



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

A Whole School Approach to Planning for Learning at Senior Cycle

Programme Support

Professional Learning Booklet 2026-2027





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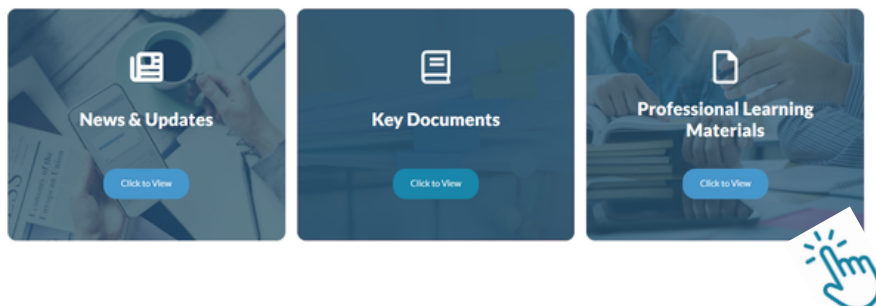


Introduction

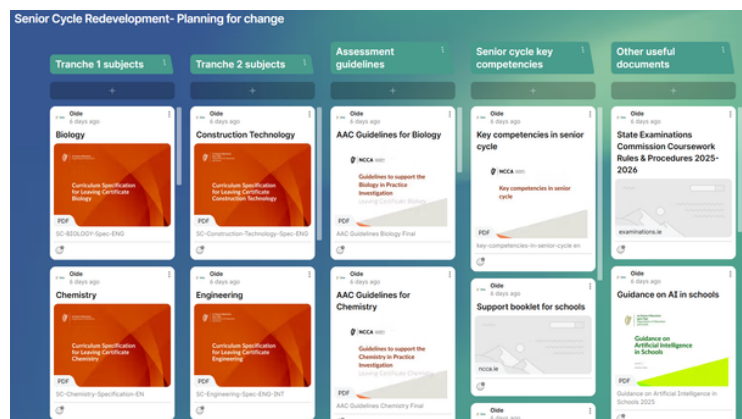
Throughout the PLE, we will use the following icons to support engagement in the day:



Programme Support Resources



A Padlet has been created with key documents





PLE Intentions

- Explore how whole-school collaborative planning supports inclusive and student-centred learning environments.
- Consider the principles of effective planning for learning for senior cycle students.
- Plan effectively to strengthen and renew TY modules, and identify and recognise student learning in Transition Year.

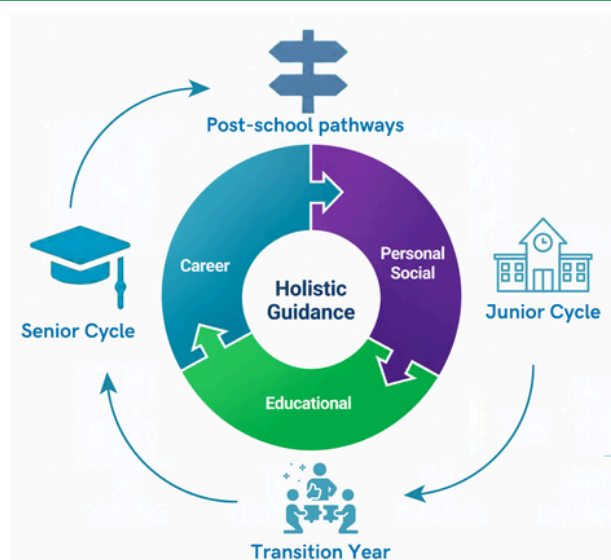
Your Class Cohort

What are our key considerations for these students when planning for teaching, learning and assessment?



Whole-School Guidance

Within your subject area, where are you already connecting to Whole-School Guidance?



List and briefly describe Whole-School Guidance activities on your table's flip chart. Include co- and extra-curricular as well as subject area links.



Whole-School Guidance

Whole-School Guidance (WSG) acknowledges that all school staff have a role in providing guidance to students and this should be acknowledged and reflected in:

- (i) a school's WSG plan and
- (ii) individual subject department plans.

Examples of how this may be achieved are outlined in Appendix 1 and 2 of DEY, [Information Note TC 0001/2024](#). Within the WSG approach, guidance counsellors have a pivotal and specialised role. This is outlined in greater detail in section 4 of Information Note TC 0001/2024.



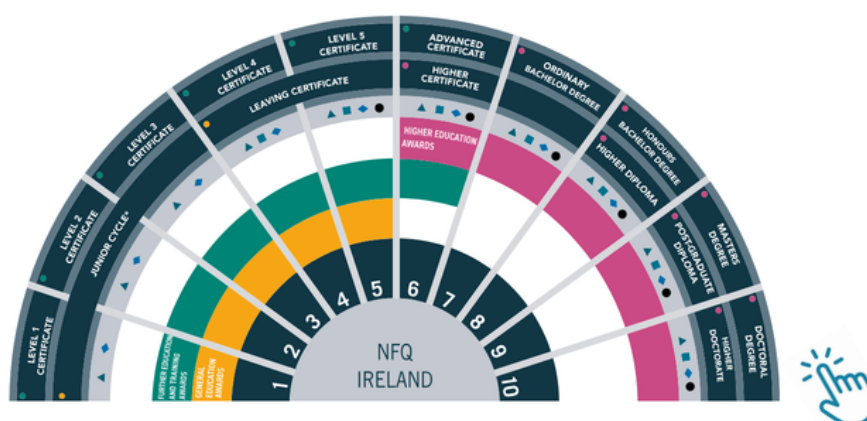
Table 10: sample of WSG activities undertaken by the Maths Department

Activity	Link to WSG	Guidance for all/some/a few
STEM promotion	The Maths Department undertake numerous activities each year to promote STEM as a career. This involves a universal-design approach and utilisation of a variety of resources such as posters/ videos / computer applications / talks / external-tours etc. STEM promotion takes place throughout the entire academic year. Focus on careers in STEM. Focus on education pathways in STEM	All
Maths Week	Competition for all students: Students are asked to make a 60-second video showing "How maths is used in every job"	Open to all, typically engaged in by 'some'
Leaving Certificate re-checks / appeals	Maths teachers are available each August/September to support outgoing students who wish to discuss the grade they received / discuss their options in terms of appealing etc	Open to all, typically requested by a few
Link with student support team	Link with the student support team where appropriate	All
Maths Olympiad	Support students in engaging with the Irish Mathematical Olympiad and the European Girls Mathematical Olympiad. This promotes educational and career development in the area of mathematics.	A few
WSG planning and the Maths Department: The Guidance Team link in with the Maths Department on two occasions each year (September and April) to update planning. The Maths Department attend a presentation by the guidance counsellors to all staff on WSG at the beginning of each year.		

Above is an example from Appendix 2 (DEY, Information Note TC 0001/2024, p.17): WSG programme, examples of activities from the perspective of the subject teacher. These tables are examples of WSG activities. They are included for the purpose of demonstration / explanation and are not intended to be prescriptive.



National Framework of Qualifications (NFQ)



Students can enter the National Framework of Qualifications at different levels and progress through more than one route.

Pathways	Concise description	Examples
Higher Education	Certificate, diploma and degree programmes accessed through CAO, direct entry or alternative admissions routes.	Universities, Technological Universities, colleges, access and foundation programmes.
Further Education and Training	Practical and academic programmes offering qualifications, employment skills and routes to higher education.	PLC courses, Colleges of FET, ETB programmes QQI Levels 1–6
Tertiary Programmes	Degree pathways beginning in further education and progressing to a higher education institution.	Tertiary degrees, FET-to-HE programmes, progression agreements
Apprenticeships and Traineeships	Structured workplace and college learning that develops occupational skills and recognised qualifications.	Craft, professional and degree apprenticeships; ETB traineeships
Employment and Enterprise	Direct entry to work, employer training, public service careers or self-employment.	Employment, Defence Forces, public services, entrepreneurship
Personal, Community and International Opportunities	Experiences that build skills, independence and readiness for future learning or employment.	Volunteering, European opportunities, travel, community programmes

Ireland's current system includes FET progression routes, apprenticeships, access and foundation programmes, tertiary degrees and part-time study alongside conventional CAO entry. Students can apply to more than one pathway from Post-Primary education. Additional routes and supports may include Youthreach, Community Training Centres, supported FET, access and foundation programmes, DARE, HEAR, disability supports and employment services.



Pathways to the Future

Click on the links in the second column for access.

	<u>National Learning Network</u> 	Inclusive education and training with specialist supports, helping learners develop skills and progress towards further education, training and employment.
	<u>PATH</u>	HEA access funding and initiatives designed to increase participation in higher education among under-represented groups.
	<u>Access College</u>	Information and guidance on access routes and supports that can help students progress into higher education.
	<u>Tertiary Degrees</u>	New pathways that allow students to begin a degree through Further Education and progress to a Higher Education Institution.
	<u>Further Education and Training</u>	A national course-search resource for Further Education and Training opportunities, including courses delivered through ETBs and other providers.
	<u>Traineeship</u>	Short, structured programmes combining education and workplace learning, developed by ETBs with employers.
	<u>Apprenticeship</u>	A route combining workplace learning with education and training, leading to recognised qualifications across a range of occupations.
	<u>Higher Education</u>	The HEA directory of recognised higher education institutions in Ireland, useful for exploring colleges and universities.
	<u>Youthreach</u>	Provides two years of integrated education, training and work experience for unemployed early school leavers aged 15–20 who lack qualifications or vocational training.
	<u>Community Training Centres</u>	Provides community-based education, vocational training and work experience for early school leavers aged 16–21, supporting employment or further learning.



Pathways to the Future

Click on the links in the second column for access.

	<u>Ecollege.ie</u> 	Government-funded online learning with free, certified courses that can support digital, business and other skills development.
	<u>Central Applications Office</u>	Processes applications for undergraduate courses in Irish Higher Education Institutions (HEIs).
	<u>Volunteering</u>	A national volunteering resource where learners can explore opportunities, register for roles and connect with local volunteer centres.
	<u>EU Study Abroad</u>	Provides EU opportunities for young people to study, volunteer, work and travel abroad, alongside youth initiatives, events and participation.
	<u>HSE Career Hub</u>	Information on healthcare career pathways, current vacancies, recruitment, HSE services and regions, career events and tailored job alerts.
	<u>JobsIreland.ie</u>	The Department of Social Protection's public employment service, providing free job searches, skills-based matching, CV guidance and employment supports.
	<u>Qualifax</u>	Provides a searchable database of further and higher education, training, apprenticeship and lifelong learning courses in Ireland and beyond.
	<u>Public Jobs</u>	Provides public and civil service job listings, career information, recruitment guidance and tailored job alerts.
	<u>Irish Defence Forces</u>	Provides training and career opportunities in the Army, Air Corps and Naval Service through recruit, cadet and specialist entry routes.
	<u>Micro-credentials</u>	Flexible, accredited short courses offered through participating higher education institutions to support upskilling and reskilling.



Oide

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Supporting the Professional
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Inclusion at Whole School Level

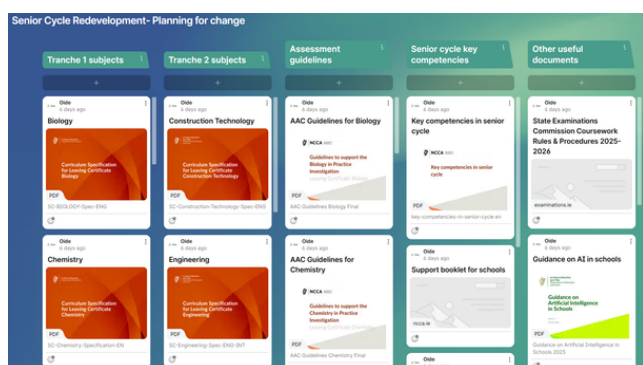


How am I supporting inclusion in my classroom?

How are we supporting inclusion in our school?



Key Documents & Supports



[Oide.ie - Junior Cycle Learning Programmes](#)
[Level1 - Level 2](#)

[Oide.ie - Senior Cycle Learning Programmes](#)
[Level1 - Level 2](#)

Level 1 Curriculum Areas and Elective Modules

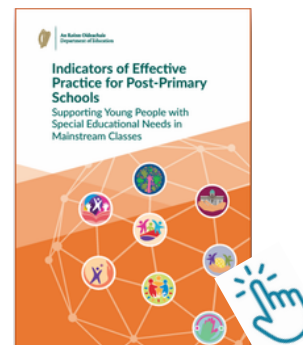
Level 2 Curriculum Areas and Elective Modules





Subject Classroom Support All - Indicators of Effective Practice.

Below is one indicator taken from Indicators of Effective Practice for Post Primary Schools, 2024



Self Reflection - give examples under the headings below

Indicator: What this looks like in school practice	Developed	Developing
Subject teachers monitor and adapt the learning environment to accommodate the diverse strengths and needs of young people in their classrooms, including: • physical factors layout and organisation of classroom space and school environments • universal approaches to teaching, learning and assessment • communication of expectations and routines • adaptations and accommodations to engage, motivate and sustain the interests of all learners		



Planning For Inclusion: Keeping the Individual Learner in Mind



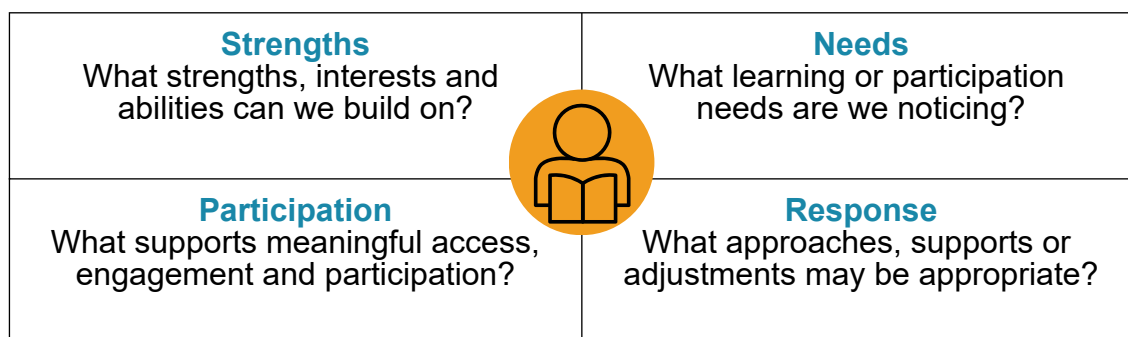
Consider the learner(s) identified in your school context. When planning for these learners, what do we already know, and what might we need to understand more fully?

Effective provision is situated within an inclusive whole-school framework.

Planning is informed by an understanding of the young person's strengths and needs, participation and engagement, and the supports that may be required



Keep the learner at the centre



Key considerations for planning

Where is the student on the continuum of support?

What did the student engage with for Junior Cycle and Transition Year?

Have we identified their strengths, needs and abilities?

What interventions were successful in Junior Cycle and Transition Year? Why?

Have we identified the student's priority learning needs?

Have we collaborated with the students and their parents/guardians around their expectations?

Have we used the Student Support File to inform and evidence this process?



SCL1LP Curriculum Areas and Modules

Numeracy

4 modules, 40 hours each recommended
160 hours over 2 years

Communication and Literacy

3 modules, 60 hours each recommended
180 hours over 2 years

Personal Care

3 modules, 60 hours each recommended
180 hours over 2 years

Electives

5 modules, 60 hours each recommended
300 hours over 2 years



SCL2LP Curriculum Areas and Modules

Numeracy

3 modules, 60 hours each recommended
180 hours over 2 years

Communication and Literacy

4 modules, 60 hours each recommended
240 hours over 2 years

Personal Care

1 module, 60 hours recommended
60 hours over 2 years

Electives

7 modules, 60 hours each recommended
420 hours over 2 years



Electives: 5 modules over two years,
with options that can include:

Music

Preparation for
Life after
School

Cookery

Special Interest

Visual Art

Drama

Physical
Education

Looking after
my
environment



Electives: 7 modules over two
years, with options that can
include*:

The past in
my place

IT skills

Literature

My life my
finance

Design and
do

*Level 2 students can take elective modules from level 1 elective module options above at level 2.



Collaborative Planning Support

How can our planning ensure meaningful engagement with the curriculum areas of the Level 2 Learning Programmes?



How can you collaborate with colleagues to ensure this learning is happening across the students' senior cycle experience?

[SCL2LP Core Curriculum Areas Collaboration Planning Assessment Tracker](#)



How can you support students to achieve the learning in their electives?

Prompt questions to consider:

The Learner

What strengths, interests and needs might influence their learning?

Access and participation

What might help the student engage meaningfully in the learning?

Teaching and learning

What approaches, experiences or supports might help the student progress?

Evidence of learning

How might the student demonstrate what they know, understand or can do?

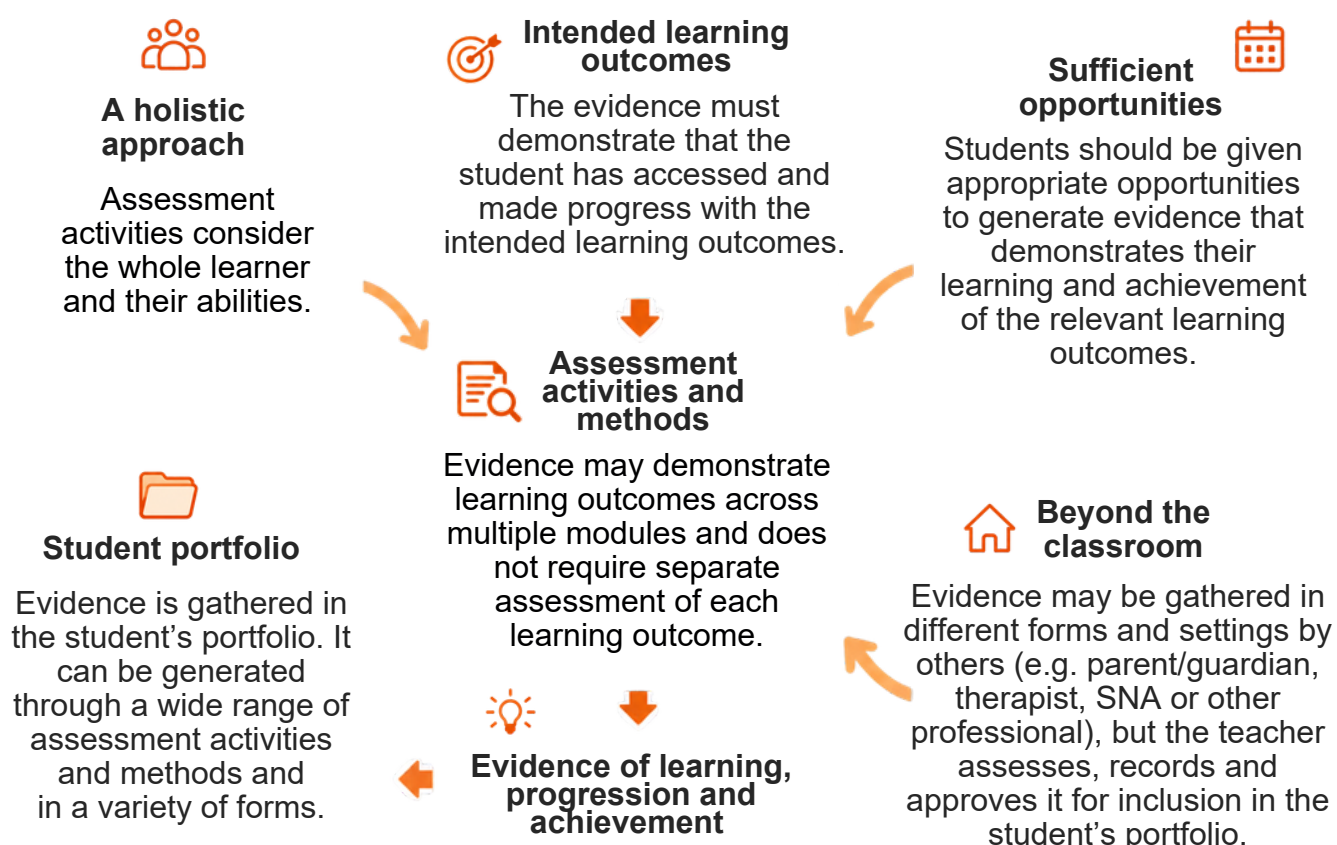
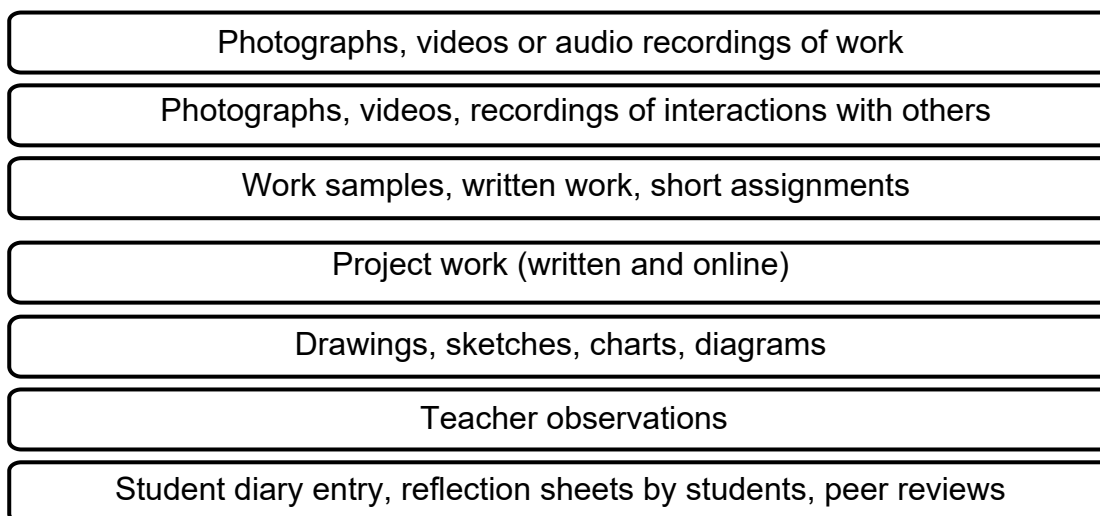
Next steps

What might you adjust, reinforce or build on as learning develops?



Supports for gathering evidence for assessment for certification

Broadening what we notice, capture and recognise as evidence of learning





Assessment Criteria: Senior Cycle L2LP

How learning and achievement is documented for L2 learners at the achieved level.

Descriptors of achievement

Achieved

The student has demonstrated engagement with the learning described in the module.

The student has demonstrated that they can apply some of the learning in the module.



Achieved with Merit

The student has demonstrated competence in the learning described in the module.

The student has demonstrated that they can apply with emerging independence, the learning described in the module.

In preparation for deciding a provisional descriptor of achievement, teachers select and organise the pieces of evidence that best demonstrate the student's learning for the module(s) being assessed. Teachers make a professional on-balance judgement.

1. Look closer.

What are you noticing in the evidence?

2. Consider the learning.

What does the evidence tell you about the student's learning and achievement?

3. Look across the evidence.

Taken as a whole, what does the evidence tell you about the student's achievement?

Internal Validation:

The purpose of this stage is for the teacher(s) responsible for teaching the module to consider the Student Portfolio and assign a provisional descriptor of achievement for each module.



Three stages:

1. Planning and preparation
2. Deciding on provisional descriptors of achievement
3. Review Meeting.

External Validation:

Following the internal process, the SEC will be the awarding body for certification purposes and will carry out the role of external validation.

External validation includes a sample-based approach that would involve a review of a selection of student portfolios.



Planning for Learning with a Redeveloped Specification



What do we need to consider when planning with a redeveloped specification?



In your subject area, what do you need to consider when creating a scheme of work?

Planning for AACs



When you receive your AAC brief, what might you need to consider in your scheme of work?



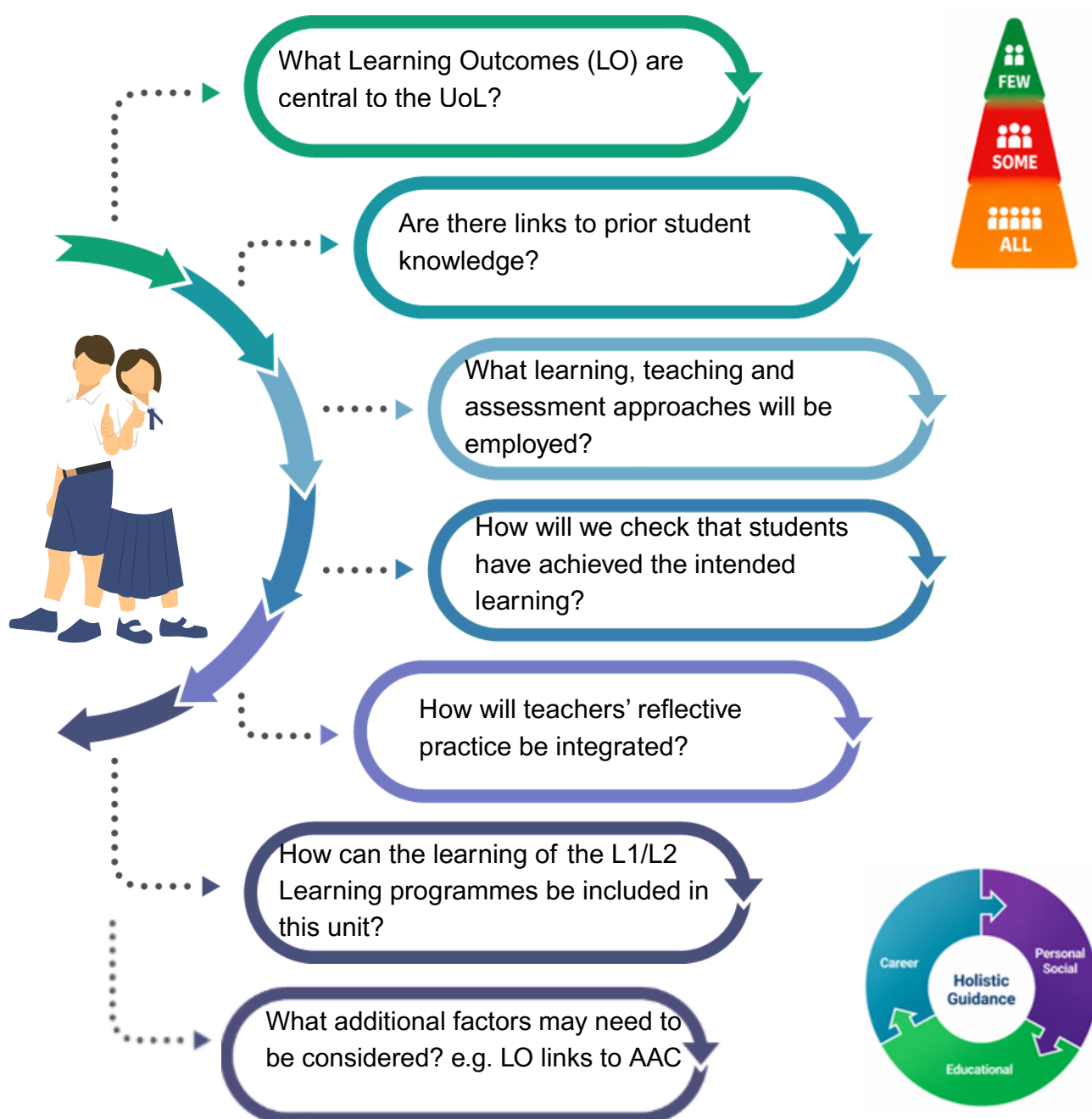
Planning for AACs



How can we support students in developing the skills required to effectively engage with the AAC?

How do our units of learning support access, participation, and achievement for all learners?

Prompts for Planning





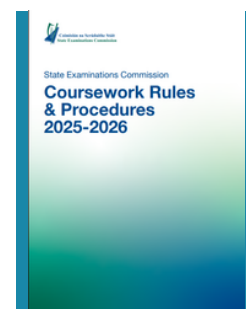
Discussion notes space for Department Planning



Practices that Support, Sustain, and Authenticate Student Work



What approaches are you currently using to support, sustain and authenticate work?



This image (right) is taken from PLE 2025-2026 for reference to existing experience of managing projects, orals or other tasks.

Recalling these may support discussion also.

Sustaining Student Engagement



Share how you might support students to engage in tasks using the headings below:

Getting Started	Sustaining and supporting the learning	Managing multiple activities	Giving feedback	Completion



Supporting Student Responsibility

Short self-monitoring approaches at key stages:

- Which stage are you in right now?
- What decision have you made this week?
- What evidence are you most confident about?

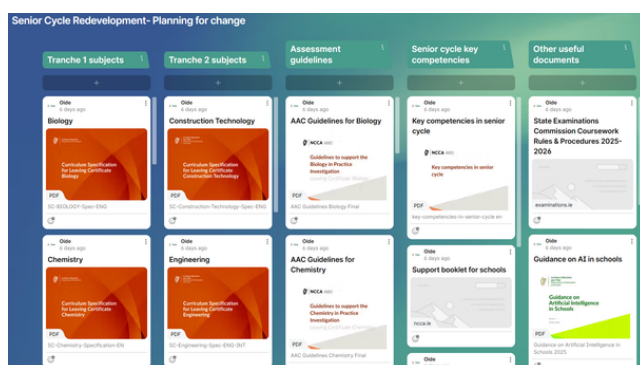


Aligning our Programme to the TY Programme Statement (TYPs)



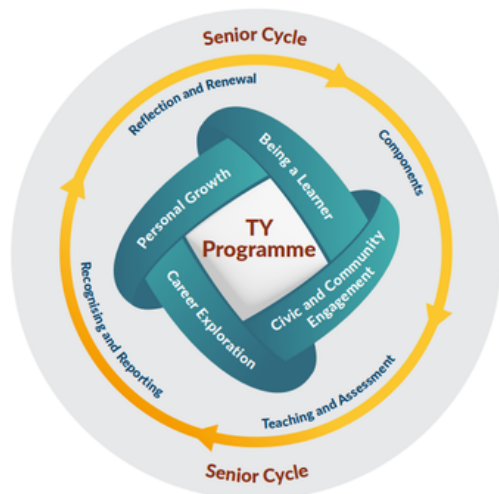
What has changed in your TY programme since the introduction of the TY Programme Statement?

How does our TY Programme align with the aims and rationale of the TYPs?





An effective TY programme, which will be unique to each school, is one where every aspect of the curriculum serves to develop the student in harmony with the Student Dimensions.



The four **Student Dimensions** are the key foundations upon which TY programmes are designed. They describe how students can develop in TY and the experiences that can support this development.

- Personal Growth
- Being a Learner
- Civic and Community Engagement
- Career Exploration

Each of the four Student Dimensions contain a set of **developmental indicators** and related **student experiences**.



Developmental indicators are intended to guide the student and the school and set out the parameters for the learning and development of the student during TY.



Student experiences are intended to provide a variety of possible opportunities and contexts to support student learning and development consistent with the developmental indicators.

The four **Curriculum Dimensions** provide the design parameters to assist schools in developing, evaluating and renewing their TY programme.



Components

A combination of continued learning in some subjects, subject sampling, TY specific modules and other components provides a balanced and broad set of experiences which encompass the Student Dimensions.



Teaching & Assessment

Appropriate and effective pedagogies, with ongoing assessment, supporting students to progress in their learning while also fostering innovative classroom practice.



Recognising & Reporting

The means by which student learning and achievement in all areas of TY are affirmed and celebrated. Reporting in TY provides a broad picture across all the Student Dimensions.



Reflection & Renewal

Reviewing, evaluating and updating the TY programme, in a continuous and inclusive manner, enables the evolution of a TY curriculum most suited to the learning and development of students.



Activating Student Dimensions



Write a brief description of a module you offer your TY students.

Select two developmental indicators and two student experiences from each dimension to demonstrate how your module aligns with the TYPS.

PERSONAL GROWTH	BEING A LEARNER	CIVIC AND COMMUNITY ENGAGEMENT	CAREER EXPLORATION
Developmental Indicators - becoming more motivated to learn and setting intentions on motivation and achievement - setting personal goals and monitoring progress - setting personal goals for the future and monitoring progress - setting personal goals for the future and monitoring progress - setting personal goals for the future and monitoring progress Student Experiences - collaborative projects, competitions, activities and challenges that engage students - individual roles and responsibilities, including digital and non-digital skills to enable self-management - guided creation of a portfolio that captures their personal growth - collaboration and guidance in personal and professional development and social awareness - reflection and evaluation of personal and professional growth - opportunities for personal reflection and review of personal goals - formal and informal opportunities to speak and present to others, in public and in private - opportunities to lead and manage projects and activities	Developmental Indicators - becoming more motivated to learn and setting intentions on motivation and achievement - setting personal goals and monitoring progress - setting personal goals for the future and monitoring progress - setting personal goals for the future and monitoring progress - setting personal goals for the future and monitoring progress Student Experiences - collaborative projects, competitions, activities and challenges that engage students - individual roles and responsibilities, including digital and non-digital skills to enable self-management - guided creation of a portfolio that captures their personal growth - collaboration and guidance in personal and professional development and social awareness - reflection and evaluation of personal and professional growth - opportunities for personal reflection and review of personal goals - formal and informal opportunities to speak and present to others, in public and in private - opportunities to lead and manage projects and activities	Developmental Indicators - becoming more motivated to learn and setting intentions on motivation and achievement - setting personal goals and monitoring progress - setting personal goals for the future and monitoring progress - setting personal goals for the future and monitoring progress - setting personal goals for the future and monitoring progress Student Experiences - collaborative projects, competitions, activities and challenges that engage students - individual roles and responsibilities, including digital and non-digital skills to enable self-management - guided creation of a portfolio that captures their personal growth - collaboration and guidance in personal and professional development and social awareness - reflection and evaluation of personal and professional growth - opportunities for personal reflection and review of personal goals - formal and informal opportunities to speak and present to others, in public and in private - opportunities to lead and manage projects and activities	Developmental Indicators - becoming more motivated to learn and setting intentions on motivation and achievement - setting personal goals and monitoring progress - setting personal goals for the future and monitoring progress - setting personal goals for the future and monitoring progress - setting personal goals for the future and monitoring progress Student Experiences - collaborative projects, competitions, activities and challenges that engage students - individual roles and responsibilities, including digital and non-digital skills to enable self-management - guided creation of a portfolio that captures their personal growth - collaboration and guidance in personal and professional development and social awareness - reflection and evaluation of personal and professional growth - opportunities for personal reflection and review of personal goals - formal and informal opportunities to speak and present to others, in public and in private - opportunities to lead and manage projects and activities





TY Module

Name of the module

Module Description

How has this proven a meaningful
experience for all learners?



Personal Growth

Developmental Indicators

Two empty rectangular boxes for Personal Growth Developmental Indicators.



Student Experiences

Two empty rectangular boxes for Personal Growth Student Experiences.



Being a Learner

Developmental Indicators

Two empty rectangular boxes for Being a Learner Developmental Indicators.



Student Experiences

Two empty rectangular boxes for Being a Learner Student Experiences.



Civic and Community Engagement

Developmental Indicators

Two empty rectangular boxes for Civic and Community Engagement Developmental Indicators.



Student Experiences

Two empty rectangular boxes for Civic and Community Engagement Student Experiences.



Career Exploration

Developmental Indicators

Two empty rectangular boxes for Career Exploration Developmental Indicators.



Student Experiences

Two empty rectangular boxes for Career Exploration Student Experiences.

Other experiences to deepen learning

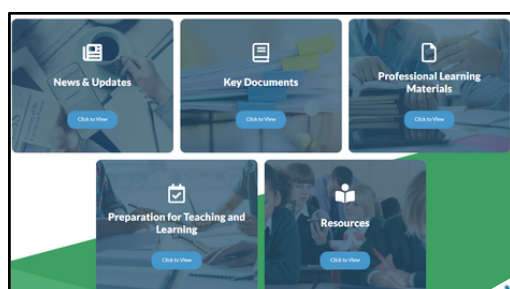
Ways to develop or adapt the module



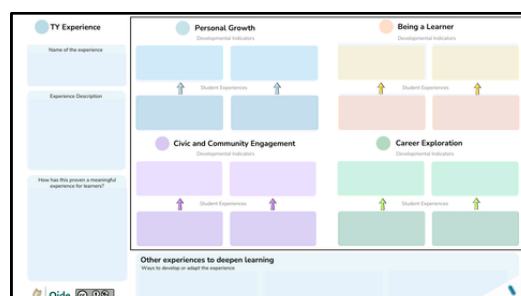
How could you adapt or extend this module to address additional Developmental Indicators and plan for bespoke Student Experiences?



How can we ensure these student experiences include all learners?



Oide Transition Year Supports





TY Portfolio

In what ways can your TY module contribute to the development of the students' TY portfolio?



Reflection & Renewal

Student Dimensions

How is the module supporting student development across the four Student Dimensions and how could it be strengthened?

Teaching for Student Learning

How does this module prioritise student engagement, exploration and development?

Assessment

How is students' learning and development in TY being achieved and captured?

Evaluating

How are we incorporating student and teacher voice in the evaluation of this module?



TY Micro-Modules



How can our TY planning create experiences that build students' skills, confidence, and readiness for diverse future pathways?



Our Planning Going Foward

What implications will this session have on your TY planning for learning?

So, what changes will you make to your module?

Now, what are your next steps?



Adapted from Rolfe, G., Freshwater, D., Jasper, M., 2001



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Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

