

ST AUGUSTINE'S COLLEGE



WRITING & RECORDING OTHER AREAS OF LEARNING (OALS) FOR THE JUNIOR CYCLE PROFILE OF ACHIEVEMENT (JCPA)

A GUIDE FOR PARENTS

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WHAT IS A JCPA?

On completion of three years at Junior Cycle, students are issued with a Junior Cycle Profile of Achievement (JCPA). This certificate, which is issued by the school, contains the following information:

- The results of Junior Cycle State Examinations using the following grade descriptors for each of the subjects studied at Junior Cycle:

Junior Cycle State Examinations	
Percentage	Grade Descriptor
≥90 to 100	Distinction
≥75 and <90	Higher Merit
≥55 and <75	Merit
≥40 and <55	Achieved
≥20 and <40	Partially Achieved
≥0 and <20	Not Graded (NG)

- A descriptor for completed Classroom Based Assessments in each subject studied at Junior Cycle:

CBA Grade Descriptors
Exceptional
Above Expectations
In-line with Expectations
Yet to Meet Expectations

- Student achievement in the area of 'Wellbeing'.
- Student achievement in the area of 'Other Areas of Learning'.

[See Appendix 1 for a sample Junior Cycle Profile of Achievement (JCPA)].

WHAT ARE 'OTHER AREAS OF LEARNING' (OALS)?

In this section of the JCPA, the students' **non-academic achievements** within the school community during their three years at Junior Cycle are reported. The student describes the skills they developed through participation in extra-curricular school activities. Any learning experience which has allowed students to develop skills and has benefitted them as a whole can be included here.

EXAMPLES OF SUITABLE ACHIEVEMENTS FOR INCLUSION AS OAL:

- Membership of school sporting teams (e.g. football, camogie, basketball, athletics, soccer, tennis, hockey, etc.).
- Membership of other (non-sporting) extra-curricular activity. (e.g. student council, school choir, debating teams, quiz teams etc.).
- Membership of school clubs – boardgame club, Rubik's cube club, diversity and friendship club, Spanish speaking club, coding club, etc.
- Taking part in the organisation of a charity fundraising event in the school (e.g. shoe box appeal, jumper/jersey days, cake sales, Pieta House Darkness into Light, etc.).
- Performing in front of classmates/schoolmates at a school musical, dramatic or dance performance (e.g. Talent Contest, Quizzes, Seachtain na Gaeilge, etc.).
- Taking part in organising or being involved in a school event (e.g. School Mass, Carol Service, Open Day, school information sessions, presentations to Board of Management, etc.).
- Being involved in sports days, educational trips, etc.
- Taking part in competitions – baking, art, making models in science, etc.
- Taking part in workshops – bullying prevention, etc.

STEP 1: IDENTIFYING OTHER AREAS OF LEARNING FOR THE JCPA

Students should aim to identify a minimum of **three** and a maximum of **five** Other Areas of Learning.

Students should first aim to identify which OALs they would like included on their JCPA. These should be written in the third person (see examples below) and ranked in order of the preference for inclusion on the certificate.

The space/number of characters for recording students' achievements under 'Other Areas of Learning' is relatively limited on the JCPA so they should bear this in mind when writing their statements.

EXAMPLES:

- *"Claire was a member of the school Gaelic team where she represented the school at competition level."*
- *"Claire was a member of the school's student council."*
- *"Claire won a class prize in the first year for my history project."*

STEP 2: REFLECTING ON OTHER AREAS OF LEARNING

Having written a list of activities, students should then reflect on the skills they learned during participation in the relevant activities. The Key Skills of Junior Cycle and Statements of learning can be found in the appendices 2 and 3 and can be used by students when writing the reflection. Some examples of this are shown below – the activity is shown in blue and the key skills learned are shown in green.

- “**Claire was a member of the school Gaelic team where she represented the school at competition level.** *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, where she worked with others and communicated effectively in representing the voice of her class**”.
- “**Claire won a class prize in first year for her 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.*”
- “**Claire was a member of the Basketball team where she committed to team training and competitions and developed her tactical competencies and skills**”.

IMPORTANT POINTS TO REMEMBER

- Your child will need to decide (with your help) on the 3-5 OALs he/she wants included on their JCPA.
- The OALs should describe both the activity they were involved in **and** the skills they learned.
- The OALs should be written in the 3rd person. It should use the words ‘he/she’ and ‘him/her’ rather than ‘I’ or ‘my’.
- The typed OALs should be within the 750-character limit.





HOW TO SUBMIT

- During the final term of 3rd Year, your child will be given instruction on how to submit their Other Areas of Learning. They will be given sample activities and shown how to reflect on the skills they have developed.
- Students will be given a code to join a Google Classroom group specifically for collating their achievements for their JCPA.
- Students will be asked to detail their achievements using Google Docs in the third person (see examples on page 3). This will be set as an assignment on Google Classroom with a date for submission. This can be completed at home or in school.
- Your child will enter their OALS into the Google Doc, describing both the activities they were involved in **and** the skills they learned.
- Once submitted, these statements will be copied and pasted into their JCPA after State Examination results have been issued.

QUERIES

If you have any questions or queries in relation to submission of data, please contact jcpa@staugustines.ie or dp@staugustines.ie.

APPENDIX 1 - SAMPLE JCPA

 JUNIOR CYCLE PROFILE OF ACHIEVEMENT		Mary Murphy 2020		
State Certified Final Examinations		Classroom-Based Assessments - Subjects		
Irish L2 (H)	Achieved	IRISH L2	Language Portfolio	In line with Expectations
Mathematics (H)	B		Communicative Task	Above Expectations
English (H) ⁽⁴⁾	Achieved	ENGLISH	Oral Communication	In line with Expectations
Business Studies (C)	Distinction		The Collection of the Student's Texts	Above Expectations
French (C)	Higher Merit	BUSINESS STUDIES	Business in Action	Above Expectations
Geography (H)	A		Presentation	In line with Expectations
History (H)	C	FRENCH	Oral Communication	Above Expectations
Science (C)	Higher Merit		Student Language Portfolio	Above Expectations
Visual Art (C)	Higher Merit	SCIENCE	Extended Experimental Investigation	In line with Expectations
			Science in Society Investigation	Above Expectations
		VISUAL ART	From Process to Realisation	In line with Expectations
			Communicate and Reflect	Exceptional
Other Areas of Learning		Classroom-Based Assessments - Short Courses		
<p>Mary took part in a school drama performance, learned to express herself and build her communication skills.</p> <p>Mary participated in the school Science Competition (<i>Let's Explore</i>) where she developed ways to recycle plastic. In doing so, she learned to bring an idea from conception to realisation.</p> <p>Mary through her role as Class Representative learned to communicate effectively as a voice for the students in her class.</p> <p>Mary worked collaboratively with others, in the organisation and promotion of the school carol service for the local community.</p> <p>Mary was a member of the school camogie team, where she committed to training and developed her confidence in physical activity.</p>		Digital Media Literacy	Above Expectations	
		Philosophy	In line with Expectations	
		Wellbeing		
		CSPE	Not Reported	
		SPHE	Not Reported	
		PE	Above Expectations	
		Other Areas of Wellbeing		
		<p>In SPHE, Mary reflected on and learned about the changing patterns of teenage friendship and how best to manage relationships.</p> <p>Mary completed a project in CSPE where she learned about the social and economic impact of homelessness.</p> <p>As part of the school's Wellbeing Programme, Mary participated in <i>Lockers</i> where she learned about the influence of social media, peer pressure and stereotypes in the digital world.</p>		
Principal	Year head	Roll Number: 60478Q		
Colman Candy 	Ann Howett 	Anytown Secondary School Anytown Co. Any County		
				
This JCPA recognises and records achievements in Junior Cycle.				

Other Areas of Learning (OALs) are recorded here

Other Areas of Learning

Mary took part in a school drama performance, learned to express herself and build her communication skills.

Mary participated in the school Science Competition (*Let's Explore*) where she developed ways to recycle plastic. In doing so, she learned to bring an idea from conception to realisation.

Mary through her role as Class Representative learned to communicate effectively as a voice for the students in her class.

Mary worked collaboratively with others, in the organisation and promotion of the school carol service for the local community.

Mary was a member of the school camogie team, where she committed to training and developed her confidence in physical activity.

Classroom-Based Assessments - Short Courses

Digital Media Literacy Above Expectations

Philosophy In line with Expectations

Wellbeing

CSPE Not Reported

SPHE Not Reported

PE Above Expectations

Other Areas of Wellbeing

In SPHE, Mary reflected on and learned about the changing patterns of teenage friendship and how best to manage relationships.

Mary completed a project in CSPE where she learned about the social and economic impact of homelessness.

As part of the school's Wellbeing Programme, Mary participated in *Lockers* where she learned about the influence of social media, peer pressure and stereotypes in the digital world.

APPENDIX 2- JUNIOR CYCLE KEY SKILLS



APPENDIX 3 - JUNIOR CYCLE STATEMENTS OF LEARNING

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

*L1 is the language medium of the school (Irish in Irish-medium schools). L2 is the second language (English in Irish-medium schools).