

2.2 Statements of learning

The learning at the core of Junior Cycle is described in the twenty-four statements of learning which are set out in Table 1. The appendix to this document provides an explanation of the learning experiences associated with each of the statements of learning.

The twenty-four statements, underpinned by the eight principles, are central to planning for, the students' experience of, and the evaluation of the school's junior cycle programme. Schools will ensure that all statements of learning and the eight key skills feature in the programmes offered to their junior cycle students. The detailed learning outcomes will be clearly set out in subject and short course specifications.

Table 1: Twenty-four Statements of Learning

The student:

1. communicates effectively using a variety of means in a range of contexts in L1⁵
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

⁵ L1 is the language medium of the school (English in English-medium schools; Irish in Irish-medium schools). L2 is the second language (Irish in English-medium schools; English in Irish-medium schools).