



**Oide**

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Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers

# Professional Learning for JCSP Coordinators





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# Overview of the Day



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<b>Session 1</b> 09:30 - 11:00	Overview of JCSP JCSP in our Settings JCSP Students
Tea/Coffee 11:00 - 11:15	
<b>Session 2</b> 11:15 - 13:00	Shared Practice – Teacher Voice JCSP Statements JCSP Profiling
Lunch 13:00 - 14:00	
<b>Session 3</b> 14:00 - 15:30	JCSP Initiatives JCSP Events Supports & Resources for JCSP

# The Aims and Rationale



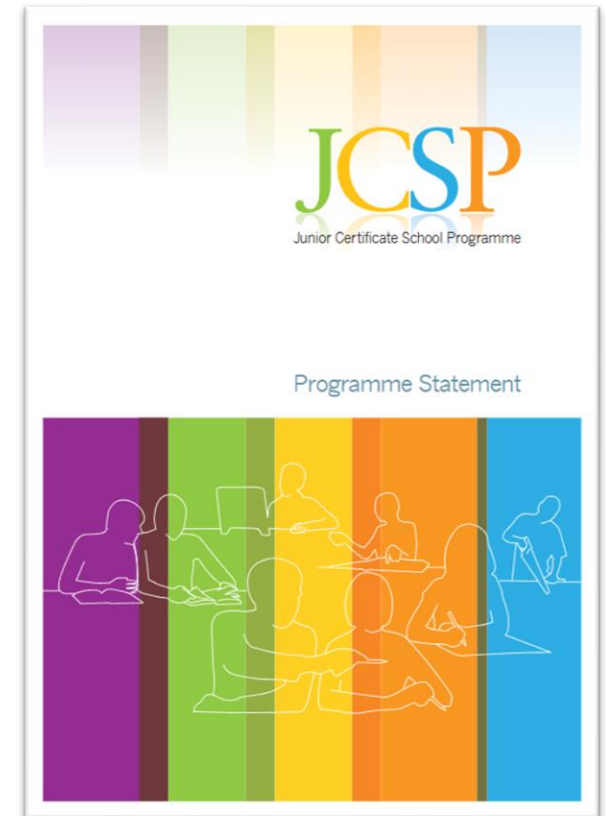
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A **social inclusion** programme. It helps to make the curriculum **accessible and relevant** to young people.

To improve retention of students & build strong learning foundations.

To bridge the gap for students who struggle to engage with learning at Junior Cycle.

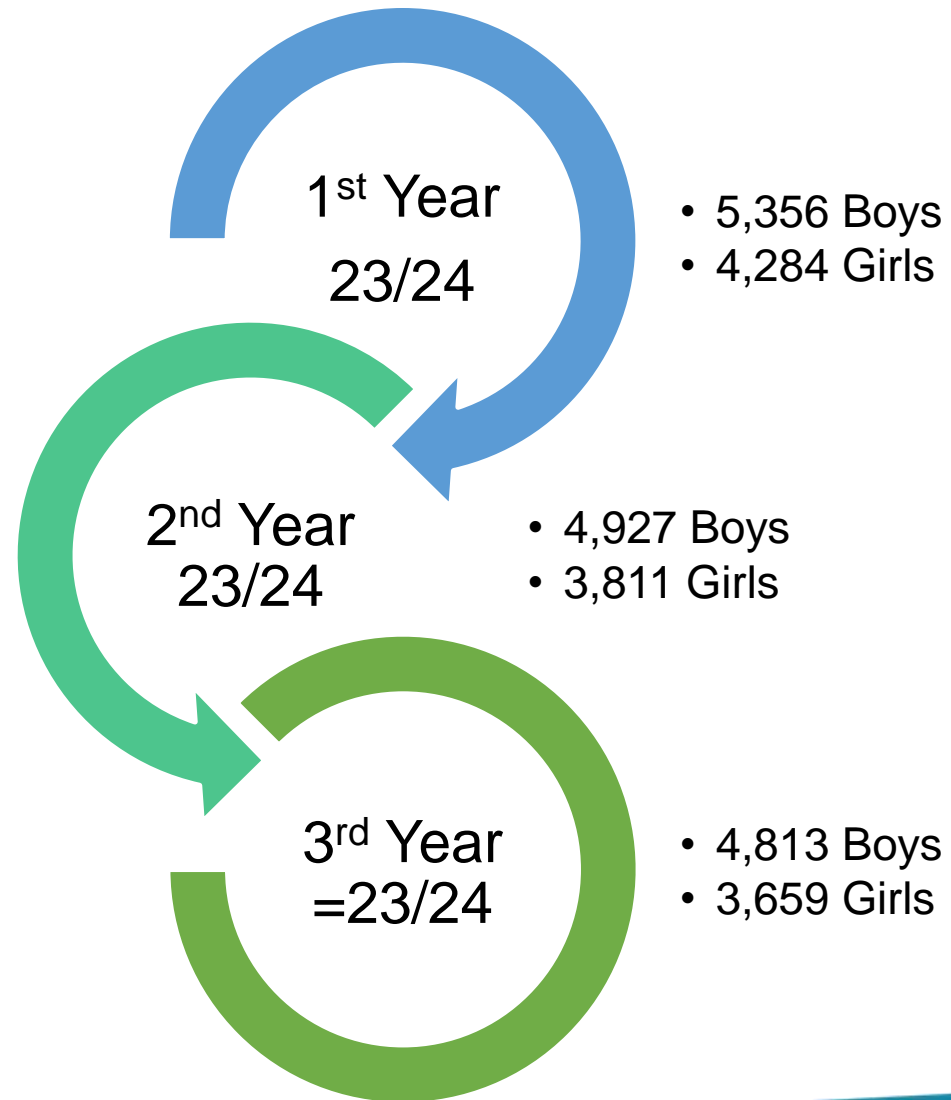
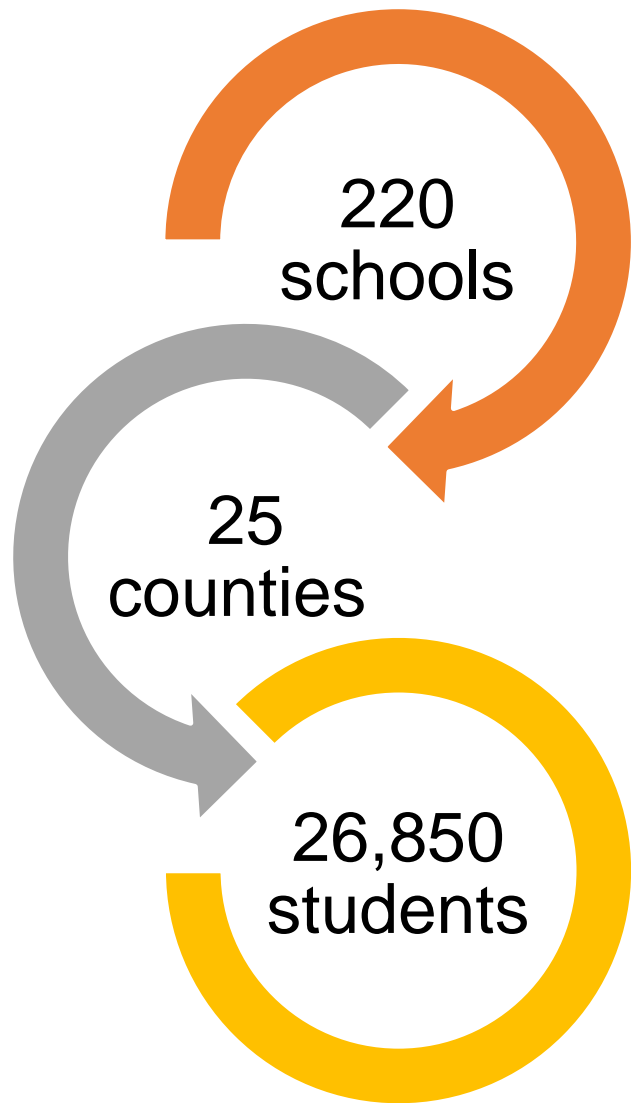
To make school relevant and accessible for young people who find engagement challenging.



# Facts and Figures



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# Resources for Schools



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Capitation Grant €63 per 1<sup>st</sup>  
year student  
Circular: 0079/2024

Allocation for JCSP  
Circulars:  
0008 /2024  
0009/2024  
0010/2024

Printed JCSP Resources

Digital JCSP Resources

Initiative Funding

An Roinn Oideachais  
Department of Education



Circular 0079/2024

To: The Management Authorities of each Voluntary Secondary School

Revision of Capitation Grant Rates for  
Voluntary Secondary Schools in the Free Education Scheme

An Roinn Oideachais  
Department of Education



Circular 0008/2024

To: The Managerial Authorities and Principals of Recognised  
Voluntary Secondary Schools

An Roinn Oideachais  
Department of Education



Circular 0010/2024

To: The Chief Executives of Education and Training Boards  
Staffing Arrangements in Education and Training Boards  
for the 2024/2025 school year

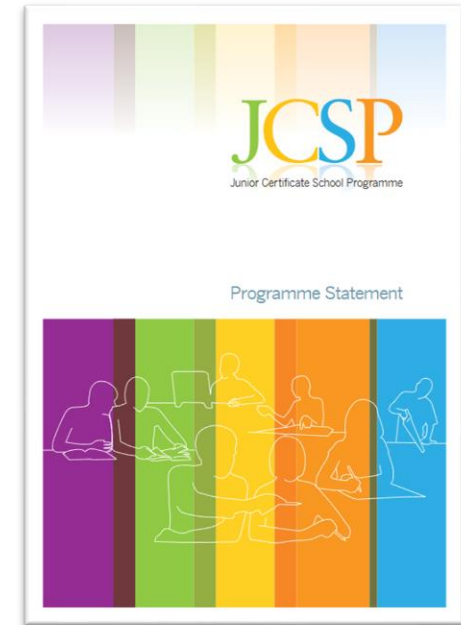
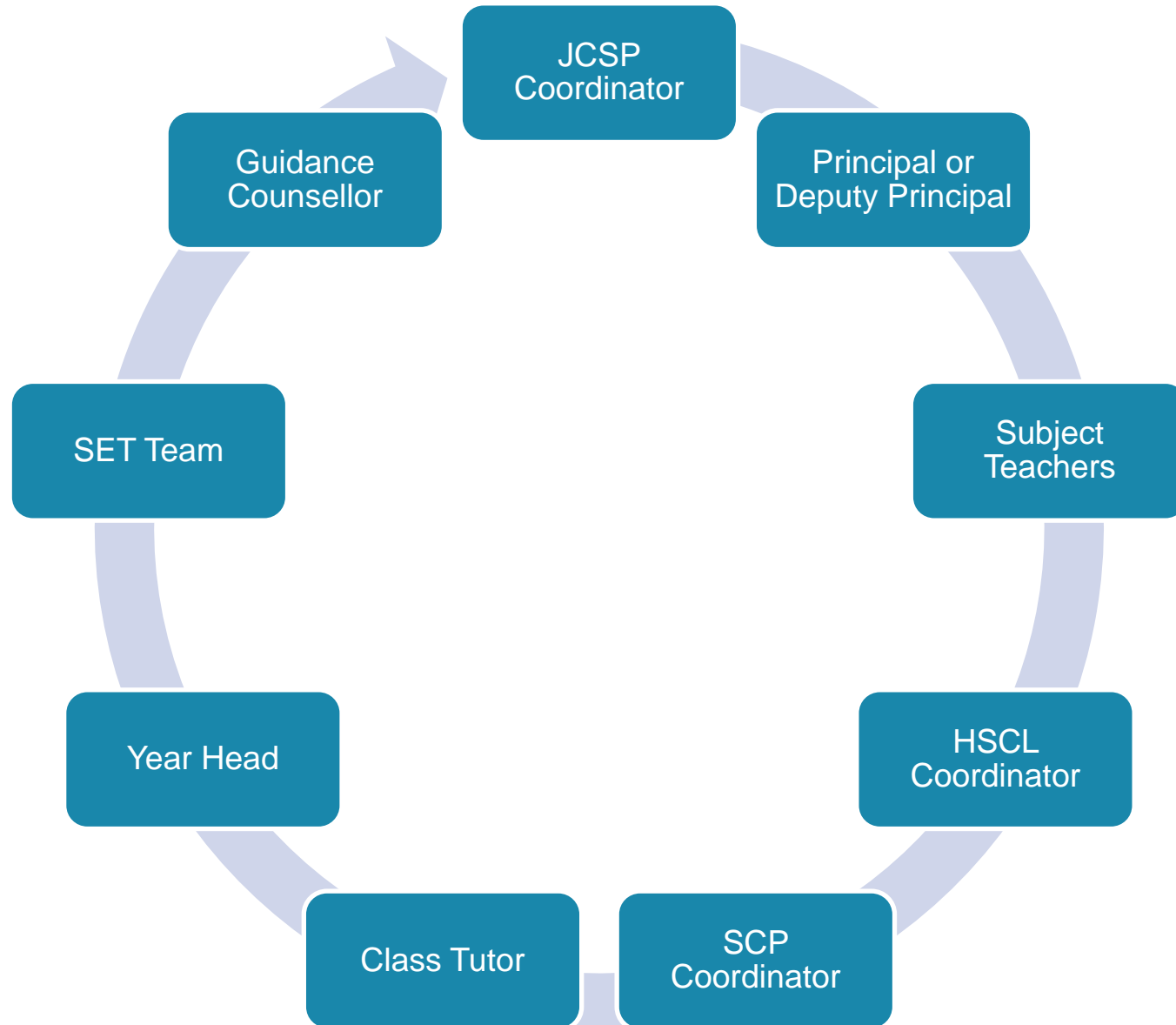
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# The JCSP Team



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# Activity



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Who is on the JCSP team in your school?  
How do you collaborate?  
What works well?  
What are the challenges?







Each school should have a JCSP plan which includes:

- Aims and objectives of Programme
- Structure of Programme – including time for planning
- Selection criteria
- Team members
- Roles and responsibilities
- Minutes of meetings
- Details of communications with students/staff/parents





Analyse individual students' **strengths and weaknesses** and barriers to learning.



Plan programmes of learning which both **build on students' abilities** and **address the identified barriers** to progressing their learning.



**Engaging in collaboration** with the young people and their parents regarding their barriers to achieving progress.



*When planning their junior cycle programmes schools should "...ensure that, as far as possible, the **particular range** of subjects, short courses and PLUs available is **appropriate** to the needs and aptitudes of **every student** including those with special educational needs."*

# Junior Cycle for All Students



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Min 8 Max 10  
Subjects



Must include  
English, Irish,  
Maths &  
History\*



Programmes of  
study in PE,  
SPHE & CSPE



Max 4 Short  
Courses



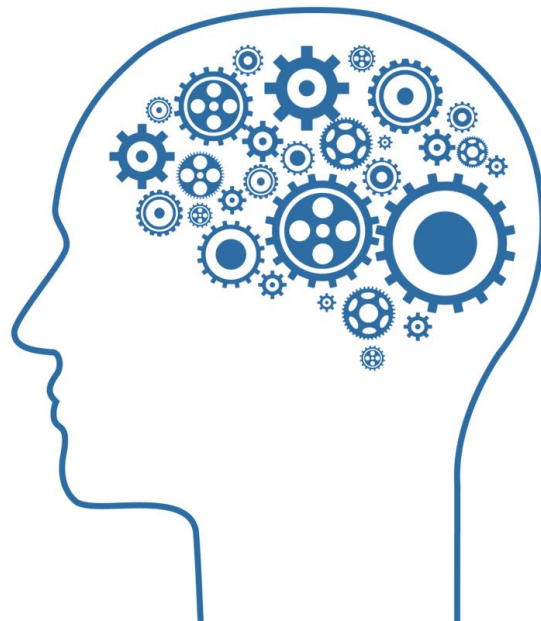
Min 400 hour  
Wellbeing  
Programme



Guidance  
related learning



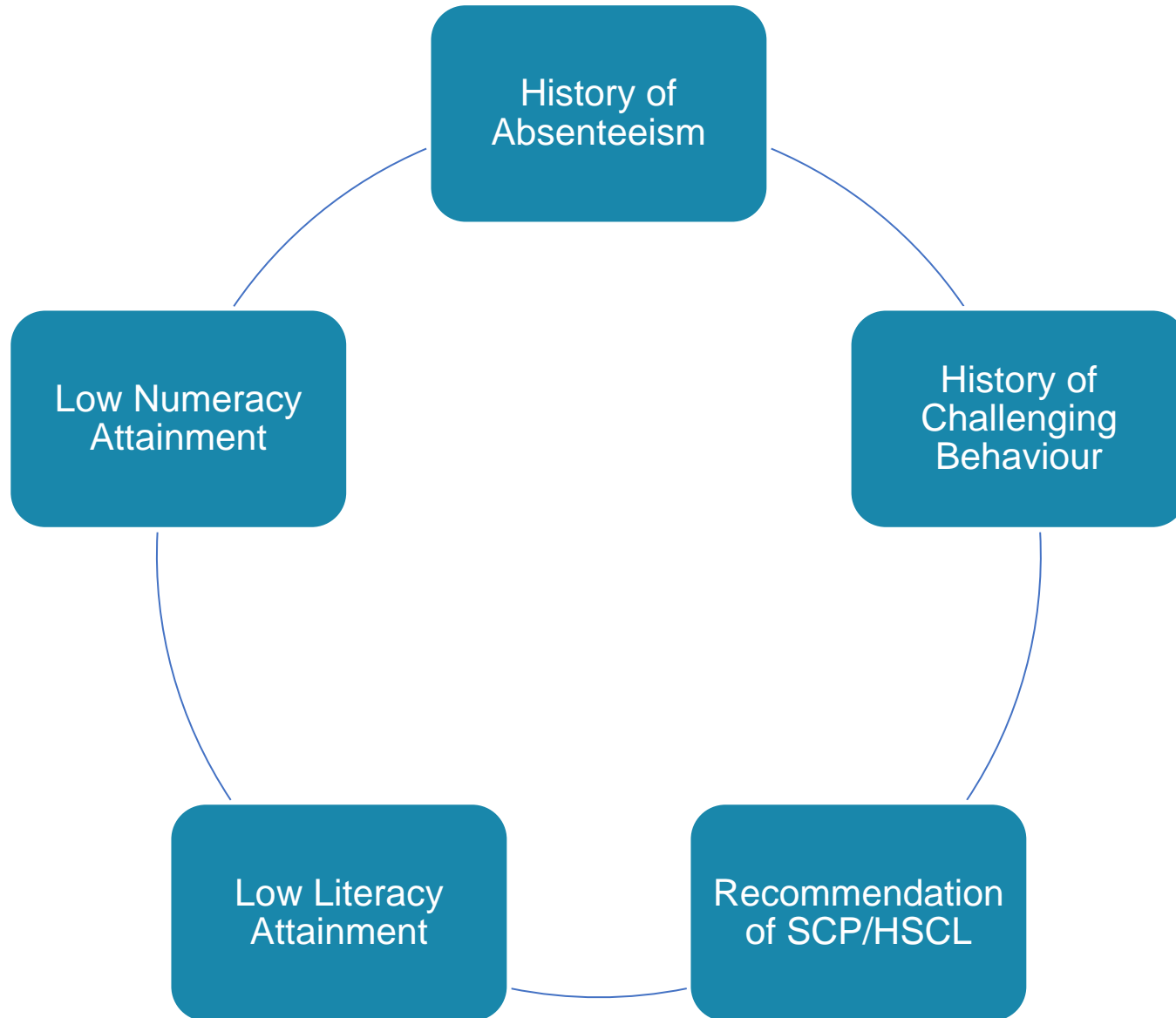
How does your school ensure that the range of subjects, short courses and PLUs available to your students, is appropriate to the need and aptitudes of every student?



# School Selection Criteria



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These are only suggested selection criteria, each school must design their own criteria reflective of their school context.



Which criteria do you use to select JCSP students in your school?





## Welcome to the Oide JCSP website.

The Senior Leader is Lisa Kelly. Oide offers a variety of models and supports for JCSP Co-ordinators and schools. Please see below for relevant links:

- PLE Autumn 2024/Spring 2025: The JCSP calendar is [here](#) and the flyer for DEIS PLE is [here](#). Schools are also invited to enrol for "Fostering an Inclusive School Culture in Post-primary schools" PLEs, details [here](#)
- To book a place using the Oide online booking portal, please click [here](#).
- Application for various models of school based and telephone support can be applied for at this [link](#)
- In order to support JCSP Coordinators and schools, we have compiled a list of FAQs available at this [link](#)
- To order JCSP resources, please click [here](#) (or cut & paste this address: [codex.ie/login](https://codex.ie/login))





# Padlet Wall



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Our Padlet wall contains many resources relevant to JCSP and can be accessed through the QR code

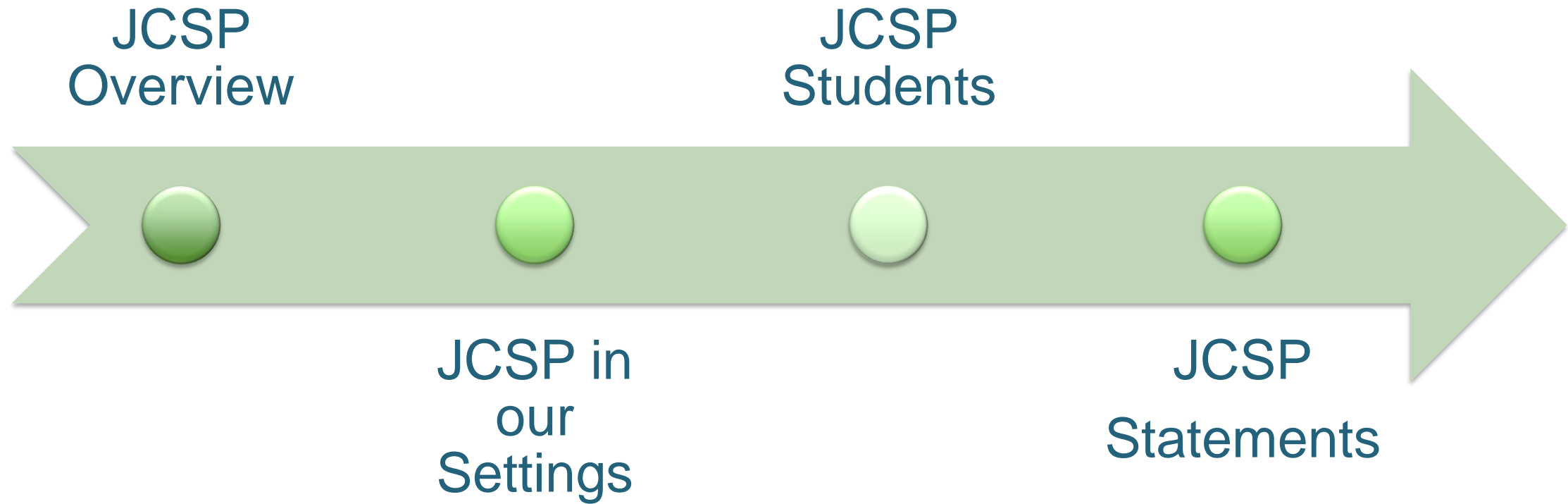
Oide Website - JCSP – Preparation for Teaching and Learning



# Outline for the Day



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# Shared Practice – Teacher Voice



Marie Jan Buckley



# What is a JCSP Statement?



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**English** Statement code no. EJC1

Student: Name Surname Class: Class

### I can communicate as a reader

I have begun  | I am working on this  | I can

This has been demonstrated by your ability to:

1. Read a short text to my classmates with fluency and with meaning
2. Read two different kinds of texts with the same theme and note differences and similarities
3. Read a book from an appropriate level over a period of time and discuss using appropriate language
4. Read a short article/speech and extract main points/underline key sentences
5. State what plot and theme mean
6. Give the title of novel/play/poem with writer's name
7. Explain what character and setting mean
8. Describe the setting and character
9. Discuss what I learned about the main character
10. Study a text and answer comprehension questions
11. Summarise a chosen text
12. Read a poem with fluency and with meaning
13. Read a drama excerpt in a group
14. Extract examples of poetic techniques from a number of poems
15. Respond personally in writing to poem/photograph
16. Explore the content and components of a website, blog and advertising campaign
17. Read and discuss my own and other students' work to help to make it better

### Reflecting on my learning...

**One thing I did well...** Text here  
Text here

**One thing that I might improve...** Text here  
Text here

**I really enjoyed** Text here **.....because...** Text here  
Text here

Describes an area of knowledge, concept or skill

Learning Targets

States the student knows, understands or can do something

# JCSP Statements & Students



Oide

**English** Statement code no. EJC1

Student: Name Surname Class: Class

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### Reflecting on my learning...

One thing I did well...  Text here

One thing that I might improve...  Text here

I really enjoyed  because...  Text here

Students know how to use the statements, track their progress, and understand how their folder is linked to the statements.

# Accessing the Statements



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Editable PDF statements

A2 size statements

Visibility for students

Interactive

**English** Statement code no. EJC1

Student: Name Surname Class: Class

### I can communicate as a reader

I have begun  | I am working on this  | I can

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1. Read a short text to my classmates with fluency and with meaning
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### Reflecting on my learning...

One thing I did well...  Text here  
 Text here

One thing that I might improve...  Text here  
 Text here

I really enjoyed  Text here .....because...  Text here  
 Text here



**I can explain how the physical world is formed**

**Geography** Statement Code No. GJC1

Student: Name Surname Class: Class

**I can:**

I have begun  | I am working on this  | I can

This has been demonstrated by my ability to:

1. Draw and label the layers of the earth
2. Explain what a tectonic plate is
3. Name and describe the three types of plate boundaries
4. Draw a labelled diagram of an earthquake
5. Describe why earthquakes occur
6. Describe how volcanoes are formed using labelled diagrams
7. Identify the three categories of rocks
8. Classify rocks according to what they are made of and how they are formed
9. Develop my research skills by completing a structured inquiry into a volcano or earthquake that appeared in the news

**Reflecting on my learning ...**

One thing I did well ... Text here

One thing I might improve ... Text here

I really enjoyed... Text here because... Text here

**Language Skills: Basic Writing**

**Basic Skills** Statement Code no: 2

Student: Name Surname Class: Class

At Junior Certificate level the student can:  
Write basic English in specified situations

Date Commenced:  Date Awarded:

**Learning Targets** - This has been demonstrated by your ability to:

- 1 Write name, address and personal details
- 2 Correctly label specified drawings and diagrams, e.g. parts of body, rooms in a house
- 3 Show some ability to write using capital letters and full stops
- 4 Produce simple non-chronological writing as in a speech bubble, greeting card, labels etc.
- 5 Write a brief message in note form
- 6 Write greeting cards (e.g. Christmas, birthday etc.)
- 7 Write neatly and legibly
- 8 Sequence writing using a beginning, middle and end shape
- 9 Find specific information in a given short piece of prose

Refer also to: All subjects

Work begun  | Work in progress  | Work completed

**Positive Communication**

**CC** Statement Code no: 36

Student: Name Surname Class: Class

At Junior Certificate level the student can:  
Communicate with people in a positive manner and apply these skills to maintain friendships

Date Commenced:  Date Awarded:

**Learning Targets** - This has been demonstrated by your ability to:

- 1 Recognise that people speak differently to different people, e.g. peers, teachers, parents and other adults
- 2 Speak in an appropriate and polite manner when speaking to peers, teachers, parents and other adults
- 3 Understand that name-calling and teasing are bullying
- 4 List ways in which name-calling and teasing can be hurtful to oneself and others
- 5 Suggest ways in which words can give positive messages
- 6 List ways in which you yourself would like to be treated
- 7 Suggest ways of making and keeping friends
- 8 Identify traits which are not desirable in a friendship
- 9 Identify traits which maintain a good friendship
- 10 Describe what peer pressure is
- 11 Give examples of peer pressure and suggest ways of handling it
- 12 Identify online behaviours which are inappropriate

Refer also to: Civic Social and Political Education, English and Religious Education

10 Work begun  | Work in progress  | Work completed

**Be familiar with the legal system in Ireland and how it affects you**

**CSPE**

Student: Name Surname Class: Class

At Junior Cycle I can:

**I CAN:**

Date Commenced:  Date Awarded:

This has been demonstrated by my ability to:

1. Understand what is meant by the term Law and a citizen's rights to justice
2. Name three laws that have an impact on our daily lives
3. List three laws that have changed in recent times
4. Be able to identify what can happen when a person breaks the law
5. Be familiar with the role of An Garda Síochána
6. Be able to identify the Minister of Justice and the Garda Commissioner
7. Be able to differentiate between civil and criminal law
8. Understand the role of the District Court, Circuit Court, High Court, Supreme Court and the European Court of Human Rights
9. Outline the role of a jury in the court room and how you can be selected for such a duty
10. Be familiar with cases that are occurring in the media during our studies on Law and the Justice system
11. Describe the role of the following people in the courtroom: a judge, a jury, a barrister and a witness
12. Outline the function of the Small Claims Court
13. Identify the Ombudsman and what he/she must do if they receive a complaint
14. Detail the main functions of the European court of Human Rights and identify its location

**Reflecting on my learning...**

One thing I did well...

One thing that I might improve...

I really enjoyed .....because...

Subject Statements

Basic Statements

Cross Curricular Statements

School Designed Statements



How will your students track their progress with statements?

Choose 1 cross curricular statement and explain how it would be meaningful and purposeful for your students?

Where in your setting could students achieve the learning targets in this statement?



How will your school maintain records of statements completed by students?

How will your school celebrate student progress with statements?



# Statements in Subject Classrooms



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## Communication

Mathematics
Statement Code No. MJC2

Student: Name Surname
Class: Class

**I can:**

I have begun  | I am working on this  | I can

**This has been demonstrated by my ability to:**

1. Communicate clearly using the language of mathematics; Number, words, units, tables, graphs, symbolically and pictorially
2. Express my ideas clearly
3. Explain my findings and/or workings
4. Analyse my results
5. Explain and justify my conclusions
6. Use the notation of Mathematics
7. Pose a question that leads to a mathematical discussion
8. Use digital technologies to research and communicate Mathematics
9. Rethink my ideas based on the feedback from others
10. Suggest improvements for my own ideas and the ideas of others

**Reflecting on my learning ...**

One thing I did well ... Text here

Text here

Text here

One thing I might improve ... Text here

Text here

Text here

I really enjoyed... Text here because... Text here

Text here

Text here

**Table 1: Classroom-Based Assessments: Mathematics**

Classroom-Based Assessments	Format	Student preparation
<b>Mathematical investigation</b>	A report may be presented in a wide range of formats	A student will, over a three-week period, follow the Problem-solving cycle to investigate a mathematical problem. <b>Problem-solving cycle:</b> define a problem; decompose it into manageable parts and/or simplify it using appropriate assumptions; translate the problem to mathematics if necessary; engage with the problem and solve it if possible; interpret any findings in the context of the original problem.
<b>Statistical Investigation</b>	A report may be presented in a wide range of formats	A student will, over a three-week period follow the Statistical enquiry cycle. <b>Statistical enquiry cycle:</b> formulate a question; plan and collect unbiased, representative data; organise and manage the data; explore and analyse the data using appropriate displays and numerical summaries and answer the original question giving reasons based on the analysis section.

# Teaching, Learning and Assessment Practices



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## Student Centered Planning

Align statements to subject content

Active teaching methodologies

Multiple modes of Representation,  
Action and Expression

Flexible Assessment & Reporting

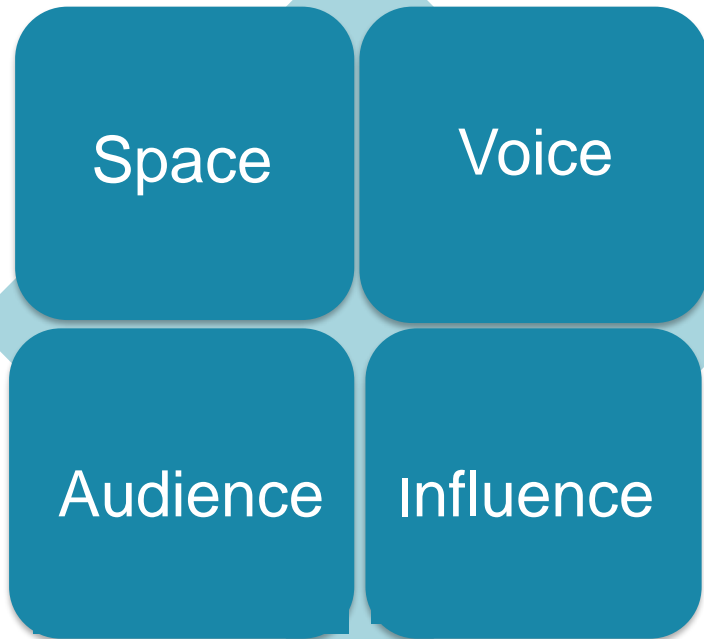
What teaching, learning and assessment approaches does your school take?



# Student Centred Approach



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- Fosters a sense of belonging
- Increases student engagement with JCSP
- Enables teachers to modify the programme to meet learner needs
- Those in leadership and management roles value students' involvement in the operation of the school (LAOS, 2022)

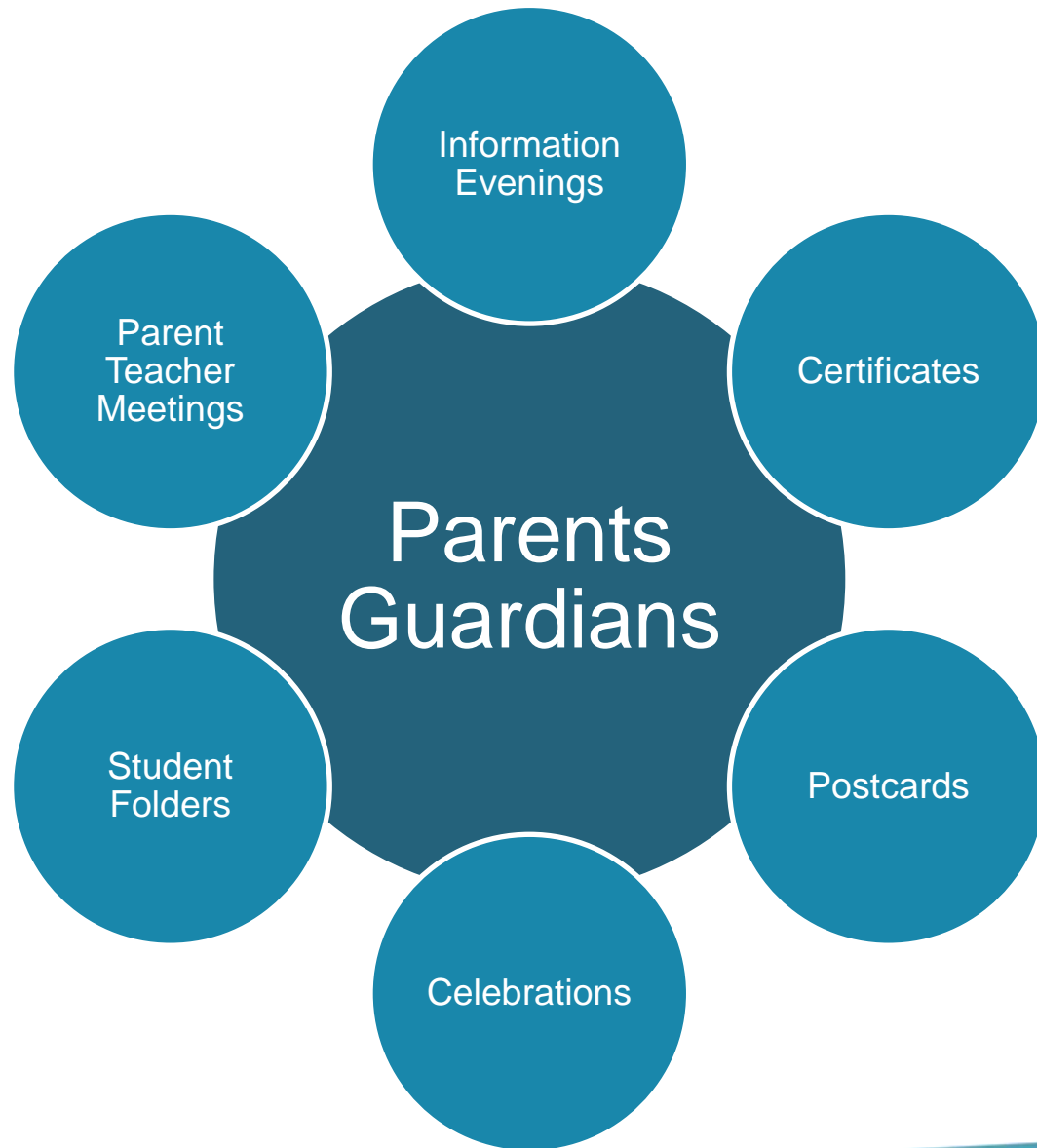


(Lundy Model of Participation, 2007)

# Parental & Guardian Involvement



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How do you promote parental involvement with JCSP?

# What is JCSP profiling?



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The process of **gathering** information about what the student has **achieved** and **recording** what the student **can do**.

Students can **gain recognition** for subject work completed as part of the Junior Cycle.

**Reporting** of students' **success** and **achievements**.

# The Profiling Process



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## Who?

**Teachers** track their students' achievements in the JCSP statements from 1st to 3rd year

JCSP **Coordinator** and JCSP **team** collaborate and communicate around students' progress

## How?

Recording of **students' achievements** within relevant JCSP statements

JCSP team collaboratively review and report on student's achievements, initiative participation and profile cards

## When?

At **regular intervals** in 1st Year, 2nd Year and 3rd Year

# Students for Final Profiling



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Any 3<sup>rd</sup> Year  
Students who  
was profiled for at  
least one year

Students who have  
left school but who  
were profiled for at  
least one year



- ❖ Through collaboration with Principal agree time, date and list of staff to attend
- ❖ Compile the list of students to be profiled
- ❖ Create and share agenda for the meeting
- ❖ Plan for writing student references
- ❖ Make arrangements for presentation of Final Profiles
- ❖ Give teachers plenty of notice to update their records and consider students' progress



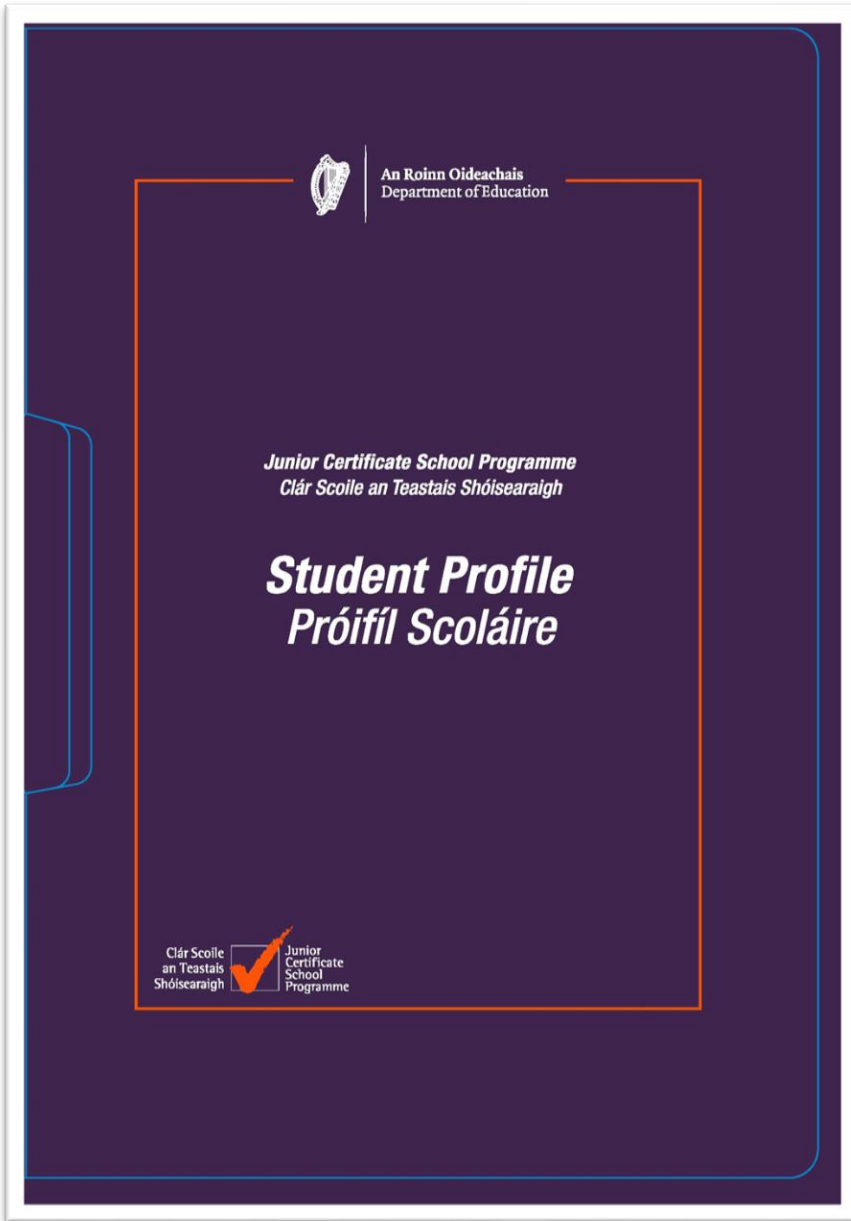


- The coordinator should bring along the Student Profile Card and the Final Profile Card
- Teachers should bring along records of statements to be awarded
- All teachers should be represented at the meeting

## JCSP

Final Profiling Booklet  
2025





## What is in the Student Profile?

- Student Reference Letter
- Subject Based Statements
- Cross-Curricular Statements
- Basic Skills Statements

# Student Reference



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An important part of final profiling is the student reference which should be included in each final profile folder.

Schools should generate the student references and keep them in school for inclusion in the final profile.

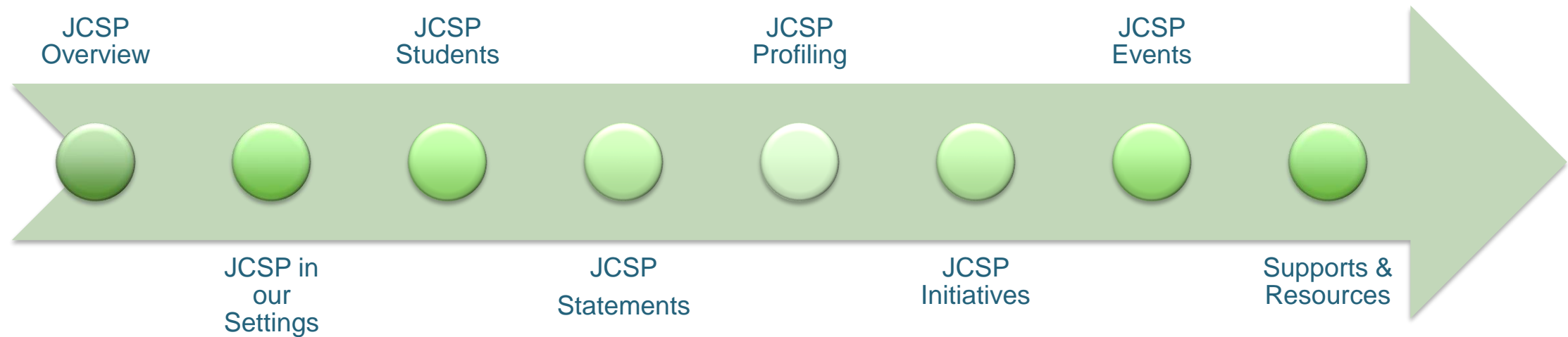
A sample reference is included in profiling email from the Oide JCSP office.



# Outline for the Day



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Learning in innovative and creative ways

Linked with DEIS/SSE targets

6 + Christmas Celebration

Involvement of teachers, SNAs, parents, school leaders

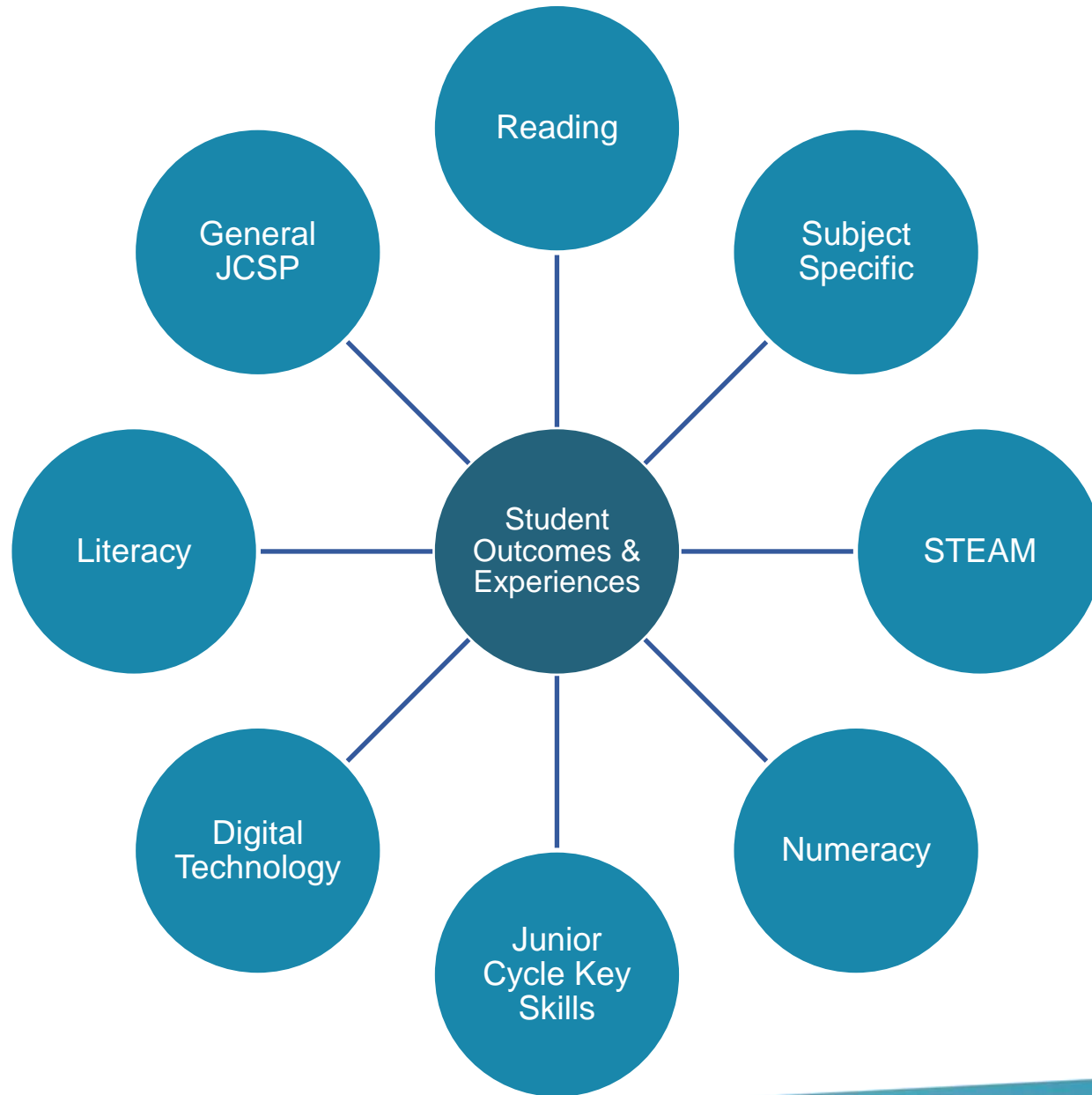
Opportunity for cross curricular links

Evaluated by teacher and/or coordinator

# Initiative Choices



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## JCSP Initiative Booklet 2024/2025



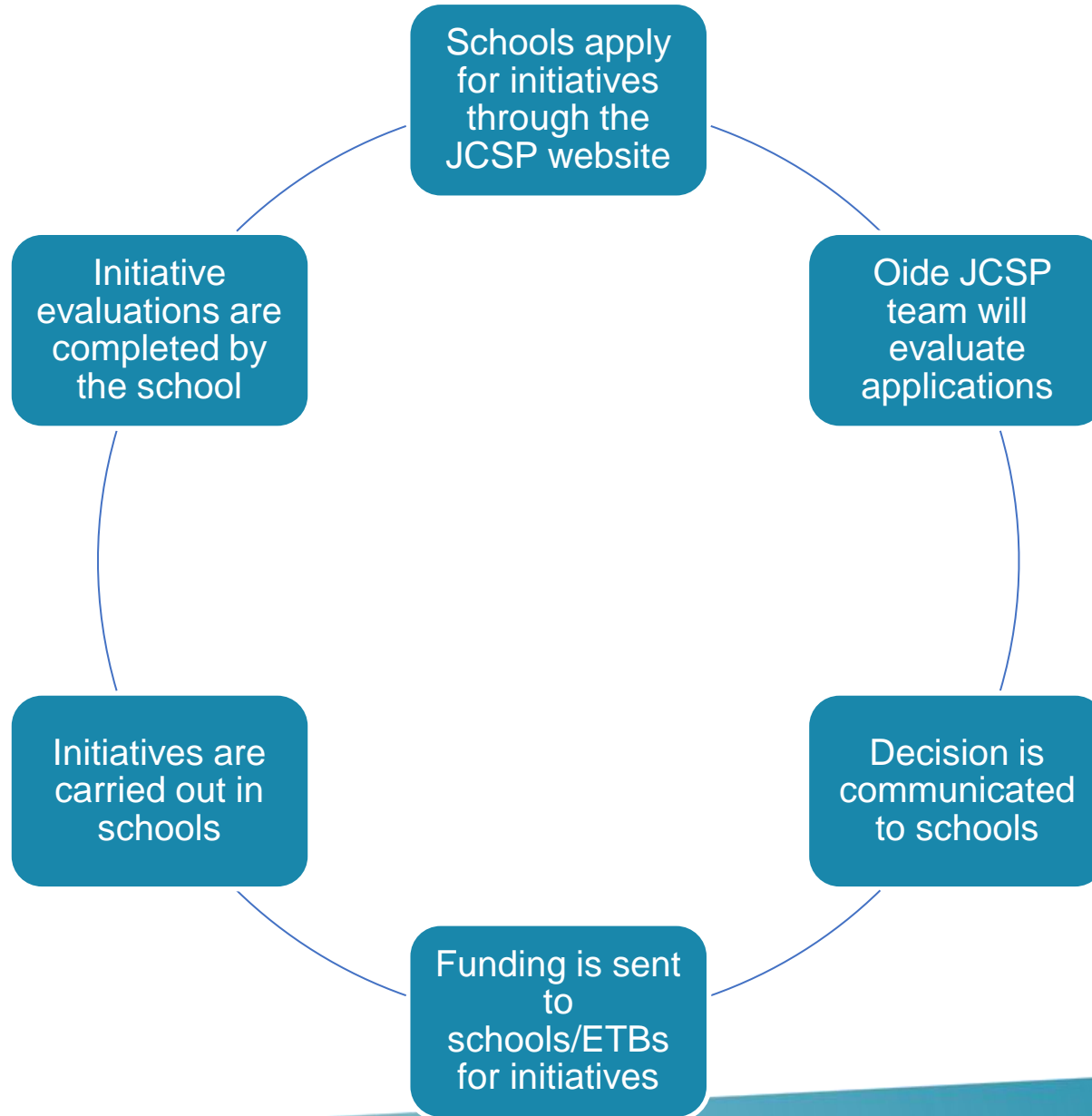
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# Initiative Process



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## JCSP Initiative Booklet 2024/2025



JCSP Initiative Booklet is updated every year

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# Initiative Application Considerations



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Will the learning be meaningful and purposeful for the students?

What JCSP statements does it align with?

How will it happen and how will the money be spent?

What links are there to our DEIS or SSE targets?

How will it be evaluated?





Which initiatives  
worked well in  
your school?

What ideas have  
you for your  
future initiatives?



# Make a Book Celebration 2025 Venues and Dates



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<b>Dublin</b>	<b>Thursday 6th February</b>
<b>Limerick</b>	<b>Tuesday 11th February</b>
<b>Cork</b>	<b>Thursday 13th February</b>
<b>Donegal</b>	<b>Tuesday 25th February</b>
<b>Dublin North</b>	<b>Thursday 27th February</b>
<b>Athlone</b>	<b>Tuesday 4th March</b>

# Make a Book Considerations



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Which topics interest students and could inform the book?

Will the book incorporate cross-curricular learning?

Will students develop individual books or instead contribute to a class book?

How will the book be displayed at the Make a Book event?

# Make a Book Ideas



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Recipe books

Wellbeing books

Local history books

Comics

Animal care books

Books about local personalities

Children's books

Sport books



## Make a Book 2024



**Oide** The Irish Professional Development Centre for School Leaders and Teachers **Junior Certificate School Programme**


## JCSP "Young People in the Community" Competition

This competition is an opportunity for JCSP students to share how young people can become involved in their local communities and have a positive impact. Students can create a poster, infographic or written work to share their ideas. The work can include pictures, drawings or graphics.

Success Criteria	Submission Details
<ul style="list-style-type: none"><li>• Creative and original work produced by students.</li><li>• If the participant has used AI to support the development of their competition entry, this must be clearly indicated.</li><li>• The title of the work can be in any chosen language.</li><li>• Entries can be individual or group.</li></ul>	<ul style="list-style-type: none"><li>• All submitted entries are the property of JCSP and may be used in materials, shown at professional learning events, and put on our website.</li><li>• As each student receives a personalised Certificate of Participation, please ensure an entry template (available on <a href="http://www.jcsp.ie">www.jcsp.ie</a>) is completed including, the student's full name and school year.</li><li>• Original Artwork should be scanned and retained in school.</li><li>• All entries must be submitted digitally to: <a href="mailto:jcspresources@oide.ie">jcspresources@oide.ie</a></li><li>• Please ensure that the student's name and school is also on each piece of work submitted.</li></ul>

Closing date: 14th March, 2025

**Prizes**  
1st Prize - € 50  
2nd Prize - €25  
3rd Prize - €20  
3 Highly Recommended entries will receive €15 each



The Oide JCSP team organise biannual competitions for JCSP in which students to participate.

Students have an opportunity to win prizes based on their entries, and all students participating in the competitions are awarded a Certificate of Participation from the Oide JCSP office.



Established under the Dept. Of Education and Skills, the JCSP Demonstration Library Project's aim over the past twenty years is to improve literacy levels, develop a whole school reading culture and enhance the learning experience of our students. To date the project has expanded into thirty schools across Ireland, all in designated areas of disadvantage.



JCSP  
Demonstration  
Library  
Project

JCSP Libraries

- Supporting literacy and learning in Irish schools -



HOME LATEST NEWS ABOUT LIBRARY ACTIVITIES DIGITAL LIBRARY RESEARCH RESOURCES

Home

## Digital Title Circulation



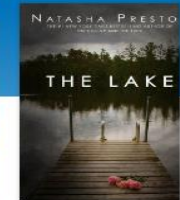
ebook loan  
2 of 2 copies available



magazine loan  
always available



ebook loan  
always available



ebook loan  
0 of 1 copies available

## Loans

CURRENT DAY

**149**

CURRENT MONTH

**2,566**

CURRENT YEAR

**55,007**

ALL-TIME

**415,782**



The JCSP Digital library is a centrally managed eBook and Audiobook lending library. The collection consists of a wide range of teenage and young adult titles to suit all year groups, interests and ability levels. The library also hosts collections of titles to support teacher professional learning and staff / parent book clubs.

The screenshot displays the JCSP Libraries website. At the top, it says "JCSP Libraries" with the tagline "- Supporting literacy and learning in Irish schools -". Below this is a navigation menu with options: HOME, LATEST NEWS, ABOUT, LIBRARY ACTIVITIES, DIGITAL LIBRARY, RESEARCH, and RESOURCES. The main content area features the Sora logo and the slogan "Open a world of reading." Below this, there's a "Digital Library" section with a "Digital Title Circulation" chart. The chart shows three titles: "THE LAKE" (1 of 1 copies available), "1,000 AMAZING WORLD FACTS" (0 of 1 copies available), and "HER" (alwa). Below the chart is a "Loans" section with a table showing the number of loans for different periods.

Loans	
CURRENT DAY	CURRENT MONTH
146	2,563
CURRENT YEAR	ALL-TIME
55,004	415,779

On the right side of the page, there is a "Subscribe to Blog via Email" form with a "SUBSCRIBE" button and a note that 2,871 other subscribers are present. Below that is a "JCSP Libraries YouTube Channel" section with a video player showing a video titled "DEAR ZUZU". At the bottom right, there is a "Follow me on Twitter" section and a "Posts from @jcsplibraries" section that currently shows "Nothing to see here - yet".





Junior Certificate School Programme

## Language Learning Journal

An Roinn Oideachais  
Department of Education

**PDST**  
Professional Development Service for Teachers

Junior Certificate School Programme

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# The Hobbit

J.R.R Tolkein

## Student Workbook

Chat | Catriona Murray, Leona McMahon | Microsoft Teams

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# Key Dates in the JCSP Year



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## Term 1

- ✓ Register on JCSP website
- ✓ Select JCSP Students
- ✓ Share information with parents
- ✓ Establish JCSP team
- ✓ Review and select initiatives
- ✓ Identify students' needs
- ✓ Select statements
- ✓ Attend Oide JCSP PLE
- ✓ Prepare for "Make a Book"
- ✓ Christmas Celebration

## Term 2

- ✓ Attend JCSP PLE
- ✓ Enter Make a Book
- ✓ Attend Make a Book Celebrations
- ✓ Gather information for final profiling

## Term 3

- ✓ Final profiling
- ✓ Initiative evaluation
- ✓ Summer celebration
- ✓ JCSP graduation



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Digital Technology ▾ Droichead Induction ▾ Primary ▾ Post-Primary ▾ Oidechas trímheáin na Gaeilge ▾ Leadership ▾

## Junior Certificate School Programme (JCSP)

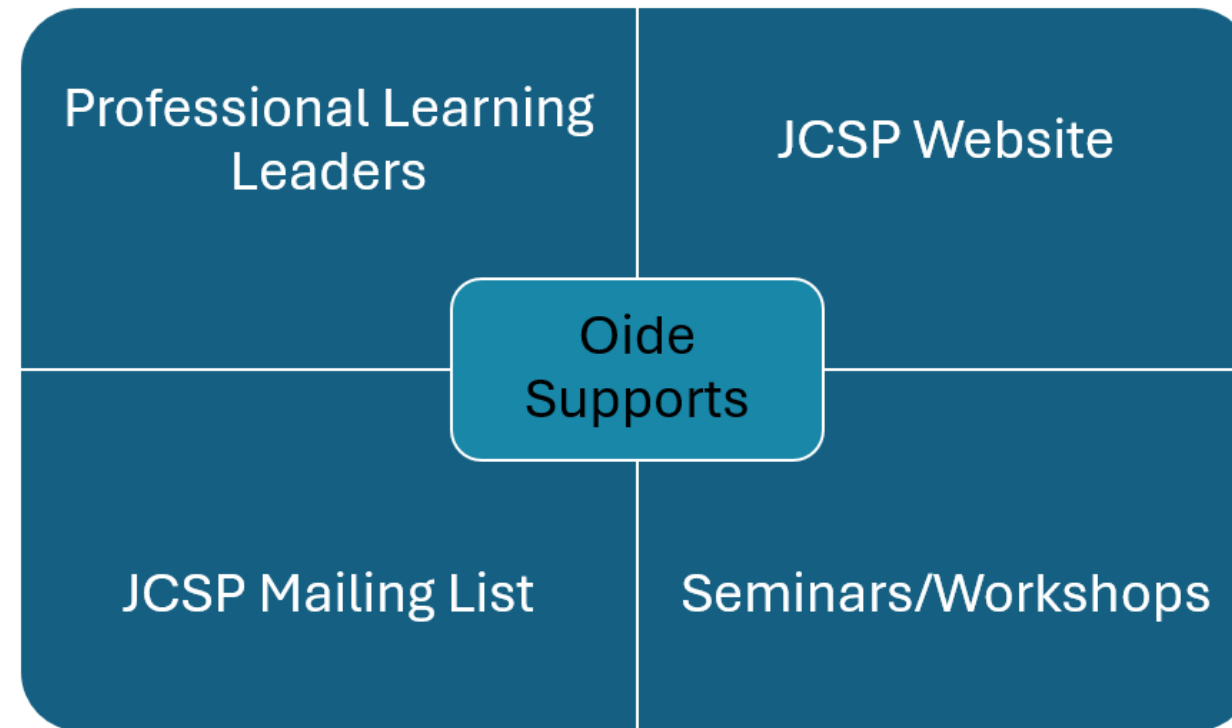
Home ▾ Post-Primary ▾ Inclusive Education ▾ Junior Certificate School Programme (JCSP)

- News & Updates**  
Click to View
- Key Documents**  
Click to View
- Professional Learning Materials**  
Click to View
- Preparation for Teaching and Learning**  
Click to View
- Resources**  
Click to View

# Oide Supports



Oide



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Tacú leis an bhFoghlaim  
Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers