

Junior Cycle Religious Education Newsletter - March 2022

An tSraith Shóisearach do Mhúinteoirí
JuniorCYCLE
for teachers



@jct_RE



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Dear RE Colleagues,

Welcome to the March edition of the junior cycle RE newsletter. The JCT RE team have been delighted to have had the opportunity to engage with you over the past weeks. This month we will continue to explore the 8 Principles of Junior Cycle focusing on Quality. We also have articles on technology in the classroom and on RE and the Arts.

Upcoming March events and celebrations from the interfaith calendar:

2nd Lent begins - Christianity

8th International Women's Day

17th St. Patrick's Day - Christianity

17th Holi - Hinduism

20th International Day of Happiness

23rd Atheist Day

SOLE Save the date:

Wednesday Religious Education
6th of April CBA2: Exploring Samples of Student Work
17:00 - 18:00

The JCT RE team will host their Spring online learning event (SOLE) for teachers on the 6th April from 5pm to 6pm. The focus of which will be: CBA 2 – Exploring samples of student work. To register for this event, follow this link:

<https://jct-ie.zoom.us/meeting/register/tJYuf-6hrTsuGtRLe473nVuh9s7SkxzXorzj>

SLAR training

Upcoming SLAR CPD: Link: <https://www.metcourses.com/>

The SLAR Process: Effective Facilitation

A training webinar for all SLAR Facilitators that will enable facilitators to:

- Explore the purpose and value of the SLAR process
- Develop an understanding of the role of the facilitator in the SLAR process
- Discuss key considerations for the SLAR facilitator before, during and after the SLAR meeting.

• **Thursday, 24th March**
4:30pm - 6:00pm

@MonaghanEC REGISTER NOW
WWW.METCOURSES.COM

The SLAR Process: Effective Participation

A webinar for all SLAR Participants that will enable participants to:

- Explore the purpose and value of SLAR process
- Develop an understanding of the role of the participant in the SLAR process
- Discuss key considerations for the SLAR participant before, during and after the SLAR meeting
- Examine the role of Features of Quality in Assessment, Teaching and Learning

• **Tuesday, 22nd March** 4:30pm - 6:00pm
• **Wednesday, 23rd March** 4:30pm - 6:00pm and 5:30pm - 7:00pm
• **Thursday, 24th March** 4:30pm - 6:00pm and 5:30pm - 7:00pm

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Junior Cycle Principles: Quality

This month, we will focus on the key principle Quality. The *Framework for Junior Cycle* (2015), page 11, affirms that all students should “experience a high quality education, characterised by high expectations of learners and the pursuit of excellence. ”



This principle’s relevance and application is evident in the RE classroom when we assess our students’ CBAs. We use the Features of Quality—which describe national standards—to decide the level of achievement for the Classroom-Based Assessments in RE. There are four descriptors: Exceptional, Above Expectations, In Line with Expectations and Yet to Meet Expectations. When using these to assess the level of student achievement in a Classroom-Based Assessment, teachers use ‘on-balance’ judgement.

Throughout the CBA process, students should be able to articulate what they need to do to move forward to the next step in their learning due to an on-going dialogue with their teacher and through highly effective feedback.



CBA2 sample work

CBA 2 examples of students' learning in Religious Education can be viewed here [link here] The purpose of these examples is to support teachers' professional development. They are not to be used for any other purpose.



Where examples are presented online, they are not intended to exemplify the only approach students can take when engaging with CBA2.



<https://www.curriculumonline.ie/Junior-cycle/Junior-Cycle-Subjects/Religious-Education/Examples-of-Student-Work/Examples-of-Classroom-Based-Assessment-2/>

Technology in the Classroom: Mind maps

Mind maps focus on the exploration of a central theme and thinking of new and related ideas which radiate out from that particular theme or concept. Students can work on their own or in pairs to develop a mind map. By focusing on key ideas written down in their own words and looking for connections between them, students can map knowledge in a way that will help them to better understand and retain information.

Specifically, mind maps can also help in the development of the key junior cycle skills of:



- Managing information and thinking
- Managing myself
- Being literate
- Being creative
- Working with others

Where digital versions are used, teachers can view the mind maps to observe whether teaching needs to be adapted. Students can also present their mind maps and give each other feedback on areas they may have left out or need to be improved in their mind maps.

RE and the Arts

With the tragic ongoing events in Eastern Europe at the moment, this beautiful sculpture by Ukrainian artist Alexander Milov has both a timely and poignant resonance. Milov's work—entitled "Love"—features two wire-frame adults sitting back to back with their inner children reaching out to each other from within. At night, the inner children light up as well.



While the sculpture is open to a range of interpretations, Milov describes it as demonstrating the "conflict between a man and a woman as well as the outer and inner expression of human nature. Their inner selves are executed in the form of transparent children, who are holding out their hands through the grating. As it's getting dark, the children start to shine. This shining is a symbol of purity and sincerity that brings people together and gives a chance of making up when the dark time arrives."

Quote of the Month

If we winter this one out, we can summer anywhere' -Seamus Heaney

Mailing List

If you know of any colleagues who have not received this newsletter, please share this with them and encourage them to join our mailing list [here](#):

Thanking you for your continued engagement,

Religious Education Team