Junior Certificate School Programme

Principals and Teachers new to JCSP
2014/15
Junior Certificate School Programme

Agenda

2014/2015

1. Welcome
2. Overview of JCSP
3. Using Allocation
4. Workshops
5. JCSP Policy
6. Profiling in JCSP
7. Supporting JCSP in school
8. Initiatives
9. JCSP Moving Forward
10. Close & Evaluation
Learning Outcomes

Participants will:

- Understand the main features of the JCSP programme
- Be confident in using the profiling statements
- Understand the value of JCSP initiatives
- Understand how JCSP supports school improvement (SSE)
What is the JCSP?

A Social Inclusion Programme

The JCSP is an intervention within the Junior cycle aimed at those students who are identified as being at risk of leaving school early perhaps without completing the Junior Certificate.

All JCSP Students sit the Junior Cert examinations
Student Profile

- An individualised record of students’ achievements over a period of time
- Allows students gain credit for a range of achievements wider than the terminal exam (CL 005/07 Information Note).

‘Every student is capable of success’
Established 1979 National Programme

1996

236 schools & centres
Approx. 15,000 students

Part of School Support Programme

DEIS

69%

Targets potential early school leavers
JCSP - AIMS of the Programme

To retain students

To bridge the gap

To build strong and positive learning foundations

To make school relevant and accessible to young people who find it difficult to cope with the school system.
JCSP - Elements of the Framework

- Teaching team
- Coordinator
- State Exam
- Profiling
- Parents
- Celebration
- Initiatives
- Literacy and numeracy strategy
- Active Learning

Framework supports student learning
The JCSP Framework

- Builds Confidence & Self esteem
- Promotes Inclusion
- Celebrates Success academic and key skills
- Supports student Engagement in learning
- Promotes Active Learning Methodologies
- Supports Differentiation
The JCSP Programme targets improvement in all identified areas of need.
How might you select JCSP students?
Selection of Students

Core Team

On-going Review

Relevant to your school context

Observing Students
Allocation

Circular 005/2007
Allocation: Coordination and Time for Planning

- 0.25 WTE (45 students or less)
- 5.5 hours per week
- 2 hours co-ordination time
- 3.5 hours for core team to meet weekly / profile meetings – one each term
### Using the Allocation

<table>
<thead>
<tr>
<th>No. of students registered in JCSP</th>
<th>Additional allocation hours per week</th>
<th>Additional allocation per week - WTE</th>
<th>Coordination time</th>
<th>Planning time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to 45</td>
<td>5.5</td>
<td>.25</td>
<td>2 hours</td>
<td>3.5 hours</td>
</tr>
<tr>
<td>45 - 90</td>
<td>11</td>
<td>.5</td>
<td>4 hours</td>
<td>7 hours</td>
</tr>
<tr>
<td>91 and over</td>
<td>16.5</td>
<td>.75</td>
<td>6 hours</td>
<td>10.5 hours</td>
</tr>
</tbody>
</table>
How some schools use planning time

Planning – 3.5 hours (210 minutes – approx 5 x 40 minute classes) per week

a) Core team: 4 teachers (e.g. 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 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.
The JCSP Team

JCSP Coordinator
Subject Teachers
Management
Tutor/Year Head
SCP Coordinator
HSCL Coordinator
Learning Support
Parents
Guidance Counsellor
Best Practice

Strong management – a co-ordinated team supported by the Principal.

Evaluation: Building on Success
Key Dates in the JCSP Year

- Selection process
- Information to parents
- Induction meeting for the teaching team
- Review and select Initiatives
- Teachers assess needs and select possible statements
- Registration for inservice
• Coordinators’ Meeting
• Update principal/staff
• October returns

• Initiative update
• Folder week
• Make a Book preparation
• Christmas Celebration
• Coordinators’ Meeting
• Update principal/staff
• Gather information for Final Profiling
• Folder Week
- Final Profiling deadline

- Initiative Evaluations deadline
- Summer Celebration
- Presentation of Final Profiles

- Capitation grant – circular 0024/2011
Parents and JCSP

Information Evenings
Certificates
Post-Cards
Celebration Events
Student Folders
Parent Teacher Meetings
Parents and JCSP

- Information Evenings
- Certificates
- Post Cards
- Celebrations
- Student Folder
- Parent Teacher Meetings
Using the Website

http://jcsp.slss.ie/
Coffee and Display
Inspector’s Evaluations: DES 2003/2004 (30 schools)
Report Findings 2006

- Having a significant impact on attendance and retention
- A notable improvement in students’ motivation and in their attitude to school

JCSP is having a positive impact on the development of students’ literacy and numeracy skills

- JCSP has a significant impact on developing students’ social skills

( Building on Success, DES, 2006)
Junior Certificate Results

• Many J.C.S.P. students achieved above average results compared with other Junior Certificate classes in their schools.

• Some subject teachers reported pass rates of up to 100% at Foundation and Ordinary Levels.

  (Building on Success, DES, 2006)
“From classroom observation and from structured interviews with third-year students, it is evident that the attitude of the students towards their schooling and to their involvement in the programme is positive. The students presented as content and confident, open and friendly and with a strong sense of group identity. Satisfactory attendance levels among the J.C.S.P. classes attest to their positive disposition towards the programme.”

( Building on Success, DES, 2006)
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
Profiling in JCSP

Profiling:
- Statement selection
- How statements are used to support learning and track progress
- Providing students with feedback

Initiatives
How JCSP supports DEIS Plan/SIP
Review and evaluation
Profiling in JCSP

- JCSP Profiling provides a framework for structured student feedback
- Statements are tools in the process of Assessment for Learning
- They are used to support teaching and learning in the classroom and outside of it
Using Statements

It is important that:

- The learning outcome is shared with students
- Students are reminded how to use the statement
- Students understand how their folder (JCSP Portfolio) is linked to the statements
JCSP Profiling Meetings are about...

Reviewing and reflecting on students’ performance, efforts and progress and...

deciding how to feed this back to students
Profiling, Planning and Review Materials

Profiling Folders and Teacher Booklets
Students get an individualised profile of skills, knowledge and achievement covering a broad range of personal and social skills in addition to academic achievements.

The process of preparing for this student profile is at the heart of the JCSP.
Core Team Meeting

The team considers:

- the strengths of the students
- the challenges they face
- the resources available to the teachers
- which goals to set for the term/year
- statements to support those goals
Statements and DEIS/SIP

The selection of statements can feed directly into the DEIS/School Improvement Plan
Statements:

Designed and reviewed by teachers to support student engagement and learning

Curricular

Cross-curricular

Personal Development
STATEMENTS

- Begin with a stated learning outcome
- Each one describes a skill, concept or area of knowledge
- Affirms that a student can do something, knows or understands something
- Based on the Junior Certificate syllabus
- Extends the range of knowledge and skills
The importance of engaging with Cross-Curricular statements

• Integrate learning across the curriculum for the students
• Provide a variety of contexts to enhance, consolidate and practise key skills (literacy numeracy) and life skills
• Provide experiential and real-life learning opportunities
• Provide additional opportunities for reinforcement and feedback
• Develop collaboration and collegiality across the JCSP teaching team
Students see progress: they don’t have to wait for Christmas or summer exams.

Building on Success: Evaluation
At Junior Certificate level the student can:

Describe, reflect and respond to a novel or short story studied

**Learning Targets** — This has been demonstrated by your ability to:

1. Give the title of the novel and the author's name
2. Explain what plot and theme mean
3. Explain what setting and character mean
4. Give a summary of the main events in the novel in five short statements
5. Write about an important moment in the story and say why it is important
6. Name the main characters and their relationship to each other
7. Describe where the story is set
8. Give a description of what each character looks like
9. Describe what the character's does (speech, actions, thoughts)
10. Explain why the characters act in certain ways
11. State what can be learned about the main character from the way other characters react to him/her
12. Write what was liked/disliked and found interesting about a main character
13. Describe a character's personality and where in the novel this personality trait can be seen.
14. Note the way a character changes from the beginning to the end of the story
15. Comment on the words the author uses to describe the character
16. Explain the ways the author grabs the reader's attention
17. Write about what was liked or disliked about the ending of the novel
18. Use reference or quotation to back up answers
‘A growing body of research indicates that failure in school is a learned pattern of behaviour and expectation, and that such learning begins in the early years of school. Students who experience failure quickly learn to accept failure and then, to expect it.’

NCCA Report (1999)
Workshop

Draw a house
If students are to be motivated and confident learners, they don’t just need to know how successful they’ve been in completing a task.

They also need to know how to learn as they are working on the task and – even more fundamentally – that they are actually learning as they are working on the task.

This is particularly important for pupils who find learning difficult and lack confidence in their ability to learn.
Sharing the Learning Outcomes

- Making the learning goal/intention clear to the students:
  - Displaying the statement
  - Through questioning (to unpack the learning intention)
  - Through reflection: “What are we learning here?”
Methods of Assessing Competence

- Teacher observation
- Written tests and assessments
- Practical tests and assessments
- House/term examinations
- Oral questioning (and answers)
- Written class-work
- Written homework
- Individual work
- Group work
- Self assessment by the student
Awarding Statements

A student can be awarded a statement when he or she has completed at least 80% of the learning targets and has displayed competence in the following 4 areas:

- Frequency – almost always carries out the given task
- Accuracy – accurate enough for a given purpose
- Independence – can carry out the task almost independently
- Sustainability – retains the knowledge or skill for about a month

An important element of awarding statements is the teacher’s professional judgement.
Each student has a folder containing:

- A copy of the statements they are working on where they track their own progress with the help of the teacher
- Photos
- Samples of best work
- This is a folder to be proud of - shown to parents at every opportunity
Merits of Student Folder:

- Generates awareness of the programme
- A vehicle for providing regular feedback and affirmation to students
- Introduces opportunities for positive narrative at parent-teacher meetings
- Regular use in the classroom
- Involves the student in the learning process
- Folder classes
Merits of Student Folders:

• Generates student ownership of the Programme
• Makes the students aware of the steps involved in completing the next module of work
• Increases motivation to learn
• The student becomes actively involved in structuring his/her own learning
A Range of Certificates are available to support student feedback.

Postcards are available to provide a mechanism for feedback to the home.
Profiling in the Classroom

Using statements to support teaching and learning
JCSP Profiling

A student profile is an individualised record of the achievements which a student has demonstrated over a period of time.
# Student Profile

Rachel

At Junior Certificate level the student

## English

<table>
<thead>
<tr>
<th>Area</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Expression: Writing</td>
<td>Can use written language to express and reflect on experiences.</td>
</tr>
<tr>
<td>Experience of Literature &amp; Media</td>
<td>Can respond to a range of reading materials and media sources.</td>
</tr>
<tr>
<td>Creative Writing</td>
<td>Can produce an original piece of creative writing, drawing on either an external stimulus or on imagination.</td>
</tr>
<tr>
<td>Experience of Literature</td>
<td>Can respond to a range of reading materials and literary texts.</td>
</tr>
<tr>
<td>Novel / Short Story</td>
<td>Can describe, reflect and respond to a novel or short story studied</td>
</tr>
<tr>
<td>Poetry</td>
<td>Can describe, reflect and respond to poetry studied</td>
</tr>
<tr>
<td>Play / Film</td>
<td>Describe, reflect and respond to a play or film studied</td>
</tr>
<tr>
<td>Letters</td>
<td>Write a formal and informal letter</td>
</tr>
<tr>
<td>Reports</td>
<td>Write a report - a factual account of an event or situation</td>
</tr>
<tr>
<td>Creative Work</td>
<td>Review a novel, poem, film, song, or any other creative work</td>
</tr>
<tr>
<td>Advertisements</td>
<td>Comment on the purpose, content and features of various advertisements</td>
</tr>
<tr>
<td>Print Media</td>
<td>Comment on the purpose, content and features of various types of print media</td>
</tr>
</tbody>
</table>

## Cross Curricular Statements

<table>
<thead>
<tr>
<th>Statement</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>Attends regularly and is never absent without good reason.</td>
</tr>
<tr>
<td>Working with Others</td>
<td>Works with others and makes a positive contribution to group activities.</td>
</tr>
<tr>
<td>Working Alone</td>
<td>Carries out appointed tasks without supervision.</td>
</tr>
</tbody>
</table>
Workshop

Choosing Statements
Lunch!
Supporting JCSP
JCSP Support

Co-ordinators’ Meetings

National inservice

In-school – team and whole staff in-service

School visits

Literacy and Numeracy Strategy

Specially developed materials

Web site, phone support, email support
Literacy and Numeracy

- Inservice – national and school based
- School Wide Approach
- Classroom Strategies
- Materials – Keywords …..
- Initiatives - short term and longer
- DEIS Planning
JCSP Library Project

Welcome to St. Paul’s Community College
Moyle Park Library
Moyle Park Library
Moyle Park Library
Moyle Park Library
Moyle Park Library
Moyle Park Library
Important considerations:

Use of the **explicit instruction model** when introducing the use of KWL.

Use of **cooperative learning strategies**

Remember that KWL charts are useful for students of **all abilities**
Regardless of the strategy being taught, the process of explicit instruction remains the same.
“The teacher may need to model the process several times before the students actually take ownership of the literacy strategy.”

(Fuentes 1998)
Materials

Guidelines for Initiatives
Student Workbooks
Book Marks
Certificates
Video Platform
Literacy and Numeracy Posters
Junior Cycle Moving Forward

• Statements as assessment for learning
• Statements recently reviewed:
  ➢ Maths, History
• To be reviewed this year:
  ➢ English
• Initiative
JCSP Initiatives
Why become involved in an initiative?

• Supporting
  ➢ The curriculum – inside and outside the classroom
  ➢ Teaching and learning
  ➢ Student engagement
  ➢ Student success and well-being

• Parental involvement

• Link to DEIS Plan/SIP

• Online evaluations become part of your evidence
Who Can Be Involved?

• Class teacher(s)/SNA(s)
• Parents
• Management
  ➢ announcements over intercom
  ➢ visit classroom(s)/participate
  ➢ attend celebrations
• Other subject teachers
  ➢ ask how initiative is going
  ➢ help students to complete targets
  ➢ give some class time to initiative
  ➢ attend celebrations...
Literacy Initiative Examples

- Paired Reading
- Readalong
- Reading Challenge
- Word Millionaire
- Subject Topic Box
- Cross Age Peer Tutoring
- DEAR
- Reading Programme in the English Classroom
Reading Challenge
A structured reading project with parental support

Students read a book a week for six weeks (some of them!)

- Target Group 1st and 2nd years
- Reading Age 7.00 - 10.00
- Parental involvement
- Provide extrinsic motivation
- Celebration
Numeracy Initiatives

- Paired Maths
- Maths Laboratory
- Curricular Maths Games
- Flashmaster
- General Numeracy
- Handheld Gaming Device
- Number Millionaire
Make a Book Project.

Animoto
Junior Certificate with a Plus +

- Junior Certificate
- JCSP Profile
  - Certificate
  - Profile
  - Description
  - Reference
- Award ceremony
The Programme attempts to ensure that:

- The student is affirmed
- Develops a pattern of success
- Enjoys School
- Stays in school
- Has good news to bring home
- Feels good about themselves
- Improves attendance
- Sees possibilities for themselves
Supporting Teaching and Learning

Thank You