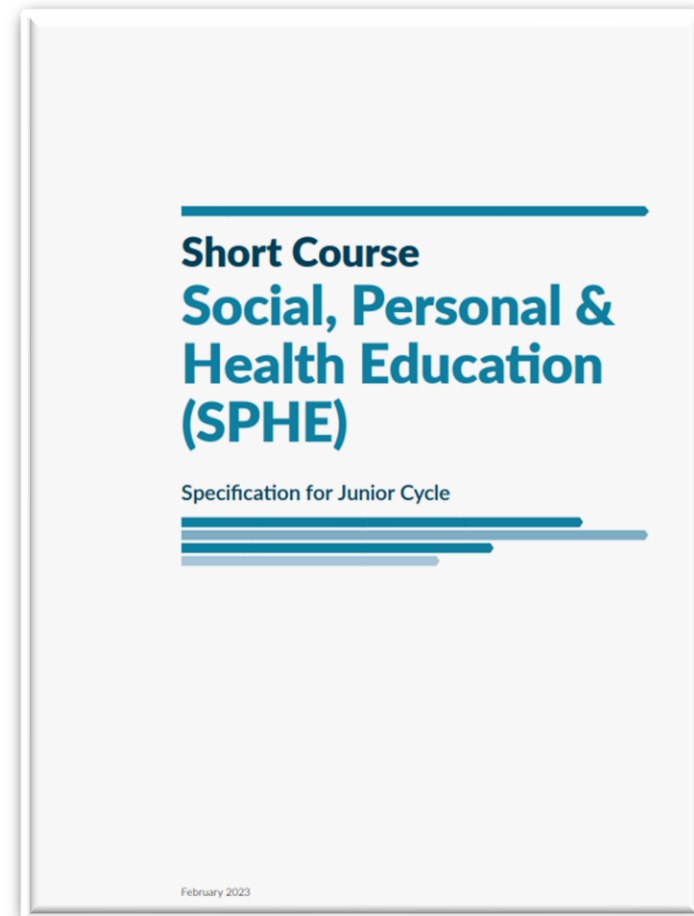
This JCPA recognises and records achievements in Junior Cycle.





Session 5

Teachers' Collective/Collaborative Practice





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

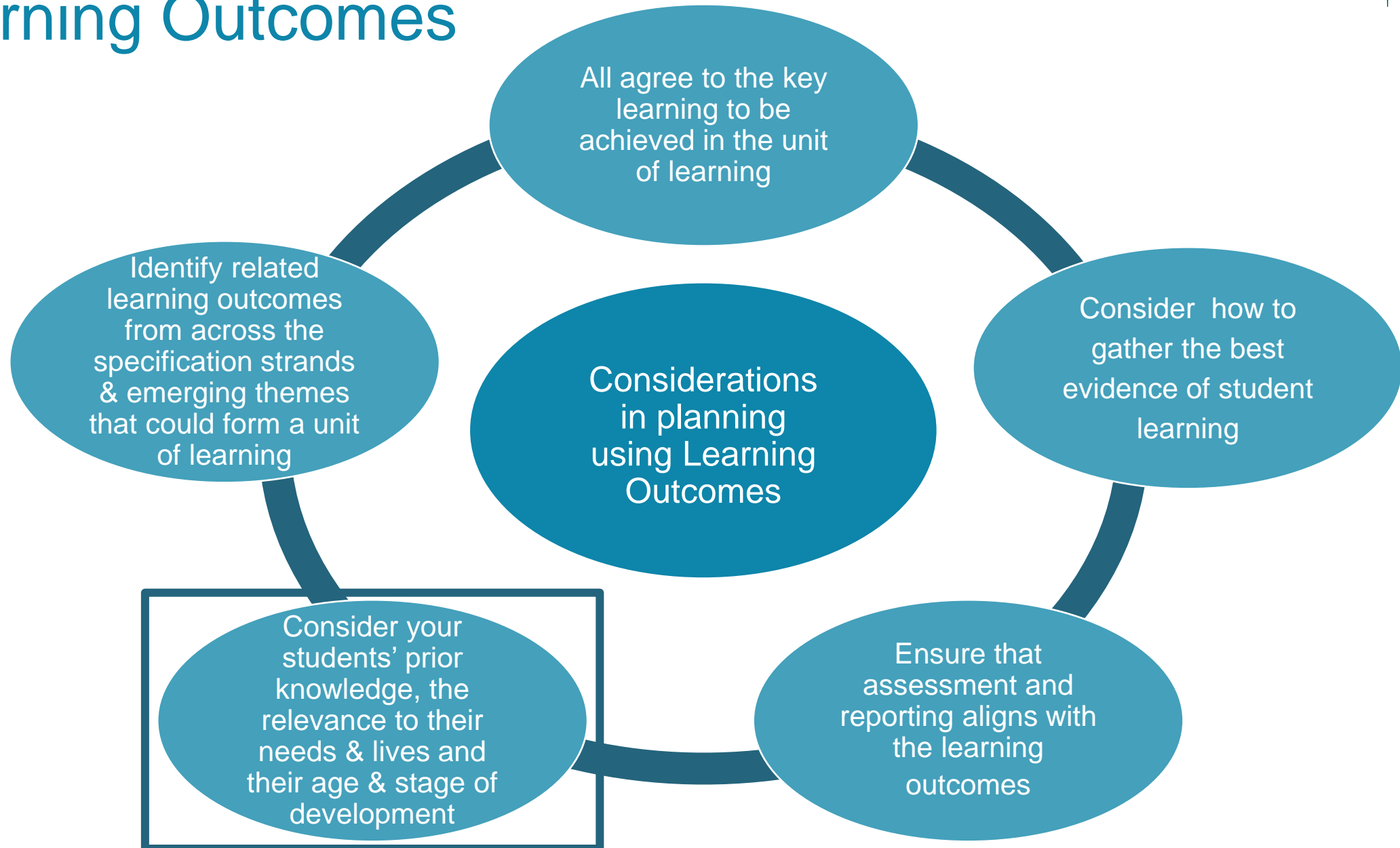
Planning Across the Three Years of Junior Cycle



Oide



Considerations when using Learning Outcomes





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

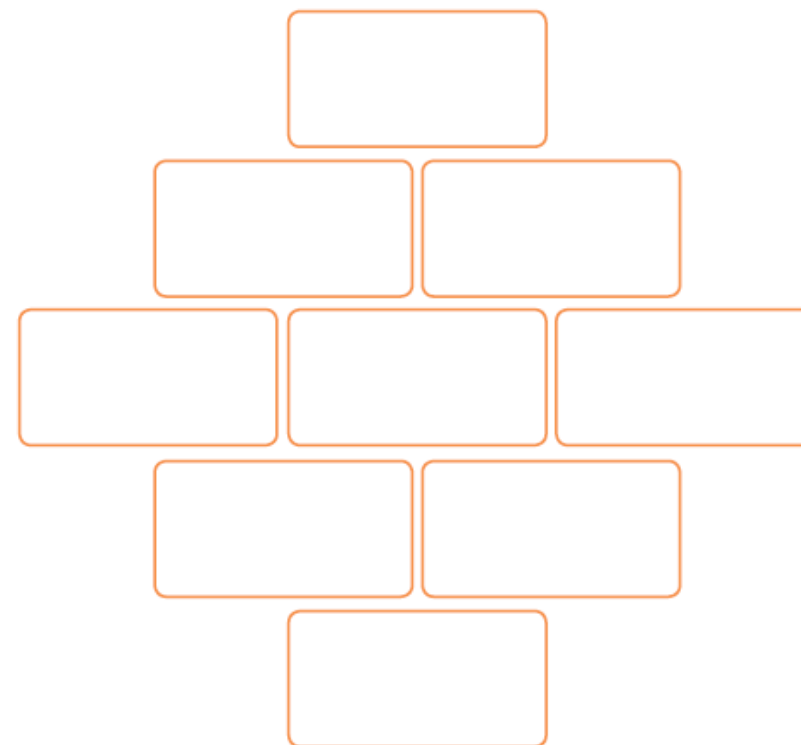
“Young people have a right to have their voices heard and for adults to listen and take them seriously.”



How Can We Encourage Student Participation?



Mentimeter





Case Study School





Long-Term Planning

<u>Year Group:</u> <u>Teachers:</u>	<u>Reviewed:</u>		<u>Date of Next Review:</u>			
	Summer - Midterm 1	Midterm 1 - Christmas	Christmas - Midterm 2	Midterm 2 - Easter	Easter - Summer	Reflection
<u>Year 1</u>						
Unit Title/s						
Learning Outcomes						
Assessment/Reporting						
<u>Year 2</u>						
Unit Title/s						
Learning Outcomes						
Assessment/Reporting						
<u>Year 3</u>						
Unit Title/s						
Learning Outcomes						
Assessment/Reporting						



Collaborative Planning

**Our Junior Cycle Wellbeing Programme (Year 1) –
Developing a shared vision, and a coherent, collaborative approach**

Year 2		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



The Rolfe, Freshwater and Jasper (2001) Approach

Discussion card 1

What? So what? Now what?

```
graph TD; A((What?)) --> B((So What?)); B --> C((Now what?)); C --> A;
```

Rolfe, Freshwater and Jasper (2001) propose using three simple questions when reflecting on learning: 'What? So what? Now what?'.

What?: What have I learned?

So what?: What does this tell me about my strengths and about my gaps in understanding?

Now what?: What can I do to improve my understanding? What are my next steps? What are my targets and goals for moving forward?

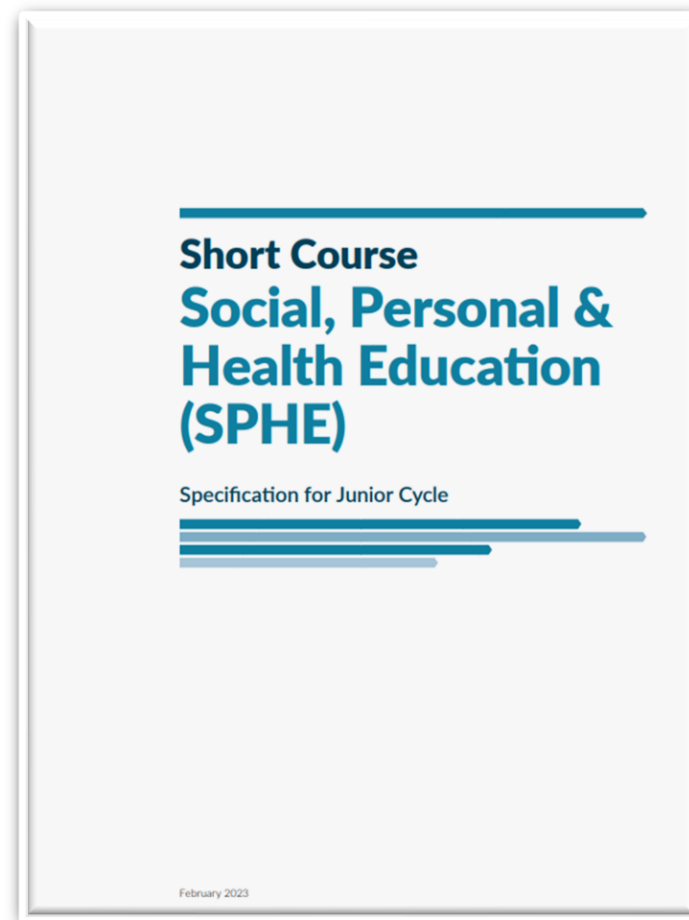
Discuss how you might use or adapt this approach in your classroom.





Session 6

Teachers' Individual Practice



Planning for your School Context



Oide



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



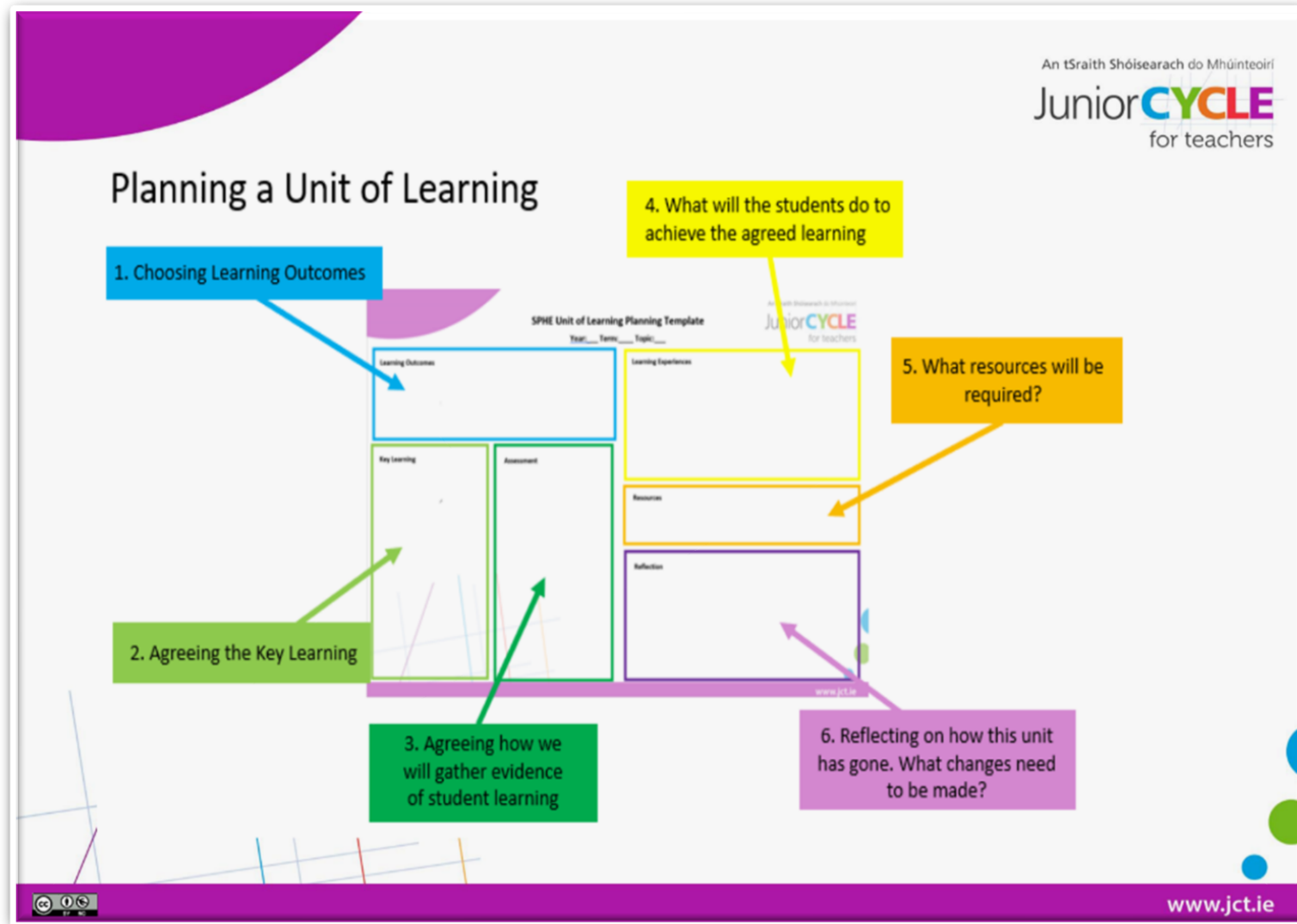
Does this learning foster a range of skills in all students?



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



Planning a Unit of Learning



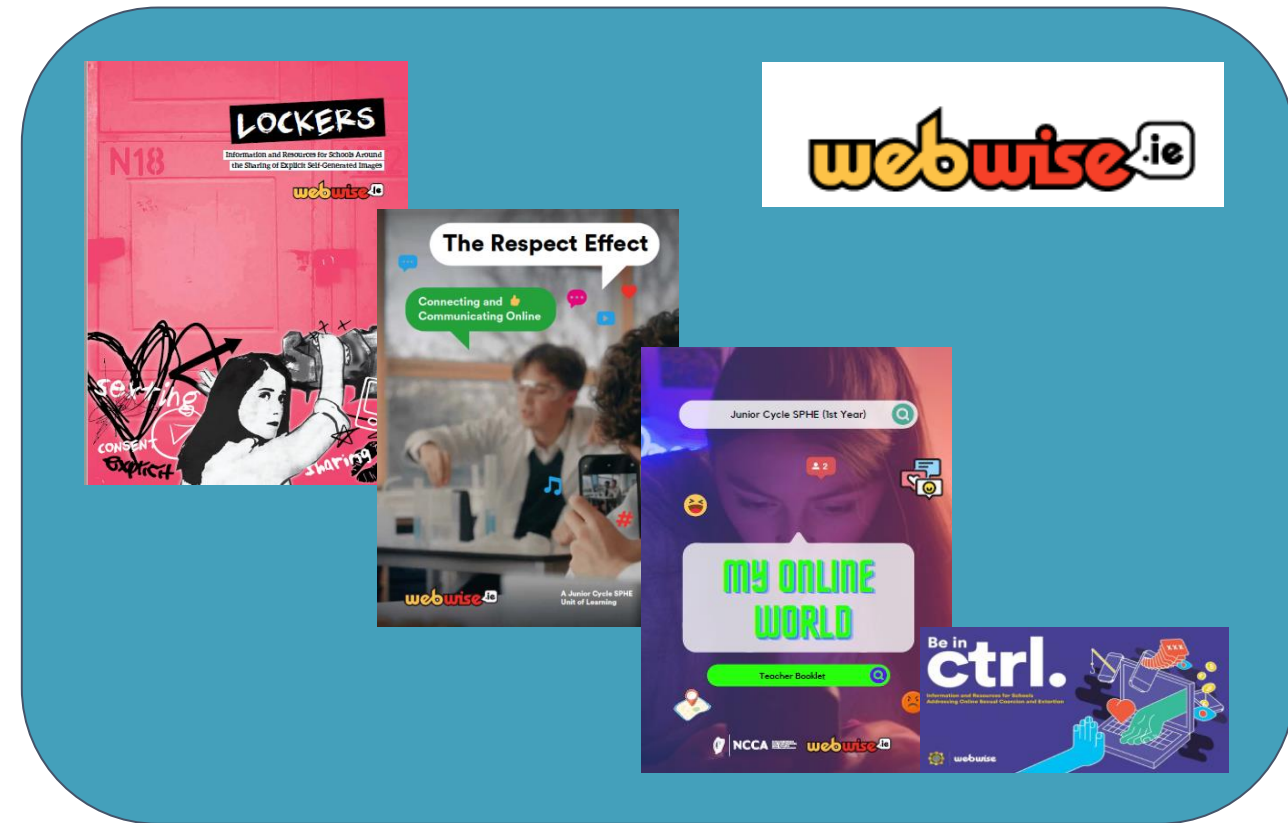


Resources and Supports

Resources for Teaching and Learning in SPHE



Resources for
teaching and learning
SPHE/RSE 2023





Unit of Learning Activity

SPHE Unit of Learning Planning Template

An tSraith Shóisearach do Mhúinteoirí
JuniorCYCLE
for teachers

Year: ___ Term: ___ Topic: ___

Learning Outcomes	Learning Experiences
Key Learning	Assessment
	Resources
	Reflection

www.jct.ie

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?

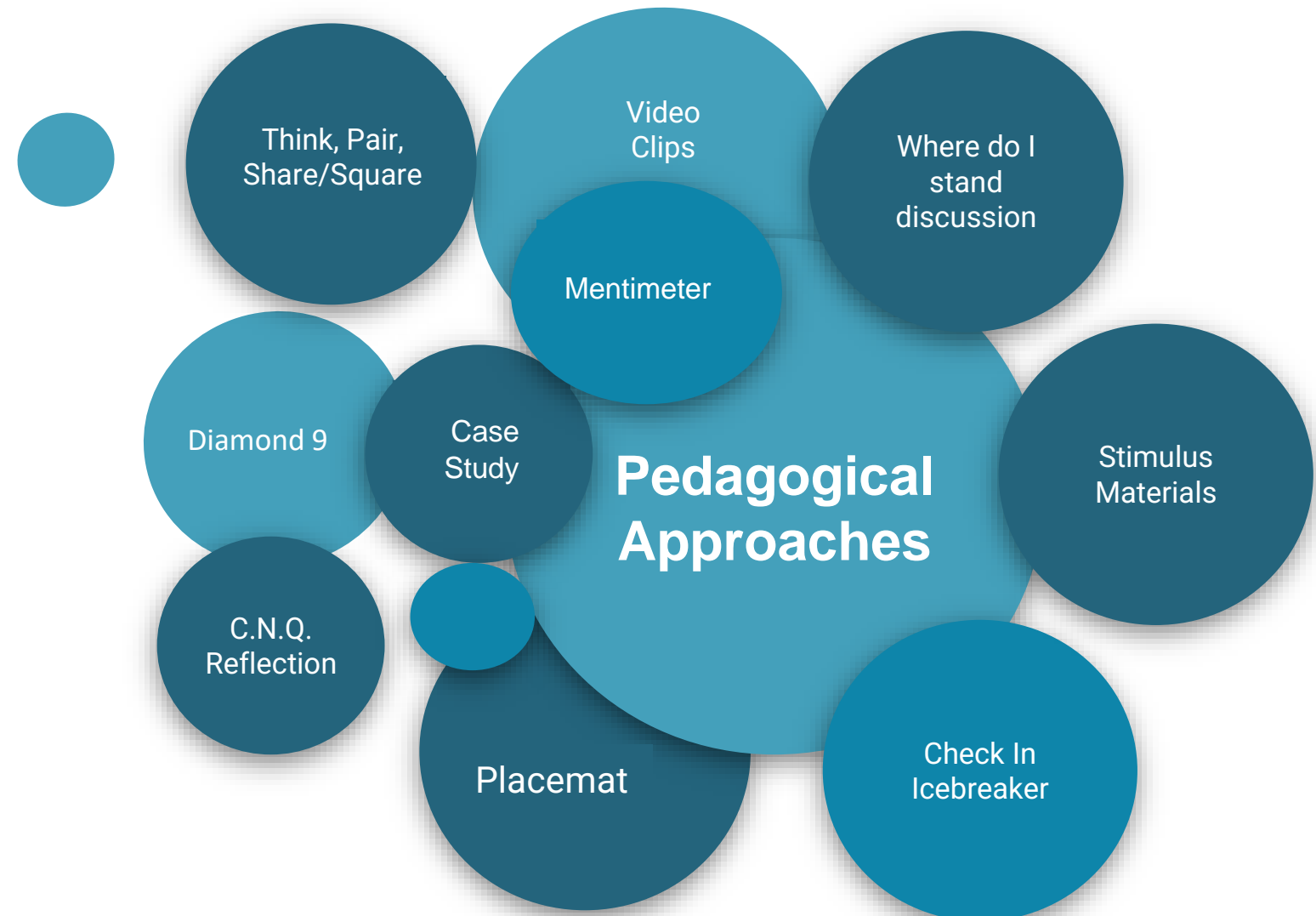
I know I'm learning in SPHE because...

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



Considered how to adopt the updated specification in their own school context



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



Feedback



<https://tinyurl.com/JCSPHE-Evaluation>

Overview	
Day 1	Day 2
<ul style="list-style-type: none">• SPHE Specification	<ul style="list-style-type: none">• Reflection
<ul style="list-style-type: none">• Role of the Teacher	<ul style="list-style-type: none">• Assessment
<ul style="list-style-type: none">• Resources	<ul style="list-style-type: none">• Collaborative Planning
<ul style="list-style-type: none">• Pedagogical Approaches	<ul style="list-style-type: none">• Lesson Design



Thank You

