

Teaching and Learning in a One Hour Class: Classroom Practice and Planning

History, Geography, Religious Education



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Transition of One Hour Classes in My School

- ✓ One hour classes have been in place for the last number of years
- ✓ Advantages: Greater freedom in lesson planning, less interruption, timetabling
- ✓ Challenges for teachers: Student contact, face to face time, extra-curricular activities
- ✓ Advantages have outweighed the disadvantages



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Subject Planning for a One Hour Class

Short Term Planning

- Department Planning: Marathon not a Sprint
- Incoming first years: Links between Primary and Post-Primary Curricula: <https://www.jct.ie/history/resources>
- History Continuity Department Subject Planner and Teacher Personal Planning and Reflection: <https://www.jct.ie/perch/resources/history/history-continuity-subject-department-planner.pdf>
- Lesson Cycle – Planning Mat: Overview, New Info, Processing, Review, Challenge.

Long Term Planning

- Planning Supports for Junior Cycle History: https://www.jct.ie/history/planning_resources
- History Subject Department Calendar.
- Yearly Collaborative Planner.



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Practices of Teacher

- ✓ Digital Resources: <https://www.jct.ie/history/resources>
- ✓ Watch Listen and Spot - Graphic Organiser
- ✓ Maps: Compare, Contrast and Discover
- ✓ Formulating an Enquiry Question Flowchart: CBA1
- ✓ Junior Cycle History Scoping a Person of Historical Interest Support: CBA2
- ✓ Interview Evidence Report: Decade of Centenaries
- ✓ Survey Support: Decade of Centenaries
- ✓ Picture Analysis Support
- ✓ Timeline Support
- ✓ Research Directory YouTube Video Links: CBA 1: The past in my place.
- ✓ CBA 2: A Life in Time.
- ✓ <https://www.curriculumonline.ie/Junior-cycle/Junior-Cycle-Subjects/History/Student-examples-of-work/CBA-1-The-Past-in-My-Place/>
<https://www.jct.ie/history/assessment>



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Strategies I Found Useful



- ✓ Junior Cycle History: Strand 1: The Nature of History: 11 Learning Outcomes
 1. Developing a historical consciousness: Class Survey, Family histories, local history, events of interest.
 2. Working with evidence: Sources of information, historical terminology, the nature of 'truth'.
 3. Acquiring the big picture: Enquiry Focused Question and Multi-perspective approach
 - ✓ ,CBA 1 and CBA 2: Links: The Past in my Place and A Life in Time
- ✓ Useful website : <https://www.jct.ie/wholeschool/classroomstrategies>

Strategies that were covid friendly classroom (masks-social distancing etc..)

1. Online Digital Library: Research and review: Student centred learning, teacher guided
2. Kahoot Quiz, Studyclix, Pathé, RTÉ, TG4, YouTube, BBC/History
3. <https://www.historymatters365.com/early-christian-ireland.html>



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Impact on Teaching and Students' Learning Experiences

Impact on Teaching:

- ✓ Think to yourself, how might a one hour class look? Will I have to change the way I approach my planning?
- ✓ The time you gain allows you to explore the further use of active learning strategies and further use of ICT within the classroom.
- ✓ Builds strong relationships and promotes student voice, recognising the students as stakeholders, impacting positively on teaching and learning.
- ✓ Bill Treasurer describes courageous leadership using the 'Three buckets of Courage' model- Try, trust, tell.

Impact on Student's Learning Experiences:

- ✓ Learner voice and choice – students feel heard which builds confidence and self esteem and in turn strengthens relationships.
- ✓ They become more autonomous learners with the capacity to act and think independently and make choices around their own learning.

Classwork/ Home Work



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One Hour Classes in Setanta



Classroom Routines (10 minutes):

Checking Keywords/homework at the door—starter task ready to go in classroom

Review Learning from previous lesson—*Think Pair Share, Rubrics, graphic organisers/mind or concept maps, mini whiteboards, quality questioning using wait time, bouncing, scaling*

Review homework—self/peer assessment—*feedback sandwich/two Stars and a wish*

Introduction to Class (15 mins)

Introduce Learning Objective (WALT/WILF)/Criteria for Success & Refer back during class

Introduce new homework-options based on Bloom's Taxonomy

New Content—Flipped classroom/Office Mixes from homework or presentation of new material –*Sway/Prezi/OneNote*

Active Learning (20-30mins):

Methodologies: *Hot seating, Think Pair Share, Inner/outer circle, Placemats, Jigsaw Group, PMI, Ranking Ladder, Four Corners Debate, Thinking Caps, Snowball*

Surface Apps: *Quick Response Wipeout/Treasure Hunt, Quizlet, Kahoot, Nearpod*

Plenary (5-10 minutes):

Review LO, Link Learning/homework to Criteria for Success

Feedback on class learning—*Exit post-its, KWL, Scaling, 321 from journal*



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Assessment for Learning in the R.E. Class

This is an example of how you can use assessment for learning techniques in an R.E. class.

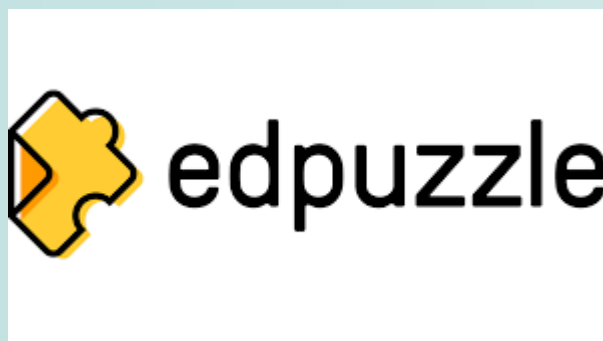
Strategies		Explanation
Share the learning intention	Teacher clearly sets out the purpose of the lesson i.e. "What we are learning today"	Example: The purpose of this lesson is that you will have an understanding of the term sectarianism and religious conflict in Ireland. (1st year R.E. Syllabus)
Share the criteria for success	Teacher tells the students what they will learn in the class i.e. "What am I looking for?"	Example: "By the end of this lesson, you will be able to explain the term sectarianism and be aware of sectarianism in local, national and global contexts. You will know that sectarianism is a controversial issue."
Questions		
	Allow for wait time	Systematically allow 3+ seconds for all replies to teacher's questions, without prompting or answering first
		if no hands up: Select students to answer questions – allow no volunteering or hands up
	Distributed answering	Or Ensure all students get to answer questions fairly by systematically calling, as appropriate, upon who will answer each question and track distribution
	Think, pair and share	Or in pairs students discuss question before answering
Written tests/ feedback		
	Comment only marking	If students are submitting written work for correction, use comment only marking i.e. avoid giving grades on returned papers for class tests but write a comment only employing the "3 strand feedback"
	3 strand feedback	Indicate 3 factors about the assignment: i. what has been done well; ii. key areas to work on relevant to the learning aims of the exercise; and iii. the next steps to be taken by the student to improve from where s/he is now
Peer/self assessment		
	Examples of student self-assessment	<ul style="list-style-type: none"> • Students discuss & check work in pairs or small groups before handing in assignments. • Students review their own work first before handing it in and their comments can show their grasp of the intended learning outcomes as well as their own learning.
Assessment for Learning Homework Techniques		
	Set at beginning of class	Give or Set homework on board at start of class and relate lesson to the homework task, emphasizing the continuity of class and home work.
	Provide written criteria	Give criteria of success with the homework assignment to focus students on purpose of homework and allow them to self-assess prior to handing in work.
	Provide exemplars	Give examples of what is sought and explain them to guide students to what they should be striving towards.
	Response to returned homework	Give time for written reflection by students on outcomes of homework (comments, suggestions etc.) and enable follow up discussion with other students or teacher.



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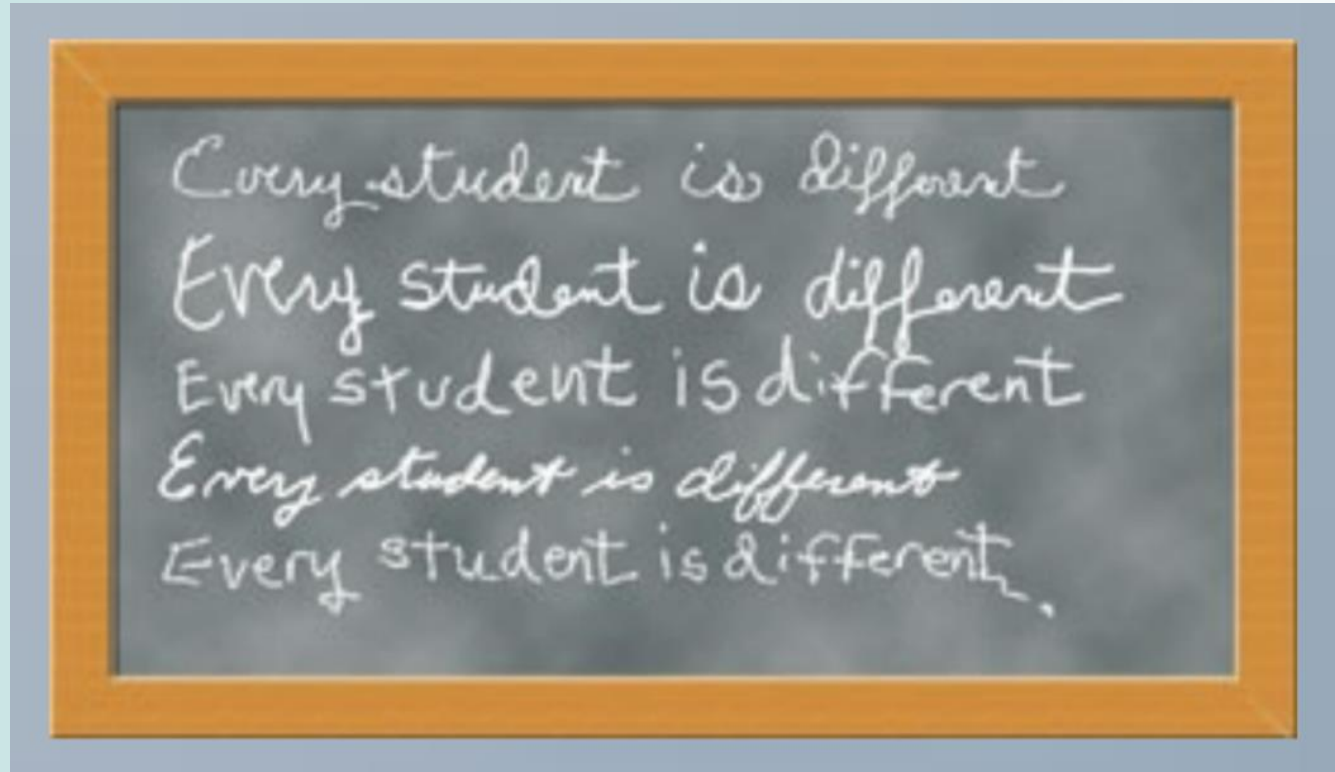
Use of Technology in the Online Space



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Differentiation



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Key Principles

- Decide on what is most important in content. Explain lesson objectives clearly at the correct level for students.
- Make adjustments to how the student will process the information and demonstrate their learning. Use scaffolding resources, templates and handouts – some with, and some without a framework.
- Encourage students to work within different expectations.



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✓ Planning for differentiation:

Ask yourself, what are the needs of the students in front of you? Is there any other teacher teaching the same group? Could you plan for differentiation together? Are there any L1LP and L2LP in your JC classroom? Do you need to speak with the SEN or learning support/EAL teacher/s to ask for support or advice?



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Choose ONE activity from EACH of the following groups

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Group A - Visual

- 1) Cut out of magazines, newspapers, etc. to create a collage of items that represent the family life cycle. You may use words as well as pictures.
- 2) Create a quality, coloured advertisement of one important lesson that was learned about shaping interpersonal relationships (eg. communication is key to a healthy relationship)
- 3) Design a personal coat of arms. Include at least 4 symbols that represent your personal values (in light of the Gospel and Church teachings). Use Colour!



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Group B - Written

- 1) Devise your own 10 Commandments that articulate the qualities which are essential to the building of healthy relationships. (small paragraph or list)
- 2) Choose a scenario from a list provided to you. Please respond with appropriate advice and show how one's decision should be guided by the Christian virtue of chastity.
- 3) Research one of the Family Life topics further. Then, create song lyrics based on an important message. Lyrics should be the length of a typical song.
- 4) Create a 10-question quiz about a Family Life topic. Think about important details that students should know and remember. Include an answer key.

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Group C - Oral

- 1) Survey the attitudes of 10 people, of all ages, about their beliefs on different Family Life topics. Provide them with a simple chart to fill out. Then, share the results with the class and draw conclusions from your findings.
- 2) Make a soundtrack for Family Life Education. Choose 10-15 songs, purposefully, that go along with different topics throughout the strand. Present the list to the class and be prepared to explain the reasons why you chose each of the songs.
- 3) Act out one of the suggested conflict role-plays, and show the class how to handle it using Gospel and Church teachings.



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Differentiated Instruction in the Religion Class by Margaret Poniatowski (prezi.com)

Websites to support differentiation for EAL students

Websites:

www.elsp.ie Worksheets linked to Irish curriculum. Developed by TCD.

www.onestopenglish.com – downloadable worksheets, methodologies, CLIL materials, CPD. Section for teaching teenagers

<https://www.teachingenglish.org.uk/teaching-teens> resources, teacher development/articles.

<http://www.cambridgeenglish.org/learning-english/free-resources/write-and-improve/> interactive feedback on writing. Level-appropriate writing activities

<http://www.cambridgeenglish.org/learning-english> free interactive material online. Choose the level and activity (vocab, grammar etc).

<https://weekly.cambridgeenglish.org/> customisable weekly work planner for preparing exams. A countdown planner to prepare for FCEfS and PETfS May 2018.

www.esolmaterialsireland.com developed for Irish adults. Some topics/sections may be generic (Dublin, classroom objects, St Patrick's day). Worksheets free to download.

www.linguascope.com

www.maryglasgowplus.com Free EFL news articles which have audio and are customisable to different CEFR levels. Friend Finder feature: teens can chat with other teens in English around the world? Magazines for teenagers at different levels – to buy. Free downloadable graded (CEFR) worksheets.



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Junior Cycle and Leaving Cert Resources



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JCT Home > Subjects > Religious Education > Resources

Resources


- Podcasts
- Posters
- Webinars
- Classroom Resources
- Teacher Resources
- NCCA Focus on Learning Assessment Booklets

Learning Intentions & Success Criteria




File type: Image Link

Effective Questioning




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Formative Feedback



File type: Image Link

Students Reflecting on their Learning



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EARLY CHILDHOOD | PRIMARY | JUNIOR CYCLE | SENIOR CYCLE

Religious Education

Welcome to Junior Cycle Religious Education

This new specification for Junior Cycle Religious Education sets out expectations for teaching, learning and assessment in Religious Education for the first, second and third years in post-primary school.

Junior Cycle Religious Education focuses on developing knowledge, understanding, skills, attitudes and values to enable young people to come to an understanding of religion and its relevance to life, relationships, society and the wider world. The course is built around three interconnecting strands: Expressing Beliefs, Exploring Questions and Living our Values.

The new specification will be introduced in September 2019 to first year students and assessed in 2022 for the first time as part of the Junior Cycle Profile of Achievement (JCPA).

Click on graphic below

Curriculum Specification

Assessment Guidelines

Examples of Students Work

Junior Certificate Religious Education Syllabus

Religious Education

Junior Cycle Resources



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Leaving Certificate Religious Education Guidelines for Teachers

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SENIOR CYCLE RELIGIOUS EDUCATION

Senior Cycle Religious Education

WELCOME

Welcome to the Senior Cycle Religious Education section.

The syllabus for Religious Education at Leaving Certificate Higher level and Ordinary level, was introduced in September 2003 and was first examined in 2005. The syllabus and the teacher guidelines can be found [here](#).

The syllabus content is structured around the following three units of study:

Unit One — Section A: The Search for Meaning and Values. This is a compulsory section.
Unit Two — Section B: Christianity: Origins and Contemporary Expressions; Section C: World Religions; Section D: Moral Decision-Making. Students study any two of the three sections in this unit.
Unit Three —Section E: Religion and Gender; Section F: Issues of Justice and Peace; Section G: Worship, Prayer, and Ritual; Section H: The Bible: Literature and Sacred Text; Section I: Religion: the Irish Experience;

Leaving Cert Resources



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Questions and Answers



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