

**JUNIOR CYCLE  
NATIONAL WORKING GROUP**

17 January 2014

# Overview

- Fundamental reform: need to get it right and to work through detail of implementation
- Recognise that this is a very significant change and partners have legitimate concerns
- A number of areas where considerable detail has been worked through, such as:
  - Curricular content
  - Nature and sequencing of assessment events
- Other aspects where concerns remain
  - Quantum and focus of CPD to support implementation
  - Quality assurance and support for teacher assessment
  - Time and workload for teachers and schools
  - Pace of change

# Curriculum development

# Curriculum development in progress at NCCA

## AN UPDATE ON PROGRESS

- English – specification completed, for implementation in Sept. 2014
- Business Studies, Irish and Science –
  - background papers out for consultation – closing date 17<sup>th</sup> January 2014 for Irish and Science and end of January for Business Studies
  - Specifications to be completed Autumn 2014
- Short courses out for consultation – closing end January 2014
- Work continues on Assessment and Moderation Toolkit
- Publication of toolkit for Level 2 to be published by end of Q.2
- Work commences on further subjects (Art, craft design, Modern Languages, Home Economics, Music and Geography), with background papers by end of Q.2

# Nature and sequencing of assessment for JCSEA

# School-based assessment events

## NEW DETAILS

- For English, Irish and Maths when introduced
  - The School Based Assessment component for certification (approx. 40%) will happen within the minimum of 240 hours of engagement
  - Such assessments will
    - be limited to two school-based components
    - generally happen in the summer term of 2<sup>nd</sup> year and before Christmas in 3<sup>rd</sup> year within defined, fixed period
    - replace existing house exams and/or mocks
- For other subjects, when introduced
  - The School Assessment for certification will happen within the minimum of 200 hours of engagement
  - Such assessments will
    - be limited to two school-based components
    - generally happen in the summer term of 2<sup>nd</sup> year and before Christmas in 3<sup>rd</sup> year within a defined fixed period
    - replace existing house and mock exams

# Final assessment component at end of 3<sup>rd</sup> year

- Final Assessment - worth 60% of overall mark, in general
- Comprise a single paper of 2 hours or less
- For English, Irish and Mathematics, in the initial years,
  - 2 levels – Higher and Ordinary
  - the final examination will take place in early June (as in current Junior Certificate)
  - be administered and marked by SEC – in manner similar to current practice
  - run concurrently and under the same conditions as the LC examination
- For other subjects,
  - One common level
  - An agreed SEC scheduled timetable around the second week of May of third year
    - All students will sit their examination in a particular subject at the same time
  - SEC will provide the papers and marking schemes for these subjects
  - Teachers will mark the papers and there will be school-based moderation
- NCCA to provide Assessment and Moderation Toolkit

# So what will this mean to an English teacher?

- Specification for Junior Cycle English – now available
- CPD on JC English currently underway – provided by Junior Cycle for Teachers support team (JCT)
- NCCA - assessment and moderation toolkit
  - guidelines and exemplifications to enable teachers and schools to engage in an informed way, with confidence and clarity.
- New course to commence for first years in September 2014
- CPD in English continues in 2014/15, in 2015/16 and beyond



# First year junior cycle English commencing in September 2014

## SCHOOL YEAR 2014/15

- For first years in Junior Cycle English ( 2014/2015) there will be the new Specification with
  - Particular sub-set of learning outcomes for three strands
    - Oral language, reading and writing
    - Linked to the primary curriculum
  - An indicative list of texts
  - New approaches to teaching and formative assessment
  - No new assessment requirements for certification
- No changes to any other subject – current Junior Certificate courses remain for all other subjects

# Junior Cycle English – 2<sup>nd</sup> and 3<sup>rd</sup> Year

- Clear learning outcomes for 2<sup>nd</sup> and 3<sup>rd</sup> year English
- Prescribed body of texts
- Assessment for Certification has two components
- School work component 40%
  - Oral Communication – end of year 2 (2015/16)– summer term 2016
  - Collection of students' texts – in year 3 (2016/17) - before Christmas 2016
- Final assessment 60% - responsibility of SEC
  - Carried out in June 2017 – similar to current examination conditions
- Certification at two levels – Higher and Ordinary
- Certification by means of the Junior Cycle Student Award

CPD to support implementation

# CPD to support implementation

- **IN PLACE / ALREADY PLANNED**

- A minimum of 3 days of CPD for each subject + range of electives
- 3 days for principals over 3 years + range of electives
- The Junior Cycle for Teachers team is in place
- Funding for CPD is ring-fenced
- [www.juniorcycle.ie](http://www.juniorcycle.ie) provides one stop shop for information
- Year prior to implementation of each subject – CPD focussed on curricular changes
- Year 1 and Year 2 of implementation of each subject – CPD focussed on assessment and moderation in advance of school-based components and final assessments

- **RESPONDING TO PARTNERS**

- Additional CPD for English teachers – an additional 1 ½ days
- Additional CPD day for each of the other subjects (4 days in total)
- A full day of CPD to provide an overview of the Framework for the school team – in addition to subject specific CPD so that the Principles, Statements of Learning and Skills are understood by all teachers and principals
- One full day of facilitated whole-school CPD each year for each year of implementation (Schools permitted to close for equivalent of one school day in each school year to facilitate this CPD)

- **FURTHER DISCUSSION NEEDED**

- Nature of the CPD
- Timing

Quality assurance and support for  
teacher assessment

# Quality assurance and support for teacher assessment

- **ALREADY PLANNED**

- Teachers provided with annotated examples of students' work and marking schemes
- CPD focussed mainly on assessment and moderation in year before school-based component implemented and in year before final assessment
- Assessment and moderation toolkit
- National DES logo on Junior Cycle Student Award

- **FOR DISCUSSION / VIEWS OF PARTNERS**

- External supports for moderation to reassure/support teacher assessment and to help to ensure standards

Workload and implementation  
issues for schools and teachers



# Workload and implementation issues for schools and teachers

- **ALREADY PLANNED**

- NCCA advising on the time needed for moderation
- School-based components will replace “mock” and house examinations
- School-based assessment is an integral part of teaching and learning and will be within the 240 hours/200 hours of engagement

- **FOR DISCUSSION / VIEWS OF PARTNERS**

- Dedicated time for individual teachers to engage in school-based moderation
- Posts/duties relating to moderation and assessment arrangements in schools
- ICT infrastructure

Pace of change

# Pace of change

- **ALREADY PLANNED**

- English for implementation in September 2014
- Subject with minimal changes for first years
- First school-based assessment in May 2016
- Second school-based assessment before Christmas 2016
- Final assessment will be set and marked by SEC as planned in 2017

- **NEW**

- Adjust sequencing and timing of remaining subjects
- Adjust introduction of short courses in schools
- Adjust introduction of standardised tests

# Adjust sequencing of subjects, short courses and standardised testing

## 2014/15

- Revised curriculum for ENGLISH begins for 1<sup>st</sup> year students
- Short courses only available in schools that wish to introduce them
- All other courses remain as in current Junior Certificate
- Priority learning units available for Level 2 for schools that wish to introduce them

## 2015/16

- Revised SCIENCE curriculum begins for 1<sup>st</sup> year students
  - (rather than a group of three subjects as originally planned)
- Schools could opt for short courses but advised strongly to limit to a small number and to introduce gradually

# Adjust sequencing of subjects, short courses and standardised testing

## 2016/17

- Revised curriculums for IRISH and BUSINESS STUDIES begin for 1<sup>st</sup> year students
- Standardised testing in English and Maths will take place for 2<sup>nd</sup> years in spring 2017 (and not in 2015/16 as originally planned)

## 2017/18

- Revised curriculums introduced in two (rather than four) further subjects: ART, CRAFT & DESIGN and MODERN LANGUAGES
- Standardised testing in Science (and Irish in Irish-medium schools) will take place for 2<sup>nd</sup> years in spring 2018 (and not in 2017 as originally planned)

# Adjust sequencing of subjects, short courses and standardised testing

2018/19 – 2019/20

Introduce remaining subjects in two phases

- 2018/19

HOME ECONOMICS – MUSIC – MATHS – GEOGRAPHY

- 2019/20

HISTORY – TECHNOLOGIES

JEWISH STUDIES- RE - CLASSICS

- Following first three years of implementation, the pace of change can be reviewed again, and the timetable adjusted if necessary

# In summary

- Developing detail of Framework to support implementation
- Committed to supporting implementation
  - Ring-fenced spending for JC CPD
  - Delivery of additional whole-school CPD
  - Priority in CPD for moderation and assessment
  - Additional CPD for English teachers and other subject teachers
- Recognise scale of changes in schools
  - English only in 2014; no school based assessment components until 2016
  - Adjusted phasing of subjects, short courses and standardised testing to ensure time for changes
  - Workload for teachers – duties and posts in schools to support assessment and moderation
  - External supports for teacher assessment and moderation

# Intensive discussions with partners on...

- Continuing professional development
  - Supports for assessment and quality assurance
  - Duties and resources in schools, including ICT
  
  - Outcome by mid-May 2014
-