



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Name of the School

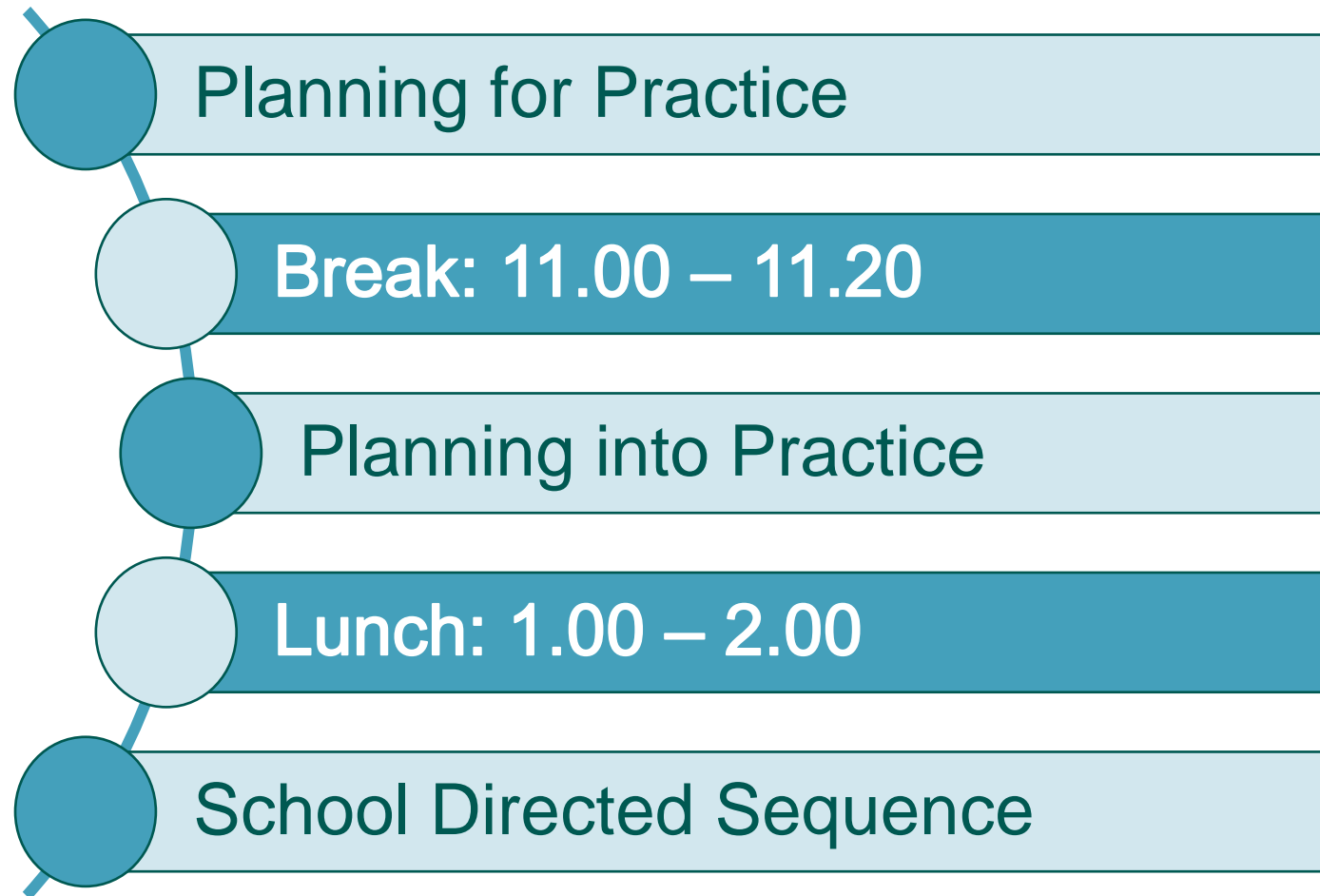
Learner
Experiences for a
Quality, Inclusive and
Relevant Education



Schedule



Oide



Introducing Oide



Oide

Lárionad
Ceannaireachta Scoile

CSL
Centre for
School Leadership

NIPT
An Clár Náisiúnta Ionductaithe do Mhúinteoirí
The National Induction Programme for Teachers

Tacú leis an
Ghairmiúil i
coile agus Múin

An tSraith Shóisearach do Mhúinteoirí

Junior CYCLE
for teachers


PDST
Professional Development
Service for Teachers | An tSeirbhís um Fhorbairt
Ghairmiúil do Mhúinteoirí

ssional
eaders

Workshop Resources




Oide


 **Oide** Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí Supporting the Professional Learning of School Leaders and Teachers

Whole-School Planning and Self-Evaluation

Pre-Workshop Task Booklet 2023-2024

Learner Experiences for a Quality, Inclusive and Relevant Education

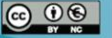


 **Oide** Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí Supporting the Professional Learning of School Leaders and Teachers

Whole-School Planning and Self-Evaluation

Professional Learning Booklet 2023-2024

Learner Experiences for a Quality, Inclusive and Relevant Education



Click to View



Writing Activity



Video Clip



Feedback



Individual Activity



Group Activity



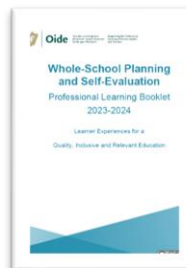
Feedback – Our Context



Feedback – National Reports



Oide



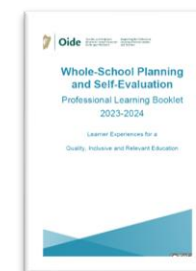
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Introductory Video:



As you watch this short clip, visualise what you imagine the learning today might be.

Amazing Artwork | anamorphic sculptures by Feel Desain TV, 2015, <https://www.youtube.com/watch?v=DciEFSAFoCo>




Learning Intentions



To identify a target to build on junior cycle implementation of a quality, inclusive and relevant education.



To reflect upon the continuum of learning for our students.



To engage in a whole school conversation to progress learner experiences relevant to our context.

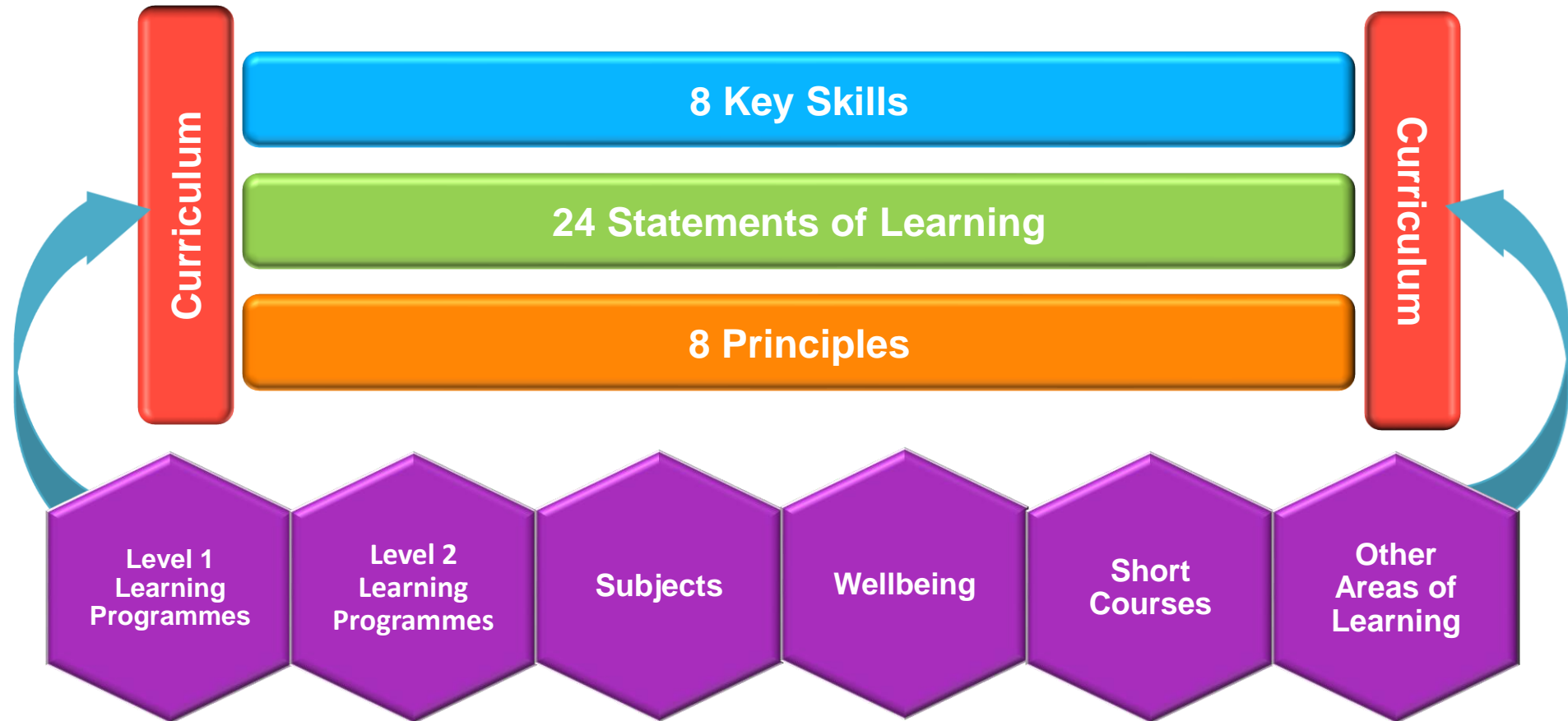
Learner at the centre - your context



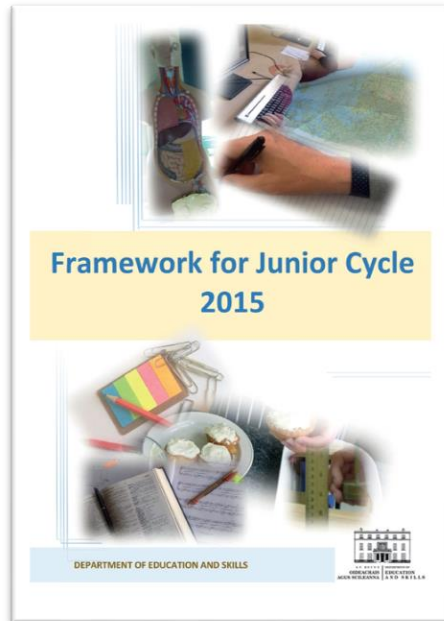
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Framework for Junior Cycle

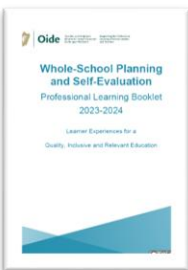


Framework for Junior Cycle



The Framework for Junior Cycle incorporates a shared understanding of how teaching, learning and assessment practices should evolve to support the delivery of a quality, inclusive and relevant education that will meet the needs of Junior Cycle students, both now and in the future.

(Department of Education and Skills, 2015, p.6)




Learners in our school – student voice



Oide

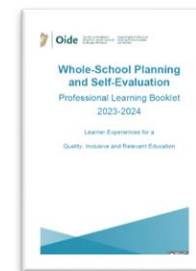
PROGRAMMES SUPPORT 2023/24



Oide

What helps you
to learn in class?
Doing group work
and being with

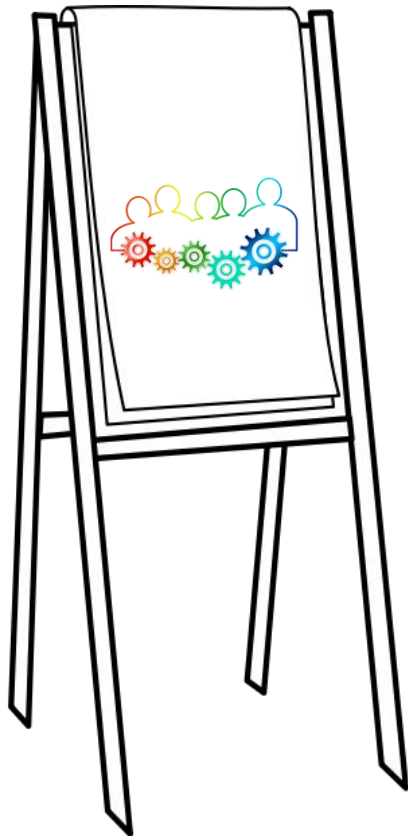
As you watch the video,
what considerations does it
have on your own
classroom practice?



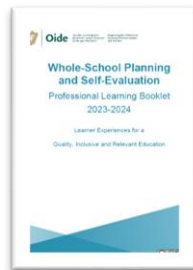
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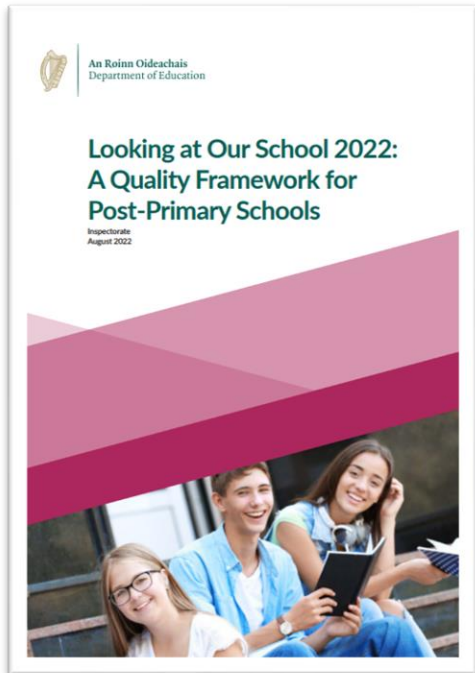
Activity– Learner Experiences



Considering your Junior Cycle classroom, what does an effective learner experience look like for your students?



Learner Experiences

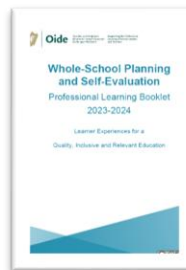
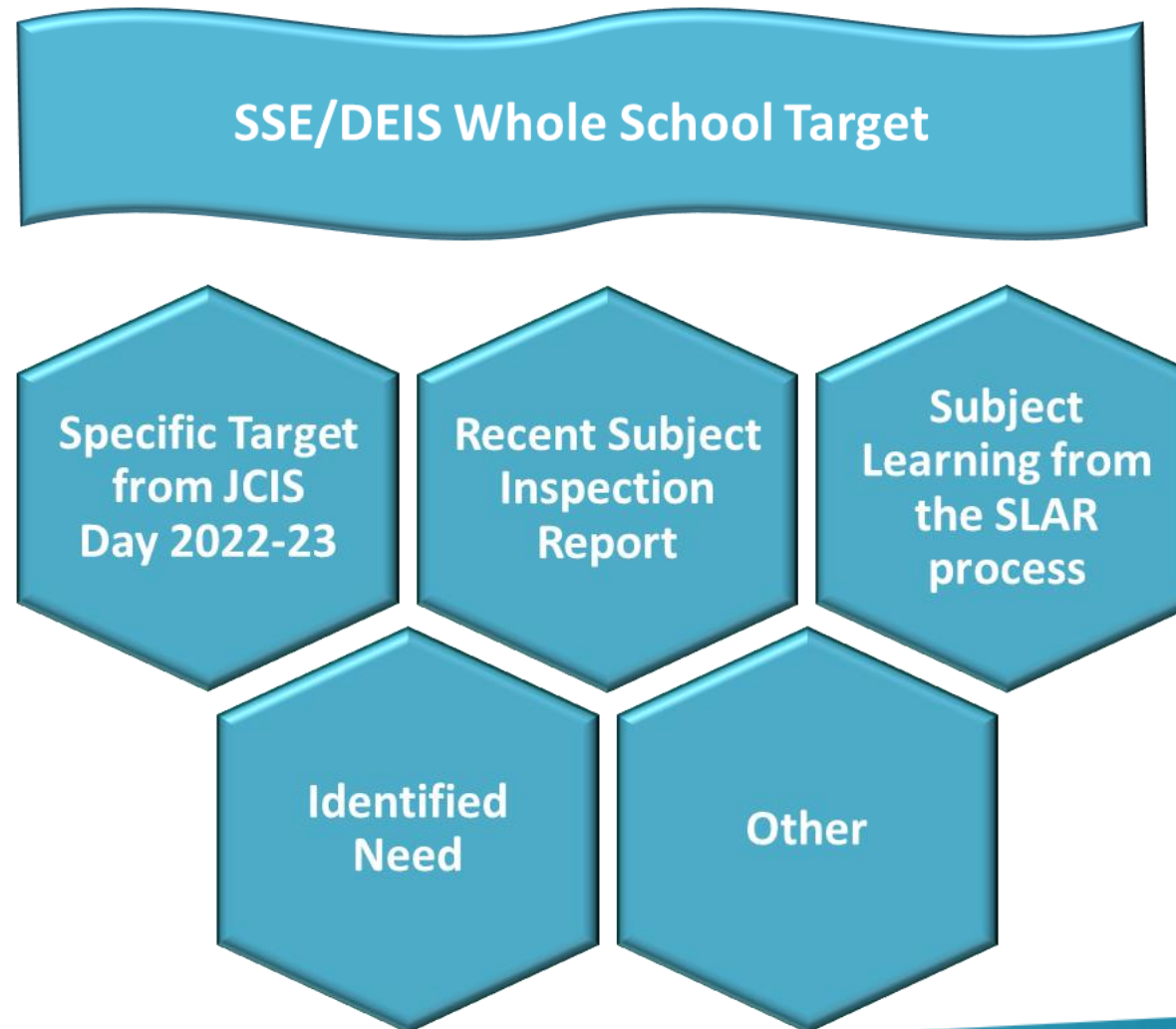


	Students
Learner experiences	<p>engage purposefully in meaningful learning activities</p> <p>grow as learners through respectful interactions and experiences that are challenging and supportive</p> <p>reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning</p> <p>experience opportunities to develop the skills and attitudes necessary for lifelong learning</p>

(Department of Education, 2022, p. 25)



Subject Department Target



SMART Action Plan



Specific

Try and make your goal as precise and defined as possible.

Measurable

Establish a criteria to measure your progress.

Achievable

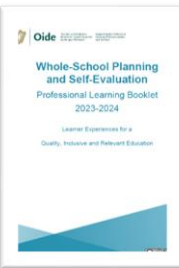
Work towards a goal that is challenging but achievable.

Realistic

Be honest about what you and your subject department are capable of.

Time Specific

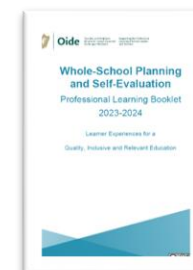
Having a timeline will help you stay accountable to your goals.



Teacher Voice



 Specific Try and make your goal as precise and defined as possible.	 Measurable Establish a criteria to measure your progress.	 Achievable Work towards a goal that is challenging but achievable.	 Realistic Be honest about what you and your subject department are capable of.	 Time Specific Having a timeline will help you stay accountable to your goals.
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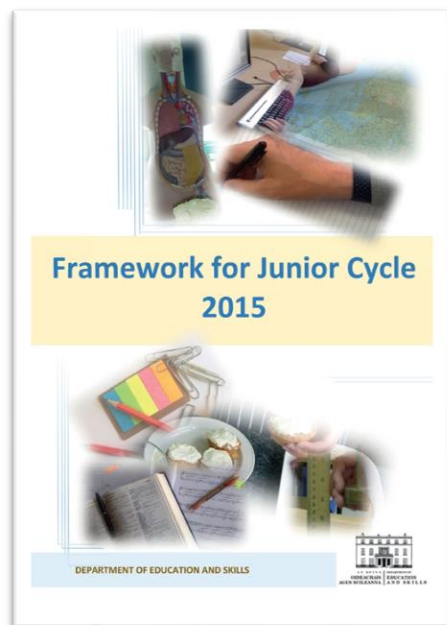


Learner at the centre - your context





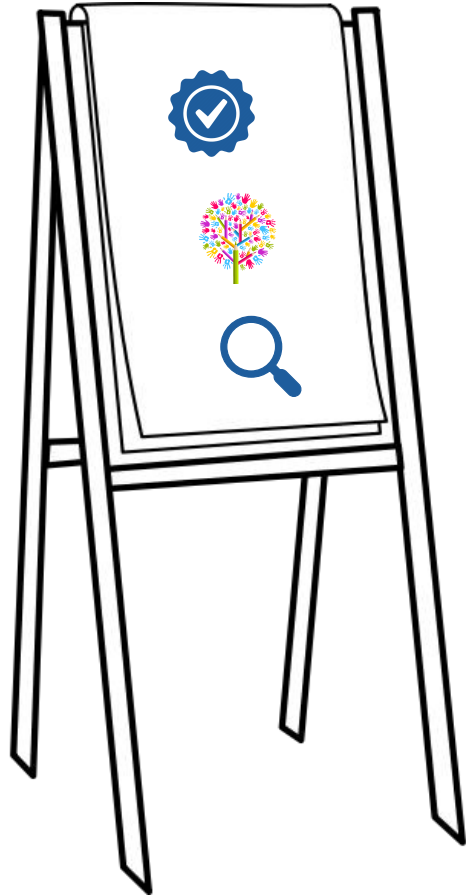
Framework for Junior Cycle



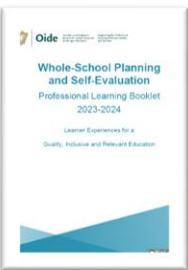
How do we design for teaching, learning and assessment that evolves to support a quality, inclusive and relevant education that will meet the needs of Junior Cycle students, both now and in the future?

(Department of Education and Skills, 2015, p.6)

Activity - Highly Effective Practice



What is your shared understanding of quality, inclusive and relevant education?



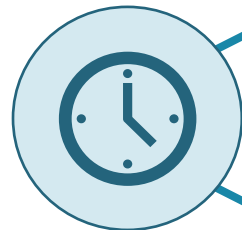
p. 10



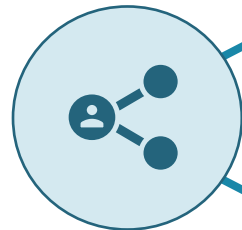
Activity - Subject Department Target



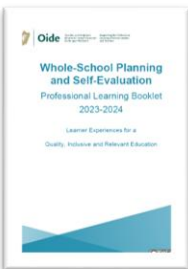
Taking the Quality, Inclusive, Relevant lens to your chosen target



Subject Department Time



Sharing of Practice across Departments



Learner at the centre - your context



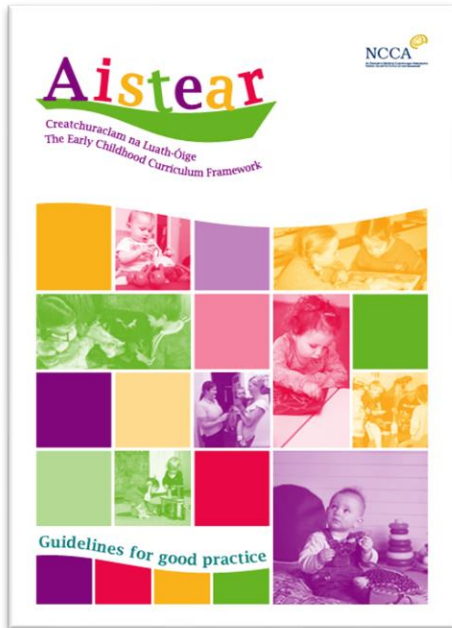
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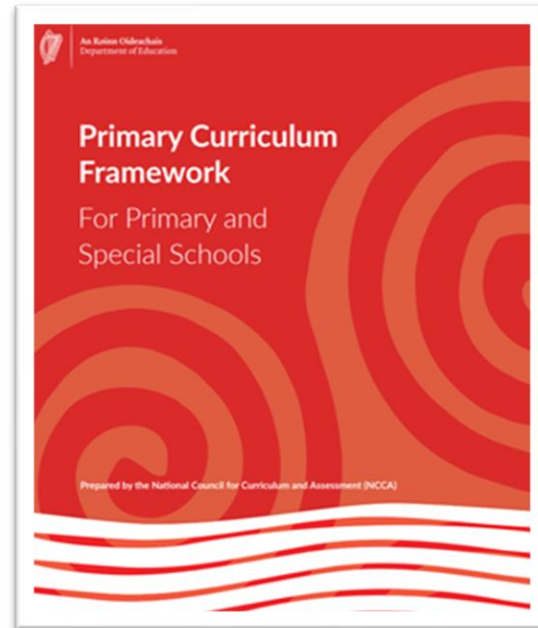
The Continuum of Education



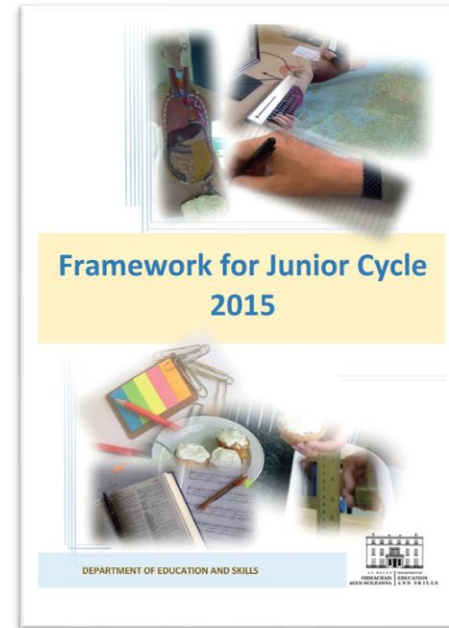
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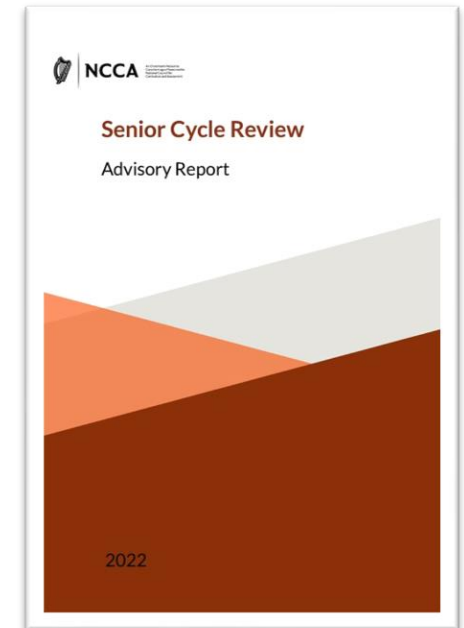
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Primary Curriculum



Junior Cycle



Senior Cycle

The Continuum of Learning



Oide



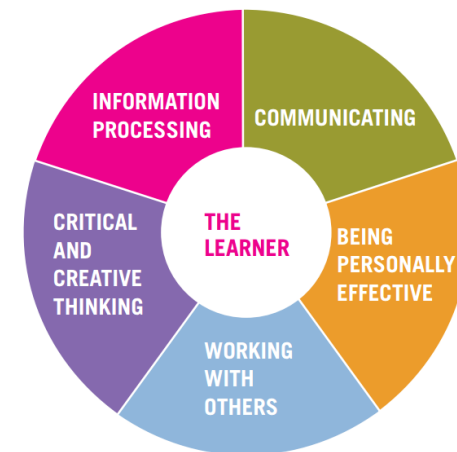
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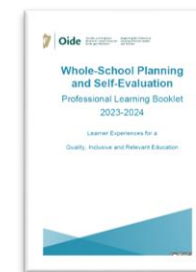
Primary Curriculum



Junior Cycle



Senior Cycle



Activity - The Key Skill of Communicating in Focus



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Aistear



Primary Curriculum



Junior Cycle



Senior Cycle



pp. 13-15

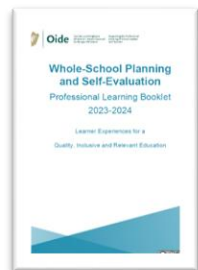


The Continuum of Learning

Senior Cycle Redevelopment



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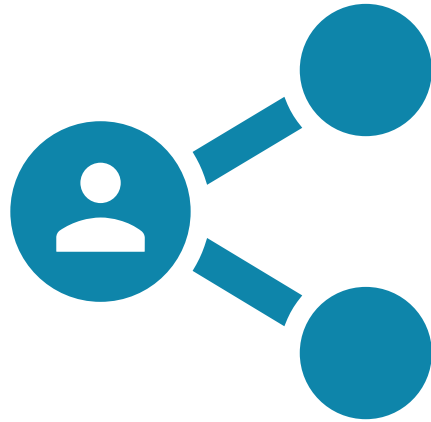




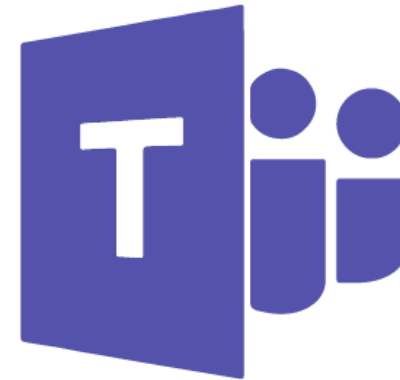
Activity - Quality, Inclusive, Relevant Teaching Strategy



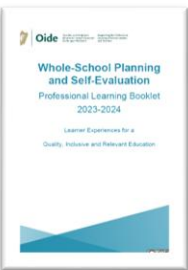
Activity - Sharing Best Practice



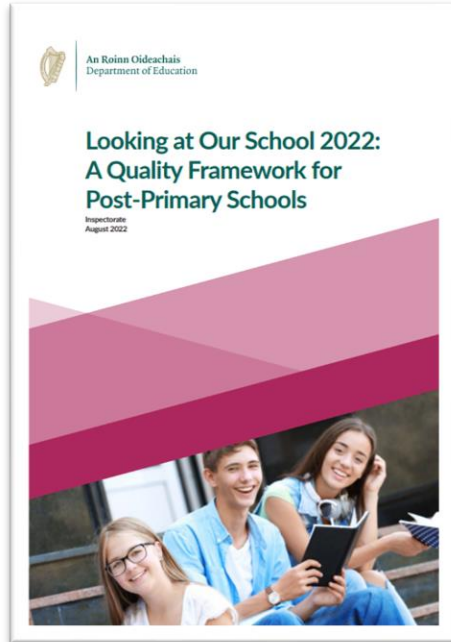
Google Drive



Teams



Learner Outcomes



	Students
Learner outcomes	<p>enjoy their learning, are motivated to learn, and expect to achieve as learners,</p> <p>have the necessary knowledge, skills and attitudes to understand themselves and their relationships</p> <p>demonstrate the knowledge, skills and understanding required by the post-primary curriculum</p> <p>attain the stated learning outcomes for each subject, course and programme.</p>

(Department of Education , 2022, p. 25)



Feedback

