



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Whole-School Planning and Self-Evaluation

Professional Learning Booklet 2023-2024

Learner Experiences for a
Quality, Inclusive and Relevant Education



Contents Page

Schedule and Introductory Video	p. 3
Feedback – National Reports and Learning Intentions	p. 4
Framework for Junior Cycle	p. 5
Learners in our school – Student Voice and Effective Learner Experiences Activity	p. 6
Learner Experiences	p. 7
Subject Department Target and Teacher Voice	p. 8
SMART Action Plan	p. 9
Highly Effective Practice	p. 10
Activity - Subject Department Target	p. 11
Continuum of Education and The Continuum of Learning	p. 12
Activity - The Key Skill of Communicating in Focus	pp. 13-15
Activity - The Continuum of Learning	p. 16
Activity - Quality, Inclusive, Relevant Teaching Strategy	p. 17
Activity - Sharing Best Practice and Learning Outcomes	p. 18
School Directed Sequence: Progression Pathways	p.19
Planning for Highly Effective Reporting	pp. 20-21
Inclusion and Diversity: L2LPs	pp. 22-24
Student Voice and Participation	pp. 25-26
Effective Questioning to Support Differentiation	pp. 27-28
SMART Planning Model	p. 29
References	p. 30



Click to View



Video Clip



Individual Activity



Group Activity



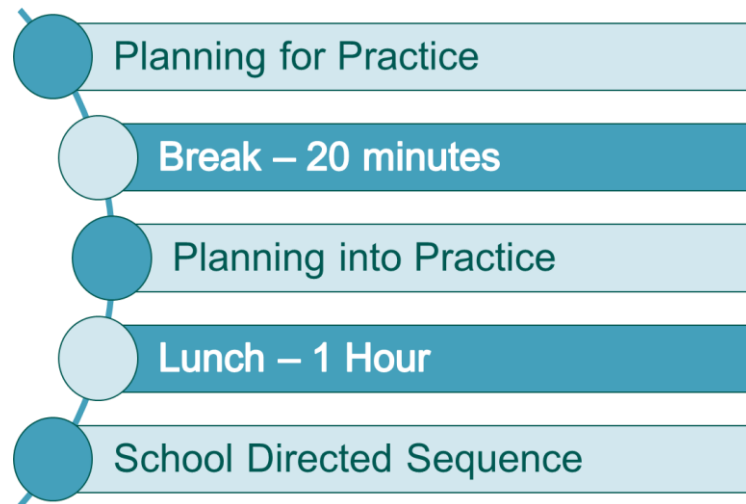
Feedback



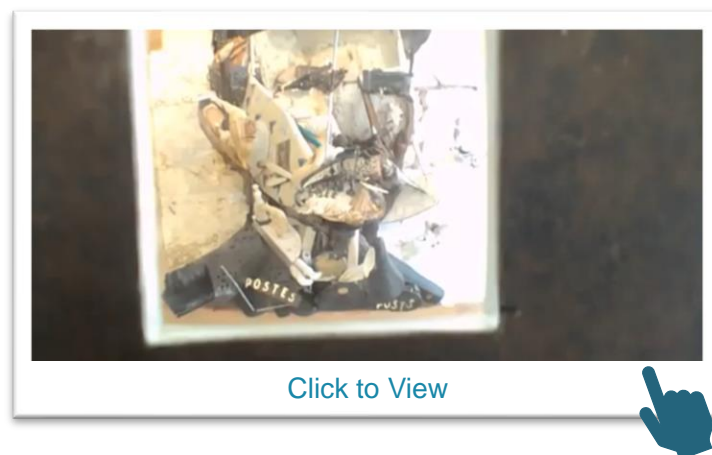
Writing Activity



Schedule:



Introductory Video:



As you watch this short clip, visualise what you imagine the learning today might be.



Feedback – National Reports



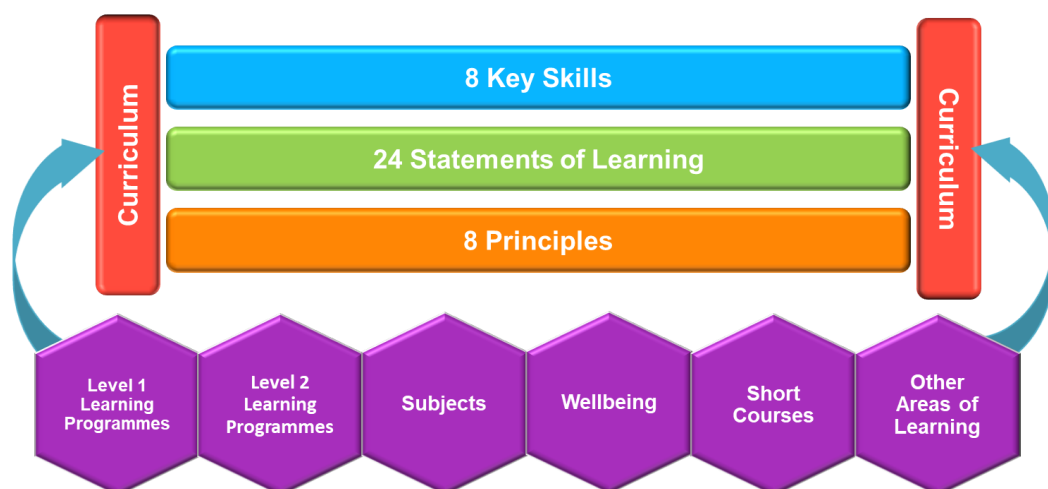
Learning Intentions:

To identify a target to build on junior cycle implementation of a quality, inclusive and relevant education.

To reflect upon the continuum of learning for our students.

To engage in a whole school conversation to progress learner experiences relevant to our context.

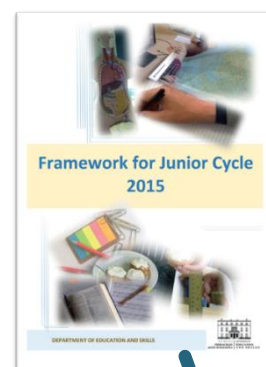
Framework for Junior Cycle



Framework for Junior Cycle

The Framework for Junior Cycle incorporates a shared understanding of how teaching, learning and assessment practices should evolve to support the delivery of a quality, inclusive and relevant education that will meet the needs of junior cycle students, both now and in the future.

(Department of Education and Skills, 2015, p.6)



Notes:



Learners in our school – Student Voice

As you watch the video, consider how it relates to your classroom practice.



Activity – Effective Learner Experiences

Considering your Junior Cycle classroom, what does an effective learner experience look like for students?



Learner Experiences

	Students
Learner experiences	<p>engage purposefully in meaningful learning activities</p> <p>grow as learners through respectful interactions and experiences that are challenging and supportive</p> <p>reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning</p> <p>experience opportunities to develop the skills and attitudes necessary for lifelong learning</p>

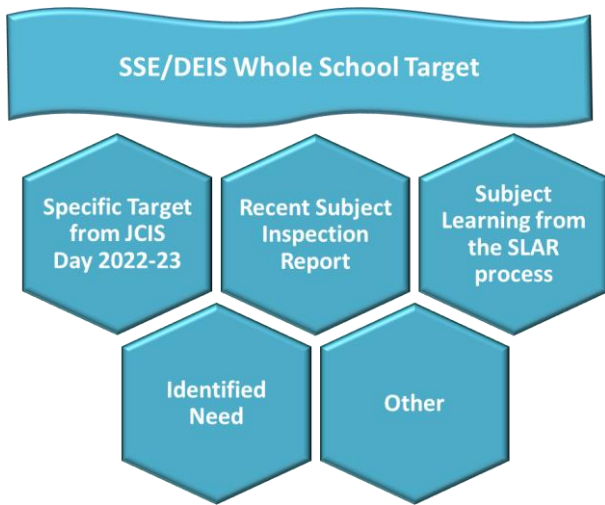


(Department of Education, 2022, p. 25)

Quality Assured Learner Experiences Reflection:



Subject Department Target



Subject Department Target:

Teacher Voice

S	M	A	R	T
Specific	Measurable	Achievable	Realistic	Time Specific
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.

Reflection:

Activity - SMART Action Plan



Apply the SMART planning model to the target outlined in the school testimonial audio:

S:

M:

A:

R:

T:



Activity - Highly Effective Practice

What is your shared understanding of quality, inclusive and relevant education.

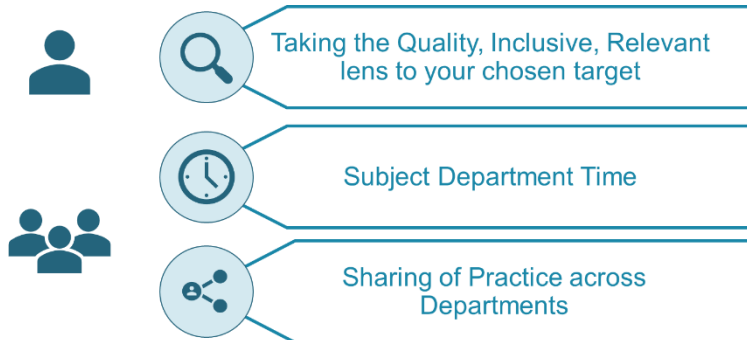
Quality:

Inclusive:

Relevant:



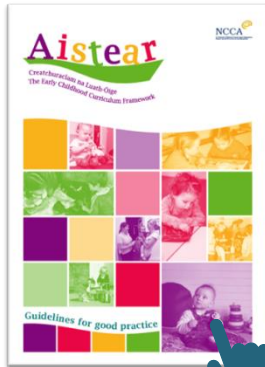
Activity - Subject Department Target



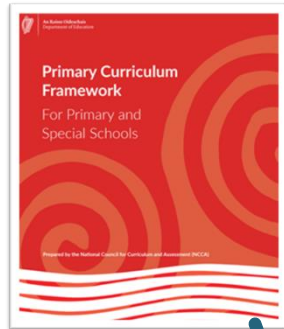
Apply your shared understanding of quality, inclusive and relevant education to your chosen subject department target. (See page 8 for your target.)



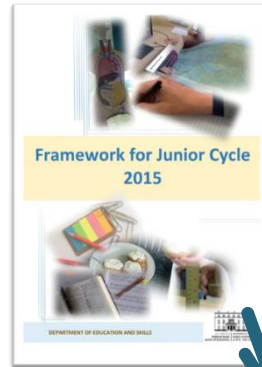
The Continuum of Education



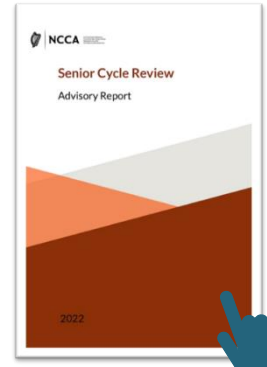
Aistear



Primary Curriculum



Junior Cycle



Senior Cycle

The Continuum of Learning



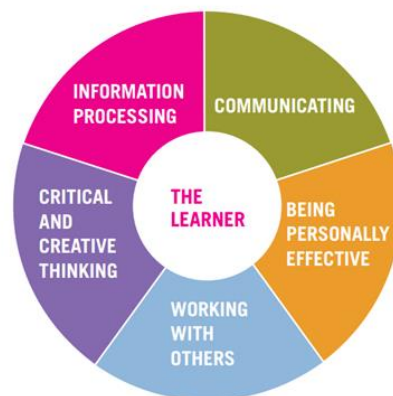
Aistear



Primary Curriculum



Junior Cycle



Senior Cycle



Activity - The Key Skill of Communicating in Focus

Aistear Theme: Communicating

The theme of Communicating is about children sharing their experiences, thoughts, ideas, and feelings with others with growing confidence and competence in a variety of ways and for a variety of purposes.



Communicating involves giving, receiving and making sense of information. Children do this by using nonverbal means of communication, talking, listening, thinking, and understanding. In time, the skills of reading and writing enrich this experience. Communicating is a two-way activity; as well as learning to share their experiences with others children also learn to interpret what others are sharing with them. They communicate in many different ways including facial expressions, gestures, body movements, sounds, language and for some children, through assistive technology. Children's language is more than words, phrases and sentences. It includes art, Braille, dance, drama, music, poetry, pictures, sculpture, signing, and stories. While most children eventually master spoken and written language as their key means of communicating, they continue to speak through their gestures, body movements and expressions to a greater or lesser extent. Some children with special educational needs may need additional and consistent support throughout their lifetime to practice, learn and perfect the art of non-verbal communication.

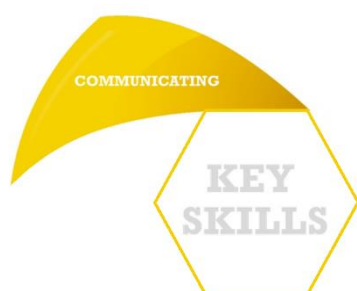
Being a good communicator is crucial to children's development. The adult encourages children to communicate by listening to them, interpreting what they are saying, responding to them, and by modelling good communication. The adult also provides an environment which motivates children to interact with each other and the adult, and with the objects and places in it. By capturing children's interest and curiosity and challenging them to explore and to share their adventures and discoveries with others, this environment can fuel their thinking, imagination and creativity, thereby enriching communication. These early experiences support children in becoming confident and competent communicators.

Primary Curriculum: Being a communicator and using language

This competency develops children's understanding and enjoyment of interacting with others. Being a communicator and using language means being able to understand, interpret, and use different forms of communication, including gesture, expression, language (which can include English, Irish, Irish Sign Language, and other languages), printed text, broadcast media, and digital media. It also involves children engaging purposefully in the creation and exploration of different text types. Children need to be able to communicate and connect with others, in order to participate in wider society, share meaning, and develop new knowledge. Developing this competency increases children's confidence in using a range of media and methods of communication suited to different purposes and audiences. It is about children learning how to share their experiences, thoughts, ideas, and feelings in a variety of ways, and learning how to observe, listen to, interpret, and show respect for the perspectives of others.



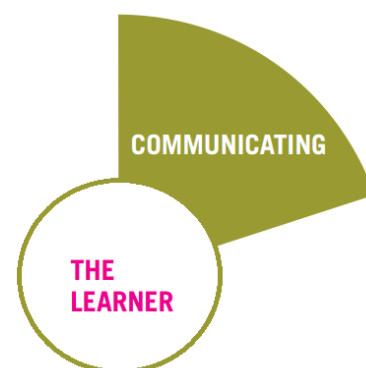
Junior Cycle



- Using language
- Using number
- Listening and expressing myself
- Performing and presenting
- Discussing and debating
- Using digital technology to communicate

Senior Cycle: Communicating

This key skill helps learners to appreciate how central communication is to human relationships of all kinds, and to become better communicators in both formal and informal situations. As well as developing specific skills in a variety of media they form a deeper understanding of the power of communication-particularly language and images-in the modern world. It also incorporates competence and confidence in literacy as an essential basic skill for all learners.



- Analysing and interpreting texts and other forms of communication
- Expressing opinions, speculating, discussing, reasoning, and engaging in debate and argument
- Engaging in dialogue, listening attentively and eliciting opinions, views, and emotions
- Composing and performing in a variety of ways
- Presenting using a variety of media

Activity: Think of a year group you are currently teaching. How is this key skill further developed in your classroom to build on prior learning from primary school?



Activity – The Continuum of Learning



Personal Reflection: Consider how you develop the key skill at senior cycle for your subject.



Activity - Quality, Inclusive, Relevant Teaching Strategy



Using the strategy you identified in advance. Consider its impact on learner experiences through your shared understanding of quality, inclusive and relevant education.



Activity - Sharing Best Practice



Notes:



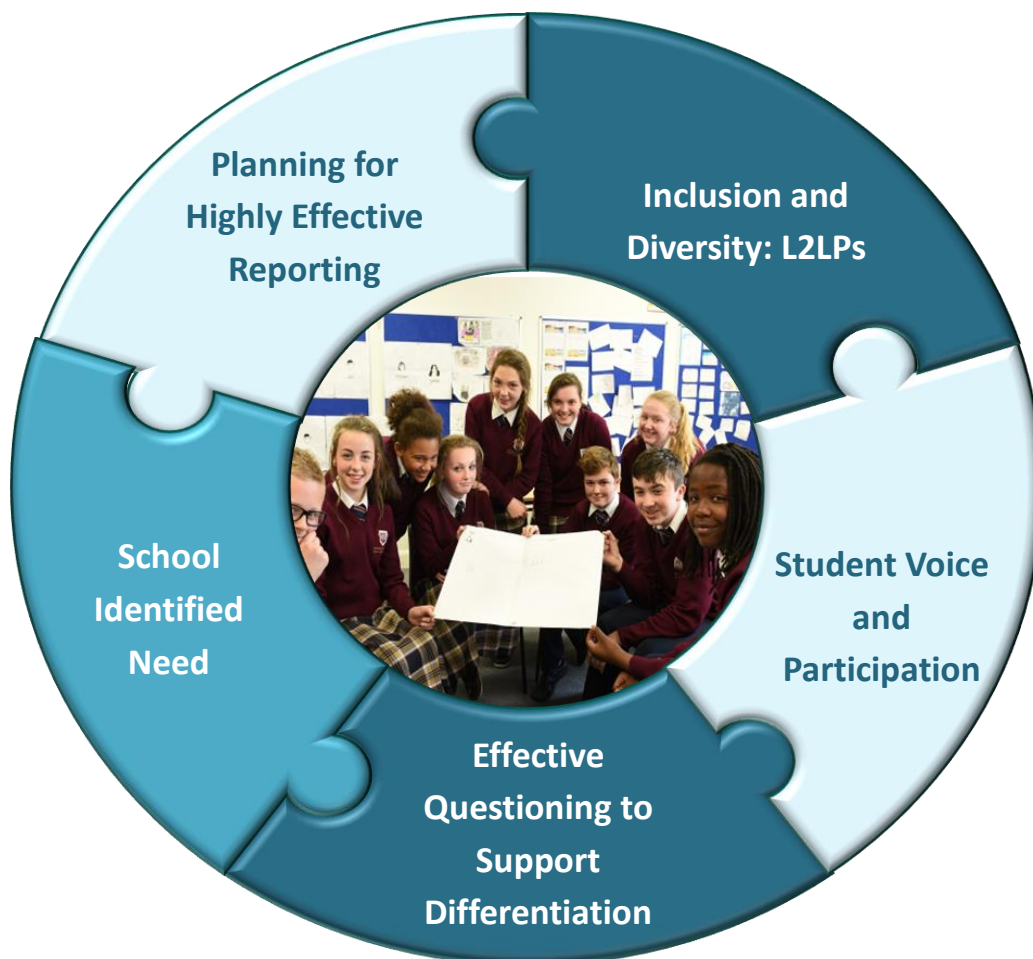
Learner Outcomes

	Students
Learner outcomes	enjoy their learning, are motivated to learn, and expect to achieve as learners, have the necessary knowledge, skills and attitudes to understand themselves and their relationships demonstrate the knowledge, skills and understanding required by the post-primary curriculum attain the stated learning outcomes for each subject, course and programme.

(Department of Education, 2022, p.25)



School Directed Sequence: Progression Pathways

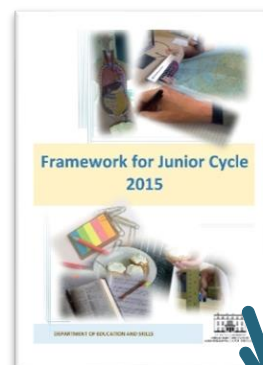


Please follow the session pathway chosen by your school for you to engage with for the afternoon below.

1. Planning for Highly Effective Reporting

Research shows that the greatest benefits for students' learning occur when teachers provide effective feedback to students that helps them to understand how their learning can be improved.

(Department of Education and Skills, 2015, p.29)



How do your current reporting practices align with the statement?



Activity Instructions:

Step 1

Open the NCCA Ongoing Reporting Booklet by clicking on the image.

Step 2

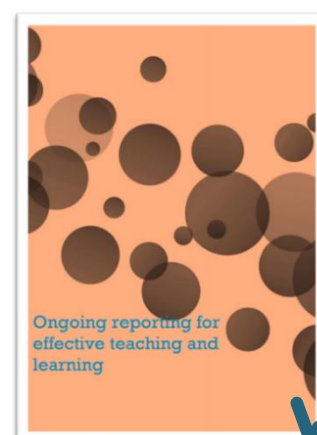
Reflect on how does your current reporting practices align with the statement.

Step 3

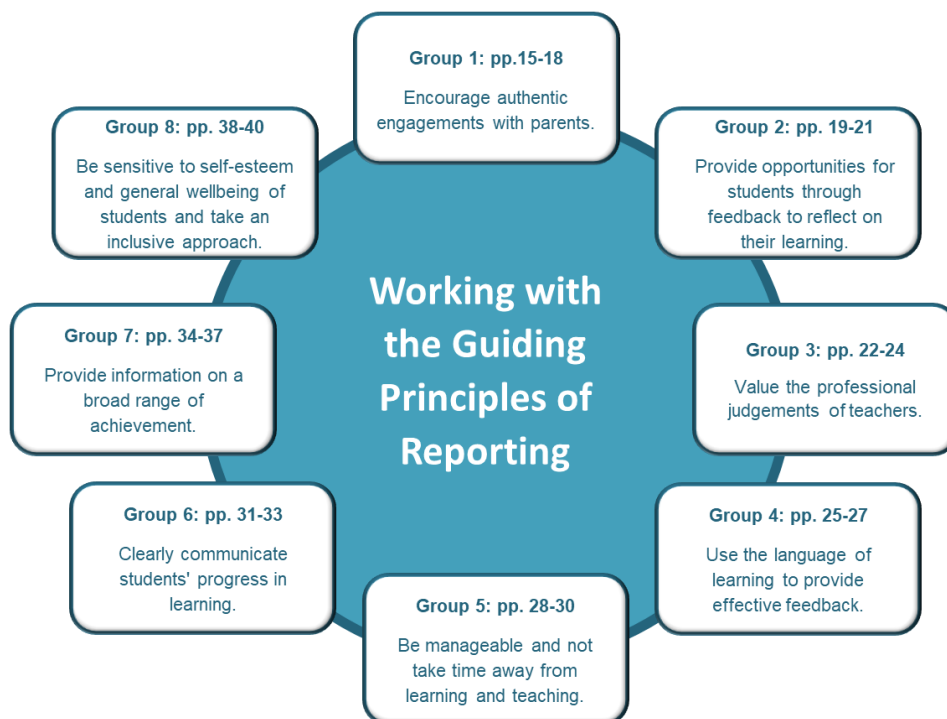
- Access and engage with the pages relevant to your chosen guiding principle as outlined in the infographic on the next page.
- View the short video and/or presentation and read the short text which is aimed at introducing the guiding principle.
- Use the reflection questions and activities as a basis for discussion in response to your stimulus reporting piece.

Step 4

Identify one method you could explore as a subject department, to further your ongoing reporting practices using the SMART planning model.



Access the pages relevant to your chosen principle as outlined below:



Access and engage with the pages relevant to your chosen guiding principle as outlined in the infographic above. View the short video and/or presentation and read the short text which is aimed at introducing the guiding principle. Use the reflection questions and activities as a basis for discussion in response to your stimulus reporting piece.



2. Inclusion and Diversity: L2LPs



As you watch the introduction to L2LPs video, consider your individual experience of L2LP at whole-school level. Reflect and identify one thing you heard for further discussion with your group.



Activity Instructions:

Pathway 1:

- Step 1** Watch the video and complete the reflection on p. 22.
- Step 2** Discuss and document possible links between the learning outcomes in your subject specification and the L2LPs PLUs.
- 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.
- 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.

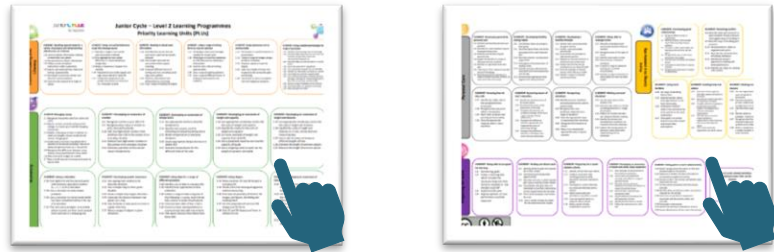
Pathway 2:

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

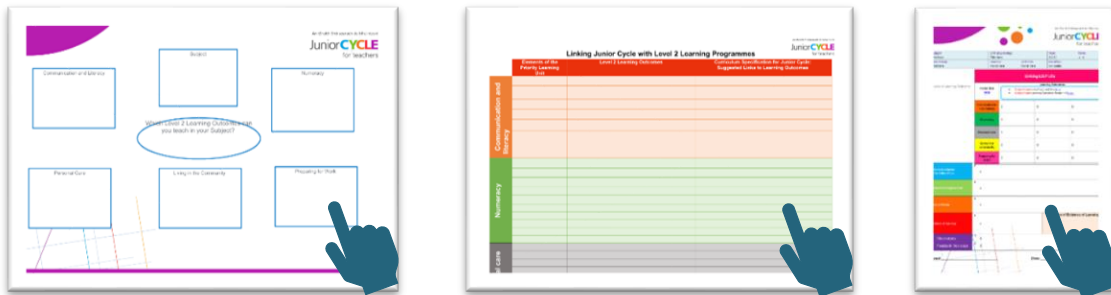
2.1 Inclusion and Diversity: L2LPs

Schools who have not previously had a full day engagement on L2LPs.

This two-page poster is required for all the below activities.



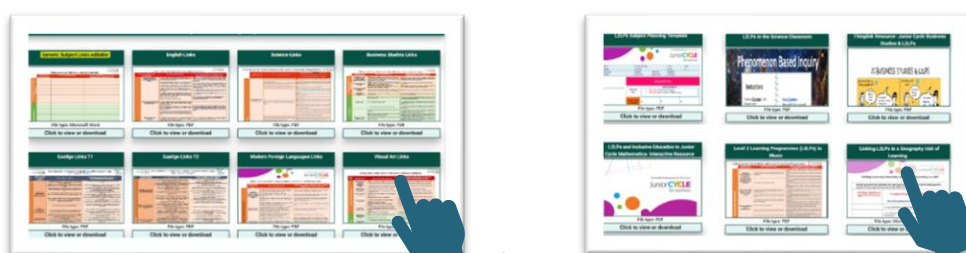
1. The link documents can be used as a guide to establish links across the learning outcomes from the L2LPs PLUs and your subject(s). You may wish to consider how your subject department is including learning outcomes from PLUs into your units of learning. Sample units of learning are available to consider in the L2LP section of the website.



2. Take some time to link learning outcomes from both the level 3 subject specifications with the level 2 PLUs. Below is a link to a spreadsheet resource called Planning for Subject Links with PLUs. However, your school may have an alternative version of this type of document stored in a shared space accessible to **all subjects allowing co-authoring of the one document** which you could use for this activity.



3. Review the resources available specific to your subject using the links provided. Consider how and when you might be able to use these resources as you plan and design learning activities that are inclusive to learners engaging with both level 3 and level 2 learner outcomes through your subject area.



2.2 Inclusion and Diversity: L2LPs

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

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, discuss them, and identify one SMART action to move forward with.

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

- Are we aligning the learning outcomes where possible across the levels? What worked well? What might we need to work on further?
- Are we facilitating students engaging with the curriculum at different levels in an inclusive way?
- Do all students in the school have full access and participation in class activities?
- Are all students in the school provided with opportunities to meet their full potential in accordance with their abilities, strengths, stages of development, and identified learning needs?

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

- Consider how assessments used allow for choice, flexibility, options to participate in learning during CBA moments (whether or not the student is engaging with level 3 state exams).
- Are your assessments accessible for all students?
- How do you decide on success criteria for students engaging with learning at level 2 through your classes/subjects?
- How are you collaboratively assessing the student's 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?



3. Student Voice and Participation

Our Voices Our Schools: Newbridge College



Step 1

Watch the video and complete the reflection on p. 25

As you watch this video, consider your current practice around engaging Student Voice and Participation at whole-school level. Reflect on the video and identify one thing you heard for further discussion with your group.



Activity:

Step 2

- Open the Our Voices Our Schools website by clicking the link on p. 26.
- Open the Student Initiated Projects Template which can be found in the Working with Groups section.
- Choose an element from the Lundy model and discuss how it is represented in your classroom and/or school.

Step 3

- Identify a SMART target using the SMART planning model.
- Base your target on your chosen element of the Lundy model and how it will be represented in your classroom and/or school?



Notes:



4. Effective Questioning to Support Differentiation



Step 1

Open the NCCA Effective Questioning Booklet by clicking on the image above.

Step 2

Reflect on how you use questions in your classroom by completing the activity on p.5 of the Effective Questioning Booklet. Discuss with colleagues.

Step 3

Consider how to encourage more questioning in the classroom using pp. 9-10 to guide your discussion.

Step 4

Identify and share strategies which would support effective questioning in your classroom. Are questions supporting and challenging all learners?

Step 5

Review three of the strategies towards the back of the booklet; identify two things you could do differently to support effective questioning in the classroom.

You may wish to use the witness statements and discussion cards on pp. 14-19 to support your discussion.

Step 6

Identify one method you could explore as a subject department, to create an atmosphere to support effective questioning using the SMART planning model.



Notes:



SMART Planning Model



S:

M:

A:

R:

T:



References:

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