



**Innovation
& Identity**
Schools developing Junior Cycle



A New Framework for Learning in Junior Cycle

John Hammond, NCCA

Junior Cycle Development...so far

- *Innovation and Identity* discussion paper
- Consultation findings on www.ncca.ie
- Strong evidence base for change
- Commitment to junior cycle reform in programme for government and by the Minister
- NCCA developing a new *Framework for Junior Cycle*

A new *Framework for Junior Cycle?*

The focus is on...

- Students making a greater connection with learning
- Improving the quality of learning that takes place
- Ensuring literacy, numeracy and key skills are embedded in the learning

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A new *Framework for Junior Cycle?*

Learning

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

Key Skills



A new *Framework for Junior Cycle?*

Learning

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A new *Framework for Junior Cycle*?

Curriculum

- Subjects and short courses continue to play an important role?
- Schools enabled to develop some courses of their own?
- Curriculum specifications that are smaller and less detailed than at present?

A new *Framework for Junior Cycle*?

Assessment

- Assessment playing a major part in everyday learning over the three years of junior cycle?
- Students being more responsible for gathering and presenting evidence of their learning?
- Teachers judging, giving feedback, and reporting on that evidence?

A new *Framework for Junior Cycle*?

Qualifications

- Two new qualifications?
- Smaller qualifications with caps on the number of curriculum components, giving schools more space and time to spend on their junior cycle programme, on literacy, numeracy and key skills?

Leading and supporting junior cycle change

- All schools heading in the same direction - clear plan and appropriate timeframe
- Introducing changes on a phased basis
- All schools move at the same time...but not necessarily at the same pace
- Developmental approach taken to working with teachers and schools
- Identify the supports and resources needed

What really matters?

An entitlement curriculum which while not giving an inch on standards in literacy and numeracy
is broad, balanced and rich;
which engages, excites and empowers;
which attends to children's present as well as their future needs;
which addresses the condition of society and the wider world;
and is taught to the highest possible standard.

Robin Alexander, Cambridge Primary Review

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