Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

Fostering Belonging in the Art Classroom

Visual Art/Art

Professional Learning Booklet

2026-27



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Today we will

Deepen our understanding of learner diversity, inclusion, belonging and reflective practice.

Develop an understanding of the Senior Cycle Level 2 Learning Programme Visual Art Elective Module.

Collaboratively design a unit of learning and identify actions to enhance inclusive art department practices.



Additional Supports

Below are QR codes that will direct you to additional supports.

www.oide.ie

www.curiculum.ie

www.examinations.ie

Inclusion Makes the World More Vibrant Video Stimulus

Take note of words and thoughts that come to mind.

Diversity in Art: Your Choice

A space to take note of new artwork



Session Reflection

Reflecting on your experiences and insights from session one, consider the prompts

Keep: What's working well?

Adapt: What could be adjusted or refined?

Archive: What could be set aside?

Introduce: What could be implemented?

Additional space for notes



Planning for All

Leaving Certificate Learning Outcome

What learning outcome will you choose?

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

What are the students learning and why?

Leaving Certificate Learning Experience

How are the students learning?

Planning for All

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?

Senior Cycle Level 2 Learning Activity

How is the student learning?

Senior Cycle Level 2 Learning Programme Visual Art Elective Module

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

Thinking Prompts

See, Feel, Think, Wonder is a series of thinking prompts that helps students slow down, look closely, and engage more deeply with an artwork, object, or idea. This routine supports careful observation, emotional connection, interpretation, and curiosity, encouraging rich classroom discussion and making thinking visible.

SEE

What do you see?

FEEL

What feelings emerge for you as you look at this piece?

WONDER

What does this piece make you wonder?

Adapted from Project Zero's Thinking Routine toolkit



Session Reflection

Reflecting on your experiences and insights from session two, consider the prompts

Keep: What's working well?

Adapt: What could be adjusted or refined?

Archive: What could be set aside?

Introduce: What could be implemented?

Additional space for notes



Who are my Students?

What learning outcomes will I choose?
What will students learn about?
What should students know, understand and be able to do?
What key skills/competencies might be activated?



What is the class profile?

Teacher Reflection:
What worked well?
What can be improved?
How can it be improved?

Are there any further considerations?

Who are my Students?

What learner experiences/activities will I include?
What pedagogies and approaches will I use?



Who are my students?

What supporting materials/resources will I need for this unit of learning?

What are the considerations for ongoing assessment?
How will I gather and capture evidence of learning?

Planning Considerations

What factors might you consider when planning a unit of learning?

Additional Planning Space



Fostering Belonging

Reflect on how your Art department currently fosters inclusion and belonging, and identify ....

What is working well?	Even better if	Next steps and actions



Glossary

This glossary is intended to clarify concepts and terms used alongside Level 1 and Level 2 Programmes Statements and this professional learning event

Student Support File	The Student Support File (SSF) allows the school to track the student's pathway through the Continuum of Support – right from the start of the support process, and onwards, if necessary, through to the School Support (for Some) and School Support Plus (for a Few) levels.
Student Support Plan	A Student Support Plan (SSP) is a collaborative, working document used by schools to identify, record, and review the specific needs, strengths, and interventions for students requiring additional support.
Learning Activities	Activities are the medium through which the students achieve the learning outcomes.
Progression Continuum	Indicates where the student's progress is in relation to the learning outcomes. The progression continuum may be used to support teaching, learning and ongoing assessment in the student's daily activities.



References

Further references and sources from today's professional learning event can be found below.

NCCA, (2019), Leaving Certificate Art Specification
www.curriculumonline.ie/senior-cycle/senior-cycle-subjects/art/

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www.curriculumonline.ie/junior-cycle/junior-cycle-subjects/visual-art/

NCCA, (2025), Senior Cycle Learning Programme: Visual Art Elective Module
https://www.curriculumonline.ie/junior-cycle/level-2-learning-programmes/

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https://assets.gov.ie/static/documents/Guidelines-for-post-primary-schools.pdf.pdf

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https://ncse.ie/wp-content/uploads/2024/05/An_Inclusive_Education_for_an_Inclusive_Society_NCSE_Policy_Advice_Paper_7.pdf

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https://ncseproductionsa.blob.core.windows.net/assets/2026/02/NCSE-Relate-Resource-Proof02-EN.pdf

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https://www.teachingcouncil.ie/assets/uploads/2023/09/code-of-professional-conduct-for-teachers1.pdf

Inspectorate, (2022), Looking at Our School 2022: A Quality Framework for Post-Primary Schools
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Uniting (2017). Inclusion Makes the World More Vibrant. YouTube.
https://www.youtube.com/watch?v=QXY5TyCUTlo

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Additional Support

www.nsce.ie

www.oide.ie
(Inclusion team)

Notes



Notes



Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

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