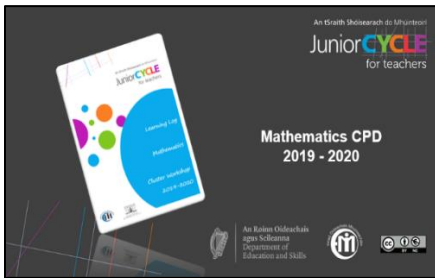


Welcome

Welcome to the third issue of the JCT Mathematics Newsletter. We are delighted to have had the opportunity to meet over 1500 teachers in second subject workshops in September and October. Across the country, we continue to engage with Mathematics teachers on the current cluster CPD day. In 2020 the first Classroom-Based Assessment (CBA 1), Mathematical Investigation, and Subject Learning and Assessment Review (SLAR) meetings in Junior Cycle Mathematics will take place between January and May. We are looking forward to hearing about students' learning through CBA 1 and teachers' experiences of taking part in SLAR meetings.

Continued Professional Development

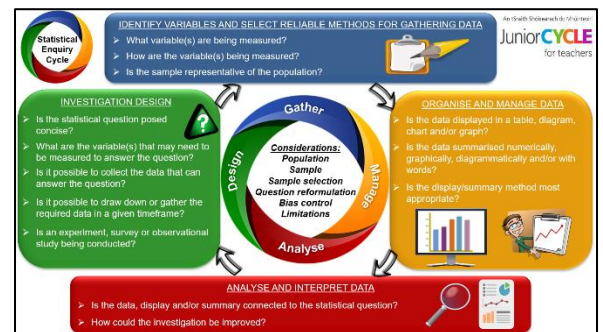


November saw the beginning of cluster CPD and the national rollout of a third subject specific day of CPD for teachers of Mathematics. During the day, the use of learning intentions and success criteria in mathematics classrooms is examined in the context of student work. This session looks at the use of success criteria to provide students with an opportunity to reflect on their own work, as a flexible framework for self-assessment, and as a scaffold to using Features of Quality at a later point.

	Yes to Most Expectations	On Track with Expectations	Above Expectations	Exceptional
Designing Problem-Solving	Focuses on problem-solving tasks, which are designed to be challenging and to require students to use their problem-solving skills.	Includes a range of problem-solving tasks, which are designed to be challenging and to require students to use their problem-solving skills.	Includes a range of problem-solving tasks, which are designed to be challenging and to require students to use their problem-solving skills.	Includes a range of problem-solving tasks, which are designed to be challenging and to require students to use their problem-solving skills.
Problem Solving and Reasoning in Mathematics	Focuses on problem-solving tasks, which are designed to be challenging and to require students to use their problem-solving skills.	Includes a range of problem-solving tasks, which are designed to be challenging and to require students to use their problem-solving skills.	Includes a range of problem-solving tasks, which are designed to be challenging and to require students to use their problem-solving skills.	Includes a range of problem-solving tasks, which are designed to be challenging and to require students to use their problem-solving skills.
Engaging with the Mathematics in Real-World Contexts	Focuses on problem-solving tasks, which are designed to be challenging and to require students to use their problem-solving skills.	Includes a range of problem-solving tasks, which are designed to be challenging and to require students to use their problem-solving skills.	Includes a range of problem-solving tasks, which are designed to be challenging and to require students to use their problem-solving skills.	Includes a range of problem-solving tasks, which are designed to be challenging and to require students to use their problem-solving skills.
Investigating and Reporting	Focuses on problem-solving tasks, which are designed to be challenging and to require students to use their problem-solving skills.	Includes a range of problem-solving tasks, which are designed to be challenging and to require students to use their problem-solving skills.	Includes a range of problem-solving tasks, which are designed to be challenging and to require students to use their problem-solving skills.	Includes a range of problem-solving tasks, which are designed to be challenging and to require students to use their problem-solving skills.

Professional discussions and departmental collaboration are experienced to develop a shared understanding of the quality of student learning. As teachers prepare to engage with new approaches to assessment as part of junior cycle, details on how to use Features of Quality to decide the level of achievement in Classroom-Based Assessments is explained.

Teachers explore the use of authentic data and the statistical enquiry cycle to motivate students' learning in statistics. Learning experiences using data in context and the JCT Statistical Enquiry Toolkit, pictured on the right, are key aspects of the afternoon session. Teachers are encouraged to take some time to reflect on the ideas and information shared throughout the workshop and to plan their next steps both as subject departments and in their individual practice.

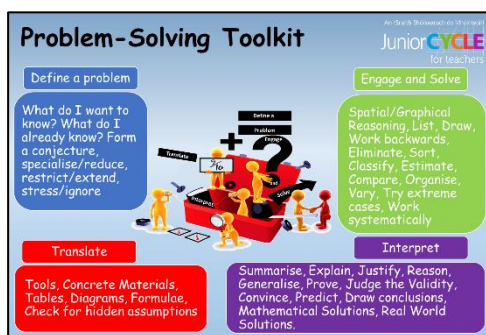
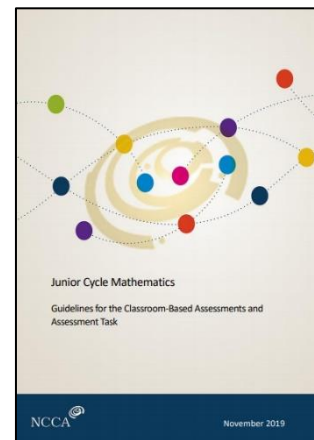


All of the materials from current and previous CPD days are available in the CPD Supports section [here](#).

Classroom-Based Assessment

The [Assessment Guidelines for Junior Cycle Mathematics](#) are a must read for teachers as we engage with new assessment practices in Junior Cycle Mathematics. During the CBA and SLAR meeting, teachers should refer to the most recent publication of the Assessment Guidelines available at www.curriculumonline.ie.

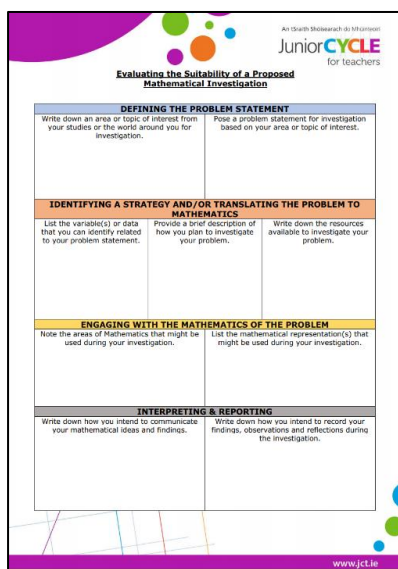
Further supports for both CBAs have recently been developed by the JCT Mathematics Team and are available through the Assessment section of the website [here](#). We encourage teachers to use the [Frequently Asked Questions](#) document, as well as the Assessment Guidelines for Mathematics, where queries arise in relation to preparing for and conducting CBAs.



Teachers familiarising students with the problem-solving cycle and Mathematical Investigation may wish to use the [JCT Problem-Solving Toolkit](#) demonstrated in the 2018-2019 CPD workshop. Posters of the Features of Quality for both CBA 1 and CBA 2 are available [here](#). In addition, there is an [Interactive Resource on the Junior Cycle Mathematics Guidelines for the Classroom Based Assessments and the Assessment Task](#) which teachers are encouraged to consider using as a subject department in preparation for Classroom-Based Assessments.

Webinars

Our first webinar of the academic year, 'Preparing for Classroom Based Assessment 1: Mathematical Investigation & Subject Learning and Assessment Review Meeting (SLAR)', took place on the 4th December 2019. This webinar provided an overview of timelines for CBA 1 and explored how teachers can support student learning before and during the CBA as well as preparing for, and participating in, a SLAR meeting.



JCT Mathematics Associates shared practice, ideas and advice on preparing their students for Mathematical Investigation based on experiences in their own schools, such as using rich task-based learning experiences, providing formative feedback, building familiarity with the problem-solving cycle, promoting an investigative mindset and developing question posing.

A resource, pictured on the left, was shared on the evening to support students in evaluating the suitability of their proposed Mathematical Investigation in terms of the four areas of activity associated with CBA 1 and to consider some of the choices they will make for their CBA.

Finally, details in relation to preparing for, during and after a SLAR meeting were discussed. The [NCCA Assessment Toolkit](#) available through www.ncca.ie/juniorcycle provides guidance on the SLAR meeting process.

As with all the JCT Mathematics webinars, a recording of the webinar and the resources shared on the evening are available [here](#) in the Webinar Series section.

STE(A)M

The theme for STE(A)M in Junior Cycle 2020 is 'SOLUTION GENERATION'

'The future of the world is in my classroom today – a future with the potential for good or bad' (Ivan Welton Fitzwater)

The world is changing at a rapid pace. In order to respond to the emerging challenges of our future, we need to empower our young people to think, choose and innovate in ways that will enhance and sustain our lives, communities and world, now and into the unknown tomorrow. It is on this premise that the theme for STE(A)M in Junior Cycle 2020 is based.



For more information and to find out more visit <https://www.jct.ie/steAm/steAm> or follow us on twitter [@JctSteAm](https://twitter.com/JctSteAm). You can register for STE(A)M 2020 [here](#).

Tacaíocht le h-aghaidh múineadh trí mhéan na Gaeilge

Tá achmainní i nGaeilge ar fail [anseo](#).

Keep in Touch



There are numerous ways to keep in touch with the JCT Mathematics team:

1. Join our [mailing list](#)
2. Follow us on twitter [@jctmaths](#)
3. Visit our webpage www.jct.ie/maths

Kind regards,

The JCT Mathematics Team.