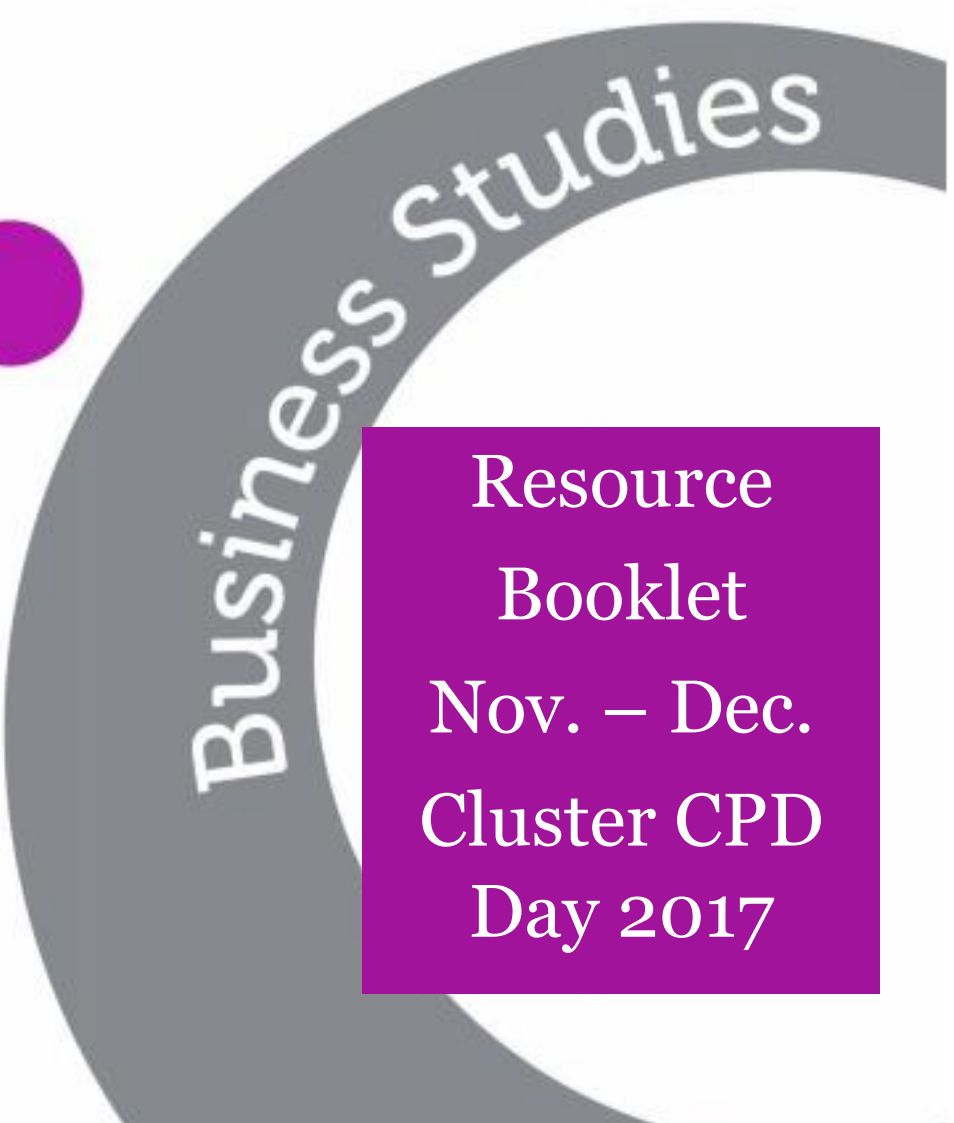





An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE** for teachers



Business Studies

Resource
Booklet
Nov. – Dec.
Cluster CPD
Day 2017



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Useful websites: www.jct.ie www.curriculumonline.ie www.ncca.ie
www.juniorcycle.ie <http://schoolself-evaluation.ie>



Junior Cycle Terminology

Formative Assessment (Framework p. 35-36)

The junior cycle will be underpinned by the further integration of formative assessment as a normal part of teaching and learning in classrooms. Formative assessment involves teachers and students reflecting on how learning is progressing and deciding next steps to ensure successful outcomes. A vital part of formative assessment is the feedback that teachers provide to their students. Through a range of assessment activities the teacher helps the student to identify what has been achieved and where there is room for further learning and development. To facilitate the type of learning envisaged above, the role of the teacher and the dynamics of the teacher-student relationship will evolve. Teachers will place a greater emphasis on integrating assessment into their teaching so they can better monitor students' progress in learning and identify how they can support students to reflect on and critically analyse their own learning.

Junior Cycle Profile of Achievement (Framework p. 46)

The JCPA will reward achievement across all areas of learning as applicable: Subjects, Short Courses, Wellbeing, Priority Learning Units, other areas of learning. The JCPA will draw upon and report on achievement across all elements of assessment including ongoing, formative assessment; Classroom-Based Assessments; and SEC grades which include results from the state-certified examinations and the Assessment Tasks. The JCPA will have a nationally determined format. It will be compiled by the school and received by students in the autumn following third year, when all assessment results from the SEC and the school are available and confirmed.

Learning Intentions and Learning Outcomes (NCCA Glossary of Terms)

Learning Intention: A learning intention for a lesson or series of lessons is a statement, created by the teacher, which describes clearly what the teacher wants the students to know, understand and be able to do as a result of the learning and teaching activities.

Learning Outcomes: Learning outcomes are statements in curriculum specifications to describe the understanding, skills and values students should be able to demonstrate after a period of learning.

Success Criteria (NCCA Glossary of Terms) Success criteria are linked to learning intentions. They are developed by the teacher and/or the student and describe what success looks like. They help the teacher and student to make judgements about the quality of student learning.

Summative Assessment (NCCA Glossary of Terms) Assessment is summative when it is used to evaluate student learning at the end of the instructional process or of a period of learning. The purpose is to summarise the students' achievements and to determine whether and to what degree the students have demonstrated understanding of that learning by comparing it against agreed success criteria or features of quality.

Unit of Learning

A unit of learning links learning outcomes which clearly set out what the students should know, understand, and be able to do as a result of the learning and teaching activities within that unit.

Assessment Task (AT)

The Assessment Task is a written task completed by students during class time, which is not marked by the class teacher, but is sent to the State Examinations Commission for marking. The Assessment Task is specified by the NCCA and is related to the learning outcomes on which the second Classroom-Based Assessment is based.

Classroom-Based Assessments (CBA)

Classroom-Based Assessments are best described as the occasions when the teacher assesses the students using the specific tasks set out in the subject specification. The tasks are clearly described, as are the criteria for assessment to support teacher judgement. The criteria are found in the features of quality linked to each Classroom-Based Assessment. Although the assessment is similar to the formative assessment that occurs every day in class, in the case of Classroom-Based Assessment the teacher's judgement is recorded for Subject Learning and Assessment Review, and is used in the school's reporting to parents and students.

Features of Quality (Business Specification p. 21)

The features of quality support student and teacher judgement of the Classroom-Based Assessments and are the criteria that will be used by teachers to assess the pieces of student work.

Subject Learning and Assessment Review (SLAR) Meetings (Framework p. 39-40)

In Subject Learning and Assessment Review meetings, teachers will share and discuss samples of their assessments of student work and build a common understanding about the quality of student learning. Each Subject Learning and Assessment Review meeting will be subject-specific and will focus on the Classroom-Based Assessment undertaken by the particular year group.

Business Studies Learning Outcomes

Strand one: Personal finance

Personal finance focuses on students developing a set of skills, knowledge and values that allows them to make informed decisions to effectively and responsibly manage their financial resources. In this strand, students learn about managing their finances, responsible consumer behaviour and the value of using resources ethically and efficiently for the benefit of individuals and society.

ELEMENT: Managing my resources

Students should be able to:

- 1.1 Review the personal resources available to them to realise their needs and wants and analyse the extent to which realising their needs and wants may impact on individuals and society
- 1.2 Identify and classify sources of income and expenditure, compare options available to best manage financial resources, evaluating the risks associated with each option and making informed and responsible judgements
- 1.3 Construct a personal financial lifecycle to identify financial needs at different life stages
- 1.4 Explain key personal taxes and charges and suggest the occasions when and why they might arise
- 1.5 Identify reasons for saving and borrowing money, relate the reasons to determining appropriate sources of finance with respect to their purpose, costs and risks
- 1.6 Identify appropriate types of insurance for particular personal needs and consider costs, benefits and risks

ELEMENT: Exploring business

Students should be able to:

- 1.7 Distinguish between and appreciate their rights and responsibilities as consumers
- 1.8 Compare the services provided by consumer agencies and financial institutions to assist and support customers
- 1.9 Debate the ethical and sustainability issues that arise from their consumption of goods and services and evaluate how they can contribute to sustainable development through consumer behaviour

- 1.10 Discuss and evaluate how globalisation and developments in technology impact on consumer choice and behaviour

ELEMENT: Using skills for business

Students should be able to:

- 1.11 Interpret a wage slip and calculate personal tax liability arising from employment
- 1.12 Prepare and analyse a budget, determine the financial position, recommend appropriate action and present the analysis in tabular and graphic formats
- 1.13 Monitor and calculate income and expenditure data, determine the financial position, recommend appropriate action and present the analysis in tabular and graphic formats

Strand two: Enterprise

Enterprise encourages students to identify opportunities and turn them into practical and targeted activities within business and wider society through the development and application of their understanding, skills and values. In this strand, students learn about being enterprising, the functions of an organisation and the business environment.

ELEMENT: Managing my resources

Students should be able to:

- 2.1 Identify different types of financial, cultural and social enterprise and appreciate the role each plays in society
- 2.2 Describe the skills and characteristics of being enterprising and appreciate the role of an entrepreneur in an organisation, in society and to the economy
- 2.3 Differentiate between employment, work and volunteerism, identifying and describing features, benefits, rewards and careers within each

ELEMENT: Exploring business

Students should be able to:

- 2.4 Distinguish between the rights and responsibilities of employer and employee from a legal, social, environmental and ethical perspective
- 2.5 Investigate the positive and negative impacts on a community of an organisation from an economic, social and environmental perspective

2.6 Discuss the impact of digital technologies on an organisation, debating the associated rewards and costs

ELEMENT: Using skills for business

Students should be able to:

2.7 Conduct market research in order to investigate an entrepreneurial opportunity and analyse, interpret and communicate the research findings using relevant terminology and representations

2.8 Devise and apply a marketing mix in order to promote a new or existing product or service

2.9 Develop a simple business plan for a new or existing product or service

2.10 Complete and interpret key business documents that an organisation uses to manage its transactions for accountability purposes

2.11 Assess the importance of planning an organisation's cash flow, propose suitable sources of finance to manage expenditure and prepare a budget

2.12 Prepare a cash account to monitor income received and payments made by an organisation, evaluate its financial position and recommend a course of action; post figures to relevant ledgers and extract a trial balance

2.13 Prepare final accounts to assess the financial performance of an organisation at the end of a trading period, analyse and evaluate its financial position and recommend a course of action

Strand three: Our Economy

Our economy enables students to understand the dynamic relationship between the local, national and international economic situation. It develops students' ability to identify and understand basic economic concepts as they relate to personal finance, enterprise and the Irish economy. In this strand, students learn about the demand and supply of goods and services, the role of the government in managing the economy, and about economic issues such as trade, employment and Ireland's membership of the European Union (EU).

ELEMENT: Managing my resources

Students should be able to:

3.1 Explain how scarcity of economic resources results in individuals having to make choices; predict possible consequences of these choices

3.2 Explain how individuals, organisations (for profit and not-for-profit) and the government work together to distribute economic resources used to produce goods and services

3.3 Evaluate how changes in the supply and demand of goods and services in different markets can affect prices

3.4 Differentiate between different sources of government revenue and government expenditure

ELEMENT: Exploring business

Students should be able to:

3.5 Examine the purpose of taxation from a financial, social, legal and ethical perspective

3.6 Explain how economic growth can impact positively and negatively on society and the environment and justify the promotion of sustainable development

3.7 Debate the implications of globalisation of trade, including the benefits and challenges of international trade

3.8 Discuss the economic and social benefits and challenges of Ireland's membership of the EU

ELEMENT: Using skills for business

Students should be able to:

3.9 Explain the relevance of economic indicators such as inflation, employment rates, interest rates, economic growth, national income and national debt for individuals and the economy

3.10 Use their knowledge, and information from a range of media sources, to discuss current economic issues and present an informed view

3.11 Evaluate the benefits and costs of a government economic policy and assess who enjoy the benefits and who bears the costs



Scan the QR Code to download the Specification for Business Studies

Reflection: How Has Business Studies Changed?

For Teachers?	For Parents?	For Students?

Supporting Effective Groupwork

Learning Outcome 2.5

Investigate the positive and negative impacts on a community of an organisation from an economic, social and environmental perspective

<p>Learning Intentions:</p> <ul style="list-style-type: none"> • <i>To work together to make informed budget decisions within the context of limited resources</i> • <i>To become more aware of how we work together in groups</i> 	<p>Success Criteria:</p> <p>I can:</p> <ul style="list-style-type: none"> • <i>Use information from the case study to make an informed decision</i> • <i>Prioritise and categorise spending giving justification</i> • <i>Negotiate and contribute to a group plan</i> • <i>Reflect on my role in a group task</i>
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Case Study:

You work for your local town council and you have just received your budget for next year. You have €1,000,000 to spend on improving the town and the surrounding area. The town has a population of approximately 8,500 people.

Population Profile:	
Preschool age 0-4 784	Primary school age 5-12 847
Secondary school age 13-18 551	Persons aged between 18 – 64 5,380
Aged 65 and over 983	
3013 employed (1577 of those working outside area)	
Cars account for 66% of all journeys to work (average journey time 26 minutes)	
1259 persons have a disability	
93% of households live in houses or bungalows 7% in apartments or flats	
60% of houses are owner occupied and 40% are rented	
30% of households have 2 or more cars	
57% have broadband access below national average of 63%	

Local Amenities Include:

- Public Sports Centre and Swimming Pool in need of modernisation
- There is no local public transport system but the town is serviced by both private and public operated national bus routes.
- There are sports facilities within the town with a focus on team sports, soccer, rugby and GAA. There is also a golf course.
- Public Library

There have been increased incidents of anti-social behaviour and local residents are concerned. Residents have campaigned for many years for an all-weather play facility as well as a walking / cycling trail. In recent years fly tipping has become an issue and residents have noticed an increasing amount of illegal rubbish disposal.

You must decide what is the best way to spend the money in order to most benefit the people who live in the area.

Landscaping and cleaning up local park	€90,000
Develop a walking / cycling trail at the old railway	€450,000
Re-designing and extending local library	€250,000
Renovating sports and leisure complex	€250,000
Support elderly day care services	€185,000
Fund a community transport service	€175,000
Building an all-weather playground	€180,000
Running a campaign (bill-board ads, social media etc.) for decreasing pollution	€70,000
Marking cycle lanes	€75,000
Security 'CCTV' cameras on every corner	€150,000
Opening an Internet café	€80,000
Housing those waiting for social housing	€550,000
Building a recycling centre	€350,000
Creating a car pooling zone to reduce car numbers commuting	€120,000
Provision of disabled parking and ramps in town centre	€200,000
Funding for the establishment of a tidy town working group	€20,000
Bikes for hire dock in the centre of town	€90,000
<i>Other Initiatives: Please describe and cost</i>	

Individual Task:

You must decide on what you would spend the money on in order of priority and decide whether each of these is a social, economic or environmental priority and explain your choice.

Individual Priority Sheet

<i>Priority</i>	<i>Cost</i>	<i>Env.</i>	<i>Soc.</i>	<i>Econ.</i>	<i>Reasons</i>

Group Task:

Your group must then come together and agree on how to spend the budget based on everyone's contributions and suggestions.

Group Priority Sheet

<i>Priority</i>	<i>Cost</i>	<i>Env.</i>	<i>Soc.</i>	<i>Econ.</i>	<i>Reasons</i>

Extension Activity: Students could reflect on the potential negative impacts of other groups' choices

Participants now reflect on the group activity and their role using the prompt questions suggested

Reflecting on Effective Groupwork: Prompt Questions

How did your group go about completing the task?

Did the members of the group have different strengths? How did this prove useful?

Were you happy with the way the group progressed?

How did you communicate and contribute to the discussion?

Did you encounter any difficulties as a team? if so how did you overcome them?

From your perspective are there any advantages / challenges to working within a group?

My Reflections and Why I Formed These Opinions:

Principles of Effective Groupwork: Ranking Ladder

- Group Contract/Learning Agreement
- Opportunity for everyone to express ideas
- Interdependent Roles
- Agreed timeline for group work
- Evaluation of both group & individual work
- Shared Goals
- Clear Task
- Assigned Roles
- Time for Review and Reflection

Supporting Successful Student Research: Powtoon Template

<p>Why is checking prior knowledge and setting research goals important?</p>	<p>How can I support students in conducting research?</p>
<p>How can students check the reliability of information?</p>	<p>How could students share the information found?</p>

Features of Quality – CBA 1 (Business in Action)

<i>Exceptional</i>
<ul style="list-style-type: none">✓ The student uses a highly effective research method to collect data and demonstrates a high level of analysis of his/her data findings.✓ The evaluation of the collective research findings is of excellent quality, demonstrating a consideration of different points of view and the credibility of sources of information.✓ The action plan demonstrates ambition and creativity and is based on a sound, evidence-based judgement of all the information available to the student. It is completed to a very high standard.✓ The project is completed to a very high standard, is very comprehensive and represents information in a variety of different formats e.g. visual, written, with little scope for improvement.✓ The individual Student Reflection describes clearly and in detail how the student engaged at an exceptional level in all stages of the project. It presents a meaningful reflection on his/her experience of group work.
<i>Above Expectations</i>
<ul style="list-style-type: none">✓ The student uses an effective research method to collect data and demonstrates a good analysis of the data findings.✓ The evaluation of the collective research findings is of very good quality, demonstrating some consideration of other points of view and the credibility of sources of information.✓ The action plan demonstrates an evidence-based judgement of the information available to the student. It is completed to a high standard.✓ The project is complete and presented in a clear and organised manner, with some scope for improvement.✓ The individual Student Reflection demonstrates how the student engaged fully in all stages of the project. It presents some reflection on his/her experience of group work.
<i>In Line with Expectations</i>
<ul style="list-style-type: none">✓ The student uses an acceptable research method to collect data although the analysis of the data findings lacks depth.✓ The evaluation of the collective research findings is sufficient, although there is limited consideration of other points of view and the credibility of sources of information.✓ The action plan is completed to a good standard displaying a reasonably sound judgement of the evidence.✓ The project has some omissions but overall is complete and is presented in an organised manner.✓ The individual Student Reflection provides some evidence of how the student engaged at some stages of the project. Reflections on his/her experience of group work are limited.
<i>Yet to Meet Expectations</i>
<ul style="list-style-type: none">✓ The student uses an ineffective research method to collect data and the analysis of the data findings is cursory.✓ The evaluation of the collective research findings is poor, demonstrating little consideration of other points of view or the credibility of the sources of information.✓ The action plan demonstrates a judgement of the evidence, though the evidence on which it is based is flawed in places.✓ The project provides a very basic summary of information, omits important elements and lacks clarity in its presentation.✓ The individual Student Reflection demonstrates limited engagement by the student in the project. The reflection on his/her experience of group work is very narrow.

How can we support students in developing the skills required for this CBA?

Features of Quality: CBA 2 (Presentation)

<i>Exceptional</i>
<ul style="list-style-type: none">✓ The student communicates eloquently and very confidently, displaying a very comprehensive knowledge of the topic, and the presentation is very well-structured.✓ The support material chosen displays creativity and is used very effectively to captivate the audience.✓ The student's reflections on the topic are of excellent quality, demonstrating clearly how the student's point of view has developed or evolved over time.
<i>Above Expectations</i>
<ul style="list-style-type: none">✓ The student communicates clearly, competently and with confidence, displaying a very good knowledge of the topic, and the presentation is well-structured.✓ The support material is well-chosen to interest the audience, displaying some creativity.✓ The student's reflections on the topic are of very good quality.
<i>In Line with Expectations</i>
<ul style="list-style-type: none">✓ The student communicates well displaying a good knowledge of the topic but lacks some confidence and the presentation is unclear in places.✓ The support material chosen is appropriate but not used to its full potential.✓ The student displays an ability to reflect on their own perspective of the topic.
<ul style="list-style-type: none">✓ The student does not communicate clearly or confidently, displaying a very limited knowledge of the topic, and the presentation lacks structure.✓ The support material chosen is used in a basic manner.✓ The student's reflections on the topic are narrow and of poor quality.

How Can We Foster These Skills in Our Classroom?

Reflecting on Research: Communicating Findings and Opinions

Business is all About Making a Profit: FoodCloud

FoodCloud is a social enterprise that connects businesses with surplus food to charities. Recent reports show that one in eight people in Ireland is living in food poverty, yet one million tonnes of food is still wasted each year. Some of the organisations FoodCloud already works with include The Society of St. Vincent de Paul and The Simon Community. FoodCloud is the brainchild of social entrepreneurs Iseult Ward and Aoibheann O' Brien.

What's your business's elevator pitch? FoodCloud is an app that connects businesses that have too much food with charities working in communities that have too little. A business can upload details of any surplus food it has and a text goes out to charities that need it. It's mostly fresh produce like fruit, veg and bakery.

How has it grown? We take surplus food from stores in 25 counties. Our first contract with Tesco enabled us to employ six people. We are piloting with another retail chain, and working with two independent Dublin bakeries, Antoinette's and The Bretzel. We won the contract with Tesco because we were able to make savings for them in relation to their waste management bill, reducing the amount going to landfill and also helping them contribute to their local community in a meaningful way. We don't charge smaller businesses because there aren't the same savings for them to realise and we don't want any barriers to participation. We work with more than 250 charities around the country.

What do you regard as your business's greatest achievement? Enabling a network of charities and businesses to work together to solve the problem of food waste and food poverty. Every kilogramme of food waste we retrieve is equivalent to 2.2 meals. To date we have received 355 tonnes of food, equivalent to over 800,000 meals.

What's your attitude to risk? There's no escaping risk when you start a business. You just have to reduce it as much as possible by trying to educate yourself about the sector you are going into and make informed decisions. That said, in our case more than a few coins were flipped along the way.

What lessons have you learned in business that others could apply? Our main one was learned from a mistake. In business, you really need to understand a problem fully before you come up with a solution. Initially we had come up with an app that would let a few cafes say what food surplus they had, but we hadn't factored in exactly what the needs of the charities were. To really solve a problem you have to understand it inside out.

Finally, if there was one piece of advice you'd like to give to another business owner, what would that be? Any start-up should go and talk to as many people as possible. It will help bring your idea to the next stage, you'll get great feedback – both positive and negative – and you'll be building support for when you get going, so reach out.

Source: adapted from: <https://www.thinkbusiness.ie/articles/foodcloud-in-ireland-opel/>

The Challenges in Starting a Business

Brothers Stephen and David Flynn are passionate about fresh, organic, locally sourced food. From their beginnings as a fruit & veg shop in Greystones they have become a national brand in healthy eating – not to mention their café is always busy! Now moving into providing their products to a wider audience, The Happy Pear Flynn Family Team are always thinking about how to expand their organic empire. We took some time with the twins to get to know them a little better. Thanks guys for giving us an insight to The Happy Pear.

What led you to starting your business? We wanted to start a business that we really believed in, where we could work to make a better world by setting up a place that brings people together to celebrate good, healthy, local, organic food, and that really helps nourish all the people involved in it from people who work with there, to suppliers, to customers, to the local community and the environment. In essence, we wanted to start up a place that really nourished us and everyone around!

How did you raise the start-up funds you needed? A blessed angel investor that believed in us and what we wanted to create – thank you, thank you, thank you!

What was the most significant lesson you learned in starting your business? Both of us are pretty impetuous, so we just tend to jump into things and make loads of mistakes and keep trying until eventually they work. So, I think definitely a good lesson we've learnt is to try to plan and think a little before jumping in!

What's the best book you've ever read, business or non-business? Small is Beautiful, Economics As If People Mattered by E. F Schumacher – written about 30 years ago and is still so relevant and wise. Ricardo Semler's book Maverick was very refreshing. Steve Jobs biography was fascinating.

Who is the entrepreneur you admire the most? Pat the local shoe repair man! He still charges prices like €2.50 to fix your shoes and when you ask him why he charges so little he'll say something like, "I have enough money!" I think it's very rare to meet anyone who has enough and it's really refreshing to find someone so content. Richard Branson is always fascinating and what Steve Jobs managed to accomplish was quite extraordinary.

What have been the biggest challenges in your business to date? Learning to face some of our fears in terms of dealing with people, trying to be always honest while being sensitive to others and ourselves. Learning how to maintain a healthy balance between working lots and looking after ourselves and our families

What was the best piece of business advice you ever got? I love Einstein's quote about an expert being someone who has explored all possible mistakes in a given field. It always inspires us to embrace mistakes and think of them as brilliant teachers and not as bad things.

What advice would you give aspiring entrepreneurs thinking of starting a business? Find something that you really believe in and love to do and get stuck in, start making mistakes, learn from them, and if you love it and commit to it you're bound to succeed.

If you could start up all over again, would you do anything differently? Hindsight is 20:20 so its very easy to see how to get where we are a lot quicker but I think all the holes we have fallen into along the way are the bits where we have really learnt.

Source: Adapted from: <https://www.localenterprise.ie/Wicklow/CaseStudies/StephenandDavidFlynnTheHappyPear/>

Can you turn a Hobby into a Viable Business? Christening Generations

Sole trader and second-generation dress-maker, Miriam Lloyd, set up her new venture 'Christening Generations' in 2016, to customise bridal gowns, making them into heirloom christening robes. Thanks to this new on-line business, Miriam is attracting new customers from around the world.

Miriam – where did the idea for this new venture come from? I saw an opportunity to specialise in a particular area and was also trying to find a way to reach a wider audience. My daughter and I were looking at my wedding dress a few years back and she said she would love me to redesign it into a christening gown when she has children of her own. It was then that I started to think about turning this idea into a business. The new venture started off in 2016 and is called 'Christening Generations'; we transform wedding dresses into christening gowns, as precious family heirlooms for families all over the world.

How did you find setting up a new business venture online? I was already running a complementary business, Sewing Concepts, which had a good online presence. So, the second time around, I knew what I was doing, and what the end goal was. Once I had the name and branding in place, it was then a case of doing some further research. I conducted an online survey, and that helped with the initial set up.

'Christening Generations' is your second business venture, so tell us about your first one? I quit my full-time job in retail in 2010 to return to my passion for sewing and to make it a viable business. I had been dressmaking all my life, and wanted to dedicate my time to sewing and to make it my full-time job. I knew nothing about setting up a business so I signed up for a 'Start Your Own Business' course with my Local Enterprise Office in Carlow. In 2011, I bought a Portacabin and started 'Sewing Concepts' to provide a dressmaking and alteration service in Ballon.

Why did you decide to branch out and start a new online venture? The main reason for branching out was due to the fact of servicing a rural community. I couldn't provide a dressmaking and alteration service over the internet as I need to see the customer in person. Through Christening Generations, I can redesign a customer's wedding dress into an heirloom christening gown anywhere in the country or even the world as I don't need to see them in person. The whole process can be provided via the internet and courier, making it the perfect online business for me.

You also did a 'Start Your Own Business' Programme – how did that help? I worked in retail for eight years prior to starting my business. I knew nothing about starting a business and was delighted to find out about the 'Start Your Own Business' programme. I found it highly beneficial and would recommend it to anyone starting out. It helped me understand how to put together a proper business plan and also gave me all the contact information for registering a business, tax liabilities, and all the other things you might not think of.

You take part in National Women's Enterprise Day every year - why is it important to highlight the success stories of women in business? I think we, as women, very often lack confidence. I know when I first started out and began to attend some of these events, I felt totally out of my depth. To hear other people's stories, and to realise that other people have the same fears and reservations as you is great because it helps you to focus, and say to yourself "you know what?... I can do this!" I also found it to be a great way to meet wonderful, supportive women. I always feel highly motivated and focused after attending these events.

Source: Adapted from: <https://www.localenterprise.ie/About-Us/Case-Studies/Christening-Generations/>

Communicating Findings and Opinions

Overview of Topic:

My Findings

My Opinions on these Findings

Success Criteria:

- ✓ Provide a brief overview of the topic you explored
- ✓ Give your opinions and your reason for these opinions based on what you have explored
- ✓ Communicate your findings confidently



Scan the QR code to download Focus on Learning to support formative assessment in the classroom

Personal Facilitation Skills Audit

Reflect on the facilitation skills below and rank your current confidence level using a scale of 1 to 5.

1	2	3	4	5
Not Confident		Quietly Confident		Very Confident

Facilitation Skill	My Rating
<i>Would have confidence opening the meeting, clarifying its purpose and establishing ways of working together</i>	
<i>Skilled at active listening, paraphrasing, questioning and summarising key points</i>	
<i>Able to manage time and maintain a good pace</i>	
<i>Able to conduct meetings in an orderly and effective manner</i>	
<i>Knowledge of techniques for getting active participation and encouraging discussion</i>	
<i>Confident asking good probing questions that challenge one's own and other's assumptions in a non-threatening way</i>	
<i>Able to stop the action and check how things are going</i>	
<i>Able to uphold the integrity of SLAR process</i>	
<i>Able to manage debate between participants and remain focused</i>	
<i>Able to deal with resistance non-defensively</i>	

The Role of the Facilitator in SLAR Meeting

What I already know:	What I would like to know:

Existing Norms in Our Subject Department

Positive Norms	Existing Norms That Could be Improved Upon

Setting Norms for Our SLAR Meeting

<p>AGREED NORMS</p>

SLAR in Action Activity

Observing the Role of the _____ (Teacher/ Facilitator)

My Notes and Observations:

Three thoughts from our collaborative discussion:

[https://www.curriculumonline.ie/Utility/Login-Register?ReturnUrl=%2fJunior-cycle%2fJunior-Cycle-Subjects%2fEnglish-\(1\)%2fAssessment-and-reporting%2fSubject-Learning-and-Assessment-Review-TCA](https://www.curriculumonline.ie/Utility/Login-Register?ReturnUrl=%2fJunior-cycle%2fJunior-Cycle-Subjects%2fEnglish-(1)%2fAssessment-and-reporting%2fSubject-Learning-and-Assessment-Review-TCA)

Key Dates: CBA1, CBA2 & Assessment Task 2018



First Classroom Based Assessment (CBA1)
Provisional Assessment by Friday 27th April 2018

Four week period for student completion of CBA1: Monday 12th March-Friday 20th April 2018



First Subject Learning and Assessment Review Meeting
Completed by Friday 4th May 2018



Second Classroom Based Assessment (CBA2)
Provisional Assessment by Monday 17th December 2018

Three week period for student completion of CBA2: Monday 12th November-Friday 7th December 2018



Assessment Task
Monday 10th to Friday 14th December



Second Subject Learning and Assessment Review Meeting
Completed by Friday 21st December 2018



Scan the QR Code to download the Assessment Guidelines for Business Studies

Facilitator's Report

Subject Learning and Assessment Review Meeting

Subject:	Date/time
Attendance	
Key decisions taken	
Points of note for future review meetings	
Any further outcomes?	
<p>Facilitator:</p> <p>Date:</p>	

The SLAR Process: An Overview

Before the SLAR Meeting	
Teachers will	
	<p>Assess student work based on the Features of Quality</p> <p>Review relevant NCCA annotated examples as necessary (www.curriculumonline.ie)</p> <p>Record the descriptor and any other relevant points that may be useful to refer to during the SLAR meeting</p> <p>Identify one example, where possible, for each descriptor, to be used in the SLAR meeting</p> <p>Submit details of samples of work for discussion to the facilitator before the SLAR meeting</p>
Facilitators will	
	<p>Collect & copy samples of work submitted by teachers</p> <p>Develop a running order for the SLAR meeting</p>
During the SLAR Meeting	
Teachers will	
	<p>Introduce one sample at “Yet to Meet Expectations” level</p> <p>Collaboratively review the piece of work</p> <p>Make note of the implications of decisions made during the meeting for the rest of the student work that they have assessed</p> <p>Focus on a ‘best fit’ approach which allows teachers to agree the descriptors that on-balance is most appropriate for the work being discussed</p> <p>Repeat the process, in turn, for a sample at each of the other descriptors</p>
Facilitators will	
	<p>Open the meeting with a focus on consistency of judgement and a common understanding about the quality of student learning</p> <p>Highlight the value of the meeting in providing feedback to students</p> <p>Lead the general discussion of samples of work and Descriptors and note any decisions made</p> <p>Look to establish consensus but focus on the development of professional knowledge and skills</p>
After the SLAR Meeting	
Teachers will	
	<p>Consider the assessment of their students’ work based on the SLAR meeting</p> <p>Report their final descriptors for each student</p>
Facilitators will	
	<p>Complete and submit the Facilitator’s Report to the Principal</p> <p>Reflect on what worked well or what could be improved upon in the next SLAR meeting</p> <p>The Facilitator may also ask teachers, should they wish, to contribute some of their samples of student work to a bank of examples:</p> <ul style="list-style-type: none"> To support the induction of new teachers To support future SLAR meetings To use with students and parents in demonstrating the standard of work achieved



Scan the QR Code to access the NCCA SLAR Toolkit

Discussing Student Work During SLAR Meetings

The **Facilitator** asks one teacher to introduce a sample of work they have assessed as **Yet to Meet Expectations**

The **Teacher** presenting the piece gives a short introduction to the sample of work and the facilitator leads a general discussion on the extent to which the student's work matches the relevant **Features of Quality**. This **discussion** will involve input from all colleagues and will be **based on the Features of Quality**. The emphasis in affirming judgements during the SLAR meeting 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.

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. It is strongly recommended that teachers in the Subject Department use the SLAR meeting to develop collaboration and focus on teaching, assessment and learning.

Where there is **agreement** and the meeting affirms the provisional 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, an additional example of student work that other teachers in the group have assessed and awarded that descriptor to.

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**. The facilitator should endeavour to promote collaborative discussion and support discussions around teaching, assessment and learning

The process above 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 is 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 Teachers should also note any **feedback that might support student learning** moving forward

Adapted from: https://www.juniorcycle.ie/NCCA_JuniorCycle/media/NCCA/SLAR-outline-with-Collection-CBA-specifics.pSLAR

Supporting Collegiality & Cooperation

How will the SLAR support:

you as an individual teacher?

our subject department?

Acceptable Usage Policies and Storing Student Work

During their Junior Cycle journey, students may produce work themselves and store it online or may have work recorded and stored by their teachers. In Business Studies, this occurs for example as part of CBA2, the Presentation.

In all instances teachers and schools are required to act in accordance with the school's Acceptable Usage Policy (AUP). The school's AUP must be cognisant of data and child protection guidelines. Boards of Management, School Management and teaching staff all have a role to play in the safe recording and storage of student work.

Section 1.13.2 of the Child Protection Procedures sets out the duties relating to 'data controllers' and states that the Data Protection Acts 1988 and 2003 "requires both data controllers and data processors to protect the data they keep, and imposes on them a special duty of care in relation to the individuals about whom they keep such data." (pg 12)

"Teachers will record *samples* of the presentations by students that they will use for discussion at the Subject Learning and Assessment Review meetings. An example at each of the four Descriptor levels, where feasible, will be needed for this purpose. *Any audio or audio-visual device*, such as a tablet, mobile phone, laptop or video camera, *available in the school* can be used for this purpose. The recording should take place with cognisance of *child protection guidelines and in line with the school's acceptable use policy.*"

Junior Cycle Business Studies Assessment Guidelines Pg. 27

Some Frequently Asked Questions regarding AUPs are dealt with at <https://www.webwise.ie>



Scan the QR Code to access the Webwise website for further information on Acceptable Usage Policies

Reflecting on the Day

Can you identify the three most useful aspects of the day today? Reflect on how you might use these in your classroom to support teaching, assessment and learning moving forward. Consider discussing these at your next subject department meeting.

Notes:

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