

Writing & Recording your Other Areas of Learning (OALs) for your Junior Cycle Profile of Achievement (JCPA):



JUNIOR CYCLE PROFILE OF ACHIEVEMENT		2017
John Kelly		DOB: 21 June 2001
STATE CERTIFIED FINAL EXAMINATIONS Examination number: 450065	Classroom-Based Assessments - English	
English (O)	Distinction	Oral Communication: Above expectations Collection of Texts: In line with expectations
Irish (O) ^(S)	A	Classroom-Based Assessments - Short Courses
Mathematics (H)	B	Coding: In line with expectations
History (H)	C	Physical Education: Above expectations
Geography (H)	D	Artistic Performance: Exceptional
French (O) ^(S)	C	Philosophy: In line with expectations
Business Studies (H)	B	
Science (H)	B	
C.S.P.E. (C)	A	
Other Areas of Learning		
The school has flexibility to report on other learning experiences/events that the student has participated in outside the formal timetabled curriculum such as; <ul style="list-style-type: none"> Engagement with co-curricular or extra-curricular activities such as a science fair, school's sporting activities or debating. Specific learning opportunities that do not form part of subjects or short courses, i.e. leadership training, activities relating to guidance, membership of school clubs or societies; membership of school's student council. Engagements that form part of the formal timetabled curriculum but not reported on in other sections of the JCPA, i.e. engagement with a school's own religious education programme or with elements of the PE, SPHE curriculum and CSPE. 		
Principal	Year Head	Roll Number: 000900
Ms Mary Ryan	MR. Jack Quigley	Anytown Secondary School Anytown, Co. Anytown V9419015
This JCPA recognises and records achievements in Junior Cycle.		

Learning Intentions:

Today you will learn:

- 1. What is a JCPA?**
- 2. What is an OAL?**
- 3. How to list, rank, prioritise & write my OALS**
- 4. How to link my OALs to the Junior Cycle key skills and statements of learning.**



What is a JCPA?

Instead of receiving a certificate containing just your JC results, you will receive a Junior Cycle Profile of Achievement (JCPA).

This JCPA (Junior Cycle Profile of Achievement) will contain:

1. The results of your JC State Exams.
2. The results/descriptors for your completed Classroom Based Assessment/s in
3. Information on 'Other Areas of Learning' you have undertaken during 1st, 2nd and 3rd year in school.



John Kelly

DOB: 21 June 2001

STATE CERTIFIED FINAL EXAMINATIONS

Examination number: 450985

English (O) Distinction

Irish (O) (1) A

Mathematics(H) B

History (H) C

Geography (H) D

French (O) (2) C

Business Studies (H) B

Science (H) B

C.S.P.E. (C) A

Classroom-Based Assessments - English

Oral Communication Above expectations

Collection of Texts In line with expectations

Classroom-Based Assessments - Short Courses

Coding In line with expectations

Physical Education Above expectations

Artistic Performance Exceptional

Philosophy In line with expectations

Other Areas of Learning

The school has flexibility to report on other learning experiences/events that the student has participated in outside the formal timetabled curriculum such as;

- Engagement with co-curricular or extra-curricular activities such as a science fair, school's sporting activities or debating.
- Specific learning opportunities that do not form part of subjects or short courses, i.e; leadership training; activities relating to guidance; membership of school clubs or societies; membership of school's student council.
- Engagements that form part of the formal timetabled curriculum but not reported on in other sections of the JCPA i.e; engagement with a school's own religious education programme or with elements of the PE, SPHE curriculum and CSPE.

Principal

Ms Mary Ryan

Year Head

MR Jack Quigley

Roll Number: 600900

Anytown Secondary School
Anytown, Co. Anytown
V94HXW5



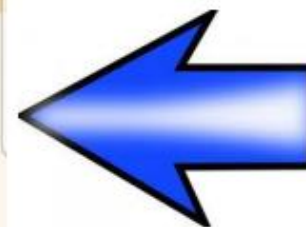
The results of your JC State Exams.



The results/descriptors for your completed Classroom Based Assessments eg: in English



Information on 'Other Areas of Learning' you have undertaken during 1st, 2nd and 3rd Year in school.



SAMPLE

The most important thing to remember is that an OAL is school related.

- so it happened here!



- or while you were wearing this for a school activity outside of the school!



- or here!



“OALs records student achievement, involvement and participation across a broad range of areas of learning through in-school activities in junior cycle. Activities participated in outside of school are not allowed to be considered in the JCPA”

WRITE DOWN SOME THINGS YOU THINK COULD BE INCLUDED AS AN 'OTHER AREA OF LEARNING'

- EXAMPLES OF SUITABLE ACHIEVEMENTS FOR INCLUSION AS AN OAL
- MEMBER OF A SCHOOL SPORTING TEAM (EG FOOTBALL, CAMOGIE, ATHLETICS, OTHER)
- MEMBER OF EXTRA CURRICULAR ACTIVITY – STUDENT COUNCIL, DIVERSITY COMMITTEE, GREEN SCHOOLS, JIGSAW COMMITTEE
- INVOLVEMENT IN QUIZZES OR COMPETITIONS, SEACHTAIN NA GAEILGE
- PRESENTATIONS IN CLASS, PARTICIPATING IN WORKSHOPS, WRITING A POEM IN CLASS, WINNING A BAKING PRIZE, AN ACTIVE ROLE IN YOUR CSPE PROJECT

Now it's time to reflect on the OALs you achieved throughout Junior Cycle.

You should aim for a minimum of three and a maximum of five.

You should write your OAL in the third person

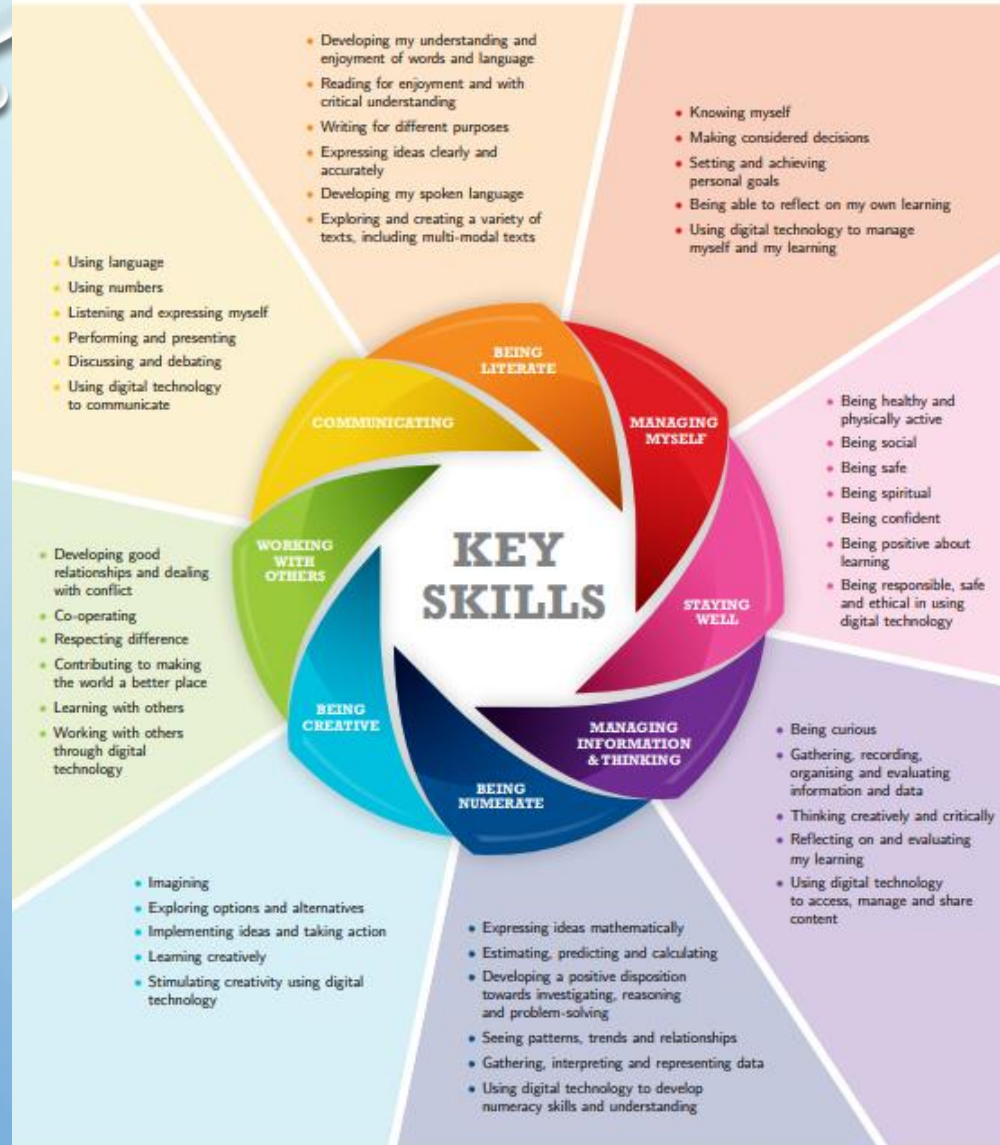
Example:

1. Claire was a member of the school Gaelic team where she represented the school at competition level reaching the semi-finals of the Leinster Cup.
2. Claire was a member of the school's student council.
3. Claire won a class prize in the first year for her history project.

PLEASE DISCUSS THESE OTHER AREA OF LEARNING
WITH PARENTS/GUARDIANS AND RANK THEM IN
ORDER OF IMPORTANCE FOR YOU.



Key Skills of Junior Cycle



<https://ncca.ie/media/4140/jc-key-skills-poster-english.pdf>



NCCA
NATIONAL COUNCIL FOR CURRICULUM AND ASSESSMENT
CURRICULUM AND SKILLS

Statements of Learning

The student

- 1 communicates effectively using a variety of means in a range of contexts in L1*
- 2 listens, speaks, reads and writes in L2* and one other language at a level of proficiency that is appropriate to her or his ability
- 3 creates, appreciates and critically interprets a wide range of texts
- 4 creates and presents artistic works and appreciates the process and skills involved
- 5 has an awareness of personal values and an understanding of the process of moral decision making
- 6 appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives
- 7 values what it means to be an active citizen, with rights and responsibilities in local and wider contexts
- 8 values local, national and international heritage, understands the importance of the relationship between past and current events and the forces that drive change
- 9 understands the origins and impacts of social, economic, and environmental aspects of the world around her/him
- 10 has the awareness, knowledge, skills, values and motivation to live sustainably
- 11 takes action to safeguard and promote her/his wellbeing and that of others
- 12 is a confident and competent participant in physical activity and is motivated to be physically active
- 13 understands the importance of food and diet in making healthy lifestyle choices
- 14 makes informed financial decisions and develops good consumer skills
- 15 recognises the potential uses of mathematical knowledge, skills and understanding in all areas of learning
- 16 describes, illustrates, interprets, predicts and explains patterns and relationships
- 17 devises and evaluates strategies for investigating and solving problems using mathematical knowledge, reasoning and skills
- 18 observes and evaluates empirical events and processes and draws valid deductions and conclusions
- 19 values the role and contribution of science and technology to society, and their personal, social and global importance
- 20 uses appropriate technologies in meeting a design challenge
- 21 applies practical skills as she/he develop models and products using a variety of materials and technologies
- 22 takes initiative, is innovative and develops entrepreneurial skills
- 23 brings an idea from conception to realisation
- 24 uses technology and digital media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner

Statements of Learning

Next let's try to reflect on skills you learned while completing these OALs:

Use the Key skills and Statements of Learning Handout to help you reflect on the skills you learned.

Skills are in red below

- Claire was a member of the school Gaelic team where she represented the school at competition level reaching the semi-finals of the Leinster Cup. **This experience helped her develop her ability to work in a team and how to set and achieve personal targets.**
- Claire was a member of the school's student council. **This helped her understand how meetings are run and how to organise charity fundraisers. Furthermore this developed her problem solving skills and her ability to innovate.**
- Claire won a class prize in the first year for my history project. **This project taught her the skills of research and how to think creatively. It also taught her to bring an idea from concept to realisation.**

Examples of statements that focus on the language of learning continued:

- Claire took part in a school drama performance **and learned to work with others, express herself and build her communication skills.**
- Claire entered the BT Young Scientist and Technology Exhibition **and developed her investigative, research and problem-solving skills.**
- Claire was a member of the Basketball team **where she committed to team training and competitions and developed her tactical competencies and skills.**
- Claire **worked effectively with others in a group action project** to raise awareness of the homeless crisis and to promote the work of Focus Ireland.
- Claire was a member of the Student Council, **where she worked with others and communicated effectively in representing the voice of her class.**

FURTHER HELP IS AVAILABLE IN CAB OAL WRITING
FRAMES AND GUIDE IN THE JC HUB ON THE WEBSITE.

- [HTTPS://WWW.STPETERSCC.IE/IMAGES/2020-2021/CBA OAL WRITING FRAMES AND GUIDE 2019.PDF](https://www.stpeterscc.ie/images/2020-2021/CBA_OAL_WRITING_FRAMES_AND_GUIDE_2019.PDF)

N.B. – Very Important Info:

- It has to be 740 characters or less including spacing.
- Write your OAL as a Word document first and then use this to review word count spelling etc.
- It **Must** be written in the 3rd person.

HW REMINDER:



- Discuss these Other Areas of Learning (OALs) with your parents/ guardians & rank them in order of importance for you!
- Decide with your parents/ guardians the 3-5 OALs you want included in your JCPA.
- Remember it should focus on learning achieved (skills and knowledge) rather than on activities.
- Link the OAL with a Key Skill.

SUBMISSION OF OAL

- OVER THE NEXT FEW WEEKS A LINK WILL BE EMAILED TO YOU AND YOU CAN SUBMIT YOUR OAL