

An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE**
for teachers

Junior Cycle

Information for 2nd Year Parents

Part 1

“Education is the most powerful weapon which you can use to change the world.”

- Nelson Mandela



Overview

1. Our students
2. Structure of the Junior Cycle
3. Subjects, Short Courses, Wellbeing and Other Areas of Learning
4. Assessment and Reporting
5. Junior Cycle Profile of Achievement (JCPA)

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Our Students

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Connecting
primary
and
secondary

Settling in
and making
progress in
first year

A
purposeful
second year

Ongoing
assessment
to support
learning

Literacy and
numeracy
for learning
and life



What is the purpose of education in Junior Cycle?

- Help students become better learners and develop a love of learning
- Provide a solid foundation for further study
- To develop skills for learning and life
- To support learning through improved reporting to both students and parents

What will students experience in Junior Cycle?

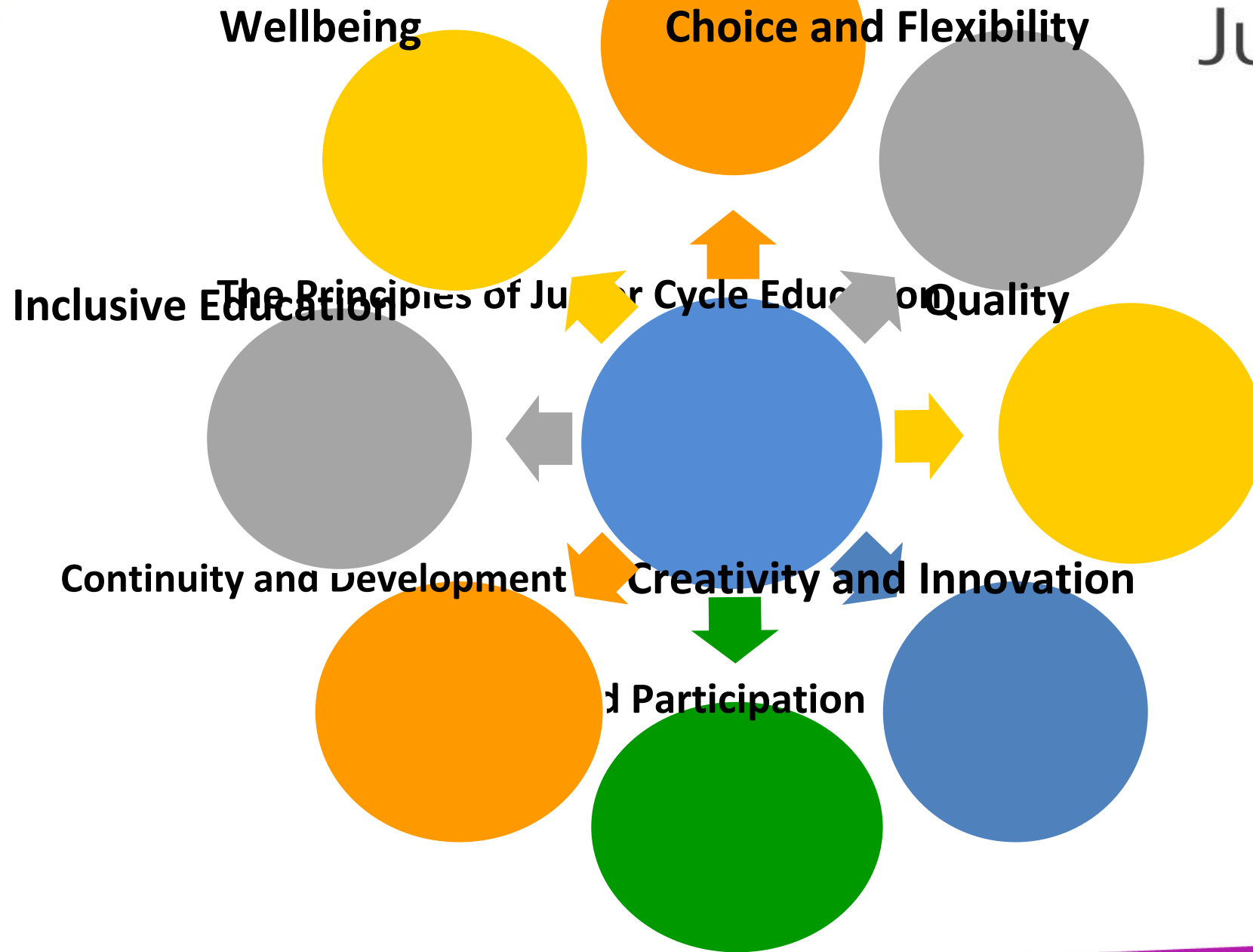
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Learning to Learn

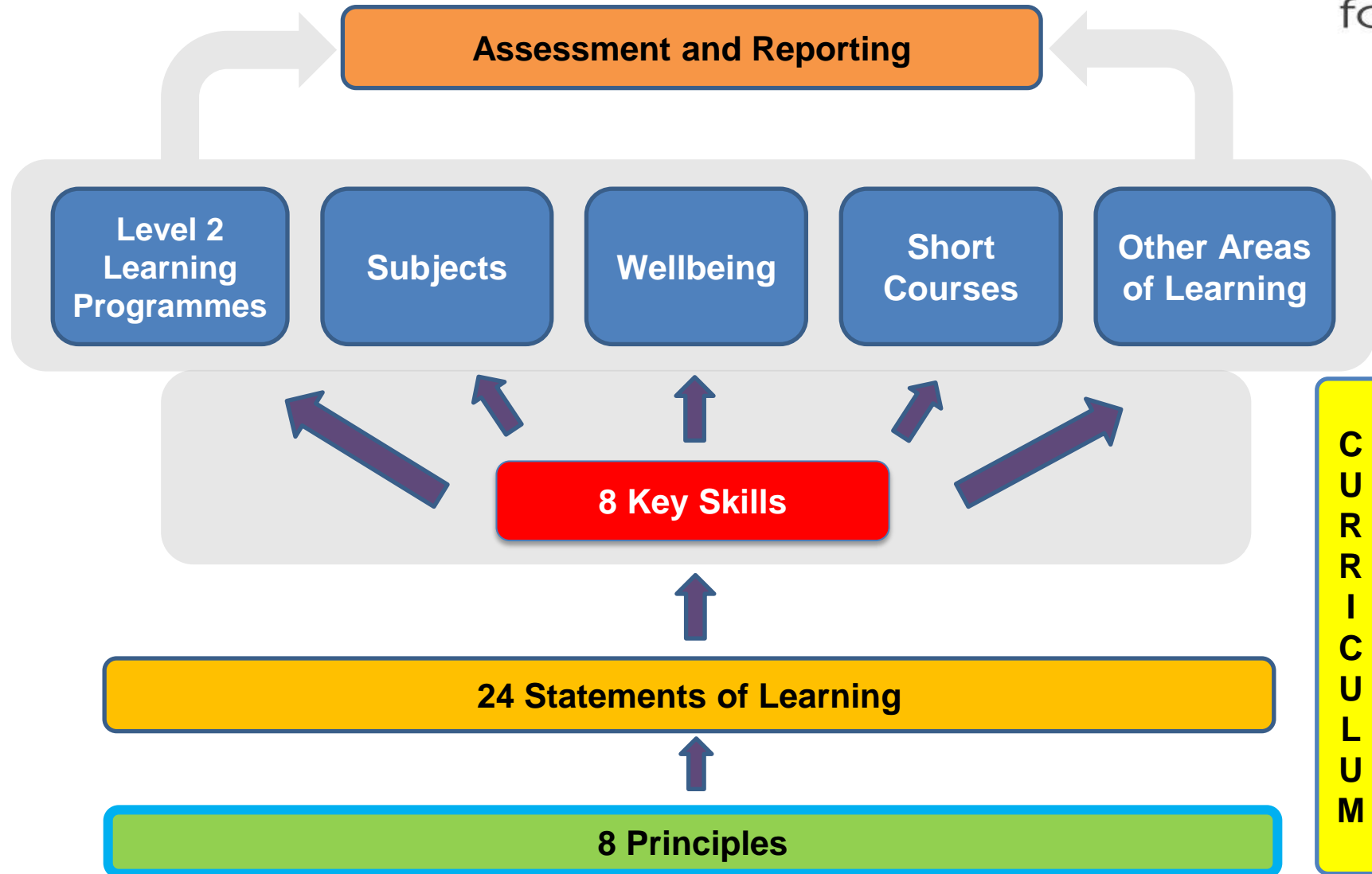
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Structure of the Junior Cycle

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Sept 2015

English

Sept 2016

English
Science
Business Studies

Sept 2017

English
Science
Business Studies
Irish
Art, Craft & Design
Modern Languages

Sept 2018

All subjects from 2017 plus

Maths

History

Geography

Home Economics

Music

Materials Technology Wood

Metalwork

Technology

Technical Graphics

Religious Education

Jewish Studies

Classics

Wellbeing

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Furthermore:

- ◆ Other Areas of Learning will also be reported on
- ◆ Schools can offer the **Level 2 Learning Programme**
- ◆ Schools can offer Short Courses



Framework for Junior Cycle
2015



DEPARTMENT OF EDUCATION AND SKILLS



for student learning

nowledge and skills

Key Messages of

Framework for Junior Cycle 2015

to assess

picture of

trial to the

ing - building on primary school

What stays the same?

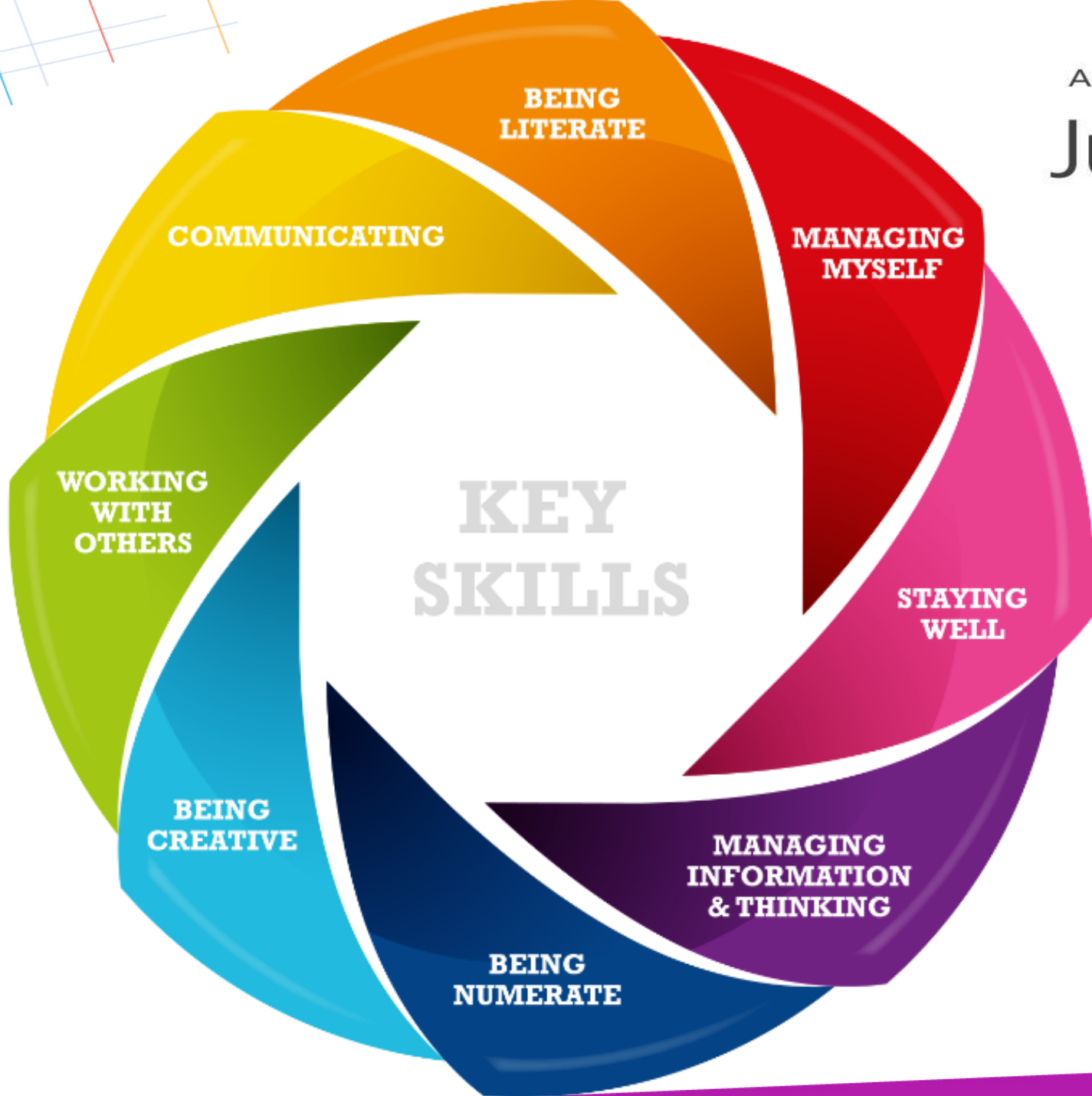
- Students experience a broad and balanced curriculum
- Standards and expectations remain high
- Subjects continue to play an important role in the Junior Cycle
- The Department of Education and Skills will monitor quality across all schools
- The State Examinations Commission will continue to be involved in assessment for certification

What is improving?

- A better and a more engaging learning experience for your child
- Updated subject specifications
- Quality reporting back to parents and students
- Assessment to support learning
- An emphasis on Key Skills and preparation for life
- A sound preparation for learning at Senior Cycle and beyond

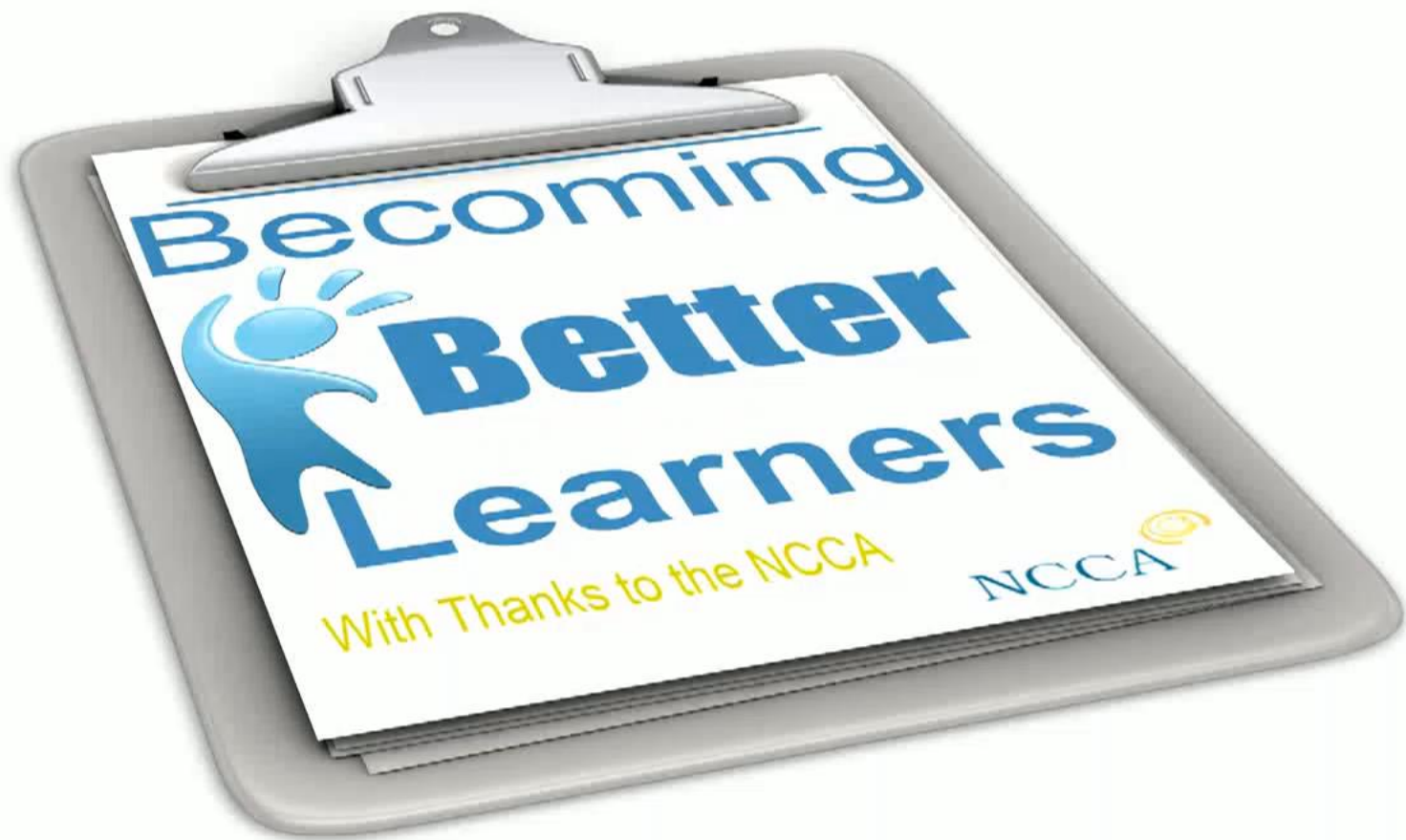
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Wellbeing

300 & moving to 400 hours over 3 years

- Physical Education
- Social, Personal and Health Education (including Relationship and Sexuality Education)
- Civic, Social and Political Education
- Guidance



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**STUDENT
WELLBEING IS AT
THE HEART OF THE
VISION OF A NEW
JUNIOR CYCLE.**

Why does wellbeing matter?

Student wellbeing is present when the students realise their abilities, take care of their physical wellbeing, can cope with the normal stresses of life, and have a sense of purpose and belonging to a wider community.



INDICATORS OF WELLBEING



ACTIVE

- Am I a confident and skilled participant in physical activity?
- How physically active am I?



RESPONSIBLE

- Do I take action to protect and promote my wellbeing and that of others?
- Do I make healthy eating choices?
- Do I know where my safety is at risk?



CONNECTED

- Do I feel connected to my school, my friends, my community and the wider world?
- Do I appreciate that my actions and interactions impact on my own wellbeing and that of others, in local and global contexts?



RESILIENT

- Do I believe that I have the coping skills to deal with life's challenges?
- Do I know where I can go for help?
- Do I believe that with effort I can achieve?



RESPECTED

- Do I feel that I am listened to and valued?
- Do I have positive relationships with my friends, my peers and my teachers?
- Do I show care and respect for others?



AWARE

- Am I aware of my thoughts, feelings and behaviours and can I make sense of them?
- Am I aware of what my personal values are and do I think through my decisions?
- Do I understand what helps me to learn and how I can improve?