Oide

Fostering Belonging in the Art Classroom



In this Session we will

In session two we will…

Explore inclusive practices to foster belonging

Develop an understanding of the Senior Cycle Level 2 Learning Programme (SCL2LP): Visual Art Elective Module

Collaboratively investigate simultaneous planning for learning across Leaving Certificate Art and Senior Cycle L2LP

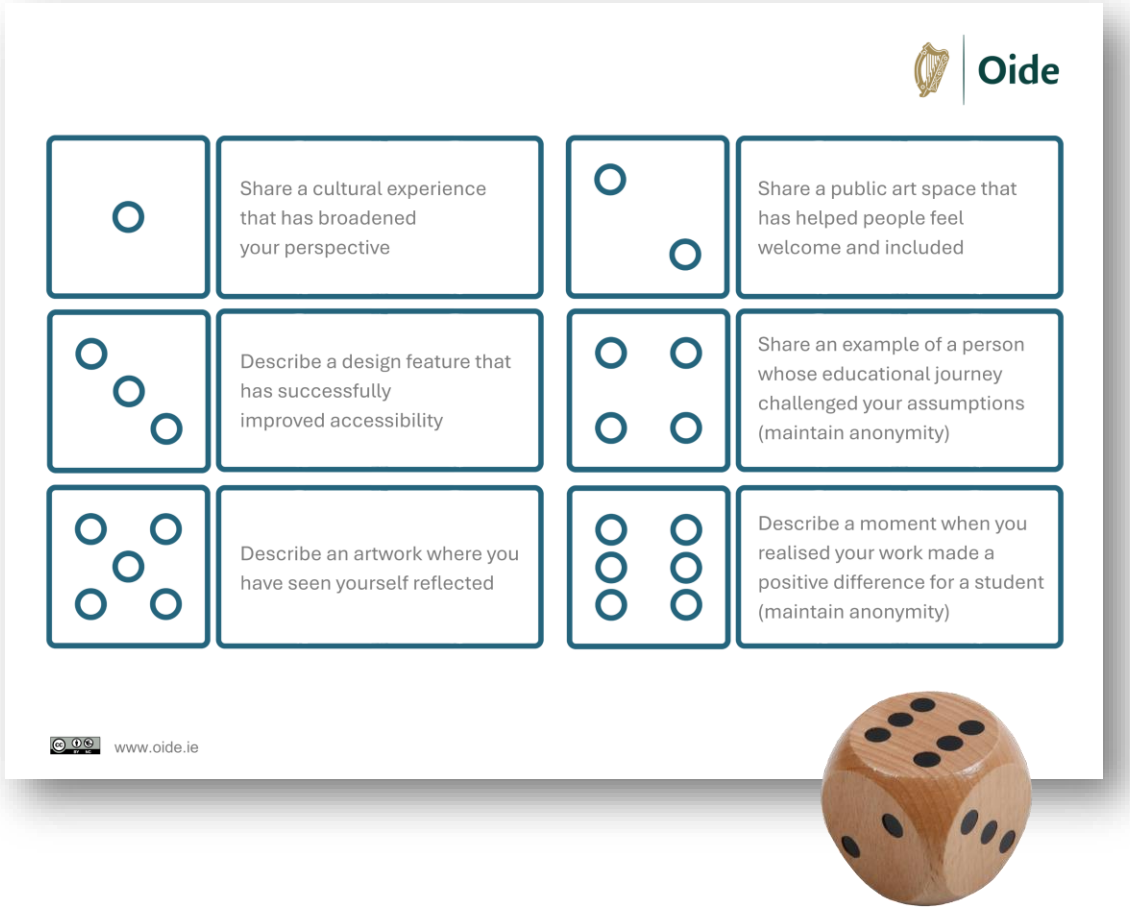
2

Getting To Know Me

Rotate tables

Introduce yourself and share the school you teach in with the group.

Roll the dice and take turns answering the corresponding prompt question





Carrie Ellen Carlise, Family Dinner, 2021

See?
Feel?
Wonder?

https://pz.harvard.edu

Building a Sense of Belonging

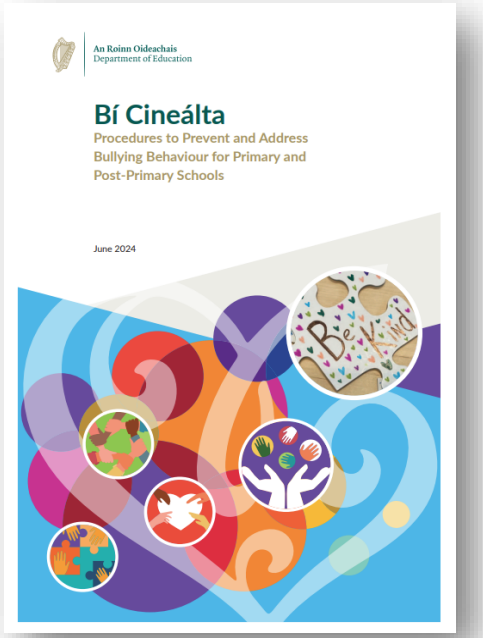
What are the factors that contribute to a sense of belonging?

What impact might these factors have on how learners engage in school?





Bí Cineálta



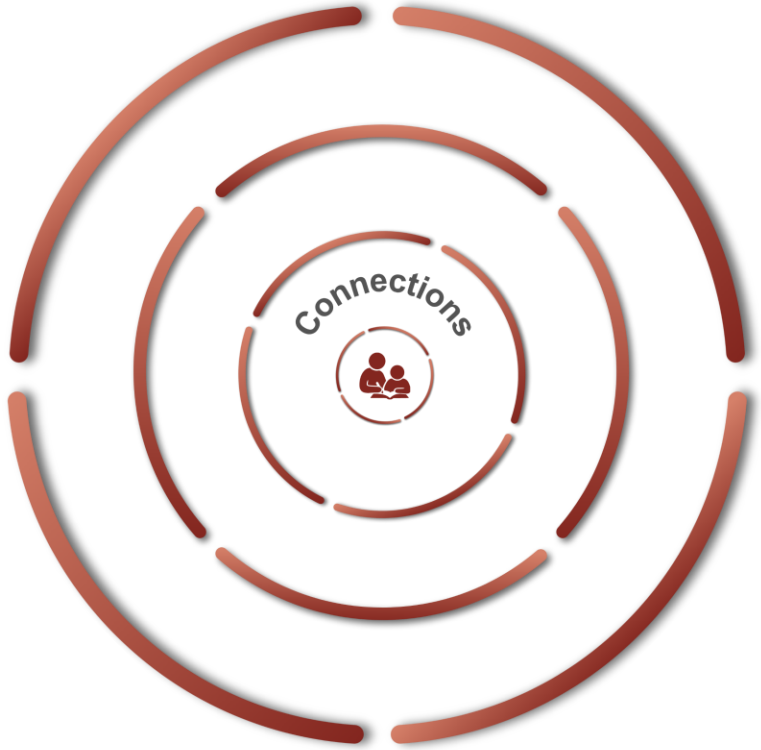
The curricular subjects offered to students provide opportunities to foster inclusion and respect for diversity"

Department of Education and Youth, 2024, Bí Cineálta Procedures p.36

Circles of Belonging Activity

Step 1: Discuss how you informally develop connections with students.

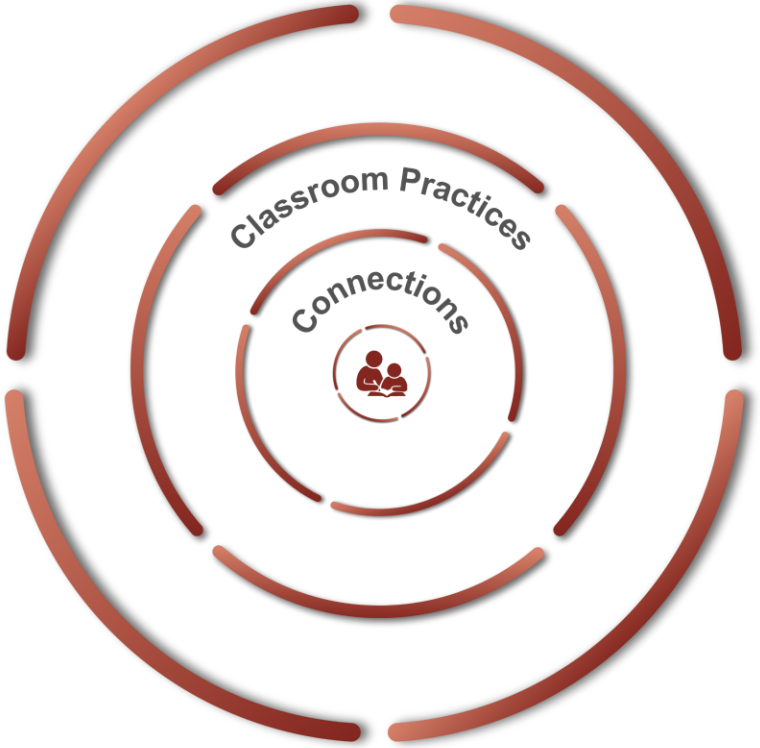
Record your thoughts in the inner circle.



Circles of Belonging Activity

Step 2: Consider what classroom practices deepen these connections and promote inclusion.

Record your thoughts in the second circle.

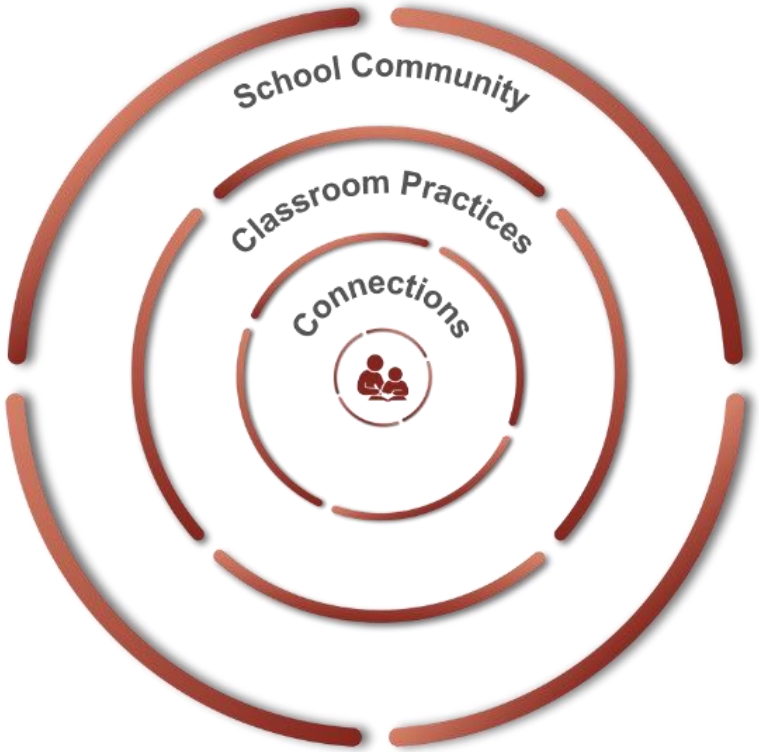


Circles of Belonging Activity

Step 3: Discuss what is in place in the wider school community to foster inclusion and support belonging.

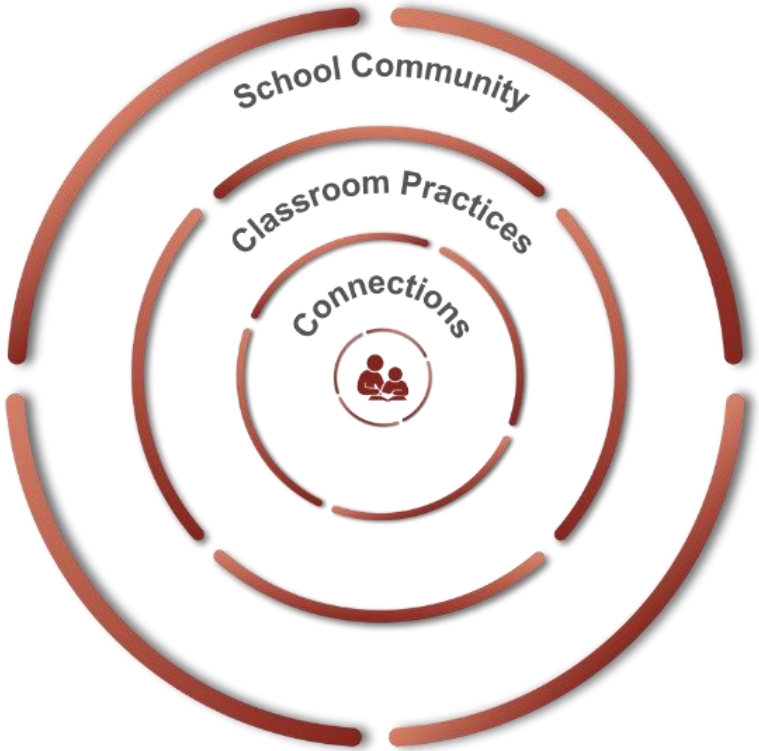
Record your thoughts in the outer circle.

Nominate a speaker



Circles of Belonging Activity

Step 4: Share your discussion with the wider group.



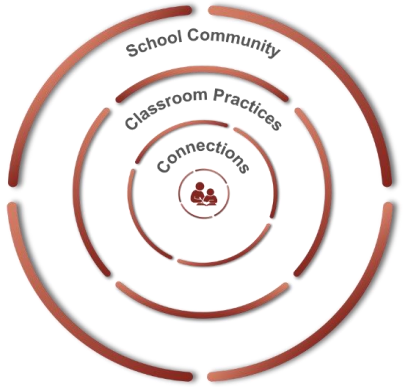
Oide



What were your insights from engaging in this activity?



Wellbeing Framework





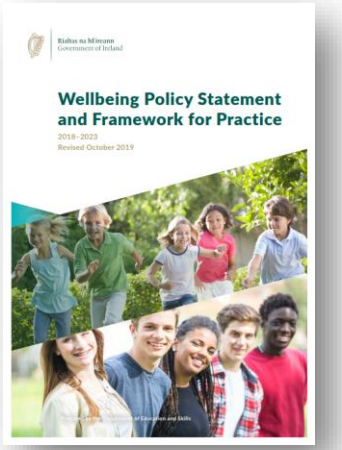
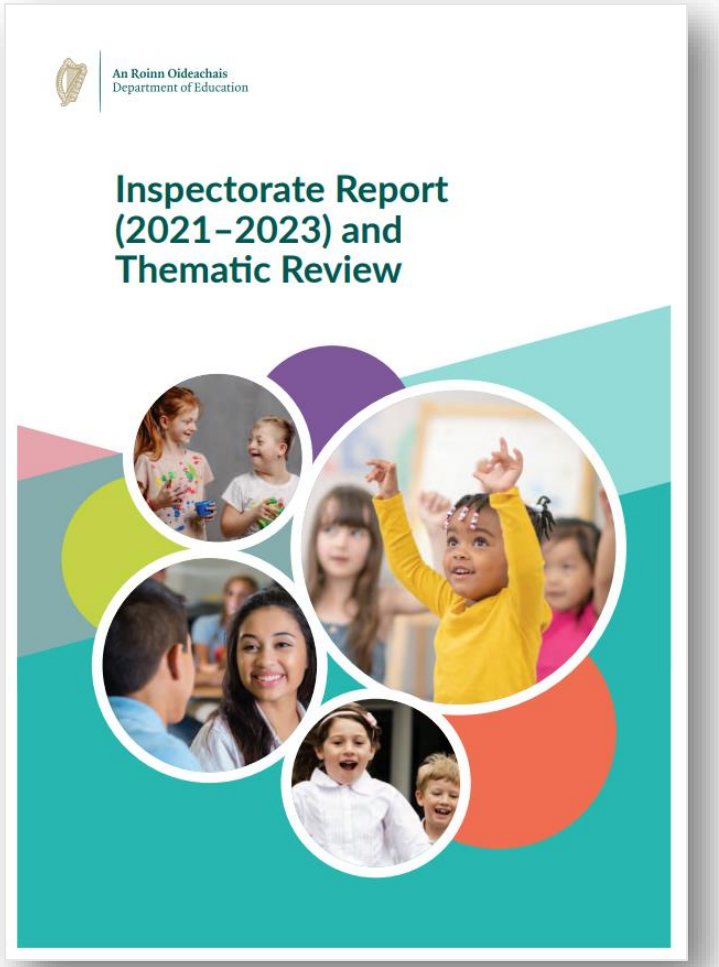


Image source: Cabra Community College

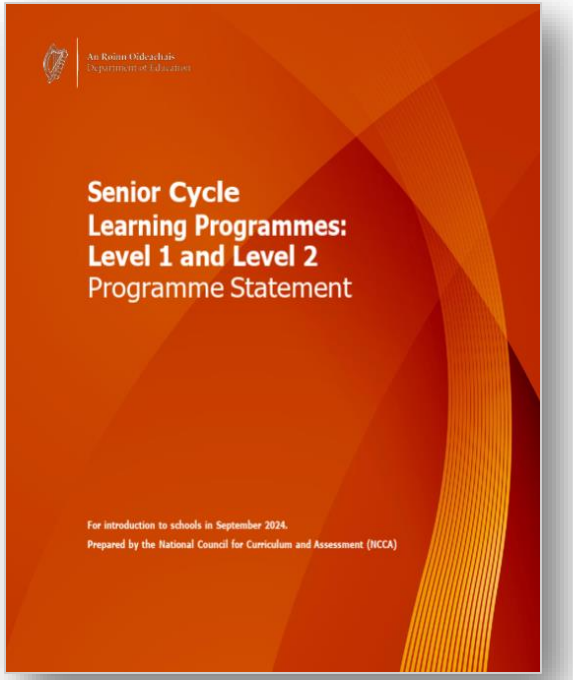
Inspectorate Report



'...all children and young people feel welcome and respected, where they are engaged and where they experience a sense of belonging to the wider school community, is a foundation of inclusion.'

Inspectorate, 2024, Inspectorate Report (2021–2023) and Thematic Review*p. 82*

Senior Cycle Level 1 & Level 2

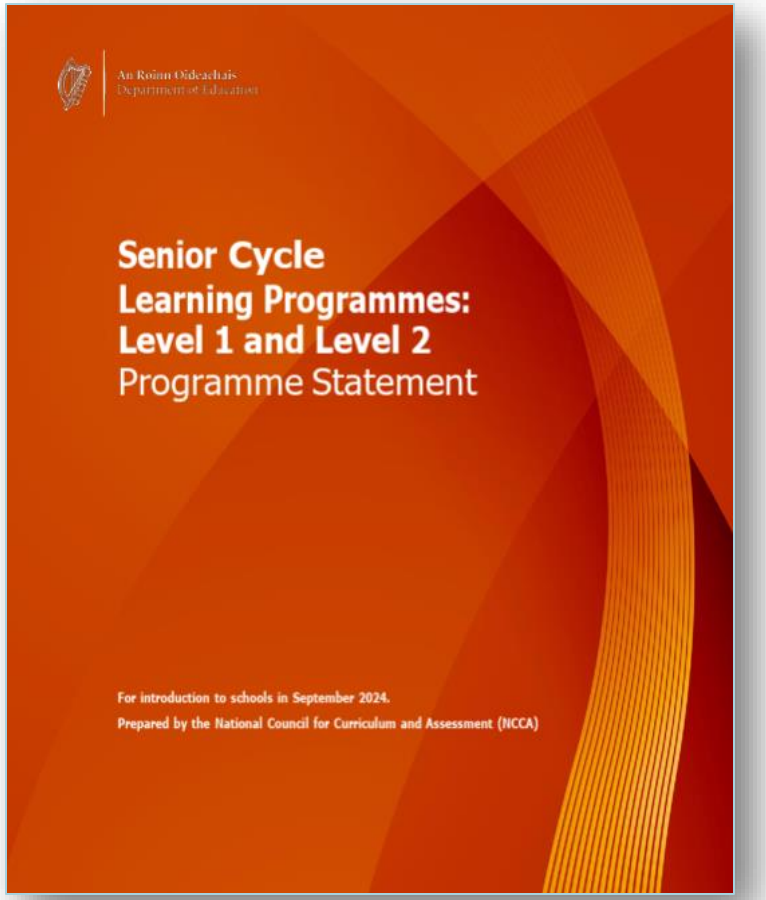


‘The Senior Cycle Level 1 and the Level 2 Learning Programmes have been developed by the NCCA as follow on programmes for students who are progressing from Level 1 Learning Programmes (L1LPs) and Level 2 Learning Programmes (L2LPs) at junior cycle.’

‘The goal of the senior cycle programmes is to prepare students for life beyond school, enabling them to be lifelong learners and to live more independently.’

NCCA, 2024, Senior Cycle Learning Programmes: Level 1 and Level 2 Programme Statement, p.4.

Senior Cycle Learning Programmes L1 & L2

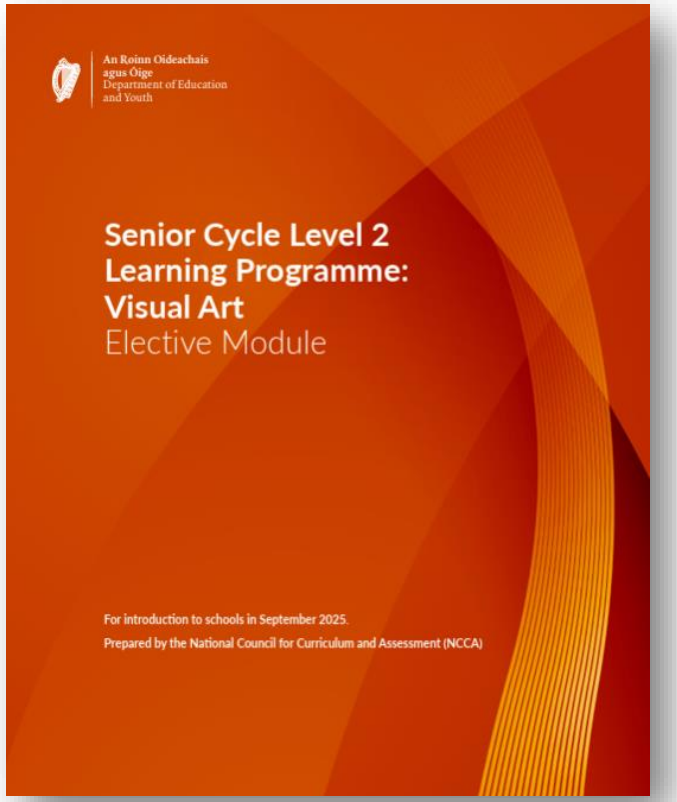


www.curriculumonline.ie



www.oideseniorcycleart.ie

Senior Cycle Level 2 Learning Programme: Visual Art Elective Module



https://tinyurl.com/yrfe4ue8

Familiarise yourself with the Visual Art Elective Module and take note of what stands out to you.

Oide



What words or phrases stood out to you?



SC L2 Visual Art Module Learning Outcomes

Oide

Step 1 : Read the module descriptor and learning outcomes.

Step 2 : Choose one learning outcome and discuss ways in which the student might communicate their learning for that outcome.

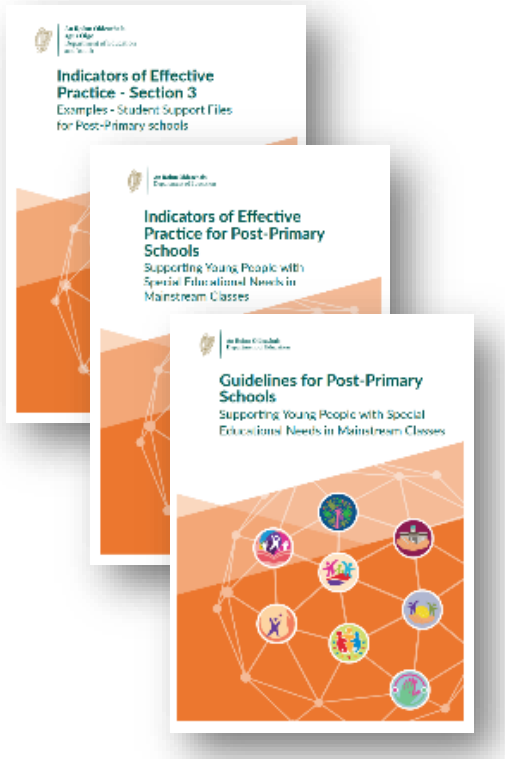




How might students communicate their learning?

	ACTION VERB	DESCRIPTION
Leaving Certificate Established	Communicate	Use visual gestural, verbal or other signs to share meaning or exchange information. Interaction between sender and recipient; both work together to understand
Senior Cycle Learning Programmes; Level 1 and Level 2 Programme Statement	Communicate	Vocalise, make gestures, move eye gaze or use of text to convey a message

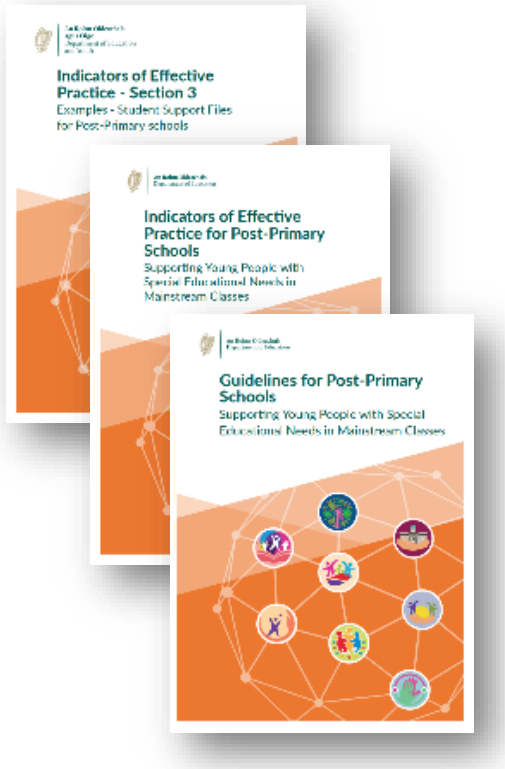
Inclusion Guidelines for Post-Primary Schools



‘Subject teachers make a critical contribution to the creation of a supportive and caring environment in the school for young people with special educational needs, through which these young people are affirmed in their learning and participation in the life of the school.’

Guidelines for Post-Primary Schools: Supporting Students with Special Educational Needs in Mainstream Schools p.25

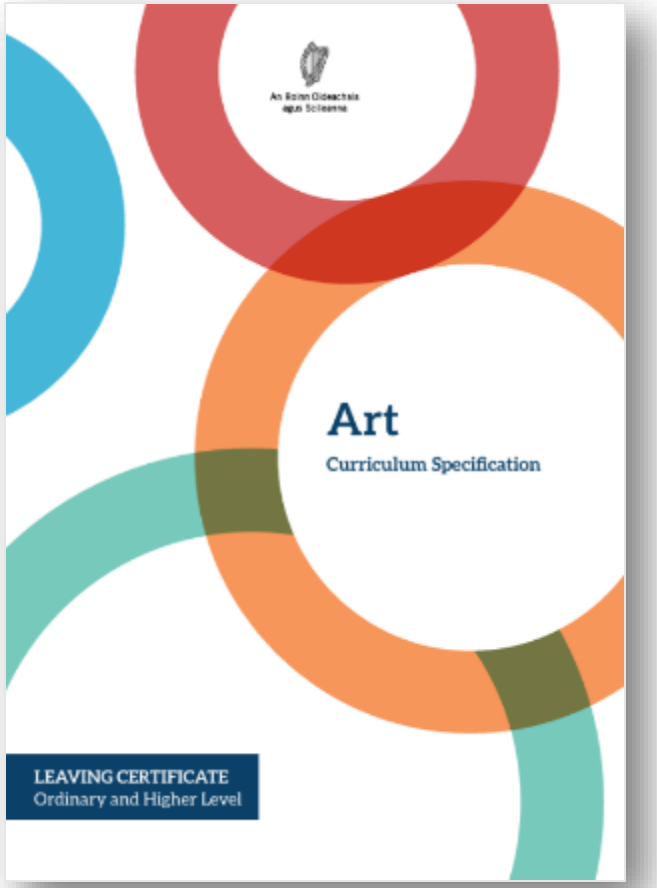
Inclusion Guidelines for Post-Primary Schools

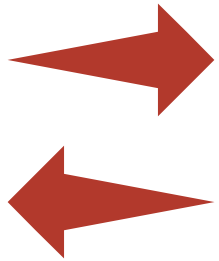


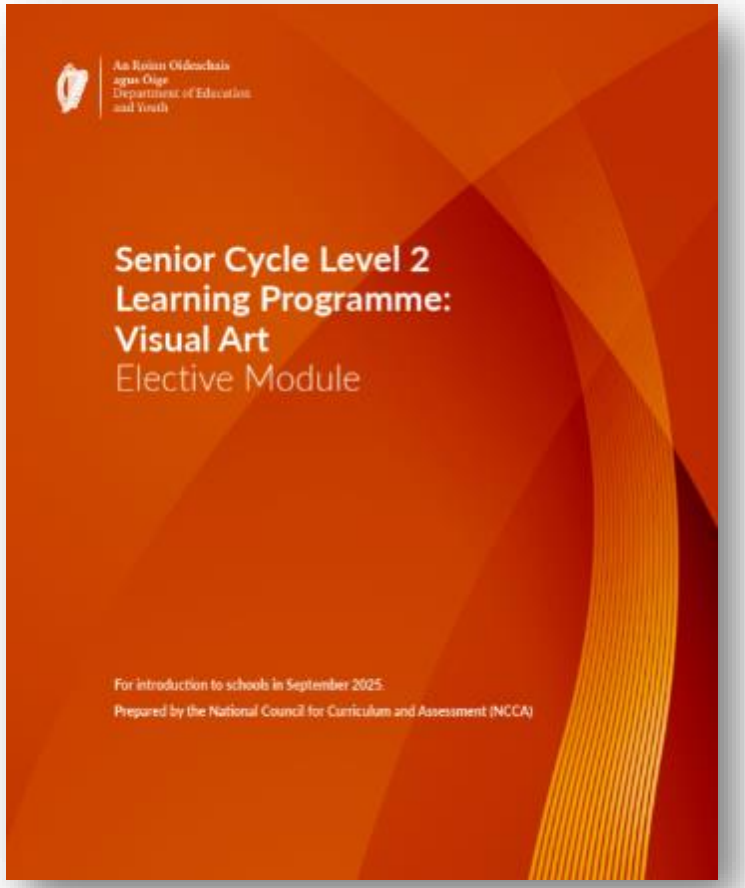
‘Within the framework of a whole-school approach to inclusion, subject teachers have primary responsibility for teaching, learning, and assessment, **for all young people** within their class groups, including those with special educational needs.’

Guidelines for Post-Primary Schools: Supporting Students with Special Educational Needs in Mainstream Schools p.25

Planning for All



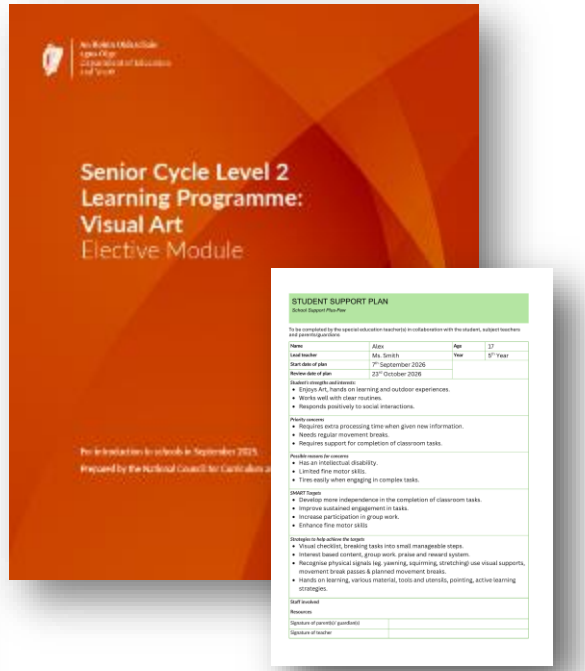


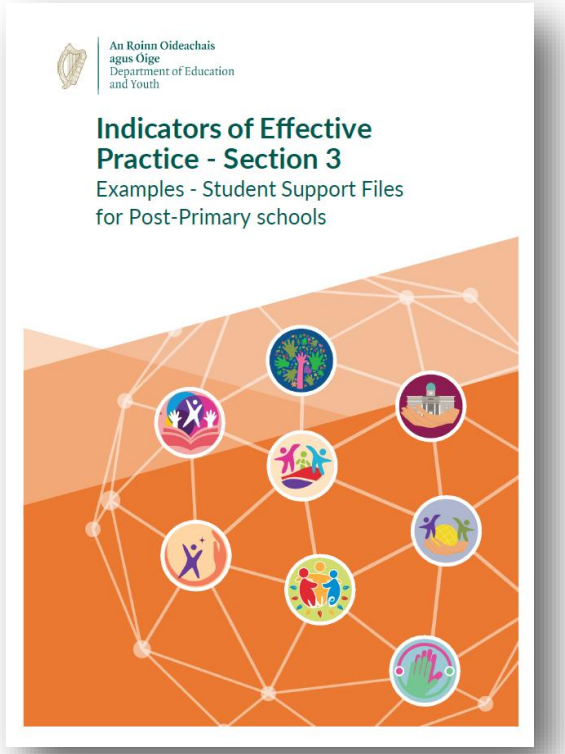


Planning for All Activity









STUDENT SUPPORT PLAN

School Support Plus-Few

To be completed by the special education teacher(s) in collaboration with the student, subject teachers and parents/guardians

Name	Alex	**Age**	17
Lead teacher	Ms. Smith	**Year**	5th Year
Start date of plan	7th September 2026		
Review date of plan	23rd October 2026		

Student's strengths and interests:

- Enjoys Art, hands on learning and outdoor experiences.
- Works well with clear routines.
- Responds positively to social interactions.

Priority concerns

- Requires extra processing time when given new information.
- Needs regular movement breaks.
- Requires support for completion of classroom tasks.

Possible reasons for concerns

- Has an intellectual disability.
- Limited fine motor skills.
- Tires easily when engaging in complex tasks.

SMART Targets

- Develop more independence in the completion of classroom tasks.
- Improve sustained engagement in tasks.
- Increase participation in group work.
- Enhance fine motor skills

Strategies to help achieve the targets

- Visual checklist, breaking tasks into small manageable steps.
- Interest based content, group work. praise and reward system.
- Recognise physical signals (eg. yawning, squirming, stretching) use visual supports, movement break passes & planned movement breaks.
- Hands on learning, various material, tools and utensils, pointing, active learning strategies.

Staff involved

Resources

Signature of parent(s)/ guardian(s)	
Signature of teacher	

Note this student support plan is based on a fictional student

Oide

Name	Alex	**Age**	17
Lead teacher	Ms. Smith	**Year**	5th Year
Start date of plan	7th September 2026		
Review date of plan	23rd October 2026		

Student's strengths and interests:

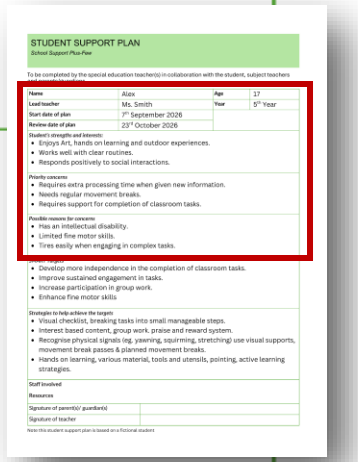
- Enjoys Art, hands on learning and outdoor experiences.
- Works well with clear routines.
- Responds positively to social interactions.

Priority concerns

- Requires extra processing time when given new information.
- Needs regular movement breaks.
- Requires support for completion of classroom tasks.

Possible reasons for concerns

- Has an intellectual disability.
- Limited fine motor skills.
- Tires easily when engaging in complex tasks.



SMART Targets *(Specific, Measurable, Achievable, Realistic and Timed)*

- Develop more independence in the completion of classroom tasks.
- Improve sustained engagement in tasks.
- Increase participation in group work.
- Enhance fine motor skills

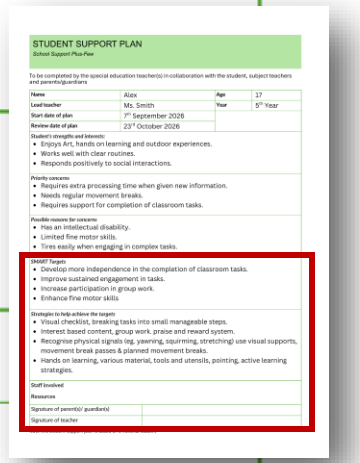
Strategies to help achieve the targets

- Visual checklist, breaking tasks into small manageable steps.
- Interest based content, group work, praise and reward system.
- Recognise physical signals (eg. yawning, squirming, stretching) use visual supports, movement break passes & planned movement breaks.
- Hands on learning, various material, tools and utensils, pointing, active learning strategies.

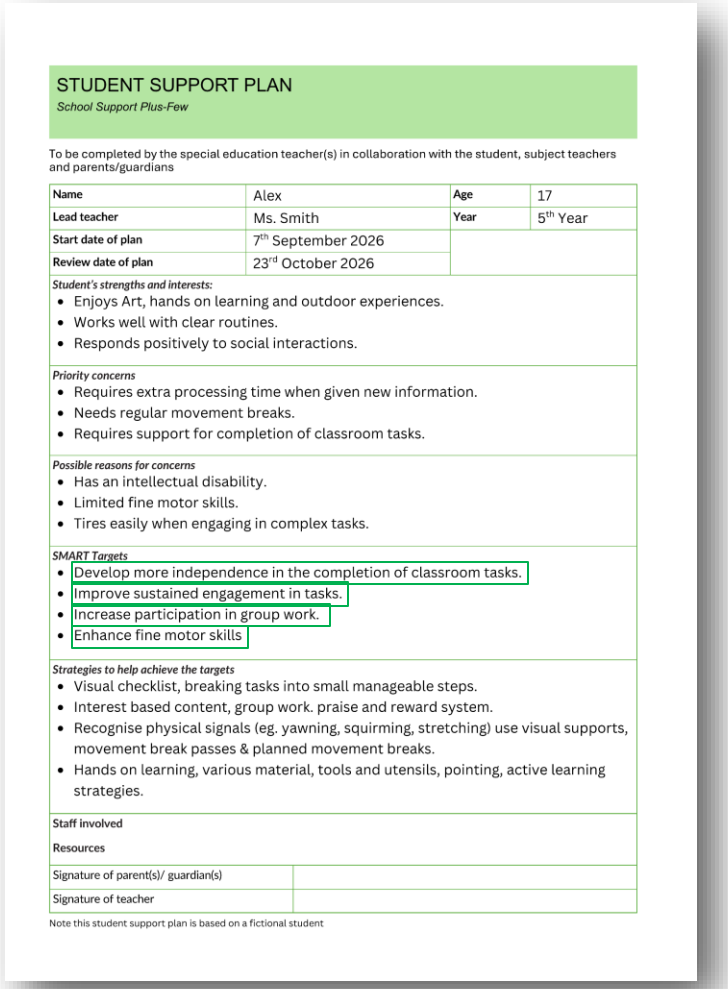
Staff involved

Resources

Signature of parent(s)/ guardian(s)	
Signature of teacher	



What might we need to consider in the context of Art?



STUDENT SUPPORT PLAN

School Support Plus-Few

To be completed by the special education teacher(s) in collaboration with the student, subject teachers and parents/guardians

Name	Alex	**Age**	17
Lead teacher	Ms. Smith	**Year**	5th Year
Start date of plan	7th September 2026		
Review date of plan	23rd October 2026		

Student's strengths and interests:
- Enjoys Art, hands on learning and outdoor experiences.
- Works well with clear routines.
- Responds positively to social interactions.

Priority concerns
- Requires extra processing time when given new information.
- Needs regular movement breaks.
- Requires support for completion of classroom tasks.

Possible reasons for concerns
- Has an intellectual disability.
- Limited fine motor skills.
- Tires easily when engaging in complex tasks.

SMART Targets
- Develop more independence in the completion of classroom tasks.
- Improve sustained engagement in tasks.
- Increase participation in group work.
- Enhance fine motor skills

Strategies to help achieve the targets
- Visual checklist, breaking tasks into small manageable steps.
- Interest based content, group work. praise and reward system.
- Recognise physical signals (eg. yawning, squirming, stretching) use visual supports, movement break passes & planned movement breaks.
- Hands on learning, various material, tools and utensils, pointing, active learning strategies.

Staff involved

Resources

Signature of parent(s)/ guardian(s)	
Signature of teacher	

Note this student support plan is based on a fictional student

Confidence and self-esteem during learning activities.

Social Understanding and peer relationships.

Capacity to maintain attention during a task.

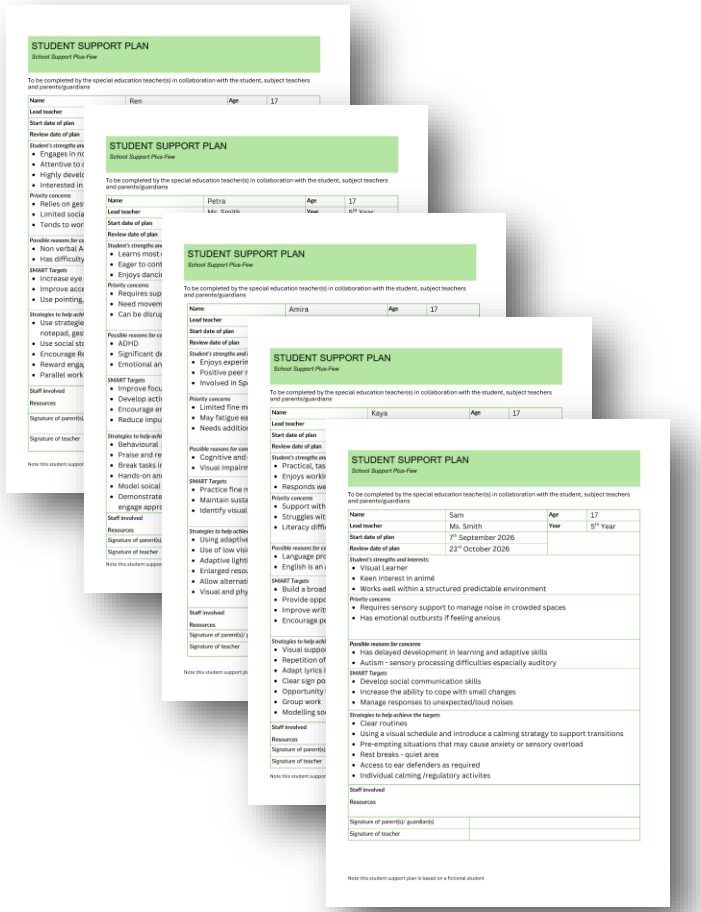
Ability to organise and manage materials in class.

Planning for All Activity – Part 1

Oide

Step 1: Read and discuss your assigned student support plan.

Step 2: Take note on post-its of what you might need to consider in the context of Art.



Planning for All

Leaving Certificate Learning Outcome

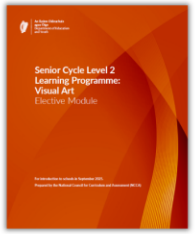


Learning Outcome:
Create Strand 2.2 Contextual enquiry- apply the art elements and design principles in creating and evaluating their work.

Action Verb:
Apply - Select and use information and /or knowledge and understanding to explain a given situation or real circumstance

What are the students learning and why?

Senior Cycle Level 2 Learning Outcome



What learning outcome will you choose?

What might you consider in response to the action verb and definition?

What is the student learning and why?

Leaving Certificate Learning Experience

How are the students learning?

Senior Cycle Level 2 Learning Activity

How is the student learning?

www.oide.ie

Leaving Certificate Learning Outcome



Learning Outcome:

Create Strand

2.2 Contextual enquiry- apply the art elements and design principles in creating and evaluating their work.

Action Verb:

Apply - Select and use information and /or knowledge and understanding to explain a given situation or real circumstance

What are the students learning and why?

Leaving Certificate Learning Outcome



Learning Outcome:
Create Strand
2.2 Contextual enquiry- apply the art elements and design principles in creating and evaluating their work.

Action Verb:
Apply - Select and use information and /or knowledge and understanding to explain a given situation or real circumstance

What are the students le

What?

Justify their choice of primary source.
Develop observational drawing skills using selected AEDP.
Analyse their own and others' artwork using AEDP.

Why?

Apply critical thinking.
Develop their aesthetic awareness and understanding.
Express opinions and develop artistic voice.

Planning for All Activity – Part 2

Step 1: Discuss your assigned Leaving Certificate Art learning outcome and action verb definition.

Step 2: Discuss and note what the students are learning and why.



Planning for All

Leaving Certificate Learning Outcome



Learning Outcome:
Create Strand 2.2 Contextual enquiry- apply the art elements and design principles in creating and evaluating their work.

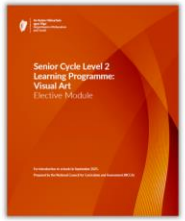
Action Verb:
Apply - Select and use information and /or knowledge and understanding to explain a given situation or real circumstance

What are the students lea

What?
Justify their choice of primary source.
Develop observational drawing skills using selected AEDP.
Analyse their own and others' artwork using AEDP.

Why?
Apply critical thinking.
Develop their aesthetic awareness & understanding.
Express opinions and develop artistic voice.

Senior Cycle Level 2 Learning Outcome



What learning outcome will you choose?

What might you to consider in response to the action verb and definition?

What is the student learning and why?

Leaving Certificate Learning Experience

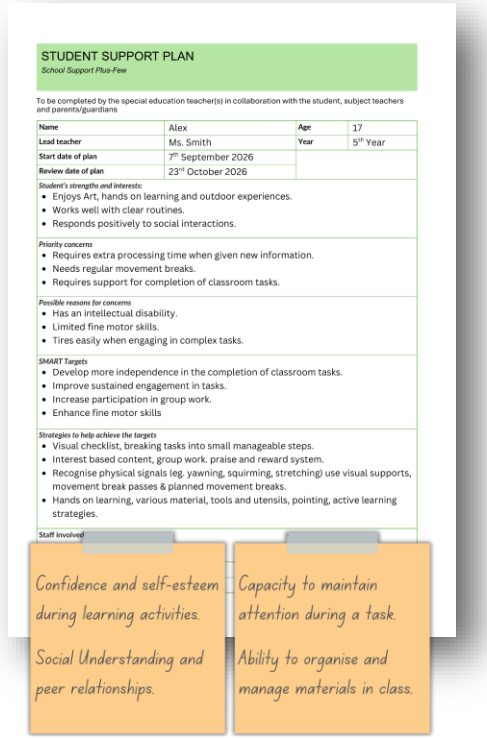
How are the students learning?

Senior Cycle Level 2 Learning Activity

How is the student learning?

@Oide_Art_VisArt | www.oide.ie

Oide



STUDENT SUPPORT PLAN
School Support Plus-Few

To be completed by the special education teacher(s) in collaboration with the student, subject teachers and parents/guardians

Name	Alex	**Age**	17
Lead teacher	Ms. Smith	**Year**	5th Year
Start date of plan	7th September 2026		
Review date of plan	23rd October 2026		

Student's strengths and interests:
- Enjoys Art, hands on learning and outdoor experiences.
- Works well with clear routines.
- Responds positively to social interactions.

Priority concerns
- Requires extra processing time when given new information.
- Needs regular movement breaks.
- Requires support for completion of classroom tasks.

Possible reasons for concerns
- Has an intellectual disability.
- Limited fine motor skills.
- Tires easily when engaging in complex tasks.

SMART Targets
- Develop more independence in the completion of classroom tasks.
- Improve sustained engagement in tasks.
- Increase participation in group work.
- Enhance fine motor skills

Strategies to help achieve the targets
- Visual checklist, breaking tasks into small manageable steps.
- Interest based content, group work. praise and reward system.
- Recognise physical signals (eg. yawning, squirming, stretching) use visual supports, movement break passes & planned movement breaks.
- Hands on learning, various material, tools and utensils, pointing, active learning strategies.

Staff involved

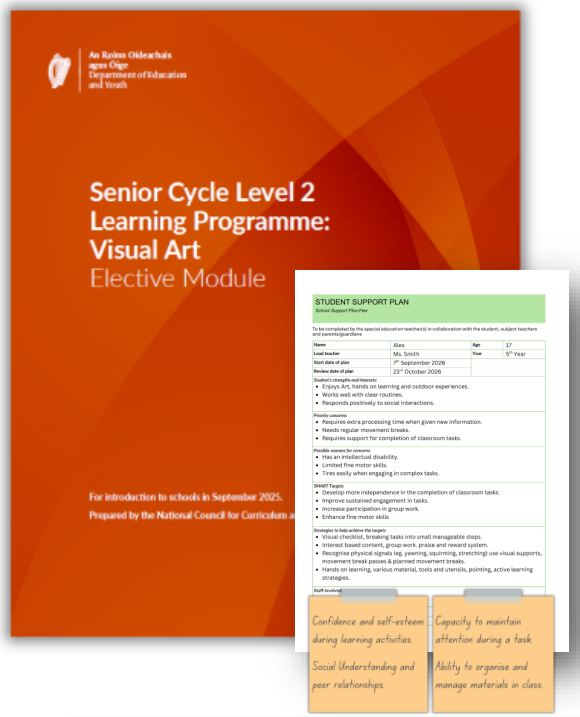
Confidence and self-esteem during learning activities.

Social Understanding and peer relationships.

Capacity to maintain attention during a task.

Ability to organise and manage materials in class.

Senior Cycle Level 2 Learning Outcome



Learning Outcome:

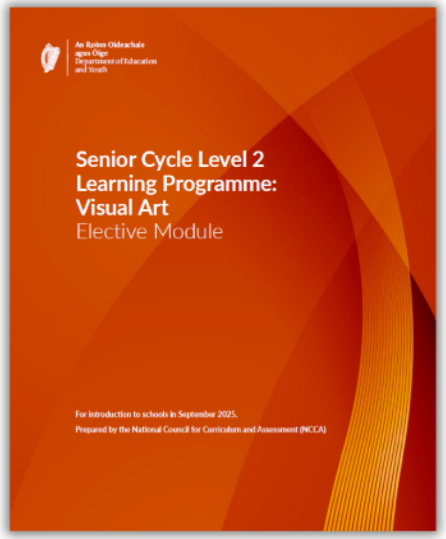
Engage with different art elements such as texture, colour, materials using hands, tools or techniques.

Action Verb:

Engage - become involved in a task/process (through looking, touching, smelling, listening or tasting).

What is the student learning and why?

Senior Cycle Level 2 Learning Outcome



Wh... learning outcome will you...

Learning Outcome:
Engage with different art elements such as texture, colour, materials using hands, tools or techniques.

Wha... resp... and ...

Action Verb:
Engage - become involved in a task/process (through looking, touching, smelling, listening or tasting).

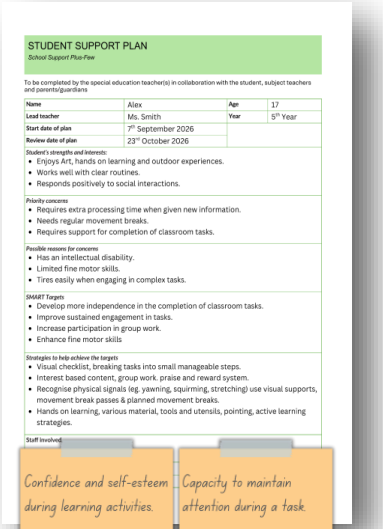
What is the stude...

What?

Recognise a texture.
Represent a texture using media.
Explore texture and colour.

Why?

Demonstrate a personal preference.
Engage their curiosity.
Participate & engage.



STUDENT SUPPORT PLAN
School Support Plus-Few

To be completed by the special education teacher(s) in collaboration with the student, subject teachers and parents/guardians

Name	Alex	Age	17
Lead teacher	Ms. Smith	Year	5th Year
Start date of plan	7th September 2026		
Review date of plan	23rd October 2026		

Student's strengths and interests:
- Enjoys Art, hands on learning and outdoor experiences.
- Works well with clear routines.
- Responds positively to social interactions.

Priority concerns
- Requires extra processing time when given new information.
- Needs regular movement breaks.
- Requires support for completion of classroom tasks.

Possible reasons for concerns
- Has an intellectual disability.
- Limited fine motor skills.
- Tires easily when engaging in complex tasks.

SMART Targets
- Develop more independence in the completion of classroom tasks.
- Improve sustained engagement in tasks.
- Increase participation in group work.
- Enhance fine motor skills

Strategies to help achieve the targets
- Visual checklist, breaking tasks into small manageable steps.
- Interest based content, group work. praise and reward system.
- Recognise physical signals (eg. yawning, squirming, stretching) use visual supports, movement break passes & planned movement breaks.
- Hands on learning, various material, tools and utensils, pointing, active learning strategies.

Staff involved

Confidence and self-esteem during learning activities.
Social Understanding and peer relationships.
Capacity to maintain attention during a task.
Ability to organise and manage materials in class.

Planning for All Activity – Part 3

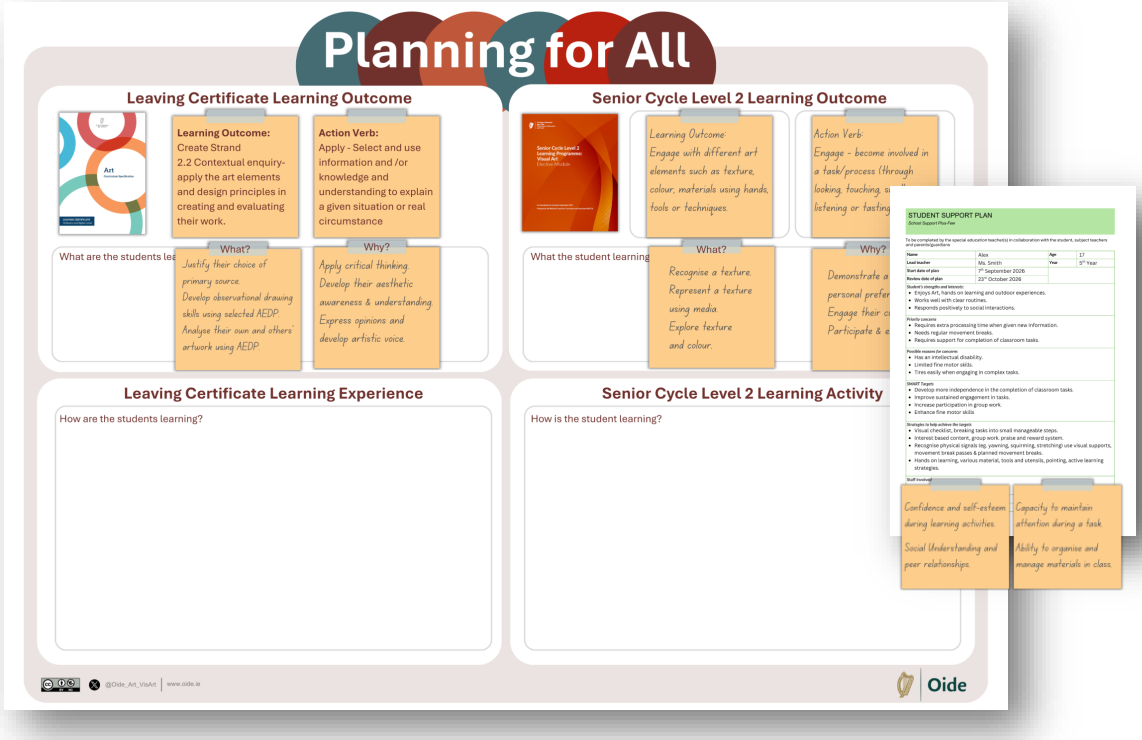
Step 1: Identify and note a L2LP Visual Art learning outcome that your assigned student might engage with simultaneously.

Step 2: Note and discuss the action verb definition.

Step 3: Discuss and note what they are learning and why.







Planning for All

Leaving Certificate Learning Outcome



Learning Outcome:
Create Strand
2.2 Contextual enquiry- apply the art elements and design principles in creating and evaluating their work.

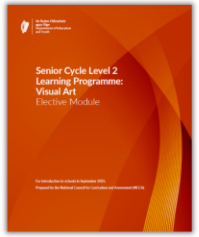
Action Verb:
Apply - Select and use information and /or knowledge and understanding to explain a given situation or real circumstance

What are the students lea

What?
Justify their choice of primary source.
Develop observational drawing skills using selected AEDP.
Analyse their own and others' artwork using AEDP.

Why?
Apply critical thinking.
Develop their aesthetic awareness & understanding.
Express opinions and develop artistic voice.

Senior Cycle Level 2 Learning Outcome



Learning Outcome:
Engage with different art elements such as texture, colour, materials using hands, tools or techniques.

Action Verb:
Engage - become involved in a task/process (through looking, touching, smelling, listening or tasting).

What the student learning

What?
Recognise a texture.
Represent a texture using media.
Explore texture and colour.

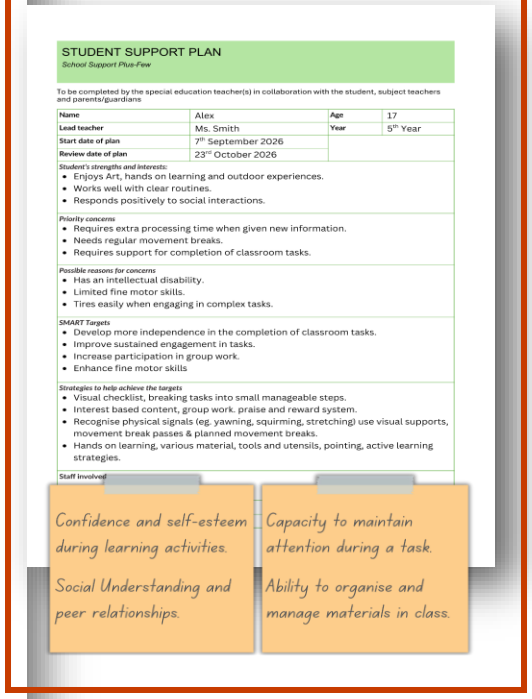
Why?
Demonstrate a personal preference.
Engage their curiosity.
Participate & engage

Leaving Certificate Learning Experience

How are the students learning?

Senior Cycle Level 2 Learning Activity

How is the student learning?



STUDENT SUPPORT PLAN
School Support Plus-Few

To be completed by the special education teacher(s) in collaboration with the student, subject teachers and parents/guardians

Name	Alex	**Age**	17
Lead teacher	Ms. Smith	**Year**	5th Year
Start date of plan	7th September 2026		
Review date of plan	23rd October 2026		

Student's strengths and interests:
- Enjoys Art, hands on learning and outdoor experiences.
- Works well with clear routines.
- Responds positively to social interactions.

Priority concerns
- Requires extra processing time when given new information.
- Needs regular movement breaks.
- Requires support for completion of classroom tasks.

Possible reasons for concerns
- Has an intellectual disability.
- Limited fine motor skills.
- Tires easily when engaging in complex tasks.

SMART Targets
- Develop more independence in the completion of classroom tasks.
- Improve sustained engagement in tasks.
- Increase participation in group work.
- Enhance fine motor skills

Strategies to help achieve the targets
- Visual checklist, breaking tasks into small manageable steps.
- Interest based content, group work. praise and reward system.
- Recognise physical signals (eg. yawning, squirming, stretching) use visual supports, movement break passes & planned movement breaks.
- Hands on learning, various material, tools and utensils, pointing, active learning strategies.

Staff Involved

Confidence and self-esteem during learning activities.

Social Understanding and peer relationships.

Capacity to maintain attention during a task.

Ability to organise and manage materials in class.

@Oide_Art_VisArt | www.oide.ie

Oide

Planning for All Activity – Part 4

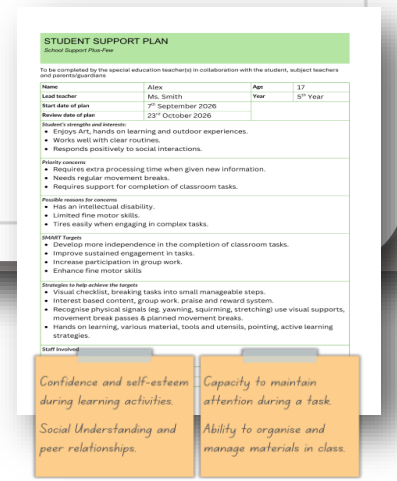
Oide

Leaving Certificate Learning Experience

How are the students learning?

Senior Cycle Level 2 Learning Activity

How is the student learning?



How are the students learning?

Planning for All Activity – Part 4

Oide

What?

Justify their choice of primary source.
Develop observational drawing skills using selected AEDP.
Analyse their own and others' artwork using AEDP.

Why?

Apply critical thinking.
Develop their aesthetic awareness and understanding.
Express opinions and develop artistic voice.

Leaving Certificate Learning Experience

How are the students learning?

Selecting an appropriate range of meaningful primary sources from their local environment.

How are the students lear

Planning for All Activity – Part 4

Oide

What?

Justify their choice of primary source.
Develop observational drawing skills using selected AEDP.
Analyse their own and others' artwork using AEDP.

Why?

Apply critical thinking.
Develop their aesthetic awareness and understanding.
Express opinions and develop artistic voice.

Leaving Certificate Learning Experience

How are the students learning?

Selecting an appropriate

Investigating primary sources through observational drawing.

How are the students lear

Planning for All Activity – Part 4

Oide

What?

Justify their choice of primary source.
Develop observational drawing skills using selected AEDP.
Analyse their own and others' artwork using AEDP.

Why?

Apply critical thinking.
Develop their aesthetic awareness and understanding.
Express opinions and develop artistic voice.

Leaving Certificate Learning Experience

How are the students learning?

Experimenting and testing a variety of media in their sketchbook.

How are the students lear

Planning for All Activity – Part 4

Oide

What?

Justify their choice of primary source.
Develop observational drawing skills using selected AEDP.
Analyse their own and others' artwork using AEDP.

Why?

Apply critical thinking.
Develop their aesthetic awareness and understanding.
Express opinions and develop artistic voice.

Leaving Certificate Learning Experience

How are the students learning?

Selecting an appropriate | Investigating primary | Experimenting and testing

Looking at and discussing a range of artists' work to influence their drawing.

How are the students lear

Planning for All Activity – Part 4

Oide

What?

Justify their choice of primary source.
Develop observational drawing skills using selected AEDP.
Analyse their own and others' artwork using AEDP.

Why?

Apply critical thinking.
Develop their aesthetic awareness and understanding.
Express opinions and develop artistic voice.

Leaving Certificate Learning Experience

How are the students learning?

Selecting an appropriate range of meaningful

Investigating primary sources through

Experimenting and testing a variety of media in

Critiquing their own and others' work through peer discussions.

How are the students lear

Planning for All Activity – Part 4

Oide

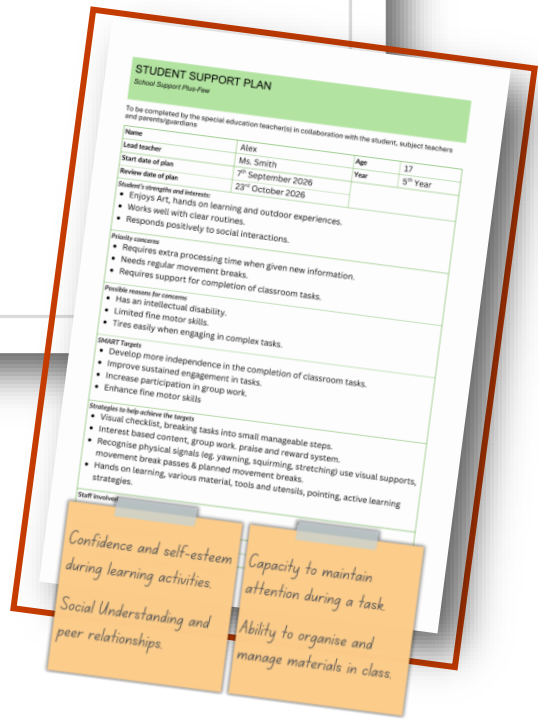
Leaving Certificate Learning Experience

How are the students learning?

- Selecting an appropriate range of meaningful primary sources from their local environment.
- Investigating primary sources through observational drawing.
- Experimenting and testing a variety of media in their sketchbook.
- Looking at and discussing a range of artists' work to influence their drawing.
- Critiquing their own and others' work through peer discussions.

Senior Cycle Level 2 Learning Activity

How is the student learning?



How is Alex learning?

Planning for All Activity – Part 4

Oide

What?

Recognise a texture.
Represent a texture using media.
Explore texture and colour.

Why?

Demonstrate a personal preference.
Engage their curiosity.
Participate & engage.

Senior Cycle Level 2 Learning Activity

How is the student learning?

Identifying textures in their local enviroment using a visual prompt.

How is Alex learning?

Planning for All Activity – Part 4

Oide

What?

Recognise a texture.
Represent a texture using media.
Explore texture and colour.

Why?

Demonstrate a personal preference.
Engage their curiosity.
Participate & engage.

Senior Cycle Level 2 Learning Activity

How is the student learning?

Selecting up to three primary sources of choice from their local environment.

How is Alex learning?

Planning for All Activity – Part 4

Oide

What?

Recognise a texture.
Represent a texture using media.
Explore texture and colour.

Why?

Demonstrate a personal preference.
Engage their curiosity.
Participate & engage.

Senior Cycle Level 2 Learning Activity

How is the student learning?

Using preferred materials to represent a texture (e.g. collage, rubbing) in their sketchbook/portfolio.

How is Alex learning?

Planning for All Activity – Part 4

Oide

What?

Recognise a texture.
Represent a texture using media.
Explore texture and colour.

Why?

Demonstrate a personal preference.
Engage their curiosity.
Participate & engage.

Senior Cycle Level 2 Learning Activity

How is the student learning?

Playing to combine texture and colour.

How is Alex learning?

Planning for All Activity – Part 4

Oide

What?

Recognise a texture.
Represent a texture using media.
Explore texture and colour.

Why?

Demonstrate a personal preference.
Engage their curiosity.
Participate & engage.

Senior Cycle Level 2 Learning Activity

How is the student learning?

Recognising texture in their own or others' work using a visual prompt.

How is Alex learning?

Planning for All Activity – Part 4

Oide

Level 5 Learning Experience

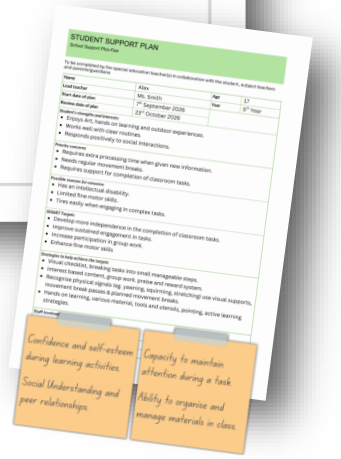
How are the students learning?

- Selecting an appropriate range of meaningful primary sources from their local environment.
- Investigating primary sources through observational drawing.
- Experimenting and testing a variety of media in their sketchbook.
- Looking at and discussing a range of artists' work to influence their drawing.
- Critiquing their own and others' work through peer discussions.

Senior Cycle Level 2 Learning Activity

How is the student learning?

- Identifying textures in their local enviroment using a visual prompt.
- Selecting up to three primary sources of choice from their local environment.
- Using preferred materials to represent a texture (e.g. collage, rubbing) in their sketchbook/portfolio.
- Playing to combine texture and colour.
- Recognising texture in their own or others' work using a visual prompt.

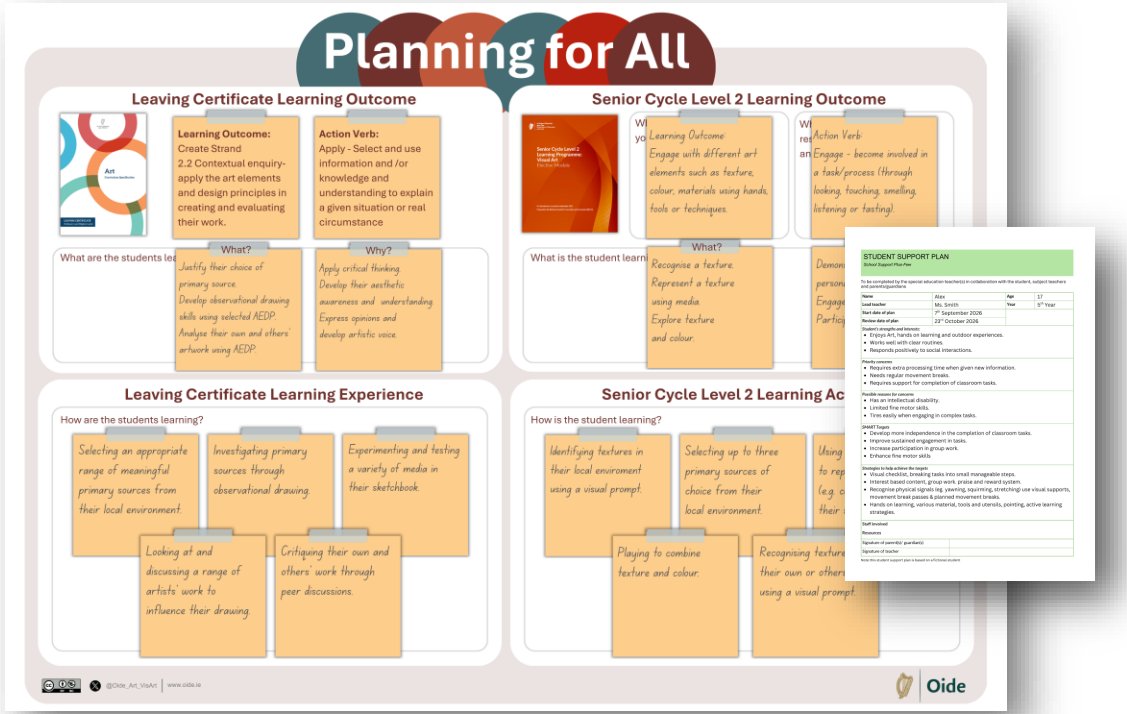


How are the students learning simultaneously?

Planning for All Activity – Part 4

Step 1: Discuss how students at LC Art and a student following a SC L2LP are learning simultaneously.

Step 2: Note the LC Art learning experiences, and differentiated level 2 learning activities for your assigned student. Nominate a speaker.

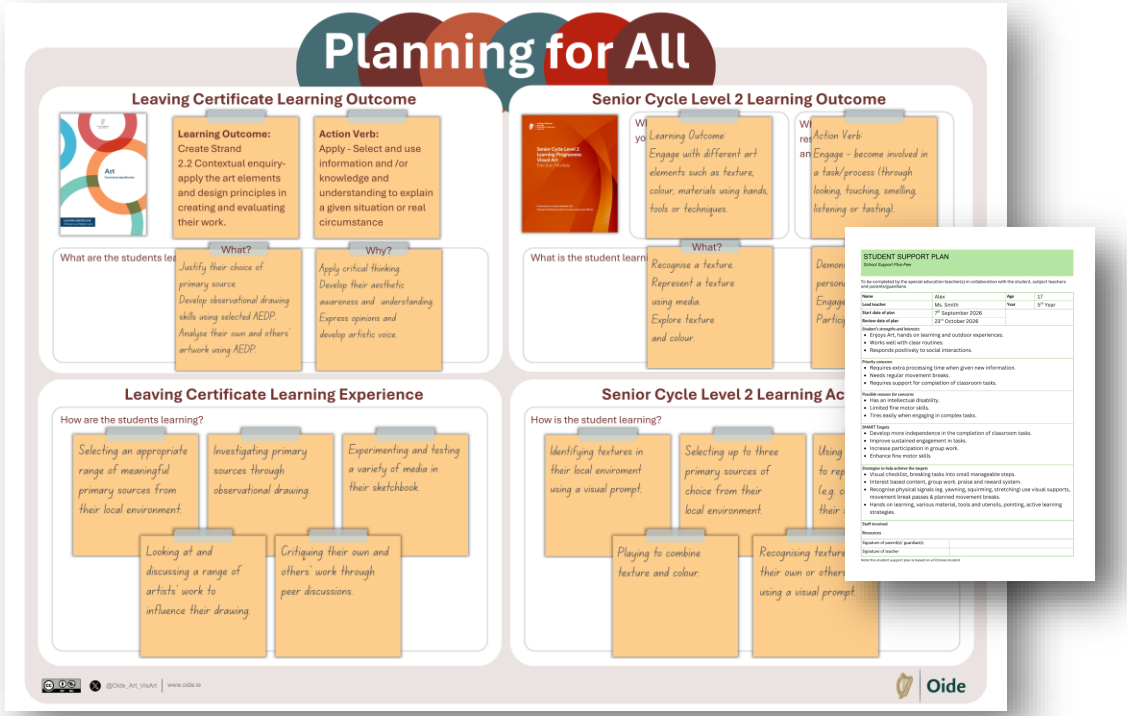


Sharing of Practice

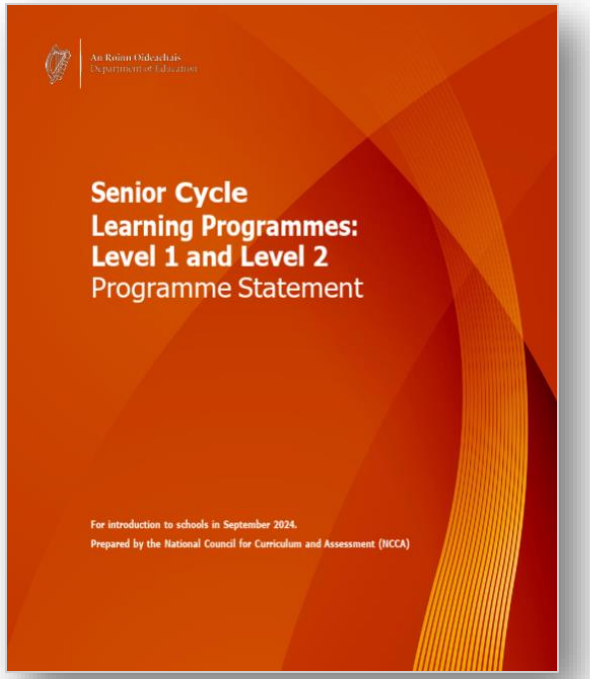
Share a snap shot of your plan

Outline the following areas:

- Leaving Certificate Learning Outcome
- Level 2 Learning Outcome and key insights from your assigned student support plan
- Leaving Certificate Learning experiences and Level 2 Learning activities



Senior Cycle Learning Programmes L1 and L2



‘While the students may pursue SCL1LP or SCL2LP alongside students pursuing a curriculum at other levels, the learning should be appropriate to the student’s identified individual needs and strengths.’

NCCA, 2024, Senior Cycle Learning Programmes: Level 1 and Level 2 Programme Statement, p.14



In this Session we have

Oide

In session two we…

Explored inclusive practices to foster belonging

Developed an understanding of the Senior Cycle Level 2 Learning Programme (SCL2LP): Visual Art Elective Module

Collaboratively investigated simultaneous planning for learning across Leaving Certificate Art and Senior Cycle L2LP.

2

Session Reflection

Keep: What is working well?

Adapt: What could be adjusted or refined?

Archive: What could be set aside?

Introduce: What could be implemented?



Lunch

