



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Guidance

Designing the Guidance

Programme at Junior Cycle

Professional Learning Booklet

2023-2024



Scope of Guidance in Post-Primary Schools

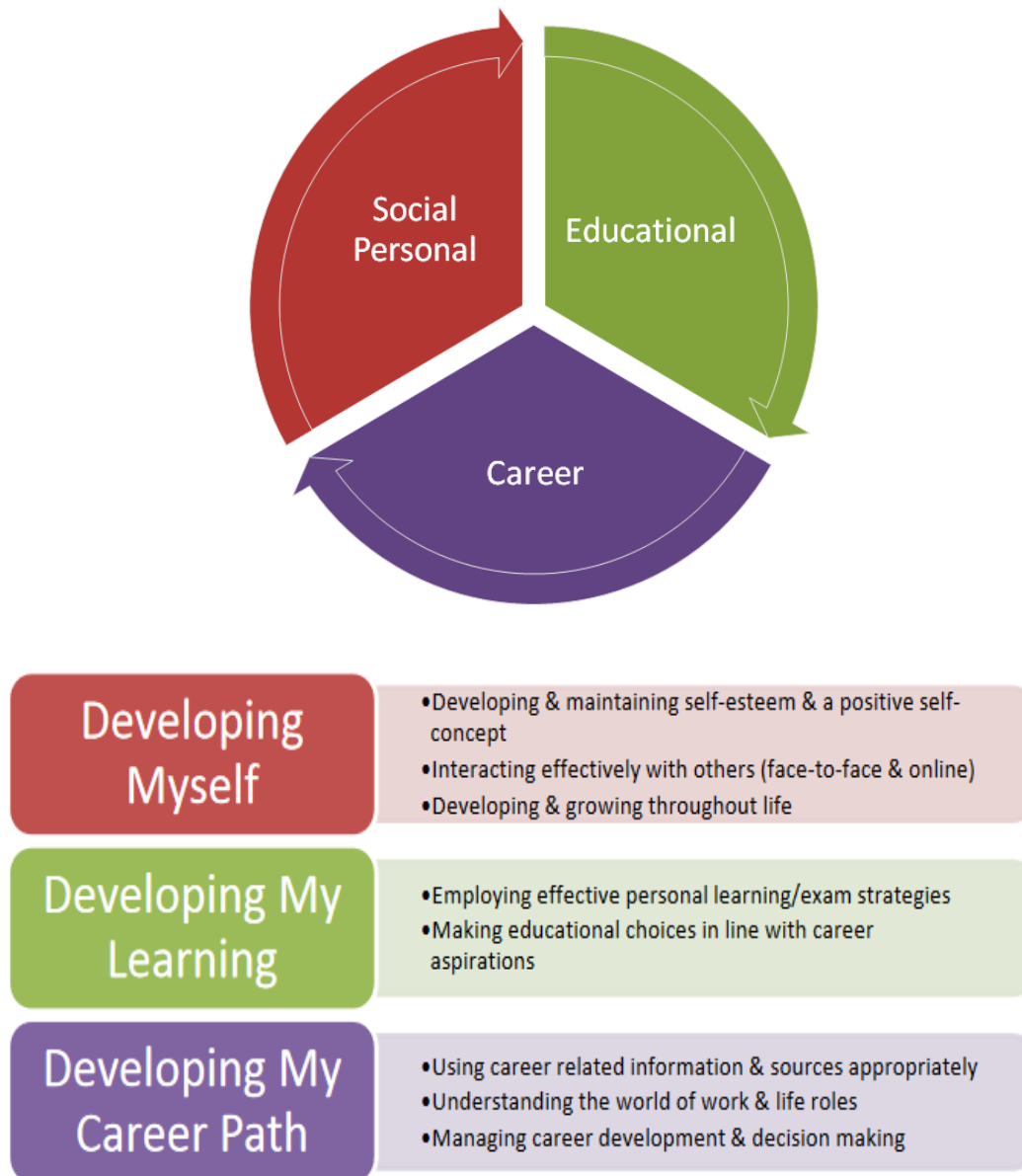


Fig. 2 NCGE Whole School Guidance Framework 2017

Guidance endeavours to holistically develop the young person. Guidance provision in the post-primary school setting encompasses the three separate, but interlinked, areas of personal and social development, educational guidance and career guidance.

Junior Cycle Key Skills and Wellbeing Indicators



Statements of Learning

The student	
1	communicates effectively using a variety of means in a range of contexts in L1*
2	listens, speaks, reads and writes in L2* and one other language at a level of proficiency that is appropriate to her or his ability
3	creates, appreciates and critically interprets a wide range of texts
4	creates and presents artistic works and appreciates the process and skills involved
5	has an awareness of personal values and an understanding of the process of moral decision making
6	appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives
7	values what it means to be an active citizen, with rights and responsibilities in local and wider contexts
8	values local, national and international heritage, understands the importance of the relationship between past and current events and the forces that drive change
9	understands the origins and impacts of social, economic, and environmental aspects of the world around her/him
10	has the awareness, knowledge, skills, values and motivation to live sustainably
11	takes action to safeguard and promote her/his wellbeing and that of others
12	is a confident and competent participant in physical activity and is motivated to be physically active
13	understands the importance of food and diet in making healthy lifestyle choices
14	makes informed financial decisions and develops good consumer skills
15	recognises the potential uses of mathematical knowledge, skills and understanding in all areas of learning
16	describes, illustrates, interprets, predicts and explains patterns and relationships
17	devises and evaluates strategies for investigating and solving problems using mathematical knowledge, reasoning and skills
18	observes and evaluates empirical events and processes and draws valid deductions and conclusions
19	values the role and contribution of science and technology to society, and their personal, social and global importance
20	uses appropriate technologies in meeting a design challenge
21	applies practical skills as she/he develop models and products using a variety of materials and technologies
22	takes initiative, is innovative and develops entrepreneurial skills
23	brings an idea from conception to realisation
24	uses technology and digital media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner

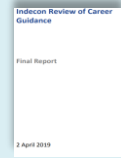




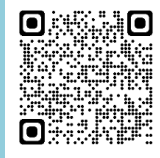




Introductions:

Meet and Greet Bingo

Uses CAT 4 _____	Did Guidance training in University of Limerick _____	Has taught J.C. Guidance Classes _____
Qualified to teach a social science subject _____	Teaches another subject this year _____	Is also a SEN qualified teacher _____
Attends IGC Conference annually _____	Did Guidance training in Maynooth University _____	Did personality psychometric training _____

Document Study

Policy and Research Documents Relating to Guidance in Schools

1	Indecon International Economic Consultants, 2019, <i>Indecon Review of Career Guidance</i>	Extract: <i>Section 3 When Learners Form Opinions on Career Choices Pages 36 - 44</i>	https://tinyurl.com/mtpe93yj 	
2	Mann, A., Denis, V., Schleicher, A., Ekhtiari, H., Forsyth, T., Liu, E. and Chambers, N., 2020. <i>Dream Jobs? Teenagers' career aspirations and the future of work</i> . Organization of Economic Cooperation and Development (OECD)	Extract: <i>Concentration of Occupational expectations by Gender Pages 11-22</i>	https://tinyurl.com/ycknm9z5 	
3	Department of Education and Science. (2005a). <i>Guidelines for second level schools on the implications of Section 9 (c) of the Education Act 1998, relating to students' access to appropriate guidance</i> .	Extract: <i>Guidance in Junior Cycle Pages 14-15</i>	https://tinyurl.com/ye46w8jj 	
4	National Council for Curriculum and Assessment, 2021, <i>Junior Cycle Wellbeing Guidelines</i>	Extract: Section 4.3 Guidance Pages 46-47	https://tinyurl.com/mw3puvzn 	
5	Covacevich, C., Mann, A., Santos, C. and Champaud, J., 2021. <i>Indicators of teenage career readiness: An analysis of longitudinal data from eight countries</i> , Organization of Economic Cooperation and Development (OECD)	Extract: Section 6 Discussion Pages 66-70	https://tinyurl.com/39kc2bps 	

Document Study

Policy and Research Documents relating to Guidance in Schools

Prompt Questions

Identify 2 key pieces of information from your document which could inform planning for Junior Cycle Guidance.

From reading your document extract, what are the implications for your practice in Junior Cycle Guidance?

Junior Cycle Wellbeing Guidelines 2021:

Section 4.4 Guidance PP 46 – 48



OTHER LEARNING THAT CAN BE INCLUDED IN A WELLBEING PROGRAMME

CSPE, PE and SPHE provide the main curriculum pillars for building a school's Wellbeing programme and from 2021 will account for at least 335 of the 400 timetabled hours. Schools can use the remaining time to provide additional learning that has been identified as important for their students' learning in Wellbeing.

Once a school has considered the particular needs of their junior cycle students, the unique context of the school and the resources available, there is a range of curriculum options available for consideration when deciding on how best to fulfil the 400 hours.

The options include:

- school-developed units of learning that address an aspect of wellbeing identified through consultation with students, teachers and parents/guardians. Examples that have been developed by schools to respond to specific interests/needs of their students include units relating to Learning to Learn, Healthy Eating, Horticulture, Dance, Outdoor Pursuits, Yoga, to name but a few.
- units which provide an extension to learning in CSPE, PE or SPHE/RSE. An example from CSPE is a unit of learning that supports community volunteering developed by Localise Youth Volunteering. A PE, example is where a school developed a unit of learning on water safety. Within SPHE/RSE a school has developed a unit on the topic of consent. In each case it is important that the unit provides distinctive and meaningful learning that is relevant to wellbeing and complements learning in the NCCA short courses that students are already studying, without unhelpful overlap.
- units of learning that relate to the three interlinked aspects of guidance education – personal and social development, educational guidance and career guidance.
- units based on wellbeing-related learning outcomes from other NCCA short courses. The Digital Literacy short course provides an excellent example. Not all the learning outcomes in this short course are relevant to the Wellbeing programme but those that are can be brought together as a short stand-alone unit, provided students are not also studying the Digital Literacy Short Course in its entirety (see sample unit p. 61). Similarly, the NCCA short course in Artistic Performance can be used to inform the development of a unit of learning linked to wellbeing.
- relevant programmes developed by outside agencies and organisations may be used or adapted. When choosing from these it is important that the rationale for their inclusion in the Wellbeing programme is clear, that they are linked to the six wellbeing indicators and that the learning about wellbeing is clearly outlined (see Appendix I). Examples of programmes that schools have incorporated into their Wellbeing programmes include the *Friends Youth* programme, *Active School*, *Yellow Flag*, *Young Environmentalist* and the *Social Innovation Action* programme.

Junior Cycle Wellbeing Guidelines 2021:

Section 4.4 Guidance PP 46 – 48

WHAT ABOUT INCLUDING GUEST SPEAKERS OR EXTERNAL FACILITATORS?

Visiting speakers can be used very effectively to complement learning in the school's Wellbeing programme, such as a workshop on study skills within a guidance unit of learning or a guest Human Rights activist contributing to a citizenship unit, or a specialist workshop on an aspect of Relationships and Sexuality Education. Research shows that these inputs are most effective when linked to learning that occurs before and after the event and when incorporated into a wider programme of learning. Best practice in the use of external facilitators can be found in *Circular 43/2018 - Best practice guidance for post primary schools in the use of programmes and/or external facilitators in promoting wellbeing*. <https://www.education.ie/en/circulars-and-forms/active-circulars>

WHAT ABOUT INCLUDING ONCE-OFF EVENTS?

In general, extra-curricular and co-curricular events will not be counted as part of the time-tabled 400 hours. Some once-off events might fit within a school's junior cycle Wellbeing programme. In identifying such events, the following requirements should be borne in mind:

- The rationale for the inclusion of the event in the school's Wellbeing programme should be clear and the event should provide meaningful learning in Wellbeing. In other words, the event should explicitly support students in learning about wellbeing and/or developing the skills needed to support their wellbeing.
- Optional wellbeing-related initiatives which engage some students, rather than a whole class group, can provide valuable learning for those involved and support students' wellbeing. However, events that are invitational or which some students opt out of should not be counted as part of the 400-hour Wellbeing programme. The event must be inclusive of all students in junior cycle.

CAN TUTOR TIME BE INCLUDED IN THE 400 HOURS?

Tutor class can be included if within the tutor class there is clear and meaningful learning happening related to wellbeing, linked to the wellbeing indicators, and planned using Appendix I. The time must be sufficient to allow students an opportunity to progress their learning in wellbeing. Meaningful learning in wellbeing is unlikely to be achieved when tutor time is spread over 5 days (e.g., 8 minutes per day) and in such instances would not be included in the 400 hours.

HOW CAN SCHOOLS GO ABOUT DEVELOPING THEIR OWN SHORT COURSE?

Where a school has established strong practice in an area of wellbeing, it may decide to develop its own short course using the NCCA guidelines for short courses.⁷ This can be a very worthwhile process which allows the school to focus specifically on its own students' needs and interests. However, developing a 100-hour short course is demanding and time-consuming and, in the first instance, it is important to ensure that the three pillars of the Wellbeing programme—CPSE, SPHE and PE—are given adequate time and support.

HOW CAN SCHOOLS GO ABOUT DEVELOPING THEIR OWN UNITS OF LEARNING?

Many schools are including short units of learning as part of their Wellbeing programme. Sometimes these are derived from existing programmes, such as *Friends Youth* programme or the **Webwise Lockers** and *Be in Ctrl* programmes. Schools are also encouraged to develop units of learning that meet a specific need identified through consultation with students/parents/teachers. This exemplifies excellent practice. However, three important considerations should be borne in mind.

7 <http://juniorcycle.ie/Planning/Short-Course-Development>

Reflection on Junior Cycle Wellbeing Guidelines 2021

Section 4.4 Guidance PP 46 – 48

C.N.Q. Reflection Activity

What **connections** did you make with the document? Does it remind you of anything from your own practice?

Has it prompted any **new** thinking?

Has it prompted any **questions**?

Junior Cycle Wellbeing Guidelines 2021

Appendix I PP 99-100

APPENDIX I: TEMPLATE TO SUPPORT SCHOOLS IN PLANNING UNITS OF LEARNING IN WELLBEING

Title of unit:	Duration
Identified need:	
Aim of the unit:	
Learning outcomes: Students will be able to...	
Sample student learning experiences:	
Links to Junior Cycle	
Statement of learning:	Example of related learning in the unit

Junior Cycle Wellbeing Guidelines 2021

Appendix I PP 99-100

Key skills in focus

Key skill	Element	Example of possible student learning activity

Indicators of Wellbeing in focus

Wellbeing indicator	Descriptors

Assessment

Useful resources and weblinks

Guidance Education and Wellbeing

Timetabling Wellbeing

Table 3: The mathematics of timetabling wellbeing

Schools are required to provide 28 hours per week class tuition time for students.	If schools opt for the maximum number of 10 subjects*	If schools opt for 9 subjects*
28hrs x 33.4 weeks x 3 years = 2,805 hours	3 subjects @ 240 hrs each 7 subjects @ 200 hrs each* = 2,120 hrs + 400 hours wellbeing programme = 2,520 hours This leaves an additional 285 hours, over 3 years, for whatever else is deemed necessary.	3 subjects @ 240 hrs each 6 subjects @ 200 hrs each* = 1,920 hrs + 400 hours wellbeing programme = 2,320 hours This leaves an additional 485 hours, over 3 years, for whatever else is deemed necessary.

*or equivalent mix of subjects and short courses.

1 Circular 0076/2020 https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0076_2020.pdf

Guidance Education within the Wellbeing Programme

Sample 1 of Timetabling Wellbeing

SAMPLE PROGRAMMES

PROGRAMME 1

Context:

In this school the timetable is designed around 40-minute class periods. The Wellbeing programme comprises the short courses in CSPE and SPHE and 135-hours of PE. In addition, students engage in short units of learning (10/11 weeks duration), scheduled for one 40-minute class period each week, across the three years of junior cycle. A mixed school of approximately 900, students have a strong interest in environmental and social action and this is reflected in the units of learning. The school is also situated by the sea, hence the inclusion of water safety as a unit of learning.

The table below outlines the main features of the programme.

	FIRST YEAR	SECOND YEAR	THIRD YEAR	HOURS
PE	Double class period	Double class period	Double class period	135
CSPE	Double class period	Double class period	Single class period	100
SPHE	Double class period	Single class period	Double class period	100
UNITS	Single periods x 11 weeks	Single periods x 11 weeks	Single periods x 11 weeks	66
Term 1	Making the transition into post-primary school ¹³	Junior Social Innovation Action programme ¹⁴	Young Environmentalist Award ¹⁵	
Term 2	My Friends Youth programme ¹⁶	JAWS (Junior Aquatics Water Safety) ¹⁷	Relationship skills ¹⁸	
Term 3	Staying safe and staying well online ¹⁹	Learning to learn ²⁰	Guidance and study skills	

Approx
401
hours

¹³ See sample unit p.58

¹⁴ <https://www.youngsocialinnovators.ie/programmes-initiatives/junior-programme/>

¹⁵ <https://ecunesco.ie>

¹⁶ <https://www.friendsresilience.org/my-friends-youth-ages-12-15/>

Guidance Education within the Wellbeing Programme

Sample 2 of Timetabling Wellbeing

PROGRAMME 2

Context: This is a mixed urban school with under 200 students. In this school the timetable is designed around 40-minute class periods. The Wellbeing programme includes the short courses in CSPE and SPHE and the 135-hour course in PE. In addition, the school has developed three long units of learning in response to the needs and interests of their students. Each one is 22 hours duration and runs for the year. Guidance-related learning is facilitated through short blocks, arranged between the teachers of the units of learning and the guidance counsellor.

Music and wellbeing was developed in this school as students felt there could be wellbeing benefits to singing or performing music as part of a group²¹. It was created within the context of a small school where music is not available as a subject in junior cycle and therefore there is no risk of overlap between this unit of learning and junior cycle music. *Localise volunteering award* is run in partnership with the NGO Localise Youth Volunteering with the aim of promoting wellbeing through service to others. *Managing myself and managing my learning* was developed by an SPHE teacher and guidance counsellor to address needs related to coping with increased study demands in 3rd year, managing learning goals and deadlines (including CBAs) and strategies for coping in times of stress.

	FIRST YEAR	SECOND YEAR	THIRD YEAR	HOURS
PE	Double class period	Double class period	Double class period	135
CSPE	Double class period	Double class period	Single class period	100
SPHE	Double class period	Single class period	Double class period	100
UNITS	Single periods x 33 weeks	Single periods x 33 weeks	Single periods x 33 weeks	66
Title	Music and wellbeing	Localise volunteering award	Managing myself and managing my learning	

Approx
401
hours

Guidance Education within the Wellbeing Programme

Sample 3 of Timetabling Wellbeing

PROGRAMME 3

Context: This Wellbeing programme is from a school of over 700 students that has moved to one-hour classes.

- One-hour period for SPHE and CSPE in each of the three years.
- One-hour period for PE in 1st year and 3rd year and a two-hour period in 2nd year

The school also offers shorter rotating units of learning, designed in response to the needs and interests of the students in 2nd and 3rd year and two stand-alone workshops for 1st years, which are facilitated early in September to support students in settling in and getting to know each other. The number of rotating units reflects the number of class groups in each year.

	FIRST YEAR	SECOND YEAR	THIRD YEAR	HOURS
PE	One hour	Two hours	One hour	132
CSPE	One hour	One hour	One hour	100
SPHE	One hour	One hour	One hour	100
UNITS	<p>Specially designed workshops</p> <p>Settling into my new school (2 hours)</p> <p>Physical activity team-building (3 hours)</p>	<p>5 rotating units (each runs for 6 -7 weeks/hrs)</p> <p>Exploring my local community through physical activity</p> <p>Resilience Academy programme²²</p> <p>Exploring who I am and my personal goals²³</p> <p>Healthy eating²⁴</p> <p>More than a Selfie²⁵</p>	<p>5 rotating units (each runs for 6 -7 weeks/hrs)</p> <p><i>All different - all equal</i></p> <p>Celebrating diversity</p> <p>Junior cycle Active School</p> <p>Guidance²⁶</p> <p>Understanding consent²⁷</p> <p>Sustainable consumption: food & fashion</p>	68

Approx
400
hours

Activity on Units of Learning in Guidance:

Identifying Possible Themes, Units or Topics for Exploration in Junior Cycle Guidance

Personal & Social	Educational	Career

Session Two:


Planning a Guidance Unit of Learning at Junior Cycle: All, Some and Few

Case Studies: Knowledge of Students	
Case Study Name:	
1. What strengths, aptitudes, interests, or values does the student have?	2. What challenges are evident to their learning or wellbeing or pathways?
3. How could the Guidance Counsellor support this student?	4. How could this student support themselves?

Session Two: Planning a Guidance Unit of Learning

What should the students know, understand or be able to do?

In the table below, please identify possible key learning that you would plan for in a 2nd Year unit/s of learning on 'My Aptitudes & Interests, My Values and My Challenges relating to career development.

	My Aptitudes & Interests	My Values	My Challenges
			

Session Two: Planning a Guidance Unit of Learning

Learner Experiences for My Aptitudes, Values, and Interests

The learner experiences aim to reinforce the students' understanding of a unit of learning. Think about what opportunities you provide in your guidance classroom to engage students in the learning process for this area. What active learning methodologies could be used to teach this unit of learning for Junior Cycle Guidance? How will students learn?

List Possible Learner Experiences:

How will the students learn it? Consider active learning methodologies, experiences, cross-curricular links, useful resources.

Learner Experiences:

Pedagogical Approaches in the Guidance Classroom

1. Walking Debate: Career Aptitude Statements

1. You will see three statements on the wall: 'Agree,' 'Disagree' and 'Not Sure.'
2. In your pack, you will find a list of pre-prepared career **aptitude** statements.
3. One person in the group acts as the reader and reads one statement at a time, after which the participants in the group will stand at the statement that corresponds with their opinion.
4. Participants are then called upon to explain their position.
5. If this explanation influences another participant to move position, they may do so but then explain why they moved.

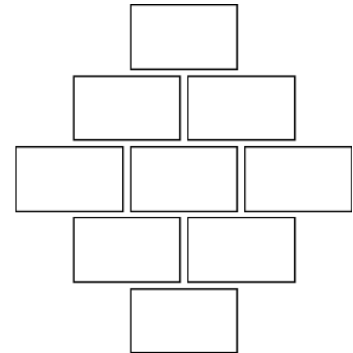
Students are learning to: Explore aptitudes necessary for career paths.

Key Skills: Communicating, Managing Myself, Managing Information and Thinking

Walking Debate Career Aptitude Statements	Agree	Disagree	Not Sure
Higher level Mathematics is required to be an engineer.			
Data analysts need to be able to use coding.			
Empathy is not needed to be a vet; you just need to be good at solving problems.			
A strong leader needs to be able to tell people what to do.			
Entrepreneurs work for themselves therefore time management skills are not essential.			
An aptitude for chemistry is required to be a dietitian and a nutritionist.			
Making quick decisions is not important to be a paramedic.			
A computer programmer is good at playing computer games.			
To start an apprenticeship, I need to be good at practical skills.			
To train as a pilot I need physics.			

2. Diamond Nine Activity: Value Statements

1. For this activity, please read the eleven career value statements given in your pack and see the chart with the diamond nine diagram.
2. Discuss and place these as a group in order from one to nine, leaving out two statements.
3. The value that is most important is on the top, the values below that are equally important to each other but below the high-ranking value. The last value is the least important to the group.
4. This challenges students to work together collectively and prioritise nine statements from highest to lowest importance.
5. Learning comes from discussion rather than from who is right or wrong.



Students are learning: to identify the values that are of the greatest importance to them.

Key Skills: Communicating, Managing Myself, Managing Information and Thinking, Working with others.

Statements in your pack are:

1. Power is important
2. Having flexibility and independence
3. Being in charge
4. Helping others
5. Status
6. Challenge
7. Family time
8. Learning and developing skills
9. Taking orders
10. Working with others
11. Working on my own

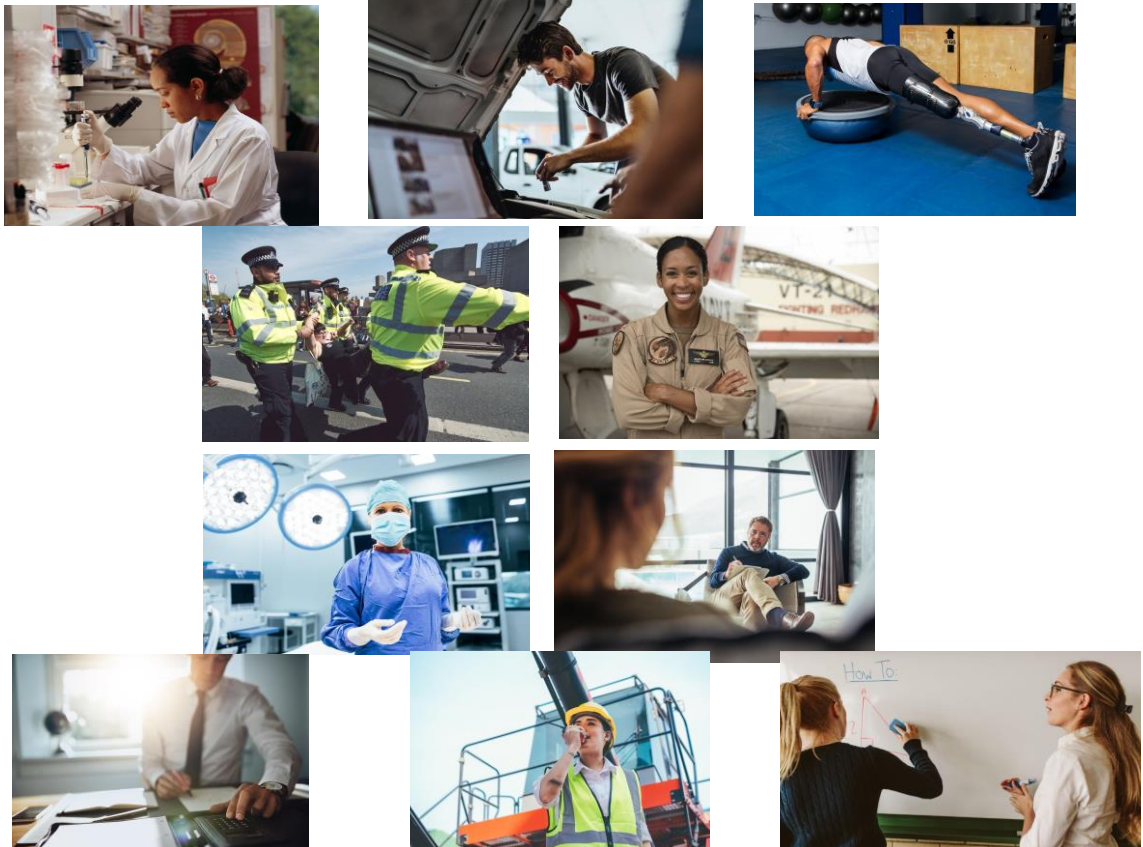
3. Career Sales Activity

1. In groups at your table, each person chooses one career from the photographs below.
2. You can decide what this career is from looking at the photo.
3. You need to create a sales pitch for this job based on the values it would give you and what you consider very important for you in this job.
4. Each person then gives the sales pitch to convince the others why this is the greatest job.
5. In a classroom, students could vote on the best career following the sales pitches.



Students are learning: to demonstrate understanding of values relating to career choice.

Key Skills: Communicating, Managing Myself, Managing Information and Thinking, Working with others.



4. True or False Guidance Statements Exercise

1. On your desk you will have three sheets of paper, one with 'True' another with 'False' and lastly 'Unsure'.
2. You will also see 12 pre-prepared laminated statements.
3. Read the statements as a group and agree on either True, False or Unsure for each one.
4. Place the laminated statement on the corresponding sheet.
5. Continue until all statements are completed.

Students are learning: to explore aptitudes necessary for learning and career paths.

Key Skills: Communicating, Managing Myself, Managing Information and Thinking, Working with others.

Statements in your pack:

Statements	True	False	Unsure
There is one perfect career for me.			
Engineers love Mathematics and Science.			
You must pass a modern language to go to college.			
You cannot go to university if you do LCA.			
If you get a pass in LCA you can join An Garda Síochána.			
Some courses in college require the student to get greater than 625 points.			
If I achieve the points for college I can get my favourite course.			
I need to be good at History to study Law.			
If I complete a PLC course, I have achieved Level 4.			
My programme of study is the determining factor in my career plan.			
Most students know their career goals when they enter college.			
Going to college is better than an apprenticeship.			

5. Ranking Ladders Activity

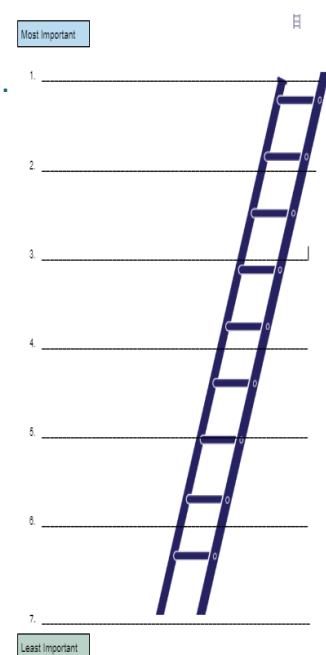
1. In groups, collectively rank the importance of a list of values, 1 = the most important to 7 = least important
2. There are 8 prepared laminated statements in your pack to choose from and a sheet with a ladder for the activity.
3. Physically place these on the ranking ladder in order of importance
4. One statement will be left out with agreement from the group.
5. There is no right or wrong order.
6. The ranking ladder experience challenges students to work together on different statements and to place them in order of preference or priorities.

Students are learning: to identify the values that are of the greatest importance to them, and show awareness that priority given to values can change across the lifespan.

Key Skills: Communicating, Managing Myself, Managing Information and Thinking, Working with others.

Value Statements in your pack:

1. I want a career that will allow me to pursue my interests and values.
2. I want a career where I will earn lots of money.
3. I want a path that gives me flexibility to change careers.
4. I would really like a career where I solve problems.
5. I want to work with lots of different people.
6. I would like a job with flexible working hours.
7. I would love to travel as part of my studies and career.
8. I would like a job where I can work on my own.



NCCA Focus on Learning Toolkit

Students Reflecting on their Learning.

Activity 3

Useful prompts to support student reflection

In your groups, look at these prompts that might be used to help students to reflect on their learning.

- The most important thing I learned was...
- The way I learned was...
- What I found difficult was...
- What I enjoyed most was...
- What I need more help with is...
- What still puzzles me is...
- What surprised me was...
- What I have learned that is new is...
- What helped me when something got tricky was...
- What really made me think was...
- I might have learned better if...

Discuss

Which of these prompts would you find useful for your students? Are there others you would want to add? How about developing prompts related to specific activities, such as the example below?

Here are some prompts for helping students reflect on their writing skills.

- I chose this piece of writing because...
- What makes this piece of writing good is my use of...
- What I want to work on to make my writing better for a reader is...

More examples of reflection prompts

What did you find easy about learning to...?

What do you need more help with?

What can you do now that you couldn't do before?

What really made you think?

What are you most pleased with?

What was the most important thing you learned?

Current Assessment Practice in Junior Cycle Guidance Lessons

What assessment practices do you currently implement as part of guidance teaching and learning?

1. Individual Checklist of Assessment methods you use in a Guidance Classroom ✓

Self Assessment		Online Quiz		Project	
Peer Assessment		Questionnaire		Poster	
Homework		Mentimetre		Newsletter	
Class Test		Lower and Higher order questions		Podcast	
Worksheet		Mock Interview		Concept Mapping	
Traffic Lights		Roll play		Portfolio/Digital Portfolio	
Reflection		3-2-1		Presentation	
Written Review		Demonstration		Psychometric Tests	
Choice of Assessment		Questioning		Other	

2. How would you rate the importance of assessment in Guidance teaching and learning ✓

- 8-10 Extremely Important
- 3-7 Average Importance
- 1-2 Not very Important

3. Generally, how often would you formatively assess the learning outcomes of students in the class ✓

- During each class
- At the end of a topic
- At the end of a unit of learning
- Never as I don't know how.

4. What form of feedback do you give your students? ✓

Oral		Grade		Percentage	
Comment Only		Other: _____		Combination	

5. Do you use any of the following procedures in reporting on the outcomes of assessment to parents? ✓

Term Reports		Parent/Teacher Meetings		Journal	
Phone call		Scheduled meeting with Parent/Guardian		Other: _____	

6. Do you think guidance classroom assessment benefits the students in any of the following ways? ✓

Empowers students		Enhances self directed learning		Includes all learners	
Motivates students		Increases active learning		Gives positive reinforcement	
Helps to evaluate the lesson		Gives feedback to students		Consolidates the Learning Outcomes	
Helps the student be more reflective		Increases Understanding		Depends self awareness	
Other: _____		_____		_____	

7. List two ways that you currently use assessment to help students improve their learning in guidance:

- _____
- _____

8. Have you encountered any challenges in relation to assessment?

JCT A-Z of Assessment Supports that could be used in the Guidance Classroom

Animation, article, Assessment for Learning (AFL), assignment, abstract, advertisement campaign, art making
Assessment stations - students move around a series of testing stations
Anticipation Exercise - used to connect new information to prior knowledge about a topic, teaching students to make, anticipate and verify predictions

Bingo, brochure, booklet, brainstorm, budget, bounce answers around class
Book Creator - digital book making tool.
Blog - a regularly updated website/web page that is written in an informal conversational style.
Blue Sky Thinking - compels students to provide a limitless variety of ideas.

Collage, case study, concert, comment only marking, community work
Concept map - students map out their understanding of a concept. Useful exercise to provide feedback to staff on students' understanding.

Discussion, diagram, debate, drawing, designing learning materials/resources
Dotmocracy - students work together through group voting to make informed decisions, to prioritise and reach consensus.
Diamond 9 - students rank statements in order of importance in a diamond formation.

Evaluate, Excel spreadsheet, exemplars of work, E-assessment
Exit/entrance slips - written student responses to questions teachers pose at the end or start of a class.

Feedback, field report, focus groups
Formative assessment - teachers and students reflecting on how learning is progressing
Facts Falsehoods - evaluating a series of statements on whether they are true or false.
Fishbone - a fish-shaped cause and effect diagram
Four Corners - ask students to make a decision about a problem or question by moving to one of the four corners of the classroom, each of which is labelled with a different response.

Google forms, graphic organisers, goal setting

Hurdle help with activities, homework choice and options, hands down for answers and hands up for questions

Illustrations, interview, Incorrect Answer Discussion - an exemplar of work is given to the students (not a student's answer) and the students are asked to improve and develop it.
iMovie - digital movie making tool

Jenga, journal Jigsaw - students form a home team and are set a home team problem. They break up into "expert groups" and gain expert knowledge that feeds into the overall problem.

Kahoot! - allows the teacher to ask thought provoking questions, find out previous knowledge or revise a topic in a fun way through a digital quiz based classroom response system.
KWL - What I Know? Want to Know? Have Learned.

Learning log

Movie, mural, Menti, mindmap, make/design, multiple choice questions, misconception check, media campaign, menu board (choice board)
Media profile - use pictures or headlines from newspapers or magazines to illustrate the public perception/profile of a particular aspect of the subject area.

Names - using name cards and picking from a hat to get answers

Oral communication, online pledge, observation, One Sentence Summary, online discussion boards, one question quiz

Podcast, Powerpoint/Prezi, poster, presentation, project, photos, portfolio, peer assessment, peer feedback, peer instruction, puppetry, performance
Patchwork Texts - students write a number of small pieces of work, which they later 'stitch' together in a reflective commentary.
Popplet - digital mind mapping.
Pic Collage - an app that allows students to create designs combining photos, text, drawings, and stickers.
Photo Booth - an app for altering photos.
Placemat - page divided in 4, groups write and share ideas and can swap around.

Quiz, questioning (question usage and question stems), quizzes
Question banks - students are assessed on their ability to produce a certain number of questions on a topic.

Recording, review of lesson, report, reflection diary, roleplay, response cards, research
Ranking Ladder - students place items on rungs of a ladder in order from least to most important.
Randomisers - enables a "no hands up" approach, with students chosen at random when student participation is required.

Think Pair Share - students think about a given topic, develop individual ideas and share ideas with a peer.
Through the Lens - students interpret, summarise, compare and contrast information using different forms of representation, generating new knowledge by adapting, designing and representing information digitally.
Traffic Lights - self-evaluation and reflection on learning that displays how well a student has understood a topic or activity based on the colors of a traffic light.
Thinking Hats - a role-playing model that serves as a team-based problem solving and brainstorming technique that can be used to explore problems and solutions and uncover ideas.
3-2-1 - three things I have learned, two things I found interesting, one question I am left with.

Upcycling - conversion of waste materials to something useful or valuable.

Survey, social media site, storyboard, Stop and Jot, success criteria, self assessment, student marking, scaffolding, Skype interview, summary
Student Voice - listening to and involving young people in decision making about matters that affect them in school.

X-ray - what is the skeleton of the idea or topic, what are the bones? This can be used with a fishbone/key points to make connections.

Video conferencing, visualise, vlog
Venn Diagram - students graphically display the similarities and differences between two items or themes. A very effective strategy for comparing and contrasting, and the oral processing of learning.

Website, written work, webinar, wait time, WALT (we are learning to), WILF (what I'm looking for), what else, walking debate

Youtube videos, Yo-yo - students are asked to express how they felt (during/after an exam, for example). Even after a difficult situation, students can pull themselves up, much like the string of a yo-yo

Zebra Crossing- questioning in order of white, black, white, black, etc. White questions are lower order questions, and the black questions are higher order questions.
Zoom meeting/Interview

JCT A-Z of Assessment Supports for SPHE

Reflection

What are your next steps in designing JC Guidance Programme

My Next Steps:

1. _____
2. _____
3. _____



Notes:

End of the Day Reflection



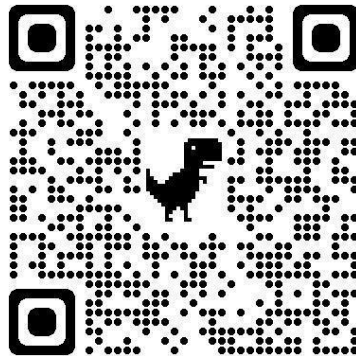
3 new things you have learned	2 things that you will implement in your Guidance class	1 thing that you will read up on in more detail

Spectrum Life Employee Assistance Scheme



<https://wellbeingtogether.spectrum.life/login>

Organisation Code: yVlIU17



Notes:

Notes:

