An tSraith Shóisearach do Mhúinteoirí

Junior**CYCLE**
for teachers

Business Studies

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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.

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.

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.

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

Glossary of Business Terms

Appendix One

The terminology associated with business can often be confusing, with many words having several interpretations. This glossary is designed to clarify the terminology as used in the junior cycle business studies specification to enable teachers and students to understand how the terms are interpreted and applied.

Business Any commercial, industrial or professional activity undertaken by an individual or a group.

Business environment: All of the factors, both internal and external, which influence the function of a business. It includes, for example, consumers, suppliers, competing companies, entrepreneurs, improvements in technology, laws, government activities, and market, social and economic trends.

Company: A commercial business or enterprise.

Economic resources The factors used in producing goods or providing services. They are the inputs that are used to create things or help provide services including human resources and non-human resources, such as land, capital goods, financial resources, and technology.

Economy A system of institutions and organisations involved in the production and distribution of goods and services.

Enterprise The ability of a person, acting independently or with others, to creatively generate and build ideas, to identify opportunities for innovation and turn them into practical and targeted actions.

Entrepreneurship To act upon opportunities and ideas and transform them into value for others. The value that is created can be financial, cultural or social.

Organisation An organised group of people with a particular purpose, such as a company or a government department. It can be a for-profit or a non-profit organisation and can include everything from a small owner-operated company such as a family restaurant, to a multinational company.

Digital technology A set of technological tools and resources used to communicate, and to create ,disseminate, store, and manage information, for example, mobile phones, apps, tablets and computers.

Sustainability A process of balancing the social, economic, and environmental systems that are in constant interaction for the well-being of individuals now and in the future. There are three core pillars of sustainability: the social, the environmental, and the economic (people, planet, and profit).

Sustainable development Development which meets the needs of the present without compromising the ability of future generations to meet their own needs. It is a continuous, guided process of economic, environmental and social change aimed at promoting the well-being of citizens now and in the future.

Globalisation A process of international integration emerging from the interchange of world views, products, services, ideas and other aspects of culture.

Glossary of Action Verbs

Appendix Two

This glossary is designed to clarify the learning outcomes. Each action verb is described in terms of what the learner should be able to do once they have achieved the learning outcome. This glossary will be aligned with the command words used in the assessment.

Students should be able to:

Analyse study or examine something in detail, break down in order to bring out the essential elements or structure; identify parts and relationships, and to interpret information to reach conclusions

Apply select and use information and/or knowledge and understanding to explain a given situation or real circumstances

Appreciate recognise the meaning of, have a practical understanding of

Assess judge, evaluate or estimate the nature, ability, or quality of something

Calculate obtain a numerical answer showing the relevant stages in the working

Classify group things based on common characteristics

Compare give an account of the similarities and/or differences between two (or more) items or situations, referring to both/all of them throughout

Complete finish making or doing; bring to a successful conclusion

Conduct organise and carry out

Consider describe patterns in data; use knowledge and understanding to interpret patterns, make predictions and check reliability

Construct develop information in a diagrammatic or logical form; not by factual recall but by analogy or by using and putting together information

Convert change to another form

Debate argue about a subject, especially in a formal manner

Demonstrate prove or make clear by reasoning or evidence, illustrating with examples or practical application

Describe develop a detailed picture or image of, for example, a structure or a process, using words or diagrams where appropriate; produce a plan, simulation or model

Develop progress or improve to become more mature, advanced, or elaborate

Devise plan, create or formulate a procedure or system by careful thought

Determine ascertain or establish exactly by research or calculation

Differentiate recognise or ascertain what makes something different

Discuss offer a considered, balanced review that includes a range of arguments, factors or hypotheses; opinions or conclusions should be presented clearly and supported by appropriate evidence

Distinguish make the differences between two or more concepts or items clear

Evaluate (data) collect and examine data to make judgments and appraisals; describe how evidence supports or does not support a conclusion in an inquiry or investigation; identify the limitations of data in conclusions; make judgments about ideas, solutions or methods

Evaluate (ethical judgement) collect and examine evidence to make judgments and appraisals; describe how evidence supports or does not support a judgement; identify the limitations of evidence in conclusions; make judgments about ideas, solutions or methods

Explain give a detailed account including reasons or causes

Examine consider an argument or concept in a way that uncovers the assumptions and relationships of the issue

Identify recognise patterns, facts, or details; provide an answer from a number of possibilities; recognise and state briefly a distinguishing fact or feature

Investigate observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions

Interpret use knowledge and understanding to recognise trends and draw conclusions from given information

Justify give valid reasons or evidence to support an answer or conclusion

Monitor observe and check the progress of something over a period of time; keep under systematic review

Predict give an expected result of an event; explain a new event based on observations or information using logical connections between pieces of information

Prepare make something ready for use or presentation

Present promote or propose an idea; deliver or illustrate evidence; show something for

others to examine

Propose put forward a plan or suggestion for consideration

Recommend put forward something with approval as being suitable for a particular purpose

Recognise identify facts, characteristics or concepts that are critical (relevant/appropriate) to the understanding of a situation, event, process or phenomenon

Relate associate, giving reasons

State provide a concise statement with little or no supporting argument

Suggest propose a solution, hypothesis or other possible answer

Understand have and apply a well-organised body of knowledge

Use apply knowledge or rules to put theory into practice

Verify give evidence to support the truth of a statement

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Junior Cycle Business Studies Specification: Rationale

Young people are growing up in a globalised and dynamic world. New opportunities and challenges will emerge in their lifetimes that are virtually unimaginable today. Developing technologies, environmental and societal challenges, demographics, global competition and changing consumer demand will drive these changes. Studying business helps to equip students with the understanding, skills and attitudes to participate fully in an interconnected world.

Business studies encourages students to develop an appreciation of how their lives are shaped by economic and social factors. They are enabled to make informed decisions, to better manage their personal financial resources and to be adaptable, creative, and enterprising. Business studies also improves their knowledge and understanding of good business practice and of business as a productive activity.
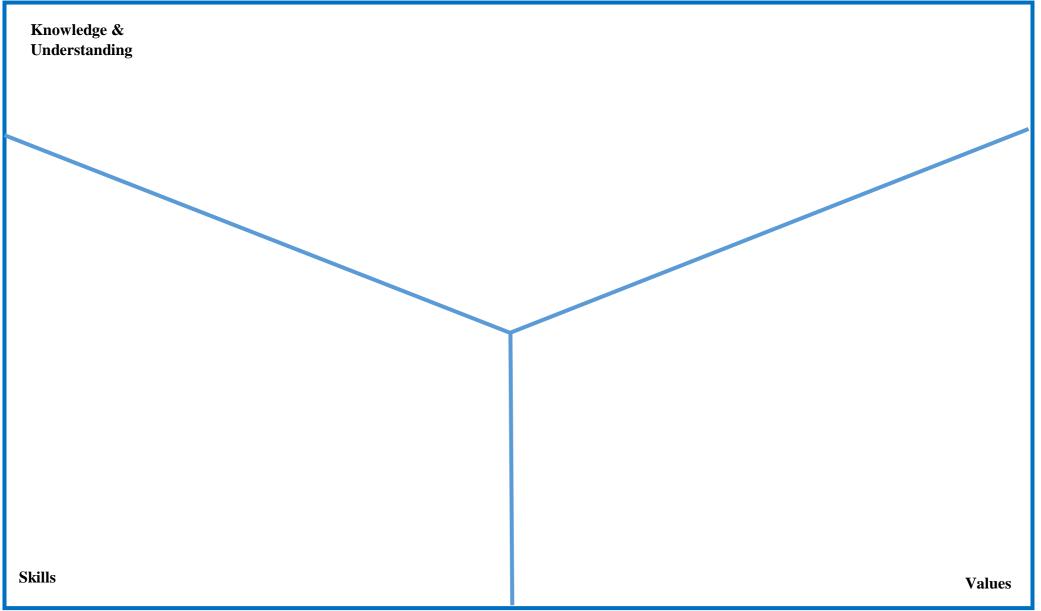
Entrepreneurship enhances the quality of our collective and individual lives, often changing the way we work, communicate and live. Business studies provides an awareness, insight and positive attitude to entrepreneurship, demonstrating how it can improve our goods, services and institutions.

Business studies encourages students to develop skills for learning, skills for work and skills for life. It supports the development of analytical and critical thinking skills, encouraging students to be problem solvers. It reinforces the development of students' numeracy, literacy and digital technology skills by providing a real-life context for their application.

Business studies explores the interdependence of economic prosperity, societal well-being and the environment and encourages students to think and act as responsible and ethical citizens. They will be provided with a set of foundational skills, understandings and personal attributes, which will help them to engage with the dynamic business environment and fulfil their potential in their personal and professional lives, now and into the future.

(Specification for Business Studies 2015)

Unpacking a Learning Outcome: Knowledge &Understanding, Skills andValues

Knowledge &
Understanding

Skills

Values

Building a Unit of Learning: Sample Learning Outcomes

Key Business Documents	**Key Concepts:** Sequencing of documents, letter of enquiry, quotation, order form, invoice, credit note, delivery docket, statement of account, receipt. Interpret documents (using knowledge and understanding to recognise trends and draw conclusions from given information)
2.10 Complete and interpret key business documents that an organisation uses to manage its transactions for accountability purposes	
World of Work	**Key Concepts:** Employee & Employer, Features, Benefits, Rewards, Careers. Rights and Responsibilities Legal, Social, Environmental, Ethical Perspectives, Workplace Relations, Industrial Relations, Industrial Disputes, Trade Unions,
2.3 Differentiate between employment, work and volunteerism, identifying and describing features, benefits, rewards and careers within each 2.4 Distinguish between the rights and responsibilities of employer and employee from a legal, social, environmental and ethical perspective	
International Business	**Key Concepts:** Ireland as a small open economy. Visible and invisible imports and exports, balance of trade & balance of payments, globalisation of trade, trading partners, foreign currency, foreign direct investment, GDP and GNP, benefits and challenges of trade, European Union basic history and function, economic and social benefits and challenges of EU membership
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	
Saving and Borrowing	**Key Concepts:** Why save,? Where to save?. Short, medium, long term sources of borrowing. Creditworthiness, cost and purpose of loan, risk in having loans, default, Interest rates, matching source with need, collateral/security, understanding debt, financial institutions, fixed and variable rates
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	
Marketing	**Key Concepts:** Research Methods - Primary & Secondary, Analyse and Present Findings of Research, Product, Price, Place, Promotion
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	

Sample Template for a Unit of Learning

Unit Name: **Year Group:**

DEPARTMENTAL PLANNING

1.Learning Outcomes: *from the Specification/ Syllabus*	**2.Key Concepts:** *Knowledge and Understanding, Skills, Values/Key Learning*

4. Possible Learning Experiences:
Rich learning activities for students, opportunities to develop Key Skills and use formative assessment,

3. Evaluation of Student Learning:
What will students say, make, write or do to show their learning and understanding?

IN YOUR OWN CLASSROOM

INDIVIDUAL TEACHER

Learning Intentions	
Success Criteria	
Other Learning Experiences	
Evaluation of Learning (if different)	

Teacher Reflection/Notes:

Using Assessment to Support Learning

Formative assessment is the **process of seeking and interpreting evidence** for use by learners and their teachers to decide **where the learners are** in their learning, **where they need to go** and **how best to get there**.

(Assessment Reform Group 2002)

Wiliam: Embedded Formative Assessment (2011)

Junior Cycle Key Skills

- Developing my understanding and enjoyment of words and language
- Reading for enjoyment and with critical understanding
- Writing for different purposes
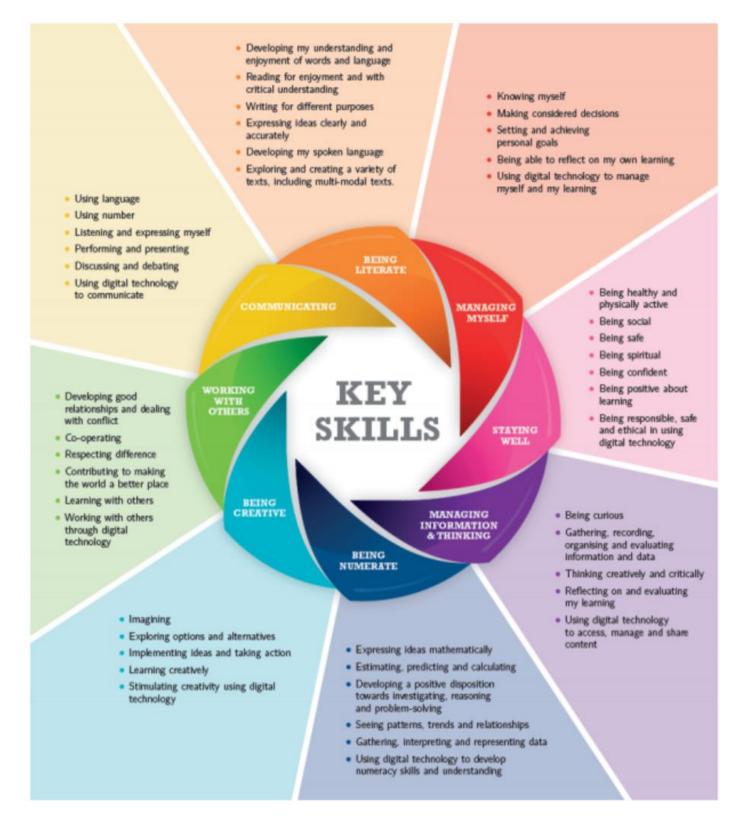- Expressing ideas clearly and accurately
- Developing my spoken language
- Exploring and creating a variety of texts, including multi-modal texts.

- Knowing myself
- Making considered decisions
- Setting and achieving personal goals
- Being able to reflect on my own learning
- Using digital technology to manage myself and my learning

- Using language
- Using number
- Listening and expressing myself
- Performing and presenting
- Discussing and debating
- Using digital technology to communicate

- Being healthy and physically active
- Being social
- Being safe
- Being spiritual
- Being confident
- Being positive about learning
- Being responsible, safe and ethical in using digital technology

- Developing good relationships and dealing with conflict
- Co-operating
- Respecting difference
- Contributing to making the world a better place
- Learning with others
- Working with others through digital technology

COMMUNICATING

BEING LITERATE

MANAGING MYSELF

WORKING WITH OTHERS

KEY SKILLS

STAYING WELL

BEING CREATIVE

MANAGING INFORMATION & THINKING

BEING NUMERATE

- Being curious
- Gathering, recording, organising and evaluating information and data
- Thinking creatively and critically
- Reflecting on and evaluating my learning
- Using digital technology to access, manage and share content

- Imagining
- Exploring options and alternatives
- Implementing ideas and taking action
- Learning creatively
- Stimulating creativity using digital technology

- Expressing ideas mathematically
- Estimating, predicting and calculating
- Developing a positive disposition towards investigating, reasoning and problem-solving
- Seeing patterns, trends and relationships
- Gathering, interpreting and representing data
- Using digital technology to develop numeracy skills and understanding

Supporting Successful Student Research: Powtoon Template

Checking Prior Knowledge and Setting Research Goals:	**Conducting Research:**
Checking Reliability of Findings and Sources:	**Sharing Findings:**

CBA One: The Process

Enterprise in Action

Students can develop a product or service. The product or service can be one they devise or create themselves (which they identify as having a potential market), or one that already exists (which they identify as having the potential to expand its market).

OR

Students can organise an enterprise event or activity (for-profit or not-for-profit). It can be a once-off event or one that is organised over a longer period of time. It can be undertaken for economic, social or cultural purposes.

Economics in Action

Students are given an opportunity to explore an economic trend, development, change or policy that is impacting positively or negatively on the Irish economy and society.

Finance in Action

Students are given an opportunity to identify and research a financial challenge for a consumer or an organisation (profit or not-for-profit).

As a department, decide on option for CBA One.

Support student groups in selecting a suitable topic

Ensure students are familiar with Features of Quality

➜

Over the course of four weeks students engage in the areas of activity to complete the CBA:

Conduct Research

Evaluate Findings

Develop an Action Plan

Report Findings

➜

Teachers assess the completed CBA work using features of quality to award a descriptor

➜

A SLAR meeting takes place

Teachers share discuss samples of their assessments of student work

➜

Descriptors reported to student and parents

Formative feedback is provided to students

Planning | **Completing the CBA** | **Apply the Features of Quality** | **Discuss Student Work at SLAR meeting** | **Feedback and Reporting**

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CBA1: Template for Student Research

Project option: Enterprise in Action ☐ Economics in Action ☐ Finance in Action ☐	
Title of your project	**Student name**
Method of research	Field (primary) research ☐ Desk (secondary) research ☐

1.1 Introduction: Outline briefly the purpose of your research

1.2 Method of research: Explain briefly why you have chosen your method of research

1.3 Sources: List your source(s) of information

1.4 Summary: Give a brief summary of what you found out as a result of your research

1.5 Evaluation of findings: Think critically about the following questions and write a short response

(a) Were you surprised by your findings? Give a reason for your answer.

(b) Is the source of your research reliable? Give a reason for your answer

(c) Is the information one-sided or biased? Give a reason for your answer.

1.6 Conclusion: Based on your findings what is the key message you will share with your team?

1.7 Decision-making: How do you think your findings will affect your team's action plan?

1.8 Recording your sources: Provide some evidence of your research e.g. interview questions, questionnaire, photocopies, images, notes, graphic organizers etc.

Features of Quality – CBA 1 (Business in Action)

Exceptional
✓ 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.
Above Expectations
✓ 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.
In Line with Expectations
✓ 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.
Yet to Meet Expectations
✓ 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 students be supported in developing the skills required for this CBA?

What possible topics could our students consider for CBA1?

Features of Quality: CBA 2 (Presentation)

Exceptional
✓ 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.
Above Expectations
✓ 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.
In Line with Expectations
✓ 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.
Yet to Meet Expectations
✓ 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 students be supported in developing the skills required for this CBA?

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

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

AGREED NORMS

-

SLAR in Action Activity

Observing the Role of the _____ **(Teacher/ Facilitator)**

My Notes and Observations:

Three thoughts from our collaborative discussion:

Key Dates: CBA1, CBA2 & Assessment Task 2018

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

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

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

Assessment Task
Monday 10th to Friday 14th December

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

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

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

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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?	

Facilitator:

Date:

The SLAR Process: An Overview

Before the SLAR Meeting	
Teachers will	
	Assess student work based on the Features of Quality
	Review relevant NCCA annotated examples as necessary (www.curriculumonline.ie)
	Record the descriptor and any other relevant points that may be useful to refer to during the SLAR meeting
	Identify one example, where possible, for each descriptor, to be used in the SLAR meeting
	Submit details of samples of work for discussion to the facilitator before the SLAR meeting
Facilitators will	
	Collect & copy samples of work submitted by teachers
	Develop a running order for the SLAR meeting
During the SLAR Meeting	
Teachers will	
	Introduce one sample at "Yet to Meet Expectations" level
	Collaboratively review the piece of work
	Make note of the implications of decisions made during the meeting for the rest of the student work that they have assessed
	Focus on a 'best fit' approach which allows teachers to agree the descriptors that on-balance is most appropriate for the work being discussed
	Repeat the process, in turn, for a sample at each of the other descriptors
Facilitators will	
	Open the meeting with a focus on consistency of judgement and a common understanding about the quality of student learning
	Highlight the value of the meeting in providing feedback to students
	Lead the general discussion of samples of work and Descriptors and note any decisions made
	Look to establish consensus but focus on the development of professional knowledge and skills
After the SLAR Meeting	
Teachers will	
	Consider the assessment of their students' work based on the SLAR meeting
	Report their final descriptors for each student
Facilitators will	
	Complete and submit the Facilitator's Report to the Principal
	Reflect on what worked well or what could be improved upon in the next SLAR meeting
	The Facilitator may also ask teachers, should they wish, to contribute some of their samples of student work to a bank of examples:
	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**

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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.

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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.

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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.

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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

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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.

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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*."
>
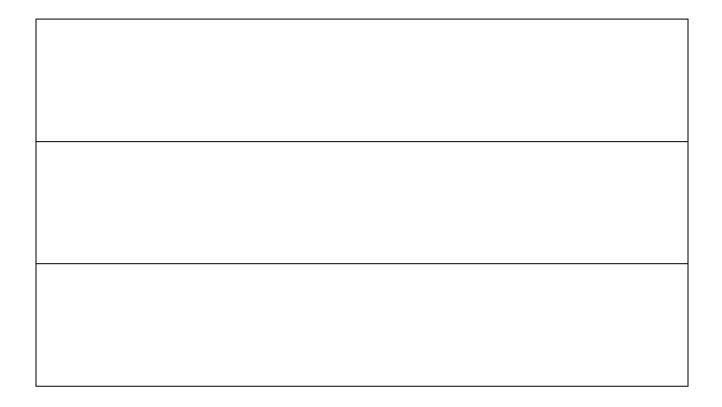> ***Junior Cycle Business Studies Assessment Guidelines Pg. 27***

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:

Notes:

Contact Details

An tSraith Shóisearach do Mhúinteoirí

JuniorCYCLE

for teachers