



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

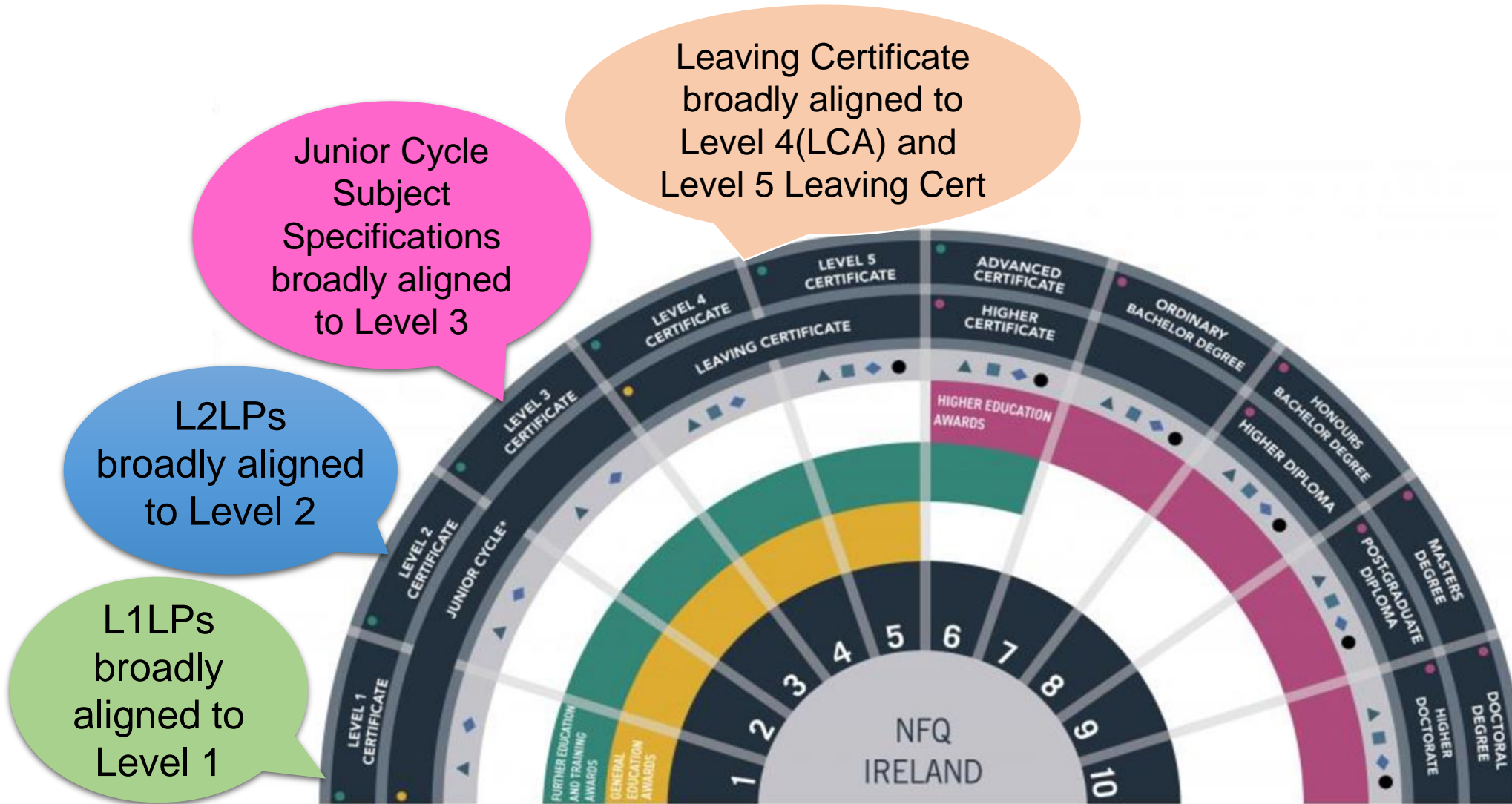
- To further our understanding of where the L1LPs & L2LPs fit in the Framework for Junior Cycle
- To consider in greater detail the roles & responsibilities of different school staff in the L1LPs & L2LPs implementation journey
- To discuss the process of collaborative best practice in the application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



National Framework of Qualifications



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Broad Alignment to NFQ Indicators



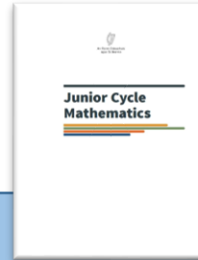
Level 1

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



Level 2

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



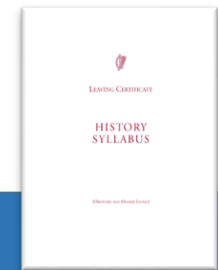
Level 3

- 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

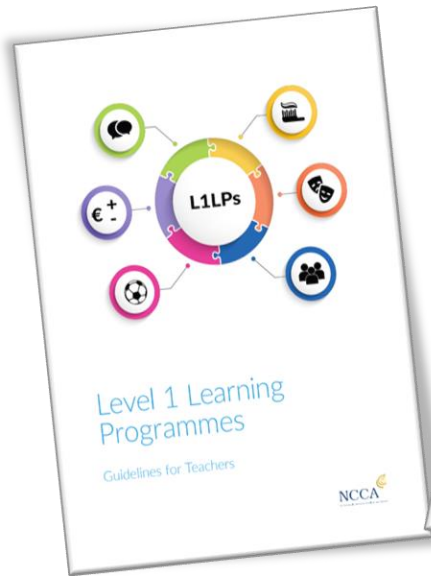
To: Addressee: Boards of Management, Principal Teachers and Teaching Staff of Post-Primary Schools, Special Schools and Chief Executives of ETBs

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



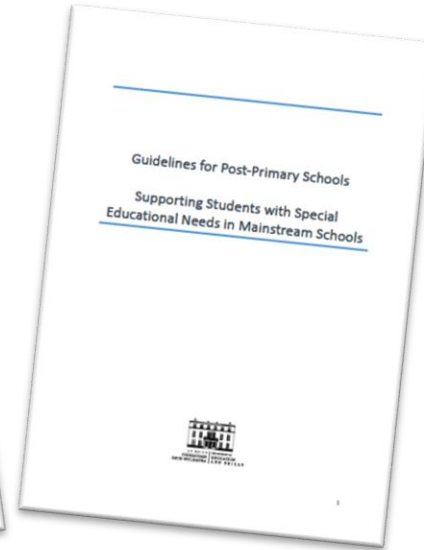
L1LPs
Guidelines



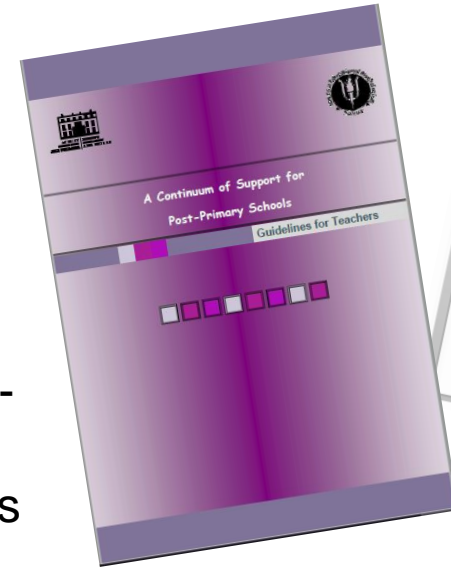
L2LPs
Guidelines



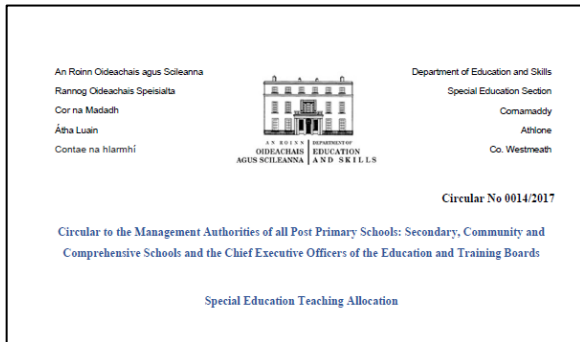
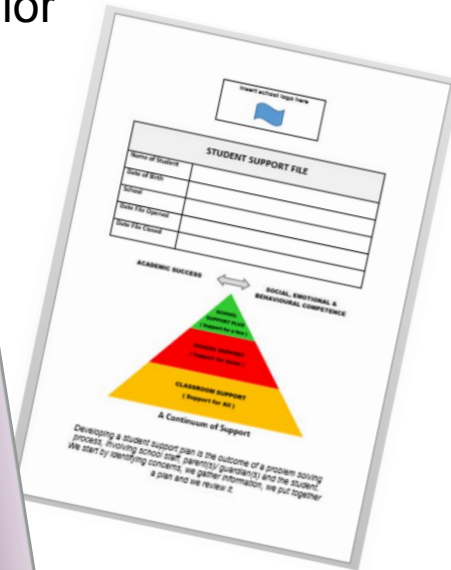
Inclusion of
Students with
Special Educational
Needs Post-
Primary Guidelines



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

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
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



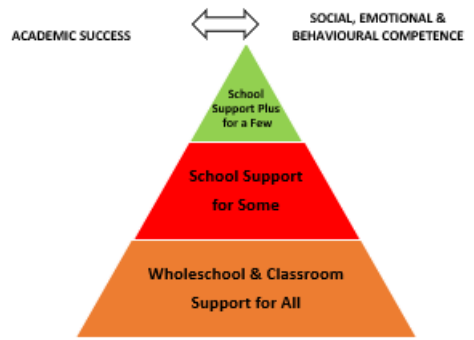
Purpose of the Student Support File (SSF)



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

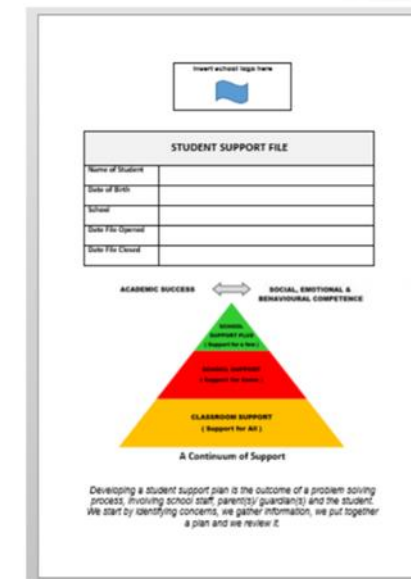
- Student Support File (SSF)
- Meetings with parents
- Meetings with student
- SET & management meetings
- Meetings with external professionals
- Meetings with guidance
- Master planning subject links document



Whole School Resources to Support collaboration

L2LPs BLANK Master Planning Subject Links LOs.xlsx

		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH	AI																						
1	SUBJECT LINK MASTER:																																																									
2																																																										
3	PLU:	COMMUNICATING & LITERACY													ENGLISH	IRISH	MATHS	PE	CSPE	SPHE	MFL-Spanish	MFL-French	HISTORY	GEOGRAPHY	SCIENCE	HOME ECONOMICS	BUSINESS STUDIES	METALWORK	WOODWORK	TECH. GRAPHICS	MUSIC	ART	RELIGION	GUIDANCE/ WELL-BEING	Total No. subject links																							
4	ELEMENTS OF LEARNING and LEARNING OUTCOMES																																																									
5	Speaking appropriately for a variety of purposes and demonstrating attentiveness as a listener																																																									
6	1.1	Listen to obtain information relating to more than one option, e.g. <i>listen to school related announcements, using a speaking timetable to get a train arrival and departure time</i>																																																					0			
7	1.2	Ask questions to obtain information, e.g. <i>check dates/prices (face to face and by booking a meal over the telephone)</i>																																																						0		
8	1.3	Follow a series of spoken instructions under supervision, e.g. <i>go to teacher's room, local shops, or post office, too us a mobile telephone</i>																																																							0	
9	1.4	Express personal opinions, facts and feelings appropriately, e.g. <i>expressing an opinion on a television programme, relate news from their weekend</i>																																																							0	
10	1.5	Participate in practical, formal and informal communications, e.g. <i>an interview or a parent teacher meeting, an interview with peers on interest related topics, chatting while out with friends, making announcements on the school intercom</i>																																																							0	
11	1.6	Listen to and respond to a range of stories																																																							0	
12																																																										
13	Using non-verbal behaviour to get the message across																																																									
14	1.7	Identify a range of non-verbal communication methods, eg. <i>facial expressions, tones of voice, symbols, clothing, colours to signal mood/appropriate action</i>																																																						0		
15	1.8	Use appropriate non-verbal behaviour in communicating a simple idea, e.g. <i>disappointment or joy, tone of voice to seek assistance/complain</i>																																																							0	
16	1.9	Relay a response or request non-verbally, e.g. <i>signalling a phone call</i>																																																							0	
17	1.10	Respond to non-verbal signals and signs encountered in daily life, e.g. <i>road signs, traffic signs, hazardous materials</i>																																																							0	
18	1.11	Follow the sequence of non-verbal instructions or directions for a frequent activity, e.g. <i>using equipment with three or more operations, finding safety exits/following fire drill</i>																																																							0	
19																																																										
20	Reading to obtain basic information																																																									
21	1.12	Read familiar words that are commonly used and personally relevant, e.g. <i>read a list of items relating to a personal interest/sport/hobby, names of family members</i>																																																							0	
22	1.13	Use simple rules and text conventions that support meaning, e.g. <i>pause at a full stop</i>																																																							0	
23	1.14	Interpret different forms of writing and text, including social signs and symbols, e.g. <i>blis, menus, forms, timetables, road and other signs, short piece of personal relevant writing</i>																																																								0
24	1.15	Find key information from different forms of writing, e.g. <i>locate factual information in forms/blis, times and dates of appointments, menus, timetables, newspapers</i>																																																								0
25	1.16	Use a range of reading strategies, e.g. <i>cues, context, sound, prediction and decoding</i>																																																								0
26																																																										
27	Using a range of writing forms to express opinions																																																									
28	1.17	Write/type notes and messages needed for simple tasks, e.g. <i>address an envelope</i>																																																						0		
29	1.18	Write/type at least five sentences so that they convey meaning or information, e.g. <i>arrange a meeting with a friend, give directions</i>																																																							0	
30	1.19	Use the main rules of writing appropriately, e.g. <i>use capitals and full stops</i>																																																							0	
31	1.20	Use a range of spelling patterns, e.g. <i>add 'ing' to a word - drop, double or nothing</i>																																																							0	
32	1.21	Use a range of different forms of writing to suit purpose and audience, e.g. <i>write a letter, write a story, write a report, write a speech, write a play, write a poem, write a song, write a story, write a letter, write a report, write a speech, write a play, write a poem, write a song</i>																																																								0





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 Practice

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

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

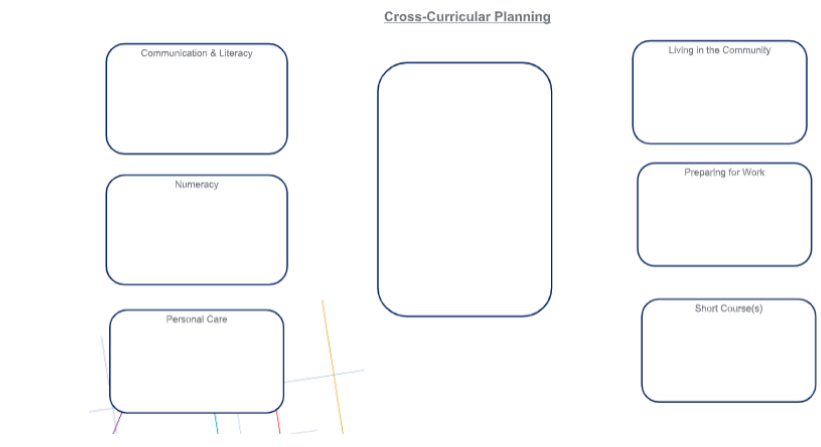
Priority Learning Unit COMMUNICATING AND LITERACY	1.6 Listen and respond to a range of stories
Priority Learning Unit PERSONAL CARE	1.26 Use drama or dance to explore real and imaginary situations
	1.29 Use technology to communicate in an activity with others
	3.20 Identify a range of emotional and physical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

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

Linking Junior Cycle Geography with Level 2 Learning Programmes

Elements of the Priority Learning Unit	Level 2 Learning Outcomes	Communication and Literacy	Communication and Literacy
Speaking appropriately for a variety of purposes	AL 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.	1.8 Gather, record and interpret weather data	1.8 Gather, record and interpret weather data
	AL2 Use appropriate verbal communication, e.g. to discuss observations about the topic and to describe, listing a range of the features.	1.9 Describe a local secondary activity in relation to its location and the factors that influence its location	1.9 Describe a local secondary activity in relation to its location and the factors that influence its location
	AL3 Explain appropriate responses, both oral and written, appropriate to a particular situation or a television programme, radio news broadcast, etc.	1.10 Investigate the causes and consequences of migration	1.10 Investigate the causes and consequences of migration
Using technical language to get the message across	AL4 Participate in practical, formal and informal communication, e.g. an interview as a person under scrutiny, an interview with peers on internet related topics, relating units, etc. with friends, making arrangements on the internet etc.	1.11 Gather, record and interpret weather data	1.11 Gather, record and interpret weather data
	AL5 Listen to and respond to a range of media	1.12 Compare the changes for a given period in relation to gender equality, health care, employment and education opportunities in a developed and developing country	1.12 Compare the changes for a given period in relation to gender equality, health care, employment and education opportunities in a developed and developing country
	AL6 Follow the response of non-verbal communication of elements for a relevant activity, e.g. using handover equipment with those at night operations, finding a partner in a role, finding address and following the map	1.13 Distinguish between different responses of risk type, relating to communication and formation	1.13 Distinguish between different responses of risk type, relating to communication and formation
Using appropriate skills to communicate	AL7 Participate in a performance or a presentation, e.g. presentation of a short drama piece to members of the class, performance of drama or music to parents	1.14 Describe the formation and global distribution of volcanoes, earthquakes, and tectonic plates in the context of plate tectonics and structure of the Earth	1.14 Describe the formation and global distribution of volcanoes, earthquakes, and tectonic plates in the context of plate tectonics and structure of the Earth
	AL8 Create a range of images using a variety of media	1.15 Explain the causes and effects of urban change in an Irish town or city	1.15 Explain the causes and effects of urban change in an Irish town or city
	AL9 Produce a piece of work for display	1.16 Describe the formation and global distribution of volcanoes, earthquakes, and tectonic plates in the context of plate tectonics and structure of the Earth	1.16 Describe the formation and global distribution of volcanoes, earthquakes, and tectonic plates in the context of plate tectonics and structure of the Earth
Using suitable technology to communicate in an activity with others	AL10 Use technology to communicate in an activity with others	1.17 Identify a local secondary activity in relation to its location and the factors that influence its location	1.17 Identify a local secondary activity in relation to its location and the factors that influence its location
	AL11 Access a range of websites on the internet, e.g. school, website of personal interest to the student	1.18 Gather, record and interpret weather data	1.18 Gather, record and interpret weather data
	AL12 Use appropriate words to describe temperature, e.g. hot and cold	1.19 Describe a local secondary activity in relation to its location and the factors that influence its location	1.19 Describe a local secondary activity in relation to its location and the factors that influence its location
Developing awareness of temperature	AL13 Measure temperature for predicting and adjusting temperature, e.g. temperature, weather data	1.20 Gather, record and interpret weather data	1.20 Gather, record and interpret weather data
	AL14 Measure temperature in various situations, e.g. heating in a classroom	1.21 Gather, record and interpret weather data	1.21 Gather, record and interpret weather data
	AL15 Compare temperatures for the different times of the year, e.g. hot in summer and cold in winter, using a simple weather log	1.22 Compare the factors affecting the location and origin of total and urban settlement in Ireland	1.22 Compare the factors affecting the location and origin of total and urban settlement in Ireland
Developing an awareness of length and distance	AL16 Use appropriate vocabulary to describe the units in length and distance, e.g. kilometres, metres, centimetres	1.23 Explain the processes of erosion, deposition and transportation along the banks, rivers, and coastal features	1.23 Explain the processes of erosion, deposition and transportation along the banks, rivers, and coastal features
	AL17 Use a ruler to draw and measure different lengths of lines	1.24 Explain production change in Ireland and in a developing country	1.24 Explain production change in Ireland and in a developing country
	AL18 Use a scale to draw and measure different lengths of lines	1.25 Describe a local secondary activity in relation to its location and the factors that influence its location	1.25 Describe a local secondary activity in relation to its location and the factors that influence its location
Using a calculator	AL19 Use appropriate vocabulary to describe distance, e.g. kilometres, centimetres, metres, cent	1.26 Describe a local secondary activity in relation to its location and the factors that influence its location	1.26 Describe a local secondary activity in relation to its location and the factors that influence its location
	AL20 Use a simple map to find a local location	1.27 Assess the interrelationships between the physical world, human and transport	1.27 Assess the interrelationships between the physical world, human and transport
	AL21 Draw a simple map to give directions	1.28 Calculate the distance between two places on a map	1.28 Calculate the distance between two places on a map
Developing spatial awareness	AL22 Identify uses of data in economic life, e.g. stock buying on the stock exchange, weather forecasts	1.29 Investigate the causes and implications of climate change	1.29 Investigate the causes and implications of climate change
	AL23 Identify local opportunities to data collection, e.g. record down, field notes	1.30 Investigate the causes and consequences of migration	1.30 Investigate the causes and consequences of migration
	AL24 Collect a range of data using one of the following a survey, record sheet, life cycle or technological mapping	1.31 Explain the causes and effects of urban change in an Irish town or city	1.31 Explain the causes and effects of urban change in an Irish town or city
Using data for a range of purposes	AL25 Interpret local opportunities to communicate data with two others, e.g. drawing a diagram that plan	1.32 Describe the formation and global distribution of volcanoes, earthquakes, and tectonic plates in the context of plate tectonics and structure of the Earth	1.32 Describe the formation and global distribution of volcanoes, earthquakes, and tectonic plates in the context of plate tectonics and structure of the Earth
	AL26 Use local information to describe local data e.g. a diagram, bar chart or line graph	1.33 Participate in a performance or a presentation, e.g. presentation of a short drama piece to members of the class	1.33 Participate in a performance or a presentation, e.g. presentation of a short drama piece to members of the class
	AL27 Use local information to describe local data e.g. a diagram, bar chart or line graph	1.34 Use local information to describe local data e.g. a diagram, bar chart or line graph	1.34 Use local information to describe local data e.g. a diagram, bar chart or line graph
Developing good relationships	AL28 Participate in a group situation	1.35 Investigate the causes and consequences of migration	1.35 Investigate the causes and consequences of migration
	AL29 Participate in a group situation	1.36 Investigate the causes and consequences of migration	1.36 Investigate the causes and consequences of migration
	AL30 Participate in a group situation	1.37 Investigate the causes and consequences of migration	1.37 Investigate the causes and consequences of migration
Resolving conflict	AL31 Participate in a group situation	1.38 Investigate the causes and consequences of migration	1.38 Investigate the causes and consequences of migration
	AL32 Participate in a group situation	1.39 Investigate the causes and consequences of migration	1.39 Investigate the causes and consequences of migration
	AL33 Participate in a group situation	1.40 Investigate the causes and consequences of migration	1.40 Investigate the causes and consequences of migration
Using local facilities	AL34 Participate in a group situation	1.41 Investigate the causes and consequences of migration	1.41 Investigate the causes and consequences of migration
	AL35 Participate in a group situation	1.42 Investigate the causes and consequences of migration	1.42 Investigate the causes and consequences of migration
	AL36 Participate in a group situation	1.43 Investigate the causes and consequences of migration	1.43 Investigate the causes and consequences of migration
Resolving local and wider issues	AL37 Participate in a group situation	1.44 Investigate the causes and consequences of migration	1.44 Investigate the causes and consequences of migration
	AL38 Participate in a group situation	1.45 Investigate the causes and consequences of migration	1.45 Investigate the causes and consequences of migration
	AL39 Participate in a group situation	1.46 Investigate the causes and consequences of migration	1.46 Investigate the causes and consequences of migration
Finding out about work	AL40 Participate in a group situation	1.47 Investigate the causes and consequences of migration	1.47 Investigate the causes and consequences of migration
	AL41 Participate in a group situation	1.48 Investigate the causes and consequences of migration	1.48 Investigate the causes and consequences of migration
	AL42 Participate in a group situation	1.49 Investigate the causes and consequences of migration	1.49 Investigate the causes and consequences of migration
Developing an awareness of health and safety using technology	AL43 Participate in a group situation	1.50 Investigate the causes and consequences of migration	1.50 Investigate the causes and consequences of migration
	AL44 Participate in a group situation	1.51 Investigate the causes and consequences of migration	1.51 Investigate the causes and consequences of migration
	AL45 Participate in a group situation	1.52 Investigate the causes and consequences of migration	1.52 Investigate the causes and consequences of migration
Taking part in a work-related activity	AL46 Participate in a group situation	1.53 Investigate the causes and consequences of migration	1.53 Investigate the causes and consequences of migration
	AL47 Participate in a group situation	1.54 Investigate the causes and consequences of migration	1.54 Investigate the causes and consequences of migration
	AL48 Participate in a group situation	1.55 Investigate the causes and consequences of migration	1.55 Investigate the causes and consequences of migration

* 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.



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

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

L2LP Learning Outcomes Poster link [here](#)

Home Economics Links Document link [here](#)

Level 3 Unit of Learning – Learning Outcomes

Strand 1: Food, health and culinary skills Choose a Strand 1 Learning Outcome			
Strand 2: Responsible family living Choose a Strand 2 Learning Outcome	2.7 identify how individuals, families and households can contribute to sustainable and responsible living	2.5 assess the importance of making informed and responsible decisions in everyday life	
Strand 3: Textiles and craft 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



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](#).

Home Economics	Unit of Learning: Fashion Shouldn't Cost the Earth	Year: 2 nd 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: Engineering	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 for Level 2 Learning Programmes: [link here](#)

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

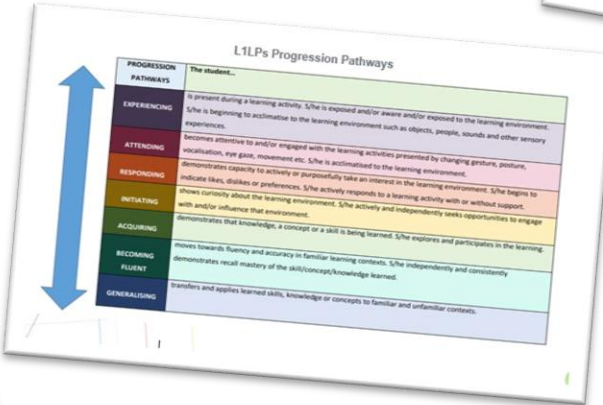
Identify possible links between the Learning Outcomes in your Unit of Learning and a sample of Learning Outcomes from the PLUs (L2LP)

Learning Outcomes in your Unit of Learning	A sample of Learning Outcomes from the PLUs
	Communicating and Literacy (PLU)
	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. sciolnet
	1.36 Find information for a project on the web
	Numeracy (PLU)
	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
	Living in a Community (PLU)
	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	Notes/Links
1.1 asks relevant questions to obtain information	1.1 asks relevant questions to obtain information	1.1 asks relevant questions to obtain information
1.15 finds key information from different forms of writing e.g. newspapers	1.15 finds key information from different forms of writing e.g. newspapers	1.15 finds key information from different forms of writing e.g. newspapers
1.35 accesses a range of websites on the internet e.g. sciolnet	1.35 accesses a range of websites on the internet e.g. sciolnet	1.35 accesses a range of websites on the internet e.g. sciolnet
1.36 finds information for a project on the web	1.36 finds information for a project on the web	1.36 finds information for a project on the web
2.23 uses appropriate language to describe the units of length and distance	2.23 uses appropriate language to describe the units of length and distance	2.23 uses appropriate language to describe the units of length and distance
2.25 uses a ruler to draw and measure different lengths of lines	2.25 uses a ruler to draw and measure different lengths of lines	2.25 uses a ruler to draw and measure different lengths of lines
2.32 uses appropriate vocabulary to describe direction	2.32 uses appropriate vocabulary to describe direction	2.32 uses appropriate vocabulary to describe direction
2.33 uses a simple map to find a given location	2.33 uses a simple map to find a given location	2.33 uses a simple map to find a given location
2.35 calculates the distance between two places on a map	2.35 calculates the distance between two places on a map	2.35 calculates the distance between two places on a map
4.6 participates cooperatively in a group situation	4.6 participates cooperatively in a group situation	4.6 participates cooperatively in a group situation

* Links are identified as 'relevant' as learner-centred opportunities are best placed to make the most direct links to the L2LP Learning Outcomes which are deemed appropriate to their cultural traditions, whilst those PLU links have been identified as being 'relevant' as they also contain Learning Outcomes to the PLU Cultural Care and Learning for Work 'A' appropriate to their situation in Junior Cycle Modern Foreign Languages.



Level 2 and Level 3 in the Junior Cycle English Classroom

Aims 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.

(Checked a Framework for Junior Cycle (2011 - 2015))

Framework for Junior Cycle



Rationale

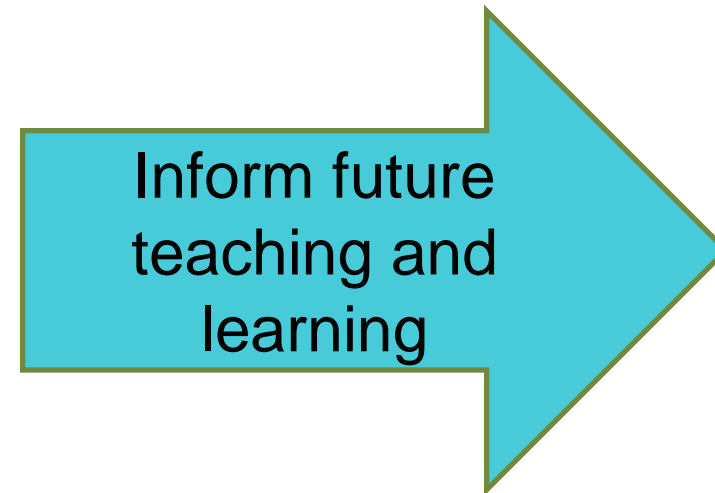
Schools should ensure that the methods used for assessing students with special educational needs are appropriate and that they do not create barriers to inclusion.

(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
<p>Teacher will observe student direct their gaze to visuals of a volcano for 30 seconds on three occasions throughout the video.</p>	<p>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.</p>	<p>Teacher will assess the written, typed or audio recorded paragraph describing five factors that contribute to the formation of volcanoes, earthquakes and fold mountains</p>
<p>Teacher will record student correctly match images of volcanoes to countries (identical images). Student will match the images correctly three out of five times.</p>	<p>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</p>	<p>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</p>



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"> • Conducting research • Evaluating information • Developing Action plans and • Report Findings <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



1st Yr.

Ongoing
Assessment
and Reporting

2nd Yr.

Ongoing
Assessment
and Reporting

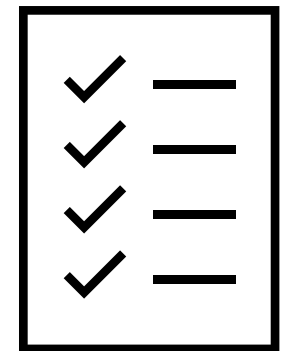
Short Course
CBAs

3rd Yr.

Ongoing
Assessment
and Reporting

Short Course
CBAs

Final Portfolio
Assessment



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, top 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

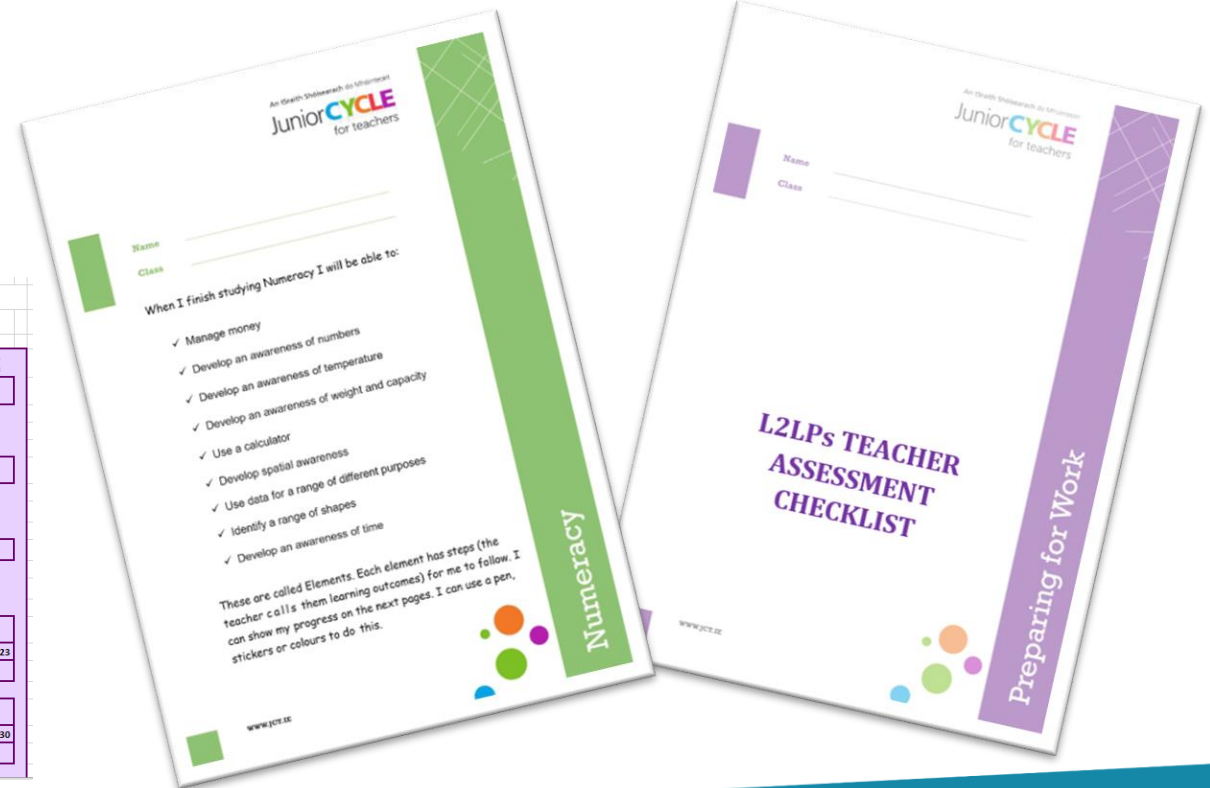
Developing an awareness of health and safety, using equipment

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'

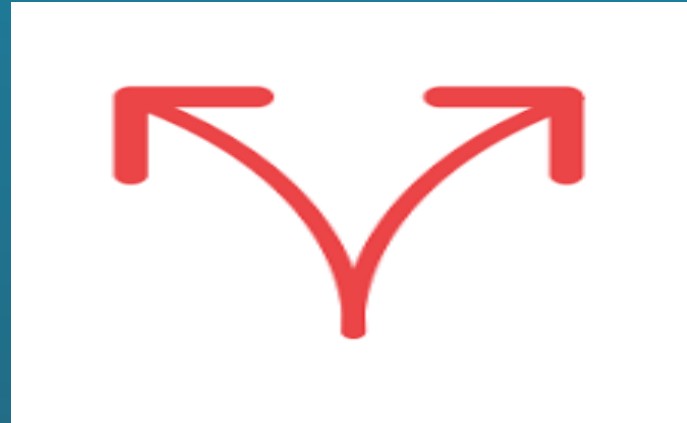


Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

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

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Thank you

