



**Innovation
& Identity**
Schools developing Junior Cycle



Junior Cycle Developments

Why change?

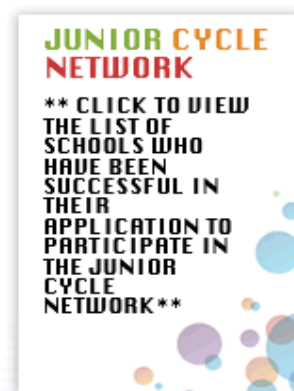
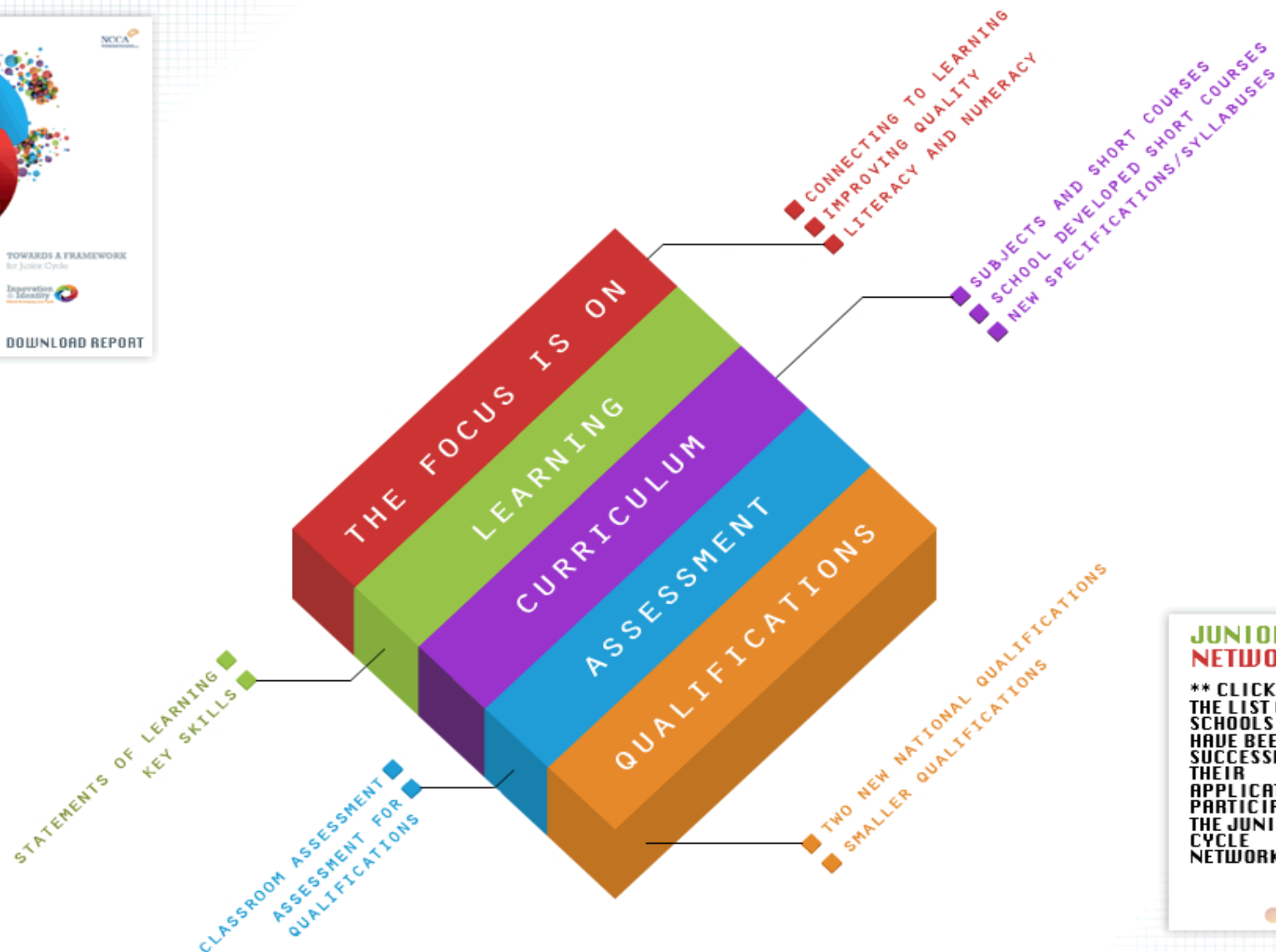
- ESRI research - evidence base for junior cycle review
 - 1st year, 2nd year, 3rd year
 - nature of engagement
- Request for advice from Minister and DES
- *Innovation and Identity- Ideas for a New Junior Cycle*
(2010) discussion paper

And of course, PISA...

- A need to focus on literacy and numeracy
- A need for connections and progression
- Student resilience and persistence



<http://ncca.ie/framework/>



What's the difference?

- A Framework – not rules!
- Greater flexibility and autonomy for schools
- Clarity on junior cycle learning – a different kind of core
- Focus on the programme as well as the exam
- Access to a more varied curriculum/curriculum development
- Teachers in closer relationship with assessment
- Improved feedback, reporting and modern qualifications

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Greater flexibility and autonomy for
schools!

What's the difference?

Clarity on junior cycle learning – a
different kind of CORE!

7

Learning

- What a student will learn described in **statements of learning**
- The skills of **literacy and numeracy** and other **key skills**
embedded in learning and the curriculum

The student

- 1 communicates effectively using a variety of means in a range of contexts in L1¹
- 2 reaches a level of personal proficiency in L2 and one other language in reading, writing, speaking and listening
- 3 creates, appreciates and critically interprets texts (including written, oral, visual and other texts)
- 4 recognises the potential uses of mathematical knowledge, skills, and understanding in all areas of learning
- 5 uses mathematical knowledge, reasoning and skills in devising strategies for investigating and solving problems
- 6 describes, illustrates, interprets, predicts and explains patterns and relationships
- 7 improves their observation, inquiry, and critical-thinking skills
- 8 develops an understanding of the natural world
- 9 values what it means to be an active citizen, with rights and responsibilities in local and wider contexts
- 10 learns how to think and act sustainably
- 11 understands the distribution of social, economic, and environmental phenomena
- 12 values local and national heritage and recognises the relevance of the past to current national and international issues and events

Key Skills



10

What's the difference?

Access to a more varied curriculum
and to curriculum development!

11

Curriculum

- Subjects continue as the main curriculum components
- Schools enabled to offer short courses
- Subjects will be shorter

Subjects

- Art Craft Design
- Business Studies
- Classics
- English
- French
- Geography
- German
- History
- Home Economics
- Irish
- Italian
- Jewish Studies
- Materials Technology (Wood)
- Mathematics
- Metalwork
- Music
- Religious Education
- Science
- Spanish
- Technical Graphics
- Technology

Potential Short Courses

- Civic, Social and Political Education
- Digital Media
- Social, Personal and Health Education
- Chinese
- Physical Education
- Artistic Performance
- Programming/Coding

Level 2 Qualification

Communicating and Literacy
Numeracy
Looking after myself
Living in a community
Preparing for work

Priority Learning Units

Key skills

Managing myself
Staying well
Communicating
Being creative
Working with others
Managing information and thinking.

Skills

Literacy

Numeracy

An Chomhairle Náisiúnta Curaclaim agus Measúnachta
National Council for Curriculum and Assessment

Possible phases

Phase 1 (2014)

English

Phase 2

Art Craft Design
Home Economics
Irish

14

ELEMENTS OF COURSE SPECIFICATION

VISION	1. Introduction to junior cycle
	2. Aim
EXPECTATIONS OF LEARNERS	3. Link between the subject and; <ul style="list-style-type: none"> • Statements of learning • Key Skills • Literacy and Numeracy
	4. Overview <ul style="list-style-type: none"> • Strands • Learning Outcomes
	5. Assessment approaches
SUPPORTS	6. Teaching and learning approaches
	7. Resources

<http://www.australiancurriculum.edu.au/>

ACARA Australian Curriculum, Assessment and Reporting Authority

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The Australian
Curriculum

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Welcome to the Australian Curriculum online

The Australian Curriculum sets out the core knowledge, understanding, skills and general capabilities important for all Australian students. The Australian Curriculum describes the learning entitlement of students as a foundation for their future learning, growth and active participation in the Australian community. It makes clear what all young Australians should learn as they progress through schooling. It is the foundation for high quality teaching to meet the needs of all Australian students.



Developing the Australian Curriculum

The Australian Curriculum is being developed progressively.

Change to the key elements of the curriculum (rationale, aims, content descriptions or achievement standards) will be recorded with a change to the number before the point e.g. from 2.n to 3.n. Detail of the changes made will be recorded and can be viewed on the website under site map and 'curriculum version history'. The appropriate version number will also be visible on any documents downloaded and printed from the Australian Curriculum website. Updates to the curriculum such as additional information or editorial changes, will be noted by a change to the number after the point.

Changes made to the previous version that are now evident in the Australian Curriculum v2.0 can be viewed from the links below:

- [The revised achievement standards \(including the comparison to v1.0\)](#)
- [Changes made to content descriptions because of revisions to the achievement standards](#)
- [Changes made to content elaborations because of revisions to the achievement standards](#)

A copy of the Australian Curriculum v1.2 (for reference only) can also be found [here](#).

Most recently, in October 2011, the Foundation to Year 10 Australian Curriculum for English, Mathematics, Science and History was revised with the incorporation of the validated

Guided tour



[Web site user guide](#)

Key questions

- [Why have an Australian Curriculum?](#)
- [What does the Australian Curriculum look like?](#)

ncca.ie

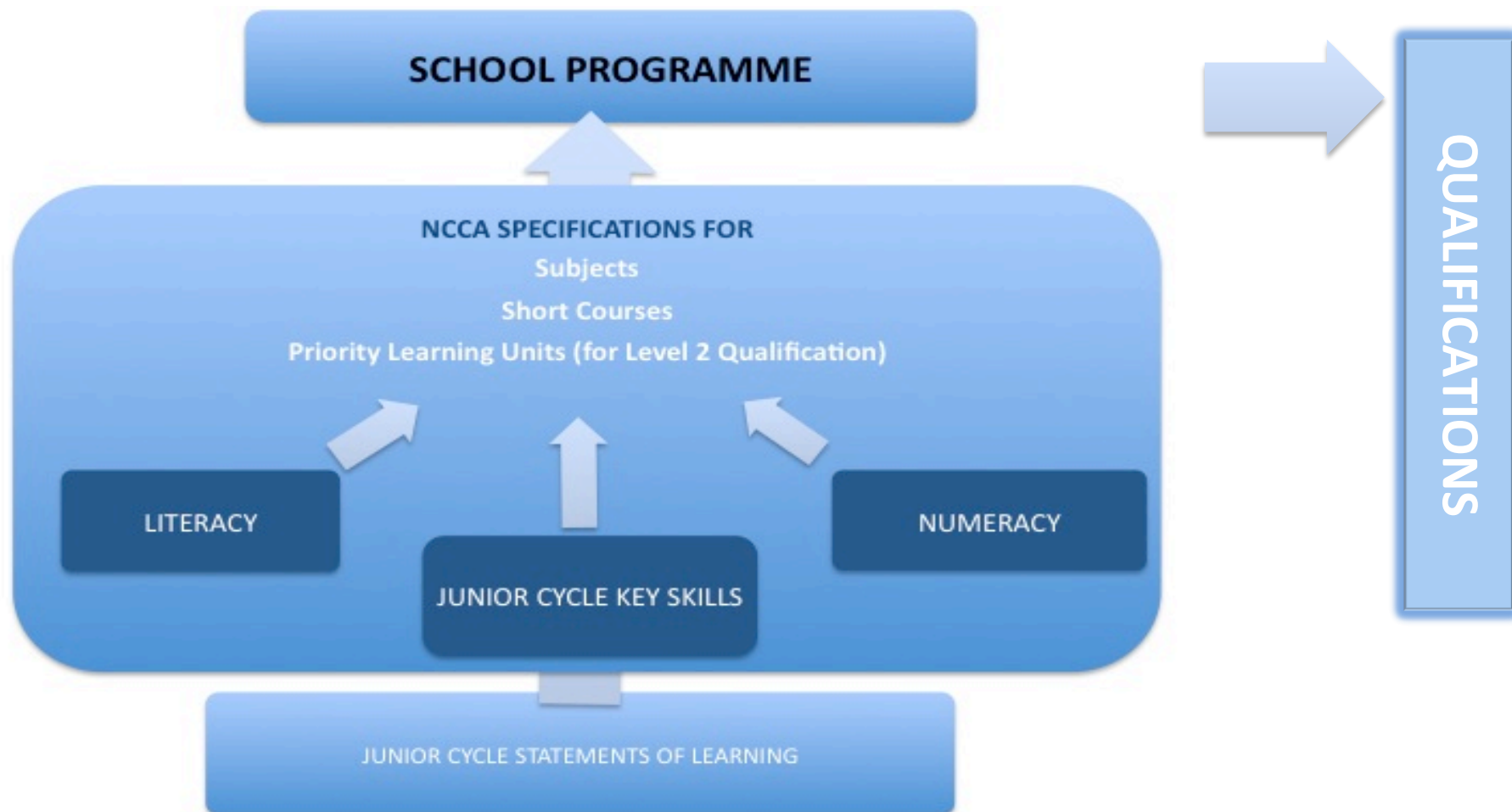
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National Council for Curriculum and Assessment

What's the difference?

Focus on the programme as well as
the exam!

A new junior cycle.



18

What's the difference?

Assessment closer to learning.

Changed assessment relationships.

Assessment in junior cycle

- Assessment plays a major part in everyday learning over the three years of junior cycle
- Students more responsible for gathering and presenting evidence of their learning
- Teachers give feedback and report on that evidence

20

Assessment for qualification

- Combination of external examination and school work
- School work assessed by the school, then externally moderated by SEC
- Supports – CPD, specification, exemplification, administrative, information
- Manageable and administration-light process

21

The examination (60%)

- Single paper or assignment
- Shorter duration
- End of third year
- English, Irish and Mathematics at more than one level
- Differentiated format for all other subjects (common level specification)
- Five point grading system

School work component (40%)

- Contents vary across curriculum components – parameters set and items specified
- Internal processing, internal verification, ‘sampled’ external moderation

What's the difference?

Improved feedback, reporting and
modern qualifications!

24

Qualifications

- Qualifications that fit the learning, not just the exam
- Smaller qualifications, giving schools more space and time to spend on their junior cycle programme, on literacy, numeracy and key skills
- Two qualifications

25

Features of Level 2 Learning Programmes

- Defined target group, range of settings
- Based around Priority Learning Units (250hrs)
 - Communicating and literacy
 - Numeracy
 - Looking after myself
 - Living in a community
 - Preparing for work
- PLUs set out in elements and learning outcomes – a learning menu
- School-based assessment

Level 2 Qualification

For introduction with junior cycle change from
2014

Frequently Asked Questions

Categories

- *Framework for Junior Cycle* and junior cycle developments
- Planning for junior cycle development
- Curriculum choices and the junior cycle programme
- Issues that may arise

Framework; evolving

- Re-publish *Framework* later in 2012
- Discussions with DES and SEC on detail
- Template for short courses
- English specification
- Report card templates
- Programme planning
- Ongoing posting of FAQ's

