

10th January 2023

Final Profiling 2023

Dear Co-ordinator

We have come to the time of the year for final profiling of 3rd year students. This letter details the arrangements for final profiling of students in the PDST Junior Certificate School Programme.

The Final Profiling is completed online. Login to your account at www.jcsp.ie (here is a guide 'How to enter final profiles online' <http://www.jcsp.ie/resources/c/10/244/Final%20Profiling2013.pdf> which is available on the JCSP website under the coordinators tab on the website).

Who do you profile?

- ✓ 3rd year students
- ✓ Students who have left school and were profiled for a minimum of one school year (even if they only achieved one statement)

Included:

	Page:
✓ Final Profiling 2023 – Code Card	3
✓ Final Profiling Meeting Procedures 2023	4&5
✓ Suggested Word List for Reference Writing	6&7
✓ Sample Student Reference	8&9
✓ Defining Competence Guidelines	10&11

The deadline for final profiles is **Thursday, 30th March 2023**. To ensure student profiles are delivered to your school in a timely fashion, it is vital to include the date of the celebration ceremony when submitting final profiles online.

For each student, please ensure the DES student number entered is either the DES examination number or school software id number. **Please do not enter a student's PPS number.**

When the student profiles have been entered online, it is necessary for the Principal to login to their JCSP account and submit the Final Profiles to the JCSP office.

You may like to apply for the Summer Celebration grant of €100 at this time by logging in to your JCSP account at www.jcsp.ie go to Initiatives Application, round 01/23.

No Student Profiling Folders will be available before **Wednesday, May 3rd 2023**.

If you intend holding a celebration ceremony in early May (subject to Government health guidelines), we would advise you to contact us to see if we can organise special arrangements to ensure the final profiles can be processed and deliver the Student Profiling Folders to your school on time.

We remind you that if school-based statements are to be awarded, such statements should be approved by PDST JCSP before inclusion in the final profile. A copy of any such statement should be included with the Student Profiling Folder.

An important part of final profiling is the student reference which should be included in the final profile folder being presented to students. Schools are asked not to send the student references to the PDST JCSP office but rather to keep them in school for inclusion in the final profile.

If you are experiencing any problems or have any queries please do not hesitate to contact us.

We wish you every success with final profile meetings.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Darren Murphy', written in a cursive style.

Darren Murphy
Team Leader for JCSP

Final Profiling 2023 – Code Card

<u>Subject</u>	<u>Subject Code*</u>	<u>Statement Number</u>
English – New JC	EJC	1,2,3,4,5
T1 Gaeilge – New JC T2 Gaeilge – New JC	GAJC IRJC	GAJC 1,2,3,4,5 IRJC 1,2,3,4
Modern Foreign Languages – New JC	MFLJC	1,2,3
Maths – New JC	MJC	1,2,3
Basic Skills	BS	1,2,3
Science & Technology – New JC	STJC	1,2,3,4
Digital Technology (prev. Information Technology & Computer Software)	DT	1,2,3,4,5,6,7
Home Economics – New JC	HEJC	1,2,3,4,5
CSPE	CSPE	1,2
Geography – New JC	GJC	1,2,3,4,5
History – New JC	HJC	1,2,3,4,5
Visual Art – New JC	VAJC	1,2,3,4
Music – New JC	MUSJC	1,2,3
Religious Education – New JC	REJC	1,2,3
Wood Technology – Draft JC Materials Technology – Wood	WTJC Draft MTW	WTJC Draft 1,2,3,4 MTW 1,2,3,4,5,6,7
Engineering – Draft JC Materials Technology – Metal	ENJC Draft MTM	ENJC Draft 1,2,3 MTM 1,2,3
Applied Technology – Draft JC Technology	ATJC Draft TY	ATJC 1,2,3,4 TY 1,2,3,4
Graphics – Draft JC Technical Graphics	GRJC Draft TG	GRJC Draft 1,2,3 TG 4,5,10,11,12
Business Studies – New JC	BSTJC	1,2,3,4,5
Physical Education	PE	1,2,3,4,5,6,7,8
SPHE	SPHE	1,2,3,4
Career Guidance	CG	1,2
Library	L	53,54
Cross- Curricular	CC	Fill in relevant number: 1-56,58,60,63-67,71-75

**Abbreviation JC indicates revised in line with current specification*

2023 Final Profile Meeting Procedures

This meeting normally takes place at the end of third year. Statements already awarded by the team of teachers over the 1 to 3 years are noted on the Student Master Record Card. The majority of the statements are usually awarded at the final meeting. The statements not yet awarded are discussed by the team in order to reach consensus.

Prior to the Meeting

The Principal:

The Co-ordinator should plan the following with the Principal well in advance:

- Date of the meeting and the time required
- A list of teachers who have to attend the meeting
- A list of the students to be profiled
- An agenda for the Final Profile Meeting
- Discuss the business of the Profile Meeting (the Principal should be aware of the processes involved in the Final Profile Meeting)
- Arrangements for writing student references
- Arrangements for presentation of Profiling Folders towards end of May

The Students:

Students should be informed of the meeting and plot their progress for the last time, this being part of their certification process. They should also have completed their Record of Achievement (page 121 <http://www.jcsp.ie/resources/c/10/523/Coordinators%20Folder%20%28historical%29.pdf>)

The Teachers:

The Co-ordinator should give the team of teachers plenty of notification of the Final Profile Meeting, to allow them to update their records and to consider progress in the cross-curricular statements. It would be very useful to your team if you circulated an agenda in advance of the meeting. Please allow ample time for this meeting. The *Defining Competence Guidelines (within this document)* should be circulated with the agenda.

The Meeting:

- Three hours would be required for a comprehensive discussion of a group of 15 students.
- The school co-ordinator should bring along the Student Profile Cards and the Final Profile Card.
- Each teacher should bring along the records of statements they want to award.
- It is important that all teachers are represented at the meeting.

Awarding Statements:

Each student should be considered individually. The team of teachers award each statement to each individual student beginning with the subject statements. This is followed by a discussion of the cross-curricular area. Plenty of time should be allowed for discussion of the cross-curricular statements, as the team must reach a consensus on the statements to be awarded to each student.

The *Defining Competence Guidelines* should be referred to throughout the meeting. It is crucial that each member of the teaching team understands these criteria to allow for fair profiling of the students.

Student reference:

This is a good time to complete work on the references. As the references are based on personal knowledge of students, the individual schools produce these. Schools may find the *Student Record of Achievement* useful in gathering information for writing references (page 121 <http://www.icsp.ie/resources/c/10/523/Coordinators%20Folder%20%28historical%29.pdf>).

There is *Suggested Word List for Reference Writing* included in this letter.

References should be added to the *Student Profile Folder* when received from the JCSP office.

PDST Junior Certificate School Programme wishes you every success with the planning and implementation of your Final Profile Meeting.

Suggested Word List for Reference Writing 2023

Honest Trustworthy	Diligent	Courteous
Reliable Motivated	Anxious to Please	Disciplined
Appreciative	Well mannered	
Enthusiastic	Hard working Dedicated (to work)	Should make a success of anything
Exemplary Attentive	Religious	Undertaken with guidance and direction
Imaginative	Spiritual	Has courage in convictions
Creative Sense of humour	Thoughtful	Engages in task at hand
Quiet	Reflective	Sincere
Obliging Compliant	Likeable	Has made good progress
Adaptable	Responsible	Has made considerable progress
Shows initiative	Sees things through to end Responds well to encouragement Gentle	Has made excellent progress
	Good nature	Valuable member of the class
Welcoming towards new students	Considerate	Conscientious
Actively participates	Confident	Capable
Involved Willing		Applies him/her self to task
Enthusiastic participant	Consistent	Demonstrates mature attitude at all times
Pleasant	Willing to help	Determination
Respectful	Positive influence on friends	Well respected by peers/teachers
Personable	Energetic	Great capacity for hard work
Quiet spoken	Enjoys physical activity	Bright, outgoing person
Generous nature	Practical	Communicates well
	Enjoys working with hands	Positive attitude
Satisfactory	Ability to work quickly and efficiently	Leadership qualities
Presentable	Volunteers for extra...	Is a lovely bright, well -mannered young man/woman
Neat	Contributes (willingly)	Uses talents to the full
		Delights in getting tasks completed
Talented Helpful	Unfailingly ... polite/well behaved	Integrated well
Co-operative	Alert	Will work well with specific goals
Mature Cheerful	Enterprising	
Fun Energetic		
Mixes well	Takes pride/care with work	
Sociable	Lively mind	
Friendly	Thinks on own two feet Independent	
Interacts well	Well-rounded individual	
Popular	Shy	
Outgoing disposition	Retiring	
	Socially adjusted	
	Keen	
	Strong interest in environment	
	Tries very hard	
	Excels	
	Ambitious	
	Eager	
	Eager to learn	

Liosta Focal chun Teistiméireachtí a Scríobh 2023

Macánta	Dúthrachtach	Beidh rath air/uirthi
Ionraic	Ag iarraidh daoine a shásamh	cibé rud a dhéanann sé/sí
Iontaofa	Béasach	Rinne sé/sí é faoi threoir agus stiúradh
Spreagtha	Dícheallach	Bíonn sé de mhisneach aige/aici beart a dhéanamh de réir a t(h)uairimí
Léirthisceanach	Tiomanta (dá c(h)uid oibre)	Díríonn sé/sí ar an tasc atá le déanamh
Díograiseach	Cráifeach	Gnaíúil
Tugann dea-shampla	Spioradálta Dea-chroíoch	Tá dul chun cinn maith déanta aige/aici
Grinnsúileach Samhlaíoch	Smaointeach	Tá a lán dul chun cinn déanta aige/aici
Cruthaitheach	Pléisiúrtha	Tá an-dul chun cinn déanta aige/aici
Féith an ghrinn aige/aici Ciúin	Freagrach	Duine luachmhar sa rang
Cabhrach	Críochnúil	Coinsiasach
Cloíonn sé/sí leis na rialacha	Is mór is fiú é/í a mholadh Séimh	Cumasach
Solúbtha	Lách Tuisceanach	Luíonn sé/sí isteach ar a c(h)uid oibre
Léiríonn sé/sí tionscnaíocht	Muiníneach	
Cuireann sé/sí fáilte roimh dhaltaí nua	Comhsheasmhach	Léiríonn sé críonnacht i gcónaí
Glacann sé/sí páirt go gníomhach	Ag iarraidh cabhrú	Diongbháilte
Duine a ghlacann páirt	Dea-thionchar ar a c(h)airde	An-mheas ag daltaí/múinteoirí air/uirthi
Toilteanach	Fuinniúil	Cumas mór oibre
Glacann sé/sí páirt go fonnmhar Gealgháireach	Taitníonn aclaíocht leis/léi	Duine éirimiúil, pléisiúrtha
Léiríonn sé/sí meas ar dhaoine eile Comhbháich	Praiticiúil	Dea-scileanna cumarsáide
Séimh	Is maith leis/léi a bheith ag oibriú le daoine eile	Dearcadh dearfach
Flaithiúil	An cumas chun obair ghasta éifeachtúil a dhéanamh	Tréithe ceannaireachta
Sásúil	Tairgeann sé/sí a chúnamh...	Fear/bean óg deas, éirimiúil, muinteartha
Slachtmhar	Cuidíonn sé/sí (toilteanach)	Baineann sé/sí leas iomlán as a c(h)uid buanna
Néata	I gcónaí múinte/dea-bhéasach	Is breá léi a c(h)uid oibre a chríochnú
Cumasach	Meabhrach	Lánpháirteach
Cabhrach Cuidiúil	Treallús ann/inti	Déanfaidh sé/sí obair mhaith nuair a bhíonn spriocanna faoi leith leagtha síos dó/di
Aibí	Mórtasach as caighdeán a c(h)uid oibre/oibríonn sé/sí go cúramach	
Gealgháireach	Éirimiúil	
Spraíúil	Intinn ghéar	
Fuinniúil	Neamhspleách Duine dea-oilte	
Réitíonn sé/sí go maith le...	Cúthail	
Muinteartha	Cotúil Caidreamhach	
Cairdiúil	Díocasach	
Dea-scileanna sóisialta	Suim mhór aige/aici sa timpeallacht	
Gnaoi ag scoláirí eile leo	Diongbháilte	
Suílceach	Ar fheabhas ag...	
	Uaíllmhianach	
	Fonnmh	
	ar	
	Ag iarraidh foghlaim	
	Dea-bhéasach	
	Smacht aige/aici air/uirthi féin	

School Name and Crest

Sample Reference

Brian T. is a cheerful, adaptable young man. Brian has completed three years education in School. During this time he has shown himself to be capable of producing some very good work. Brian has a good sense of humour and gets on well with his teachers and fellow pupils. We feel we could recommend him for any suitable employment.

Brian T. has actively participated in a number of sporting activities within the school. He has played football, boxing and gone swimming with the school. In 2020 he went on a two-day canoeing trip to Kilkenny. Brian has also been involved in our Outdoor Pursuits Programme and has gone hill walking to the Wicklow Mountains. Brian has helped raise a lot of money for a number of organisations - Barnardos, the National League for the Blind, the Heart Foundation and the Wheelchair Association.

We wish Brian every success with his future endeavours.

Signed
Junior Certificate School Programme Co-ordinator

Signed
School Principal

Teistiméireacht Shamplach

Ainm na Scoile agus Suaitheantas na Scoile

Is fear óg gealgháireach, solúbtha é Brian T. Tá Brian ag freastal ar scoil
..... le trí bliana anuas. Le linn an ama sin, léirigh sé go bhfuil sé ábalta obair
an-mhaith a dhéanamh. Tá féith an ghrinn ann freisin, agus réitíonn sé go maith leis na
múinteoirí agus leis na daltaí eile. Bheimis sásta é a mholadh d'aon chineál fostaíochta.

Ghlac Brian páirt i ngníomhaíochtaí éagsúla spóirt sa scoil. Le trí bliana anuas, bhí sé
páirteach sa pheil, sa dornálaíocht agus sa snámh. In 2020 chuaigh sé thuras canú dhá lá go
Cill Chainnigh. Ghlac Brian páirt freisin sa Chlár Gníomhaíochtaí Allamuigh agus chuaigh sé
ag cnocadóireacht i sléibhte Chill Mhantáin. Chabhraigh Brian chun a lán airgid a thiomsú
d'eagraíochtaí éagsúla - Barnardos, National League for the Blind, Foras Croí na hÉireann,
Cumann Cathaoireacha Rothaí na hÉireann.

Guímid gach rath ar Brian sa todhchaí.

Síniú
Comhordaitheoir Chlár An Teastais Shóisearaigh

Síniú
Príomhoide

2023 Defining Competence in Order to Award Statements

The following guidelines are in place to assist the team of teachers in deciding upon statements to be awarded to students from the Junior Certificate School Programme Profiling System.

Once the students have completed a statement, the team of teachers is in a position to make a professional decision on awarding the statements.

Please note, that only those statements that the students have been actively working on should be considered.

The statement is awarded if the student has achieved competence of *at least 80%* of the associated learning targets. In order to reach that level of competence, the following should be considered:

- Independence**
- Frequency**
- Sustainability and**
- Accuracy**

The following questions should be used to help define a student's level of competence in relation to each learning target/statement:

Independence

Can the student carry out the given task with little or no help, or do they need a lot of support?

- | | | | |
|--------------------------|--------------------------|--------------------------|-------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Almost totally dependent on support |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Increasingly independent |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Almost totally independent |

Frequency

Can the student carry out the given task on most occasions when asked?

- | | | | |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Occasionally carries out task |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Sometimes carries out task: 40-50% of times asked |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Almost always carries out task: 80%+ of times asked |

Sustainability

Can the student retain their ability to carry out the given task after a period of time?

- | | | | |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Retains knowledge/skill for about a day |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Retains knowledge/skill for about a week |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Retains knowledge/skill for about a month |

Accuracy

Can the student carry out the task to a specified level of accuracy?

- | | | | |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Not yet accurate enough for given purpose |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Increasingly accurate |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Accurate enough for given purpose |

As it is the team of teachers that awards each statement to the individual student, every statement under consideration should be discussed and a consensus sought if a statement is to be awarded. Professional judgement will assist the team in determining that the level of competence has been reached by the students.

Teacher observation and self-assessment by the student can both contribute to determining when a statement is achieved. Use can be made of routine class tasks and tests, however, most statements do not require written evidence unless specifically stated. Oral evidence is therefore sufficient to establish knowledge of a subject area. The following types of activity all contribute to forming a judgement:

- Observation
- Practical tasks
- Oral questions and answers
- Oral observation
- Written tests
- Written classwork
- Individual endeavour
- Group endeavour

If you are experiencing any problems or have any queries please do not hesitate to contact us by email to jcsp@pdst.ie