

# Subject Department Meeting

## Our subject in the Junior Cycle Framework

To examine each subject in the context of the Framework particularly in relation to the statements of learning and the key skills

To identify the key skill(s) that will receive particular attention in the school term ahead.

*-Subject Department meetings –*

### RESOURCES

PowerPoint slides with overview of the JC framework, 24 statements of learning and key skills (6 slides maximum)

Handouts:

24 statements of learning (SOL)

Junior cycle key skills diagram

### POINTS TO NOTE

This session is designed to allow subject departments to discuss the statements of learning and key skills that resonate particularly within their subject. By the end of the session, the subject department will have identified the key skill(s) which will receive particular attention in planning for teaching and learning in the subject in the coming term.

1. Introduction: An overview of the framework, including the statements of learning and key skills, is given. This is by way of setting the context and re-visiting the pertinent part of the introductory presentation that will have already been given to the staff.
2. Staff work in subject department groups. Distribute hand-outs.
3. Individually, each teacher selects the SOLs that they consider important for students' learning in their subject. Having selected the important SOLs, they then prioritise them in order of importance. Likewise, they examine the key skills in the same way.
4. Think, pair and share the outcomes with one other department colleague. Agree which SOLs and key skill(s) have particular relevance in their subject area.
5. Where subject departments number more than six members, consider carrying out this exercise in groups of four where two pairs meet up and engage in the process outlined in no. 4. It is important that each teacher has an opportunity to contribute.
6. In the subject department group, with one person acting as chair and another as secretary, identify the SOLs that are seen to be particularly relevant in the subject.
7. This exercise is repeated with the key skills. Agree which key skill(s) will merit particular attention in the coming term.

## **Conclusion**

8. As a group, begin the process of identifying approaches to teaching and learning that would support the development of the selected key skill(s). Where can the group get more ideas about the teaching methodologies to develop this key skill? How could students' progress be assessed? Who will take responsibility to do this? Agree a further meeting where a number of teaching/assessment approaches can be discussed and the ways in which they will be used, agreed by the department.