An tSraith Shóisearach do Mhúinteoirí

Junior**CYCLE**
for teachers
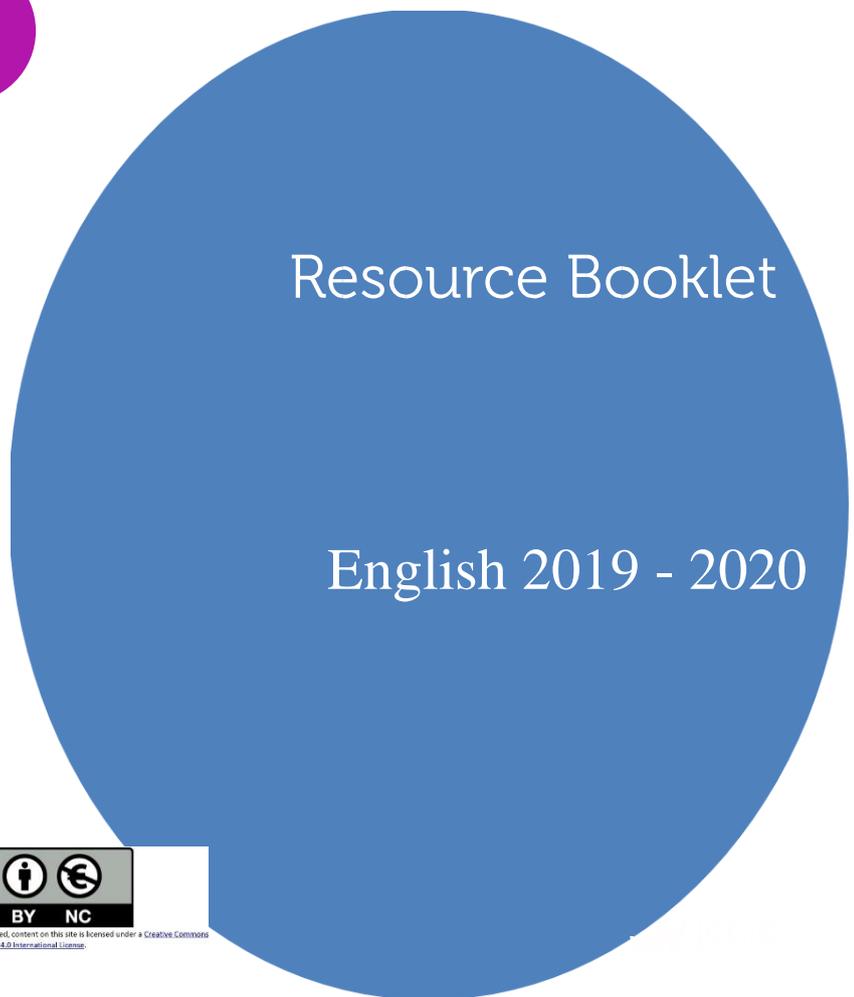
Resource Booklet

English 2019 - 2020

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 knowledge, 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 (English Specification p. 18)

Features of quality in support of student and teacher judgement are available for each of the Classroom-Based Assessments. The features of quality are the criteria that will be used by teachers to assess the student work. The features of quality are available in separate Assessment Guidelines for English.

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.

Descriptors for Classroom-Based Assessments

The **Features of Quality** are the criteria that will be used to assess the student work as best fitting one of the following Descriptors:

Exceptional describes a piece of work that reflects the Features of Quality for the Classroom-Based Assessment to a very high standard. While not necessarily perfect, the strengths of the work far outstrip its flaws, which are minor. Suggestions for improvement are easily addressable by the student.

Above expectations describes a piece of work that reflects the Features of Quality for the Classroom-Based Assessment very well. The student shows a clear appreciation of purpose and register, and the work is praised for its consistency. Feedback from the teacher might point to the necessity to address some aspect of the work in need of further attention or polishing, but on the whole, the work is of a high standard.

In line with expectations describes a piece of work that reflects most of the Features of Quality for the Classroom-Based Assessment well. It shows a good understanding of the task in hand and is free from significant error. Feedback might point to areas needing further attention or correction, but the work is generally competent and accurate.

Yet to meet expectations describes a piece of work that falls someway short of the demands of the Classroom-Based Assessment and its associated Features of Quality. Perhaps the student has made a good attempt, but the task has not been grasped clearly or is marred by significant lapses. Feedback will draw attention to fundamental errors that need to be addressed.

The Final Assessment

The final assessment will be offered at Higher and Ordinary Levels. At both levels there will be one examination paper. It will be linked to students' learning during second and third year. The assessment will address outcomes marked with an asterisk in the tables of learning outcomes. Sample assessment papers can be found on www.examinations.ie

-Reading/ engaging with texts **-Comprehending** **-Responding**	Students will sit a two-hour written examination paper. They will be required to engage with, demonstrate comprehension of, and respond to stimulus material. The content and format of the examination papers may vary from year to year. In any year, the learning outcomes to be assessed will constitute a sample of the outcomes from the tables of learning outcomes.	The examination takes place at the end of 3rd Year and will be offered at Higher and Ordinary Levels

Grading of the Final Examination

GRADE	RANGE (%)
Distinction	≥90 to 100
Higher Merit	≥75 and <90
Merit	≥55 and <75
Achieved	≥40 and <55
Partially Achieved	≥20 and <40
(not graded)	≥0 and <20

Key Dates 2019 – 2020

Available at https://curriculumonline.ie/Junior-cycle/Junior-Cycle-Subjects/English

Completion of The Collection of the Student's Texts and Assessment Task (for 2019/2020)

Earliest date for collection/portfolio completion	Friday 6th December 2019
Latest date for collection/portfolio completion	Friday 13th March 2020
Earliest date for commencement of Assessment Task Monday 6th January 2020	Mon 6th January 2020
Latest date for completion of Assessment Task Monday 23rd March 2020	Mon 23rd March 2020
Latest date for award of provisional descriptors by the teacher Fri 27th March 2020	Fri 27th March 2020
Latest date for completion of Subject Learning and Assessment Review and for award of final descriptors by the teacher (Dates also available on www.curriculumonline.ie)	Fri 3rd April 2020

The timeline the school follows for Oral Communication 2020

	Completion Dates
Period for work on and completion of Oral Communication	**Mon 6th January 2020 to Fri 15th May 2020**
Latest date for provisional award of Descriptors by the teacher	Wed 20th May 2020
Latest Date for Subject Learning and Assessment Review and for award of final descriptors by the teachers	Wed 27th May 2020

Text Lists – key information

For third year students in 2019-2020 – prescribed material is in Circular 64/2017

For second year students in 2019-2020 – prescribed material is in Circular 37/2018

For first year students starting in 2019 – prescribed material is in Circular 37/2018

*NB – From Junior Cycle 2018 Marking Scheme Ordinary Level (available at https://examinations.ie/)

 'The prescribed texts for 2018 are outlined in the relevant DES Circular. Any concerns you have in relation to the validity of texts used by a candidate should be referred to your advising examiner. When answering a question on a studied text, candidates must use texts in line with the texts prescribed for study in 2018. If a candidate uses an invalid text, when answering Question 8 on studied fiction (25 marks): Part (a): 0/1 marks Part (b): 0/1 marks Parts (c), (d), (e) and (f) should be marked in line with the marking scheme and the cumulative mark for these sections should be divided by two and rounded down.' (p.32, Appendix 2 Note in relation to prescription 2018)

 - From Junior Cycle 2018 Marking Scheme Higher Level (available at https://examinations.ie/)

 'When answering a question on studied texts, if a candidate uses a text that is not in line with the texts prescribed for study in 2018, the candidate's response should be marked out of the marks allocated for that question and the result divided by two and rounded down.' (p.30 Appendix 2 Note in relation to prescription 2018)

Key Skills of Junior Cycle

• 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.

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

• 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

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

• 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

• 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

• 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

• 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

The Five Pillars of Formative Assessment
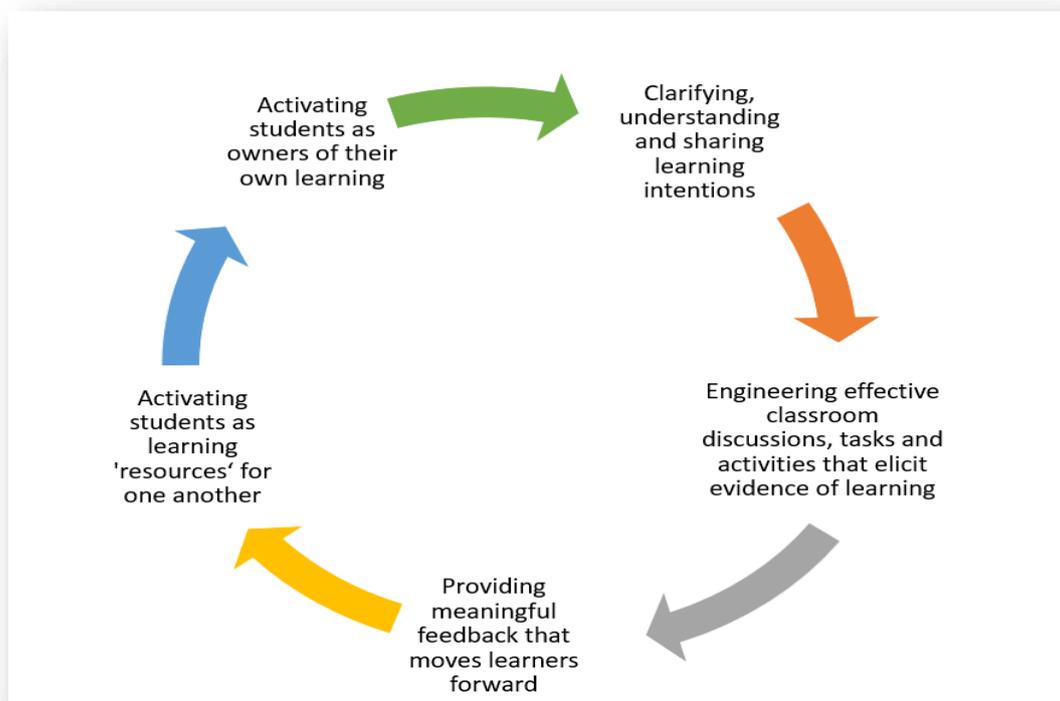
Collaborative Professionalism

As you listen to Andy Hargreaves, capture your thoughts.

Teacher Collaboration

What resonates with your experience?	How have you approached some of the issues raised in the audio piece?

Lundy's Model of Child Participation
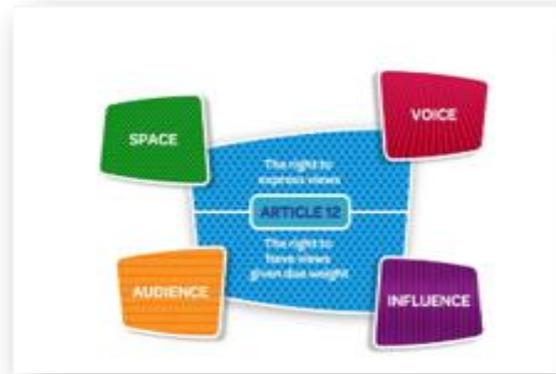
Use the following headings to note how student voice, as shown in the Powtoon video, has been activated:

SPACE	VOICE
AUDIENCE	INFLUENCE
Reflection / Your own thoughts	

Learning Outcomes in Focus

> **Seaview Community School**
>
> There are four Second Year English classes in this school and the year group is a 40:60 boy/girl split. This student cohort is particularly interested in sport, coding and music. Six students have been diagnosed with additional learning needs and one student is pursuing the Level 2 Learning Programme.
>
> The group engaged with the subset of 22 First Year Learning Outcomes last year. One strength that emerged over the course of First Year, across all groups, was in the area of oral language learning. The consensus among department members was that this should be developed further in Second Year. The department also highlighted that students' written language skills needed further attention with respect to grammar and purpose. Hence the focus in the opening units of learning for Second Year is on syntax, grammar and register, before reflecting again on student progress and creating the next unit.

OL9. Apply what they have learned about the effectiveness of spoken texts to their own use of oral language.

OL13. Develop their spoken language proficiency by experimenting with word choice, being creative with syntax, being precise, stimulating appropriate responses relative to context and purpose.

R8. Read their texts to understand and appreciate language enrichment by examining an author's choice of words, the use and effect of simple figurative language, vocabulary and language patterns, and images, as appropriate to the text. **O ***

R11. Identify and comment on features of English at word and sentence level using appropriate terminology, showing how such features contribute to overall effect. *****

W5. Engage with and learn from models of oral and written language use to enrich their own written work. **O**

W9. Engage in the writing process as a private, pleasurable and purposeful activity and using a personal voice as their individual style is thoughtfully developed over the years. **O ***

> **O**= Sub-set of outcomes for first year
> *****= learning outcomes on which the final assessment will be based

Possible Learning Outcomes from L2LP Priority Learning Units

Communication and Literacy	Preparing for Work	Communication and Literacy
E1 Participate in a performance or a presentation, *e.g. presentation of a short drama piece to members of the class, performance of dance or music to parents*	**A 4**- Express opinions on how performance could be improved, *e.g. next time I will give myself more time to reach the target* **E 4**-Use key words associated with the activity correctly	**D 3**- Use the main rules of writing appropriately*, e.g. use capitals and full stops* **F8**- Use a software package, involving opening a package, entering and manipulating text/image/data, save to file, print and exit safely, *e.g. clipart, word document, electronic presentation*

Departmental Planning with Learning Outcomes

Unit of Learning		Theme - Identity

Oral Language 13	Reading 8	Writing 5
Develop their spoken language proficiency by experimenting with word choice, being creative with syntax, being precise, stimulating appropriate responses relative to context and purpose	Read their texts to understand and appreciate language enrichment by examining an author's choice of words, the use and effect of simple figurative language, vocabulary and language patterns, and images, as appropriate to the text.	Engage with and learn from models of oral and written language use to enrich their own written work

1. What do we want students to learn? What questions do we ask?

2. How will we know they have learned it? What questions do we need to ask in our design of assessment for these LOs?

3. What will help us to achieve the learning?
How do we make decisions about text selection?

4. Reflect and decide on the next steps in learning.

Departmental Planning with Learning Outcomes

	Observer/Facilitator Prompts	Observer/ Facilitator Notes for Feedback
Question 1 **What do we want students to learn?**	• What is the learning in the Learning Outcomes? • Can you identify possible links between the three Learning Outcomes? • Which Learning Outcome, or aspect of a Learning Outcome, would you explore with students first? Why? • In which sequence would you then arrange the remaining Learning Outcomes/aspects?	
Question 2 **How will we know they have learned it?**	• How will we assess the students' progress in the identified learning? • Are the assessments aligned with the learning? • Are the assessments coherent and meaningful to the learner? • Are the assessments allowing for choice, inclusivity, flexibility and creativity?	
Question 3 **What will help us achieve the learning?**	• Consider what variety of texts may be used to achieve the learning. • Does this choice allow for inclusivity and flexibility? • Could the use of this text relate to an assessment moment? • Can other texts be shared to complement the chosen text?	

Modes of assessment

Striking a balance:
Considering different modes of assessment

1. Essay

The essay can assess complex learning, especially writing, organisation and communication skills. It requires students to compose and express their own responses. It uses a great deal of test time and has a limited range of content knowledge. Students may 'bluff' when they do not have the necessary understanding to answer appropriately.

2. Interpretative Exercises

Interpretative exercises can assess complex learning, especially the interpretation of written text, charts, tables, etc. They assess integrative and interpretative outcomes. They can be difficult to construct as they require appropriate source material to be interpreted. These tasks are also dependent on students' reading ability.

3. Short Answer Test items

Short answer test items can assess many facts in a short space of time. They are fairly easy to score. They require the recall of knowledge. However, they are often ambiguous as a response can *technically* be correct without being the response the teacher hopes to elicit as evidence of learning.

4. Multiple Choice Questions

While many MCQ assess recall knowledge and are sometimes subject to guessing, they can assess learning at higher levels of complexity. They also assess fairly large knowledge base in a short time. Analysis of incorrect responses can provide diagnostic information about student errors.

5. Matching

Matching exercises are an objective way to assess a number of important learning intentions. They assess students' ability to identify associations or relationships between sets of things. They are regularly used to test vocabulary, to test students' understanding of key terms. Students must store, organise, retrieve and recall information. Matching exercises have the ability to promote reflection as they encourage the student to ask themselves questions. Therefore, they can also extend the measure of knowledge to complex learning outcomes.

Adapted from Rita Berry 'Assessment for Learning' 2008

(Also available in booklet at https://www.jct.ie/english/cpd_workshop_day3)

Considering Stimuli and Approaches: Individual Planning

The Mask by Maya Angelou	We Wear the Mask
https://bit.ly/2IH6yAS	We wear the mask that grins and lies,
	It shades our cheeks and hides our eyes—
	This debt we pay to human guile;
	With torn and bleeding hearts we smile,
	And mouth with myriad subtleties.
	Why should the world be over-wise,
	In counting all our tears and sighs?
	Nay, let them only see us, while
	We wear the mask.
	We smile, but, O great Christ, our cries
	To thee from tortured souls arise.
	We sing, but oh the clay is vile
	Beneath our feet, and long the mile;
	But let the world dream otherwise,
	We wear the mask!
	*Paul Laurence Dunbar (*1892)
Notes / How I could use this text?	**Alternative or Additional Stimuli**

Exploring questioning

Read the following perspectives on questioning and consider what works for you in your classroom.

Share your thoughts with your colleagues

1-When teachers design quality, scaffolded questions for instruction, students are more inclined to engage in metacognition, i.e., to think about their own thinking. Questions that are effective promote inquiry, student self-assessment, and creativity even as they stimulate critical thinking (Gose, 2009). Effective questions can be a means to engage students in the learning process and enable them to take charge of their own learning. Caram and Davis (2005) found that effective questions increased student interest and student motivation (Lorent Deegan, 2010).

(*The Importance of Questioning in Developing Critical Thinking Skills* by Judith S. Nappi in The Delta Kappa Gamma Bulletin: International Journal for Professional Educators)

2-

Deep questions help kids stay curious, grow increasingly resourceful at figuring things out and become active meaning makers. By structuring learning around such questions, we take the first step towards creating an environment that is not merely academic but also genuinely intellectual.

(Kohn, A. '*Who's Asking*'? In Educational Leadership September 2015)

X = This is not what I expected

? = I have a question about this

!! = This is important

3- Socrates spent most of his life asking deliberate and organized questions about people's beliefs and values and examining the same. Through questioning, Socrates encouraged his students to explore prior-held beliefs and subsequently to build stronger and more scholarly views. What we now refer to as the Socratic approach involves posing a succession of systematic and prearranged questions designed to help students to reflect and therefore improve their thinking and gain a better understanding of their own beliefs and ideas.

An instructor using the Socratic approach is not looking for a specific correct answer but is, in fact, inspiring students to reflect on their thinking.

Byrne, G. (2011). *Using Socratic circles to develop critical thinking skills. Practically Primary*, 16(2), 13–15.

4-According to Paul and Elder (2009), questions are what stimulates the thinking process, and unless the answers generate more questions, the thought process will be brought to a halt. For an individual to be a proficient thinker, he or she must be proficient in developing questions. Good questioning techniques need to be modelled in order for students to become skilled in both thinking and questioning. Because questioning leads to problem solving, quality questions will lead to quality decisions.

Elder, L., & Paul, R. (2007). Critical thinking: The art of Socratic questioning. Journal of Developmental Education, 31(2), 32–33.

Making questioning more effective

When planning effective questioning it helps to focus on **why** you are asking the question in the first place. The chart below shows some of the many purposes for asking questions in a classroom.

Purpose of question	Examples
To prompt students to reflect on their conceptual understanding	• What is the most important idea from today's discussion? • Can you explain this concept in your own words? • Replace 'Do you understand? With 'Give me an example so I know you understand.
To ask a student to clarify a vague comment	• Could you say a bit more on that point? • Can you explain a little more?
To prompt students to explore attitudes, values, feelings	• What are the values or beliefs that inform this argument? • What has influenced how you feel/what you believe about this topic?
To prompt students to see a concept from another perspective	• How do you think that this issue might be viewed by those with whom you disagree? • Imagine how this might apply to another situation or problem?
To prompt students to support their assertions and interpretations	• How do you know that? • What has led you to that conclusion? • Where is the evidence? Is it reliable?
To prompt students to respond to one another	• What do you think about the idea just presented by your classmate? • Do you agree or do you see the issue differently? Explain.
To extend and deepen students thinking	• What are the assumptions that informed your thinking? • What/who influenced your thinking?
To ask students to predict possible outcomes	• What might happen if… • What are some possible consequences of…?
To prompt students to connect and organise information	• How does this shed light on the concept we studied last week? • Can you develop a graph or table that organises this information in a helpful way?
To ask students to apply a principle or formula	• How does this principle apply to this situation? • Who can suggest how we might use this new formula to solve the problem we examined earlier?
To ask students to illustrate a concept with an example	• Can you think of an example of this, drawn from your experience? • Can you point to a specific part of the novel that shows this theme? • Can you identify a painting or design that exemplifies that idea?

Adapted from the NCCA Toolkit - Focus on Learning Effective Questioning p.7

Reflection

Planning for effective questioning

Plan how you will arrange the room and the resources needed	Arrange students so that they can see and hear one another as well as the teacher. You may need to rearrange chairs in a U shape, or the students could move and 'perch' closer together. Or maybe you will move to the back of the room so that the question is the focus of attention and not the teacher.
Plan how you will introduce the questioning session	Silence will be hard for you to bear in the classroom, but the students may find it confusing or even threatening. Explain why there will be times of quiet.
Plan how you will establish the ground rules	If you are using 'No hands up' then you will need to explain this to the students. Some teachers have had to ask their students to sit on their hands so that they remember not to put their hands up. The students will be allowed to put their hands up to ask a question, so if a hand shoots up remember to ask them what question they would like to ask. The students may also be used to giving short answers so you could introduce a minimum length rule e.g. 'your answer must be five words in length as a minimum'.
Plan the first question that you will use	Plan the first question and think about how you will continue. You cannot plan this exactly as it will depend on the answers that the students give but you might, for example, plan • to take one answer and then ask others what they think about the reasoning given • to take two or three answers without comment then ask the next person to say what is similar or different about those answers.
Plan how you will give thinking time	• Will you allow 3-5 seconds between asking a question and expecting an answer? • Will you ask the students to think – pair – share, giving 30 seconds for talking to a partner before offering an idea in whole class discussion? • Will you use another strategy that allows the students time to think?
Plan how and when you will intervene	Will you need to intervene at some point to refocus students' attention or discuss different strategies they are using? Have one or two questions ready to ask part way through the lesson to check on their progress and their learning.

This handout was created as part of the FaSMEd Project by the Centre for Research in Mathematics Education, University of Nottingham 2014. Also in the NCCA Toolkit - Focus on Learning Effective Questioning

Reflection

Effective Questioning

| Ineffective questions are;	Effective questions are;
unplanned with no apparent purpose	planned and related to the lesson learning intentions
mainly closed	mainly open
not accompanied by wait time	accompanied by wait time
'Guess what is in my head' type questions	ones where the teacher allows collaboration before answering
poorly sequenced	carefully graded in difficulty
where the teacher accepts just the answer	where the teacher encourages learners to explain and justify answers
where only a few students participate	where all students participate e.g. using mini-whiteboards, or questioning each other
where incorrect answers are ignored	where both correct and incorrect answers are followed up
all asked by the teacher	asked by students too

(NCCA, *Focus on Learning Toolkit: Effective Questioning* p.6)

Reflection

Question Quadrant - Philip Cam 2006

**Textual Questions
Based in the story**

Closed Questions

READING COMPREHENSION
Why did Jack and Jill go up the hill?

LITERARY SPECULATION
Did Jill hurt herself?

RESEARCH
How do you make a well?

INQUIRY
Are accidents always waiting to happen?

Open Questions

**Intellectual Questions
Based in life**
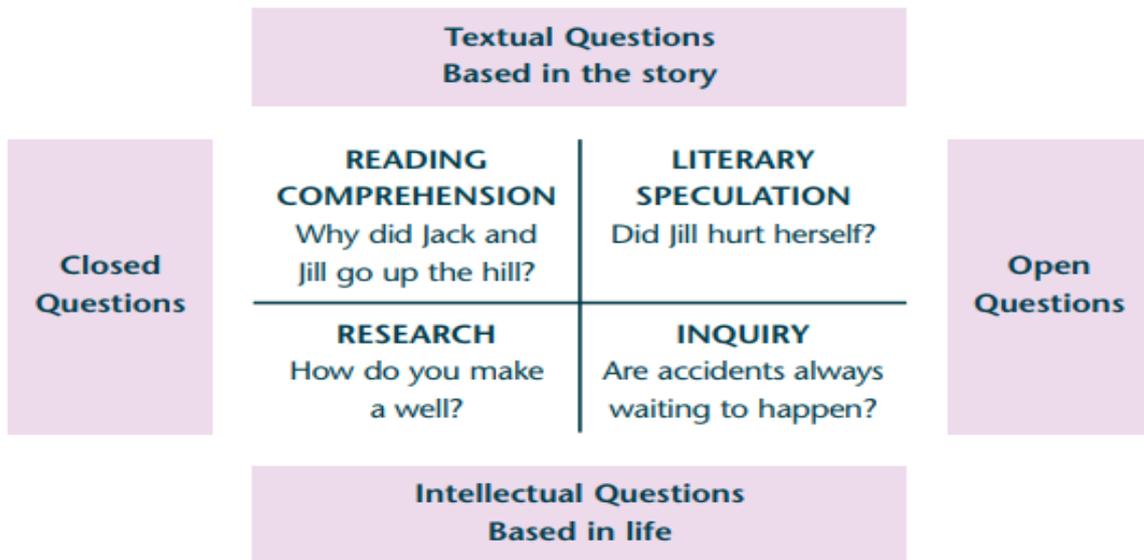
The Door by Miroslav Holub
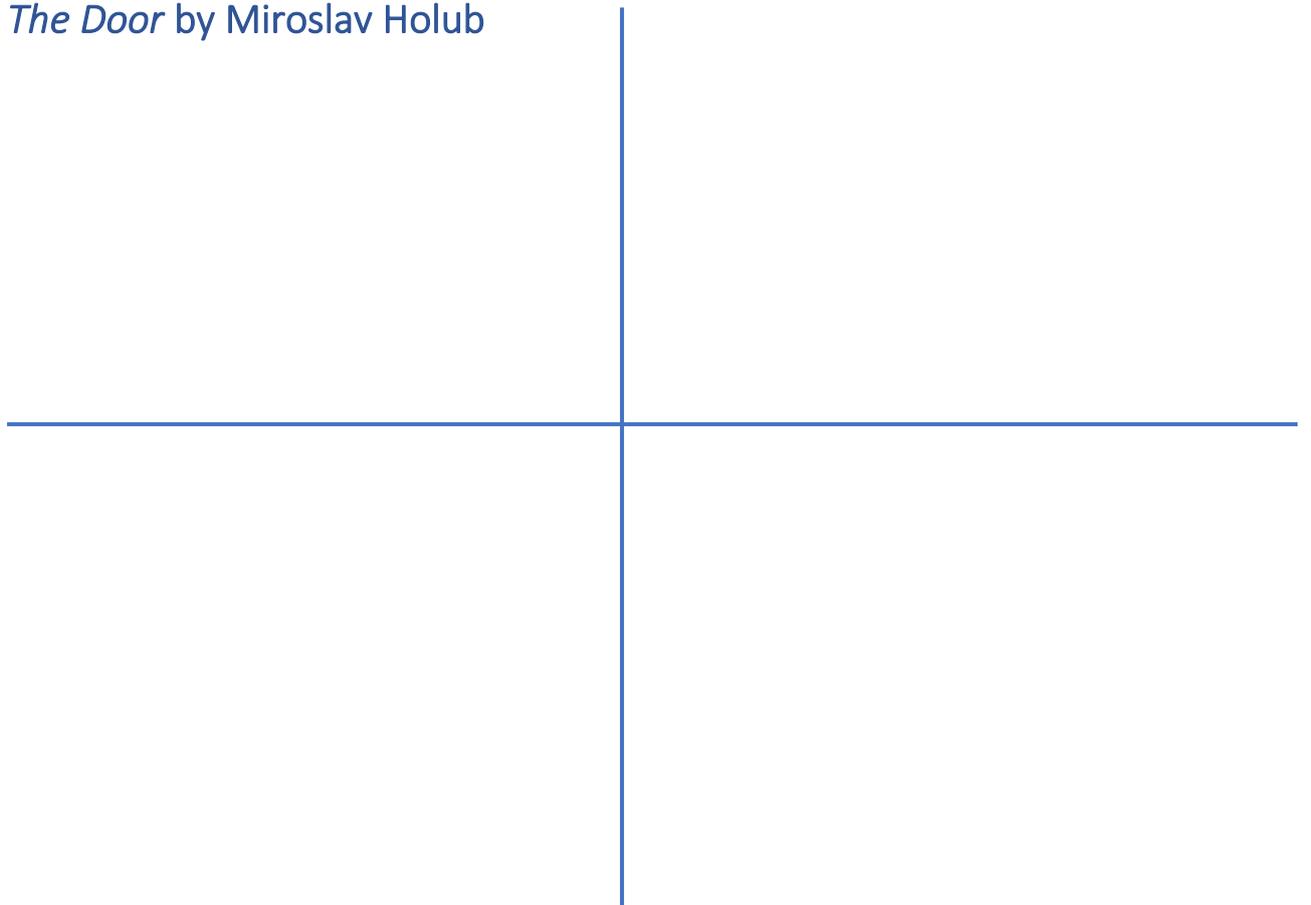
The Door – Miroslav Holub

Go and open the door.
Maybe outside there's
a tree, or a wood,
a garden,
or a magic city.

Go and open the door.
Maybe a dog's rummaging.
Maybe you'll see a face,
or an eye,
or the picture
of a picture.

Go and open the door.
If there's a fog
it will clear.

Go and open the door.
Even if there's only
the darkness ticking,
even if there's only
the hollow wind,
even if
nothing
is there,
go and open the door.

At least
there'll be
a draught.

Poems Before & After: Collected English Translations (Bloodaxe Books, 2006)

Reflecting on the learning experience

Resource / Stimulus	How would you alter or change these learning intentions for *your* students in *your* context?	How might these learning experiences/intentions help students move towards the intended learning?
Immersive Reader	Identify and understand an author's vocabulary and word choice	
Not Like the Other Girls	Identify descriptive language and understand its impact	
Creative Modelling	Apply what we have learned from other texts when creating our own	
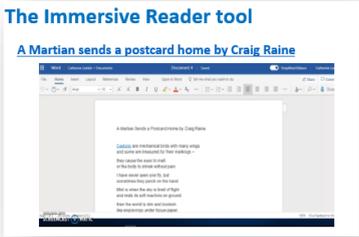
Not Like the Other Girls by Natalya O'Flaherty

What do you notice about the use of language in this text and its impact?

Creative Modelling: *Not Like the Other Girls*

I can be…………

I am _____

And the _____are _____

Now I know _____

I can be _____and _____ in the same breath

I can like _____and still have depth _____

What does this text say about creativity?

What resonates with you?

What is this person's perspective on creativity?

Do you agree or disagree with this perspective?

What are the opportunities for nurturing creativity in Junior Cycle English?

10 Principles for a Creative Classroom Culture

1. Learning is almost always framed by engaging questions which have no one right answer

2. Space is made for activities which are curious, authentic, extended in length, sometimes beyond school, collaborative and reflective

3. The opportunity for play and experimentation

4. The opportunity for generative thought, where ideas are greeted openly

5. The opportunity for critical reflection in a supportive environment

6. Difference and the creativity of others is respected

7. Makes creative processes visible and valued

8. Actively engages students as co-designers

9. Integrates a range of assessment practices within teaching

10. Leaves space for the unexpected

Reflection: Consider the extent to which you engage in points 1-10 in your practice.

No	Sometimes	Mostly	Yes

Lucas, Bill. (2016). *A Five-Dimensional Model of Creativity and its Assessment in Schools.* Applied Measurement in Education.

Creative Habits of Mind

Inquisitive-
- Wondering & Questioning
- Exploring & Investigating
- Challenging Assumptions

Persistent-
- Sticking with difficulty
- Daring to be different
- Tolerating uncertainty

Imaginative-
- Using intuition
- Making connections
- Playing with possibilities

Collaborative-
- Co-operating appropriately
- Giving & receiving feedback
- Sharing the product

Disciplined-
- Developing techniques
- Reflecting critically
- Crafting and improving
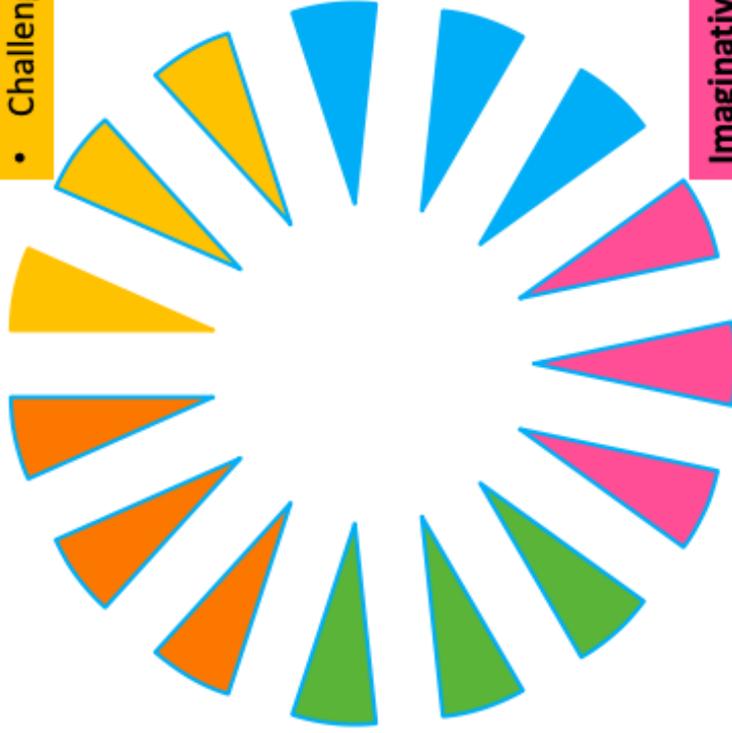
Adapted from: Lucas, Bill. (2016). A Five Dimensional Model of Creativity and its Assessment in Schools. Applied Measurement in Education.

We Must Create – Text by Stephen James Smith

> **Working with a partner at your table, read one verse of the poem aloud.**

We must create to know who we can be.
I say this for you, I say this for me.
We must create to know who we can be.

Early beginnings, heartbeat, warmth and you.
First breath eyes open, a new point of view…
Hands touch, ears hear, clocks ticking, I am who?
We must create to know who we can be.

Screaming out from within, with a voice here,
A note flowing on air lulling the fear,
Melody all around this atmosphere.
We must create to know who we can be.

Hearing truth in onomatopoeia,
Boom, boom, belch, zoom, zap, playing with grandpa,
While cookie cutting, baking for grandma.
We must create to know who we can be.

From scrawling with crayons to Lego bricks,
From knitting needles, soft textile fabrics,
To air-guitaring auld Jimi Hendrix,
We must create to know who we can be.

There are creative accountants, CVs,
Tinder profiles where you look the bees' knees,
But best not force it, it comes with ease.
We must create to know who we can be.

We heard a song sung, it helped ease the pain,
We didn't feel so lonesome as we sang the refrain,
We forgot that feeling until we heard it again…
We must create to know who we can be.

From nursery rhymes to white collar crimes.
What have you to say in uncertain times?

Have you a chance to change the paradigms?
We must create to know who we can be.

Do you remember the time you heard an opening allegro?
Or when that beat dropped and how it made your head go?
Some things make no sense unless you're in flow…
We must create to know who we can be.

You may rise then fall, or fall then rise,
An arc of a story contains no surprise,
But how you tell it, there in the art lies.
We must create to know who we can be

Artistry gives rise to community,
We're all part of a changing tapestry,
There's art-history in identity…
We must create to know who we can be.

If you do it for the money, you'll be called a fraud.
If you think you're great company and you might be God,
Delusions of grandeur aren't that odd!
We must create to know who we can be.

There's all sorts of forms, disciplines, levels
To challenge yourself in the intervals,
Where you'll find rivals and reason for approvals.
We must create to know who we can be.

If it's saved you from yourself and there's no other way.
It doesn't matter how it moved you welcome to the ballet,
You've just found the peak of Parnassus fair play!
I say this for you, I say this for me,

We must create to know who we can be.

My line

Our own poem!

The SCOPE of Collaborative Planning
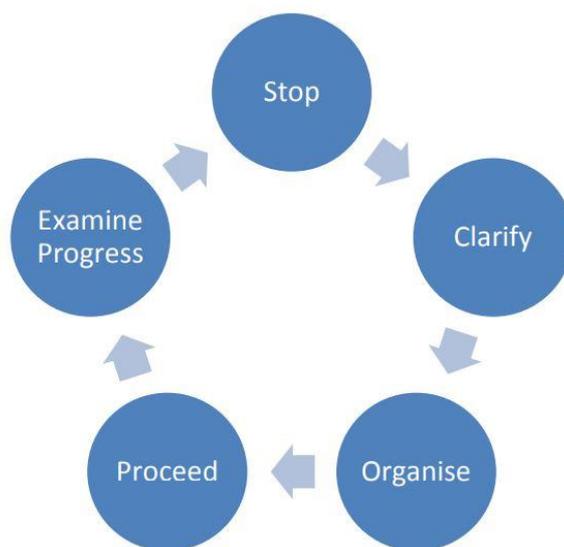
STOP – CLARIFY – ORGANISE – PROCEED – EXAMINE

Stop- mentally pause, take a moment to think, to avoid making a reflex, emotional response.

Clarify- take time to understand the resistance, maybe to question or repeat the objection to gain further insights.

Organise your thoughts and ideas. Take a moment if necessary. What is the level of the resistance? What specifically do I need to address? Bring the focus back to the purpose of the collaboration. What is most important? What to say next?

Proceed – respond to the resistance by bringing the focus back to what the collaboration is about and acknowledge the other person's contribution

Examine Progress: Step back and examine how you are going. Observe your resister, expression, posture. Ask a question(s) to clarify progress.

Resources and further supports
Collaborative Planning for Junior Cycle English

This resource provides a flexible and adaptable **suggested** approach to collaborative planning for Junior Cycle English.

Whole department meeting (1) where through collaborative conversation:

o The overall approach which sets out what a plan "looks like" is agreed

o Smaller collaborative planning groups are formed and agree to take responsibility for specific areas of the plan

o Review dates are proposed (different planning sub-groups may have different review dates)

Whole department meeting (3) where through collaborative conversation:

o Teachers reflect on their experience

o Agree amendments for the future

Over an agreed period of time each collaborative planning sub-group develops the section of the plan that they have agreed to work on:

o Electronic sharing should be encouraged, particularly in advance of reviews/whole department meetings

o Inter-group collaboration is also to be encouraged: the plans need to be consistent and to reflect the continuum of learning

Whole department meeting (2) where:

o The collaborative planning sub-groups report back with their proposed plans (LOs, assessment, etc.)

o The whole department reviews, tweaks if necessary, and agrees to trial/use the plan

Collaboration

Allen, David and Blythe, Tina (2015), Facilitating for Learning; tools for teacher groups of all kinds

Bruner, Jerome (1960), The Process of Education

Drew, V., Priestley, M. & Michael, M.K. (2016, in press). Curriculum Development Through Critical Collaborative Professional Enquiry. Journal of Professional Capital and Community, 1 (1), 92-106.

Clayton, Mike (2010) Handling Resistance Pocket Book

Eisner, Elliot (2002) What can education learn from the arts about the practice of education? [O*riginally given as the John Dewey Lecture for 2002, Stanford University.]*

Klenowski, Val. (2009) Australian Indigenous students: addressing equity issues in assessment

Murdock, K. and Le Mescam, N. (2006), Negotiating the curriculum with students: a conversation worth having

Nevin, A. (2006), The Many Faces of Collaborative Planning and Teaching

NCCA Learning Outcomes Booklet

https://www.ncca.ie/en/resources/learning-outcomes-booklet

NCCA (May 2019) Learning Outcomes an International Perspective

https://www.ncca.ie/media/3958/learning-outcomes-an-international-perspective.pdf

NCCA (2016) A Perspective on Learning Outcomes in Curriculum and Assessment

https://www.ncca.ie/media/2015/a-perspective-on-learning-outcomes-in-curriculum-and-assessment.pdf

Voogt (2014) Collaborative Design as a form of professional development

Voogt et.al (2011) *Teacher learning in collaborative curriculum design* -Article in Teaching and Teacher Education

W.B.Yeats podcast: https://www.jct.ie/english/elective_workshops

Effective Questioning

Byrne, G. (2011). *Using Socratic circles to develop critical thinking skills*. Practically Primary, 16(2), 13–15.

Kohn, A. 'Who's Asking?' in Educational Leadership September 2015.

NCCA Focus on Learning- Effective Questioning

https://www.ncca.ie/en/junior-cycle/assessment-and-reporting/focus-on-learning

Wiliam, D. Embedded Formative Assessment (Solution Tree, 2011).

Wiliam, D. *The Right Question the Right Way*-Educational Leadership March 2014 | Volume 71 | Number 6 Using Assessments Thoughtfully Pages 16-19

Reflection- Brookfield, S. (1995). *Becoming a Critically Reflective Teacher*. San-Francisco: Jossey-Bass

https://www.teachingcouncil.ie/en/Teacher-Education/Teachers-learning-CPD-/Cosan-Support-Materials/Reflecting-on-Professional-Learning/)

Creativity

DES (2015) A Framework for Junior Cycle www.education.ie

Kaufman, James & A Beghetto, Ronald. (2009). Beyond Big and Little: The Four C Model of Creativity. Review of General Psychology - REV GEN PSYCHOL. 13. ·

https://www.ncca.ie/media/1148/beingcreative_april_2015.pdf

Lucas, Bill. (2016). A Five-Dimensional Model of Creativity and its Assessment in Schools. Applied Measurement in Education.

Gralewski, J. Teachers' Beliefs About Creativity and Possibilities for its Development in Polish High Schools... Creativity. Theories – Research – Applications 3(2) 2016

Creative Ireland- This is Ireland

Higgins, C., 2009 UN Sustainable Development Goals

Notes