



Junior Certificate School Programme (JCSP)

New To JCSP



Overview

<p>Session 1</p> <p>10.00 – 11.15</p>	<ul style="list-style-type: none"> • Overview of JCSP • Allocation • Key dates
<p>11.15 – 11.30</p>	<p>Coffee</p>
<p>Session 2</p> <p>11.30 – 13.00</p>	<ul style="list-style-type: none"> • Statements and Profiling • Initiatives and Make A Book • Scoilnet
<p>13.00 – 14.00</p>	<p>Lunch</p>
<p>Session 3</p> <p>14.00 – 15.30</p>	<ul style="list-style-type: none"> • Digital Library • Resources • Close and Evaluation

What is JCSP?

JCSP is a **social inclusion** programme that is aimed at students who are identified as being at risk of being **socially or academically isolated** or at risk of early school leaving before the Junior Cycle has been achieved.

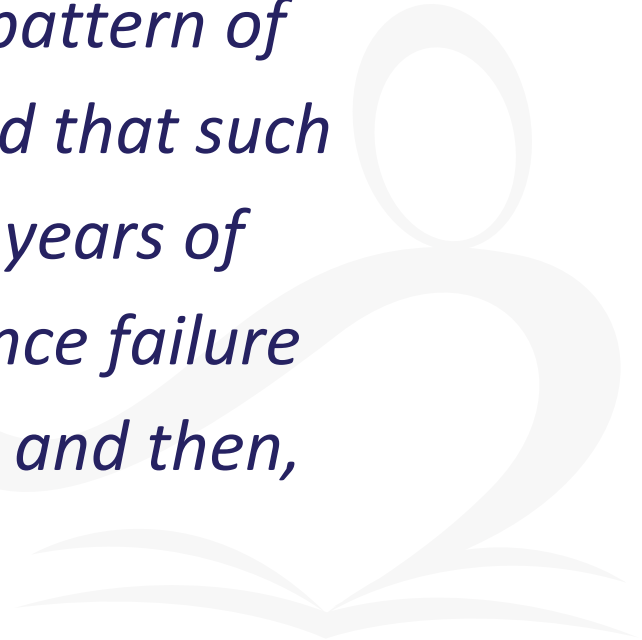
JCSP

Every student is
capable of success



NCCA Report, 1999

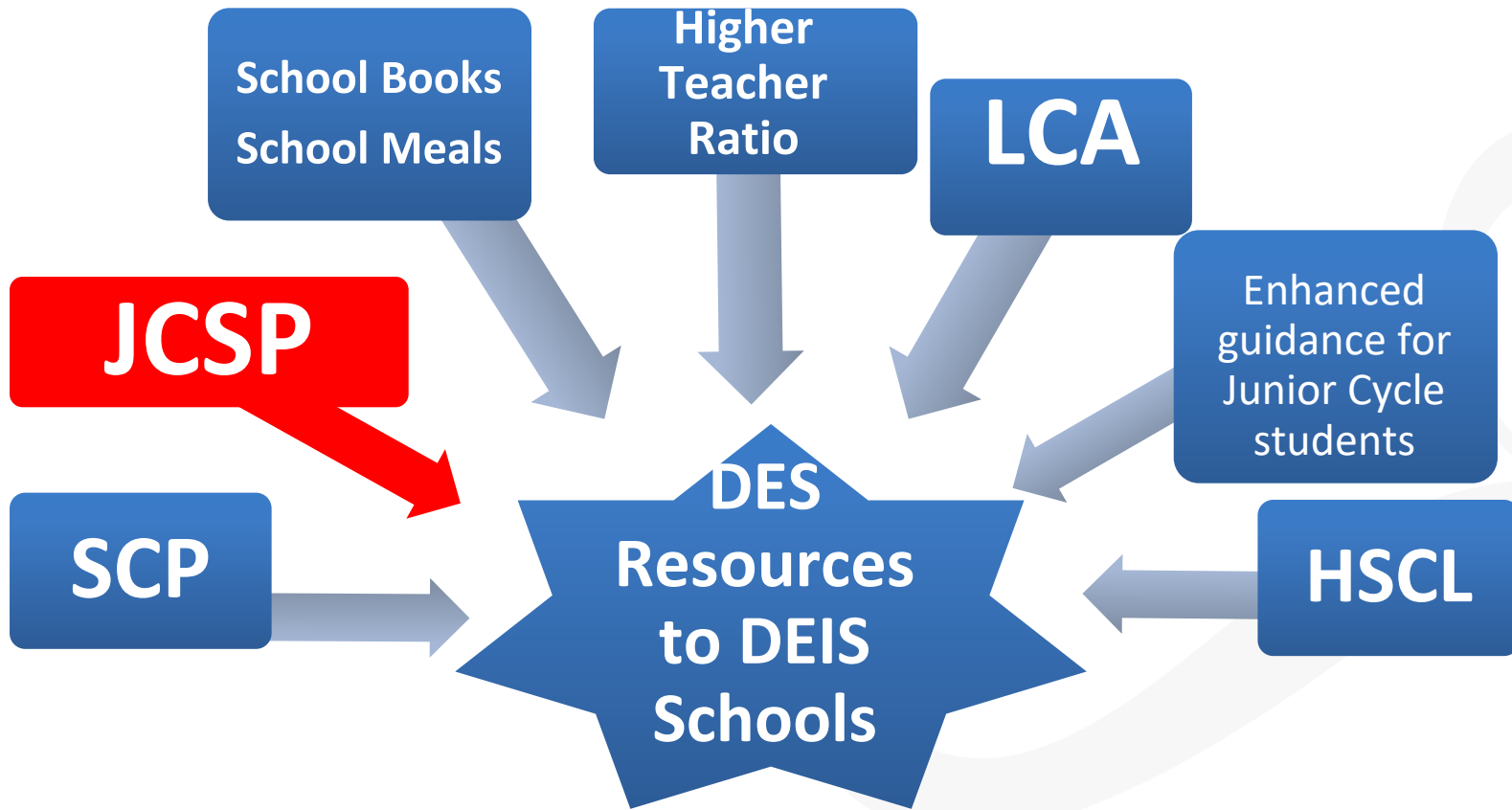
'A growing body of research indicates that failure in school is a learned pattern of behaviour and expectation, and that such learning begins in the early years of school. Students who experience failure quickly learn to accept failure and then, to expect it'



JCSP to Date . . .

- 1979 – Established as part of the early school leavers project
- 1996 – JCSP established as part of the National Programme
- 227 schools and centres and approx. 34,143 students
- 2005 – JCSP extended under DEIS
- 2010 CAP

Students needs supported by...



Aims of JCSP

- 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.



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

The JCSP Framework

- Builds confidence and self esteem
- Promotes inclusion
- Celebrates success
- Supports student engagement in learning
- Promotes active learning methodologies
- Supports differentiation

School Sets Own Criteria for JCSP Students

Examples of selection criteria:

- History of absenteeism in primary school
- History of behaviour issues in primary school
- Recommendations from HSCL/SCP
- Low Levels of Literacy
- Low Levels of Numeracy

Points to note:

- Students can enter the programme at any stage in Junior Cycle when identified as being at risk
- To receive a Final Profile students must complete 1 year of the Programme
- Student Profiling is created by JCSP core team meetings facilitated by the JCSP

Allocation of Time

- Circular 0014/2019



Circular 0014/2019

2.2.5 Junior Certificate School Programme (JCSP):

An additional 0.25 wte post allocation is granted to each participating school for each group of up to and including 45 recognised pupils participating in the Junior Certificate School Programme (JCSP) subject to a maximum of 135 pupils.

A school is restricted to one group of a maximum 45 JCSP pupils in the year it commences JCSP and in the following two school years.



Suggested Use of Allocation

No. of students registered in JCSP	Additional allocation hours per week	Additional allocation per week - WTE	Coordination time	Planning time
Up to 45	5.5	.25	2 hours	3.5 hours
46 - 90	11	.5	4 hours	7 hours
91 and over	16.5	.75	6 hours	10.5 hours

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 (eg. 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.

Capitation Grant - Circular 0005/2007

7. A special per capita grant of €63.49 will be made, once only, in respect of each student entering the Programme in schools in the free education scheme. The grant will be paid on the basis of information supplied to the Department on the "October List" returns. In the case of VEC schools, the grant will be paid to the relevant Vocational Education Committee.

Key Dates in the JCSP Year

Term 1: September - December

Select JCSP Students

Parents information

Induction meeting for the
JCSP team

Review and select initiatives

Teachers assess needs and
select possible statements

Registration for In-service

Coordinators Day

Make A Book prep

Folder Week

Christmas Celebration

Term 2: January - March

JCSP Coordinators In-service

Folder Week

Make A Book Exhibition

Gather Information for Final Profiles

Term 3: April - June

Final Profiling

Initiative Evaluations

Folder Week

Summer Celebrations

JSCP Graduation

Parents and JCSP

- Information Evenings
- Certificates
- Postcards
- Celebrations
- Student Folders
- Parent Teacher Meetings

Informing Parents About JCSP

How does this happen in your school?



Any Questions?



Best Practice (Evaluation *Building on Success* 2006)

Strong
Management

A coordinated
team
supported by
the principal

Whole school
approach

The JCSP Team May Include

Learning Support
Teacher

JCSP
Coordinator

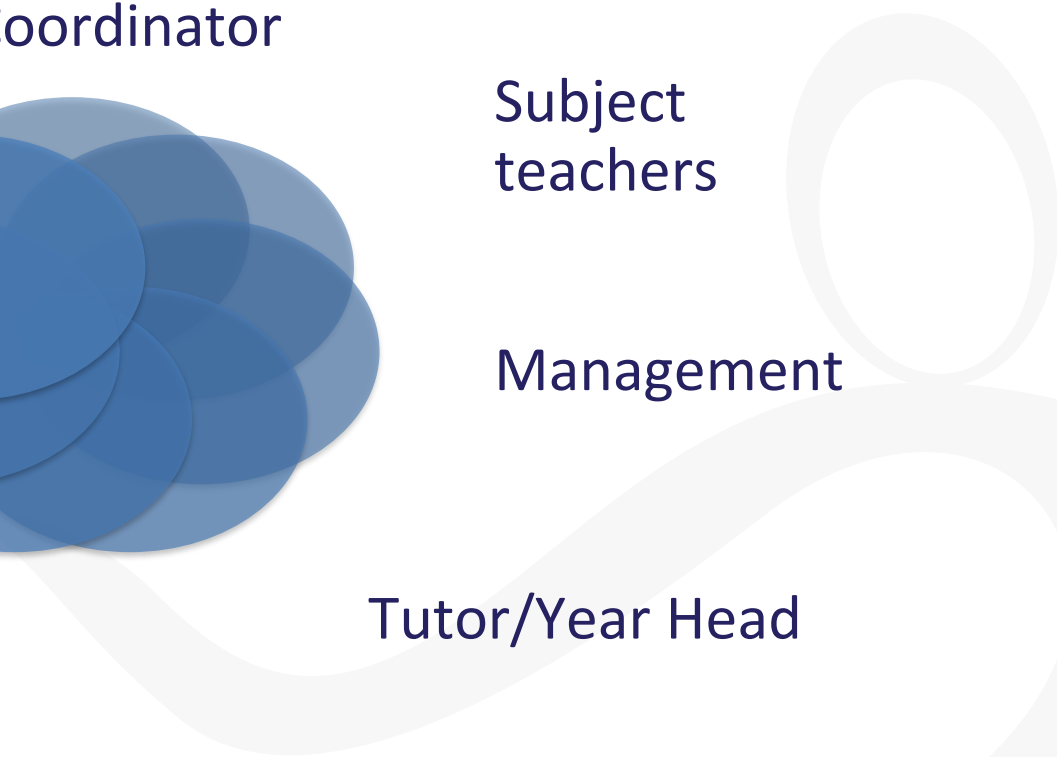
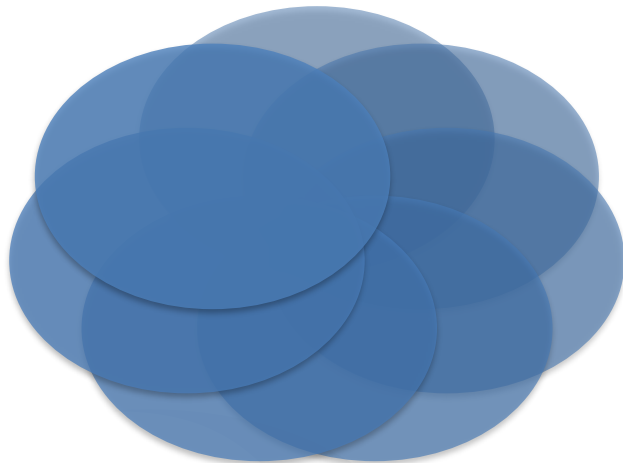
Subject
teachers

HSCL
Coordinator

Management

SCP
Coordinator

Tutor/Year Head



Goals to set for
the term/year

Resources
available to
teachers

**Core
Team
Meetings**

Statements
which support
these goals

Strengths of the
students

JCSP Policy/Programme Plan

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





Programme Statement



Analysis of the plan



- Builds confidence and self esteem
- Promotes inclusion
- Celebrates success
- Supports student engagement in learning
- Promotes active learning methodologies
- Supports differentiation

How can we include the following?

Teacher voice



Student voice

Parental voice

Supports for the JCSP Teachers

Co-ordinator

Statements

Initiatives

Resources

Core Team

Website

Profiling

Inservice

JCSP Advisor

JCSP Support

- Co-ordinators' Inservice
- In school team and whole staff in-service
- School Visits
- Literacy and Numeracy Support
- DEIS /SSE Support
- Specially developed materials
- Website, phone support, email support

JCSP Videos

<http://www.mediaconcepts.ie/jcsp/index.html>



The Junior Certificate School Programme

Home

Literacy ▶

Numeracy ▶

JCSP in Schools ▶

Welcome

This is a range of video and audio files to support JCSP in schools. Here you can view aspects of a whole school approach to literacy and to numeracy in action, watch a series of short training videos for Paired Reading and listen to stories and poems written and recited by JCSP students.

Twitter

@jcspie

@jcsplibraries



JCSP
 @jcspie
 Junior Certificate School Programme
 jcsp.ie
 Joined January 2014

Tweets 765 **Following** 190 **Followers** 1,145 **Likes** 151

Tweets & replies **Media**

JCSP @jcspie · Sep 20
 JCSP New Coordinators, Principals & Teachers today @ilmerickedcentr | An introduction to JCSP #JCSP #PDST



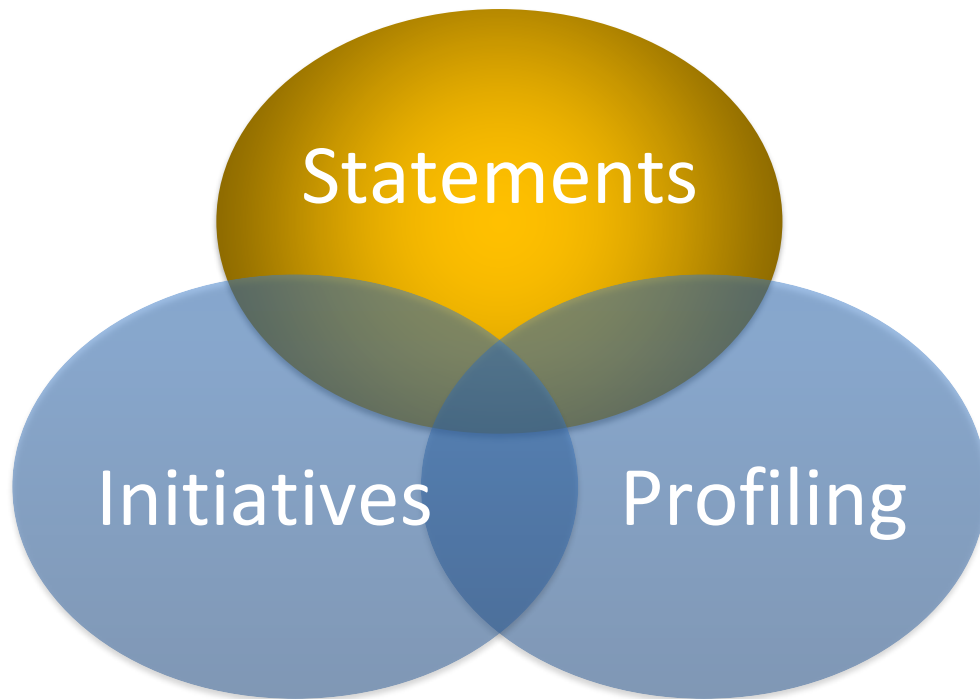
Who to follow · Refresh · View all

- Followed by Denis Moynihan and others
- permanent tsb** @permane...
Follow
- NIPT Ireland** @niptireland
Follow
- FÉILTE** @FEILTE
Follow

Trends for you · Change

- #CBLive**
1,169 Tweets
- #ccfc84**
@CorkCityFC is Tweeting about this
- #Ireland2023**
@osullims, @AlanWardSport and 2 more are Tweeting about this
- #IAYMH2017**

Underpinning JCSP



Statements

<http://www.jcsp.ie/subjects.html>

- A **statement** describes an area of **knowledge**, a **concept** or a **skill**. It states that a student knows, understands or can do something.
- Statements are divided into learning **targets**.

Food and Culinary Skills 1

HE

Statement Code no: 5

Student:

Class:

At Junior Certificate level the student can:

Plan, prepare, cook and present simple, well-balanced meals for individuals and groups

Date Commenced:

Date Awarded:

Learning Targets - This has been demonstrated by your ability to:

- | | |
|--|---|
| 1 Follow a simple recipe | <input type="checkbox"/> <input type="checkbox"/> |
| 2 Weight and measure foods using the correct equipment for example, scales, jug, cup and spoon | <input type="checkbox"/> <input type="checkbox"/> |
| 3 Prepare food, for example wash, peel, chop, dice, grate, slice | <input type="checkbox"/> <input type="checkbox"/> |
| 4 Follow the basic steps for hygienic handling of food | <input type="checkbox"/> <input type="checkbox"/> |
| 5 Practise oven cooking i.e. baking, roasting, microwave and casserole | <input type="checkbox"/> <input type="checkbox"/> |
| 6 Practise hob cooking i.e. frying, boiling, poaching | <input type="checkbox"/> <input type="checkbox"/> |
| 7 Practise grilling and / or barbecue | <input type="checkbox"/> <input type="checkbox"/> |
| 8 Choose the correct kitchen utensils for different tasks | <input type="checkbox"/> <input type="checkbox"/> |
| 9 Follow the basic steps for keeping the kitchen clean | <input type="checkbox"/> <input type="checkbox"/> |
| 10 Be aware of the nutrients and the five food groups | <input type="checkbox"/> <input type="checkbox"/> |
| 11 Plan a meal for a group keeping a balance between the five food groups | <input type="checkbox"/> <input type="checkbox"/> |
| 12 Plan and prepare meals for different between the live food groups | <input type="checkbox"/> <input type="checkbox"/> |
| 13 Wash, dry and put away dishes / utensils leaving the work unit ready for the next person | <input type="checkbox"/> <input type="checkbox"/> |
| 14 Prepare, present and evaluate finished dishes for individuals and groups | <input type="checkbox"/> <input type="checkbox"/> |
| 15 Summarise the main guidelines for healthy eating | <input type="checkbox"/> <input type="checkbox"/> |
| 16 Choose the appropriate temperature for individual dishes | <input type="checkbox"/> <input type="checkbox"/> |
| 17 Use kitchen equipment safely | <input type="checkbox"/> <input type="checkbox"/> |
| 18 Evaluate preparation and food handling skill | <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Maths, Physical Education, Science, CSPE, ESS

Work begun | Work in progress | Work completed

I can communicate as a speaker

English

Statement code no. EJC2

Student:

Class:

I can communicate as a speaker

I have begun | I am working on this | I can

This has been demonstrated by your ability to:

- | | |
|--|---|
| 1. Ask for information in an appropriate manner from my classmates, teachers and in other more formal situations | <input type="checkbox"/> <input type="checkbox"/> |
| 2. Agree or disagree with a statement | <input type="checkbox"/> <input type="checkbox"/> |
| 3. Listen with focus while others are speaking | <input type="checkbox"/> <input type="checkbox"/> |
| 4. Identify the main point/argument of a conversation or spoken text | <input type="checkbox"/> <input type="checkbox"/> |
| 5. State my opinion in a respectful way to my classmates, teachers and others | <input type="checkbox"/> <input type="checkbox"/> |
| 6. Give information clearly | <input type="checkbox"/> <input type="checkbox"/> |
| 7. Give clear instructions | <input type="checkbox"/> <input type="checkbox"/> |
| 8. Explain my thoughts in a way that is clear and understandable | <input type="checkbox"/> <input type="checkbox"/> |
| 9. Structure a report so that it contains enough detail for the listener to follow and understand | <input type="checkbox"/> <input type="checkbox"/> |
| 10. Form and express an argument that is persuasive | <input type="checkbox"/> <input type="checkbox"/> |
| 11. Criticise in a way that is constructive and respectful | <input type="checkbox"/> <input type="checkbox"/> |
| 12. Comment on subject topics in a way that is reflective and justified | <input type="checkbox"/> <input type="checkbox"/> |
| 13. Narrate a story or event using appropriate words and phrases | <input type="checkbox"/> <input type="checkbox"/> |
| 14. Describe something that I have imagined using adjectives and descriptive language | <input type="checkbox"/> <input type="checkbox"/> |
| 15. Discuss a novel, play, poem or film using appropriate language | <input type="checkbox"/> <input type="checkbox"/> |
| 16. Talk about my own and other students' writing and how it can be improved | <input type="checkbox"/> <input type="checkbox"/> |
| 17. Speculate on the events of a novel or drama using clear and thoughtful language | <input type="checkbox"/> <input type="checkbox"/> |

Reflecting on my learning...

One thing I did well...

One thing that I might improve...

I really enjoyedbecause....

Statements

I can communicate as a speaker

English Statement code no. EJC2

Student: _____ Class: _____

I can communicate as a speaker

I have begun | I am working on this | I can

This has been demonstrated by your ability to:

1. Ask for information in an appropriate manner from my classmates, teachers and in other more formal situations	<input type="checkbox"/>	<input type="checkbox"/>
2. Agree or disagree with a statement	<input type="checkbox"/>	<input type="checkbox"/>
3. Listen with focus while others are speaking	<input type="checkbox"/>	<input type="checkbox"/>
4. Identify the main point/argument of a conversation or spoken text	<input type="checkbox"/>	<input type="checkbox"/>
5. State my opinion in a respectful way to my classmates, teachers and others	<input type="checkbox"/>	<input type="checkbox"/>
6. Give information clearly	<input type="checkbox"/>	<input type="checkbox"/>
7. Give clear instructions	<input type="checkbox"/>	<input type="checkbox"/>
8. Explain my thoughts in a way that is clear and understandable	<input type="checkbox"/>	<input type="checkbox"/>
9. Structure a report so that it contains enough detail for the listener to follow and understand	<input type="checkbox"/>	<input type="checkbox"/>
10. Form and express an argument that is persuasive	<input type="checkbox"/>	<input type="checkbox"/>
11. Critique in a way that is constructive and respectful	<input type="checkbox"/>	<input type="checkbox"/>
12. Comment on subject topics in a way that is reflective and justified	<input type="checkbox"/>	<input type="checkbox"/>
13. Narrate a story or event using appropriate words and phrases	<input type="checkbox"/>	<input type="checkbox"/>
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Reflecting on my learning...

One thing I did well...

One thing that I might improve...

I really enjoyedbecause...

“Students see progress : they don’t have to wait for Christmas or summer exams”

Building on Success: Evaluation

Junior Certificate School Programme Achievement Cert

JCSP Subjects

- ✓ Art
- Basic Skills
- Business Studies
- Career Guidance
- Civics, Social and Political Education
- Cross Curricular Statements
- English
- Environmental and Social Studies
- Geography
- H History
- Irish
- Gaeilge
- Materials Technology : Metal
- Materials Technology : Wood
- Mathematics
- Modern Languages
- Music
- Physical Education
- Religious Education
- Science



What a Statement Looks Like

I can communicate as a reader

I have begun | I am working on this | I can

This has been demonstrated by your ability to:

1. Read a short text to my classmates with fluency and with meaning

I can communicate as a reader

English

Statement code no. EJC1

Student:

Class:

I can communicate as a reader

I have begun | I am working on this | I can

This has been demonstrated by your ability to:

1. Read a short text to my classmates with fluency and with meaning
2. Read two different kinds of texts with the same theme and note differences and similarities
3. Read a book from an appropriate level over a period of time and discuss using appropriate language
4. Read a short article/speech and extract main points/underline key sentences
5. State what plot and theme mean
6. Give the title of novel/play/poem with writer's name
7. Explain what character and setting mean
8. Describe the setting and character
9. Discuss what I learned about the main character
10. Study a text and answer comprehension questions
11. Summarise a chosen text
12. Read a poem with fluency and with meaning
13. Read a drama excerpt in a group
14. Extract examples of poetic techniques from a number of poems
15. Respond personally in writing to poem/photograph
16. Explore the content and components of a website, blog and advertising campaign
17. Read and discuss my own and other students' work to help to make it better

Reflecting on my learning...

One thing I did well...

One thing that I might improve...

I really enjoyedbecause...

Designed and reviewed by teachers to support student engagement and learning

www.jcsp.ie :



The screenshot shows the homepage of the PDST Junior Certificate School Programme website. At the top left is the logo for the Junior Certificate School Programme, featuring a checkmark. To its right is the text 'The Junior Certificate School Programme'. On the top right, there is a 'Login' section with a search box and a 'search' button. Below this is a horizontal navigation menu with buttons for 'Home', 'About Us', 'Contact Us', 'Profiling', 'Subjects', 'Initiatives', and 'Co-ordinator'. The main banner is blue with the text 'Junior Certificate School Programme' and 'Achievement Cert' below it. Below the banner, there is a section titled 'Welcome to the PDST JCSP website'. This section contains a paragraph of text and a list of links. To the right of the text are two small images: one labeled 'Videos' showing a camera and another labeled 'JCSP' showing the logo.

Welcome to the PDST JCSP website

Since 2010, the JCSP Support Service has been an integral part of the Professional Development Service for Teachers (PDST). The Team Leader is Anne Grills, PDST offers a variety of models and supports for JCSP Co-ordinators and schools. Please see below for relevant links:

- Calendar of CPD for JCSP Co-ordinators and teachers [here](#). To book a place using the PDST online booking portal, please click [here](#). [\(Information here\)](#)
- Application for various models of school based and telephone support can be applied for


****General Data Protection Regulations**:** To comply with General Data Protection Regulations (GDPR) you are requested to register/confirm as a user for JCSP services. If you are a JCSP Coordinator, Principal or JCSP Librarian in a school running the JCSP programme, please complete **this form**. You are required to confirm/register your details every year. Existing Accounts will be deleted if no response is received to the form by the 20th of September 2019.

CONGRATULATIONS to our JCSP Demonstration Library Project who recently were presented with the **Exceptional Contribution to Children's Literature award** from Children's Books of Ireland. Read the citation **here**.

SEPTEMBER UPDATE: Welcome back to another school year - here is a copy of the **letter** being sent to schools, **School Update Form**, **Calendar**, **Initiative Booklet** and **Recommended Resources Booklet**

New Competition: Create your Own Comic Strip - details **here** entry template **here**. Closing date 4th of December 2019.



JUNIOR CYCLE DRAFT STATEMENTS and TEACHER SURVEYS - AVAILABLE **HERE** 

MAKE A BOOK 2019: Spot your school entry in our **video** from all 11 Make a Book

Junior Cycle draft Statements

Please click on the below links to access draft statements and teacher surveys

Subjects	Status	New statements	Teacher Survey
English	Full	Here	N/A
Business	Full	Here	N/A
Science	Full	Here	N/A
Geography	Draft	Here	Here
Home Economics	Draft	Here	Here
Maths	Draft	Here	Here
Modern Foreign Languages	Draft	Here	Here
Music	Draft	Here	Here
Visual Arts	Draft	Here	Here

I can investigate in Science

Science

Statement code no. SJC1

Student:

Class:

I can:

I have begun

I am working on this

I can

This has been demonstrated by my ability to:

1. Design and carry out an investigation using the scientific method
2. Understand that a scientist can investigate through experiments and research
3. Understand that a scientist should ask a question first before they commence their work
4. Make a hypothesis (a temporary scientific explanation) that can be tested
5. Recognise that testing my hypothesis involves a number of steps, through researching, conducting an experiment, calculating, analysing, evaluating reporting and concluding
6. Explain that there are different ways of testing the same hypothesis
7. Design and carry out an investigation to test my hypothesis
8. Indicate the risks involved in carrying out my investigation and describe the steps that can be taken to reduce the risks
9. Listen to the views of other group members when planning out an investigation
10. Follow the safety procedures necessary to avoid any incidents
11. Use the required equipment in a correct manner in the science laboratory

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Reflecting on my learning...

One thing I did well...

One thing that I might improve...

I really enjoyed.....because...

I can investigate in Science

Science

Statement code no. SJC1

Class: _____

I can:

I have begun

I am working on this

I can

This has been demonstrated by my ability to:

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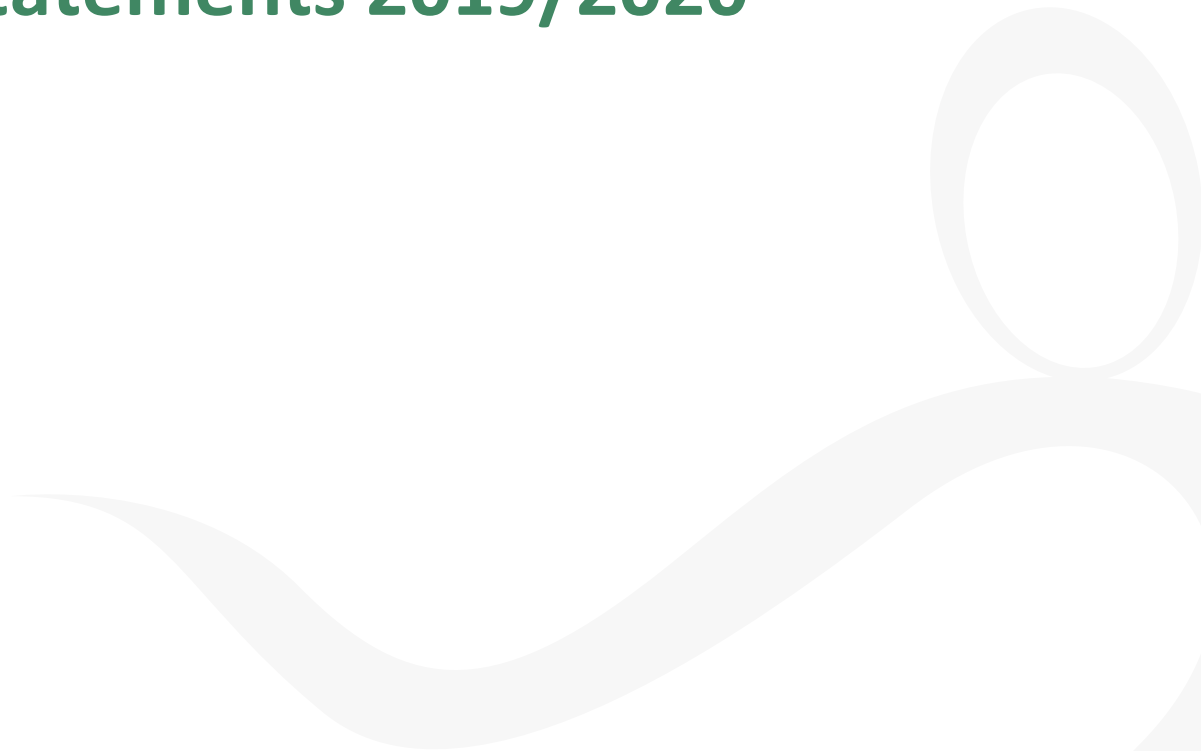
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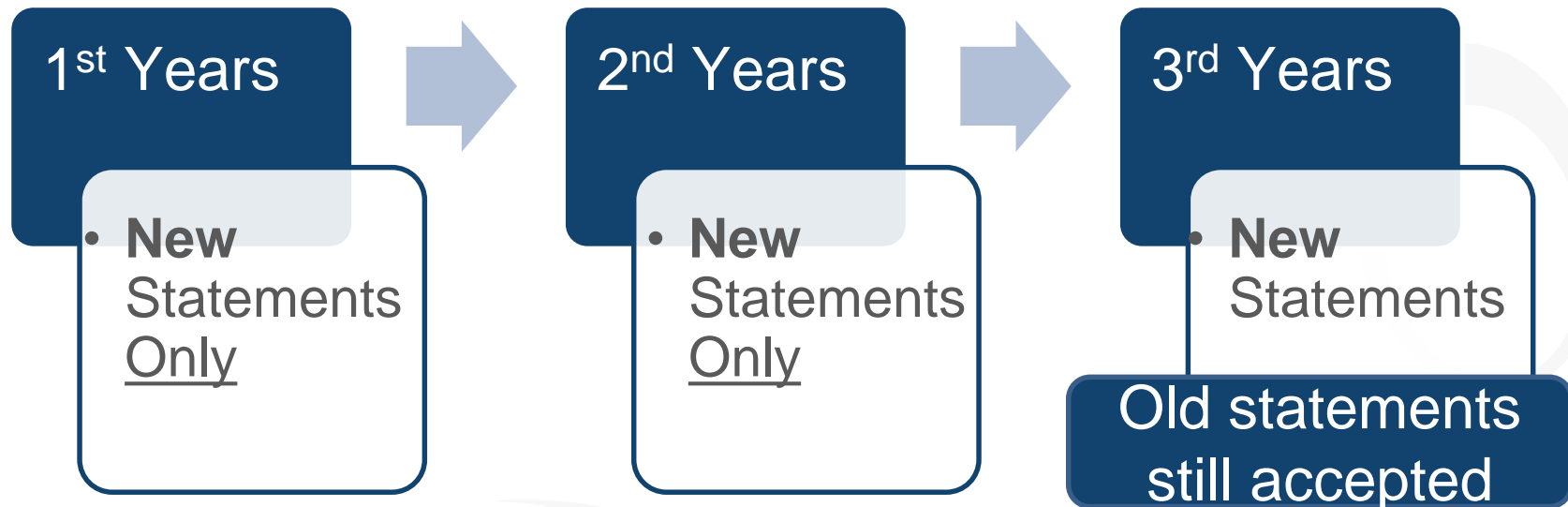
JCSP Draft Statements 2019/2020



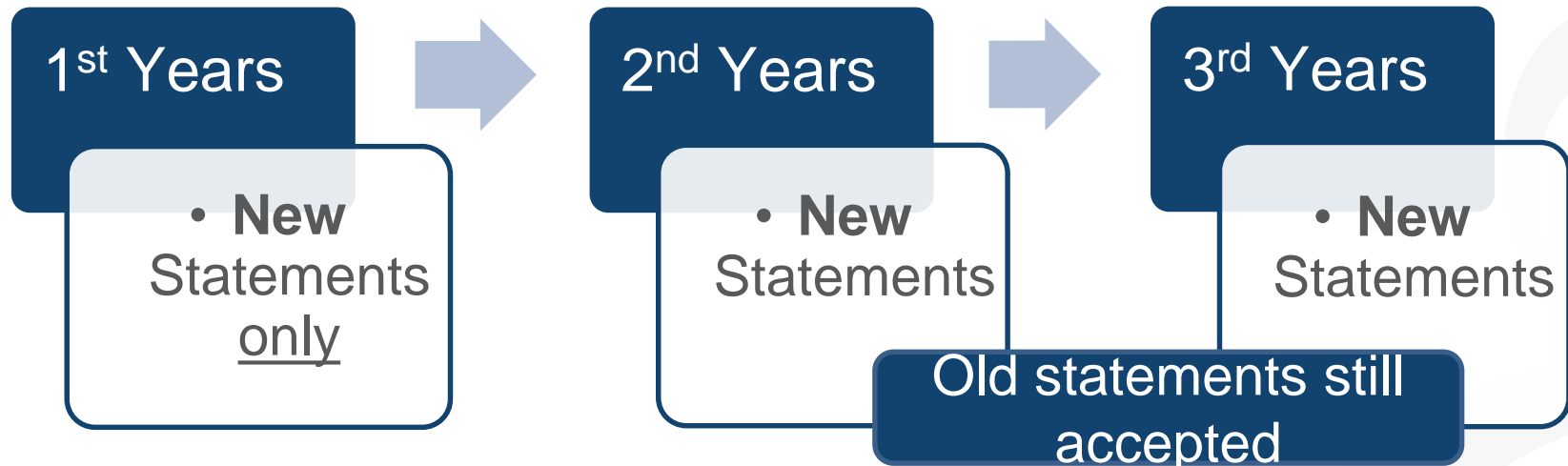
English Statements



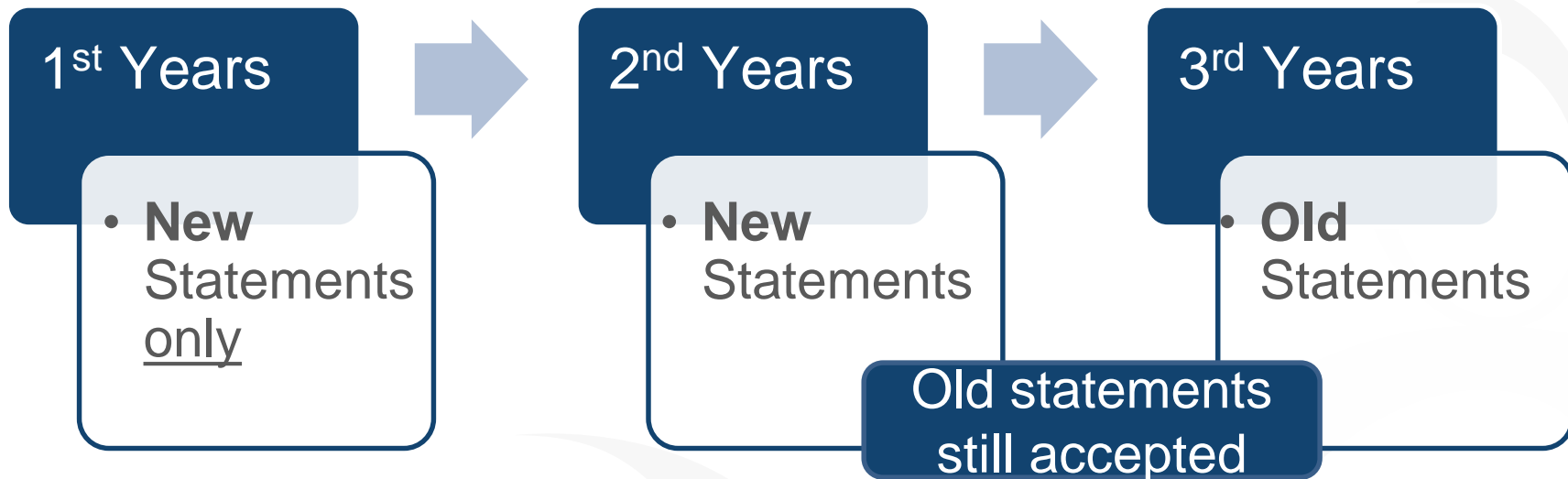
Business/Science Statements



Gaeilge/MFL/Art Statements

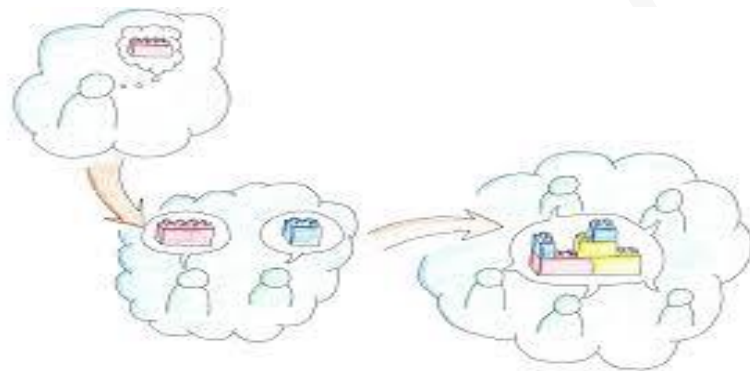


Maths/Home Ec/History/Music/Geography Statements



Think...Pair...Share...

How do your students know what statement they are working on?



Using Statements

It is important that:

- The statement and targets are shared with students
- Students are reminded how to use the statements and know where they are with each statement
- Students understand how their folder (JCSP Portfolio) is linked to the statements

How do teachers decide which statements to work on?

- First establish the abilities and needs of the individual or class group and then set realistic and achievable targets.
- Choosing statements based on this need will help build the Programme.
- It is important that only achievable statements are chosen (80%).
- Remember, the statements chosen are not additional to the Junior Certificate/Cycle course; rather they will form a framework for planning and teaching a syllabus/specification

Folders

Each folder has:

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

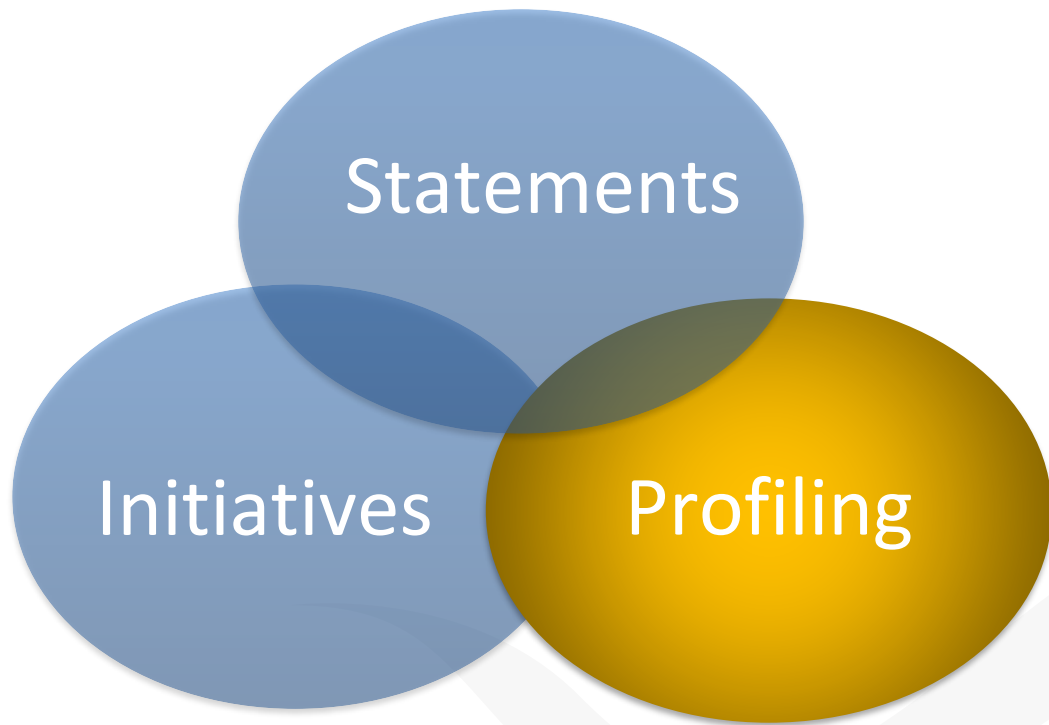
What is the best way to record student progress?

Students have their own folders with copies of statements.

Teachers keep a record of students' progress in a folder.

The statement tracker can be used.

Underpinning JCSP



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

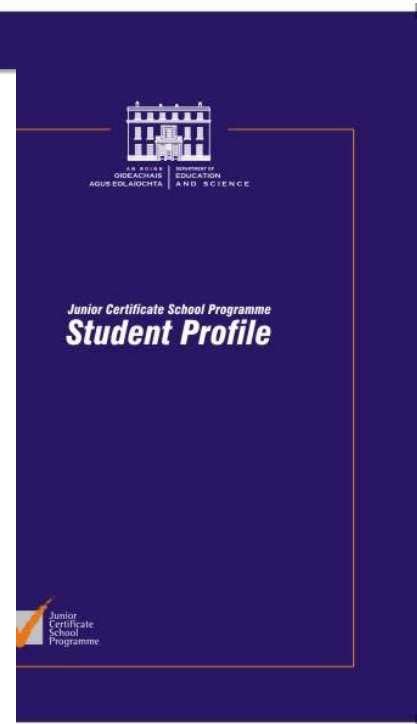
At Junior Certificate level the student

English

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

Cross Curricular Statements

Attendance	Attends regularly and is never absent without good reason.
Working with Others	Works with others and makes a positive contribution to group activities.
Working Alone	Carries out appointed tasks without supervision.



The process of gathering positive information about what the student has achieved and recording what the student can do.

Through profiling a student can gain recognition for subject work completed in preparation for the junior certificate exam.

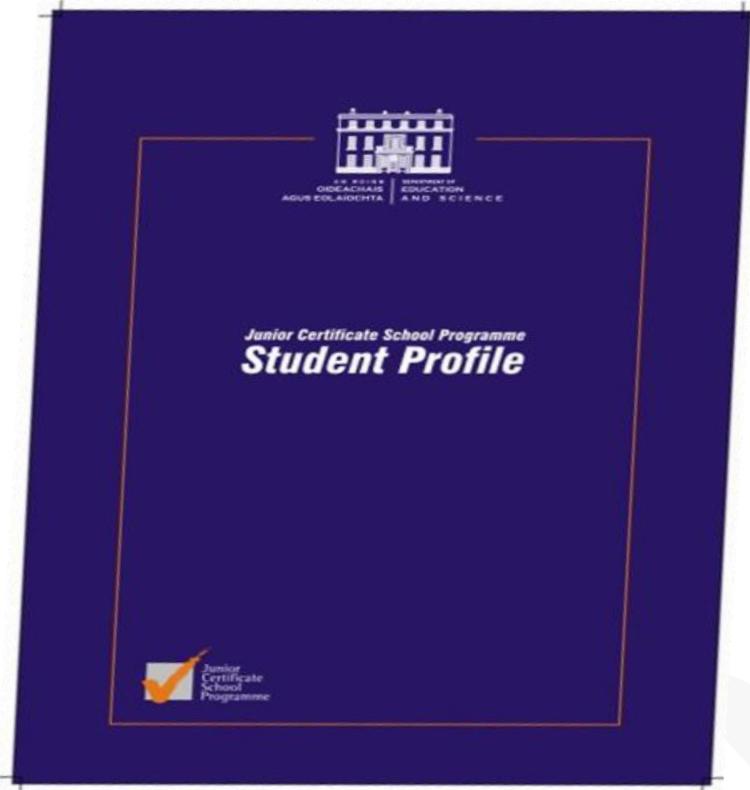
A bank of student's success and achievements is being built.

JCSP Profiling Meetings are about...

**Reviewing and reflecting on students' performance, efforts and progress and...
deciding how to feed this back to students**



The Final Profile



Student Profile

Rachel

At Junior Certificate level the student

English

Personal Expression: Writing	Can use written language to express and reflect on experiences.
Experience of Literature & Media	Can respond to a range of reading materials and media sources.
Creative Writing	Can produce an original piece of creative writing, drawing on either an external stimulus or on imagination.
Experience of Literature	Can respond to a range of reading materials and literary texts.
Novel / Short Story	Can describe, reflect and respond to a novel or short story studied
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Profiling

How are JCSP students profiled in your school?





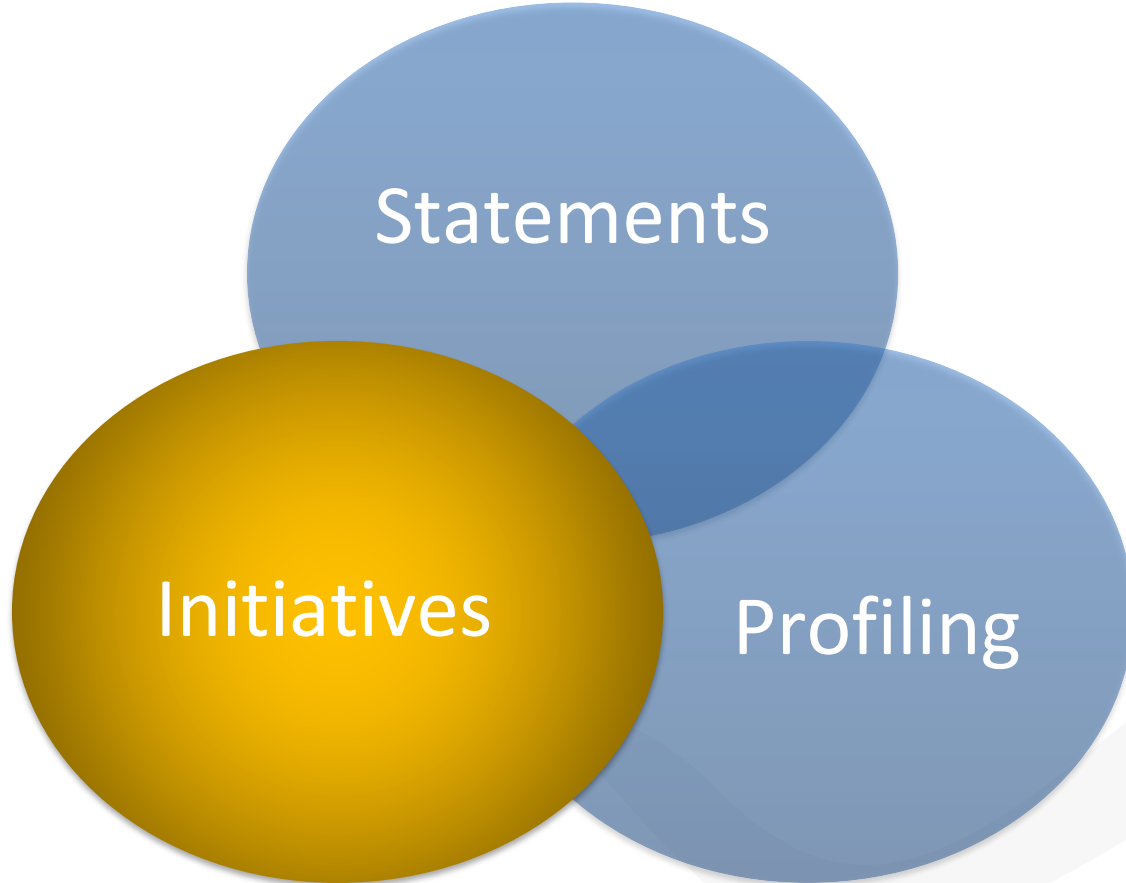
A Range of Certificates are available to support student feedback



World Millionaire Certificate



Postcards are available to provide a mechanism for Feedback to the home.



Initiatives

- Initiatives are activities/projects/trips offered to JCSP schools
- Each JCSP school receives 6 a year
- Some take a few hours and others last a few weeks



Who Can Be Involved In Initiatives?

- Class teachers
- SNAs
- Parents
- Management
- Subject Departments
- Other Subject Teachers (Cross-Curricular)

Make a Book



March
2019



Education Centre	Date
Dublin West	City West Hotel
Navan	Ardboyne Hotel
Blackrock	March Dun Laoghaire/Rathdown CC Offices
Drumcondra	Roganstown House
Limerick / Ennis	Woodlands Hotel, Limerick
Cork / West Cork	Vienna Woods, Cork
Carrick/Sligo	Sligo Park Hotel
Waterford / Wexford	Springhill Court Hotel
Laois / Kildare	Killeshin Hotel, Portlaoise
Donegal	Villa Rose Hotel

Make-a-Book 2020

ADVANCE NOTICE ONLY
Make-a-Book

Dún Laoghaire	Tuesday 3 rd March 2020
Dublin, Swords	Wednesday 4 th March 2020
Dublin, Swords	Thursday 5 th March 2020
Dublin, Tallaght	Friday 6 th March 2020
Limerick	Tuesday 10 th March 2020
Cork	Wednesday 11 th March 2020
Kilkenny	Thursday 12 th March 2020
Navan	Thursday 19 th March 2020
Laois	Friday 20 th March 2020
Sligo	Wednesday 25 th March 2020
Donegal	Thursday 26 th March 2020

MAB - Layout of the Day


Time	Activity
9:30 - 10:30	Set Up
10:30 – 11:00	Exhibition
11:00 – 12:00	Presentation and Entertainment
12:00 – 12:30	Food
12:30	Take down

Feedback from Make A Book

“Excellent and a great learning experience for all involved”

“A great day out lovely setting, plenty of time to view and read the other books and engage with other students. Students felt that a fuss was made over them and they enjoyed managing their stall, talking about their book to other students and teachers and being a part of the exhibition. They loved Gary McCarthy, hotel setting and lunch”

Resources

 Junior Certificate School Programme

KEYWORDS


Read the word

Say the word

Explain the Word to your classmate

Draw a picture of the keyword

Name



Junior Certificate School Programme


Keywords List

Topic:	Date:

Cúir Scoile an Fostais Stóirnearaigh

Liosta Eochairfhocal

Abair:	Date:



REFLECTING ON MY LEARNING

Today I worked really well at...

The most important thing I learned was...

One thing I didn't really understand was...

One new thing I learned was...

One thing I could do to improve my work is...

For my work today I would give myself the following comment...

What helped me understand was...


Today I made a positive contribution to my group by...


This week I worked really well at...

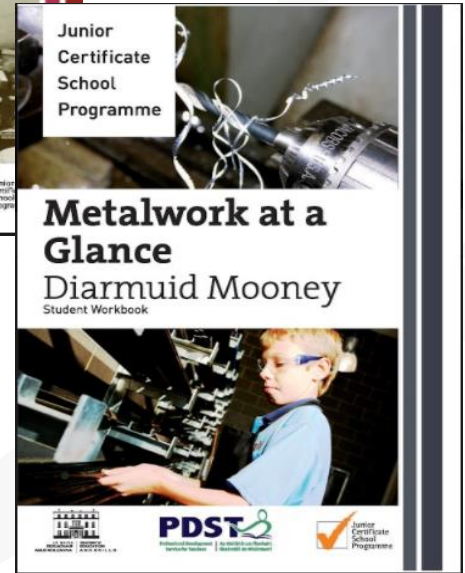
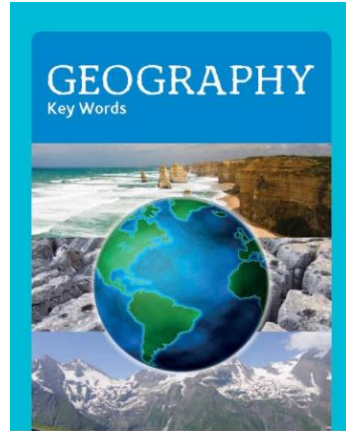
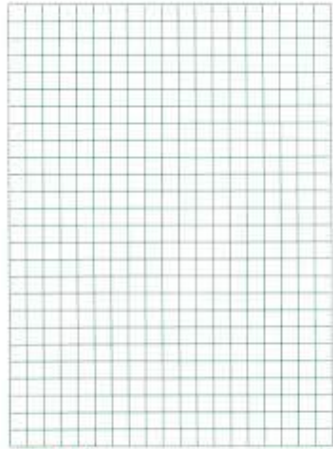
  

Visual Verbal Square

Definition	Related words
The word in a sentence	The word looks like this



 Junior Certificate Alternative Programme



Any Questions?





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