Junior Certificate School Programme

Autumn Coordinators Day

#JCSP2019
## Overview

<table>
<thead>
<tr>
<th>Session 1</th>
<th>Overview of JCSP Statements Updates &amp; Key dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.00 – 11.15</td>
<td></td>
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<tr>
<td>11.15 – 11.30</td>
<td>Coffee</td>
</tr>
<tr>
<td>Session 2</td>
<td>JCSP Working Well Oral Literacy</td>
</tr>
<tr>
<td>11.30 – 13.00</td>
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<tr>
<td>13.00 – 14.00</td>
<td>Lunch</td>
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<tr>
<td>Session 3</td>
<td>Oral Literacy Digital Library Close and Evaluation</td>
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<tr>
<td>14.00 – 15.30</td>
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</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.
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.
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 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

(Section 2.2.5)
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

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.
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...
The JCSP Team May Include

- Learning Support Teacher
- HSCL Coordinator
- SCP Coordinator
- JCSP Coordinator
- Subject teachers
- Management
- Tutor/Year Head
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 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:
School support 2018/2019
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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

Strengths

Challenges

Internal / External

Opportunities
Underpinning JCSP

- Statements
- Initiatives
- Profiling
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
The Junior Certificate School Programme

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
“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](#).

**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](#)

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.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Status</th>
<th>New statements</th>
<th>Teacher Survey</th>
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</thead>
<tbody>
<tr>
<td>English</td>
<td>Full</td>
<td><a href="#">Here</a></td>
<td>N/A</td>
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<tr>
<td>Business</td>
<td>Full</td>
<td><a href="#">Here</a></td>
<td>N/A</td>
</tr>
<tr>
<td>Science</td>
<td>Full</td>
<td><a href="#">Here</a></td>
<td>N/A</td>
</tr>
<tr>
<td>Geography</td>
<td>Draft</td>
<td><a href="#">Here</a></td>
<td><a href="#">Here</a></td>
</tr>
<tr>
<td>Home Economics</td>
<td>Draft</td>
<td><a href="#">Here</a></td>
<td><a href="#">Here</a></td>
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<tr>
<td>Maths</td>
<td>Draft</td>
<td><a href="#">Here</a></td>
<td><a href="#">Here</a></td>
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<tr>
<td>Modern Foreign</td>
<td>Draft</td>
<td><a href="#">Here</a></td>
<td><a href="#">Here</a></td>
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<tr>
<td>Languages</td>
<td>Draft</td>
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<td><a href="#">Here</a></td>
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<tr>
<td>Music</td>
<td>Draft</td>
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<tr>
<td>Visual Arts</td>
<td>Draft</td>
<td><a href="#">Here</a></td>
<td><a href="#">Here</a></td>
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</tbody>
</table>
JCSP Statements 2019/2020
English Statements

1st Years
- New Statements Only

2nd Years
- New Statements Only

3rd Years
- New Statements Only
Business/Science Statements

1\textsuperscript{st} Years
- New Statements Only

2\textsuperscript{nd} Years
- New Statements Only

3\textsuperscript{rd} 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

1st Years
• New Statements only

2nd Years
• New Statements

3rd Years
• Old Statements

Old statements still accepted
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
New Resources
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
<table>
<thead>
<tr>
<th>Hosting Education Centre</th>
<th>Date</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athlone Education Centre</td>
<td>23rd September</td>
<td>5-7pm</td>
</tr>
<tr>
<td>Cork Education Centre</td>
<td>24th September</td>
<td>5-7pm</td>
</tr>
<tr>
<td>Sliver Tassie Hotel, Letterkenny (Donegal Education Centre)</td>
<td>25th September</td>
<td>5-7pm</td>
</tr>
<tr>
<td>Dublin West Education Centre</td>
<td>26th September</td>
<td>5-7pm</td>
</tr>
<tr>
<td>Waterford Teachers Centre</td>
<td>30th September</td>
<td>5-7pm</td>
</tr>
<tr>
<td>Limerick Education Centre</td>
<td>2nd October</td>
<td>5-7pm</td>
</tr>
<tr>
<td>Drumcondra Education Centre</td>
<td>9th October</td>
<td>5-7pm</td>
</tr>
</tbody>
</table>
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 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
<table>
<thead>
<tr>
<th>Education Centre</th>
<th>Date</th>
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</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

<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>
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</table>

*ADVANCE NOTICE ONLY* Make-a-Book
# MAB - Layout of the day

<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 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

Statements

Initiatives

Profiling
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

Pause
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

“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?
THE LIMITS OF MY LANGUAGE MEAN THE LIMITS OF MY WORLD

Ludwig Wittgenstein
Austrian-British Philosopher
“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
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

"We only think when confronted with a problem.”

-- John Dewey
Oral Literacy in Action in School: Critical Thinking Skills

- Questioning,
- Explanations,
- Justifications and
- Higher-order think
1. Pose

2. Pause

3. Pounce

4. Bounce
### Ineffective question are

- unplanned with no apparent purpose
- mainly closed
- not accompanied by wait time
- ‘Guess what is in my head’ type questions
- poorly sequenced
- where the teacher accepts just the answer
- where only a few students participate
- where incorrect answers are ignored
- all asked by the teacher

### Effective questions are

- planned and related to the lesson learning intentions
- mainly open
- accompanied by wait time
- ones where the teacher allows collaboration before answering
- carefully graded in difficulty
- where the teacher encourages learners to explain and justify answers
- where all students participate e.g. using mini-whiteboards, or questioning each other
- where both correct and incorrect answers are followed up
- 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

Round 1 - Expert Groups

Round 2 - Teaching Groups
Group Roles

**Facilitator**
- **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....

**Checker**
- **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....?

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

**Time Keeper**
- **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?
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 ...**

What you hear
- Tone of voice
- Vocal clarity
- Verbal expressiveness

What you see or feel
- Facial expression
- Dress and grooming
- Posture
- Eye contact
- Touch
- Gesture

7% of the message!
38% of the message
55% of the message
### 3 Styles of Communication

<table>
<thead>
<tr>
<th>Passive</th>
<th>Assertive</th>
<th>Aggressive</th>
</tr>
</thead>
</table>
| 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
10 Public Speaking Tips

Plant Your Feet
- Prepare
  - Plan to make 1-3 good points
- Stand firmly - it shows confidence
- Eye Contact
  - Make a gentle sweep of the audience - it builds connection fast

Project Your Voice
- Aim for the back row & use your breath - it helps you project without straining

Breathe
- Take a deep breathe - so you do not pass out

Pause for Effect
- Pause to let a point settle in - it creates an impact

Speak Normally
- Be deliberate & carefully say your words - so you are better understood

Expression
- Match your facial expression with your message - the audience loves that

Strong Points
- Plan your points - end with one that is clear

Hands
- Keep your hands visible to the audience - it builds trust

TOP 10 TED Talks

1. Ken Robinson: How schools kill creativity
   - 10:24 Posted: Jun 2006
   - Views: 20,667,328 | Comments: 3253
   - Rated: Inspiring

2. Simon Sinek: How great leaders inspire action
   - 16:09 Posted: May 2010
   - Views: 11,200,647 | Comments: 4331
   - Rated: Inspiring

3. Brené Brown: The power of vulnerability
   - 05:15 Posted: Dec 2010
   - Views: 12,187,867 | Comments: 1426
   - Rated: Inspiring

4. Steve Jobs: How to live before you die
   - Views: 11,062,402 | Comments: 1426
   - Rated: Inspiring

5. Jill Bolte Taylor: My stroke of insight
   - Views: 13,801,584 | Comments: 2066
   - Rated: Inspiring

6. Pranav Mistry: The thrilling potential of SixthSense technology
   - 12:50 Posted: Nov 2009
   - Views: 16,085,279 | Comments: 1426
   - Rated: Inspiring

7. Amy Cuddy: Your body language shapes who you are
   - 21:02 Posted: Oct 2012
   - Views: 8,736,628 | Comments: 1099
   - Rated: Inspiring

8. Pradeep Pillai: The puzzle of motivation
   - 09:36 Posted: Aug 2009
   - Views: 8,042,084 | Comments: 883
   - Rated: Inspiring
## 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

Look at the person speaking to you.

Ask questions.

Don’t interrupt.

Don’t change the subject.

Emotions in control.

Responsive listening.

Adapted from Eisenhart C., 2008
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 time 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

JCSP Library Project
Digital Library

Award winning fiction

- **Purple Hibiscus**
  - Author: Chimamanda Ngozi Adichie
- **Holes**
  - Author: Louis Sachar
- **The Curious Incident of the Dog in the Night-time**
  - Author: Mark Haddon
- **The Graveyard Book**
  - Author: Neil Gaiman
- **Roller-Coaster**
  - Author: Mildred D. Taylor
- **The Knife of Never Letting Go**
  - Author: Ted Hughes
- **Monsters of Men**
  - Author: Patrick Ness

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