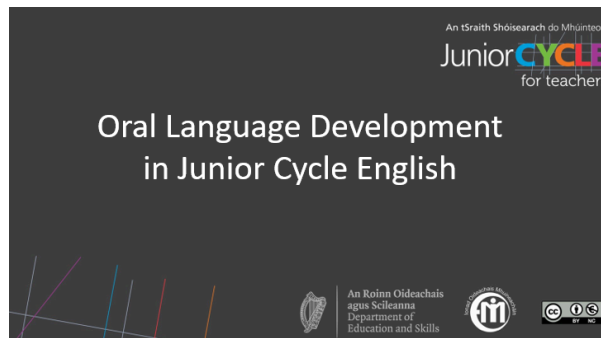


# Junior Cycle English Online CPD 2020/2021

## Oral Language Development Workshop – Script

### Section 1

#### Slide 1: Holding slide



#### Slide 2:

Welcome to this workshop, Oral Language Development in Junior Cycle English. Let's take a moment to reflect on Maya Angelou's words as we consider the significance of oral language development in the junior cycle classroom.

#### Slide 3:

Throughout the workshop, we will look at opportunities for engaging with oral communication in the physically distanced classroom. You will be invited to share your experiences with oral communication this year and we will clarify key dates for CBA1 (for our current 3<sup>rd</sup> Years and 2<sup>nd</sup> Years) and suggest resources to support you in developing oral communication with your students.

#### Slide 4:

This workshop explores the development of oral communication across all three years of junior cycle English.

It is designed to allow participants to navigate through it independently, linking to key documents as required. It can be paused at particular stages according to the requirements of each user.

There are two opportunities built into the workshop for teachers to share their practice about engaging with CBA1 in the current school context and to read the inputs of other teachers.

There are many documents and resources within this workshop. You may want to focus on some in detail now or come back to them at a later stage.

#### Slide 5:

As an introduction to our workshop, let's look and listen to our president, Michael D. Higgins and his interpretation of Van Morrison's 1984 song 'Rave On, John Donne'. This was recorded in August 2019 to commemorate Van Morrison's 75<sup>th</sup> birthday.

**Slide 6:**

In this short piece by President Higgins, three of the LOs assessed by CBA1 are evident: Oral Language 5, Oral Language 7 and Oral Language 9...We invite you to read these on screen.

**Slide 7:**

Across three years, students engage with Oral Language LOs. A number of these are circled as part of the First Year sub-set to provide continuity with language learning in primary education. We meet and revisit these learning outcomes at many stages throughout the junior cycle, building and progressing the learning as we engage with many texts and learning experiences

**Slide 8:**

JCT English have created a number of digital resources. The supports suggest ways of using the digital apps to support engagement with oral language and may be of particular benefit in the physically distanced classroom. These are available on the JCT English website page in the resources section.

**Slide 9:**

Given the exceptional circumstances of the past year we'd like you to take a moment to think about how you are engaging students with oral language during this academic year, through both active listening and speaking. We'd love to hear about your experiences. You will be able to see some suggestions from other teachers also.

**Slide 10:**

We invite you to contribute to our Padlet.

In order to do so, click on the white box at the bottom of the Padlet and type your comment/suggestion. Then, click 'Post'. All comments will appear on the screen and we will have an opportunity to discuss your inputs in our check-in session at the end of the workshop.

We will give you a couple of minutes to engage with this activity.

**Padlet 1:**



## Section 2

### Slide 1:

#### **Revised Assessment Arrangements for Junior Cycle Students 2021/22:**

You will find all up-to-date information regarding assessment & reporting at this link.

### Slide 2:

Let's consider the CBA key dates for our students in 2021/22:

To clarify,

- the requirement related to CBA completion for Third Year students (the cohort of students 2019-2022) has been changed. In the exceptional circumstances arising from school closures, each student must complete only one CBA in each subject rather than the usual two in each subject and one CBA in each short course.
- Second Year students (the cohort of students (2020-2023)) will complete both Classroom Based assessments– CBA1 to be completed by the end of May 2022 and CBA2 to be completed in their third year (2022/2023).

### Slide 3:

Let's now focus on the Oral communication CBA (CBA1) where students have the opportunity to demonstrate the learning that has been developed since first year and is supported by the framework and the English specification. The Framework for Junior Cycle states that 'Students have the opportunity to demonstrated learning that has been developed since First Year.'

It also tells us that "Classroom-Based Assessments will provide students with opportunities to demonstrate their understanding and skills in a way which would not be possible in a formal examination." And the Junior Cycle English specification tells us that "Assessment is most effective when it moves beyond marks and grades, and reporting focuses not just on how the student has done in the past but on the next steps for further learning."

**Slide 4:**

The Assessment Guidelines point to the autonomy for schools to choose within a range of options to suit the particular needs and circumstances of students and the school. The guidelines offer a variety of possibilities of how Oral Communication can be conducted, the nature of the communication itself and the role the teacher plays in facilitating the students' communication. Please take a moment to read this slide before we move on.

**Slide 5:**

The main Learning Outcomes to be assessed through the Oral Communication CBA are those mentioned on the slide, including Reading and Writing Learning Outcomes.

While these are the main Learning Outcomes assessed in the CBA, oral language development in Junior Cycle English begins in First Year and is progressed through the three years of junior cycle.

Please take a moment to pause this presentation and read through these Learning outcomes.

**Slide 6:**

This year in particular teachers may be considering new approaches to conducting the CBA1 due to the public health guidelines in a physically distanced classroom.

Guidance on our choices is contained in the documents which are linked on the screen

The NCCA Junior Cycle English Assessment guidelines pages 10-18

NCCA Revised arrangements for the completion of Classroom Based Assessments, 2021/22.

**Slide 7:**

In considering new approaches, our first point of reference is the NCCA document – 'Guidelines for the Classroom Based Assessment and Assessment Task.' As you can see here, students can choose from a number of formats: a performance, scripted or improvised, a presentation, an interview or a response to stimulus material.

The guidelines state that these formats are open to interpretation by students and teachers. For example, a debate as a form of presentation, a radio interview, a commentary on a sporting or cultural event as a response to a stimulus, a comedy sketch, recitation, mock interview or parody as a form of performance. Note that this list of examples is not intended to be exhaustive, but rather to suggest that student approaches to and formats for the oral communication classroom-based assessment may vary and/or overlap.

The performance of 'Rave on John Donne' is an example of a response to stimulus material and we will offer other suggested material later.

If you would like to explore the document further, click on the link. You will find guidelines for CBA1 from pages 10-18.

**Slide 8:**

On page 16 of the Guidelines, you will find the Features of Quality.

When considering our approach to CBA1 during this academic year, we need to ask ourselves if the student's mode of communication will enable them to demonstrate the Features of Quality.

- Will the students communication be able to demonstrate a clear purpose and knowledge of the subject?
- Will it be shaped to a purpose?
- Will it engage with an audience/listener?
- Is the student's work showcasing their oral language skills rather than, for example, their visual or digital skills?

Overall, the two areas of assessment of oral communication are preparation and communication. Students will be credited for preparation they have done. The evidence of this preparation will be demonstrated during the oral communication itself.

**Slide 9:**

Earlier, we asked you to consider how you are engaging with oral language in your junior cycle classrooms. Now, we'd like you to think specifically about CBA 1 with your 3rd Years and 2nd Years. If you have completed the CBA, you may be able to offer insights into your experience. Otherwise, we invite you to consider how you plan to engage with CBA1 this year.

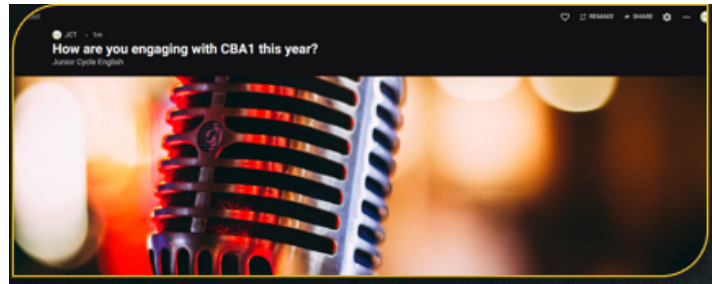
**Slide 10:**

Again, we'd like to invite you to contribute to our Padlet.

Click on the white box at the bottom of the Padlet and type your comment/suggestion. Then, click 'Post'. Have a look at the ways other teachers are engaging with CBA1 this year. We will have an opportunity to discuss inputs in our check-in session at the end of the workshop.

Please take some time to engage with this activity.

**Padlet 2:**



### Section 3

#### Slide 1:

With all of the above in mind, let's take a look at how some students engaged with CBA1 recently. Here are some reflections from the students on their experience of doing CBA1. Students completed the CBA process and were recorded outside so they could take off their masks. Click on the audio link on the slide to listen also to Mary Lowry, who speaks of her experience as a teacher engaging with 3rd years on CBA1 in October 2020. Please bear in mind the answers are reflective of school closures as a result of the Covid-19 pandemic.

Now, let's look at other possibilities.

Students were given the opportunity to engage in the CBA task in a manner of their choosing. Some students chose to do a presentation about a topic they felt was interesting or about which they were passionate. Others reflected on speeches and debates they had engaged in during class time in 2nd year and were inspired to develop the topic. They engaged in further research and redrafted and developed their ideas. In all cases students asked if they could deliver their oral CBA outside so they did not have to wear a mask. We were able to accommodate this request and ensure that the students had an audience of their peers to listen to their CBA.

#### Slide 2:

As you can see here, in the Report on the enactment of Junior Cycle English, 2020, regarding CBA1, it states: "most [teachers] said that a digital/power point presentation tends to be a default choice of most students." In the following slides, we will explore alternative options to the PowerPoint presentation. We will focus on stimulus material – using spoken word pieces and speeches to support students in developing their oral communication skills.

#### Slide 3:

You may remember spoken word artists Stephen James Smith and Natalya O’Flaherty from the JCT English cluster CPD 2019/20...

Here is a selection of spoken word pieces. Students view a number of pieces and talk about different styles of delivery as well as dialect and colloquialisms before preparing their own spoken word piece or discussing why a piece has a particular resonance for them.

**Slide 4:**

Students can learn from and develop their own oral language by discussing models of speeches. They can discuss the effectiveness of such examples and experiment with their own communications for particular audiences and purposes.

**Slide 5:**

We finish by listening to Micheál O’Muircheartaigh’s spoken word version of Sinéad O’Connor’s *Nothing Compares to You*, a song originally written and performed by Prince. Students can learn from and evaluate this example to enrich their own oral language performance.

**Slide 6:**

Further supports are available on our website, please click the resources icon to bring you to the page.

To provide guidance to teachers, examples of student oral communication can be found on the NCCA website [www.curriculumonline.ie](http://www.curriculumonline.ie) . Click on the link to bring you the page..

We hope that this presentation was helpful to support you in engaging with oral communication in your own classroom context.