



Professional Development Service for Teachers | An tSeirbhís um Fhorbairt Ghairmiúil do Mhúinteoirí



Junior Certificate School Programme

Initiatives 2019-2020

www.pdst.ie



Post-Primary



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Applying for JCSP Initiatives

Please fill in a separate application form for each initiative that you are applying for, outlining a proposal, reasons for applying for the initiative and projected outcomes, as well as any JCSP statements that the students will undertake as part of the initiative. Incomplete proposals can not be considered.

Initiative applications are submitted through www.jcsp.ie following login. *There is a PowerPoint presentation on "How to apply for Initiatives Online" available at <http://www.jcsp.ie/co-ordinators.html>*

Initiatives must be evaluated including a summary of expenditure. The usual practice of retaining receipts for auditing purposes and returning an evaluation will apply to these initiatives. Failure to provide an evaluation of initiatives including an accounting of monies spent will preclude schools from receiving initiatives.

Closing date for *Initiative Applications* is 3pm Thursday, 3rd October 2019.

All *Evaluations* should be returned online by Friday, 1st May 2019.

JCSP Initiatives 2019-2020 Overview

Schools are offered a broad range of initiatives each year. Initiatives offer schools opportunities to implement or develop various interventions into the formal and non-formal curriculum. In previous years, initiatives have proved hugely successful and have led to significant developments within the programme. As a result of participating schools' evaluations and recommendations, the wider network of JCSP schools have benefited greatly from the experience and insights gathered and shared. Initiative funding is provided for the organization of educational activities rather than capital expenditure, unless specified by the PDST JCSP.

We are offering initiatives under the following categories:

- 1) Literacy
- 2) Reading
- 3) Numeracy
- 4) Subject Specific
- 5) Developing the Arts
- 6) General JCSP

Schools are invited to apply for a **Christmas Celebration** and a maximum of **six** initiatives in the school year. ***We encourage you to apply for a variety of initiatives – try something new in your school.***

Guidelines:

- **Incomplete proposals can not be considered.**
- **In order to encourage you to apply for a variety of initiatives, the same initiative cannot be granted continuously.**
- Initiative funding is awarded based on the quality, clarity and comprehensiveness of the application.
- Applying for an initiative does not guarantee that it will be approved.
- All initiative grants are budget dependent.
- The amounts of money available may well be reduced depending on the number of schools applying and the budget available. You will therefore only know how much is approved for your school when you receive your letter of approval.
- In relation to the following initiatives: Author in Residence, Artist in the Classroom, Reading Medley, Film-making, Handheld Gaming Device or Bodhrán - preference will be given to schools who have not received this initiative within the last 2 years. You may wish to consider alternative applications.
- Reading Corners—schools can't apply 2 years in a row, you should apply for a top-up. Must be a break of 3 years between applications for a further Reading Corner.
- In relation to "Top Ups" – preference will be given to schools who have not received this initiative in the past three years.

Specific Literacy and Numeracy Interventions

Many of these literacy and numeracy initiatives have a research element where teachers are asked to pre- and post-test students as well as administer a questionnaire before and on completion of the short-term intervention.

Initiative funding for Literacy Interventions is allocated in two phases:

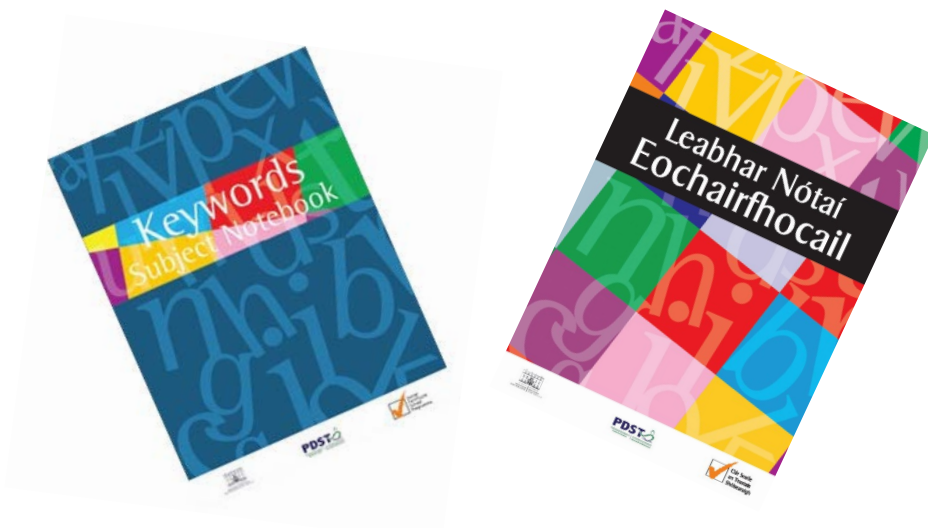
- (1) Initial initiative set-up
- (2) Supplementary top-up for each subsequent year

1) Literacy Initiatives

a) Keyword Initiative:

Students are challenged to learn keywords and keyspellings across subject areas over a six-week period. Parental involvement is an element of this intervention. Materials are available to support the initiative:

- Keyword Notebooks (English & Irish)
- Keyword Lists posters (English & Irish)
- Keyword folder inserts (English & Irish)
- Making senses of Exam Keywords insert (English & Irish)
- Visual Verbal Squares— pads and posters
- Keywords to Know— pads and posters (English & Irish)



b) Spelling Challenge:

This initiative is aimed at subject teachers interested in improving the spelling of key vocabulary offering the students a challenge in order to motivate the learning process.



c) Author in Residence Initiative:

This programme would particularly focus on creative writing skills development where an author would work for a period of time with a group of JCSP students. Schools could link with Poetry Ireland Writers in Schools Residencies Scheme at www.poetryireland.ie or phone the Writers in Schools team at Ph: 01-6789022. This scheme is based on the idea of a short residency by a writer to a school, working closely with one teacher and with the same JCSP class or group of students. Many projects have a strong local flavour in that the writer is local. The thinking behind these residencies is to take a more developmental approach towards the teaching of literature and to develop approaches which enable the participants to explore the world of imagination over a longer period, in the company of an experienced writer. The participation of a key teacher and the development of a working alliance between the teacher and writer are fundamental to this approach.

Preference will be given to schools who have not received this initiative within the last 2 years. You may wish to consider alternative applications.



d) Storytelling Initiative:

Sharing and creating a common experience in storytelling aids in the development of oral language patterns and listening skills. Students need a wide experience with spoken language if they are to achieve success in reading. This initiative provides funding to engage an outside storyteller to introduce the JCSP students to the art of storytelling. This initiative could also be part of a wider project involving students in creating and telling their own stories.

e) Primary Picture Books Initiative:

This initiative is based on a very successful project in Ó Fiaich College, Dundalk, Co. Louth. JCSP students link with a primary school class and choose an appropriate picture book to read with the students. The students are prepared to visit the primary school and each student is assigned a reading partner to whom they read the book. On completion, each student presents the book to his or her reading partner.



f) Reading Corners Initiative/top-up:

Reading is an essential component of all subject areas so why not make it a visible component as well. To instill in students an awareness of the importance of reading, classrooms can provide an environment in which reading is clearly valued. This initiative can be used to create a classroom reading corner with shelves that have books on a variety of topics, targeting a range of reading levels and provide a wide range of genres, both fiction and non-fiction, including such reference books as dictionaries, thesauruses and encyclopaedias, etc. Beanbags and MP4s could also be a feature of the classroom-reading corner.



A top-up application can be made in the year following the grant of the full Reading Corners initiative.

There must be a break of 3 years between applications for a further Reading Corners initiative.

g) Digital Storytelling Initiative:

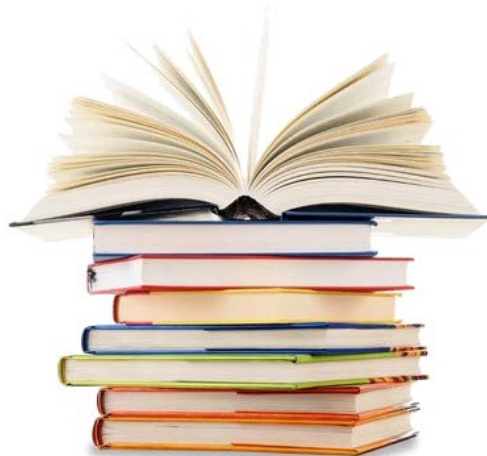
Everyone has a story to tell. Digital storytelling revolves around the idea of combining telling stories with a variety of available multimedia tools. Digital stories are short films made by students using computers and photographs, drawings, sounds etc. The short film/video can be created by an individual or group of students.

h) Oral Language Development Initiative: Confidence in Presentation Skills

Schools will be given funding to focus directly on the oral language development of a targeted group of students. The initiative will aim to give students the confidence and opportunity to deliver oral presentations to their class, to other students, to teachers, to parent events or to any group/event within the school. The funding can be used to pay for outside expertise in the area of public speaking, speech and drama. Links can be made with the local toastmaster clubs or any other local source deemed to be suitable to employ in order to make the initiative attractive, interesting, worthwhile and engaging.

i) Book Review Initiative:

Schools are invited to apply for this initiative where they will be supplied with book tokens for each student in their class and asked to bring the students on a trip to a book shop to purchase books that they will read, discuss and record their book reviews in their book review booklets, also supplied through this initiative. Please indicate the number of students in your class on your application for this initiative.



j) School-based Literacy Initiative:

This initiative will allow schools to come up with their own imaginative response to the literacy difficulties some of their students are experiencing. Schools are asked to document the projects and evaluate their success.



k) Calligraphy/Penmanship Initiative:

This initiative focuses on developing the art of penmanship and enhancing the students' written work. The funding for this initiative can be used to purchase calligraphy sets or calligraphy lessons for the students.



l) JCSP Newsletter/Yearbook:

The JCSP year is always an exciting and eventful one and what better way to capture all the activities and achievements than in a newsletter or yearbook. The subvention for this initiative will provide coordinators with funds to produce such a newsletter or yearbook. The aim would be to produce a newsletter a couple of times throughout the year or a yearbook towards the end of the year providing JCSP students with a forum to display their great work to the broader school community.

m) Dictionary Initiative:

This initiative provides schools with the opportunity to investigate the level of impact that planned, strategic and focused dictionary-work can have on enhancing the teaching and learning environment, learning outcomes and on improving the literacy skills and competencies of JCSP students. This initiative works best where schools plan and implement a cross-curricular dictionary project, involving several subject areas. Each participating school will be provided with funding to purchase a class set of age-appropriate dictionaries and to celebrate student achievement and successes at the end of the initiative.



n) Debating:

Speaking skills and oral language skills are the focus of this initiative. Students are introduced to debating skills and also they are encouraged to participate in a speaking and listening initiative. We offer schools the opportunity to twin with other local JCSP school/s and engage in a debating competition. The funding is in place to provide schools with the support needed to travel to another school or debating competition. There is also the opportunity to celebrate at the end of this initiative.

o) Literacy in Your Classroom:

This initiative is in place to support any teacher who wants to enhance literacy development and support strategies in their classroom practices. The list of possibilities is endless but could include:

- Fluency Exercise
- Keywords
- KWL
- Anticipation Charts

DART (Directed Activities Towards Text)

such as:

Cloze exercises

Prediction

Sequencing

Labeling Text Exercises

Classification

Odd Man Out

Labeling Diagrams etc.

Writing Frames

Key Spelling Strategy

Use of Graphic Organiser/ Mind Mapping/ Study Skills

Reading Strategy such as SQ3R / Skim / Scan

Time For Reading



The subvention is available to purchase additional materials to support the implementation of such strategies with the JCSP students and to plot the impact of the strategy on literacy improvement in your subject as well as to celebrate the success of the initiative with the JCSP students.

p) e-Portfolio Initiative:

This initiative is provided in order to develop students' digital literacy skills. The e-portfolio can be used to record and store student work which can be accessed by parents, students and teachers. It can also facilitate the development of students' literacy skills through blogging and the use of multi-media. The subvention will be provided in order to provide JCSP students with access to an e-portfolio for one year.

2) Reading Initiatives

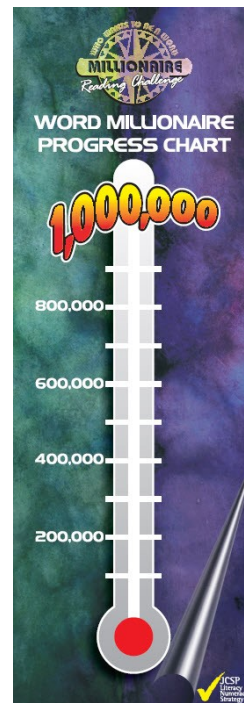
a) “Who Wants to be a Word Millionaire?” Initiative:

This is a short-term reading intervention which challenges a class group of JCSP students to engage in recreational reading, at home with the support of their parents, and to collectively read a total of one million words over a six-week period. The following support materials can be provided to schools: teacher guidelines, “Who Wants to be a Millionaire” achievement certificates and “Who Wants to be Word Millionaire” wall charts for entering and tracking the cumulative totals of words read to date. Students are afforded an opportunity to complete statements CC53 and 54 in conjunction with this initiative.



b) “Who Wants to be a Word Millionaire?” Top Up Initiative:

Schools that participated in and completed the “Who Wants to be a Word Millionaire?” initiative last year, can apply for this **supplementary top-up** funding to support the running of the initiative again during the current school year and to enable schools to acquire additional reading materials for the initiative. Students are afforded an opportunity to complete statements CC53 and 54 in conjunction with this initiative.



c) Reading Challenge Initiative:



Reading Challenge is a short-term reading intervention, developed by a JCSP school co-ordinator. Students are challenged to read a book a week for six weeks. Parental involvement is an element of this intervention. Reading Challenge motivates students to read and review books; they also track their reading and are awarded for successfully meeting the reading challenge. The following support materials can be provided to schools:

- “Reading Challenge” teacher guidelines
- “Reading Challenge” booklet—Student book review
- “Reading Challenge” student achievement certificate
- “Reading Challenge” bookmarks
- “Reading Challenge” wall posters (A2 and A3)

Students are afforded an opportunity to complete statements CC52 and 54 in conjunction with this initiative.

d) Reading Challenge Top Up Initiative:

Reading Challenge Top Up offers schools funding to purchase more books for a new reading challenge project which is **already up and running** but needs to be re-stocked. Students are afforded an opportunity to complete statements CC52 and 54 in conjunction with this initiative.

e) Readalong /Playaway Initiative:

Readalong is a short-term reading intervention where students read while listening to the book being read on tape or CD. Students can also review the books and track their reading. After completing a six-week Readalong programme students are awarded for their achievement. Students are afforded the opportunity to complete statement CC55 Readalong in conjunction with this initiative.

Preference will be given to schools who have not received this initiative within the last 2 years. You may wish to consider alternative applications.



f) Readalong Top Up Initiative:

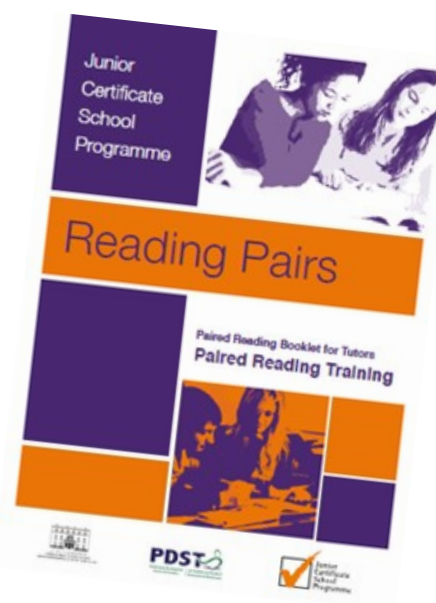
Readalong Top Up offers schools funding to purchase additional books on tape/CD for their Readalong project that is **already up and running** but needs to be restocked. Students are afforded the opportunity to complete statement CC55 Readalong in conjunction with this initiative.

g) Paired Reading Initiative:

Paired Reading is a short-term reading intervention. A tutor supports student reading. Paired Reading runs three to four times a week for six weeks. A Paired Reading Initiative can work where JCSP students act as tutors to a primary school class, or senior cycle students are reading tutors for a JCSP class or parents work as tutors with JCSP students. Students are awarded for successfully taking part in this reading project. The following support materials can be provided to schools:

- Paired Reading Teacher’s Manual and Resource Pack
- Paired Reading Tutor guidelines
- Paired Reading wall posters
- Paired Reading Tutor training CD “Everybody Reads”
- Paired Reading student achievement certificate

Students are afforded an opportunity to complete statements CC51 and 54 in conjunction with this initiative.



h) Paired Reading Top Up:

Paired Reading Top Up offers schools funding to purchase more books for their paired reading project **which is already up and running** but needs to be restocked. Students are afforded an opportunity to complete statements CC51 and 54 in conjunction with this initiative.

i) Readaloud Challenge:

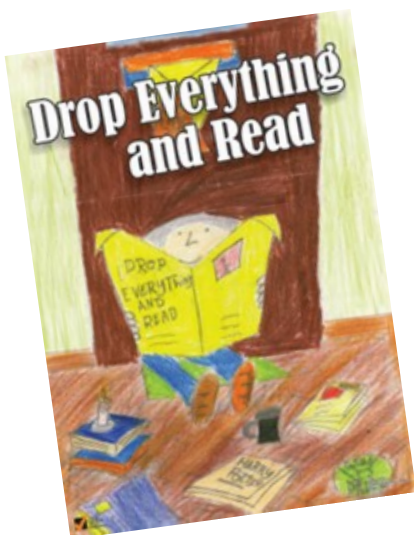
This is a reading challenge which aims to encourage fluency in reading. It allows students to practice reading different types of text and to be facilitated with an audience once they are comfortable and ready for a recital. Ideally, the school could introduce some level of competition or a mechanism of awarding merits to students who make good progress. This initiative provides funds for materials such as digital recording equipment to facilitate the recording of students reading and for a celebration. Ideally schools could share recordings and podcasts of these could be added to the JCSP Literacy website.

j) Reading Programme in the English Classroom Initiative :

For this initiative, schools are asked to consider the most appropriate reading laboratory e.g. SRA and use it **outside** of the learning support context with a JCSP class group. It is envisaged that schools would run a six-week programme. Using a reading laboratory resource, aimed at accelerating reading and providing students with a regular opportunity to read at their own level and track their progress. Schools are requested to select first year JCSP students to participate in this initiative, and to implement pre- and post-testing and a student reading survey.

k) Drop Everything and Read (DEAR):

This is a great way of promoting reading across the whole school or year group. The idea is that at a set time every day for a week (or longer if possible) *everyone* stops what they are doing and reads for fifteen minutes. It is a shared experience, gets people talking about books and reading while conveying a strong message that the school believes in reading. Students read, principals read, teachers in the staffroom read, phones are taken off the hook and secretaries read, the caretaker reads and visitors to the school are offered books or magazines to look through. This initiative can be used to organise boxes of books, magazines and newspapers per class, as well as one for the staffroom and office.



l) Drop Everything and Read Top Up Initiative:

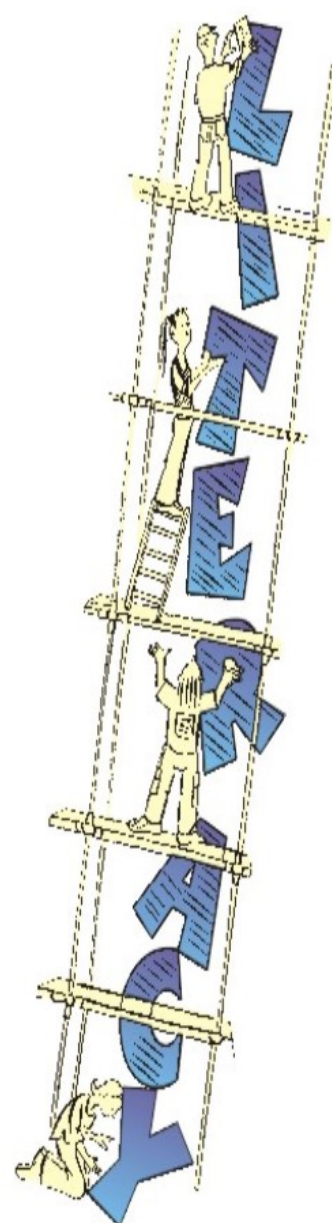
Schools that participated in and completed the “Drop Everything and Read” initiative last year can apply for this **supplementary top-up** fund. This initiative aims to support the rerunning of this initiative once again this academic year. It also supports schools to acquire additional reading materials for the initiative.

m) The Reading Medley (formerly the Literacy Medley):

The Reading Medley is a reading initiative targeting first year students. It is built on the best practice emerging from schools. Many schools are already running a number of reading initiatives with a year group and so this initiative asks that you put together a medley of existing JCSP reading initiatives to form a full first year reading programme. It is envisaged that at least **one** JCSP reading initiative is implemented with the chosen group each term. **Schools applying for this initiative must identify the three reading initiatives (from the suite of JCSP reading initiatives) and name same in the proposal form.** In order to ensure sustained interest in reading, enhanced funding is available for this initiative to support the purchase of age appropriate reading materials. This may supplement your JCSP Reading Corner if you have one or help to put one in place if you do not have one yet.

This initiative is not a new one, rather a way of structuring your reading initiatives to maximize the benefit to your students. This initiative seeks to investigate the impact of a planned and sustained approach to improving reading. A research dimension is an integral component of this initiative, which necessitates pre- and post-testing of the target group and the maintenance of an initiative log for the duration of the initiative. Students are not tested at the end of each initiative but only at the beginning of the year and post-tested at the end. You will no doubt see the benefits of actively sustaining reading throughout the whole of first year.

Preference will be given to schools who have not received this initiative within the last 2 years. You may wish to consider alternative applications.



3) Numeracy Initiatives

The suite of numeracy initiatives are aimed at improving students' numeracy skills. Participating schools may decide to use these initiatives to plan, develop and support the experiential approaches and active learning methodologies advocated in the new Project Maths syllabus.

a) Paired Maths Initiative:

This initiative provides opportunities for participating schools to plan and develop a framework for linking Fifth Year/Transition Year students with JCSP students in order to support the development and enhancement of mathematical and numerical competencies among JCSP students. Also, JCSP students can be paired with students from the primary school. The JCSP students will perform the role of peer tutors to the younger students. A research dimension is included in this initiative, which necessitates pre- and post-testing and the maintenance of a project journal throughout the duration of the initiative. Certificates of participation for students are available in English and Irish.



b) Maths Games Initiative:

This initiative provides opportunities for teachers to source and acquire age-appropriate maths games and/or maths activity packs and to use these resources to support the development of mathematical and numerical understanding among JCSP students. Teachers may also opt to plan, construct and develop their own maths games and activity packs.

c) School-based Numeracy Initiative:

This JCSP numeracy Initiative enables schools to acquire age-appropriate experiential resources and games in mathematics and numeracy and to use these materials to develop creative approaches to the teaching of mathematics and numeracy to JCSP students. A research dimension is included in this initiative which necessitates pre- and post-testing and the maintenance of a project journal throughout the duration of the initiative.

d) Flashmaster Maths Initiative:

Students who have struggled to master their tables might welcome a fresh approach; and so might their teachers. This initiative will introduce a new piece of maths equipment that has been used successfully in the USA for a number of years. The Flashmaster is a handheld device that looks rather like a calculator but does much more. It allows students to practice their maths facts- **Multiplication Tables, Division Tables, Addition Tables AND Subtraction Tables** – in a fun way. Students can set goals for speed and accuracy at different levels in any of the 4 table areas. Teachers can monitor and customize the Flashmaster to practice particular skills or revisit special problem areas. The Flashmaster can be set to “remember” the areas that cause difficulty. With a class set, a Tables Challenge or Maths Facts Challenge could be set once students have gained confidence in using the Flashmaster. Pre- and post-testing is not required as the device records the progress and class record sheets will accompany the initiative.



e) Number Millionaire Initiative:

Number Millionaire is a numeracy quiz where individual students (contestants) are challenged to identify the correct answer to twelve arithmetical questions. Each quiz question has a choice of four answers attached; three of the answers are incorrect. The student tries to identify the correct answer by performing mental computation and/or deduction. Whenever a student is unsure of the correct answer, he / she can avail of the support provided by the four Lifelines (50:50, Ask a Friend, Use a Friend, Ask the Audience) to arrive at the correct answer. The quiz is usually planned and structured as an individualised activity, involving one contestant at a time, but can also be implemented as a paired or collaborative activity involving two or more students.



f) Maths Laboratory Initiative:

This initiative will provide schools with the opportunity to investigate the effectiveness of the Maths Laboratory in developing enhanced mathematical and numerical understanding among participating JCSP students.

The Maths Laboratory contains a suite of standardised, graded, colour-coded and differentiated workcards.

The individual needs and existing knowledge and competency levels of the individual student determine and indicate the specific and most appropriate learning route to be taken through the laboratory assignments.



g) Handheld Gaming Device Initiative:

This initiative allows a teacher to purchase handheld gaming devices/tablets and accompanying maths software/apps to support numeracy development.

The teacher is asked to explore and choose the most suitable handheld device/tablets available on the market and then choose the most suitable software/apps. You are invited to try out 2 pieces of software/apps. The teacher is invited to buy a class set and use them with their JCSP students. They are required as part of the initiative to evaluate the impact of the activity as well as the software chosen. Happy Gaming!!

Preference will be given to schools who have not received this initiative within the last 2 years. You may wish to consider alternative applications.



4) Subject Specific Initiatives

a) Gaeilge Initiatives:

- **Maidin Gaeilge:** The funding will be available for schools to host an Irish morning where students can experience all kinds of activities that encourage the use of the language. This initiative allows the students to engage with Gaeilge Statements 1 and 4. Schools could have a shopping simulation of a village street/shopping centre with a bakery, a shop, a restaurant etc. In preparation for the morning, a cross-curricular project could be organised involving a number of subjects such as Art, Home Economics, Maths, Geography, History and, of course, Gaeilge.
- **An Ghaeltacht:** The funding can be used to enable JCSP students to visit a Gaeltacht region.
- **Bog Earraí:** Relevant software/educational materials could be purchased by the Irish department for use with JCSP students.
- **Céilí:** Host a céilí with a snack shop “as Gaeilge” and other activities using the medium of Irish. This initiative allows the students to engage with Gaeilge Statements 1 and 4.
- **Seanacháí:** Bilingual storytelling with an outside storyteller/seanacháí who will introduce the art of storytelling and engage with the students to develop their own stories.



- **Bodhrán/Traditional Instrument (& top-up) :** This initiative brings together Gaeilge and Irish Cultural Studies. The aim of the initiative is to introduce JCSP students to the bodhrán/traditional instrument and to playing along to Irish music. Schools can buy a number of bodhráns/ instruments and arrange for group lessons locally. Your local branch of Comhaltas Ceoltóirí can supply the names of local teachers. Bodhráns are available from music shops around the country.

A top-up application can be made in the year following the grant of the full Bodhrán initiative. Full Bodhrán initiative can be applied for after 3 years.

- **Gaeilge Camera Initiative:** This initiative will provide schools with an opportunity to purchase a digital camera. With this initiative, schools can use the students’ photographs to generate interest in project work in Gaeilge.

b) Physical Education Initiative:

This initiative is to encourage schools to participate in Adventure Activities and complete statement 8 in Physical Education.



c) Science Initiative:

This initiative focuses on the development of creative approaches to the teaching of Science to JCSP students in conjunction with JCSP science statements. Many innovative projects have been undertaken in schools due to participation in this initiative, e.g. Rocket Launch, Science Bus, Local Habitat study, etc.



d) Modern Languages Initiative:

This initiative is to support activities that encourage the use of the target language. For example: a shopping simulation with a bakery, a shop, a restaurant, etc. A cross-curricular project involving the Art, Home Economics, Maths, Geography, History and Modern Language departments among others to be involved in preparing for the simulation of a morning in a European high street/village.

This initiative allows the students to engage with Modern European Language statements 1,2 and 3.

- **Subscription to a Modern Language Magazine:** A subscription to a simple language magazine for each JCSP student could be purchased. The beginner level magazines by Mary Glasgow magazines are: **ALLONS-Y**, **DAS RAD** and **QUE TAL**. Group subscriptions include 6 issues a year, teacher notes, audiocassettes and poster set.



- **Linguascope:** Subvention could also be made available to subscribe to the website **linguscope** and to purchase and use many of their exciting resources for use with the JCSP students. We hope eventually to put together a resource pack where we will ask participating modern language teachers to advise us on the appropriateness of these materials and the usefulness of this site for the teaching of JCSP students.

e) Field Trip Initiative:

Students are given the opportunity to make a field trip that will enhance their ability to achieve statements in a broad range of subjects. Teachers can work in a collaborative way to engage in a field trip that can also help students to achieve cross curricular statements.



f) English Initiatives:

- **English Pen Pal:** Written communication between pen pals can provide a rationale for letter writing. This initiative encourages schools to link/twin with JCSP students in another school. Letters can be prepared in class and forwarded to their pen pals via post or email. It is anticipated that this will be a short-term intervention and perhaps consideration should be given to the number of letters that your students write.
- **English Camera Initiative:** This initiative will provide schools with an opportunity to purchase a digital camera. With this initiative schools can use the students' photographs to generate interest in project work in English.

g) History Initiative:

This initiative will provide opportunities for schools to develop creative strategies or develop resources around the teaching of History. Students are afforded opportunities to complete History statements in conjunction with this initiative.



h) Geography Initiative:

This initiative will provide opportunities for schools to develop creative strategies or develop resources around the teaching of Geography. Students are afforded opportunities to complete geography statements in conjunction with this initiative.

i) Environmental and Social Studies Initiative:

This initiative will provide opportunities for schools to develop creative strategies or develop resources around the teaching of one of ESS. Students are afforded opportunities to complete ESS statements in conjunction with this initiative.

j) Home Economics Initiative:

This initiative will provide opportunities for schools to develop creative strategies around the teaching of Home Economics. Students are afforded opportunities to undertake relevant subject statements in this area and to link with a range of cross-curricular statements also.



k) Materials Technology Wood Initiative:

This initiative will provide opportunities for schools to develop creative strategies around the teaching of Materials Technology Wood. Students are afforded opportunities to undertake relevant subject statements in this area and to link with a range of cross-curricular statements also.

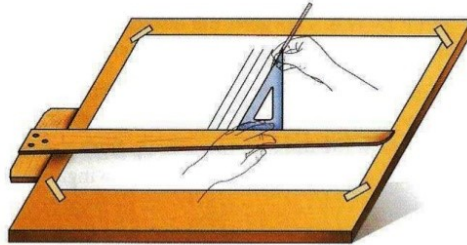


l) Materials Technology Metal Initiative:

This initiative will provide opportunities for schools to develop creative strategies around the teaching of Materials Technology Wood. Students are afforded opportunities to undertake relevant subject statements in this area and to link with a range of cross-curricular statements also.

m) Technical Graphics Initiative:

This initiative will provide opportunities for schools to develop creative strategies around the teaching of one of Technical Graphics. Students are afforded opportunities to undertake relevant subject statements in this area and to link with a range of cross-curricular statements also.



n) Subject Topic Boxes Initiative:

With this initiative schools have the opportunity to source and purchase topic books (excluding Text Books) and resources related to their individual subject areas. This will be relevant to all subjects e.g. Materials Technology Wood, Home Economics, History, Geography, Religion, etc.



o) Home Economics Celebrity Chef Initiative:

The funding for this initiative will provide schools with an opportunity to link with a local "Celebrity Chef". This initiative will introduce an imaginative and innovative dimension to cooking for JCSP students.



5) Developing the Arts Initiatives

a) Dance Initiative:

This initiative aims to promote the area of dance. Schools look to local or regional dance groups who offer workshops to schools in areas such as performance, improvisation, mime, clowning, dance and movement. This initiative allows the students to engage with Physical Education statement 5.

b) Drama Initiative:

This initiative aims to promote the area of drama. Schools look to local or regional drama groups who offer workshops to schools in areas such as performance, improvisation, mime, clowning and movement.

c) Music Initiative:

This initiative aims to promote the area of music. Schools look to local or regional music groups who offer workshops to schools in areas such as performance and improvisation.

d) Trip to an Art Gallery Initiative:

This educational trip will provide a valuable visual experience for the students. This initiative aims to enrich the students' artistic and aesthetic education in a stimulating and inspiring environment where they are allowed to interact with and respond to works of art. Students are afforded an opportunity to complete Art statement 6, Trip to the Art Gallery.



e) Artist in the Classroom Initiative:

This programme would particularly focus on creative visual skills development where an artist would work for a short time with a group of JCSP students.

This scheme is based on the idea of a short residency by an artist to a school, working closely with the art teacher and with the same JCSP class or group of students. Many projects have a strong local flavour in that the artist is local. The thinking behind these residencies is to take a developmental approach towards the teaching of art and to develop approaches which enable the participants to explore the world of imagination over a longer period of time, in the company of an experienced artist. The participation of the teacher and the development of a working alliance between the art teacher and artist are fundamental to this approach.

Preference will be given to schools who have not received this initiative within the last 2 years. You may wish to consider alternative applications.



6) General JCSP Initiatives

a) JCSP Student Folder Photographs Initiative:

In this initiative co-ordinators will be given an opportunity to purchase a photo printer and cartridges so that JCSP has exclusive use of such equipment. This will add an exciting dimension to student folder work and displays of students' work. This initiative also gives the JCSP co-ordinators the opportunity to buy the materials needed to support the student folder and enhance the display of work.

b) Christmas Celebration:

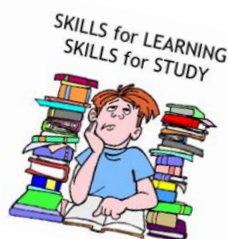
This particular initiative enables JCSP students, their parents and teachers to join in a celebration and recognize student work from the first term. Students from the three junior years are usually involved. Many schools put on displays of work by the students. This can be a selection of their work from the first term or a specific project i.e. Christmas. It can also be the culminating event of a cross-curricular project and /or a display of student work where parents and teachers are invited to acknowledge and celebrate the students' achievements.



c) Twinning with another School Initiative:

In this initiative schools will create a short term twinning partnership with another school. Teachers and students will collaborate with their partner school in developing a cross-curricular project.

d) Study Skills Initiative:



With this initiative schools could source suitable providers of materials or could develop their own materials on study skills or transfer programme. Students are afforded an opportunity to complete Study Skills statements CC63, CC64, CC65, CC66 and CC67.

e) Guidance Initiative:

We recently viewed a range of very attractive guidance materials suitable for Junior Cycle students. This initiative will give schools an opportunity to purchase appropriate software and support materials or they could develop their own materials for teaching Guidance to JCSP students. Students are afforded an opportunity to complete a Career Guidance statement.

f) Arts and Crafts Initiative:

This initiative is to encourage the development of creativity through the medium of arts and crafts. The subvention provides schools with the opportunity to purchase a variety of engaging and stimulating materials to augment teaching and learning in a variety of subject areas.

g) Film Making Initiative:



This exciting JCSP initiative is in place to invite schools to explore the area of digital film making with the JCSP students. It is hoped that schools will source local expertise in this area and students will be taught some of the techniques involved in film-making, perhaps linking with the video statement or an adaptation of it. Dublin schools will be invited to link with Screen Project Film makers. Storyboarding and scriptwriting techniques could be explored in this initiative. Many arts groups around the country are involved with film and may provide you with a useful starting point.

Preference will be given to schools who have not received this initiative within the last 2 years. You may wish to consider alternative applications.

h) Chess Initiative:

This initiative will provide schools with an opportunity to teach the game of chess to JCSP students. The funding can be used to purchase chess sets, organise a chess club or to link with other JCSP schools for chess tournaments.



i) ICT in the Classroom:

This initiative is to enhance the numeracy skills of JCSP students through the provision of a numeracy website licence (limited numbers available). The subvention is to provide for associated materials or a celebration event.

j) Community Service Initiative:

This initiative is available to schools interested in engaging their JCSP students with a project that involves working in their local community. Schools would be asked to identify local groups that the students could link with. Students, through brainstorming and discussion, would identify what kind of community service they would see to be most valuable. Ideally, the activity would support, in some way, a group that is in their local community and the aim is to heighten awareness of the need to support others in our community, to practice the skills needed to offer practical support to such groups and to facilitate the students to give back to their local area.

This new initiative sets out a challenge to our students. All too often they are more than willing to give a hand, to get involved with many eager for the chance to be involved. They enjoy being with their friends and so together they are asked to reflect on what are the needs of their local community, to identify some aspect of the local area that could do with a hand. The teachers are asked to facilitate this reflection and support their plan of action.



The programme runs for a number of weeks before they evaluate the results of their work and it culminates with a JCSP celebration ceremony where all participants receive a certificate of participation. Those involved in groups such as Localise will receive an Active Citizenship Certificate. Such a programme is initially run over ten weeks and could act as a catalyst for further community work as groups may decide to continue working after the initial stage.

Some schools may choose to link with The Localise Community Service Learning Programme <http://www.localise.ie> that is a method of connecting classroom lessons with meaningful service to the community. The programme gives teachers and students a first-hand experience of learning through community service. It fits easily in a classroom setting and it enhances the teaching of JCSP, CSPE, SPHE, RE and Transition Year.

For example, a group of first year secondary school pupils studying CSPE may visit and tidy their local elderly day care centre as part of their action project' or they may decide to fundraise and make gift and cards for local hospitals and charities. The programme benefits the school, the community and the students.

k) WRaPParound Initiative:

WRaPParound—Writing, Reading and Performance Poetry

The funding provided will allow schools to engage a poet/rap artist for WRaPParound workshops with their students. Participating students in each school work with an established poet/rapper over a series of workshops during which they write, edit, recite and/or record their own work.

Set up in 2013, WRaPParound is a JCSP Library Project performance poetry initiative run in conjunction with Poetry Ireland. Each year participating schools have been invited to showcase their work at performance events in Trinity College, Dublin and University College, Cork.

This spoken-word poetry initiative introduces students to writing, reading and reciting poetry in a new way. Through being encouraged to craft poems on their own ideas and experiences, students find a new way into poetry.

Writing, listening to and creating spoken word poetry and rap songs gives students an understanding of the power of language. The ability to write their own poems, to stand up and perform their poems or to rap quickly and clearly contributes to the development of writing, oral language and listening skills.

Experience to date has demonstrated that participation in this spoken word poetry education initiative can strengthen students' literacy skills, can engage reluctant writers and can develop the student voice and emotional literacy.





Professional Development
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☎ 01 - 236 5000 ✉ jcsp@pdst.ie

www.pdst.ie



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