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Supporting the Professional
Learning of School Leaders
and Teachers

Pathways Forward: Self-directed Workshops and Future Planning



Check in



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Reflection



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- Senior Cycle History Redevelopment
- The TY Programme Statement and the opportunities it affords TY History
- Based on what you have engaged with, what will you take back to your history department?



Focus of the session



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Capturing students' development

Self-directed workshops

Choose one of the self-directed workshops below

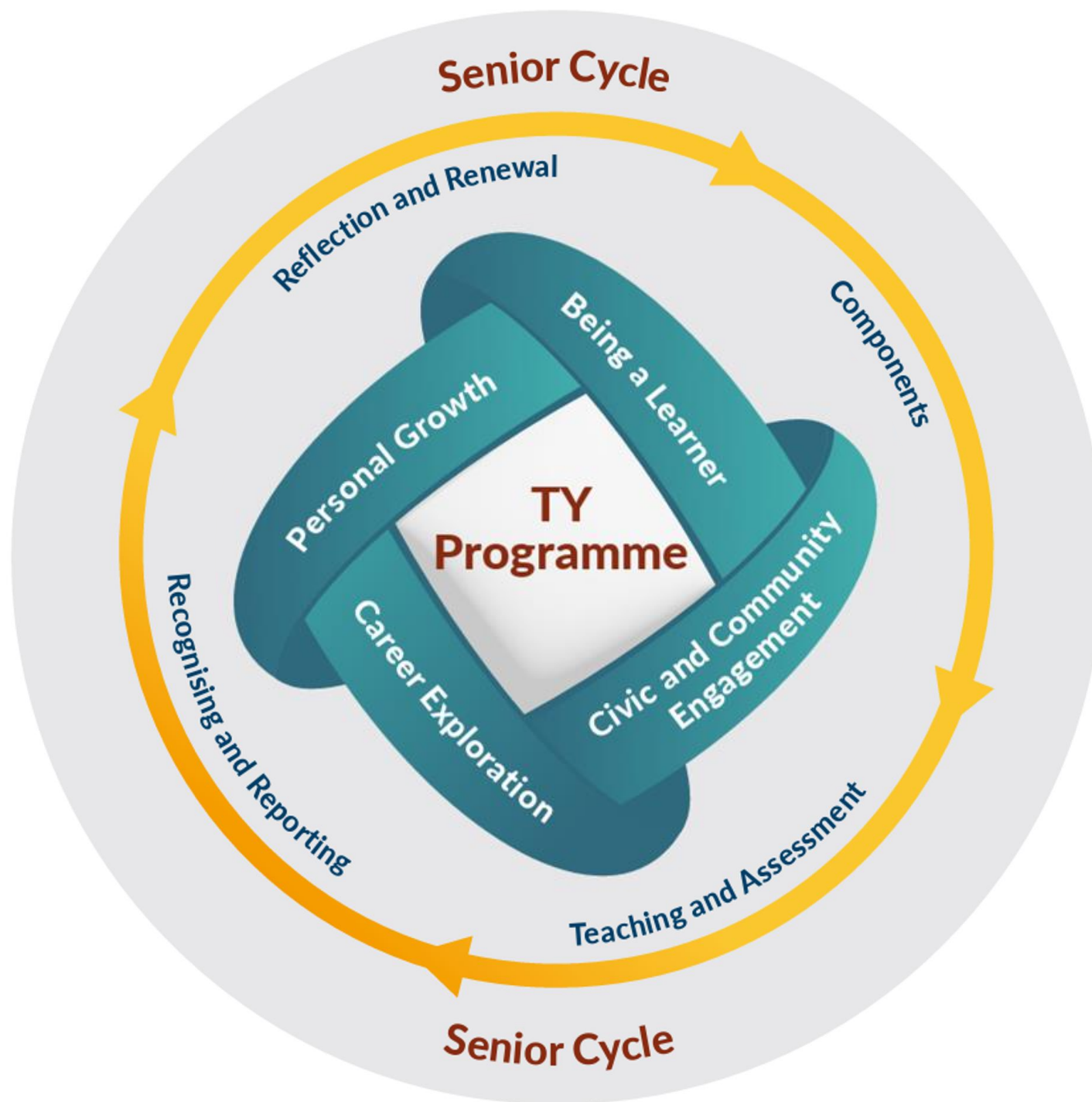
- Take a moment to consider each workshop.
- You might like to divide the workshops between your subject department.
- Follow the instructions set out in your chosen workshop.
- **Note:** All four workshops will be available to you after today's PLE.

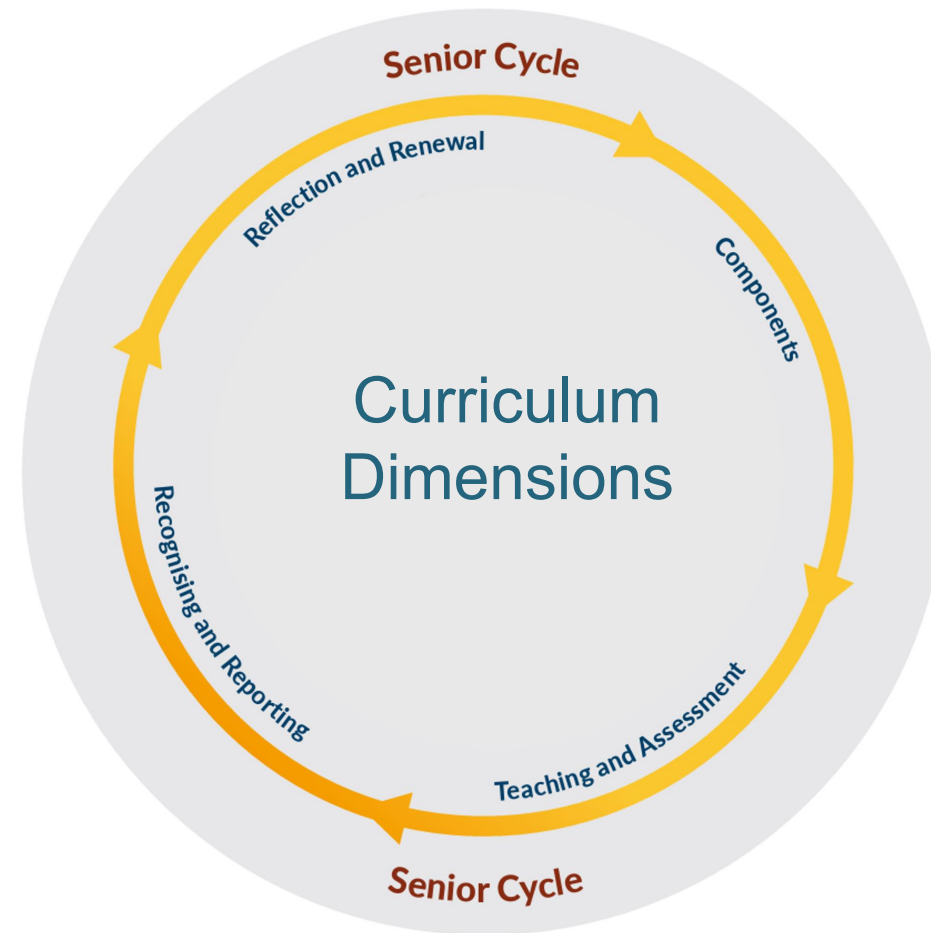
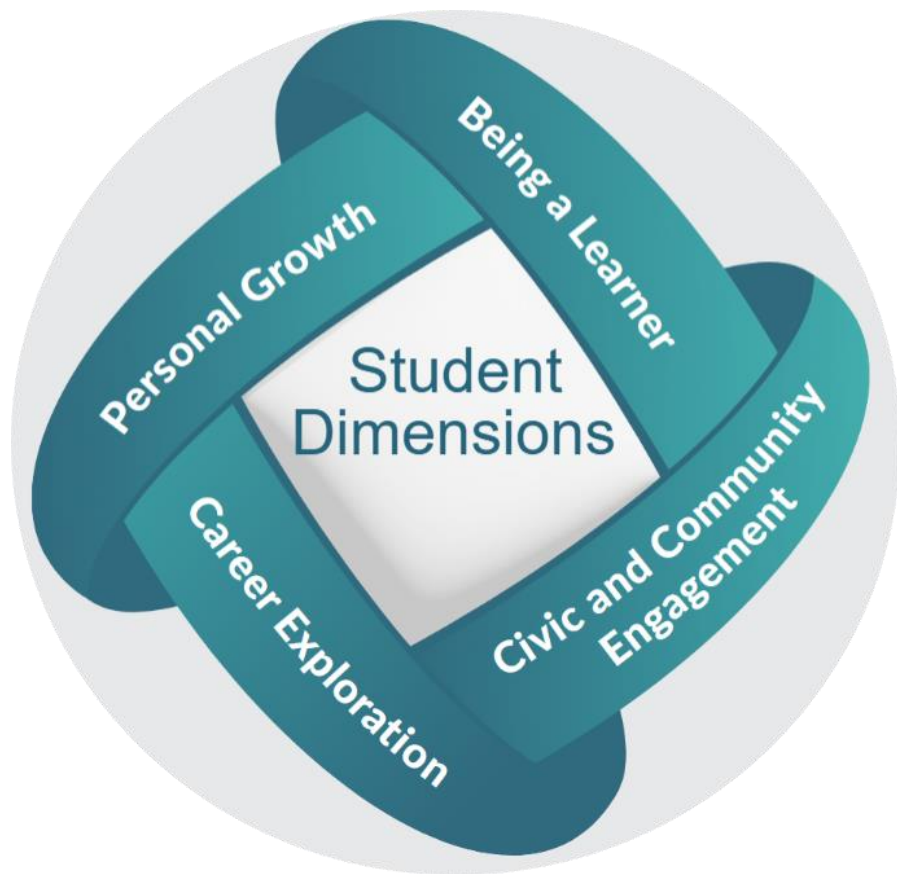
 Junior Cycle History (Level 2) Short Course specification			
Exploring the Junior Cycle History (Level 2) Short Course	Getting Started with AI for History Teachers	Scaffolding and Differentiation to Support Historical Writing Skills	The Ordinary and the Anonymous: Adding New Perspectives to Enhance Student Understanding of Historical Events

Self-directed workshops



Next steps





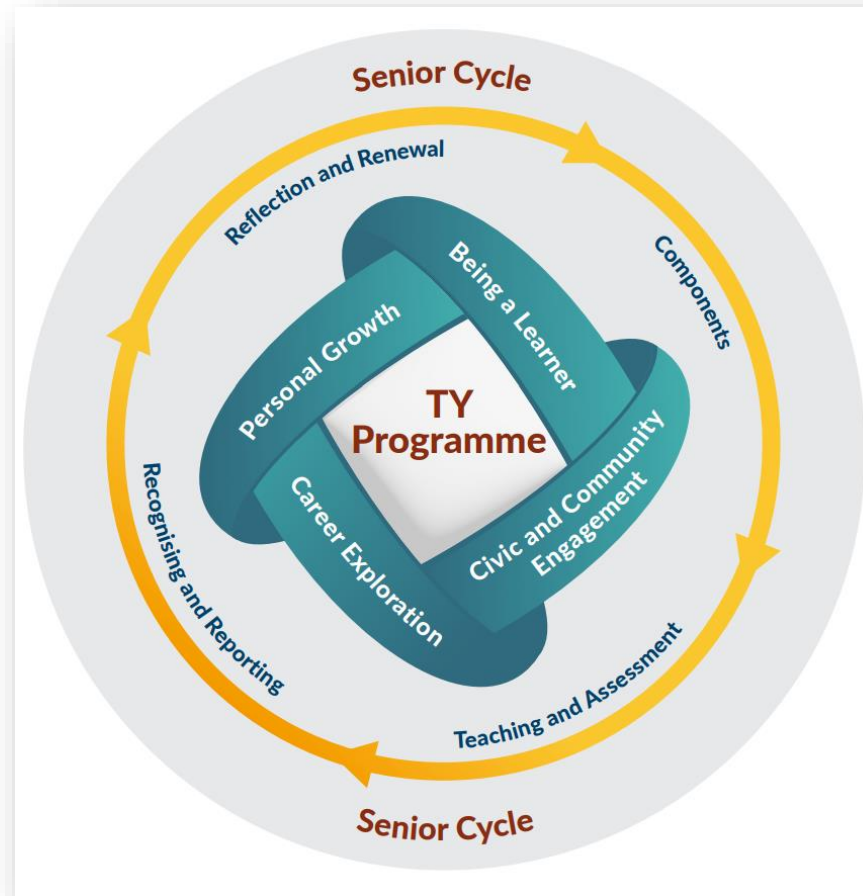
TY Programme Statement



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Student Dimensions:

1. Personal Growth
2. Being a Learner
3. Civic and Community Engagement
4. Career Exploration



Curriculum Dimensions:

1. Components
2. Teaching and Assessment
3. Recognising and Reporting
4. Reflection and Renewal

TY Programme Statement



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Curriculum Dimensions



Curriculum Dimensions

Description

Components

A combination of continued learning in some subjects, subject sampling, TY specific modules and other components provides a balanced and broad set of experiences which encompass the Student Dimensions.

Teaching and Assessment

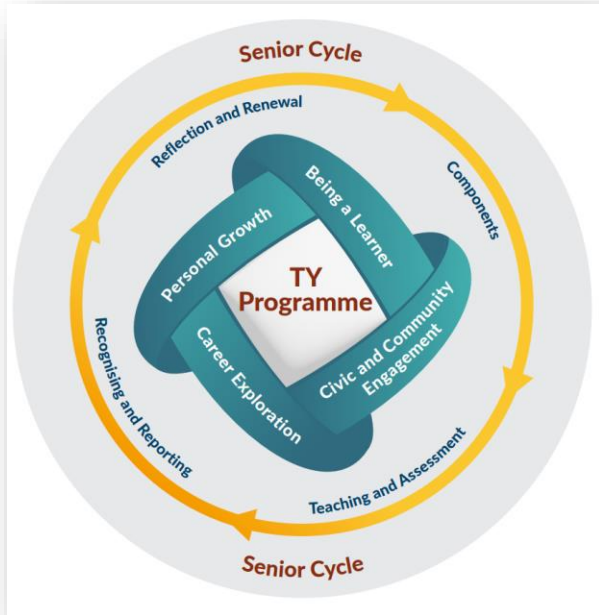
Appropriate and effective pedagogies, with ongoing assessment, supporting students to progress in their learning while also fostering innovative classroom practice.

Recognising and Reporting

The means by which student learning and achievement in all areas of TY are affirmed and celebrated. Reporting in TY provides a broad picture across all the Student Dimensions.

Reflection and Renewal

Reviewing, evaluating and updating the TY programme, in a continuous and inclusive manner, enables the evolution of a TY curriculum most suited to the learning and development of students.





- How do you assess your students in TY?
- How do your students keep a record of their work throughout TY?
- What opportunities do students have to reflect on their learning?



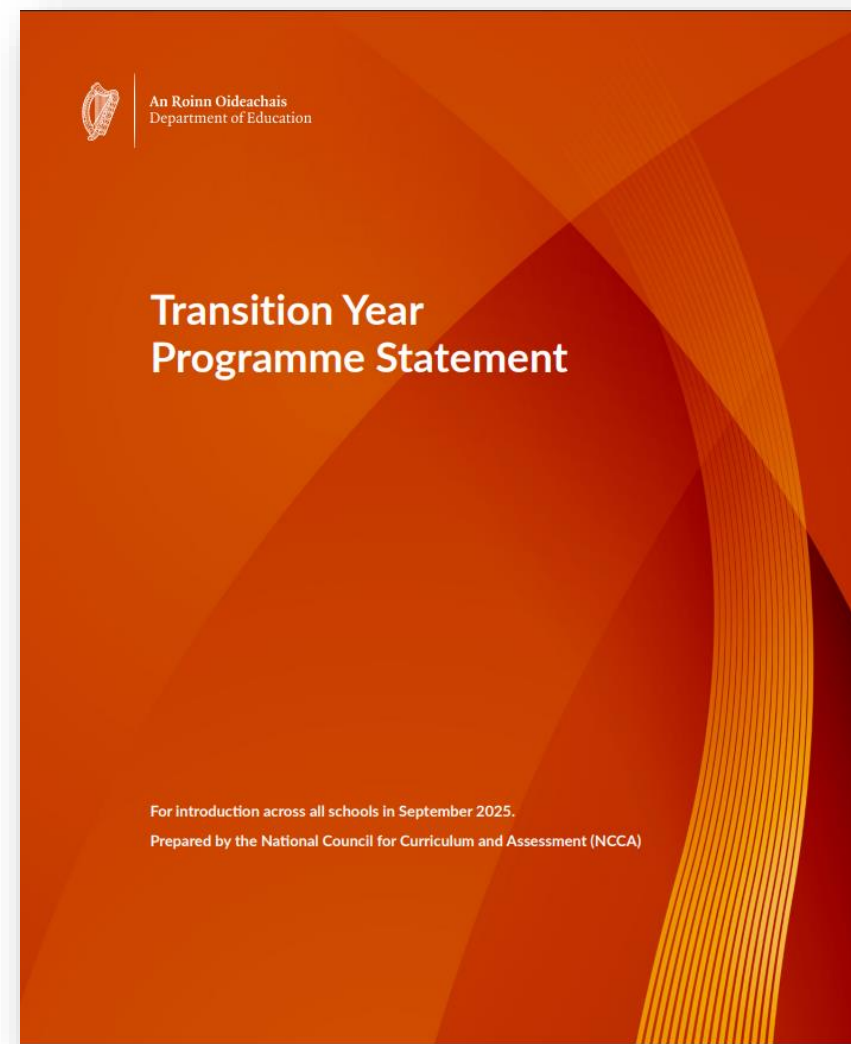


Student Portfolio

An individual student portfolio, digital and/or physical, can be a powerful tool for capturing the uniqueness of the student experience in TY. The purpose of a portfolio is to give students the opportunity to apply reflective and critical thinking to their experiences across the four Student Dimensions.

In this way, they can evaluate their own experiences and generate a more personalised profile of themselves as a learner and as a maturing young adult. Students can showcase learning and achievements, and review their developmental goals from the start, middle and end of the year.

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Student Portfolio



Goal setting and ongoing review of goals



A chronological review of student experiences and learning over the year



Overall progress across each of the four Student Dimensions:

- Personal Growth
- Being a Learner
- Civic and Community Engagement
- Career Exploration



Critical reflections on key learning and achievement

How can students record and reflect on their learning in History in their TY portfolio?

Self-directed workshops



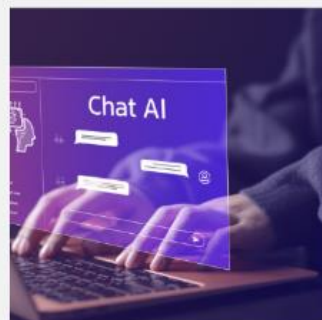
Self-directed workshops

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Exploring the Junior Cycle History (Level 2) Short Course



Getting Started with AI for History Teachers



Scaffolding and Differentiation to Support Historical Writing Skills



The Ordinary and the Anonymous: Adding New Perspectives to Enhance Student Understanding of Historical Events






Next steps



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Prompts for Discussion

Prompts for Group Discussion

1. Key Takeaways from Today's Sessions

- What were the most impactful insights or ideas you gained from today's sessions?
- How did Session 1 on the role of the historian and working with oral testimony shape your thinking about historical enquiry and ethical considerations?
- What are your takeaways from examining the TY Programme Statement and what are the opportunities for you and your students?
- Which self-directed workshop did you engage with? How might this support you and your students in the History classroom?

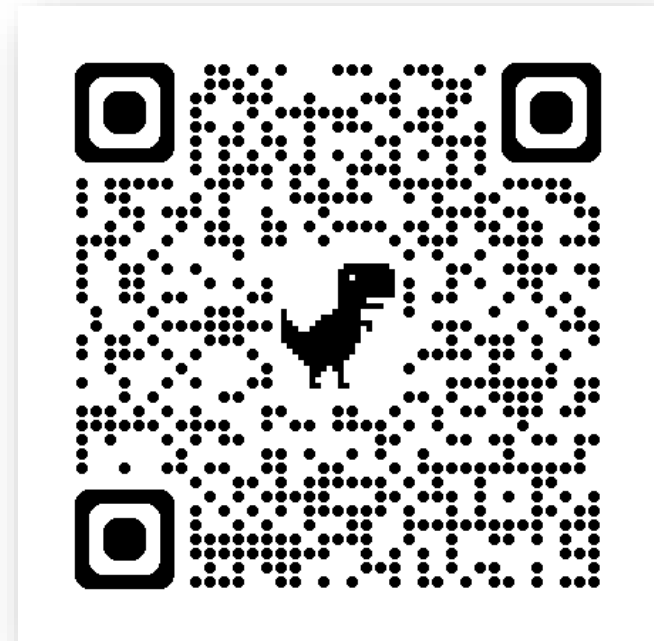
Group Notes:

2. Connecting to Our Current Practice

- In what ways does the material you engaged with today align with how you currently teach history?
- How might you incorporate some of the supports and strategies explored today into your teaching practice?
- Are there specific themes, topics, or strategies that you are now considering including in your History curriculum? (Junior Cycle, TY, Leaving Certificate)

Group Notes:

As a subject department,
consider the following



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Reflection



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- What worked well?
- What supports are you looking for?
- Our next PLE will focus on the new Senior Cycle History specification.





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THANK

YOU

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Additional supports

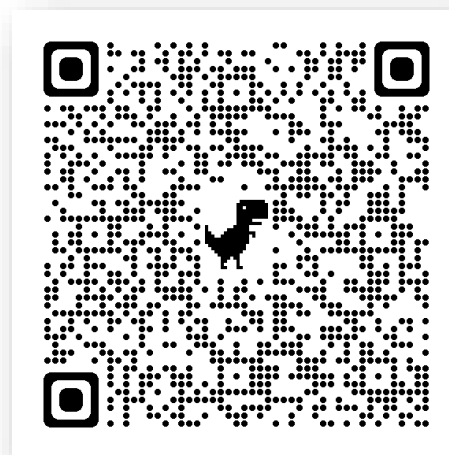


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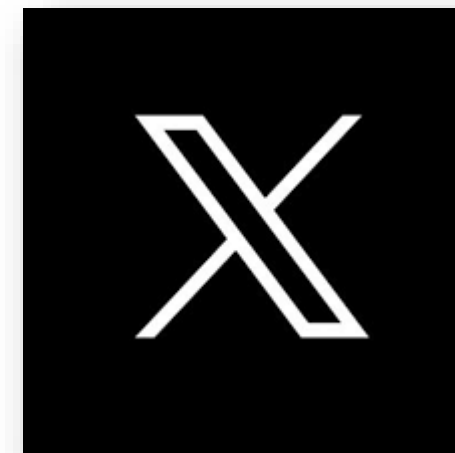
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