Junior Certificate School Programme (JCSP)

New To JCSP
## Overview

<table>
<thead>
<tr>
<th>Time</th>
<th>Session 1</th>
<th>Session 2</th>
<th>Session 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.00 – 11.15</td>
<td>• Overview of JCSP</td>
<td>• Statements and Profiling</td>
<td>• Digital Library</td>
</tr>
<tr>
<td></td>
<td>• Allocation</td>
<td>• Initiatives and Make A Book</td>
<td>• Resources</td>
</tr>
<tr>
<td></td>
<td>• Key dates</td>
<td>• Scoilnet</td>
<td>• Close and Evaluation</td>
</tr>
<tr>
<td>11.15 – 11.30</td>
<td>Coffee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.30 – 13.00</td>
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<td></td>
</tr>
<tr>
<td>13.00 – 14.00</td>
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</tr>
</tbody>
</table>
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.
Every student is capable of success
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...

- School Books
- School Meals
- Higher Teacher Ratio
- LCA
- Enhanced guidance for Junior Cycle students
- SCP
- DES Resources to DEIS Schools
- HSCL
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
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

<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>46 - 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

<table>
<thead>
<tr>
<th>a) Core team: 4 teachers (eg. Coordinator/maths teacher/English teacher and one other)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• This is part of the Profiling process</td>
</tr>
<tr>
<td>• Teachers may discuss student engagement/</td>
</tr>
<tr>
<td>statements being worked on in class/</td>
</tr>
<tr>
<td>attendance/successes/concerns/initiatives/</td>
</tr>
<tr>
<td>Final Profile/DEIS plan/School Improvement</td>
</tr>
<tr>
<td>Plan/JCSP plan</td>
</tr>
<tr>
<td>• Schools facilitate this by</td>
</tr>
<tr>
<td>➢ Freeing up teachers at the same time each</td>
</tr>
<tr>
<td>week</td>
</tr>
<tr>
<td>➢ Reducing teachers’ timetables by one</td>
</tr>
<tr>
<td>period a week to allow for teachers to</td>
</tr>
<tr>
<td>meet at another agreed period</td>
</tr>
</tbody>
</table>

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.
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
- HSCL Coordinator
- SCP Coordinator
- JCSP Coordinator
- Subject teachers
- Management
- 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
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
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
Underpinning JCSP

- Statements
- Initiatives
- Profiling
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

Statement Code no: 5

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

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

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

Refer also to: English, Maths, Physical Education, Science, CPR, ESO

Work begun ☑ ☑ | Work in progress ☑ ☑ ☑ | Work completed ☑ ☑ ☑ ☑

I can communicate as a speaker

Statement code no: EJC2

I can communicate as a speaker

Reflecting on my learning...

One thing I did well...

One thing that I might improve...

I really enjoyed …………..because….
“Students see progress: they don’t have to wait for Christmas or summer exams”

Building on Success: Evaluation
JCSP Subjects

- Art
- Basic Skills
- Business Studies
- Career Guidance
- Civics, Social and Political Education
- Cross Curricular Statements
- English
- Environmental and Social Studies
- Geography
- 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

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 enjoyed ...........because...
Designed and reviewed by teachers to support student engagement and learning

www.jcsp.ie:
**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.


JUNIOR CYCLE DRAFT STATEMENTS and TEACHER SURVEYS - AVAILABLE

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*

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Status</th>
<th>New statements</th>
<th>Teacher Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Full</td>
<td>Here</td>
<td>N/A</td>
</tr>
<tr>
<td>Business</td>
<td>Full</td>
<td>Here</td>
<td>N/A</td>
</tr>
<tr>
<td>Science</td>
<td>Full</td>
<td>Here</td>
<td>N/A</td>
</tr>
<tr>
<td>Geography</td>
<td>Draft</td>
<td>Here</td>
<td>Here</td>
</tr>
<tr>
<td>Home Economics</td>
<td>Draft</td>
<td>Here</td>
<td>Here</td>
</tr>
<tr>
<td>Maths</td>
<td>Draft</td>
<td>Here</td>
<td>Here</td>
</tr>
<tr>
<td>Modern Foreign</td>
<td>Draft</td>
<td>Here</td>
<td>Here</td>
</tr>
<tr>
<td>Languages</td>
<td>Draft</td>
<td>Here</td>
<td>Here</td>
</tr>
<tr>
<td>Music</td>
<td>Draft</td>
<td>Here</td>
<td>Here</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Draft</td>
<td>Here</td>
<td>Here</td>
</tr>
</tbody>
</table>
I can investigate in Science

I can:

<table>
<thead>
<tr>
<th>I have begun</th>
<th>I am working on this</th>
<th>I can</th>
</tr>
</thead>
</table>

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. Recognize that testing my hypothesis involves a number of steps, through researching, conducting an experiment, calculating, analyzing, 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. Identify the stages 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

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

I can:

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

Reflecting on my learning...

One thing I did well...

One thing that I might improve...

I really enjoyed......because...
JCSP Draft Statements 2019/2020
English Statements

1\textsuperscript{st} Years
- New Statements Only

2\textsuperscript{nd} Years
- New Statements Only

3\textsuperscript{rd} Years
- New Statements Only
Business/Science Statements

1st Years
- New Statements Only

2nd Years
- New Statements Only

3rd Years
- New Statements
  Old statements still accepted
Gaeilge/MFL/Art Statements

1st Years
- New Statements only

2nd Years
- New Statements

3rd Years
- New Statements

Old statements still accepted
Maths/Home Ec/History/Music/Geography Statements

1\textsuperscript{st} Years
- New Statements only

2\textsuperscript{nd} Years
- New Statements

3\textsuperscript{rd} Years
- Old Statements

Old statements still accepted

Note: 2019-2020

1\textsuperscript{st} Years

New Statements only

2\textsuperscript{nd} Years

New Statements

3\textsuperscript{rd} Years

Old Statements

Old statements still accepted
Think...Pair...Share...

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

- Statements
- Initiatives
- Profiling
JCSP Profiling

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

<table>
<thead>
<tr>
<th>Personal Expression: Writing</th>
<th>Can use written language to express and reflect on experiences.</th>
</tr>
</thead>
<tbody>
<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>Attendance</th>
<th>Attends regularly and is never absent without good reason.</th>
</tr>
</thead>
<tbody>
<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>
Profiling

How are JCSP students profiled in your school?
The PDST is funded by the Teacher Education Section (TES) of the Department of Education and Skills (DES) and is managed by Dublin West Education Centre.

A Range of Certificates are available to support student feedback.

Postcards are available to provide a mechanism for feedback to the home.
Statements

Initiatives

Profiling
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
<table>
<thead>
<tr>
<th>Education Centre</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dublin West</td>
<td>City West Hotel</td>
</tr>
<tr>
<td>Navan</td>
<td>Ardboyne Hotel</td>
</tr>
<tr>
<td>Blackrock</td>
<td>March</td>
</tr>
<tr>
<td></td>
<td>Dun Laoghaire/Rathdown CC Offices</td>
</tr>
<tr>
<td>Drumcondra</td>
<td>Roganstown House</td>
</tr>
<tr>
<td>Limerick / Ennis</td>
<td>Woodlands Hotel, Limerick</td>
</tr>
<tr>
<td>Cork / West Cork</td>
<td>Vienna Woods, Cork</td>
</tr>
<tr>
<td>Carrick/Sligo</td>
<td>Sligo Park Hotel</td>
</tr>
<tr>
<td>Waterford / Wexford</td>
<td>Springhill Court Hotel</td>
</tr>
<tr>
<td>Laois / Kildare</td>
<td>Killeshin Hotel, Portlaoise</td>
</tr>
<tr>
<td>Donegal</td>
<td>Villa Rose Hotel</td>
</tr>
</tbody>
</table>
# Make-a-Book 2020

*ADVANCE NOTICE ONLY*

<table>
<thead>
<tr>
<th>Location</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dún Laoghaire</td>
<td>Tuesday 3rd March 2020</td>
</tr>
<tr>
<td>Dublin, Swords</td>
<td>Wednesday 4th March 2020</td>
</tr>
<tr>
<td>Dublin, Swords</td>
<td>Thursday 5th March 2020</td>
</tr>
<tr>
<td>Dublin, Tallaght</td>
<td>Friday 6th March 2020</td>
</tr>
<tr>
<td>Limerick</td>
<td>Tuesday 10th March 2020</td>
</tr>
<tr>
<td>Cork</td>
<td>Wednesday 11th March 2020</td>
</tr>
<tr>
<td>Kilkenny</td>
<td>Thursday 12th March 2020</td>
</tr>
<tr>
<td>Navan</td>
<td>Thursday 19th March 2020</td>
</tr>
<tr>
<td>Laois</td>
<td>Friday 20th March 2020</td>
</tr>
<tr>
<td>Sligo</td>
<td>Wednesday 25th March 2020</td>
</tr>
<tr>
<td>Donegal</td>
<td>Thursday 26th March 2020</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30 - 10:30</td>
<td>Set Up</td>
</tr>
<tr>
<td>10:30 – 11:00</td>
<td>Exhibition</td>
</tr>
<tr>
<td>11:00 – 12:00</td>
<td>Presentation and Entertainment</td>
</tr>
<tr>
<td>12:00 – 12:30</td>
<td>Food</td>
</tr>
<tr>
<td>12:30</td>
<td>Take down</td>
</tr>
</tbody>
</table>
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
Any Questions?
louisekenny@pdst.ie
lorrainecounihan@pdst.ie