



**St Columba's College**

**Junior Cycle Reform**

**2020-2021**

**Contents**

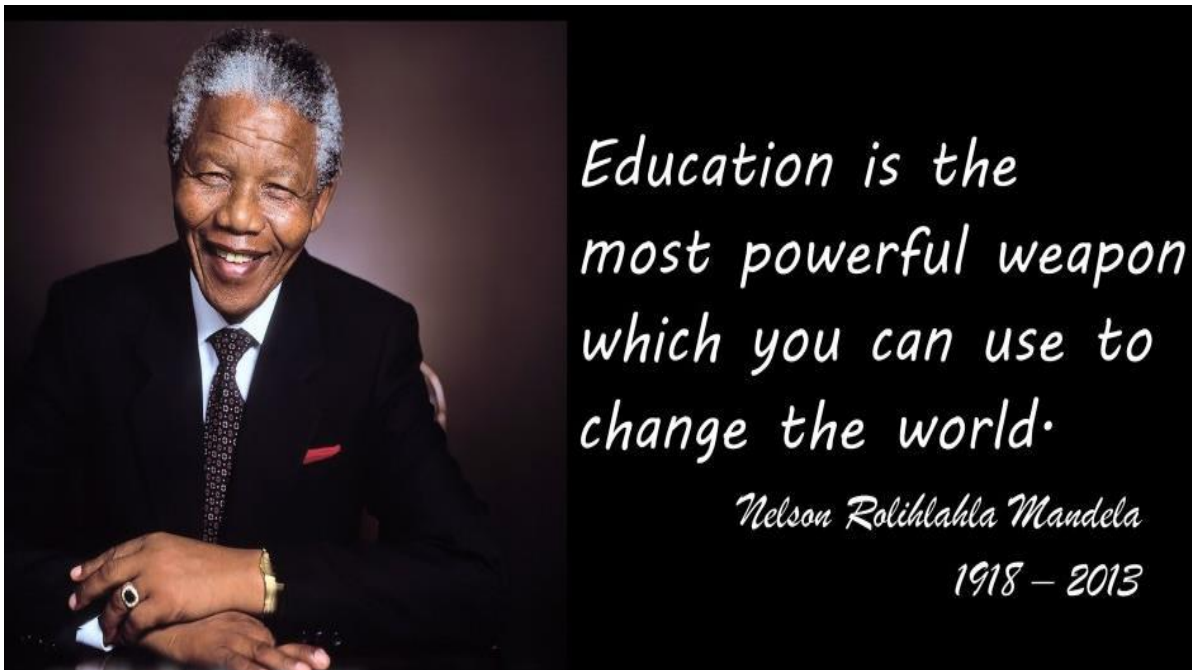
1) Introduction .....	<b>3</b>
2) Why Change .....	<b>4</b>
3) Structure of the Junior Cycle .....	<b>6</b>
4) Junior Cycle Subjects .....	<b>9</b>
5) Assessment – A Changing Culture .....	<b>11</b>
Assessment Changes of 3 <sup>rd</sup> Year Students <b>(2020/21 only)</b> .....	<b>14</b>
6) Reporting .....	<b>16</b>
Appendix I ... CBA Schedule for 2nd Year Students .....	19
Appendix II ....CBA Schedule for 3rd Year Students .....	20

## 1) Introduction

The purpose of this document is to present information about the main changes associated with the new Junior Cycle and to highlight changes in teaching methodologies, assessment and grading terminology.

It aims to provide an overview by focusing on the following key areas:

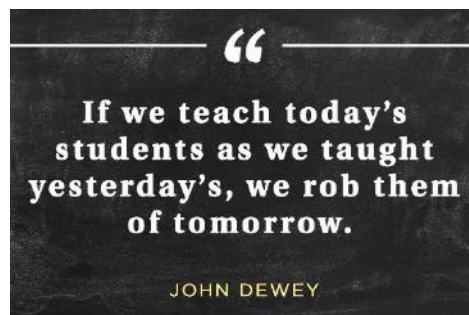
1. Why Change?
2. Structure of the Junior Cycle
3. Junior Cycle Subjects
4. Assessment – A Changing Culture
5. Reporting



## 2) Why Change?

### Why change from the Junior Certificate?

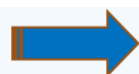
- ✓ The Junior Certificate is examination-based.
- ✓ Rote learning and 'teaching to the test'.
- ✓ Major focus on the end result.
- ✓ The teaching methodology is often didactic: teacher tells – student listens.



ROTE  
LEARNING



LEARNING BY  
DOING



LEARNING FOR  
UNDERSTANDING

### Why change to the Junior Cycle?

- The new Junior Cycle provides a **broad education** for your child.
- The new Junior Cycle places **the student experience at the centre** of the learning process.
- It allows for **more varied ways of learning** and a **wider range of skills** to be explored and assessed.



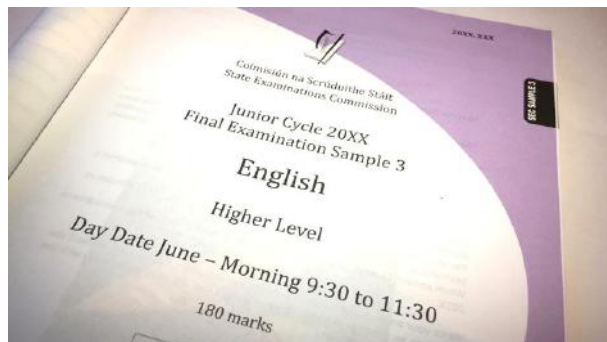
### What stays the same?

- Students experience a broad and balanced curriculum.
- Standards and expectations remain high.
- Subjects continue to play an important role in the Junior Cycle.
- 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.



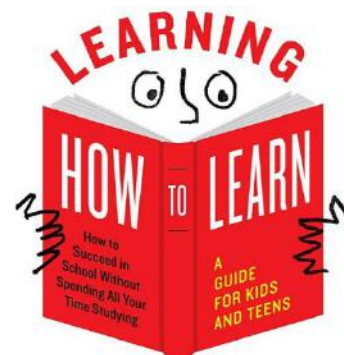
### What is improving?

- **Reduction** in number of subjects.
- **Updated** subject specifications.
- An emphasis on **key skills** and preparation for life
- **Reduction** in duration of state examinations
- **Ongoing assessment** to support learning
- **Quality reporting** to parents and students



### What is the purpose of education in Junior Cycle?

1. Help students become better learners – greater engagement in the learning process.
2. Help students develop a love of learning and ownership of learning.
3. Provide a solid foundation for further study.
4. To develop skills – creativity, innovation and critical thinking **for learning and for life.**
5. To support learning through improved reporting to students & parents.



### What are the key messages?

**Balance between knowledge and skills**

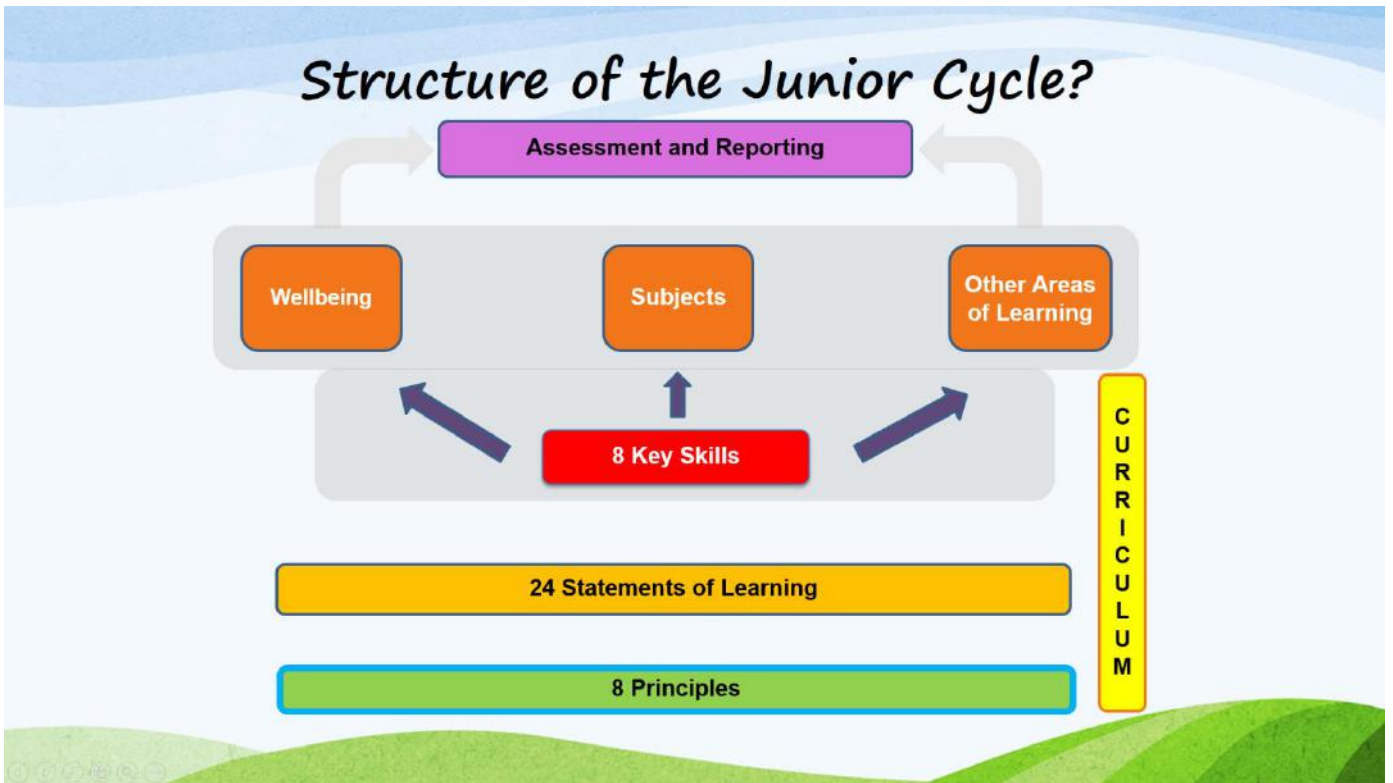
**Dual approach to assessment**

**Reporting a broader picture of learning**

**Student wellbeing is central to the Framework**

**Supporting continuity and learning - building on primary school**

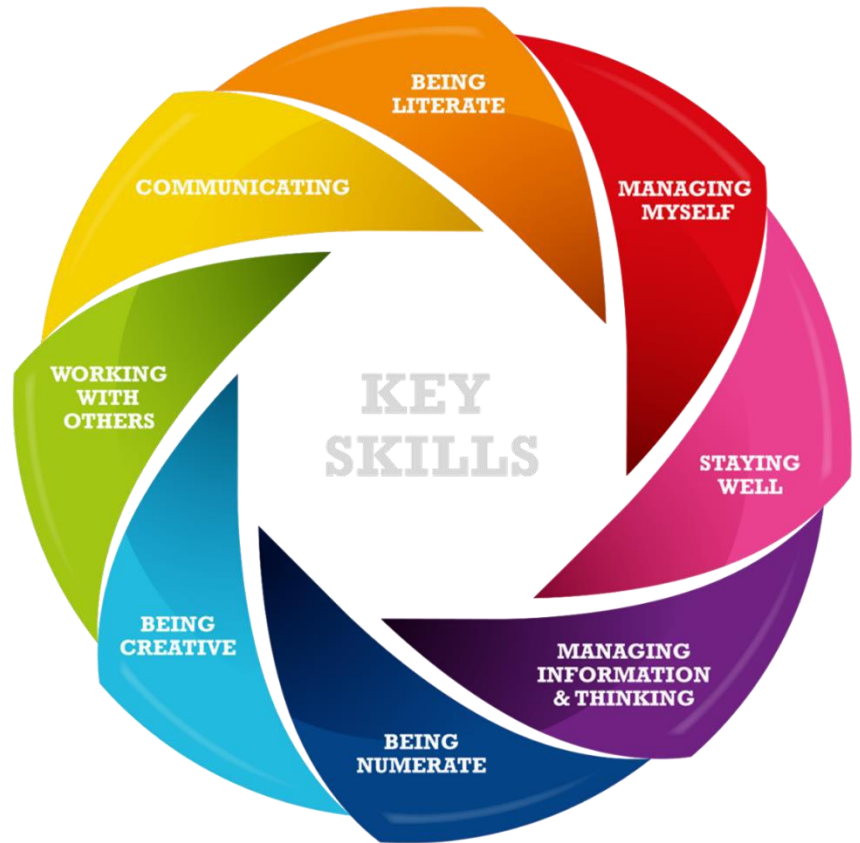
### 3) Structure of the Junior Cycle



## 8 Key Skills

Within the Junior Cycle curriculum as a whole, students will develop eight key skills.

1. Managing Myself
2. Staying well
3. Managing Information & Thinking
4. Being Numerate
5. Being Creative
6. Working with others
7. Communicating
8. Being Literate



By engaging with the key skills in all areas of the curriculum students will:

- be more **actively engaged** with their learning
- take **greater ownership** of their learning
- have a critical engagement with **digital technology**
- be encouraged to **problem solve** and **think critically and creatively**.

Implementing the new Junior Cycle in the classroom is focused on providing learning opportunities for students to learn, practice and develop these key skills over time.

## Statements of Learning

There are twenty-four statements of learning, which describe what each student should know, understand and value having participated in a three-year Junior Cycle programme. Through the full curriculum, students will have the opportunity to engage with each of the statements of learning.

Examples:

### Statement of Learning 1

Communicates effectively using a variety of means in a range of contexts.

### Statement of Learning 6

Appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which he/she lives.

### Statement of Learning 11

Takes action to safeguard and promote his/her wellbeing and that of others

### Statement of Learning 17

Devises and evaluates strategies for investigating and solving problems using mathematical knowledge, reasoning and skills.

### Statement of Learning 21

Applies practical skills as she/he develop models and products using a variety of materials and technologies.

### Statement of Learning 24

Uses technology and digital media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner.

**A FRAMEWORK FOR JUNIOR CYCLE**

**Innovation & Identity**  
Schools Developing Better Cycles

**NCCA**  
National Council for Curriculum and Assessment

## 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 recognizes 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)



#### 4) Junior Cycle Subjects

New subject specifications have been implemented in schools on a phased basis. From September 2019, all Junior Cycle 2022 students onwards, are following new subject specifications in their chosen subjects.

JC 2021 – 3 <sup>rd</sup> Year	JC 2022 – 2 <sup>nd</sup> Year	JC 2023 – 1 <sup>st</sup> Year
English Science Business Gaeilge Visual Art Modern Foreign Languages Maths History Geography Music Home Economics PE – Short course Digital Media Literacy – Short Course Wellbeing – SPHE, CSPE	English Science Business Gaeilge Visual Art Modern Foreign Languages Maths History Geography Music Home Economics Engineering Wood Technology Graphics Religious Education PE – Short course Skills for a Digital World – Short Course Wellbeing – SPHE, CSPE	English Science Business Gaeilge Visual Art Modern Foreign Languages Maths History Geography Music Home Economics Engineering Wood Technology Graphics Religious Education PE – Short course Skills for a Digital World – Short Course Wellbeing – SPHE, CSPE

In St. Columba's College, students in Junior Cycle currently **study 9 subjects, 2 short courses, Wellbeing and Religious Education.**

**Subjects:** English, Gaeilge, Maths, Science, History, Geography, Home Economics, Business, Visual Art, Modern Foreign Languages (French/ Spanish/ German), Music, Engineering, Wood Technology, Graphics and Religious Education

**Short courses:** Physical Education  
 Skills for a Digital World (*Digital Media Literacy 3<sup>rd</sup> Year JC 2021 only*)

**Wellbeing:** Wellbeing  
 Social Personal Health Education (including Relationships and Sexuality Education)  
 Civil, Social, Political Education  
 Guidance

## **Wellbeing**

Your child's wellbeing is of central importance to their educational success and overall happiness.

Wellbeing is now a core part of your child's Junior Cycle experience.

From September 2020 students will have 400 hours of wellbeing related learning over the course of their 3 years.



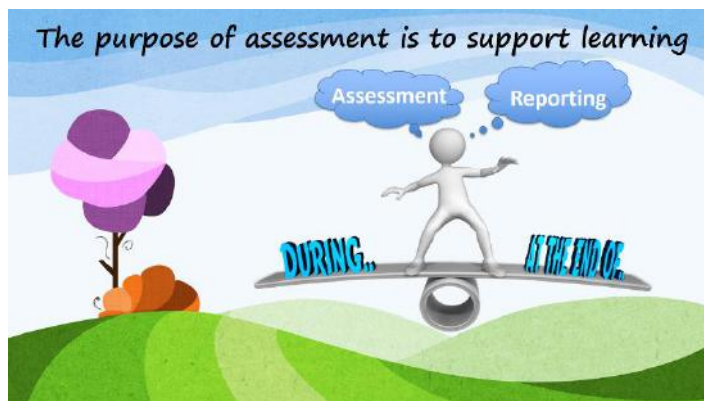
Wellbeing hours include:

- Physical Education
- Civic, Social, Political Education
- Social, Personal, Health Education
- Wellbeing
- Guidance

## 5) Assessment – A Changing Culture

Engagement with a variety of learning experiences and different approaches to assessment will provide a broader picture of student learning, throughout the 3 years of Junior Cycle.

- Assessment in support of learning
- Assessment focused on offering effective feedback
- Greater variety of assessment activity - “fit for purpose” and relevant to students
- Teachers talking to teachers about assessment
- Students reflection on the learning



### Assessment in Junior Cycle:

- 1) Formative Assessment - ongoing
- 2) Classroom Based Assessments (CBA's) – 2<sup>nd</sup> and 3<sup>rd</sup> Year
- 3) Assessment Tasks – 3<sup>rd</sup> Year
- 4) Practical Examinations – 3<sup>rd</sup> Year
- 5) State Examinations in June – 3<sup>rd</sup> Year

### Classroom Based Assessments (CBAs)

During 2<sup>nd</sup> and 3<sup>rd</sup> year, Junior Cycle students will undertake CBAs in their chosen subjects. Students will complete one CBA in second year and one in third year in most subjects. These are facilitated by the subject teacher and take place during class time, following a national timeframe. Upon completion of each CBA, the relevant subject teachers meet to discuss the quality of the work. They apply subject specific criteria, known as 'Features of Quality', to each assessment and award it a grade descriptor.

The features of quality are externally set, by the National Council for Curriculum and Assessment (NCCA). CBAs 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
- Not Reported

Classroom-Based Assessments will provide students with opportunities to demonstrate their understanding and skills in a way which would not be possible in a formal examination. The tasks will cover a broad range of activities including: oral presentations, written work of different types, practical or designing and making activities, artistic performances, scientific experiments, research projects. A particular purpose of the Classroom-Based Assessments will be to facilitate developmental feedback to students.

#### **Classroom Based Assessments – Ensuring Quality**

- Schools will organise 'Subject Learning and Assessment Review (SLAR)' meetings.
- Teachers will compare their assessment of students' work and ensure a common approach across the school.
- Continuous Professional Development (CPD) will be provided for teachers to ensure that the Classroom-Based Assessments align to a national standard.

#### **Assessment Tasks**

Once Classroom-Based Assessment 2 is completed, students in third year will sit a written reflective Assessment Task on what they have learned, the skills and competences developed during CBA 2. The Assessment Task will be completed in class under the supervision of the teacher, during a specified week in accordance with NCCA timeframe.

Assessment Tasks (10% of Final Subject Grade) are marked by the State Examinations Commission (SEC) along with the final exam in June of third year.

## **Practical Examinations**

Subjects that have a State Examinations Commission Practical Examination towards the end of 3<sup>rd</sup> year - DO NOT have an Assessment Task – the CBA 2 instead links into elements of the practical exam.



## **State Examinations**

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
- Short courses do not have a written exam
- Duration of 2 hours or less
- Examination in June will account for 90% of the grade in all subjects without a practical examination.

## **Assessment Changes for 3<sup>rd</sup> Year Students**

### **2020-2021 ONLY**

Our 3<sup>rd</sup> Year students in St. Columba's College have had adjustments made to the normal Junior Cycle Assessment for this year only.

- There will be **no Assessment Tasks** in any subject this year for 3<sup>rd</sup> Years – which under normal circumstances would be awarded 10% of the final grade. This means new Junior Cycle written papers in English, Maths, Science, Business, History and Geography will be worth 100% of the grade for 2020/21. Gaeilge and Modern Foreign Languages written and aural papers will be worth 100% of the grade for 2020/21.
- The required **number of CBA's to be completed has been reduced** – 3<sup>rd</sup> Year students have already completed CBA's in PE, Science, Business Studies, Geography, Maths and will not be required to complete another CBA in these subjects this year.
- 3<sup>rd</sup> Year students **will be required to complete one CBA** in each of the following subjects this year – History (CBA1), English (CBA1), Modern Foreign Languages (CBA1), Gaeilge (CBA2), Digital Media Literacy (CBA1) and Music (CBA2).
- There are 2 subjects (**Home Economics and Visual Art**) where the CBA is linked to the Practical Examination element and CBA1 has already been completed. Students are required to complete CBA2 as they are needed in the preparation of their final Practical Examination element.
- The State Examinations Commission have made accommodations for 3<sup>rd</sup> year students this year in relation to the **Junior Certificate Examinations (Old JC) in Woodwork, Metalwork and Technical Graphics**. The question choice within the written examination papers will be increased and the practical examinations briefs for Woodwork and Metalwork will be issued earlier than previous years.

*Overview of Junior Cycle in St. Columba's College*

- New Junior Cycle subjects with a **practical examination element have reduced requirements** for 2020/21 only.

**Music** - one less practical performance piece required – Practical Examination is 30% and Written Paper is 70% of final grade.

**Home Economics** – one less item to be prepared in the cookery examination – Practical Examination is 50% and Written Paper is 50% of final grade.

**Visual Art** – one less piece to be completed – Visual Art Project Pieces is 100% of final grade.

- The **Junior Certificate Profile of Achievement (JCPA)** will have the layout adjusted to accommodate the reduced number of CBA descriptors that will appear on student's certificates next autumn.

## 6) Reporting in the New Junior Cycle

Junior Cycle will build on reporting currently carried out at Primary level. Schools will regularly provide information to parents about their child's achievement and progress. Teachers will support students in their learning by suggesting next steps and providing feedback to help students' self-evaluation. Reporting will happen in first, second and third-year.

Reporting occurs on an ongoing basis in the Homework Journal, Parent Teacher Meetings and Term Reports. CBA's descriptors will be reported within 2 weeks of the SLAR completion on the VSware system. Teachers will input descriptors and feedback for the CBA online and parents/ guardians will be able to log on in the normal manner to VSware and access the CBA descriptors.

The reporting process at Junior Cycle will culminate in the award of a certificate to students of their achievement in Junior Cycle. This is called the **Junior Cycle Profile of Achievement (JCPA)**. The JCPA will reflect a much wider range of your child's achievements over the three years of Junior Cycle.

### Junior Cycle Profile of Achievement includes:

#### 1. SEC State Examinations Results

Each subject is listed with the grade achieved - currently both grading systems are being used and the old phased out as the new Junior Cycle subjects are examined.

Junior Certificate	
Old – 3 subjects for JC 2021 only	
Percentage	Grade Descriptor
≥ 85 to 100	A
≥ 70 to < 85	B
≥ 55 to < 70	C
≥ 40 to < 55	D
≥ 25 to < 40	E
≥ 10 to < 25	F
≥ 0 to < 10	NG

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

#### 2. Classroom Based Assessments

The descriptors awarded for each subject and short courses Classroom Based Assessment are listed on the JCPA.



### 3. Wellbeing

Wellbeing, CSPE, SPHE and Religious Education are among the areas reported here.

### 4. Other Areas of Learning

Students have the opportunity to engage with a range of other learning experiences as part of their Junior Cycle programme in St. Columba's College, and these can be acknowledged and recorded on the JCPA.

This information is collected towards the end of 3<sup>rd</sup> year by the JCT Coordinator.

STATE CERTIFIED FINAL EXAMINATIONS		Classroom-Based Assessments - English	
Examination number: 456085		Oral Communication	Exceptional
English (O)	Distinction	Collection of Texts	Exceptional
Classroom-Based Assessments - Short Courses			
Irish (O) (2)	B	Coding	Above expectations
Mathematics (H)	B	Physical Education	Exceptional
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		

Principal: Ms Mary Ryan  
Year Head: Mr. Jack Quigley  
Roll Number: 60090Q  
Anytown Secondary School, Anytown, Co. Anytown, V94 HXW5

This JCPA recognises and records achievements in Junior Cycle.

**Students in St. Columba's College are involved in a huge range of activities and achievements which are acknowledged on the JCPA.** These include: Athletics, Rugby, Soccer, Gaelic, Hurling, Golf, Basketball, Girls Active, Musical, Talent Show, CSPE Action Project, MS Readathon, Make-A-Book Competition, Art Competitions, Shoe Box Appeal, Debating, County and National Math/ Business / Science Quizzes, Bake Off Competitions, Enterprise Projects, Scratch, VEX Robotics, Christmas Charity Appeals, Green Schools Committee, Student Council, Class Prefect, Global Citizen Committee, Sports Council, to name a few!

### And to conclude....

*We are mindful that Junior Cycle is **New** to Students; **New** to Parents and Guardians; and **New** to Teachers. We as a whole school community have to support and encourage are children, students and each other through this change. We need to demonstrate a model of interest in learning, support projects and homework - to encourage pride in their progress and work. The focus of Junior Cycle is on the continuous learning experience of our children over three years therefore, attendance at school plays a vital role.*

*Mistakes made in a positive environment provide wonderful learning opportunities*

APPENDIX I

2nd Year Junior Cycle 2022 – CBA 1 Schedule									
September	October	November	December	January	February	March	April	May	
31 <sup>st</sup> – 4 <sup>th</sup> Sept	28 <sup>th</sup> – 2 <sup>nd</sup> Oct	2 <sup>nd</sup> – 6 <sup>th</sup> Nov Home Ec. Business History	30 <sup>th</sup> – 4 <sup>th</sup> Dec	6 <sup>th</sup> – 8 <sup>th</sup> Jan Home Ec. Visual Art Engineering	1 <sup>st</sup> – 5 <sup>th</sup> Feb Visual Art MFL Graphics	1 <sup>st</sup> – 5 <sup>th</sup> March Visual Art Maths English	29 <sup>th</sup> – 9 <sup>th</sup> April Easter Holidays	3 <sup>rd</sup> – 7 <sup>th</sup> May PE	
7 <sup>th</sup> – 11 <sup>th</sup> Sept	5 <sup>th</sup> – 9 <sup>th</sup> Oct	9 <sup>th</sup> – 13 <sup>th</sup> Nov Home Ec. Business History	7 <sup>th</sup> – 11 <sup>th</sup> Dec Home Ec. Geography	11 <sup>th</sup> – 15 <sup>th</sup> Jan Home Ec. Visual Art Engineering	8 <sup>th</sup> – 12 <sup>th</sup> Feb Visual Art MFL Graphics	8 <sup>th</sup> – 12 <sup>th</sup> March Visual Art Wood Tech Maths English	12 <sup>th</sup> – 16 <sup>th</sup> April Music Science	10 <sup>th</sup> – 14 <sup>th</sup> May PE	
14 <sup>th</sup> – 18 <sup>th</sup> Sept	12 <sup>th</sup> – 16 <sup>th</sup> Oct	16 <sup>th</sup> – 20 <sup>th</sup> Nov Home Ec. Business History	14 <sup>th</sup> – 18 <sup>th</sup> Dec Home Ec. Geography	18 <sup>th</sup> – 22 <sup>nd</sup> Jan Home Ec. Visual Art Engineering	15 <sup>th</sup> , 19 <sup>th</sup> Feb February Midterm	15 <sup>th</sup> –19 <sup>th</sup> March Visual Art Wood Tech English	19 <sup>th</sup> – 23 <sup>rd</sup> April Music Science PE	17 <sup>th</sup> – 21 <sup>st</sup> May	
21 <sup>st</sup> – 25 <sup>th</sup> Sept	19 <sup>th</sup> – 23 <sup>rd</sup> Oct	23 <sup>rd</sup> – 27 <sup>th</sup> Nov Home Ec. Business Geography	21 <sup>st</sup> – 22 <sup>nd</sup> Dec 23 <sup>rd</sup> – 5 <sup>th</sup> Jan Christmas Holidays	25 <sup>th</sup> – 29 <sup>th</sup> Jan Home Ec. Visual Art MFL	22 <sup>nd</sup> – 26 <sup>th</sup> Feb Visual Art Graphics Maths	22 <sup>nd</sup> –26 <sup>th</sup> March Wood Tech Science	26 <sup>th</sup> – 30 <sup>th</sup> April Music PE	24 <sup>th</sup> – 28 <sup>th</sup> May	
	26 <sup>th</sup> – 30 <sup>th</sup> Oct Halloween								

APPENDIX II

3rd Year Junior Cycle 2021 – CBA Schedule								
September	October	November	December	January	February	March	April	May
31 <sup>st</sup> – 4 <sup>th</sup> Sept	28 <sup>th</sup> – 3 <sup>rd</sup> Oct Visual Art CBA2 History CBA1	2 <sup>nd</sup> – 6 <sup>th</sup> Nov Visual Art CBA2 English CBA1	30 <sup>th</sup> – 4 <sup>th</sup> Dec MFL CBA1	6 <sup>th</sup> – 8 <sup>th</sup> Jan Home Ec. CBA2	1 <sup>st</sup> – 5 <sup>th</sup> Feb MOCKS	1 <sup>st</sup> – 5 <sup>th</sup> March Music CBA2 Digital Media CBA1	29 <sup>th</sup> – 9 <sup>th</sup> April Easter Holidays	3 <sup>rd</sup> – 7 <sup>th</sup> May
7 <sup>th</sup> – 11 <sup>th</sup> Sept	5 <sup>th</sup> – 9 <sup>th</sup> Oct Visual Art CBA2 History CBA1	9 <sup>th</sup> – 13 <sup>th</sup> Nov Visual Art CBA2	7 <sup>th</sup> – 11 <sup>th</sup> Dec Home Ec. CBA2	11 <sup>th</sup> – 15 <sup>th</sup> Jan Savage CBA2	8 <sup>th</sup> – 12 <sup>th</sup> Feb MOCKS	8 <sup>th</sup> – 12 <sup>th</sup> March Music CBA2 Digital Media CBA1	12 <sup>th</sup> – 16 <sup>th</sup> April	10 <sup>th</sup> – 14 <sup>th</sup> May
14 <sup>th</sup> – 18 <sup>th</sup> Sept	12 <sup>th</sup> – 16 <sup>th</sup> Oct Visual Art CBA2 English CBA1	16 <sup>th</sup> – 20 <sup>th</sup> Nov Visual Art CBA2 MFL CBA1	14 <sup>th</sup> – 18 <sup>th</sup> Dec Home Ec. CBA2	18 <sup>th</sup> – 22 <sup>nd</sup> Jan Savage CBA2	15 <sup>th</sup> , 19 <sup>th</sup> Feb February Midterm	15 <sup>th</sup> –19 <sup>th</sup> March PRACTICALS	19 <sup>th</sup> – 23 <sup>rd</sup> April	17 <sup>th</sup> – 21 <sup>st</sup> May
21 <sup>st</sup> – 25 <sup>th</sup> Sept	19 <sup>th</sup> – 23 <sup>rd</sup> Oct Visual Art CBA2 English CBA1	23 <sup>rd</sup> – 27 <sup>th</sup> Nov MFL CBA1	21 <sup>st</sup> – 22 <sup>nd</sup> Dec 23 <sup>rd</sup> – 5 <sup>th</sup> Jan Christmas Holidays	25 <sup>th</sup> – 29 <sup>th</sup> Jan Savage CBA2	22 <sup>nd</sup> – 26 <sup>th</sup> Feb Music CBA2 Digital Media CBA1	22 <sup>nd</sup> –26 <sup>th</sup> March PRACTICALS	26 <sup>th</sup> – 30 <sup>th</sup> April	24 <sup>th</sup> – 28 <sup>th</sup> May
	26 <sup>th</sup> – 30 <sup>th</sup> Oct Halloween Midterm							

***Thank you from:***

Mr. Tom Rowan

Principal

Ms. Georgina White

Deputy Principal

Mr. John Sweeney

Deputy Principal

Ms. Amanda Timony

JCT Coordinator