



Oide

Tacú leis an bhFoghlaim  
Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers

# School Directed Sequence

## Inclusion and Diversity: Level 2 Learning Programmes (L2LPs)



# School Directed Sequence



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# L2LP Pathway - Our Context



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...to ensure that children with special educational needs have the same right to avail of, and benefit from, appropriate education as do their peers who do not have such needs.  
 (EPSEN Act, 2004, p.19)

Standards	Statements of effective practice	Statements of highly effective practice
The teacher responds to individual learning needs and differentiates learning and teaching activities as necessary	Teachers are aware of students' individual learning needs, interests and abilities, and adapt learning and teaching practices accordingly.	Teachers are aware of students' individual learning needs, interests and abilities, <b>and design and implement personalised interventions</b> accordingly.
	Teachers engage with students' opinions, dispositions, interests and contexts, and modify their teaching practice to build on opportunities and address any limitations that they present.	Teachers engage with students' opinions, dispositions, interests and contexts, and modify their teaching practice to build on opportunities and address any limitations that they present. <b>Teachers empower students to exploit these opportunities and experience success.</b>

(Department of Education, 2022, p.35)

# Considering L2LPs in Action in Our School



As you watch the introduction to L2LPs video, consider your individual experience of L2LPs at whole-school level. Reflect and identify one thing you heard for further discussion with your group.

Step 1 Watch the video and complete the reflection on p. 22.



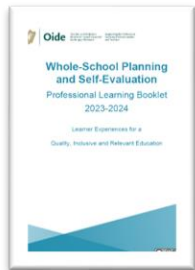
p. 22

# Establishing Links between PLUs and Subject Learning Outcomes



**Step 2**

Discuss and document possible links between the learning outcomes in your subject specification and the L2LPs PLUs.





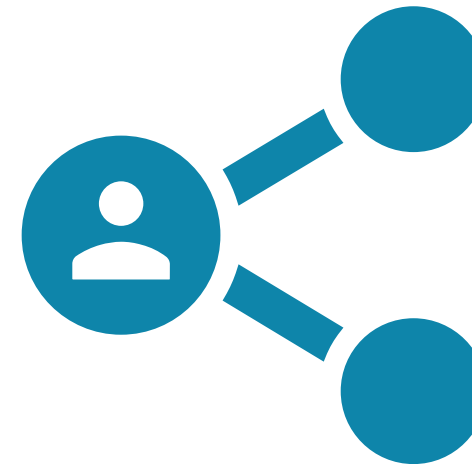
# Master Planning Subject Links

**SUBJECT LINK MASTER:**

LU: **COMMUNICATING & LITERACY**

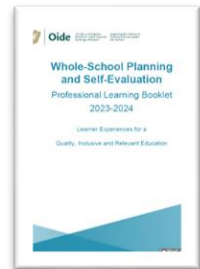
**EVENTS OF LEARNING and LEARNING OUTCOMES**

	ENGLISH	IRISH	MATHS	PE	CSPE	SPH	MFL Spanish	MFL French	HISTORY	GEOGRAPHY	SCIENCE	HOME ECONOMICS	BUSINESS STUDIES	METALWORK	WOODWORK	TECH. GRAPHICS	MUSIC	ART	RELIGION	CLIMATE AND ENVIRONMENTAL SCIENCE	Total No. subject links	
<b>Listening appropriately for a variety of purposes and demonstrating attentiveness as a listener</b>																						
1.1																						0
1.2																						0
1.3																						0
1.4																						0
1.5																						0
1.6																						0
<b>Using non-verbal behaviour to get the message across</b>																						
1.7																						0
1.8																						0
1.9																						0
1.10																						0
1.11																						0
<b>Using to obtain basic information</b>																						
1.12																						0
1.13																						0
1.14																						0
1.15																						0
1.16																						0
<b>Using a range of writing forms to express opinions</b>																						
1.17																						0
1.18																						0
1.19																						0
1.20																						0
1.21																						0



**Step 3**

Create and share a master planning subject link document from a digital hub allowing subjects to co-author the document showing the links between learning outcomes.





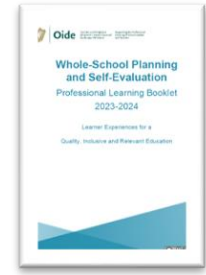
# Review Resources to consider Planning

<b>Specific</b>	<b>Measurable</b>	<b>Achievable</b>	<b>Realistic</b>	<b>Time Specific</b>
Try and make your goal as precise and defined as possible.	Establish a criteria to measure your progress.	Work towards a goal that is challenging but achievable.	Be honest about what you and your subject department are capable of.	Having a timeline will help you stay accountable to your goals.



**Step 4**

Identify a SMART target you can use to further departmental planning for the inclusion of learners engaging with Level 2 Learning Programmes. Use the SMART planning model on p. 29.





# Schools who have previously had a full day engagement on L2LPs.



**1. Use the prompt questions below to discuss and reflect on learning outcomes.**

- Are we aligning the learning outcomes as far as possible across the subject departments? What might we do to go further?
- Are we facilitating the curriculum at an inclusive way?
- Do all students in the subject have opportunities and participation in co-curricular activities?
- Are all students in the subject having opportunities to meet their learning needs in accordance with the stages of development of their learning needs?

**2. Use the prompt questions below to discuss and reflect on assessment.**

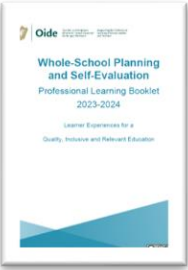
- Consider how assessment is being used to support learning during CE (choice, flexibility, etc.) and how this is not the student is assessed for state exams).
- Are your assessments engaging for all students?
- How do you decide what students are engaging with through your classes?
- How are you collaborating with students to build their portfolio?

**3. Use the prompt questions below to discuss and reflect on feedback and reporting.**

- How is feedback provided to students engaging with L2LPs?
- How are learners engaging with L2LPs supported to reflect on and apply feedback given?
- How does current reporting practice facilitate and allow for the reporting of student achievement and progression throughout their L2LP?

**Step 2**

Use the questions below to discuss and to identify what is working well and what might need further consideration in your subject department. There are 3 groups of questions on learning outcomes, assessment and reporting in relation to L2LPs. Pick the group of questions that best suit your subject department and discuss them.





# SMART Action Plan

Schools who have previously had a full day engagement on L2LPs.

1. Use the prompt questions below to discuss and reflect on...

- Are we aligning the learning objectives as far as possible across the subject?
- Are we facilitating the curriculum in an inclusive way?
- Do all students in the subject have opportunities to participate in class?
- Are all students in the subject given opportunities to meet their learning needs in accordance with the stages of development of their learning needs?

2. Use the prompt questions below to discuss and reflect on assessment...

- Consider how assessment is used (choice, flexibility, etc.) during CE (not the student is state exams).
- Are your assessments challenging for all students?
- How do you decide which students are engaging through your class?
- How are you collecting evidence of student achievement and progression throughout their L2LP?

3. Use the prompt questions below to discuss and reflect on feedback and reporting.

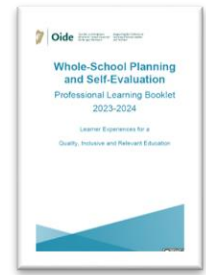
- How is feedback provided to students engaging with L2LPs?
- How are learners engaging with L2LPs supported to reflect on and apply feedback given?
- How does current reporting practice facilitate and allow for the reporting of student achievement and progression throughout their L2LP?

<b>S</b>	<b>M</b>	<b>A</b>	<b>R</b>	<b>T</b>
<b>Specific</b>	<b>Measurable</b>	<b>Achievable</b>	<b>Realistic</b>	<b>Time Specific</b>
Try and make your goal as precise and defined as possible.	Establish a criteria to measure your progress.	Work towards a goal that is challenging but achievable.	Be honest about what you and your subject department are capable of.	Having a timeline will help you stay accountable to your goals.

Step 3

Using the questions in the booklet identify what is working well and what might need further consideration in your subject department.

Identify a SMART target using the SMART planning model on p. 29.



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Feedback



<https://registration.oide.ie/feedback>



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Questions?

Míle buíochas



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