

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

n Supporting the Professional nnairí 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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Rationale



...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	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, and design and implement personalised interventions accordingly.
and teaching activities as necessary	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. Teachers empower students to exploit these opportunities and experience success .

(Department of Education, 2022, p.35)

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Considering L2LPs in Action in Our School





Step 1

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

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.

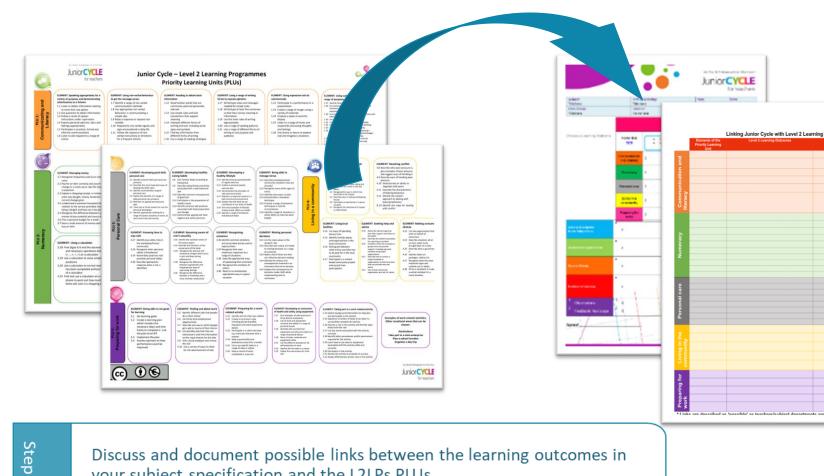


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Establishing Links between PLUs and Subject Learning Outcomes





your subject specification and the L2LPs PLUs.

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Junior CYCLE

Master Planning Subject Links



IRIF	LT LINK MASTER:																				
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.U:	COMMUNICATING & LITERACY	INGLISH	HS THE	MATHS	1	CSPE	энс	MrtSpanish	MPU-French	GEOGRAPHY	SCIENCE	ALECONOM	MESS STUD	METALWORK	DWORK	GRAFHIA	MUSIC	ART	MELIGION	NCE/ WE	Total No. subject
EMEN	TS OF LEARNING and LEARNING OUTCOMES	8	-	2		Ŭ		MIL	ž i	¥ 09	8	HOME	BUSINE	EW	woom	101	2			e ener	areas
	appropriately for a variety of purposes and demonstrating attentiveness as a listener																				
1.1	Usten to obtain information relating to more than one option, e.g. listen to school related announcements, using a speaking timetable to get a train annual and departure time																				۰
1.2	Ask questions to obtain information, e.g. to check dotes/prices/face to face and by booking a meal over the telep hane)																				0
1.3	Follow a series of spoken instructions under suporvision, e.g. go to teocher's room, loca' shop, or pact office, top up a mobile telephone																				0
1.4	Bipress personal opinions, facts and feelings appropriately, e.g. exorest 'sg on ao'n ion on a television or ogramme, relate newsfrom the'r weelend																			_	0
1.5	Participate in practical, formal and informal communications, e.g. on "nterview or a screent teacher meeting, on "interview with peers on "interest related tools; chosting while out with friends, making encourcements on the school intercom								+												۰
1.6	Listen to and respond to a range of stories																		-	_	0
				_															_	_	
ing nor	verbal behaviour to get the message across																				
1.7	identilya range of non-verbal communication methods, eg. ficial expresions, to res of voice, symbols, clothing, colours to signal mood/source/ate action																				0
1.8	Use appropriate non-verbal behaviour in communicating a simple idea, e.g. disspontment or joy, tone of voice to seek ossiston co/tompioin																				0
1.9	Relay a response or request non-verbally, e.g. signolling a phone coli																		-	_	0
1.10	Respond to non-verbal signals and signs encountered in daily life, e.g. rood/signs, troff'r signs, 'azardous moter'a's																				0
1.11	Follow the sequence of non-verbal instructions or directions for a frequent activity, e.g. using equipment with three or more operations, finding softy exitaginiowing fire artic																				0
	obtain basic information																		_		
1.12	Read familiar words that are commonly used and personally relevant, e.g. read a list of items relating to a personal interest/sport/hobby, nomes of family members																				•
1.13	Use simple rules and text conventions that support meaning.e.g. pouse at a ful stop																				0
1.14	interpret different forms of writing and text, including social signs and symbols, e.g. bills, menus, forms, timetobles, road and other signs, short piece of personally relevant writing.																				۰
1.15	Find key information from different forms of writing, e.g. locate foctual information in formativiti, times and dates of appointments, menus, timetables, newspapers																				۰
1.16	Use a range of reading strategies, e.g. cluer, context, sound, and fer on and decoding																				0
	nge of writing forms to express opinions																				
1.17	Write/type notes and messages needed for simple tasks, e.g. address an envelope																				0
1.18	Write/type at least five sentences so that they convey meaning or information, e.g. orrange a meeting with a films, give alrections.																				0
1.19	Use the main rules of writing appropriately, e.g. use capitals and full stops																				0
1.20	Use a range of spelling patients, e.g. odd "ing" to a word-drop, double or not hing																				0
1.21	Use a range of different forms of writing to suit purpose and audience, e.g. write a cheque, fill a simple form, complete a diary entry.	ર	+																		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.

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Review Resources to consider Planning





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. Other Reconct Annual State
 Other School Planning
 Other Sc

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 Use the prompt q discuss and reflect Are we aligning the le possible across the well? What might further? Are we facilitating the curriculum at inclusive way? Do all students in the and participation in c Are all students in the accordance with th stages of develop learning needs? 	 2. Use the prompt questions below to discuss and reflect on as Consider how assemble choice, flexibility, learning during CE not the student is state exams). 3. Use the prompt questions below to discuss and reflect on feedback and reporting. How the student is state exams). Are your assessing students? How do you decide students engaging through your class How are you colla student's portfolio? 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?
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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.



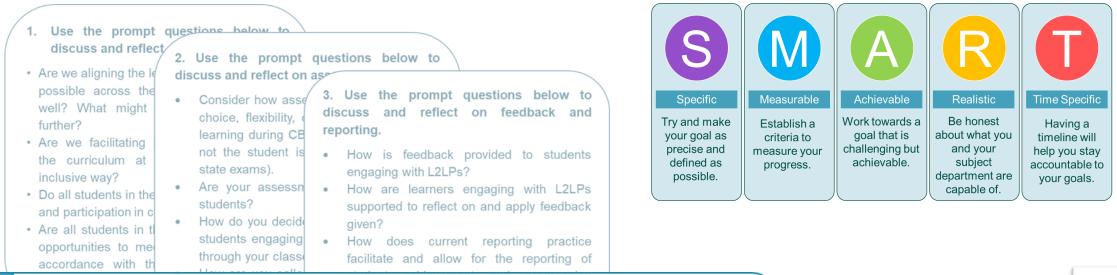
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SMART Action Plan

Step



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



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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https://registration.oide.ie/feedback

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Questions?

Mile buiochas









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