



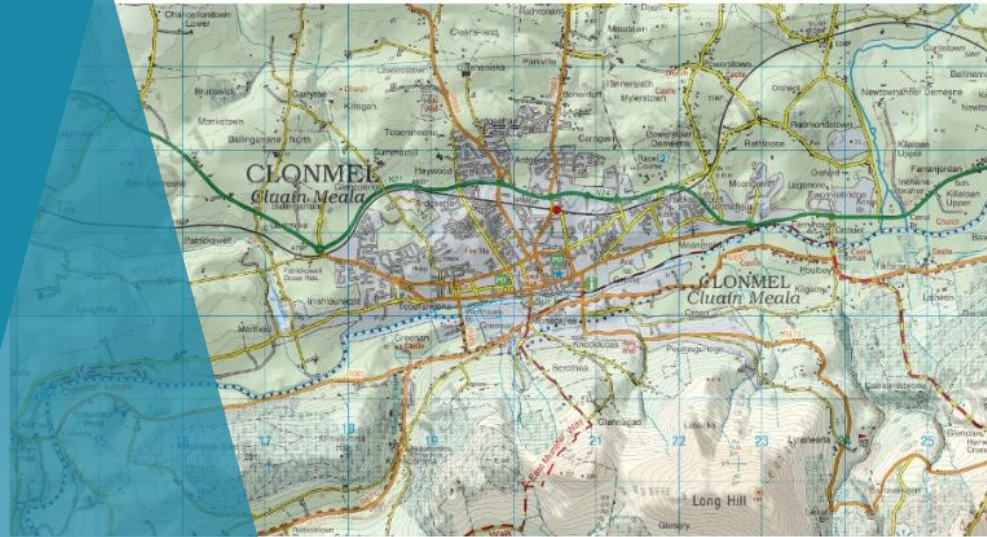
Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Cluster Workshop 2022/2023

Looking back to move forward





Introducing 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



Structure of the day

9.30am - 11.00am

Session 1

11.00am -11.15am

Coffee Break

11.15am - 1.00pm

Session 2

1.00pm - 2.00pm

Lunch Break

2.00pm - 3.30pm

Session 3



Our Timeline



2022/2023

Looking back to move forward



2021/2022

Empowering our students as Geographers



2020/2021

Assessment & the learning journey



2019/2020

A student centered approach to Junior Cycle



2018/2019

Role of teaching, learning & assessment



2017/2018

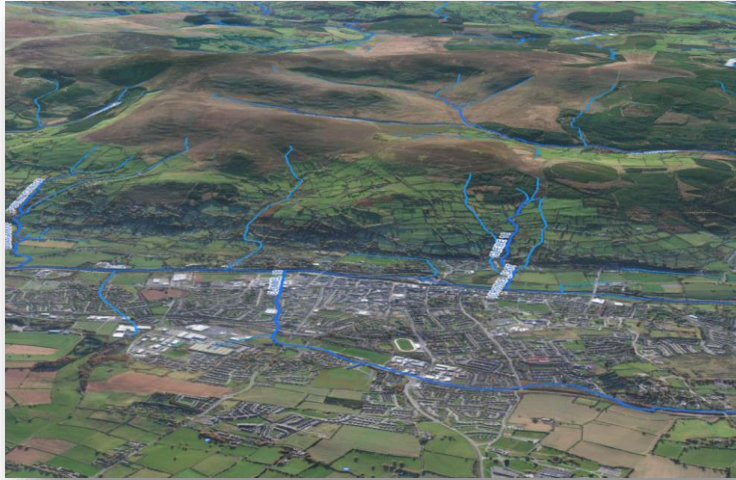
The world in our hands



Learning Intentions

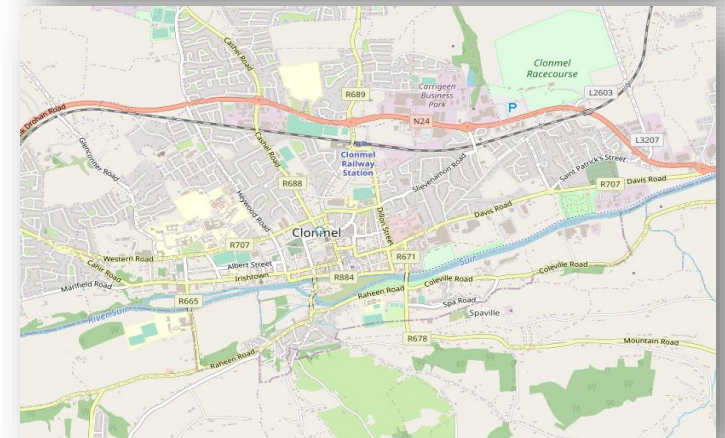
- **Revisit the importance of local geography in developing units of learning**
- **Reinforce the value of learner experiences in supporting student engagement, inclusion and assessment**
- **Reflect on planning over the 3 years of Junior Cycle**

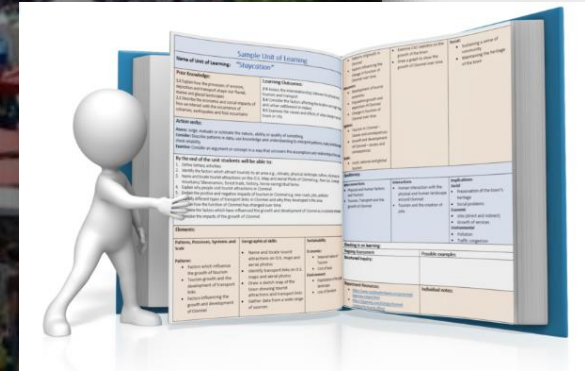
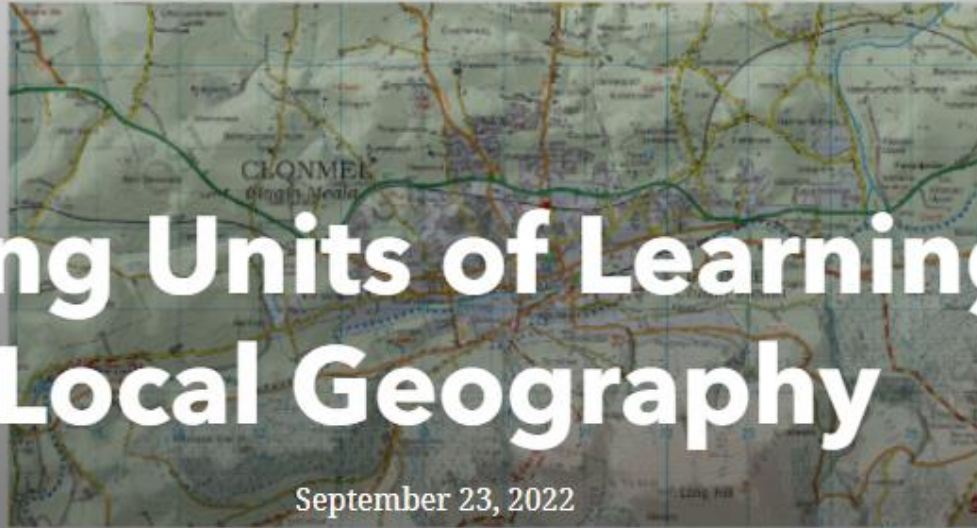
Building Units of Learning on Local Geography



An tSraith-Deisealreach do Múinteoirí
JuniorCYCLE
 for teachers

Unit of Learning	
Title:	
Prior Knowledge: (Add content and skills previously addressed to support this unit of learning)	Learning Outcomes: (Across the strands)
Action verbs: (Clarifies what the student will be able to do when the learning outcome is achieved)	
By the end of the unit students will know/be able to do: (The Geography Dept will examine the learning outcomes and outline what students will know, be able to do, understand and value by the end of the unit of learning.)	
Elements: How the student will experience the learning outcomes	
Patterns, Processes, Systems and Scale	Geographical skills
	Sustainability
Geoliteracy: Interactions, interconnections & implications (Add opportunities for Coeducation)	







Learning Intentions

- **Revisit the importance of local geography in developing units of learning**
- **Reinforce the value of learner experiences in supporting student engagement, inclusion and assessment**
- **Reflect on planning over the 3 years of Junior Cycle**

Reflection on Planning



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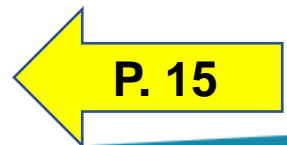
Plan your work

And work your plan



Individual Planning

- What is **working well** in planning your Units of Learning?
- What **needs attention** going forward?



Reviewing our Junior Cycle Planning



Year Group: Third Year Geography Academic Year:

Year Group: Second Year Geography Academic Year:

Year Group: First Year Geography Academic Year:

	Unit of Learning Title	No. of Weeks	Learning Outcome	Learning Outcome	Learning Outcome	Learning Outcome	REFLECTIONS
T e r m 1			Exploring the physical world	Choose a Learning Outcome	Choose a Learning Outcome	Choose a Learning Outcome	
			Choose a Learning Outcome	Choose a Learning Outcome	Choose a Learning Outcome	Choose a Learning Outcome	
			Choose a Learning Outcome	Choose a Learning Outcome	Choose a Learning Outcome	Choose a Learning Outcome	
			Choose a Learning Outcome	Choose a Learning Outcome	Choose a Learning Outcome	Choose a Learning Outcome	
T e r m 2			Exploring the physical world	Exploring the physical world	Choose a Learning Outcome	Choose a Learning Outcome	
			Choose a Learning Outcome	Choose a Learning Outcome	Choose a Learning Outcome	Choose a Learning Outcome	
			Choose a Learning Outcome	Choose a Learning Outcome	Choose a Learning Outcome	Choose a Learning Outcome	
			Choose a Learning Outcome	Choose a Learning Outcome	Choose a Learning Outcome	Choose a Learning Outcome	
T e r m 3			Choose a Learning Outcome	Choose a Learning Outcome	Choose a Learning Outcome	Choose a Learning Outcome	
			Choose a Learning Outcome	Choose a Learning Outcome	Choose a Learning Outcome	Choose a Learning Outcome	
			Choose a Learning Outcome	Choose a Learning Outcome	Choose a Learning Outcome	Choose a Learning Outcome	
			Choose a Learning Outcome	Choose a Learning Outcome	Choose a Learning Outcome	Choose a Learning Outcome	

1. Where might your unit of learning fit in your 3-Year Plan?

2. Where might the sample units of learning fit?

3. What needs attention moving forward?

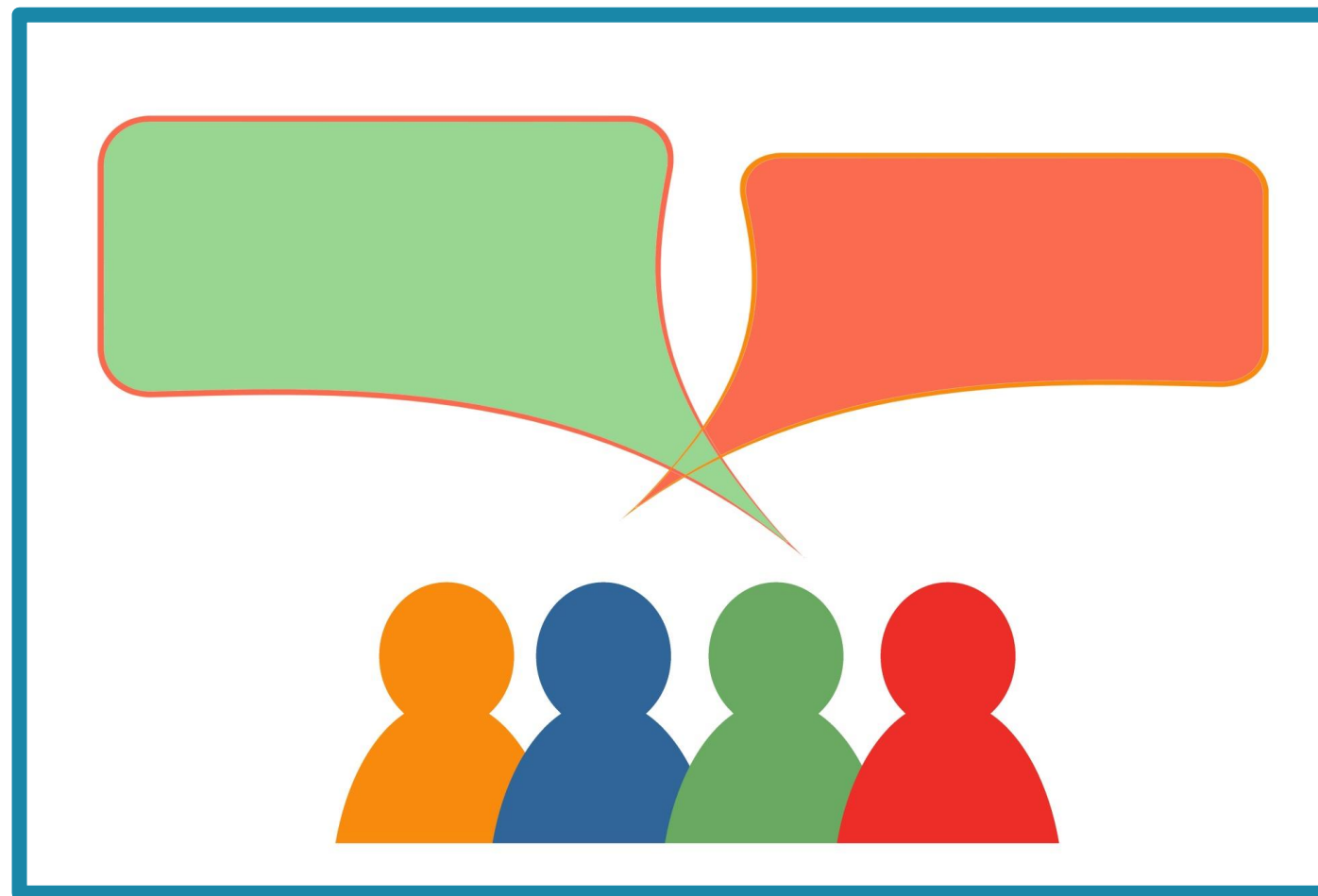
OIDE GEOGRAPHY SAMPLE UNITS OF LEARNING

Unit of Learning Title	Learning Outcomes	Link to UoL
Hold Back the River	1.5 Explain how the processes of erosion, deposition and transportation shape our fluvial, marine, and glacial landscapes 2.7 Investigate examples of how people interact with and manage surface processes 2.8 Investigate how people respond to a natural disaster 3.4 Consider the factors affecting the location and origin of rural and urban settlement in Ireland	https://drive.google.com/file/d/10AM_K7Glu7FOQfUlxqW5SQreVee2/view?usp=sharing
Working at the Factory	2.3 Describe a local secondary activity in relation to its function and the factors that influence its location 3.6 Identify Global Patterns of Economic Development 3.7 Compare Life Chances for a young person in relation to gender equality, health care, employment and education opportunities in a developed and a developing country	https://drive.google.com/file/d/1bnH6y5xtcABFOjR07At_MqS2llavG_6/view?usp=sharing
Staycation	2.3 Assess the interrelationships between the physical world, tourism and transport 3.4 Consider the factors affecting the location and origin of rural and urban settlement in Ireland 3.5 Examine the causes and effects of urban change in an Irish town or city	https://drive.google.com/file/d/10H0175oWmBxQn0mg2LNdef5n1UJ0m059/view?usp=sharing





Feedback on Planning





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Thank you