PDST
Professiona Deve opment Service for Teachers | An tSeirbhís um Fhorbairt Ghairmiúi do Mhúinteoirí

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Junior Certificate School Programme

Autumn Coordinators Day

#JCSP2019

Overview

Session 1 10.00 – 11.15	Overview of JCSP Statements Updates & Key dates
11.15 – 11.30	Coffee
Session 2 11.30 – 13.00	JCSP Working Well Oral Literacy
13.00 – 14.00	Lunch
Session 3 14.00 – 15.30	Oral Literacy Digital Library 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.

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

Every student is capable of success

JCSP to Date . . .

- 1979 – Established as part of the early school leavers project
- 1996 – JCSP established as part of the National Programme
- 224 schools and centres and approx. 20,000 students
- 2005 – JCSP extended under DEIS
- 2010 CAP

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

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

  (Section 2.2.5)

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.

JCSP aims to support student...

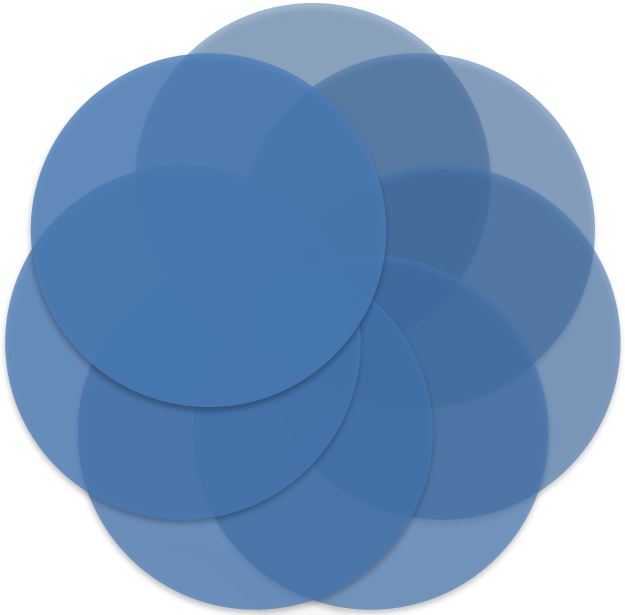
- Literacy
- Numeracy
- Attendance
- Behaviour
- Communication Skills
- Home
- Social Skills
- Self-esteem
- Attainment

The JCSP Team May Include

JCSP Coordinator

Learning Support Teacher

Subject teachers

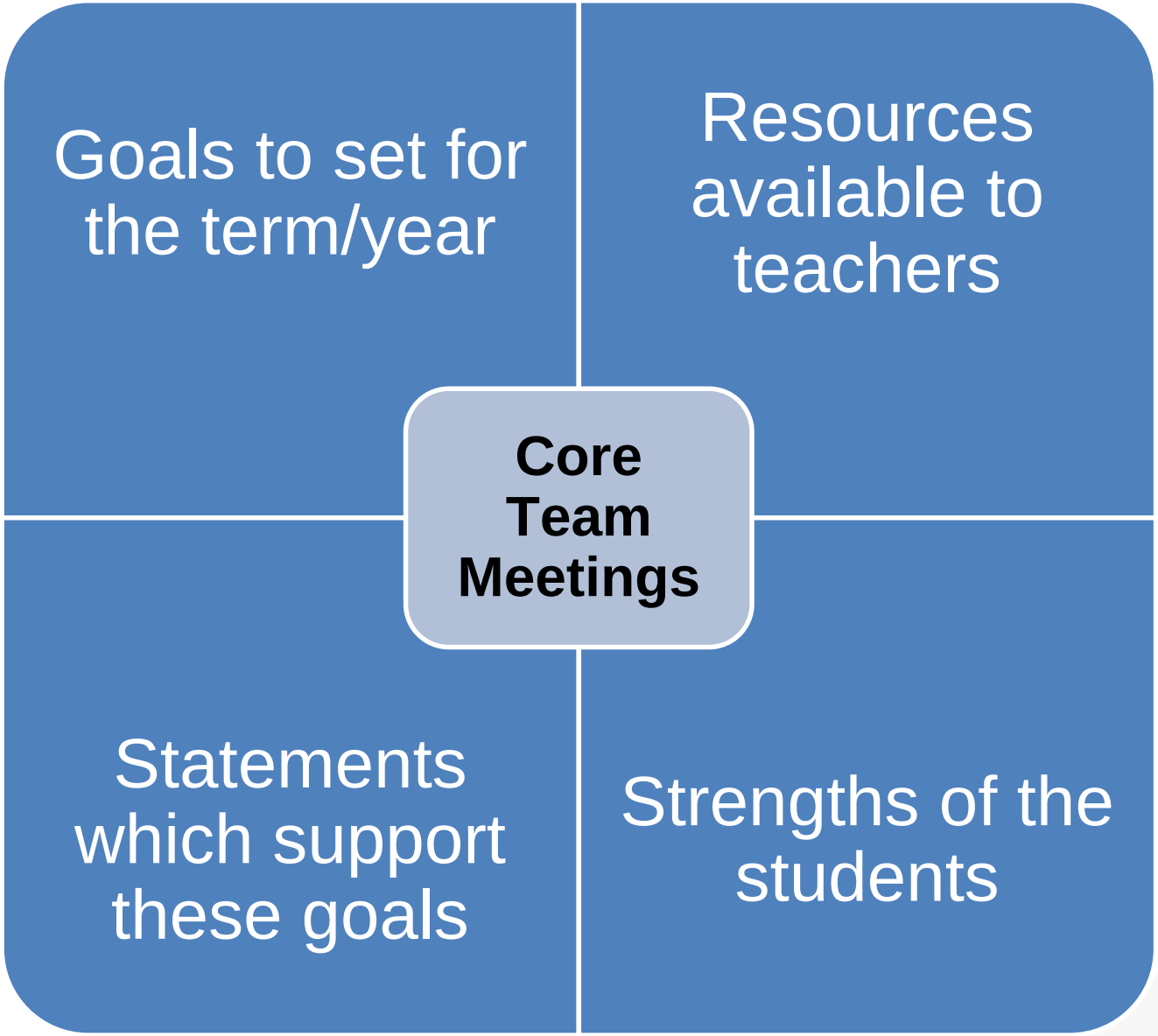


HSCL Coordinator

Management

SCP Coordinator

Tutor/Year Head

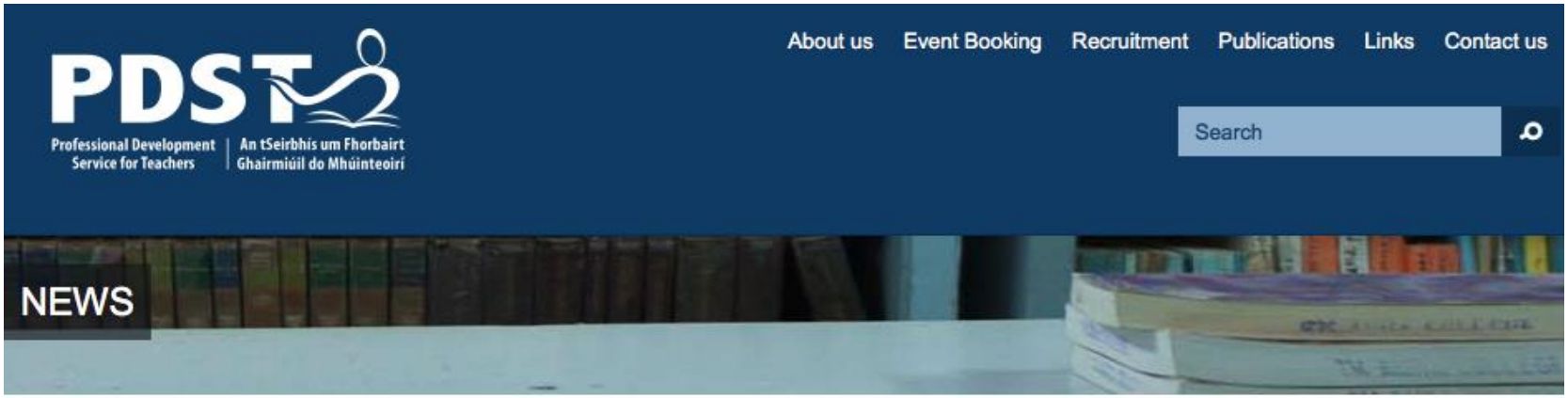

Goals to set for the term/year
Resources available to teachers
Core Team Meetings
Statements which support these goals
Strengths of the students

Supports for the JCSP Teachers

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 Advisor Visit



School support 2018/2019

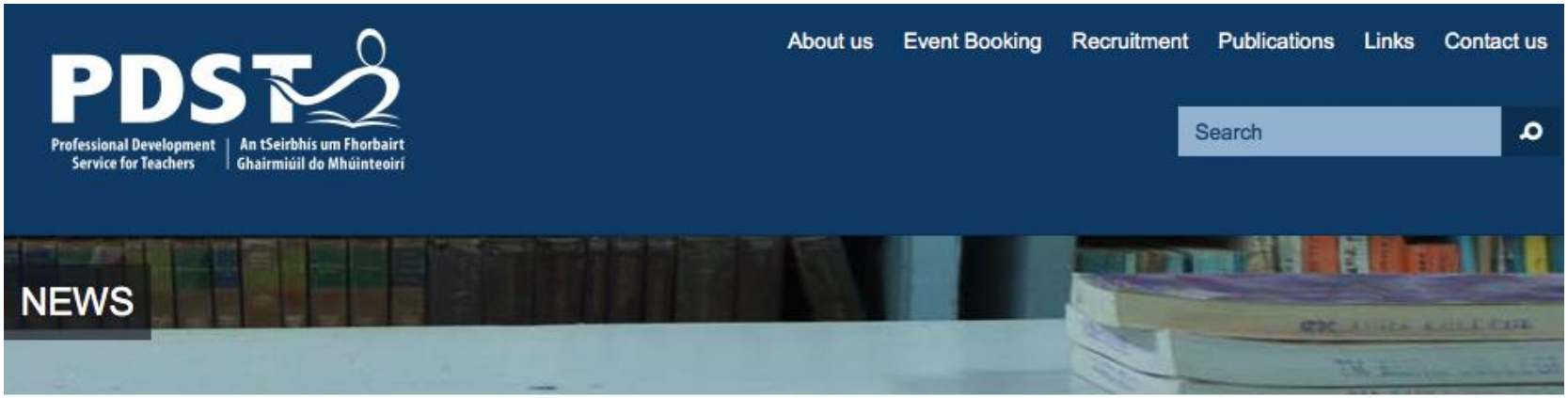
APPLICATION FOR IN-SCHOOL SUPPORT 2018/19

Our application process for in-school support for the coming academic year, **2018/19,** is now open.

In order to apply for in-school support, please follow this link to our school application form. You will require a password which has been sent by email in order to start the application process.

Application overview:

JCSP Advisor Visit



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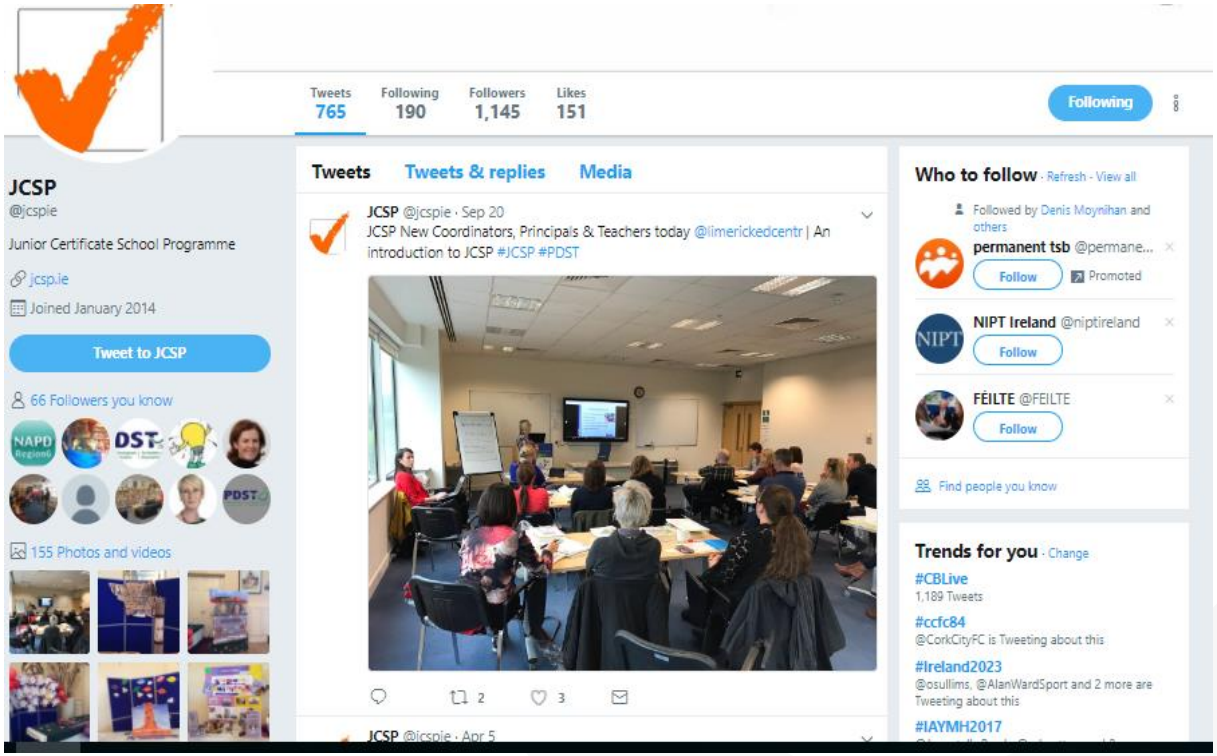
Application overview:

Twitter

@jcspie

@jcsplibraries



PDST JCSP Support

www.pdst.ie/onlinebooking

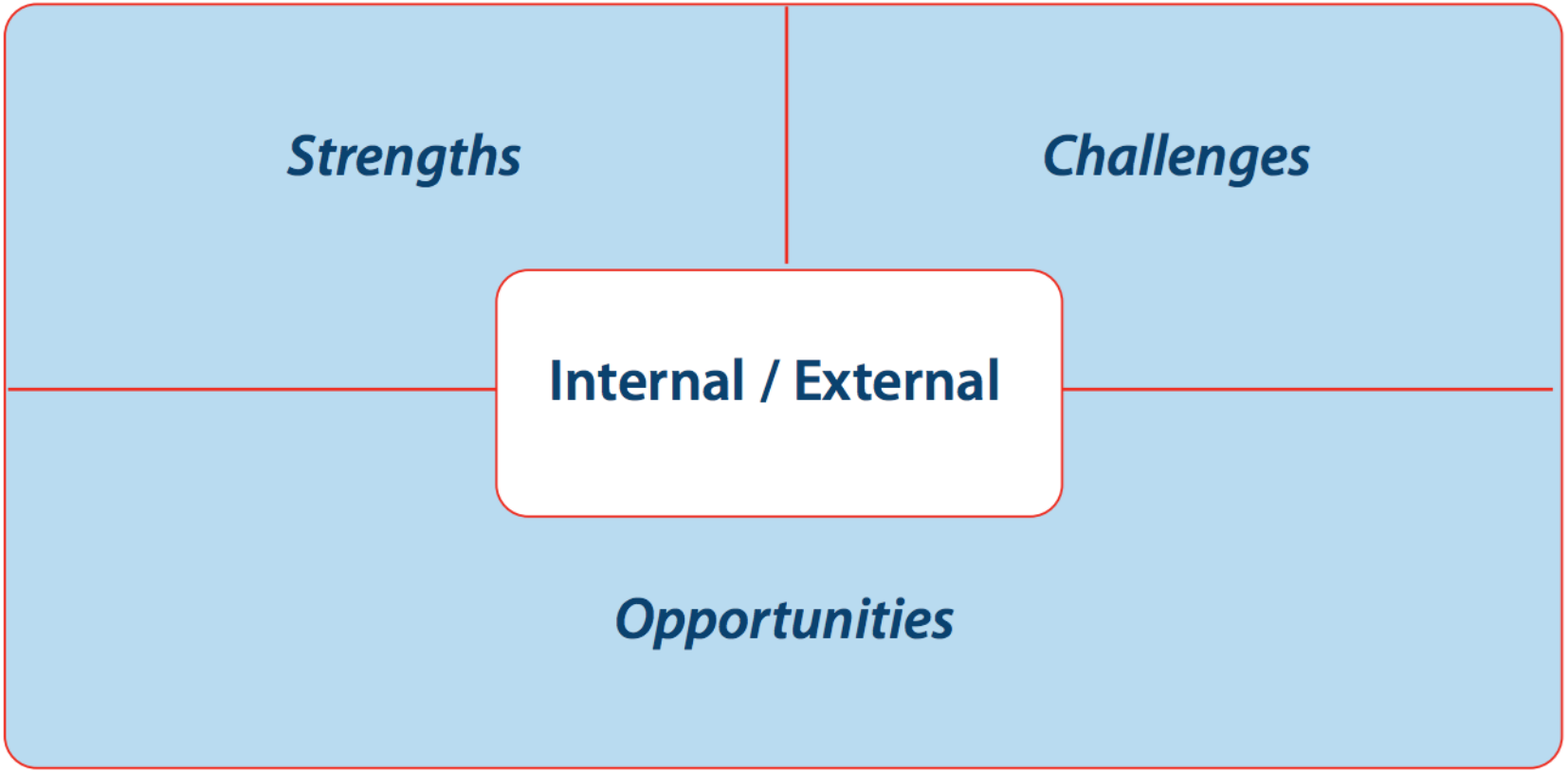
www.pdst.ie/schoolsupport

PDST JCSP Advisors

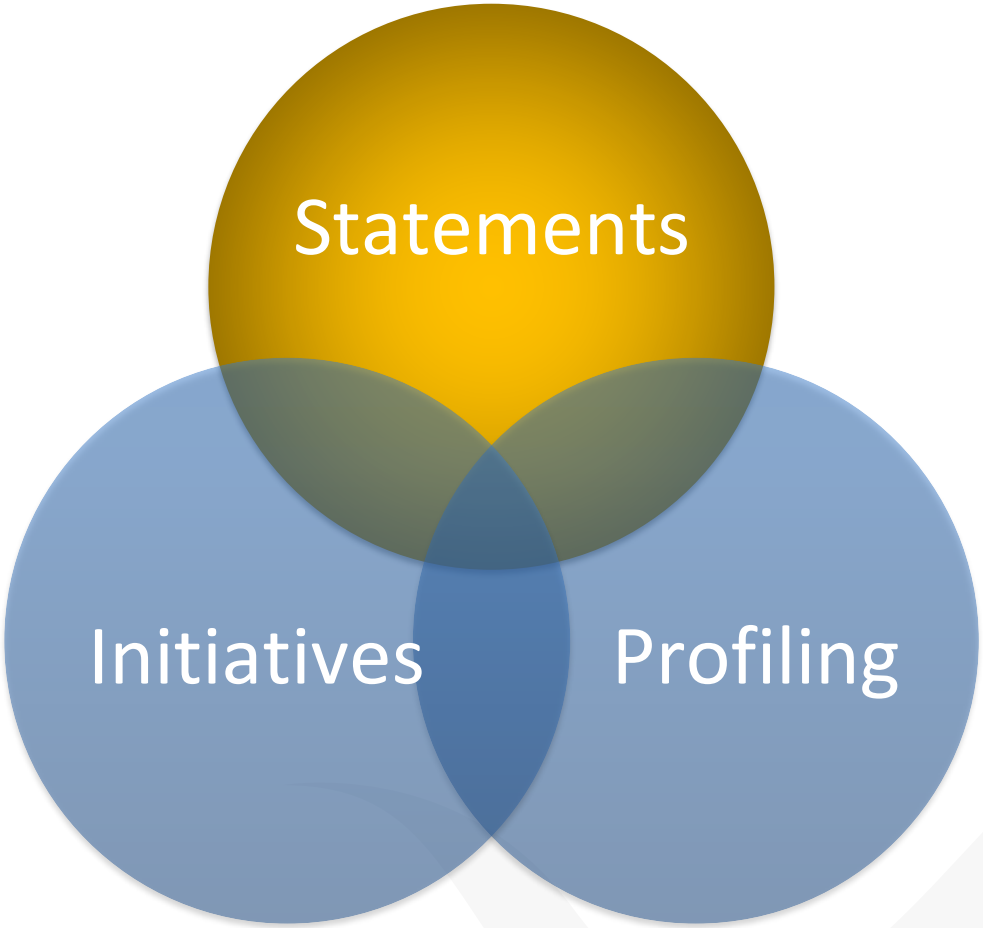
louisekenny@pdst.ie

lorrainecounihan@pdst.ie

Activity: Teaching JCSP in your school



Underpinning JCSP



Statements

http://www.jcsp.ie/jcsp_statement/tree

- 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**

Junior Certificate School Programme

The Junior Certificate School Programme

Login

Search

search

Home | About Us | Contact Us | Profiling | Subjects | Initiatives | Co-ordinators

Statements

All JCSP statements have been written by practising teachers. A statement is a general description of a particular area of knowledge, ability or skill. Essentially a statement affirms that a student knows, understands or can do something. Each statement is defined or described by a series of learning targets. Learning targets are specific, short-term goals that lead to a statement. These outline the steps that are followed and the material that should be covered if the student is to achieve competence in the long-term target, the statement.

The profile system consists of over 100 statements. There are two types of statements: subject-based statements and cross-curricular statements. Subject-based statements reflect many of the aims and objectives of the Junior Certificate subject syllabi. Cross-curricular statements usually refer to knowledge, ability or skills required by students to be successful learners but not directly examined in the Junior Certificate Examinations. Through cross-curricular statements students receive certification for a wide range of their achievements at Junior Cycle in addition to certification for their academic success.

Subject: Any Subject

Name/Description containing:

Search

- English (E)
  - EJC1 - I can communicate as a reader (EJC1) - Can communicate as a reader.
  - EJC2 - I can communicate as a speaker (EJC2) - Can communicate as a speaker.
  - EJC3 - I can communicate as a writer (EJC3) - Can communicate as a writer.
  - EJC4 - I can explore and use language (EJC4) - Can explore and use language.
  - EJC5 - I can understand the content and structure of language (EJC5) - Can understand the content and

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

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

Designed and reviewed by teachers to support student engagement and learning

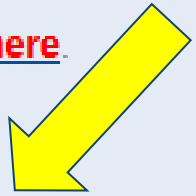
www.jcsp.ie :

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**.

EPTEMBER 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** and 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 exhibitions held in March 2019!

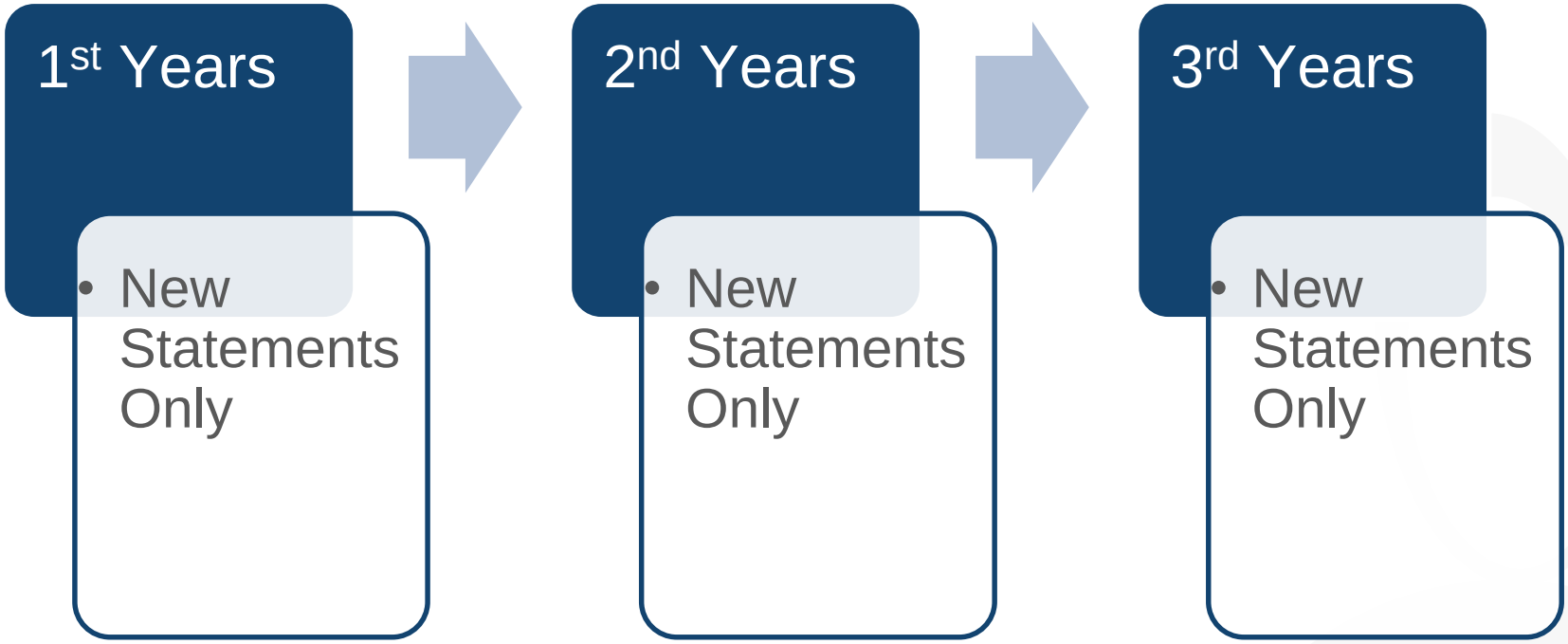
Junior Cycle draft Statements

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

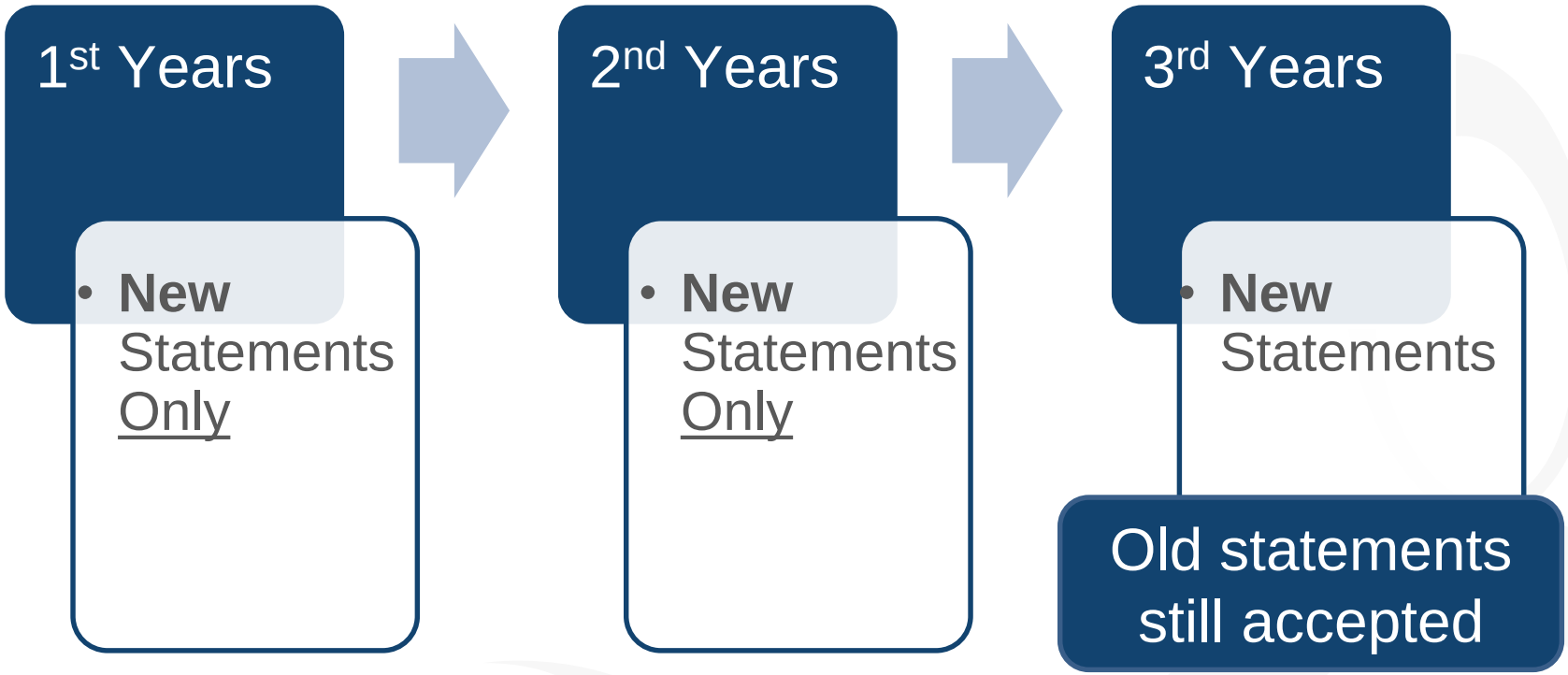
Subjects	Status	New statements	Teacher Survey
English	Full	Here	N/A
Business	Full	Here	N/A
Science	Full	Here	N/A
Geography	Draft	Here	Here
Home Economics	Draft	Here	Here
Maths	Draft	Here	Here
Modern Foreign Languages	Draft	Here	Here
Music	Draft	Here	Here
Visual Arts	Draft	Here	Here

JCSP Statements 2019/2020

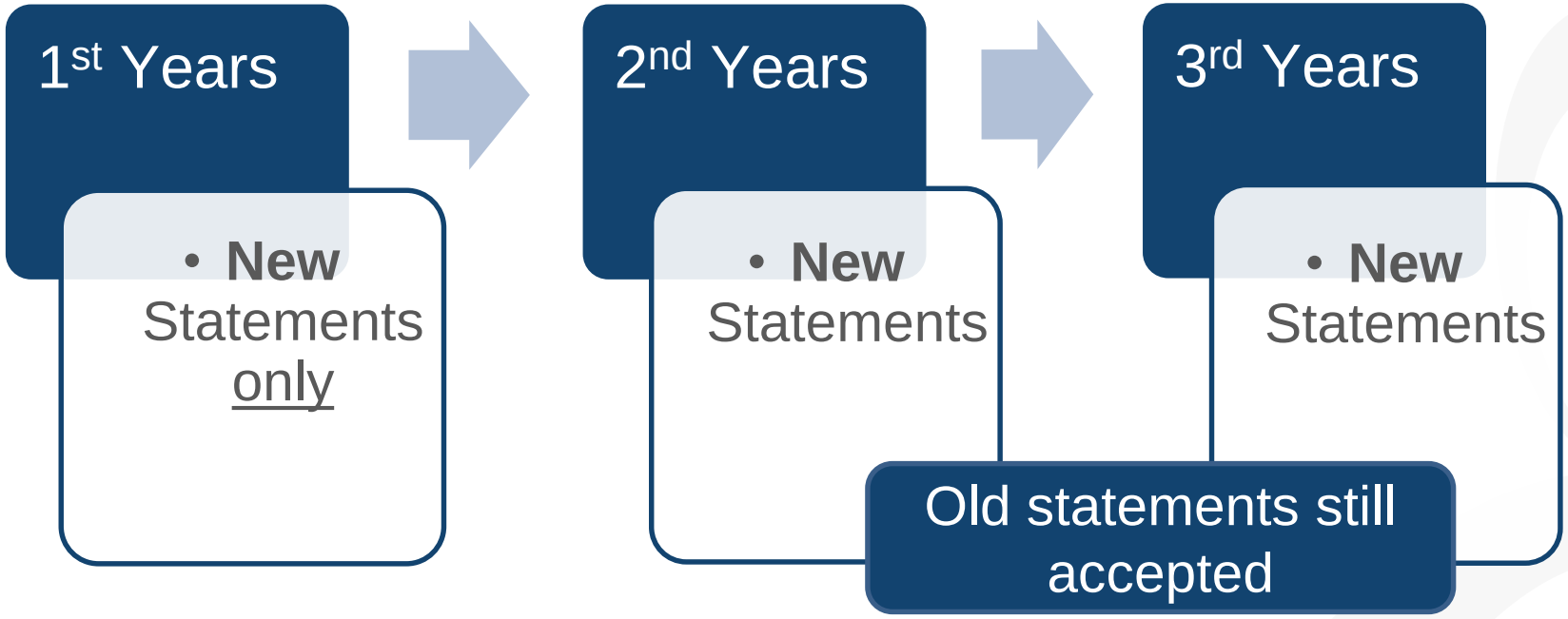
English Statements



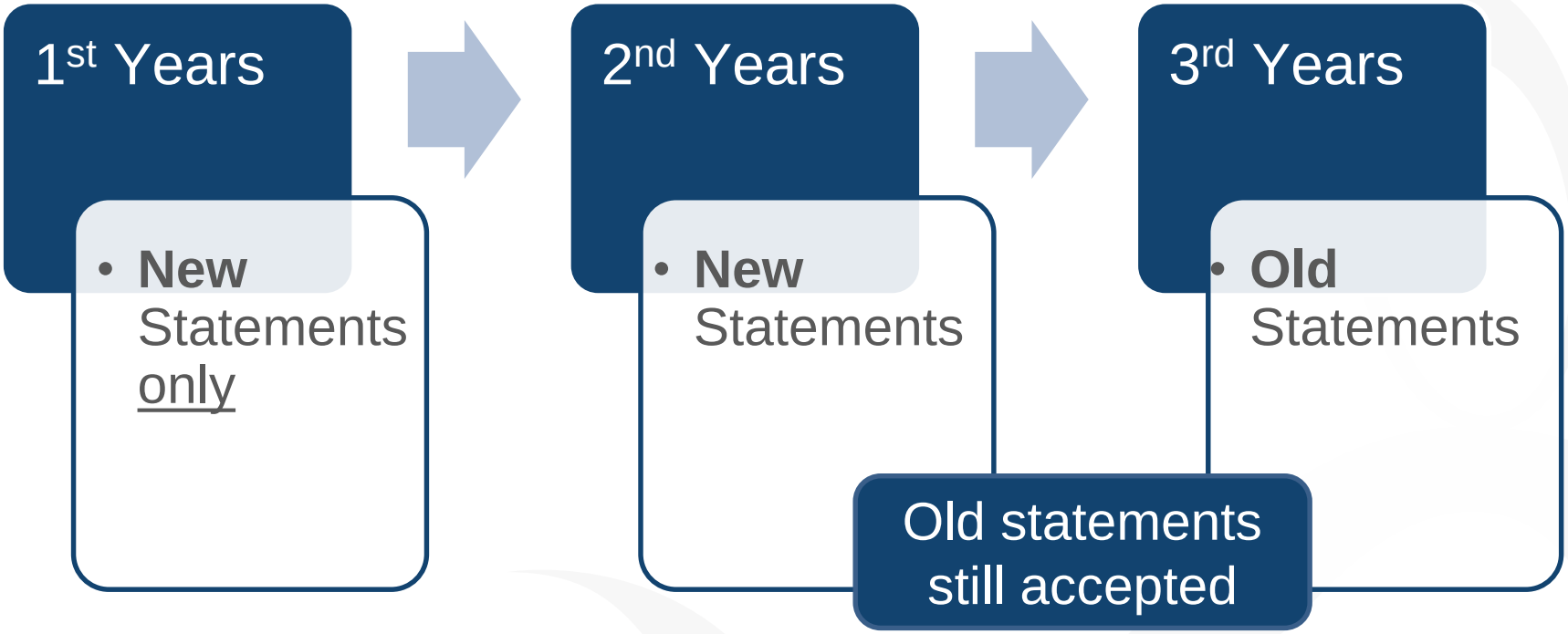
Business/Science Statements



Gaeilge/MFL/Art Statements



Maths/Home Ec/History/Music/Geography Statements

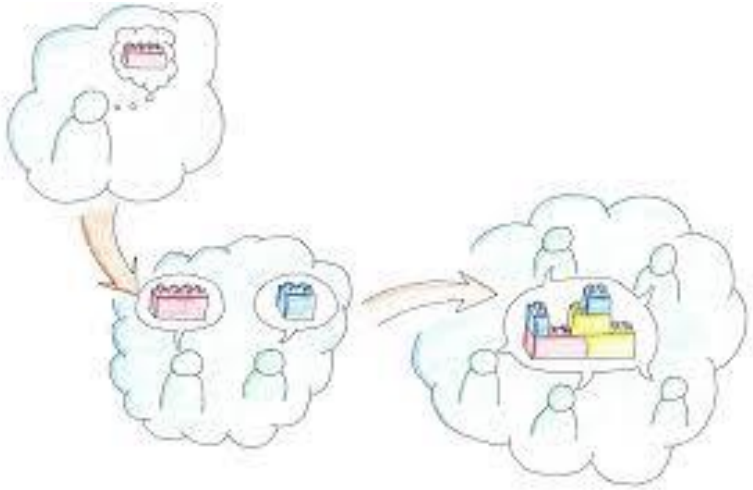


Activity: Statements Survey

Complete the survey for your subject

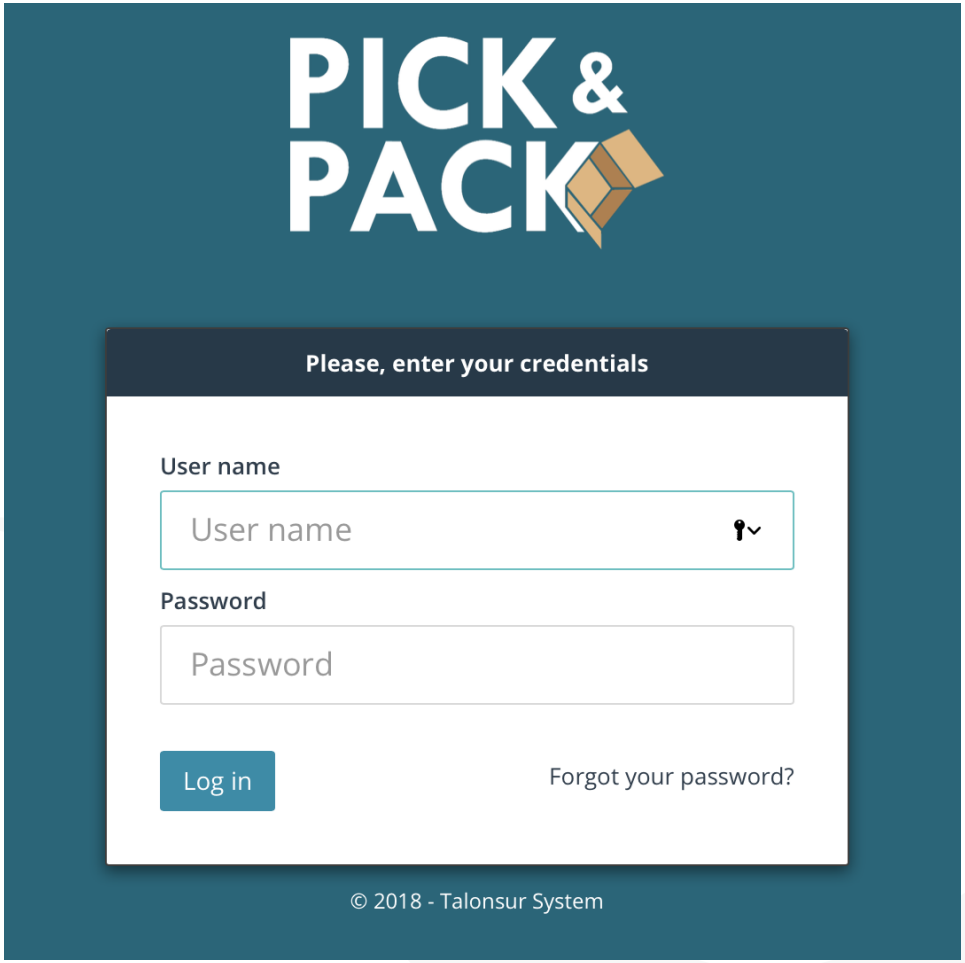
Think-Pair-Share

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



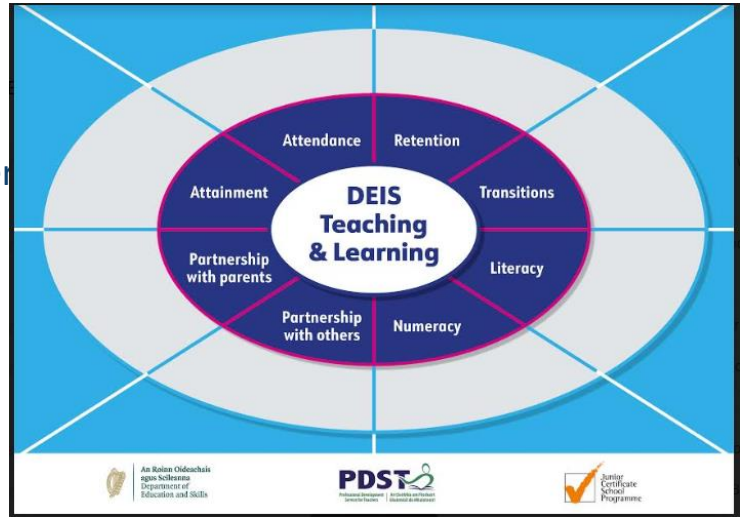
Updates

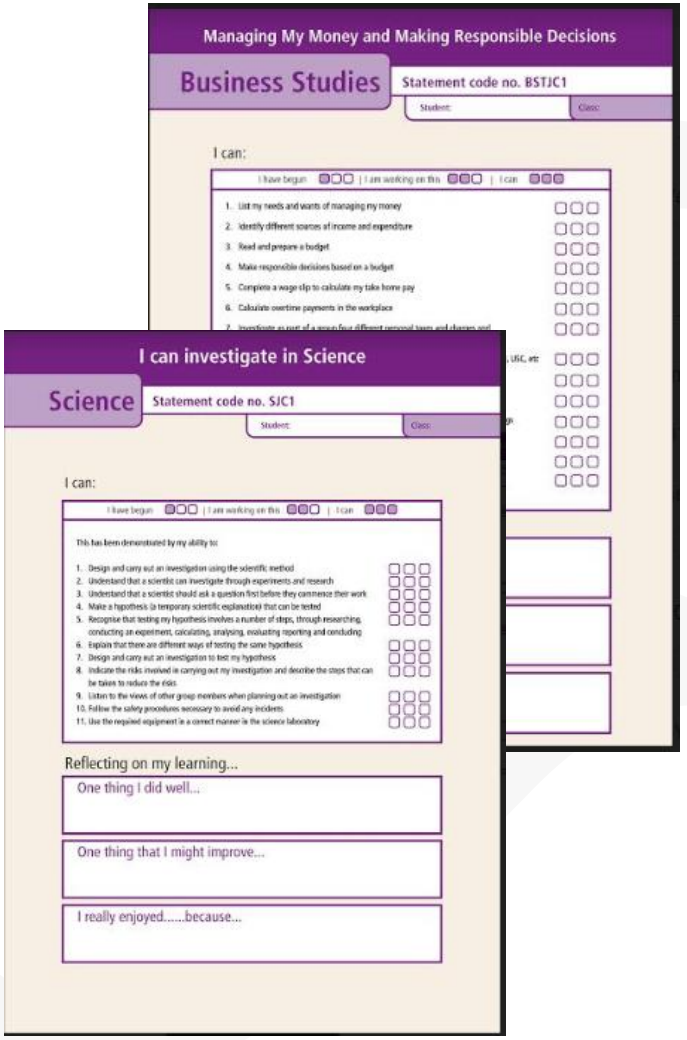
JCSP Orders


PICK & PACK
Please, enter your credentials
User name
User name
Password
Password
Log in
Forgot your password?
© 2018 - Talonsur System

New Resources

Inser





WellRead awards ceremony is taking place on
21st of November, Dublin

Schools will be awarded

Information Workshops run for schools interested in participating in September

Spring Workshops will be run for any school that signed up

Autumn Workshops:

Hosting Education Centre	*Date*	*Duration*
Athlone Education Centre	23rd September	5-7pm
Cork Education Centre	24th September	5-7pm
Sliver Tassie Hotel, Letterkenny (Donegal Education Centre)	25th September	5-7pm
Dublin West Education Centre	26th September	5-7pm
Waterford Teachers Centre	30th September	5-7pm
Limerick Education Centre	2nd October	5-7pm
Drumcondra Education Centre	9th October	5-7pm

wellread NATIONAL AWARD

JCSP Competition

Create your own Comic Strip Competition

This competition is an opportunity for students to create their own comic strip, either original artwork (hand-drawn) or digitally. It can be be based on any topic that interests the students. Keep in mind JCSP statements can be used in relation to this competition. Entries can be individual or group and can be in Irish or English.

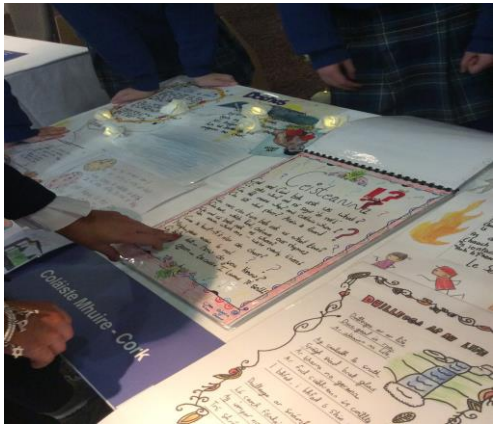
Success Criteria Include:

1. Creative and original work produced by student/s
2. The comic strip should be:
    - Original eye catching layout
    - Attention grabbing pictures
    - Engaging short story
    - Organised and neat
    - Includes a clear beginning, middle and end
    - Target audience is teenagers
    - All illustrations must be the students own work
    - Must include text and images
3. Entry size: One A4 sheet

Closing date for the competition is Wednesday the 4th of December

Make A Book

March 2020



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

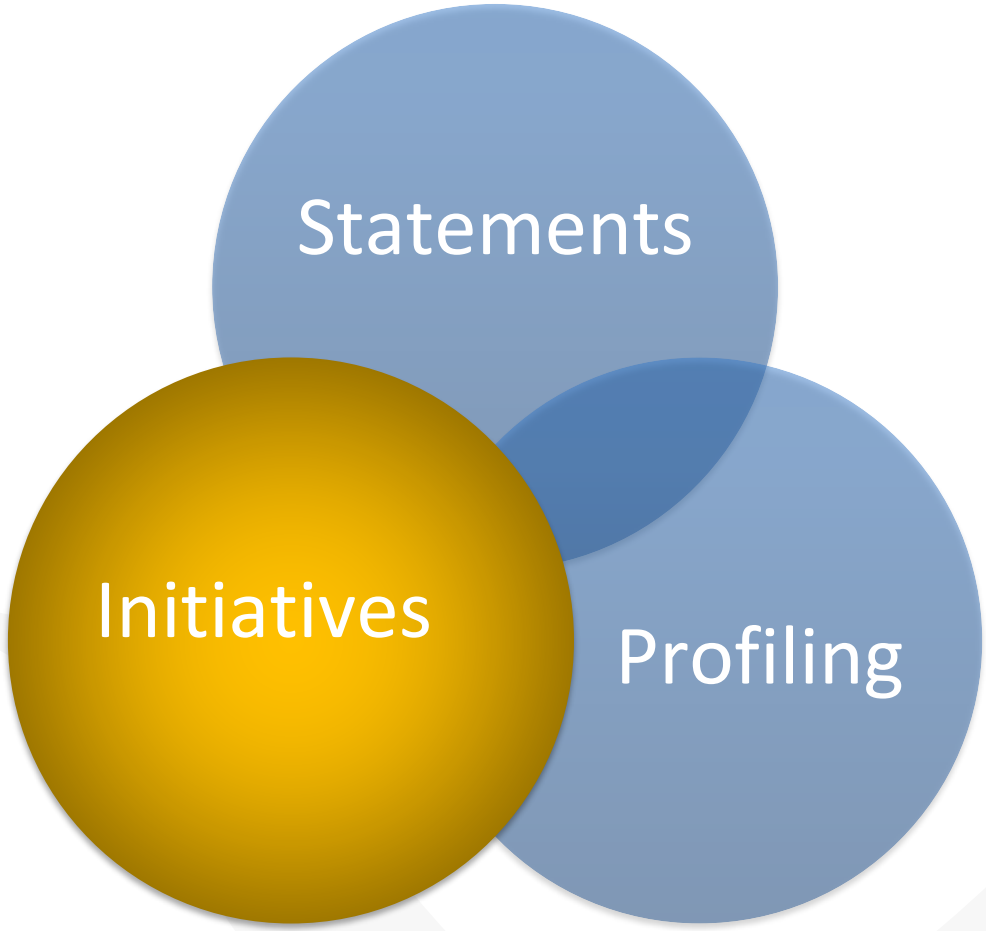
“Excellent and a great learning experience for all involved”

“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 the magician,hotel setting and lunch”

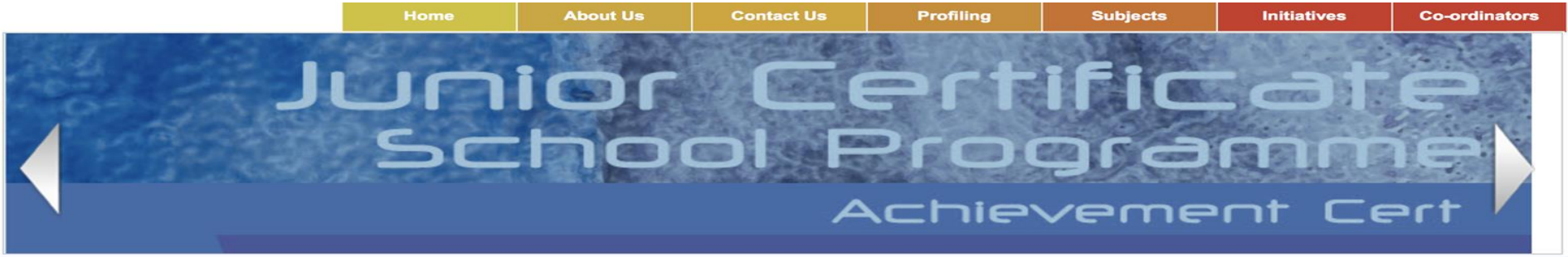
Dates for your diary

- 4th of December competition closing date
- On-line profile opening – January 2020
- Final profiling completed – 23rd of April 2020
- Make A Book – March 2020
- Initiative applications – 3rd of October 2019
- Initiative Evaluations – May 2020

Underpinning JCSP



Initiatives

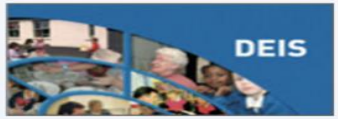


Welcome to the PDST JCSP website

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 at this **link**
- In order to support JCSP Coordinators and schools, we have compiled a list of FAQs available at this **link**

For any other queries, please contact jcsp@pdst.ie



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SEPTEMBER UPDATE: Copy Letter, calendar, Initiative booklet and Update of School Records form sent to schools. Here is the link to the Recommended Resources for Initiative Booklet.

Think Pair Share

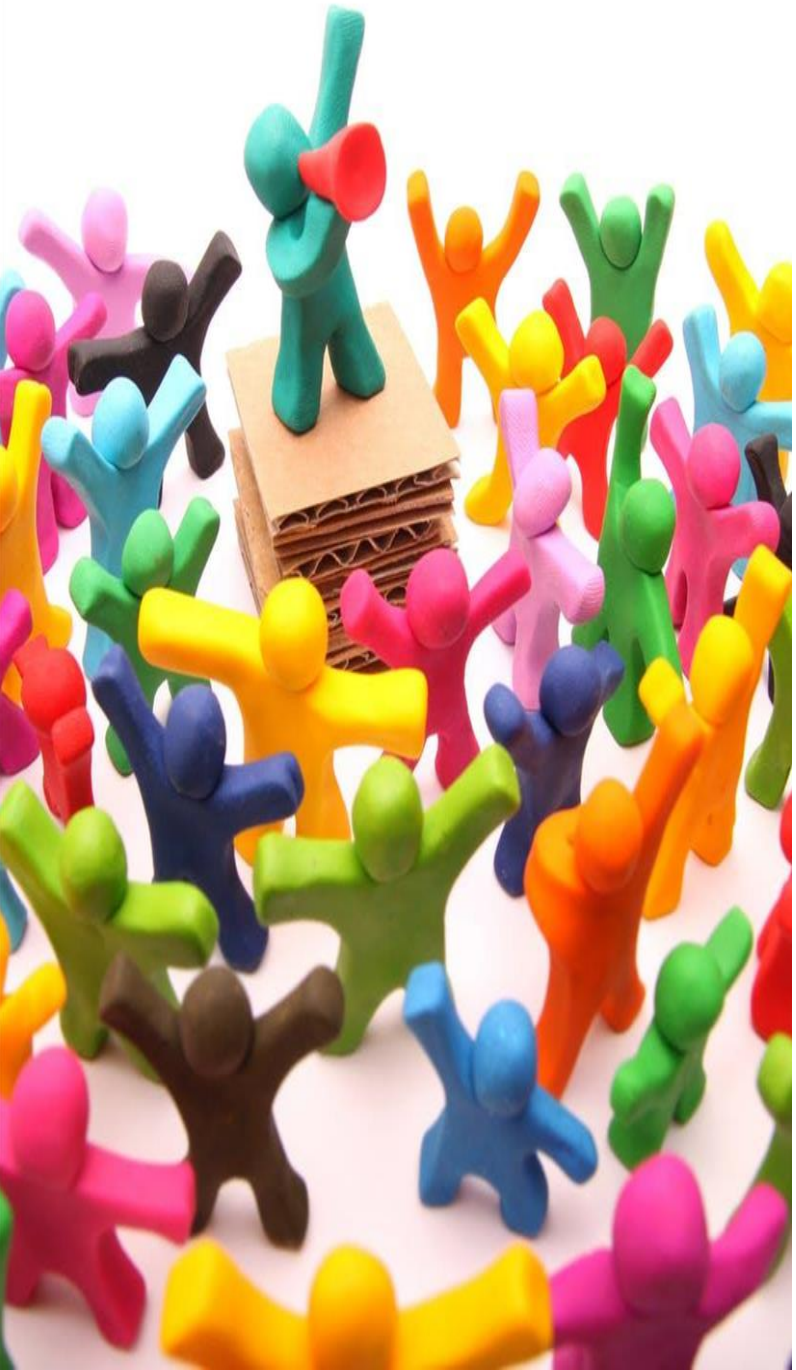
What has worked well in your school over the past year?

Coffee

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

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Oral Literacy



Think-Pair-Share:

What is Oral Literacy?

Why develop Oral Literacy across the curriculum?

How can we develop Oral Literacy skills?

What may be challenging?

Oral Literacy

Ability to communicate confidently, appropriately and sensitively;

Development and demonstration of knowledge about the appropriate oral language for particular audiences and occasions, including body language and voice.

Development of active-listening strategies and an understanding of the conventions of different spoken texts.

Oral Literacy:

Affects students' preparation for participation in the wider world;

Affects pupils' confidence, self-esteem and communication skills;

Empowers students to advocate for themselves and get their academic and emotional needs met.

Oracy Supports Learning:

Oracy affects students' cognitive development and learning in school (Vygotsky, 1978);

Foundational role that oral language plays in learning to read and write has long been recognised (Hart and Risley, 2003) ;

Conversation helps us all process new content and concepts;

Discussing and deliberating over ideas cognitively stretches us all!

Memory Triangle

After two weeks we remember:

10% of what we read
50% of what we hear and see
90% of what we do

Adapted from Edgar Dale *Audio Visual Methods in Teaching*, Holt, Rinehart and Winston, 1965, The Dryden Press

“Tell me and I forget, teach me and I may remember, involve me and I learn.”

- Benjamin Franklin

Can all of our Students:

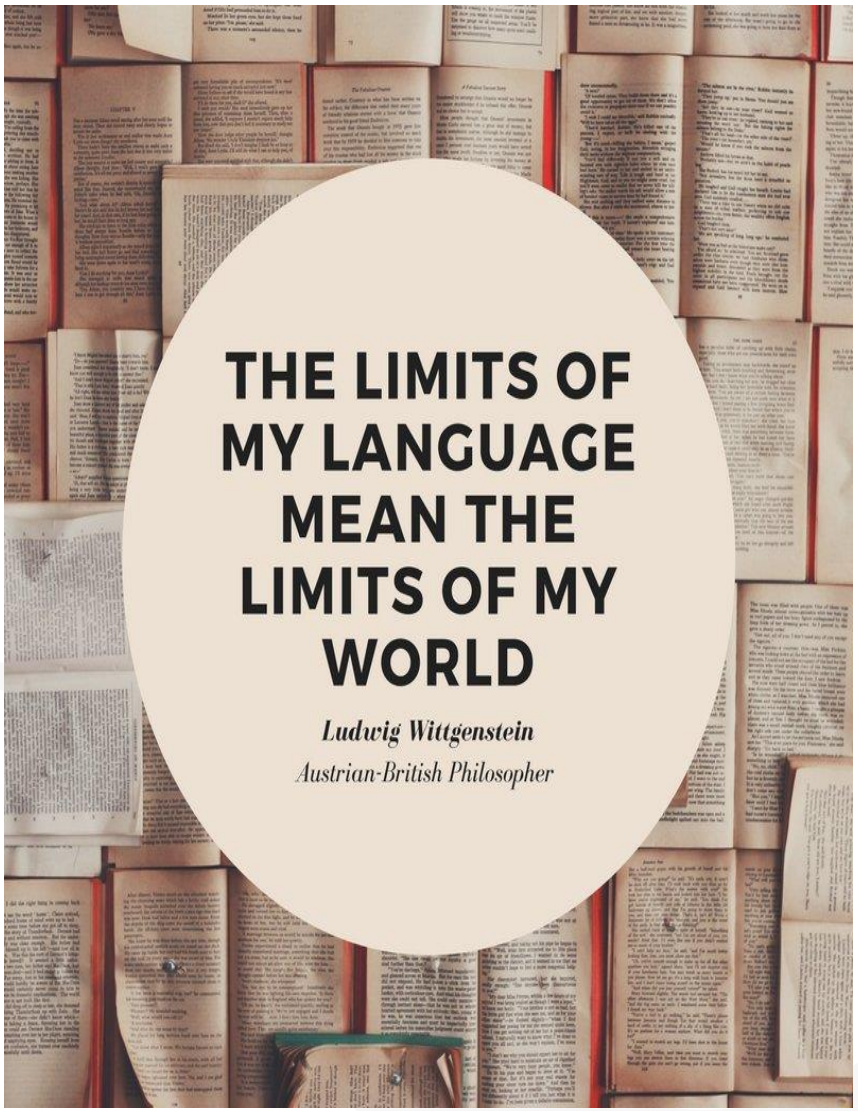
Contribute effectively and appropriately to discussions?

Collaborate effectively?

Explain their thinking clearly and effectively?

Present information clearly and effectively?

Vocabulary Expansion



Vocabulary Expansion:
The Impact of Word Exposure

"By age three, children from privileged families have heard 30 million more words than children from poor families.
By school entry the gap is even greater.
The consequences are catastrophic."

Hart & Risley, 2003

Literacy in Action in School : Vocabulary Expansion

A broad and deep vocabulary knowledge helps our students understand and use increasingly complex language.

The more vocabulary students know, the better they can communicate.

The One with the Thesaurus

Vocabulary Expansion in Action

Rich and Varied Language Experiences.

Direct Teaching of Specific Words.

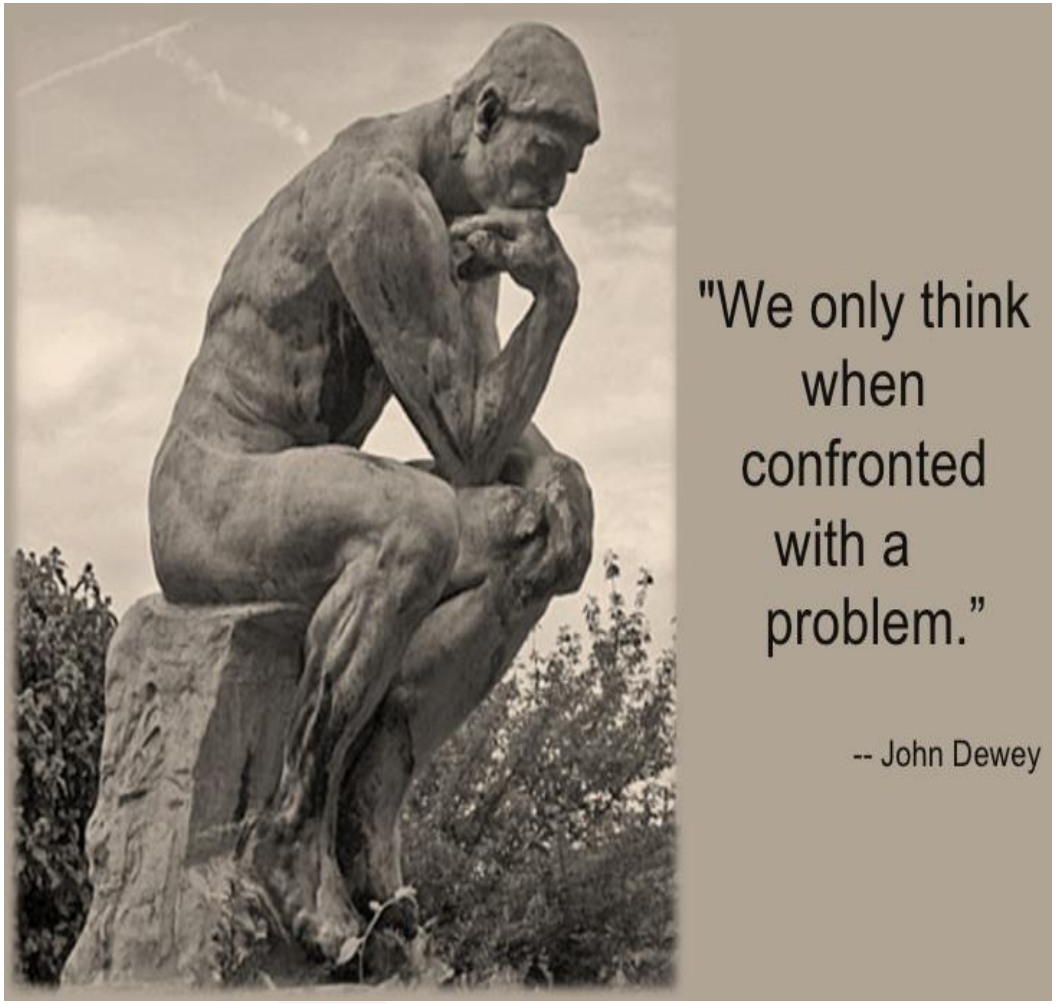
Instruction in Independent Word-Learning Strategies

Teach Vocabulary by both direct and indirect instruction.

Provide repeated exposure to and use of new vocabulary

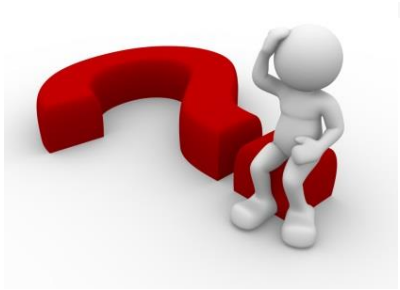
Learning in rich context is valuable for vocabulary learning.

Oral Literacy in Action in School
Critical Thinking Skills



Oral Literacy in Action in School : Critical Thinking Skills

- Questioning,
- Explanations,
- Justifications and
- Higher-order think

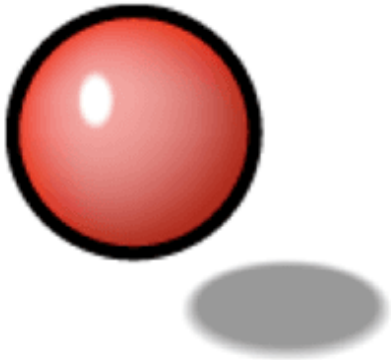


1. Pose

2. Pause

3. Pounce

4. Bounce



NCCA Toolkit:

Ineffective question are	Effective questions are
unplanned with no apparent purpose	planned and related to the lesson learning intentions
mainly closed	mainly open
not accompanied by wait time	accompanied by wait time
'Guess what is in my head' type questions	ones where the teacher allows collaboration before answering
poorly sequenced	carefully graded in difficulty
where the teacher accepts just the answer	where the teacher encourages learners to explain and justify answers
where only a few students participate	where all students participate e.g. using mini-whiteboards, or questioning each other
where incorrect answers are ignored	where both correct and incorrect answers are followed up
all asked by the teacher	asked by students too

Benefits of Group Work

Better understanding and retention of material

Builds essential skills:

- Communication
- Conflict management
- Problem solving
- Project management

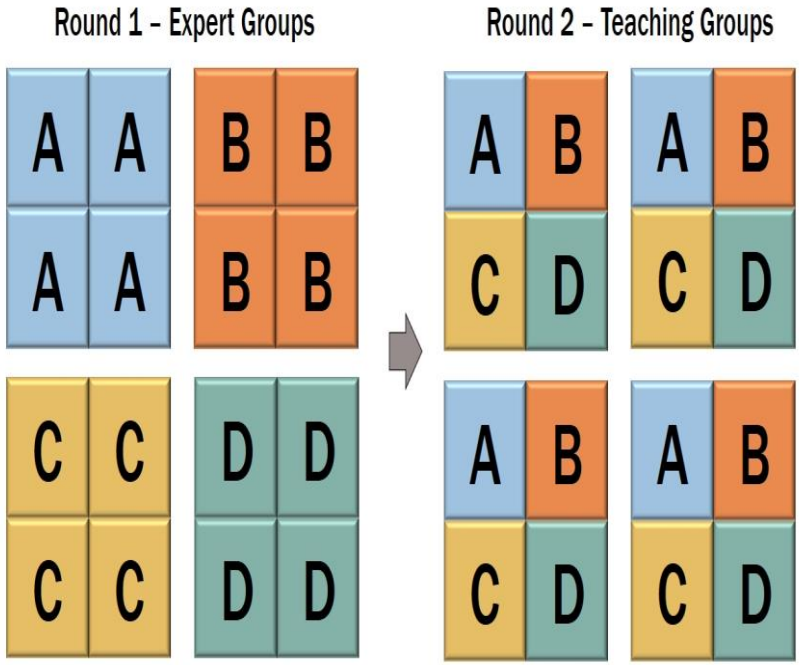
"What children can do together today, they can do alone tomorrow" (Vygotsky)

Opportunities for Structured Talk in Pairs and Groups: Think-Pair- Share & Jigsaw

Think
about the question

Pair
with your partner

Share
your ideas with others



Group Roles

ROLE:
The **Checker** ensures that everyone on the team is sharing ideas and asks probing questions to ensure that the material is understood by all.

PROMPTS:
- What do you mean by that?
- Could you clarify that statement?
- Could you please repeat what you have said?
- Could I interrupt you at this point to ask.....?

ROLE:
The **Facilitator** establishes a collaborative relationship within the group, focuses the work around the learning task, and ensures that every group member feels included and has an opportunity to participate.

PROMPTS:
- Let's hear from _____ next....
- That's interesting, but let's go back to our task...
- Let's look again at this area....
- What strategies will we use to do this?
- Are we all agreed that....

ROLE:
The **Time Keeper** ensures that each member of the group contributes equally and receives equal time. S/he encourages the group to stay on task and times the proceedings.

PROMPTS:
- We are just at the halfway point
- We have five minutes left to discuss this
- Could we wrap this up in the next three minutes?
- It's _____ time to make his/ her point now
- Could I ask _____ for his/ her opinion at this point?

ROLE:
The **Recorder** makes notes of ideas, conclusions and decisions made by the group. S/he uses a graphic organiser or flipchart to illustrate same.

PROMPTS:
- How would you like me to write that down?
- I think you said… Is that right?
- Should we put this idea here?
- How about I circle the ideas that the team likes best?
- Let's link this idea here…with this one, here....

No Hands Up

With “No Hands Up”, the teacher poses questions to the whole class rather than to individuals. Once a question is set, children have time to think through their answers and/or discuss their ideas with a partner.

No Hands Up refers only to children's **answering,** children raise their hands whenever they like to ask questions.

Provide Students with Opportunities to:

- engage with others in group and class discussions of appropriate complexity.

- learn collaboratively – for example, when problem solving.

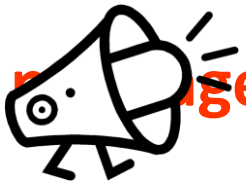
- explain their thinking to others.

Be sure to always provide thinking time when asking questions of students.

Lunch

The Communication Equation: The 7-38-55 Rule

WORDS … **7% of the message!**

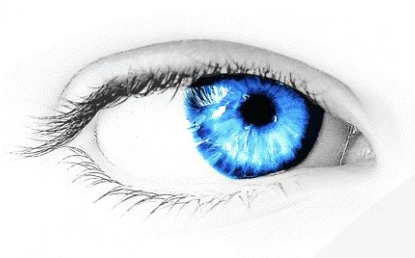


What you hear **38% of the message**

Tone of voice
Vocal clarity
Verbal expressiveness

What you see or feel **55% of the message**

Facial expression
Dress and grooming
Posture
Eye contact
Touch
Gesture



3 Styles of Communication

Passive	Assertive	Aggressive
Appears afraid to speak up. Speaks very quietly Uses little eye-contact May stand away from others	Speaks Confidently Speaks at an appropriate tone, Good eye-contact Gives appropriate personal space	Interrupts or ignores others Speaks very loudly May stare, or use intense eye-contact, May be too close & “in your face”.

Preparing Oral Literacy Assignments
What are your goals & objectives?

- Practicing the use of logical and/or emotional appeals to persuade an audience.
- Learning to organise information in a coherent manner.
- Developing an effective argument for an oral presentation.
- Creating an effective and useful speaking outline and notes.
- Developing the use of facial expression and body language to convey meaning.
- Preparing an effective introduction and conclusion for a presentation.
- Developing experience and confidence in presentational skills.

SUCCESS
IS THE SUM
OF SMALL
EFFORTS,
REPEATED
DAY IN
& DAY OUT.

Steps in Giving Presentations

1. Plan
2. Prepare
3. Practice
4. Present

TOP 10 TEDTALKS

Ken Robinson: How schools kill creativity
19:24 Posted: Jun 2006
Views: **20,167,939** | Comments: **3253**
Rated: **Inspiring** Funny ...

Simon Sinek: How great leaders inspire action
18:04 Posted: May 2010
Views: **13,289,647** | Comments: **1331**
Rated: **Inspiring** Persuasive ...

Brené Brown: The power of vulnerability
20:19 Posted: Dec 2010
Views: **12,167,057** | Comments: **1439**
Rated: **Inspiring** Courageous ...

Jill Bolte Taylor: My stroke of insight
18:44 Posted: Mar 2008
Views: **12,101,594** | Comments: **2595**
Rated: **Inspiring** Fascinating ...

Steve Jobs: How to live before you die
15:04 Posted: Oct 2011
Views: **11,585,402** | Comments: **1420**
Rated: **Inspiring** Courageous ...

Pranav Mistry: The thrilling potential of SixthSense technology
13:50 Posted: Nov 2009
Views: **10,665,279** | Comments: **1208**
Rated: **Jaw-dropping** Ingeniou...

Amy Cuddy: Your body language shapes who you are
21:02 Posted: Oct 2012
Views: **8,739,626** | Comments: **1299**
Rated: **Inspiring** Persuasive ...

David Gallo: Underwater astonishments
05:27 Posted: Jan 2008
Views: **8,502,580** | Comments: **453**
Rated: **Fascinating** Jaw-droppi...

Pattie Maes + Pranav Mistry: Meet the SixthSense interaction
08:42 Posted: Mar 2009
Views: **7,206,785** | Comments: **700**
Rated: **Jaw-dropping** Fascinati...

Dan Pink: The puzzle of motivation
18:36 Posted: Aug 2009
Views: **6,742,004** | Comments: **883**
Rated: **Persuasive** Inspiring ...

‘Oral frames’

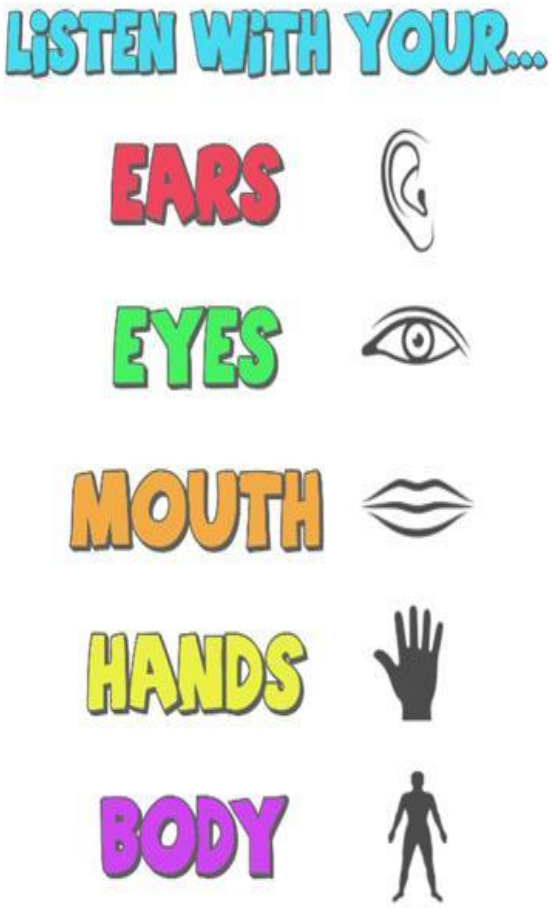
Compare and Contrast

Use the following frames when you draft a paper or prepare to speak:

To open	▪ The similarities between _____ and _____ indicate _____. ▪ By comparing _____ to _____, it becomes clear that_____. ▪ A comparison of _____ to_____ reveals _____.
To compare or contrast	▪ Although _____ and _____ are, _____ is _____. ▪ _____ is _____, whereas _____ is _____. ▪ The most obvious difference between _____ and _____ is_____.
To support your ideas	▪ One similarity / difference is _____. ▪ Their common characteristics include: _____, _____, and _____.
To close	▪ By comparing _____ to _____, we learn _____. ▪ The differences between _____ and _____ are important because ____.

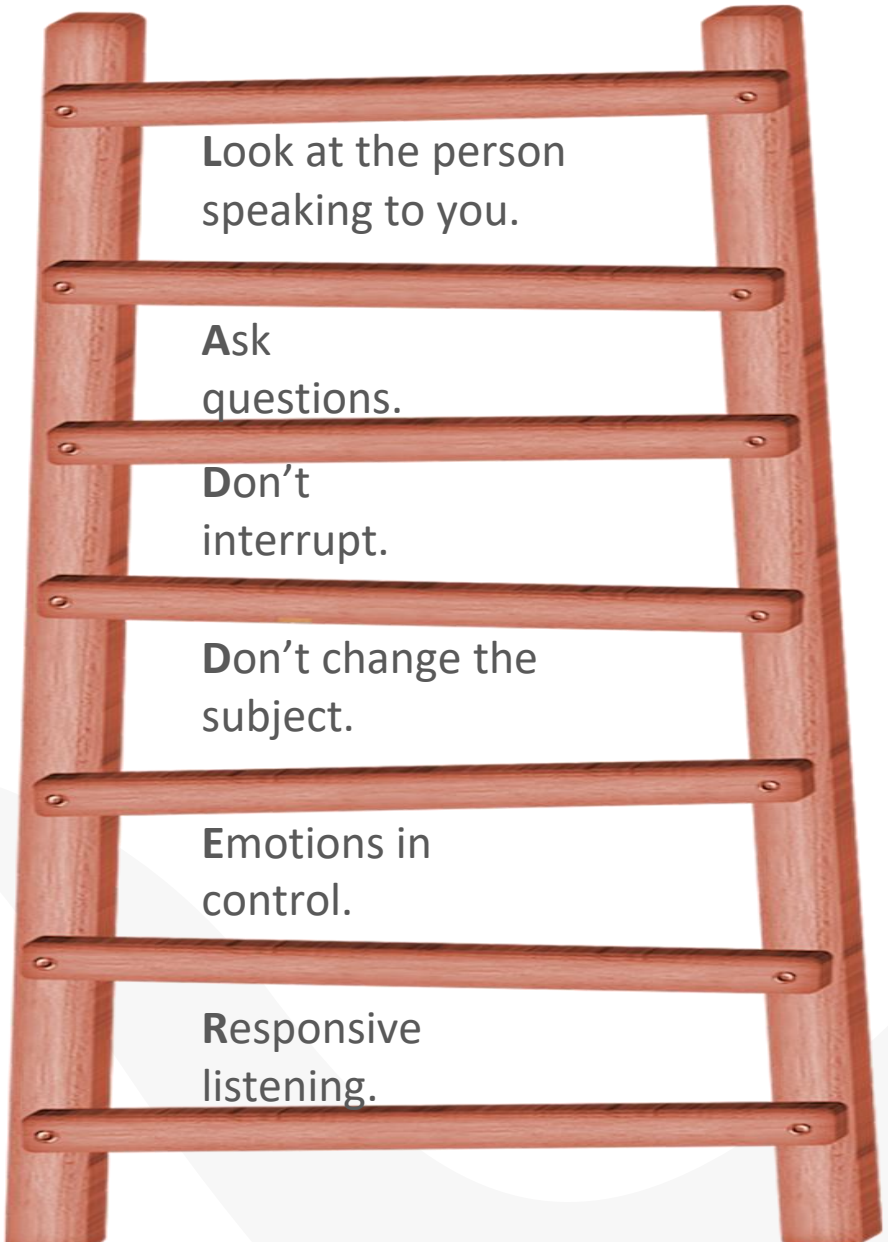
Learning to Listen

- Active Listening
- Responding
- Paraphrasing
- Asking questions for clarification
- Mirroring the other person's language



'We have two ears and one mouth so that we can listen twice as much as we speak.'
Epictetus, the Greek Philosopher.

The Listening Ladder



Adapted from Eisenhart C.,

Preparing Students for Public Speaking

Use criteria for public speaking evaluation with class to engage students in active critique of a presentation.

Discuss criteria for public speaking evaluation when giving out assignments, so students know what to prepare for.

Set time guidelines and ask students to practice on their own to make sure they fit within the appropriate lime limits.

Evaluating Presentations Oral vs. Written?

Oral Evaluations

- May be given after each presentation, or to all speakers at the end of class.
- Immediate feedback,
- Teachable moments,
- However, may be forgotten or misinterpreted

Written Evaluations

- Provides a record of response for each speaker,
- Use evaluation forms rather than free-form comments to facilitate consistent application of the full criteria from speaker to speaker!

Why not use both Oral and Written Feedback?

Get Students to Self-Assess!

To Develop Oracy In Your Classroom

Explicitly model good communication skills;

Demonstrate high expectations;

Provide opportunities for open, extended discussion;

Use clear lines of questioning including lower and higher order questions to stimulate students' responses;

Utilise subject-specific vocabulary in multiple activities

Provide students with helpful feedback which supports the development of speaking and listening;

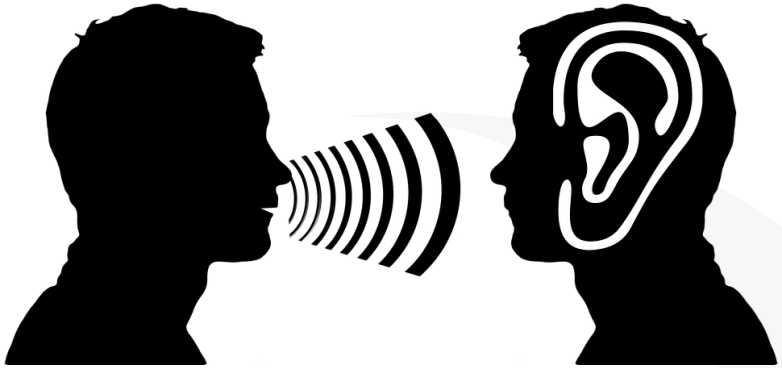
Provide opportunities for peer and self-evaluation of listening and speaking tasks;

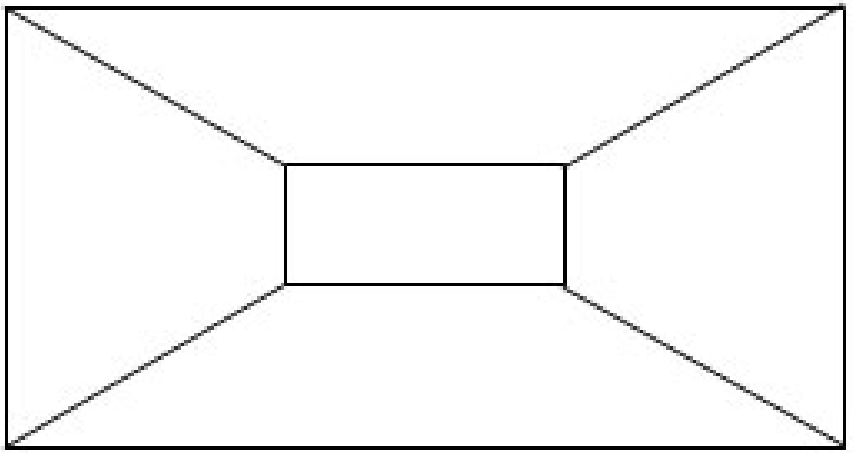
Provide opportunities to use varying degrees of formality appropriate to purpose and audience;

Create opportunities for oral assessment at the end of chapters, topics and tasks.

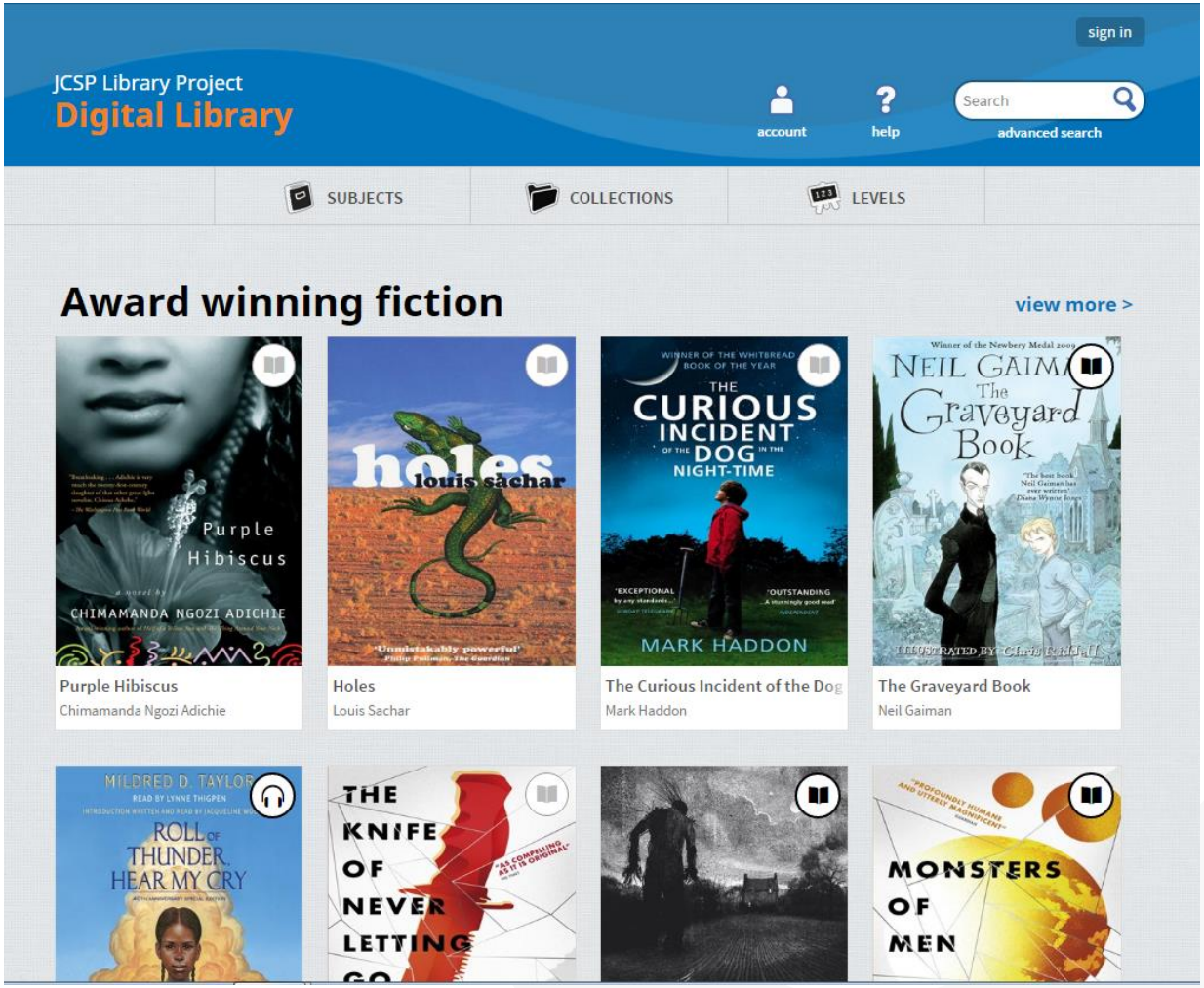
Reflection Time

Explore ways that you could embed Oracy throughout JCSP.





Library Updates



Go to menti.com

Code: 260574

Feedback on JCSP Booklet

Go to menti.com

Code: 823775

What areas of support would you like at future JCSP Inservice ?

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