

'Our Tradition, Your Future'



CBS The Green



**Information booklet for
incoming First Years 2024**



Message from the Principal

As your son embarks on this exciting new journey, we want to assure you that our school is committed to providing a safe and nurturing environment that fosters academic excellence and personal growth. We have a team of dedicated and experienced teachers who will work closely with your son to ensure that he receives a high quality education that meets his individual needs.

We believe that education is a collaborative effort between school and home, and we encourage you to be actively involved in your child's learning journey. We welcome your input, feedback and support as we work together to help your son achieve his full potential.

Our school follows a comprehensive curriculum that is designed to develop critical thinking skills, creativity, and a love of learning. We also provide a range of extracurricular activities that will enable your son to explore his interests and talents outside of the classroom.

We understand that starting school can be a daunting experience for both children and parents. Please be assured that we are here to support you every step of the way. If you have any questions or concerns, please do not hesitate to contact us.

This booklet is to provide you with information about this juncture on your educational journey. It is designed to help you with your transition in to second level education at The Green.

We look forward to welcoming you and your son to CBS The Green and working with you to ensure a successful and fulfilling school experience.

A handwritten signature in black ink that reads 'R. Flaherty'. The signature is written in a cursive style and is positioned above a horizontal line.

Robert Flaherty

Principal

'Our Tradition, Your Future'



The Green Family



The **teachers** at The Green are incredibly **supportive, understanding** and **encouraging**. Our school motto is **'striving for excellence'** and we strive to ensure that every student is physically safe, emotionally secure, academically challenged, spiritually aware and physically fit.



CBS The Green Senior Leadership Team-Helen Hayes (Deputy Principal), Robert Flaherty (Principal), Gerard Hogan (Deputy Principal)



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The school campus...finding your way around

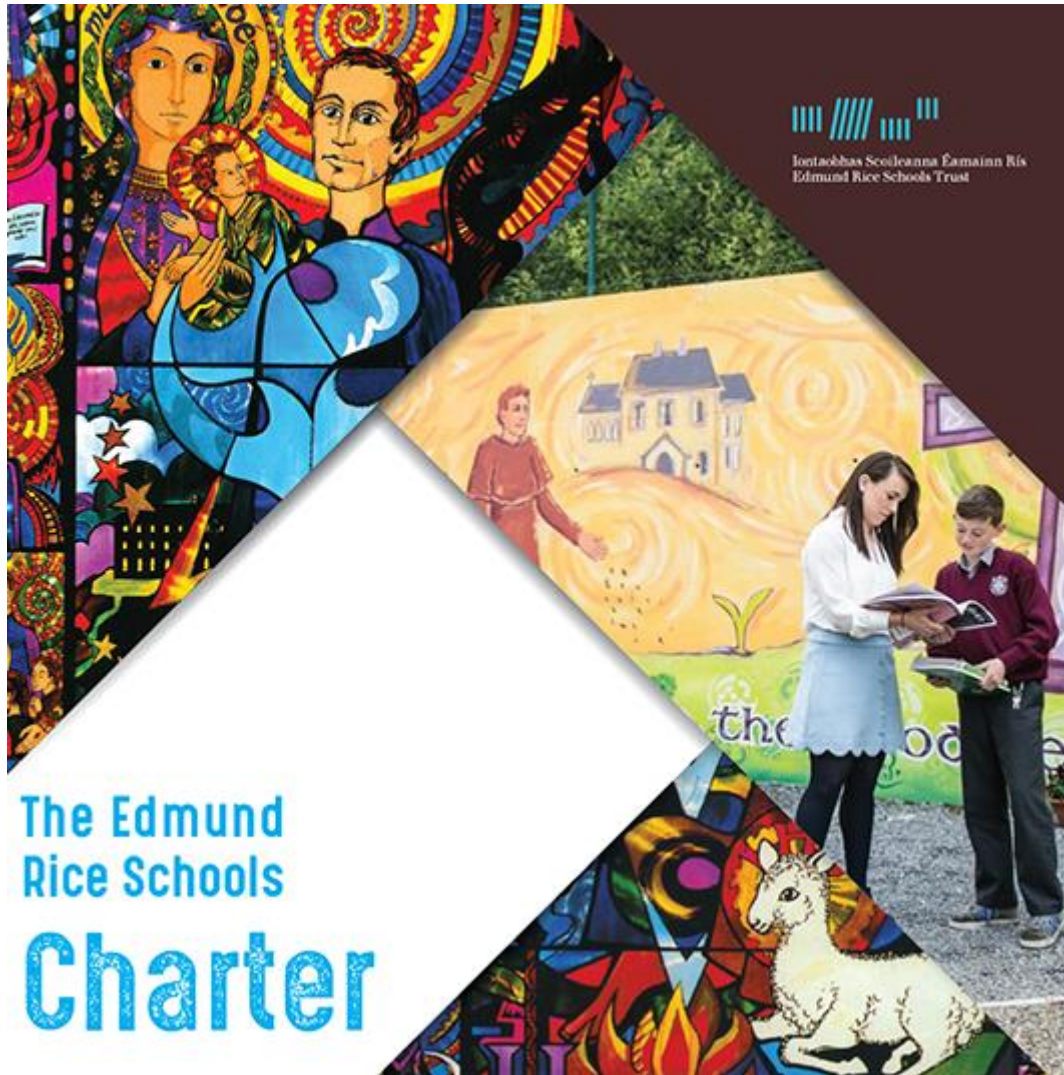


Our new building with Astroturf

We are immensely proud of our school campus following the opening of our **new building** and **new sports facilities** in recent years. We will provide you with a map of the school but a good tip for the first few days is to **always stay with at least one other person from your class...**there is safety and confidence in numbers!

A map can help because it shows where all the different rooms are, and you can easily see the quickest way to get there.





5 Key Elements of Our Charter

Edmund Rice schools cater for young people from a diverse range of backgrounds and have been quick to respond to the emerging needs of students and communities.

The educational approach in these schools subscribes to the holistic vision expressed in the following five key elements:



1
Nurturing faith, Christian Spirituality and Gospel-based values

2
Promoting Partnership

3
Excelling in Teaching and Learning

4
Creating a Caring School Community

5
Inspiring Transformational Leadership



Edmund Rice Schools Trust Charter

'Our Tradition, Your Future'



CBS The Green Blessed Edmund Rice Garden





SCHOOL DAY

1 HOUR CLASSES

Monday/Tuesday/ Thursday/ Friday:

- 9am - 11am (2 x 1hour classes)
- 11am – 11.15am: small break (CANTEEN AVAILABLE) Foyer: social area
- 11.15 - 1.15 (2 x 1hr classes)
- 1.15 -1.55pm: lunch break ..(CANTEEN/ FOYER/ OUTSIDE)
- 1.55pm to 3.55pm (2 X 1hr CLASSES)

Wednesday:

- 9am – 1.35pm (4 x 1hour classes plus 20 min tuition period)
- 11am – 11.15am: small break



9:00	English C220 E O'Sullivan Mr E O' Sullivan 1Eng-A 09:00 - 10:00	English C220 E O'Sullivan Mr E O' Sullivan 1Eng-A 09:00 - 10:00	Social, Personal and Health Education C142 F Clifford Ms D Dunlea 1SPHE-A 09:00 - 10:00	Physical Education (JC and JCSP - Rev... GYM 3.75 Mr R O Rahilly 1PE-A 09:00 - 10:00	Coding C227 Computer Room Ms C Dillane 1Cod-A 09:00 - 10:00
10:00	Project Mathematics C129 D Healy Mr D Healy 1PrjM-3.1 10:00 - 11:00	Wood Technology C118 MT O'Sullivan Mr MT O' Sullivan 1WOOD 1.1 10:00 - 11:00	Technology C166 Technology Mr G O'Connor 1TEC 3.1 10:00 - 11:00	History C217 N O'Mahony Ms N O'Mahony 1His-A 10:00 - 11:00	Project Mathematics C129 D Healy Mr D Healy 1PrjM-3.1 10:00 - 11:00
11:00	Civic,Social & Political Educ. C201 L Doyle Kelly Scanlon 1CSPE-A 11:15 - 12:15	Religious Education (JC Exam) PE5 Ms C Crowley 1Rel-4.1 11:15 - 12:15	Graphics C207 CS Mr C Sheehan 1GRA 2.1 11:15 - 12:15	Science (JC) C136 E Enright Kelly Scanlon 1Sci-A 11:15 - 12:15	Geography C218 R Tobin Ms R Tobin 1Geo-A 11:15 - 12:15
12:00	History C217 N O'Mahony Ms N O'Mahony 1His-A 12:15 - 13:15	Graphics C207 CS Mr C Sheehan 1GRA 2.1 12:15 - 13:15	TUITION C217 N O'Mahony	Irish C146 A Cronin Ms M McKivernan; Mr A Cronin 1Ir-1.1 12:15 - 13:15	Religious Education (JC Exam) PE5 Ms C Crowley 1Rel-4.1 12:15 - 13:15
13:00					
14:00	Irish C146 A Cronin Ms M McKivernan; Mr A Cronin 1Ir-1.1 13:55 - 14:55	Geography C218 R Tobin Ms R Tobin 1Geo-A 13:55 - 14:55		English C220 E O'Sullivan Mr E O' Sullivan 1Eng-A 13:55 - 14:55	Irish C146 A Cronin Ms M McKivernan; Mr A Cronin 1Ir-1.1 13:55 - 14:55
15:00	Science (JC) C136 E Enright Kelly Scanlon 1Sci-A 14:55 - 15:55	Technology C166 Technology Mr G O'Connor 1TEC 3.1 14:55 - 15:55		Project Mathematics C129 D Healy Mr D Healy 1PrjM-3.1 14:55 - 15:55	Sonos C109 Ma-D Ms N Moran 1Son-A 14:55 - 15:55
16:00					

The biggest change when entering the secondary school system is the constant **change in the day-to-day routine**. In primary school, you had one teacher all day in the one classroom. In secondary school however, that routine changes utterly. There is a subject change every hour and with this subject change there is a change of teacher.

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One of the first pieces of information you will be given on your first day will be your timetable. It is important because it not only **tells you which lessons you will have** that day, but it also gives you a clue about the **equipment you will need to pack** in your bag the night before. It also tells you what **time each lesson starts and finishes** and in **which room** they will take place.

The timetable will also let you know which teacher you will have for each subject. **You will have 6 different subjects every day and some will be in special rooms.** For example, science will usually take place in a laboratory and PE in the PE hall.

Another big adjustment in 1st year is the number of specific subjects you will be covering. **Students in 1st year will study up to 15 different subjects** (some will only be by way of introduction, to help you select the subjects you wish to take for the Junior Certificate). Many of these are new and unfamiliar but **learning new skills will be extremely exciting.**



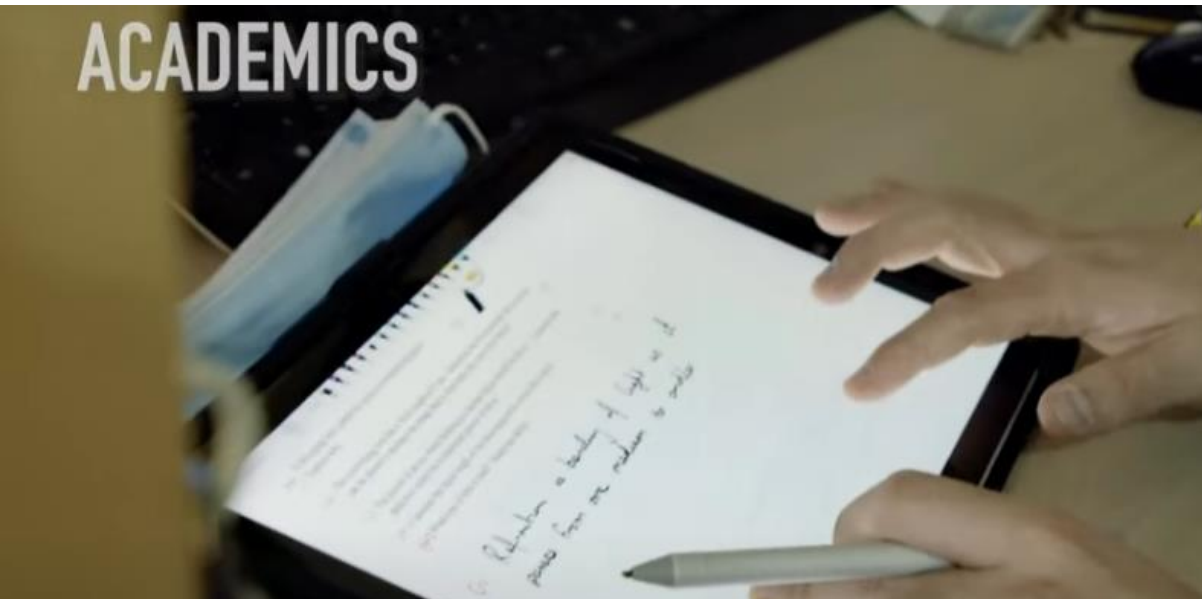
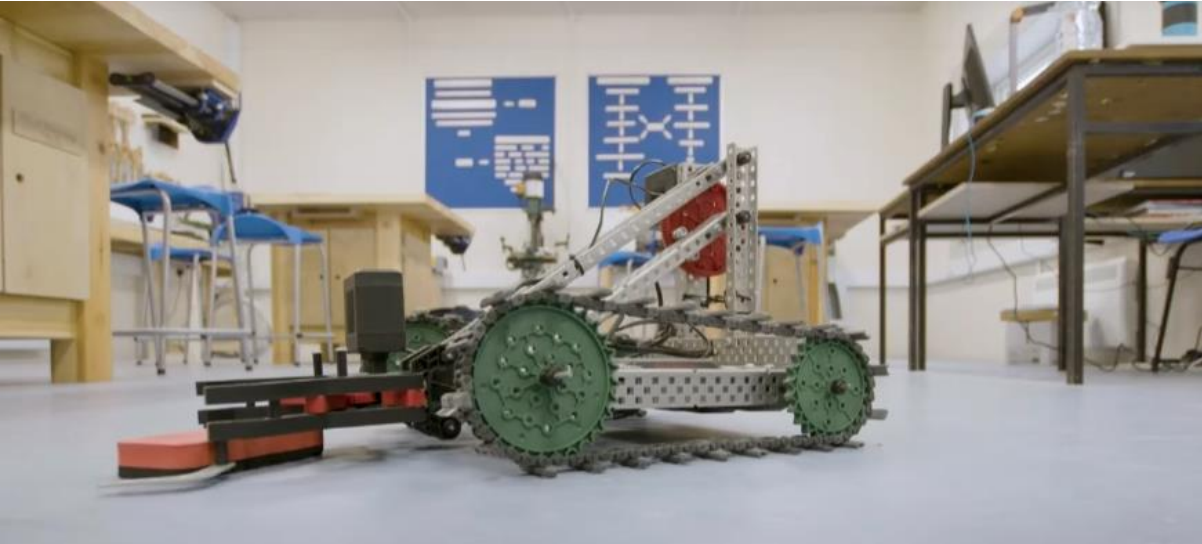
ART & DESIGN



ART



ART & DESIGN





Co-operative education at senior cycle with Presentation Tralee







Y1 Subjects at The Green

All our first year students benefit from being able to sample the full range of option subjects from September to Christmas of Y1. From Christmas on they then study three.



Christian Brothers Secondary School
The Green, Tralee, Co. Kerry.



Tel: Office (066) 7145824 Careers: (066) 7145849

1st Year Options

Application Form

- From August to Christmas students will sample six of the eight optional subjects listed below.
- From Christmas onward students will study only three.

Please list 1 to 8 in order of preference. Number 1 being your first choice and number 8 the subject you least want to study.

SUBJECT	PREFERENCE NO.
Art	
Business Studies	
French	
German	
Wood Technology	
Graphics	
Technology	
Music * <i>(subject to demand)</i>	

Students may not be guaranteed their choice of subject as it will be governed by class size and timetable constraints.

Student Name: _____

Signature of Parent/Guardian: _____

Completed Forms must be returned to the main school office by

Principal: Mr Robert Flaherty email: info@thegreen.ie website: www.thegreen.ie

For further information about our Junior Cycle subjects, please visit
<https://www.curriculumonline.ie/Junior-cycle/>



Locker/Books



LOCKERS

- LOCKER: Buy a retractable keyring for his locker key
- Lost Keys must be replaced in small Benners
- WRITE HIS NAME ON ALL HIS BELONGINGS.
- SNAs will place timetable on inside of locker door and show students best practice
- Boys need to be in by 8.45am to have enough time to go to Locker and be organised for the day.



During your first week at The Green, you will be assigned a locker to store your books and equipment in. You will be responsible for this locker and your name tag should be stuck onto every book.

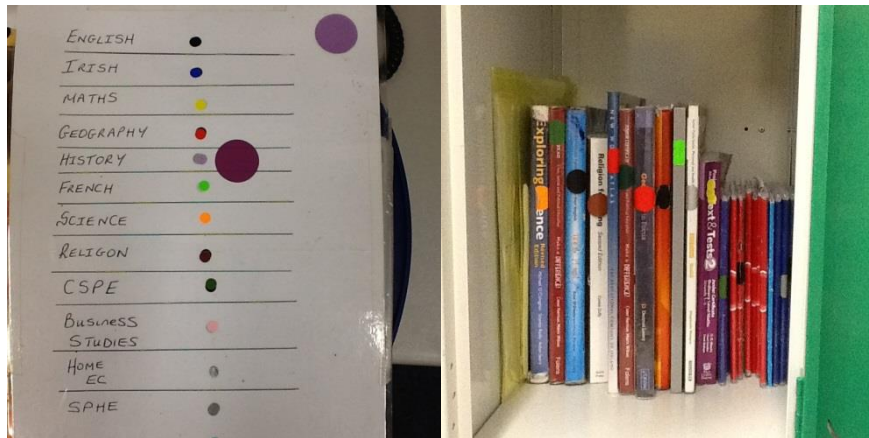
Getting Organised-Checklist

- ✓ Is your **name on all your books and copies?**
- ✓ Is your **name on your uniform school jacket?**
- ✓ Do you **fill in your homework journal every day?**
- ✓ Do you **check your timetable every night** to make sure your bag is packed with all books and equipment for the next day?



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Organising your locker



As you will now be studying lots of different subjects, **you will have lots of books and copies to organise.**

Some useful tips for organisation:

- **Colour-coding**
Colour-code your books, copies etc, that way when it is time for English, you can grab all the books with a yellow sticker, or blue for maths etc. Colour-code your timetable too.
- **Heavy Duty folders**
Sometimes called **Mesh storage wallets**, these come in many sizes. **They are great for holding all the materials you need for each subject in one place.**



- **Empty your bag!**
You do not want to look like a snail going on holidays! Or to damage your back by carrying all your books for the full day with you. Leave your books in your locker when you do not need them. **Take the first set of books that you will need until lunchtime, change them at lunchtime again and finally before you go home.**



Homework

No one likes too much of it, but it is just one of those things that you must do and the more organised you are, the less time you will have to spend doing it. In first year, you may start to get a lot more homework than you have been used to. To help you do this, you will be given a **homework journal** where you can write down what you must do and when it must be finished by.

Why is homework important? Homework is vital for success in school. Homework is based on work covered in class so that you can learn efficiently and effectively.

Best practice suggests that the average amount of time per day that should be spent by first year students on homework should be 1½ - 2 hours per day.

Certain subjects like Maths, English and Irish get homework nightly others on every other day, others still on a weekly basis. Getting structure and a sense of organisation at an early stage of secondary school is important. Learning how to successfully manage your time is an invaluable life skill and will make the transition into your new environment a whole lot easier.

Parents may sign your homework journal at the end of every week to ensure that you are keeping up to date with your work.

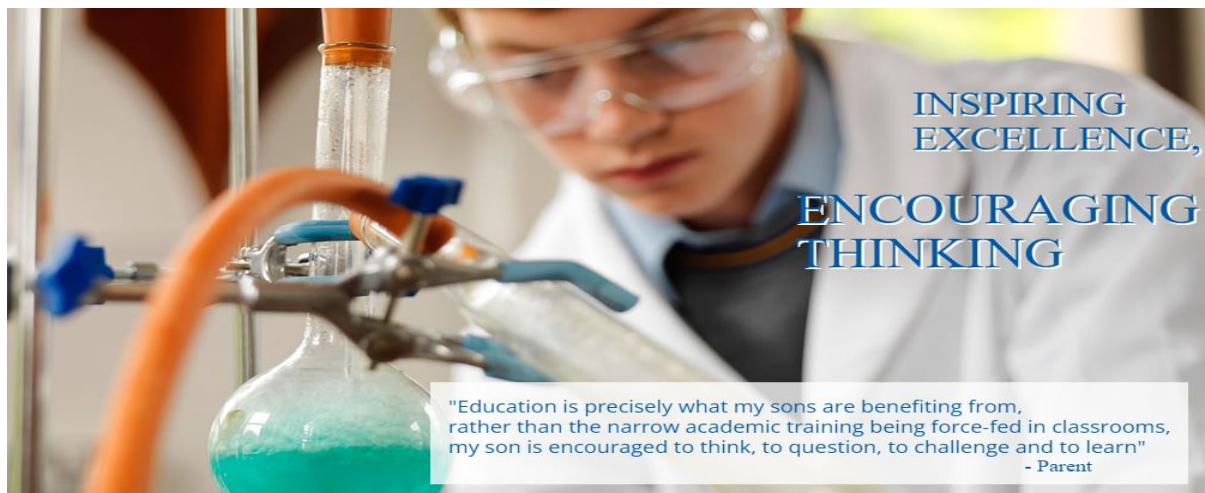


Planning your homework

		DUPLICATE	DUPLICATE
Forget:			
Grade	Design a poster for a Gaeltacht College describing their Summer Course.	THURSDAY	✓
English	Research your favourite music group - Albums - Songs Achievements	FRIDAY	
Maths	Algebra Qs p.20 a) - d)	THURSDAY	✓
Forget:			

Your school day in secondary school will look a lot different to when you were in primary school. **You will have six different subjects every day.** You may not study each subject every day of the week. **When your teacher assigns homework to you, check when you next have the subject.** There is **no need to overload yourself** with all that day's homework all in the one night! **Organise yourself, your materials, and your time.** Check when your homework is **due.** **Prioritise** what must be done for the next day and **allow yourself time** the next day for homework which is due on a later date. This will allow you manage your time after the school day finishes without feeling overwhelmed about what you must do.

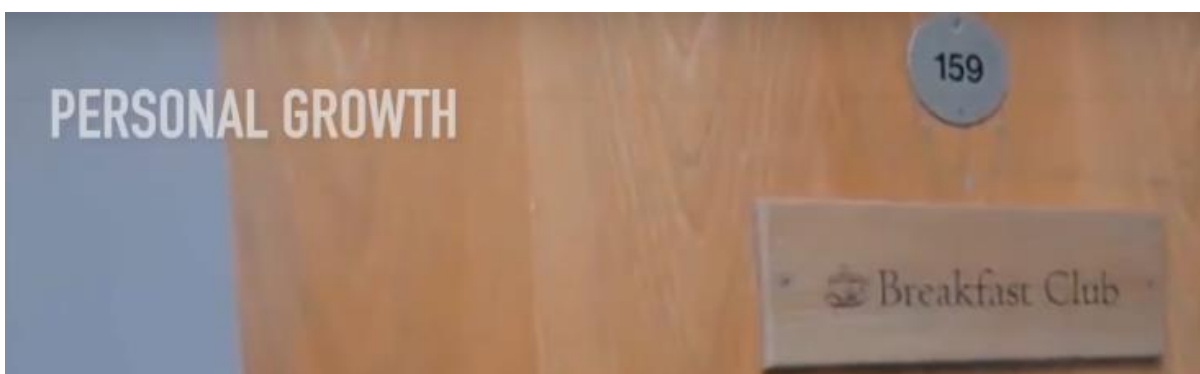
When you complete your homework, **tick that you have completed it so you can concentrate on what to do next!**





Breakfast Club and School Canteen

The school canteen is open for breakfast club each morning before classes begin, where tea and toast (and other treats) are available free of charge to all students. The canteen is open at morning break and during lunch time.

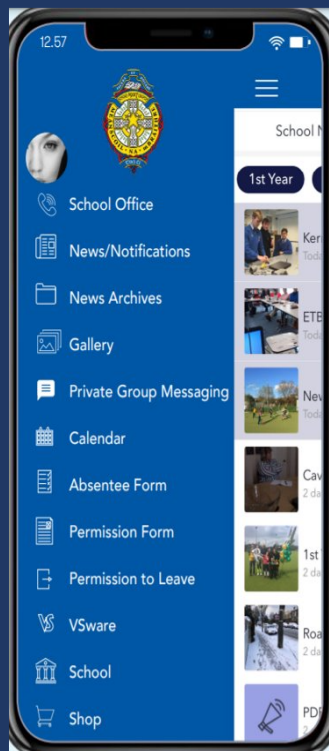


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CBS THE GREEN APP



- Absentee Forms
- Permission to leave early
- Late Form

• **Absent form:** submit on App before 8:00am, on day of absence or the evening before. This should be done each subsequent day your son is absent if the period of absence must be extended.

• **Permission To Leave:** submit before 8:00am on morning your son is due to leave or the evening before. This is for appointments, family reasons etc..

• **Student must also get journal signed by year head to leave.**

• **Late Note:** submit before 8:30am on morning of being late.

At the back of the homework journal there is a place for parents/guardians to write notes to teachers and for teachers to write notes to parents/guardians.

Punctuality

Classes begin at 9am. Punctuality is necessary throughout the school day but if you are late any morning you should bring a note to explain your reason for lateness. Students who **arrive late should sign in at reception before going to class. Students should be at their class by 8:55am.**

Code of Behaviour

At CBS The Green we have some **important rules** for behaviour in the classroom, corridors and at lunchtime as well as rules about homework and uniform. You might not like them or even agree with them, but they are there to make life easier for everyone in school. **The Code of Behaviour is printed in the homework journal. In-coming students receive a copy of the Code of Behaviour when they register - both student and parent/guardian are required to sign this.**

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First Year 23/24 at The Green...so far!





18th-22nd SEPTEMBER

1st YEARS WEEKLY SPORTS Planner

Monday
FOOTBALL-
lunch Classes
D-E-F
HURLING
after school

Tuesday
FOOTBALL GYM
7.45 am
SOCCER BLITZ
FINAL
lunch time

Wednesday
FOOTBALL
after school

Thursday
HURLING
lunch time
BASKETBALL
after school

Friday
HURLING GYM -
morning 7.45am
FOOTBALL -lunch
A-B-C
RUGBY -
after school



HELLO GOOD MORNING

BREAKFAST CLUB

OPENING DAY for our BREAKFAST CLUB

EVERY MORNING 8.15-8.45AM
Fully Supervised by teachers..music playing.
Warm & welcoming atmosphere with an area reserved for 1st Years

The illustration shows a breakfast spread. On the left is a steaming cup of coffee next to a croissant. In the center is a plate with two sunny-side-up eggs, two pancakes, and some berries. To the right of the plate is a wooden fork and a wooden spoon. On the far right is a single slice of toast with a happy face.

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**WE ARE PROUD TO BE
A MICROSOFT
SHOWCASE SCHOOL!**
2023-2024

**CBS THE GREEN
TRALEE**





Extra-Curricular Activities

Taking part in after-school activities is a wonderful way of **getting to know more students in the school**. Taking part in such activities will build your confidence and you will get to mix with other students from other years and as a result. We encourage students to try every available activity through the school, especially in first year



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Making New Friends



In primary school you felt comfortable and happy because you knew everyone very well. Going to secondary school can be different because **you will not know everyone, and it may take a bit of time to feel like you 'belong' in your new class and year.** The important thing to remember is that **EVERYONE will feel the same** way and that you are not alone. It is a **good opportunity to make new friends.**

Some pupils love meeting new people, are very chatty and make lots of friends easily. Others do not know how to begin to make even one new friend. Below are a few hints and tips to help you make a new friend.

- Smile.
- Tell them your name and ask what they are called.
- Find out what they are interested in.
- Talk about shared interests – you both might like computers.
- Ask them if they want to do something at break-time.





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Support Network

At The Green we recognise the potential difficulties and have an excellent **support network in place for 1st years**. Your **Year head** will have specific responsibility for your entire year group. Each class group will also have a **'class teacher'** who will offer **support, advice and help you to settle into your new school**.



The Green ANTI-BULLYING POLICY

Bullying behaviour is defined as....

- 1. DELIBERATE**
- 2. HURTFUL**
- 3. REPEATED OVER TIME**

If **all three aspects** are present together, whatever else the behaviour might be called **it is bullying** and must be dealt with as such.

If you see it don't support it!

RECOGNISE IT, REJECT IT, REPORT IT!



Do you want to The Green to be a place where you feel happy and safe?

*You can prove it . . .
by how you treat each other*

Some Good Advice from First Year Students 2023/2024

Homework

Always have your journal with you. It is the most important book in your bag.

Take down all your homework. Do not depend on your memory.

Do the learning first, then the written part.

Do your homework the day you get it

Never say you have no homework. There's always revision to be done

Do your homework when you get home before you are completely exhausted.

If you are at a match have an arrangement with a friend who will pass homework onto you

Lockers

Be as tidy as possible because lockers are small

Have a copy of your timetable stuck to the inside of the door

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Have books and copies for each subject in a different coloured folder

Always use a lock or else it is your own fault if stuff gets lost

Go early to your locker at break because most leave it to the last minute

Try to only take-home books that you need for homework. The school bag is already heavy without extra books

Activities

Join as many activities as you can. I made loads of friends there

If you are shy just go along. Everyone feels the same at the start of the year

If you are not sporty there's camera club, art, chess. Just suggest an activity and the school will try to arrange it

There is a room at lunch time for board games

Punctuality/Attendance

Try to get to school early. Otherwise, you will be in a mad rush to get to class

Ask your parents to submit absence notes or your attendance record will be incorrect

Latecomers must queue up to sign in late so then you will be even later!

Avoid going to your locker between classes or you will be late for class

Friendship

Talk to everyone. Not while the teacher is talking though!

There is lots of group work so lots of chances to talk and get to know people

There are SPHE and Care classes. This is where you get a chance to talk about mental and physical health issues, growing up, coping strategies and life in general

Try to join a group for lunch

If you run into any problems you can talk to your class teacher, year head or any teacher. They are extremely easy to talk to.

Do not worry if you are not in class with all your primary school friends. It is probably for the better because you will make new friends and still have your old friends



Rules

Most are there to make our lives easier and safer so do not be afraid of it being too strict

If you do something stupid just own up

Digital Learning at CBS The Green-Microsoft 365



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SHOWCASE SCHOOL!**
2023-2024

**CBS THE GREEN
TRALEE**



What does it mean to be a Microsoft Showcase School?

- ▶ An elite group of schools that **exemplify the best of teaching and learning** in the world today.
- ▶ **Only a few institutions** earn this designation (we are one of only 10 schools in Ireland)
- ▶ Microsoft Showcase Schools are **pioneers in education**, part of an exclusive global community, recognised and celebrated for educational transformation that includes vision and innovation in teaching, learning, and **preparing students for the future**.



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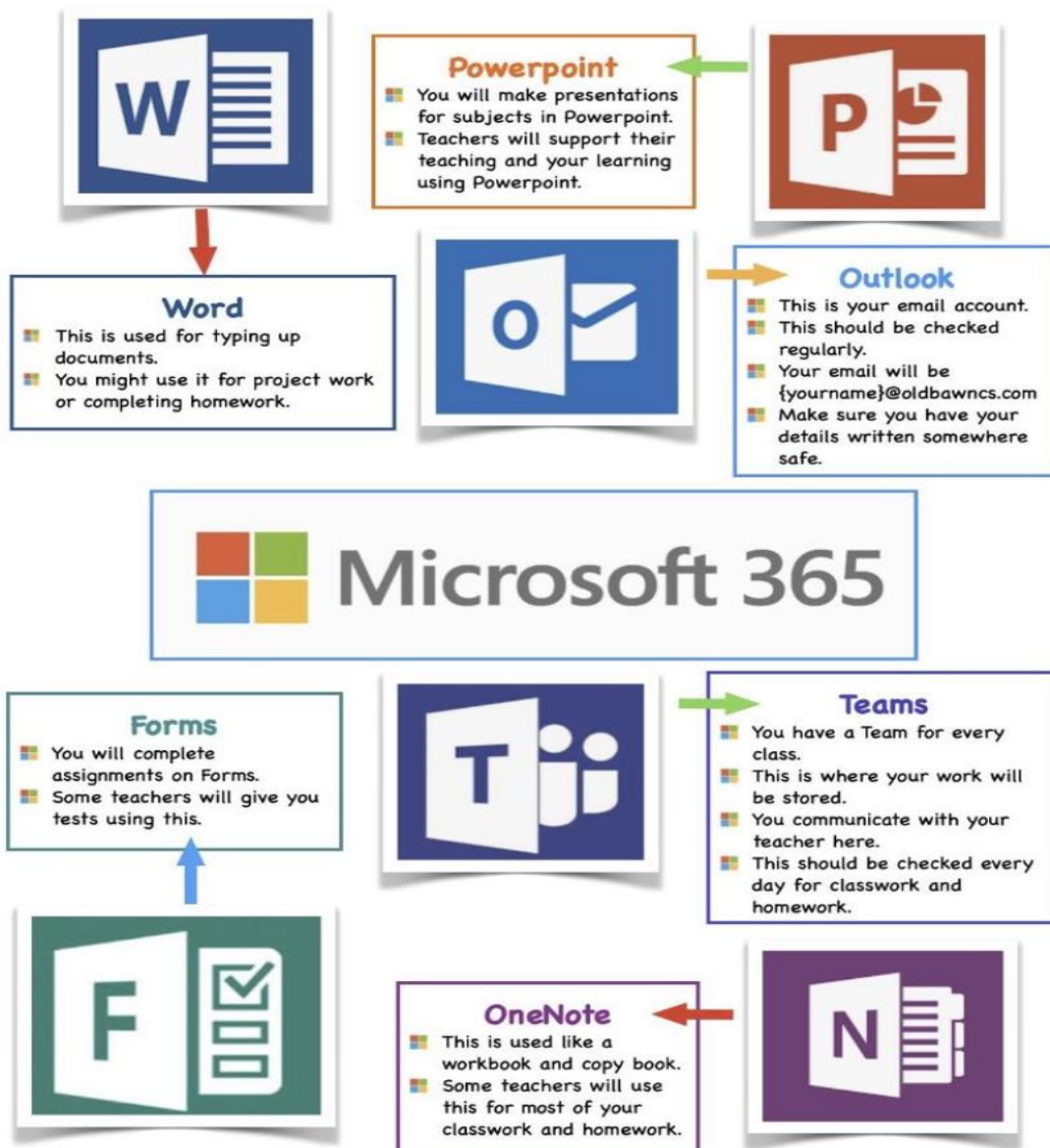
Our digital platform at The Green is Microsoft 365. The following apps can be downloaded for free onto your computer, tablet, or smartphone. The school has invested in a full Microsoft Subscription licence '**Microsoft 365 Apps for Students**' for every student in our school. This means that you can download the apps below on up to 5 devices (and use offline where needed).

You will be given an email address which will be of the following format:

23.joe.bloggs@student.thegreen.ie


You will also be given a generic password which you can reset when you first log in.







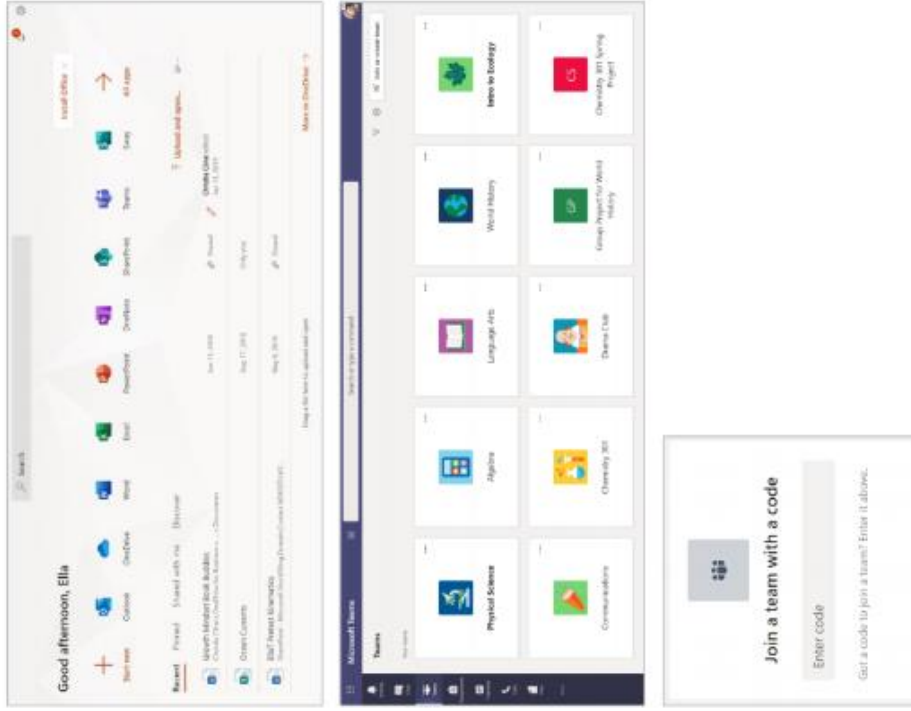
Sign in to Teams

1. Go to [Office.com](https://office.com) and sign in with your school email and password.
2. From your [Office.com](https://office.com) homepage, click on the **Teams** app to open it right in your browser.
3. Select  Teams to see which class teams you're in. If your teacher has already set up the class team and added you, you'll see one of more (depending on how many classes you have) class team tiles.

Note: Don't see any class team tiles? Your teacher may have invited you to join your class team with:

- A join code (from the Teams page, select **Join** or **create team** and enter the code)
- A link (check your email!)

When you see your class tiles, click on one to start connecting with your teacher and classmates!



Quick Start Guide

New to Microsoft Teams for Education? Use this guide to learn the basics.

The screenshot shows the Microsoft Teams interface with several callout boxes providing instructions:

- Navigate Microsoft Teams**: Use these buttons to switch between Activity Feed, Chat, your Teams, Assignments, Calendar, and Files.
- Start a new chat**: Launch a private one-on-one or small group conversation.
- Use the command box**: Search for specific items or people, take quick actions, and launch apps.
- Manage profile settings**: Change app settings, change your pic, or download the mobile app.
- Join or create a team**: Find the team you're looking for, join with a code, or make one of your own.
- Manage your team**: Add or remove members, create a new channel, or get a link to the team.
- View your team**: Click to open your class or staff team.
- What is a team?**: You can create or join a team to collaborate with a certain group of people. Have conversations, share files and use shared tools with the group – all in one place. That group could consist of a class of students and educators, a group of staff and educators collaborating on a topic, or even a group for a student club or other extracurriculars.
- Find personal apps**: Click to find and manage your personal apps.
- Add apps**: Launch Apps to browse or search apps you can add to Teams.

The Teams interface shows a list of teams: Physical Science, Health Research, Pineview School Staff, and Pineview School Science Teachers. The bottom navigation bar includes Activity, Chat, Teams, Assignments, Calendar, Calls, Files, and Apps.

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Class teams

Class teams provide special capabilities tailored for teaching and learning

Every team has channels
Click one to see the files and conversations about that topic, class unit, or week in the course. You can even have private channels for group projects!

Every team comes with a General channel. Open channel settings to add new channels, manage notifications and other settings.

Format your message
Add a subject, format text, convert the message to an announcement, post across multiple teams or control who can reply and more.

Add channels and manage your team
You can change team settings, add members to the class team and add channels.

Open Class Notebook
Class Notebook is a digital binder you can use in your class to take notes and collaborate.

Open Assignments and Grades
Assignments allows educators to create and distribute assignments. Students can complete and turn in their assignments without leaving the app. Educators can use the Grades tab to provide feedback on assignments and track student progress. Students can see their progress, too.

Add tabs
Explore and pin applications, tools, documents and more to enrich your class. We're constantly adding more education specific tabs. Check back often.

Share files
Let class members view a file or work on it together.

Start a discussion with the class
Type and format your message or announcements here. Add a file, emoji, GIF, or sticker to liven it up!

Add more messaging options
Click here to add new messaging capabilities like polls, Praise, and more to enrich classroom discussion.

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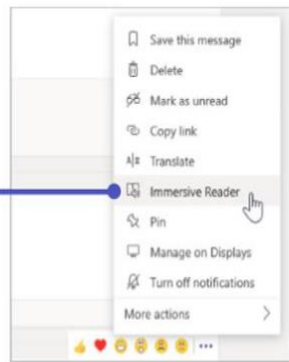



Accessibility Features in Microsoft 365

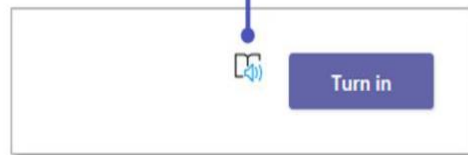
1 Immersive Reader

Immersive Reader helps improve reading and comprehension for students, including those with dyslexia or other learning disabilities. Immersive Reader is integrated into Teams, and you can also open it in other Microsoft apps like **Word, OneNote, Outlook, and Edge**.

Launch Immersive Reader from a message or chat by opening the **More options** panel.

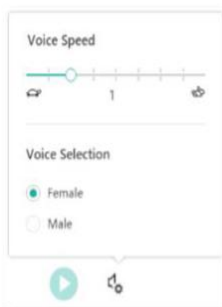


Launch Immersive Reader from an assignment on either desktop or mobile by opening the assignment and selecting the **Immersive Reader**  icon.



Immersive Reader includes features such as...

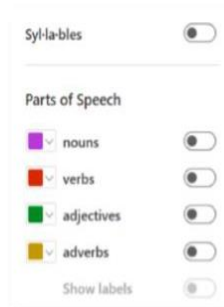
Voice Options
to read text aloud



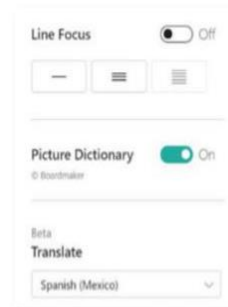
Text Options
to adjust size, spacing, font, and color



Grammar Options
to highlight parts of speech



Reading Preferences
for line focus, translation, and more

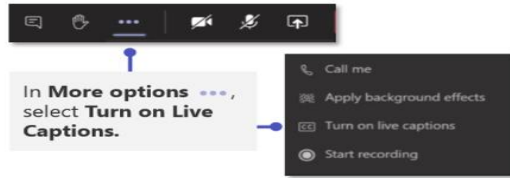




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2 Meeting captions

For students who are hard of hearing, have dyslexia, or need support focusing, Teams can detect what's said in a class session or meeting and present real-time captions with speaker attribution.



3 Message translation

To help English Language Learners, Teams automatically translates messages into the language specified in your personal settings.

Click your profile picture and navigate to **Settings > General** to view language options.



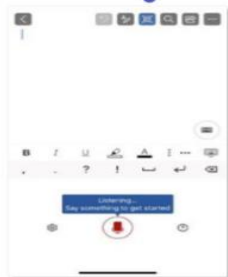
Explore other accessibility features in Office 365

Dictation to transcribe speech. Available in Word, Outlook, OneNote, and PowerPoint.

Dictate in Word for desktop

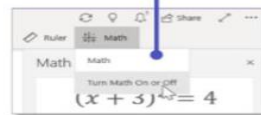


Dictate in Word for mobile

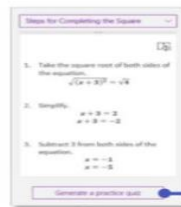


Math Assistant to help with equations, graphing, and other math topics. Available in OneNote

Navigate to the Class Notebook. In the **Draw** tab, select **Math > Turn Math On or Off**.



Math Assistant offers step-by-step solutions for solving equations, plus the option to generate a practice quiz.

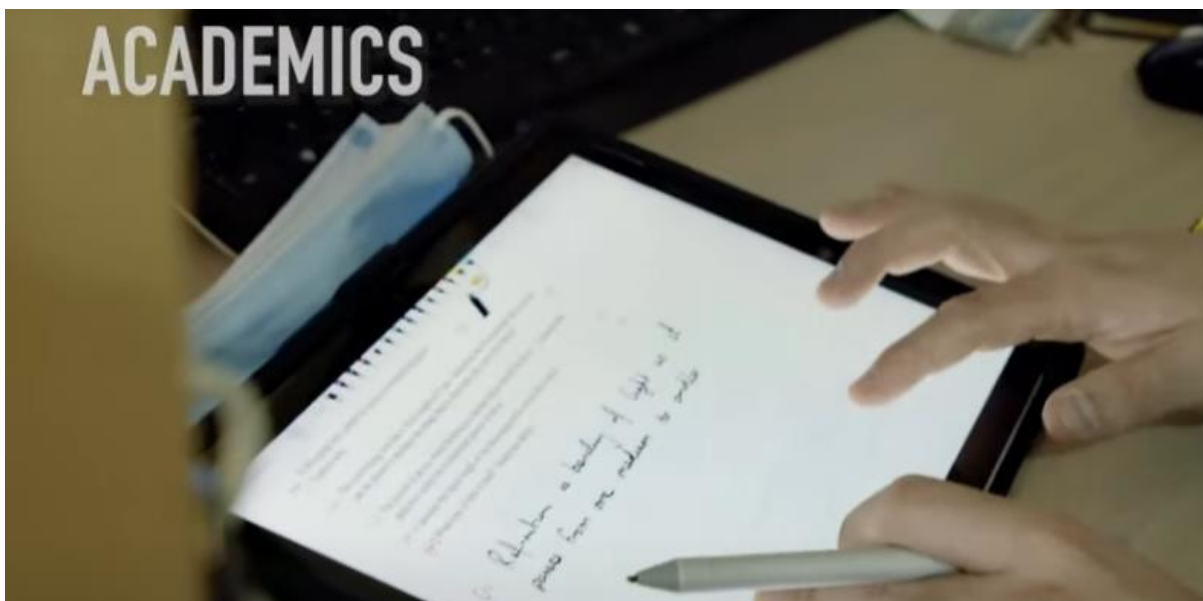
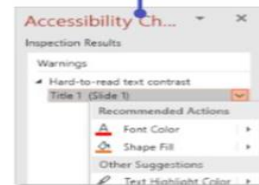


Accessibility Checker to ensure files are accessible for parents and students who are blind. Available in Word, Outlook, OneNote, PowerPoint, and Excel.

In the **Review** tab, select **Check Accessibility**

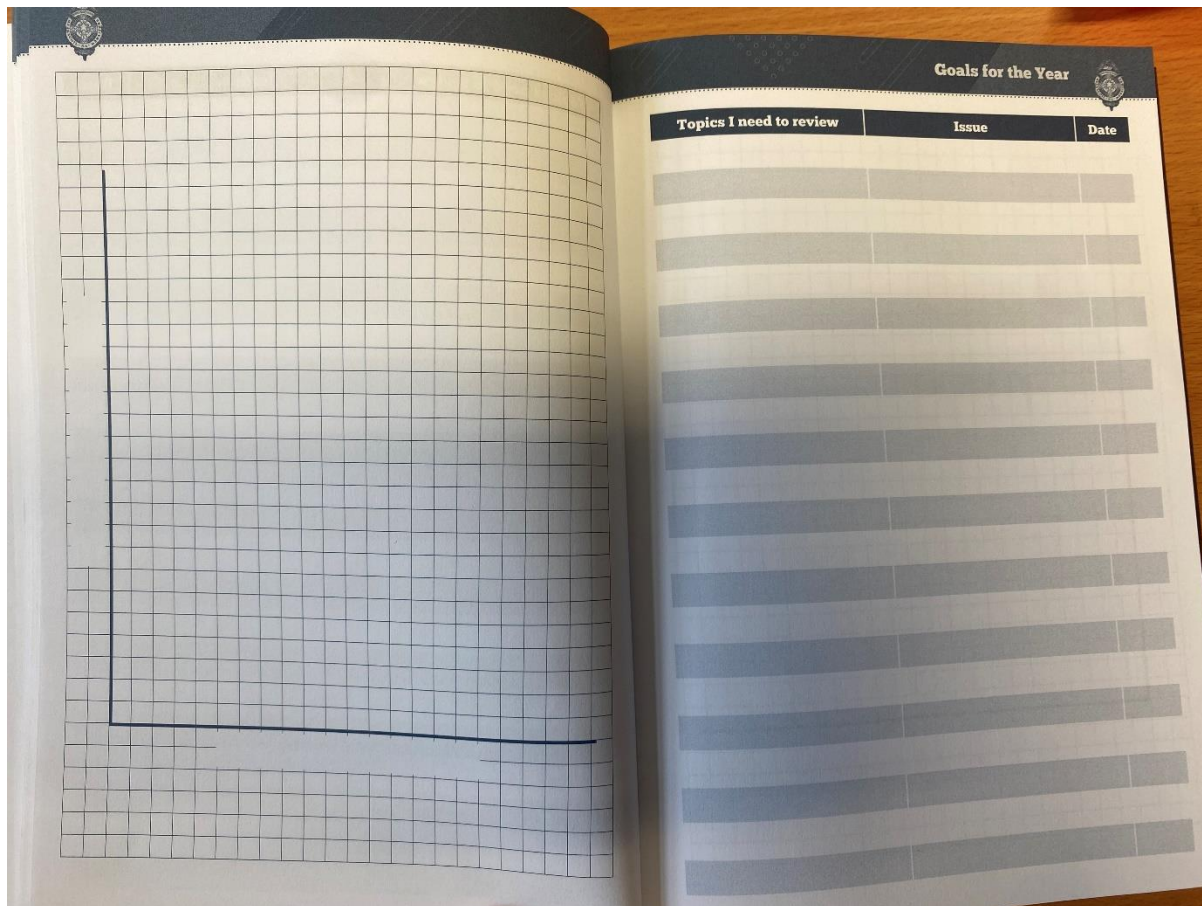


View the inspection results with recommended actions on how to make your file more accessible.





Student Academic Tracking



S.A.L.T Graphs in Student Journal to track progress in individual subjects.

Athena Academic Tracker



Athena Tracker is an **academic monitoring tool** which creates a **student's baseline potential** in each subject.



The baseline is based on a statistical model built using exam results of students.

Using this baseline, *Athena Tracker* highlights to class teachers and academic monitors when a student's performance **falls below their potential** and may need further **support**.



Target setting –

Individual targets can be set for each student in each subject.



Student Motivation –

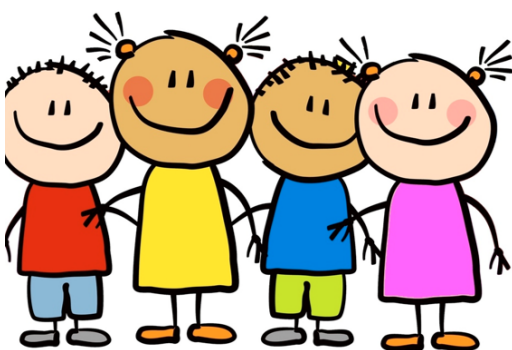
It can help motivate students to continue working hard if they are meeting their potential.

It can also provide motivation for students who are not meeting their potential.



Parent / Teacher Meetings –

Academic results can easily be shown and explained to parents on how their children are performing in all their different subjects.



Extra Student Support –

Students can avail of extra support from their teachers where required.



Graphic Organisers

These are particularly useful in helping you structure and organise information and will aid your learning and study in all subjects. Teachers will help you to use them.

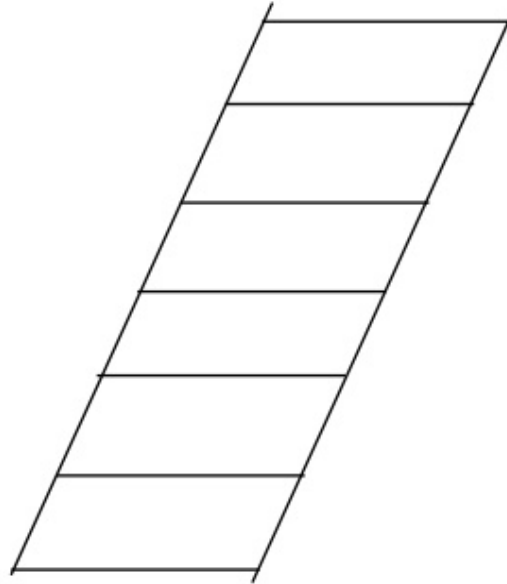
You can copy these templates and draw your own.

Name _____

K What I know	W What I Want to Know	L What I Learned

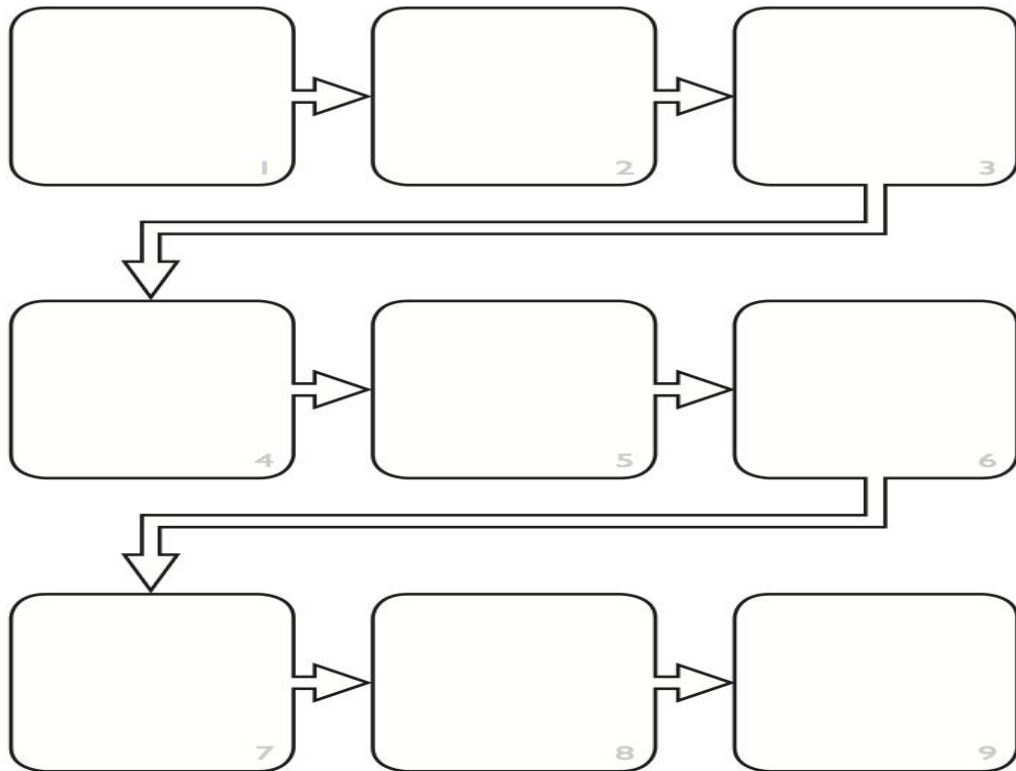


Step Ladder



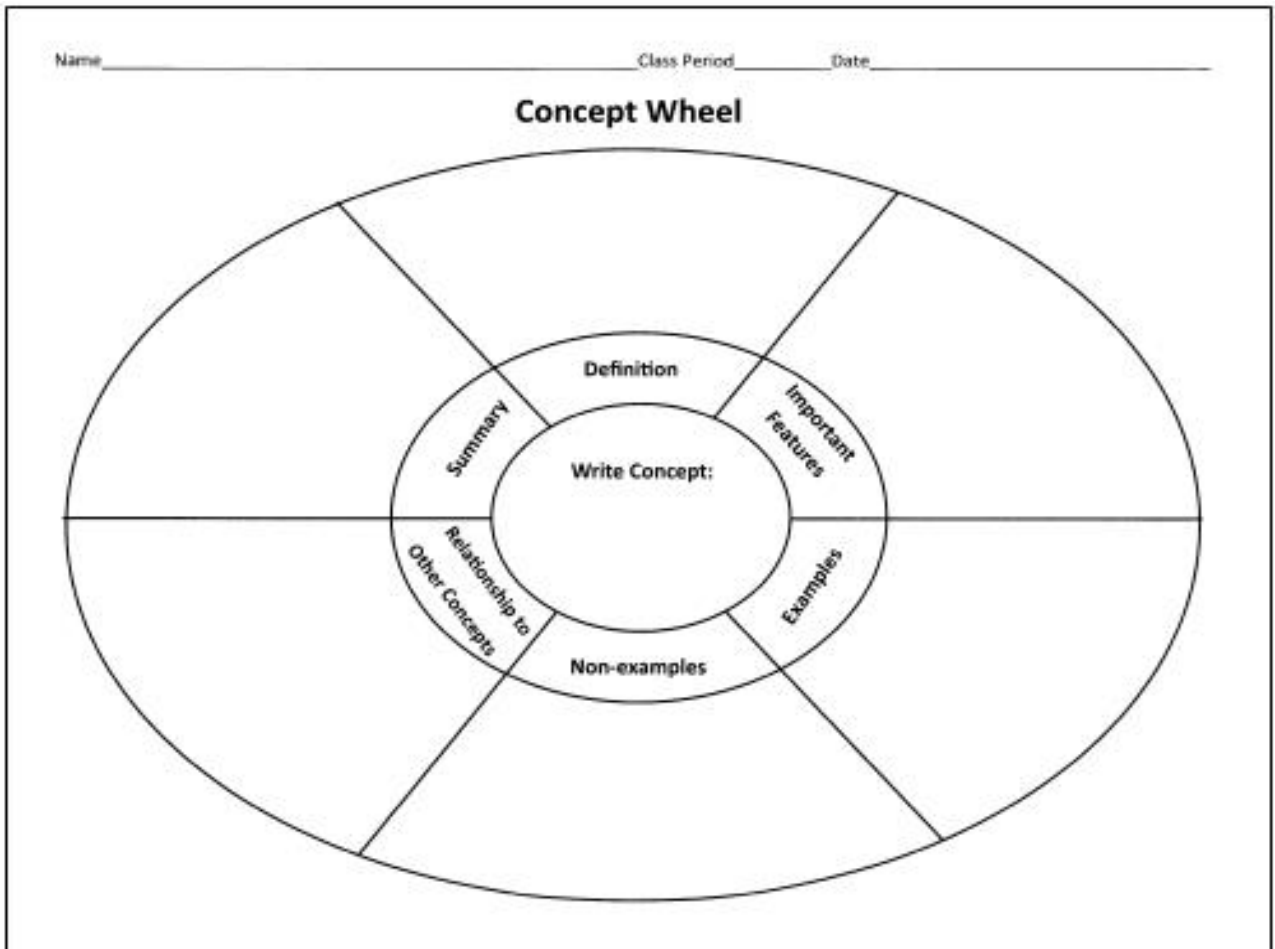
When a topic involves prioritising or establishing stages, with a definite beginning and end.

Sequence





Step 1 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Step 2 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Step 3 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Step 4 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Step 5 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



'Our Tradition, Your Future'



Name _____ Class Period _____ Date _____

Think-Pair-Share

Question/Topic	What I Thought	What My Partner Thought	What We Decided to Share

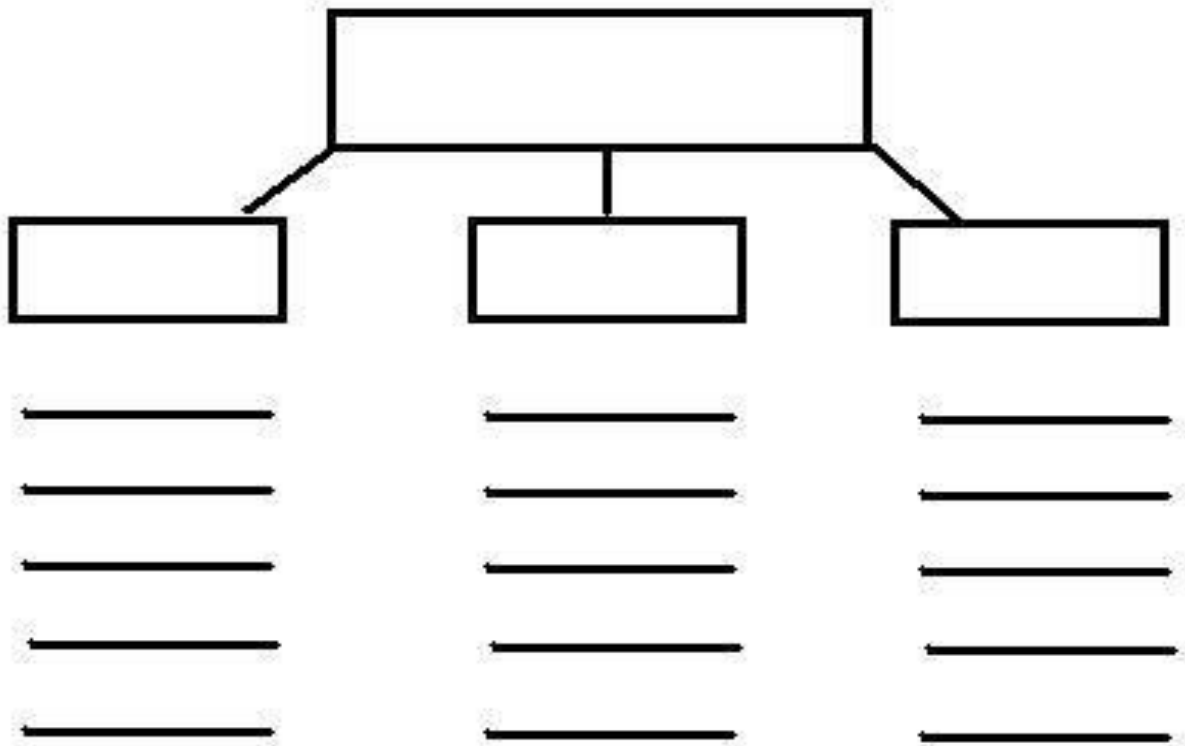
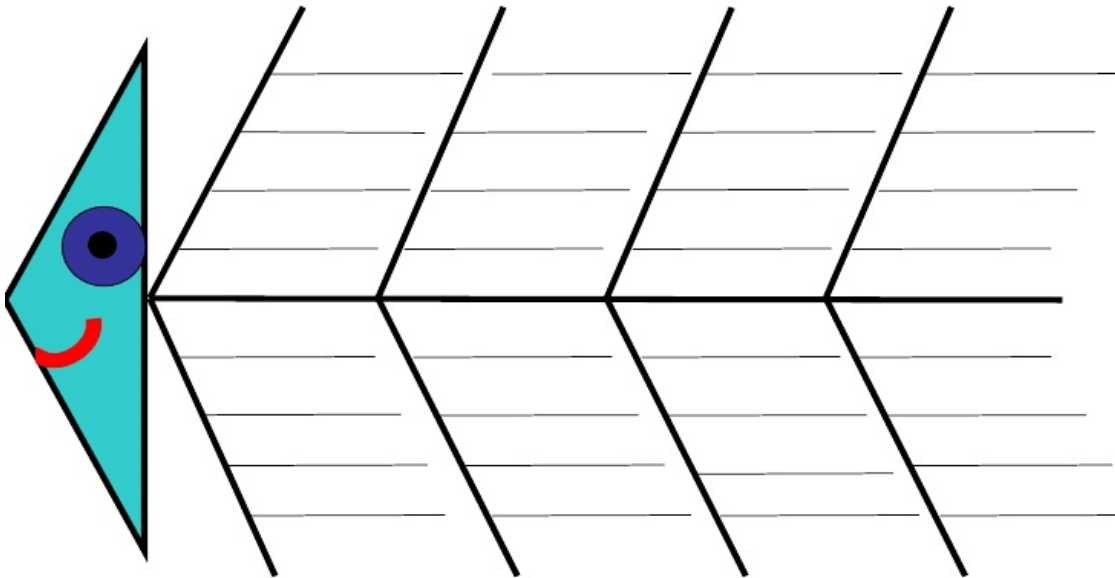
Name _____ Class Period _____ Date _____

Event Map

```
graph TD; Event((Event)) --- WhatHappened[What happened?]; Event --- WhenHappened[When did it happen?]; Event --- WhereHappened[Where did it happen?]; Event --- WhoInvolved[Who was involved?]; Event --- HowHappened[How did it happen?]; Event --- WhyImportant[Why was it important?];
```



Fishbone: A Graphic Organiser





Information for Parents

The Junior Cycle and Your Child

The New Junior Cycle places students at the centre of the educational experience, enabling them to be resourceful and confident learners in all aspects of their lives.

Junior Cycle Framework

Key Skills and Wellbeing underpin the new Junior Cycle. These will ensure your child receives a rich educational experience and that your child will have access to a varied curriculum of knowledge, skills, and values.

The **8 Key Skills** and **Wellbeing** are embedded into the planning, development, and implementation of the entire Junior Cycle curriculum.



Engagement with the above skills will ensure that students:



- Are more actively engaged with their learning
- Take greater ownership of their learning
- Engage with digital technology
- Are encouraged to problem solve and think creatively

Wellbeing

INDICATORS OF WELLBEING



ACTIVE

- Am I a confident and skilled participant in physical activity?
- How physically active am I?



RESPONSIBLE

- Do I take action to protect and promote my wellbeing and that of others?
- Do I make healthy eating choices?
- Do I know where my safety is at risk?



CONNECTED

- Do I feel connected to my school, my friends, my community and the wider world?
- Do I appreciate that my actions and interactions impact on my own wellbeing and that of others, in local and global contexts?



RESILIENT

- Do I believe that I have the coping skills to deal with life's challenges?
- Do I know where I can go for help?
- Do I believe that with effort I can achieve?



RESPECTED

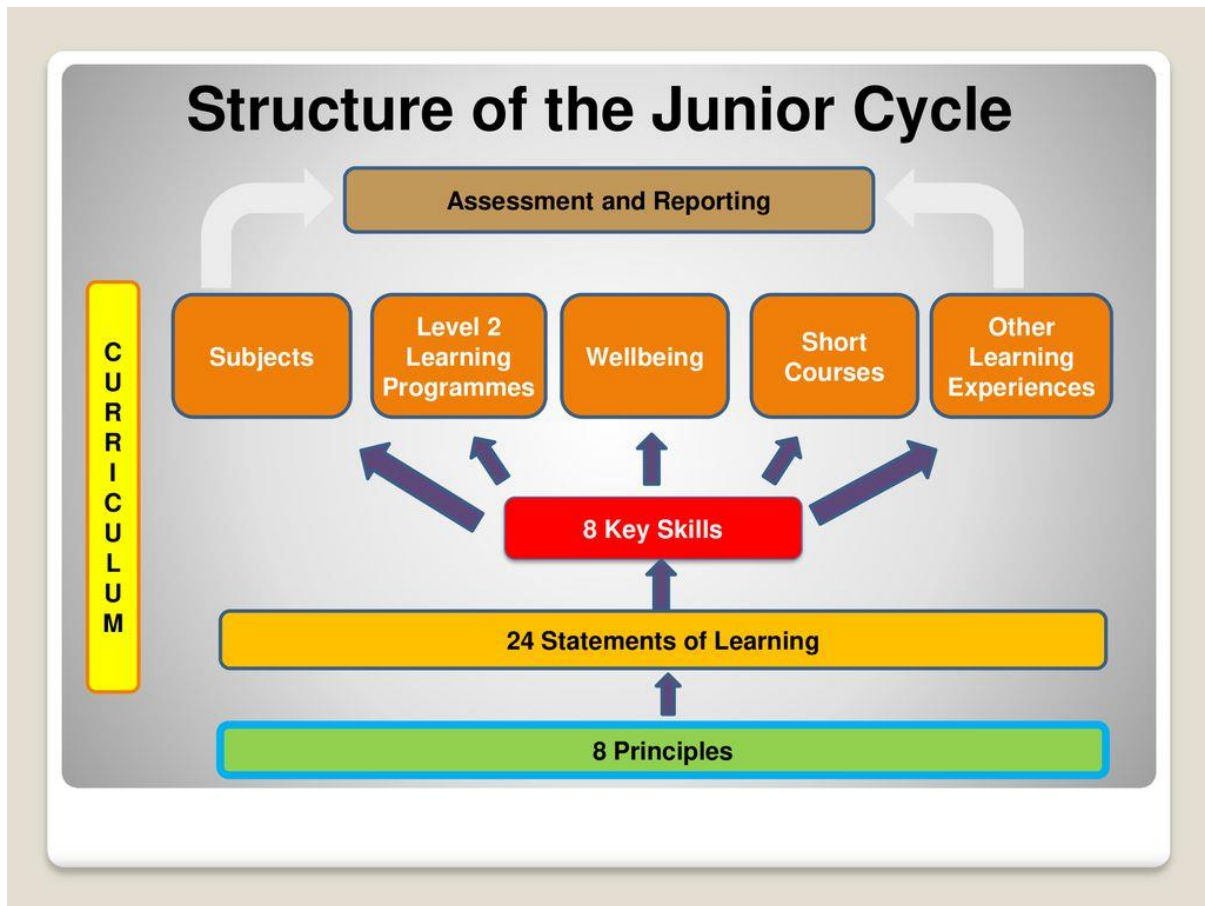
- Do I feel that I am listened to and valued?
- Do I have positive relationships with my friends, my peers and my teachers?
- Do I show care and respect for others?



AWARE

- Am I aware of my thoughts, feelings and behaviours and can I make sense of them?
- Am I aware of what my personal values are and do I think through my decisions?
- Do I understand what helps me to learn and how I can improve?

- Wellbeing will cross the three years of Junior Cycle and build on substantial work already taking place in schools in support of student's wellbeing.
- It will include learning opportunities to enhance the physical, mental, emotional, and social wellbeing of students.
- The Wellbeing Programme will have 400 hours of timetabled engagement across 3 years.



What stays the same?

- Students experience a broad and balanced curriculum
- Standards and expectations remain high
- The Department of Education and Skills will monitor quality across all schools
- The State Examinations Commission will continue to be involved in assessment for certification

What is improving?

- A better and a more engaging learning experience for your child
- Updated subject specifications
- Quality reporting back to parents and students
- Assessment to support learning
- An emphasis on Key Skills and preparation for life



Frequently Asked Questions

What is a Classroom Based Assessment (CBA)?

CBA's provide students with opportunities to demonstrate their learning and skills in ways not possible in a pen and paper exam.

CBA's will be undertaken in 2nd and 3rd Year and facilitated by the classroom teacher.

Examples of CBA's include Oral Presentations and Research and Investigation Tasks.

There is also a group work element to some CBAs.

CBA's will be reported on in the Junior Cycle Profile of Achievement (JCPA) using the following **descriptors**:

- Exceptional
- Above Expectations
- In-line with Expectations
- Yet to Meet Expectations

How does your child prepare for a CBA?

CBA's will be undertaken during an assigned period within normal class contact time and to a national class timetable. Students will be provided with on-going feedback from their teachers, during the dedicated preparation time which spans across three weeks of the academic year.

Once the second CBA is completed, students in 3rd year will complete a written assessment task.



What is an Assessment Task?

This task, set by the National Council for Curriculum and Assessment (NCCA), is undertaken during normal class times, and will be sent to the State Examinations Commission for marking. This assessment task will be worth 10% of the overall mark for that subject.

What is a SLAR?

- Schools will organise “Subject Learning and Assessment Review” (SLAR) meetings to ensure quality.
- Teachers will compare their assessment of students’ work and ensure a common approach across the school.
- CPD has been provided for teachers to ensure that the Classroom-Based Assessments align to a national standard.

What is a short course?

- Schools may offer short courses on their Junior Cycle programme. Short Courses have been made available by the NCCA in areas such as Coding, Digital Media Literacy, Philosophy, CSPE, SPHE and physical education.
- Schools may also develop their own short courses to meet their students’ needs.
- 100 hours of student engagement is required.
- Assessed through Classroom Based Assessments with no State Examination.



How will student achievement at Junior Cycle be assessed?

- Classroom based assessments (CBAs)
- Short courses
- Other learning experiences
- State Exam in June.

Exams will be set, held, and marked by the State Examinations Commission in June of third year.

- English, Irish and Maths specified at Higher and Ordinary levels.
- All other subjects specified at a Common Level.
- Duration of 2 hours or less.

What is the grading system?

Instead of grades such as A, B, C, D etc. the following descriptors will be used for exams.

- Distinction: 90 – 100%
- Higher Merit: 75 – 89%
- Merit: 55 – 74%
- Achieved: 40 – 54%
- Partially Achieved: 20 – 39%
- Not Graded: 0 – 19%



What is a Junior Cycle Profile of Achievement?

The JCPA reports State Examination results, Classroom Based Assessments results and Other Areas of Learning.

It is issued by the school during the first term of Transition Year/5th Year.

JUNIOR CYCLE PROFILE OF ACHIEVEMENT
2017

John Kelly
DOB: 21 June 2001

STATE CERTIFIED FINAL EXAMINATIONS

Examination number: 456985

English (O)	Distinction
Irish (O) ⁽²⁾	B
Mathematics (H)	B
History (H)	C
Geography (H)	D
French (O) ⁽²⁾	C
Business Studies (H)	B
Science (H)	B
Technology (H)	B
C.S.P.E. (C)	A
Religion (H)	A

Classroom-Based Assessments - English

Oral Communication	Exceptional
Collection of Texts	Exceptional

Classroom-Based Assessments - Short Courses

Coding	Above expectations
Physical Education	Exceptional

Other Areas of Learning ?

Principal
Ms Mary Ryan

Year Head
Mr. Jack Quigley

Roll Number: 60090Q
Anytown Secondary School
Anytown, Co. Anytown
V94 HXW5

Anytown Secondary School

This JCPA recognises and records achievements in Junior Cycle.



What is included in “Other Areas of Learning?”

“Other Areas of Learning” applies to co-curricular and extra-curricular activities that students engaged in throughout their Junior Cycle. This includes, but is not limited to, sports, choir, student council, membership of school clubs, awards won, demonstration of school spirit etc.

This provides a much more balanced and well-rounded view of each student and their success throughout Junior Cycle.

What is a Level 2 Learning Programme?

The Level 2 Learning Programme (L2LP) aims to make the curriculum more accessible to students with special educational needs.

Students undertaking a L2LP are those with disabilities categorised as being in the lower mild to higher moderate range of general learning disabilities.

These students will benefit from an L2LP as it purposely focuses on development and learning in such areas as: elementary literacy and numeracy, language and communication, mobility and leisure skills, motor coordination and social and personal development.

Useful Websites:

www.curriculumonline.ie

www.jct.ie

www.ncca.ie

www.juniorecycle.ie



WELLBEING

Starting secondary school can be an amazing adventure; new school subjects, different teachers, lockers, new sports, clubs, and best of all, making new friends. But every student in the world at some stage of their school life can get worried about school. There are a few main reasons why students can get anxious about school:

1. New teachers, hard subjects, homework, lockers, and relationships!
2. Social situations involving bossy people in group work, bullies, students being mean, having to stand up and read in front of the class, walking past older students, changing into sports gear in the changing room, etc.
3. Social media websites like Instagram, Snapchat, Facebook, etc.,
4. Worry thoughts, like students who think **“What if...?”** all the time. Often this leads to us thinking the worst will happen and we will not be able to manage the situation.

Every school in the country now provides for a new area of learning at Junior Cycle called **Wellbeing**. This is building on the immense work that schools have dedicated to students' wellbeing for many years now and will make the school's culture and ethos and commitment to wellbeing visible to students. Schools have many classes and extra-curricular activities that provide learning opportunities to enhance the physical, mental, emotional, and social wellbeing of students. These enable students to build life skills and develop a keen sense of connectedness to their school and to their community.



'Our Tradition, Your Future'



There are 6 indicators of wellbeing:

- Connectedness
- Being Active
- Being Responsible
- Having Resilience
- Respected/Respectful
- Aware

You can find out more about these wellbeing indicators by clicking on this link:

https://www.ncca.ie/media/2487/wellbeingguidelines_forjunior_cycle.pdf



It is interesting to hear what 1st year students have to say about things that helped them when things sometimes got tough:

- A “Hello”
- Smiling
- Chats and tea
- Fresh air
- Listening
- Being included
- Understanding and not judging
- Healthy food
- Sleep!

'Our Tradition, Your Future'



Of course, one thing that helps to ease the transition from primary to secondary school is the involvement of you, the parent. Parents can help by:

- Helping with homework
- Taking an interest in school projects
- Attending events such as school plays, parent-teacher meetings, fund raising events, etc.
- Maintaining honest communication with class teachers, year heads, the school secretary and school management.
- Encouraging your child to get involved in extra-curricular activities.

One of the biggest complaints of young people is that they are not listened to by their parents, teachers, or other significant adults. Therefore, they often turn to their peers for advice or consolation. Listening is a skill, and it takes practice:

USEFUL WEBSITES

Aware [Helping defeat depression]:

Helpline: 1890 303302

www.aware.ie

Body Whys

[The eating Disorders Association of Ireland]

Helpline: 1890 200 444 www.bodywhys.ie

Samaritans Helpline: 1850 6060 90

Shine [Supporting people affected by Mental Health]

Helpline: 1890 621 631 www.shineonline.ie

Console [Bereaved by suicide]

Helpline: 1800 201 890 www.console.ie

Pieta house

[Centre for prevention of self-harm & suicide]

Helpline: 01 601 000 www.pieta.ie

National LGBT Helpline: 1890 929 539

St. Patrick's Mental Health Services www.walkinmyshoes.ie

Children First www.tusla.ie/children-first



***“Anti-Bullying Procedures for Primary and Post Primary Schools” 2013,
under the heading “Key Principles of Best Practice,” states:***

6.8.1A consistent and clear approach to dealing with bullying when it occurs is essential to effective practice . . . [using] established intervention strategies and ensuring consistent recording, investigation and follow up of bullying behaviour.

6.8.9 School authorities must ensure that the school has clear procedures for investigating and dealing with bullying . . .

. . . must be consistent with the following approach:

The primary aim for the relevant teacher in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved.

Students

If someone is deliberately, repeatedly doing or saying things to you that you find hurtful, upsetting, annoying, worrying, frustrating, embarrassing or humiliating or even frightening you are being bullied. If you are being bullied in school, or if you know of someone else who is being bullied, please take the vital first step of telling a teacher you trust or asking a parent or a school friend to do so for you.

Parents

If you are concerned about a change in your child's general mood or behaviour, for example if s/he becomes uncharacteristically withdrawn, touchy, angry, demands more attention than usual or has a serious decline in schoolwork rate, it may not be "just hormones." Your child may be experiencing bullying. To put your mind at ease, please contact the school and make teachers aware of your concerns. They can then investigate and if there is bullying taking place, they can bring the bullying to an end without making matters worse for your child or anyone else.

Even little negative things, which would be only slightly upsetting if they happened just once, repeated over and over again can be very hurtful. While bullying behaviour is hurtful, those deliberately doing it usually do not understand or intend the level of damage it can cause. Bullying is very secretive but there may be clues that indicate that it is happening.

Dealing with Incidents of Bullying

The Department of Education and Skills is now insisting that schools adopt an innovative approach and implement a new policy to deal with bullying. Under its new mandatory “Procedures” it wants pupils better informed about the hurtful nature and unacceptability of bullying behaviour, through an awareness-raising programme, since better informed pupils are less likely to bully others and more likely to report bullying when they see it. Under its “Procedures” it wants (a) bullying situations to be “resolved,” achieving a “win-win” outcome, and (b) relationships to be “restored” to the level before the bullying began and this to be done while at the same time avoiding blame and punishment since these have not worked in the past. Two excellent websites that supports schools in fully implementing this approach can be found at

www.antibullyingcampaign.ie

www.antibullyingcentre.ie



Cyber bullying

Cyberbullying Online is just another way your child can be bullied. Watch for the signs. For especially useful information on Internet safety see www.webwise.ie
Remember! Every text and every social media post is 100% traceable by the Gardaí, working with the service providers.

What can I do if I suspect that my child is being bullied?

- Do not be angry, be clever.
- Being angry often makes matters worse and usually does not help resolve the problem. Talk to your child in a calm tone.
- Reassure your child that the problem lies with the bullying child not your child.
- Try to find out what is happening but do not be surprised if your child does not want to tell you – do not try to force the issue but offer to help find a “win-win” resolution to end the bullying.
- Notify the school of your concerns and ask for help - under the new “Procedures” schools can effectively investigate and resolve bullying situations.
- Under the new “Procedures” parents are obliged to cooperate with any investigation of bullying behaviour the school undertakes so do this.
- Cyber-bullying is 100% traceable after the event but by then damage may be done so parents should proactively monitor their children's use of electronic media (e.g., phones) and social media and ensure that precautions have been taken to minimize the risk of cyber-bullying

Protect yourself from cyberbullying by Mobile phone.

Useful tips to help prevent cyberbullying by mobile phone:

- Always use a password to open your phone for use and tell nobody the password except your parents or guardians.
- Keep your phone number secret from anyone who cannot be totally trusted.
- Never pass someone's phone number on to a third party.
- Do not send pictures of yourself or others or private messages by phone to anyone who cannot be totally trusted not to pass them on to someone else.
- If someone gets your phone number and starts making unwelcome calls or sending unwelcome messages or pictures to you, no matter how annoyed or upset you are do not reply, do not delete the pictures or messages, and do not remove a record of the calls from your phone's log. Instead, tell a parent, a teacher or other adult you trust.

Social Media Anti-Cyber-Bullying Tips

Anyone of any age intending to use Facebook, Instagram, TikTok, WhatsApp, Viber, Ask.fm and Snapchat or other social media in the future should first skip options offered like “Add Friends,” “Find Friends,” “Profile Information” or “Add a Picture” and instead click on “Settings” - (on Facebook by clicking on the tiny black triangle in the upper right of the screen) and from there limit all privacy and security settings to “friends only” (not friends of



friends who may not be your friends) and only then add only genuine trustworthy friends, one at a time. Even then children should avoid circulating photographs of themselves or anyone else on social media or circulating disrespectful comments to anyone about anyone. These remain in the networks and can be misused by others even after you think they are deleted. For useful “Advice,” “Explainers” and “How To” information on many of these social media for both parents and teachers visit www.webwise.ie

How the internet is accessed

- Statistics for 9–16-year-olds-35% through smartphones, 29% using laptops and tablets (27%)
- 63% reported using the internet daily at home.
- 46% of children have access to the internet in their bedroom, rising to 77% for older teenagers.
- 90% of all 15/16-year old's in Ireland have a profile on social media.
- 40% of 11/12-year old's have social media accounts.
- Between the ages of 11/12 and 13/14, the use of social networking more than doubles.

(O’Neill, B & Dinh, T. (2014) Net Children Go Mobile: Initial Findings from Ireland, Dublin: Dublin Institute of Technology.

Safety Settings and Parental Controls

- Set up Google Safe Search
- Set up YouTube Safety mode
- www.youtube.com/yt/kids
- www.families.google.com/familylink
- www.apple.com/families
- www.apple.com/family-sharing
- www.mobicip.com
- www.webwise.com

Useful Contacts

www.antibullyingcampaign.ie

National Anti-Bullying Centre (ABC); School and Cyber Bullying - (which can refer you to a trained counsellor.) Tel: 01-7006580 Email: liam.challenor@dcu.ie ISPC: Tel 01 6767960, email: ispcc@ispcc.ie

Useful Internet safety information:

www.webwise.ie

www.cybersafeireland.org

www.common sense media.org

www.connectsafety.org



SEN Department

The Special Educational Needs (SEN) Department is an integral part of the Student Support Team, working closely with the Guidance Department, Chaplaincy and Year Heads, as well as SNAs, parents and outside agencies, to support students with additional or special educational needs.

In-School Support

Students are supported educationally in a variety of ways, depending on their needs and the resources available. This includes:

- Learning Support Literacy/Numeracy classes
- 1:1 or small group Resource classes for those with specific needs, as appropriate
- Team-teaching in mainstream classes, to maximise support and subject choice
- Modified/reduced/differentiated curriculum, as recommended or necessary
- Irish Exemptions, in line with current DE guidelines
- Special Needs Assistants (SNAs), in line with current guidelines
- IT or other equipment, as appropriate
- Reasonable Accommodations in the (State) Certificate Exams

Parents are consulted and involved in the decisions relating to the best provisions for their children, as are the students themselves.

How are Students with Additional Educational Needs Identified?

- Entrance Assessment tests
- National school feedback
- Parental concerns/feedback
- Psychological/Occupational Therapy/Other assessment and reports
- Teacher referrals
- In-school standardised testing
- Monitoring of on- going to school performance (school tests and reports)
- Student self-referral to SEN Dept

Students whose school performance or behaviour gives rise to concern will be referred to the Student Support Team for further assessment and the most appropriate action will be taken to offer support to the student and parents

What if I am Concerned about My Child?

Contact the subject teacher/Class Tutor/Year Head/Guidance/SEN to discuss your concerns. The Student Support Team meets weekly to review referrals and concerns and decide on a course of action. It helps if you are specific about the exact nature of your concerns and about how long you have had them.



What are Additional or Special Educational Needs?

These are difficulties experienced by students which make it harder for them to achieve success with the same ease as their peers. Such students need extra support to enable them to reach their true potential. Challenges include (but are not limited to) the following:

- Specific Learning Difficulties, e.g., Dyslexia, Dyscalculia
- General Learning Difficulties (Mild/Borderline Mild/Moderate) Mild
- Speech and Language Difficulties
- Physical Difficulties, e.g., Cerebral Palsy, Developmental Co-ordination Disorder (DCD/Dyspraxia)
- Visual or Hearing Impairment
- Autistic Spectrum Disorder (ASD)/Asperger's
- Down's Syndrome
- Attention Deficit (Hyperactive) Disorder
- Emotional Disturbance/Anxiety Disorders
- Behavioural Disorders
- Medical/Health Issues

Information about these difficulties is available on the Special Education Support Service website www.sess.ie (See Links section). We also have several resources available in school which parents are welcome to borrow.

How is the SEN Department Resourced?

The Department of Education (DE) supplies the Special Ed Teaching hours allocation, SNA Support, IT, and other specialised equipment for students with SEN. SEN hours/allocation are decided with reference to the needs and profile of the school. Applications are made to the Special Educational Needs Officer (SENO) for SNA support and IT equipment, as recommended in students' psychological and/or occupational therapy reports.

The SENO's decision is communicated to the school and DE. The DE will then sanction the SNA/IT support, enabling the school, with parental/guardian consent, to put the appropriate supports in place.

SEN Abbreviations

SEN: Special Educational Needs

SENO: Special Educational Needs Officer

SNA: Special Needs Assistant

DES: Department of Education and Skills

NCSE: National Council for Special Education

NDA: National Disability Authority

NCCA: National Council for Curriculum and Assessment



NEWB: National Education Welfare Board

NCTE: National Council for Technology in Education

HEAR: Higher Education Access Route

SEC: State Examinations Commission

AHEAD: Association for Higher Education Access and Disability

NEPS: National Educational Psychologist Service

SESS: Special Educational Support Service

RACE: Reasonable Accommodations for certificate exams

DARE: Disability Access Route to Education

SLD: Specific Learning Difficulty

ADHD: Attention Deficit Hyperactive Disorder

ASD: Autistic Spectrum Disorder

EBD: Emotional Behavioural Disorder

ODD: Oppositional Defiant Disorder

MGLD: Mild General Learning Difficulties

DCD: Development al coordination disorder

Special Education Teaching Allocation

The new model of allocation of resource teaching has replaced the National Council for Special Education (NCSE) allocation process which provided additional resource teaching supports to schools, to support pupils who had been assessed as having Low Incidence disabilities, in accordance with DE Circular 02/2005. The new Special Education Teaching allocation will provide a single unified allocation for special educational support teaching needs to each school, based on that school's educational profile. This single allocation is being made to allow schools to provide additional teaching support for all pupils who require such support in their schools. Schools will deploy resources based on each pupil's individual learning needs.



The new model will provide a greater level of autonomy for schools in how to manage and deploy additional teaching support within their school, based on the individual learning needs of pupils, as opposed to being based primarily on a diagnosis of disability.

The Department has set out the Continuum of Support framework to assist schools in identifying and responding to students’ needs. This framework recognises that special educational needs occur along a continuum, ranging from mild to severe, and from transient to long term, and that students require diverse levels of support depending on their identified educational needs. Using this framework helps to ensure that interventions are incremental, moving from class-based interventions to more intensive and individualised support, and that they are informed by careful monitoring of progress.

Continuum of support

Using the Continuum of Support framework, schools can identify students’ educational needs, to include academic, social, and emotional needs, as well as needs associated with physical, sensory, language and communication difficulties. The framework emphasises the importance of looking at a student’s needs in context and provides useful resources to support this (for example, Learning Environment Checklist, Teacher Checklist for Whole-Class Structures and Supports).

Many students will have their special educational needs identified prior to their transfer to post-primary school. It is important for schools to gather information on students’ learning from primary schools and parents to plan provision and to ensure continuity and progression in the students’ education.

The National Council for Curriculum and Assessment (NCCA) has developed a [suite of materials to support the reporting and transfer of pupil information from primary to post primary schools](#).

These include

- 6th Class Report Card
- My Profile sheet for children
- My Child’s Profile sheet for parent(s)
- A Special Educational Needs Summary Form is included to support the sharing of information for children with identified learning needs

Since the 2014/15 school year, schools are required to use the Education Passport materials detailed above and to forward them to the relevant post-primary school, following confirmation of enrolment, ideally by the end of June (Circular 45/2014).

For more information on <https://www.sess.ie/resources/transition-primary-post-primary>



For students with a high level of need, transition meetings may be arranged between primary and post-primary schools in advance of transfer. The Post-Primary Transfer Review Form provides a useful template for collating assessment data relating to students' academic, attainment and personal development needs to inform intervention planning following transition

A post-primary school may use its own assessment practices to provide further screening and diagnostic information to support the planning process for students with special educational needs. The following resources may be used to inform assessment and identification of need:

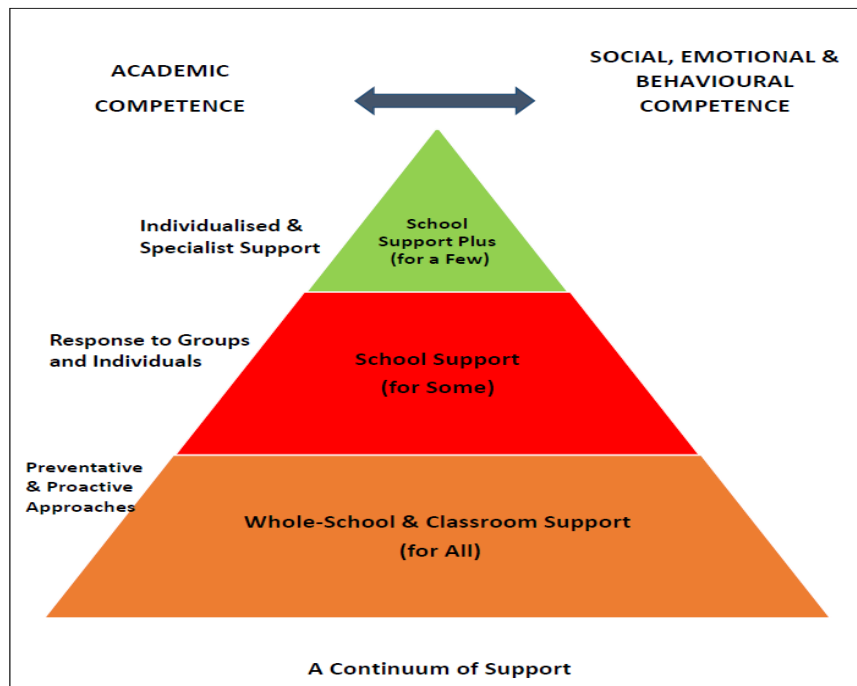
Post-primary circular on Assessment Instruments

The Continuum of Support provides a framework for schools to enable them to identify and respond to students' needs in a flexible way. This process is also supported through engagement with external professionals, as required. The following levels of support are suggested.

Resource Teaching Allocation Model

Delivery for students with Additional Educational Needs

1. Resources provided to support pupils with additional educational needs should be used to facilitate the development of truly inclusive schools.



2. Supports provided to pupils with additional educational needs should be based on identified needs and be informed by regular reviews of progress (in consultation with parents and pupils) as outlined in the Continuum of Support Guidelines.



3. The class teacher has primary responsibility for the progress and care of all pupils in the classroom, including pupils with additional educational needs.
4. Special education teaching supports provided to schools should be used solely for the support of pupils with identified additional educational needs, including those pupils for whom English is an Additional Language (EAL). The special education teaching supports cannot be used to reduce the pupil-teacher ratio in mainstream classes. Neither can they be used to allow any special education teacher sole responsibility for the delivery of any curriculum subject to any class.
5. Pupils with the greatest levels of need should have access to the greatest level of support, and whenever possible, these pupils should be supported by teachers with relevant expertise who can provide continuity of support.
6. Schools with more than one support teacher should establish and maintain a core team of teachers to meet the needs of pupils with special educational needs. All members should have the necessary experience and access to continuing professional development to support the diverse needs of pupils with special educational needs.

Inclusion: The resource teaching model promotes a strong inclusive culture, especially focusing on high aspirations and improving outcomes for all students.

Whole school approach: This involves collaborative action by the school community to improve student learning, behaviour, and well-being. There should be a focus on how the school:

- Identifies needs
- Meets needs
- Monitors outcomes

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