

PLANNING TO MEET THE 24 STATEMENTS OF LEARNING

TO IDENTIFY OUR CAPACITY TO MEET THE 24 STATEMENTS OF LEARNING

-A whole-staff brainstorming activity -

ESTIMATED TIME: 40 minutes

RESOURCES

24 flip chart pages, each with a STATEMENT OF LEARNING written on it

Copies of the full set of Statements of Learning should be available for each small group. See *A Framework for Junior Cycle* (p.30-38)

A MARKER FOR EACH WORKING GROUP

POINTS TO NOTE

This exercise should be carried out after a school self-evaluation exercise has taken place to audit how well the current curriculum is meeting the learning needs of the students. The findings of the audit should reflect teachers', parents' and students' views. This exercise also requires participants to be familiar with the statements of learning

1. STEP 1

In small groups, invite staff to read the 24 statements of learning (page 30-38 *A Framework for Junior Cycle*) and consider which ones the school's current junior cycle curriculum is providing for all students and which ones are less likely to be encountered by all their students. This will enable the staff to see where there are strengths and possible gaps in the current areas of junior cycle learning. Just note the feedback from this exercise and move on to Step 2.

STEP 2

2. Staff remains in small groups so that there is a variety of curricular areas represented. They are given a number of flip chart sheets, each with one statement of learning written across the top. The number of statements a group is given will depend on the number of groups i.e. 48 teachers in groups of 8 will be given 3 statements each.
3. Their task is to identify ways in which their school could develop a JC programme to meet the statements of learning. *NB It is important that the groups are instructed not just to focus on naming current subjects and experiences that meet the statements of learning but also to think about new ways that these statements could be delivered. The ideas might be thematic, involve extra-curricular as well as*

classroom-based learning or they might point towards a short course/s that could be included in the programme.

4. After 10 minutes there is a signal to pass the statements on in a clockwise direction to the next group who will review what has been listed and affirm (tick those ideas they agree with) or add to the list.
5. Display the flip chart pages around the room so that the results can be considered.

These ideas could be reviewed by the school's Curriculum Development Committee and/or the School Development Planning committee in consultation with school management and the person responsible for timetabling. They are also likely to stimulate discussion about how staff might call on expertise other than that used in their traditional teaching subjects to meet the curricular needs.

Sharing suitably qualified staff between schools might also be an option to consider.

Another useful tool might be the Staff Inventory of Interests and Skills (on JC website)