

CPD Booklet – Cluster 2018-19

An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE** for teachers

CPD Booklet -
*Physical Education
and Wellbeing
within the
Framework for Junior Cycle*



www.jct.ie

Section A: Physical Education within the Framework for Junior Cycle

The below table shows the links between junior cycle PE and the 8 Key Skills of Junior Cycle. It is an excerpt from p.8 of the PE Short Course specification available [here...](#)

Key Skill	Key Skill element	Student learning activity
Being Creative	Exploring options and alternatives	Students discuss and agree solutions to problems posed in various physical activities.
Being literate	Expressing ideas clearly and accurately	Students discuss different solutions to tasks in Physical Education with their peers.
Being numerate	Gathering, interpreting and representing data	Students complete statistical analysis of their own and others' performance, present it graphically, and use the findings to evaluate performance and plan for improvement.
Communicating	Listening and expressing myself	Students solve problems and negotiate solutions respectfully with fellow students in a range of physical activities.
Managing information and thinking	Gathering, recording, organising and evaluating information	Students gather and organise data about their own performance and that of others. They use this information to plan for improvement.
Managing myself	Setting and achieving personal goals	Students devise and undertake plans to achieve personal or group goals. They reflect on their progress and learning and make the necessary adjustments to their goals.
Staying well	Being healthy, physical and active	Students learn to make informed decisions about their participation in physical activity. Students learn to demonstrate care and respect for themselves and others as they participate in different activities.
Working with others	Co-operating	Students engage in a number of peer and group tasks which require co-operation to achieve common and challenging goals.

Section B: Notes/Key Messages

Session 1 -

Session 2 -

Session 3 -

Something I learned

Something I'm going to do

One question I'm left with

Section C: Learning Outcomes within the Short Course

The below learning outcomes are listed on p.11-14 of the PE Short Course specification available [here...](#)

Strand 1: Physical activity for health and wellbeing

- 1.1 set SMART improvement goals informed by their health related and/or performance-related fitness results and advised by norms for their age and sex
- 1.2 apply principles of training within a personalised physical activity programme (minimum duration of six weeks) designed to improve their health-related and/or performance-related fitness, documenting their progress
- 1.3 evaluate their engagement and progress in the programme, providing evidence of progress made and identifying ways they can further develop
- 1.4 use a range of measurement techniques to monitor and analyse physical activity levels across a sustained period of time
- 1.5 identify a range of strategies to support ongoing participation in health-related physical activity
- 1.6 lead physical activities that young people find enjoyable and can undertake to achieve the minimum physical activity recommendations for health

Strand 2: Games

Invasion games

Striking and fielding games

Divided court games

- 2.1 use a wide range of movement skills and strategies effectively to enhance their performance
- 2.2 take responsibility for improving their own performance based on personal strengths and developmental needs
- 2.3 modify activities to promote inclusion and enjoyment in a safe manner
- 2.4 demonstrate activities to enhance their health-related and/or performance-related fitness for the particular game, including warm-up and cool down
- 2.5 respond, individually and as part of a team to different games' scenarios

Strand 3: Individual and team challenges

Orienteering and team challenges

- 3.1 use orienteering strategies and map-reading skills to complete a variety of orienteering events safely and confidently, showing respect for the environment
- 3.2 contribute to team challenges that require co-operation and problem-solving skills to achieve a common goal
- 3.3 reflect on their personal contribution and their team's effectiveness in completing a group challenge

Aquatics

- 3.4 perform competently and confidently in a range of swimming strokes
- 3.5 respond appropriately to a range of water safety scenarios
- 3.6 take responsibility for improving their own performance, based on personal strengths and developmental needs

Athletics

- 3.7 perform competently, confidently and safely in a range of athletics events
- 3.8 demonstrate activities to enhance performance in athletic events, including physical and mental preparation
- 3.9 take responsibility for improving their own performance, based on personal strengths and developmental needs

Strand 4: Dance and gymnastics

- 4.1 create a dance on their own or with others, incorporating a selected dance style and a variety of choreographic techniques and suitable props and music
- OR
- 4.2 create a sequence of movement or routine based on a gymnastic theme (on their own or with others), incorporating a variety of compositional techniques and gymnastics skills
- 4.3 refine their performance based on a critique of a video of their performance and/or feedback from others
- 4.4 perform the dance/gymnastics sequence of movement for an audience incorporating appropriate music and/or props
- 4.5 reflect on their experience of creating and participating in a performance

Section D: Indicators of Wellbeing

It is important that all schools are working towards a shared vision and set of indicators which describe what is important for young people and their wellbeing. On this basis, six indicators – Active, Responsible, Connected, Resilient, Respected and Aware have been identified as central to wellbeing. These indicators make what is important explicit for students, teachers, parents and the wider school community. Each indicator has a small number of descriptors.



ACTIVE

- Am I a confident and skilled participant in physical activity?
- How physically active am I?



RESILIENT

- Do I believe that I have the coping skills to deal with life's challenges?
- Do I know where I can go for help?
- Do I believe that with effort I can achieve?



RESPONSIBLE

- Do I take action to protect and promote my wellbeing and that of others?
- Do I make healthy eating choices?
- Do I know where my safety is at risk?



RESPECTED

- Do I feel that I am listened to and valued?
- Do I have positive relationships with my friends, my peers and my teachers?
- Do I show care and respect for others?



CONNECTED

- Do I feel connected to my school, my friends, my community and the wider world?
- Do I appreciate that my actions and interactions impact on my own wellbeing and that of others, in local and global contexts?

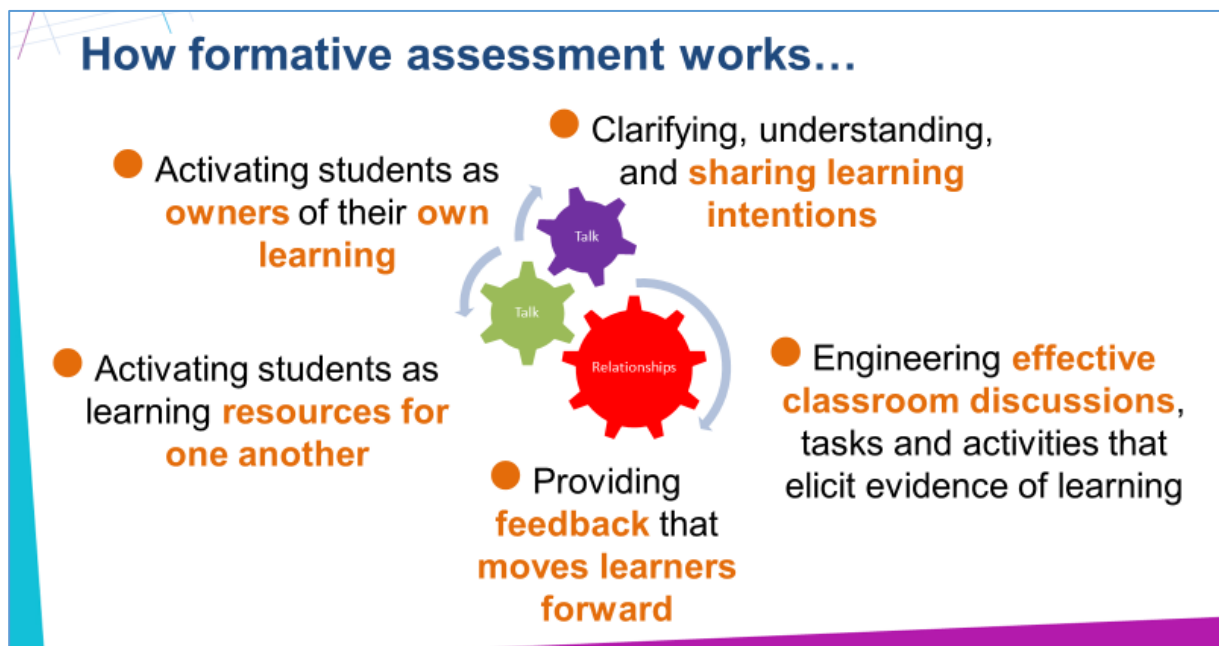


AWARE

- Am I aware of my thoughts, feelings and behaviours and can I make sense of them?
- Am I aware of what my personal values are and do I think through my decisions?
- Do I understand what helps me to learn and how I can improve?

Section E: Formative Assessment

Below are *Five Key Benefits of Formative Assessment* as outlined in Wiliam, Dylan & Thompson, Marnie. (2008). *Integrating assessment with instruction: What will it take to make it work?*. Future of assessment: Shaping teaching and learning. 53-82. The National Council for Curriculum and Assessment (NCCA) have developed a *Focus on Learning* toolkit to support teachers in their use of formative assessment [here...](#)



Section F: Key Skills within a Unit of Learning

Critique the student experience in Week 2, and in Week 4 and 5 through the principles of **Formative Assessment** (See Section E, page 6).

Week 2	Strongest Aspect (Star)	Aspect which could be further developed (Wish)
Week 4 and 5	Strongest Aspect (Star)	Aspect which could be further developed (Wish)

What has been your **most significant insight** from the discussion within your group?

Short Course in PE – Unit of Learning Template

Unit Title:	Games	Term:	Year 2 – Midterm 2 to Easter
Teacher/s:	Siobhan O’Leary,	No of Weeks:	8
	Matt O’Brien	Date of Review:	Sept 18

Learning Outcomes (from Specification)

At the end of this unit, students will be able to...

- 2.1 use a wide range of movement skills and strategies effectively to enhance their performance
- 2.2 take responsibility for improving their own performance based on personal strengths & developmental needs
- 2.5 respond, individually and as part of a team to different games’ scenarios

Assessment

Students will demonstrate their learning when they...

perform in a small-sided game scenario and reflect on their efforts to achieve their specific individual and group performance-related goal.

Learning Experiences

Students will

- work with team mates, when assigning team roles and participating in modified games.
- explore various principles of offense and defense to improve personal and team performance
- provide and receive feedback on their individual and team performances as they engage in small-sided game scenario
- set an individual and a collective team performance-related goal based on the feedback from the previous week, and outline several steps/actions which will support them in reaching these goal/s
- work on the steps/actions which will support them in reaching these goal/s
- perform in small-sided game scenarios and reflect on their efforts to achieve their specific individual and group performance-related goal

Element/s of Key Skill/s	Managing Myself – Setting and achieving personal goals Managing Info and Thinking – Gather, organize and evaluate info Being creative – Exploring options and alternatives	Wellbeing Indicator/s	Aware Resilient Responsible Connected
---------------------------------	--	------------------------------	--

Post Unit Reflection

Short Course in PE – Unit of Learning Weekly Planning Template

<p>Week 1 Students will learn what contributes to effective teamwork in a games context</p> <p>Student will</p> <ul style="list-style-type: none"> work with their peers within their assigned team when assigning team roles and participating in modified games. Demonstrate a range of movement skills relating to the game 	<p>Week 5 Student will learn to develop a SMART plan to achieve identified goal/s</p> <p>Based on identified strengths and area for improvement from the previous week, students will</p> <ul style="list-style-type: none"> set an individual and a collective team performance-related goal outline several steps/actions which will support them in reaching these goal/s <p>Students will</p> <ul style="list-style-type: none"> begin to work on the specific steps/actions which will support them in reaching these goal/s through selected practice activities be introduced to a number of games scenarios <p>Students will be introduced to the role of a coach</p>
<p>Week 2 Students will learn what makes effective offense (attack)</p> <p>Students will</p> <ul style="list-style-type: none"> engage in small-sided games which allow them to co-develop criteria to describe effective offensive play (tactical awareness, time, space, risk, skill/movement) develop technical skills to support the application of tactical awareness (evasive movement, range of passes) 	<p>Week 6 Student will learn to apply and refine their plan</p> <p>Students will</p> <ul style="list-style-type: none"> continue to work on, and refine, the specific steps/actions which will support them in reaching these goal/s through selected practice activities and games scenarios reflect on their performance against the criteria for offence and defence as identified in Week 2 and 3 <p>In the initial week of a culminating tournament, students will perform in small-sided game scenarios and reflect on their progress towards their specific individual and group performance-related goal.</p>
<p>Week 3 Students will learn what makes effective defence</p> <p>Students will</p> <ul style="list-style-type: none"> engage in small-sided games which allow them to co-develop criteria to describe effective defensive play (tactical awareness, time, space, risk, skill/movement) develop technical skills to support the application of tactical awareness (defensive movement, range of passes) 	<p>Week 7 Student will learn to analyse and reflect on their performance</p> <p>In the final week of a culminating tournament, students will perform in small-sided game scenarios and reflect on their progress towards their specific individual and group performance-related goal.</p>
<p>Week 4 Students will learn to analyse performance and communicate feedback</p> <p>In a mini-tournament, student will</p> <ul style="list-style-type: none"> provide and receive feedback on their individual and team performances as they engage in small-sided game scenarios. Adopt various roles (e.g. referee, umpire) <p>Student will identify their strengths and areas for improvement</p>	<p>Week 8</p>

Post Unit Reflection

Section G: Extract from *Looking at our School 2016 – A Quality Framework*

[Looking at our School 2016](#) is a quality framework for post-primary schools. It is designed for teachers to use in implementing the most effective and engaging teaching and learning approaches in their schools. Below is an extract from Domain 3 – Standard 2 of ‘The Statements of Practice – Teaching and Learning’ (p.18). This standard within [Teachers Individual Practice](#) explores quality in how the teacher selects and uses planning, preparation and assessment practices that progress students’ learning

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
<p>The teacher selects and uses planning, preparation and assessment practices that progress students’ learning</p>	<p>Teachers’ plans identify clear, relevant learning intentions that are contextualised to students’ learning needs.</p> <p>Teachers design and prepare in advance a sequence of learning tasks and activities suitable for the specific learning intentions of the lesson or series of lessons.</p> <p>Teachers identify and prepare in advance resources suitable for the specific learning intentions of each lesson, or series of lessons, and the learning needs of the class.</p> <p>Teachers’ preparation includes preparation for the differentiation of learning intentions and learning activities, and is informed by meaningful use of data.</p> <p>Teachers plan for assessing students’ attainment of the learning intentions of the lesson, or series of lessons, using both assessment of learning and assessment for learning.</p> <p>Teachers’ assessment practices include not only assessment of knowledge but also assessment of skills and dispositions.</p> <p>Teachers regularly provide students with constructive, developmental oral and written feedback on their work.</p> <p>Teachers share success criteria with students so that they can assess their own learning through self-assessment and peer assessment.</p> <p>Teachers maintain assessment records that are clear, useful and easy to interpret and share.</p>	<p>Teachers’ plans identify clear, relevant learning intentions that are contextualised to students’ learning needs. Learning intentions reflect a developmental and incremental approach to progressing students’ learning.</p> <p>Teachers design and prepare in advance a sequence of learning tasks and activities suitable for the specific learning intentions of the lesson or series of lessons. Lesson design is flexible to allow for emerging learning opportunities.</p> <p>Teachers identify and thoroughly prepare in advance resources tailored to match the specific learning intentions of each lesson, or series of lessons, and individual students’ learning needs.</p> <p>Teachers’ preparation includes preparation for the differentiation of learning intentions and learning activities, including personalised learning opportunities, and is informed by meaningful use of data.</p> <p>Teachers plan for assessing all relevant aspects of students’ learning using both assessment of learning and assessment for learning.</p> <p>Teachers’ assessment practices include not only assessment of knowledge but also assessment of skills and dispositions. Teachers tailor assessment strategies to meet individual learning needs.</p> <p>Teachers regularly provide students with constructive, developmental oral and written feedback. Teachers use feedback to work with students on clear strategies for improvement.</p> <p>Teachers share and co-create success criteria with students so that they can assess their own learning through self-assessment and peer assessment, and identify areas for improvement and strategies to achieve improvement.</p> <p>Teachers maintain assessment records that are clear, useful, easy to interpret and share, and tailored to students’ individual learning needs</p>

Section H: Developments within my School

PE and Wellbeing within the Framework for Junior Cycle Developments within my School

School:

Teachers:

Context:

Area of Focus: (highlight one/two/three as appropriate)

- reviewing your PE programme
- the development of your assessment and reporting practice
- the use of digital technologies to support teaching, learning and assessment
- your work with school management (or local organisations)
- undertaking the first steps regarding Wellbeing
- using the Wellbeing Indicators

The challenge encountered:

The development we undertook:

Progress to date:

Advice to other schools:

**PE and Wellbeing within the Framework for Junior Cycle
 Developments in our School**



1

What I want to do next

6

5

4

3

2

1



Our current strengths....

-
-
-

Our focus of development....

-

Date:



Section J: In our school – Allowing our student demonstrate and profile their learning in PE

Within your subject department, choose a **potential assessment** from the Guidelines for the Classroom-Based Assessment that you may choose to facilitate in your school context.

When along Year 2 or Year 3 would you allow students to demonstrate their learning via the CBA?

What has been the **prior learning of the students** up to this point?

Please read through the description of the CBA and the associated Features of Quality?

Two Points of Note

-
-

One aspect that you feel you may need further support in

-

Keeping in mind the Features of Quality, what **learning experiences** (journey) can best support the students in the weeks before they demonstrate their learning?

Physical Education – Sample Unit of Learning Template

Unit Title:		Term:	
Teacher/s:		No of Weeks:	
		Date of Review:	

Learning Outcomes (from Specification)

At the end of this unit, students will be able to...

Assessment

Students will demonstrate their learning when they...

Learning Experiences

Element/s of Key Skill/s		Wellbeing Indicator/s	
---------------------------------	--	------------------------------	--

Post Unit Reflection

Physical Education – Sample Unit of Learning Weekly Planning Template

Week 1

Week 5

Week 2

Week 6

Week 3

Week 7

Week 4

Week 8

Reflection on the Unit:

Short Course in Physical Education – Sample Course Overview

Teachers:

Siobhan O’Leary, Matt O’Brien

Reviewed at:

Sept 2016

Date of next review:

May 2017

	Summer – Midterm 1	Midterm 1 – Christmas	Christmas – Midterm 2	Midterm 2 – Easter	Easter – Summer	Time
Year 1	<i>Settling in...</i> FMS and Introduction to Games	<i>Being Organised & Confident</i> Aquatics	<i>Expressing Myself with my Partner</i> Gymnastics 1	<i>Monitoring my Performance</i> PA for Health and Wellbeing / Athletics	<i>Working with my Team</i>	2 x 40min class/ week
Unit Title					Games - Invasion	
Learning Outcomes	2.1 2.2 2.3 2.4	3.4 3.5 3.6 1.3	4.2 4.3 4.4 4.5	3.7 3.8 3.9 1.4 1.5	2.1 2.2 2.4 2.5 1.6	
Assessment	Games Making Rich Task	Water Safety Task 'Personal Development' Poster Task	Group Sequence Rich Task	<i>Athletics Meet</i> Rich Task	Sport Education Rich Task and Summer Reflection	80 min 44hrs
Reporting		Christmas Reflection Christmas Report	PT Meeting		Summer Report	
Year 2	<i>Strand 3</i> Indiv & Team Challenges Athletics	<i>Strand 4</i> Gymnastics	<i>Strand 3</i> Indiv. & Team Challenges Adventure Activities	<i>Strand 2</i> Games - Divided Court	<i>Strand 1</i> PA for Health and Wellbeing	2 x 40min class/ week
Unit Title						
Learning Outcomes	1.1 1.3 3.7 3.8 3.9	1.2 4.2 4.3 4.4 4.5	3.1 3.2 3.3	1.2 2.1 2.2 2.3 2.4 2.5	1.1 1.2 1.3	
Assessment	Personal Athletics Profile	Group Sequence Christmas Reflection	Orienteering Event	Tournament Challenge	4-Week PA Programme & Summer Reflection (5km interclass event)	80 min 44hrs
Reporting		Christmas Report		PT Meeting	Summer Report	
Year 3	<i>Strand 1 and 3</i> Athletics / PA for Health and Wellbeing	<i>Strand 1</i> PA for Health and Wellbeing	<i>Strand 4</i> Dance	<i>Strand 3</i> Indiv. & Team Challenges Adventure Activities	<i>Strand 1 and 2</i> Games	2 x 40min class/ week
Unit Title						
Learning Outcomes	3.7 3.8 3.9 1.1 1.2 1.4 1.5	1.2 1.3 1.4 1.5 1.6	4.1 4.3 4.4 4.5	3.1 3.2 3.3	1.1 1.2 1.6 2.3 2.5	
Assessment	Athletics PA Programme Design	6 Week Programme	Group Routine & Christmas Reflection	Orienteering Event	4-Week PA Programme (7km Community Event) & Summer Reflection	80 min 44hrs
Reporting	PT Meeting	Christmas Report			JCPA	

Section J: Extract from ‘Information regarding SLAR Meetings’ (www.ncca.ie)

Subject Learning and Assessment Review Meeting

Subject Learning and Assessment Review meetings enable teachers to collaboratively reach consistency in their judgments of student work against common, externally set Features of Quality. Greater understanding of standards and expectations will develop over time as teachers come together in professional discussion to reflect on the quality of their own students' work, informed by the subject specification, assessment guidelines and other support material including annotated examples of students' work provided by the NCCA.

Overview

The review process is centred on teachers discussing student work at structured meetings. It will play an important role in helping teachers to develop an understanding of standards and expectations by enabling them to reflect on the evidence of students' work and to share the learning and teaching strategies supporting that work.

The objectives of the review process are to achieve:

- greater consistency of teachers' judgement
- better feedback to students
- greater alignment of judgements with expected standards,
- and to assure parents and others that students are receiving appropriate recognition of their achievements in line with standards and expectations.

The time for review meetings will be provided for in the school calendar from the allocated 22 hours of professional time for each full-time teacher each year. One teacher of each subject will be allocated two additional hours by school management to prepare for and coordinate each review meeting. This role will normally be rotated among the relevant teachers.

Each meeting will:

- be subject specific
- be approximately two hours long
- take place at a time as near as possible to the completion of the Classroom-Based Assessment
- involve the review of student work related to a specific Classroom-Based Assessment.

Where there is a single teacher of a subject in a school, the teacher can be facilitated to participate in a Subject Learning and Assessment Review meeting in another school. In the case of an Irish-medium school, the single teacher of a subject can participate in a Subject Learning and Assessment Review meeting in another Irish-medium school.

Facilitator's Guide

Teachers will fulfil the role of facilitator during Subject Learning and Assessment Review meetings on a rotational basis. The facilitator will model effective questioning during the discussion of the samples of student work focusing on how well students' work matches the Features of Quality. During review meetings, where it is not clearly evident which descriptor should apply, the group should look for the evidence in the student's work that matches all or nearly all of the Features of Quality associated with a particular descriptor. This 'best fit' approach allows teachers at the review meeting to select the descriptor that 'on-balance' best matches the work being assessed. The facilitator will submit a short report (see Appendix 1) of the review meeting to the school principal.

Teachers should not assume that the results of a group of students being assessed will follow any particular distribution plan as the student's work is being judged only against the Features of Quality rather than other students' performance.

Before the meeting

As a first step, teachers may find it helpful to review some of the relevant NCCA annotated examples prior to coming to decisions about their own students' work.

Once students have completed their Classroom-Based Assessment, the teacher will carry out a provisional assessment of the students' work based on the Features of Quality. These provisional assessments may be modified in light of the discussions that take place at the Subject Learning and Assessment Review meeting.

The teacher will make a note of the descriptor allocated to each student and any other point they may wish or find useful to refer to during and after the Subject Learning and Assessment Review meeting. This note will be for the teacher's own use.

In preparation for the Subject Learning and Assessment Review meeting, each teacher will identify one sample of student's work for each descriptor, where feasible, and will have these available for discussion at the meeting.

During the meeting

The facilitator leads the meeting and keeps the record of the decisions made in a template, which is used to generate the report of the meeting (see Appendix 1). It is recommended that the meeting should generally follow this sequence:

- The facilitator explains that the purpose of the meeting is to support consistency of judgement about students' work and to develop a common understanding about the quality of student learning. The value of the meeting in providing feedback to students on how they might improve their work should also be highlighted.
- The facilitator asks one member of staff to introduce a sample of work they have assessed as 'Yet to reach expectations'.
- Following a short introduction by the teacher, the facilitator leads a general discussion on the extent to which the student's work matches the relevant Features of Quality. If the meeting affirms the judgement, this is noted in the meeting record by the facilitator.
- Where there is a lack of agreement, the facilitator should refer to relevant annotated examples of student work provided by the NCCA and, if appropriate, a couple of examples of student work that other teachers in the group have assessed and awarded that descriptor to.
- The facilitator should look to establish consensus during the discussion of examples, but the emphasis should be on developing teachers' professional knowledge and skills rather than on seeking unanimous agreement over every Feature of Quality in every example.
- The emphasis in affirming judgements during the review meetings should always be on a 'best fit' approach which allows teachers to agree the descriptor that 'on-balance' is most appropriate for the work being assessed.
- While reasonable time should be allowed for discussion, the facilitator should use his/her professional judgement to decide when it would be appropriate to proceed to the next sample.
- If possible, there should be discussion of at least two samples for each descriptor and the facilitator should ensure that each teacher has at least one of their samples discussed during the meeting.
- The process is repeated, in turn, with samples assessed as In line with expectations, Above expectations and Exceptional being discussed and shared in the group. At the end of the meeting, the facilitator briefly summarises the key points from the discussion.
- It's important that each teacher notes the implications of the decisions made during the meeting for the rest of the student work they have already assessed, particularly in the case of descriptors where their judgement did not align with the view of the majority of teachers at the meeting.

After the meeting

After the meeting, each teacher considers the assessment of their students' work based on the outcomes of the meeting and, where it is considered necessary, makes the appropriate adjustments to their provisional assessments.

Following the Subject Learning and Assessment Review meeting, the facilitator submits their report from the meeting focusing on the outcomes of the discussion of student work at the meeting and submits it to the school principal.

The facilitator may also ask teachers, should they wish, to contribute some student work to a bank of examples:

- To support the induction of new teachers
- To support future Subject Learning and Assessment Review meetings
- To use with students and parents in demonstrating the standard of work achieved.

Appendix 1: Facilitator's Report

Subject Learning and Assessment Review Meeting	
Subject/Short Course:	Date/Time:
Attendance:	
Key decisions taken:	
Points of note for future review meetings:	
Any further comments:	
Facilitator:	
Date:	

PE – Departmental Review Template

Teacher/s:

Date of Review:

Strengths

Challenges

Opportunities

Other comments

PE - Yearly Planning and Review Template

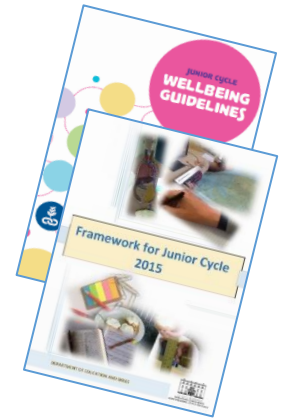
September – Area and Action	Christmas - Review	Easter – Review	Summer - Review
Area of Development:			
Specific Action 1			
Specific Action 2			
Specific Action 3			
Area of Development:			
Specific Action 1			
Specific Action 2			
Specific Action 3			
Area of Development:			
Specific Action 1			
Specific Action 2			
Specific Action 3			
<i>Potential Areas may include:</i> <i>Facility Development</i> <i>Resources</i> <i>Assessment Approaches</i> <i>Meetings with School Management</i> <i>Curriculum Development</i> <i>CPD Opportunities</i> <i>Self-Evaluation Practices</i> <i>Linking with Outside Agencies</i> <i>Cross-curricular Wellbeing Planning and Coordination</i> <i>Looking at our School Domains</i>			

Physical Education and Wellbeing within the Framework for Junior Cycle

Physical Education will form a key part of the new area of learning entitled Wellbeing

A minimum of 300 hours of timetabled engagement from 2017 will be provided for the Wellbeing area of Learning, moving to 400 hours from 2020

“There is a minimum threshold of time across the three years of junior cycle which should be provided for PE, SPHE and CSPE: PE: 135 hours spread across first, second and third year”



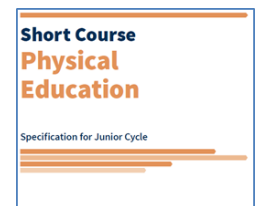
The short course in Physical Education

The new junior cycle short course in Physical Education was developed earlier this decade and published in 2017. The PE short course is fully up-to-date and fully aligned under the Framework for Junior Cycle and is the result of widespread consultation with education partners to ensure that the course addresses important, relevant and meaningful learning for young people in PE.

Student wellbeing is present when students realise their abilities, take care of their physical wellbeing, can cope with the normal stresses of life, and have a sense of purpose and belonging to a wider community.

The short course in PE contributes to the Wellbeing programme in a school by providing learning experiences which support students in being better able and more motivated to include regular physical activity in their lives, thereby contributing to their overall experience of wellbeing

The new short course specification (previously known as a syllabus document) contains four strands which each contain learning outcomes. The Key Skills of junior cycle are embedded in these learning outcomes. The learning outcomes also contribute to the indicators for Wellbeing. Therefore, they form a very solid basis for planning a PE programme.



All assessment in junior cycle, should have as its primary purpose, the support of student learning. Most of the assessment activities during the teaching of short courses will be formative in nature.

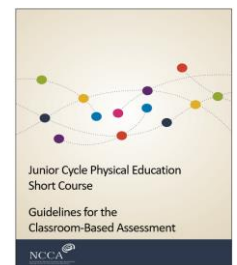
Students may profile their achievement within the PE short course as a Classroom-Based Assessment (CBA) on the eventual Junior Cycle Profile of Achievement (JCPA)

The CBA is based on the student's choice of one assessment from at least two assessments completed in the PE short course. The assessments are designed to be an integral part of learning in each strand.

Teachers will be supported in their work regarding Classroom Based Assessment by the

- new short course specification [here...](#)
- Guidelines for the Classroom Based Assessment in PE [here...](#)
- The Subject Learning and Assessment Review process [here...](#)
- Annotated examples of student work (soon to be released) [here...](#)

Students may also choose to profile their learning through participation within PE as an 'Other Area of Learning' on the JCPA



The potential for other physical activity-based learning within your school's Wellbeing Area of Learning

A minimum of 300 hours of timetabled engagement from 2017 will be provided for the Wellbeing area of Learning, moving to 400 hours from 2020

“There is a minimum threshold of time across the three years of junior cycle which should be provided for PE, SPHE and CSPE: (PE: 135 hours spread across first, second and third year)”

In addition to this, once a school has considered the particular needs of their students in junior cycle, the unique context of the school and the resources available, there are a wide range of curriculum options available for consideration. These include school-provided units of learning that address an aspect of wellbeing that is important for their students.

Many PE teachers are keen to explore, with their schools if, in addition to PE, there is potential to include other aspects of physical activity-based learning within their school's Wellbeing Area of Learning. This learning must...

- Represent Wellbeing for all
- Be related to all or most of the indicators
- Meet an identified need for our students
- Be planned under *Appendix I* (page 104-105) of the [Junior Cycle Wellbeing Guidelines](#)

The sample programmes within the [Junior Cycle Wellbeing Guidelines](#) (page 60-69) provide examples how to structure the programme. The *Appendix I* template (page 104-105) was developed by the NCCA for schools to use when identifying elements of learning beyond CSPE, PE, SPHE and guidance-related learning that could be incorporated into a school's Wellbeing programme.

Did you know?

Since December 2016, JCT have provided support for all Irish PE teachers through

- subject-specific cluster CPD (275 events by April 2019 - see detail below)
- second subject CPD events (35 events by Dec 2018)
- Whole school CPD – Wellbeing in Junior Cycle (all schools by March 2019)
- online resources at <https://www.ict.ie/shortcourses/>
- an online webinar (April 2018) available [here...](#)
- presentations and workshops at elective conferences

Each PE teacher has access to subject specific CPD within clusters. A cluster of schools in a geographical region closes to students for a designated day. All the subject teachers from the schools involved may come together for CPD. This model of CPD is designed to enhance teacher collaboration not only at school level, but also at an inter-school level. It can help establish learning communities, system clarity, sharing of practice, and a shared purpose.

The CPD provided by JCT in the area of PE and Wellbeing has a research strand running in parallel, which provides excellent objective feedback to the work of the team.

All CPD supports from JCT, including the topics and activities that teachers engage with on CPD days, are teacher led - they are designed with feedback from teachers in mind. The supports are subject to a robust internal quality assurance process within JCT, inclusive of a 'critical friends' process whereby a number of teachers, and representatives from other stakeholders (below), are invited along to critique a trial run of the day before it is facilitated nationally.



Junior Cycle for Teachers (JCT) Support Service

A Department of Education & Skills Schools' Support Service

Administrative Office:
Monaghan Ed. Centre
Armagh Road
Monaghan Tel.: 047 74000

Director's Office:
LMETB
Chapel Street, Dundalk
Tel.: 042 9364603

<http://www.jct.ie/>

The JCT website provides detail of CPD opportunities to support school and teachers specific to the new Framework. It will include information, relevant resources and materials details of upcoming events

<https://www.ncca.ie/en>

The NCCA is a statutory Council and its brief is to advise the Minister for Education and Skills on curriculum and assessment for early childhood education and for primary and post-primary schools.

<http://www.curriculumonline.ie/>

At this NCCA-hosted website, you can view the curriculum, examples of student work, and a variety of assessment support options

<http://www.juniorcycle.ie/>

This NCCA-hosted website contains detail of key features of the new junior cycle; newly developed subjects and short courses, a focus on literacy, numeracy and key skills, and new approaches of assessment and reporting.

<http://www.pdst.ie/Physical-Education-Main>

The PDST Health and Wellbeing team aim to provide high quality professional development and support that empowers teachers and schools to provide the best possible education for all pupils/students

<http://ncse.ie/> <http://www.sess.ie/>

The role of the Special Education Support Service (SESS) is to enhance the quality of learning and teaching in relation to special educational provision

<http://activeschoolflag.ie/>

The Active School Flag (ASF) is awarded to schools that strive to achieve a physically educated and physically active school community. The process aims to get more schools, more active, more often.

<http://www.peai.org/>

The Physical Education Association of Ireland is the professional association for physical education professionals in Ireland

<http://www.pepaysireland.com/>

PEPAYS Ireland will be recognised as a research centre that influences policy and practice at a national and international level in advancing the health and well-being of populations in the areas of physical education, sport, physical activity and health.

<http://www.pexpoireland.com/>

Physical Education Expo encourages secondary school students to enter a theory-based project to demonstrate learning in PE.