



Teaching, Learning and Assessment in LCA English and Communications

Participant Workbook



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INTRODUCTION

The context for change

The documents on the links below are useful to understand the processes behind, and reasons for, the adoption of these revised module descriptors:

- Framework for Junior Cycle 2015
<https://www.ncca.ie/media/3249/framework-for-junior-cycle-2015-en.pdf>
- Digital Learning Framework (2017)
<https://www.pdsttechnologyineducation.ie/en/Planning/Digital-Learning-Framework/Digital-Learning-Framework-Post-Primary.pdf>
- Literacy and Numeracy Strategy 2011-2020
<https://www.education.ie/en/Schools-Colleges/Information/Literacy-and-Numeracy/Literacy-and-Numeracy-Learning-For-Life.pdf>
- Looking at our schools 2016
<https://www.education.ie/en/Publications/Inspection-Reports-Publications/Evaluation-Reports-Guidelines/Looking-at-Our-School-2016-A-Quality-Framework-for-Post-Primary-schools.pdf>
- STEM Education Policy Statement 2017-2026
<https://www.education.ie/en/The-Education-System/STEM-Education-Policy/stem-education-policy-statement-2017-2026-.pdf>
- Wellbeing Policy Statement and Framework for Practice
<https://www.education.ie/en/Publications/Policy-Reports/wellbeing-policy-statement-and-framework-for-practice-2018%E2%80%932023.pdf>

Module Descriptors

In line with **Circular 0070/2020** four revised Leaving Certificate Applied (LCA) module descriptors are to be introduced to Fifth Year students in September 2021. Each of these module descriptors can be accessed at www.curriculumonline.ie

The four module descriptors and their timetable for introduction are outlined below.

Revised Leaving Certificate Applied Module Descriptors	Original Implementation Date	Revised Implementation Date	First Leaving Certificate Examination
English and Communications	September 2020	September 2021	June 2023
Mathematical Applications	September 2020	September 2021	June 2023
Introduction to Information and Communication Technology	September 2020	September 2021	June 2023
Introduction to Information and Communication Technology: Specialism	September 2020	September 2021	June 2023

Key Messages

Below are the key messages for this seminar:

Courses in LCA are inherently transdisciplinary, authentic and relevant to the current and future needs of all students

LCA courses support the use of a wide range of inclusive, differentiated, experiential teaching and learning approaches

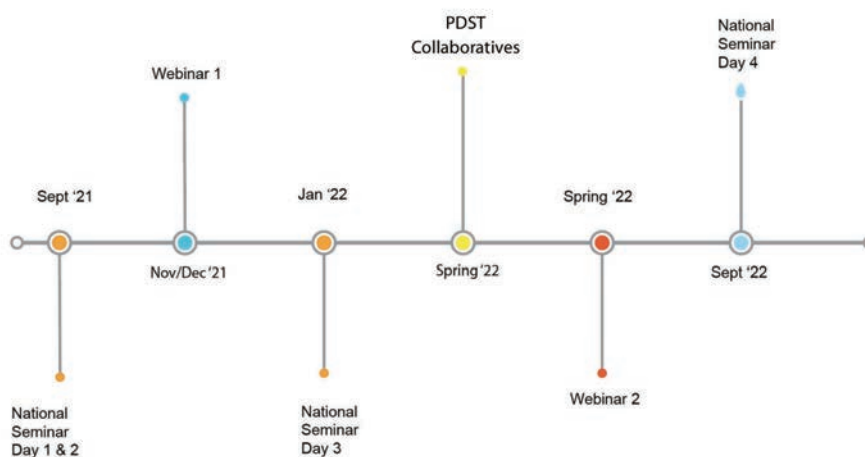
Connect the key components of teaching and learning and assessment underpinning LCA English and Communications with junior cycle key skills

Senior cycle key skills are embedded in the learning outcomes of LCA English and Communications

PDST Supports for Introduction of English and Communications Descriptors

Implementation of the module descriptor will be supported by a programme of Continuing Professional Development (CPD) provided by the Professional Development Service for Teachers (PDST). The provisional CPD schedule can be seen below:

LCA English and Communications CPD



Leaving Certificate Applied Subject Specification CPD

SESSION 1: 9.30 - 11.00

English and Communications Module Descriptor

3, 2, 1 Reflection on Reading of Module Descriptors

3	Things I found out
2	Interesting things
1	Question I still have

Vision for Student Learning in LCA English and Communications

1. What are your **values** for high-quality teaching, learning and assessment in your LCA English and Communications classroom?

2. How can you enact your vision for high-quality teaching, learning and assessment in your Leaving Certificate Applied English and Communications classroom?

SESSION 2: 11.15 - 1.00

Teaching, Learning and Assessment Activity

Please record below the Very Important Points (VIPs) from your assigned section of the module descriptor.

Refer to Pages 12 - 18 of your descriptor.

Module section	Page number
Rationale	12
Key Skills	14
Teaching and Learning	17
Differentiation	18



Rationale/General Recommendations: VIPs	Key Skills: VIPs
Teaching and Learning: VIPs	Differentiation: VIPs

Planning for teaching, learning and assessment in English and Communications

Unit 5: Journeys - Finding our way.

Learning outcome 3:

The student will be able to: Draft, edit and redraft a written piece of text.

Consider the learning outcome above and the action verbs it contains.

1. What teaching and learning approaches could you use in supporting all students to attain this learning outcome? (N.B. Differentiation)
(Refer to glossary of action verbs below to support you in planning for the depth of treatment to strive for.)
2. What associated resources could you use?
3. How can you facilitate student choice in your teaching, learning and assessment approaches?



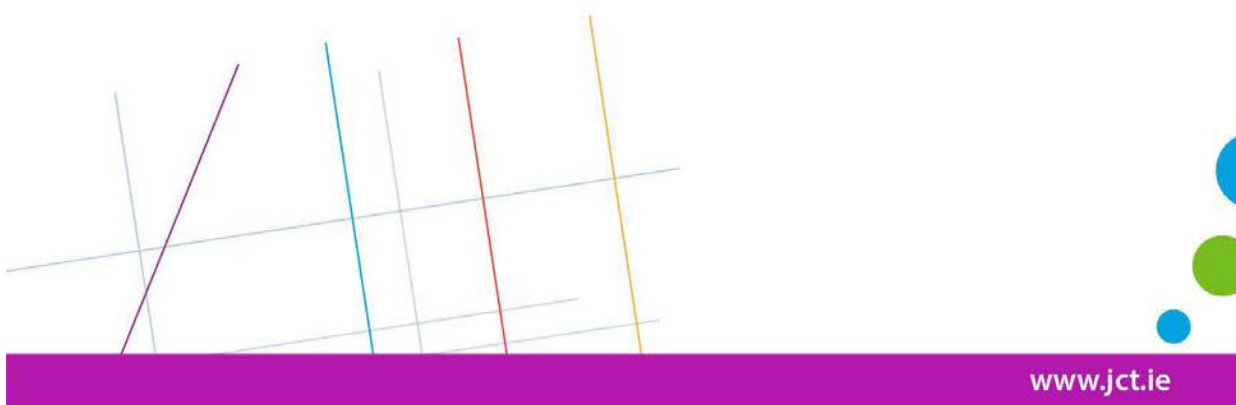
Action Verbs as Defined in the Specification

Verb	Students should be able to ...
Analyse	study or examine something in detail, break down something in order to bring out the essential elements or structure; identify parts and relationships, and interpret information to reach conclusions
Apply	select and use information and/or knowledge and understanding to explain a given situation or real circumstances
Appreciate	recognise the meaning of; have a practical understanding of
Calculate	obtain a numerical answer, showing the relevant stages in the working
Classify	group things based on common characteristics
Compare	give an account of the similarities and/or differences between two (or more) items or situations, referring to both/all of them throughout
Conduct	to perform an activity
Consider	describe patterns in data; use knowledge and understanding to interpret patterns; make predictions and check reliability
Demonstrate	prove or make clear by reasoning or evidence; illustrating with examples or practical application
Describe	develop a detailed picture or image of, for example, a structure or a process; using words or diagrams where appropriate; produce a plan, simulation or model
Design	to conceive, create and execute according to plan
Develop	to evolve; to make apparent or expand in detail
Discuss	offer a considered, balanced review that includes a range of arguments, factors or hypotheses: opinions or conclusions should be presented clearly and supported by appropriate evidence
Evaluate (data)	collect and examine data to make judgments and appraisals; describe how evidence supports or does not support a conclusion in an inquiry or investigation; identify the limitations of data in conclusions; make judgments about ideas, solutions or methods
Evaluate (ethical judgement)	collect and examine evidence to make judgments and appraisals; describe how evidence supports or does not support a judgement; identify the limitations of evidence in conclusions; make judgments about ideas, solutions or methods
Examine	consider an argument or concept in a way that uncovers the assumptions and relationships of the issue
Explain	give a detailed account including reasons or causes
Explore	observe, study, in order to establish facts
Formulate	express the relevant concept(s) or argument(s) precisely and systematically
Identify	recognise patterns, facts, or details; provide an answer from a number of possibilities; recognise and state briefly a distinguishing fact or feature
Illustrate	use examples to describe something



Verb	Students should be able to ...
Interpret	use knowledge and understanding to recognise trends and draw conclusions from given information
Investigate	observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions
Justify	give valid reasons or evidence to support an answer or conclusion
Measure	quantify changes in systems by reading a measuring tool
Model	generate a mathematical representation (e.g., number, graph, equation, geometric figure); diagrams; physical replicas for real world or mathematical objects; properties; actions or relationships
Organise	to arrange; to systematise or methodise
Outline	to make a summary of the significant features of a subject
Plan	to devise or project a method or a course of action
Produce	to bring into existence by intellectual or creative ability
Research	to inquire specifically, using involved and critical investigation
Review	to re-examine deliberately or critically, usually with a view to approval or dissent; to analyse results for the purpose of giving an opinion
Recognise	identify facts, characteristics or concepts that are critical (relevant/appropriate) to the understanding of a situation, event, process or phenomenon
Reflect	to consider in order to correct or improve
Use	apply knowledge or rules to put theory into practice
Verify	give evidence to support the truth of a statement

(Adapted from the Specification for Junior Cycle Science, NCCA, page 24)



SESSION 3: 2.00 - 3.30

Invictus

William Ernest Henley - 1849 - 1903

Out of the night that covers me,
Black as the Pit from pole to pole,
I thank whatever gods may be
For my unconquerable soul.
In the fell clutch of circumstance
I have not winced nor cried aloud.
Under the bludgeonings of chance
My head is bloody, but unbowed.
Beyond this place of wrath and tears
Looms but the Horror of the shade,
And yet the menace of the years
Finds, and shall find, me unafraid.
It matters not how strait the gate,
How charged with punishments the scroll,
I am the master of my fate:
I am the captain of my soul

How to plan a unit of work activity

Plan for a unit of work that will provide **stimulating** and **valuable** learning experiences for your LCA student **using the poem *Invictus*** as your stimulus.

1. How will you integrate **reading, writing, listening** and **oral** elements into your approach?

2. What teaching strategies will facilitate this?
Why have you chosen this particular strategy?
How will this chosen strategy enhance teaching and learning for your LCA students?
You may use the teaching strategy cards provided for this exercise, but you may also select strategies not on the cards.

Active Teaching Methodologies

These methodologies are not prescriptive and more are available in your Active Learning resource book.

Cooperative learning

Cooperative Learning



“allows students to process new information and, through discussion and peer to peer interaction, assign meaning to what is being learned.”

(Lujan & DiCario, 2006)

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(Lujan & DiCarlo, 2006)

Think, Pair, Share



Think, Pair, Share

Students reflect on a piece of information and record their thoughts. They share their thoughts with their partner, listen to their partner's idea and reach a shared consensus. They can then share their ideas with their class.

Think:

Students are afforded time to individually reflect on a question or a piece of information. Students can write down their answers, although this is not necessary.

Pair:

The student then shares their ideas with their partner and listens to their partner's idea. The students take time to discuss their shared ideas and reach an agreement on an answer.

Share:

The students then share their answers with the rest of the class.

Jigsaw Strategy



Jigsaw Strategy

The jigsaw strategy *“has the potential to considerably accelerate student achievement,”* which leads to *“consolidating deep learning.”* (Hattie, 2008)

(Active Learning Workbook, page 77 - An Integrated Approach to Learning, Teaching and Assessment www.pdst.ie/publications).

The jigsaw technique emphasizes both individual accountability and achievement of group goals, both of which are critical for improved student learning in cooperative settings.

In a jigsaw, the class is divided into several teams, with each team preparing separate but related assignments. When all team members are prepared, the class is re-divided into mixed groups, with one member from each team in each group. Each person in the group teaches the rest of the group what he/she knows, and the group then tackles an assignment together that pulls all of the pieces together to form the full picture, hence the name jigsaw. The jigsaw is an effective way of engaging students both with course material and with each other. The peer teaching aspect requires that each student understands the material well enough to teach it to others (individual accountability), and each student is required to contribute meaningfully to a group problem-solving component (group goals).

Steps:

1. Divide students into five or six person jigsaw groups. The groups should be diverse in terms of gender, ethnicity and ability.
2. Appoint one student from each group as the leader. Initially, this person should be the most mature student in the group.
3. Divide the day's lesson into five or six segments.
4. Assign each student to learn one segment, making sure students have direct access only to their own segment.
5. Give students time to read over their segment at least twice and become familiar with it. There is no need for them to memorise it.
6. Form temporary "expert groups" by having one student from each jigsaw group join other students assigned to the same segment. Give students in these expert groups time to discuss the main points of their segment and to rehearse the presentations they will present to their jigsaw group.

7. Bring the students back into their jigsaw groups.
8. Ask each student to present their segment to the group. Encourage others in the group to ask questions for clarification.
9. Float from group to group, observing the process. If any group is having trouble (e.g. a member is dominating or disruptive), make an appropriate intervention. Eventually, it's best for the group leader to handle this task. Leaders can be trained by whispering an instruction on how to intervene, until the leader gets the hang of it.
10. At the end of the session, assess the material so that students quickly come to realise that these sessions are not just fun but really count.

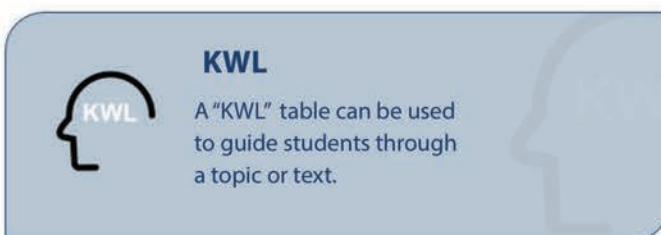
Ranking Ladder



A ranking ladder can be used to collate and prioritise ideas, trace the theme of a poem or trace the development of the main idea of a text.

The information can be also jumbled incorrectly and students can work together to rank the information in the correct order.

K-W-L



K-W-L charts elicit students' prior knowledge, set a purpose for the students to read, and help students to monitor and track their own comprehension. This beneficial strategy consists of a few steps to follow to ensure success and understanding for the students.

Step 1:

What do you know?

Students brainstorm everything they **Know** about a topic. They write their results in the **K** column of the K-W-L chart.

Step 2:**What do you want to know?**

Students reflect on what they **Want** to Know about the topic. They then devise a list of questions and list these in the **W** column of the chart. Students then answer the questions that are in the **W** column during or after reading the text..

Step 3:**What have you learned?**

After reading the text, students record what they have **Learned** in the **L** column of the K-W-L chart.

Diamond Ranking

(Active Learning Workbook)

Most people will have come across the idea of a Diamond 9. Take nine statements and ask groups of students to rank these in order. But rather than ranking in a straight line, using the diamond template (one on the top, two on the next row, three on the middle row, then two, then one) removes the need for exact ranking and leads to a more constructive discussion. To increase discussion and learning the group could be given eight statements and a blank card for their own contribution. The number of blanks could be increased according to the group and/or the topic. This increases the thinking process and can be used as a differentiation tool in the classroom.

1. Students note nine ideas based on a particular question on card or post-its. If each pair is given more than items, they first have to select nine items, in relation to the criteria.
2. Following discussions, students place their first priority card at the top, followed by two in second place, three in third place, a further two and then the card which represents the lowest priority at the bottom. This forms a diamond shape.
3. Students should engage in discussion to reach a consensus amongst themselves about the ranking of the cards.
4. Each pair links up with another pair and shares their own rankings with the other and makes a third consensus diamond if necessary.



The SQ3R Method

This strategy promotes effective reading skills, student engagement and enables students to reflect on what they have read.

SQ3R

Reading strategy which aims to enable students to absorb and comprehend written information. It consists of the following five steps:

1. **S = SURVEY**
Students initially scan the piece of writing to establish a brief overview of the text.
2. **Q = QUESTION**
Students record questions that may arise as they survey the material.
3. **R = READ**
Students can now read the document in detail, breaking the document into chunks. In doing so, students should remain cognisant of their questions from Step 2 and aim to find answers to these. While reading, students should take notes and highlight the main ideas that support the concept.
4. **R = RECITE**
Students should now paraphrase what they have learned and write a summary of the text. This step can only be completed successfully if students have fully understood the text.
5. **R = REVIEW**
Students should now review the notes that they have made on the text. Students can also discuss the text with another student, or teach them about the text. Students should review their notes regularly to ensure retention of the information.

Reflection

Reflection



“Students develop interpersonal skills, improve confidence and sustain motivation for their studies by monitoring and taking responsibility for their own development”.

(Hewitt, 2002)

Reflection is an important part of the learning process. When students engage meaningfully in reflection they learn more about how they learn and how to improve their academic skills.

Thinking Hats

Six Hats



The Six Thinking Hats technique is used to look at decisions from a number of important perspectives.

Students will listen to each other's point of view in order to draw different conclusions on the matter. They will then reflect on these.

(Active Learning Methodologies)

The six thinking hats technique is used to look at decisions from a number of important perspectives. This forces students to move outside their habitual thinking style, and helps the group to get a more rounded view of a situation. It encourages critical thinking and allows students to explore project ideas from a variety of viewpoints. It allows for some emotion and scepticism to be brought into purely rational decision making. It opens up the opportunity for creativity within the decision making process.

How does it work?

Each group is given one of six coloured hats. They have to view the problem from the point of view of that coloured hat.

In a group setting each member thinks using the criteria given for the group's coloured hat.

The group focuses on the same thinking challenge—this is called focused parallel thinking—a tool that facilitates creativity and collaboration. It enables each person's unique point of view to be included and considered.

The Six Hats:**White Hat**

This is the information seeking hat. The focus is on pure facts, figures and objective information. Questions that this group should ask could include:

- What are the facts?
- What information is available? What is relevant?
- When wearing the white hat we are neutral in our thinking.

Red Hat

This is the emotions and feelings hat. It focuses on hunches and intuition. Questions include:

- What do you feel about the suggestion?
- What are your gut reactions?
- What intuitions do you have?
- Don't think too long or too hard.

Black Hat

This hat plays devil's advocate. It focuses on logical and negative judgment - on why it won't work. This is the caution hat. Questions include:

- What are the errors or pit-falls?
- What are the risks or dangers involved?
- What difficulties and problems can be identified?

Yellow Hat

This hat promotes sunshine, brightness and optimism. It is the hat of positive constructive thought. The traits of this hat are that it is positive and constructive. It is about effectiveness and getting a job done. Questions include:

- What are the benefits, the advantages?
- Logical reasons for decision making given

Green Hat

This is the creative mode of thinking. This hat is creative and is open to new ideas, movement and provocation. In the green hat we look to new ideas and solutions.

Questions include:

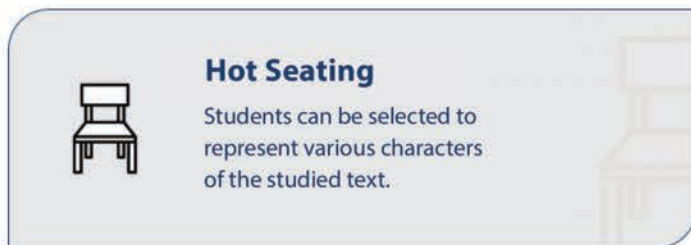
- What are the ideas and alternative solutions?

Blue Hat

This is the control hat. It is cool and controlled. It tries to rule over other hats. It sets the focus, and calls for the use of other hats. Blue is for planning.

- Let us reflect on the thinking processes used.
- What plan can we put in place?

Hot Seating



(Active Learning Methodologies Workbook)

This creative in-role activity can be a useful tool to encourage discussion about a particular issue and share information. A single hot seat should be placed facing the group.

Alternatively, in order to facilitate more relaxed interaction between students, the hot seat might be placed in the middle of a circle.

Steps:

1. Students are allocated a particular character, or alternatively they think of a role themselves relevant to the issue in question. The role can be researched by a group or individually.
2. Other students in groups think up challenging questions for the person in the hot seat. This can be done with the help of the teacher.
3. The character in question is put in the hot seat and questioned by the other students. This can help students to feel empathy for a particular person or viewpoint, particularly a view which they do not normally share.
4. An idea or issue could also be placed on the hot seat, instead of a student. Using this technique, answers can come from anyone in the class.

5. A mystery game could also be played out using this technique, with class members having to guess the identity of the person in the hot seat.

6. A debrief afterwards could involve asking pupils what they learned, what they found interesting and if they would challenge anything which the person in the hot seat

Reflection session 3

In my own school context how can I work from where students have come from building on skills gained in Junior Cycle and utilising prior learning experiences to deliver on the key components of teaching learning and assessment in English and Communications?

How will reflection enhance teaching and learning in my LCA class?

Consider for tomorrow which new strategies I will use to support student reflection?

DAY 2

SESSION 4: 9.30 - 11.00

“Frankenstein”

by Mary Shelley

Extract from Chapter Five

It was on a dreary night of November that I beheld the accomplishment of my toils. With an anxiety that almost amounted to agony, I collected the instruments of life around me, that I might infuse a spark of being into the lifeless thing that lay at my feet. It was already one in the morning; the rain pattered dismally against the panes, and my candle was nearly burnt out, when, by the glimmer of the half-extinguished light, I saw the dull yellow eye of the creature open; it breathed hard, and a convulsive motion agitated its limbs.

How can I describe my emotions at this catastrophe, or how delineate the wretch whom with such infinite pains and care I had endeavoured to form? His limbs were in proportion, and I had selected his features as beautiful. Beautiful! Great God! His yellow skin scarcely covered the work of muscles and arteries beneath; his hair was of a lustrous black, and flowing; his teeth of a pearly whiteness; but these luxuriances only formed a more horrid contrast with his watery eyes, that seemed almost of the same colour as the dun-white sockets in which they were set, his shrivelled complexion and straight black lips.

The different accidents of life are not so changeable as the feelings of human nature. I had worked hard for nearly two years, for the sole purpose of infusing life into an inanimate body. For this I had deprived myself of rest and health. I had desired it with an ardour that far exceeded moderation; but now that I had finished, the beauty of the dream vanished, and breathless horror and disgust filled my heart. Unable to endure the aspect of the being I had created, I rushed out of the room and continued a long time traversing my bed-chamber, unable to compose my mind to sleep. At length, lassitude succeeded to the tumult I had before endured, and I threw myself on the bed in my clothes, endeavouring to seek a few moments of forgetfulness. But it was in vain; I slept, indeed, but I was disturbed by the wildest dreams. I thought I saw Elizabeth, in the bloom of health, walking in the streets of Ingolstadt. Delighted and surprised, I embraced her, but as I imprinted the first kiss on her lips, they became livid with the hue of death; her features appeared to change, and I thought that I held the corpse of my dead mother in my arms; a shroud enveloped her form, and I saw the grave-worms crawling in the folds of the flannel. I started from my sleep with horror; a cold dew covered my forehead, my teeth chattered, and every limb became convulsed; when, by the dim and yellow light of the moon, as it forced its way through the window shutters, I beheld the wretch—the miserable monster whom I had created. He held up the curtain of the bed; and his eyes, if eyes they may be called, were fixed on me. His jaws opened, and he muttered some inarticulate sounds, while a grin wrinkled his cheeks. He might have spoken, but I did not hear; one hand was stretched out, seemingly to detain me, but I escaped and rushed downstairs. I took refuge in the courtyard belonging to the house

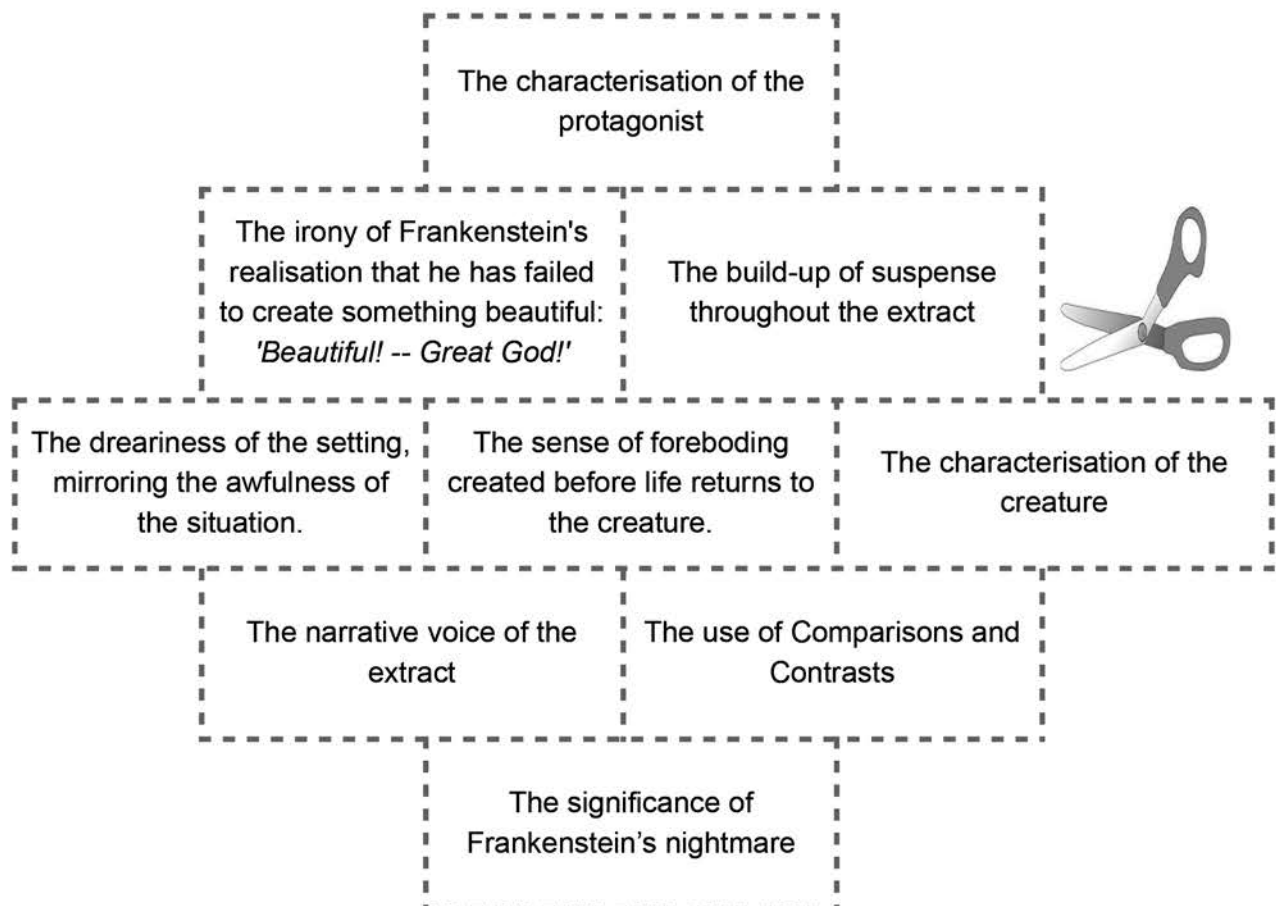
which I inhabited, where I remained during the rest of the night, walking up and down in the greatest agitation, listening attentively, catching and fearing each sound as if it were to announce the approach of the demoniacal corpse to which I had so miserably given life.

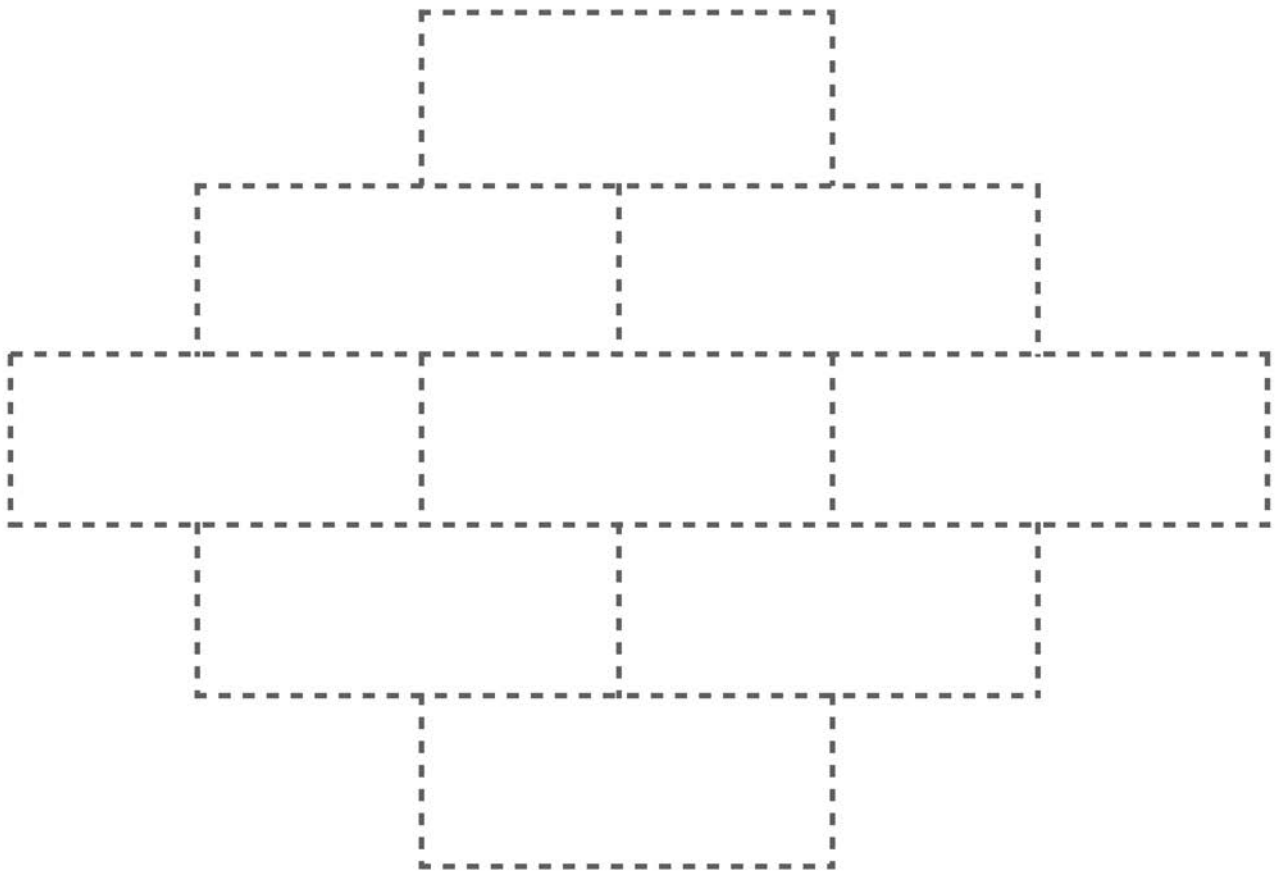
Oh! No mortal could support the horror of that countenance. A mummy again endued with animation could not be so hideous as that wretch. I had gazed on him while unfinished; he was ugly then, but when those muscles and joints were rendered capable of motion, it became a thing such as even Dante could not have conceived.

I passed the night wretchedly. Sometimes my pulse beat so quickly and hardly that I felt the palpitation of every artery; at others, I nearly sank to the ground through languor and extreme weakness. Mingled with this horror, I felt the bitterness of disappointment; dreams that had been my food and pleasant rest for so long a space were now become a hell to me; and the change was so rapid, the overthrow so complete!

“Diamond 9” Activity

The Diamond 9 statements below consist of narrative features of an extract from Mary Shelley’s *Frankenstein*. In this activity, students working in groups arrange the features, ranking them in a ‘diamond 9’ shape, according to which is most important to the extract’s success. Students can create their own suggestion, using one of the blank boxes (if they feel something important has not been suggested), and use it to replace one of the ones that already exists. However, to do so, they must be able to justify this decision to the rest of the group.





Blank for your suggestions		

Book Cover Analysis:



A well-designed book cover can contribute greatly to the success of a book. Such elements as layout, typography, imagery, and colour can work together to make the cover as compelling as possible. When analysing a book cover, consider “The Goldilocks Principle”: A book cover (front and back cover) should give away not too much, not too little, but just enough to peak interest in the potential reader _ It should evoke curiosity, asking more questions than it answers.

Layout

As well as the title and author name, a photo or illustration is often incorporated into the front cover layout, to convey the theme or mood of the book. How these core elements are positioned and scaled on the page comprises the layout.

Use of Images

In a phenomenon coined the *Picture Superiority Effect*, images have been found to be a lot more impactful and memorable than text. Consequently, book covers are often designed with a visual focus. This visual focus may encompass photos, illustrations, geometric shapes, plays on colour_ It may even encompass typography.

When analysing a cover, it’s important to think about the salience (the focal point). What element(s) stand out and attract our attention? Positioning, colour, and size are some of the factors which can make an image salient on the book cover.

Many old cover designs are expositional, overtly depicting characters or scenes of the plot. However, many modern book covers use a more symbolic approach, subtly hinting at facets of the plot.

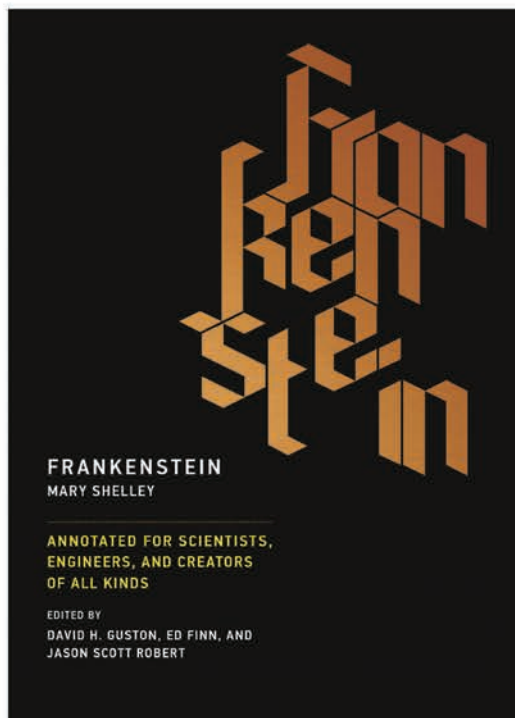
Typography

Typography involves the arrangement and styling of text to make it appealing when displayed on the book cover. Typography can work as a support to imagery, or direct the focus onto type alone. Book covers often display a text hierarchy, bringing attention to the more important text.

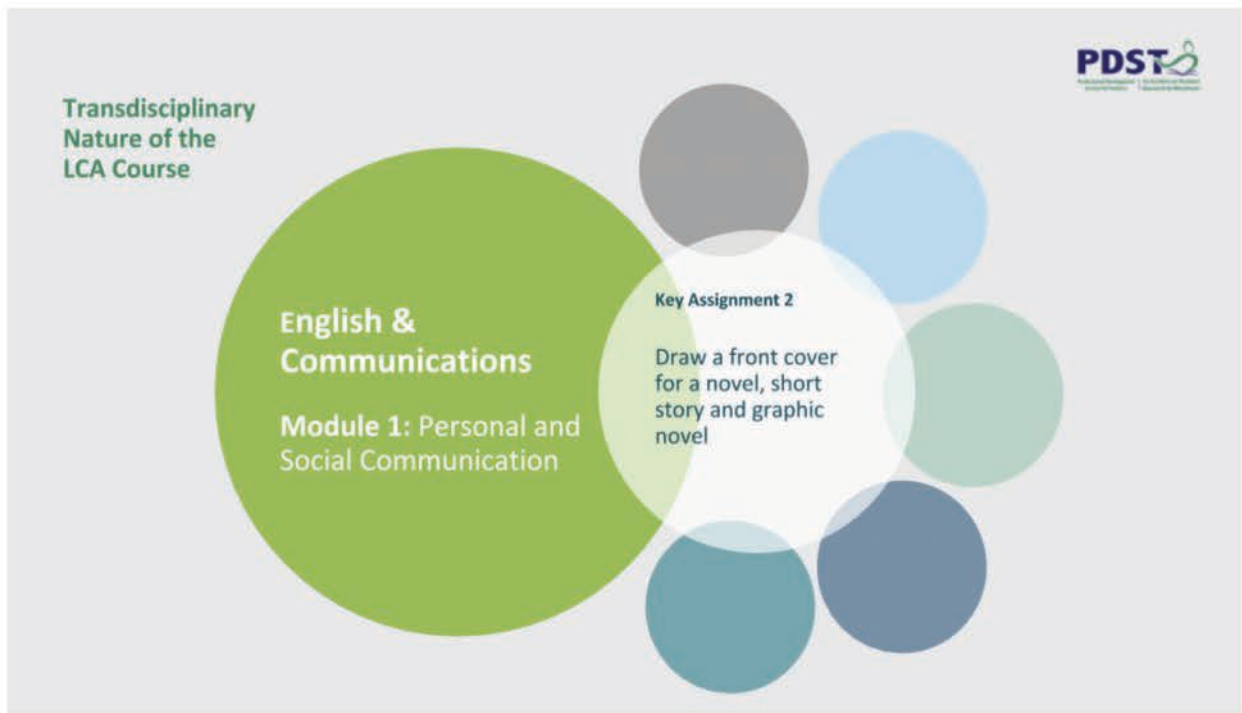
Colour Palette

Colours used on book covers can have symbolic, or evocative meanings. Lighting, the use of darkness, the use of shadow, and the use of contrast are all elements to consider.

Manipulating such elements, can create startlingly dramatic effects on the book cover.



Please fill in any transdisciplinary links to this key assignment:



Reflection

Identify three ways of working collaboratively with the LCA team in your school:

1.
2.
3.

SESSION 5: 11.15 - 1.00

Differentiation Activity:

Mary loves working with her hands and enjoys such hobbies as art and carpentry. A kind girl, sensitive to the needs of others, Mary is motivated to do well and always tries her best. Mary's difficulties arise in the context of an identified specific literacy difficulty. She doesn't like to read aloud in class and her reading is slow and hesitant. Mary finds spelling very difficult and avoids using words she does not know how to spell in written work. Her reading and spelling skills have been slow to respond to intervention to date. Mary is very aware of her difficulties and rarely offers to participate in class discussions.

In relation to Module 1 : Personal and Social Communications:

1. Devise an activity with learning intention(s) and success criteria for your assigned learning outcome.
2. With a focus on Mary, identify opportunities for differentiation of content, process, and product in relation to your assigned learning outcome.
3. Link the success criteria to a key assignment.

Selection of Learner Outcomes from Module 1 Personal and Social Communications

The student will be able to:

1. Explore the theme of identity in response to written, oral and digital texts. (Unit 1)
2. Create written and oral texts appropriate for the audience and purpose in everyday contexts such as letters, blogs, interviews and applications. (Unit 1)
3. Read and explore a variety of texts for understanding and appreciation of character, identity and relationships. (Unit 2)
4. Reflect on their learning and write a reflective entry into a journal. (Unit 2)
5. Identify and discuss different characteristics of text covers using visual literacy skills.
(Unit 3)

6. Read text for understanding and appreciation of setting and plot structure.(Unit 3)
7. Identify characters and analyse their motivations. (Unit 4)
8. Explore differences between characters and engage in role play scenarios.(Unit 4)
9. Examine techniques used to develop suspense in the text. (Unit 5)
10. Draft, edit and redraft a written piece of text. (Unit 5)
11. Reflect on the process of reading a novel or short stories. (Unit 6)
12. Present an opinion of the text. (Unit 6)

Assigned Learning Outcome:

1. Devise an activity with learning intention(s) and success criteria for your assigned learning outcome.

2. With a focus on Mary, identify opportunities for differentiation of content, process, product and environment in relation to your assigned learning outcome.

3. Link the success criteria to a key assignment (Page 34 of descriptor)

Quick Write Activity

Consider the video you have just watched.

Take two minutes to write down your reflections on the video.

Some ideas to consider:

1. What did you find interesting?
2. What did you learn from the video?
3. Where will you use the information from the video?





“Three Questions” Activity

Based on UNIT 6, Learning Outcome 2:

The student will be able to present an opinion of the text.

(please refer to Frankenstein in session 4)

an Interesting Part of Frankenstein Mary Shelley

“Frankenstein” is really good. The chapter is when Victor and when Frankenstein comes alive. On a stormy night, when he brings Frankenstein to life, he is scared because its really ugly He runs away. Victor keeps having bad dreams about Elizabeth and his mothers dead body. When he wakes up, Frankenstein was watching him he doesn't get attacked because he runs out of the house. Fear was really good in this chapter. The first part of the story in this chapter had an evil feeling. The change from dreams to nightmares is really different and grows the fear Frankenstein was meant to be a dream, but he was a nightmare. This chapter has Victor dreaming the dreams Victor has are nightmares.

They are full of death. It is good, because death and horror comes in the book after. This part of frankenstein is a good chapter. It thought me to be careful for what I wish for!!



Reflection

1. Two things I found interesting in this session were:
2. Something I learned from this session that I did not know before:
3. From my learning in this session I intend to start:

1
2
3

SESSION 6: 2.00 - 3.30

How can we, in the LCA English and Communications classroom, plan to ensure effective provision for all student needs?

You may consider the following questions:

- How do I foster an inclusive approach to address the diversity of needs in my classroom?
- How do we identify student needs?
- How do I plan to meet student needs?
- How can we monitor and review progress?
- Who do I need to consult and collaborate with in order to plan effectively?
- How do I foster student engagement and participation in their learning in English and Communications?

What are our strengths?

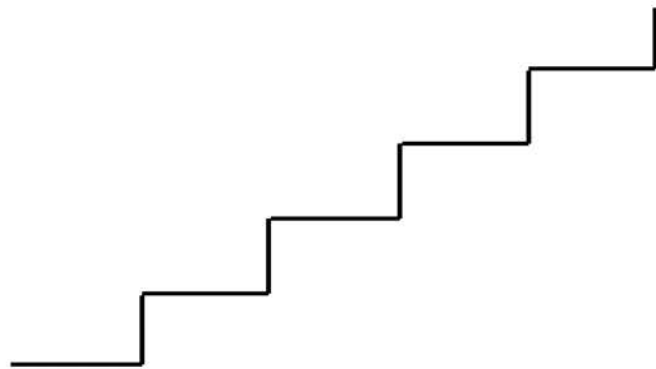
What are our areas for improvement?

How can we improve?

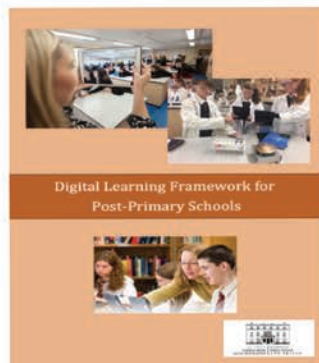
Next Steps Planning and Reflection activity

1. What have you learned from this seminar that could support you in achieving your vision?

2. What are the next steps you will take to enact your vision?



ADDITIONAL RESOURCES



Digital Learning Framework for Post-Primary Schools

Dimension: Teaching and Learning

Domain: Learner Experiences

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
Students engage purposefully in meaningful learning activities	Students use digital technologies for sourcing, exchanging of information to develop understanding and support basic knowledge creation.	Students use a variety of digital technologies for knowledge creation to source, critique, and manage information and to reflect on their learning.
Students grow as learners through respectful interactions and experiences that are challenging and supportive	Digital interactions, among students and between students and teachers, are respectful and positive, and conducive to well-being. Students use digital technologies confidently to deepen their knowledge by engaging in appropriate public discourse and civic participation.	Digital interactions, among students and between students and teachers, are respectful, challenging and support the well-being of all students. Students use digital technologies to respectfully communicate, collaborate, and co-create knowledge through active engagement in appropriate public discourse and civic participation.
Students reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning	Students use digital technologies to collect evidence, record and reflect on their progress, and develop their competence as self-directed learners.	Students use digital technologies to creatively and critically develop their competence as autonomous, self-directed learners and are able to set meaningful personal goals for future learning.
Students experience opportunities to develop the skills and attitudes necessary for lifelong learning	Students have opportunities to apply their digital competence in new situations or contexts and have an age appropriate understanding of how digital technology can support lifelong learning.	Students apply their digital competence in innovative ways to new situations or contexts, creatively develop new solutions and/or products, and see themselves engaging in continuing education and training.

Domain: Teachers' Individual Practice

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills	Teachers use a range of digital technologies to design learning and assessment activities for their students.	Teachers use a range of digital technologies to design new opportunities for learning, teaching and assessment.
	Teachers design or adapt learning experiences that incorporate digital technologies and make learning activities relevant and meaningful to support students' learning. When teachers use digital learning activities, they evaluate their effectiveness, and revise their teaching strategies accordingly.	Teachers model high-level teaching, knowledge and skills, using digital technologies to support student creativity, innovation and knowledge creation. Teachers critically reflect and experiment with a range of digital learning activities, continuously evaluate their effectiveness, and revise their teaching strategies accordingly.
The teacher selects and uses planning, preparation and assessment practices that progress students' learning	Teachers use appropriate digital technologies to design learning activities that facilitate personalised and differentiated learning.	Teachers use appropriate digital technologies to support differentiated learning, enabling learners to take ownership of their individual learning needs.
	Teachers use appropriate digital technologies to design complex, real-world problems and structure them in a way that incorporates key subject matter concepts.	Teachers use appropriate digital technologies to help students design projects and activities that engage them in collaborative problem solving, research, and/or artistic creation.
	Teachers confidently, ethically and effectively use digital technologies for managing, monitoring and recording student progress.	Teachers use digital technologies to make assessment more relevant and transparent for students and parents, allowing them to make informed choices on future learning priorities.
	Teachers use a range of digital technologies to support assessment of learning and assessment for learning	Teachers design and use a variety of digital technologies for assessment of learning and assessment for learning and regularly evaluate their validity and reliability.

Domain: Teachers' Collective/Collaborative Practice

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
Teachers work together to devise learning opportunities for students across and beyond the curriculum	<p>Teachers participate in professional online communities to help them design learning opportunities for students across and beyond the curriculum.</p> <p>Teachers use digital technologies to collaborate with appropriate outside agencies and personnel to facilitate meaningful learning experiences for students.</p>	<p>Teachers engage in professional online communities to help them continuously design, evaluate and modify learning opportunities for students across and beyond the curriculum.</p> <p>Teachers use digital technologies to collaborate with appropriate outside agencies and personnel to facilitate meaningful interdisciplinary learning experiences for students.</p>
Teachers collectively develop and implement consistent and dependable formative and summative assessment practices	<p>Teachers develop and implement the ethical use of digital technologies to gather, share, and interpret relevant data on student learning with colleagues.</p> <p>Teachers use digital technologies to design and develop a range of appropriate authentic formative and summative assessment practices.</p>	<p>Teachers collectively develop and implement the ethical use of digital technologies to gather, share and interpret relevant data on student learning to improve data management and inform whole school formative and summative assessment practices.</p> <p>Teachers collectively use digital technologies to design and develop a range of appropriate authentic formative and summative assessment practices which are implemented at a whole-school level.</p>
Teachers contribute to building whole- staff capacity by sharing their expertise	Teachers collaborate in determining how digital technologies can be used effectively for teaching, learning and assessment.	Teachers lead and support colleagues within the school to develop a shared vision of how digital technologies can enhance learning opportunities for all students.

Education.ie

NCCA Glossary of Terms (NCCA, 2019)

Learning Outcomes

Learning outcomes are statements in curriculum specifications to describe the knowledge, understanding, skills and values students should be able to demonstrate after a period of learning.

Learning Intentions

A learning intention for a lesson or series of lessons is a statement, created by the teacher, which describes clearly what the teacher wants the students to know, understand and be able to do as a result of the learning and teaching activities.

Success Criteria

Success criteria are linked to learning intentions. They are developed by the teacher and/or the student and describe what success looks like. They help the teacher and student to make judgements about the quality of student learning.

Ongoing Assessment

As part of their classroom work, students engage in assessment activities that can be either formative or summative in nature. Teachers assess as part of their daily practice by observing and listening as students carry out tasks, by looking at what they write and make, and by considering how they respond to, frame and ask questions. Teachers use this assessment information to help students plan the next steps in their learning. Periodically, this assessment will be in more structured, formalised settings where teachers will need to obtain a snapshot of the students progress in order to make decisions on future planning and to report on progress. This may involve the students in doing projects, investigations, case studies and/or tests and may occur at defined points in the school calendar.

Formative Assessment

Assessment is formative when either formal or informal procedures are used to gather evidence of learning during the learning process, and used to adapt teaching to meet student needs. The process permits teachers and students to collect information about student progress and to suggest adjustments to the teacher's approach to instruction and the student's approach to learning. Assessment for learning covers all aspects of formative assessment but has a particular focus on the student having an active role in his/her learning.

Summative Assessment

Assessment is summative when it is used to evaluate student learning at the end of the instructional process or of a period of learning. The purpose is to summarise the students' achievements and to determine whether and to what degree the students have demonstrated understanding of that learning by comparing it against agreed success criteria or features of quality.

Features of Quality

Features of quality are the statements in the short course/subject specifications that support teachers in making judgements about the quality of student work for the purpose of awarding achievement grades for certification. As success criteria are closely linked to learning intentions and based on the day-to-day processes in the classroom, student learning will gradually come to reflect the requirements set out in the features of quality which are used for assessment and reporting purposes.

NCCA Formative Feedback Statements

01	Tell us more. What do they look like? How do they move?	<input type="checkbox"/>
	<i>Scaffold prompt</i>	
02	Gold star	<input type="checkbox"/>
03	Explain why you think this	<input type="checkbox"/>
	<i>Reminder prompt</i>	
04	How do you think he felt? Angry that people did not trust him? Annoyed with himself for lying in the past?	<input type="checkbox"/>
	<i>Example prompt</i>	
05	Beautiful, neat work	<input type="checkbox"/>
06	Well done!!	<input type="checkbox"/>
07	You have clearly stated one way an archaeologist may find a site. Are there any others?	<input type="checkbox"/>
	<i>Reminder prompt</i>	
08	Develop these ideas further	<input type="checkbox"/>
09	Describe the expression on his face	<input type="checkbox"/>
	<i>Scaffold prompt</i>	
10	Good, but not as good as your brother's!	<input type="checkbox"/>
11	How do you know..... Science e.g.	<input type="checkbox"/>
	<i>Scaffold prompt</i>	
12	You must try harder	<input type="checkbox"/>
13	First place in the class	<input type="checkbox"/>
14	Try one of these or one of your own instead of bad - ferocious, terrifying, evil	<input type="checkbox"/>
	<i>Example prompt</i>	
15	Lovely diagram	<input type="checkbox"/>
16	You're the best	<input type="checkbox"/>
17	10/10	<input type="checkbox"/>
18	He showed me he was a good friend when....(finish this sentence)	<input type="checkbox"/>
	<i>Scaffold prompt</i>	
19	You gave a very realistic description on the damage caused by an earthquake. To improve your work, you need to include all the key terms. Look back and check the list to see which ones you have left out.	<input type="checkbox"/>
	<i>Reminder prompt</i>	
20	What signs of coastal erosion did you see on your field trip? E.g. rock erosion, falling cliffs, structural damage to walls, etc	<input type="checkbox"/>
	<i>Example prompt</i>	

Source: NCCA Focus on Learning (2015) Workbook 3: Formative Assessment, NCCA: Dublin, p. 7.
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The PDST is funded by the Teacher Education Section (TES) of the Department of Education (DE) and is managed by Dublin West Education Centre