

Junior Cycle English

2018–2019

An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE**
for teachers

“Learning is ever in the freshness of its youth, even for the old.”

Aeschylus Agamemnon
line 584

Text

Making
Meaning

Responding

Structure of the Day

Structure of the day:

9.15 – 10.45

Coffee

- Reflecting on our learning journey
- Responding to teacher needs
- ‘Text’ as all products of language use

11.00 – 13.00

Lunch

- Responding to teacher voice in relation to comprehension strategies and the teaching of film/ visual texts

13.50 – 15.45

- Considering the learning outcomes through the lens of the writing process
- Examining the implications of a broad definition of ‘text’



Focus of this session

- consider how our experiences of Junior Cycle English will impact future practice
- familiarise ourselves with 2018 developments in NCCA publications supporting the teaching of English
- support learning for all through reviewing choices across the print, oral, visual and multimodal spectrum of JC English texts

Communicating and collaborating

“

Professional learning of the most thoughtful kind involves **acknowledging uncertainty**, **questioning assumptions**, **airing frustration** and **taking risks** – all deeply personal and emotion laden acts, especially when carried out in the company of colleagues. In short – it is impossible to take the personal – and interpersonal - out of professional learning

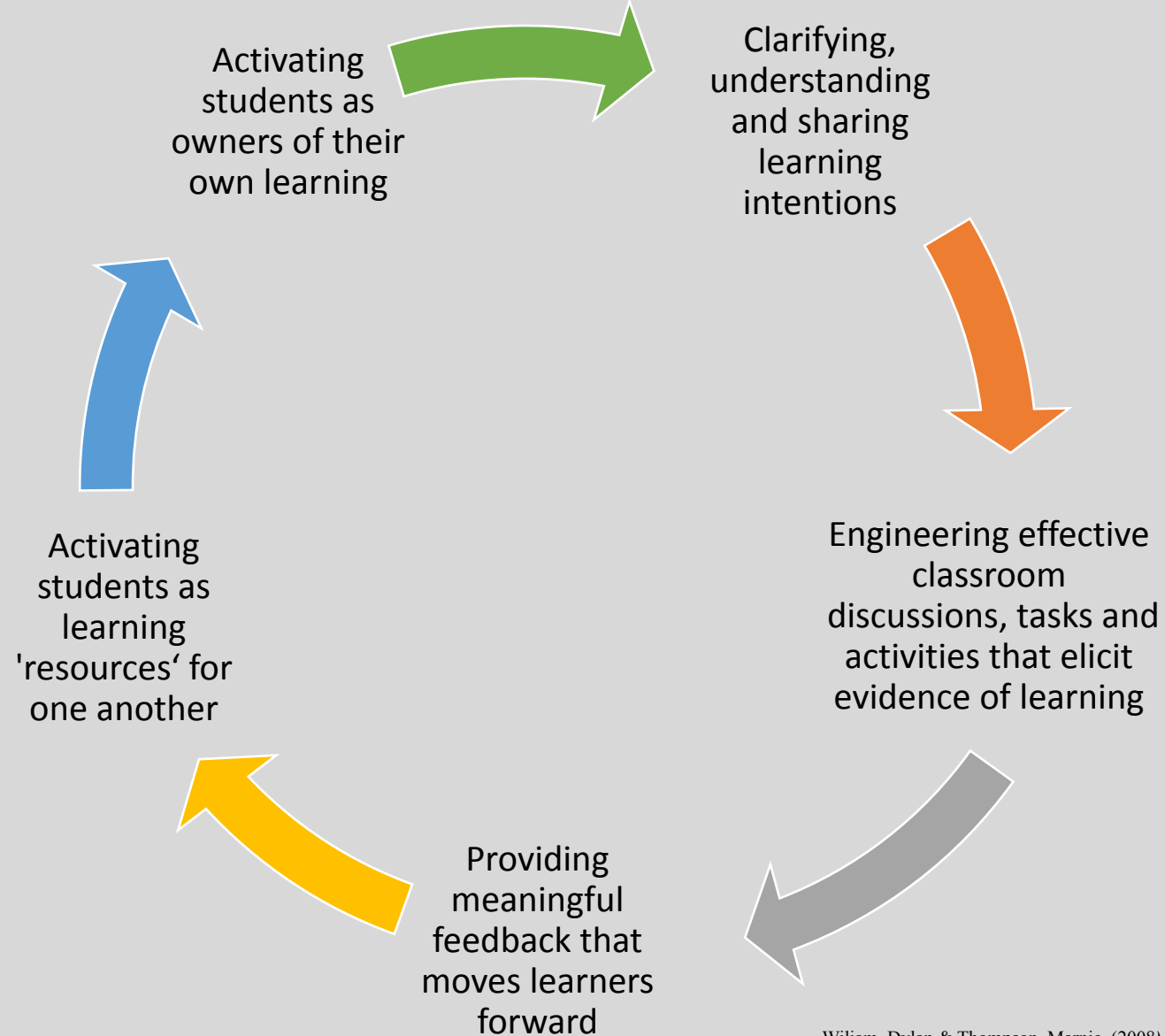
Allen and Blythe, 2015

”



How will we work together today?

Five pillars of formative assessment:



Teacher Voice

Teacher Voice

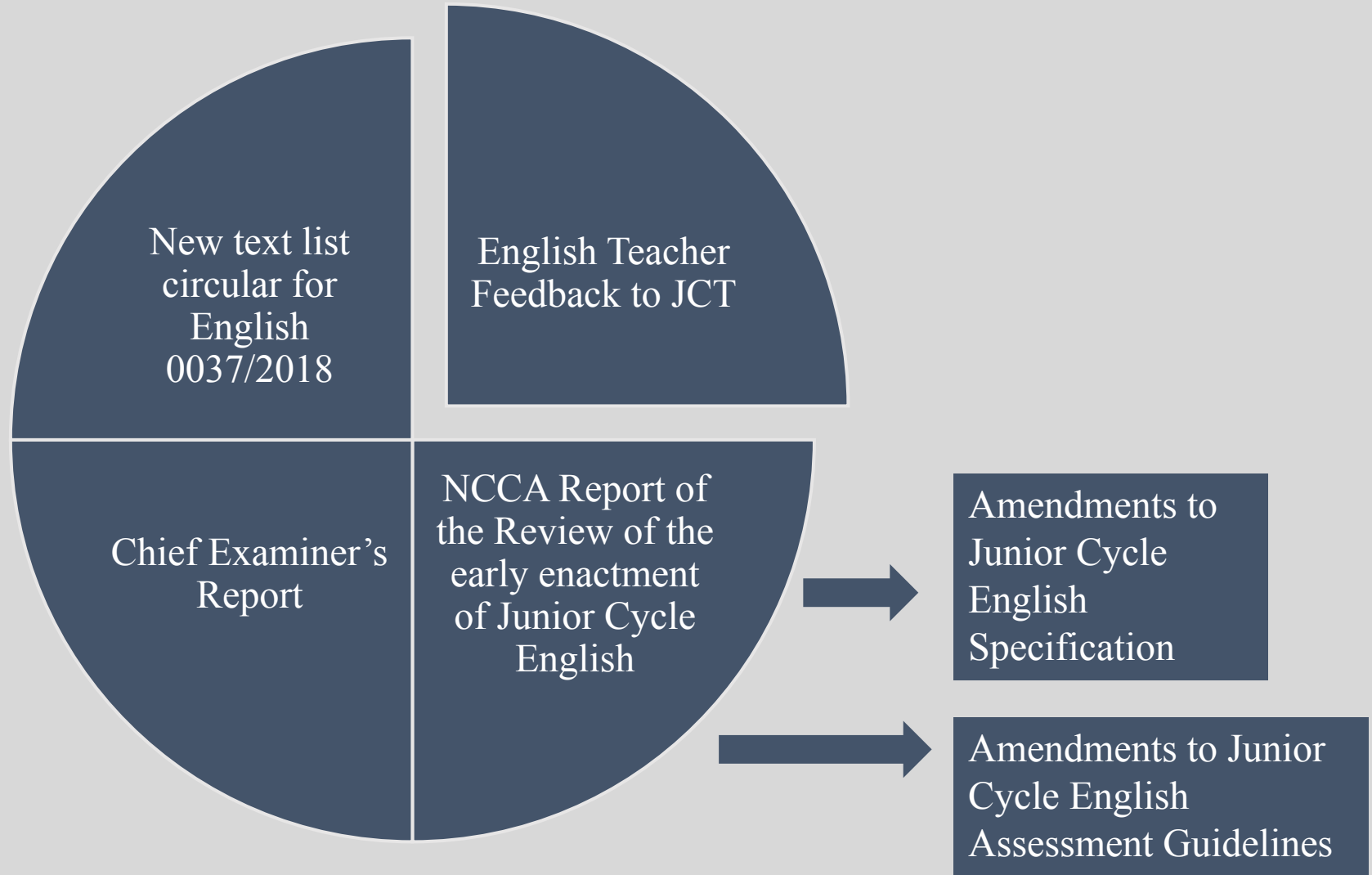
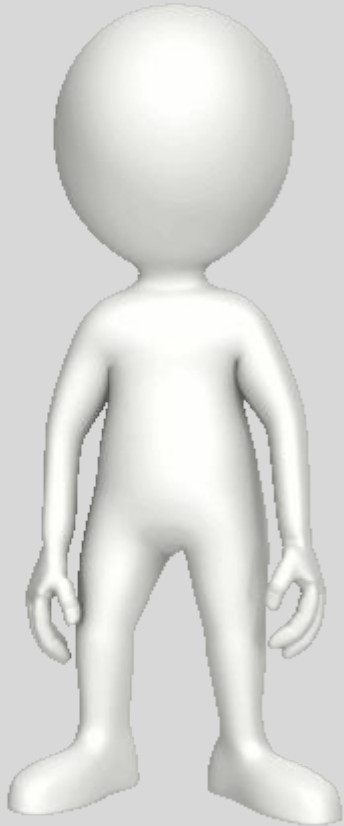
- Opportunities to hear and learn from each other, about what methodologies we use, what texts are chosen and why, how we assess etc
- Help with film, digital literacy skills, more resources etc
- More support in teaching texts on the list
- Time for teachers to reflect on learning and planning in CPD day
- CPD in reading comprehension strategies and reading pedagogies – achieving a balanced approach in light of students' needs, the learning outcomes and the guidelines for texts
- Film and visual literacy (LO R9)
- Writing as a process
- Planning (both incremental and long-term)
- Curriculum task design (learning outcomes, learning intentions, success criteria).
- Integration of Level 2 and Level 3 in planning and in practice
- Facilitation training for Subject Learning and Assessment Review meetings
- Reviews of 'new' texts on the revised text list for 2018 - 2023

What would you prioritise?
Anything you would add to
the list ?

list for 2018 - 2023

- Reviews of 'new' texts on the revised text and Assessment Review meetings
- Facilitation training for subject learning planning and in practice

Listening to and learning from practitioners



English

Welcome to Junior Cycle English.

The curriculum sets out clear expectations for students, across the three integrated strands of oral language, reading and writing. To access the [curriculum specification](#), [assessment guidelines](#), and [examples of student work](#) click on the graphic.

UPDATES: *Second Edition 2018 Junior Cycle English Guidelines for the Classroom-Based Assessments and Assessment Task* is available [here](#).

Summary of minor amendments to the assessment guidelines (2018) is available [here](#).

Review of the early enactment of Junior Cycle English (2018) is available [here](#).

Summary of minor amendments to the specification (2018) is available [here](#).

Junior Cycle English text list: to suggest a text, click [here](#).

Student cohort 2016 - 2019 (current third years) - text list circular [here](#).

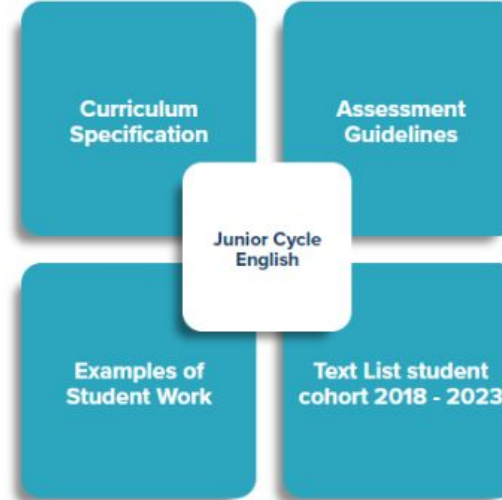
Student cohort 2017 - 2020 (current second years) - text list circular [here](#).

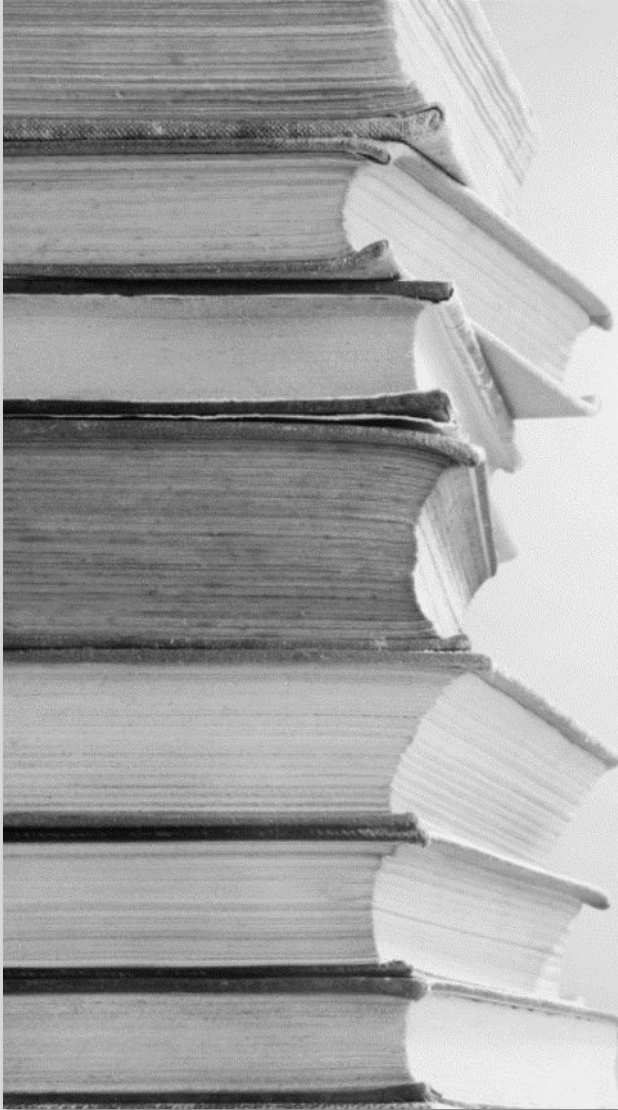
Student cohort 2018 - 2023 text list with suggested texts for first year [here](#), circular [here](#).

Key dates for 2018/2019 are available [here](#).

SLAR meetings - to view a review meeting in action, [click here](#) and log in.

Click on graphic below:





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Engagement with texts

What speaks to your group?

"Engagement with text/s is central to the development of language and literacy and it is important to recognise that the term text applies to more than communication in written formats. All products of language use—oral, written, visual, or multimodal—can be described as texts. Multimodal texts combine language with other systems for communication, such as print text, visual images, soundtrack and the spoken word. It is essential that over the three years of junior cycle students have a wide and varied experience of texts that stimulate, engage, inspire and challenge them."

page 10 English Specification 2018

"Learning about language in texts, including digital texts, is important to social development and as part of this process students develop the competence and confidence needed to meet the demands of school, employment, further education and life. The knowledge and command of language are also essential to their contributions to political, social and cultural life and as thoughtful and active citizens."

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Rationale, Junior Cycle English Specification 2018

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Rationale, Junior Cycle English Specification 2018

Learning outcomes that reference a broad range of texts

OL 8: listen actively in order to interpret meaning, compare, evaluate effectiveness of, and respond to *drama, poetry, media broadcasts, digital media*, noting key ideas, style, tone, content and overall impact in a systematic way

R9: Identify, appreciate and compare *the ways in which different literary, digital and visual genres and sub-genres shape texts* and shape the reader's experience of them”

W4: *Write competently in a range of text forms*, for example letter, report, multi-modal text, review, blog, using appropriate vocabulary, tone and a variety of styles to achieve a chosen purpose for different audiences

Learning Outcomes highlighted in teacher feedback:

Students will be able to ...

R9: Identify, appreciate and compare the ways in which different literary, digital and visual genres and sub-genres shape texts and shape the reader's experience of them

What is the learning in this learning outcome?

What are the implications in relation to text choice?

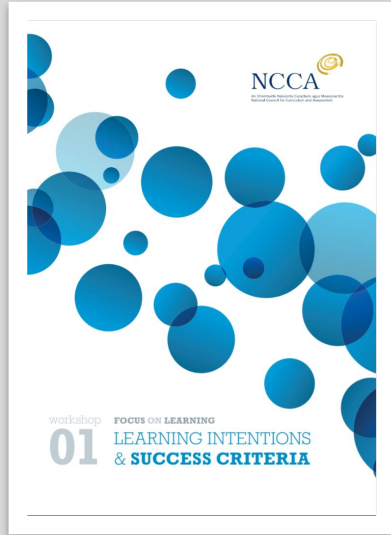
Learning Outcomes highlighted in teacher feedback:

How are people telling stories?

Do you like it?

Which way is more effective?

What are learning intentions?



A learning intention for a lesson or series of lessons is a statement, created by the teacher, that describes clearly what the teacher wants the students to know, understand, and be able to do as a result of learning and teaching activities. Clear learning intentions should help students focus not just on the task or activity taking place but on **what they are learning**. Learning intentions are always linked to one or more learning outcomes in the specification.

Learning outcomes that reference a broad range of texts

OL 8: Listen actively in order to **interpret meaning**, compare, evaluate effectiveness of, and respond to **drama**, poetry, media broadcasts, **digital media**, **noting key ideas**, style, tone, content and **overall impact** in a systematic way

R9: Identify, appreciate and compare the ways in which different **literary, digital** and **visual genres** and sub-genres **shape texts and shape the reader's experience of them**

W4: Write competently in a range of text forms, for example letter, report, multi-modal text, review, blog, using appropriate vocabulary, tone and a variety of styles to achieve a chosen purpose for different audiences

Working with these three learning outcomes, let's consider what this learning might look like.

Considerations

What do I want students to learn?

How will I know that students have learned it?

What will help students to achieve the learning?

Text options using non-literary texts

[Trailer for Girl from the North Country](#)

[Animated trailer for This One Summer](#)

[Author talk for The Weight of Water](#)

[Trailer for drama The 14th Tale](#)

[Digital news article for Julius Caesar](#)

[Webpage for A Christmas Carol](#)

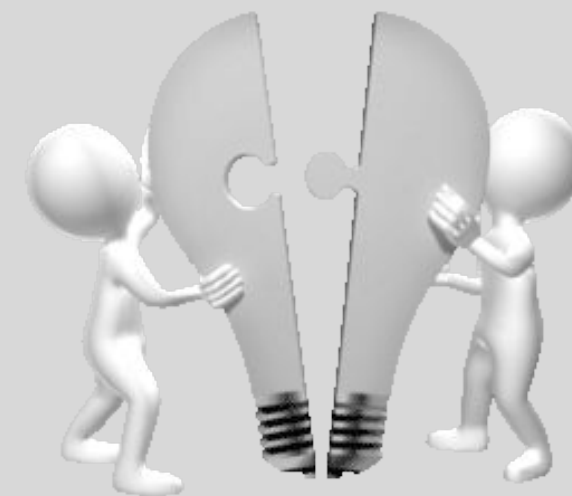
Learning outcomes in focus OL8, R9, W4



Text options using non-literary texts

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Sourced from <https://youtu.be/FXf1w6svWGs>

Learning outcomes in focus OL8, R9, W4



Resources to support planning

Webinar 1: Working with Learning Outcomes

- Webinar 1** (Prezi): [Click to view](#)
- Short Story Handout** (PDF): [Click to view or download](#)
- PAIRS Resource** (PDF): [Click to view or download](#)

Webinar 2: Using Poetry as a Stimulus for CBAs

- Webinar 2** (Prezi): [Click to view or download](#)
- Poetry as a Stimulus Handout** (PDF): [Click to view or download](#)
- Webinar Recording** (YouTube): [Click to view or download](#)

- 3:01pm 25th of Sep. 2018
- Home
- Key Documents
- News/Events
- CPD Workshops
 - CPD Workshop Day 1
 - CPD Workshop Day 2
 - CPD Workshop Day 3
 - CPD Workshops 2017/2018
 - CPD Workshops 2018/2019
- Elective Workshops**
 - Online Workshops
- Planning
 - First Year Planning
 - Second/Third Year Planning**
- Assessment
- Resources

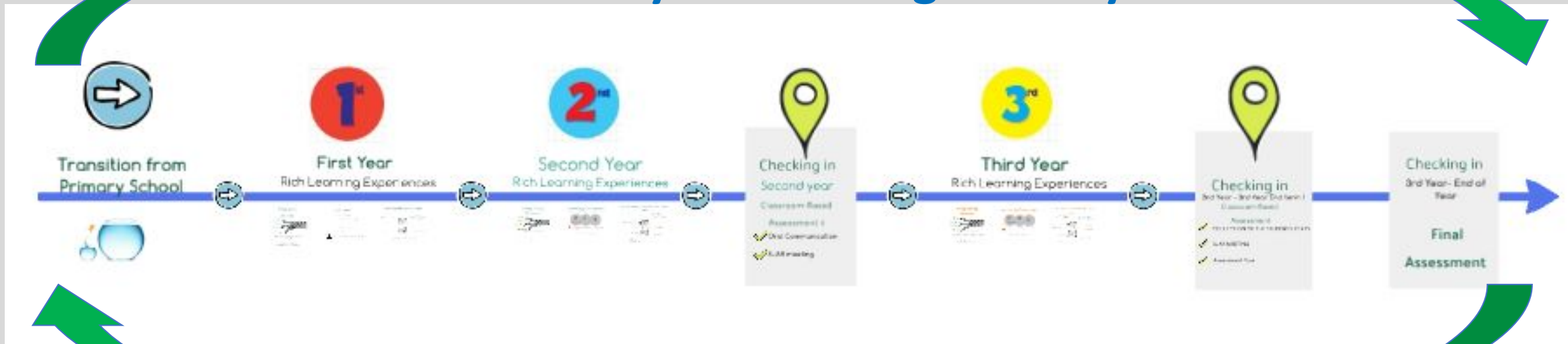
- English Department Planning for 2nd/3rd Year Screencast** (YouTube): [Click image to play](#)
- Subject Department Guidelines for 2nd & 3rd Year** (PDF): [Click to view or download](#)
- Junior Cycle English Learning Outcomes HANDOUT** (PDF): [Click to view or download](#)
- Circular for prescribed text** (PDF): [Click to view or download](#)
- Prescribed Novels Booklet 2017-2018** (PDF): [Click to view or download](#)
- Guide to the Prescribed Drama Booklet 2017-2018** (PDF): [Click to view or download](#)

Resources to support text choice

The screenshot displays the home page of the Junior Cycle website. At the top, a dark green navigation bar contains the following menu items: Home, Wellbeing, Whole School, Leadership, Subjects, Short Courses, L1LPs/L2LPs, Publications, Leagan Gaeilge, and Search. Below the navigation bar, the page is divided into a left sidebar and a main content area. The sidebar includes the Junior Cycle logo, the current time (1:37pm 14th of Oct. 2018), a welcome message from Dr. Pádraig Kirk, and several menu items: Contact Us, Meet the Team, Registration for CPD, Join our Mailing Lists, and Recruitment. The main content area features a large 'Home' heading and a grid of subject categories represented by colored book covers. The top row includes English (blue), Science (green), Business Studies (light green), Gaeilge (orange), Modern Foreign Languages (orange), and Visual Art (orange). The middle row includes Maths (red), Music (red), Geography (red), History (red), and Home Economics (red). The bottom row includes L2LPs, Classroom Strategies, Leadership, and Wellbeing (all in dark green). A yellow circle highlights a mouse cursor over the English book cover. A small green arrow icon is visible in the bottom right corner of the main content area.

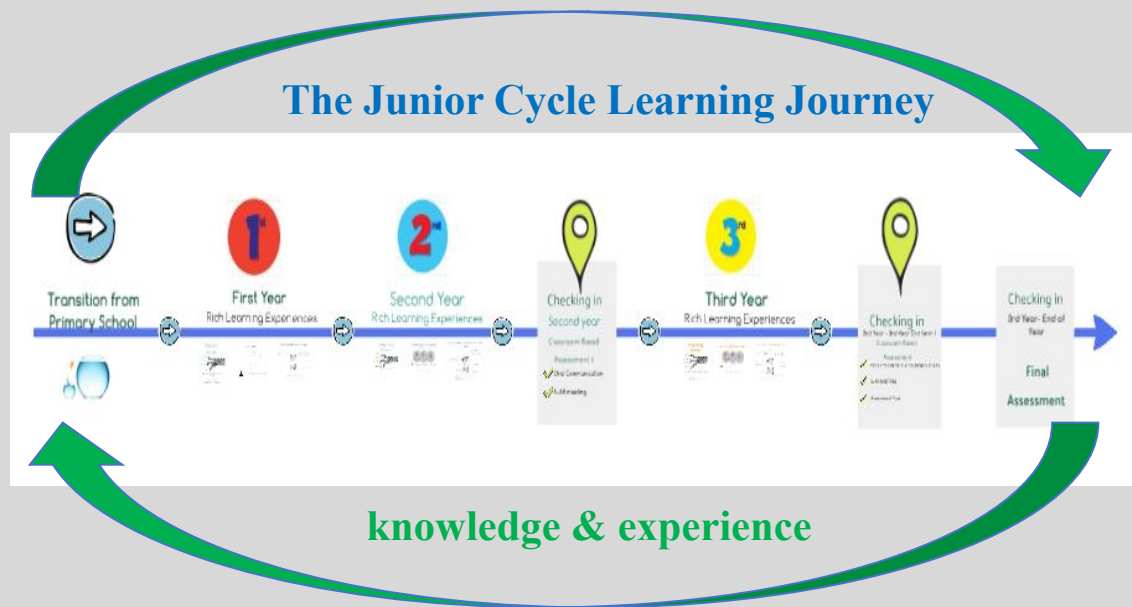
Junior Cycle Learning Journey

The Junior Cycle Learning Journey



knowledge & experience

Junior Cycle Learning Journey



What key changes in your individual and your English department's practice over the course of junior cycle have benefited you most?

What have you learned about engaging with the CBA process for CBA 1: Oral Communication ?

What have you learned about engaging with the CBA process for CBA 2: The Collection of the Student's Texts ?

How has the SLAR experience supported your learning about your subject and enhanced your confidence in applying the standard?



Break

Back in 15 minutes