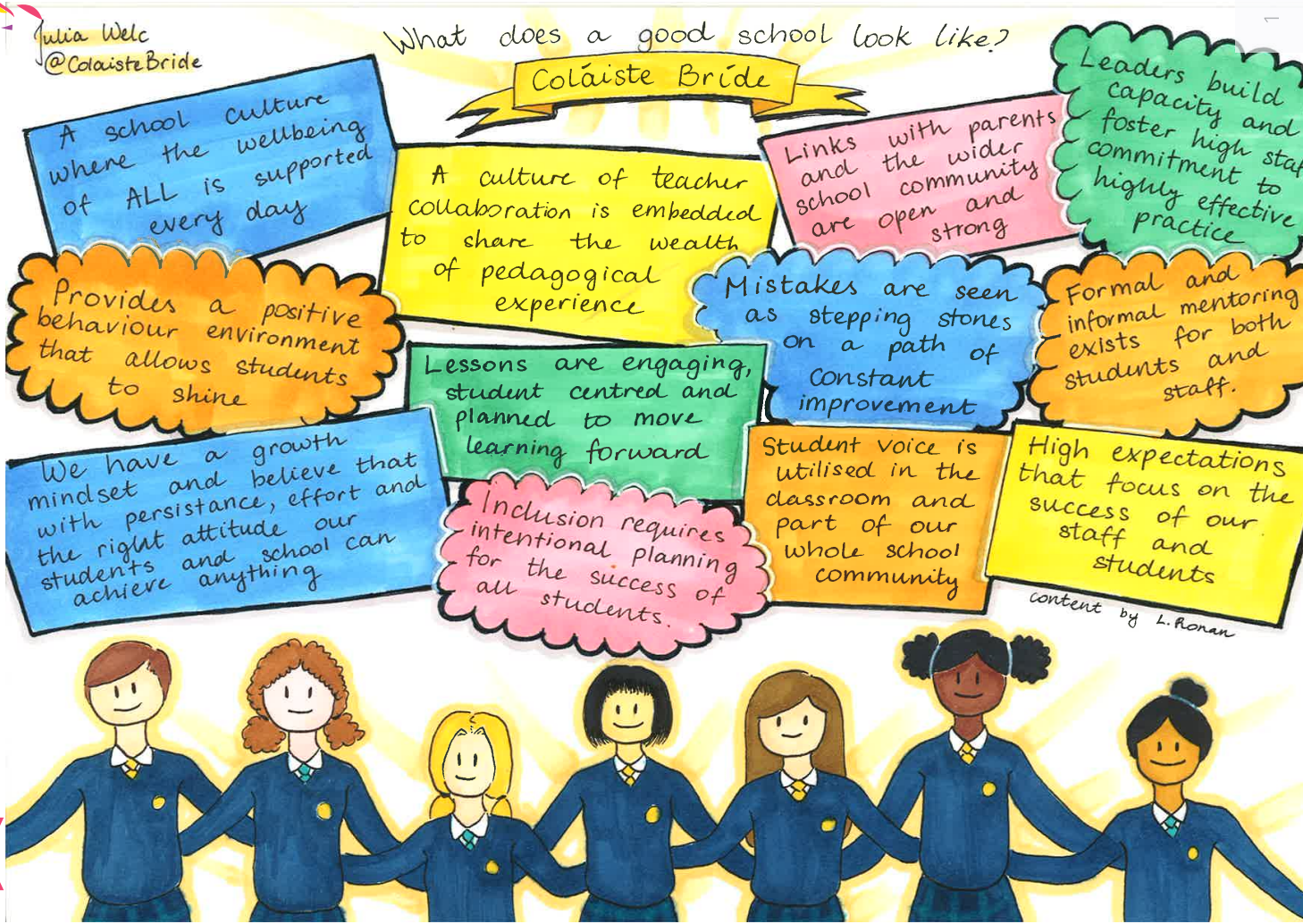

Julia Welc
@ColaisteBride
What does a good school look like?
Coláiste Bríde
A school culture where the wellbeing of ALL is supported every day
A culture of teacher collaboration is embedded to share the wealth of pedagogical experience
Links with parents and the wider school community are open and strong
Leaders build capacity and foster high staff commitment to highly effective practice
Provides a positive behaviour environment that allows students to shine
Lessons are engaging, student centred and planned to move learning forward
Mistakes are seen as stepping stones on a path of constant improvement
Formal and informal mentoring exists for both students and staff.
We have a growth mindset and believe that with persistance, effort and the right attitude our students and school can achieve anything
Inclusion requires intentional planning for the success of all students.
Student voice is utilised in the classroom and part of our whole school community
High expectations that focus on the success of our staff and students
content by L. Ronan

MY GOALS for 2026 - 2027



Examples of goal setting:

Learning Goals

- Improve my maths results by one grade
- Focus on French Verbs
- Complete Home Economics logbook
- Improve essay writing skills

Wellbeing Goals

- Run a 5km race
- Volunteer
- Spend quality time with friends and family each week
- Walk/cycle to school 3 times a week

Career Goals

- Get to grips with the points system
- Research colleges/ apprenticeships I may be interested in
- Talk to a person who has a career in an area of work I'm interested in

★ My priorities for this year

Learning	Wellbeing	Career
* _____	* _____	* _____
* _____	* _____	* _____
* _____	* _____	* _____
* _____	* _____	* _____

When I feel like giving up I will tell myself...

_____

_____

_____

_____

_____

_____

Skills and Competencies of Junior and Senior Cycle

Junior Cycle

Junior Cycle Key skills help learners develop the knowledge, skills and attitudes to face the many challenges in today's world. They also support students in learning how to learn and to take responsiblity for their own learning.

During second and third year, students complete a number of Classroom-Based Assessments. In addition to classroom-based assessments, students complete state examinations at the end of their three year junior cycle and receive a Junior Cycle Profile of Achievement.



Senior Cycle

Senior Cycle is currently being redeveloped, with changes to subjects being phased in from 2026. Senior Cycle helps students to become more engaged, enriched and competent, as they further develop their knowledge, skills, values and dispositions in an integrated way. Students develop key competencies within and across the curriculum during senior cycle. Key competencies can give young adults the power to meaningfully take part in their schools, families, communities, and society. The role of the teacher at Senior Cycle is that of a facilitator of learning who supports students in developing these skills. As subjects are reviewed, each one will include new Additional Assessment Components (AAC). These assessment components will worth at least 40% of the available marks and will be externally assessed by the State Examinations Commissiion (SEC).



Senior Cycle Redevelopment

Additional Assessment Components (AACs)

Under the redeveloped Senior Cycle, Additional Assessment Components (AACs) are the parts of the final assessment that are not the written exam at the end of the course. At the moment, many subjects already have similar types of assessment, such as coursework. Under the Senior Cycle Redevelopment programme, every subject will be updated to include an AAC.

Some subjects may have AACs that are not coursework, such as oral exams, practical exams, or other supervised assessments. AACs are designed to assess skills and abilities that may be difficult to measure in a final written exam.

Principles for authentic coursework in State examinations

1. Coursework for external assessment is governed by rules to maintain the integrity of the examination process and ensure fairness and equity for all candidates.
2. Candidates, teachers and school principals all have distinct roles and responsibilities to collectively ensure, insofar as is possible, that only work completed in compliance with the rules and procedures is submitted to the SEC for assessment.
3. Coursework is a school-based activity, integrated into the regular teaching and learning of the classroom.
4. Coursework must be the candidate's own authentic and individual work.
5. Candidates are required to behave ethically and with integrity in their engagement with coursework.
6. Candidates must complete their coursework in line with the subject brief and under the supervision of the class teacher.
7. The class teacher is responsible for the regular supervision, monitoring and oversight of candidates' coursework, enabling the teacher to authenticate the coursework and authorise its submission to the SEC.
8. The school principal is responsible for the final verification of candidates' coursework in line with the rules and procedures, confirming that robust and consistent processes have been applied to the completion and oversight of the coursework in the school.
9. The subject in which the coursework is being completed must be timetabled by the school.
10. The school where the coursework is being completed must be available for monitoring by the SEC



Non-Compliance with Coursework Procedures

There are many types of inappropriate behaviour when completing coursework for assessment, and these can lead to breaking the Coursework Rules and Procedures. At the most basic level, submitting coursework that is not the student's own original and unaided work is inappropriate behaviour and breaks the examination rules.

Examples of inappropriate behaviour in coursework include, but are not limited to:

- Plagiarising from other sources (e.g. book or internet resource)
- Plagiarising or copying another's work (including another candidate)
- Seeking to sub
- mit work previously submitted by another or others (Note: split across lines in original)
- Getting another to undertake the work (e.g. a family member or a contracted party)
- Inappropriate use of AI software
- Inappropriate assistance from another person (e.g. teacher, family member or friend).

There can be serious consequences if a student's coursework cannot be confirmed as their own work, or if the State Examinations Commission (SEC) decides it is not authentic and breaks the rules. This may result in losing marks for that part of the assessment, losing the result for the whole subject, or even facing more serious penalties. If a possible breach of coursework rules is reported, the SEC will decide if there is enough evidence to carry out a further investigation. Where the final coursework cannot be authenticated as being the candidate's own individual authentic work, the class teacher and the school principal must notify the candidate and then follow the Report of Inauthentic Coursework (P.20 Process) outlined in Section 18.1 of the Coursework Rules and Procedures.

Further Information:

State Examinations Commission Coursework Rules & Procedures

Roles & Responsibilities

Everyone involved in completing coursework — students, teachers, and principals — has an important role to play. These roles are essential to making sure the work is done honestly, the rules are followed, and no one is given unfair help or influence. Authentication is the process whereby class teachers carefully supervise and confirm that students' coursework is their own work at different stages of completion. The school authority is responsible for confirming this and must have a strong system in place to make sure the coursework is completed properly.

Student

The candidate must ensure that:

- They are aware of and fully comply with the SEC Coursework Rules and Procedures and the subject specific coursework procedures and conditions as outlined in the subject brief.
- They behave ethically and with integrity in their engagement with the coursework and do not seek or accept any form of inappropriate assistance in completing their coursework.
- All coursework is their own individual authentic work, completed under the regular supervision and oversight of the class teacher.
- They cooperate fully with the class teacher, enabling them to authenticate the coursework by, for example, maintaining a record of work in progress throughout the duration of the coursework as set out in the subject brief or other evidence of the developmental process.
- They declare the coursework presented is their own individual and authentic work and confirm the authentication process by signing the Authentication Form P.2
- They are fully aware of the consequences of not adhering to the SEC Coursework Rules and Procedures (Section 18) including the penalties which apply if they are found to be in breach of the regulations.

Principal

The principal is required to ensure that, insofar as is possible:

- All class teachers and candidates are made aware of the authentication process and submission procedures for coursework outlined in these SEC Coursework Rules and Procedures.
- All class teachers understand their role in closely monitoring and authenticating their candidates' work across several distinct stages of activity over the window for completion of the coursework in each subject.
- All class teachers carry out this role consistently and with integrity across all coursework components.

Teacher

The class teacher is required to ensure that, insofar as is possible:

- They fully comply with the SEC Coursework Rules and Procedures and the subject specific coursework procedures and conditions as outlined in the subject brief and are familiar with the submission process.
- All candidates participating in a subject with coursework receive a copy of the subject briefs issued by the SEC annually and are aware of the coursework procedures and conditions set out in the subject brief.
- The authentication process has been followed in full. This involves the regular supervision, monitoring and oversight of the candidates' work. The process includes monitoring progress during the development of coursework as part of teaching and learning, from commencement of the coursework to completion and submission. This process ensures that the class teacher can be satisfied that candidate's coursework has been completed by the candidate themselves and can therefore authenticate it.
- Candidates are made aware and are regularly reminded of the authentication process and submission procedures for coursework.
- Candidates adhere to the timelines for completion of coursework and do not continue any work beyond the completion date.
- Each candidate signs the Authentication Form P.2 following completion of the coursework authentication stage, thus confirming the coursework presented is their individual and authentic work.
- Following the signing of the Authentication Form P.2 by the candidates, that the teacher authenticates the work by completing and signing the Authentication Form P.2, to confirm that all coursework presented is, in each case, the candidate's individual, authentic work.
- They are objective in authenticating the coursework of candidates and are not coerced by others in conducting this process.
- They do not over-assist or over-direct candidates in the completion of their coursework which may compromise the authenticity of the candidates' individual coursework.

- Subjects with coursework submitted for assessment are timetabled in the school and are available for monitoring by the SEC.
- At the final authentication process stage, they sign the Authentication Form P.2, to verify that they are satisfied that the process to ensure that the work is each candidates' individual authentic work was followed and complies with the SEC Coursework Rules and Procedures, and that they are satisfied that the class teacher has appropriately authenticated the work of each candidate.
- In the case of subjects where the coursework component is retained for marking by the SEC in the school/centre, the school authority must ensure that the coursework is stored in a secure place until the examining process (including appeals) has concluded.

Glossary

Term	Description
Coursework	is a key component of both teaching and learning and is any work completed over an extended period of time that results in the creation of an item for external assessment by the SEC.
Authentication	a process by which class teachers closely monitor and authenticate their candidates' work across several distinct stages of activity, ensuring that it is the candidate's own authentic and individual work. The school principal verifies that the authentication process was carried out in accordance with the Coursework Rules and Procedures.
Additional Assessment Component (AAC)	components of external assessment other than the final written examination. AACs aim to assess skills and competencies from each subject specification that might not be readily assessed in the terminal written examination. AAC is a term used in respect of subjects that are introduced or redeveloped as part of the Senior Cycle Redevelopment programme and therefore apply to relevant subjects in Leaving Certificate 2027 and subsequent years.
Recognised School/Centre	refers to the location (school or centre) where a candidate undertakes, authenticates and submits their coursework for assessment to the SEC. This is a school or centre that is recognised by the SEC for the delivery of State examinations.
School Authority	the management of the recognised school/centre.
School Principal	throughout this guide, 'principal' should be taken to include the director of a centre or other such person in the position corresponding to a school principal.
Class teacher	refers to the teacher who is employed by the school/centre and is responsible for overseeing and authenticating the coursework undertaken and submitted by candidates.
Candidates	post-primary students entered for State examinations.
External candidates	a person who enters for an examination but is not enrolled as a student at the school/centre where they sit the examination.
Base school/ centre	the school or centre in which the candidate is entered to sit their written examinations.
Host school/ centre	a school or centre that is recognised by the SEC for State examinations where a candidate not enrolled in this school, is carrying out coursework for submission by this school.
Breach of Regulations	any inappropriate behaviour by candidates, resulting in the contravening of the Coursework Rules and Procedures, or any omission or act by a candidate which prevents the fulfilment of the Regulations concerning the completion and submission of coursework.
Timetabled subject	the subject in which the coursework is being completed must be timetabled by the school/centre, with the timetable available to the SEC. Classes that are organised outside of the normal school day may still be considered 'timetabled', if they are indeed being offered by the school authority.

SELF REGULATION STRATEGIES



Eye Movement Breaks

Look around the room—left, right, up, and down—without moving your head. This can serve as a subtle movement reset.

Deep Breathing with Movement

Pair slow, deep breaths with subtle arm movements (e.g., raising arms slightly on inhale, lowering on exhale). This helps regulate attention and energy.

Shoulder Rolls

Rolling your shoulders forward and backward can release tension and refocus your attention.

Seated Twists

Gently twist you upper body left and right while keeping your hips forward. This allows for some movement in your spine while seated.

Chair Push-Ups

Push down on the seat of their chair with your hands, lifting your body slightly off the seat for a few seconds.

Toe Taps or Heel Lifts

Tapping your toes or lifting your heels inside your shoes provides allows you to move discreetly.

Ankle Circles

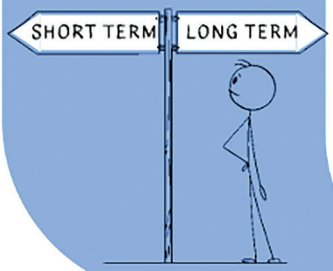
While seated, slowly rotate each ankle a few times in each direction to keep legs engaged.

FORECAST YOUR FEELINGS



Learning to Learn

It is important for us to understand **how we learn**, before we **try to learn**!



1 When you hear or read information for the first time, it is stored in your **short term memory**.



Your short term memory can only hold a very small amount of information for a very short period of time!

2 To remember information for a long time (for tests & exams) we need to move it into our **long term memory**.

3 To move information from the short term memory into the long term memory we need to 'lift it up' and 'move' it, by **studying.**



4 Each time you study the topic you **embed** it into your long term memory.



5 When you study in different ways, (by reading, listening, drawing for example) you are embedding the information in lots of **different places** within your long term memory

6 Each time you study the information, you are creating **pathways** in your brain, linking up what you already know with what you are learning. The more often you study, the **stronger** these paths become.

7 By the time you have an exam or sit a test, if you have studied enough, **your brain will have lots and lots of information embedded in it, and lots of pathways created**. This means when you try to think of an answer to an exam question, you will have lots of places in your brain that you can 'pull' the answer from!



FOUR STEPS TO STUDY SUCCESS

HOW TO STUDY

1 ALL INFORMATION

Read all the information that is available. This may be in your text book or notes copy.



2 KEY INFORMATION

Identify the important information. Use your highlighter or underline the information in your book or notes copy. Your teacher may help you with this step. Listen carefully to what your teacher tells you.

3 MAKE NOTES



Use mindmaps, sketchnotes, flashcards, etc. to MAKE notes on the topic.

4 TEST YOURSELF

Test yourself using the questions at the end of the chapter, past tests or exam questions. Read the notes you have made and try and recreate them again.



There are lots of people here to support you. If you feel you need some help please reach out.

- Teachers
- Tutors
- Year Head
- Learning Leaders
- AEN Dept
- Guidance Dept

10 TIPS TO DEVELOP Study Skills

Multisensory Approach



Engage multiple senses by combining reading, writing, speaking, and listening (e.g., reading aloud, role play, note-making).

Break Information into Chunks



Divide large amounts of information into smaller, manageable sections.

Use Assistive Technology



Use tools like speech-to-text software, audiobooks, and text-to-speech programs to support reading and writing.

Create Visual Aids



Use diagrams, sketchnotes, mindmaps, and color-coded notes to visualise concepts and organize ideas effectively.

Practice Active Reading



Highlight key points, summarise sections in your own words, and ask questions while reading, to improve comprehension.

Develop a Routine



Set specific times and places for studying, to build consistency and reduce distractions.

Use Memory Techniques



Use acronyms, rhymes, and storytelling to help remember difficult concepts and vocabulary.

Record & Listen



Instead of relying solely on written notes, record pieces of text and study materials to listen and reinforce learning.

Ask for Help



Don't hesitate to ask teachers to explain concepts differently.

Practice Stress Management



Manage stress through breaks, movement, and relaxation techniques, as it can affect learning efficiency.

5 Highly Effective Learning Strategies

Practice Testing	Take practice tests on something you have learned. Eg: Concept/Mind Map, Quizlet, Flash Cards, Sketchnote/Draw	SCAN ME
Distributed Practice	Plan your study. Spread the topics that you are going to study over time. Revisit over time to retrieve and lock the information in long-term memory	SCAN ME
Interleaved Practice	Interleaving as a study method means learning more than one subject or skill and switching between them	SCAN ME
Elaborative Interrogation	Generating an explanation for why a fact or concept is true. Focus on the Why? Explore the How	SCAN ME
Self-Explanation	Explaining how new information is related to prior knowledge, or explain the process to solve a problem	SCAN ME

Referencing Your Work

What is referencing?

Referencing means **showing where you found your information.**
It tells your teacher:

- You didn't copy (plagiarism)
- Your work is based on real research
- Others can find your sources

When do you reference?

You must reference whenever you:

- Use someone else's ideas
- Use facts, statistics, or images
- Copy someone's exact words

In Coláiste Bríde we use Harvard Referencing. This is a standardised system of referencing that is used all over the world.

Harvard Referencing:

You will use Harvard Referencing in all essays, projects, CBAs and AACs that you complete. It is important to know what references should look like in your work and how to reference different sources of information.

This is what Harvard Referencing looks like:

In-Text Citation (in your work):
The Cliffs of Moher are one of Ireland's most famous landmarks (Fáilte Ireland, 2023).

Reference List (at the end of your work):

- Fáilte Ireland (2023) Cliffs of Moher visitor information. Available at: www.failteireland.ie (Accessed: 4 June 2026).

This is how you reference different sources correctly:

Source Type	In-Text Citation (in your work)	Reference List (at the end of your work)	Example
Book 	(Author, Year)	Author, Initial. (Year) *Book Title*. Publisher.	**Citation:** (Murphy, 2020) **Reference List:** Murphy, L. (2020) *The History of Ireland*. Gill Education.
Website 	(Author/Website, Year)	Author/Website (Year) Title. Available at: link (Accessed: date).	**Citation:** (CSO, 2024) **Reference List:** CSO (2024) Population of Ireland. Available at: www.cso.ie (Accessed: 4 June 2026).
Article 	(Author, Year)	Author (Year) "Title of article", *Newspaper name*.	**Citation:** (Kelly, 2023) **Reference List:** Kelly, S. (2023) "Storm Damage Across Leinster", *The Irish Times*.
TV / Video 	(Organisation, Year)	Organisation (Year) *Title*. Available at: website link (Accessed: date).	**Citation:** (RTÉ, 2022) **Reference List:** RTÉ (2022) *Ireland's Wild Coast*. Available at: www.rte.ie (Accessed: 4 June 2026).
Image 	(Author/Website, Year)	Author/Website (Year) Title/Description. Available at: link (Accessed: date).	**Citation:** (National Gallery of Ireland, 2021) **Reference List:** National Gallery of Ireland (2021) *Painting collection*. Available at: www.nationalgallery.ie (Accessed: 4 June 2026).

Top Tips

- Put your reference list in alphabetical order
- Check you included every source you used
- If no author → use the website name (e.g. RTÉ)

Seven Step Research Strategy

SCAN ME

Read and explore areas of interest

Take your time to consider ideas and topics of interest to you



Create an inquiry question

Your question must support critical thinking. Example: What relationships exist between geometry and architecture?

Make a plan

Consider the following: What? When? Where? How?



Use & check multiple sources

Access online and offline sources - Primary and Secondary. Fact check and cross-reference. Cite your sources.

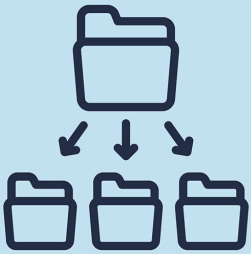
Take notes

Options: Cornell Note-taking; Audio/Visual Recording. Summarise and Synthesize.



Organise your ideas and information

Stay focused on your Inquiry Question. Distil your notes and develop a structure to your project.



Draft - Check - Edit - Submit

Work with others to check 1st drafts. Deepen ideas and analysis. Give yourself enough time to present your best work.



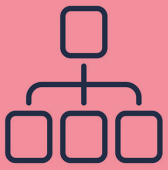
Presentation Skills

SCAN ME

SCAN ME

Structure

Have a logical order: introduction, middle with main points and a conclusion



Practice

Practice beforehand in front of a mirror, with a camera or in front of a friend



Body Language



Body language is a type of nonverbal communication. Use positive body language such as open facial expression, good posture, eye movements and use the space when presenting

Speech

Speak clearly, confidently, concisely and not too fast. Use everyday language rather than jargon



Nervousness



It's normal to be a bit nervous; this makes you more energised. Preparation and practice will reduce nerves

Interaction

Build a rapport with your audience. Get them involved by asking and encouraging questions. Use humour if appropriate





Power Point

Keep slides clean and simple. Don't have lots of text on each slide. Use charts, diagrams and pictures

Notes & Handouts

Have brief notes on postcard sized cards. Have a handout that the audience can take away afterwards



Technology to Support Your Learning

Pomo Focus - Study Planner	Quizlet - Digital Flashcards	Khan Academy - Learn Online
Duolingo - Language Learning	Microsoft Math Solver	Coggle - Mind Map
Canva - Presentations	noredink - English Grammar	Immersive Reader
YouTube - For Education	Edpuzzle - Video Lessons	TED Ed - Talks and Thinking

Using AI Responsibly in School

Artificial Intelligence (AI) is becoming more and more common in our daily lives, including in school. While it can be a powerful tool to support your learning, it's important to use it responsibly and ethically.

Before using AI for schoolwork, always check with your teacher. They will let you know:

- **If** AI is allowed for their subject,
- **How much** you can use it,
- And **how** to use it appropriately.

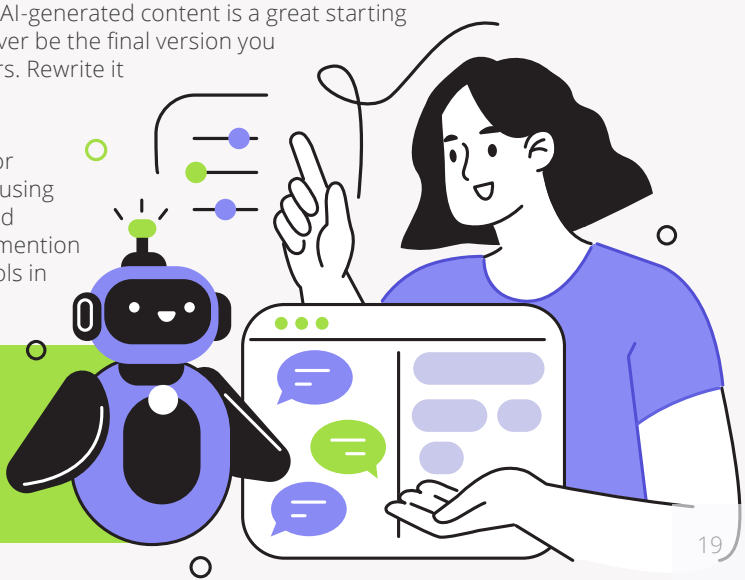
AI should be used to help you **learn, revise, and understand**—not to do all the work for you.

Work that is entirely generated by AI may not be correct or reflect your own understanding- and this defeats the purpose of learning.

AI is still new and constantly evolving, and so is our school's policy on its use. Make sure to regularly check the school website for our AI policy.

Tips for Using AI Wisely

- **Check the output:** Make sure the information AI gave you makes sense for your task.
- **Verify facts:** Always double-check quotes, dates, and statistics using reliable sources to avoid errors or bias.
- **Refine your prompts:** If the AI's response isn't quite right, rephrase your question or ask follow-up questions to improve the result.
- **Rewrite the output:** AI-generated content is a great starting point, but it should never be the final version you submit to your teachers. Rewrite it using your own style.
- **Take responsibility:** You are accountable for everything you create using AI. Avoid plagiarism and always reference and mention how you've used AI tools in your work.



Using AI well means using it as a **partner in your learning**, not a shortcut. Be thoughtful, be honest, and stay curious!

10 TIPS FOR PARENTS

Supporting Homework

Routine

- Set a consistent schedule
- Prioritise tasks: Encourage your child to start with the most challenging tasks.

Environment

- Provide a quiet, well-lit, and comfortable workspace, away from TV, smartphones, or other distractions, if possible.

Guidance

- Offer guidance, not answers
- Let your child attempt their work first and provide assistance when they're stuck.

Skills

- Teach them to plan their time effectively with calendars and to-do lists.
- Encourage note-taking
- Practice past papers

Healthy Habits

- Ensure your child gets enough sleep and eats nutritious meals.
- Encourage regular exercise to reduce stress.

Technology

- Introduce them to reliable online tools.
- Limit tech distractions such as the mobile phone.

Stay Involved

- Review their school journal regularly
- Attend parent-teacher meetings and ask for advice on how to support your child.

Celebrate

- Celebrate completed assignments or improved grades
- Help them to identify areas of strength and improvement.

Remember the following when completing your homework:
All homework must include: • **Title** • **Date** • **Question Number**
• **Write in blue or black pen** • **Sketch in pencil** • **Colour in colouring pencil**
Submit on Time
Tick off in your journal

How long should I spend on my homework?	
1st Year	1.5 Hours
2nd Year	2 Hours
3rd Year	2.5/3 Hours
TY	Module & project dependent
5th Year	3+ Hours
6th Year	4 Hours

Library Rules

R.E.A.D - L.E.A.R.N

Respect others and the library space

Eating & drinking is not allowed!

After browsing, return books to the correct shelf or check it out at the desk

Don't lose, mark, draw or write on the books in any way

Any damage or loss will result in a docket and replacing the book

Return books on time - 2 week loan period

Opening Hours: Monday- Friday @ 8:10-8:35am
Monday- Wednesday @ lunchtime

Library Agreement:

I, _____ (insert name) agree to follow the rules of the library and will pay for any lost/damaged books that are checked out in my name.

Signed:_____ _____ Date: _____
Student Parent/Guardian

The Library Team

Teachers: E. Whearty & L. McConkey

Library Prefects:
1. Isabelle Galvin
2. Zuzanna Gawronska
3. Arnell Chingwaru
4. Olivia Kubiak

Library Assistants:
1. Julie Nkembi
2. Debbie Kolár
3. Olivia Kubiak
4. Leah Gregg
5. Emily Moonan
6. Sophia Newsome-O'Neill
7. Ace Gayson
8. Amina Avtarhanova
9. Vivan Ha

New volunteers welcome!

Title	Start	End	Rating
			☆☆☆☆☆
			☆☆☆☆☆
			☆☆☆☆☆
			☆☆☆☆☆
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			☆☆☆☆☆

READING is Thinking

Use clues from the text and your prior knowledge to predict what the text will be about. Then confirm or change these predications as you read.

Make Predictions

Link what you are reading to...
- Your own experience,
- Other texts you have read
- What you know about the world.

Make Connections

Join together ideas from more than one source to create a more complete understanding of the topic.

Synthesise

Consider the reason for reading the text and how the purpose directs your reading.

Know Your Purpose

When the text doesn't make sense use 'Fix-it Up' strategies to help you restore meaning.

Clarify

Ask questions before, during and after reading to help you understand.

Question

What I Read
What I Know
What I Think
+
My Inference

Determining Importance

Look for the main ideas and the essential details as you read.

Visualise It

As you read create pictures or movies in your mind to help you understand.

Infer

When you infer, you read between the lines. You put together the information the text provides with your prior knowledge and experiences to make connections and come up with ideas or answers.

Activate Prior Knowledge

Think about what you already know – your prior knowledge - to help you understand what you are reading.



Student Reading Checklist

Before I read

Making Connections: I ask myself what I already know about the topic	
I read the title and headings	
I examine the pictures, charts and diagrams	
I make predictions – I ask myself what it is going to be about	
I read the questions first	
I think about my reason for reading	

During Reading

I read one paragraph at a time	
I look for key words and ideas	
I underline the big ideas	
I find out if my predictions are correct	
I check my understanding by asking myself questions	
I slow down and re-read when I don't understand	
I mark the parts that I don't understand with a pencil	
When I come to a word that I don't know, I ask a question and put in a word that makes sense	
I continue reading when I come across difficult words to get more information	
I use clues such as beginning sounds, chunks in the middle and word endings to figure out difficult words	
Visualising: I create pictures/images in my head when I read. I may use mind maps/ graphic organise to represent key ideas from the text during and after reading	

After Reading

I think about what I have read, putting ideas into my own words	
I look at pictures and skim back over the text to help me remember key ideas	
I write down questions to check my understanding	
I skim back over the text to find answers to questions	
I back up my answers with information from the text	
I look for answers in more than one part of the text	

10 TOP TIPS FOR MEMORISING VOCABULARY

WATCH FILMS

By simply watching a film in the language you are learning, writing down any words that are unfamiliar, and then looking them up, will broaden your vocabulary and make it more likely to stay in your memory

SING

Try singing new words that you've learnt to a familiar tune, or find songs in the language that you are studying that are easy to sing along to and that contain new words you can learn. You can also just listen to music if singing isn't for you

CREATE PICTURES IN YOUR MIND

Visualisation is a powerful memory tool that can really help to make new words stick. Create a specific image in your mind to fit every word, which you can recall whenever you need to remember the meaning

USE FLASHCARDS

You can play memory games, mixing and matching words to create sentences to help the words stick

LISTEN

Listening to as much of the spoken language as possible can help you learn new words quickly. The more you expose yourself to it, the more familiar it becomes and the easier it is to remember

TALK TO YOURSELF

Having a mock conversation is a great way to practise new vocabulary. It can help to keep new words and phrases fresh in your mind and helps build your confidence when you are holding conversations in the target language

LIST NEW WORDS

Make a list of new vocab and revisit it regularly over the week. This process of repetition will help transfer the knowledge to your long-term memory

STICKY NOTES

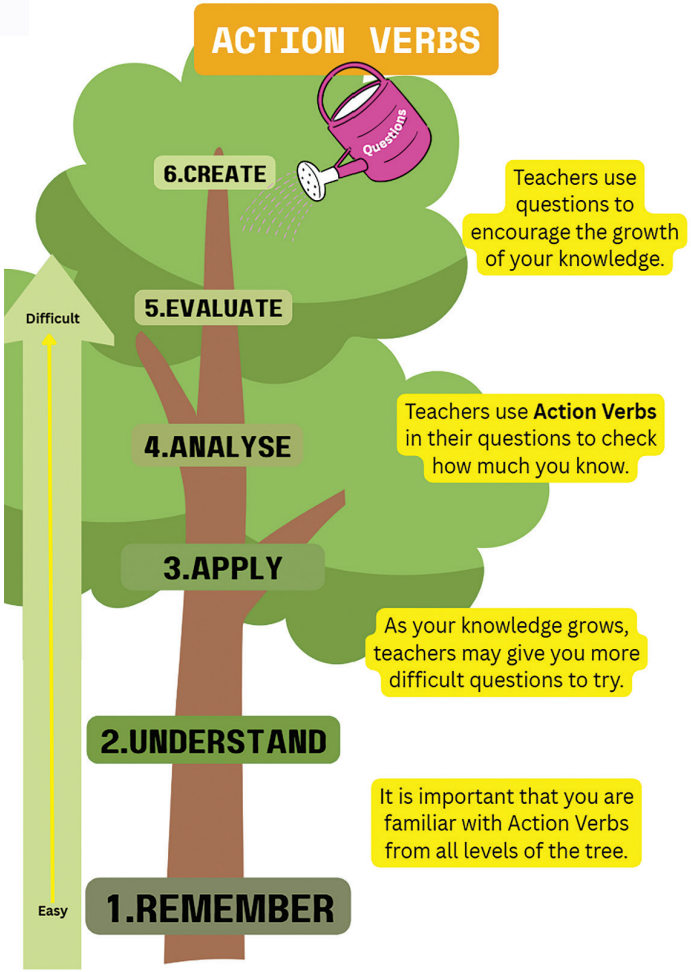
Integrate new words into your environment. Write new words on sticky notes and place them around your home so you see the words often throughout the day

CREATE WORD ASSOCIATIONS

The more perculiar the associations, the better! If a new word resembles a word in your native tongue, create an association between the native word and the new one.

PRACTICE, PRACTICE, PRACTICE

Practice speaking in the language that you are learning whenever you get the opportunity to! Make a conscious effort to use as many new words as possible



Aim:		Possible Questions
1	Remember	• **Copy** the sentence from the whiteboard. • **Identify** on the diagram the following features: • **Define** the following words: • **List** all the verbs in the passage below. • **Name** the last book you have read.
		Others: State, Spell, Repeat, Write, Show, Draw, Arrange, Memorise, Find, Quote, Recall, Choose
2	Understand	• **Summarise** the final chapter. • **Illustrate** the main character. • **Describe** the process of... • **Match** the words below with their meaning. • **Discuss** the significance of the picture below.
		Others: Distinguish, Translate, Examine, Review, Convert, Explain, Estimate, Predict, Classify, Rewrite
3	Apply	• **Apply** your understanding of geometry to the following question. • **Solve** for x in the equation below. • **Show** the information in the set of data below on the graph. • **Demonstrate** your understanding of the importance of: • **Calculate** the value of...
		Others: Use, Illustrate, Prepare, Practice, Construct, Make, Sketch
4	Analyse	• **Analyse** the data above and make a judgement on... • **Critique** the extract given. • **Order** the information below. • **Examine** the diagram given. • **Detail** the steps taken to...
		Others: Connect, Deduce, Contrast, Explain, Graph, Conclude, Compare, Differentiate, Debate
5	Evaluate	• **Conclude** from the data given whether the outcome is... • **Critique** the author's use of... • **Justify** the argument given. • **Argue** for the use of the... • **Defend** the writer's opinion on...
		Others: Judge, Assess, Support, Consider, Test, Solve, Measure
6	Create	• **Compose** a paragraph using the information given. • **Generate** an analysis on... • **Modify** the plan given to make it more economical. • **Plan** the piece of writing using your draft notes. • **Formulate** an opinion after analysising the information given.
		Others: Hypothesise, Construct, Produce, Make, Design, Develop, Invent, Devise

Roman Numerals

Often you will see Roman Numerals being used instead of normal number

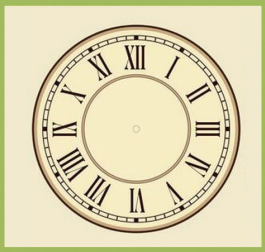
You may see them on clocks, on exam papers, or in books.



Roman numerals originated in ancient Rome, with the first known usage appearing between 900 and 800 B.C



The example here shows Roman Numerals on a clock, instead of the numbers 1 to 12.



This example show Roman Numerals on books, instead of the numbers 6 to 10.



Roman numerals use letters to show numbers, and placing a smaller numeral before a bigger one means you subtract it.

The first ten Roman numerals are:

I = 1
II = 2
III = 3
IV = 4 (5 - 1 = 4)
V = 5

VI = 6
VII = 7
VIII = 8
IX = 9 (10 - 1 = 9)
X = 10

Telling The Time

There are two hands on a clock.

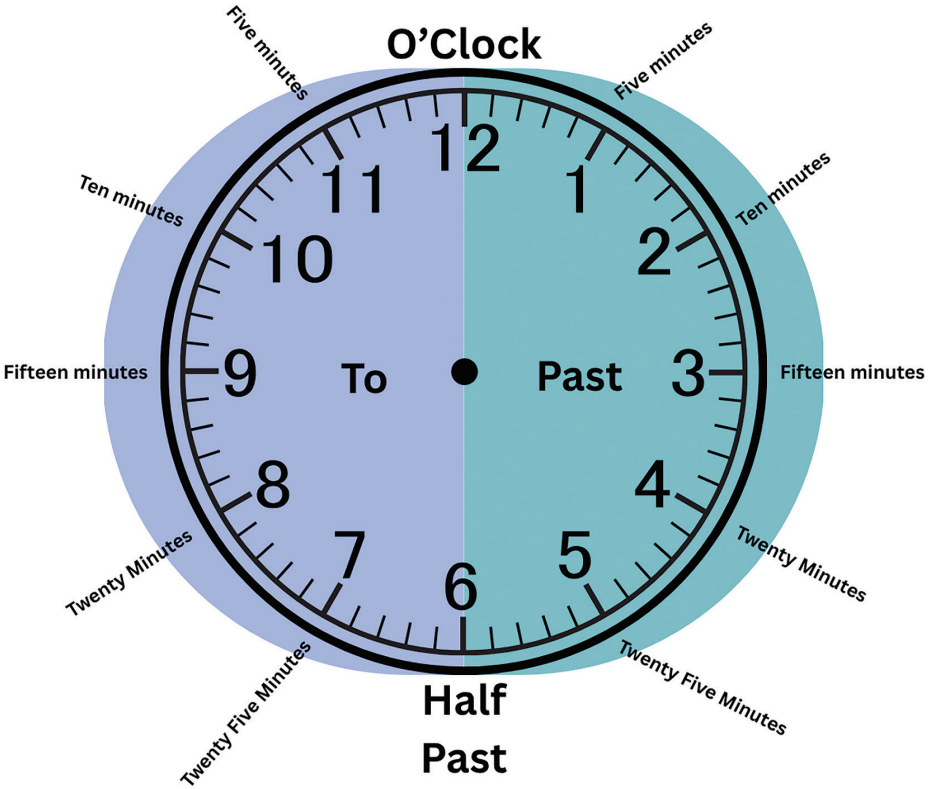
Minute

The big hand on the clock points at how many minutes past or to the hour.

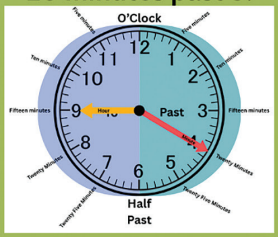
Hour

The small hand points at the hour.

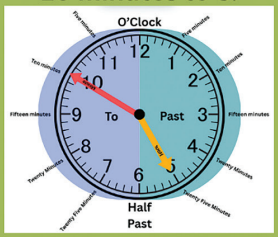
Each point on the clock face is equal to one minute.
The numbers are the hours.



The example here shows **20 minutes past 9**.



The example here shows **10 minutes to 5**.

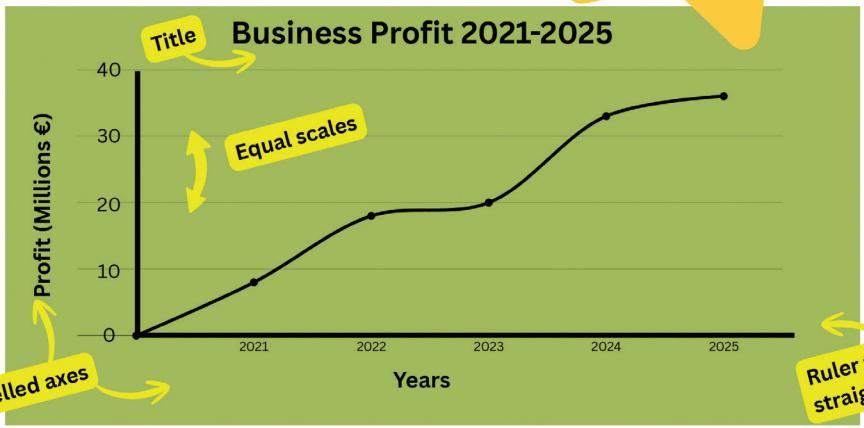


SALT-y Graphs

Use SALT to make sure your graph is clear, correct, and easy to understand.

S - Scale
A - Axis
L - Labels
T - Title

Top Tips
- Always use a ruler
- Plot points carefully
- Join points neatly (line or curve as needed)
- Keep your graph tidy!

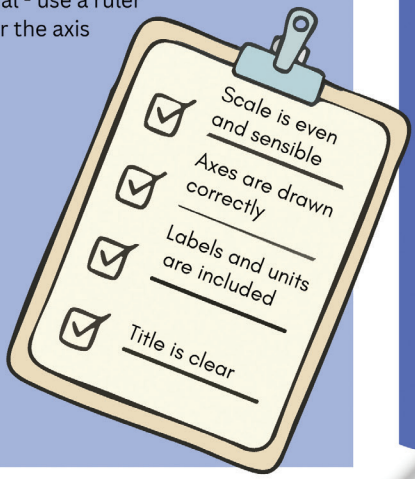


S — Scale
- Use equal scale (e.g. 1, 2, 5, 10...)
- Keep the spacing between your numbers equal - use a ruler
- Don't squash all your data - spread it out over the axis

A — Axis
- Draw both axes:
  - x-axis (horizontal)
  - y-axis (vertical)
- Use a ruler for straight lines

L — Labels
- Label both axes clearly
- Include units (e.g. cm, seconds, €, kg)
- Make numbers easy to read

T — Title
- Give your graph a clear title
- Say what the graph is about



PREPARING FOR your Exams

Name:

Subject:

Chapters/topics to be studied:

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

What I need to look at from my teacher:

- ☐ Reading my textbook chapters
- ☐ Handouts in my folder
- ☐ Notes in my copy
- ☐ Past class tests
- ☐ _____
- ☐ _____
- ☐ _____

What will the test be like?

- ☐ Short questions
- ☐ Fill in the blanks
- ☐ True or false questions
- ☐ Write a paragraph
- ☐ Multiple choice
- ☐ Labelling a picture/map/diagram
- ☐ _____
- ☐ _____

What ways can I study?

- ☐ Make a mindmap for each topic
- ☐ Make a PPT on a topic
- ☐ Make my own quiz
- ☐ Make flashcards
- ☐ Organise a study group
- ☐ Rewrite notes from my copy
- ☐ Ask my teacher for any tips
- ☐ Test myself on key words
- ☐ Practice old questions
- ☐ Say the main ideas out loud
- ☐ Read my textbook and write summary notes
- ☐ Ask my friend to ask me questions
- ☐ Make a Quizlet cards and test myself
- ☐ Watch videos on YouTube on the topic
- ☐ Record me saying my notes and listen back to them
- ☐ Answer the questions at the end of the chapter
- ☐ _____
- ☐ _____
- ☐ _____

What ways can I study?

- ☐ Get plenty of sleep
- ☐ Eat right and drink lots of water
- ☐ Take regular breaks
- ☐ Remember to exercise and spend time outside
- ☐ Ask for help if I need it
- ☐ _____
- ☐ _____
- ☐ _____

Record of Test Results

Subject	Grade	Grade	Grade	Grade	Grade	Grade

TOP TIPS

For Revision SUCCESS



START EARLY
Mornings are the best time to revise. You'll get your day's work done much quicker and will have time to relax in the evening.

MIX IT UP
Keep your brain active by mixing up your topics or subject every hour or so. Switching your work around will help you stay focused.

GET PLANNING
Planning is key to exam success. Prioritise your tasks then break your revision down into bitesize chunks and map out a plan.

EAT & DRINK REGULARLY
Keep your brain fed and watered so that it can work efficiently. Try to stick to healthy options if possible.

TEST YOURSELF
Check what you know. You can do this with friends and family or on your own. It will focus your revision time and highlight any gaps in your knowledge.

PUT YOUR PHONE DOWN
We all like to be connected but getting distracted by your phone will seriously hinder your revision. There are lots of apps to help if you can't bring yourself to turn it off!

FIND A QUIET SPACE
Find a good place to revise, ideally somewhere quiet where you won't be disturbed or distracted and you have space to spread out.

TAKE A BREAK
Avoid information overload by taking regular short breaks. Move around if you can, give your mind a rest and get some fresh air.

STAY CALM
Be positive and, most importantly, stay calm. Exams can be stressful but you won't revise – or perform – at your best if you're stressed.

Good Luck!

Once you've done the hard work, make sure you give your brain plenty of rest ahead of your exam by getting an early night, then simply do your best. Good luck!

Green Schools

"Humanity is now standing at a crossroads. We must now decide which path we want to take. How do we want the future living conditions for all living species to be like?"
Greta Thunberg

Join the Green-Schools Committee!

Be part of something powerful.

Our school has achieved an incredible 10 **Green Flags** through the Green-Schools programme — showing real leadership in protecting the environment and promoting sustainability.

Our Green Flags so far:

1. **Litter & Waste**
2. **Energy**
3. **Water**
4. **Travel**
5. **Biodiversity**
6. **Global Citizenship – Litter & Waste**
7. **Global Citizenship – Energy**
8. **Global Citizenship – Marine Environment**
9. **Global Citizenship – Travel**
10. **Global Citizenship – Food & Biodiversity**

We are now recognised as a **Green-Schools Ambassador School**!

Why join the committee?

- ✓ Make a real difference in your school and community
- ✓ Take the lead on eco-friendly projects
- ✓ Develop teamwork, creativity, and leadership skills
- ✓ Be part of a national and global movement
- ✓ Help plan events, awareness campaigns & school activities

Whether you're passionate about the planet, curious to learn more, or just want to try something new — **this is your chance to get involved.**

Your voice matters. Your ideas matter. Join us!

Let's keep our school green and growing!
#CBGOESGREEN

World Wide Global Schools

SDGs stands for Sustainable Development Goals. In 2015, the United Nations General Assembly adopted 17 Sustainable Development Goals to be achieved by 2030. The SDGs were made based on a strong sense of crisis: Poor people are being forgotten about, the global environment is getting worse, and if nothing is done, eventually the world will collapse.

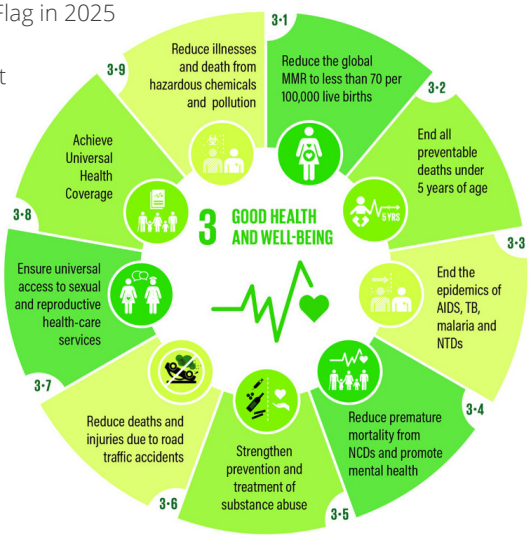
Irish Aid
An Roinn Gnóthaí Eachtracha
Department of Foreign Affairs
WorldWise Global Schools

"*Sustainable*" means that something can carry on forever. The SDGs aim to create better ways of life without destroying the environment and resources for the future.



Coláiste Bride is committed to Global Citizenship Education and proudly:

1. Were awarded our 10th Green Schools Flag in 2025 for 'Biodiversity'
2. Holds an annual Transition Year student sustainability conference on a different SDG with partner schools
3. Participates in Take1 Week
4. Encourages student leadership on our Green Schools Committee
5. Delivers Global Citizenship Education in our Transition Year curriculum
6. Engages with WorldWise Global Schools
7. Connects with NGOs, like 'Development Perspectives', to deliver workshops
8. Takes part in Professional Learning opportunities for our staff



GLOBAL CITIZENSHIP EDUCATION is about increasing our awareness and understanding of the world we live in. It challenges perceptions and stereotypes by encouraging optimism, participation and action for a just world. Issues like **Inequality, Injustice, Poverty, Climate, Human Rights** are just some of the things you may learn about. Nations in the UN have developed a set of Goals to help tackle some of the biggest issues facing our world today. These are known as the Sustainable Development Goals or Global Goals.



One issue of ongoing concern is **FAST FASHION**.

Fast fashion refers to fashionable clothes that are designed and manufactured as quickly as possible and sold to consumers at extremely low prices. New fast fashion garments arrive in stores weekly or even daily.

The Fast Fashion industry accounts for a staggering **8-10% OF GLOBAL CARBON EMISSIONS** more than all international flights and maritime shipping combined.



The industry is the **SECOND-BIGGEST CONSUMER OF WATER**, generating around **20%** of the world's wastewater and releasing half a million tons of synthetic microfibers into the ocean annually.

The industry is responsible for **24% OF INSECTICIDES AND 11% OF PESTICIDES** globally.

The average consumer **BUYS 60% MORE** pieces of clothing than 15 years ago. Each item is only **KEPT FOR HALF AS LONG**.

Source: Shari Nijman, UN Environment news and media

MY PLEDGE

Take one action in this academic year from the ideas above and pledge to make a difference! Write your promise here:

THINGS YOU CAN DO TO HELP

- Shop in charity shops, vintage shops and take part in clothes swaps
- Buy better quality clothes so you won't have to get rid of them as often
- Try to repair your clothes
- Donate your clothes
- Avoid the pressure to buy a new outfit for every event
- Only buy things that you really love and will wear