

Supporting history teachers, to support young Irish historians.

The “Returning to school: Guidance on learning and school programmes for post-primary school leaders and teachers” identifies “the starting point for schools in discussing what kinds of programme might best suit their students’ needs are the eight principles of Junior Cycle. These principles reflect the twin emphases on increased school autonomy in designing learning programmes and the balance in these learning programmes between knowledge and skills.”¹ We are going to take the 8 principles and look at how they can support the return to the Junior Cycle History classroom to scaffold this newsletter.



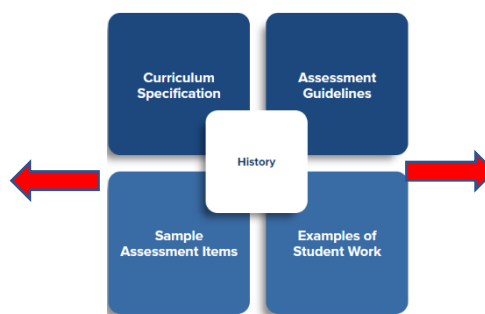
Quality

All students experience a high quality education, characterised by high expectations of learners and the pursuit of excellence.

The Department of Education and Skills (DES), the State Examinations Commission (SEC) and the National Council for Curriculum and Assessment (NCCA) and key stakeholders work together to support schools in delivering a high quality education to their students and setting high expectations for Junior Cycle education across Ireland. In response to the Covid-19 pandemic the stakeholders have adjusted the expectations for the current 3rd years. Here are the answers to some of the key questions we have received in relation to these changes:

| | | | | |
|----------|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| Question | How many CBAs will be reported on the current 3rd years' JCPA? | Do the current 3rd years have to do the Assessment Task? | If we started CBA 1 when our current 3rd years were in 2 nd year can we finish that CBA1? | When does the window for CBA 2 open for the current 3rd years ? |
| Answer | One CBA will be reported on the JCPA in 2021 | No , the current 3rd years will not complete the Assessment Task | Yes , you can. The date for the completion of CBA1 for the current 3rd years has been extended into the new school year. | We are awaiting the dates for the windows for the CBAs from the NCCA. |

The NCCA have released Sample Assessment Items to support your professional development. They offer an indication of some possible types and formats for the assessment of the History specification.



The NCCA have examples of student work for CBA 1: The Past in my Place. The teacher annotations based on Features of Quality are particularly helpful to support the development of teachers’ professional judgement.

Settling In - Slow Down to Catch Up

Final thought on Quality

At the core of all quality teaching and learning are the relationships in the classroom. As advised by the DES, ‘It will take time for staff and students to adjust to being back in the school environment and be ready and available to fully engage with teaching and learning. A sense of urgency about returning to the curriculum is natural but time spent on settling the students and getting the students ready for learning will yield positive outcomes in the longer term and will likely reduce stress. So, it is important that teachers and school staff do not rush into a focus on formal teaching and learning before first considering readiness, and focusing on wellbeing.’² Take some time at the beginning of this year to see how the principles of Junior Cycle can support you and your students in the transition to the socially distant classroom. We are going to look at how you can do this over the remainder of this newsletter, with some suggestions, supports and links to resources. During this term, we will be creating supports and resources to support you with both the Classroom Based Assessments and the final examination.

¹ **Returning to school**, Guidance on learning and school programmes for post-primary school leaders and teachers, 3.7 Considerations for Junior Cycle, Page 16

² **Returning to school**, Guidance on learning and school programmes for post-primary school leaders and teachers, Page

Learning to Learn

High quality curriculum, assessment, teaching and learning support students in developing greater independence in learning and in meeting the challenges of life beyond school, of further education, and of working life.

The “*Returning to school: Guidance on learning and school programmes for post-primary school leaders and teachers*” recommends that ‘Assessment of students’ learning should be geared towards the development of skills and competences that promote students’ appreciation and understanding of their responsibility for their learning and their own role in the assessment of that learning.’³

Supporting students to continue to develop skills that can underpin their ability to take responsibility for their own learning and ultimately learn to learn is a key feature of Junior Cycle reform. ‘Formative assessment, complemented by summative assessment, will be a key feature of the new Junior Cycle.’⁴

The [focus on learning tool kit](#) from the NCCA provides useful and practical supports for teachers in utilising formative assessment in their classroom.

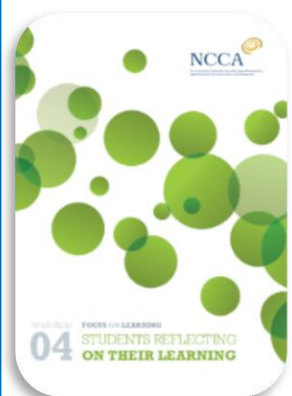
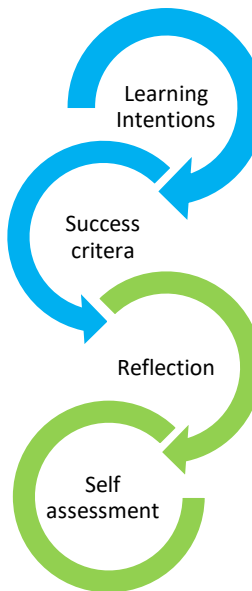
Learning Intentions and Success Criteria:

Learning intentions and success criteria can support students understanding of what they need to learn and how they will know they have learned it. Without this understanding students will struggle with taking responsibility for their learning and self-assessment.

Here are some ideas for ensuring students know and understand the learning intentions and success criteria:

- ✓ Co-create them- outline to the students the historical key learning from the learning outcomes that form the unit and ask them:
 - What do they think they would need to learn?
 - How will they show you they have learned it?
- ✓ Share them- with the fluctuation and breaks in attendance that may occur in the coming term, the creation by learners of a digital or paper record of the learning intentions and success criteria of each unit may support students’ learning by providing a point of reference for self-assessment.

There is more advice and support on Learning Intentions and Success Criteria in the first of the booklets in the Focus on Learning series. There are some worked examples of how this can be done in History Learning Experiences in our 19/20 Learning Log



Students Reflecting on their own Learning

Can support students in taking responsibility for their learning and documenting their progress as well as identifying gaps in their own understanding.

Ideas for building in opportunities for student to reflect on their own learning:

- ✓ Provide question-based scaffolds for self-reflection for students such as:
 - What? So what? Now what?
 - 2 stars and a wish
 - Working well and even better if?
 There are a range of examples of self-reflection in the learning log for our 2018-19 CPD day. They can be accessed [here](#).
- ✓ Build in time for self-reflection in lessons or homework for students.
- ✓ Demonstrate to students how you use self-reflection in the planning for their teaching and learning. For example:
 - Talk them through your thinking for the assignment of tasks or the revisiting of learning intentions

There is more advice and support on how to encourage reflection in the fourth of the booklets in the Focus on Learning series- *Students Reflecting on their own Learning* including a range of useful strategies and prompt questions. Encouraging students to engage in actively self-reflecting on their learning will support their enjoyment of the two History CBAs as reflection is one of the four aspects of the process for both CBAs in History.

³ **Returning to school**, Guidance on learning and school programmes for post-primary school leaders and teachers, 4.1 Assessment, Page 24

⁴ Framework for Junior Cycle, 5.1, page 37

Choice and flexibility

The school's Junior Cycle programme is broad enough to offer a wide range of learning experiences to all, and flexible enough to offer choice to meet the needs of students

One of the principles underpinning the Framework for Junior Cycle is Choice and Flexibility. A school's Junior Cycle programme should be broad enough to offer a wide range of learning experiences to all, and flexible enough to offer choice to meet the needs of students.

The general curriculum guidance in *Returning to school- Guidance on learning and school programmes for post-primary school leaders and teachers, July 2020* is based, for the most part, "on the premise that schools and teachers are best placed to plan the mediation of the curriculum in the unusual circumstances that present themselves this year"⁵. At Junior Cycle for Teachers we have some documents that may be of assistance to you as you embark on this new journey with your students.

This [link](#) will take you to our planning resources section. It is important to adopt "An approach to planning that is learner-centred, balanced, adaptive and responsive to students' needs"⁶.

Our Unit of Learning planner is designed to allow members of a school's History department the choice and flexibility to decide the path they wish to take in their own specific contexts in exploring each of the 38 learning outcomes over the course of the three years of Junior Cycle History. You can access them [here](#). The NCCA's *Focus on Learning- Learning Outcomes* booklet may also be useful as you plan with learning outcomes in the weeks ahead. You can access the toolkit [here](#).



Choice around Learning Outcomes

Considerations: You may wish or need to adapt some of your current schemes or plans to meet the needs of your current cohort of Junior Cycle History students. The following questions may support teachers to reflect on their preparation for teaching and learning:

- Has my lesson planning taken account of collaborative decisions about teaching and learning including decisions about essential learning, the sequencing of learning, the pace at which students learn and the activities and experiences through which they learn?
- Do the planned learning experiences provide for social interaction and collaboration between students?
- Do the planned tasks assess the learning outcomes or objectives that have been prioritised over a series of lessons?
- Are planned learning tasks and activities accessible to all students, including those with special and additional educational needs?

"Teachers will be need to be alert to where their students are at; they will need to take time to evaluate students' needs and may need to and wish to consolidate previous learning before introducing new learning.... Building on their assessment of students' learning as outlined above, teachers will make key decisions about what students learn, the sequence in which they learn, the pace at which they learn, and the activities and experiences through which they learn.

Teachers and schools are best placed to make these decisions and to exercise the professional judgement and autonomy they have in this context" ⁷.

We have created a new planning template and an accompanying overview video which may provide a good starting point for collaborative and personal classroom planning. You can access these supports in the planning section of our website.



How we plan for our Junior Cycle History Classroom 2020/2021?



⁵ **Returning to school**, Guidance on learning and school programmes for post-primary school leaders and teachers, 1.1.4 Purpose of this guidance, Page 4

⁶ **Returning to school**, Guidance on learning and school programmes for post-primary school leaders and teachers, 1.3 Principles, Page 5

⁷ **Returning to school**, Guidance on learning and school programmes for post-primary school leaders and teachers, 3.3 Preparation for teaching and learning, Pages 13-14



The educational experience is inclusive of all students and contributes to equality of opportunity, participation and outcomes for all.

As many of us are aware, SEN students will require particular support transitioning back to school. Over 15,000 students with SEN have availed of the DES Summer Provision Programme. With this in mind, we are sharing some links that teachers may find useful for teaching students with additional needs.

The first link is the 'Returning to school Guidance' on learning and school programmes for post primary school leaders and teachers by the Department of Education and Skills. As teachers, we are all required to be familiar with it.



Publication

Reopening our post primary schools

From Department of Education and Skills
 Published at: 27 July 2020
 Last updated 27 August 2020

Supporting students undertaking the Level 2 Learning Programme in the History classroom

We have created a planning support which can be used to identify opportunities for students to engage with the learning outcomes in the 5 Priority learning units through the History learning outcomes.

| Elements of the Priority Learning Unit | Level 2 Learning Outcomes | Competences Transferred from Junior Cycle |
|-----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Speaking appropriately for a variety of purposes | 1.1 Listen to obtain information relating to more than one topic. 1.2 Ask questions to obtain information, e.g. to check observations that do not fully understand, looking a realiser on the telephone. 1.3 Express opinions, facts and feelings appropriately, e.g. expressions of opinion in a discussion programme, write back from their classmates. 1.4 Participate in practical, formal and informal conversations, e.g. an interview or a general teacher meeting, an interview with views on relevant topics, a debate with and without, making announcements on the school station. 1.5 Listen to and respond to a range of genres. | 1.10 Define the characteristics and functions of different forms of primary and secondary sources of historical evidence, such as written, visual, oral and audio evidence, and appreciate the contribution of archaeology and new technology to historical enquiry. 2.1 Evaluate the use and value of historical evidence. 2.2 Describe the impact of war on the lives of Irish people, relating to either World War One or World War Two. 2.3 Describe the similarities and limitations of different forms of primary and secondary sources of historical evidence, such as written, visual, oral and audio evidence, and appreciate the contribution of archaeology and new technology to historical enquiry. 2.4 Investigate the role of the historian, including how they find and use evidence to form historical judgements which may be revised and re-evaluated in the light of new evidence. 3.1 Investigate the lives of people in one ancient or medieval civilisation of their choosing, including the nature and achievements of that civilisation, contributed to the history of Europe and/or the wider world. 3.2 Demonstrate awareness of historical concepts, such as source and evidence, fact and opinion, report and objectivity, cause and consequence, change and continuity, time and place. |
| Reading to obtain basic information | 1.4 Interpret different forms of writing and text, including social signs and symbols. 1.5 Read text information from different forms of writing, e.g. locate factual information on formsheets, times and dates of appointments, menus, timetables, itineraries. 1.6 Identify at least five sentences so that they convey meaning or information. 1.7 Write a range of different forms of writing to suit purpose and audience, with a range, in a simple form, complete a diary entry. | 2.4 Consider the historical significance of Charlemagne on the island of Ireland, including his contribution to culture and society in the Early Christian period. 3.7 Appreciate change in the field of the arts and science, with particular reference to the significance of the Renaissance. 3.8 Investigate a repository of historical evidence such as a museum, library, heritage centre, virtual or other archive or exhibition. 3.9 Investigate a repository of historical evidence such as a museum, library, heritage centre, virtual or other archive or exhibition. 3.10 Discuss the general causes and course of World War One or World War Two and the immediate and long-term impact of the war on people and Ireland. 1.10 Demonstrate chronological awareness by creating and maintaining timelines to locate personalities, issues and events in their appropriate historical era. 1.11 Evaluate the impact of conquest and colonisation on people, with particular reference to Pre-Christian and Early Christian Ireland. 1.12 Demonstrate chronological awareness by creating and maintaining timelines to locate personalities, issues and events in their appropriate historical era. 1.13 Demonstrate chronological awareness by creating and maintaining timelines to locate personalities, issues and events in their appropriate historical era. |
| Using expressive skills to communicate | 1.22 Participate in a performance or presentation, e.g. presentation of a short drama piece to members of the class, performance of songs or dances. 1.23 Produce a range of work for display. 1.24 Use technology to communicate in an activity with others. 1.25 Access a range of websites on the internet e.g. social, websites of personal interests to be studied. 1.26 Find information for a project on the web. | 2.8 Consider the historical significance of Charlemagne on the island of Ireland, including his contribution to culture and society in the Early Christian period. 3.7 Appreciate change in the field of the arts and science, with particular reference to the significance of the Renaissance. 3.8 Investigate a repository of historical evidence such as a museum, library, heritage centre, virtual or other archive or exhibition. 3.9 Investigate a repository of historical evidence such as a museum, library, heritage centre, virtual or other archive or exhibition. 3.10 Discuss the general causes and course of World War One or World War Two and the immediate and long-term impact of the war on people and Ireland. 1.10 Demonstrate chronological awareness by creating and maintaining timelines to locate personalities, issues and events in their appropriate historical era. 1.11 Evaluate the impact of conquest and colonisation on people, with particular reference to Pre-Christian and Early Christian Ireland. 1.12 Demonstrate chronological awareness by creating and maintaining timelines to locate personalities, issues and events in their appropriate historical era. 1.13 Demonstrate chronological awareness by creating and maintaining timelines to locate personalities, issues and events in their appropriate historical era. |
| Using suitable technologies for a range of purposes | 1.22 Participate in a performance or presentation, e.g. presentation of a short drama piece to members of the class, performance of songs or dances. 1.23 Produce a range of work for display. 1.24 Use technology to communicate in an activity with others. 1.25 Access a range of websites on the internet e.g. social, websites of personal interests to be studied. 1.26 Find information for a project on the web. | 2.8 Consider the historical significance of Charlemagne on the island of Ireland, including his contribution to culture and society in the Early Christian period. 3.7 Appreciate change in the field of the arts and science, with particular reference to the significance of the Renaissance. 3.8 Investigate a repository of historical evidence such as a museum, library, heritage centre, virtual or other archive or exhibition. 3.9 Investigate a repository of historical evidence such as a museum, library, heritage centre, virtual or other archive or exhibition. 3.10 Discuss the general causes and course of World War One or World War Two and the immediate and long-term impact of the war on people and Ireland. 1.10 Demonstrate chronological awareness by creating and maintaining timelines to locate personalities, issues and events in their appropriate historical era. 1.11 Evaluate the impact of conquest and colonisation on people, with particular reference to Pre-Christian and Early Christian Ireland. 1.12 Demonstrate chronological awareness by creating and maintaining timelines to locate personalities, issues and events in their appropriate historical era. 1.13 Demonstrate chronological awareness by creating and maintaining timelines to locate personalities, issues and events in their appropriate historical era. |
| Developing awareness of number | 2.8 Recognise numbers up to 100 in Irish. | 2.8 Consider the historical significance of Charlemagne on the island of Ireland, including his contribution to culture and society in the Early Christian period. 3.7 Appreciate change in the field of the arts and science, with particular reference to the significance of the Renaissance. 3.8 Investigate a repository of historical evidence such as a museum, library, heritage centre, virtual or other archive or exhibition. 3.9 Investigate a repository of historical evidence such as a museum, library, heritage centre, virtual or other archive or exhibition. 3.10 Discuss the general causes and course of World War One or World War Two and the immediate and long-term impact of the war on people and Ireland. 1.10 Demonstrate chronological awareness by creating and maintaining timelines to locate personalities, issues and events in their appropriate historical era. 1.11 Evaluate the impact of conquest and colonisation on people, with particular reference to Pre-Christian and Early Christian Ireland. 1.12 Demonstrate chronological awareness by creating and maintaining timelines to locate personalities, issues and events in their appropriate historical era. 1.13 Demonstrate chronological awareness by creating and maintaining timelines to locate personalities, issues and events in their appropriate historical era. |
| Developing an awareness of length and distance | 2.25 Use appropriate vocabulary to describe the unit in length and distance, e.g. a kilometre, metres, centimetres or millimetres. 2.26 Identify the units of length and distance on a ruler, metre stick and measuring tape. 2.27 Use a ruler to draw and measure different lengths of lines. | 2.8 Consider the historical significance of Charlemagne on the island of Ireland, including his contribution to culture and society in the Early Christian period. 3.7 Appreciate change in the field of the arts and science, with particular reference to the significance of the Renaissance. 3.8 Investigate a repository of historical evidence such as a museum, library, heritage centre, virtual or other archive or exhibition. 3.9 Investigate a repository of historical evidence such as a museum, library, heritage centre, virtual or other archive or exhibition. 3.10 Discuss the general causes and course of World War One or World War Two and the immediate and long-term impact of the war on people and Ireland. 1.10 Demonstrate chronological awareness by creating and maintaining timelines to locate personalities, issues and events in their appropriate historical era. 1.11 Evaluate the impact of conquest and colonisation on people, with particular reference to Pre-Christian and Early Christian Ireland. 1.12 Demonstrate chronological awareness by creating and maintaining timelines to locate personalities, issues and events in their appropriate historical era. 1.13 Demonstrate chronological awareness by creating and maintaining timelines to locate personalities, issues and events in their appropriate historical era. |

The L2LPs section of the JCT website has a range of information and supports teachers may find beneficial when planning for teaching students with additional needs.



Webinar 2020

Below you will find the videos and supporting documents from the 2020 Webinar, 'History for All- The Inclusive History Classroom'.

Video 1- The Inclusive History Classroom

File type: YouTube
Click image to play

Video 2- Examples from our Associates

File type: YouTube
Click image to play

Video 3- Universal Design for Learning

File type: YouTube
Click image to play

Video 4- Level Two Learning Programme (L2LP) in the History Classroom

File type: YouTube
Click image to play

Assessment Activity for Priority Learning Units (PLU) in History

File type: PDF
Click to view or download

Linking Junior Cycle History with Level Two Learning Programmes

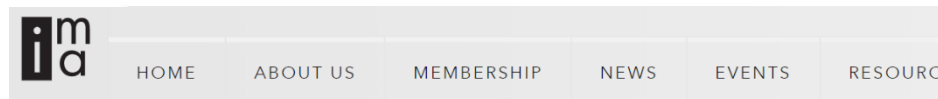
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Click to view or download

Webinar 2020: History For All- The Inclusive History Classroom

Our webinar from earlier on this year focused on the inclusive History classroom. It is broken up into four sections and can also be accessed [here](#).

Online inspiration to engage students with SEN:

The above link is a very versatile multi-modal resource that may ignite students' historical enquiry and pique their curiosities.



#IrishMuseumsOnline: content and resources

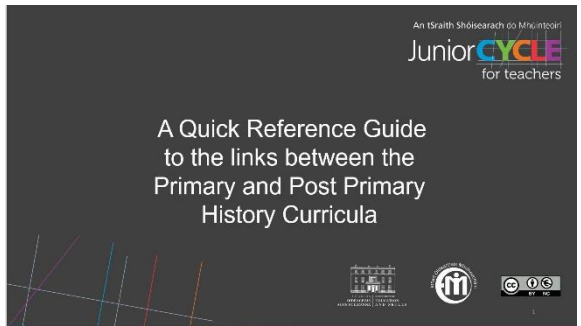
Continuity
 and
 development

Curriculum, assessment, teaching and learning enables students to build on their learning to date, recognises their progress in learning and supports their future learning

Providing for the continuity and the development of teaching and learning for all students has been a challenge in the period of the pandemic. This year *'could be regarded as a transition for all, a transition from home to school'* for both student and teacher. ⁸ Here are some ideas for enabling the smooth transition back to the classroom for our History students in Junior Cycle.

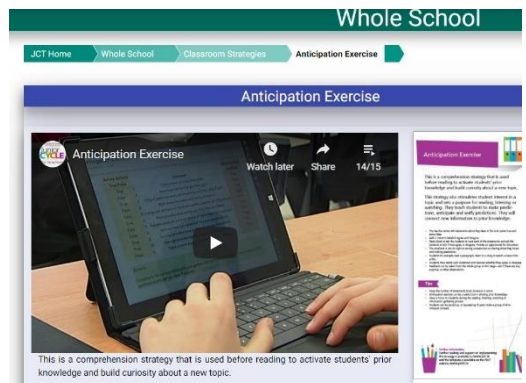
From Primary to First Year...

- ✓ Build in opportunities to build on their prior learning from primary. We have a guide to the links between Primary and Post Primary History Curricula on our website here: <https://www.jct.ie/history/resources>
- ✓ Introduce subject starters – What do you know about history? Perhaps a timeline of previous learning? Ask them about history projects they have already completed in primary school.
- ✓ Ask them to collect digital sources from the last 6 months (e.g. Virtual graduations, Zoom quiz invitations) and create a timeline of events or a time capsule.



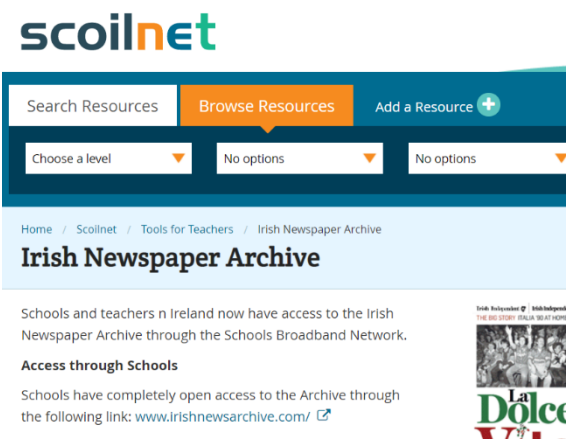
From First Year to Second Year...

- ✓ Acknowledge the work they did during their time away from school.
- ✓ Our students just lived through a major historical event, the '2020 Pandemic'. In years to come their grandchildren will be interviewing them for their CBA 1 and what will they tell them?
- ✓ In preparation for CBA 1, take your students on a virtual tour of a local museum.
- ✓ Create a space for them to share their historical experiences of the lockdown.
- ✓ Strategies such as an Anticipation Exercise can be useful in the socially distant classroom to support students' self-assessment and build on their learning.



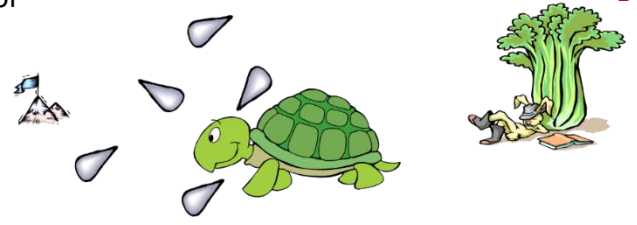
From Second to Third...

- ✓ Acknowledge the work they did during their time away from school.
- ✓ Ask them to create a written record of someone involved in the news during the last 6 months.
- ✓ Besides the pandemic, the last 6 months have been a time of great unrest and change- can they write an article about another event that occurred in 2020? The Irish Newspaper Archive from Scoilnet may provide a good starting point. How was the Spanish Flu reported on in Ireland in 1918?
- ✓ A light-hearted check in on the learning using Kahoot or socially distanced hotseat may be another option.



For All:

- ✓ Remember to have fun!
- ✓ Slow down to catch up!



⁸ **Returning to school**, Guidance on learning and school programmes for post-primary school leaders and teachers, Page 7

Engagement and Participation

The experience of curriculum, assessment, teaching and learning encourages participation, generates engagement and enthusiasm, and connects with life outside the school.

Students' active participation and engagement with their learning as a key principle of Junior Cycle is dependent upon engaging students' voice in our History classroom and bringing in life outside school that is relevant and reflective of our students. Encouraging student voice and agency is a fundamental aspect to the guidance provided in supporting the wellbeing of school communities as they reopen, which can be assessed [here](#).



Image with grateful thanks to Darren Byrne, Sarah Dempsey and Darren Causland, St Joseph's Secondary School, Rush



In May 2020, the JCT Whole-School team held a webinar on student voice at the heart of learning and school life. The recording may be helpful in how to support students to find their voice in the History classroom. The History classroom can be a space where students call tell stories of their families and local history and discuss their understanding of current and past, controversial events.

Students can be a space where students call tell stories

On our CPD Day 'Student-Centred Approach to Junior Cycle History', we asked you to reflect on your students' experiences of the History specification using a range of prompt questions. This approach may be a good starting point in giving your students an opportunity to voice their feelings about studying History and about their experience of school closure and what they may need to help them in re-engaging with learning. Individual students will have had varied levels of engagement in learning during the lockdown period. Teachers will have used different strategies to enable students to experience a broad level of teaching and engagement. Students in the history classroom can engage in questioning, sharing experiences, research and work using a blend of strategies that can include digital tools such as:



[Coggle](#)



[Padlet](#)



[Kahoot](#)

Opportunities for students to be engaged and active learners in History, and to check in and build on previous learning, can be achieved through students participating in learning experiences which develop the Strand One Learning Outcomes. Creating historical artefacts to preserve a record of the pandemic in Ireland can also provide a platform for students to objectively vocalize and express their experience over the last six months. Artefacts such as:

- Timelines
- Time capsules
- Digital/physical scrapbooks
- Class displays

Using evidence of recent events and personalities can enable students to develop empathy and stimulate the development of historical consciousness.



Timeline: The key dates in Ireland's initial response to the global Covid-19 pandemic

We take a look at the events leading up to the decision to bring in Ireland's first major coronavirus measures.

This article from *The Journal* could be a good starting point to gather evidence

Creativity and Innovation

Curriculum, assessment, teaching and learning provide opportunities for students to be creative and innovative.

The creativity and innovation of teachers in Irish education during the pandemic has been phenomenal. One of the areas where this has been most evident was in the rapid upskilling of teachers in the deployment of Digital Learning Technologies (DLT) for remote learning. In the ERSI Report on the 'Impact of COVID in Education', the following was reported: ⁹'School leaders were almost unanimous in their praise of staff, pointing to their dedication to their role and their eagerness to adapt successfully to distance learning.'

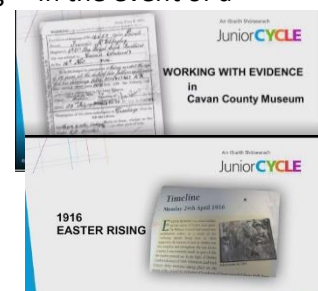
One of the many challenges in the reopening of schools with socially distant classrooms is how to innovate, to create and deploy 'a broad range of active learning experiences... provided for all students'. One way can be is through 'Integrating digital technologies in a responsive and innovative way into teaching, learning and assessment.'¹⁰

Utilising digital tools, where possible, in the classroom can also support History teachers to 'Consider how best digital technology can be used to continue to engage with their students and to support their learning'¹¹ in the event of a future school closure.

JCT History has created three resources that could support the use of digital technologies.

1. Working with Evidence webinar:

For this webinar we created a range of videos on location in Cavan County Museum that support engagement with learning outcomes across the three strands of the Specification. They can be accessed [here](#) on the videos section of our resources page.



2. Eyewitness on the Troubles

In conjunction with RTE archives, we created a resource to support teachers in using the vast collection of short video clips that are relevant to a broad range of learning outcomes across the strands of Junior Cycle History. This resource focuses on the Troubles in Northern Ireland, but it contains a range of strategies for the use of video inside and outside the classroom. It can be accessed [here](#).



Eyewitness to the Troubles
 A Resource to Support Junior Cycle History Teachers



Classroom Resource: Wrecking the Rising (History/Gaeilge)

Updated / Wednesday, 20 Nov 2019 16:29



3. Wrecking the Rising Classroom Resource

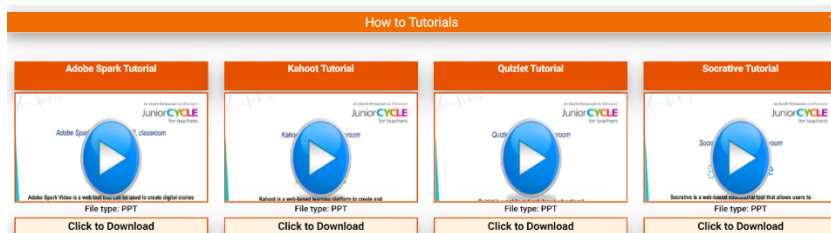
This resource is a collaboration between Junior Cycle for Teachers (JCT) and the Broadcasting Authority of Ireland (BAI) and explores aspects of the TG4 historical comedy drama series 'Wrecking the Rising' (also known as *Éirí Amach Amú*) which was supported by funding from the BAI. You can access it [here](#).

Other JCT supports which can enable teachers to be creative and innovative with digital technologies:

The JCT Music Team held a series of elective CPD workshops on using Digital Learning Tools from 2017 – 2020 and have an excellent collection of 'How To' support materials for teachers on their website [here](#).



Our colleagues in the JCT MFL team have also produced a range of Digital Learning Technologies supports that could be very useful to History teachers upskilling in this area. You can access them [here](#).



These resources can be easily applied to the creation of resources for the History classroom.

⁹ Learning for all? Second-Level Education in Ireland During COVID-19, page 95

¹⁰ **Returning to school**, Guidance on learning and school programmes for post-primary school leaders and teachers, 1.1.4 Purpose of this guidance, Page 4

¹¹ **Returning to school**, Guidance on learning and school programmes for post-primary school leaders and teachers, 1.1.4 Purpose of this guidance, Page 4



The student experience contributes directly to their physical, mental, emotional and social wellbeing and resilience. Learning takes place in a climate focused on collective wellbeing of school, community and society.

We are all familiar with the Junior Cycle principle of Wellbeing as summarised above. However, now more than ever the wellbeing of teachers is also paramount as we meet the challenges of the COVID era classroom. NEPS has produced a useful document entitled *Supporting the Wellbeing of the School Community* which can be accessed [here](#). The post-primary induction training for return to school from the DES outlines key messages to support wellbeing:¹²

While social distancing limits face-to-face meetings with colleagues, online interaction can provide an opportunity to upskill. For those teachers new to Junior Cycle History our webinars may help to clarify what is required and alleviate any stress or concern in approaching the new specification.

Wellbeing webinar for post primary schools



You can find the recordings on our [website](#).

“Social connectedness involves having relationships with others who understand you and support you. Building connections and relationships with colleagues and students provides the basis for engagement, emotional wellbeing and readiness to learn”¹³ Becoming a member of a subject association can allow collaboration between teachers, particularly for teachers who are alone in the History Department. Application details for membership of the History Teachers Association of Ireland can be found [here](#).

As historians we are passionate about our subject. With fewer opportunities to attend lectures or visit museums this autumn and winter it is encouraging to see an increasing amount of material being made available online. Some podcasts that may be of interest to History teachers include:



A schedule of free exhibitions and resources can be found at:



A range of interesting film clips and documentaries are available at:



In the midst of facilitating a safe and stress-free return to school for our students, it is vital that we remember our own wellbeing. *Supporting the Wellbeing of the School Community* reminds us of the need to have clear boundaries between work and leisure and to do things that make us feel productive outside of school and which challenge our creativity. Creative Ireland is one example of an agency that may help to inspire you.



So, take time to readjust, to relax and to develop the resilience that will see us through these challenging times.

¹² <https://www.gov.ie/en/publication/dd7fb-induction-training-for-reopening-schools/>

¹³ *Returning to school after COVID-19 school closure wellbeing toolkit for post primary schools*. Available at: <https://www.gov.ie/en/publication/0722b-wellbeing-resources/#wellbeing-webinar-for-post-primary-schools>