



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

From Words to Wonders: Cultivating Personal Voice, Writing and Creativity

Professional Learning
2023/2024
Morning Session



Structure of our Day



Oide

09:15 – 11:55

From Words to Wonders:
Cultivating Personal Voice, Writing and Creativity

11:55 – 13:00

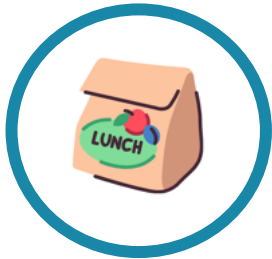
Choice of Workshops

14:00 – 15:45

The Art of Seeing:
Supporting Visual and Critical Engagement
with Multi-Modal Texts



11:00 – 11:20



13:00 – 14:00



<https://bit.ly/english2324>



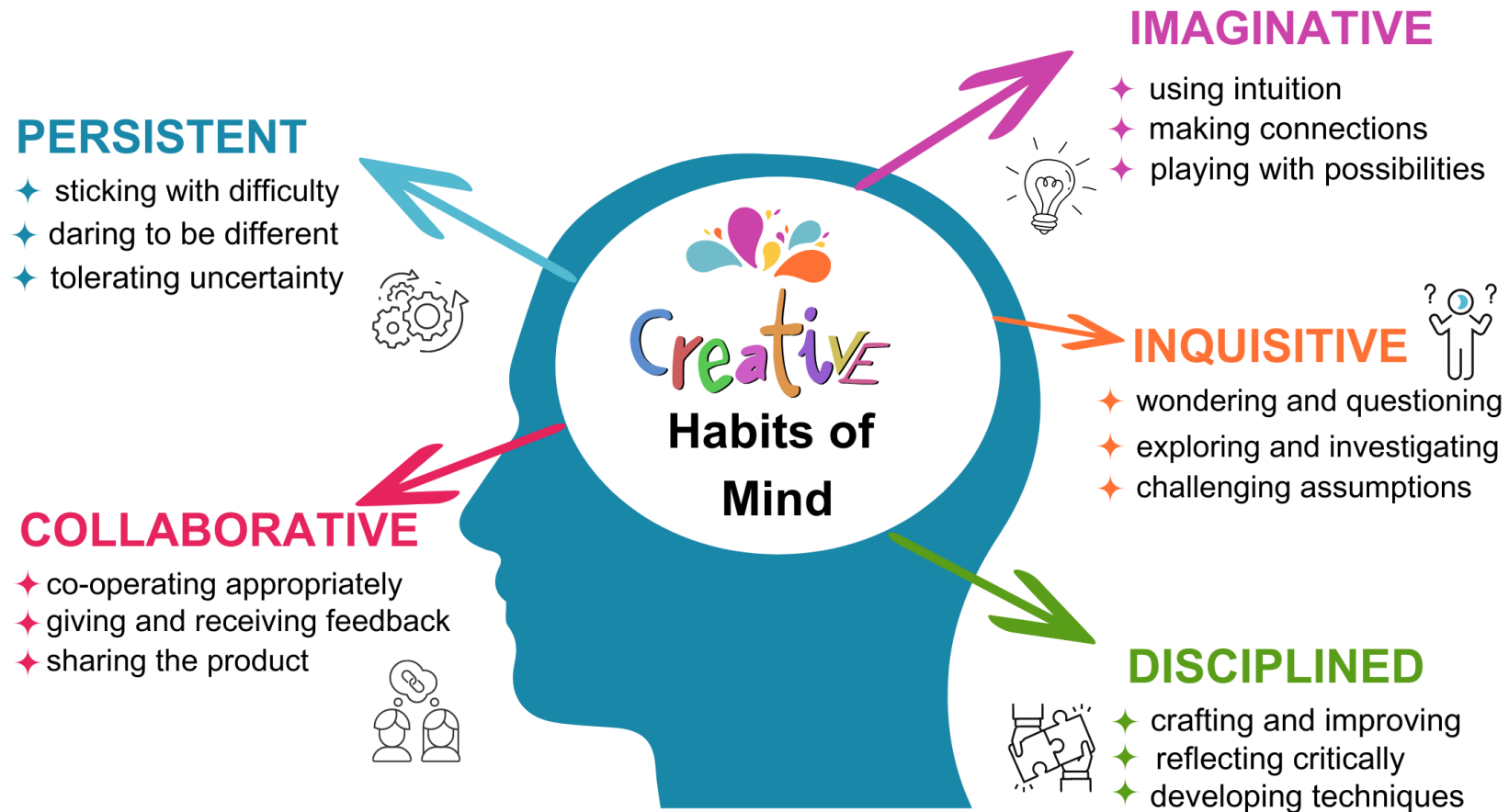
Our focus this morning is to...

- consider how we **cultivate students'** writing and creativity
- support students to **express their personal voice** across different genres and formats





Creativity and Inspiring Writing



Adapted from: Lucas and Spencer (2017): *Teaching Creative Thinking. Developing learners who generate ideas and can think critically. Pedagogy for a Changing World.*

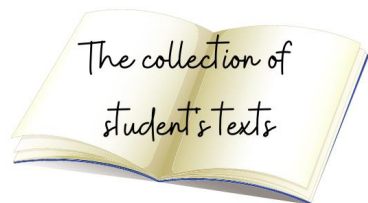


‘Celebrate their achievements as creators of texts...’

Collection of the Student’s Texts (CBA 2)

Creative writing is a vital part of English, but **students are not “born” writers**. They need to **develop a voice and an identity**, a good sense of audience and an awareness of the process of writing – making notes from their reading and personal experience, trying things out, revising, and polishing for “publication”.

This Classroom-Based Assessment offers **students a chance to celebrate their achievements as creators of texts** by compiling a collection of their texts in a variety of genres...



(Junior Cycle English Specification, p. 18)



A Love of Language as Motivation for Writing



As you watch,
consider the
connection between
reading and writing
and how one supports
the other.

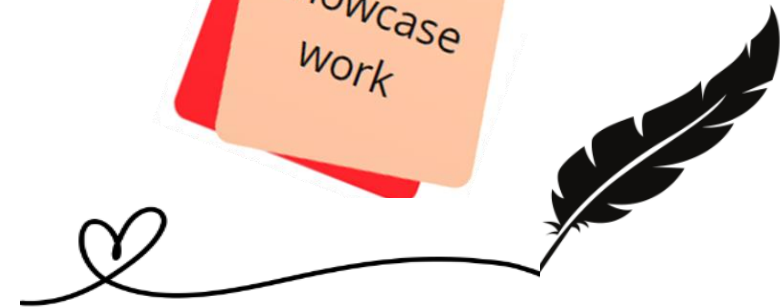
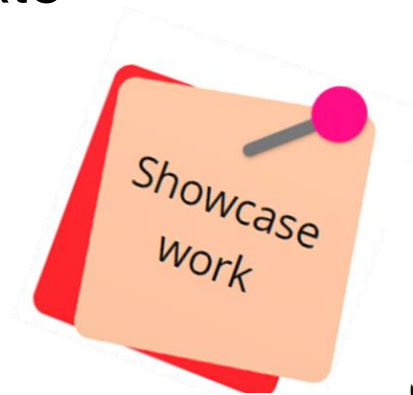


Activity 1 – Engaging Students to Write

Say hello!



Discuss **one** strategy and/or support that works well for you in engaging students to write and create

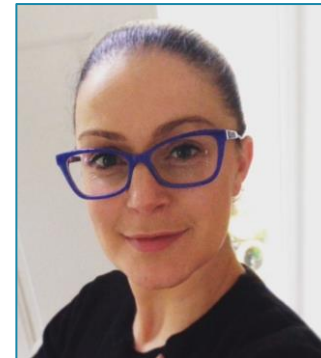




Engaging Students in Writing - One Teacher's Approach



Patricia Carlos,
English Teacher



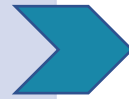
...we tend to keep it a little bit less about correcting and drafting and more about just writing and trying to work on being descriptive...



The Continuum of Learning

Primary Language Curriculum, p. 30

- promote a positive disposition towards communication and language by fostering within children **a lifelong interest in and a love of language learning for personal enjoyment and enrichment**



Junior Cycle English Specification, p. 26

- Creative writing is a vital part of English, but students are not ‘born’ writers. They need to **develop a voice and an identity, a good sense of audience, and an awareness of the process of writing**



Leaving Certificate English Syllabus, p. 7

- [students] themselves can realise a sense of **personal significance** and **discover how words can work for them in revealing meanings, inviting thought**, and facilitating effective communication

Consider how personal voice is fostered across the continuum of learning.



Our focus this morning is to...

- consider how we **cultivate students'** writing and creativity
- support students to **express their personal voice** across different genres and formats





Our Understanding of Genre

- “**Genre** refers to a selection of oral, aural, visual, digital and written forms that have become conventionalised for particular purposes... A single text may draw upon multiple genres and registers”

(Junior Cycle Specification, p.21)

- 'All texts create their own view of reality by using a specific linguistic style within specific categories of language forms, which can be called "**genres**". Thus a song, an advertisement, a dialogue, a public speech, a child's book, an expository essay, a legal document, a scientific report and a poem can all be classified as **genres**'.

(Leaving Certificate Syllabus, p.3)

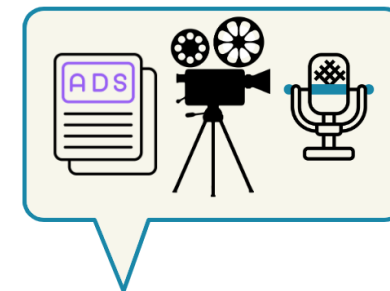




Our Understanding of Format

“It is recognised that.... the student’s created texts may be presented in a wide range of **formats** – hand-written, digital, multi-modal, and so on”.

(Junior Cycle English Specification, p. 17)



Junior Cycle Learning Outcomes in Focus (Level 2 and Level 3)



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Oral Language 8

Listen actively and respond in style, tone, context

...to interpret meaning, compare, evaluate the effectiveness of...



Reading 3

Use a wide range of reading comprehension strategies... to link to previous main ideas...

...a wide range of reading comprehension strategies... to question, to analyse, to synthesise...



Writing 9

Engage in the writing process and using a personal voice... the years ○★

... the writing process as a private, pleasurable and purposeful activity and using a personal voice... individual style

Possible Links to L2LPs

Communication and Literacy

- 1.4 Express personal opinions, facts and an opinion on a television programme
- 1.18 Write/type at least five sentences
- 1.21 Use a range of different forms of writing

**Express personal opinions...
...convey meaning or information
a range of different forms of writing...**



Inspiring Students to Write and Create

1. Personal voice and transferable skills

**USE
YOUR
VOICE**



2. Collaborating with an engaging stimulus

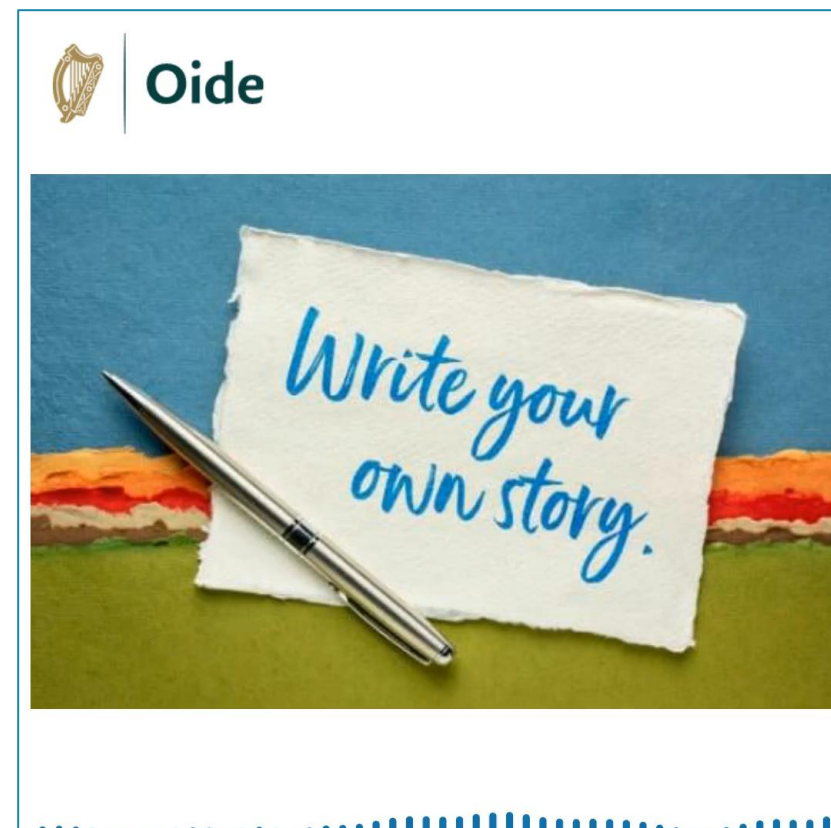




Personal Voice and Individual Style



Donal Ryan,
Author





Commencement Speech – Taylor Swift

In Spring 2022, singer-songwriter, Taylor Swift, was the official guest of honour at New York University's spring graduation.

After accepting an honorary doctorate in Fine Arts, Swift stepped up to the podium in Yankee Stadium to speak to the graduates.

In this speech, she urged them to be enthusiastic and try hard when it comes to the things they love, before reminding them to accept that they will inevitably make mistakes as they go forward with their lives.



Image courtesy of
NYU



Motivating Students to Develop Their Individual Voice

Identify **one** way that this stimulus piece might inspire students to write from their own experiences.

My experience has been that my mistakes led to the best things in my life.

Scary news is:
You're on your own now.
Cool news is:
You're on your own now.



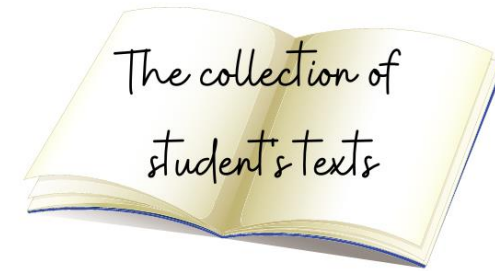
Taylor Swift – NYU 2022 commencement speech,
Yankee Stadium (attendance 25,000)
Video courtesy of NYU and adapted to a shorter length



A Choice of Response – Extended Writing

- ‘My experience has been that my mistakes led to the best things in my life’. Write **the text of the debate** for or against the motion:

‘Making mistakes is a positive thing’.



- Draft and edit a **personal response** about the importance of friendship in your life.
- Individually or in pairs/groups, write the script for your own speech where you give advice to young people on how to enjoy their teenage years. **Record your piece as a short video/vlog or audio file when finished.**





Developing Transferable Skills



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One teacher's
approach...



Sarah Gleeson,
English Teacher

‘Transferable skills are skills that are relevant and helpful across different situations.’

(Nägele and Stalder, 2017)



Transferable Skills to Support Personal Voice

'Folsom Prison Blues' by Johnny Cash

I hear the train a comin'
It's rollin' 'round the bend,
And I ain't seen the sunshine
Since, I don't know when
I'm stuck in Folsom Prison
And time keeps draggin' on
But that train keeps a-rollin'
On down to San Antone



Transferring skills

- If this song was to be made into a film, what would the film poster look like?

Possible options

- Could this song be turned into a more traditional narrative?
- Consider other options...



Activity 2 – Read, Transfer, Adapt!

- **Consider** the sample extract which shows one text transferred and adapted into a different format (novel extract into a poem)
- **Read** your group's designated extract
- **Create** a short piece (of at least 4 lines) as a group adapting this extract to your group's assigned format
- **Type** the group's written piece onto Google Slides
- **Reflect** on the question that follows the activity





‘An appreciation for writing in all forms...’

‘Students should be encouraged to practice writing in many genres and to develop an appreciation for writing in all forms...The development of writing skills will invariably lead to better outcomes for candidates in the examinations.’

Chief Examiner's Report (2017) p. 21-22

Exploring Transferable Skills Through the Final Assessment



English Final Assessment, Junior Cycle, HL, 2018

Question 9

*Please note the layout has been adapted for presentation purposes

- What aspect of the poem 'Seeing and Believing', would make it suitable for dramatisation?
- Explain your answer with reference to the poem.

Seeing and Believing

by

Edwin Romond

The girls giggled
but the boys laughed right out loud
when Mrs. Stone raged crimson
holding my eighth grade project:
"The Map of New Jersey."
"Get up here, boy!"
and I had no choice
but to walk the gangplank to her desk
where my map choked in her fist.
"What's this jazz? Huh?
The ocean is not green, Bub, it's blue.
Ya' get it? Blue, blue, blue, blue!"
punching my map with each word into my chest.
My classmates roared a chorus
of "Green ocean! Green ocean!"
their voices rising in waves of laughter
as I carried the wrinkled and ripped map
back to my seat through their sneers.
Soon, all their maps perimetered the room
leaving me adrift in the memory of a Sunday
when, in the October air,
my father and I walked over seashells
and I, only nine,
remarked that the ocean looked green.
My father, peering out from beneath his cap,
said, "Yes, it does" and his fingers swam
through my hair.

Exploring Transferable Skills Through the Final Assessment



English Final Assessment, Junior Cycle, OL, 2023

Question 8

*Please note the layout has been adapted for presentation purposes

- Aisling says to her grandmother, “Thank you for always encouraging me to follow my dreams and achieve my goals.”
- Using **one** of the images A, B or C below, write a conversation where one of the people encourages the other to follow their dreams and to achieve their goals.

A



B



C





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Supporting the Professional
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BREAK

11.00 – 11.20





Inspiring Students to Write and Create

1. Personal voice and transferable skills



2. Collaborating with an engaging stimulus

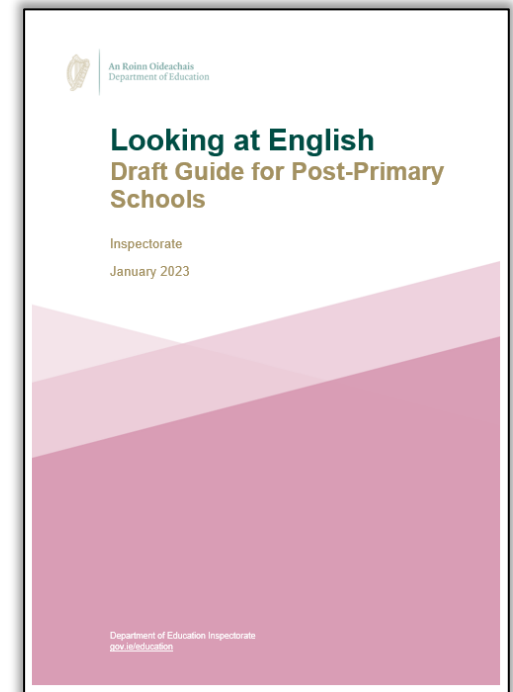




Looking at English: Draft Guide (2023)

"Students engage in **purposeful tasks** that link texts to their **real-world experience**. They participate in a **dialogic classroom** environment...The **personal reading** and study that students engage in stem from their own interests and **excite their aesthetic and critical responses**".

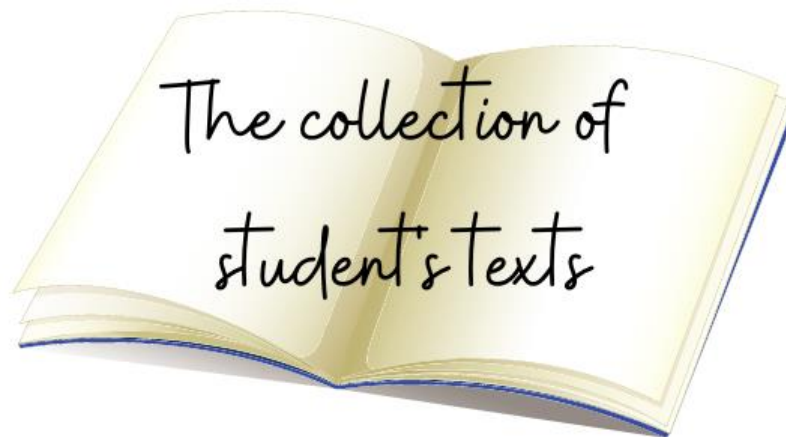
(Looking at English Draft Guide for Post-Primary Schools, p.5, 2023)



Available online at
www.gov.ie



An Engaging Stimulus





Spider-Man: Into the Spider-Verse



Using this stimulus piece, suggest **one** writing activity to engage students.

- Oral Language 8** Listen actively in order to interpret meaning, compare, evaluate effectiveness of, and respond to drama, poetry, media broadcasts, digital media, noting key ideas, style, tone, content and overall impact in a systematic way ◯★
- Reading 3** Use a wide range of reading comprehension strategies... to retrieve information; to link to previous knowledge, follow a process or argument, summarise, link main ideas... to question, analyse, synthesise... ◯★
- Writing 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 ◯★
- Communication and Literacy**
 - 1.4 Express personal opinions, facts and feelings appropriately, e.g. expressing an opinion on a television programme, relate news from their weekend
 - 1.18 Write/type at least five sentences so that they convey meaning or information
 - 1.21 Use a range of different forms of writing to suit purpose and audience

Clip courtesy of Sony Pictures Animation



Using Shakespeare as a Stimulus for Writing

Much Ado About Nothing

CLAUDIO, Act 2 Scene 1:

Friendship is a constant in all other things
Save in the office and affairs of love.
Therefore all hearts in love use their own
tongues.
Let every eye negotiate for itself
And trust no agent, for beauty is a witch
Against whose charms faith melteth into blood.



Hamlet

POLONIUS, Act 1 Scene 3:

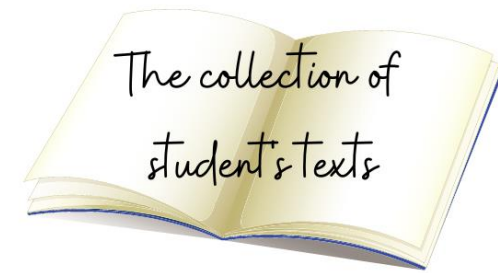
Give every man thy ear, but few thy voice;
Take each man's censure, but reserve thy
judgement...
Neither a borrower nor a lender be;
For loan oft loses both itself and friend,
And borrowing dulls the edge of
husbandry.
This above all: to thine ownself be true.

Similarly, using this extract(s) as a stimulus, suggest **one** writing activity/task that might engage your students.



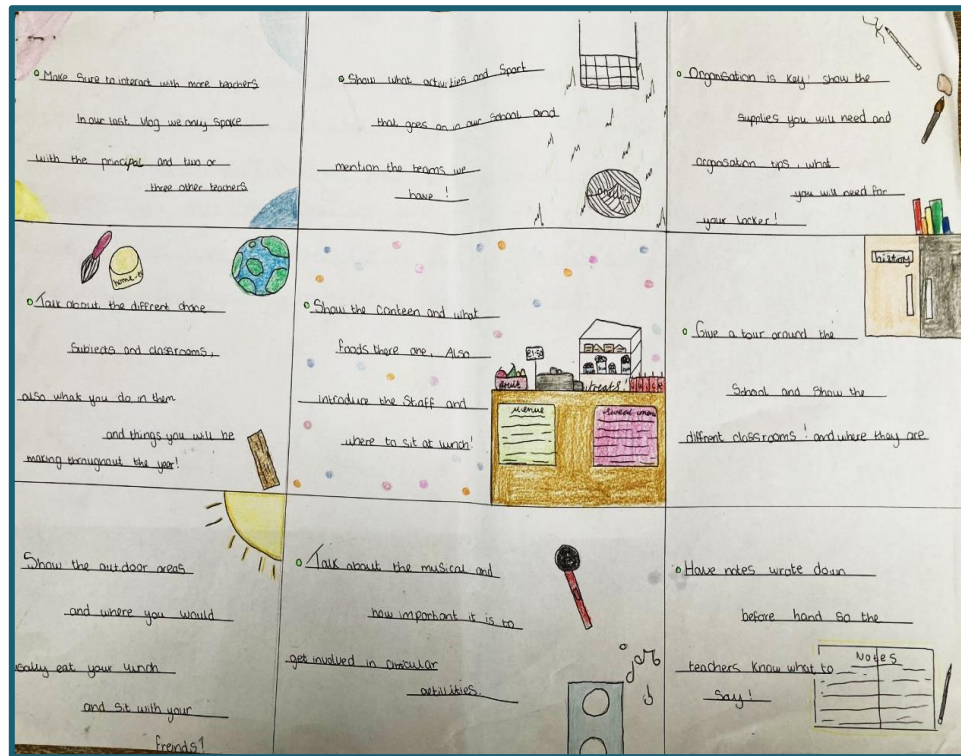
A Choice of Response – Extended Writing

- Write **the text of a talk** for incoming first years in which you offer some the best pieces of advice you received at their age and how that advice guided you.
- Write **an article** for your school website on the importance of being comfortable in your own skin.
- Individually or in pairs/groups, create a **short video/vlog** describing your ideal superhero. Use a storyboard to create your scene and write the script of your voiceover. Once you have completed both, use *iMovie* or *InShot* or *Open Shot* to edit your vlog.

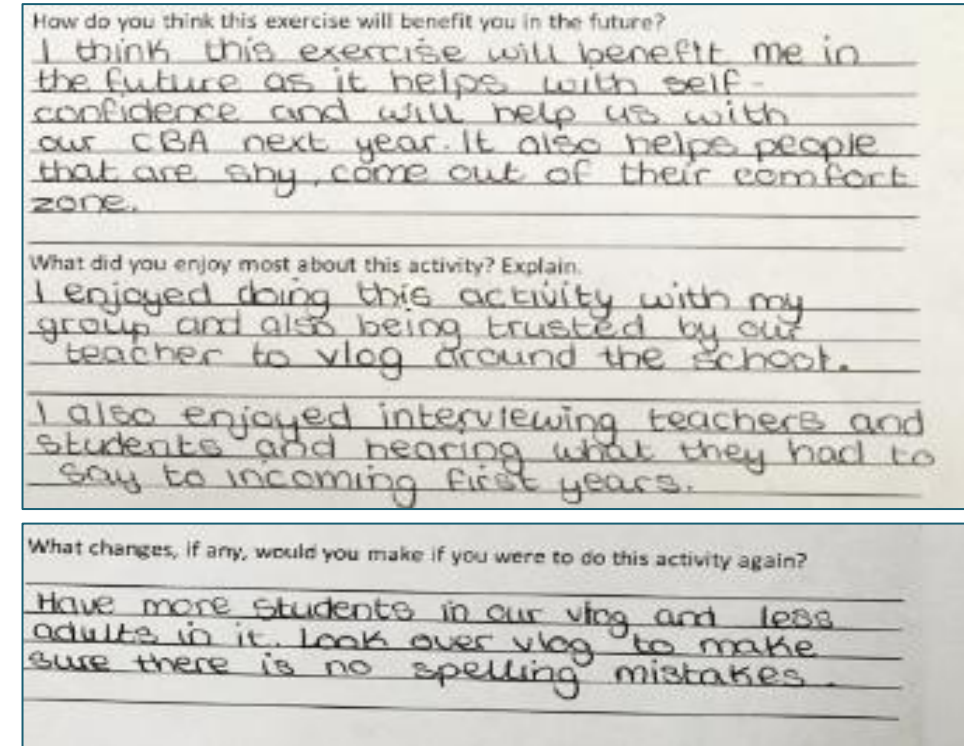
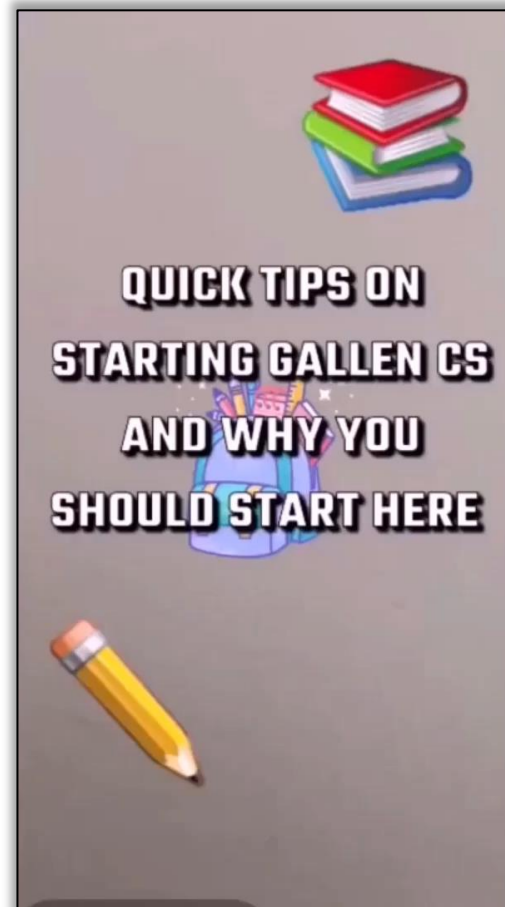




Using an Engaging Stimulus to 'Publish'



Storyboarding



Reflecting



Promoting Confidence and Personal Voice



Seán Dench,
English Teacher

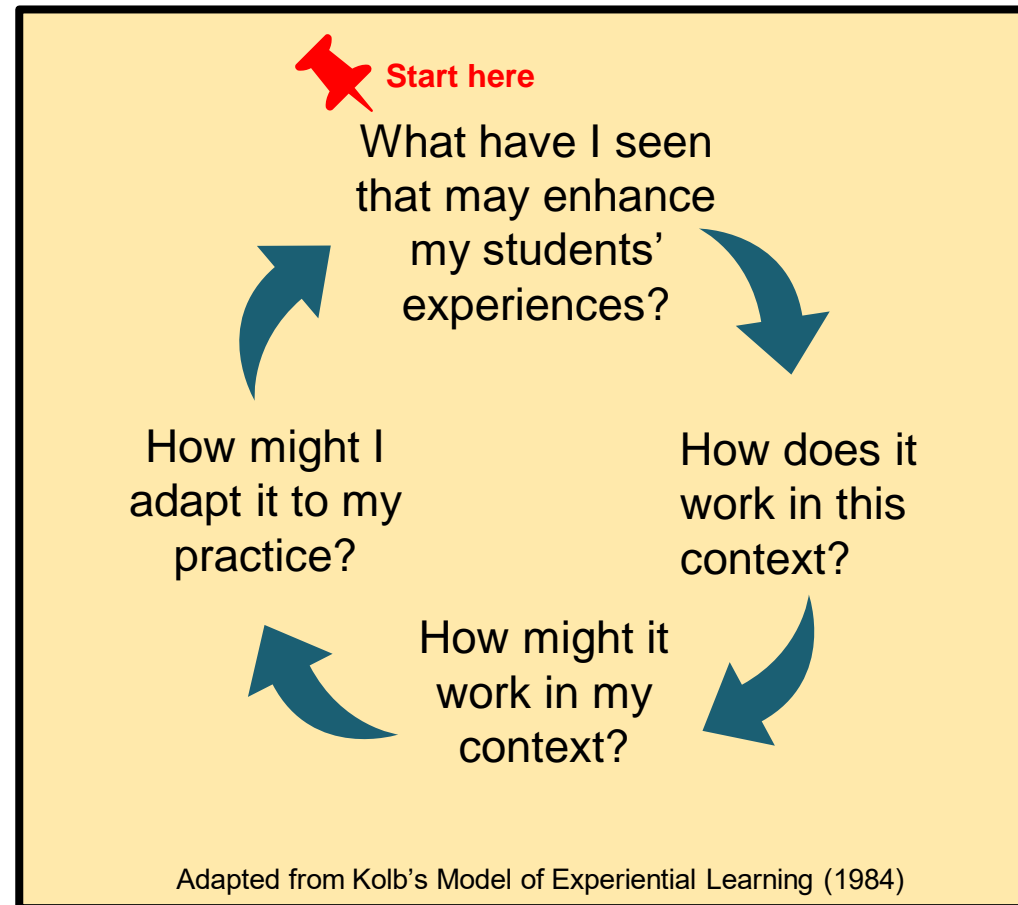


The value for me was
in encouraging them to
be an active participant
in the subject.



Sharing our Reflections

Take a moment to reflect on the various approaches discussed in this session and how they can support your students to write and create.






Further Supports

Oide


Supporting Students to Write in a Variety of Genres



“ This booklet explores the conventions of the following writing formats, as a support for Session 1 of English CPD 2023/2024:



- Narrative
- Poetry
- Dialogue
- Speech

”



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Writing Wise: Supporting Students with Writing



NEW Mailing List coming soon!
Keep an eye out!

We send one mailshot each month with news and supports!

(Check your spam/other folder)



Today's choice of workshops



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English Professional Learning 2023/2024
Mid-Morning Session
Choice of Workshops