

Junior Certificate School Programme:

# Co-ordinator's Folder

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© Junior Certificate School Programme Support Service

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# Introduction

Every year a small group of students leave school without qualifications, some of them without attempting any of the State examinations. For many of these young people, their experience of school has been one of failure and alienation.

The Junior Certificate School Programme (JCSP) was introduced by the Department of Education and Science in September 1996 as an intervention within the Junior Certificate specifically aimed at those students who are potential early school leavers.

The Programme is designed to ensure that these young people can benefit from their time in school and enjoy the experience of improvement and success. It does this by providing a curriculum framework which will assist schools and individual teachers in adopting a student centred approach to education and in providing students with a programme to meet their individual needs.

It sets out to make the experience of school relevant and accessible to those young people who find it difficult to cope with the school system and who would benefit from support in working towards the aims of the Junior Certificate.

The JCSP approach involves:

- analysing students' strengths and weaknesses and taking note of any specific recurring difficulties
- planning programmes of work which both build on students' abilities and address the main obstacles which hinder their progress
- Engaging in dialogue with young people and their parents regarding their needs and their progress in school

In addition to reinforcing the general aims of the Junior Certificate, the JCSP addresses the main obstacles which hinder some young people's success in their second-level school career e.g.

- the lack of certain basic knowledge and skills which are necessary for coping in the second-level school. These include, but are not confined to, competence in literacy and numeracy
- difficulties with social interaction not only with teachers, but with peers. Students who have prolonged experience of failure in school often lack self-confidence and have poor self-esteem. This can affect their academic performance as well as their social experience in school

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- the number and variety of subjects and subject teachers in second-level schools, which contrast with the more integrated experience of the primary school. The fragmentation of the subject centred curriculum can be especially problematic for some young people at the transfer stage between primary and second-level school

The Junior Certificate School Programme provides schools and teachers with a focus for identifying and addressing these issues before they develop into major problems. It also assists teachers to take appropriate action if these are already causing young people to have difficulties with school.

Students who may be at risk can be identified at an early stage in their school careers. Schools whose staff are experienced in working with young people who have experienced failure during schooling and/or who are under-achieving have noticed that many students who fail or drop out display a combination of the following indicators:

- poor attendance or truancy
- serious difficulties in the primary school
- difficulty with some of the basic skills and knowledge which are necessary for coping with second-level school, for example, reading, writing and numeracy
- signs of being alienated or disaffected and non-co-operative behaviour such as disrupting class or withdrawal from school life
- difficulty in getting along with their peers especially in the case of those who show signs of poor self-esteem

## The JCSP Curriculum Strategy

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The Junior Certificate School Programme operates within the Junior Certificate curriculum. It follows the curriculum framework set out for the Junior Certificate, which is re-focused to cater for JCSP students.

It is an intervention into the Junior Certificate and not an alternative to it. It helps to make the curriculum accessible and relevant to young people who would benefit from a different approach to the Junior Certificate.

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All JCSP students follow at least the courses leading to the Foundation Level examinations in English and Mathematics, and a suitable course in Irish. Other subjects are included in their timetable, following consultation between school authorities and parents. Most students follow a Junior Certificate programme very similar to that of their peers.

The JCSP curriculum strategy involves:

- cross-curricular work which helps to locate discrete skills and knowledge in a meaningful context, which reinforces learning across subject boundaries and which promotes team-work among teachers. It also continues the integrated thematic approach of the primary school. Time is provided to schools for teachers to meet and plan the cross-curricular activities
- basic skills development relevant to many areas of the curriculum and which are important for managing daily life, both inside and outside school. These include, but are not confined to, literacy and numeracy
- personal and social development which enhances self-esteem and the ability to relate well to other people. All areas of the curriculum have the potential to contribute here

Adoption of this curriculum strategy will influence key aspects of classroom practice and, in particular, will facilitate the use of an extended range of teaching methods.

The content of the courses which JCSP students follow emphasise:

- skills, knowledge and concepts selected from Junior Certificate subject syllabuses, which best explore the aptitudes and abilities of these young people
- key skills, knowledge and concepts which are essential for students' progress in all areas of the curriculum and which are not always explicitly stated in Junior Certificate subject syllabuses. Examples include reading, use and care of tools and equipment, manual dexterity
- personal and social development, addressing issues such as life skills, relationships, self-esteem and substance abuse

The Student Profiling System provides a resource which will assist teachers in developing student centred courses along these lines (*see separate paragraph on Student Profiling System*).

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The JCSP promotes teaching methods which are:

- *experiential*, in that the balance of pedagogy inclines more towards activity on the part of the student and less towards demonstration by the teacher
- *interactive*, in that teaching strategies and class work involve a high degree of collaboration where students work together and with the teacher
- *purposeful*, in that learning tasks are set in contexts which are comprehensible and meaningful to the individual student
- *relevant*, in that they relate programme content to young people's age and interest level
- *systematic and structured*, in that specific goals are set, particularly in literacy and numeracy, thus facilitating teaching and assessment

Teachers will be encouraged to identify areas of need and to devise solutions and strategies to cope with these, based on their own professional knowledge and expertise. In particular, it will be useful to affirm and build on the knowledge and skills which students bring to school.

Teachers and schools will be assisted in the design and implementation of the JCSP by two main support structures:

- a Student Profiling System
- an on-going Programme of Professional Development

On completion of the junior cycle, JCSP students, like other junior cycle students, receive a Junior Certificate. In addition, JCSP students, also receive an individualised Student Profile, which outlines the skills, knowledge and achievements that they have attained during the course of the programme.

The Programme is designed to ensure that these young people can benefit from their time in school and enjoy the experience of improvement and success. It does this by providing a curriculum framework which will assist schools and individual teachers in adopting a student centred approach to education and in providing students with a programme to meet their individual needs.

It sets out to make the experience of school relevant and accessible to those young people who find it difficult to cope with the school system and who would benefit from support in working towards the aims of the Junior Certificate.

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## The Student Profiling System

The JCSP has at its core a system of student profiling that provides students with a record of their achievements. A student profile is an individualised record of the achievements which a student has demonstrated over a period of time. This is in contrast to a mark or grade in an examination which indicates an individual's performance at a single point in time.

Profiling is the process of gathering positive information about what each student has achieved and recording what the student can do. It is a flexible resource, which teachers can use and adapt as appropriate, to their schools, their classes and their individual students. The profiling system consists of a series of statements which provide the basis for the process of curriculum planning, monitoring, recording and feedback. Each statement in the Profile describes a skill, concept or area of knowledge. Essentially, a statement affirms that a student can do something, knows or understands something. Statements are based on the content of Junior Certificate syllabuses but extend the range of knowledge and skills which are set as goals, and which teachers then monitor and assess. This ensures that students can gain credit for a wider range of achievements than those included in the terminal examination.

At an early stage in the school year, teachers select those statements which describe the curriculum areas or cross-curricular skills which most relate to students' aptitudes or best address the obstacles preventing their success. Students are aware of these as aims for the term and the year, and understand that all of their class-work and homework, as well as their performance on class tests, will count towards their achieving these statements on their final Junior Certificate School Programme Profile. Teachers of the JCSP meet on a regular basis, at least once each term, to discuss how well their students are progressing towards the final statements.

Achievement is acknowledged and rewarded at each stage of learning. The purpose of profiling is to establish a pattern of success and provide feedback to the students about their learning. As the profile of the student is built up, the student's self-esteem grows. This constant affirmation of his or her progress aims to increase the positive connection that the student has with school. All students, who have been profiled under the JCSP Profile System for a minimum of one school year, will receive an individualised JCSP Student Profile certificate, describing the skills, knowledge and achievements attained by that student, including personal and social skills. They also receive a reference from the school authorities. Awarding and acknowledging student success is an intrinsic part of the Programme.

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## Profile Statements & Learning Targets

A profiling 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 e.g. *'The student can carry out a simple research project and display the results appropriately.'* Statements can be either subject specific or cross curricular in nature. The subject specific statements reflect many of the aims and objectives of the Junior Certificate prescribed subject syllabi. Cross-curricular statements are not subject specific but are aimed at improving the students' critical key skills and life skills, enhancing social and personal skills, as well as improving non-subject-specific academic competencies.

Each statement is defined or described by a series of learning targets. Learning targets are specific, short-term goals, which lead to the successful completion of a statement. They outline the steps to be followed, and the material that should be covered, if the student is to achieve competence in the more expansive and long-term goal: *the statement.*

The image shows a sample statement card for 'English: Letter Writing'. The card has a header with 'English' and 'Statement Code no: 8'. Below this, there are fields for 'Student:' and 'Class:'. The main text of the statement is 'Write a formal and informal letter'. Below the statement, there are fields for 'Date Commenced:' and 'Date Awarded:'. The 'Learning Targets' section lists 15 specific tasks, each followed by a set of three empty circles for marking progress. At the bottom of the card, there is a progress indicator with three columns: 'Work begun' (3 empty circles), 'Work in progress' (3 half-filled circles), and 'Work completed' (3 filled circles). Arrows from the text 'The Statement' and 'The Learning Targets' point to the statement text and the learning targets list, respectively.

English: Letter Writing  
English Statement Code no: 8  
Student: \_\_\_\_\_ Class: \_\_\_\_\_  
At Junior Certificate level the student can:  
Write a formal and informal letter  
Date Commenced: □□□□□□ Date Awarded: □□□□□□  
Learning Targets - This has been demonstrated by your ability to:  
1 Tell the difference between a formal and an informal letter □□□  
2 Write the address on the top right hand corner □□□  
3 Put the date underneath the address □□□  
4 Write the address of the person you are sending the letter to (formal letter), on the left hand side □□□  
5 Use the correct greeting □□□  
6 State why you are writing in the first paragraph □□□  
7 Give further reasons as to why you are writing in the second paragraph □□□  
8 Give your final points in the last paragraph □□□  
9 Match the closing farewell to the opening greeting □□□  
10 Write out an address as it would look on an envelope □□□  
11 Use capital letters for the names of people and places □□□  
12 Write a formal letter of complaint to a newspaper, shop or radio programme □□□  
13 Write a formal letter applying for a job □□□  
14 Write an informal letter to a friend who is in hospital □□□  
15 Write a response to a personal letter using 3 paragraphs □□□  
Work begun ■ □ □ | Work in progress ■ ■ □ | Work completed ■ ■ ■



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## Learning Targets

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Short-term goals or learning targets define each statement in more detail and these optional guidelines provide a useful resource when teachers want to set and monitor work on more specific knowledge and skills, for example, on a weekly or fortnightly basis. Progress on these learning targets is a useful source of on-going feedback to students and their parents. These learning targets do not appear on the final certificate.

### Advantages of using learning targets

The learning target format has many advantages:

- subjects and syllabi are broken down into “bite-sized pieces” and easily managed units of work
- the syllabi are made more accessible and meaningful for the students
- students become more aware of their achievements and progress
- success is experienced more frequently by the students
- the learning intention is clearly stated

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## Selecting Statements

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The selection of statements is based on the individual student's needs and abilities. Best practice would suggest that the teacher involves the student in the selection of the set of particular learning targets to be attempted or studied in any subject area. First, establish the abilities and needs of the individual or class group and then set realistic and achievable targets. Take into account the necessity, which may arise, of having to provide the individual student with a good grounding in the basic skills that are essential for progress across the curriculum. Choosing statements, based on the student's needs, will help to make the learning experience more realistic and relevant for the student. *It is important that only achievable statements are chosen.* Remember, the statements chosen are not additions to or add-ons to the Junior Certificate curriculum; rather, they provide teachers with a process and framework for planning and teaching the prescribed syllabus.

There is no set number of statements a student has to complete. Ideally, at any one time, the total number of statements each student is working on should be small. If these have been achieved or are nearing completion, additional statements can then be selected. It is important that only "achievable" statements should be chosen as completion of the statement is essential if the student is to experience the satisfaction of finishing a piece of work and receiving feedback. Some teachers may select just one statement to work on. A student will be presented with a final Student Profile for having completed just one statement.

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## Tracking Progress

Every student is given a copy of the statements they are working on, usually placed in a JCSP student folder. These are kept in school and reviewed regularly in class so that the students can keep track of their own progress, using the three-box system to record progress.



## Awarding Statements

Any teacher on the JCSP team, who has worked through a statement with a student, can recommend the awarding of that statement to the student. The JCSP team considers this recommendation, at a profile meeting, and collectively makes a decision on the awarding of the statement.

In general, a student can be awarded a statement when he or she has completed at least 80 per cent of the learning targets and has displayed competence in the following four areas:

- **frequency** – almost always carries out the given task: (on 80 % plus of occasions)
- **accuracy** – accurate enough for a given purpose
- **independence** – can carry out the task almost totally independently
- **sustainability** – retains the knowledge or skill for about a month

The following assessment modes can be used to assess the successful attainment of specific learning targets:

- oral assessment
- class work
- continuous assessment
- homework
- recall and retention of material
- completion of assignments
- project work
- end-of- topic tests
- oral revision activities
- group discussions

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- standardised attainment tests
- student self-assessment
- peer assessment
- teacher observation

An important element in awarding statements is *the teacher's professional judgement*.

## Team / Profile Meetings

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A weekly team meeting should be scheduled for the core group of JCSP teachers.

Additionally, one timetabled profile meeting should be arranged in each term.

These meetings should be attended by all of the JCSP teaching team and should be chaired by the JCSP Co-ordinator. A minimum of a double period, or the equivalent, will be needed for the profile meeting.

A profile meeting is a meeting of the JCSP teaching team. It is usually organised by the co-ordinator with the objective of updating the learning and performance records for a particular group of students. During the school year, a number of profiling meetings are held (usually around December, February and April). At these meetings, teachers discuss the progress of each student to date and recommend which students have completed sufficient work to be awarded specific statements. A minimum of a double period (80 minutes or the equivalent), is required to discuss the progress of fifteen students in the Programme.

The objective of profile meetings is to update the learning and student record cards for a particular group of students. At these meetings, teachers discuss the progress of each student to date and recommend which students have completed sufficient work to be awarded specific statements.

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## The Student Profile

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A student profile is a positive and individualised record of statements that a student is currently working on or has achieved over a period of time. This profile is compiled throughout Junior Cycle.

Final profiling occurs at the end of 3<sup>rd</sup> year, just before the Junior Certificate examination takes place. Its purpose is to record, for the last time, the progress made by individual students who are about to sit the Junior Certificate Examination. The team of teachers agree on the total list of statements to be awarded to each student. Subsequent to the Final Profile meeting, the co-ordinator sends the profiling data to the JCSP office on-line (<http://jcsp.slss.ie>). Here a presentation folder is compiled for each student and includes:

- 1 a certificate of participation
- 2 a list of statements that were successfully completed by that particular student

The presentation folders are returned to the schools where the co-ordinator adds in a reference for each student. The students are then presented with their final JCSP Student Profile at a graduation or award ceremony in their school. This ceremony is usually well attended by staff and parents..

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# Frequently Asked Questions

## Teaching the Junior Certificate School Programme

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### Your Questions Answered

These are some of the questions regularly asked by teachers and others unfamiliar with the Junior Certificate School Programme. If your question does not appear here then please e-mail it to us ([jcsp@iol.ie](mailto:jcsp@iol.ie)) and we can add it to our question bank. These Frequently Asked Questions have been grouped into the following categories for ease of reference:

- General
- Running JCSP in Schools
- Students and JCSP
- Statements and Learning Targets
- Research in the JCSP
- JCSP Demonstration Library Project



## General

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### What are the objectives of the JCSP?

The JCSP is based on two fundamental premises: (1) *all* young people are capable of achieving real success in school and (2) if students, who are struggling to cope with secondary schooling can be given experiences of success in learning while at school, then they are more likely to remain in school and to complete their Junior Certificate examination.

The Junior Certificate School Programme seeks to:

- retain students in full-time education by addressing factors that are linked to early school leaving.
- provide a fresh approach to the Junior Certificate programme
- meet the learning needs of students who are potential early school leavers
- support these students in achieving successful learning outcomes in the Junior Certificate programme
- improve their skills in literacy and numeracy
- enhance their social and personal development
- support the development of their key skills and life skills
- realise possibilities of progression in education for these students
- improve their school attendance records
- encourage them to identify with and gain satisfaction from being in school
- support them in achieving a final positive record of achievement (JCSP Student Profile)
- support them in achieving the optimum results in the Junior Certification Examination

## Is this an alternative to the Junior Certificate?

No, the Junior Certificate School Programme is not an alternative to the Junior Certificate. The JCSP follows the same curricular framework that is prescribed for the Junior Certificate but it is refocused and realigned to cater for this particular group of students. Every subject area has its own range of subject statements and associated learning targets. Each subject area has been examined and investigated by clusters of experienced teachers from JCSP schools and statements and learning targets have been developed, refined and adjusted to correspond with the prescribed syllabi. Cross-curricular statements extend learning beyond the range of examination subjects. The JCSP framework is designed to help schools and teachers to develop an imaginative approach to the Junior Certificate course. All the students in the Programme must be entered for the Junior Certificate examination.

## What is the difference between the JCSP and the Junior Certificate?

The Junior Certificate School Programme is a way of working *within* the Junior Certificate. It is designed especially to help young people, who may have had a difficult and unhappy experience of primary schooling and, consequently, may be potential early school leavers. In the JCSP, schools are offered a flexible framework that includes time for teachers to meet, a profiling system that is based on achievable learning targets (both subject-specific and cross-curricular) and structures for providing feedback to students and for acknowledging student successes. The framework also promotes a cross-curricular approach to encourage, sustain and support the students' engagement with learning in the important cross-curricular domain. A school-wide approach to literacy and numeracy development is also part of the framework. Students in the Programme get an official certificate of their achievements (JCSP Student Profile), at the end of third year. On completion of their Junior Certificate Examination, the students will also receive their Junior Certificate Examination Certificate.

## **Do students sit the Junior Certificate examination?**

Absolutely! The whole focus of participating in the Junior Certificate School Programme is to encourage students to stay at school, to enable them to experience success in learning at second-level and become more confident about sitting the Junior Certificate Examination. In addition to sitting the Junior Certificate Examination and receiving the Junior Certificate, which includes a list of the subjects taken in the State examination and the grades achieved in those subjects, each student in the Programme also receives an individualised JCSP *Student Profile* at the end of third year. This Student Profile is a comprehensive profile and listing of all the subject-specific and cross-curricular achievements of the student, throughout his or her involvement in the Programme.

## **Do many students fail JCSP?**

Students cannot fail JCSP. The Programme is all about success. Achievable statements are carefully chosen so as to ensure successful learning outcomes. Students get an opportunity to complete a series of statements and build their own success profile – a profile listing all the things they *can* do.

## **Do students have to pay additional examination fees to participate in the Programme?**

No, additional payments are not required from students or schools to participate in the Programme.

## What curriculum should students in the Programme follow?

While the breadth and range of the JCSP curriculum can vary from school to school, each school must make two critical decisions regarding its JCSP curriculum:

- each school must decide on the content of its JCSP curriculum
- each school must decide on the teaching time to be allocated to each subject on the curriculum

The average number of examination subjects taken by students in the Programme, in the thirty schools that were evaluated by the inspectorate, was seven.

Students follow the Junior Certificate curriculum. They go on to do the Junior Certificate exam. They are required to be entered in the exam in English and Mathematics and to follow a suitable course in Irish (timetabled). The inspectorate stated in their evaluation report "Building on Success" that, while there are certain merits in the Irish Cultural Studies courses being offered, these courses should supplement, and not replace, the study of Gaeilge, for students in the Programme.

The range of subjects taught to students in the Programme also includes: Religious Education, Physical Education, Art Craft and Design, Home Economics, C.S.P.E., Computer Studies, Geography, Materials Technology Wood, Materials Technology Metal, S.P.H.E., History, I.C.T., Science, Business Studies and a Modern Language.

The curriculum should also provide opportunities for literacy, numeracy and personal and social skills development and should include cross-curricular activities.

The inspectorate, in their evaluation report, stated that one of the distinguishing characteristics of the JCSP curriculum in many schools was the clear emphasis placed on practical subjects. The inspectorate reported that practical subjects meet a wide range of students' needs and aspirations and so tend to enhance the general quality of the Programme.

The inspectorate also pointed out that students in the Programme are entitled to the same amount of instruction time as all other junior cycle students.

## Do parents have a role in JCSP?

Parental involvement is encouraged and welcomed in JCSP. Schools increase the frequency of contact with parents by placing emphasis on passing on 'good news'. The following strategies may be used to nurture and support regular contact with parents:

- holding JCSP information meetings
- parent teacher meetings
- issuing JCSP brochures, postcards and newsletters to parents
- JCSP celebration events
- JCSP graduation events and presentation of final JCSP Student Profiles
- use of the student's journal for communication
- visits to the school by parents to view exhibitions and displays of the students' work
- home visits by members of the school staff
- coffee mornings
- letters and phone calls to parents

Parents are invited to become actively involved in their children's education by working with the school in encouraging good attendance, punctuality and homework and by praising progress made. Parents may also volunteer to participate as tutors in JCSP Paired Reading or Paired Maths initiatives or may become involved in the planning and organisation of JCSP school events. The JCSP strives to improve students' attendance and punctuality through forming strong and positive links with parents.

## When should parents be informed about the Programme?

At the earliest opportunity, parents of students, targeted and selected to participate in the Programme, should be informed about the aims, activities and successes of the JCSP. Schools should also endeavour to keep parents informed of their child's progress in the Programme by issuing JCSP postcards, holding regular parent-teacher meetings, writing comments in the student's journal, keeping the student's folder up-to-date and inviting parents to attend JCSP celebration events.

## Has the Programme been evaluated?

Yes, an in-depth evaluation of the Junior Certificate School Programme was undertaken by the Inspectorate of the Department of Education and Science. The evaluation was undertaken in thirty schools during the school year 2002/2003. The principal objectives of the evaluation were to assess:

- the JCSP curriculum in schools
- the learning and teaching methods employed in the JCSP
- the student assessment techniques employed
- the nature and quality of the planning and implementation of the Programme by schools
- the extent to which schools evaluate and review the Programme
- the outcomes of the JCSP in schools and resource issues arising

The evaluation was carried out over a period of two days in each selected school, during which the inspector met the principal and the JCSP coordinator, reviewed relevant documentation, observed lessons, interviewed key personnel in the school and interviewed a small group of students. The inspectors also reviewed questionnaires that had been sent to the school for completion by a range of teachers before the school visit. The evaluation report (“Building on Success, an Evaluation of the Junior Certificate School Programme”) was published in 2005 and can be purchased from the Government Publications Sales Office in Molesworth Street, Dublin 2.

## Does the JCSP make a difference?

The “Building on Success” evaluation report identifies and describes the many positive and successful outcomes that have been achieved by the JCSP in the thirty evaluated schools, as indicated by various key personnel in these schools. The reported positive outcomes include:

- enhanced attendance and retention
- enhanced motivation to learn and improved attitude towards learning
- enhanced literacy and numeracy achievement
- enhanced social and personal skills
- improved performance in the Junior Certificate Examination
- continuation in education after the Junior Certificate

## Where can I learn more about the Programme?

Additional information on the Programme can be acquired by sourcing and reading the “Building on Success” evaluation report of the Inspectorate of the Department of Education and Science, the “About JCSP” publication, the various JCSP newsletters, JCSP pamphlets for parents, relevant circular letters from the Department of Education and Science (Circular M28/96 and Circular M44/00) or by viewing the JCSP website ([www.jcsp.ie](http://www.jcsp.ie)) and JCSP Literacy and Numeracy website ([www.jcspliteracyandnumeracy.ie](http://www.jcspliteracyandnumeracy.ie)). The evaluation report of the JCSP Demonstration Library Project is also an important source of information related to the Programme.

## How can I acquire JCSP resources and materials?

JCSP materials and resources are available at JCSP in-services. Alternatively, resources can be ordered by contacting the JCSP Office, Curriculum Development Unit, Captain’s Road, Crumlin, Dublin 12 (**phone:** 01 453 5487 | **fax:** 01 402 0435 | **e-mail:** [jcsp@iol.ie](mailto:jcsp@iol.ie)).

## What JCSP resources and materials are available?

A wide selection of resources are available, from the JCSP Support Service, to support teaching and learning in the Programme. Suites of resources are available in the following areas: (1) Literacy (e.g. literacy initiative guidelines, bookmarks, posters, smog cards, postcards, keyword notebooks, writing frames, “Between the Lines” video/DVD and resource book, “Everyone Reads” video etc.), (2) Numeracy (e.g. numeracy initiative guidelines, posters, workbooks, “LUVU 2C U” bookmarks, “Flashmasters” etc.), (3) Subject Specific areas (subject handbooks, student workbooks, postcards), and (4) Programme development (subject handbooks, coordinators folders, stickers, posters, flyers, brochures, achievement certificates, newsletters).

## Do I have to pay for JCSP resources and materials?

No, JCSP materials and resources are provided free to schools in the Programme. These resources can be acquired by contacting the JCSP Office.

## How are teachers informed about upcoming JCSP events?

Information about upcoming JCSP events, initiatives, in-services and conferences is regularly communicated to schools (principals and coordinators) by letters, flyers, newsletters and in-service calendars. This information is always provided at the coordinators’ meetings and is also on display on the JCSP website. Details of upcoming events are also provided at JCSP in-services.

# FAQ

## Does JCSP have a website?

The programme has two websites, a JCSP website ([www.jcsp.ie](http://www.jcsp.ie)) and a Literacy and Numeracy Website ([www.jcspliteracyandnumeracy.ie](http://www.jcspliteracyandnumeracy.ie)).

## What is the JCSP Literacy and Numeracy Strategy?

The JCSP Literacy and Numeracy Strategy, an element of the overarching JCSP framework, is a multi-stranded framework of support and provision to schools to facilitate the implementation of a school wide approach to literacy and numeracy enhancement and development. The JCSP Literacy and Numeracy Strategy encompasses an array of activities and developments: production of a suite of teaching and learning resources (e.g. "Between the Lines" resource book and video/DVD, posters, bookmarks, writing frames, "smog" cards etc.) planning and designing literacy and numeracy initiatives, production of teacher guidelines for the implementation of specific initiatives, statement development, planning and provision of literacy and numeracy in-services, improvement of reading standards and attitudes to reading among students in the Programme, development of a reading culture throughout the school, supporting subject-teachers in teaching the literacy and numeracy demands of their subject areas, planning and implementation of the JCSP Demonstration Library Project, facilitation of localised and contextualised action research projects and publication of emergent research findings.

Within this strategy, schools are encouraged to put in place a policy plan, for numeracy and literacy development, as part of their overall school planning.

## How can I contact the JCSP Support Service?

Each member of the JCSP Support Service can be contacted through the JCSP Office in the Curriculum Development Unit, Sundrive Road, Crumlin, Dublin 12 (**phone:** 01 453 5487) or alternatively, at his or her mobile phone number. These phone numbers are available from the JCSP Office and from the JCSP website ([jcsp@iol.ie](mailto:jcsp@iol.ie)). These phone numbers are also listed in the JCSP newsletters.



## Running JCSP in Schools

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### What additional allocations are available to schools?

Individual schools, participating in JCSP, receive an improved teacher allocation from the Department of Education and Science. The allocation is at the rate of 0.25 whole-time teacher equivalent (WTE) per group of 45 pupils participating in the Programme. This 0.25 allocation translates into a time allocation of 5.5 hours per week to a school for every 45 students in the Programme. Two hours of this time allocation should be used, each week, for the coordination of the Programme (coordinator). The remaining 3.5 hours per week is a resource that enables timetabled weekly core team meetings to occur or, alternatively, can be employed to facilitate the holding of a September planning meeting (full JCSP team) and three profile meetings (full JCSP team) at appropriate times during the school year. Meeting time is a critical and mandated component of the JCSP.

So, schools with forty-five or fewer students in the Programme receive an allocation of 0.25 WTE, schools with forty-six to ninety students in the Programme receive an allocation of 0.50 WTE, while schools with ninety-one to 135 students in the Programme receive an allocation of 0.75 WTE.

There is also a once-off capitation grant of €63.50 in respect of each student enrolled on the Programme, paid once during Junior Cycle.

## Who looks after the Programme in the school?

Each school has a co-ordinator for the Programme who is responsible for the implementation, administration and coordination of the programme. The coordinator has a specific time allocation (which varies between schools, depending on the level of student participation) for carrying out this work. The coordinator performs a variety of important roles and duties which may include: assisting in the selection of students to participate in the Programme, regular monitoring of student progress and achievement, assisting in the selection of profiling statements, attending in-service meetings for coordinators, informing staff of upcoming JCSP initiatives and JCSP national in-service (using the JCSP notice board), developing and promoting cross curricular approaches and projects, participating in the systematic review of the Programme in the school, setting up and maintaining a system of student folders, documenting and maintaining records relating to the Programme, reporting to school staff on JCSP progress and developments, developing and promoting JCSP initiatives in the school, maintaining stock of JCSP resources and acquiring new JCSP material, liaising with parents, providing regular feedback to students, organising and chairing team meetings, managing the school budget for JCSP, liaising with support personnel, looking after teachers' and students' needs arising from participation in the Programme, organising JCSP celebration events and liaising with members of the JCSP Support Service. JCSP coordinators are involved with students in a number of ways: giving feedback on progress, organising activities and generally being a source of encouragement.

As well as having a JCSP coordinator in place, many schools also have a JCSP planning team and this team may include, among others: some subject teachers, resource and learning support teachers, the school guidance counsellor, the HSCL teacher and the School Completion Programme coordinator.

An effective Programme will have an annual cycle, which includes selection of students, planning of the programme, providing formative feedback to students, assessment of students' achievements and celebration of students' achievements.

Teachers, who are new to the JCSP, are inducted into the programme. The JCSP Support Service provides in-service that is tailored to the needs of newly appointed teachers or teachers who are teaching the Programme for the first time.

## **How many teachers are there on a JCSP team?**

There is no set number, but keeping the JCSP teaching team as small as practical is in the best interest of meeting the aims of the Programme. Students find it easier to relate to a smaller number of teachers and communications among teachers can be more easily facilitated in a smaller teaching team. With a smaller teaching team there is more time for high-quality relationships to be formed between students and teachers. It is the experience of teachers working with JCSP students that a smaller teaching team is more effective than a larger one. Many students go from primary school, where they had one teacher throughout the year, into secondary school where they can have a bewildering number of teachers on a daily basis. Many schools have found that reducing the number of teachers in a JCSP team to 10, 8 or even 6 has improved the school experience for the students. At least one trained learning support teacher should work with JCSP students. It is suggested in the “Building on Success” evaluation report that the establishment of large JCSP teaching teams may sometimes reflect a low priority being attached to JCSP classes by school management.

## **Does the JCSP team have time to meet?**

Yes. Each team meets at least once a term, but in many schools, weekly core-team meetings (involving up to five teachers) are held. These are mandated team meetings and are facilitated by the time allocation resource provided by the Department of Education and Science to schools participating in the Programme.

## **How often does the JCSP team meet?**

At a minimum, each team meets at least four times in a year: a planning meeting in September and three profile meetings usually held towards the end of each term. However, many schools have opted for weekly timetabled core-team meetings and schools report that this weekly arrangement is more effective and of greater benefit in supporting the planning and delivery of the Programme.

## **How are meetings facilitated?**

The co-ordinator has responsibility for facilitating JCSP meetings. Arranging a venue, time, refreshments, preparing agendas, running the meeting and recording action plans and minutes is all in the remit of the coordinator.

## What help do teachers involved in the Programme get?

Support is provided in the following areas:

- Support in planning a suitable curriculum
- Time for meetings
- A handbook of statements
- School visits from the JCSP Support Service
- Resources from the JCSP Support Service
- In-service on a wide range of subject-specific, cross-curricular and generic themes and topics (literacy, numeracy etc.).

## Does each subject teacher work on statements independently?

Yes and no. There are opportunities, at the profile meetings during the year, to talk to the other teachers on the team about getting involved in cross-curricular projects and activities. It is very beneficial for students in the Programme to experience consistency in the learning environment and to have key skills revisited and reinforced across the curriculum.

## What is cross-curricular work?

The cross-curricular element of the JCSP involves engaging students in complementary activities in different subject areas, thus linking and integrating different parts of the curriculum. The fragmentation of the subject-centred curriculum, at second level, can be especially problematic for some young people, at the transfer stage between primary and post primary schooling. The cross-curricular focus is a core component of the Programme and is supported and facilitated through the availability of a wide menu of cross-curricular statements for students to work on. Cross-curricular activities support the development of students' personal and social skills, enhance the development of key skills and critical life skills, provide continuity with the integrated thematic approach of the primary school curriculum and encourage co-operation and collaboration between teachers. Cross-curricular activities help to locate discreet skills and knowledge in meaningful contexts. In cross-curricular activities, the emphasis is on experiential and hands-on learning and on the active participation of students in planning, decision-making and evaluation of projects. The aim of cross-curricular work is to provide students with an active, enquiring and investigatory education, which is grounded in the issues of everyday life so that they may become flexible and adaptable members of society.

# FAQ

Cross-curricular work can refer to occasions where two or more subject-teachers work together. It can involve adopting a thematic approach to a specific element of the curriculum or may be a linking of the shared elements of different syllabi in a thematic way. Linking the concept of “measurement” from Maths with the measurement activities that occur in Science, Geography, Materials Technology Wood, Materials Technology Metal, Technical Graphics and Home Economics can enable students to discover that “measurement” is a transferable and overarching skill that is important in many subject domains.

Many students in the Programme take a reduced number of examination subjects, in their Junior Certificate Examination, and this helps to create time and space for cross-curricular activities, for social and personal development, for literacy and numeracy enhancement and for involvement in JCSP initiatives. Examples of cross-curricular activities include the organisation of school events (e.g. musicals or concerts), operating horticultural schemes and organising Christmas celebrations.

## **Who records the students' progress?**

Each teacher records the progress of his or her own students and finds time to give them feedback on their performance. Some teachers work collaboratively with students to record progress made.

## **Who keeps the records?**

Teachers keep their own records of students' progress in the selected learning targets and statements. At the same time, each student records his or her progress in the Student Folder. The coordinator has the official master record of progress for each individual student. This is updated at every profile meeting.

## **Where are the records kept?**

Teachers keep their own records. Student Folders may be kept in the classroom, the coordinator's room, the learning support room or in the staffroom. The master record-cards are kept by the coordinator. They should be stored securely in the school office.

## Do I have to change the way I teach?

Emphasis, in the JCSP classroom, is placed on: engineering of successful learning outcomes for students, development and enhancement of literacy and numeracy skills and the personal and social development of the students. Teachers are encouraged to use a range of teaching methodologies when teaching students in the Programme. The JCSP programme promotes teaching methods which are:

- experiential and hands-on
- interactive
- purposeful
- relevant
- systematic and structured

JCSP classrooms are often organised and arranged so as to facilitate student involvement in groupwork, paired work and individual work. Opportunities may be also provided to engage in computer assisted learning, in reading, in storytelling, in role-playing, in cross-curricular work and in class discussions. Student achievements and successes are regularly acknowledged and celebrated. Opportunities to engage in outdoor activities are also provided.

## What in-service support is available?

The JCSP Support Service provides a wide menu and choice of in-career professional development for coordinators and teachers in the Programme. Teachers should refer to the JCSP in-service calendars (national in-service) to acquaint themselves about upcoming in-services, dates and locations. JCSP in-service calendars are published twice a year, one for the September-Christmas period and one for the January-April period. As well as providing national in-service, the JCSP Support Service also provides regional in-service and school-based in-service (whole staff or JCSP team, as required). A wide diversification of topics and themes are included in the JCSP in-service provision: coordinator specific, principal specific, subject specific and generic (literacy, numeracy, mind mapping, library, writing, tutor, cross curricular, reading etc.). JCSP teachers should agree to participate in relevant in-service training and professional development, and should be released by school management for that purpose.

## What are JCSP initiatives?

Since 1997, the JCSP Support Service has run initiatives where teachers are facilitated in introducing new and creative ways of working with the students in the Programme. Initiatives provide schools with funding to acquire additional resources so as to enhance the teaching and learning environment of the students. Initiatives also enable teachers to develop and explore new strategies, methodologies and interventions to support student learning. Many of the initiatives are extensions of the sharing of best practice at in-service. In some initiatives the strategies and interventions, that have proven to be successful in other projects, are further developed, explored and evaluated by teachers in the Programme. Other initiatives are further developments of successful interventions and are supported by the provision of guidelines and suites of resources. As part of the JCSP Student Profiling System, additional statements and learning targets have been designed and developed to correspond with the work undertaken in specific initiatives (e.g. "Reading Challenge" and "Who Wants to be a Word Millionaire?").

An extensive menu of initiatives is usually available for teachers to choose from. Currently, initiatives are available in literacy: ("Who Wants to Be a Word Millionaire?", "Reading Challenge", "Readalong", "Paired Reading" etc.), in numeracy: ("Paired Maths", "MakeYourOwnOpoly", "Flashmaster", "Maths Games" etc.), in subject-specific areas: ("Gaeilge", "Science", "Music" etc.) and in generic areas: ("Bodhrán", "Disposable Cameras", "Celebrations", "Samba", "Outdoor Education" etc.). Some initiatives have an inbuilt research dimension requiring pre and post-testing. An initiative evaluation report should be completed and forwarded to the JCSP Office, at the conclusion of each initiative.

## What are JCSP celebration events?

Celebration events are important occasions in the JCSP calendar and may occur throughout the school year but most are held in either December (Christmas celebration) or in May (Summer celebration). A celebration event provides the school with an ideal opportunity to promote the Programme to parents, to enhance and increase the motivation levels of the students and to acknowledge and reward the achievements and successes of these students. Increasingly, students host the events and make presentations on the range of activities they had been involved in, while undertaking their projects. Celebrations can be the culmination of a cross-curricular project, where students' work on a specific theme or issue is the focus of the event. The JCSP Student Profile System contains certain statements, which are specifically designed to reflect the work undertaken by students in planning and organising a celebration event. A major JCSP celebration and graduation event takes place at the end of third year, when students are awarded their final JCSP Student Profiles. Some schools opt to hold this celebration and graduation event in September to correspond with the issuing of the Junior Certificate examination results. Other schools hold the event in May, prior to the students sitting for the written section of their Junior Certificate examinations. Students are always happy to welcome their parents to celebration events where awards and achievements are publicly recognised.

## What purpose do JCSP postcards serve?

JCSP postcards have been designed and developed by students, when invited to participate in JCSP Postcard Competitions. These JCSP postcards are regularly issued to parents by members of the JCSP teaching team. A wide selection of JCSP postcards is now available, including postcards in generic and subject-specific areas. JCSP postcards are designed to serve many purposes and functions including:

- informing parents of their children's progress and performance in school
- breaking down the barriers that can exist between the school and the home
- conveying positive messages
- enhancing home-school links
- reporting on assessment tests
- recognising student achievements in learning



## Why do students in the Programme have folders?

It is recommended that each student in the Programme has a Student's Folder.

The folder serves many important functions and purposes:

- it contains samples of the student's best work
- it provides evidence of the student's progress to date,
- it contains the learning targets and statements that have already been completed
- it contains the statements and learning targets that are currently being studied and worked on
- it enables the student to be aware of the work that must still be completed and undertaken in order to reach the next targets set
- it provides formative and summative feedback to the student
- the student can refer to the folder to track and monitor his or her progress in learning
- it contains samples of certificates and postcards issued to the student

Best practice in the use of student folders would suggest that the folders are used every day, are regularly updated and are readily available to students, teachers and parents, when requested. The student folders can also provide a focus for discussion at parent-teacher meetings.

In most schools, the student is responsible for the maintenance of the folder. However, in some schools, the JCSP coordinator or individual subject-teachers keep the student folders.

## What is the "Make a Book" exhibition?

The Make a Book exhibition provides students with opportunities to be involved in an imaginative and creative cross-curricular project, which challenges them to express their own voices in original ways. The Make a Book project is an annual event, which links student writing with cross curricular work. It brings together several strands of the Junior Certificate School Programme, it celebrates the work of students in the Programme, it offers them a real audience of their peers and the wider public and thus provides an incentive for careful drafting and redrafting of their project-work. It has become a focus for cross-curricular work among the teams of teachers involved in the Programme.

The topics exhibited range across creative writing, biographies, local history and current affairs and there is no limit to the imagination and the range of materials used in the making of the books. Two Make a Book exhibitions are organised each year, one in Dublin and one in Cork.

## Students and JCSP

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### Which students should do the JCSP?

The JCSP Programme is aimed at 12–16 year olds who are potential early school leavers.

### What selection criteria can be used to identify students to participate in the Programme?

Certain factors have been identified in educational research literature as predictors of early school leaving (“Early School Leavers” (2002) National Economic and Social Forum, Report Number 24). These include a combination of:

- low academic performance and repeated experiences of failure in learning in primary school
- disruptive behaviour in the primary school
- poor results in the assessment tests, which are administered on-entry to post primary schooling
- lack of confidence and low self-esteem
- difficulties with social interaction, not only with teachers but also with peers
- serious difficulties with basic skills, including literacy and numeracy, which interfere with their ability to cope with the normal demands of school and everyday life
- a record of high absenteeism from school

### Who participates in the selection of students for the Programme?

The selection of students is usually a collaborative and protracted process involving several key practitioners: e.g. principal, deputy principal, year-head, JCSP coordinator, guidance counsellor, learning support teacher, resource teacher, SCP coordinator, subject teachers and HSCL teacher. Information received from the feeder primary schools, from parents, from student interviews, from teacher observation and from standardised assessment tests should inform the selection procedure.

## **Can the original selection of students be revised and changed?**

Yes. It is essential that each student's progress and achievements at second level should be carefully and systematically monitored over time (e.g. by follow-up assessments, teacher assessments, progress reports, term exam results, classroom interactions and teacher observations) in order (1) to ensure that the original selection was inclusive, accurate and correct, (2) to identify students who may no longer need the range of supports provided by the Programme and (3) to identify additional candidates who would benefit greatly from participating in the Programme, but who had not been detected during the initial selection process. Schools should not rely exclusively on once-off assessment test results to guide their selection of students to participate in the Programme. Students are very often nervous, when faced with initial assessment tests in a new school context and consequently perform poorly in these tests.

## **Can the Programme work in a mixed-ability setting?**

Certainly. It is up to the teacher and the school to decide which way they want to organise the students in their classes. The JCSP Support Service can be contacted to discuss a variety of approaches to support the implementation of JCSP in mixed-ability classrooms.

## **How is students' participation in the Programme explained to them?**

Students are informed from the start that they are doing the Junior Certificate course. Instead of waiting to do an exam after three years, they can immediately begin to work towards their JCSP Student Profile and their exams. Teachers will take a "chunk" or "bite-size piece" of their subject, called a statement, which 'states' that they can do something. This statement will be put on their certificate as soon as they have achieved the required number of learning targets. e.g. 'The student can apply the basic knowledge and skills necessary to produce artefacts using engineering materials.'

Students can build up their own JCSP Student Profile throughout Junior Cycle by completing targets and statements with their teachers. By the time that they come to sit their exams, in third year, they will have been provided with regular feedback on their successes in learning and will have received their JCSP Student Profile certification. Naturally, they will then feel much more confident about doing the Junior Certificate Examination.

## **What do students gain from being in the Programme?**

Students get opportunities to become more involved in their own learning and to discuss the statements and learning targets with their teachers. Through engagement with this student-friendly process, students begin to experience success in learning on a regular basis and go on to build on this success. Throughout their time on the Programme, the JCSP team seeks out opportunities to reward and praise the students and to give them useful and formative feedback on their performance. In addition, the JCSP team tries to make positive contact with the students' families. At the end of third year, the students receive their final JCSP Student Profile certificates. When these students sit their Junior Certificate exam they also get an examination certificate from the Department of Education and Science.

## **Should the learning targets in the statements be explained to the students?**

It is important that students are aware of the specific learning targets that are ahead of them. It is important to emphasise that these targets are part of the Junior Certificate syllabi and that success in them is a stepping-stone to success in the Junior Certificate examination itself.

## **Is it necessary to involve the students in tracking their own progress?**

JCSP teachers have found that involving students in monitoring their own progress provides the students with an increased sense of control over their own learning and usually leads to enhanced motivation to learn. Experienced JCSP teachers report that this involvement by students in their own learning is an important element in the Programme and is one of its major successes.

## **Can students be helped to make the transition from primary to secondary?**

Many JCSP schools now run transfer programmes for students moving from primary to secondary school. These programmes take some of the "strangeness", "anxiety" and "fear" out of moving into secondary school by allowing the 6<sup>th</sup> class primary pupils, at open days, to explore their new school, meet some of their new teachers, hear from current 1<sup>st</sup> and 2<sup>nd</sup> years about the highlights of the secondary school year and, in some cases, sit in on a few classes.

## How long does a student need to be in the Programme to receive a final Student Profile certificate?

A student has to complete one year's work on the Programme in order to receive this certification.

## Can a student be profiled if he or she has left the school?

Yes, any student who has completed one full year in the Programme is entitled to a JCSP Student Profile certification. However, the profile and certification can only be awarded at the end of third year.

## Statements and Learning Targets

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### What is a statement?

A profiling 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 e.g. *'The student can carry out a simple research project and display the results appropriately.'* Statements can be either subject specific or cross curricular in nature. The subject specific statements reflect many of the aims and objectives of the Junior Certificate prescribed subject syllabi. Cross-curricular statements, on the other hand, are not subject specific but are aimed at enhancing the students' social and personal skills, improving critical key skills and life skills, as well as improving non-subject-specific academic competencies. Statements are divided up into smaller components called learning targets.

### How do the statements relate to the Junior Certificate syllabus?

The subject-specific statements are based on the content of the prescribed Junior Certificate syllabi and reflect the skills and conceptual knowledge needed to succeed in the Junior Certificate examination.

## **What are learning targets?**

Each statement is defined or described by a series of learning targets. Learning targets are specific, short-term goals which lead to the successful completion of a statement. They outline the steps to be followed and the material that should be covered, if the student is to achieve competence in the more expansive and long-term goal: the statement.

## **What are the advantages of using learning targets?**

The learning target format has many advantages:

- subjects and syllabi are broken down into “bite-sized pieces” and easily managed units of work
- the syllabi are made more accessible and meaningful for the students
- students become more aware of their achievements and progress
- success is experienced more frequently by the students
- the learning intention is clearly stated
- each student can have an individual programme for learning

## **Do all students do the same learning targets at the same time?**

It varies. It depends on the class, the subject and the teaching style of the teacher.

## **Are learning targets listed on the final Student Profile certificate?**

No, only the statements that have been completed by the student are listed in the final Student Profile certificate. To include the full list of learning targets would make the certificate very text-laden and cumbersome.

## **Is there a set time for completing a statement?**

No, not at all. Some statements, such as those related to projects, may be achieved in a relatively short time, while others may be worked on over the three junior cycle years.

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## Is there a maximum or a minimum number of statements that can be chosen?

No, there is no set number of statements. A student will be presented with a final Student Profile for having completed just one statement. Students can work on any number of statements. Ideally, at any one time, the total number of statements each student is working on should be small. If these have been achieved or are nearing completion, additional statements can then be selected.

## How many statements should teachers begin with?

The best advice would be to choose a small number of statements to work towards. Only “achievable” statements should be chosen. Some teachers may select just one statement to work on.

## How do teachers decide which statements to work on?

The selection of statements is based on the individual student’s needs and abilities. Best practice would suggest that the teacher involves the student in the selection of the set of particular learning targets to be attempted or studied in any subject area. First, establish the abilities and needs of the individual or class group and then set realistic and achievable targets. Take into account the necessity, which may arise, of having to provide the individual student with a good grounding in the basic skills that are essential for progress across the curriculum. Choosing statements, based on the student’s needs, will help to make the learning experience more realistic and relevant for the student. *It is important that only achievable statements are chosen.* Remember, the statements chosen are not additions to or add-ons to the Junior Certificate curriculum; rather they provide teachers with a process and framework for planning and teaching the prescribed syllabus.

## What is the best way to record student progress?

Many schools have developed their own version of student folders, which include copies of the specific statements and learning targets that are currently being worked on. These are kept in school and reviewed regularly in class so that the students can keep track of their own progress, using the three-box system to record progress.

Work begun    | Work in progress    | Work completed

## Who awards the statements?

Any teacher on the JCSP team, who has worked through a statement with a student, can recommend the awarding of that statement to the student. The JCSP team considers this recommendation, at a profile meeting, and collectively make a decision on the awarding of the statement.

## When is a statement awarded?

In general, a student can be awarded a statement when he or she has completed at least 80 per cent of the learning targets and has displayed competence in the following four areas:

**Frequency** – almost always carries out the given task: (on 80 % plus of occasions)

**Accuracy** – accurate enough for a given purpose

**Independence** – can carry out the task almost totally independently

**Sustainability** – retains the knowledge or skill for about a month

The following assessment modes can be used to assess the successful attainment of specific learning targets:

- teacher-devised tests
- oral assessment
- class work
- term examinations
- continuous assessment
- homework
- recall and retention of material
- completion of assignments
- project work
- end-of- topic tests
- oral revision activities
- group discussions
- modular tests
- computer-based tests
- standardised attainment tests

An important element in awarding statements is *the teacher's professional judgement*.



## What is profiling?

The JCSP Student Profiling System addresses the range, breadth and balance of the entire Junior Certificate curriculum, including skills and knowledge of particular importance to people who are failing in the school system and who are potential early school leavers. It is a flexible resource, which teachers can use and adapt as appropriate, to their schools, their classes and their individual students.

Profiling is the process of gathering positive information about what each student has achieved and recording what the student can do. A team of teachers identifies the specific needs of their students and chooses a number of achievable learning targets both within and beyond their subject areas. Once a set of short-term achievable learning targets, from the JCSP Student Profiling System, has been agreed by these teachers, the students are informed of the short-term learning goals they are aiming towards. Through profiling, a student can gain recognition for subject-specific work completed in preparation for the Junior Certificate exam and also for cross-curricular skills and competencies, which they may have developed and which may not be directly examinable in that examination. The students track their own progress, in their folders, with the help of their teachers. Achievement is acknowledged and rewarded at each stage of learning. The purpose of formative profiling is to establish a pattern of success and provide structured feedback to the students about their learning. As the profile of the student is built up, the student's self-esteem grows. This constant affirmation of his or her progress increases the positive connection that the student has with school and helps to retain him or her within the educational system. All students, who have been profiled under the JCSP Profile System for a minimum of one school year, will receive an individualised JCSP Student Profile certificate, describing the skills, knowledge and achievements attained by that student, including personal and social skills. They also receive a reference from the school authorities. Awarding and acknowledging student success is an intrinsic part of the Programme.

The Student Profile Handbook contains a bank of statements and learning targets, both subject specific and cross-curricular, which reflect, and extend beyond, the prescribed syllabi of the Junior Certificate.

## What is a profile meeting?

A profile meeting is a meeting of the JCSP teaching team. It is usually organised by the coordinator with the objective of updating the learning and performance records for a particular group of students. During the school year, a number of profiling meetings are held (usually around December, February and April). At these meetings, teachers discuss the progress of each student to date and recommend which students have completed sufficient work to be awarded specific statements. A minimum of a double period (80 minutes or the equivalent), is required to discuss the progress of fifteen students in the Programme.

## What is a student profile?

A student profile is a positive and individualised record of statements that a student is currently working on or has achieved over a period of time. This profile is compiled throughout Junior Cycle. The final JCSP Student Profile is summative and cumulative and contrasts greatly with the stark mark or grade that is awarded in the Junior Certificate examination, which merely indicates and evaluates the individual student's performance at a single point in time. At the end of third year, and usually before the written section of the Junior Certificate examination, students may be presented with their final Student Profile. Some schools may not distribute these final Student Profile certificates until the arrival in September of the Junior Certificate Examination results.

## What is final profiling?

Final profiling occurs at the end of 3<sup>rd</sup> year, just before the Junior Certificate examination takes place. Its purpose is to record, for the last time, the progress made by individual students who are about to sit the Junior Certificate Examination. The team of teachers agree on the total list of statements to be awarded to each student. Subsequent to the Final Profile meeting, the coordinator sends the profiling data to the JCSP Office, by hard copy or on-line (<http://jcsp.slss.ie>) or (<http://jcsp.ie>). Here a presentation folder is compiled for each student and includes:

- 1) a certificate of participation validated by the Department of Education and Science
- 2) a list of statements that were successfully completed by that particular student. You are advised to follow directions on the site

The presentation folders are returned to the schools where the coordinator adds in a reference for each student. The students are then presented with their final JCSP Student Profile at a graduation or award ceremony in their school. This ceremony is usually well attended by staff and parents.

## **At what stage are the statements for the Final Profile decided upon?**

The final decision, as to which statements are to be awarded, is made at the Final Profile meeting, in the last term of third year.

## **Who provides the final Student Profile certification?**

The JCSP Support Service, in collaboration with schools, certifies the profiling of students in the Programme. Essentially, this entails the school (usually the JCSP coordinator) sending the profiling data to the JCSP Support Service. This profiling data indicates the full list of statements to be awarded to individual students. This information can be sent as hard copy or transferred electronically on-line (<http://jcsp.slss.ie>). The JCSP Support Service prepares the presentation folder for each student, which includes a certificate of participation and a list of the statements completed by that particular student. The presentation folders are returned to schools and are distributed to the students at graduation or award ceremonies.

## **Research in the JCSP**

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### **What is the role of research in the JCSP?**

Research plays a vital role in JCSP. Research activities are focused on the analysis and documentation of the impact of JCSP interventions on children at risk of marginalisation. The JCSP research framework is comprised of a range of components involving analysis of documentation, investigation of international research, design and implementation of field research as well as the creation and development of associations with individuals, agencies, and organisations concerned with issues related to young people, education, and social inclusion. These activities will contribute to the continued evolution and vitality of the JCSP as well as ensuring widespread dissemination of the many innovative and successful teaching strategies practised in our school.

## **Do I have to participate in the research?**

The daily work of teachers, both inside and outside the classroom, with JCSP students constitutes research participation. The level of research involvement is thereafter for the individual teacher to decide. It is one of the goals of the framework however, to establish a professional, systematic research ethos in the JCSP through the encouragement of participation by all individuals associated with the Programme, in a variety of research activities.

## **What are the types of research activities that teachers have undertaken in the JCSP?**

Each year, schools receive support to run a range of initiatives. Depending on the initiative, this can involve teachers conducting pre and post testing with students, analysing test results, and interpreting these, alongside the more intangible measures, such as changes in self-esteem and self-efficacy, that may result from students taking part in JCSP initiatives. Teachers who run initiatives subsequently are asked to provide a report to the JCSP Support Service, describing the stages of the initiative, the results and the ways in which they would adapt the strategy in the future. This offers individuals the opportunity to reflect on their teaching methodologies, formally document the impact of their work and disseminate their good practice amongst peers. Additionally, teachers are frequently asked to pilot new initiatives and, in many cases, have themselves created and refined programmes that are now part of the range of JCSP Initiatives offered to schools across the nation.

## **What do I gain from participating in JCSP research?**

Participation in research can help you professionally to develop your skills in the classroom, explore new methodologies and interpret your teaching in a systematic manner. The work that you do will contribute to your professional and career development. Your participation in research can also make a valuable contribution to your colleagues and your school as a whole. By your example, other teachers in the school may become interested in adopting a research-focused approach in their classrooms, encouraging professional discussion within the school of innovations and best practice. This type of dialogue enables the school to become a true learning community.

## **What can the JCSP Support Service do for me in terms of research?**

Regardless of the level of interest held by an individual teacher, the JCSP Support Service can give research support. This can include providing access to relevant educational research, both nationally and internationally, opportunities to disseminate work undertaken and projects initiated and information about educational seminars and conferences. Teachers who are considering, or, who are planning research related to work, for instance in pursuit of advanced degrees, can seek advice, feedback and mentoring from the JCSP Support Service.

## **JCSP Demonstration Library Project**

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### **What is the JCSP Demonstration Library Project?**

The JCSP Demonstration Library Project was set up initially in 2001 as a three-year research project. The main aim of the research was to establish whether a school library, which caters for the needs of disadvantaged students with literacy difficulties, actually impacts on their learning experience and helps them to address and overcome these difficulties. A research report on the pilot project – ‘Room for Reading’ – was published in 2005. The report outlined the very positive impact of the Project libraries. Expansion of the Project under the DEIS Action Plan was announced in 2005. School library and librarian support will be extended, on a phased basis, to those second level schools with the largest concentration of disadvantage.

### **How many school libraries have been set up under the Project?**

During the pilot phase of the Project, high quality school libraries were set up in 11 JCSP schools. Under the DEIS Action Plan, the number of JCSP Demonstration Library Project libraries will be increased to 50 by 2010.

### **Can any school, that is running the JCSP Programme, apply for a school library?**

Only JCSP schools which are included on the DEIS list are eligible to apply for Project libraries during the current expansion phase.

# FAQ

## **Who runs the school library?**

Each Project library is staffed by a full-time, professional school librarian.

## **Who can use the school library?**

JCSP Demonstration Library Project libraries are designed and stocked specifically to meet the needs of students in the Programme and the JCSP programme itself. However, while the students and staff in the Programme are the primary target group, the library and its resources are available to the entire school community.

## **What is the role of the school librarian?**

The school librarian works as part of a network of librarians in the JCSP Demonstration Library Project. He or she is responsible, together with key school staff, for drawing up and implementing library strategies to tackle the literacy difficulties experienced by many students in the Programme. All of the current libraries have established programmes of library-based classes, events and activities. Reading and writing skills are developed, reading habits nurtured and the information skills needed to navigate and participate in society are practised. Librarians are not timetabled to take classes. Rather they work in professional partnership with teachers and run intensive and focused programmes aimed at improving the target students' literacy levels. A cross-curricular approach is taken to planning and designing all activities.

## **Your Question was not answered?**

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Your question is not here? Any additional unanswered questions still remaining?  
Email it to [jcsp@iol.ie](mailto:jcsp@iol.ie)

# Choosing Statements

# Choosing Statements

## Choosing Statements

### Where did the statements come from?

The subject statements have been written by practising and experienced subject teachers, who took the Junior Certificate Syllabus and broke it down into short achievable learning targets. Basic concepts and skills are explicitly stated which are needed if the students are to progress successfully in the curriculum of the Junior Certificate. Collectively the subject statements in one subject area should add up to the Junior Certificate Programme you would present to your students. If they achieve all the statements in your subject area they could be able to achieve success in the Junior Certificate examination.

Here are examples of statements:

The Statement

The image displays two examples of subject statements. The first is for English, titled 'Creative Writing', with Statement Code no: 3. It includes a student name field and a 'Date Commenced' field. The learning targets list includes: 1 Compose a poem, 2 Write a story or a piece of prose, 3 Write a dialogue, 4 Compose a monologue or speech, 5 Write a short sketch, 6 Write a role-play or interview, 7 Make a video tape, reporting on a topic of personal interest, 8 Make an audio tape, reporting on a topic of personal interest, and 9 Re-read, revise and correct work. The second example is for History, titled 'Understanding the Past 1', with Statement Code no: 1. It includes a student name field and a 'Class' field. The learning targets list includes: 1 Using a personal time line or clock, list important events in your own life in chronological order, 2 Describe the work of historians and the sources they use, 3 Describe the work of archaeologists, 4 Describe life in ancient Ireland, 5 Describe life in an ancient civilisation, 6 Describe the lives of people who lived in the Middle Ages, 7 Name and outline the story of one or more Renaissance figures, 8 Describe the lives of people who lived in a town and/or a monastery, 9 Outline the changes from the Middle Ages to the Renaissance in any area that shows development, e.g. art, architecture, printing and science, and 10 Name one great voyage of the Age of Exploration and describe the effects of that discovery. Both statements feature progress indicators at the bottom, such as 'Work begun', 'Work in progress', and 'Work completed' with corresponding circles.

The Learning Targets



# Choosing Statements

## What is the idea of the Statements and Learning Targets?

The idea behind the statements and learning targets is that the programme of work is broken down and accessible for the students.

- The students are told of the steps involved in the next module of their learning.
- Each step is explained to them.
- They note the steps in their **Student Folder**.
- Progress is plotted through the use of the learning targets, by referring to their student folders and marking progress on the statement.
- Some teachers like to photograph students' work and put the photos into the folder.
- Others like to include a best copy of the student's work in the student folder.
- Student folders are real evidence of success.

The statements should reflect your subject syllabus. However, we all approach the curriculum in our own unique way, so the logical progression of the statements may not reflect how you approach the programme of work. Learning targets do not have to be followed in any particular sequence. The statements are not intended to be prescriptive.

## How do you choose which statements to work on?

The selection of statements is based on the individual student's needs and abilities. Best practice would suggest that the teacher involves the student in the selection of particular learning targets to be attempted or studied in any subject area. First, establish the abilities and needs of the individual or class group and then set realistic and achievable targets. Consider the need to provide some students with the opportunity to learn basic skills that are essential for progress across the curriculum. Choosing statements, based on the student's needs, will help to make the learning experience more realistic and relevant. *It is important that only achievable statements are chosen.* Remember, the statements chosen are not additions to the Junior Certificate curriculum. The statements provide teachers with a process and framework for planning and teaching the prescribed syllabus.

# Choosing Statements

## Do you have to do all the statements?

No

- \* You may begin with one and over time include extra statements, perhaps completing the full range of statements in your subject area with some students over the three years.
- \* You may decide that none of the subject statements suit your students and might instead choose statements from the Cross-Curricular section

You may decide to write your own school based statements to reflect more precisely what is done in your classroom. School based statements must be submitted for approval to the JCSP Support Service. Submissions should be made at least a term in advance of issuing the Final Student Profile.

## Cross Curricular Statements

The subject specific statements reflect many of the aims and objectives of the Junior Certificate subject syllabi. Cross-curricular statements on the other hand are not subject specific but are aimed at enhancing the JCSP students' social and personal skills as well as non-subject-specific academic competencies.

The Cross-Curricular statements are grouped under four overall headings tracking the educational progress and development of the JCSP student. The headings are as follows:

- Personal and Social Development
- Skills Development
- Application of Skills and Knowledge
- JCSP Initiatives.

It is recommended that the selecting of Cross-Curricular statements should reflect a balance of statements under these headings.

# Choosing Statements

## How do I choose?

Only achievable statements should be chosen. Students in your class are required to achieve 80% of the learning targets and to fulfil the following criteria:

- Independence:*** Carry out the task 80% of the time on their own;
- Accuracy:*** Accurately enough for the given purpose;
- Frequency*** Can perform the task 80% of the time;
- Sustainability:*** Can sustain the skill for about a month

It is important to recognise that some statements can be achieved in a short period of time. Other subject-based statements may take the three years of Junior Cycle to complete.

Only choose to work on the statements that you feel the students can achieve.

**Remember, it is much better for the students to succeed in achieving ten statements overall rather than half heartedly attempting a whole range of statements**

# Choosing Statements

Whatever statement you choose to work on it is important to keep students informed and to share the learning intention with them.

## To summarise:

- Start **small**.
- Choose only **achievable** statements.
- Try one or two statements **only** to begin with.
- Consider the literacy and numeracy requirements of your students.
- Liaise with other subject areas on one or two **cross-curricular** statements.
- Use** the chosen statements with the students and let them know regularly that they are making progress.
- Time spent on **feedback** to the students will be time well spent.
- Seek opportunities to enhance the student's social and personal skills.
- Acknowledge completion of statements by students.
- Ensure that student folders reflect progress.

FOR UP TO DATE  
STATEMENTS IN  
ALL SUBJECTS,  
PLEASE GO TO:  
[http://www.jcsp.ie/  
jcsp\\_statement/tree](http://www.jcsp.ie/jcsp_statement/tree)

# Choosing Statements

## Summary of Subject Statements

Statement Code No:	English
1	<b>Personal Expression: Writing</b> Use written language to express and reflect on experiences.
2	<b>Experience of Literature and Media</b> Respond to a range of reading materials and media sources.
3	<b>Creative Writing</b> Produce an original piece of creative writing, drawing on either an external stimulus or on personal imagination.
4	<b>Experience of Literature</b> Respond to a range of reading materials and literacy texts
5	<b>English: Novel/short story</b> Describe, reflect and respond to a novel or short story studied
6	<b>English: Poetry</b> Describe, reflect and respond to poetry studied
7	<b>English: Play/film</b> Describe, reflect and respond to a play or film studied
8	<b>English: Letter writing</b> Write a formal and informal letter
9	<b>English: Report writing</b> Write a report – a factual account of an event or situation
10	<b>English: Review writing</b> Review a novel, poem, play, film, song, or any other creative work
11	<b>English: Advertisements</b> Comment on the purpose, content and features of various advertisements
12	<b>English: Print Media</b> Comment on the purpose, content and features of various types of print media

# Choosing Statements

Statement Code No:	Irish
1	<b>Listening and Speaking</b> Understand and use <b>basic</b> spoken Irish in a variety of common social situations
2	<b>Reading and Writing 1</b> Read and write <b>basic</b> Irish in specific situations
3	<b>Cultural Studies</b> Discuss a range of Irish cultural traditions in historical, social and artistic matters
4	<b>Tape 1</b> Listen and understand <b>basic</b> spoken Irish in a variety of common social situations
5	<b>Tape 2</b> Listen and understand spoken Irish in a variety of common social situations
6	<b>Reading and Writing 2</b> Read and write Irish in specific situations

# Choosing Statements

Statement Code No:	An Ghaeilge
1	<b>Éisteacht agus Labhairt</b> Gaeilge labhartha <b>bhunúsach</b> a thuiscint i suímh éagsúla sóisialta
2	<b>Léamh agus Scríobh 1</b> Gaeilge <b>bhunúsach</b> a léamh agus a scríobh i suímh áirithe
3	<b>Léann Dúchais na hÉireann</b> Plé a déanamh ar ghnéithe áirithe den traidisiún Gaelach ó thaobh cúrsaí staire, cultúrtha agus ealaíne de.
4	<b>Téip 1</b> Éisteacht le Gaeilge labhartha <b>bhunúsach</b> agus í a thuiscint i suímh éagsúla sóisialta
5	<b>Téip 2</b> Éisteacht le Gaeilge labhartha agus í a thuiscint i gcásanna coitianta éagsúla sóisialta
6	<b>Léamh agus Scríobh 2</b> An Ghaeilge a léamh agus a scríobh i suímh faoi leith

Statement Code No:	Modern European Language
1	<b>Listening and Speaking</b> Understand and use basic French/German/Spanish/Italian in a variety of common social situations
2	<b>Reading and Writing</b> Read and write basic French/German/Spanish/Italian in specific situations
3	<b>French Cultural Studies</b> Examine a range of cultural traditions of historical, social and artistic interest



# Choosing Statements

Statement Code No:	Mathematical Education
1	<b>Use of Number</b> Apply the knowledge and skills necessary to perform mathematical calculations
2	<b>Sets, Relations and Charts</b> Interpret and draw basic statistical charts and sets
3	<b>Perimeter, Area and Volume</b> Calculate perimeter, area and volume of given shapes
4	<b>Money</b> Apply the knowledge and skills needed to manage money in daily life
5	<b>Use of Calculator</b> Apply the knowledge and skills necessary to perform basic operations using a calculator
6	<b>Use of Number with Calculator</b> Apply the knowledge and skills necessary to perform mathematical calculations
7	<b>Graphs, Constructions and Transformations</b> Apply the knowledge and skills required to sketch graphs and transformations and to perform basics constructions in geometry
8	<b>Time, Speed and Scale</b> Demonstrate and apply an understanding of time, speed and scale
9	<b>Knowledge and Application of Geometry 1</b> Apply the knowledge and skills necessary to perform specified geometrical operations
10	<b>Knowledge and Application of Algebra</b> Apply the knowledge and skills necessary to perform specified operations in algebra?
11	<b>Circle, Cylinder and Sphere</b> Calculate the perimeter, area and volume of curved shapes?
12	<b>Trigonometry</b> Use trigonometry to solve problems
13	<b>Sets and Statistics</b> Draw and interpret sets and statistics
14	<b>Knowledge and Application of Geometry 2</b> Perform additional operations in Geometry
15	<b>Knowledge and Application of Geometry 3</b> Perform additional operations in Geometry

# Choosing Statements

Statement Code No:	Basic Skills
1	<b>Language Skills: Basic Reading</b> Read basic English in specified situations.
2	<b>Language Skills: Basic Writing</b> Write basic English in specified situations.
3	<b>Basic Arithmetic</b> Apply the knowledge and skills needed to carry

# Choosing Statements

Statement Code No:	Science
1	<p><b>The Non-Living Environment</b> Describe the characteristics and structures of different materials and explain how they change under different conditions</p>
2	<p><b>The Living Environment</b> Describe a range of plant and animal life and explain their connection with the wider environment</p>
3	<p><b>The Human Body</b> Describe some of the major systems of the human body and explain their links with health</p>
4	<p><b>Energy and Control</b> Name the most important sources of energy and describe ways in which energy can be controlled, transferred and used.</p>
5	<p><b>Human Biology</b> Describe some of the major systems of the human body and have an understanding of food and health</p>
6	<p><b>Physics 1</b> Understand the concept of measurement of Force, Energy and Heat</p>
7	<p><b>Chemistry 1</b> Recognise different substances and carry out separation techniques</p>
8	<p><b>Chemistry 2</b> Understand some of the key principles of the chemistry of air and water</p>
9	<p><b>Plant Biology</b> Understand and identify the structure, functions and processes of a typical flowering plant</p>
10	<p><b>Physics 2</b> Understand the concepts of magnetism, electrical conduction, and the main properties of light</p>

# Choosing Statements

Statement Code No:	Information Technology and Computer Software
1	<b>Keyboarding</b> Use the computer keyboard for basic keyboarding and data input.
2	<b>Typewriting</b> Apply the skills needed to type a variety of documents using appropriate layout and styles.
3	<b>Computer Skills</b> Use a computer to demonstrate a range of computer related skills.
4	<b>Word Processing</b> Use a word processor to carry out a range of tasks.
5	<b>Educational Computer Software</b> Apply the skills, knowledge and understanding needed for using educational computer software.
6	<b>The Internet</b> Apply the skills, knowledge and understanding needed for using the Internet.

# Choosing Statements

Statement Code No:	Home Economics
3	<b>Childcare</b> Describe and demonstrate the practice skills needed to care for a baby
4	<b>Child Development</b> Describe the basic physical, mental and emotional development of the young child and relate these to a social context
5	<b>Food Studies and Culinary Skills 1</b> Plan, prepare, cook and present simple, well-balanced meals for individuals and groups
6	<b>Food Studies and Culinary Skills 2</b> Plan, prepare, cook and present simple, well-balanced meals for individuals and groups
7	<b>Textiles 2</b> Work with fabrics and practice the skills needed for producing two finished pieces
8	<b>Personal Hygiene</b> Understand and recognise the need for personal hygiene practices
9	<b>Design and Craft work-Design and Assembly</b> Work with a range of textile materials to design and assemble a piece of work.

# Choosing Statements

Statement Code No:	Civics, Social and Political Education
1	<p><b>The Individual, Community and Society</b> Understand rights and responsibilities and describe the different social groupings in society.</p>
2	<p><b>The State and the Wider World</b> Describe the democratic processes within the state and the place of the state within a global context</p>

Statement Code No:	Geography
1	<p><b>Physical Geography</b> Understand how the physical landscape was formed and has changed over time.</p>
2	<p><b>The Environment and People</b> Describe the interaction between human activity and the environment.</p>
3	<p><b>Population, Settlement and Development</b> Explain how social, cultural and economic factors influence human settlement and the process of urbanisation.</p>
4	<p><b>Development Issues: Geography</b> Explain the factors that contribute to poverty in underdeveloped countries and describe the various responses required.</p>
5	<p><b>Industry: Geography</b> Understand the nature of the three types of industry involving a study of an industry the local area.</p>
6	<p><b>The Environment: Climate</b> Describe important features of the Earth's climate in local, national and global settings and its impact on human activity.</p>
7	<p><b>Map Skills</b> Interpret ordnance survey maps and photographs.</p>

# Choosing Statements

Statement Code No:	History
1	<b>Understanding the Past 1</b> Examine the past from the Ancient World to the Renaissance.
2	<b>Understanding the Past 2</b> Examine the past from the Age of Discovery to the Industrial Revolution
3	<b>Studies of Change: Ireland and Europe</b> Describe the causes and effects of some of the main events in the twentieth century in Ireland and Europe.

Statement Code No:	Environmental and Social Studies
1	<b>Examining the Past</b> Describe the principal methods of examining the past and apply these to three different eras of history: Pre-Christian Ireland <input type="checkbox"/> The Ancient World <input type="checkbox"/> Celtic Ireland <input type="checkbox"/> Early Christian Ireland <input type="checkbox"/> Viking Ireland <input type="checkbox"/> Norman Ireland <input type="checkbox"/>
2	<b>Project Skills</b> Research, organise and present a historical project with assistance.
3	<b>Map Skills</b> Interpret ordnance survey maps and photographs.
4	<b>The Urban World</b> Outline the development of cities in the 19 <sup>th</sup> and 20 <sup>th</sup> century in the developing world.
5	<b>Colonialism and the Modern World</b> Explain and discuss the nature of Colonialism and some of the main events and social issues of the twentieth century.

# Choosing Statements

Statement Code No:	Art
1	<p><b>Drawing</b> Use a range of drawing techniques to record and communicate information visually.</p>
2	<p><b>Painting</b> Apply the knowledge and skills necessary to plan and complete a painting.</p>
3	<p><b>Printmaking</b> Apply the knowledge and skills necessary to plan and complete an edition of prints.</p>
4	<p><b>Graphic Design</b> Apply the knowledge and skills necessary to plan and complete a graphic design.</p>
5	<p><b>Three-Dimensional Work</b> Apply the knowledge and skills necessary to plan and complete a work in three dimensions.</p>
6	<p><b>Visit to Museum/Gallery/Art centre</b> Plan, prepare for and visit a museum / gallery / art centre</p>

Statement Code No:	Music
1	<p><b>Music: Listening</b> Listen to recorded extracts and give a variety of descriptive responses using simple technical and non-technical language.</p>
2	<p><b>Music: Performance</b> Engage in basic music making, either with voice or another instrument.</p>
3	<p><b>Music: Composition 1</b> Compose basic rhythmic phrases using staff notation.</p>
4	<p><b>Music: Composition 2</b> Compose basic rhythmic and melodic phrases using staff notation.</p>



# Choosing Statements

Statement Code No:	Religious Education
1	<p><b>Christianity</b> Summarise the history, sources, beliefs and customs of Christianity.</p>
2	<p><b>Major World Religions</b> Summarise the background, sources and customs of a major world religion other than Christianity.</p>
3	<p><b>Faith and Community</b> Describe ways in which religious faith influences society, giving examples from different communities.</p>
4	<p><b>Celebration</b> Describe rituals which people use to celebrate religious faith.</p>
5	<p><b>Morality</b> Understand morality, including the process and consequences of making a moral decision.</p>
6	<p><b>Communities of Faith</b> Have a knowledge and an understanding of community and communities of faith</p>
7	<p><b>Christianity 2</b> Explore the context into which Jesus was born and understand the significance of his life, death and resurrection for his followers</p>
8	<p><b>Major World Religions</b> Explore in detail a major world religion (Buddhism, Hinduism, Islam and Judaism) and examine the impact that it had on its followers, other individuals and communities</p>
9	<p><b>The Question of Faith</b> Explore how asking questions and searching for answers find expression in religious belief and traditions</p>
10	<p><b>Celebrations 2</b> Describe how worship and ritual can help people celebrate religious faith</p>
11	<p><b>Morality 2</b> Understand the meaning and implication of a moral vision</p>

# Choosing Statements

Statement Code No:	Materials Technology: Wood
1	<b>Assembly</b> Work with wood having practised the basic skills appropriate for assembling finished pieces of basic work
2	<b>Theory 1</b> Display basic background knowledge of woodwork theory
3	<b>Drawings</b> Interpret and produce basic drawings relating to artefacts made from wood
4	<b>Woodcraft</b> Display a knowledge of basic Wood Craft
5	<b>Design Process</b> Understand and use the Design Process.
6	<b>Theory 2</b> Demonstrate knowledge of additional theory material.
7	<b>Theory 3</b> Demonstrate knowledge of additional theory material

Statement Code No:	Materials Technology: Metal
1	<b>Theory</b> Demonstrate the knowledge of engineering materials, equipment, processes and workshop safety.
2	<b>Production of a piece of work</b> Apply the basic knowledge and skills necessary to produce artefacts using engineering materials.
3	<b>Engineering Drawings</b> Interpret basic engineering drawings and follow basic design procedures.

# Choosing Statements

Statement Code No:	Technology
1	<p><b>Craft and Materials</b> Work with materials having practised the basic skills appropriate for assembling finished pieces.</p>
2	<p><b>Theory</b> Display basic background knowledge of technology.</p>
3	<p><b>Technology and Society</b> Apply the basic knowledge and skills necessary to produce artefacts using engineering materials.</p>
4	<p><b>Design Brief</b> Compile a design brief for a selected technology project.</p>

Statement Code No:	Technical Graphics
1	<p><b>Drawing 2D Shapes</b> Use basic drawing instruments to demonstrate the skills of drawing and the knowledge of basic 2D shapes.</p>
2	<p><b>Drawing Complex 2D and 3D Shapes</b> Use basic drawing instruments to demonstrate the skills of drawing and the knowledge of more complex 2D shapes and basic 3D shapes.</p>
3	<p><b>Scale Drawings</b> Use the full range of drawing instruments to produce scale drawings.</p>
4	<p><b>3D Objects</b> Apply the knowledge and skills of drawing needed to understand the design and construction of 3D objects.</p>
5	<p><b>CAD Programmes</b> Apply the skills, knowledge and understanding needed to produce a graphic image using AutoCAD (or other suitable CAD programme).</p>

# Choosing Statements

Statement Code No:	Business Studies
1	<b>The Business of Working</b> Explain and discuss the elements of the business world with regard to employment, transport and different forms of retailer.
2	<b>Personal Finance</b> Manage personal finances in the areas of income, expenditure and budgeting.
3	<b>Accounting</b> Understand and use basic budgeting and accounting methods involved in home, club, and company accounts.
4	<b>Insurance</b> Understand and explain the processes involved in personal and business insurance.
5	<b>Money and Banking</b> Understand the various ways in which we use banks and how money is used in our society.
6	<b>Economic Awareness</b> Understand and explain the ways in which economic activity affects our decision making on a personal and national level.
7	<b>Computers</b> Be familiar with the basic computer skills that are needed by people in everyday life

# Choosing Statements

Statement Code No:	Physical Education
	<p>(In order to complete 2 – 8, it is necessary to choose TWO targets from Health Related Activities for each statement chosen)</p> <p><b>Health Related Activities (Level 1)</b>            The Junior Cycle Physical Education Syllabus recommends that health related activity is integrated with the study of other areas. To this end two targets <u>must</u> be selected from the following list of HR Level 1 learning targets and inserted in each Physical Education statement. In compiling Physical Education Statements it is important to ensure that a wide range of HR Learning Targets are included.</p>
2	<p><b>Divided Court Games (Level 1)</b>            Design and participate with confidence in a divided court game</p>
3	<p><b>Invasion Games (Level 1)</b>            Design and participate with confidence in an invasion game</p>
4	<p><b>Participate in an athletic meet (Level 1)</b>            Take an active part in Athletics</p>
5	<p><b>Dance (Level 1)</b>            Perform a dance individually or as part of a group</p>
6	<p><b>Gymnastics (Level 1)</b>            Create and perform a basic gymnastic sequence</p>
7	<p><b>Aquatics (Level 1)</b>            Take part in an aquatic activity demonstrating safety and confidence</p>
8	<p><b>Adventure Activities (Level 1)</b>            Navigate and take part in a team challenge</p>

# Choosing Statements

Statement Code No:	Social, Personal and Health Education
1	<b>Alcohol</b> Use relevant knowledge about alcohol and smoking to make informed and positive life choices
2	<b>Legal and Illegal Substances</b> Understand and recognise legal and illegal substances to help you make positive life choices
3	<b>Bullying</b> Identify and label bullying behaviour and possible responses to such behaviour
4	<b>Personal security and Safety</b> Identify and suggest different ways for promoting personal security and safety

Statement Code No:	Career Guidance
55	Use relevant information to research and plan for future school/study/ career decisions

Statement Code No:	Library Skills
53	Understand, identify and locate materials in the library
54	Be a regular library user, with the skills to access a wide range of resources

# Choosing Statements

## Summary of Cross-Curricular Statements

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A student profile is a positive and individualised record of statements that a student is currently working on or has achieved over a period of time. This profile is compiled throughout Junior Cycle.

Final profiling occurs at the end of 3<sup>rd</sup> year, just before the Junior Certificate examination takes place. Its purpose is to record, for the last time, the progress made by individual students who are about to sit the Junior Certificate Examination. The team of teachers agree on the total list of statements to be awarded to each student. Subsequent to the Final Profile meeting, the co-ordinator sends the profiling data to the JCSP office on-line (<http://jcsp.slss.ie>) or (<http://jcsp.ie>). Here a presentation folder is compiled for each student and includes:

- 1 a certificate of participation
- 2 a list of statements that were successfully completed by that particular student

The presentation folders are returned to the schools where the co-ordinator adds in a reference for each student. The students are then presented with their final JCSP Student Profile at a graduation or award ceremony in their school. This ceremony is usually well attended by staff and parents.

## Grouping of Cross-Curricular Statements

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The Cross-Curricular statements are grouped under four overall headings tracking the educational progress and development of the JCSP student. The headings are as follows:

- A Personal and Social Development
- B Skills Development
- C Application of Skills and Knowledge
- D JCSP Initiatives

**It is recommended that the selecting of Cross-Curricular statements should reflect a balance of statements under these headings.**

# Choosing Statements

## Summary

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### A Personal and Social Development

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Personal Responsibility	<i>Statement Code No. 1 to 5</i>
Personal Development	<i>Statement Code No. 36 to 40</i>
Social Competence	<i>Statement Code No. 15 to 18, &amp; 50 (Make-a-Book)</i>
Learning for Life	<i>Statement Code No. 23 to 26</i>
Home Studies	<i>Statement Code No. 45 &amp; 46</i>

### B Skills Development

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Measurement	<i>Statement Code No. 19 to 22</i>
Make and Do	<i>Statement Code No. 27 to 30</i>
Multi Media	<i>Statement Code No. 41 &amp; 42</i>
Project Work	<i>Statement Code No. 6 to 14</i>

### C Application of skills and knowledge

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Health and Safety	<i>Statement Code No. 33</i>
Animal Care	<i>Statement Code No. 34 &amp; 35</i>
Road Safety	<i>Statement Code No. 48 &amp; 49</i>
Horticulture	<i>Statement Code No. 31, 32 &amp; 52</i>
Rural Studies	<i>Statement Code No. 47</i>
Interculturalism	<i>Statement Code No. 43 &amp; 44</i>

### D JCSP Initiatives

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Paired Reading	<i>Statement Code No. 51</i>
Reading Challenge	<i>Statement Code No. 52</i>
Word Millionaire	<i>Statement Code No. 53</i>
Reading Programme	<i>Statement Code No. 54</i>





# Allocation and Time Resource

## Allocation and Time Resource

In order to ensure the effective operation of the JCSP, the Department of Education and Science has made the following additional resources available to participating schools:

- A special per capita grant of €63.49 for each student participating on the JCSP. This payment will be made once only in respect of each student participating in the Programme in schools in the free education scheme.
- An additional allocation of 0.25 wholetime teacher equivalent (WTE) per group of 45 students participating in JCSP. This additional allocation will be applied in the following manner. (Circular M44/00)

Students	WTE
45 or fewer	0.25
46 to 90	0.50
91 to 135	0.75

So, schools with forty-five or fewer students in the Programme receive an allocation of 0.25 WTE, schools with forty-six to ninety students in the Programme receive an allocation of 0.50 WTE, while schools with ninety-one to 135 students in the Programme receive an allocation of 0.75 WTE.

This allocation will normally be made on the basis of the numbers of recognised students enrolled in JCSP on 30<sup>th</sup> September of the previous school year and who are entered on the "October List" returns. Allocations may be adjusted, where necessary, to take account of significant fluctuation (increase/decrease) in projected numbers of participating students for the following year. In any event, the number of students on which this allocation may be based will be limited to the number of JCSP places approved by the Department.

# A&T Resource

School authorities are required to ensure that the additional resources allocated for JCSP are used to support the Programme. In particular, the additional teaching resource should be used for co-ordination of the Programme and to facilitate teachers to attend at profiling meetings.

The 0.25 WTE provides the school with a time resource of 5.5 hours per week. 2 hours should be given to the co-ordination of the Programme and the remaining 3.5 hours should be used to facilitate

- a core team of up to five teachers to attend a weekly timetabled meeting or
- a planning meeting at the start of the school year and three profile meetings throughout the school year with the full JCSP teaching team in attendance.

## Using the Capitation Allowance

- A once-off capitation allowance of €63.49 is allocated to participating mainstream schools for each participating JCSP student. Co-ordinators should ensure that they are in receipt of this capitation funding. Queries regarding this capitation allowance should be directed primarily to the management and / or the local VEC (if applicable).

Co-ordinators report that they have used this capitation allowance in many creative ways:

- To fund cross-curricular project work
- To purchase sets of additional support resources
- To purchase class-sets of Students' Folders
- To acquire class-sets of classroom expendable materials e.g. Pritstick, copies, journals, biros, markers, sellotape etc.
- To fund class visits to places of interest.



# Planning and Running JCSP Meetings

# Meetings

## Planning and Running JCSP Meetings

Team meetings are mandated and are facilitated by the time allocation resource provided by the Department of Education and Science to schools participating in the Programme. Each school is required to organise JCSP team meetings at least four times a year: A planning meeting is usually held in September and three profile meetings usually held towards the end of each term. Alternatively many schools have opted to hold weekly core team meetings which are timetabled and enable a smaller team of teachers to meet on a regular basis.

## Guidelines for running JCSP meetings

Whether you opt for weekly core team meetings or one profile meeting per term it is vital that you maximise your chances of running a successful meeting.

There are three basic areas that will need to be considered:

- (a) Before the meeting
- (b) The meeting
- (c) Post meeting

### (a) Pre Meeting

- The year plan of meetings should be agreed with the Principal early in the first term.
- This Calendar of Meetings should be circulated to all JCSP teachers and displayed on the JCSP notice board. A copy should also be given to the Principal and Deputy Principal.
- Draw up an agenda for the meeting and circulate it with sufficient time for the team to organise their own planning for the meeting.
- Carefully plan the agenda and allow sufficient time for each item to be discussed.
- Organise to have refreshments (tea/coffee/biscuits) for the team on arrival.
- Make sure the meeting room is booked.
- Make sure you have everything you need at hand to ensure smooth running of the meeting (information leaflets, OHP, handouts etc)

# Meetings

## (b) The Meeting

- Have the refreshments ready when the team arrive.
- Be there early and welcome colleagues as they arrive.
- Have extra copies of the agenda and any other information you sent out (handouts, minutes, notes etc.)
- Appoint somebody to take the minutes. This could be done on a rota basis.
- Make sure that all members of the team feel appreciated and their contribution is valued.
- Start the meeting with the most important issues first.
- Stick to the agenda and do not be deflected from what you are trying to achieve at the meeting.
- At the end of the meeting summarise the main points.
- Identify and clarify what is to be done, by whom and when.
- End the meeting on a positive note and thank the team for their contribution and commitment.

## (c) Post Meeting

- Keep Principal and Deputy Principal informed of all relevant matters.
- Examine the strengths and weaknesses of the meeting and explore how future meetings could operate more effectively.
- Ensure all team members have a copy of the minutes as quickly as possible after the meeting.
- Remind team members of any tasks they agreed to undertake.
- Try to complete any tasks you agreed to undertake yourself as quickly as possible.
- Keep all paperwork in a safe place (minutes, agendas, outcomes etc.)



# Meetings

## JCSP Team Meetings

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This is an outline of the specific activities involved in the implementation of the Student Profile System. These activities can be undertaken in either of two ways:

- At end of term profile meetings involving the whole JCSP teaching team
- OR
- At a weekly timetabled core team meeting

Both models are facilitated by the time allocation provided by the Department of Education and Science.

Two important documents (on following pages) can be used to inform and record the planning and profile meeting discussions.

- JCSP Profile Meeting Group Record
- Group Profile for Team Planning Sessions

The content and topics discussed in the following sample can be adjusted to fit into weekly timetabled core team meeting format.

# Meetings

## Implementing The Student Profile System

### Year Plan for Meetings

September - Early	<b>Programme Information</b> Input for whole staff
September	<b>Induction Meeting for teaching team</b> <b>Information meeting for parents</b>
October - Early	<b>Individual Planning</b> <ul style="list-style-type: none"><li>● teachers assess needs and select</li><li>● possible statements</li></ul>
October - Mid	<b>Planning Meeting</b> <ul style="list-style-type: none"><li>● Agree Statements:</li></ul>
October - Late	<ul style="list-style-type: none"><li>● Dissemination of selected statements to team of teachers</li><li>● Teachers identify specific learning targets from agreed statements</li><li>● Student Folders: distribute agreed list of statements to students</li></ul>
December - Early	<b>Profile Meeting 1</b> <ul style="list-style-type: none"><li>● Progress relayed to students</li></ul>
February	<b>Profile Meeting 2</b> <ul style="list-style-type: none"><li>● Compiling 3<sup>rd</sup> year student references</li><li>● Progress relayed to students</li></ul>
March	<ul style="list-style-type: none"><li>● Completion of 3<sup>rd</sup> year student references</li></ul>
May - Early	<b>Profile Meeting 3</b> <ul style="list-style-type: none"><li>● Final profile meeting if in 3<sup>rd</sup> year</li></ul>
May/Early June	<ul style="list-style-type: none"><li>● Presentation ceremony for 3<sup>rd</sup> years</li></ul>

# Meetings

## September

**Programme Information** – it is important that the whole staffs are aware of the Programme and clear about the framework.

**Induction meeting** – teachers are introduced to the content of the Student Profile System and take part in initial induction training for the Junior Certificate School Programme.

## October - Early

**Planning** – individual teachers select those statements that are of most relevance to their students. Teachers can carry out an informal assessment of students' strengths and weaknesses and make their selection of statements on this basis.

## Mid-October

**Planning Meeting** – The purpose of this meeting is to agree a set of statements that students will be working on for the term or the school year.

- (i) **Dissemination** – After the meeting, the Junior Certificate School Programme School Co-ordinator should circulate to each teacher the complete list of agreed statements. This ensures that all teachers on the team are aware of what their colleagues will be covering, and facilitates collaboration and teamwork.
- (ii) **Differentiation** – One list of statements could describe a programme for a whole class group, particularly at the start of the year. In classes where there is mixed ability a gradual differentiated approach may be taken. Students who progress quickly through statements could take on further statements while weaker students may need more time and assistance to complete a smaller number.

It is likely that teachers will wish at an early stage, to identify the *learning targets* on which their students are going to work. This will ensure that students have short-term goals on which they can expect to achieve a measure of early success.

- (iii) **Student Folders** – The agreed list of statements and learning targets should be distributed to all students and included in their student folders.

# Meetings

## December - Early

### *Profile Meeting 1*

#### **Guidelines for the Co-ordinator for the first Profile Meeting**

- (i) Collect subject statements from teachers having encouraged them to record progress perhaps by completing the three box system. Teachers are free to develop their own method of recording progress. It is important that progress is regularly monitored, recorded and feedback given to students.*
- (ii) Record the number of learning targets already completed by the student (if any) on the master profile card.*
- (iii) Make out an agenda for the meeting*
- (iv) **The Meeting.** All JCSP teachers meet. The emphasis throughout is on discussion of the positive achievements of students. The meeting should be facilitated by the JCSP Co-ordinator. An agenda should be circulated in advance.*

*Subject teachers will be in the best position to judge progress on subject statements. However, contributions from other teachers to subject statements should be welcomed.*

*Several teachers will be able to contribute to the discussion on cross-curricular statements. By starting with a small, manageable and achievable number of statements the opportunity for the gradual development of a cross-curricular approach to teaching and learning will be enhanced.*

*The assessment of progress through statements should be recorded once consensus is reached among teachers. The Student Profile card is one way that will help the Co-ordinator keep track of the progress of students. The school Co-ordinator is free to develop an alternative method of recording progress. The important point is that a record is kept so that continuity can be maintained from meeting to meeting in the discussion of progress of students.*

### **Sample Agenda**

- *List of subject statements students are aiming towards, or where appropriate learning targets which students covered during the term*
- *Subject statements and targets to be discussed briefly*
- *List of cross curricular statements students are aiming towards*
- *Discussion on students' progress on each of the agreed statements in order to arrive at a consensus regarding their competence in each*
- *The Co-ordinators will record these judgements*
- *Discussion of feedback to students "Who gives it? How is it given?"*
- *Discussion of how the team can develop the cross-curricular approach.*

# Meetings

## ***Student Feedback***

At the Profile Meeting time should be given to the topic of feedback to students. Teachers should be made aware of Student Folders and how positive feedback can be reflected in them. It is important that the learning intention of profiling be shared with students.

The principles of formative assessment should underpin feedback to students. The benefits of formative assessment are as follows:

- Learning goals and success criteria are shared with the students.
- Supports learning by helping the student to identify what he or she should do next to improve.
- Has a commitment that every student can improve
- Leads to improved learning
- Leads to improved student motivation

Student Folders should be used at parent/teacher meetings to reinforce the positive feedback.

## **February**

### ***Profile Meeting 2***

The process is similar to that of the first profile meeting. However, the emphasis in this case will be on students' progress in relation to their earlier level of achievement.

# Meetings

## May

### **Profile Meeting 3**

- (i) The process is similar to that of the first two profile meetings. However, this time teachers should arrive at a final end of year statement of pupils' achievements.
- (ii) If this is students' final year in school, these judgements will comprise the Final Student Profile. Junior Certificate School Programme co-ordinators will forward a record of the final statements awarded, to the Curriculum Development Unit. A final record card will be sent to the co-ordinator. The final decisions are noted on this card.
- (iii) Presentations – *Acknowledgement of the students' achievements over the year could take the form of a presentation ceremony/event. Students could be involved in the planning and hosting of such events.*

We encourage schools to hold a presentation ceremony/event at the end of third year, before the Junior Certificate, when final profiles are presented. This final public acknowledgement of achievement can motivate the students to successfully sit their Junior Certificate.

## Other Issues to be addressed during Profile Meetings

The following issues should be addressed at the profile meetings in the course of the three years:

- Specific problems the teachers encounter in teaching the class group in an attempt to find resolutions
- Specific problems individual students are experiencing
- Sharing of practice that has been successful for members of the teaching team
- Consistent approaches to teaching methodologies
  - Classroom management strategies including reward systems
  - Personal and social development to include developing self-esteem
  - Literacy and numeracy
- Parental involvement
- Specific local initiatives to improve attendance
- Specific local initiatives to prevent early school leaving
- Specific local initiatives to improve reading levels

# Meetings

*Junior Certificate School Programme*

*Co-ordinator's Master copy  
Co-ordinator Folder*

## *Planning Meeting*

*Group profile for  
Team Planning Sessions*

*Class Group:*

*Date:*



*Strengths of the group*

1

2

3

*Activities to build on their strengths*

*Challenges of the group*

*Activities to respond to challenges*

*Prioritise actions*

*What would you like to achieve with this group for the term?*

*By the end of this year we would like this group to:*

1

2

3

*Choose a small number of Cross-circular statements to support these 3 objectives.*

*Statements:*

No.

No.

No.

# Meetings

## JCSP Group Profile

Year 1 2 3

No. in group Boys  Girls

Reading Age Range: shade to indicate where the majority of students lie

6	7	8	9	10	11+

Maths range

Social Abilities

Teachability

Ease in settling down

Ability to work in pairs

Oral strengths

Written work

Poor Good Very Good

Learning Styles of group  
(shade to indicate where majority of students lie)

Visual

Auditory

Kinaesthetic

Previous success/failure in school

## JCSP Group Profile

Year 1 2 3

No. in group Boys  Girls

Reading Age Range: shade to indicate where the majority of students lie

6	7	8	9	10	11+

Maths range

Social Abilities

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Oral strengths

Written work

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Learning Styles of group  
(shade to indicate where majority of students lie)

Visual

Auditory

Kinaesthetic

Previous success/failure in school



# Meetings

## Going Forward

### Focus for Next Term

Strengths of the group

- 1
- 2
- 3

### Prioritise actions

What would the team like to achieve with this group for the term in some of the following areas:

**Statements, Literacy, Numeracy, Initiatives, Behaviour, Homework, other.....**

- 1
- 2
- 3

By next term we would like this group to be able to:

- 1
- 2
- 3

Junior Certificate School Programme

## JCSP Profile Meeting Group Record

Class/ Group  Date

Profile Meeting  1  2  3

Activities decided on at last meeting:

- 1
- 2
- 3

Success of Activities

- 1
- 2
- 3



# Meetings

Student Name: \_\_\_\_\_

Certificate/postcards/stickers etc. Awarded    Yes  No

Areas of Success \_\_\_\_\_

Attendance     Punctuality     Homework     Working Together     Working Alone

Student Name: \_\_\_\_\_

Certificate/postcards/stickers etc. Awarded    Yes  No

Areas of Success \_\_\_\_\_

Attendance     Punctuality     Homework     Working Together     Working Alone

Student Name: \_\_\_\_\_

Certificate/postcards/stickers etc. Awarded    Yes  No

Areas of Success \_\_\_\_\_

Attendance     Punctuality     Homework     Working Together     Working Alone

Student Name: \_\_\_\_\_

Certificate/postcards/stickers etc. Awarded    Yes  No

Areas of Success \_\_\_\_\_

Attendance     Punctuality     Homework     Working Together     Working Alone

Student Name: \_\_\_\_\_

Certificate/postcards/stickers etc. Awarded    Yes  No

Areas of Success \_\_\_\_\_

Attendance     Punctuality     Homework     Working Together     Working Alone

Student Name: \_\_\_\_\_

Certificate/postcards/stickers etc. Awarded    Yes  No

Areas of Success \_\_\_\_\_

Attendance     Punctuality     Homework     Working Together     Working Alone

Student Name: \_\_\_\_\_

Certificate/postcards/stickers etc. Awarded    Yes  No

Areas of Success \_\_\_\_\_

Attendance     Punctuality     Homework     Working Together     Working Alone

Student Name: \_\_\_\_\_

Certificate/postcards/stickers etc. Awarded    Yes  No

Areas of Success \_\_\_\_\_

Attendance     Punctuality     Homework     Working Together     Working Alone

Student Name: \_\_\_\_\_

Certificate/postcards/stickers etc. Awarded    Yes  No

Areas of Success \_\_\_\_\_

Attendance     Punctuality     Homework     Working Together     Working Alone

Student Name: \_\_\_\_\_

Certificate/postcards/stickers etc. Awarded    Yes  No

Areas of Success \_\_\_\_\_

Attendance     Punctuality     Homework     Working Together     Working Alone



# Using Students' Folders: Teacher Guidelines

# Teacher Guidelines

## Using Students' Folders: Teachers Guidelines

### Why do students in the JCSP have Student Folders?

It is strongly recommended that each student in the Programme has a Student Folder.

The Student's Folder serves many important functions and purposes:

- it contains samples of the student's best work
- it provides evidence of the student's progress in learning
- it contains a list of the learning targets and statements that have been achieved and completed by the student
- it contains the set of statements and learning targets that are currently being studied and worked on
- it enables the student to be aware of the remaining work that must be completed in order to reach the next targets set
- it provides feedback to the student
- the student can refer to the folder to track and monitor his or her progress in learning
- it contains samples of certificates and postcards issued to the student

### Best practice in the use of Student Folders

The following "best practice" guidelines will enable coordinators and subject-teachers to get the most from the Student Folders:

- Make use of the folders every day
- Regularly update the folders
- The most popular type of folder in use is the ring-binder. Other types of folders in use are plastic wallets, lever-arch folders, box folders, manila folders and scrapbooks
- Several coordinators use poly-pockets for loose pages within the folder
- Dividers are used to separate sections within the folder
- Some Students' Folders expand to include the three years' work on the Programme; other coordinators use a separate Student Folder for each of the three school years
- Some coordinators use a complementary Teacher-Folder.
- In most schools, the student is responsible for the maintenance of the folder
- However, in some schools, the JCSP coordinator or individual subject-teachers keep the Student Folders. The folders are brought into the classroom by these teachers.
- Student Folders are sometimes located in home classrooms, with open or regularised access by students to the folders (facilitated by coordinator)

# Teacher Guidelines

- The coordinator sometimes visits individual students in their classrooms and brings the folders with him or her and discusses, on a one-to-one basis, the student's progress in learning, as indicated by the folder contents
- Student Folders are usually brought to parent-teacher meetings and provide a key focus for these conversations.

## Folder content:

A wide selection of important material may be contained in the Student's Folder:

- Student name sheet (decorated by student)
- Samples of students' best work
- A list of the learning targets and statements that have been completed
- The set of statements that are currently being studied and worked on; it enables the student to be aware of the work that must be completed in order to reach the next targets set
- Samples of certificates, stickers and postcards issued to the student
- Worksheets completed
- Photos of students at work or on school trips
- Test results
- Descriptions / reports of school trips taken
- Attendance reports
- Punctuality reports
- Student reports of books read / favourite poems / authors' visit / book review
- Behavioural profile cards
- Students' old copies
- Copy of final profile-card
- Timetable page
- Report sheets from profile meetings
- Subject dividers to organise the folder
- Poly-packets for loose pages

# Teacher Guidelines

## Providing feedback to students:

It is important that regular and frequent feedback, on their work and progress in learning, is provided to students in the Programme. Many practitioners can participate in providing this feedback.

Coordinators can provide feedback:

- by visiting the student in the classroom and having a one-to-one discussion with him or her
- after profile meetings
- after tests and assessments have been marked
- in group settings
- at parent-teacher meetings (via the parents)
- by issuing postcards
- issuing achievement certificates
- issuing stickers
- by writing comments in the student's journal
- by shading in the progress boxes in the learning targets
- by phoning the student's home

Subject-teachers, class tutors and year-heads may also provide feedback:

- during their timetabled classes
- at parent-teacher meetings
- by issuing postcards
- by writing comments in the student's journal
- by shading in the progress boxes in the learning targets
- issuing achievement certificates
- issuing stickers
- by phoning the student's home

Feedback can also be provided to students by:

- public displays of the students' projects and work
- school announcements
- inserts in the school newsletters

# Teacher Guidelines

## Enhancing the student's sense of ownership of the Student Folder:

The student's sense of ownership of the Student Folders can be developed, nurtured and enhanced by:

- making the folder attractive and official looking (with typed inserts and by using JCSP stickers and dividers)
- using a regular timetabled session to check folders
- regularly adding in materials of the student's own choosing
- comparing folders
- discussing progress made with folders
- encouraging the student to decorate folder pages
- involving the student in filling in and monitoring progress in his or her learning targets
- including samples of the students' best work
- including photos of the student and a short autobiography
- having folders available and on display in the classroom
- generating pride and a sense of achievement in the folders
- using celebration events to acknowledge work done by students





**Resources developed  
for the Junior Certificate  
School Programme**

## JCSP General Programme Materials

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### 1 The Student Profile System Folder Pack

This folder pack contains three folders with subject-specific, cross-curricular and Co-ordinator's information required for the successful operation of the profile system.

### 2 The Student Profile System - Subject Statement Handbooks

Each subject handbook contains the statements for that subject area, all cross-curricular statements and a selection of useful forms.

Handbooks are available in the following subjects areas

- Art
- Business Studies
- Civic, Social, Political and Environmental Education
- English
- Environmental and Social Studies
- Gaeilge
- Geography
- History
- Home Economics
- Information Technology
- Materials Technology: Metal
- Materials Technology: Wood
- Mathematics
- Modern European Language
- Music
- Physical Education
- Religious Education
- Science
- Technology
- Technical graphics

# Resources

## **3 JCSP Programme Materials CD**

This CD contains a selection of JCSP programme materials.

## **4 Student Profile Record Card**

This two-sided A4 card contains a record of a student's achievement of JCSP statements, during their time in Junior Cycle. It is usually maintained by the Co-ordinator and contains input from the entire JCSP team.

## **5 Final Profile**

This document is awarded to students who have participated in the Junior Certificate School Programme. It contains a certificate of achievement, a list of all statements completed and a reference from the school. It is awarded either at the time of sitting the Junior Certificate exam or when the Junior Certificate exam results are released.

## **6 About JCSP**

This booklet introduces the Junior Certificate School Programme and provides an overview of an overview of the programme the programme and information on how schools are supported in developing various aspects of the JCSP.

## **7 JCSP - A student-centred approach to the Junior Cycle curriculum**

This leaflet gives an overview of the Junior Certificate School Programme, explaining the aims of the Programme, the Programme framework, student profiles and the relationship between the JCSP and the Junior Certificate exam.

## **8 Teaching the JCSP - Your questions answered**

This leaflet is designed to answer the questions of teachers new to teaching JCSP. It deals with the relationship between the JCSP and the Junior Certificate exam, choice and award of statements and targets, record keeping and student involvement.

## **9 JCSP - Building on your child's strength**

This leaflet is for parents of JCSP students. It explains what happens in school, what a student profile is and how parents can help their child in Junior Cycle.

# Resources

## 10 JCSP Student Folder materials

- JCSP student timetable
- JCSP folder name sticker
- JCSP folder cover /divider

## 11 Small Stickers (2cm<sup>2</sup>)

Sheets of 117 mixed stickers, 9 each of 13 patterns in JCSP colours, used to acknowledge student work and progress.

## 12 Large stickers (4cm<sup>2</sup>)

Stickers with JCSP colours: Excellent, Good Work, used to acknowledge student work and progress.

\* See all '*materials developed by students*' section for other stickers available

## 13 Achievement Certificates

These certificates can be used for student academic, cultural, social and personal achievements. They can be used by teachers to acknowledge student success in curricular or extra-curricular achievement.

- JCSP Bronze Certificates
- JCSP Silver certificates
- JCSP Gold certificates
- General Certificate of Achievement

## 14 JCSP Poster

JCSP programme poster

## 10 Parental Involvement and JCSP

This book outlines a framework which schools can adapt to meet the specific needs of parents and students in their particular setting and contains useful ideas and resources.

# Resources

## **11 Facilitating JCSP Profile Meetings**

Practical ideas for meetings are contained in this book. It draws attention to planning a meeting, running a meeting and activities that can take place after a meeting. Special attention is given to final profile meetings.

## **12 Working for Success at Junior Cycle (1999)**

This book contains accounts from ten schools explaining how they spent funding received from the JCSP Support Service to develop initiatives around transfer from primary to secondary, helping to prevent early school leaving or celebrating students' work.

## **13 JCSP Initiatives, Vol. 2 (2000)**

The accounts in this book are a summary of four initiatives run in schools and funded by the JCSP Support Service in 1999–2000. The initiatives described are: celebrations of student success, initiatives to prevent early school leaving, reading projects and read-along.

## **14 JCSP Newsletters**

This regular newsletter helps to keep Co-ordinators and teachers up to date with developments within the programme.

## **15 Make-a-Book Newsletters**

Each year a newsletter is produced which gives details of schools who participated in this annual cross-curricular project. Copies of the Make-a-Book newsletter are available each autumn giving a colourful record of books displayed in the exhibition in spring.

# Resources

## JCSP Subject Support Materials

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These resources are a development of the sharing of best practice that occurs at regional and national in-service. They have been developed by teachers involved in the JCSP, to enhance and support the teaching and learning of specific subject areas. They provide an opportunity to further share what works in the classroom.

### 17 French Workbook and CD

The French student workbook and CD have been developed in conjunction with the JCSP French cultural studies statement. The workbook is designed to help students with their development of the French language. It contains exercises on France and its culture, the family, school and other topics that could help students taking French for their Junior Certificate exam.

### 18 P.E. Workbook Exercise for Life

The physical education workbook was designed to promote a healthy diet, hygiene and exercise. It is divided into four sections and provides students with various exercises on the different topics.

### 19 Letter Writing Workbook

This student workbook outlines the various types of letters that students are required to compose in a number of Junior Certificate subjects. Personal, formal, business and job application letters are all dealt with and students are given an opportunity to practice writing all of these.

### 20 Bar Charts Workbook

Part 1 of the Bar Charts workbook contains a series of exercises to teach students to draw bar charts and Part 2 contains another series of exercises teaching students how to read them.

### 21 Trend Graph Workbook

Part 1 of the Trend Graphs workbook contains a series of exercises to teach students to draw trend graphs and Part 2 contains another series of exercises teaching students how to read them.

# Resources

## **22 Algebra Workbook**

Part 1 of the Algebra workbook gives a series of exercises introducing algebra followed by two tests to check mastery, while Part 2 gives a selection of exercises designed to teach solving simple equations.

## **23 Sum Life Series**

The Sum Life series is a series of eight workbooks for students and there is also a teacher's workbook. Each one deals with numeracy in real life situations.

## **24 Materials Technology Wood Workbook 1**

This student workbook has 12 sections, each one with its own learning target and keyword area. Many sections relate to the Junior Certificate syllabus and can be used to assist in preparing students for the Junior Certificate exam.

## **25 Material Technology Wood Workbook 2**

This student workbook supplements the Material Technology Wood Workbook 1

## **26 History Workbook (Teacher's Resource)**

The practical resource for teachers can be used in conjunction with the standard history textbook. The book is divided into three sections, lesson ideas, history visits and projects, and useful words and revision exercises.

## **27 Irish Cultural Studies (Teacher's Resource)**

This teacher's resource provides a practical accompaniment for the JCSP Irish cultural studies statement. It offers suggestions for class activities and some basic task sheets to help students attain the various learning targets of the statement.

## **28 Irish Vocabulary Cards**

This pack of cards is intended to provide students with an easy and enjoyable way to learn key vocabulary. They are divided into five categories: Siopaí; An Scoil; Timpeall na háite; Spórt; Cad tá ar siúl. Each has the printed word in Irish and English and a visual image of the word. They can be used in many ways to make teaching, leaning and revising vocabulary enjoyable.



# Resources

## 29 Writing Frame Wallcharts

A selection of A2 'write on, wipe off' wallcharts is available for use by teachers. These writing frames consist of a sentence outline to scaffold and prompt students' writing experience in a range of areas.

- Project Statement
- Make-a-Book
- Cross-Curricular Project
- Evaluation of a Project
- Report
- Discussion
- Recount
- Explanation
- Contrast
- Instruction

\* **Note** – see also the **Literacy and Numeracy** section for other materials to support classroom teaching

## Materials Developed by Students

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Awarding and acknowledging student success is an intrinsic part of the Programme. Affirming student progress increases the positive connection with school, for both students and parents.

### 39 Postcards

These postcards were designed by students involved in the JCSP. Students were asked to design a 'good news' postcard that they would like sent to their parents or guardians. Teachers use these postcards to let parents and guardians know the progress and success a student has made in a particular area of school life. The postcards designs also cover specific subject areas.

### 40 Stickers

These stickers were designed by students involved in the JCSP. Students were asked to design an achievement sticker that they would like teachers to use when acknowledging work well done.

# Resources

## 41 Bookmarks

As part of the JCSP many students are involved in reading initiatives. Students were asked to design bookmarks they would like to use when reading.

## 42 Reading and Maths Posters

A range of posters were designed by JCSP students to promote reading and maths, for display in classrooms and around the school.

\* **Note** – See also the **Literacy and Numeracy Materials** section

## Literacy and Numeracy Materials

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## 43 Time to Read

A resource for teachers interested in developing reading for pleasure among students. This book is based on the experience of teachers and librarians working with students involved in the JCSP. Advice is given on choosing appropriate books and organizing successful reading time with students who may not be enthusiastic readers.

## 45 'Everyone Reads' - A Training Video for Paired Reading - Tutors

This video looks at the benefits of paired reading and how the profile of reading can be raised both in school and at home through involvement in paired reading programmes. This video looks at the various elements involved in training junior and senior cycle students and parents as reading tutors.

## 46 Between the Lines - Teacher Resource Book & Video

Between the Lines is a teacher resource book and video that outlines a school-wide approach to literacy enhancement at Junior Certificate. The techniques and ideas presented are rooted in the practice and experience of teachers participating in the Junior Certificate School Programme.

# Resources

## **48 Reading Challenge Pack - A Short Term Reading Intervention**

These guidelines outline how to set and manage this reading project. The following materials are available to support this reading intervention:

- Reading Challenge folder
- Reading Challenge teacher guidelines
- Reading Challenge student workbook
- Reading Challenge bookmark
- Reading Challenge certificate
- Reading Challenge Poster

## **50 Word Millionaire - A short term reading intervention**

These guidelines describe how to set up and manage this class reading project. The following materials are available to support this reading intervention:

- Word Millionaire teacher guidelines
- Word Millionaire student workbook
- Word Millionaire folder
- Word Millionaire certificate
- Word Millionaire bookmark
- Word Millionaire posters

## **44 Peer Tutoring/Paired Reading - A short term reading intervention**

This teacher resource book describes how to plan, organise and manage a paired reading project. The following materials are available to support this reading intervention:

- Paired Reading teacher guidelines
- Paired Reading folder
- Paired Reading certificate
- Paired Reading bookmark
- Paired Reading tutor leaflet
- 'Everyone Reads' – A Training Video for Paired Reading – Tutors

# Resources

## 51 Stars Read Pack

These resources aim to promote and support the various reading projects run in schools, where student are involved in reading for pleasure and are given time to read in the school day. The following materials are available to support reading stars in school:

- Stars Read Bookmarks
- Stars Read Reading Certificates
- Time to Read Teacher resource book
- Posters of well known GAA stars reading (5 types)
- Recommended Star Reads Poster, with GAA stars and room for students to recommend books

## 53 Smog Card

This smog card gives step-by-step instructions to teachers on how to assess the reading level of their textbooks.

## 55 Reading Certificates

Many students participate in short-term reading programmes both as younger reader and tutors. These certificates acknowledge their involvement in a reading project and/or the training they undertook.

## 34 Keywords Bookmarks

These bookmarks designed to help students to focus on recognising subject-specific keywords. One side gives useful tips on how to remember new words while the reverse side has room for a short list of words.

## 35 Keywords Notebooks

Students can build up their own dictionary of key words from all their subjects. A version is now also available in Irish: Eochairfhocail

## 36 Key Spellings Bookmarks

These bookmarks are designed to help students to focus on spelling important subject-specific words. One side gives useful tips on how to learn to spell a word while the reverse side has room for a short list of key spellings.

# Resources

## 54 Keywords Fridge Magnet (A4)

As part of a keyword approach to developing subject-specific vocabulary teachers use these materials to support students in the learning of those words and concepts necessary to access the curriculum. These are also available in Irish

## 54 Keyword posters (A4 folder inserts and A2 size)

As part of a keyword approach to developing subject-specific vocabulary teachers use these materials to support students in the learning of those words and concepts necessary to access the curriculum.

## 55 JCSP Spelling Journal

Students can keep a record and notes on key spellings required in all their subjects.

## 56 Reading Posters

A range of posters are available to get across an importance of reading and as a way of recommending books or highlighting a reading project

- Best Reads
- Top Ten Reads
- A range of posters designed by students promoting reading
- Reading Challenge Poster
- World Millionaire Posters

### Stars Read (GAA Reading Posters)

- Colm Cooper (Kerry)
- Eoin Kelly (Tippereary)
- Seán Óg Ó hAilpín
- Henry Shefflin (Kilkenny)
- Ciarán Whelan (Dublin)

# Resources

## Numeracy Materials

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### 56 Certificates

Maths Project certificates  
Paired Maths certificates

### 57 Make your Ownopoly

This teacher resource outlines exercises that can be used with the board game (Make your Ownopoly). The exercises aim to increase numeracy skills while having fun.

### 58 LUV 2 CU Bookmark

This Luv 2C U bookmark can assist students in how to approach problem solving questions.

### 59 Computational Clock Charts

These charts provide a framework for students who encounter difficulties in multiplication and division.

### 60 Flashmaster

A maths aid to support the development of computational skills.

### 61 Maths Posters

A range of posters are available to get across the importance of maths or to assist classroom practice

- A range of posters designed by students highlighting the importance of maths
- Multiplication Clock Posters (A2 and A4 folder inserts)
- LUV 2 CU Poster (problem Solving frame poster)

\* **Note – See also the subject support materials section**

# Resources

## CDVEC Curriculum Development Unit Catalogue of publications relevant to the JCSP

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All the listed resources are part of the **Resource Centre**, Curriculum Development Unit, Captain's Road, Dublin 12. Many of the items can be bought directly from there.

### English

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#### Everyday English

##### *Reading and Understanding*

These two student workbooks are designed for students doing the **Junior Certificate School Programme**. They are intended as worksheets to supplement other materials.

#### Letter Writing

This student workbook is designed to help students practise writing different types of letters including personal, formal and business letters, as well as job application letters.

#### Animals and Their Environments

This illustrated book, produced for students doing the **Junior Certificate School Programme**, explains topics such as: prehistoric animals; wildlife in Ireland; endangered species and pets, in very clear and simple English.

There is an accompanying workbook.

##### **Student Book**

##### **Workbook**

#### Cosmorama

*Cosmorama* is a collection of poems, short stories and prose extracts intended for use with First Year Students. All pieces are graded according to level of difficulty. Suggestions for lesson plans are included in the book.

#### Telling Stories

An anthology of stories, old and new, from around the world. With the accompanying workbook, this forms a complete unit for Junior Certificate English.

# Resources

## Environmental and Social Studies

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### The Development of Modern Irish Settlement

A student workbook for the First and Second Years of the ESS course. Topics covered include: the town; rural development; transport; development plans. It would be useful for History and Geography classes also.

#### *Families and Friends: Studying People and their Local Area*

##### *Teacher's Notes*

Families and Friends deals with Local Studies, covering homes, shops, traffic, family history and map reading. The Student's Book is available from O'Brien Press.

### Dublin 1913 - Student's Workbook

This workbook deals with the social conditions and the political movements in Dublin at the turn of the century. In particular it examines the Lockout from the points of view of Jim Larkin and of William Murphy. Appropriate for the Industrial Revolution and Trade Unionism sections of ESS. The textbook is available from O'Brien Press

### The Vikings

This student workbook explores all aspects of the Viking era including religion, clothing, food and drink.

### Urban Ireland - Teacher's Notes

Teacher's Notes to accompany the book **Urban Ireland: Development of Towns and Villages** which is available from The O'Brien Press. The book is an excellent resource for ESS.

### Undertaking Field Studies

This Teacher's Handbook has very useful ideas and guidance for teachers doing the field study section of the ESS course. It is also useful for Geography teachers.

### History Projects: Encouraging Research Skills

This Teacher's Handbook contains much useful advice for those using the project method for teaching History and ESS.



# Resources

## Aran Islands

This Student Workbook looks at the history and geography of the Aran Islands. It accompanies the **Island Life** series (set of 3 books), which is available from The O'Brien Press.

*The Netherlands: Land from Water*

Student Workbook

Teacher's Notes

## Tallaght: Malachy Horan's Country

Student's Workbook

## Focus on Glencree

Teacher's Notes for fieldwork in the Glencree area.

## Physical Education

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**Exercise for Life Physical Education: Student Workbook**

## Materials| Technology: Wood

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Materials Technology: Wood

Junior Certificate Theory Student Workbook

# Resources

## Irish Studies

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### Junior Certificate

A series of Student Workbooks for those studying **Junior Certificate Irish** at Foundation Level.

*Am Saor*

*Bia agus Deoch*

*Ag Léamh agus Ag Scríobh*

*Scoil agus Ábhair Scoile*

*Mé Féin agus Mo Chlann*

*Peataí agus Ainmhithe*

*Foirmeacha a Líonadh*

### Ceisteanna Samplacha don Bhonnleibhéal

### Irish Studies

Student Workbook on Irish tradition and culture including chapters on the Celtic world, traditional crafts, old customs and songs. There is an accompanying Teacher's Handbook.

**Student Workbook**

**Teacher's Handbook**

**Irish Cultural Studies, Teachers Guide** to accompany the *JCSP* Statement on Irish Cultural Studies

# Resources

## Mathematics

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### Sum Life Series

A series of 8 workbooks for students doing the **Junior Certificate School Programme**. Each workbook deals with numeracy in life situations, illustrated by a story featuring the Kavanagh family. There are accompanying Teacher's Notes. The 8 titles are:

- *Discounts*
- *Eating Out*
- *Measurement*
- *Saving*
- *Time*
- *Travel*
- *Using the Calculator*
- *Value for Money*

Student Workbooks

Teacher's Notes

### Working with Maths Series

Student workbooks covering basic maths skills.

- *Working with Maths: Basic Maths Skills*
- *Working with Maths: Decimals*
- *Working with Maths: Fractions*
- *Working with Maths: Tables*

### Algebra Student Workbook

Bar Charts Student Workbook

# Resources

## Science

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### The Human Body

This Student Workbook concentrates on the basic parts and functions of the human body and includes simple exercises and experiments. The language used is very simple and it would be suitable for **Junior Certificate School Programme** students.

#### *Science for Life: Introduction to the Laboratory*

This Student Workbook is intended for use by less able students starting the Junior Certificate Science syllabus.

### Science for Life: Electricity for Bright Sparks

This workbook covers all the electricity topics on the Junior Certificate Higher and Lower Level Courses, but its format is designed to make it accessible for the less able student.

### Science for Life: Chemistry

This workbook deals with some basic chemistry topics – acids, bases, separating techniques. The book could be used by First Year Ordinary Level candidates, as a supplement to other texts.

### Science Now

This workbook is suitable for **Junior Certificate School Programme** students. The worksheets are designed for students with poor reading skills.

### How Does Your Garden Grow?

This workbook consists of information pages followed by worksheets, covering topics such as plants, hanging baskets, planting trees.

# Resources

## Social and Health Education

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This series was developed to facilitate schools that were planning a personal and social development course for **Junior Cycle** students. The series comprises 3 student workbooks: Heredity and Environment; Healthy and Safe Living; Work and Leisure.

### Heredity and Environment

This Student Workbook is for First Year students, and deals with topics such as: starting at secondary school; myself; my family and my community.

### Healthy and Safe Living

This Student Workbook deals with topics such as: personal hygiene; nutrition; substance abuse; safety.

## Studies and Reports

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### Disadvantage, Learning and Young People

These conference proceedings contain fifteen case studies of individual responses to disadvantage in Ireland.

Tony Crooks and Dermot Stokes (eds), 1987

### Follow-Up Study on the Recipients of School Certificate in Colaiste Eoin, Finglas 1983-86

Geraldine O'Connor and Patricia McCarthy (Eds) 1989

### A Global Curriculum? Development Education and the Junior Certificate

The book provides detailed examination of subject syllabuses and includes sample themes, units and programmes of work which teachers might use in the classroom. Cross-curricular work is explored. The opening chapters define development and discuss the challenge of teaching about development.

John Hammond, 1991

### The Junior Certificate: Issues of Implementation

A report on four seminars for school principals in the Greater Dublin area.

Rose Malone, 1989

# Materials Order Form

# Order Form

CDVEC Curriculum Development Unit,  
Captain's Road, Crumlin, Dublin 12.

Tel: 01 453 5487 | Fax: 01 453 7659

Email: [tommy.doonan@cdu.cdvec.ie](mailto:tommy.doonan@cdu.cdvec.ie) | [www.curriculum.ie](http://www.curriculum.ie)



## Materials Request Form

From: \_\_\_\_\_

To: \_\_\_\_\_

Date: \_\_\_\_\_

Delivery Address: \_\_\_\_\_

\_\_\_\_\_

School Roll No.: \_\_\_\_\_

Product	Description	Qty Reqd
	<b>Booklets</b>	
CUDV18997	About J.C.S.P A4 Booklet	
CUDV19061	JCSP Facilitating Profile Meeting A4 Booklet	
CUDV31711	Planning Meeting Booklet	
CUDV31712	Profile meeting group record	
CUDV31748	Parental Involvement ( <b>Teachers Booklet</b> )	
CUDV31800	Book Review Booklets	
	<b>Bookmarks</b>	
CUDV37754	Bookmarks Mixed (Packs of 30)	
CUDV32364	Bookmark 2 types x 20 KeySpelling / Keyword Packs	
CUDV32363	Reading bookmark Kits (1x25 25 bookmarks=1kit)	
	<b>Compact Disc's</b>	
CUDV31806	French (Compact Disc)	
CUDV31808	JCSP Programme Materials (Compact Disc)	

Please do not pay in advance for books – you will be sent an invoice with the books which will include the cost of post and packing.

# Order Form

Product	Description	Qty Reqd
	<b>Certificates</b>	
CUDV18964	Gold Certificate J.C.S.P	
CUDV19008	Silver Certificate JCSP	
CUDV19070	JSCP Bronze Certificate Winner	
CUDV18966	Peer Tutoring Certificate Initiative	
CUDV18968	Peer Tutoring Certificate Training	
CUDV18998	J.C.S.P Reading Certificate	
CUDV19047	Participating Author Certificate (MAB)	
CUDV19151	JCSP Certificate Of Achievement	
CUDV19152	JCSP Achievement Cert School/Class/Date	
CUDV33655	Maths Project Certificates (Packs of 30)	
CUDV33656	JCSP Paired Maths Initiative Cert (Packs of 30)	
CUDV33657	Statement Award Certificate (Packs of 30)	
	<b>Folder Inserts (Punched)</b>	
CUDV37755	Punched inserts (Reading) (Packs of 28)	
CUDV31811	Insert for Students Folder (Punched) Thumbs UP	
CUDV32223	A4 Keyword List Inserts Punched (30 per pack)	
Code Reqd.	Number Wheel Punched Inserts (30 per Pack)	
	<b>Folders</b>	
CUDV18896	Co-Ordinator's Folder (JCSP)	
New Code Reqd	JCSP Cross Curricular Statements Folder (Complete)	
New Code Reqd	JCSP Subject Statements Folder (Complete)	
CUDV18959	Teachers Folders (Fold Up)	
CUDV19192	JCSP (Fold Up Folders)	
CUDV31819	Student 2003 / 2004 Spiral handbook	



# Order Form

Product	Description	Qty Reqd
	<b>Fridge Magnets</b>	
CUDV40043	Gaeilge Keyword List Fridge Magnets A4 Size	
CUDV36458	Keyword List Fridge Magnets A4 Size	
	<b>Greeting Cards</b>	
CUDV18899	Greeting Cards Artist Pat Gahan	
CUDV18900	Greeting Cards Artist Saccora Green	
CUDV18901	Greeting Cards Artist Caroline Donohue	
	<b>Leaflets</b>	
CUDV31813	JCSP Questions Answered Leaflet	
CUDV31814	Building on your childs strengths leaflet	
CUDV31815	A Student Centred Approach leaflet	
CUDV31788	Smog Cards (Packs of 30)	
	<b>Notebooks</b>	
CUDV31791	Spelling journal	
CUDV39105	Keywords Notebook	
CUDV39106	Keywords Notebook Gaeilge	
Code Reqd	Subject Keyword Notebook	
	<b>Maths Aids</b>	
CUDV31816	Maths Aid Flashmaster (Initiative only)	
	<b>Newsletters</b>	
CUDV18982	Make A Book News Letter March 2004	
CUDV31927	JSCP Newsletter Jan 2006	
CUDV32945	Make A Book Newsletter 2006	
CDUVSTK012	JCSP News Letter Issue 4 April 2007	
CUDV40117	Make a Book Newsletter Sep 2007	

# Order Form

Product	Description	Qty Reqd
CUDV40118	JCSP Newsletter Sept 2007	
	<b>Paired Reading</b>	
CUDV39157	Paired Reading Student Certificate	
CUDV39160	Paired Reading Student Bookmark	
CUDV38541	Paired Reading Plastic Folder	
CUDV39158	Paired Reading Tutor Participation Certificate	
CUDV39159	Paired Reading Tutor Training Certificate	
CUDV39161	Paired Reading Tutor Bookmark	
CUDV39102	Paired Reading Book 56 page	
CUDV39103	Paired Reading Tutor Guidelines 6 Page Booklet	
CUDV39104	Paired Reading Poster	
CUDV31827	Everyone reads Video	
	<b>Postcards</b>	
CUDV37752	Post cards Mixed (Packs of 30)	
CUDV33658	Postcards Summer 2006 in packs of 56(2x28)	
	<b>Posters</b>	
CUDV37751	A2 Reading Posters Mixed (Pack of 12)	
CUDV31981	JCSP A1 Poster	
CUDV19096	Number Wheel Poster 1 Wheel A2	
CUDV19097	Number Wheel Poster 4 Wheels A2	
CUDV19098	Top Ten Reads Chart Poster A2	
CUDV19099	Best Reads Chart Posters A2	
CUDV19100	Luve 2cu Poster A2	
CUDV31969	JCSP A2 Poster	
CUDV31848	JCSP A3 Posters	

# Order Form

Product	Description	Qty Reqd
CUDV19092	JCSP Reading Challenge Poster A3	
CUDV31890	GAA Stars Poster (2x5 oblong) Flatpack	
CUDV28841	Flatpack set of Maths posters 5 Postersl = 1 unit	
New Code Reqd	Star Reads GAA Posters A2 (2x5) Flatpack	
CUDV28841	Maths (Art Competition) Posters 16 per Pack	
CUDV18902	A2 Posters (Keyword List)	
CUDV18927	Key Words Poster (New Style)	
CUDV19089	A2 Posters (Keyword List) Purple	
CUDV31829	Keyword A2 (New red)	
CUDV31830	Keyword A2 (New green)	
CUDV31831	Keyword A2 (New purple)	
	<b>JCSP Reading Challenge</b>	
CUDV31872	JCSP Reading Challenge folder	
CUDV32326	JCSP Reading Challenge ( I am a Winner )	
CUDV19071	JSCP Reading Challenge Bookmark	
CUDV40213	JSCP Reading Challenge Bookmark Wide	
CUDV18985	Reading Challenge Student Booklet A4	
CUDV18984	Reading Challenge Teachers Booklet	
CUDV19092	Join the Reading Challenge A3 Poster	
CUDV19095	Join the Reading Challenge A2 Poster	
	<b>Word Millionaire Reading Challenge</b>	
CUDV31835	Millionaire Reading challenge workbook	
CUDV19009	Millionaire Reading Challenge Book Mark	
CUDV40211	Millionaire Reading Challenge Book Mark Wide	
CUDV19141	Cert For Participation In Mill:Read Challenge	

# Order Form

Product	Description	Qty Reqd
CUDV19092	JCSP Reading Challenge Poster A3	
CUDV31890	GAA Stars Poster (2x5 oblong) Flatpack	
CUDV28841	Flatpack set of Maths posters 5 Postersl = 1 unit	
New Code Reqd	Star Reads GAA Posters A2 (2x5) Flatpack	
CUDV28841	Maths (Art Competition) Posters 16 per Pack	
CUDV18902	A2 Posters (Keyword List)	
CUDV18927	Key Words Poster (New Style)	
CUDV19089	A2 Posters (Keyword List) Purple	
CUDV31829	Keyword A2 (new red)	
CUDV31830	Keyword A2 (new green)	
CUDV31831	Keyword A2 (New purple)	
	<b>JCSP Reading Challenge</b>	
CUDV31872	JCSP Reading Challenge folder	
CUDV32326	JCSP Reading Challenge ( I am a Winner )	
CUDV19071	JSCP Reading Challenge Bookmark	
CUDV40213	JSCP Reading Challenge Bookmark Wide	
CUDV18985	Reading Challenge Student Booklet A4	
CUDV18984	Reading Challenge Teachers Booklet	
CUDV19092	Join the Reading Challenge A3 Poster	
CUDV19095	Join the Reading Challenge A2 Poster	
	<b>Word Millionaire Reading Challenge</b>	
CUDV31835	Millionaire Reading challenge workbook	
CUDV19009	Millionaire Reading Challenge Book Mark	
CUDV40211	Millionaire Reading Challenge Book Mark Wide	
CUDV19141	Cert For Participation In Mill:Read Challenge	

# Order Form

Product	Description	Qty Reqd
CUDV18983	Millionaire Reading Challenge folder	
CUDV19094	Millionaire Read Ch:Progress A2 Poster	
CUDV19095	Millionaire Join The Readers Chal Poster	
CUDV19093	Word Millionaire Thermometer Poster	
	<b>Star Reads</b>	
CUDV38543	Time To Read (Stars Read Plastic Folders)	
CUDV38776	Stars Read Certificate	
CUDV36457	Time To Read Resource Book	
CDUSTK004	Henry Shefflin Bookmark	
CDUSTK005	Sean Og O hAilpín Bookmark	
CDUSTK006	Eoin Kelly Bookmark	
CDUSTK007	Ciaran Whelan Bookmark	
CDUSTK008	Colm Cooper Bookmark	
	<b>Resource Books</b>	
CUDV18912	Between The Lines Teacher's Resource Book	
CUDV31809	History Teachers Resource book	
CUDV31833	Irish Cultural Studies ( Teachers Guide)	
	<b>Stickers</b>	
CUDV19019	JCSP Multi Sticker 35 per Sheet A4	
CUDV31823	Multisticker small sheet (117 per sheet)	
CUDV31824	Student Stickers (Art Comp ) New 48 per sheet	
CUDV31825	Timetable sticker packs	
Code Reqd	Amchlár Ranga Timetable Sticker (Packs of 30)	
CUDV31826	Folder Name Stickers ( English )	
CUDV39107	Student Folder Name Sticker Gaelige	

# Order Form

Product	Description	Qty Reqd
	<b>Videos</b>	
CUDV33659	Between the Lines Video	
	Vocabulary Cards	
Code Reqd	Irish / English Vocabulary Cards (Packs of 5 Types)	
	<b>Workbooks</b>	
CUDV18913	Algebra Workbook J.C.S.P. A4	
CUDV18987	Trend Graphs Booklet A4	
CUDV19055	JCSP French A4 Booklet	
CUDV31832	Peer Tutoring workbook	
CUDV31834	P.E. Exercise for life workbook	
CUDV31836	Woodwork Workbook Part 1	
CUDV31837	Letterwriting Workbook	
CUDV32835	Bar Charts Workbook	
Code Reqd	Woodwork Workbook Part 2	
	<b>Writing Frames</b>	
CUDV18919	Writing Frames A2 Discussion	
CUDV18921	Writing Frames A2 Explanation	
CUDV18922	Writing Frames A2 Recount	
CUDV18924	Writing Frames A2 Instruction	
CUDV18925	Writing Frames A2 Contrast	
CUDV18926	Writing Frames A2 Evaluation Of A Project	
CUDV18931	Writing Frames A2 Report	
CUDV18932	Writing Frames A2 Cross Curricular Proje	
CUDV19188	Writing Frames A2 Make A Book Project	



# Contact Details



# Contact Details

## Contact Details

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# Appendix

# Appendix

## Record Keeping forms

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The following are some suggested methods for record keeping. Please note it is not necessary to use them all. However, the forms have been devised by teachers using the Programme who found them useful.

### Notes on each Form:

#### 1 Student Statement Record

Some teachers have found it useful to ask the students to either transcribe the statements or put them into their own words. It can help the students to connect with the learning targets.

#### 2 Daily Checklist Student Profile

Teachers have found this checklist to be extremely useful as a tool for student self-evaluation. Obviously some questions may need to be adapted to suit your circumstances/particular rules.

#### 3 Project Planning Sheet

This can be used with any of the project statements.

#### 4 Eight Steps in Project Work

This format has proved successful in project work, particularly when the same format is used by each subject teacher. The students get accustomed to the format and language while being closely involved in the process of the project work.

#### 5 Student Record of Achievement

A student reference forms part of the student's certificate and with this in mind it can be a very meaningful experience to involve the student in what is included in this reference.

Date:

Student:

Class:

This student/class will work on these statements/learning targets for this period:

Plan with effect from: 00/00/00

to: 00/00/00

Statement Title:

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

1	<hr/> <hr/>	000
2	<hr/> <hr/>	000
3	<hr/> <hr/>	000
4	<hr/> <hr/>	000
5	<hr/> <hr/>	000
6	<hr/> <hr/>	000
7	<hr/> <hr/>	000
8	<hr/> <hr/>	000

Work begun ●○○ | Work in progress ●●○ | Work completed ●●●

# Daily Checklist

Date:

Student:

Class:

This student/class will work on these statements/learning targets for this period:

	Yes	No	Sometimes
<b>Punctuality</b>			
Was I on time for my morning class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was I on time for my afternoon class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was I on time for every other class today?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Homework</b>			
Did I write down my homework in my journal?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did I do all my homework for today?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did I bring in all my homework today?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did I bring in books/materials for all classes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did I bring in my journal?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Behaviour</b>			
Did I put up my hand to get the teacher's attention?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was I polite to my teachers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was I polite to the other students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was I well behaved during the whole day?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did I have my books/copies out, ready for class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Listening</b>			
Did I listen during classes today?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did I follow the instructions given?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did I listen to the other students without interrupting them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Written Work</b>			
Did I rule my copy pages?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did I put a title and date on my work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did I use full sentences?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did I punctuate my work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did I write neatly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Project Planning

Date:

Student:

Class:

Title of Project:

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Statement/Learning Targets:

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Teachers:

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Aims:

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Activities:

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

Type of Final Presentation:

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# Eight Steps in Project Work

1 What **task** will I do?

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2 Where will I look for **information**?

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3 What will I **need** to do this task? (materials, equipment etc.)

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4 What method will I use to **begin** the task?

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5 What method will I use to **do** the task?

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6 What method will I use to **end** the task?

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7 Did I do what I decided to do? **Evaluation**

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8 Were there any **problems** along the way?

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# Student Record of Achievement

A student reference forms part of the student's certificate and with this in mind it can be a very useful experience to involve the student in what is included in this reference.

The student record of achievement is a form that the student might complete (with a lot of assistance) which forms a record of everything positive about themselves and everything positive they have been involved in, throughout their life.

## When

This record would be reviewed every term when additions could be made. Ideally it would be completed in a small group situation or on an individual basis where discussion can take place between teacher and student.

## Who

A variety of teachers could use this in their classes

- Guidance counsellor
- Personal and social development teacher
- Class tutor
- Learning support teacher
- Special teacher
- Co-ordinator

## Why

- (i) It is very useful for the teacher making out the reference – though obviously only relevant aspects would be used for a reference.
- (ii) It gives students an opportunity to reflect on the positive activities they have been involved in and motivates them to get involved in more activities which can then be added to the record at a future date.

## Possible inclusions on the record

- Things I am good at – sewing, drawing, minding animals, cooking, housework, baby-sitting, being on time, going on messages
- Part time jobs – place, job, dates
- Hobbies
- Any school trips – to include every outing they have been involved in, destination and dates
- My personality – everything positive
- Places I have been to outside my own area
- Any responsibilities I have had in school
- Good deeds I have done



# Student Record of Activities and Personal Achievement

Name \_\_\_\_\_  
Class \_\_\_\_\_  
Year \_\_\_\_\_

Make a list of everything you have been part of that could be put in a reference.  
Write down the dates you have worked at them.

Things I am good at:

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## School Trips/Outings

Dates	Where we went
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Things I like to do: Hobbies/Sports/Clubs

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**Work Experience**

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**My personality:** A list of words which describes what I am like:

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**Good deeds I have done:**

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**Anything else:**

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# Appendix

## Comment on Statements by Subject Teachers

Subject: \_\_\_\_\_

Please write down the statement code number you are referring to in your comments

Statement Code No: \_\_\_\_\_

Comments might include:

- Is the statement suited to the ability of your student?
- Is the wording appropriate?
- Should anything be added or deleted?
- Could you use these in the classroom?
- Could you incorporate them into your teaching programme?

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### English

Personal Expression:	Can use written language to express and reflect on writing experiences.
Experience of Literature & Media	Can respond to a range of reading materials and media media sources.
Creative Writing	Can produce an original piece of creative writing, drawing on either an external stimulus or on personal

### Irish

Listening & Speaking	Can understand and use basic spoken Irish in a variety of common social situations.
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### Mathematics

Use of Number	Can apply the knowledge and skills necessary to perform mathematical calculations.
Set, Relations and Charts	Can interpret and draw basic statistical charts and sets.
Money	Can apply the knowledge and skills needed to manage money in daily life.

### Geography

Physical Geography	Can describe how the physical landscape was formed and has changed over time.
Map skills	Can interpret ordnance survey maps and photographs.

### Art

Drawing	Can use a range of drawing techniques to record and communicate information visually.
Three-Dimensional Work	Can apply the knowledge and skills necessary to plan and complete a work in three dimensions.

### Physical Education

Games	Can take an active part in team activities.
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## Materials Technology: Wood

Assembly	Can work with wood having practised the basic skills appropriate for assembling finished pieces of basic work.
Theory	Can display basic background knowledge of woodwork theory.

## Cross Curricular Statements - At Junior Certificate level the student:

Punctuality	Is usually or always on time for school, class periods and other appointments.
Working with Others	Works with others and makes a positive contribution to group activities.
Homework	Usually or always submits satisfactory work, completed on time.
Reading from Texts:	Can find general and specific information from a variety of texts
Shape and Space:	Can apply knowledge and understanding of the proportions of common 2D/3D shapes to their work
Rules of the Road:	Can recognise and demonstrate a reasonable knowledge of the rules of the road
Paired Reading:	Can participate in a paired reading programme and read with an understanding of a range of reading material

