



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

JCSP

Final Profiling Booklet 2025



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Final Profiling 2025 – Code Card

<u>Subject</u>	<u>Subject Code</u>	<u>Statement Number</u>
English	EJC	1,2,3,4,5
T1 Gaeilge	GAJC	GAJC 1,2,3,4,5
T2 Gaeilge	IRJC	IRJC 1,2,3,4
Modern Foreign Languages	MFLJC	1,2,3
Mathematics	MJC	1,2,3
Basic Skills	BS	1,2,3
Science & Technology	STJC	1,2,3,4
Digital Technology <i>(prev. Information Technology & Computer Software)</i>	DT	1,2,3,4,5,6,7
Home Economics	HEJC	1,2,3,4,5
CSPE	CSPE	1,2
Geography	GJC	1,2,3,4,5
History	HJC	1,2,3,4,5
Visual Art	VAJC	1,2,3,4
Music	MUSJC	1,2,3
Religious Education	REJC	1,2,3
Wood Technology	WTJC	1,2,3,4
Engineering	ENJC	1,2,3



Applied Technology	ATJC	1,2,3,4
Graphics	GRJC	1,2,3
Business Studies	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



Final Profile Meeting Procedures 2025

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.jcsp.ie/resources/c/10/523/Coordinators%20Folder%20%28historical%29.pdf>.

There is a table containing a *Suggested Word List for Reference Writing* on pp. 7-8 of this booklet.

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

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



Suggested Word List for Reference Writing 2025

Honest Trustworthy	Reliable Motivated	Appreciative Enthusiastic
Exemplary Attentive	Imaginative	Creative Sense of humour
Quiet	Obliging Compliant	Adaptable
Shows initiative	Involved Willing	Welcoming towards new students
Actively participates	Respectful	Enthusiastic participant
Pleasant	Generous nature	Personable
Quiet spoken	Neat	Satisfactory
Presentable	Co-operative	Mature Cheerful
Talented Helpful	Mixes well	Sociable
Fun Energetic	Popular	Outgoing disposition
Friendly Interacts well	Diligent	Anxious to Please
Well mannered	Hard working Dedicated (to work)	Religious
Spiritual	Thoughtful	Reflective
Likeable	Responsible	Sees things through to end
Responds well to encouragement	Gentle	Good nature
Considerate	Confident	Positive influence on friends
Consistent	Willing to help	Practical
Energetic	Enjoys physical activity	Volunteers for extra...



Enjoys working with hands	Ability to work quickly and efficiently	Unfailingly ... polite/well behaved
Contributes (willingly)	Enterprising	Thinks on own two feet Independent
Alert	Lively mind	Retiring
Takes pride/care with work	Shy	Keen
Well-rounded individual	Socially adjusted	Tries very hard
Excels	Strong interest in environment	Eager
Eager to learn	Ambitious	Disciplined
Has courage in convictions	Courteous	Undertaken with guidance and direction
Has made good progress	Should make a success of anything	Sincere
Valuable member of the class	Engages in the task at hand	Has made excellent progress
Applies himself/herself to task	Has made considerable progress	Capable
Will work well with specific goals	Conscientious	Demonstrates mature attitude at all times
Bright, outgoing person	Well respected by peers/teachers	Great capacity for hard work
Leadership qualities	Communicates well	Positive attitude
Delights in getting tasks completed	Is a lovely bright, well-mannered young man/woman	Uses talents to the full



Liosta Focal chun Teistiméireachtí a Scríobh 2025

Macánta	Ionraic	Iontaofa
Spreagtha	Léirthisceanach	Díograiseach
Tugann dea-shampla	Grinnsúileach	Samhlaíoch
Cruthaitheach	Féith an ghrinn aige/aici Ciúin	Cabhrach
Cloíonn sé/sí leis na rialacha	Solúbtha	Léiríonn sé/sí tionscnaíocht
Cuireann sé/sí fáilte roimh dhaltaí nua	Glacann sé/sí páirt go gníomhach	Duine a ghlacann páirt
Toilteanach	Glacann sé/sí páirt go fonnmhar Gealgháireach	Léiríonn sé/sí meas ar dhaoine eile Comhbhách
Séimh	Flaithiúil	Sásúil
Slachtmhar	Néat	Cumasach
Cabhrach	Cuidiúil	Aibí
Gealgháireach	Spraíúil	Fuinniúil
Réitíonn sé/sí go maith le...	Muinteartha	Cairdiúil
Dea-scileanna sóisialta	Gnaoi ag scoláirí eile leo	Suáilceach
Dúthrachtach	Ag iarraidh daoine a shásamh	Béasach
Dícheallach	Tiomanta (dá c(h)uid oibre)	Cráifeach



Spioradálta Dea-chroíoch Smaointeach	Pléisiúrtha	Freagrach
Críochnúil	Is mór is fiú é/í a mholadh Séimh	Lách Tuisceanach
Muiníneach	Comhsheasmhach	Ag iarraidh cabhrú
Dea-thionchar ar a c(h)aired	Fuinniúil	Taitníonn aclaíocht leis/léi
Praiticiúil	Is maith leis/léi a bheith ag oibriú le daoine eile	An cumas chun obair ghasta éifeachtúil a dhéanamh
Tairgeann sé/sí a chúnaimh...	Cuidíonn sé/sí (toilteanach)	
	I gcónaí múinte/dea-bhéasach	Meabhrach
Treallús ann/inti	Mórtasach as caighdeán a c(h)uid oibre/oibríonn sé/sí go cúramach	Éirimiúil
Intinn ghéar	Neamhspleách Duine dea-oilte	Cúthail
Cotúil	Caidreamhach	Díocasach
Suim mhór	aige/aici sa timpeallacht	Diongbháilte
Ar fheabhas ag...	Uaillmhianach	Fonnmhar
Ag iarraidh foghlaim	Dea-bhéasach	Smacht aige/aici air/uirthi féin

	Beidh rath air/uirthi cibé rud a dhéanann sé/sí	Rinne sé/sí é faoi threoir agus stiúradh
Bíonn sé de mhisneach aige/aici beart a dhéanamh de réir a t(h)uairimí	Díríonn sé/sí ar an tasc atá le déanamh	Gnaíúil
Tá dul chun cinn maith déanta aige/aici	Tá a lán dul chun cinn déanta aige/aici	Tá an-dul chun cinn déanta aige/aici
Duine luachmhar sa rang	Coinsiasach	Cumasach
Luíonn sé/sí isteach ar a c(h)uid oibre	Léiríonn sé críonnacht i gcónaí	Diongbháilte
An-mheas ag daltaí/múinteoirí air/uirthi	Cumas mór oibre	Duine éirimiúil, pléisiúrtha
Dea-scileanna cumarsáide	Dearcadh dearfach	Tréithe ceannaireachta
Fear/bean óg deas, éirimiúil, muinteartha	Baineann sé/sí leas iomlán as a c(h)uid buanna	Is breá léi a c(h)uid oibre a chríochnú
Lánpháirteach	Déanfaidh sé/sí obair mhaith nuair a bhíonn spriocanna faoi leith leagtha síos dó/di	

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 peers. 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 2022 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

Ainm na Scoile
agus Suaitheants
na Scoile

Teistiméireacht Shamplach

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 as ghrinn ann freisin, agus réitíonn sé go maith leis na múinteoirí agus leis na daltaí eile. Bhaimis sasta 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 2022 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

Defining Competence in Order to Award Statements 2025

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?

- Almost totally dependent on support
- Increasingly independent
- Almost totally independent

Frequency

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

- Occasionally carries out task
- Sometimes carries out task: 40-50% of times asked
- 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?

- Retains knowledge/skill for about a day
- Retains knowledge/skill for about a week
- Retains knowledge/skill for about a month

Accuracy

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

- Not yet accurate enough for given purpose
- Increasingly accurate
- 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 endeavor
- Group endeavor

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

