



Oide

Tacú leis an bhFoghlaim  
Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers

# Leading a Collaborative Approach to L1LPs & L2LPs in Classrooms





# Outline of Today's Session

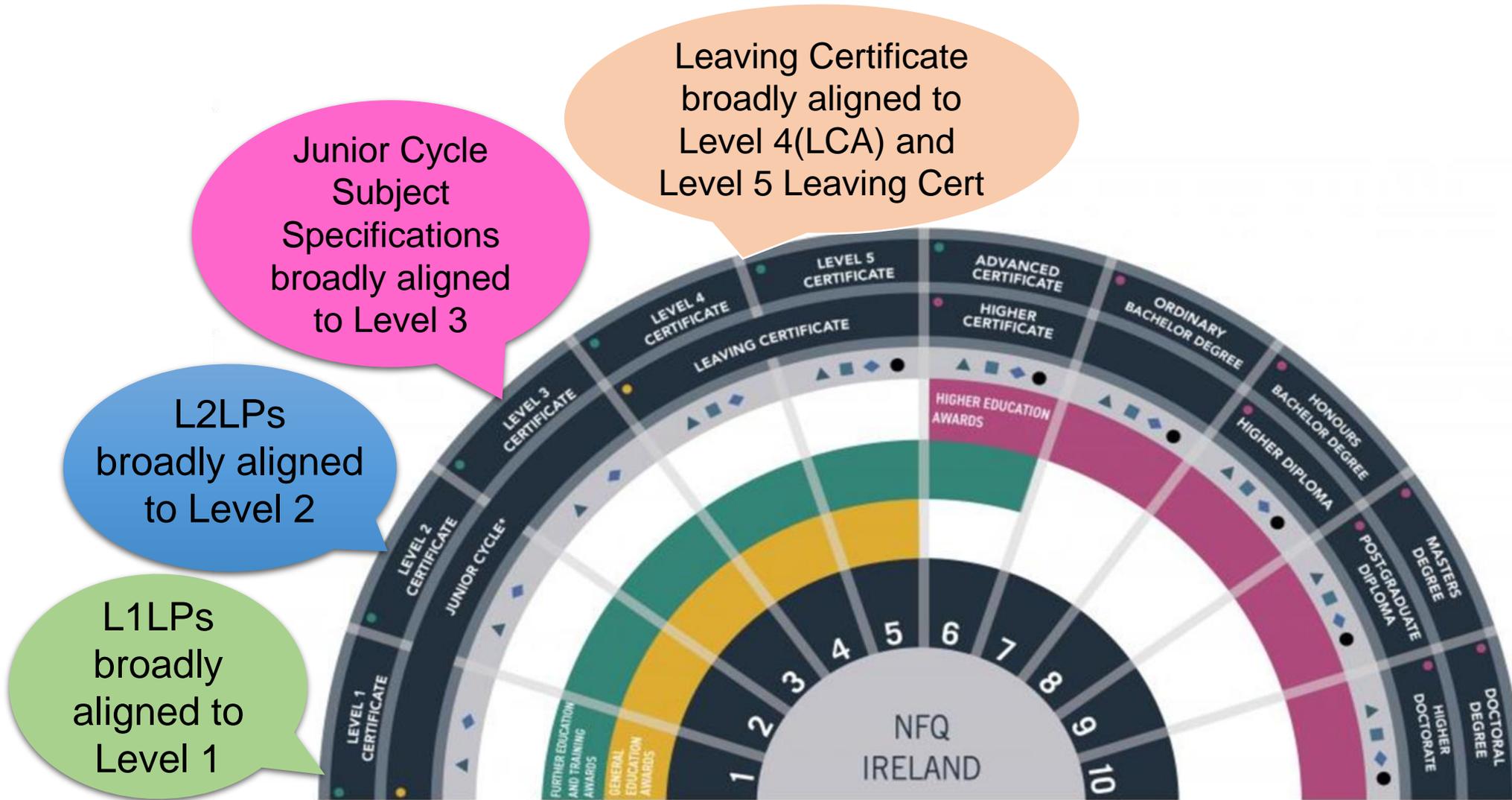
- To further our understanding of where the L1LPs & L2LPs fit in the Framework for Junior Cycle
- To consider in greater detail the roles & responsibilities of different school staff in the L1LPs & L2LPs implementation journey
- To discuss the process of collaborative best practice in the application of L1LPs and L2LPs in classroom settings



# 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

# Key Documents

An Roinn Oideachais  
Department of Education



Circular Number: 0059/2021

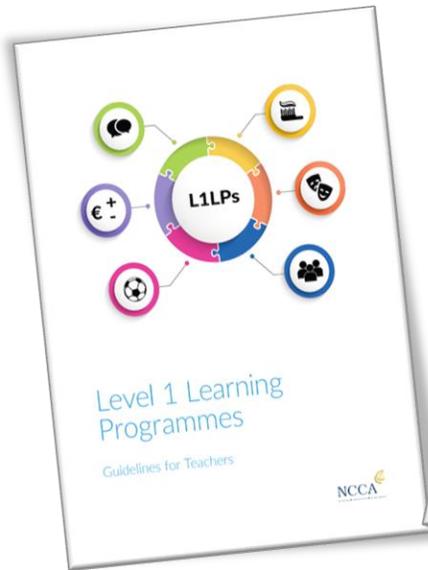
To: Addressee: Boards of Management, Principal Teachers and Teaching Staff of Post-Primary Schools, Special Schools and Chief Executives of ETBs

Arrangements for the implementation of the Framework for Junior Cycle with particular reference to the school year 2021/22.



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



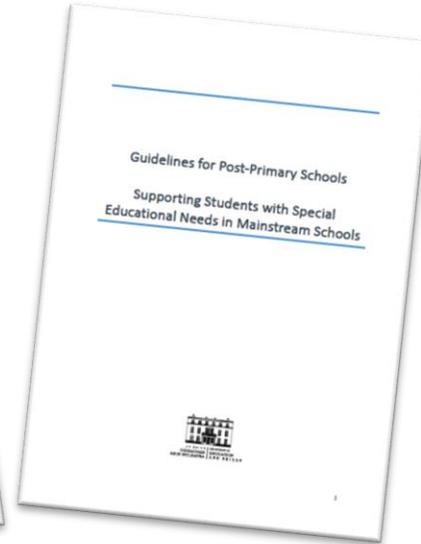
L1LPs  
Guidelines



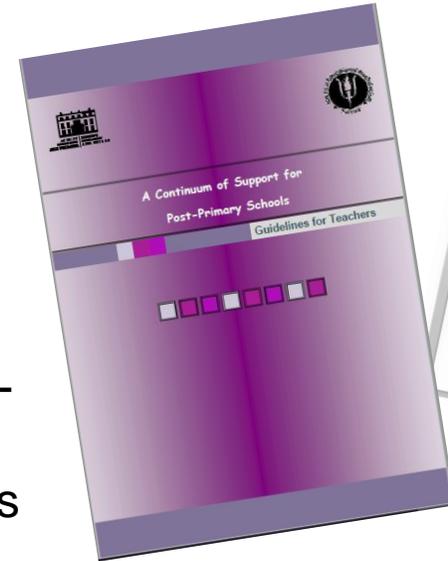
L2LPs  
Guidelines



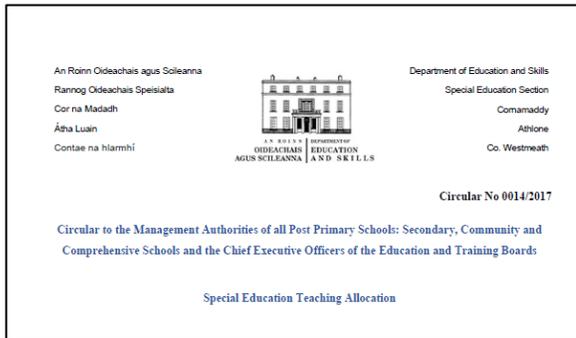
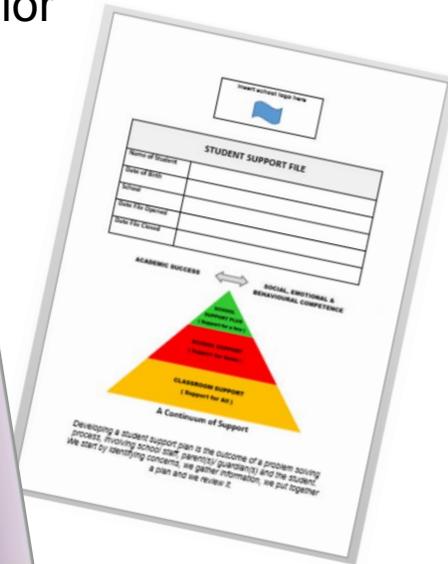
Inclusion of  
Students with  
Special Educational  
Needs Post-  
Primary Guidelines



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



Continuum of Support Guidelines  
and Resource Pack



Circular 14/2017  
Special Education  
Teaching Allocation

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Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers

# Roles & Responsibilities of School Leaders



- Ensure that systems are in place for effective sharing of relevant information on students' needs with all subject teachers
- Facilitate the continuing professional development of all teachers in relation to the education of students with special educational needs and ensure that all school staff (subject teachers and special education teachers, guidance counsellors, special needs assistants) are clear regarding their roles and responsibilities in this area
  - Ensure that whole-school procedures are established to facilitate the effective involvement of parents, students and external professionals/agencies

Guidelines for Post-Primary Schools: Supporting Students with Special Educational Needs in Mainstream Schools p.27



# Roles & Responsibilities of SET Team



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*SET Team – 'ensure that those students with the greatest level of need have access to support from teachers with the necessary experience and expertise...includ[ing] developing, implementing and monitoring a whole-school approach to the education of students with special educational needs... developing whole-school procedures for the selection of students for supplementary teaching, assisting in the implementation of whole-school strategies to enhance teaching and learning, and providing guidance to colleagues on the implementation of students' support plans.*

Guidelines for Post-Primary Schools: Supporting Students with Special Educational Needs in Mainstream Schools p.28







## L1LPs and L2LPs in Classrooms

### Identification

### Meet the Needs

### Monitor and Record

#### IDENTIFY

#### COLLABORATIVE PRACTICE

#### INDIVIDUAL PRACTICE

#### ASSESS

#### REPORT

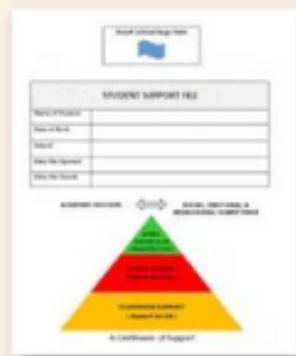
Through a collaborative process utilising the SSF identify the individual learning needs and strengths of students in your class.

Teachers plan collaboratively for meaningful and appropriate learning experiences that support students to access learning in different curriculum areas and subjects.

Individual teachers choose learning outcomes from the different curriculum areas and subjects informed by data from the SSF, to plan learning experiences and activities appropriate to the student's needs.

Teachers use formative and summative assessment to generate concrete evidence of learning attainment. This forms part of the student's portfolio and directs future teaching learning and assessment.

In line with the school's reporting policy, teachers provide ongoing formal and informal reporting of student's progress to students, parents/guardians over the three years of Junior Cycle.





# Student Centred Planning

- Engagement is enhanced when schools listen to and build on students' interests, aspirations and strengths when developing educational interventions.
- Student participation is supported through teaching that is responsive to the personal needs of the learner, and is further enhanced by structuring and pacing learning experiences that are challenging, engaging and enjoyable.



Guidelines for Post-Primary Schools Supporting Students with Special Educational Needs in Mainstream Schools p.30



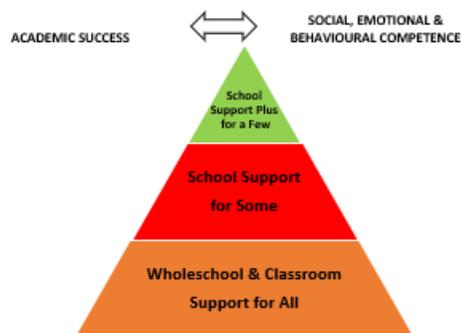
# Purpose of the Student Support File (SSF)



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

- Enables schools to plan interventions and to track a student’s pathway through the Continuum of Support.
- Facilitates teachers in documenting progress over time and assists them in providing an appropriate level of support to students, in line with their level of need.
- Following a period of intervention and review of progress, a decision is made as to the appropriate level of support required by the student.

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.

(Guidelines for Post-Primary Schools Supporting Students with Special Educational Needs in Mainstream Schools p.11)



## Things to Consider

"The students' progress, strengths and needs can be noted so that barriers to achievement of the learning goals can be addressed."

(Inclusion of Students with Special Educational Needs Post-Primary Guidelines p. 115)

"The strengths and interests of the student and the long-term consequences for individual students of missing certain subjects need to be carefully explored in consultation with students' parents".

(Inclusion of Students with Special Educational Needs Post-Primary Guidelines p.54)



# Rationale



*The Inclusion of Students with Special Educational Needs: Post-Primary Guidelines* advocate a whole-school approach to policy development and implementation. Such an approach makes it possible for the management and teachers to work within a coordinated policy framework and to contribute effectively to the provision of appropriate education to students with special educational needs (p. 9)



# Whole school collaboration L1LPs & L2LPs

Programme planning requires a collaborative approach, between students, their parents, subject teachers, learning support or resource teachers, special needs assistants, and other relevant professionals.

L1LPs Guidelines p.14 & L2LPs Guidelines, p.13

## Forms of collaborative planning

- Student Support File (SSF)
- Meetings with parents
- Meetings with student
- SET & management meetings
- Meetings with external professionals
- Meetings with guidance
- Master planning subject links document





# Department Collaboration

Mainstream teachers can contribute to school development planning for students with special educational needs through strategic planning at the subject department level within the school. Named teachers within each subject department can liaise with the learning-support and resource teachers to help identify and develop strategies for teaching their specialist subjects to students with special educational needs.

(Inclusion of Students with Special Educational Needs: Post-Primary Guidelines p.9)

## Examples

- Subject links document
- Master planning subject links document
- Subject specific department resources (see next slide)



# Subject Department Resources to Support Collaborative

**L2 Project work parallel to Religious Education CBA1**

**Introduction**

The purpose of this interactive document is to support teachers in the planning for the inclusion of students following the Level 2 Programme. Students who partake in mainstream L3 classes during the three weeks when their peers are participating in L3 CBAs; a Person of Commitment & their Search for Meaning.

**Note:** Where you see this symbol a hyperlink to the item is provided.

**Existing supports**

Subject teams in JCT have prepared a planning document of L2 PLUs which teachers may find align to Learning Outcomes in that subject. The Religious Education document can be accessed [here](#) under the Level 2 Planning dropdown.

It is not expected that this document is followed rigidly but rather act as a resource whereby teachers may draw on when planning their units of learning, over the course of the three years. The PLU elements identified in the planning document serve as guidance to offer opportunities for teachers to adapt the learning for L2 students within a L3 classroom.

“...focused attention on the issue of equality and entitlement for students with special educational needs.”

“...designed to meet the needs of the student to support their inclusion and meaningful participation in their school and community.”

### Level 2 Learning Programmes (L2LPs)

L2LPs are designed for students with a low mild to high moderate general learning disability

Overview [www.youtube.com/watch?v=20X1e0ZMII](https://www.youtube.com/watch?v=20X1e0ZMII)

**What is the learning at the heart of these learning outcomes?**

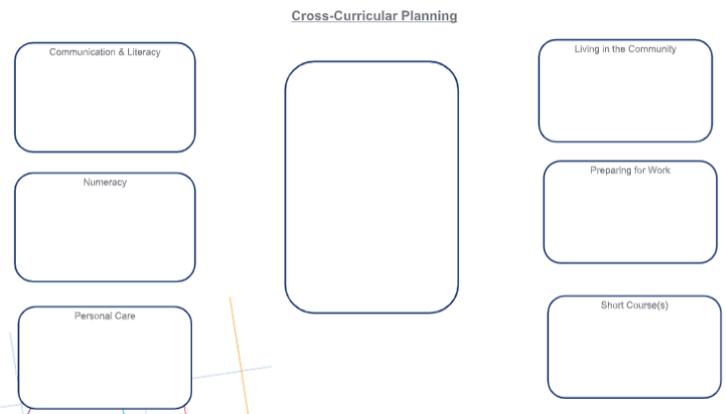
Priority Learning Unit COMMUNICATING AND LITERACY	1.6 Listen and respond to a range of stories
Priority Learning Unit PERSONAL CARE	1.26 Use drama or dance to explore real and imaginary situations
	1.29 Use technology to communicate in an activity with others
	3.20 Identify a range of emotional and physical states

<p><b>1.6 Evidence of Learning: Task</b></p> <p>Match the music to the story</p> <ul style="list-style-type: none"> <li>Listen to each story</li> <li>Point to your chosen clip</li> <li>Drag the circle over your chosen audio</li> </ul>	<p><b>Learning Experience</b></p>
<p><b>1.26 Evidence of Learning: Task</b></p> <p>What happened when Dog and Donkey went for a walk?</p> <ul style="list-style-type: none"> <li>Explore the imaginary situation</li> <li>Sound it out through animal noises</li> <li>Act it out through body movement</li> </ul>	<p><b>Learning Experience</b></p>
<p><b>1.29 Evidence of Learning: Task</b></p> <p>Tell me about your birthday</p> <ul style="list-style-type: none"> <li>Open Incredibox – choose web version</li> <li>Pick a Character</li> <li>Press PLAY</li> <li>Drag symbol up</li> </ul>	<p><b>Learning Experience</b></p>
<p><b>1.29 Evidence of Learning: Task</b></p> <p>Describe the weather</p> <ul style="list-style-type: none"> <li>Open Creatibility – Keyboard</li> <li>Click START PLAYING</li> <li>Move mouse to play</li> <li>Adjust settings on left panel</li> </ul>	<p><b>Learning Experience</b></p>
<p><b>3.20 Evidence of Learning: Task</b></p> <p>Name that feeling</p> <ul style="list-style-type: none"> <li>Engage with the stimulus material</li> <li>Name the feeling through...                             <ol style="list-style-type: none"> <li>Writing in the textbox</li> <li>Dragging the circle over the emoji</li> <li>Talking / recording your voice</li> </ol> </li> </ul>	<p><b>Learning Experience</b></p>

### Linking Junior Cycle Geography with Level 2 Learning Programmes

Elements of the Priority Learning Unit	Level 2 Learning Outcomes	Communication and Literacy	Junior Cycle Geography
<p><b>Seeking appropriately for a range of purposes</b></p> <p>1.1 Listen to obtain information relating to more than one system, e.g. before to attend related environments, using a knowledge hierarchy to get a full picture and identify links.</p> <p>1.2 Use resources to obtain information, e.g. to check destinations listed in lists and to identify, listing a route over the landscape.</p> <p>1.3 Gather appropriate resources, look and listen appropriately, e.g. participating in a television programme, take notes from a lecture.</p>	<p>1.1 Gather, record and interpret weather data</p> <p>1.2 Describe a local secondary activity in relation to its location and the factors that influence its location</p> <p>1.3 Investigate the causes and consequences of migration</p>	<p>1.1 Gather, record and interpret weather data</p> <p>1.2 Compare the changes for a given period in relation to gender equality, health care, employment and education opportunities in a developed and developing country</p> <p>1.3 Distinguish between different categories of risk type, referring to composition and formation</p>	<p>1.1 Gather, record and interpret weather data</p> <p>1.2 Describe a local secondary activity in relation to its location and the factors that influence its location</p> <p>1.3 Investigate the causes and consequences of migration</p>
<p><b>Using technical software to get the message across</b></p> <p>1.1 Follow the response of non-verbal communication, e.g. an illustration on a poster, teacher reading, an interview with people on internet related topics, relating words and with themes, making connections on the related situation.</p> <p>1.2 Follow the response of non-verbal communication, e.g. an illustration on a poster, teacher reading, an interview with people on internet related topics, relating words and with themes, making connections on the related situation.</p>	<p>1.1 Gather, record and interpret weather data</p> <p>1.2 Compare the changes for a given period in relation to gender equality, health care, employment and education opportunities in a developed and developing country</p> <p>1.3 Distinguish between different categories of risk type, referring to composition and formation</p>	<p>1.1 Gather, record and interpret weather data</p> <p>1.2 Compare the changes for a given period in relation to gender equality, health care, employment and education opportunities in a developed and developing country</p> <p>1.3 Distinguish between different categories of risk type, referring to composition and formation</p>	<p>1.1 Gather, record and interpret weather data</p> <p>1.2 Compare the changes for a given period in relation to gender equality, health care, employment and education opportunities in a developed and developing country</p> <p>1.3 Distinguish between different categories of risk type, referring to composition and formation</p>
<p><b>Using appropriate skills to communicate</b></p> <p>1.1 Participate in a performance or a presentation, e.g. presentation of a short drama scene to members of the class, performance of drama or music to parents.</p> <p>1.2 Create a range of images using a variety of materials</p> <p>1.3 Produce a piece of work for display</p>	<p>1.1 Gather, record and interpret weather data</p> <p>1.2 Compare the changes for a given period in relation to gender equality, health care, employment and education opportunities in a developed and developing country</p> <p>1.3 Distinguish between different categories of risk type, referring to composition and formation</p>	<p>1.1 Gather, record and interpret weather data</p> <p>1.2 Compare the changes for a given period in relation to gender equality, health care, employment and education opportunities in a developed and developing country</p> <p>1.3 Distinguish between different categories of risk type, referring to composition and formation</p>	<p>1.1 Gather, record and interpret weather data</p> <p>1.2 Compare the changes for a given period in relation to gender equality, health care, employment and education opportunities in a developed and developing country</p> <p>1.3 Distinguish between different categories of risk type, referring to composition and formation</p>
<p><b>Using suitable technologies for a range of purposes</b></p> <p>1.1 Use a range of devices on the internet, e.g. social, website, website of personal interest to the student</p> <p>1.2 Use appropriate words for weather, temperature, e.g. hot and cold</p> <p>1.3 Identify instruments used for measuring and adjusting temperature, e.g. thermometer, weather data</p> <p>1.4 Measure temperature in various situations, e.g. heating in a classroom</p> <p>1.5 Compare temperatures for the different times of the year, e.g. hot in summer and cold in winter, using a simple weather log</p> <p>1.6 Use appropriate vocabulary to describe the units in length and distance, e.g. kilometers, meters, centimeters</p> <p>1.7 Identify the units of length and distance on a ruler, stairs and measuring tape</p> <p>1.8 Use a ruler to draw and measure different lengths of lines</p> <p>1.9 Use a calculator to solve simple problems, e.g. add, subtract, multiply, divide, percentages, fractions, decimal</p> <p>1.10 Use appropriate vocabulary to describe direction, e.g. clockwise, anti-clockwise, horizontal, vertical</p> <p>1.11 Use a simple map to find a local location</p> <p>1.12 Draw a simple map to give directions</p> <p>1.13 Calculate the distance between two places on a map</p> <p>1.14 Identify uses of data in economic life, e.g. stock buying on the stock market, choice for farmers</p> <p>1.15 Identify health approaches to data collection, e.g. record, check, list, notes</p> <p>1.16 Collect a range of data using one of the following a survey, record sheet, life survey or individual enquiry</p> <p>1.17 Present data using one of the following a survey, record sheet, life survey or individual enquiry</p> <p>1.18 Use data to make decisions, e.g. usefulness of one class than another, responsibility</p> <p>1.19 Identify local organisations to communicate data with, for example, e.g. drawing a diagram that plan</p> <p>1.20 Use data to make decisions, e.g. usefulness of one class than another, responsibility</p>	<p>1.1 Gather, record and interpret weather data</p> <p>1.2 Compare the changes for a given period in relation to gender equality, health care, employment and education opportunities in a developed and developing country</p> <p>1.3 Distinguish between different categories of risk type, referring to composition and formation</p>	<p>1.1 Gather, record and interpret weather data</p> <p>1.2 Compare the changes for a given period in relation to gender equality, health care, employment and education opportunities in a developed and developing country</p> <p>1.3 Distinguish between different categories of risk type, referring to composition and formation</p>	<p>1.1 Gather, record and interpret weather data</p> <p>1.2 Compare the changes for a given period in relation to gender equality, health care, employment and education opportunities in a developed and developing country</p> <p>1.3 Distinguish between different categories of risk type, referring to composition and formation</p>
<p><b>Developing personal awareness</b></p> <p>1.1 Use a simple map to find a local location</p> <p>1.2 Draw a simple map to give directions</p> <p>1.3 Calculate the distance between two places on a map</p> <p>1.4 Identify uses of data in economic life, e.g. stock buying on the stock market, choice for farmers</p> <p>1.5 Identify health approaches to data collection, e.g. record, check, list, notes</p> <p>1.6 Collect a range of data using one of the following a survey, record sheet, life survey or individual enquiry</p> <p>1.7 Present data using one of the following a survey, record sheet, life survey or individual enquiry</p> <p>1.8 Use data to make decisions, e.g. usefulness of one class than another, responsibility</p> <p>1.9 Identify local organisations to communicate data with, for example, e.g. drawing a diagram that plan</p> <p>1.10 Use data to make decisions, e.g. usefulness of one class than another, responsibility</p>	<p>1.1 Gather, record and interpret weather data</p> <p>1.2 Compare the changes for a given period in relation to gender equality, health care, employment and education opportunities in a developed and developing country</p> <p>1.3 Distinguish between different categories of risk type, referring to composition and formation</p>	<p>1.1 Gather, record and interpret weather data</p> <p>1.2 Compare the changes for a given period in relation to gender equality, health care, employment and education opportunities in a developed and developing country</p> <p>1.3 Distinguish between different categories of risk type, referring to composition and formation</p>	<p>1.1 Gather, record and interpret weather data</p> <p>1.2 Compare the changes for a given period in relation to gender equality, health care, employment and education opportunities in a developed and developing country</p> <p>1.3 Distinguish between different categories of risk type, referring to composition and formation</p>
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<p><b>Developing good relationships</b></p> <p>1.1 Participate in a performance or a presentation, e.g. presentation of a short drama scene to members of the class, performance of drama or music to parents.</p> <p>1.2 Create a range of images using a variety of materials</p> <p>1.3 Produce a piece of work for display</p>	<p>1.1 Gather, record and interpret weather data</p> <p>1.2 Compare the changes for a given period in relation to gender equality, health care, employment and education opportunities in a developed and developing country</p> <p>1.3 Distinguish between different categories of risk type, referring to composition and formation</p>	<p>1.1 Gather, record and interpret weather data</p> <p>1.2 Compare the changes for a given period in relation to gender equality, health care, employment and education opportunities in a developed and developing country</p> <p>1.3 Distinguish between different categories of risk type, referring to composition and formation</p>	<p>1.1 Gather, record and interpret weather data</p> <p>1.2 Compare the changes for a given period in relation to gender equality, health care, employment and education opportunities in a developed and developing country</p> <p>1.3 Distinguish between different categories of risk type, referring to composition and formation</p>
<p><b>Resolving conflict</b></p> <p>1.1 Participate in a performance or a presentation, e.g. presentation of a short drama scene to members of the class, performance of drama or music to parents.</p> <p>1.2 Create a range of images using a variety of materials</p> <p>1.3 Produce a piece of work for display</p>	<p>1.1 Gather, record and interpret weather data</p> <p>1.2 Compare the changes for a given period in relation to gender equality, health care, employment and education opportunities in a developed and developing country</p> <p>1.3 Distinguish between different categories of risk type, referring to composition and formation</p>	<p>1.1 Gather, record and interpret weather data</p> <p>1.2 Compare the changes for a given period in relation to gender equality, health care, employment and education opportunities in a developed and developing country</p> <p>1.3 Distinguish between different categories of risk type, referring to composition and formation</p>	<p>1.1 Gather, record and interpret weather data</p> <p>1.2 Compare the changes for a given period in relation to gender equality, health care, employment and education opportunities in a developed and developing country</p> <p>1.3 Distinguish between different categories of risk type, referring to composition and formation</p>
<p><b>Using local facilities</b></p> <p>1.1 Participate in a performance or a presentation, e.g. presentation of a short drama scene to members of the class, performance of drama or music to parents.</p> <p>1.2 Create a range of images using a variety of materials</p> <p>1.3 Produce a piece of work for display</p>	<p>1.1 Gather, record and interpret weather data</p> <p>1.2 Compare the changes for a given period in relation to gender equality, health care, employment and education opportunities in a developed and developing country</p> <p>1.3 Distinguish between different categories of risk type, referring to composition and formation</p>	<p>1.1 Gather, record and interpret weather data</p> <p>1.2 Compare the changes for a given period in relation to gender equality, health care, employment and education opportunities in a developed and developing country</p> <p>1.3 Distinguish between different categories of risk type, referring to composition and formation</p>	<p>1.1 Gather, record and interpret weather data</p> <p>1.2 Compare the changes for a given period in relation to gender equality, health care, employment and education opportunities in a developed and developing country</p> <p>1.3 Distinguish between different categories of risk type, referring to composition and formation</p>
<p><b>Seeking help and advice</b></p> <p>1.1 Participate in a performance or a presentation, e.g. presentation of a short drama scene to members of the class, performance of drama or music to parents.</p> <p>1.2 Create a range of images using a variety of materials</p> <p>1.3 Produce a piece of work for display</p>	<p>1.1 Gather, record and interpret weather data</p> <p>1.2 Compare the changes for a given period in relation to gender equality, health care, employment and education opportunities in a developed and developing country</p> <p>1.3 Distinguish between different categories of risk type, referring to composition and formation</p>	<p>1.1 Gather, record and interpret weather data</p> <p>1.2 Compare the changes for a given period in relation to gender equality, health care, employment and education opportunities in a developed and developing country</p> <p>1.3 Distinguish between different categories of risk type, referring to composition and formation</p>	<p>1.1 Gather, record and interpret weather data</p> <p>1.2 Compare the changes for a given period in relation to gender equality, health care, employment and education opportunities in a developed and developing country</p> <p>1.3 Distinguish between different categories of risk type, referring to composition and formation</p>
<p><b>Finding out about work</b></p> <p>1.1 Participate in a performance or a presentation, e.g. presentation of a short drama scene to members of the class, performance of drama or music to parents.</p> <p>1.2 Create a range of images using a variety of materials</p> <p>1.3 Produce a piece of work for display</p>	<p>1.1 Gather, record and interpret weather data</p> <p>1.2 Compare the changes for a given period in relation to gender equality, health care, employment and education opportunities in a developed and developing country</p> <p>1.3 Distinguish between different categories of risk type, referring to composition and formation</p>	<p>1.1 Gather, record and interpret weather data</p> <p>1.2 Compare the changes for a given period in relation to gender equality, health care, employment and education opportunities in a developed and developing country</p> <p>1.3 Distinguish between different categories of risk type, referring to composition and formation</p>	<p>1.1 Gather, record and interpret weather data</p> <p>1.2 Compare the changes for a given period in relation to gender equality, health care, employment and education opportunities in a developed and developing country</p> <p>1.3 Distinguish between different categories of risk type, referring to composition and formation</p>
<p><b>Developing an awareness of health and safety using technology</b></p> <p>1.1 Participate in a performance or a presentation, e.g. presentation of a short drama scene to members of the class, performance of drama or music to parents.</p> <p>1.2 Create a range of images using a variety of materials</p> <p>1.3 Produce a piece of work for display</p>	<p>1.1 Gather, record and interpret weather data</p> <p>1.2 Compare the changes for a given period in relation to gender equality, health care, employment and education opportunities in a developed and developing country</p> <p>1.3 Distinguish between different categories of risk type, referring to composition and formation</p>	<p>1.1 Gather, record and interpret weather data</p> <p>1.2 Compare the changes for a given period in relation to gender equality, health care, employment and education opportunities in a developed and developing country</p> <p>1.3 Distinguish between different categories of risk type, referring to composition and formation</p>	<p>1.1 Gather, record and interpret weather data</p> <p>1.2 Compare the changes for a given period in relation to gender equality, health care, employment and education opportunities in a developed and developing country</p> <p>1.3 Distinguish between different categories of risk type, referring to composition and formation</p>
<p><b>Taking part in a work-related activity</b></p> <p>1.1 Participate in a performance or a presentation, e.g. presentation of a short drama scene to members of the class, performance of drama or music to parents.</p> <p>1.2 Create a range of images using a variety of materials</p> <p>1.3 Produce a piece of work for display</p>	<p>1.1 Gather, record and interpret weather data</p> <p>1.2 Compare the changes for a given period in relation to gender equality, health care, employment and education opportunities in a developed and developing country</p> <p>1.3 Distinguish between different categories of risk type, referring to composition and formation</p>	<p>1.1 Gather, record and interpret weather data</p> <p>1.2 Compare the changes for a given period in relation to gender equality, health care, employment and education opportunities in a developed and developing country</p> <p>1.3 Distinguish between different categories of risk type, referring to composition and formation</p>	<p>1.1 Gather, record and interpret weather data</p> <p>1.2 Compare the changes for a given period in relation to gender equality, health care, employment and education opportunities in a developed and developing country</p> <p>1.3 Distinguish between different categories of risk type, referring to composition and formation</p>



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

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### Level 3 Unit of Learning – Learning Outcomes

<b>Strand 1: Food, health and culinary skills</b> Choose a Strand 1 Learning Outcome			
<b>Strand 2: Responsible family living</b> 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	
<b>Strand 3: Textiles and craft</b> Choose a Strand 3 Learning Outcome	3.8 discuss the influences of trends and choices on textile and clothing, including ethical and ecological considerations	3.7 evaluate textile care procedures used in the home from an environmental perspective	3.9 apply their knowledge of textile care symbols

Page 1 / 2

\* Links are described as 'possible' as teachers/subject departments are best placed to make the relevant direct links to the L2LP 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.



## Rationale

"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)

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)



# Planning for All Junior Cycle Levels

## L1LPs

**PLU 6:**  
**Physical Education (PE)**

- ELEMENT: Movement Skills (athletics/gymnastics)**
- 6.1 Move whole or some body parts (arms, head, track with eyes etc.) voluntarily
  - 6.2 Move whole or some body parts to explore immediate environment
  - 6.3 Move purposefully/with intent
  - 6.4 Develop consistent movements to have an effect on equipment or in response to a stimulus
  - 6.5 Refine gross motor skills, supported by equipment where appropriate
  - 6.6 Refine fine motor skills, supported by equipment where appropriate
  - 6.7 Move whole body or individual limbs in a range of directions and at different speeds
  - 6.8 Become aware of sensory signals as prompts for movement
  - 6.9 Participate in activities which promote cardiovascular exercise and fitness

## L2LPs

**PLU 1:**  
**Communicating and Literacy**

- ELEMENT: 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
  - 1.2 Ask questions to obtain information
  - 1.3 Follow a series of spoken instructions under supervision
  - 1.4 Express personal opinions, facts and feelings appropriately
  - 1.5 Participate in practical, formal and informal communications
  - 1.6 Listen to and respond to a range of stories

## Level 3 Subject





# Meaningful & inclusive learning experiences



- Key Learning: What do we want our students to know?
- Learner Experience: How will we get them there?
- Evidence of Learning: How will students demonstrate their learning?



# How will we get them there?

Geography 1.1 describe the formation and global distribution of volcanoes, earthquakes, and fold mountains in the context of plate tectonics and structure of the Earth

Level 1	Level 2	Level 3
Select bright, colourful images or videos	Pre-teach the names of the main parts of the earth and volcanoes	Pre-teach topical vocabulary, create a volcano model, view videos of the formation of fold mountains, volcanos and earthquakes, and plate tectonics
Pre-teach matching identical images	In mixed ability groups students will research three famous volcanoes	In mixed ability groups students will research and collate information on plate tectonics and its influence on the formation of fold mountains, volcanos and earthquakes globally.



# What do we want our students to know?

Geography 1.1 describe the formation and global distribution of volcanoes, earthquakes, and fold mountains in the context of plate tectonics and structure of the Earth

Level 1	Level 2	Level 3
Attend to visuals of a volcano	Label the parts of the earth layers (core, mantle, crust) and volcanoes (crater, magma, lava, vent, ash)	Describe the factors that contribute to the formation of volcanoes, earthquakes and fold mountains
Match images of volcanoes to countries (identical images)	Identify on a simple map, three famous volcanoes	Explain the factors that determine the global distribution of volcanoes, earthquakes and fold mountains



# How will students demonstrate their learning?

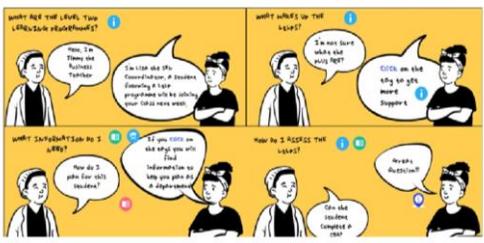
Geography 1.1 describe the formation and global distribution of volcanoes, earthquakes, and fold mountains in the context of plate tectonics and structure of the Earth

Level 1	Level 2	Level 3
Student will direct their gaze to visuals of a volcano	Student will generate a labelled poster of the earth layers (core, mantle, crust) and/or volcanoes (crater, magma, lava, vent, ash)	Student will write/type/audio record a paragraph describing the factors that contribute to the formation of volcanoes, earthquakes and fold mountains
Students will correctly match images of volcanoes to countries (identical images)	Students will present their research findings on one selected volcano to the class through their preferred mode	Students will present their research findings to the class through their preferred mode



# Supporting Subject Teachers

## JC BUSINESS STUDIES & L2LPS



Click on image above to access this resource or click [here](#).

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

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: Sustainable family living Choose a Strand 2 Learning Outcome	2.7 identify how individuals, families and households can contribute to sustainable and responsible living	2.3 assess the importance of making informed and responsible decisions in everyday life	
Strand 3: Textiles and craft Choose a Strand 3 Learning Outcome	3.8 discuss the influences of trends and choices on textile and clothing, including ethical and environmental considerations	3.7 evaluate textile care procedures used in the home from an environmental perspective	3.9 apply their knowledge of textile care symbols

The purpose of this resource is to aid teacher planning to support learners engaging in the Level 2 Learning Programme in the Engineering classroom. This document will support planning for the assessment of PLUs and the gathering/capturing of evidence for a student's Portfolio of Learning.

Subject: <b>Engineering</b>	Unit of Learning: Title here	Year: 2022/2023	Term: x-x
Class Group: Title here	Teacher: Name here	SEN Link: Name here	Duration: x-x weeks

**Engineering Learning Outcomes being assessed using this unit of learning**

Choose a Learning Outcome.

Choose a Learning Outcome.

Choose a Learning Outcome.

Choose a Learning Outcome.

**Linking L2LP Learning Outcomes to this current unit of learning in the mainstream**

Full list of Level 2 Learning Outcomes available on [our website](#)

Communication & Literacy	Numeracy	Personal care	Living in a community	Preparing for work
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0

The prompts below can be used to plan for the assessment of PLUs and the gathering/capturing of evidence for a student's Portfolio of Learning in the context of the unit of learning referenced above.

Description of activities in the mainstream subject classroom	Click or tap here to enter text.
Assessment opportunities to support learners engaging in the Level 2 Learning Programme	Click or tap here to enter text.
Evidence of Learning to support learners engaging in the Level 2 Learning Programme	Click or tap here to enter text.
Teacher Observations	Click or tap here to enter text.
Feedback/ Next steps	Click or tap here to enter text.

Location of Evidence of Learning

Click or tap here to enter text.

## Linking Learning Outcomes in a Unit of Learning to L2LP

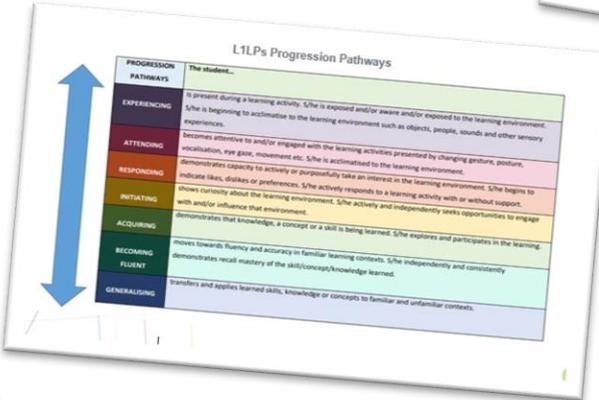
Identify possible links between the Learning Outcomes in your Unit of Learning and a sample of Learning Outcomes from the PLUs (L2LP)

Learning Outcomes in your Unit of Learning	A sample of Learning Outcomes from the PLUs
	<b>Communicating and Literacy (PLU)</b>
	1.2 Ask questions to obtain information
	1.15 Find key information from different forms of writing e.g. newspapers
	1.35 Access a range of websites on the internet e.g. scoilnet
	1.36 Find information for a project on the web
	<b>Numeracy (PLU)</b>
	2.23 Use appropriate language to describe the units of length and distance
	2.25 Use a ruler to draw and measure different lengths of lines
	2.32 Use appropriate vocabulary to describe direction
	2.33 Use a simple map to find a given location
	2.35 Calculate the distance between two places on a map
	<b>Living in a Community (PLU)</b>
	4.6 Participate cooperatively in a group situation

Linking Junior Cycle Modern Foreign Languages with Level 2 Learning Programmes

Learning Outcomes	Level 2 Learning Outcomes	Recommendations for Junior Cycle Modern Foreign Languages
Communicating and Literacy (PLU)	1.1 Ask questions to obtain information	1.1 Identify specific information to obtain from texts such as letters, notices and advertisements.
Communicating and Literacy (PLU)	1.15 Find key information from different forms of writing e.g. newspapers	1.2 Identify specific information to obtain from texts such as letters, notices and advertisements.
Communicating and Literacy (PLU)	1.35 Access a range of websites on the internet e.g. scoilnet	1.3 Identify specific information to obtain from texts such as letters, notices and advertisements.
Communicating and Literacy (PLU)	1.36 Find information for a project on the web	1.4 Identify specific information to obtain from texts such as letters, notices and advertisements.
Numeracy (PLU)	2.23 Use appropriate language to describe the units of length and distance	2.1 Identify specific information to obtain from texts such as letters, notices and advertisements.
Numeracy (PLU)	2.25 Use a ruler to draw and measure different lengths of lines	2.2 Identify specific information to obtain from texts such as letters, notices and advertisements.
Numeracy (PLU)	2.32 Use appropriate vocabulary to describe direction	2.3 Identify specific information to obtain from texts such as letters, notices and advertisements.
Numeracy (PLU)	2.33 Use a simple map to find a given location	2.4 Identify specific information to obtain from texts such as letters, notices and advertisements.
Numeracy (PLU)	2.35 Calculate the distance between two places on a map	2.5 Identify specific information to obtain from texts such as letters, notices and advertisements.
Living in a Community (PLU)	4.6 Participate cooperatively in a group situation	4.1 Identify specific information to obtain from texts such as letters, notices and advertisements.

\* Links are identified as 'relevant' as homonymised opportunities are best placed to make the most direct links to the L2LP Learning Outcomes which are then appropriate to their cultural traditions, whilst those PLU links have been identified as being 'less relevant' as they are not directly related to the L2LP Learning Outcomes in the Junior Cycle Modern Foreign Languages.



## Level 2 and Level 3 in the Junior Cycle English Classroom

Ability to support teachers working with learners following the Level 2 Learning Programmes (L2LP) and learners following Level 3 in the Junior Cycle English classroom.

Junior Cycle places students at the centre of the educational experience, enabling them to actively participate in their communities and in society and to be successful and confident learners in all aspects and stages of their lives.

© Oide a Framework for Junior Cycle (2011 - 2015)



## Rationale

Schools should ensure that the methods used for assessing students with special educational needs are appropriate and that they do not create barriers to inclusion.

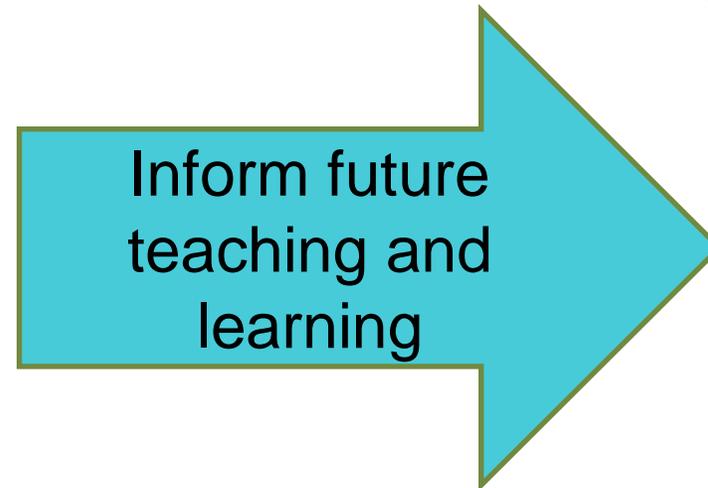
(Inclusion of Students with Special Educational Needs Post-Primary Guidelines p.54)

Linking classroom assessment and other assessment with a new system of reporting that culminates in the awarding of the Junior Cycle Profile of Achievement (JCPA) will offer parents/guardians a clear and broad picture of their child's learning journey over the three years of junior cycle.

(Framework for Junior Cycle 2015 p. 45)



# Inclusive Assessment





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.



## Level 1 Progression Pathways



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



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

Planning for learning: Teachers select learning outcomes and learning intentions

Teaching and learning: Teachers design activities and/or use resources to help students achieve the learning outcome

Gathering evidence of learning: Teachers decide how students will demonstrate their learning

Review of learning and assessment: Teacher will use success criteria to establish the student's level of learning/achievement

Reporting on student progress and achievement: Teacher will provide feedback to parents and students

Individual Student



# How will teachers assess the student?

Geography 1.1 describe the formation and global distribution of volcanoes, earthquakes, and fold mountains in the context of plate tectonics and structure of the Earth

Level 1	Level 2	Level 3
Teacher will observe student direct their gaze to visuals of a volcano for 30 seconds on three occasions throughout the video.	Teacher will observe posters created by the students correctly labelling the layers of the earth including the core, mantle, crust and components of the volcano crater, magma, lava, vent, ash.	Teacher will assess the written, typed or audio recorded paragraph describing five factors that contribute to the formation of volcanoes, earthquakes and fold mountains
Teacher will record student correctly match images of volcanoes to countries (identical images). Student will match the images correctly three out of five times.	Teacher will appraise the students as they present their research findings (which includes one selected famous volcano and six correct facts pertaining to that volcano) to the class through their preferred mode	Teacher will appraise the students as they present their research findings on the factors that contribute to the formation volcanoes, earthquakes and fold mountains to the class through their preferred mode

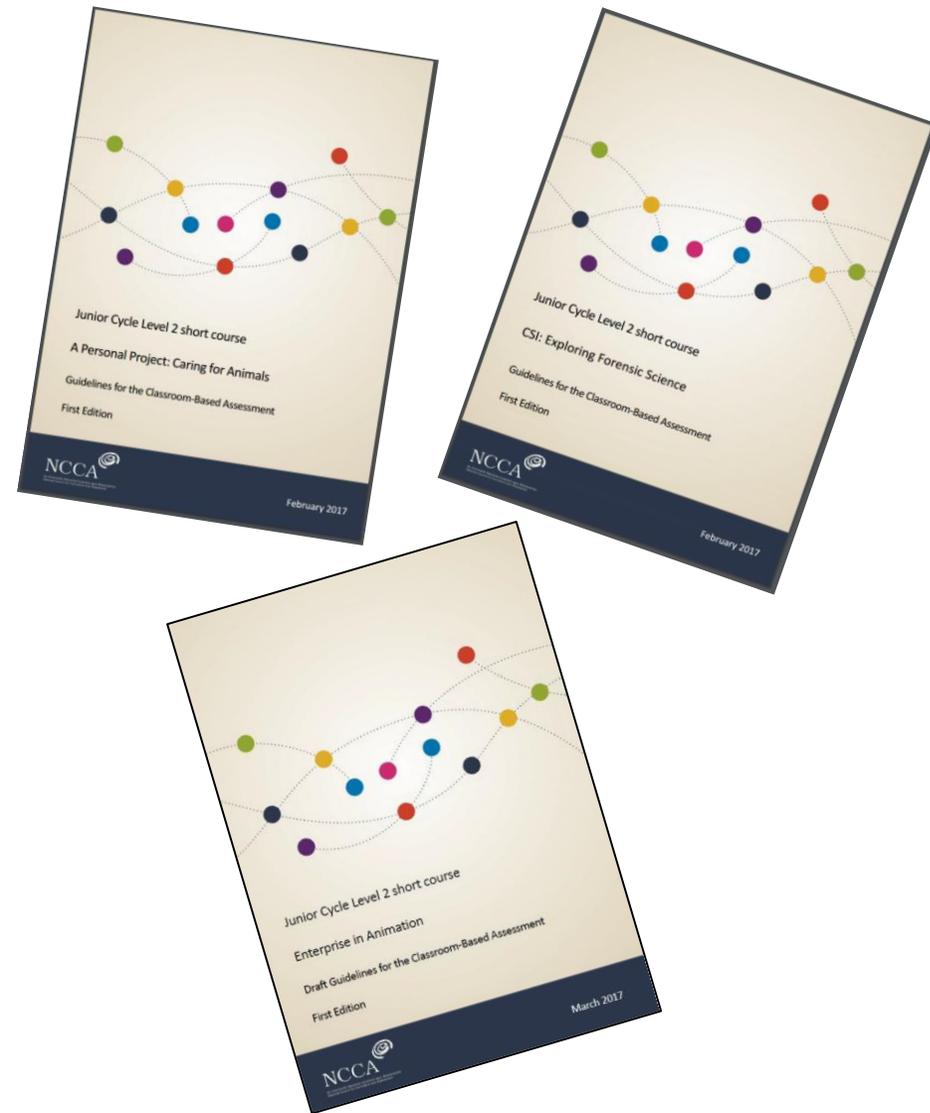


# CBAs as an Assessment Activity

## Example : Business Studies CBA 1 as a means of Assessment

How will students demonstrate their learning? (Level 3)	Links with Level 2 Learning Programmes
<p>A group-based research project comprising of four areas of activity:</p> <ul style="list-style-type: none"> <li>• Conducting research</li> <li>• Evaluating information</li> <li>• Developing Action plans and</li> <li>• Report Findings</li> </ul> <p>Students will collaborate with classmates in order to complete the project, but teachers should ensure that each student makes an individual contribution to the project and produces their own evidence to meet the <i>Features of Quality</i> for this assessment.</p>	<p>1.35 Access a range of websites on the internet            1.36 Find information for a project on the web.            1.5. Participate in practical, formal and informal communications            2.39. Identify basic approaches to data collection            2.40. Collect a range of data using one of the following: a survey, record sheet, tally system or audio-visual records            2.41. Interpret basic data of two criteria            2.43. Talk about /discuss information from basic data            1.18. Write/type at least five sentences so that they convey meaning or information            1.22. Participate in a performance or a presentation            1.24. Produce a piece of work for display</p>

# Assessment of Short Courses



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 learning outcomes

# Assessment journey



## 1<sup>st</sup> Yr.

Ongoing  
Assessment  
and Reporting

## 2<sup>nd</sup> Yr.

Ongoing  
Assessment  
and Reporting

Short Course  
CBAs

## 3<sup>rd</sup> Yr.

Ongoing  
Assessment  
and Reporting

Short Course  
CBAs

Final Portfolio  
Assessment



# Assess

## 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...

### Speaking appropriately for a variety of purposes and demonstrating attentiveness as a listener

Element of Learning	Description	Subject Ownership	Teacher Ownership	Assessment Date	Certified by	Type of Evidence Uploaded	Element Achieved/ Not Achieved
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>						
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>						
1.3	Follow a series of spoken instructions under supervision, e.g. <i>go to teacher's room, local shop, or post office, too up a mobile telephone</i>						
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>						
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>						
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 methods, eg. <i>facial expressions, tones of voice, symbols, clothing, colours to signal mood/appropriate action</i>						
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>						
1.9	Relay a response or request non-verbally, e.g. <i>signalling a phone call</i>						

## L2LPs ASSESSMENT OVERVIEW

### 1. COMMUNICATING & LITERACY

Speaking appropriately for a variety of purposes and demonstrating

1.1 1.2 1.3 1.4 1.5 1.6

Using non-verbal behaviour to get the message across

1.7 1.8 1.9 1.10 1.11

Reading to obtain basic information

1.12 1.13 1.14 1.15 1.16

Using a range of writing forms to express opinions

1.17 1.18 1.19 1.20 1.21

Using expressive arts to communicate

1.22 1.23 1.24 1.25 1.26

### 2. NUMERACY

Managing money

2.1 2.2 2.3 2.4 2.5 2.6 2.7

Developing an awareness of number

2.8 2.9 2.10 2.11 2.12

Developing an awareness of temperature

2.13 2.14 2.15 2.16 2.17

Developing an awareness of weight and capacity

2.18 2.19 2.20 2.21 2.22

Developing an awareness of length and distance

2.23 2.24 2.25 2.26 2.27

### 3. PERSONAL CARE

Developing good daily personal care

3.1 3.2 3.3 3.4 3.5 3.6 3.7

Developing healthy eating habits

3.8 3.9 3.10 3.11 3.12 3.13

Developing a healthy Lifestyle

3.14 3.15 3.16 3.17 3.18 3.19 3.20

Being able to Manage Stress

3.21 3.22 3.23 3.24 3.25 3.26

Knowing how to Stay Safe

3.27 3.28 3.29 3.30

### 4. LIVING IN A COMMUNITY

Developing good Relationships

4.1 4.2 4.3 4.4 4.5 4.6 4.7

Resolving Conflict

4.8 4.9 4.10 4.11 4.12 4.13

Using Local Facilities

4.14 4.15 4.16 4.17

Seeking Help and Advice

4.18 4.19 4.20 4.21 4.22

Making Consumer Choices

4.23 4.24 4.25 4.26 4.27 4.28

### PREPARING FOR WORK

Being able to set Goals for Learning

5.1 5.2 5.3 5.4

Finding out about Work

5.5 5.6 5.7 5.8 5.9 5.10

Preparing for a Work Related Activity

5.11 5.12 5.13 5.14 5.15 5.16

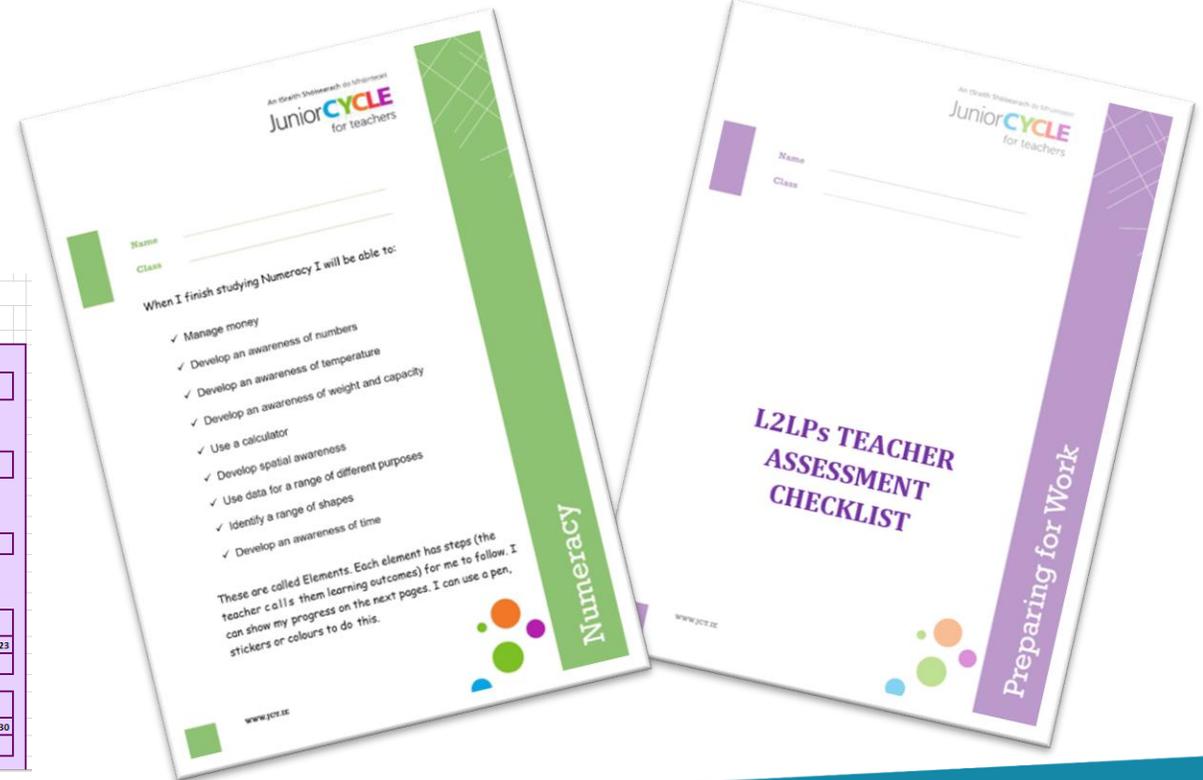
Developing an awareness of health and safety, using equipment

5.17 5.18 5.19 5.20 5.21 5.22 5.23

Taking Part in a Work Related Activity (Work Experience)

5.24 5.25 5.26 5.27 5.28 5.29 5.30

5.31 5.32





## Rationale

Reporting in junior cycle will take various forms which may include **informal** oral feedback, parent teacher meetings, learning logs and diaries as well as **formal** end of term and end of topic/unit written reports. In whichever form is used, effective reporting is an important part of the assessment process as it can provide rich feedback to support student learning.



NCCA Reporting Guidelines, 2018 pp.4,10



# NCCA Guiding Principles of Reporting in Junior Cycle

Encourage authentic engagement with parents

Provide opportunities for students through feedback to reflect on their learning

Value the professional judgements of teachers

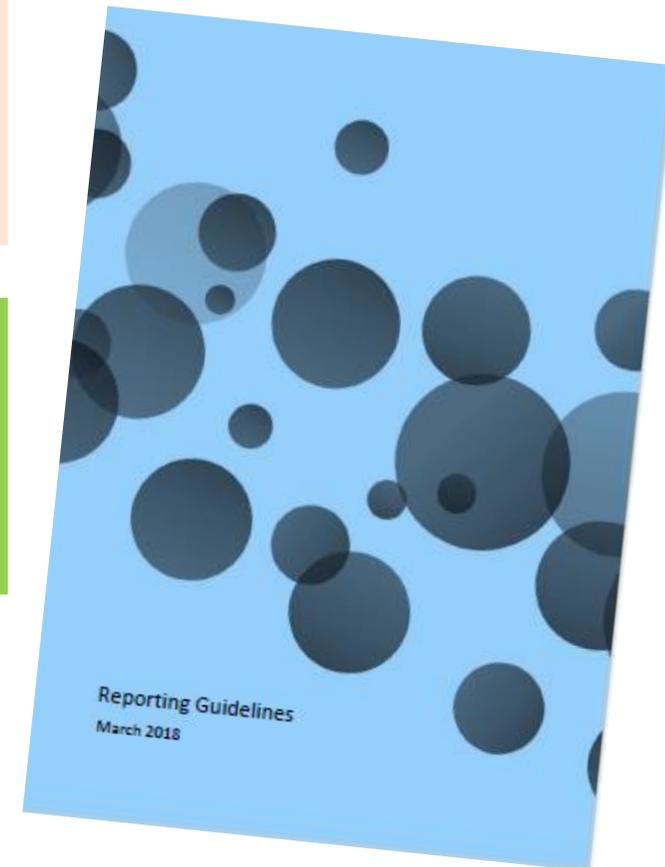
Use the language of learning to provide effective feedback

Be manageable and not take time away from learning and teaching

Clearly communicate students' progress in learning

Provide information on a broad range of achievement

Be sensitive to the self-esteem and general wellbeing of students and take an inclusive approach





**Important**

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

For JCPA PLU accreditation at **Level 1**

**Majority is at a minimum 50% +1 across a PLU must be evidenced**

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

**Using the short course assessment guidelines and 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 is at a minimum 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'**

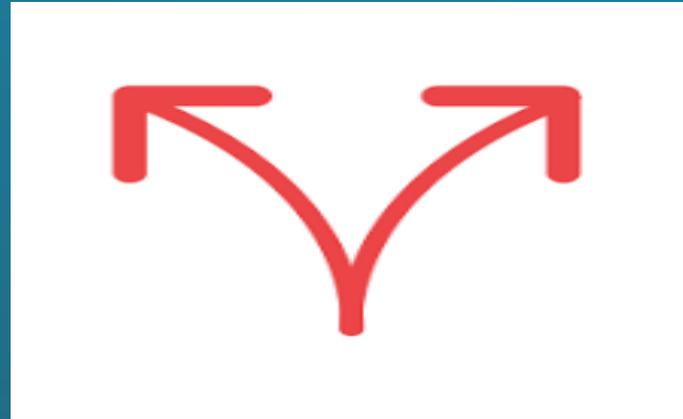


# Oide

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Supporting the Professional  
Learning of School Leaders  
and Teachers

Consider how  
you will share the  
key messages  
within your  
school?



Review your  
current practice in  
terms of  
collaboration and  
how it could be  
improved?

## Where to next?



## L1LPs & L2LPs School Visit Feedback Form





# Oide

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Thank you

