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Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Introduction to L1LPs & L2LPs in mainstream settings 2024.2025

L1LPs L2LPs Mailing List



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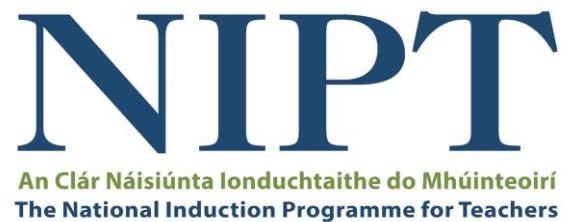
- Further our understanding of the L1LPs &L2LPs
- Identify the required steps for the successful implementation of the L1LPs &L2LPs
- Develop means of delivering this information to the wider school community



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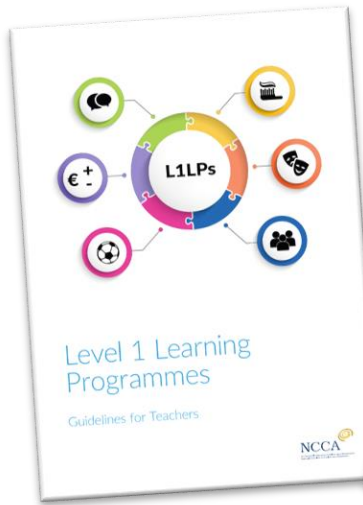




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Please respect everyone's right
to privacy

No discussing individual
students

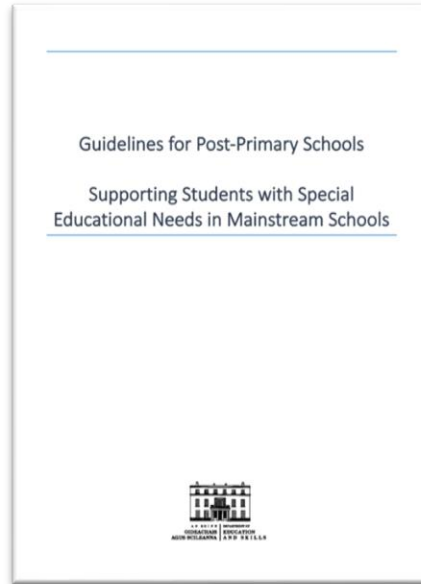


L1LPs
Guidelines

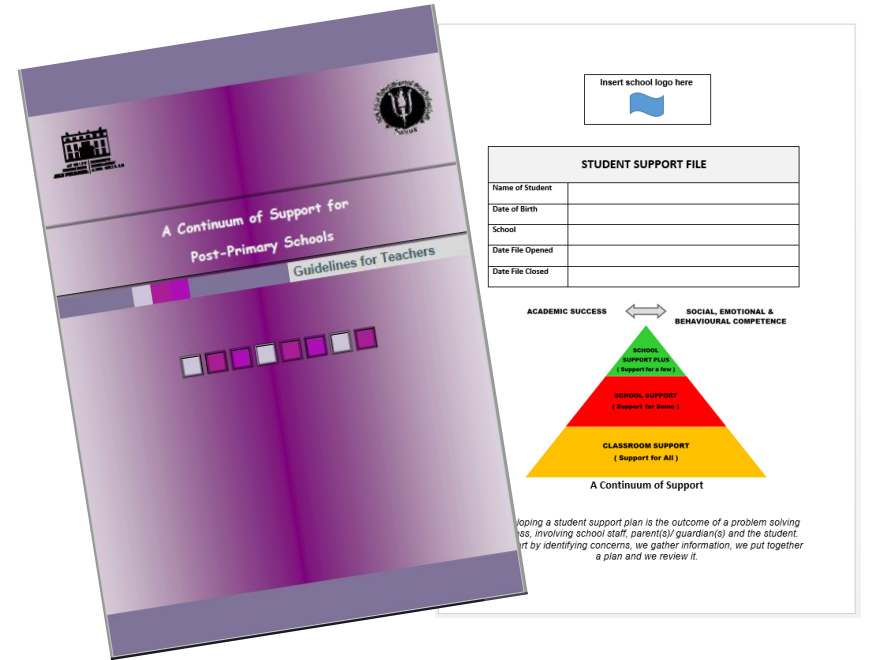


L2LPs
Guidelines

Key Documents



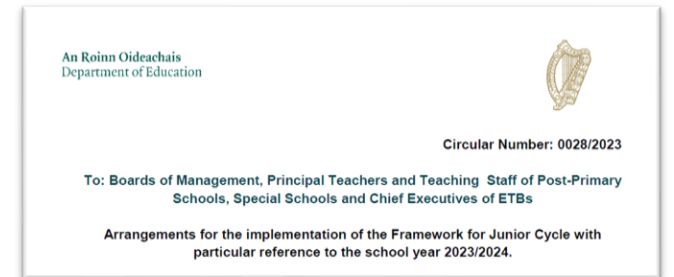
Guidelines for Post-Primary Schools Supporting Students with Special Educational Needs in Mainstream Schools



Continuum of Support Guidelines and Resource Pack



Circular 03/2024
Special Education Teaching Allocation

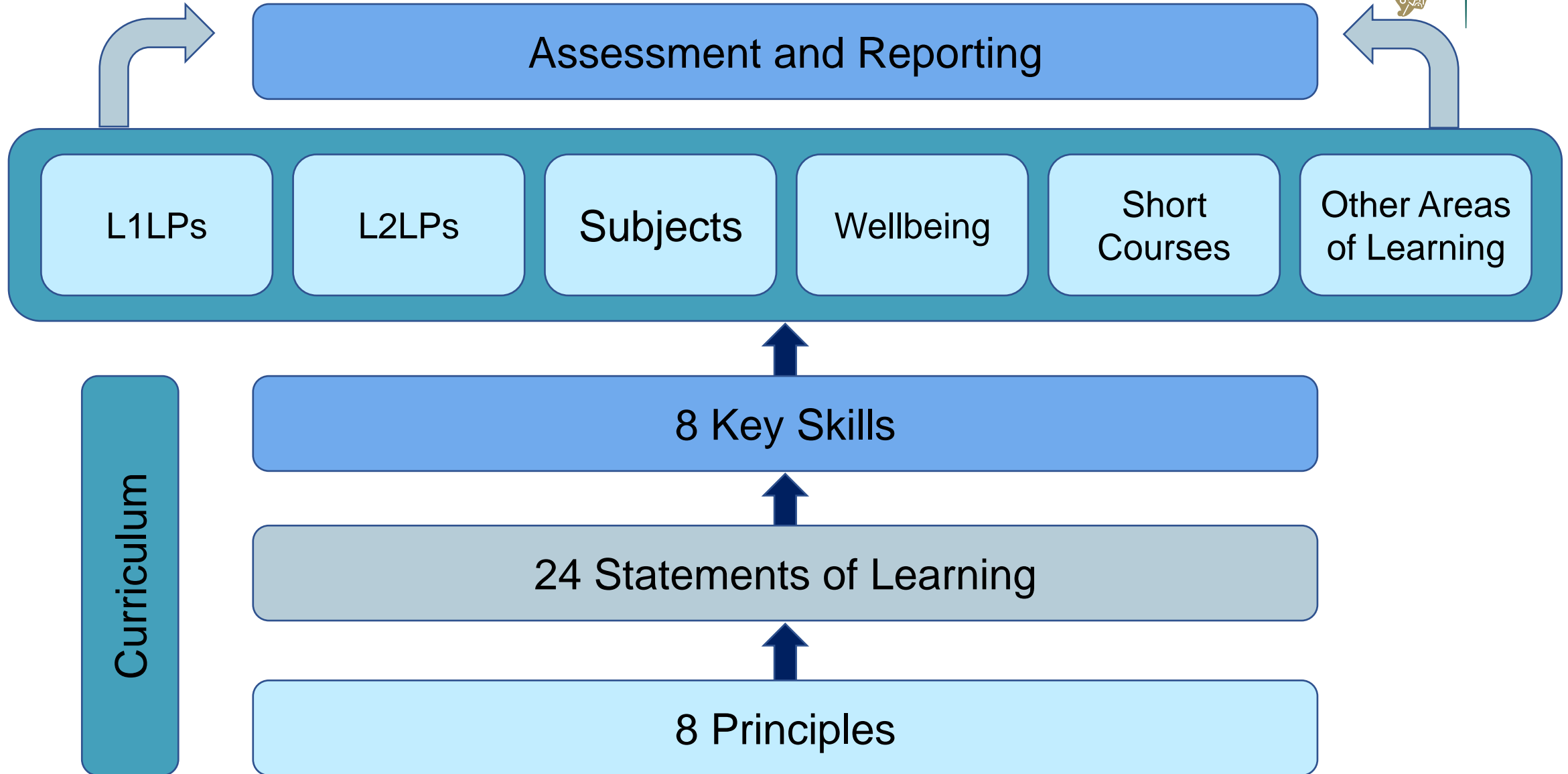


Circular 0028/2023
Arrangements for Implementation of the Framework for Junior Cycle 2023/24

The Junior Cycle Framework



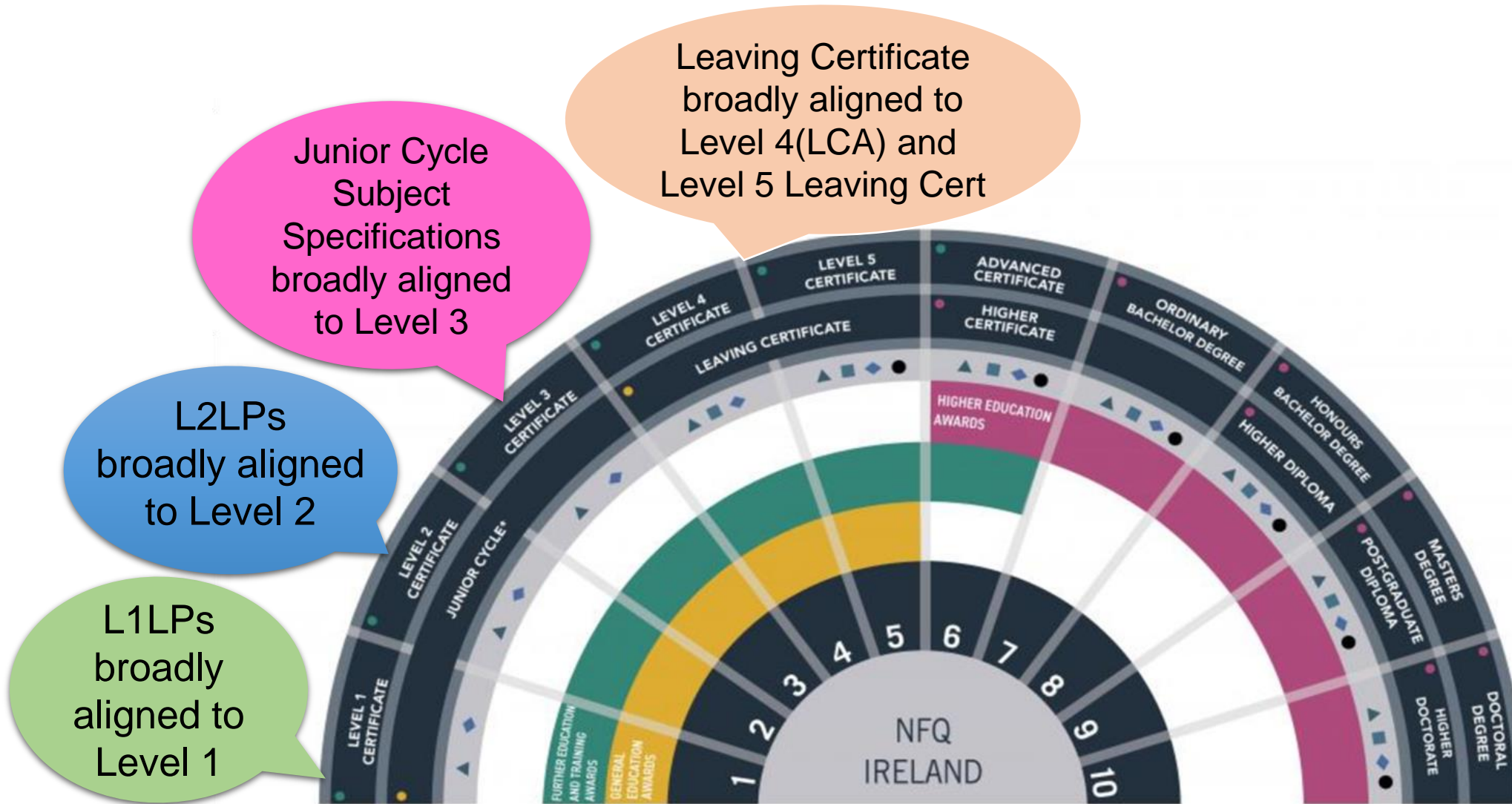
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National Framework of Qualifications



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Broad Alignment to NFQ Indicators



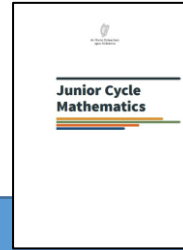
Level 1

- Practical
- Basic
- Predictable
- Designed
- Supported
- Sequential



Level 2

- Narrow
- Concrete
- Routine
- Limited
- Under direction
- Structured
- Supervised



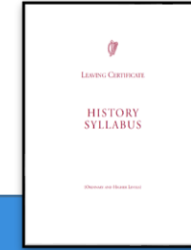
Level 3

- Moderately broad
- Mainly concrete
- Application
- Limited autonomy
- Function with familiar
- Learn to learn



Level 4

- Broad
- Abstract
- Theoretical
- Familiar and unfamiliar
- Responsible



Level 5

- Broad
- Theoretical
- Evaluate
- Varied contexts
- Independence
- Initiative
- Responsibility

Student Support File/Individual Education Plan



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Insert school logo here

STUDENT SUPPORT FILE	
Name of Student	
Date of Birth	
School	
Date File Opened	
Date File Closed	

ACADEMIC SUCCESS ↔ SOCIAL, EMOTIONAL & BEHAVIOURAL COMPETENCE

A Continuum of Support

Developing a student support plan is the outcome of a problem solving process, involving school staff, parent(s)/ guardian(s) and the student. We start by identifying concerns, we gather information, we put together a plan and we review it.

It is important that students learn at a level that is appropriate for their needs, but that they also are challenged to reach their full potential.

If a student engages with the L2LPs then this programme is the core curriculum and if suitable a couple of subjects at level 3 may compliment the core curriculum of the L2LPs



Target group of students for whom the L2LPs was created

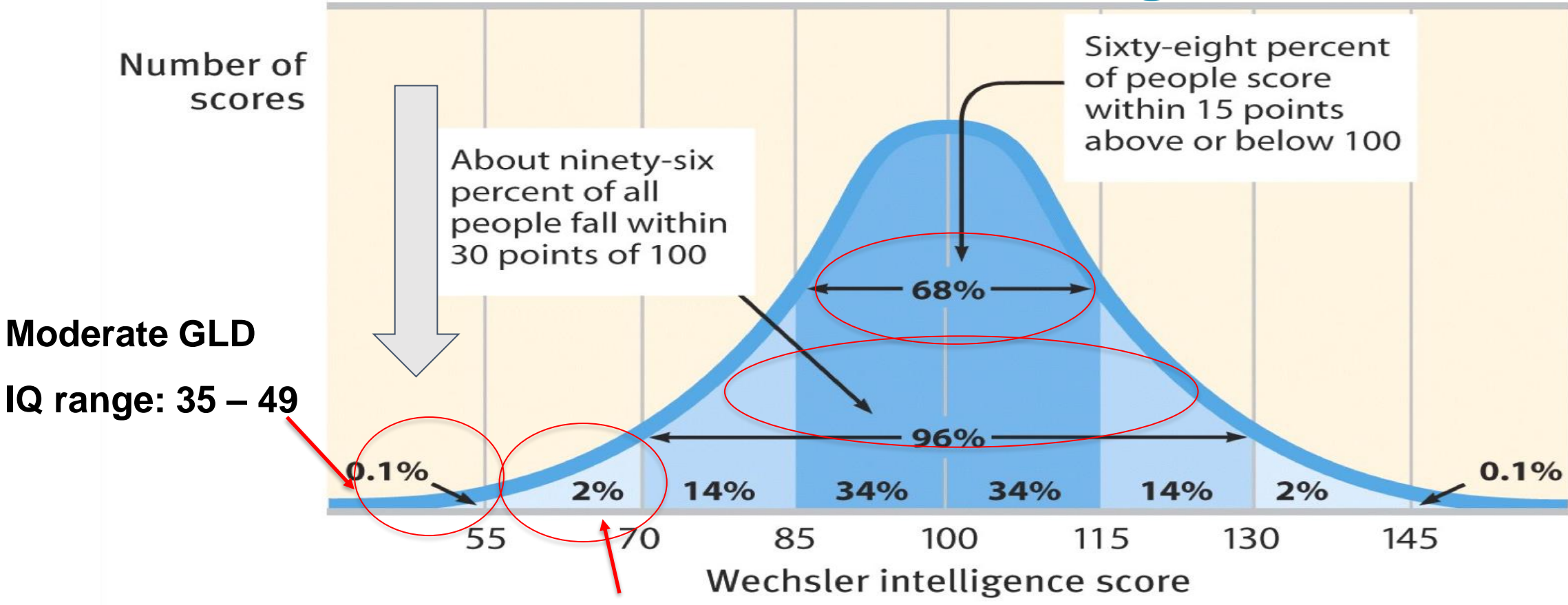


Not all students with mild general learning disabilities are included in the group of students under discussion here, so the target group in question represents a very small percentage of all students with special educational needs

L2LPs Guidelines p. 7



Who are the L1LPs and L2LPs designed for?





Best practice advice is that we are not dependent on one particular evidence requirement

A robust collaborative identification process: Documentation

- Psychological report – stating GLD **(if available)**
- Student's strengths and needs as identified through the Continuum of Support (COS).
- Education Passports from students' primary school that highlights access to resource/significant support and/or consistent STEN scores of 1 or 2
- Internal assessment results – CAT 4 Score
- Further Screening e.g. WRAT 5, WIAT 3, PPAD-E, NGRT
- A student's placement on Continuum of Support – at School Support Plus/Support For a Few

Parents must provide an informed consent to their child following the L2LPs



Who can inform the decision for a student to follow an L1LP or L2LP?

- Student voice and Parental consultation
- SEN team and school management
- Subject teacher's observations and interventions
- Multi-disciplinary observations, discussions and support from (but not exclusive of) NEPs, SENO, NCSE, Visiting Teachers, OT, SLT, Guidance counsellor, and subject teachers

Parents must provide an informed consent to their child following the L2LPs



Who are the L1LPs for?

Low Moderate General Learning Disability

Severe or Profound General Learning Disability

Who are the L2LPs for?

Low Mild General Learning Disability

High Moderate General Learning Disability

Students with the below listed strengths and needs may require support, but that support is not necessarily met through the L2LPs

Physical Disability

Hearing Impairment/Visual Impairment

Emotional behavioural Difficulties (EBD)

Autism

Specific Speech and Language Challenges

Pupils with SEN Arising from an Assessed Syndrome

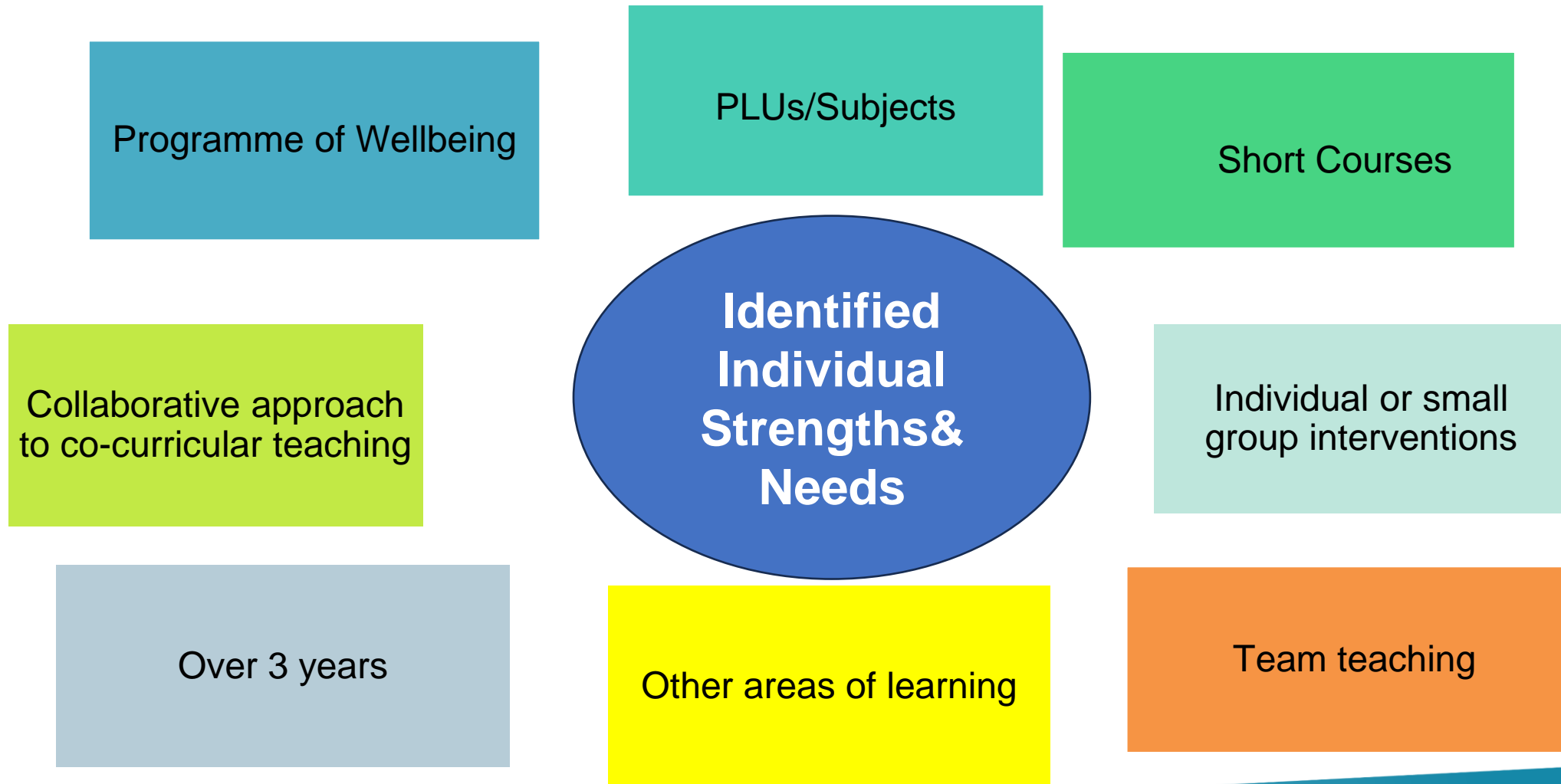
Multiple Disability

Specific Learning Disability; Dyslexia, Dyscalculia, Dyspraxia etc.

Individualised Junior Cycle Programme over 3 years



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STUDENT SUPPORT FILE

Name of Student	
Date of Birth	
School	
Date File Opened	
Date File Closed	

ACADEMIC SUCCESS ↔ SOCIAL, EMOTIONAL & BEHAVIOURAL COMPETENCE

Individual Support Plan (Support for a few)

Subject Support (Support for some)

CLASSROOM SUPPORT (Support for All)

A Continuum of Support

Developing a student support plan is the outcome of a problem solving process, involving school staff, parents/guardians and the student. We start by identifying concerns, we gather information, we put together a plan and we review it.



It is crucial that students access the curriculum at a level that is appropriate to their needs and they are challenged to reach their full potential.

When a student engages with the L2LPs, this is their core curriculum.

For some students recognition of learning in a small number of subjects at Level 3 is also accessible.

L1LP's: What might a student engage with?



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6 Priority Learning Units (PLUs)

2 Short Courses: Levels 1 or 2

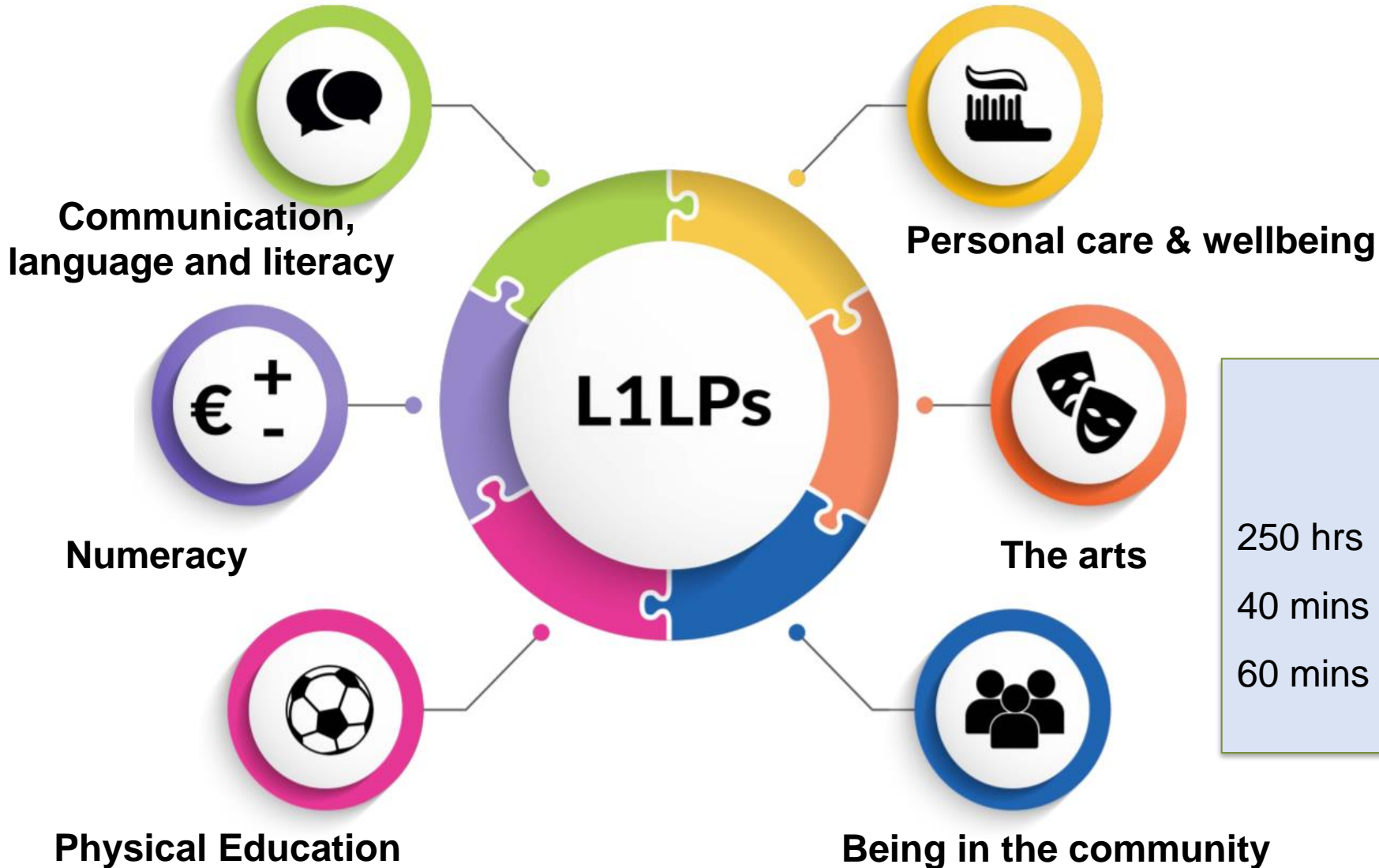
A Programme of Wellbeing

Individual Learning Targets

Other Areas of Learning



Underpinned by the individual student's strengths and needs as identified in the Student Support File



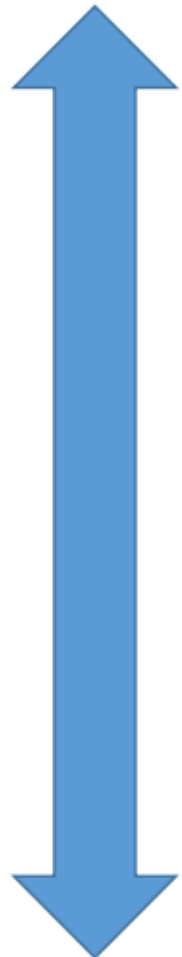
Weekly Timetable

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday / Sunday

Over 3 years

250 hrs = Per PLU
40 mins = 4 classes per PLU per week
60 mins = 3 classes per PLU per week

This Progression Pathways is used for students engaging with L1LPs



PROGRESSION PATHWAYS	The student...
EXPERIENCING	is present during a learning activity. S/he is exposed and/or aware and/or exposed to the learning environment. S/he is beginning to acclimatise to the learning environment such as objects, people, sounds and other sensory experiences.
ATTENDING	becomes attentive to and/or engaged with the learning activities presented by changing gesture, posture, vocalisation, eye gaze, movement etc. S/he is acclimatised to the learning environment.
RESPONDING	demonstrates capacity to actively or purposefully take an interest in the learning environment. S/he begins to indicate likes, dislikes or preferences. S/he actively responds to a learning activity with or without support.
INITIATING	shows curiosity about the learning environment. S/he actively and independently seeks opportunities to engage with and/or influence that environment.
ACQUIRING	demonstrates that knowledge, a concept or a skill is being learned. S/he explores and participates in the learning.
BECOMING FLUENT	moves towards fluency and accuracy in familiar learning contexts. S/he independently and consistently demonstrates recall mastery of the skill/concept/knowledge learned.
GENERALISING	transfers and applies learned skills, knowledge or concepts to familiar and unfamiliar contexts.

L2LP's: What might a student engage with?



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5 Priority Learning Units (PLUs)

2 Short Courses: Levels 1, 2 or 3

**Level 3 Subjects
Level 3 Subject CBAs**

A Programme of Wellbeing

Individual Learning Targets

Other Areas of Learning



Underpinned by the individual student's strengths and needs as identified in the Student Support File

Preparing for Work

Communication,
and Literacy

Living in the
Community



Numeracy

Personal Care

Over 3 years

250 hrs = Per PLU

40 mins = 4 classes per PLU per week

60 mins = 3 classes per PLU per week

Weekly Timetable

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday / Sunday

Through as many mainstream subjects as possible to create a broad and balanced curriculum and inclusive learning experience. Assessed at level 1/level 2 in the same learning environment as their peers where possible



"It is envisaged that as far as possible the students under consideration here who are in mainstream settings will undertake their L2LPs in mainstream classes."

L2LPs Guidelines p. 7

Student follows an individual programme of learning but that does not necessarily mean in a withdrawal setting

Where can learning take place?



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**Mainstream
Subject Lessons**

**Special Class
settings**

**Wider School
Community**

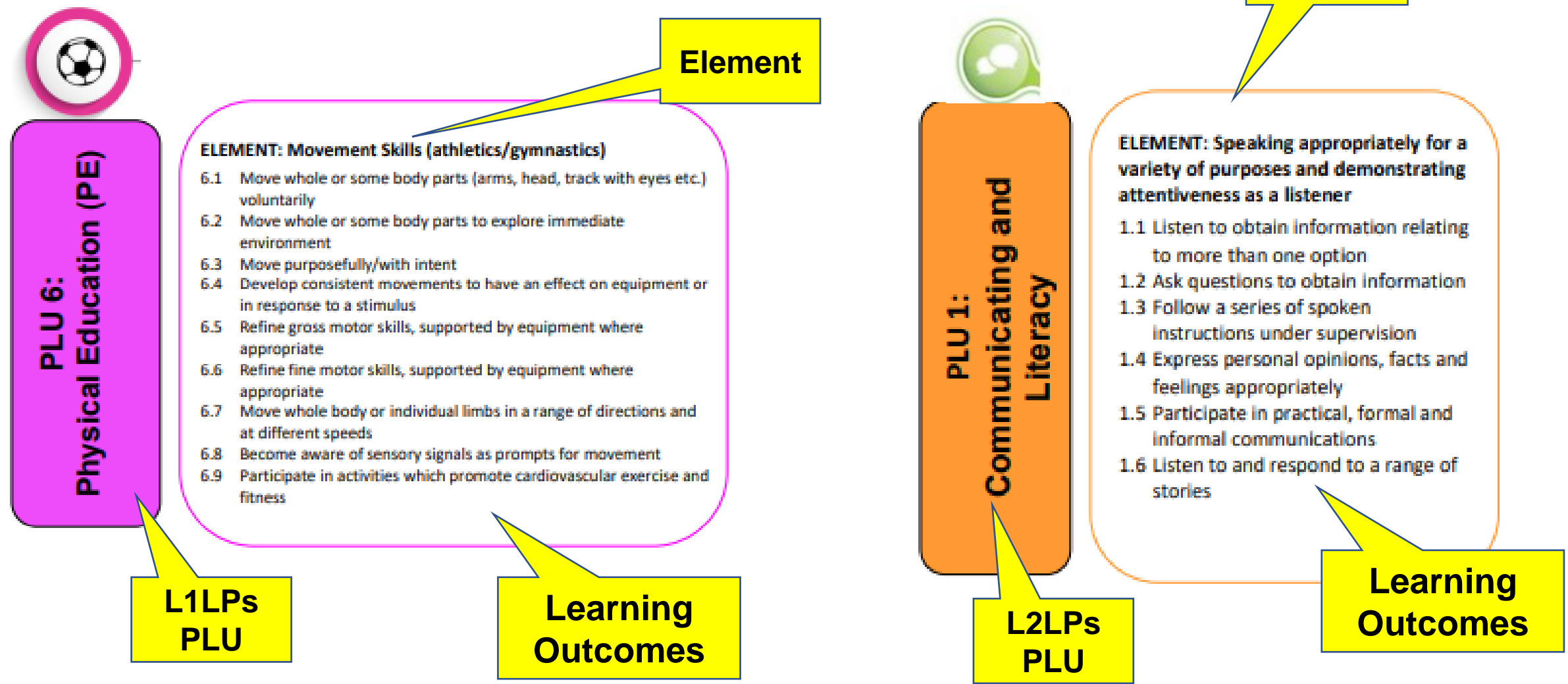
**Support
Lessons**

**Home and the
wider community**





Each PLU has different Elements, which have a number of Learning Outcomes



Individual Junior Cycle Programmes



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Priority Learning Units

Communication and Literacy

Numeracy

Living in the Community

Preparing for Work

Personal Care

Short Course

Around the World in 80 days Level 1

Grow it, Cook it, Eat it Level 2

History Level 2



Priority Learning Units

Communication and Literacy

Numeracy

Living in the Community

Preparing for Work

Personal Care

Short Course

Enterprise in Animation Level 2

Digital Media Literacy Level 2



Priority Learning Units

Communication and Literacy

Numeracy

Living in the Community

Preparing for Work

Personal Care

Short Course

Physical Education Level 3

SPHE Level 3

Subjects

Art, Craft and Design

English

Short Courses Level 1 & Level 2



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Short Course
Around The World in Eighty Days
Level 1 Specification for Junior Cycle Short Course

Short Course
Food, Glorious Food
Level 1 Specification for Junior Cycle Short Course

Short Course
A Personal Project: Caring for Animals
Level 2
Specification for Junior Cycle Short Course

Short Course
Enterprise in Animation
Level 2 Specification for Junior Cycle Short Course

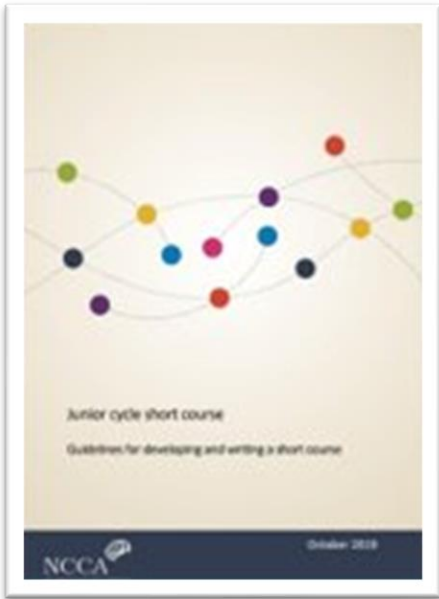
Short Course
Keeping Well, Looking Good, Being Great
Level 1 Specification for Junior Cycle Short Course

 NCCA
Junior Cycle History (Level 2)
Short Course specification

Short Course
CSI: Exploring Forensic Science
Level 2
Specification for Junior Cycle Short Course

Minimum of 100 hours timetabled engagement

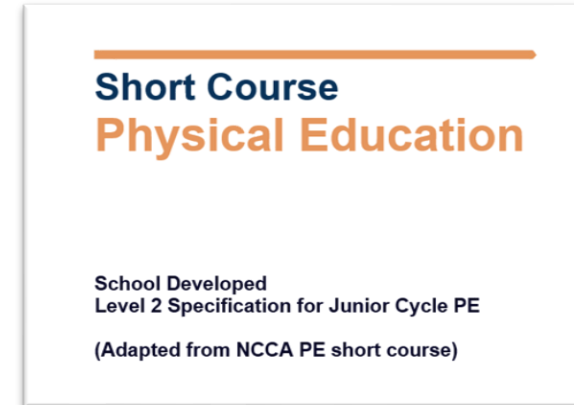
School-developed Level 2 Short Courses



NCCA Scoping
Document

Title of short course
Drama and Music in my Life

Short Course Specification
Scoil Bernadette
Title of short course
Where am I from, Where am I going?



School Developed short courses can be found on Scoilnet.

Short course specifications can be found on JCT website and curriculum online website.



Students complete a Classroom Based Assessment (CBA) which is assessed using **Features of Quality**.

The JCPA will use the descriptor **'Achieved'** (L2) and **'Progress Achieved/Successfully Completed'** (L1) to reflect on the Short Courses that have met the Features of Quality/benefited from access to LOs

Who's responsible?



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The subject teacher has primary responsibility for the progress and care of all students in the classroom, including students with special educational needs.

(Guidelines for Post-Primary Schools: Supporting Students with Special Educational Needs in Mainstream Schools, p. 14)

Special education teachers should be familiar with a wide range of teaching approaches... include[ing] a combination of team-teaching, early intervention, small group or individual support

(Guidelines for Post-Primary Schools: Supporting Students with Special Educational Needs in Mainstream Schools p.14)

Linking to Subjects



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ENGAGING with PLUs



PROGRESSION PATHWAYS	The student...
EXPERIENCING	is present during a learning activity. S/he is exposed and/or aware and/or exposed to the learning environment.
ATTENDING	S/he is beginning to acclimatise to the learning environment such as objects, people, sounds and other sensory experiences.
RESPONDING	becomes attentive to and/or engaged with the learning activities presented by changing gesture, posture, vocalisation, eye gaze, movement etc. S/he is acclimatised to the learning environment.
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GENERALISING	moves towards fluency and accuracy in familiar learning contexts. S/he independently and consistently demonstrates recall mastery of the skill/concept/knowledge learned.
	transfers and applies learned skills, knowledge or concepts to familiar and unfamiliar contexts.

Highlight learning outcomes from **PLUs** that can be covered in your subject classroom space

Element of the Priority Learning Unit	Level 2 Learning Outcomes	Curriculum Specifications for Junior Cycle Geography - Suggested Links to Learning Outcomes
Speaking appropriately for a variety of purposes	A1 Listen to spoken information making to more than one speaker, e.g. listen to school-related announcements, using a recording intended to be a full or partial audio recording.	1.8 Gather, record and interpret weather data
	A2 Ask questions to obtain information, e.g. to check dates/times/lines to use and to take notes, handling a mail order catalogue.	2.8 Describe a local secondary activity in relation to its function and the factors that influence its location
Using non-verbal behaviour to get the message across	A3 Express personal opinions, facts and feelings appropriately, e.g. expressing an opinion on a television programme, using news footage	3.2 Investigate the causes and consequences of migration
	A4 Participate in practical, formal and informal communication, e.g. an interview or a parent teacher meeting, an interview with peers on a shared interest topic, chatting online with friends, making arrangements on the internet (chatting)	1.8 Gather, record and interpret weather data
	A5 Listen to and respond to a range of stories	3.7 Compare life chances for a young person in relation to gender equality, health care, employment and education opportunities in a developed and developing country
Using expressive arts to communicate	B6 Follow the sequence of non-verbal instructions or directions for a recurrent activity, e.g. using household equipment with three or more operations, putting a machine in a box, finding safety seals following the instructions on the product label	1.2 Distinguish between different categories of rock type, relating to composition and formation
	B7 Participate in a performance or presentation, e.g. presentation of a short drama piece to members of the class, performance of dance or music to parents	3.7 Compare life chances for a young person in relation to gender equality, health care, employment and education opportunities in a developed and developing country
Using suitable technology for a range of purposes	B8 Create a range of images using a variety of materials	1.1 Describe the formation and global distribution of volcanoes, earthquakes, and tsunamis in the context of plate tectonics and structure of the Earth
	B9 Produce a piece of work for display	1.1 Describe the formation and global distribution of volcanoes, earthquakes, and tsunamis in the context of plate tectonics and structure of the Earth
Developing awareness of temperature	F3 Use technology to communicate in an activity with others	1.10 Investigate a range of physical processes active in a chosen location and the connections between them
	F4 Use a new piece of ICT equipment	2.2 Identify how the physical landscape influences the development of primary activities
Developing an awareness of length and distance	P8 Assess a range of activities on the internet e.g. social, website of personal interest to the student	1.1 Describe the formation and global distribution of volcanoes, earthquakes, and tsunamis in the context of plate tectonics and structure of the Earth
	C1 Use appropriate vocabulary to describe the risks in length and distance	1.8 Gather, record and interpret weather data
Using a calculator	C2 Identify appropriate vocabulary for describing and comparing temperatures, e.g. temperature, relative and wet bulb temperatures	1.8 Gather, record and interpret weather data
	C3 Relate temperatures to everyday situations, e.g. heating in a classroom	1.8 Gather, record and interpret weather data
Developing spatial awareness	C8 Compare temperatures for the different times of the year, e.g. hot in summer and cold in winter, using a simple weather log	3.4 Consider the factors affecting the location and origin of rural and urban settlement in Ireland
	B7 Use appropriate vocabulary to describe the risks in length and distance, e.g. likelihood, motion, acceleration	1.2 Evaluate how the processes of erosion, deposition and transportation shape our landscape and physical landscapes
Using data for a range of purposes	H1 Identify units of data in everyday life, e.g. class survey on the most popular music for teenagers	3.2 Investigate the causes and consequences of migration
	H2 Identify basic approaches to data collection, e.g. record sheets, tally system	3.8 Examine the causes and effects of urban change in an Irish town or city
Resolving conflict	H3 Collect a range of data using one of the following: a survey, record sheet, tally system or audio-visual resource	3.2 Investigate the causes and consequences of migration
	H4 Interpret basic data of two variables, e.g. number of one class than another, likelihood	3.2 Investigate the causes and consequences of migration
Using local facilities	H5 Convert basic representations to communicate data with two variables, e.g. drawing a histogram from a chart	3.3 Examine population change in Ireland and in a developing country
	H6 Convert basic representations to communicate data with two variables, e.g. drawing a histogram from a chart	3.1 Use the demographic transition model to explain population characteristics and how population change
Seeking help and advice Being able to set goals for learning	A6 Participate cooperatively in a group situation	3.2 Examine the causes and implications of climate change
	A7 Set learning goals, e.g. by the end of this week I will finish my book	2.3 Describe a local secondary activity in relation to its function and the factors that influence its location
Finding out about work Developing an awareness of health and safety using equipment	B2 List three local employment opportunities	2.3 Describe a local secondary activity in relation to its function and the factors that influence its location
	D4 Show all tools, materials and equipment safety	2.7 Investigate examples of how people interact with and manage surface processes
Taking part in a work-related activity	E1 Gather background information to help plan and participate in the activity	1.4 Assess a soil type in a local area in relation to composition and vegetation
	E2 Sequence a number of steps to be taken to successfully complete an activity	1.3 Analyse the processes and effects of weathering and mass movement on landforms
	E3 Assume a role in the activity and identify tasks linked with the role and responsibilities	1.3 Analyse the processes and effects of weathering and mass movement on landforms
	E4 Use key words associated with the activity correctly	1.3 Analyse the processes and effects of weathering and mass movement on landforms
	E5 Identify safety procedures and/or permissions required for the activity	1.8 Investigate a range of physical processes active in a chosen location and the connections between them
	E6 Follow the activity to complete its outcome	1.8 Investigate a range of physical processes active in a chosen location and the connections between them
	E8 Assess effectiveness of own role in the activity	1.8 Investigate a range of physical processes active in a chosen location and the connections between them

* Links are described as 'possible' as teachers/subject departments are best placed to make the relevant direct links to the L2L Learning Outcomes which they deem appropriate to their students. Furthermore, whilst four PLU areas have been identified here, teachers may also consider Learning Outcomes in the PLU 'Personal Care' if appropriate to their students' learning in Junior Cycle Geography.

Subject Department Planning

X L2LPs BLANK Master Planning Subject Links LOs.xlsx	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH	AI
1	SUBJECT LINK MASTER:																																		
2																																			
3	PLU:	COMMUNICATING & LITERACY																																	
4	ELEMENTS OF LEARNING and LEARNING OUTCOMES																																		
5	Speaking	appropriately for a variety of purposes and demonstrating attentiveness as a listener																																	
6	1.1	Listen to obtain information relating to more than one option, e.g. <i>listen to school related announcements, using a speaking timetable to get a train arrival and departure time</i>																																	
7	1.2	Ask questions to obtain information, e.g. <i>to check dates/prices (face to face and by booking a meal over the telephone)</i>																																	
8	1.3	Follow a series of spoken instructions under supervision, e.g. <i>go to teacher's room, local shop, or post office, top up a mobile telephone</i>																																	
9	1.4	Express personal opinions, facts and feelings appropriately, e.g. <i>expressing an opinion on a television programme, relate news from their weekend</i>																																	
10	1.5	Participate in practical, formal and informal communications, e.g. <i>an interview or a parent teacher meeting, an interview with peers on interest related topics, chatting while out with friends, making announcements on the school intercom</i>																																	
11	1.6	Listen to and respond to a range of stories																																	
12																																			
13	Using non-verbal	behaviour to get the message across																																	
14	1.7	Identify a range of non-verbal communication methods, eg. <i>facial expressions, tones of voice, symbols, clothing, colours to signal mood/appropriate action</i>																																	
15	1.8	Use appropriate non-verbal behaviour in communicating a simple idea, e.g. <i>disappointment or joy, tone of voice to seek assistance/complain</i>																																	
16	1.9	Relay a response or request non-verbally, e.g. <i>signalling a phone call</i>																																	
17	1.10	Respond to non-verbal signals and signs encountered in daily life, e.g. <i>road signs, traffic signs, hazardous materials</i>																																	
18	1.11	Follow the sequence of non-verbal instructions or directions for a frequent activity, e.g. <i>using equipment with three or more operations, finding safety exits/following fire drills</i>																																	
19																																			
20	Reading	obtain basic information																																	
21	1.12	Read familiar words that are commonly used and personally relevant, e.g. <i>read a list of items relating to a personal interest/sport/hobby, names of family members</i>																																	
22	1.13	Use simple rules and text conventions that support meaning, e.g. <i>pause at a full stop</i>																																	
23	1.14	Interpret different forms of writing and text, including social signs and symbols, e.g. <i>blis, menus, forms, timetables, road and other signs, short piece of personally relevant writing.</i>																																	
24	1.15	Find key information from different forms of writing, e.g. <i>locate factual information in forms/blis, times and dates of appointments, menus, timetables, newspapers</i>																																	
25	1.16	Use a range of reading strategies, e.g. <i>cues, context, sound, prediction and decoding</i>																																	
26																																			
27	Using a range of writing forms	to express opinions																																	
28	1.17	Write/type notes and messages needed for simple tasks, e.g. <i>address an envelope</i>																																	
29	1.18	Write/type at least five sentences so that they convey meaning or information, e.g. <i>arrange a meeting with a friend, give directions.</i>																																	
30	1.19	Use the main rules of writing appropriately, e.g. use capitals and full stops																																	
31	1.20	Use a range of spelling patterns, e.g. <i>add 'ing' to a word - drop, double or nothing</i>																																	
32	1.21	Use a range of different forms of writing to suit purpose and audience, e.g. <i>write a short film script, write a letter, write a story, write a report, write a speech, write a play, write a poem, write a letter, write a story, write a report, write a speech, write a play, write a poem, write a letter, write a story, write a report, write a speech, write a play, write a poem</i>																																	

ENGLISH	IRISH	MATHS	PE	CSPE	SPHE	MFL-Spanish	MFL-French	HISTORY	GEOGRAPHY	SCIENCE	HOME ECONOMICS	BUSINESS STUDIES	METALWORK	WOODWORK	TECH. GRAPHICS	MUSIC	ART	RELIGION	GUIDANCE/ WELL-BEING	Total No. subject areas	



Subject Specific Resources



Oide

An tSraith Shóisearach do Mhúinteoirí
Junior CYCLE
 for teachers

Home Economics	Unit of Learning: Fashion Shouldn't Cost the Earth	Year: 2 nd Years Term: 1 September/October
Class Group: '2A'	Teacher: Ms X SEN Link: Mr Y	Duration: 4 weeks (3 x 40 minutes or 2 x 1 hour per week)

Home Economics Learning Outcomes Poster link [here](#)

L2LP Learning Outcomes Poster link [here](#)

Home Economics Links Document link [here](#)

Level 3 Unit of Learning – Learning Outcomes			
Strand 1: Food, health and culinary skills Choose a Strand 1 Learning Outcome			
Strand 2: Responsible family living Choose a Strand 2 Learning Outcome	2.7 identify how individuals, families and households can contribute to sustainable and responsible living	2.5 assess the importance of making informed and responsible decisions in everyday life	
Strand 3: Textiles and craft	3.8 discuss the influences of trends and choices on textile	3.7 evaluate textile care procedures used in the home	3.9 apply their knowledge of

Strand	Learning Outcomes	Learning Objectives
Speaking appropriately for a variety of purposes	1.1 Listen to other information-bearing texts from one system	1.1.1 Listen to other information-bearing texts from one system and identify the main message and the purpose of the text
	1.2 Listen to other information-bearing texts from one system and identify the main message and the purpose of the text	1.2.1 Listen to other information-bearing texts from one system and identify the main message and the purpose of the text
	1.3 Listen to other information-bearing texts from one system and identify the main message and the purpose of the text	1.3.1 Listen to other information-bearing texts from one system and identify the main message and the purpose of the text
	1.4 Listen to other information-bearing texts from one system and identify the main message and the purpose of the text	1.4.1 Listen to other information-bearing texts from one system and identify the main message and the purpose of the text
Reading to obtain basic information	1.5 Read the information from different forms of writing, including letters and reports	1.5.1 Read the information from different forms of writing, including letters and reports
	1.6 Read the information from different forms of writing, including letters and reports	1.6.1 Read the information from different forms of writing, including letters and reports
	1.7 Read the information from different forms of writing, including letters and reports	1.7.1 Read the information from different forms of writing, including letters and reports
	1.8 Read the information from different forms of writing, including letters and reports	1.8.1 Read the information from different forms of writing, including letters and reports
Using a range of writing forms to express messages	1.9 Write a range of different forms of writing to suit purpose and audience, with or without a template	1.9.1 Write a range of different forms of writing to suit purpose and audience, with or without a template
	1.10 Write a range of different forms of writing to suit purpose and audience, with or without a template	1.10.1 Write a range of different forms of writing to suit purpose and audience, with or without a template
	1.11 Write a range of different forms of writing to suit purpose and audience, with or without a template	1.11.1 Write a range of different forms of writing to suit purpose and audience, with or without a template
	1.12 Write a range of different forms of writing to suit purpose and audience, with or without a template	1.12.1 Write a range of different forms of writing to suit purpose and audience, with or without a template
Using appropriate ways to communicate	1.13 Participate in a performance or presentation, e.g. presentation of a model or exhibition	1.13.1 Participate in a performance or presentation, e.g. presentation of a model or exhibition
	1.14 Participate in a performance or presentation, e.g. presentation of a model or exhibition	1.14.1 Participate in a performance or presentation, e.g. presentation of a model or exhibition
	1.15 Participate in a performance or presentation, e.g. presentation of a model or exhibition	1.15.1 Participate in a performance or presentation, e.g. presentation of a model or exhibition
	1.16 Participate in a performance or presentation, e.g. presentation of a model or exhibition	1.16.1 Participate in a performance or presentation, e.g. presentation of a model or exhibition
Using suitable technologies for a range of purposes	1.17 Use technology to communicate in an activity with others	1.17.1 Use technology to communicate in an activity with others
	1.18 Use technology to communicate in an activity with others	1.18.1 Use technology to communicate in an activity with others
	1.19 Use technology to communicate in an activity with others	1.19.1 Use technology to communicate in an activity with others
	1.20 Use technology to communicate in an activity with others	1.20.1 Use technology to communicate in an activity with others
Developing awareness of number	2.1 Recognise numbers up to 100 in Irish	2.1.1 Recognise numbers up to 100 in Irish
	2.2 Recognise numbers up to 100 in Irish	2.2.1 Recognise numbers up to 100 in Irish
	2.3 Recognise numbers up to 100 in Irish	2.3.1 Recognise numbers up to 100 in Irish
	2.4 Recognise numbers up to 100 in Irish	2.4.1 Recognise numbers up to 100 in Irish
Developing an awareness of length and distance	2.5 Measure the length of objects in a real-world context	2.5.1 Measure the length of objects in a real-world context
	2.6 Measure the length of objects in a real-world context	2.6.1 Measure the length of objects in a real-world context
	2.7 Measure the length of objects in a real-world context	2.7.1 Measure the length of objects in a real-world context
	2.8 Measure the length of objects in a real-world context	2.8.1 Measure the length of objects in a real-world context
Developing spatial awareness	3.1 Use a simple map to find a given location	3.1.1 Use a simple map to find a given location
	3.2 Use a simple map to find a given location	3.2.1 Use a simple map to find a given location
	3.3 Use a simple map to find a given location	3.3.1 Use a simple map to find a given location
	3.4 Use a simple map to find a given location	3.4.1 Use a simple map to find a given location
Using data for a range of purposes	3.5 Identify basic information in data collection, e.g. record sheets, tally system	3.5.1 Identify basic information in data collection, e.g. record sheets, tally system
	3.6 Identify basic information in data collection, e.g. record sheets, tally system	3.6.1 Identify basic information in data collection, e.g. record sheets, tally system
	3.7 Identify basic information in data collection, e.g. record sheets, tally system	3.7.1 Identify basic information in data collection, e.g. record sheets, tally system
	3.8 Identify basic information in data collection, e.g. record sheets, tally system	3.8.1 Identify basic information in data collection, e.g. record sheets, tally system
Using shapes	3.9 Calculate the distance between two places on a map	3.9.1 Calculate the distance between two places on a map
	3.10 Calculate the distance between two places on a map	3.10.1 Calculate the distance between two places on a map
	3.11 Calculate the distance between two places on a map	3.11.1 Calculate the distance between two places on a map
	3.12 Calculate the distance between two places on a map	3.12.1 Calculate the distance between two places on a map
Developing an awareness of time	3.13 Measure time in a real-world context	3.13.1 Measure time in a real-world context
	3.14 Measure time in a real-world context	3.14.1 Measure time in a real-world context
	3.15 Measure time in a real-world context	3.15.1 Measure time in a real-world context
	3.16 Measure time in a real-world context	3.16.1 Measure time in a real-world context
Developing healthy eating habits	3.17 Identify common food products associated with food preparation and storage	3.17.1 Identify common food products associated with food preparation and storage
	3.18 Identify common food products associated with food preparation and storage	3.18.1 Identify common food products associated with food preparation and storage
	3.19 Identify common food products associated with food preparation and storage	3.19.1 Identify common food products associated with food preparation and storage
	3.20 Identify common food products associated with food preparation and storage	3.20.1 Identify common food products associated with food preparation and storage
Recognising emotions	3.21 Identify emotions and associated words used to express them	3.21.1 Identify emotions and associated words used to express them
	3.22 Identify emotions and associated words used to express them	3.22.1 Identify emotions and associated words used to express them
	3.23 Identify emotions and associated words used to express them	3.23.1 Identify emotions and associated words used to express them
	3.24 Identify emotions and associated words used to express them	3.24.1 Identify emotions and associated words used to express them
Making Personal Decisions	3.25 Identify factors that influence decision-making	3.25.1 Identify factors that influence decision-making
	3.26 Identify factors that influence decision-making	3.26.1 Identify factors that influence decision-making
	3.27 Identify factors that influence decision-making	3.27.1 Identify factors that influence decision-making
	3.28 Identify factors that influence decision-making	3.28.1 Identify factors that influence decision-making
Developing good handwriting	4.1 Use a range of writing tools and techniques to write clearly and legibly	4.1.1 Use a range of writing tools and techniques to write clearly and legibly
	4.2 Use a range of writing tools and techniques to write clearly and legibly	4.2.1 Use a range of writing tools and techniques to write clearly and legibly
	4.3 Use a range of writing tools and techniques to write clearly and legibly	4.3.1 Use a range of writing tools and techniques to write clearly and legibly
	4.4 Use a range of writing tools and techniques to write clearly and legibly	4.4.1 Use a range of writing tools and techniques to write clearly and legibly
Bringing ideas to life	4.5 Use a range of writing tools and techniques to write clearly and legibly	4.5.1 Use a range of writing tools and techniques to write clearly and legibly
	4.6 Use a range of writing tools and techniques to write clearly and legibly	4.6.1 Use a range of writing tools and techniques to write clearly and legibly
	4.7 Use a range of writing tools and techniques to write clearly and legibly	4.7.1 Use a range of writing tools and techniques to write clearly and legibly
	4.8 Use a range of writing tools and techniques to write clearly and legibly	4.8.1 Use a range of writing tools and techniques to write clearly and legibly
Bringing ideas to life	4.9 Use a range of writing tools and techniques to write clearly and legibly	4.9.1 Use a range of writing tools and techniques to write clearly and legibly
	4.10 Use a range of writing tools and techniques to write clearly and legibly	4.10.1 Use a range of writing tools and techniques to write clearly and legibly
	4.11 Use a range of writing tools and techniques to write clearly and legibly	4.11.1 Use a range of writing tools and techniques to write clearly and legibly
	4.12 Use a range of writing tools and techniques to write clearly and legibly	4.12.1 Use a range of writing tools and techniques to write clearly and legibly
Proposing for a work-related activity	4.13 Carry out specific tasks in a range of school activities	4.13.1 Carry out specific tasks in a range of school activities
	4.14 Carry out specific tasks in a range of school activities	4.14.1 Carry out specific tasks in a range of school activities
	4.15 Carry out specific tasks in a range of school activities	4.15.1 Carry out specific tasks in a range of school activities
	4.16 Carry out specific tasks in a range of school activities	4.16.1 Carry out specific tasks in a range of school activities
Developing an awareness of health and safety risks	4.17 Carry out specific tasks in a range of school activities	4.17.1 Carry out specific tasks in a range of school activities
	4.18 Carry out specific tasks in a range of school activities	4.18.1 Carry out specific tasks in a range of school activities
	4.19 Carry out specific tasks in a range of school activities	4.19.1 Carry out specific tasks in a range of school activities
	4.20 Carry out specific tasks in a range of school activities	4.20.1 Carry out specific tasks in a range of school activities
Taking part in a work-related activity	4.21 Carry out specific tasks in a range of school activities	4.21.1 Carry out specific tasks in a range of school activities
	4.22 Carry out specific tasks in a range of school activities	4.22.1 Carry out specific tasks in a range of school activities
	4.23 Carry out specific tasks in a range of school activities	4.23.1 Carry out specific tasks in a range of school activities
	4.24 Carry out specific tasks in a range of school activities	4.24.1 Carry out specific tasks in a range of school activities

Phenomenon Based Inquiry

Instructions

You have **25 minutes** in this breakout room.

Individually mute yourself while you:

- Listen** to the teacher audio
- Watch the video** of students engaged in inquiry
- Using one of the phenomena**, complete the 'Phenomena-Based Inquiry' teacher reflection sheet
- Discuss the focus question** for 5 minutes

Focus Question:
How might this approach support each student in developing skills, knowledge and understanding?

Click here to begin [Start](#)

Junior Cycle Business Studies and Level Two Learning Programmes Thinglink Resource

WHAT ARE THE LEVEL TWO LEARNING PROGRAMMES?

WHAT MAKES UP THE L2LPs?

WHAT INFORMATION DO I NEED?

HOW DO I ASSESS THE L2LPs?

How do I plan for this student?

If you click on the tags you will find information to help you plan as a department

Can the student complete a CBAT?

Great question!!!

Click on the tag to get more support



Divided into PLUs or projects or subjects.

Content Checklist.

Varied type Evidence showing achievement of a learning outcome(s)

What would you expect a portfolio to look like or include?

Be user-friendly (i.e., easy to navigate)

Be the student's work

Evidence of who completed the work with the student.

Show progression

Include feedback

Assessment Resources



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JuniorCYCLE
 for teachers

Sample Assessment and Reporting on L1LPs/L2LPs Action Plan

Month	Yr. 1	Yr. 2	Yr. 3	Action	Date and Who is Responsible
September				Building student profile Parental/Student Consultation	
October				Set out goals – student/parents Get parental consent Engage with teachers – which LOs will they work towards (evidence of this in units of work)	
October				Add PLUs and Short Courses to PPOD or JCAD (level 2 only)	
November				Checkpoint with teachers Feedback to students	
December				Checkpoint – look at portfolios (Management, SEN team, Teachers) Student check in Report home	

COMMUNICATING & LITERACY

ELEMENT OF LEARNING	Students should be able to...	Subject Ownership	Teacher Ownership	Assessment Date	Certified by:	Type of Evidence Uploaded	Element Achieved/Not Achieved
Speaking appropriately for a variety of purposes and demonstrating attentiveness as a listener							
1.1	Listen to obtain information relating to more than one option, e.g. listen to school related announcements, using a speaking timetable to get a train arrival and departure time						
1.2	Ask questions to obtain information, e.g. to check dates/prices (face to face and by booking a meal over the telephone)						
1.3	Follow a series of spoken instructions under supervision, e.g. go to teacher's room, local shop, or post office, top up a mobile telephone						
1.4	Express personal opinions, facts and feelings appropriately, e.g. expressing an opinion on a television programme, relate news from their weekend						
1.5	Participate in practical, formal and informal communications, e.g. an interview or a parent teacher meeting, an interview with interest related topics, chatting while out with friends, making announcements on the school intercom						
1.6	Listen to and respond to a range of stories						
Using non-verbal behaviour to get the message across							
1.7	Identify a range of non-verbal communication						
1.8	Use appropriate non-verbal communication to support verbal communication						
1.9	Relay a response of non-verbal communication						

An tSraith Shóisearach do Mhúinteoirí
JuniorCYCLE
for teachers

Name _____
Class _____

When I finish studying Numeracy I will be able to:

- ✓ Manage money
- ✓ Develop an awareness of numbers
- ✓ Develop an awareness of temperature
- ✓ Develop an awareness of weight and capacity
- ✓ Use a calculator
- ✓ Develop spatial awareness
- ✓ Use data for a range of different purposes
- ✓ Identify a range of shapes
- ✓ Develop an awareness of time

These are called Elements. Each element has steps (the teacher calls them learning outcomes) for me to follow. I can show my progress on the next pages. I can use a pen, stickers or colours to do this.

www.jcyr.ie

An tSraith Shóisearach do Mhúinteoirí
JuniorCYCLE
for teachers

Name _____
Class _____

L2LPs TEACHER ASSESSMENT CHECKLIST

Preparing for Work

www.jcyr.ie

L2LPs ASSESSMENT OVERVIEW

COMMUNICATING & LITERACY	2. NUMERACY	3. PERSONAL CARE	4. LIVING IN A COMMUNITY	PREPARING FOR WORK
Speaking appropriately for a variety of purposes and demonstrating 1.1 1.2 1.3 1.4 1.5 1.6	Managing money 2.1 2.2 2.3 2.4 2.5 2.6 2.7	Developing good daily personal care 3.1 3.2 3.3 3.4 3.5 3.6 3.7	Developing good Relationships 4.1 4.2 4.3 4.4 4.5 4.6 4.7	Being able to set Goals for Learning 5.1 5.2 5.3 5.4
Using non-verbal behaviour to get the message across 1.7 1.8 1.9 1.10 1.11	Developing an awareness of number 2.8 2.9 2.10 2.11 2.12	Developing healthy eating habits 3.8 3.9 3.10 3.11 3.12 3.13	Resolving Conflict 4.8 4.9 4.10 4.11 4.12 4.13	Finding out about Work 5.5 5.6 5.7 5.8 5.9 5.10
Reading to obtain basic information 1.12 1.13 1.14 1.15 1.16	Developing an awareness of temperature 2.13 2.14 2.15 2.16 2.17	Developing a healthy Lifestyle 3.14 3.15 3.16 3.17 3.18 3.19 3.20	Using Local Facilities 4.14 4.15 4.16 4.17	Preparing for a Work Related Activity 5.11 5.12 5.13 5.14 5.15 5.16
Using a range of writing forms to express opinions 1.17 1.18 1.19 1.20 1.21	Developing an awareness of weight and capacity 2.18 2.19 2.20 2.21 2.22	Being able to Manage Stress 3.21 3.22 3.23 3.24 3.25 3.26	Seeking Help and Advice 4.18 4.19 4.20 4.21 4.22	Developing an awareness of health and safety, using equipment 5.17 5.18 5.19 5.20 5.21 5.22 5.23
Using expressive arts to communicate 1.22 1.23 1.24 1.25 1.26	Developing an awareness of length and distance 2.23 2.24 2.25 2.26 2.27	Knowing how to Stay Safe 3.27 3.28 3.29 3.30	Making Consumer Choices 4.23 4.24 4.25 4.26 4.27 4.28	Taking Part in a Work Related Activity (Work Experience) 5.24 5.25 5.26 5.27 5.28 5.29 5.30

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

Assessment Journey

1st Yr.

Ongoing Assessment and Reporting

2nd Yr.

Ongoing Assessment and Reporting

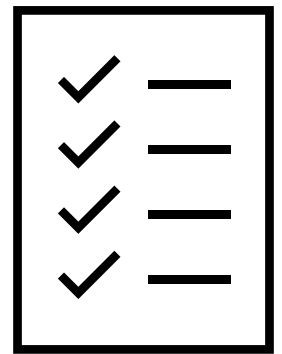
Short Course CBAs

3rd Yr.

Ongoing Assessment and Reporting

Short Course CBAs

Final Portfolio Assessment



The process of generating, gathering and judging evidence of learning at Level 1 & 2



Oide

Teachers select learning outcomes and/or design assessment activities to generate evidence of learning

Success Criteria are established to use in judging the evidence of learning

Students generate evidence of learning through ongoing assessment and/or an assessment activity

Evidence of learning is included in the portfolio along with the identified success criteria

Evidence in the portfolio meets the 'majority' requirement for achievement certification in the Junior Cycle Profile of Achievement

Individual Student

Final Reporting Summary



Oide

Important

Students Engaging with L1LPs & L2LPs should experience **all** learning outcomes in each PLU and short course they are engaging in.

For JCPA PLU accreditation at **Level 1**

Majority of the learning outcomes (minimum of 50% +1) across a PLU must be evidenced

For JCPA short course accreditation at **Level 1**

Using the short course assessment guidelines & the FOQ student is awarded the descriptor 'Progress Achieved' or 'successfully completed'

Students Engaging with L1LPs & L2LPs should have all areas of learning recognised on the JCPA including Subjects, subject CBAs, Wellbeing and other areas of learning.

For JCPA PLU accreditation at **level 2**

Majority of the learning outcomes (minimum of 50% +1) across every element in every PLU must be evidenced

For JCPA short course accreditation at **level 2**

Using the short course assessment guidelines and the FOQ student is awarded the descriptor 'Achieved'

Registering and Recording results for the Junior Cycle Profile of Achievement



Oide

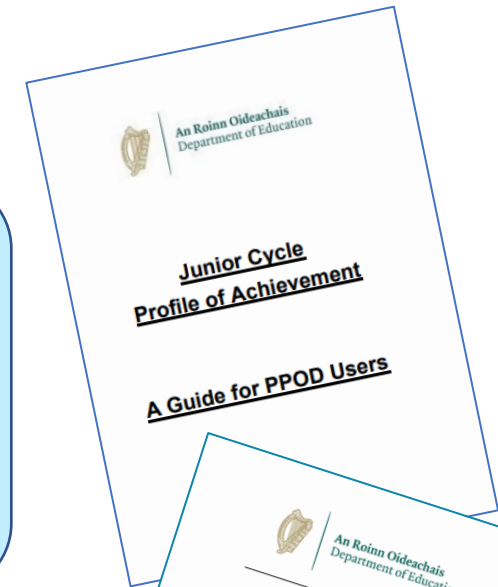
All students following L1LPs and L2LPs in mainstream schools are registered on P-POD

If the student is engaging in L2LPs and any junior cycle level 3 SEC exam

JCPA will be generated on P-POD

If the student is engaging in L1LPs & L2LPs PLUs and Short courses only

JCPA will be generated on JCAD



Final Reporting JCPAs



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JUNIOR CYCLE PROFILE OF ACHIEVEMENT		2018										
Samuel Jefferson		DOB: 13 February 1967										
STATE CERTIFIED FINAL EXAMINATIONS	Classroom-Based Assessments - English											
Examination number: 9995												
English (O) Merit	<table border="1"> <tr> <td>Oral Communications</td> <td>Above Expectations</td> </tr> <tr> <td>Collection of Texts</td> <td>In Line with Expectations</td> </tr> </table>		Oral Communications	Above Expectations	Collection of Texts	In Line with Expectations						
Oral Communications	Above Expectations											
Collection of Texts	In Line with Expectations											
	Classroom-Based Assessments - Short Courses											
	<table border="1"> <tr> <td>CSI: Exploring Forensic Science</td> <td>Achieved</td> </tr> <tr> <td>SPHE (Social, Personal, Health Education)</td> <td>In Line with Expectations</td> </tr> </table>		CSI: Exploring Forensic Science	Achieved	SPHE (Social, Personal, Health Education)	In Line with Expectations						
CSI: Exploring Forensic Science	Achieved											
SPHE (Social, Personal, Health Education)	In Line with Expectations											
Priority Learning Units	Other Areas of Learning											
<table border="1"> <tr> <td>Communicating and Literacy</td> <td>Achieved</td> </tr> <tr> <td>Personal Care</td> <td>Achieved</td> </tr> <tr> <td>Preparing for Work</td> <td>Achieved</td> </tr> <tr> <td>Living in a Community</td> <td>Achieved</td> </tr> <tr> <td>Numeracy</td> <td>Achieved</td> </tr> </table>	Communicating and Literacy	Achieved	Personal Care	Achieved	Preparing for Work	Achieved	Living in a Community	Achieved	Numeracy	Achieved		
Communicating and Literacy	Achieved											
Personal Care	Achieved											
Preparing for Work	Achieved											
Living in a Community	Achieved											
Numeracy	Achieved											
Principal	Roll Number: 10000X											
John Hancock	Springfield Elementary School 18 Plympton Street, Springfield D11 X999											
This JCPA recognises and records achievements in Junior Cycle.												



JUNIOR CYCLE PROFILE OF ACHIEVEMENT		2018				
Dexter Kane		DOB: 15 January 2003 Student ID number: 4561				
Priority Learning Units	Classroom-Based Assessments - Short Courses					
Living in a Community Achieved	<table border="1"> <tr> <td>Personal Project: Caring for Animals</td> <td>Achieved</td> </tr> <tr> <td>CSI: Exploring Forensic Science</td> <td>Achieved</td> </tr> </table>		Personal Project: Caring for Animals	Achieved	CSI: Exploring Forensic Science	Achieved
Personal Project: Caring for Animals	Achieved					
CSI: Exploring Forensic Science	Achieved					
Preparing for Work Achieved						
Communicating and Literacy Achieved						
Numeracy Achieved						
Personal Care Achieved						
Other Areas of Learning						
Principal	Roll Number: 10000X					
John Hancock	Springfield Elementary School 18 Plympton Street, Springfield D11 X999					
This JCPA recognises and records achievements in Junior Cycle.						

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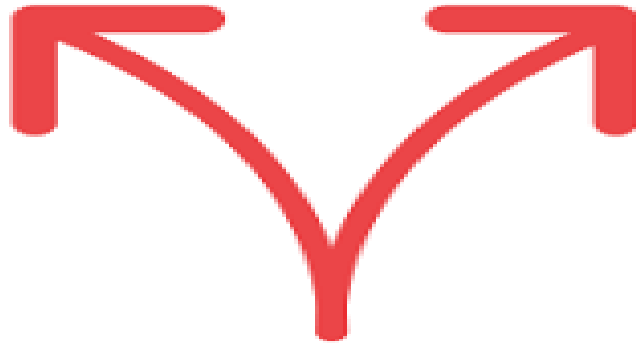


Oide

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Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Information
sessions
for subject
departments



Have a staff
meeting to
disseminate
the
information

Where to next?



L1LPs & L2LPs Information Zoom Session Feedback Form





Oide

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Thank you

