



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Religious Education

Professional Learning Booklet

2022-2023



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Glossary of Terms

Classroom-Based Assessments (CBA)

CBAs are best described as the occasions when the teacher assesses the students using the specific tasks set out in the subject specification. The tasks are clearly described, as are the criteria for assessment to support teacher judgement. The criteria are found in the features of quality linked to each CBA. Although the assessment is similar to the formative assessment that occurs every day in class, in the case of the CBA the teacher's judgement is recorded for SLAR and is used in the school's reporting to parents and students.

Features of Quality

The features of quality support student and teacher judgement of the CBAs and are the criteria that will be used by teachers to assess the student work.

Formative Assessment

The Junior Cycle will be underpinned by the further integration of formative assessment as a normal part of teaching and learning in classrooms. Formative assessment involves teachers and students reflecting on how learning is progressing and deciding next steps to ensure meaningful outcomes. A vital part of formative assessment is the feedback that teachers provide to their students. Through a range of assessment activities, the teacher helps the student to identify what has been achieved and where there is room for further learning and development. To facilitate the type of learning envisaged above, the role of the teacher and the dynamics of the teacher-student relationship will evolve. Teachers will place a greater emphasis on integrating assessment into their teaching, so they can better monitor students' progress in learning and identify how they can support students to reflect on and critically analyse their own learning.

Junior Cycle Profile of Achievement

The JCPA will reward achievement across all areas of learning as applicable: Subjects, Short Courses, Wellbeing, Priority Learning Units, other areas of learning. The JCPA will draw upon and report on achievement across all elements of assessment including ongoing, formative assessment; CBAs; and SEC grades which include results from the state-certified written and practical examinations. The JCPA will have a nationally determined format. It will be compiled by the school and received by students in the autumn following third year, when all assessment results from the SEC and the school are available and confirmed.

Learning Intention

A learning intention for a lesson or a series of lessons is a statement, created by the teacher, which describes clearly what the teacher wants the students to know, understand and be able to do as a result of the learning and teaching activities.

Learning Outcome

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

Subject Learning and Assessment Review (SLAR)

In SLAR meetings, teachers will share and discuss samples of their assessments of student work and build a common understanding about the quality of student learning. Each SLAR meeting will be subject-specific and will focus on the CBAs undertaken by the particular year group.

Success Criteria

Success criteria are linked to learning intentions. They are developed by the teacher and/or the student and describe what success looks like. They help the teacher and student to make judgements about the quality of student learning.

Summative Assessment

Assessment is summative when it is used to evaluate student learning at the end of the instructional process or a period of learning. The purpose is to summarise the students' achievements and to determine whether and to what degree the students have demonstrated understanding of that learning by comparing it against agreed success criteria or features of quality.

Unit of Learning

A unit of learning links learning outcomes which clearly set out what the students should know, understand, and be able to do as a result of the learning and teaching activities within that unit.

Engaging with Different Religious and Non-religious World Views Activity

What are the opportunities and challenges when engaging with different religious and non-religious world views in the RE classroom?

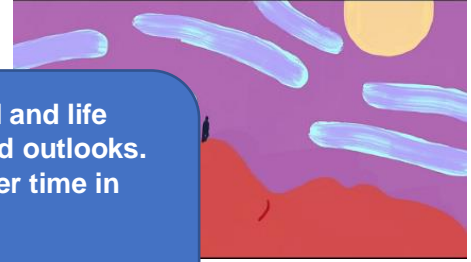
Opportunities?

Challenges?

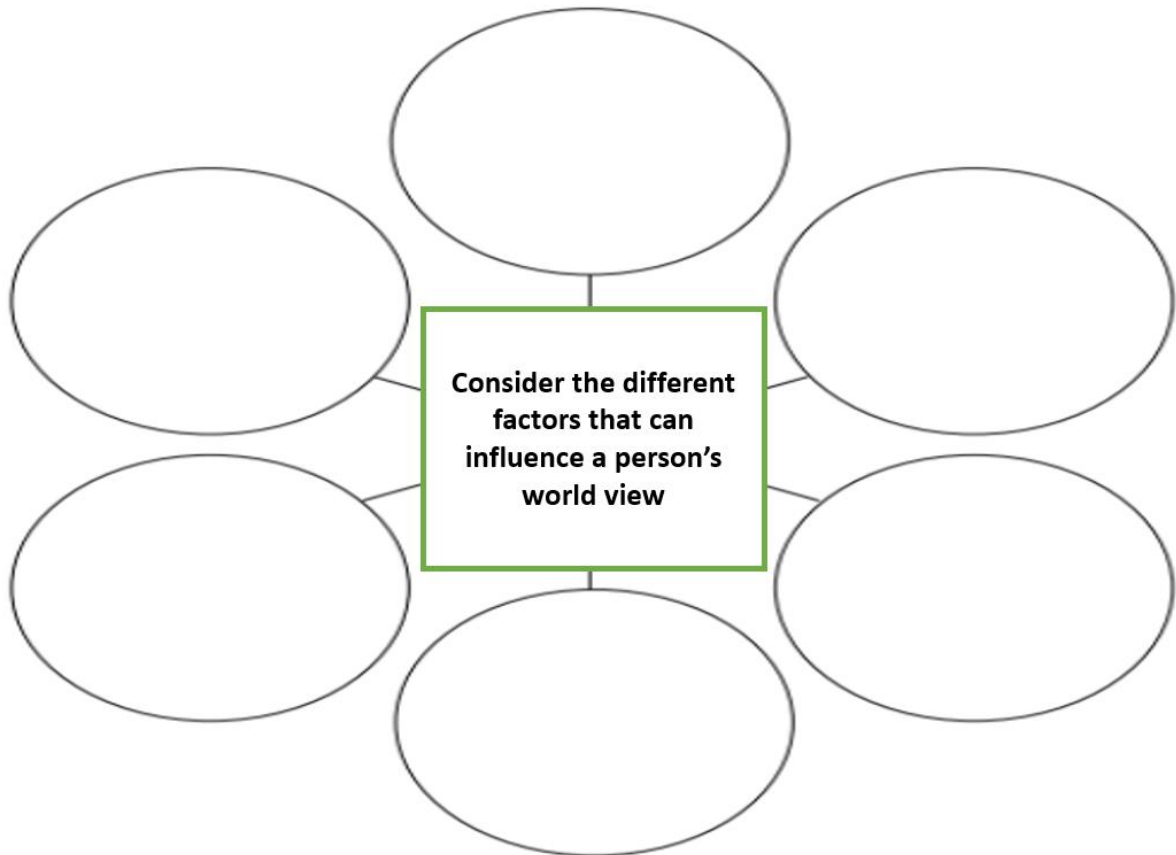
World views

World view is how one perceives and interprets the world and life experiences. World views are coherent, historical and shared outlooks. They can be religious or non-religious and can change over time in response to experience.

From the Glossary of Terms, JC RE Specification



Nobody Stands Nowhere: Reflection Activity



Living Our Values Activity Instructions

Solo time – 15 minutes

The aim of this dialogical activity is to consider each of the five people who are recognised as living their values. For this activity, you will be using Google slides.

1. Each Google slide contains:

- a short quote
- a link to the organisation or homepage of the person
- a short video clip on each person.

2. Access the Google slides by clicking [Living Our Values Activity](#) or scan QR code for the link:

3. You will consider the world views of these people and their positive contributions to society

4. You may use the prompt questions on each slide to guide your exploration of each person

5. You will then return to the main group after 15 mins to share – in a breakout room – what you have learnt about your chosen person and how they live their values.



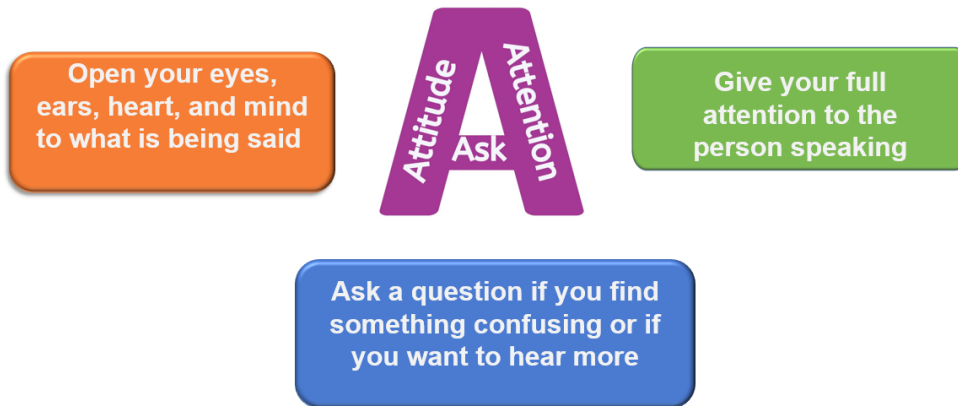
Living our Values



We have chosen 5 people from different walks of life with different world views, all of whom have made positive contributions to the world. These people live out the values that are important to them.



Reflection on Active Listening



From listening to your classmates choose two or more people from the list below and describe 2-4 values that are identified as being lived out in their work.

- Fr Peter McVerry:
- Mary Robinson:
- The Dalai Lama:
- Tomi Reichental:
- Lorraine O'Connor:

What made me feel that my group listened to me?

Breakout Room for Activating Student Voice



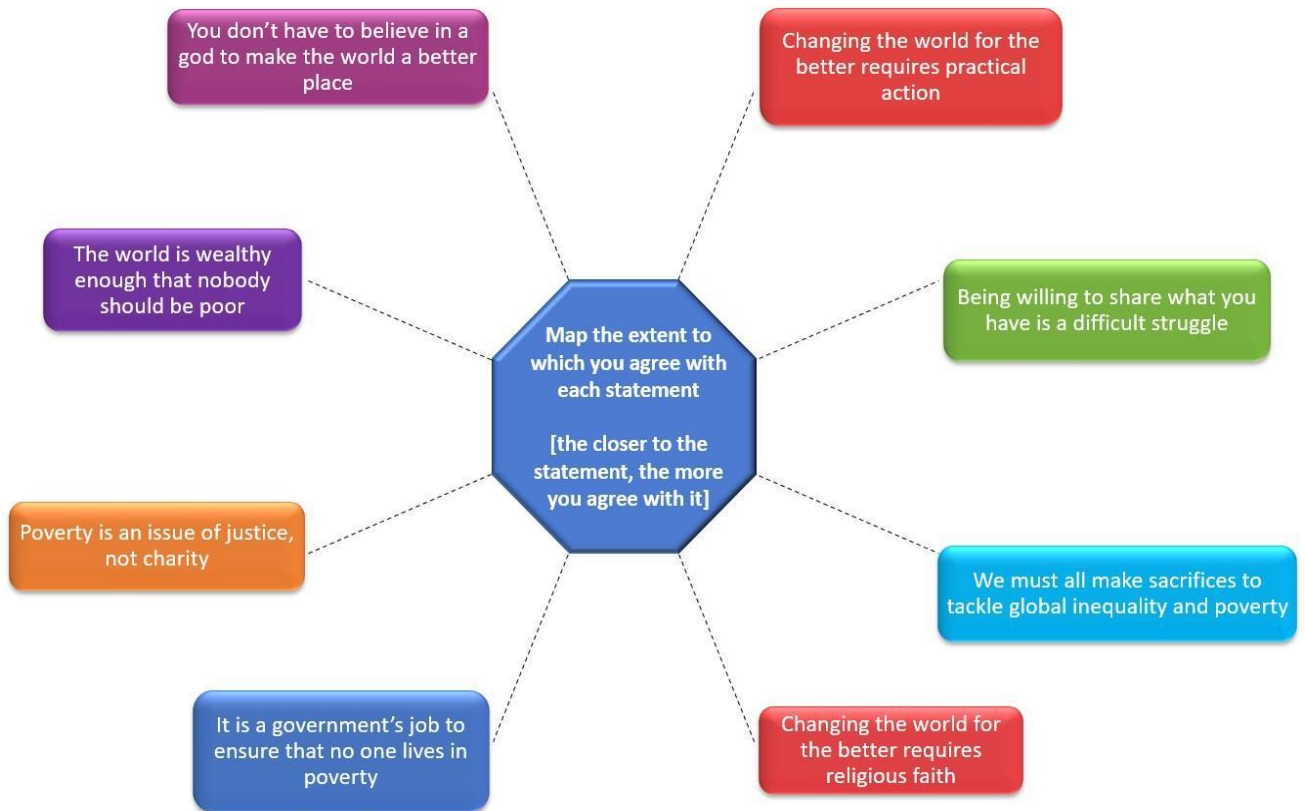
We will look at an activity focused on activating Student Voice in the classroom.

1. You are asked to choose one pillar of Formative Assessment and to join a corresponding breakout room:
 - **Sharing and understanding Learning Intentions & Success Criteria**
 - **Effective Questioning & Discussion**
 - **Formative Feedback**
 - **Activating students as resources for one another**
 - **Activating students as resources for themselves**
2. Discuss with colleagues how Student Voice can be activated in the pillar of Formative Assessment you have chosen.

Pillar chosen: _____

How could this pillar activate Student Voice in the classroom?

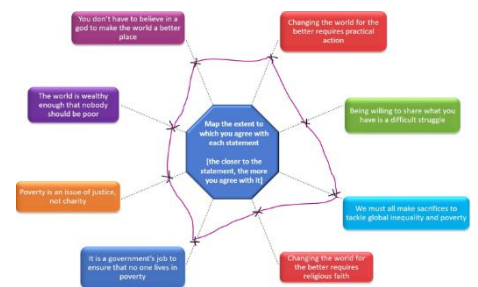
The Snowflake Activity



Instructions for Completing the Snowflake Activity

'The Snowflake Activity' is a dialogical tool where Student Voice is activated through reflection on how much they agree with each statement presented. For this activity:

- Participants map out their responses on an image of the snowflake provided here in the booklet or in an editable online format by clicking on this [link](#).
- Participants place a mark on each broken line: the closer the mark is to the statement, the more you agree with that statement.
- They will then connect these marks to form a snowflake shape – as per the illustration on the right.
- No two snowflakes are alike and so in the RE classroom, teachers may invite students to find someone with a different looking snowflake to discuss different perspectives.
- This person can be their 'talk partner' to discuss their divergence of opinions on the topic being studied.



Student Conference on Global Poverty Instructions

This conference will help you to:

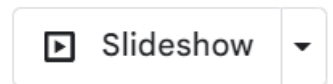
- understand what the sacred text of each religion teaches their followers about poverty
- understand how a humanist perspective on poverty can be informed by Article 25 of the UN Declaration of Human Rights
- appreciate the perspectives of fellow Irish students from a diversity of traditions



To access the conference, click [Student Conference](#) or scan the QR code for the link.



- Visit rooms 1 & 2, read the text behind each symbol and listen to the accompanying audio clip.
We thank Dublin City Interfaith Forum for their permission to use these audio clips. The full podcast audio clips are available .
- In each room, there is also a link to the Student Forum on Padlet where participants can leave comments or responses.
- **Ensure presentation is in Slideshow Mode (top right hand-side of screen) when accessing the conference**



Learning and Reflection Activities

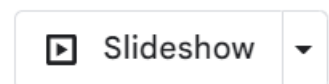
The third learning experience happens in a Learning and Reflection Activities room following the Conference. In this room, you will get the opportunity to consider suggested learning and reflection activities related to the Student Conference on Global Poverty.



To access this area, click [Learning and Reflection Activities Room](#) or scan the QR code for the link.

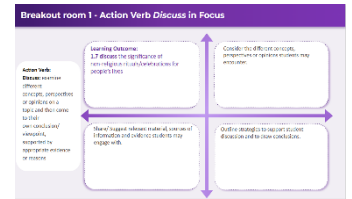


- Visit the Learning and Reflection Activities room to consider the suggested learning and reflection activities.
- **As before, ensure presentation is in Slideshow Mode (top right hand-side of screen) when accessing the conference.**



Action Verb *Discuss* Breakout Room Instructions

1. We will now work in our department group using breakout rooms. Each department will be given a learning outcome featuring the action verb *Discuss*.
2. In your department, you will explore how this learning outcome can be brought to life in the classroom through engaging with the action verb *Discuss*.
3. Each breakout room group will complete a question quadrant.
4. Complete the various sections collaboratively with your department.
5. When you have finished check in on the other Google slides for ideas from other RE departments working on different learning outcomes.



Today's Learning Activities



Session 1:

- Jamboard discussion
- Nobody Stands Nowhere stimulus on world views
- Living our Values Activity
- Reflection on Active Listening

Session 2:

- Research findings on Student Voice & RE
- Activating Student Voice through Formative Assessment Activity
- The Snowflake Activity
- Student Conference on Global Poverty Activity

Session 3:

- Bring Discuss and Debate in Focus
- Considerations when planning to activate Student Voice in the RE classroom

3-2-1 Reflection Breakout Room Instructions

- We will now work in our RE department groups.
- We will use our individual **Start, Stop, Continue** reflections to help us complete a larger reflection task.
- When you go into the breakout room, you will have 20 minutes to complete the following 3-2-1 Reflection.

RE Department 3-2-1 Reflection

3 aspects of formative assessment that we can further develop to support the activation of Student Voice in our classroom practice

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2 learning and teaching activities which activate Student Voice that I could apply to my classroom practice

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1 step we will take as a department based on today's learning

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Reflection on learning so far ...

START Something I will start doing	STOP Something I will stop doing	CONTINUE Something I will continue doing



JUNIOR CYCLE RELIGIOUS EDUCATION LEARNING OUTCOMES

Enquiry

Exploration

Reflection and action

EXPRESSING BELIEFS

- 1.1 present the key religious beliefs of the five major world religions found in Ireland today
- 1.2 investigate two communities of faith that have a significant presence in their locality/region (the communities of faith chosen must be associated with two of the five major world religions studied in the specification)
- 1.3 engage with members of a faith community associated with one of the five major world religions studied in the specification and show an appreciation of how the religious beliefs of the community influence the day-to-day life of its members
- 1.4 investigate how Christianity has contributed to Irish culture and heritage
- 1.5 explore the presence of religious themes in contemporary culture through an examination of art, music, literature or film
- 1.6 examine and appreciate how people give expression to religious belief in religious rituals, in formal places of worship and other sacred spaces
- 1.7 discuss the significance of non-religious rituals/celebrations for people's lives
- 1.8 describe the role of prayer in the lives of people of faith
- 1.9 explain what was involved in the development of a particular sacred text within a major world religion and consider its continued significance for the lives of believers
- 1.10 discuss the importance of dialogue and interaction between major world religions and within major world religions in promoting peace and reconciliation in the world today
- 1.11 research religious or other organisations, working at a national or international level to promote justice, peace and reconciliation and consider how their work is an expression of their founding vision
- 1.12 synthesise and consider the insights gained about how people express and live out their beliefs, religious or otherwise

EXPLORING QUESTIONS

- 2.1 research artistic, architectural or archaeological evidence that shows ways in which people have searched for meaning and purpose in life
- 2.2 consider responses from one major world religion and from a non-religious world-view to some big questions about the meaning of life, such as, why are we here? How should we live? What happens when we die?
- 2.3 explore how different narratives/stories, religious and non-religious, express an understanding of creation/the natural world, and consider their meaning and relevance for today
- 2.4 research and present the understanding of the Divine found in two major world religions drawing upon their origins in sacred texts and/or other sources of authority
- 2.5 create a biography of a founder or early followers of a major world religion, using religious and historical sources of information
- 2.6 construct a timeline of one major world religion, making reference to key people, times of expansion and times of challenge
- 2.7 explore how the religious teachings of a major world religion address an issue of concern for the world today
- 2.8 present stories of individuals or of groups in the history of two major world religions that have had a positive impact on the lives of people because of their commitment to living out their beliefs
- 2.9 describe how the faith of a believer can change at different stages in life
- 2.10 synthesise and consider the insights gained about how people with different religious beliefs and other interpretations of life respond to questions of meaning, purpose and relationships

LIVING OUR VALUES

- 3.1 examine different sources of values and ways in which the values of a person relate to their everyday life choices, their relationships, and their responsibilities to others
- 3.2 reflect upon and discuss what it means to be moral, why people living in society need to be moral and what are the influences on and sources of authority for a person's moral decision-making
- 3.3 examine a moral code in two of the five major world religions and discuss how each code could influence moral decision-making for believers
- 3.4 investigate what living a morally good life means with reference to two major world religions and compare with a non-religious world view
- 3.5 examine how a moral decision-making process can help a person decide what is right and wrong in an everyday life situation
- 3.6 debate a moral issue that arises in their lives and consider what influences two different viewpoints on the issue
- 3.7 research the understanding of compassion, justice, peace and reconciliation found in two major world religions and ways in which these understandings can be seen in action
- 3.8 explain how an understanding of care for the earth found in a major world religion promotes the wellbeing of all people and the planet and discuss its relevance for today
- 3.9 synthesise and consider the insights gained about the norms, values and principles that inform decision-making and actions in the lives of people

S T R A N D S

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