Graphic Organisers in Teaching and Learning

Post-Primary Resource

This resource is available to download from www.pdst.ie/publications and www.pdst.ie/pedagogy
Acknowledgements

This resource, first published in 2008, was made possible by the generosity of teachers working at CPD days facilitated by the Second Level Support Service (SLSS). It is an admirable example of the generosity of teachers willing to share their experience and ideas with colleagues across the teaching community. SLSS is part of the Professional Development Service for Teachers (PDST) since 2010.

Due to popular demand this book has been reprinted with the addition of other comprehension strategies and can be downloaded from www.pdst.ie/publications. These additional templates have been tried and tested by the JCSP team and used by the wider PDST team and teachers to integrate differentiated literacy, numeracy, AfL and active learning strategies across the post-primary curriculum.
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Introduction

Graphic Organisers provide a visual method of developing, organising and summarising students’ learning. They help to structure disjointed information. They facilitate the learning process by providing a scaffold for the development of ideas and the construction of knowledge. High quality teaching in a mixed ability classroom is also facilitated.

Highest quality results are achieved when one organiser is shared by a small group of (2/3) students with diverse abilities and learning preferences. Leadership is distributed in the group with each student having a role to fulfil, eg. Recorder, Timekeeper, Turn-taker, Summariser, Reporter, Clarifier, Checker, Scout, etc.

The resource needs only pen and paper to use.

Some organisers are more applicable to the different aspects of the learning process than others, for example: collecting information, comparing and contrasting, developing ideas, sequencing information, summarising and extending thinking and learning. Some are also more relevant to different subjects and topics than others. They can all be used at the various stages of the learning process:

• Pre-teaching
• Introducing a topic
• Teaching a topic
• Independent learning
• Study and revision
• Preparing answers to examination questions

They scaffold learning and help to build student confidence. They also facilitate formative assessment as students can clearly see how much they understand.

Detailed explanations on how to use each organiser are provided throughout the book.

Contents of Book:

Section 1
1. Guidelines on how to use each Graphic Organiser
2. A list of suggestions for possible uses of each organiser that teachers have shared at CPD days
3. Completed and in some cases adapted organisers shared by practising teachers

Section 2
A set of blank Graphic Organisers (which may be photocopied) for use in the classroom.
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Ranking Ladder

Four Corner Organiser

Tri Pie

Brain Droplets

Cross Classification Chart

Funnel

Double Venn

Sequence Chart

Stair Steps

Fish Bone

Chain of linked events

Triple Venn

Research Grid

Star Burst
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Ranking Ladder

This ladder can be used to prioritise or rank ideas and/or information. It can also be used for topics with a series of stages or steps. It is suitable for subject matter with a definite beginning and end.

At the pre-teaching stage the teacher can have pairs/triads of students fill in any information they know about the topic on the correct step. The teacher can monitor the results and then focus the teaching more accurately on the needs of the class.

Active learning can be facilitated if the teacher provides the information in jumbled form and students work together to rank the information correctly.

Suggestions from teachers

**History**
- Becoming a Knight
- Cortés and the Aztecs
- Life of George Washington
- Rise and Fall of Third Reich
- Work of an archaeologist

**Business**
- Writing a letter
- A business transaction
- Making a complaint
- Recruitment
- New product development
- Calculate net pay
- Household Budget
- Bank Reconciliations

**Home Economics**
- Digestion of proteins
- Production of cheese
- Milling flour
- 10 steps of HACCP
- Making a Christmas wreath
- Design Brief
- Yoghurt making

**Mathematics**
- Order of operations
- Solving a triangle
- Proving a theorem
- Difference Equations
- Differentiation from first principles

**Geography**
- Cloud formation
- Formation of an ox-bow lake
- Volcanic eruption
- Formation of a waterfall
- Water cycle

**English**
- Descent of a tragic hero into calamity, e.g. Macbeth's descent into evil
- Trace the theme of a poem — thread of thought, main idea
- Stages of a Novel

**Music**
- Answering an examination question on harmony
- Writing a melody
- Scales
- Musical Eras
- Composers

**Religion**
- Stages from slavery to Passover
- The development of Islam
- From the Passion to Pentecost
Approach to Harmony Question

Double check bass notes, match chord selected above

Fill in the bass notes in the style of the given opening

Fill in the chord progressions

Examine the melody – each note and each bar. Plot possible chord choices over each box

Identify the Cadence points – write out good progressions

Establish the Key signature, fill in the grid appropriately
Pizarro and the Incas

The desire for gold led Francisco Pizarro to explore and conquer the Inca empire of South America. However, his conquest of the Incas was a bloody one, filled with violence and double-crossing treachery. After years of intense fighting and explorations, Pizarro was murdered over the land he had conquered.
Stair steps can be used when a topic involves a step by step process or for plotting a course of action. It can sometimes be used interchangeably with the step ladder. Pupils can show preferences for particular models depending on their learning style.

Learning is most effective when pupils work in small groups. They share and bounce ideas off each other. They can clarify and extend each others learning and they gain in confidence.

Pupils practice the interpersonal skills of listening and explaining, summarising, questioning, clarifying and extending each others ideas. They can be taught to praise each others ideas and to work together. Work completed on a shared Graphic Organiser can be reproduced at home for study/revision.

Suggestions from teachers

**Gaeilge**
- Struchtúr a léiriú e.g. Struchtúr abairte
- Codarsnachtai idir aidiachtaí a léiriú
- Céimeanna sa litir
- Aistil

**Music**
- Development of Western Classical Music
- Triads - backing chords
- Tonic solfa notation

**Science**
- Steps in the scientific method
- Levels of organisation
- Steps in digestion
- Steps in separation of rock salt

**Modern Language/Geography**
- Telling the time
- Oral Project work
- Coastal erosion features
- Atmosphere readings

**Business/Accounting**
- Formation of Private Company
- Resource management
- Business transaction
- Making a complaint
- Taking out insurance
- Decision making in the EU
- Steps in Financial Accounts

**PE/History**
- Free throw in basketball
- Forward roll
- Renaissance - artists, sculptors, writers

**Mathematics**
- Linear Programming
- Differentiate from first principles

**Art**
- Movements in Art
- Life of Monet
Preparer le Document Oral

1. Choisir un document
2. Établir une liste de questions avec vos amis; votre famille
3. Préparer des réponses possibles
4. Vérification pour le professeur
5. Entraînement avec un autre élève
6. EXAMEN BLANC
Chain of Linked Events

When a teacher wishes to build links between events or when the topic involves a series of interlinked events, this model can be used. This visual method assists students who find it difficult to memorise from notes. It can help to bring coherence to a large quantity of information and to establish or clarify the links in the pupil’s mind.

As with previous organisers it can be used for pre-teaching i.e. identify what pupils know about the topic so teaching can be accurately focused at the level of students knowledge. It can be used for teaching a topic where information is provided in disjointed form and pupils have to link it correctly.

It works best when a small group (2/3) students work together. One records agreed information on the model, one researches, one ensures that all contribute ideas and reach consensus or checks that all understand the material.

Suggestions from teachers

Geilge
- Scéal a chumadh má thugtar an chéad abairt
- Aiste a scríobh – na tuairimí a bhailiú le chéile in altanna
- Aiste don Ardteist – Sláinte

History
- Plantations
- Formation of new State
- War of Independence
- Irish Civil War
- 1916 Rising

Science
- Microscopic study of plant cells
- History of the atom

Technology
- Trees – seeds to recycling

Art/Music
- Art movements early 20th Century
- Composition
- Cord Progressions/cadences

Geography
- Economic/Social effects of natural disasters
- Features of coastal erosion

Home Economics
- Making cheese
- Digestion of proteins
- Development of family in Ireland

Business
- Introducing new product to the market
- Solving a Trade Dispute
- Product Life Cycle
King Lear’s decision to divide his kingdom
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Digestion (Mitch*)

- **Mouth**
  - Physical and chemical digestion begin

- **Oesophagus**
  - Peristalsis begins

- **Stomach**
  - Physical and Chemical Digestion continue

- **Small Intestine**
  - Digestion completed and Absorption for assimilation of food begins

- **Large Intestine**
  - Absorption of H₂O

- **Rectum and Anus**
  - Egestion

* Mitch was designed and named by an imaginative colleague!
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Sequence Chart

When a topic involves a sequence of events this organiser can be helpful. It is particularly useful when multiple or sequential factors need to be put in order and remembered.

It is effective for pre-teaching and teaching the causes of an event. Pupils work together to correctly sequence disordered information. They are actively engaged in constructing the learning. They need to discuss and agree on the correct answer(s).

A group can consult with another group if they are unsure about their answers. The teacher may have a rule that s/he only be asked for clarification if another group has been unable to help.

For some students the teacher may provide information in jumbled form to be correctly sequenced.

Suggestions from teachers

Gaeilge/Modern Language
- Scéal a chur muidh má thuigtar an chéad abairt
- Aiste a scríobh - na tuairimí a bhfuil le chéile in áitíoma
- Aiste don Ardtect - Sliamh
- Tábhachtail Fileata
- Dáirí a phostacaíocht mar measa

English
- Track sequence of events in plot of a text (novel, play, film, etc.)
- Outline progress of thought in a poem

History
- Rise of Hitler
- Downfall of Farnell
- Renaissance-Astronomy
- Magellan's Journey
- Life on Medieval Manor
- Feudal System
- Voyage of Columbus

Art
- Lino Printing Process
- Irish Art Time Line
- Colour Wheel
- Any craft at Junior Certificate
- Project Design
- Impressionist influences

Home Economics
- Procedure for cookery class
- Design & craftwork brief
- Any recipe

Geography
- Rock Cycle
- Water Cycle
- Formation of a river feature
- Weathering - Freeze, Thaw action
- Plotting a Journey

Music
- Any Symphony
- Melody Writing
- Writing 16 bar melody
- Composition
- Set Works (form and structure)

Technical Subjects
- Design Brief
- Drilling
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Causes of Second World War

- Economic Conditions (post-war depression)
- Weimar Germany
- Invasion of Poland
- Guilt Clause
- Ideologies Taking Root
- Appeasement
- WW1
- Wall Street Crash
- Hitler's Aggressive Foreign Policy
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Modh Cóinniolach

Glan → Glanf– → Ghlanf–

Ghlanfadh sé ← Ghlanfá ← Ghlanfainn

Ghlanfaimis → Ghlanfadh sibh → Ghlanfaidís
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Funnel

When synthesising ideas, drawing conclusions, reducing a body of information to its core e.g. creating a definition, this model is useful. All details, components or parts of the information or picture are placed inside the funnel. They emerge as a conclusion, definition or synthesis.

It can also be used to challenge or test pupils e.g. find the elements that are missing from the funnel.

Like other models it can prove a very potent tool for visual and kinaesthetic learners. It facilitates active experiential learning. Roles of researcher, recorder and tester may be assigned to students. The tester ensures that all will be able to answer questions posed by the teacher.

Suggestions from teachers

<table>
<thead>
<tr>
<th>Science</th>
<th>History</th>
<th>Geography</th>
<th>Home Economics/Technical Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rates of reaction</td>
<td>Causes of 1916 Rising</td>
<td>Traffic Management</td>
<td>Planning a craft project</td>
</tr>
<tr>
<td>Prep oxygen gas</td>
<td>Source of US economic Boom 1945-69</td>
<td>The Burren</td>
<td>Healthy lifestyle</td>
</tr>
<tr>
<td>7 characteristics of living things</td>
<td>Causes of any major event e.g. French Revolution, American Civil War of Independence</td>
<td>Improving the environment</td>
<td>Design brief</td>
</tr>
<tr>
<td>Photosynthesis</td>
<td></td>
<td>Volcanos</td>
<td>Conics</td>
</tr>
<tr>
<td>Magnetic force</td>
<td></td>
<td>Earthquakes</td>
<td></td>
</tr>
<tr>
<td>Urine</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Business/Maths</th>
<th>Gaeilge</th>
<th>Music/Art</th>
<th>English/RE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wage Negotiation</td>
<td>Foil bhalliú faoi topaice ar bith.</td>
<td>Jazz</td>
<td>Essay preparation</td>
</tr>
<tr>
<td>Sale of Goods and Supply of Services Act 1980</td>
<td></td>
<td>Dance</td>
<td>Persuasive writing</td>
</tr>
<tr>
<td>Sets</td>
<td>Traffic and topaice d’aisce.</td>
<td>Instruments of the orchestra</td>
<td>My favourite place</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Melody</td>
<td>Components of Islam</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Impressionist and Post Impressionist painters</td>
<td></td>
</tr>
</tbody>
</table>

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Components of Fitness

- Cardiovascular endurance
- Muscular endurance
- Flexibility / suppleness
- Dynamic strength
- Static strength
- Power
- Speed

Fitness
Elements of The Burren

- 250,000,000 years old
- Fossils
- Stalagmite
- Fauna
- Limestone Pavement
- Shale
- Flora
- Tourism
- Limestone
- Swallow Hole
- Stalactite
- Goats
- Cave

The Burren
Influences on the Development of Cubism

- Artists Involved: Picasso, Braque, Léger, Lipchitz
- Characteristics of Cubism: Photography, Geometric shapes
- Influenced by: Sculpture and Painting, Structure
- Found in: CUBISM
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Fish Bone

A whole topic may be summarised in one coherent space. Many students find that information summarised in this way is easier to remember than pages of text. It helps to organise and structure the information in a comprehensible form. It can help to collate factors associated with a complex topic and show how they interrelate.

Each fishbone is built by a small team (2/3). The teacher can supply the headings and pupils fill in the details. It is suitable for use in mixed ability groups and students can contribute according to their ability, perception and interest.

Intergroup cooperation is encouraged—one member may become the scout and seek out ideas from other groups.

Students may repeat the exercise for homework/revision and then use the organiser for self-assessment when they return to class.

Suggestions from teachers

Maths
- Statistics
- Revision of formulae
- Sets - Key words/concepts

Modern Language
- The Family
- La Journée Scolaire
- La maison
- Topics for oral

History/Geography
- Ancient Ireland
- Reformation
- Summary of plantations
- Aspects of life in 1950s
- Mass movements
- Volcanos

Science
- Organic chemicals
- Human systems
- Ecology
- Radioactivity
- 7 characteristics of living things
- Systems & organs of the human
- Water treatment

Business
- Forms of taxation
- Marketing Mix
- Law of Contract
- Consumer Law
- Marketing
- Insurance
- National Budget
- Financial Accounts

Home Economics/ Technical Subjects
- Balanced diet
- Fats
- Proteins
- Classify foods
- Meat
- Welding

Art
- Poster Design
- What is needed to learn to draw
- Painting Curriculum
- Graphic Design
- Modern Painting Schools

PE/Music
- Physical fitness
- Dance
- PE variety of activities
- Family of instruments
- General study Junior Certificate Music
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**PE - Dance**

- Irish Dance
  - Walls of Limerick
    - Siege of Ennis
  - Casual
    - Half set
  - Competative
    - Siege of Ennis
  - Costume
    - Céili dances
  - Set dances
    - Polka 2/4
    - Slide 2/4
  - Group dances
  - Jig 6/8
  - Reel 4/4
  - Slip Jig 9/8
  - Hornpipe 4/4
  - Contemporary step dance
    - Upright posture
    - Hands rigid
    - Ball of foot
  - Sean nós dance
    - Loose posture
    - Hand movement
    - Flat of feet

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Eggs

- Structure
  - Shell
  - Yolk
  - White
  - Membrane
  - Air Cell
  - Chalaza
  - Grading
  - Registration
  - Class & size
  - Quantity
  - Storage
  - Provider
  - Labelling

- Dietetic
  - HBV Protein
  - Easy to digest
  - Growth & repair
  - Omega 3
  - Cholesterol
  - No Ca, No CHO
  - Soothing agents
  - Enriching
  - Glazing
  - Binding
  - Hot/Cold

- Nutrition
  - 13% sat. fat
  - 74% water
  - Iron, Sulphur
  - No Ca, No CHO
  - Emulsifying agent
  - Change of colour
  - White and yolk set
  - Uses

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Brain Droplets (Wisdom Pearls)

This can be used for thought showering in any context or for generation of ideas — for essays, exam questions, compositions in any subject.

Teachers frequently seek ideas when introducing a new topic. Usually this is done in a whole class context. When pupils thought shower in small groups using an organiser to give focus to the work, the quality and quantity of ideas increase significantly.

The dynamic of the small group means that everyone is motivated to contribute to the group goal. It feels safer to contribute ideas in a small group rather than in front of the whole class. Ideas may be shared with other groups so the entire class benefits from all ideas generated.

Suggestions from teachers

<table>
<thead>
<tr>
<th>Gaeilge</th>
<th>English</th>
<th>Music</th>
<th>Religion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poclíor a bhaílíú.</td>
<td>Brainstorming ideas for compositions</td>
<td>Listening to set work</td>
<td>Signs and symbols</td>
</tr>
<tr>
<td>Tuairímí a bhailíú d' aiste</td>
<td>Pre-teaching - drawing out ideas at start of a topic</td>
<td>Essay on traditional Irish Dance</td>
<td>Kingdom of God</td>
</tr>
<tr>
<td>Tuairímí a lorg faoi ghné ar bith den litríocht</td>
<td>Poetic terminology</td>
<td>Characteristics of musical eras</td>
<td>Moral Issues</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Christianity</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics/Business</th>
<th>History</th>
<th>Geography</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complex numbers</td>
<td>Stalins Domestic Policy</td>
<td>Pollution</td>
<td>Human hormones</td>
</tr>
<tr>
<td>Line geometry</td>
<td>Renaissance – main points and characters</td>
<td>Core Regions</td>
<td>Using the microscope</td>
</tr>
<tr>
<td>Functions of a bank</td>
<td>Introduction to any topic</td>
<td>Earthquakes</td>
<td>Learning light</td>
</tr>
<tr>
<td></td>
<td>Civil War</td>
<td>Weathering</td>
<td>Human defence</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>system</td>
</tr>
</tbody>
</table>
Characteristics of an Entrepreneur

- Decision Maker
- Innovative and creative
- Motivated
- Hardworking
- Reality Perception
- Self-belief
- Risk Taker
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Earthquakes

- Seismologist
- Epicentre
- Aftershock
- Richter Scale
- Seismograph
- Tremors
- Destruction
- Focus
- Destruction
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Cross Classification Chart

When condensing and organising comparative data according to various criteria, this chart helps. The data is gathered together in a coherent form. The chart provides a structure in which to build the information.

It can be used to summarise information in an easy to remember way and has a wide variety of applications in language, science, technology, social and business subjects.

Students build up the information. Criteria are provided by the teacher and placed across the top of the chart. Students may be encouraged to contribute relevant criteria themselves.

This organiser provides an excellent revision tool and a framework for study.

Suggestions from teachers

Geography
- Regions
- Growing crops
- Various climates

History/RE
- Stages in development of modern Ireland
- World Religions

Home Economics/Mathematics
- Food additives
- Cooking methods
- Milk
- Line, circle, trigonometry, transformations
- Cone, cylinder, hemisphere, sphere

Art/English
- Early Irish Artifacts
- Paintings
- Art in various ages
- Poets/poems
- Themes/concepts

Business
- Business Ownership
- Production Methods
- Sources of Finance
- Methods of Communication
- Forms of Transport

Music
- Set Works for L. Cert
- Set and choice songs

Technical Subjects/Science
- Woods: types of finishes
- Insulation locations
- Soil types and crop growth
### Manufacturerd Boards

<table>
<thead>
<tr>
<th>Board</th>
<th>Raw Material</th>
<th>Characteristics</th>
<th>Uses</th>
<th>Thickness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plywood</td>
<td>Hardwood and softwood veneers.</td>
<td>Grain visible. Available in large sheets. Strong</td>
<td>External plywood available for Boats and flat roofs. Furniture, walls and ceilings. Thin plywood needs to be framed.</td>
<td>3mm to 25mm</td>
</tr>
<tr>
<td>Strip-core board</td>
<td>Strips of wood and veneers</td>
<td>Grain visible. Available in large sheets. Strong. Does not warp or split.</td>
<td>Furniture panels, doors. Framing not necessary</td>
<td>12mm to 25mm</td>
</tr>
<tr>
<td>Chipboard</td>
<td>Wood chips and sawdust</td>
<td>No grain unless veneered. Available in large sheets. Easy to decorate.</td>
<td>Furniture manufacture, wall panels, edges require covering. Framing not necessary</td>
<td>9mm to 25mm</td>
</tr>
<tr>
<td>Hardboard</td>
<td>Wood chips which have been reduced to a pulp</td>
<td>No grain unless veneered. Does not split. Available in large sheets. Hard, Durable, Tough. Can be painted</td>
<td>Furniture backs, drawer bottoms, partitions and ceilings. Framing necessary</td>
<td>3mm to 9m</td>
</tr>
<tr>
<td>Veneers</td>
<td>Thin sheets of wood</td>
<td>Distinct wood grain. Very thin. Weak until bonded to a base</td>
<td>Ornamental surfaces for artificial boards or solid wood. Marquetry</td>
<td>1mm</td>
</tr>
</tbody>
</table>
# Early Irish Metalwork Artifacts

<table>
<thead>
<tr>
<th>Era</th>
<th>Shape</th>
<th>Function</th>
<th>Nature of Decoration</th>
<th>Methods of Decoration</th>
<th>Materials Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bronze Age</td>
<td>Sun Disc</td>
<td>Decorative badge or button</td>
<td>Abstract</td>
<td>Incision</td>
<td>Mostly flattened gold</td>
</tr>
<tr>
<td>2000 -500BC</td>
<td></td>
<td></td>
<td>Geometric</td>
<td>Repousse</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Iron Age</td>
<td>Petrie Crown</td>
<td>Decorative horse trapping</td>
<td>Semi Abstract</td>
<td>Incision and Repousse</td>
<td>Bronze</td>
</tr>
<tr>
<td>500BC – 500AD</td>
<td></td>
<td></td>
<td>Organic</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Based on plant imagery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Christian</td>
<td>Tara Brooch</td>
<td>Pseudo pennicular Brooch</td>
<td>Celtic fret work</td>
<td>Incision Repousse</td>
<td>Silver</td>
</tr>
<tr>
<td>500AD – C7th</td>
<td></td>
<td></td>
<td>Gold filigree</td>
<td></td>
<td>Enamelling</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Enamelling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Late Christian</td>
<td>St Patrick’s Bell Shrine</td>
<td>House St Patrick’s Bell</td>
<td>Celtic fret work</td>
<td>Incision Engraving</td>
<td>Gold</td>
</tr>
<tr>
<td>C7th – C12th</td>
<td></td>
<td></td>
<td>Gold filigree</td>
<td>Repousse</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Enamelling</td>
<td>Gold filigree</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Enamelling</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Soldering Gold</td>
<td></td>
</tr>
</tbody>
</table>
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Double Venn Diagram

The double Venn is a simple and highly effective model for examining the similarities and differences between two items. Students work in small groups to compare and contrast. One student records the agreed information in the organiser on behalf of the group.

Students of all abilities and learning styles can work together and contribute according to their interest, learning style and ability. No student is held back and the class does not move too fast for any student.

Students are actively involved in the learning. They learn to agree, disagree, listen, explain and help each other. They orally process the learning. These soft skills need to be encouraged and actively taught in the classroom.

Suggestions from teachers

**English**
- Two poems
- Relationships in texts
- Essay planning
- Tabloids/Broadsheets
- Capulets/Montagues

**Gaeilge**
- Comparáid idir dhíth na scealta/charachteir
- Comparáid idir tóirtaí e.g. An suol mar atá i mar a bhi Fooiseadh a Gheobhadasa
- Comparáid idir suol na tuaithe agus suol na cathacha
- Accusative/Dative case

**Religion/Mathematics**
- Two religions e.g. Judaism and Christianity
- Decimals (percentages)
- Fractions

**Home Economics**
- Comparing ovens
- Mould reproduction
- Accommodation
- Nuclear/extended family
- Commercial/Homemade food

**Music/Art**
- Baroque music vs. art
  (Hallelujah vs. St George and the Dragon)
- Set vs. Choice songs
- Musical eras
- Romanesque/Gothic

**Technical Subjects**
- Metals and alloys
- Ferrous/Non-ferrous metals
- Hard/Soft woods

**History/Geography**
- Luther and Calvin
- Munster and Leinster Plantations
- Italian renaissance artists
- War of Independence/Civil War
- Mesolithic/Neolithic ages
- Photograph/OS Map

**Science**
- RNA v DNA
- O2 v CO2
- Photosynthesis v respiration
- Plant cell v animal cell
- Male v female endocrine system
- Mitosis v meiosis
- Endocrine v nervous control
- Circulatory/Lymphatic system
Preparing an essay on holidays

Verbs are common to both holidays - nouns are different for each

Winter

Nouns

Verbs

Nouns

Summer
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Vein and Artery

Artery
- away from heart
- thick muscle
- narrow lumen
- pulse
- blood under pressure
- oxygenated except for pulmonary
- cylindrical shape
- muscle layer
- elastic layer
- lining epithelium

Vein
- towards heart
- less muscular
- wider lumen
- less pressure
- valves present
- de-oxygenated except for pulmonary
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Triple Venn Diagram

This is a very powerful tool for answering higher level questions that require three items (books, texts, characters, regions, phenomena) to be compared and contrasted.

Exam questions prepared in class as a group can be attempted alone for homework.

The purpose of the team is to build stronger individuals — “What we can do together today we can do alone tomorrow”.

Formative assessment is facilitated as students can clearly see how much they know about a topic by the time they have finished the work. It may be used to develop the ability - “attack skills” - to tackle questions that students find challenging.

Suggestions from teachers

<table>
<thead>
<tr>
<th>English</th>
<th>Religion/Maths</th>
<th>Home Economics</th>
<th>Technical Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The comparative question (comparing three texts) for higher level Leaving Certificate</td>
<td>• Main religions</td>
<td>• Food types</td>
<td>• Technical drawing - types of projections / views</td>
</tr>
<tr>
<td>• Main concerns of a body of a poet’s work (Higher Level)</td>
<td>• Forms of Christianity</td>
<td>• Effects of alcohol abuse</td>
<td>• Joining different materials</td>
</tr>
<tr>
<td></td>
<td>• Volume of cone, cylinder, sphere</td>
<td>• Compare dairy, meat and vegetable</td>
<td>• Types of energy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Compare protein, fats, carbohydrates</td>
<td>• Wood, plastic, metal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Special diets</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Effects of unemployment on family, society,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>individual</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>History</th>
<th>Art/Music</th>
<th>Science</th>
<th>Gaeltacht/Modern Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Three leaders e.g. Hitler, Stalin &amp; Mussolini</td>
<td>• Colour Mixing</td>
<td>• Organs of excretion</td>
<td>• Comparaid idir seachalta/danta/carachtair.</td>
</tr>
<tr>
<td></td>
<td>• Comparing songs in general study</td>
<td>• 1st year science pre-learning</td>
<td>• Past, present, future tense</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Compare protons, electrons, neutrons</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Conduction, convection and radiation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Water in physics, chemistry, biology</td>
<td></td>
</tr>
</tbody>
</table>

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Solids, Liquids, Gases

**Solid**
- All contain atoms or molecules;
- All are matter;
- Particles can't be seen moving; keeps the same shape.

**Gas**
- Particles can move far away from each other to fill every available space;
- Evaporation and condensation are the changes of state for these;
- Going straight from solid to gas is called sublimation 'dry ice'.

**Liquid**
- Particles can move or flow a little; take the shape of their container;
- Melting and solidifying are the changes of state for these.

**Summary**
- Solids keep the same shape and have a fixed volume.
- Liquids have a fixed volume but take the shape of their container.
- Gases have neither fixed shape nor volume; particles move freely.
Comparative Question

Silas Mariner
- Fairy tale story
- A lot of unlikely coincidences
- English Setting
- Remote society
- Superstition
- Rural Life
- Isolation
- Working People
- Poverty
- Violence
- Tragedy
- Desire for wealth (will and gold)
- Role of women
- Betrayal

Of Mice and Men
- Race
- Bullying
- American Setting
- Unsettled Nomadic Life
- Depression
- Urban Life
- Civil War
- Irish Setting
- Nationalism
- Realism
- Escape from reality
- Working Class
- Life
- Violence
- Alcohol

Juno and the Paycock
- Urban Life
- Civil War
- Irish Setting
- Nationalism
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Four Corner Organiser

When characteristics of four related concepts/topics/people are being explored, the four are placed in the centre of the organiser and two criteria are placed on the outside.

Examples of criteria are route and accomplishments of explorers, rights and responsibilities of stakeholders, formulae for and examples of how to solve equations, sources and uses of vitamins, examples and evidence for physics laws, characteristics and actions of characters.

This is a very powerful tool when used by small groups to actively construct and organise knowledge. It promotes higher level thinking.

Suggestions from teachers

**Maths**
- Factorising
- Differentiation by rule
- Coordinate geometry of the line
- Area and Volume
- Numbers
- Number sets

**Science**
- Trends in the periodic table
- Genetics
- History of the atom
- Food tests
- Le Chatelier’s principle
- Separation techniques
- Four physics laws — examples and evidence
- Blood composition

**Home Economics**
- Nutrients
- Food constituents
- Food types

**Art**
- Analysing a painting
- Art Movements

**Geography**
- Erosion/Deposition (2 corner organiser)

**Music**
- Periods - Composers - Works
- Irish Dances

**Business**
- Community Development Partners
- Stakeholders in Business
- Financial Institutions
- Marketing Mix
- Statistics Charts

**Technical Subjects**
- Production of steel from Iron Ore
Embroidery Stitches

- Stem Stitch: Use to form an outline
- Lazy Daisy: Use for hand-stitched flowers
- French Knots: Use to form a border or fill in an area i.e., centre of a flower
- Satin Stitch: Use to fill in an area outline
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Tri Pie

This organisers is suitable for Leaving Certificate higher level questions/topics. It requires very high level thinking to hold two opposing viewpoints in one's mind at the same time. To hold two opposing viewpoints and consider areas of uncertainty requires particularly high levels of maturity in thinking.

Students sometimes tend to be black or white in their views and indeed often only see one point of view.

This model helps students expand their thinking to examine all aspects of a problem/issue. Students are required to place some information in each section.

Small groups are particularly effective in providing the breadth of viewpoints needed to give high quality answers in this context.

Suggestions from teachers

Geoghe
- Dospoireacht a ullmhú.
- Tuairimí a bheith faoi theama/carachtar idscéal

English
- Debate style compositions
- Discuss a statement on a literacy text/or a character
- Advantages/disadvantages type questions

Science
- Should all cars run on biofuel?
- Should genetic engineering be banned?

Technical Subjects
- CNC Lathe Machine

History
- Was the ratification of the Anglo-Irish Treaty the only cause of the Irish Civil War?

Business
- Social and Ethical responsibilities of a business

Geography
- Planning issues

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Is Macbeth responsible for Duncan's death?

**Yes**
- Had dark desire already
- He followed the witches and actively sought their predictions
- Easily persuaded by witches and wife
- Does the deed
- Disregards his own conscience

**No**
- Lady M. taunts him – emotional blackmail
- Supernatural influences
- Suffers from his own vaulting ambition
- Scorpions in his mind

**Maybe So!**
- Immediate regret
- Follows the airborne dagger – is this supernatural influence
Should the death penalty be imposed?

Yes
- Victim gets justice
- An eye for an eye
- Deterrent to crime

No
- Innocent people put to death
- All life is sacred
- Minority groups over represented

Maybe So!
- Nature of the crime
- Depends on response of convicted person
- Effect on society in general
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Starburst *(all points covered)*

Many examination questions require 5 points in the answer. This organiser helps the visual learner to remember the points more easily. Agreeing the points in a small group aids long term memory retention.

*Note to teachers:*—Approximately 10 to 15% of students prefer to learn from lists of notes in text form and they can memorise text more easily.

Suggestions for use in some subjects

**Gaeilge/Modern Language**
- Céimeanna i scribhlitreach/nóta.
- Achoimre ar dhán e.g. téama, mothúcháin, íomhanna etc
- Learning vocabulary associated with a topic

**Maths**
- Order of operations
- Coordinate geometry of Line
- Solving equations (JC, OL)

**Business**
- Principles of insurance
- Forming a company
- TQM
- Marketing Mix
- Elements of Business Letter
- Sale of Goods and Supply of Services Act 1980
- Budgeting
- Sole trader

**Science**
- Particle physics
- Bacteria
- Periodic table
- Light
- Ag. Science—coniferous trees

**Music**
- Characteristics of Irish Music
- Sean Nóis Singing
- Leaving Certificate set works

**Home Economics**
- Food types
- Cheese
- Energy requirements

**History**
- Parnell and the Land League
- Any key person in history

**Art/English**
- Impressionism
- Modern periods
- Aspects of a character
- Aspects of poems
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Music Style

Nasal tone

Mellismatic style of singing

Originally a Solo Art Form

Sean Nós singing

Ornamentation

Words - the most important feature
No dynamics, No expression
Nóta a Scríobh

Cád?
a dhéanfaidh tú?
a cheannóidh tú?
a fheicfidh tú?
a íosfaidh tú?

Céard?
a chonaic tú?
a léigh tú?
a bhí ann?

Conas?
a rachaidh tú ann?
a thíocfaidh tú abhaile?

Cathain?
a bheidh sé ar siúl?
a rachaidh tú ann?
a bhuaífidh síb le chéile?
a thosóidh sé?

Cé?
a bheidh ann?
a theicfidh tú?

Cá?
mbeidh sé a siúl?
mbhuaífidh síb le chéile?
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Research Grid

This is a question and answer learning methodology. It is particularly suitable for independent learning in small groups. Questions are written by the teacher and students research the answers and write them in.

Students take responsibility for their own learning. They can consult within the group to reach the best answer to a particular question. They help each other to build high quality answers.

A wide variety of topics in many subject areas can be taught using this method.

One organiser is shared by a small group. Students can fill their own organiser for homework and keep it for study and revision.

Suggestions from teachers

Gaeilge
- Suibhé rang a dhéanadh.
- Ceistean a thabhairt ar mhír scannáin/alt leánthuisceána

Modern Language
- Se Présenter

English
- Analysing a poem
- Recapping a text

History
- Northern Ireland 1920-49
- Themes of the Holocaust

Science/Maths
- Functions of skeleton
- Plant reproduction
- Stages in solving LC/HL problems

Home Economics
- Marriage

Business
- Marketing
- EU Institutions
- Legislation

Music
- Cadences
- Works/songs
- Key signatures
- Notation
- Irish music
- Aural skills
<table>
<thead>
<tr>
<th>Character Analysis: Write brief informative notes on the following character.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Describe the character's background</strong></td>
</tr>
<tr>
<td><strong>Describe the character's physical appearance</strong></td>
</tr>
<tr>
<td><strong>How others behave around the character</strong></td>
</tr>
</tbody>
</table>
### Investigating a Third Level Course

<table>
<thead>
<tr>
<th>When can I apply?</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Closing Date?</td>
<td>Answer</td>
</tr>
<tr>
<td>Entry Requirement?</td>
<td>Answer</td>
</tr>
<tr>
<td>What alternative courses?</td>
<td>Answer</td>
</tr>
<tr>
<td>What does course involve?</td>
<td>Answer</td>
</tr>
</tbody>
</table>
Section 2

Graphic Organiser Templates
for use by students
An Integrated Approach to Teaching, Learning & Assessment
<table>
<thead>
<tr>
<th>Q1</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q2</td>
<td>Answer</td>
</tr>
<tr>
<td>Q3</td>
<td>Answer</td>
</tr>
<tr>
<td>Q4</td>
<td>Answer</td>
</tr>
<tr>
<td>Q5</td>
<td>Answer</td>
</tr>
<tr>
<td>Q6</td>
<td>Answer</td>
</tr>
</tbody>
</table>
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Working on Your Own Progress Card

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teacher Comment

You did well on: ____________________________

You also did well on: ____________________________

And now you might consider: ____________________________

Student Comment

What I need to do to improve when I work on my own:

______________________________

______________________________

______________________________

How will I know that I am making progress when I work on my own?

(1) ____________________________

(2) ____________________________

(3) ____________________________
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Homework Progress Card

<table>
<thead>
<tr>
<th>Student:</th>
<th>[1] Needs improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week Beginning:</td>
<td>[2] More work required</td>
</tr>
<tr>
<td></td>
<td>[3] Satisfactory</td>
</tr>
<tr>
<td></td>
<td>[5] Very good</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teacher Comment

You did well on: ______________________________________
You also did well on: __________________________________
And now you might consider: _____________________________

Student Comment

What I need to do to improve my homework: ___________________________

How will I know that I am making progress with my homework?
(1) _______________________________________________________
(2) ______________________________________________________
(3) _______________________________________________________

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# Punctuality Progress Card

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Teacher Comment**

You did well on: 

You also did well on: 

And now you might consider: 

**Student Comment**

What I need to do to improve my punctuality: 

How will I know that I am making progress with my punctuality?

1. 

2. 

3. 

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# Attendance Progress Card

<table>
<thead>
<tr>
<th>Student:</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Week Beginning:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Teacher Comment

You did well on: 

You also did well on: 

And now you might consider: 

## Student Comment

What I need to do to improve my attendance: 

How will I know that I am making progress with my attendance?

(1) 

(2) 

(3)
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REFLECTING ON MY LEARNING

Today I worked really well at...

________________________________________

________________________________________

One thing I didn’t really understand was.....

________________________________________

________________________________________

The most important thing I learned was.....

________________________________________

________________________________________

One new thing I learned was.....

________________________________________

________________________________________

One thing I could do to improve my work is....

________________________________________

________________________________________

For my work today I would give myself the following comment....

________________________________________

________________________________________

What helped me understand was......

________________________________________

________________________________________

Today I made a positive contribution to my group by....

________________________________________

________________________________________

This week I worked really well at.....

________________________________________

________________________________________
THE SIX-STEP SCHOOL SELF-EVALUATION PROCESS FOR POST-PRIMARY SCHOOLS 2016 - 2020 (DRAFT)

In the next cycle of school self-evaluation, teaching and learning continues to be the focus. Schools should continue to use the process to implement national initiatives and to identify and work on aspects of their own teaching and learning practices which require development and improvement. These aspects of teaching and learning will vary according to the needs of schools. Typically, most schools will use the process to assist them in introducing and embedding relevant aspects of the Framework for Junior Cycle. It is expected that schools will also use the process to maintain a meaningful focus on literacy and numeracy.

* Schools should select a minimum of two and a maximum of four aspects of teaching and learning as the focus for their self-evaluation process from 2016 to 2020, e.g. assessment practices, teaching and learning the key skills, engagement in learning. (see Circular 0040/2016). They should use the teaching and learning section of Looking at Our School 2016: A Quality Framework for Post-primary Schools in Chapter 3 of the revised School Self-Evaluation Guidelines as a benchmark when reflecting on and evaluating their current practice and to identify the domain most relevant to their school. Domains and Standards are summarised below.

### Learner Outcomes
- Attitude to learning
- Understanding of themselves and others
- Acquisition of curriculum knowledge & skills
- Levels of attainment

### Learner Experiences
- Levels of engagement as learners
- Growth as learners
- Self-reflection & ownership as learners
- Development as life-long learners

### Teachers' individual practice
- Teachers' knowledge & skills
- Use of practice that progress students' learning
- Use of appropriate teaching approaches
- Responsiveness to individual learning needs

### Teachers' collective/collaborative practice
- Teachers' professional development & collaboration
- Co-operation to extend students' learning opportunities
- Collective use of dependable assessment practices
- Sharing of expertise to build capacity

Always consider - relevance, simplicity & clarity, efficiency, protocol and validity of qualitative and quantitative evidence gathered. Schools may decide to analyse assessment data and records of student progress as a starting point. Teachers’ views and their records (assessment, uptake at foundation, ordinary and higher level in specific subjects and attainment in state examinations) are useful examples of evidence. Schools should gather information from students and parents to ensure that they have sufficient knowledge to make accurate judgements. Professional reflection and dialogue between teachers, focusing on specific aspects of teaching and learning, are very important when gathering evidence. As collaborative practices are further developed among the teaching staff, team teaching and professional collaborative review will become an effective means of gathering evidence. Sample tools to support the effective gathering of evidence may be accessed at www.schoolselfevaluation.ie and should be adapted to suit the particular context of each school.

Evaluate the effectiveness of your current practice using statements of practice on pages 15 to 21 of the SSE Guidelines 2016-2020. Using the statements as a benchmark, schools can evaluate their own practice and make sound judgements based on the evidence they have gathered. Schools will naturally aspire to very effective practice, but should in the first instance compare their findings to the statements of effective practice. In this way, they can identify existing strengths as well as possible gaps or weaknesses. Then, by considering the statements of highly effective practice, schools can build on existing strengths and work towards excellence.
Step 4
Write and share report and improvement plan

Chapter 6 of the SSE Guidelines 2016-2020

Typically, the school self-evaluation report and improvement plan should be a single document of no more than three pages in length. Normally, it should be completed once annually. A template for this document is available on www.schoolself-evaluation.ie.

The first section of the document is the report and should outline:
• An account of progress that has been made on implementing improvement in areas that were the subject of evaluation and improvement plans in the previous year
• The new aspect of teaching and learning chosen for self-evaluation, where relevant
• The areas that the school has prioritised for improvement.

The second section of the document is the improvement plan and should contain:
• Targets for improvement with a focus on learner outcomes (The setting of specific targets is the starting point. Having formed a judgement based on the relevant information or evidence, a school will be in a position to decide on specific, measurable, attainable, realistic and time bound (SMART) targets to bring about improvement. This is an important step in determining the actions that need to be taken).
• The actions that are required to achieve the targets over three years
• Reference to who will undertake the actions outlined
• Reference to who will monitor and review the implementation and progress
• Reference to how parents can help
• A timeframe for the achievement of the targets

The final part of this step asks schools to share a summary of the self-evaluation report and improvement plan with the whole school community.

Note re: DEIS schools: The school’s DEIS action plan is its school improvement plan for the purposes of school self-evaluation, and no additional or separate improvement plan is required.

Step 5
Put Improvement Plan into action

This is the key step in the process. It is only when the actions in the improvement plan are implemented that the work of the school can improve. All relevant school personnel should share ownership of the actions to be implemented at individual teacher, subject department, or whole-school level. These actions should become part of the normal teaching and learning process.

Step 6
Monitor Actions and Evaluate Impact

In order to evaluate the impact of the actions, they must be monitored. A number of questions are useful when considering this:
• Has practice changed in classrooms?
• What are teachers’ experiences of the agreed changes?
• What are students’ experiences of the agreed changes?
• What is the impact on student learning?

Schools will need to decide:
• How monitoring will occur
• Who will be responsible for monitoring
• How progress will be determined and reported
• When and to whom progress will be reported (for example, at staff meetings, planning meetings, board meetings)
• If targets and actions are realistic or need to be changed.

The graphic below (taken from page 3 of Circular 0040/2016) sets out how the process would work over a four-year period in which a school selects three aspects of teaching and learning. For illustrative purposes only, it provides examples of how aspects of the Framework for Junior Cycle can be implemented through the self-evaluation process. Schools should refer to Circular 0024/2016, Arrangements for the Implementation of the Framework for Junior Cycle, for specific requirements.

The role of those leading the process, and the role of all teachers, in the ongoing and systematic monitoring of the implementation of the plan is important. In this regard, the gathering and use of information at specified intervals to check if the required improvements are being made is necessary. The implementation of the school improvement plan ultimately leads to a new cycle of school self-evaluation.

The four year period allows for an investigation year for scoping out and developing the improvement plan, and preparing for its implementation. However some schools may feel confident that they can implement an improvement plan without a preliminary investigation year, for e.g. where baseline data is already available and the actions required are clear.

The graphic below reflects the literacy and numeracy practices embedded, with regular review - 2016-2020.