



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Nurturing Voices: Deepening Learning in the English Classroom through Writing, Oracy and Digital Tools.





Structure of our Day

Session 1 9:15 – 11:00	Designing Learning Experiences That Deepen Student Writing
11:00 – 11:20	 Tea/Coffee
Session 2 – 11:20 – 13:00	Developing Students' Oracy Through Planning, Practice and Assessment
13:00-14:00	 Lunch
Session 3 - 14:00 – 15:45	Supporting English Teaching in a Changing Digital Landscape



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Session 1:

Designing Learning Experiences That Deepen Student Writing



In This Session We Will...

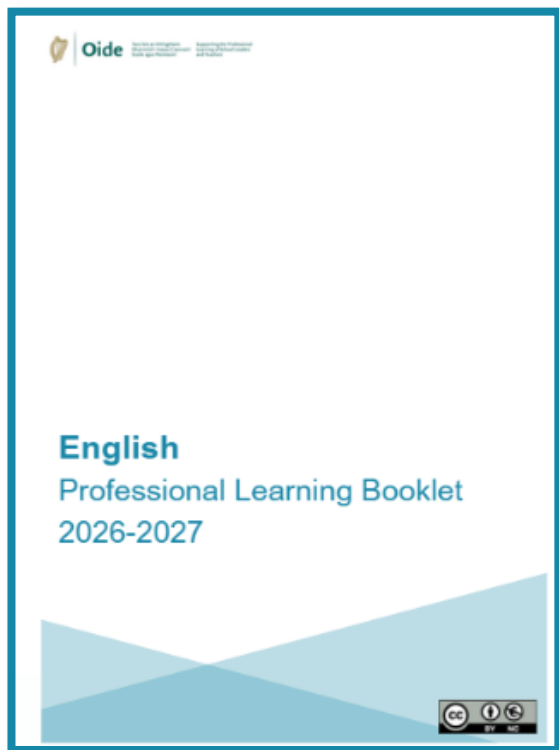
- Reflect on writing as a process in Junior Cycle English
- Explore how learning experiences can build towards meaningful writing tasks
- Consider how feedback and the Collection of Texts can support students' growth as writers

Throughout the session, we invite you to use the unit of learning you brought with you today as a lens for reflection, discussion and planning.





Our Supports



tinyurl.com/EnglishBooklet26-27

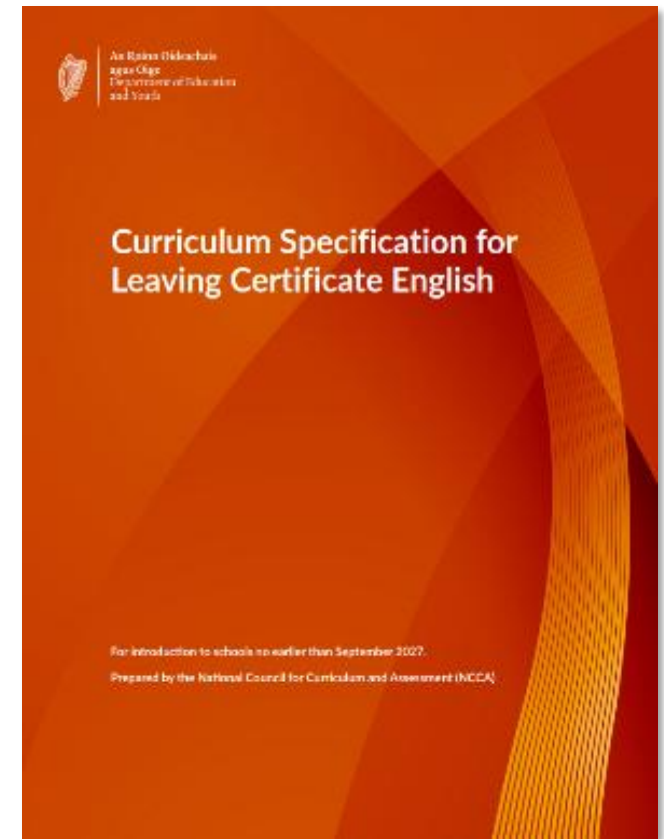
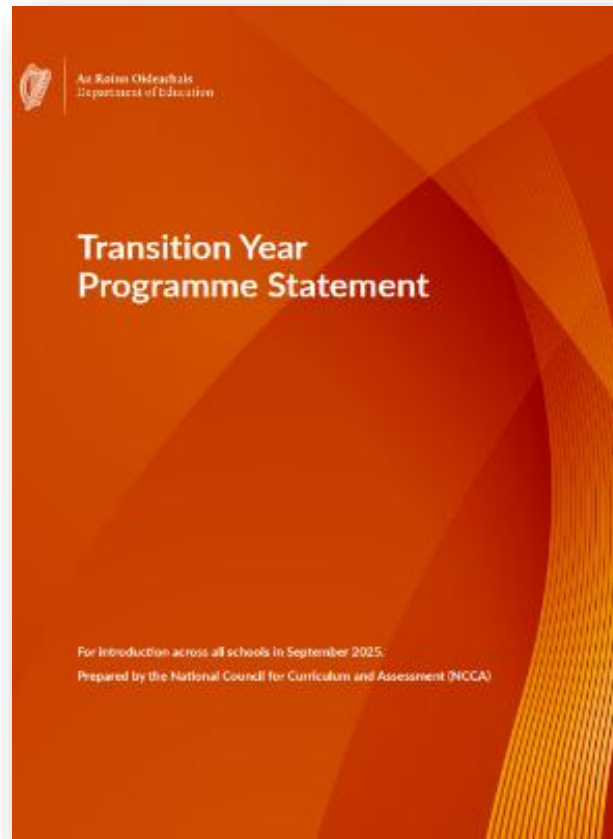
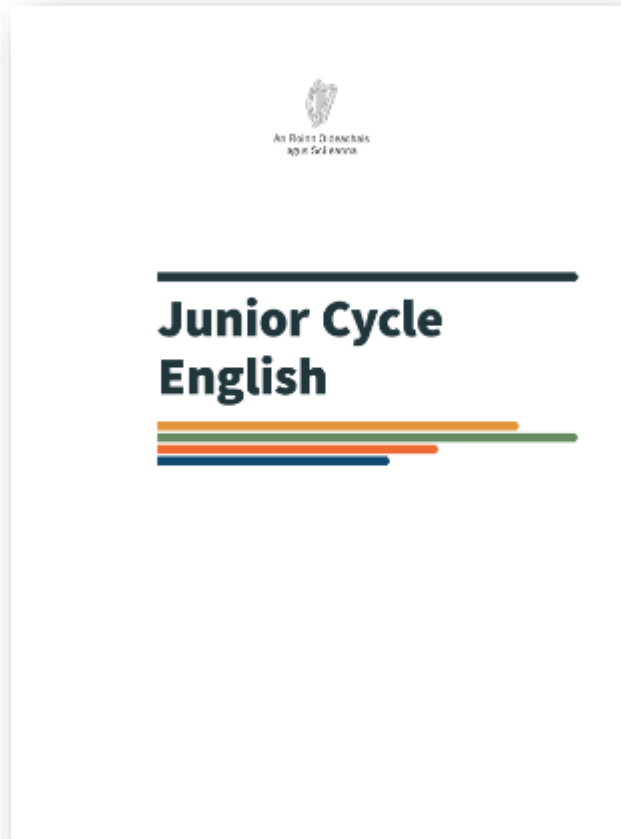


tinyurl.com/EnglishSession1Padlet

Key Documents



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'It is planned that English will be introduced no earlier than 2028'

- Senior Cycle Redevelopment Schools Information Note 14



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Writing Opportunities Across the Curriculum



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‘Students manage the development of a collection of personal writing, which they build up over time. Students learn to see writing as a process to learn about and refine.’

(NCCA, Junior Cycle English Specification 2018 pg8)

“TY offers time, space and autonomy to create enjoyable and meaningful educational experiences that support students in Senior Cycle.”

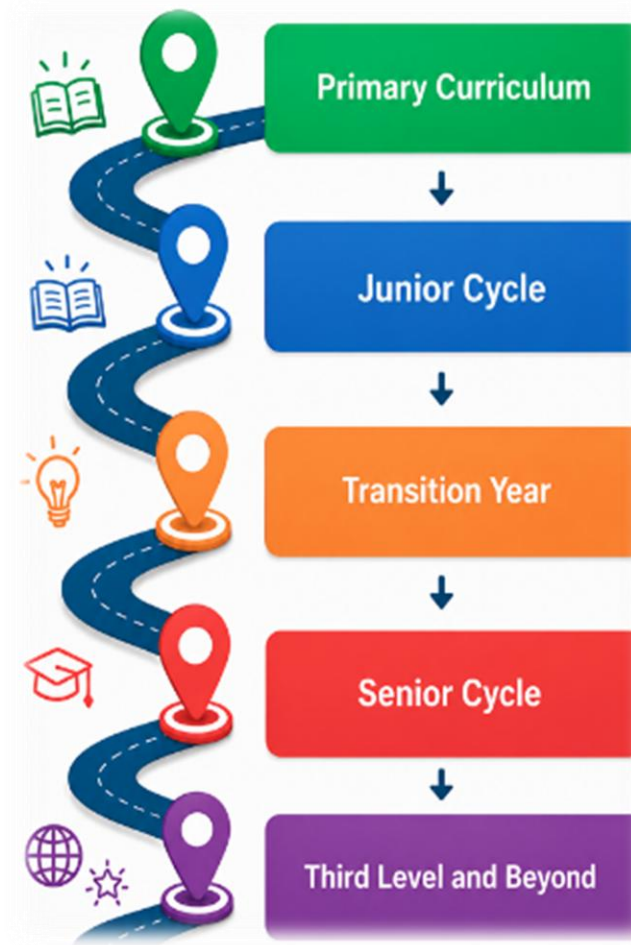
(NCCA, Transition Year Programme Statement, 2024 pg7)

‘speaking, listening, reading and writing not just as instrumental skills but as interpretative, creative activities through which specific meanings can be placed on experience.’

(NCCA, Leaving Certificate English Syllabus, 1999, pg7)

‘Leaving Certificate English builds on the aims of Junior Cycle English and encourages the further development and expansion of the skills of communication, creativity, aesthetic appreciation and critical thinking’

(NCCA, Redeveloped SC specification, p4)



Writing at Junior Cycle



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School Reports

School Inspection Reports



[Search School Inspection Reports](#)



What is working well

- Writing is regular and embedded
- Students engage with a wide range of writing tasks
- Strong teacher support and scaffolding



Opportunities to build on

- Build deeper thinking through writing
- Further develop purpose & meaningful writing
- Broaden task types & experiences
- Increase student voice & choice
- Develop and maintain a Collection of Texts from first year as evidence of process writing, drafting and improvement

Writing at Junior Cycle



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CBA 2 : The Collection of the Student's Texts Learning Outcomes		
OL 1	Know and use the conventions of oral language interaction, in a variety of contexts, including class groups, for a range of purposes, such as asking for information, stating an opinion, listening to others, informing, explaining, arguing, persuading, criticising, commenting, narrating, imagining, speculating	
R 2	Read for a variety of purposes: learning, pleasure, research, comparison	
R 6	Read their texts for understanding and appreciation of character, setting, story and action; to explore how and why characters develop, and to recognise the importance of setting and plot structure	
R 8	Read their texts to understand and appreciate language enrichment by examining an author's choice of words, the use and effect of simple figurative language, vocabulary and language patterns, and images, as appropriate to the text	
W 1	Demonstrate their understanding that there is a clear purpose for all writing activities and be able to plan, draft, re-draft, and edit their own writing as appropriate	
W 2	Discuss their own and other students' written work constructively and with clear purpose	
W 3	Write for a variety of purposes, for example to analyse, evaluate, imagine, explore, engage, amuse, narrate, inform, explain, argue, persuade, criticise, comment on what they have heard, viewed and read	
W 4	Write competently in a range of text forms, for example letter, report, multi-modal text, review, blog, using appropriate vocabulary, tone and a variety of styles to achieve a chosen purpose for different audiences	
W 6	Use editing skills continuously during the writing process to enhance meaning and impact: select vocabulary, reorder words, phrases and clauses, correct punctuation and spelling, reorder paragraphs, remodel, manage content	
W 9	Engage in the writing process as a private, pleasurable and purposeful activity and using a personal voice as their individual style is thoughtfully developed over the years	
W 11	Use language conventions appropriately, especially punctuation and spelling, to aid meaning and presentation and to enhance the reader's experience	
★ Sub-set of learning outcomes for first year ★ Learning outcomes on which the final assessment will be based		

"Students manage the development of a portfolio of personal writing, which they build up **over time**. Through this they learn to see **writing as a process** to learn about and refine."

- *Specification for Junior Cycle English, p.9*

Connecting Students to Writing



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Patricia Forde

Click to play



Click to play



As you watch:
Consider how we might
connect our students
to reading and writing in
our classrooms.



Writing Tasks In Our Classrooms



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Read and enjoy the poem by Jamie
Anderson (Student from St. Catherine's
Vocational School, Killybegs, Co. Donegal)

The Hands That Hauled The Ropes

When boats were once as plentiful as birds in such places,
morning arrived with cheer and shouting.
The bay crowded to life with engines revving,
rafts sailed so many with the sea's first olive
haired by boats thickened by decades of rope and cord.
Steel beams rang sharp on wet dock-side
as gulls called and swam into the morning's breath.
Heavy doors opened toward the tide
toward the houses, toward toward a life,
as if waiting for their rooms in the life of the tide.
Then the numbers appeared,
Tonnage listed to the side of a port window,
spiced off by boats that had never touched a net.
Crews carried by office far inland,
in rooms that knew only manopans and ink,
not boats nor fishing.
They called it capacity adjustment,
a phrase that hid the harbour's older each year.
Boats that once hauled ropes and ballast and life,
now along slowly along their trails.
The water no longer seemed to know where
fewer cranes, fewer boats, fewer futures.
Some men left for elsewhere,
others stayed just long enough
to witness the end of what raised them.
The harbour remained, but the work that raised it was gone.
Now cranes come up and over the water
The boats become of the place,
their sails looking like clouds
massaging the rooms the engines sleep
Shakers still left, if they'll at all.

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POETRY

National Write a Poem Competition 2026/27

Oide is inviting students to **Write a Poem in English** under two categories: Junior Cycle and Senior Cycle. We hope that this popular competition will encourage young writers to compose poetry and assist teachers in supporting the writing of poetry.

Rules of the Competition:

- All entries must be typed on a Word document (**not scanned or hand-written**) and then attached and submitted via email.
- Each entrant must submit one poem
- Each entry must include:
 - student name
 - the name and address of the school
 - the teacher's name and school email address
 - the category - Junior or Senior
 - the title of the poem.
- Emailed entries must be sent by the student's teacher or school and not by the student.
- Where an entry is inspired by or written in response to a particular poem, the name of the poem and the poet must be clearly stated on the entry and, where possible, a copy of the original poem should be attached.
- The competition is aimed at **individual writers**. Class sets of poems will **not** be considered as entries for the competition.

Award Ceremony:

The winning poets in each category will be notified and receive a commemorative plaque. Their poem will be published in the National Poetry Award booklet. Prizes will be presented as part of the Wellread National Award ceremony, organised by Oide, in association with Laois Education Centre. This ceremony will take place in the Killeslin Hotel, Portlaoise on Wednesday, April 7th 2027.

All entries should be emailed to PEEnglishLiteracy@oide.ie
Closing date for receipt of entries is **Friday 11th December 2026**

@Oide_Ireland
www.oide.ie

<https://tinyurl.com/OidePoetry2627>

Making Writing Possible



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Memorable writing rarely happens by accident

How might the task, preceding learning and feedback support students to write successfully?

The Task

What students were asked to write

The Learning Experiences

What students did before and during the writing process

The Feedback Process

How students were supported to improve

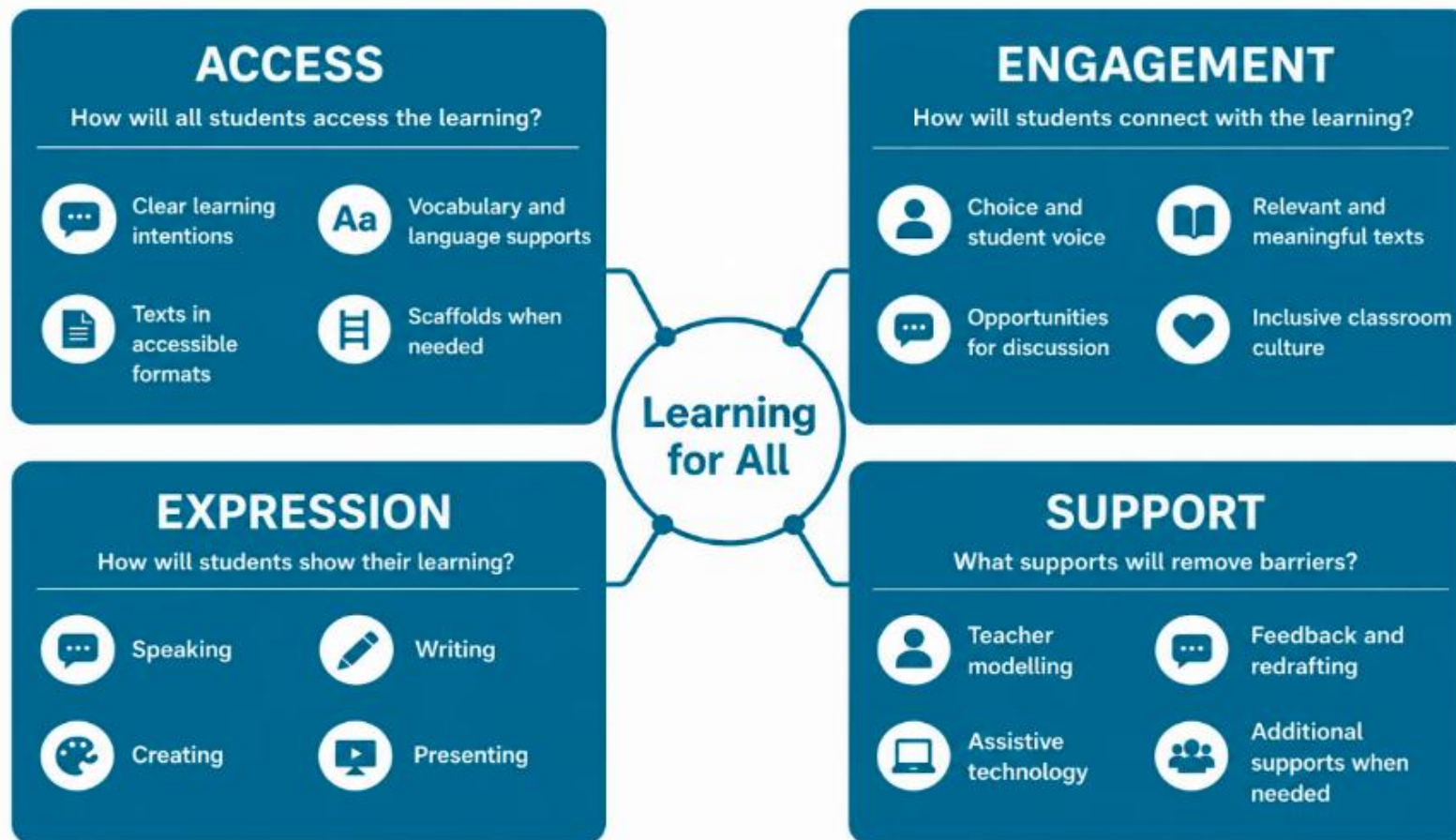


Designing Learning For All



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What support might students need to access the task and participate fully in the learning?



EAL Supports



Planning – Start With The Learning

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



Figure 1: Planning teaching learning and assessment

What should students know, understand, be able to do, and value by the end of the unit?



Planning For Writing

Step 1: Learning Outcomes	What learning outcomes will frame this unit of learning?
Step 2: Learning Intentions	What knowledge, understanding, skills and values will we prioritise within this unit?
Step 3: Learning Experiences	What experiences will enable students to build the knowledge, understanding, skills and values identified?
Step 4: Writing Task	How will student demonstrate their learning through writing?
Step 5: Writing Process	How will we provide opportunities to develop, receive feedback on and refine their writing over time?
Step 6: The Collection of Texts	Student Collection of Texts: Evidence of development, reflection and refined writing



Figure 1: Planning teaching learning and assessment

From Learning Outcomes to Key Learning



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What do we want students to know, understand, be able to do and value by the end of the unit?

OL2

Engage actively and responsively within class groups in order to listen to or recount experiences and to express feelings and ideas.

W3

Write for a variety of purposes, for example to analyse, evaluate, imagine, explore, engage...

W7

Respond imaginatively in writing to their texts showing a critical appreciation of language, style and content, choice of words, language patterns, tone, images.

R7

Select key moments from their texts and give thoughtful value judgements...



KNOWLEDGE

What might students come to know?



UNDERSTANDING

What might students come to understand?



SKILLS

What might students learn to do?



VALUES

What might students come to value?

The text can change, but the **key learning** stays visible.

A Text in Focus – Key Learning

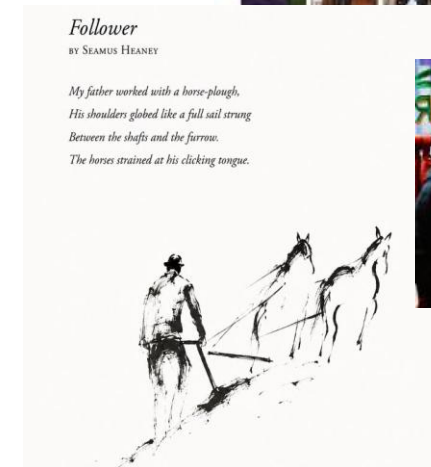


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Click to play

As you watch: Identify one way the text could develop the selected knowledge, understanding, skill or value.





From Key Learning to Writing Task

What could students write that would allow them to demonstrate the learning?

Write about how Alex Fegan
presents older people in
Older Than Ireland



Create a piece of writing that explores
how a person's experiences can
shape the way they see the world.

- What do we want students to show us about their learning?
- What purpose, audience and form might allow them to do that?
- How could the task allow for interpretation, perspective, connection and personal response?



Using a recent Unit of Learning

Stage 1: Identify the learning outcomes from the unit

- As a department, consider the process of choosing your learning outcomes



Stage 2: Identify the key learning

Consider:

- How can all students access the learning?
- How can students connect with the learning?
- How can students show their learning?
- What supports are in place?

Stage 3: Identify the writing task currently used

Does the task allow students to:

- interpret ideas?
- make connections?
- explore different perspectives?
- express a personal response?
- communicate something meaningful?

Will the writing reveal the learning we intended?

The Writing Process



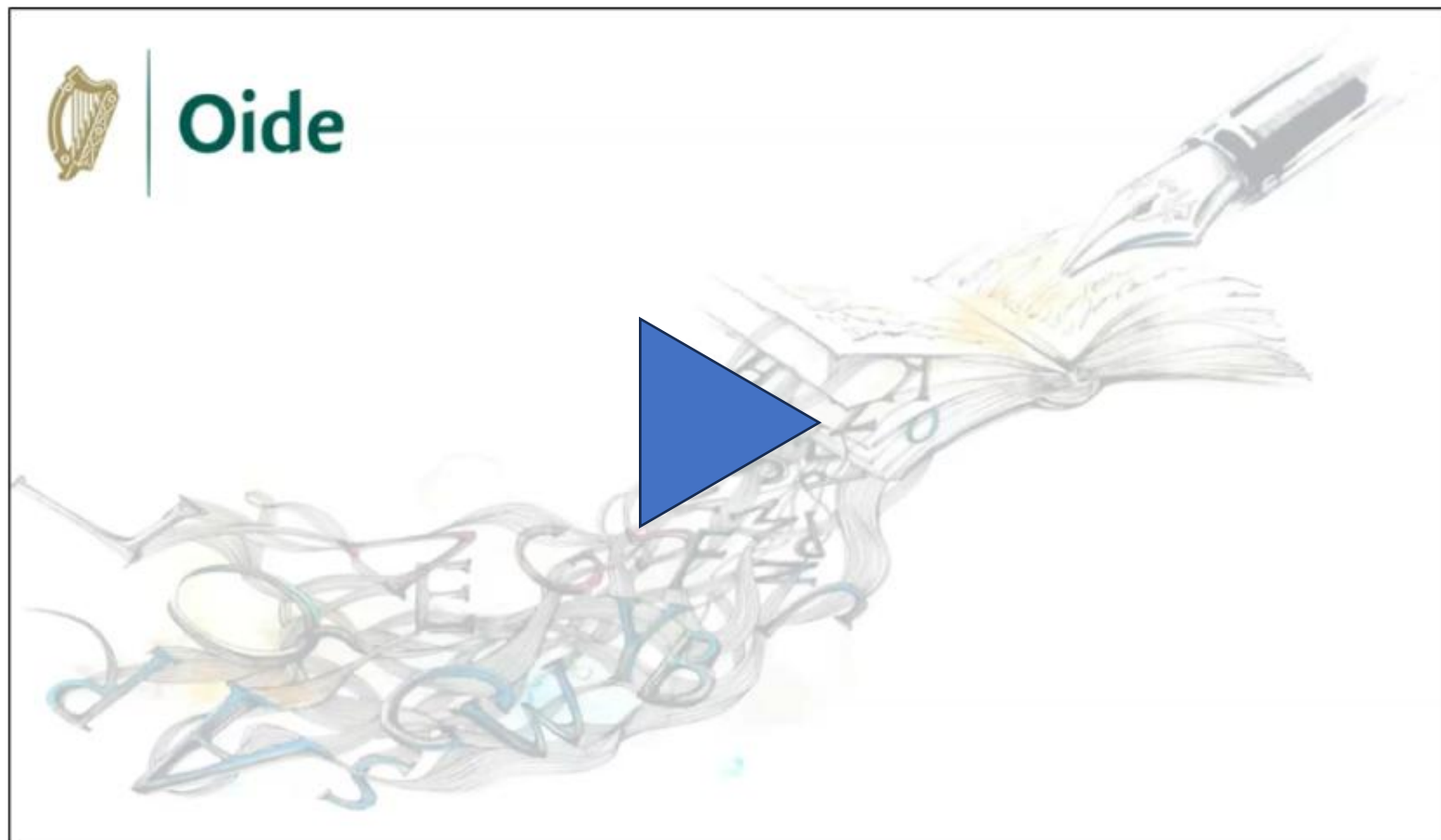
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A process students can
revisit across a
Unit of Learning



The Writing Process



Click to play

**As you watch,
consider:**

- What supports writers to develop their ideas and refine their work?
- How might we create similar opportunities for our students?

Sharing Practice: Supporting Writing Development



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What strategies have you found **most effective** at any stage of the writing process?

Pre-Writing

What supports students to generate and develop ideas?

Drafting

What supports students to shape and express their thinking?

Feedback

What approaches make for effective feedback?

Re-Draft

What approaches supports students to revisit and improve their work?

Reflection

How can students be supported to reflect on themselves as writers?

Recognising Quality in Writing



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"Dialogue about exemplars develops students' capacities to make judgments."

-David Carless & David Boud (2018)

Adapted from Carless & Boud (2018) and Sadler (1989).

Supporting Quality Writing Through Feedback



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"Feedback should cause thinking; it should be related to the learning goals. Indeed, the whole purpose of feedback should be to increase the extent to which students are owners of their own learning"

— Dylan Wiliam

- Do students know what needs attention in their writing?
- Do students know what action to take next?
- Do students know what success would look like in a revised draft?



Opportunities For Feedback

- Live feedback during writing
- Feedback Stations
- Feedback codes/symbols
- Verbal feedback /Audio feedback
- Modelled revision
- Digital feedback tools and comments

Feedback Move Cards



Improve Structure

Focus: Structuring ideas effectively.

Action:

- Group similar ideas together.
- Reorder paragraphs.
- Add linking phrases.
- Ensure each paragraph has a clear purpose.

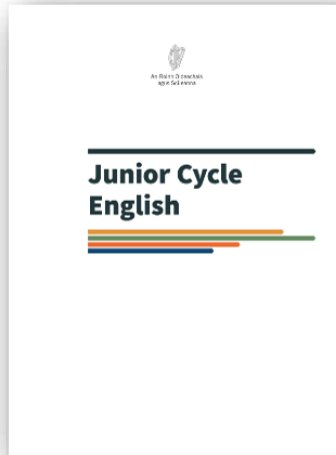
Evidence of Improvement:

- In the revised draft, I would expect to see:
- A more logical structure.
 - Stronger progression of ideas.
 - Improved coherence across the piece.

The Student Collection of Texts: Growth Over Time

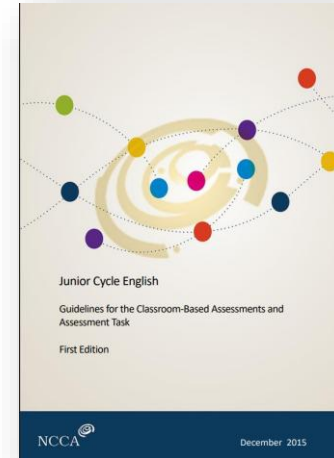


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“Students manage the development of a collection of personal writing, which they build up over time. Through this **they learn to see writing as a process to learn about and refine.**”

- Junior Cycle English Specification, 2015



“The Collection of Texts supports students to develop their **own voice and identity as writers, experiment with different genres and forms**, and engage in the **process of drafting and revising.**”

- Junior Cycle English – Guidelines for the Classroom-Based Assessment (NCCA)



The Student Collection of Texts in Everyday Learning

Listen for how the Collection of Texts supports:

- voice
- reflection
- drafting
- progression



Click to play

- How has the Collection of Texts become part of everyday teaching and learning?
- How does it help students recognise their development as writers?





Step 1

Review

Consider:

- preparation for writing
- task quality
- feedback and revision
- evidence retained in the Collection of Texts

Step 2

Borrow and Refine

Move: and review another department's plan.

Borrow: one idea, learning experience, writing task or strategy

Record: one refinement you might consider



Individual Reflection





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BREAK

11.00 – 11.20



tinyurl.com/OideEnglishMailingList