



Oide

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Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Existing Coordinators

Professional Learning Leaders:

Siobhán Daly, Brigid Murray

Introducing Oide



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Supporting the Professional
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Seminar Overview



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Session 1

09:30 - 11:00

Overview of the JCSP
Relevant circulars
School selection of JCSP students

Tea/Coffee 11:00 - 11:15

Session 2

11:15 - 13:00

Statements and Profiling
Initiatives and Make a Book
Scoilnet

Lunch 13:00 - 14:00

Session 3

14:00 - 15:30

JCSP Library Project
Resources
Close and Evaluation

Introductions



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Please introduce yourself outlining:

Your name

School

Current Role

Expectations from the seminar





Purpose for This Seminar

To provide opportunities to professionally collaborate and to develop a shared understanding of how the JCSP can be delivered effectively in your school context.

To reflect on the programme of the JCSP, in order to improve the path of educational opportunity for those who come to education at a disadvantage.



Padlet Wall

Our Padlet wall contains many resources relevant to JCSP and can be accessed through the QR code:

<https://padlet.com/ppdeisjcsptl/jcsp-existing-coordinators-and-teachers-qwczw4dz89kz6trv>





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Session 1

JCSP Overview

What is JCSP?



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JCSP is a **social inclusion** programme. It helps to make the curriculum **accessible and relevant** to young people who would benefit from a different approach to the Junior Cycle.

Every student is capable of success.



The JCSP Framework



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- Builds confidence and self esteem
- Promotes inclusion
- Celebrates success
- Supports student engagement in learning
- Promotes active learning methodologies
- Supports differentiation





The JCSP Approach



Analysing students' **strengths and weaknesses** and taking note of any specific recurring difficulties.

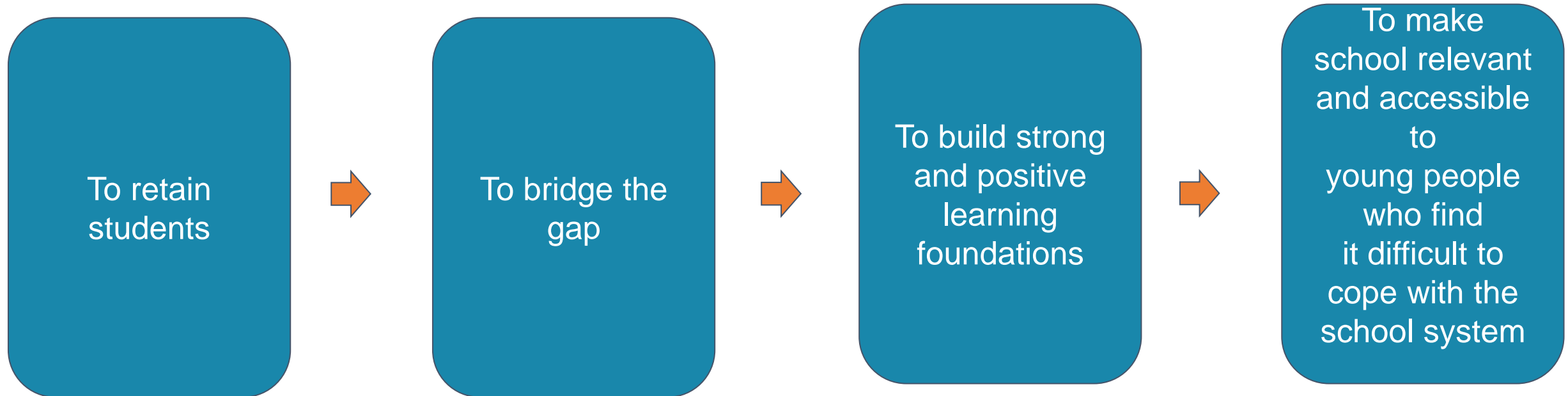
Planning programmes of work which both **build on students' abilities** and **address the main obstacles** which hinder their progress.

Engaging in dialogue with young people and their parents regarding their needs and their progress in school.

Aims of JCSP



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Key Dates in the JCSP Year – Term 1

Select JCSP students

Register for JCSP seminars

Share information with parents

Attend seminars

Induction meeting for JCSP team

Prepare for "Make A Book"

Review and select initiatives

Folder week

Assess student needs and select statements

Christmas celebration



Key Dates in the JCSP Year – Term 2

Oide JCSP Seminars/ Workshops

"Make A Book" events

Gather information for final profiling



Key Dates in the JCSP Year – Term 3

Final Profiling

Initiative Evaluations

Summer Celebration

JCSP Graduation

Discussion



How do you foster collaborative approaches to JCSP among staff in your school?





Relevant Staffing Circulars

Circular 0002/2023



Circular 0003/2023



Circular 0004/2023



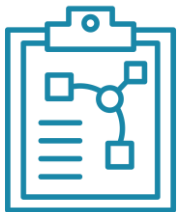


Capitation Grant Circular

Circular 0052 / 2020

Capitation Grant of €60 is a one-off payment for students participating in JCSP.

Schools receive this based on their October returns completed in year 1.



Suggested Use of Allocation



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Number of registered JCSP students	Additional allocation hours per week	Additional allocation per week - WTE	Co-ordination time	Planning time
Up to 45	5.5	0.25	2 hours	3.5 hours
46-90	11	0.5	4 hours	7 hours
91 and over	16.5	0.75	6 hours	10.5 hours

How Some Schools use Planning Time



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Planning - 3.5 hours (210 mins - approx. 5 x 40 mins classes per week)

A: Core Team - 4 teachers e.g. JCSP Coordinator, Maths teacher, English teacher and one other.

- This is part of the profiling process
- Teachers may discuss student engagement/statements being worked on in class/attendance/successes/concerns/initiatives/final profile/DEIS Plan/School improvement plan/JCSP plan

Schools can facilitate this by:

- Freeing up teachers at the same time each week
- Reducing teachers' timetables by one period a week to allow for teachers to meet at another agreed period

B: Time is saved up and used to facilitate larger meetings of teachers during which student profiling takes place. These meetings take place once a term for each year group.



School Selection of JCSP Students

Examples of selection criteria

- History of absenteeism in primary school
- History of behaviour issues in primary school
- Recommendations from HSCL/SCP
- Low Levels of Literacy
- Low Levels of Numeracy

Points to note

Students can enter the programme at any stage in Junior Cycle when identified as being at risk

To receive a Final Profile students must complete 1 year of the Programme
Student Profiling is created by JCSP core team meetings facilitated by the JCSP



What criteria do you use to select JCSP students in your school?





JCSP Policy/ Programme Plan

Each school should have a JCSP policy which includes:

- ✓ Aims and objectives of Programme
- ✓ Structure of Programme – including time for planning
- ✓ Selection criteria
- ✓ Team members
- ✓ Roles and responsibilities
- ✓ Minutes of meetings
- ✓ Details of communications with students/staff/parents



Parents and JCSP

Information Evenings

Certificates

Postcards

Celebrations

Student Folders

Parent Teacher Meetings

Parental involvement is a key tenet of JCSP, and should be actively encouraged throughout the programme.

How do you promote parental engagement with the programme?

Coffee Break



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Session 2



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Statements and Profiling
Scoilnet

Lunch 13:00 - 14:00

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14:00 - 15:30

JCSP Library Project
Initiative Resources
Close and Evaluation



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Scoilnet

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Underpinning JCSP



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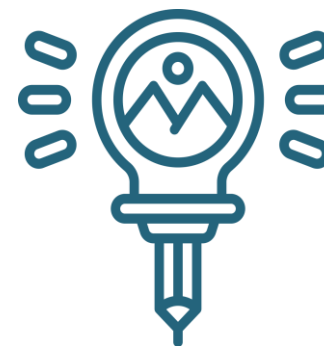
Statements



Profiling

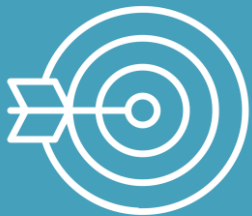


Initiatives



A **statement** describes an area of **knowledge, a concept or a skill**. It states that a student **knows, understands or can do something**.

Statements are divided into learning targets.



The statement and targets are shared with students.



Students know how to use the statements and track their progress.



Students understand how their folder is linked to the statements.





Deciding which statements to work on

Teachers should **establish the abilities and needs** of the individual or class group and then set realistic and achievable targets.

It is important that **only achievable statements** are chosen for students to engage in.

Remember, the statements chosen should **form a framework** for planning and teaching a Junior Cycle specification.



Editable Statements

We are delighted to now offer

- editable PDF statements
- A2 size statements

Students are therefore able to save and work on the statements on their own devices.

Students can see the statements on the classroom wall.

The screenshot shows a digital form titled "I can communicate as a reader" under the "English" subject. It includes a header with "Statement code no. EJC1" and fields for "Student: Name Surname" and "Class: Class". The main content area lists 17 reading skills, each with a progress indicator (a row of three circles). Below the list is a section for "Reflecting on my learning..." with a text box for "One thing I did well..." and a "Text here" label.

Statement	Progress
1. Read a short text to my classmates with fluency and with meaning	○○○
2. Read two different kinds of texts with the same theme and note differences and similarities	○○○
3. Read a book from an appropriate level over a period of time and discuss using appropriate language	○○○
4. Read a short article/speech and extract main points/underline key sentences	○○○
5. State what plot and theme mean	○○○
6. Use the title of a story/play/poem with writer's name	○○○
7. Explain what character and setting mean	○○○
8. Describe the setting and character	○○○
9. Discuss what I learned about the main character	○○○
10. Study a text and answer comprehension questions	○○○
11. Summarise a chosen text	○○○
12. Read a poem with fluency and with meaning	○○○
13. Read a drama excerpt in a group	○○○
14. Extract examples of poetic techniques from a number of poems	○○○
15. Respond personally to writing in prose/photograph	○○○
16. Explain the content and components of a website, blog and advertising campaign	○○○
17. Read and discuss my own and other students' work to help to make it better	○○○

Reflecting on my learning...

One thing I did well... Text here

Text here



How do you use JCSP statements to promote student ownership of learning?



Underpinning JCSP



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Statements



Profiling



Initiatives





Profiling is the process of gathering information about what the student has achieved and recording what the student can do.



Through profiling, a student can gain recognition for subject work completed as part of the Junior Cycle.



Throughout this profiling process, a bank of students' success and achievements are established.



JCSP Collaborative Profiling Document



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Our JCSP Collaborative Profiling Document is offered as an approach to assist Coordinators in collecting JCSP student data within their school.

Initially, you will need to download it, save it to your school platform before sharing it with teachers in your school.

Each sheet will be a complete record for an academic year containing three tabs, one each for 1st, 2nd and 3rd year. Subject to Coordinator feedback and any amendments to be made, we would hope to issue a new sheet every year.





Final Profiling

Who do you profile?

- 3rd year students
- Students who have left school and were profiled for a minimum of one school year (even if they only achieved one statement).

Note: Schools intending to award their **own school-based statements** must have such statements approved by Oide JCSP before inclusion in the final profile.



How do you promote effective JCSP Profiling in your school?



Lunch



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Session 3



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JCSP Library Project
Resources
Close and Evaluation

JCSP Library Updates



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Underpinning JCSP



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Statements



Profiling



Initiatives





JCSP Initiatives offer opportunities for students to become involved in **innovative and creative ways** of supporting their learning.

Class teachers, SNAs, parents, school management, subject departments and other subject teachers (cross-curricular) can become involved with JCSP Initiatives.



Most Popular Initiatives 2022-2023

Field trip
Being active
Science
History
Music



JCSP Initiative Application Questions



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Section One

General Information
Evaluation of last year's
initiative(s)



Section Two

JCSP Students involved
How you will run the initiative



Section Three

How you will spend the money
Subject areas involved
Link with JCSP statements
Timescale
How you will evaluate the
initiative



Section One

General Information

Section Two

Initiative detail
Link with DEIS/ SSE targets
Initiative organisation and
implementation
Most valuable outcome
Suppliers/ Facilitators

Section Three

Breakdown of expenditure



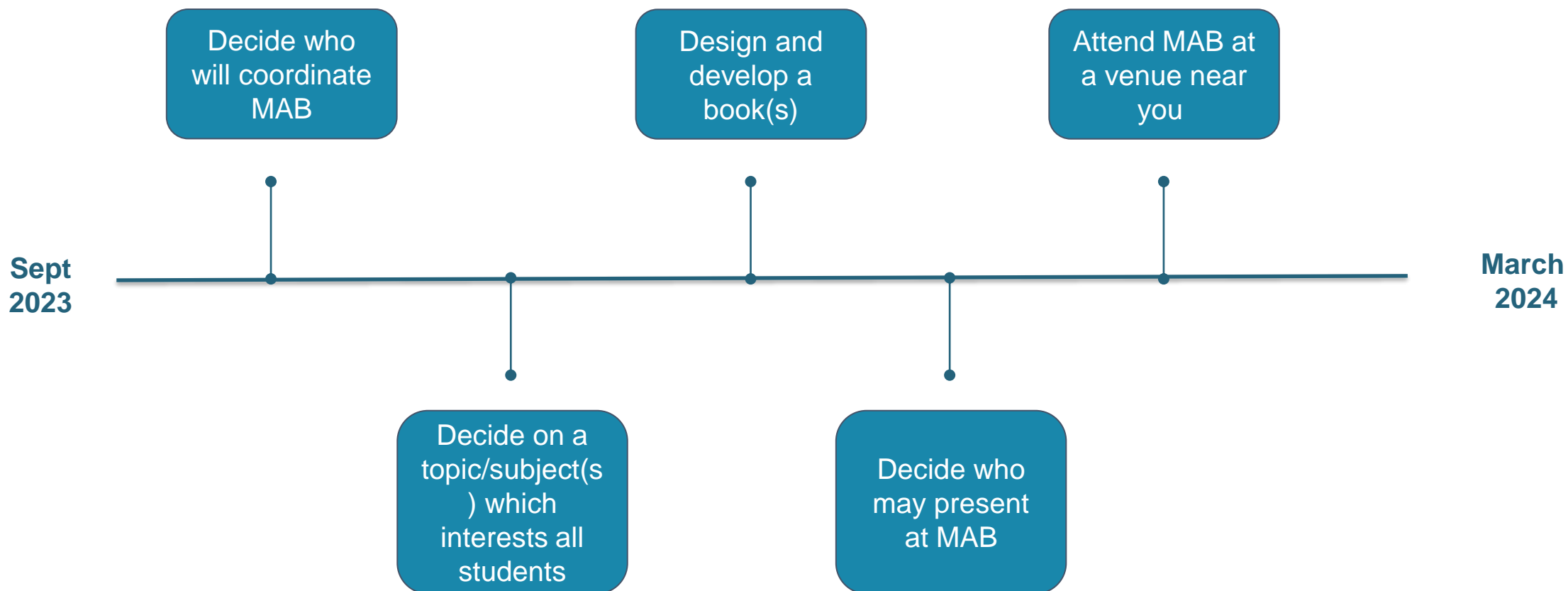
Which initiatives are working well in your school?



Which initiatives did you apply for this year?



Make A Book 2024





JCSP "Define the Future" Competition

Students are asked to document their thoughts about how our world will look like in 2033.

Closing date:

Friday 8th December 2023

JCSP "Define the Future" Competition

The world is continuously changing around us. Every day, the world of medicine, science, technology and nature is advancing and evolving at an enormous rate.

Do you ever wonder what this fast-paced world will be like in 10 years' time?

This competition is an opportunity for JCSP students to think, dream, invent and showcase their literacy skills in the process! Students are asked to document their thoughts about how our world will look like in 2033.

Students can produce their text based entry in any genre of their choice (e.g. letter, diary entry, narrative, opinion piece, short story, blog) or use drawings, pictures or digital graphics to illustrate their ideas.

All submitted entries are the property of JCSP and may be used in posters or other materials, shown at in-service, and put on our website.

As each student receives a personalised Certificate of Participation, please ensure an entry template is completed and returned which includes the student's full name and school year.

Original Artwork should be scanned and retained in school.

All entries to be submitted digitally. Submit entries to jcsresources@oide.ie

Closing Date:
Friday 8th December 2023

Success Criteria:

- Creative and original work produced by students.
- Ideas presented in a structured and logical manner.
- Entries should be maximum one A4 page or three hundred words.
- Entries can be individual or group and can include writing in Irish, English or Modern Foreign Languages.

@Oide_JCSP

A screenshot of a login interface for 'PICK & PACK'. The background is a dark teal color. At the top, the text 'PICK & PACK' is displayed in white, with a small cardboard box icon to the right of the word 'PACK'. Below this is a white login form with a dark teal header that says 'Please, enter your credentials'. The form contains two input fields: 'User name' and 'Password'. The 'User name' field has a small eye icon on the right side. Below the fields is a blue 'Log in' button and a link that says 'Forgot your password?'. At the bottom of the form, there is a copyright notice: '© 2018 - Talonsur System'.



Junior Certificate School Programme

Language Learning Journal

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Department of Education

PDST
Professional Development Service for Teachers

Junior Certificate School Programme

Junior Certificate School Programme

Peer & Self Assessment

An Roinn Oideachais
Department of Education

PDST
Professional Development Service for Teachers



Action Verbs for Learning Intentions



- L6** Can the learner create a new product or point of view?
- L5** Can the learner justify a stand or decision?
- L4** Can the learner distinguish between different parts?
- L3** Can the learner use information in a new way?
- L2** Can the learner explain ideas or concepts?
- L1** Can the learner recall or remember the information?

Verb Students should be able to

REMEMBERING – LEVEL 1

Define	give the precise meaning of a word, phrase, concept
Indicate	to point out or point to; to direct attention to
List	provide a number of points, with no elaboration
Outline	give the main points; restrict to essentials
Recognise	identify facts, characteristics or concepts that are critical (relevant/appropriate) to the understanding of a situation, event, process or phenomenon

UNDERSTANDING – LEVEL 2

Associate	to connect or bring into relation; to fit together and cause to correspond
Appreciate	Acknowledge and reflect upon the value or merit of something
Classify	group things based on common characteristics
Discuss	offer a considered, balanced review that includes a range of arguments, factors or hypotheses; opinions or conclusions should be presented clearly and supported by appropriate evidence
Describe	tell or depict in written or spoken words; to represent or delineate by a picture or other figure
Distinguish	make the differences between two or more concepts or items clear
Explain	give a detailed account including reasons or causes
Identify	recognise patterns, facts, or details; provide an answer from a number of possibilities; recognise and state briefly a distinguishing fact or feature
Infer	use the results of an investigation based on a premise; read beyond what has been literally expressed
Interpret	use knowledge and understanding to recognise trends and draw conclusions from given information
Present	to bring, offer or give in a formal way; to bring before or introduce to a public forum



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Verb Students should be able to

APPLYING – LEVEL 3

Apply	select and use information and/or knowledge and understanding to explain a given situation or real circumstances
Demonstrate	prove or make clear by reasoning or evidence, illustrating with examples or practical application
Comment	Give an opinion based on a given statement or the result of the calculation
Find	a general term that may variously be interpreted as calculate, measure, determine, etc.
Group	Identify objects according to characteristics
Investigate	analyse, observe, study or make a detailed and systematic examination, in order to establish facts or information and reach new conclusions
Provide evidence	provide data, work and documentation that support inferences or conclusions
Use	apply knowledge, skills or rules to put them into practice
Experiment	to try and test, in order to discover something new or to prove something

ANALYSING – LEVEL 4

Analyse	study or examine something in detail, breakdown in order to bring out the essential elements or structure; identify parts and relationships, and to interpret information to reach conclusions
Compare	give an account of the similarities or differences between two (or more) items or situations, referring to both (all) of them throughout
Debate	Argue viewpoint or opinion, supporting stance with evidence
Develop	bring to a later or more advanced stage; to elaborate or work out in detail
Examine	consider an argument, concept or object in a way that uncovers its assumptions, interrelationships or construction
Illustrate	use drawings or examples to describe something
Make connections	identify links or points of similarity between people, issues, themes or events

EVALUATING – LEVEL 5

Argue	challenge or debate an issue or idea with the purpose of persuading or committing someone else to a particular stance or action
Appraise	evaluate, judge or consider a piece of work
Critique	state, giving reasons, the positive and negative aspects of, for example, an idea, artefact or artistic process
Evaluate (Information)	collect and examine information to make judgments and appraisals; describe how evidence supports or does not support a conclusion in an inquiry or investigation; identify the limitations of information in conclusions; make judgments about ideas, solutions or methods
Evaluate (ethical judgement)	collect and examine evidence to make judgments and appraisals; describe how evidence supports or does not support a judgement; identify the limitations of evidence in conclusions; make judgments about ideas, solutions or methods
Justify	give valid reasons or evidence to support an answer or conclusion
Suggest	Propose a solution, hypothesis or other possible answer
Verify	give evidence to support the truth of a statement

CREATING – LEVEL 6

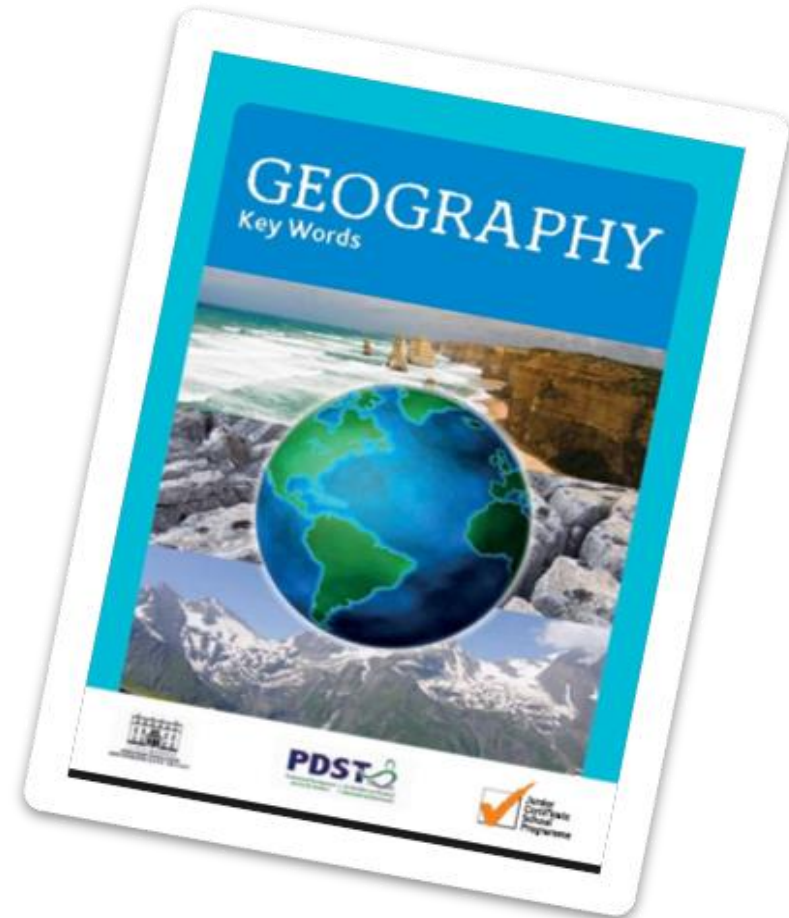
Adapt	make something suitable for new condition, use or purpose
Consider	Reflect upon the significance of something
Create	to bring something into existence; to cause something to happen as a result of one's actions
Devise	plan, elaborate or invent something from existing principles or ideas
Design	do or plan something with a specific purpose in mind
Propose	offer or suggest for consideration, acceptance or action
Synthesise	combine different ideas in order to create new understanding

Resources



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Which JCSP resources do you use in your classroom and why?





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**СЕРТИФІКАТ ЮНІОРА
ШКІЛЬНА ПРОГРАМА**



**РОЗВИВАЄМО
СИЛЬНІ СТОРОНИ
ВАШОЇ ДИТИНИ**

 An Roinn Oideachais
Department of Education

 **PDST**
Professional Development
Services for Teachers

 Junior
Certificate
School
Programme

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Next Steps: Dates for the diary



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Submission of Initiative Evaluations: 29th September 2023

Submission of Initiative Applications: 5th October 2023

JCSP Competition: Friday 8th December 2023

Final Profiling: 18th April 2024

Make A Book will run in February and March 2024



Questions



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What further questions do you have regarding JCSP?





Oide Supports

Oide Professional Learning Leaders



JCSP Website



Seminars



Reflecting on the Purpose for this evening



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To provide opportunities to professionally collaborate and to develop a shared understanding of how the JCSP can be delivered effectively in your school context.

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Post Primary "Existing JCSP Coordinators" Seminar Feedback

