



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Leading the implementation of L1LPs & L2LPs in mainstream settings 2023



What will our learning experiences be about?

Learning intentions

- Further our understanding of the L1LPs & L2LPs
- Identify the required steps for the successful implementation of the L1LPs & L2LPs
- Develop means of delivering this information to the wider school community

Success criteria

- You can talk about the who, what, why, where, when, how of the L1LPs & L2LPs
- You can identify where you are in the implementation stage and know what could be done to move the school on in this journey
- You decide on your whole-school approach (key messages, means of sharing information, mode of internal collaborative practice, time for professional development)



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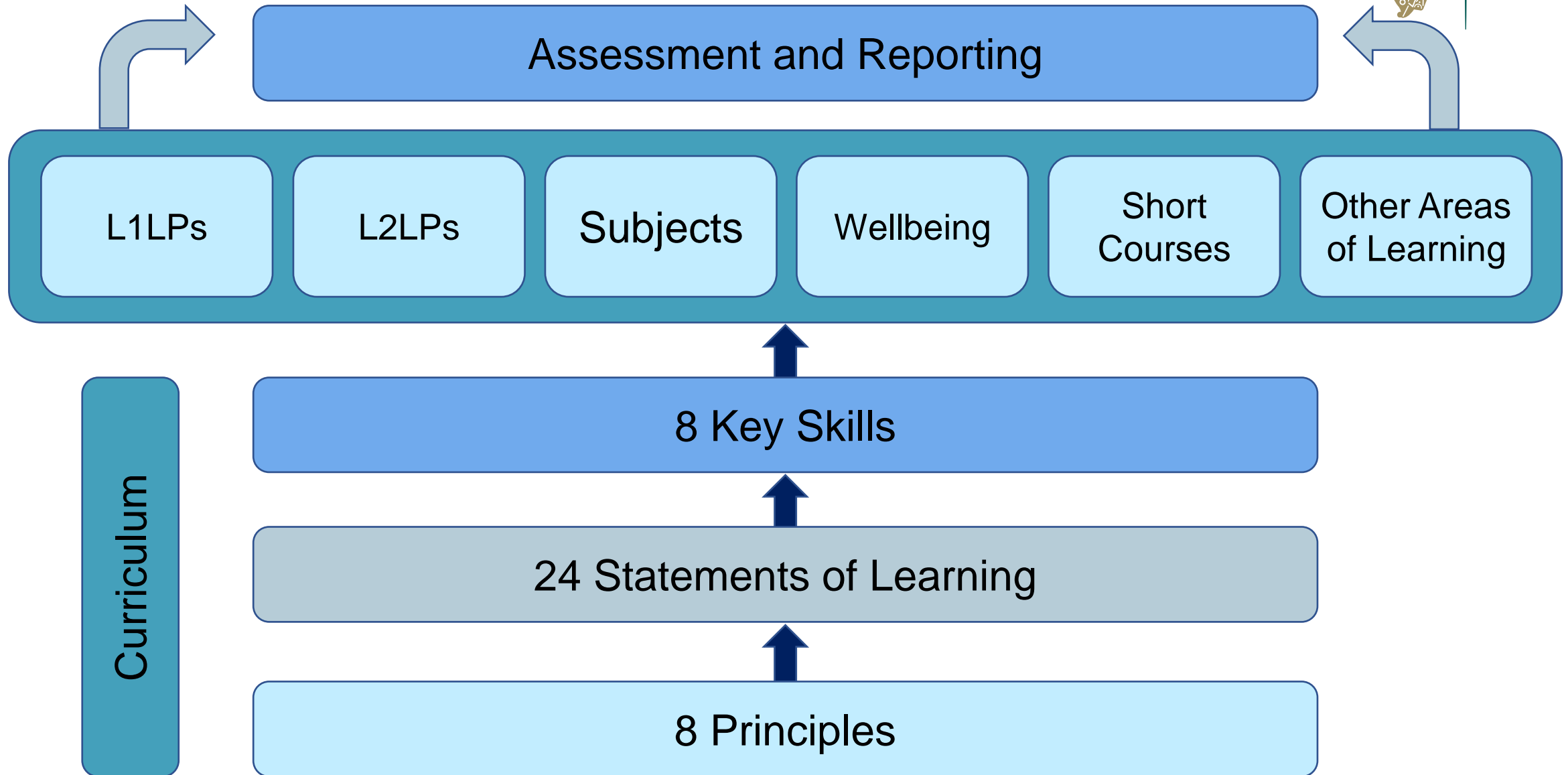
Please respect everyone's right
to privacy

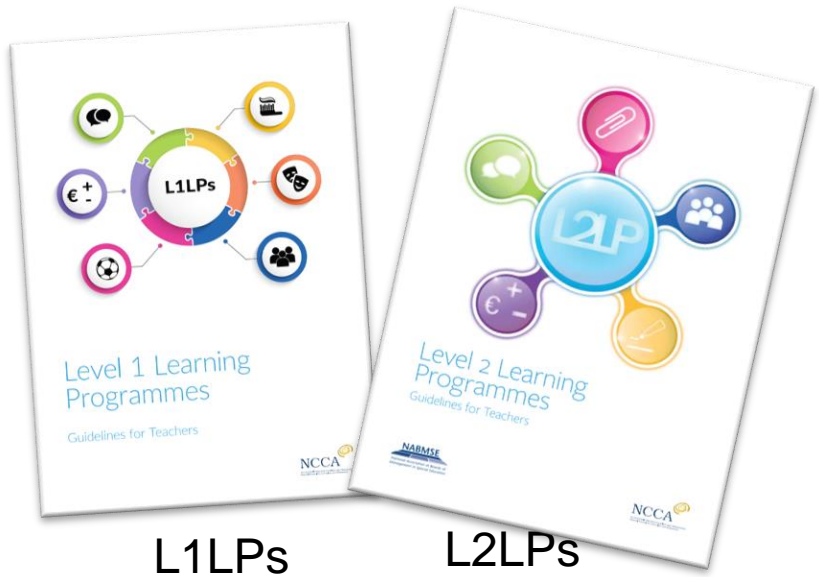
No discussing individual
students

The Junior Cycle Framework



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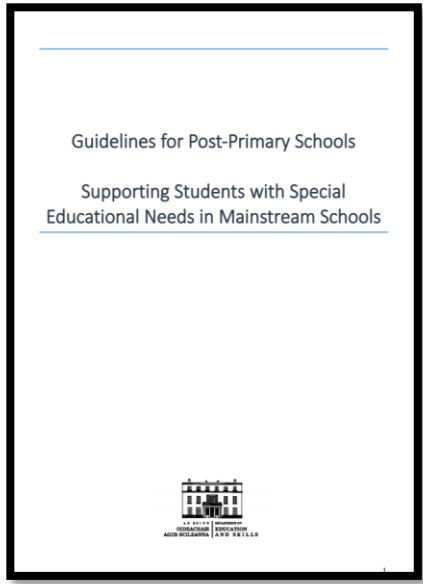




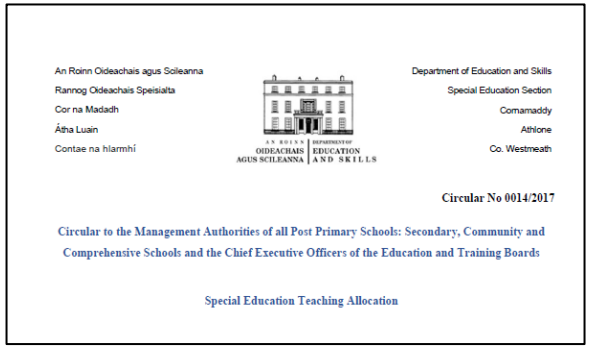
L1LPs
Guidelines

L2LPs
Guidelines

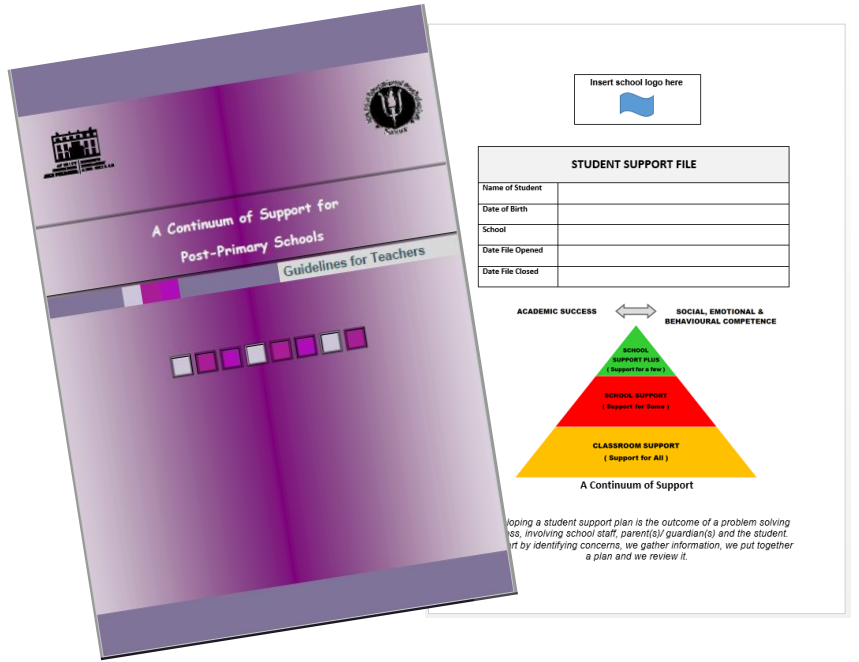
Key Documents



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



Circular 14/2017
Special Education Teaching Allocation



Continuum of Support Guidelines and Resource Pack

An Roinn Oideachais
Department of Education



Circular Number: 0028/2023

To: 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 2023/2024.

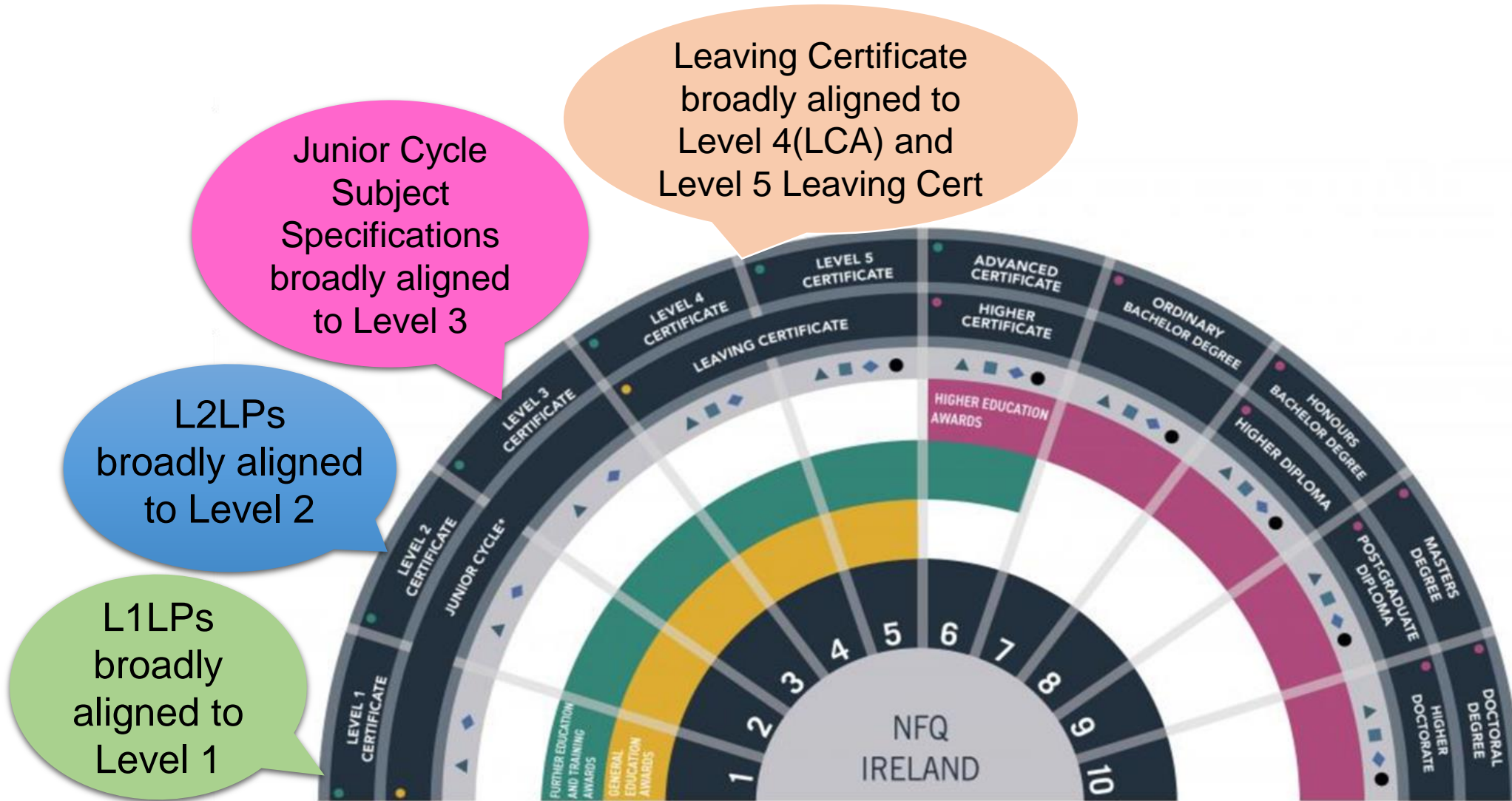
Circular 0028/2023
Arrangements for Implementation of the Framework for Junior Cycle 2023/24

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers



National Framework of Qualifications





Broad Alignment to NFQ Indicators



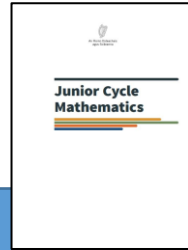
Level 1

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



Level 2

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



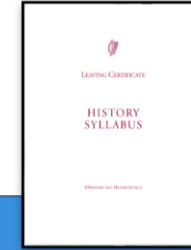
Level 3

- Moderately broad
- Mainly concrete
- Application
- Limited autonomy
- Function with familiar
- Learn to learn



Level 4

- Broad
- Abstract
- Theoretical
- Familiar and unfamiliar
- Responsible

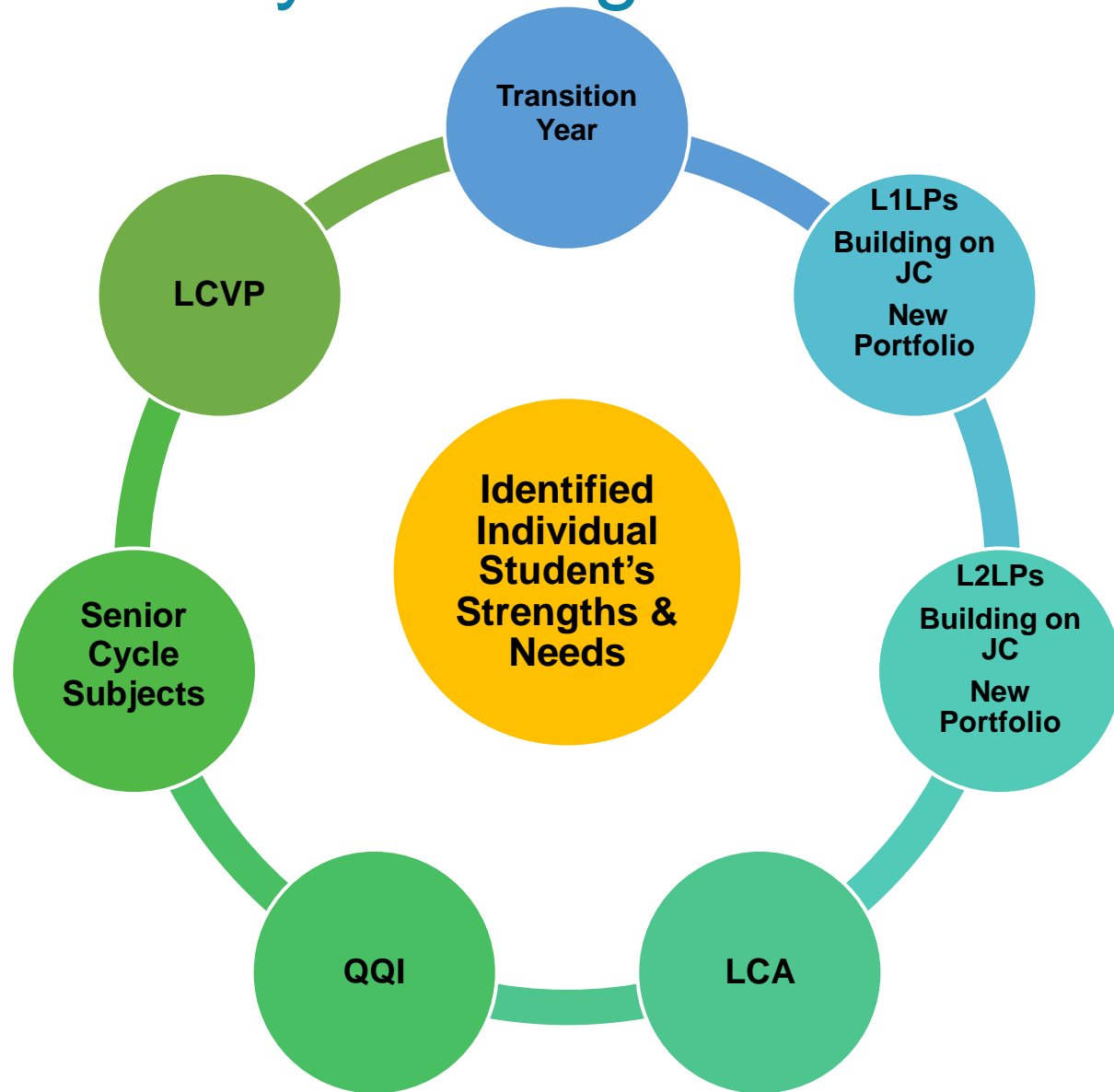


Level 5

- Broad
- Theoretical
- Evaluate
- Varied contexts
- Independence
- Initiative
- Responsibility



Senior Cycle Progression



- Collaborative process with parents, students, guidance
- Broad and balanced Curriculum
- Collaborative plan to support student transition out of school



Senior Cycle Reporting

State Certified

- Leaving Certificate Examinations
- Leaving Certificate Vocational Programme
- Leaving Certificate Applied
- QQI

School Designed Reporting

- L1LPs
- L2LPs
- Elements of Senior Cycle Subjects
- School Designed Modules



Leading the implementation of L1LPs & L2LPs in mainstream settings



02 Identify

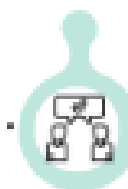
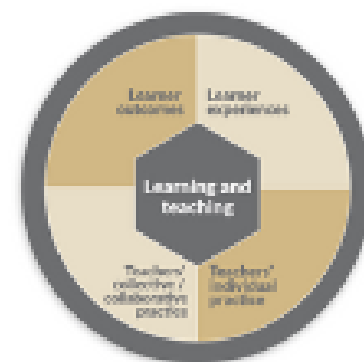
Identify if the L1LPs/L2LPs are appropriate for an individual student using the SSF and Continuum of Support.

04 Timetable

Develop an individual, meaningful and appropriate timetable informed by the principle of inclusive learning

06 Agree on Systems & Processes

Agree on the systems and processes to track, monitor, review and report on students' progress to students/parents/guardians over the three years of junior cycle.



01 Student Support File

Create an SSF through a collaborative process as outlined in the Continuum of Support for post primary schools .

03 Individualised Learning Plan

Collaboratively design an individualised Junior Cycle learning plan in the context of curricular areas and subjects. Ensuring informed consent is garnered from parents/guardians

05 Identify Targets

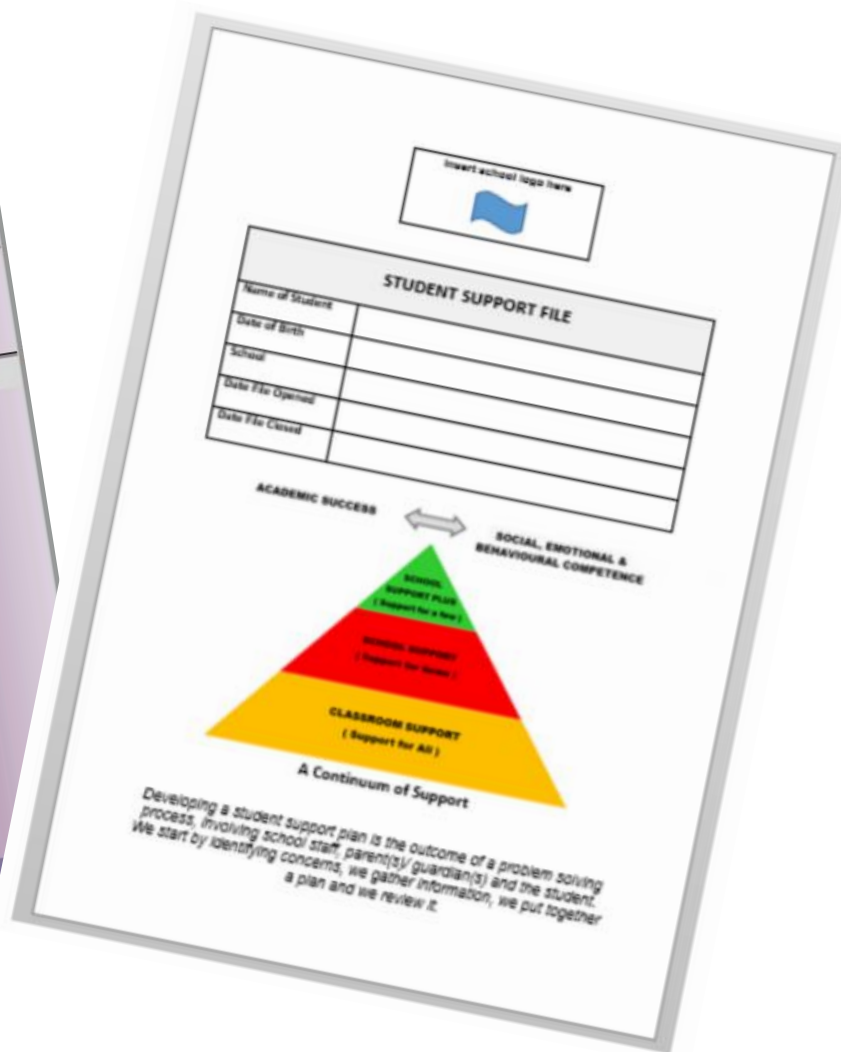
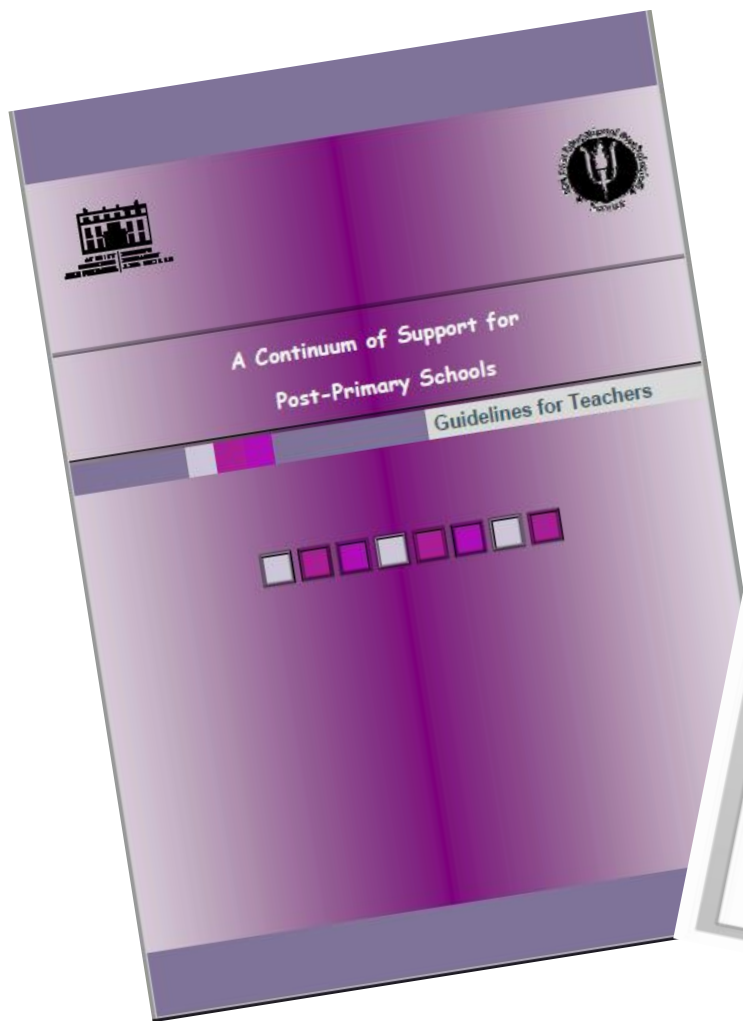
Collaboratively identify curricular targets to support the students' individual strengths and learning needs

07 Registration

Register students individualised junior cycle learning plan in the context of curricular areas and subjects on Post Primary Online Database (PPOD) . Where appropriate register for access to Junior Cycle Awards Database (JCAD)



Review Student Support File



A problem- solving process...

We start by **identifying concerns**, we **gather information**, we put together a plan and we review it.

(SSF p. 1)



Who are the L1LPs for?

Low Moderate General Learning Disability

Severe or Profound General Learning Disability

Who are the L2LPs for?

Low Mild General Learning Disability

High Moderate General Learning Disability

Students with the below listed strengths and needs may require support, but that support is not necessarily met through the L2LPs

Physical Disability

Hearing Impairment/Visual Impairment

Emotional behavioural Difficulties (EBD)

Autism

Specific Speech and Language Challenges

Pupils with SEN Arising from an Assessed Syndrome

Multiple Disability

Specific Learning Disability

- Dyslexia
- Dyscalculia
- Dyspraxia etc.



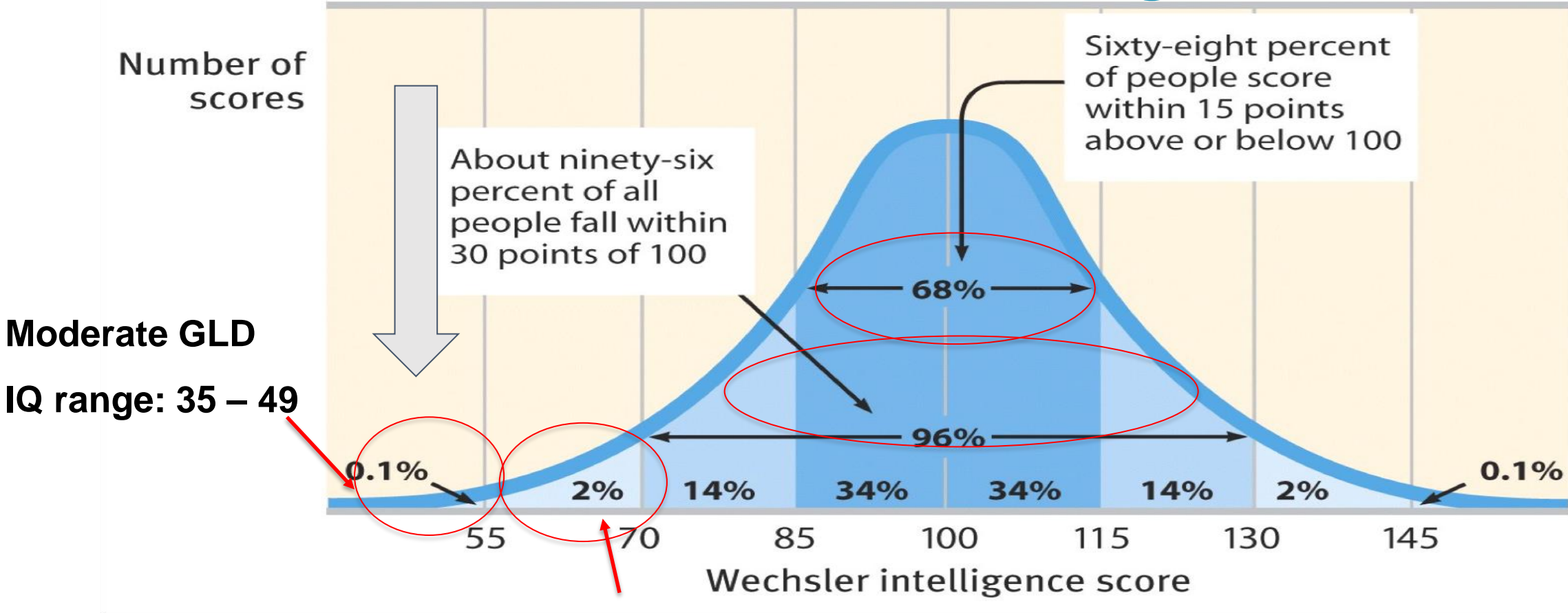
Target group of students for whom the L2LPs was created



Not all students with mild general learning disabilities are included in the group of students under discussion here, so the target group in question represents a very small percentage of all students with special educational needs
P.g. 7 L2LPs Guidelines



Who are the L1LPs and L2LPs designed for?



Mild GLD: IQ range: 50-69



A robust collaborative identification process: Documentation

- Psychological report – stating GLD (if available)
- Student’s strengths and needs as identified through the Continuum of Support (COS).
- Education Passports from students’ primary school that highlights access to resource/significant support and/or consistent STEN scores of 1 or 2
- Internal assessment results – CAT 5 Score
- Further Screening e.g. WRAT 5, WIAT 3, PPAD-E, NGRT
- A student's placement on Continuum of Support – at School Support Plus/Support For a Few

Best practice advice is that we are not dependent on one particular evidence requirement

Parents must provide an informed consent to their child following the L2LPs



Who can inform the decision for a student to follow an L1LP or L2LP?

- Student voice and Parental consultation
- SEN team and school management
- Subject teacher's observations and interventions
- Multi-disciplinary observations, discussions and support from (but not exclusive of) NEPs, SENOs, NCSE, Visiting Teachers, OT, SLT, Guidance counsellor, and subject teachers

Parents must provide an informed consent to their child following the L2LPs



Case Study 1 – Meet Tara

- 2nd year girl with Down syndrome.
- Special class setting- GLD (Low Moderate)
- Sociable
- Mainstream
- Small resource groups
- Personal learning targets re elements of PLUs of L1LP formed from student support plans, strengths, likes and motivations.



Lámh

Level 1 Learning Programme Guidelines, NCCA, 2018, pg 79-99



Case Study 2 – Meet Paul

- 1st year with Williams Syndrome
- High Moderate GLD
- Reduced curriculum and has access to SNA
- Engages in L2LP through a variety of Level 3 subjects
- Resource classes in Numeracy and Literacy
- Receives additional one to one supports to address need
- Majority with mainstream peers



Level 2 Learning Programme Guidelines, NCCA, 2019, pg. 45-57



In your unique school context

Who are you thinking about for L2LPs or L1LPs?



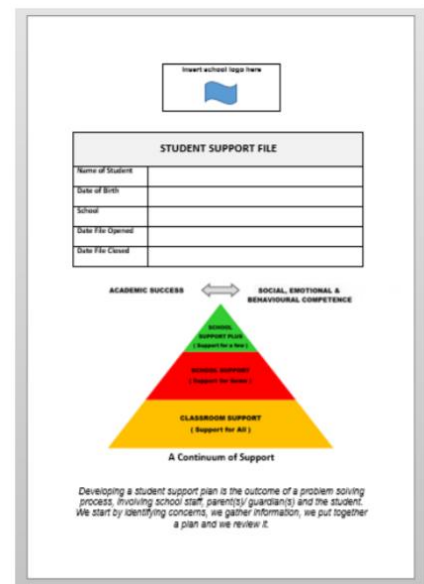
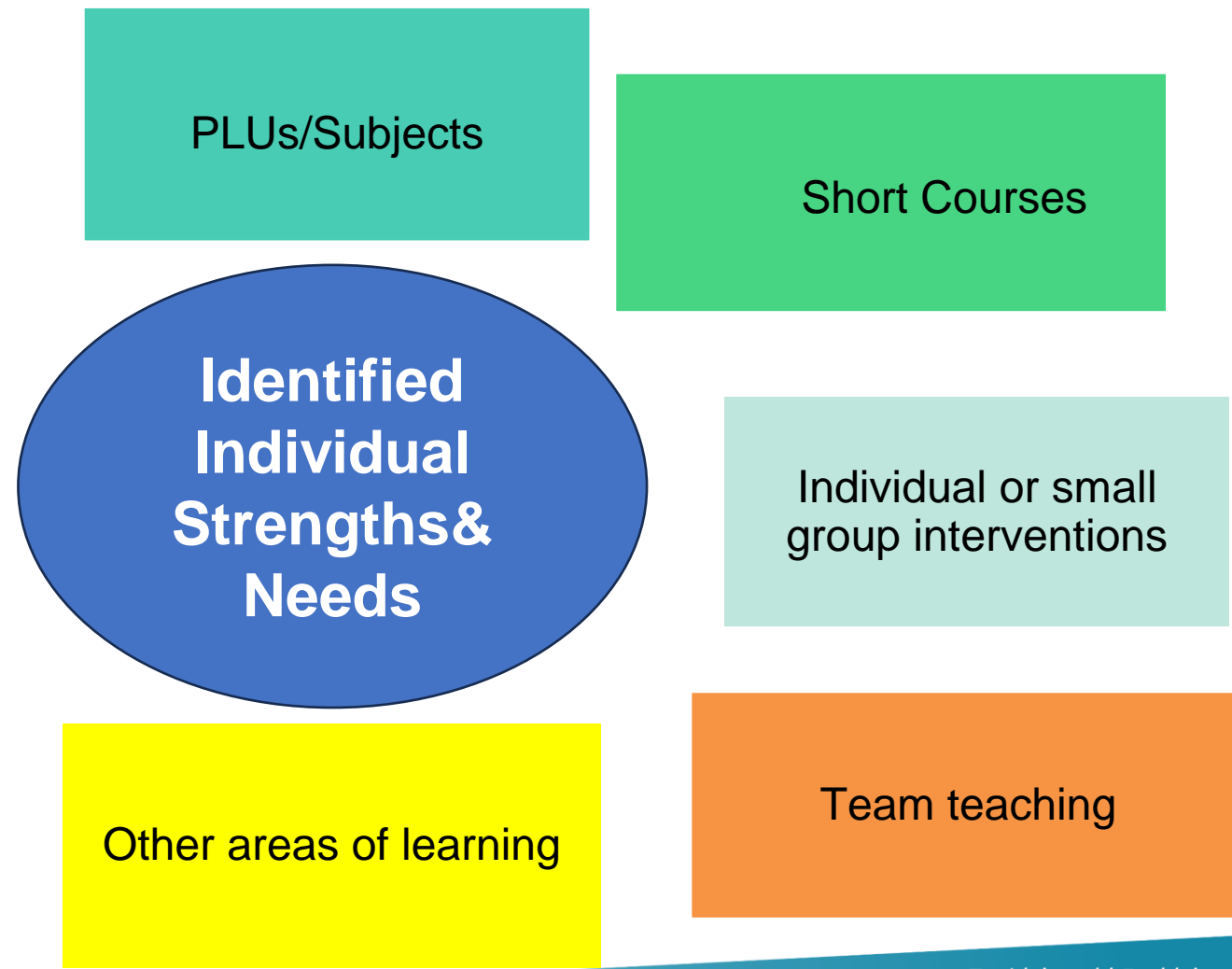
Where are these students in your school?



Activity 1



Individualised Junior Cycle Programme over 3 years





It is crucial that students access the curriculum at a level that is appropriate to their needs and they are challenged to reach their full potential.

When a student engages with the L2LPs, this is their core curriculum.

For some students recognition of learning in a small number of subjects at Level 3 is also accessible.



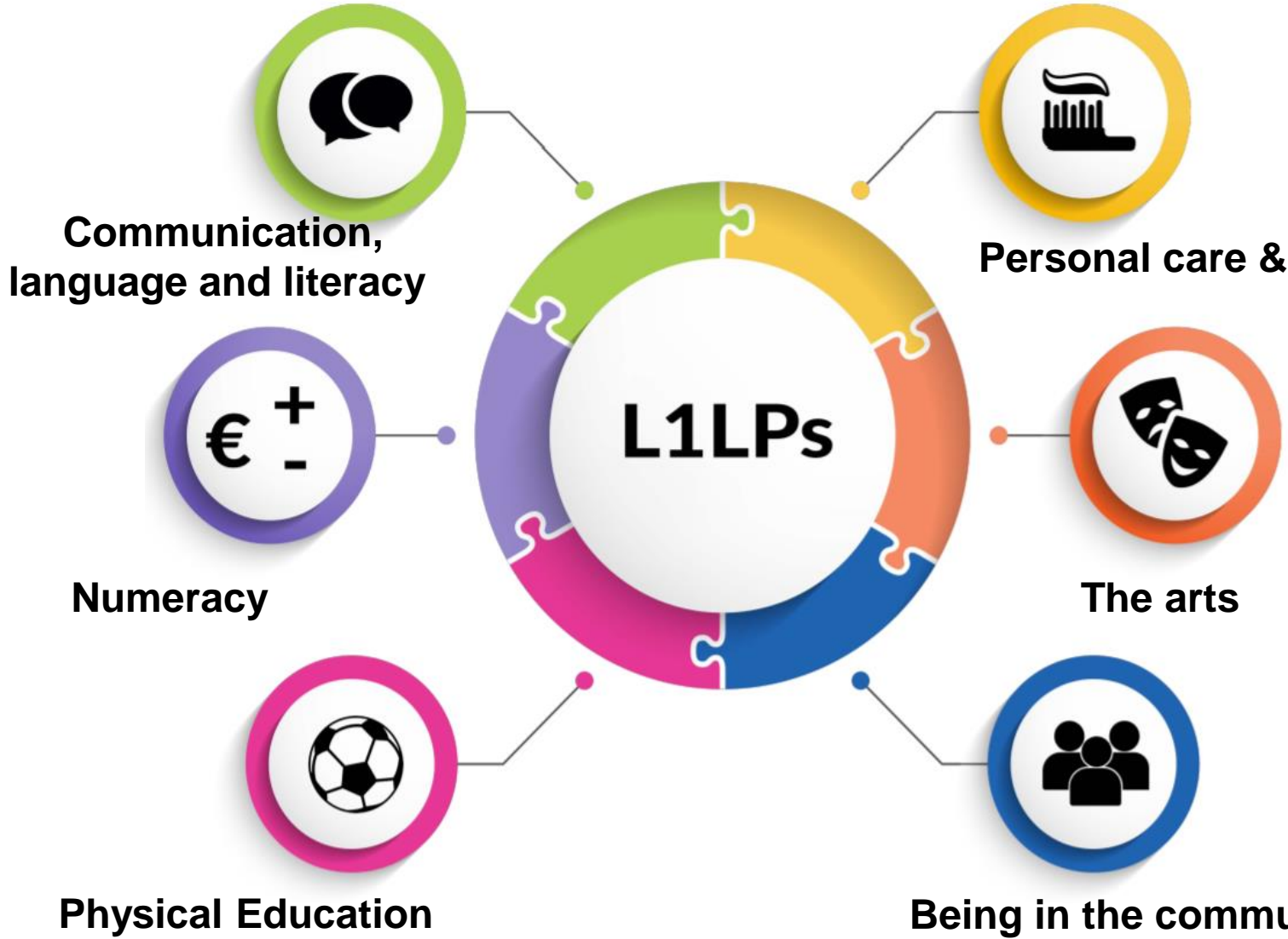
L1LP's: What might a student engage with?



Underpinned by the individual student's strengths and needs as identified in the Student Support File



L1LPs PLUs



Weekly Timetable

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday / Sunday

Over 3 years

250 hrs = Per PLU
 40 mins = 4 classes per PLU per week
 60 mins = 3 classes per PLU per week



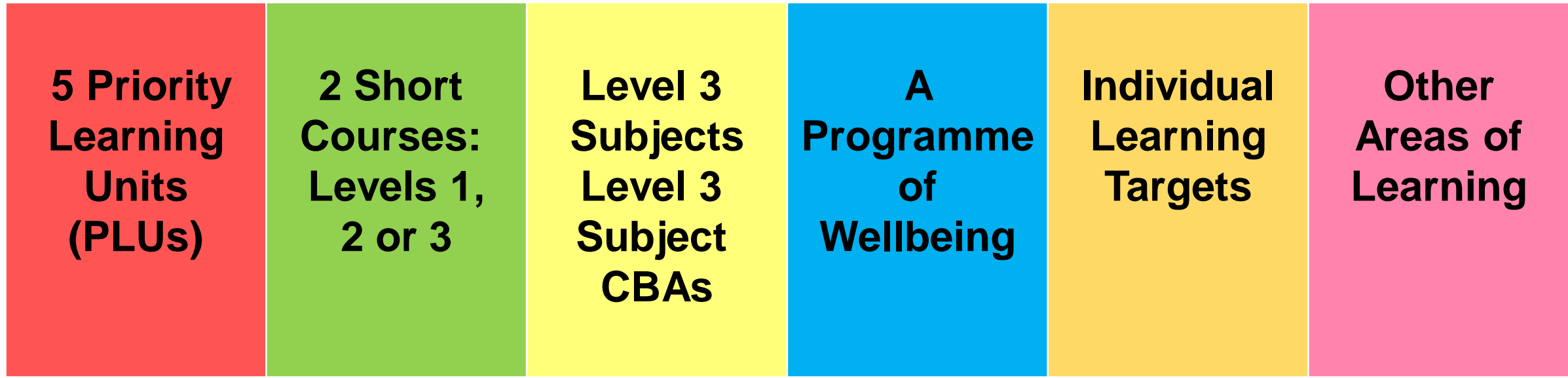
This Progression Pathways is used for students engaging with L1LPs



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.



L2LP's: What might a student engage with?



Underpinned by the individual student's strengths and needs as identified in the Student Support File



L2LPs PLUs

Preparing for Work

Living in the Community

Personal Care

Numeracy

Communication, and Literacy



Over 3 years

250 hrs = Per PLU

40 mins = 4 classes per PLU per week

60 mins = 3 classes per PLU per week

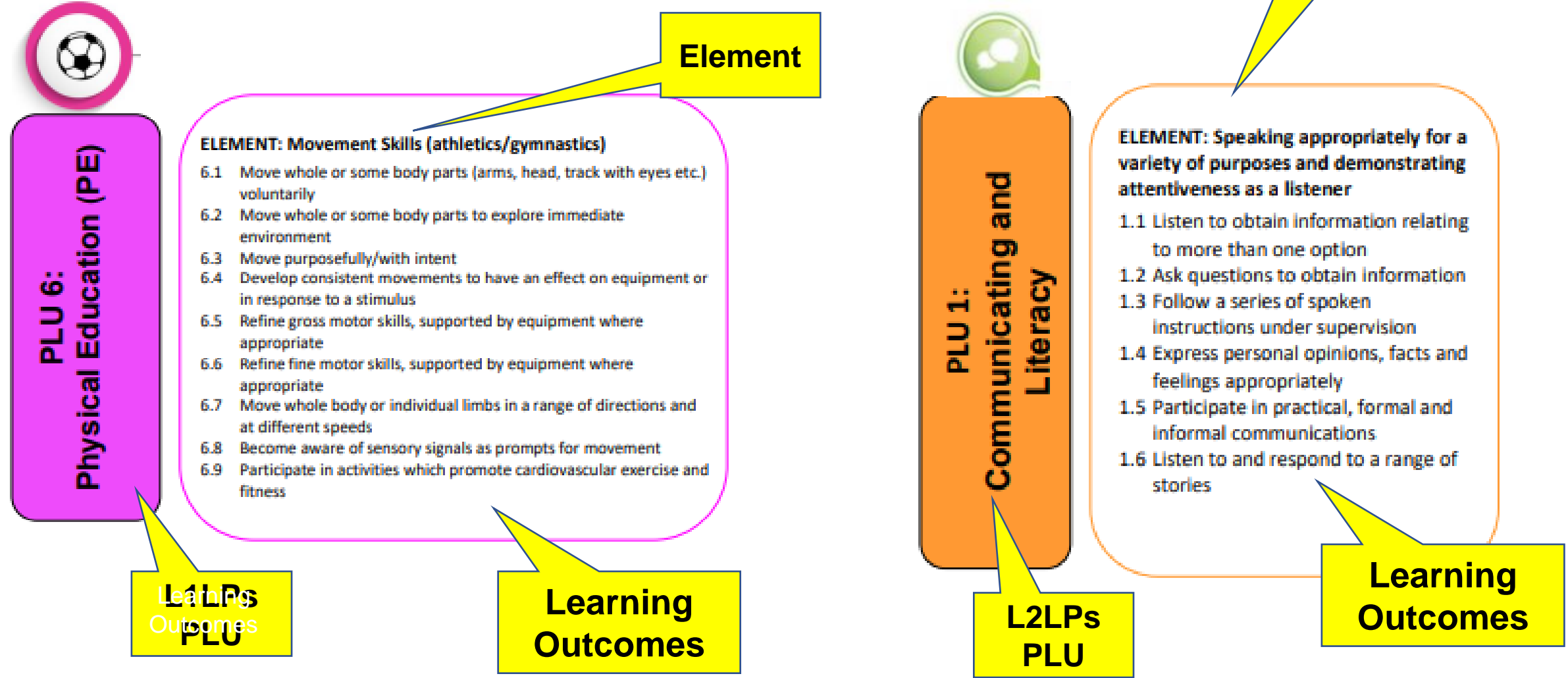
Weekly Timetable

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday / Sunday

Through as many mainstream subjects as possible to create a broad and balanced curriculum and inclusive learning experience. Assessed at level 1/level 2 in the same learning environment as their peers where possible



Each PLU has different Elements, which have a number of Learning Outcomes

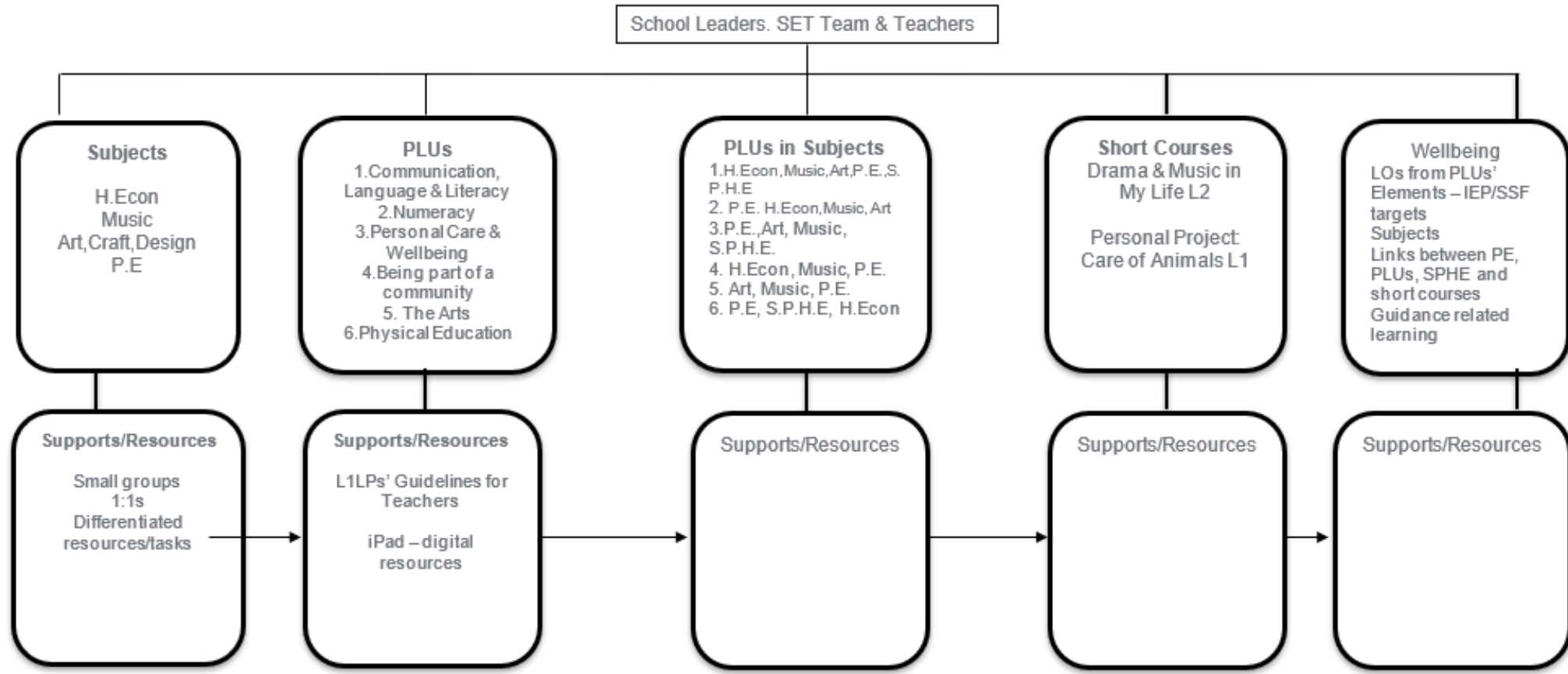




Tara's Individual Learning Programme

Creating a Junior Cycle Learning Programme

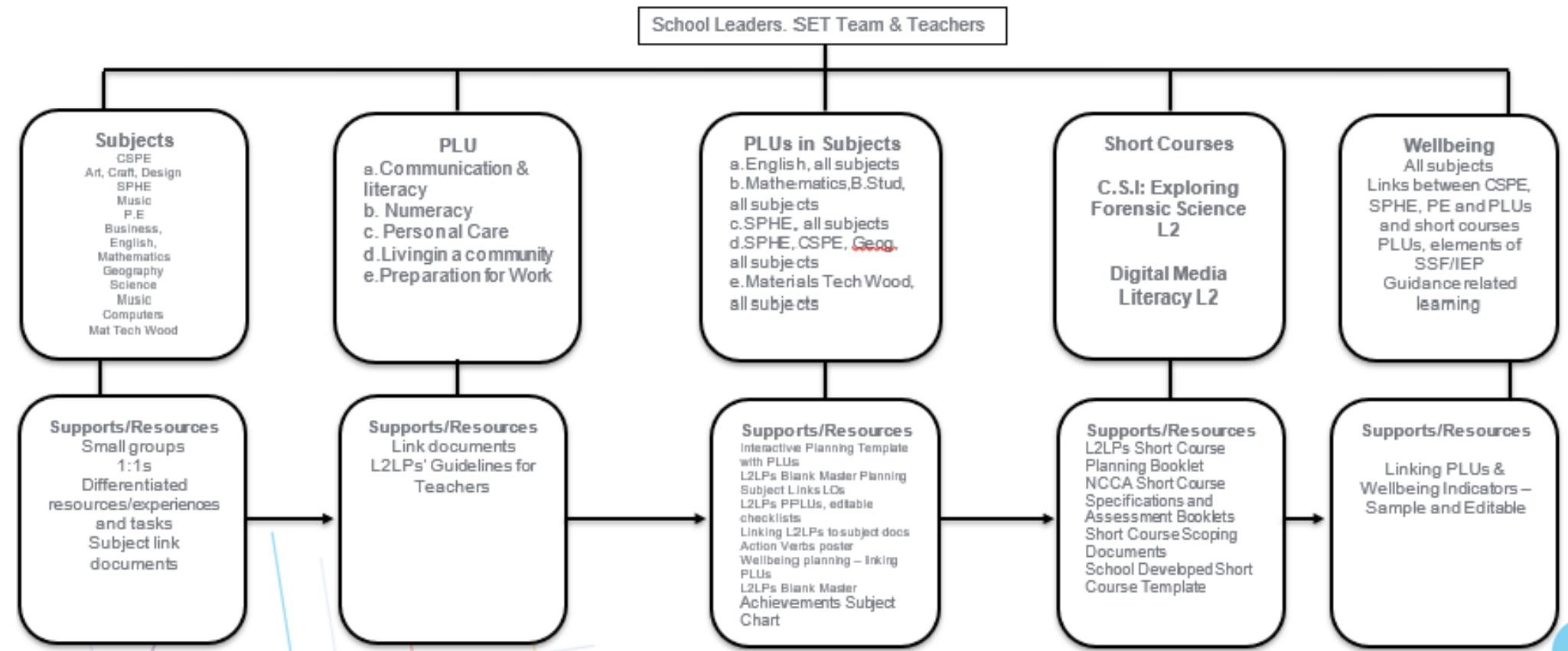
Organisational Chart TARA – L1LP - primarily working along *Becoming Fluent* and *Generalising*





Paul's Individual Learning Programme

Creating a Junior Cycle Learning Programme
Organisational Chart - PAUL L2LP





Individual Junior Cycle Programmes



Priority Learning Units

Communication and Literacy

Numeracy

Living in the Community

Preparing for Work

Personal Care

Short Course

Around the World in 80 days Level 1

Grow it, Cook it, Eat it Level 2

History Level 2



Priority Learning Units

Communication and Literacy

Numeracy

Living in the Community

Preparing for Work

Personal Care

Short Course

Enterprise in Animation Level 2

Digital Media Literacy Level 2



Priority Learning Units

Communication and Literacy

Numeracy

Living in the Community

Preparing for Work

Personal Care

Short Course

Physical Education Level 3

SPHE Level 3

Subjects

Art, Craft and Design

English



Timetabling advice

"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

Student follows an individual programme of learning but that does not necessarily mean in a withdrawal setting



Where can learning take place?

**Mainstream
Subject Lessons**

**Special Class
settings**

**Support
Lessons**

**Wider School
Community**

**Home and the
wider community**





Tara's Timetable

Adapt the timetable – Tara 2 nd year (Special Class + part integrated mainstream) L1LP					
	Monday	Tuesday	Wednesday	Thursday	Friday
08:57 - 09:05	Tutorial Colemans 2 Tut D1 Ms. Walsh	Tutorial Colemans 2 Tut D1 Ms. Walsh	Tutorial Colemans 2 Tut D1 Ms. Walsh	Tutorial Colemans 2 Tut D1 Ms. Walsh	Tutorial Colemans 2 Tut D1 Ms. Walsh
09:05 - 09:45	Gaeilge, Lang & Lit An Gaeilge, PLU Ms. Vaughan	Drama & Music in My Life L2 An Gaeilge, SC Mr A. McCarthy	Numeracy An Gaeilge, PLU Mr. Mitchell	Social, Personal and Health Education - PLU PC & W Colemans 2 C8 Ms. O'Donovan	Personal Care & Wellbeing An Gaeilge, PLU Ms. H Mc Gaeilge
09:45 - 10:25	Personal Care & Wellbeing An Gaeilge, PLU Ms. O'Donovan	Gaeilge, Lang & Lit An Gaeilge, PLU Ms. Vaughan	Home Ec, One-to-One B5 Ms Healy	Gaeilge, Lang & Lit An Gaeilge, PLU Ms. Vaughan	Numeracy An Gaeilge, PLU Mr. Mitchell
10:25 - 11:05	Numeracy An Gaeilge, PLU Mr. Mitchell	Being Part of the Community An Gaeilge, PLU Ms. Vaughan	Gaeilge, Lang & Lit An Gaeilge, PLU Ms. Vaughan	Numeracy An Gaeilge, PLU Mr. Mitchell	Art, Craft, Design 2nd yr, Art A1 Ms. M Sheahan
11:05 - 11:20					
11:20 - 12:00	Numeracy An Gaeilge, PLU Mr. Mitchell	Corruption, Language & Lit An Gaeilge, PLU Ms. Vaughan	Physical Education PE An Gaeilge, (PLUs) Mr. Wilkinson	Resource An Gaeilge, Res Mr A. McCarthy	Being Part of the Community An Gaeilge, PLU Ms. Vaughan
12:00 - 12:40	Art, Craft, Design (PLUs) 2nd yr, Art A1 Ms. M Sheahan	Numeracy An Gaeilge, PLU Mr. Mitchell	Music Colemans 2 Mus C3 Ms. H Murphy	Resource An Gaeilge, Res Mr A. McCarthy	Personal Project: Caring for Animals L1 An Gaeilge, SC Ms Vaughan
12:40 - 13:20	Drama & Music in my Life L2 An Gaeilge, SC Mr A. McCarthy	Home Ec, Colemans 2 HE B5 Ms Healy	Drama & Music in my Life L2 An Gaeilge, Mr A. McCarthy	Being Part of the Community An Gaeilge, PLU Ms. Vaughan	Music Colemans 2 Mus C3 Ms. H Murphy
13:20 - 14:00					
14:00 - 14:40	Gaeilge, Lang & Lit An Gaeilge, PLU Ms. Vaughan	Personal Care & Wellbeing An Gaeilge, PLU Ms. O'Donovan	Music Colemans 2 Mus C3 Ms. H Murphy	Home Ec, Colemans 2 HE B5 Ms Healy	Physical Education Colemans 2 PE PE Hall (PLUs) Mr. Wilkinson
14:40 - 15:20	Physical Education PE An Gaeilge, (PLU - Aquatics) Mr. Wilkinson	Art, Craft, Design (PLUs) 2nd yr, Art A1 Ms. M Sheahan	Music 2nd yr, C3 Ms. H Murphy	Home Ec, Colemans 2 HE A1 Ms Healy	Physical Education Colemans 2 PE PE Hall (PLUs) Mr. Wilkinson
15:20 - 18:00		Art, Craft, Design (PLUs) 2nd yr, Art A1 Ms. M Sheahan			

Subject classroom covering PLUs with support



Special Class: 1:1/Small Group = subjects and/or PLUs and Short Courses



Paul's Timetable

The timetable – Paul (High Moderate with SNA) 1st year – fully included/no special class L2LP

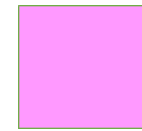
	Monday	Tuesday	Wednesday	Thursday	Friday
08:57 - 09:05	Tutorial Colemans 1 Tut D1 Ms. Walsh	Tutorial Colemans 1 Tut D1 Ms. Walsh	Tutorial Colemans 1 Tut D1 Ms. Walsh	Tutorial Colemans 1 Tut D1 Ms. Walsh	Tutorial Colemans 1 Tut D1 Ms. Walsh
09:05 - 09:45	Civics, Social & Political Educ. Colemans 1 CSPE C8 Ms. H. McCarthy	Resource – CSI: Exploring Forensic Science (SC) One-to-One C8 Ms. McRann	Resource Mathematics Small Group Maths A2 Mr. Mitchell	Social, Personal and Health Education Colemans 1 SPHE C8 Ms. O'Donovan	Music Colemans 1 Mus B5 Ms. Healy
09:45 - 10:25	Business Studies Bus B D2 Ms. Corbett	Resource - English Small Group Eggl C4 Ms. Murphy	Geography Colemans 1 Geog. B5 Ms. Chambers Ms. McRann	Resource - English – Small Group Eggl C4 Ms. Murphy	Resource Mathematics Small Group Maths A2 Mr. Mitchell
10:25 - 11:05	Geography Colemans 1 Geog. B5 Ms. Chambers Ms. McRann	Science (JC) Colemans 1 Sci. D5 Ms. McRann, Ms. Chambers	Resource - English – Small Group Eggl C4 Ms. Murphy	Resource Mathematics Small Group Maths A2 Mr. Mitchell	Art, Craft, Design Art A1 Ms. M Sheahan
11:05 - 11:20					
11:20 - 12:00	Resource Mathematics Small Group Maths A2 Mr. Mitchell	Science Colemans 1 Sci. D5 Ms. McRann, Ms. Chambers	Resource - CSI: Exploring Forensic Science (SC) One-to-One C8 Ms. McRann	Resource- Physical Education One-to-One PE PE Hall Mr. Wilkinson	Science Colemans 1 Sci. D5 Ms. McRann, Ms. Chambers
12:00 - 12:40	Materials Technology (Wood) MTW C4 Mr. H. Murphy	Resource Mathematics Small Group Maths A2 Mr. Mitchell	Business Studies Bus B E1 Ms. Corbett	Resource – Preparation for Work PLU One-to-One C4 Ms. Corbett	Resource – Geography One-to-One Geog. B5 Ms. Chambers
12:40 - 13:20	Resource – English One-to-One Eggl C4 Ms. Murphy	Music Colemans 1 Mus B5 Ms. Healy	Resource- One-to-One Physical Education PE PE Hall Mr. Wilkinson	Computers Colemans 1 Comp D 7 Mr. Boyce	Materials Technology (Wood) MTW C3 Mr. H. Murphy
13:20 - 14:00					
14:00 - 14:40	Resource - English – Small Group Eggl C4 Ms. Murphy	Business Studies Bus B E1 Ms. Corbett	Materials Technology (Wood) MTW C3 Mr. H. Murphy	Resource – Living in the Community PLU One-to-One C4 Ms. O'Donovan	Physical Education Colemans 1 PE PE Hall Mr. Wilkinson
14:40 - 15:20	Geography Colemans 1 Geog. B5 Ms. Chambers Ms. McRann	Art, Craft, Design 2nd yr. Art A1 Ms. M Sheahan	Materials Technology (Wood) MTW C3 Mr. H. Murphy	Music Colemans 1 Mus A1 Ms. Healy	Physical Education Colemans 21 PE PE Hall Mr. Wilkinson
15:20 - 16:00		Art, Craft, Design 2nd yr. Art A1 Ms. M Sheahan			



Subject classroom covering PLUs with support



Resource:1:1 Subjects, PLUs, Short Course



Resource: small group Literacy support



Resource: small group Numeracy support





Short Courses Level 1 & Level 2

Short Course
**Keeping Well,
Looking Good, Being Great**
Level 1 Specification for Junior Cycle Short Course

Short Course
**Around The
World in
Eighty Days**
Level 1 Specification for Junior Cycle Short Course

Short Course
**A Personal Project:
Caring for Animals**
Level 2
Specification for Junior Cycle Short Course

Short Course
**Enterprise
in Animation**
Level 2 Specification for Junior Cycle Short Course

Short Course
Food, Glorious Food
Level 1 Specification for Junior Cycle Short Course



Junior Cycle History (Level 2)
Short Course specification



Short Course
**CSI: Exploring
Forensic Science**
Level 2
Specification for Junior Cycle Short Course

Minimum of 100 hours timetabled engagement

School-developed Level 2 Short Courses

Short Course Civic, Social & Political Education A Citizenship Course

Level 2 Specification for Junior Cycle
School Developed

(Adapted from NCCA CSPE short course)



NCCA Scoping Document

Title of short course

Drama and Music in my Life

Short Course Specification

Scoil Bernadette

Title of short course

Where am I from, Where am I going?

Short Course

Digital Media Literacy

School Developed – Level 2

Short Course Social, Personal & Health Education

School Developed – Level 2

Adapted from the Junior Cycle SPHE short
[course](#)

Short Course Physical Education

School Developed
Level 2 Specification for Junior Cycle PE

(Adapted from NCCA PE short course)

Short Course

Grow It! Cook It! Eat It!

Level 2

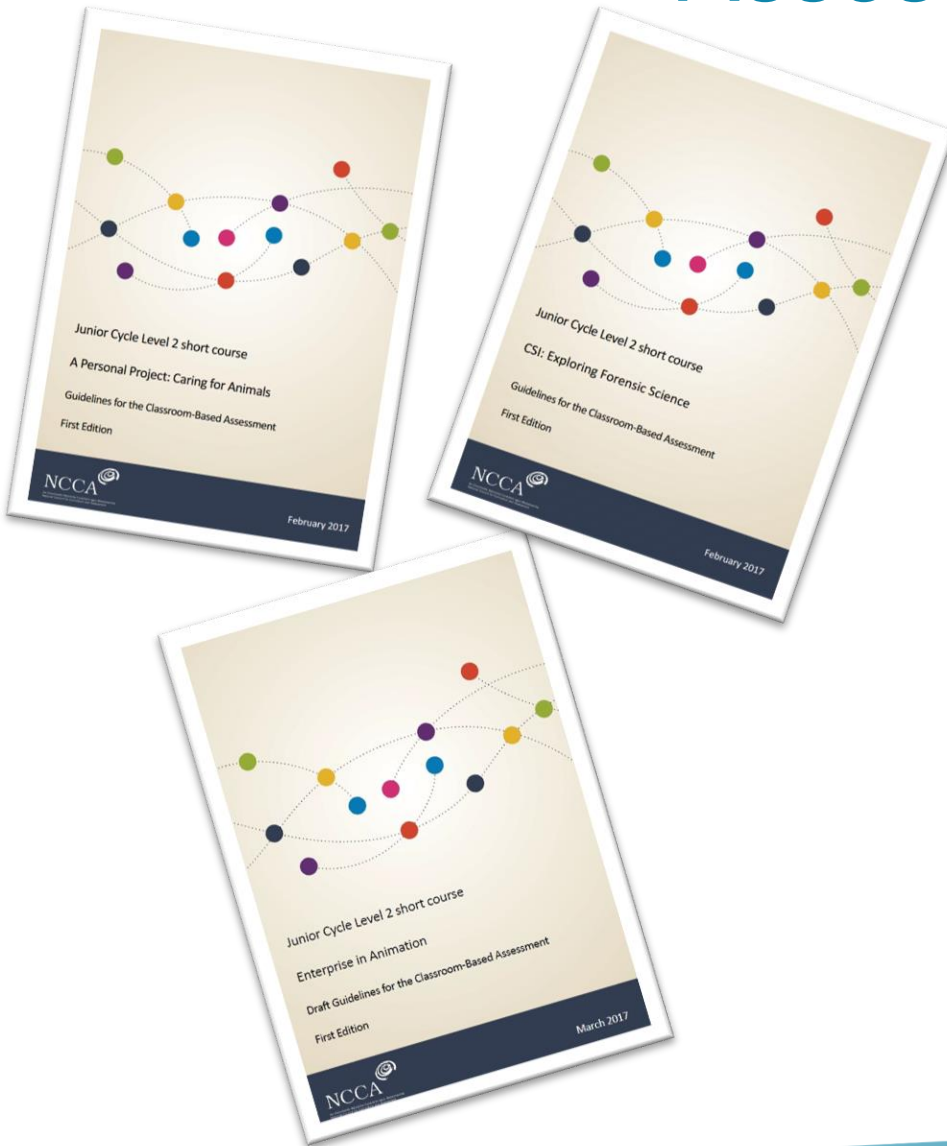
Specification for Junior Cycle Short Course

School Developed short courses can be found
on Scoilnet.

Short course specifications can be found on
JCT website and curriculum online website.



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 LOs

Short Courses Level 1 & Level 2



Short Course

**Keeping Well,
Looking Good, Being Great**

Level 1 Specification for Junior Cycle Short Course

Short Course

**Around The
World in
Eighty Days**

Level 1 Specification for Junior Cycle Short Course

Short Course

**A Personal Project:
Caring for Animals**

Level 2

Specification for Junior Cycle Short Course

Short Course

**Enterprise
in Animation**

Level 2 Specification for Junior Cycle Short Course

Short Course

Food, Glorious Food

Level 1 Specification for Junior Cycle Short Course



Junior Cycle History (Level 2)
Short Course specification

Short Course

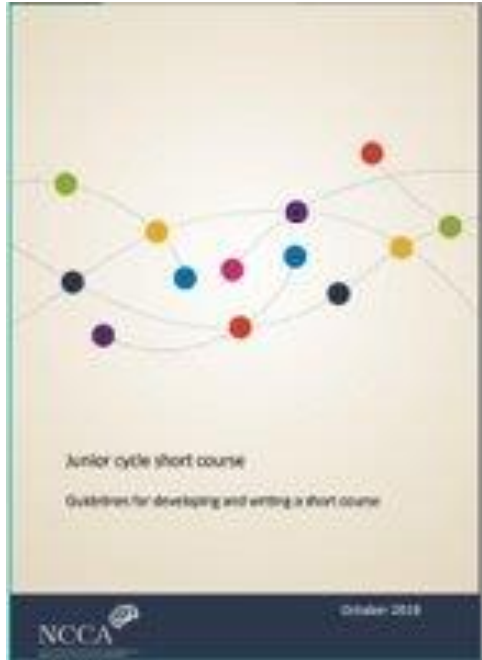
**CSI: Exploring
Forensic Science**

Level 2

Specification for Junior Cycle Short Course

Minimum of 100 hours timetabled engagement

School-developed Level 2 Short Courses



NCCA Scoping Document

Draft Short Course Specification	
Title of short course	Drama and Music in my Life
Short Course Specification	
Scoil Bernadette	
Title of short course	Where am I from, Where am I going?

Short Course

Digital Media Literacy

School Developed – Level 2

Short Course

Social, Personal & Health Education

School Developed – Level 2

Adapted from the Junior Cycle SPHE short course

Short Course

Civic, Social & Political Education

A Citizenship Course

Level 2 Specification for Junior Cycle School Developed

(Adapted from NCCA CSPE short course)

Short Course

Physical Education

School Developed Level 2 Specification for Junior Cycle PE

(Adapted from NCCA PE short course)

Short Course

Grow It! Cook It! Eat It!

Level 2

Specification for Junior Cycle Short Course

School Developed short courses can be found on Scoilnet.

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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 LOs



Who's responsible?

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)

Special education teachers should be familiar with a wide range of teaching approaches... include[ing] a combination of team-teaching, early intervention, small group or individual support

(Guidelines for Post-Primary Schools: Supporting Students with Special Educational Needs in Mainstream Schools p.14)



Linking to Subjects



ENGAGING with PLUs



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 posture, posture, vocalisation, eye gaze, movement etc. S/he is acclimatised to the learning environment. S/he begins to vocalisation, eye gaze, movement etc. S/he is acclimatised to the learning environment. S/he begins to
RESPONDING	demonstrates capacity to actively or purposefully take an interest in a learning activity with or without support. indicates 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 with and/or influence that environment.
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.

Highlight learning outcomes from **PLUs** that can be covered in your subject classroom space

Elements of the Priority Learning Unit	Level 2 Learning Outcomes	Curriculum Specifications for Junior Cycle Geography: Suggested Links to Learning Outcomes
Speaking appropriately for a variety of purposes	A1 Listen to spoken information making to more than one speaker, e.g. listen to school-related announcements, using a recording intended to be a full record and important etc.	1.8 Gather, record and interpret weather data
	A2 Ask questions to obtain information, e.g. to check dates/times from a list and by telephone, looking at real-time telephone	2.5 Describe a local secondary activity in relation to its function and the factors that influence its location
	A4 Express personal opinions, facts and feelings appropriately, e.g. expressing an opinion on a television programme, video news footage	3.2 Investigate the causes and consequences of migration
	A5 Participate in practical, formal and informal communication, e.g. an interview or a parent-teacher meeting, an interview with peers on a school-related topic, chatting online with friends, making arrangements on the internet etc.	1.8 Gather, record and interpret weather data
Using nonverbal behaviour to get the message across	B6 Follow the sequence of non-verbal instructions or directions for a recurrent activity, e.g. using household equipment with three or more operations, reading a notice in a shop, finding safety advice following the	3.7 Compare life chances for a young person in relation to gender equality, health care, employment and education opportunities in a developed and developing country
	E1 Participate in a performance or a presentation, e.g. presentation of a model drama piece to members of the class, performance of dance or music to parents	1.2 Distinguish between different categories of rock type, relating to composition and formation
	E2 Create a range of images using a variety of materials	3.7 Compare life chances for a young person in relation to gender equality, health care, employment and education opportunities in a developed and developing country
	E3 Produce a piece of work for display	1.1 Describe the formation and global distribution of volcanoes, earthquakes and tsunamis in the context of plate tectonics and structure of the Earth
Using suitable technologies for a range of purposes	F3 Use technology to communicate in an activity with others	1.1 Describe the formation and global distribution of volcanoes, earthquakes and tsunamis in the context of plate tectonics and structure of the Earth
	F4 Use a new piece of ICT equipment	1.1 Describe the formation and global distribution of volcanoes, earthquakes and tsunamis in the context of plate tectonics and structure of the Earth
	F8 Access a range of websites on the internet e.g. social, websites of personal interest to the student e.g. for fun and entertainment	1.1 Describe the formation and global distribution of volcanoes, earthquakes and tsunamis in the context of plate tectonics and structure of the Earth
	C1 Use appropriate vocabulary for describing and identifying temperatures, e.g. temperature, relative humidity	1.8 Gather, record and interpret weather data
Developing awareness of temperature	C8 Compare temperatures for the different times of the year, e.g. hot in summer and cold in winter, using a simple weather log	1.8 Gather, record and interpret weather data
	B1 Use appropriate vocabulary to describe the risks in length and distance, e.g. kilometers, metres, centimetres	1.8 Gather, record and interpret weather data
	B2 Identify the units of length and distance on a ruler, metre stick and measuring tape	1.8 Gather, record and interpret weather data
	B3 Use a ruler to measure and measure different lengths of lines	1.8 Gather, record and interpret weather data
Developing an awareness of length and distance	P2 Use a calculator to solve simple problems, e.g. add two items	1.8 Gather, record and interpret weather data
	Q1 Use appropriate vocabulary to describe structures, e.g. skavanes, arthrodeses, histiocytes, vertebrae	1.8 Gather, record and interpret weather data
	Q2 Use a simple map to find a given location	1.8 Gather, record and interpret weather data
	Q3 Draw a simple map to give directions	1.8 Gather, record and interpret weather data
Using a calculator	H1 Identify uses of data in everyday life, e.g. class survey on the most popular music for teenagers	1.8 Gather, record and interpret weather data
	H2 Identify basic approaches to data collection, e.g. record sheets, tally system	1.8 Gather, record and interpret weather data
	H3 Collect a range of data using one of the following: a survey, record sheet, tally system or digital-based system	1.8 Gather, record and interpret weather data
	H4 Interpret basic data of two variables, e.g. increase of one class than another, identifiable	1.8 Gather, record and interpret weather data
Developing spatial awareness	Q4 Calculate the distance between two places on a map	1.8 Gather, record and interpret weather data
	H1 Identify uses of data in everyday life, e.g. class survey on the most popular music for teenagers	1.8 Gather, record and interpret weather data
	H2 Identify basic approaches to data collection, e.g. record sheets, tally system	1.8 Gather, record and interpret weather data
	H3 Collect a range of data using one of the following: a survey, record sheet, tally system or digital-based system	1.8 Gather, record and interpret weather data
Using data for a range of purposes	H4 Interpret basic data of two variables, e.g. increase of one class than another, identifiable	1.8 Gather, record and interpret weather data
	H5 Convert basic representations to communicate data with two variables, e.g. identify a progression from chart	1.8 Gather, record and interpret weather data
	H6 Talk about relevant information from basic data e.g. a pie chart, bar chart or trend graph	1.8 Gather, record and interpret weather data
	A6 Participate co-operatively in a group situation	1.8 Gather, record and interpret weather data
Developing good relationships	B3 Demonstrate an ability to negotiate with peers, e.g. in the sharing of equipment	1.8 Gather, record and interpret weather data
	C1 List ways of spending leisure time	1.8 Gather, record and interpret weather data
	C2 Identify familiar places and organisations in the local community	1.8 Gather, record and interpret weather data
	C3 Distinguish between what is free and what has to be paid for in the local community	1.8 Gather, record and interpret weather data
Living in the community	C4 Participate in a school-based community project and recruit their participation, e.g. a litter campaign	1.8 Gather, record and interpret weather data
	D4 Visit a local community organisation and ask for advice	1.8 Gather, record and interpret weather data
	A1 Set learning goals, e.g. by the end of this week I will finish my book	1.8 Gather, record and interpret weather data
	B2 List three local employment opportunities	1.8 Gather, record and interpret weather data
Seeking help and advice Being able to set goals for learning	D4 Show all tools, materials and equipment safely	1.8 Gather, record and interpret weather data
	E1 Gather background information to help plan and participate in the activity	1.8 Gather, record and interpret weather data
	E2 Sequence a number of steps to be taken to successfully complete the activity	1.8 Gather, record and interpret weather data
	E3 Assume a role in the activity and identify tasks linked with the role and responsibilities	1.8 Gather, record and interpret weather data
Finding out about work-related activity	E4 Use key words associated with the activity correctly	1.8 Gather, record and interpret weather data
	E5 Identify safety procedures and/or permissions required for the activity	1.8 Gather, record and interpret weather data
	E6 Participate in the activity	1.8 Gather, record and interpret weather data
	E8 Follow the activity to evaluate its success	1.8 Gather, record and interpret weather data

* 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.

Subject Department Planning

X L2LPs BLANK Master Planning Subject Links LOs.xlsx

Print Download More

Sign in

	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																																																														
4	ELEMENTS OF LEARNING and LEARNING OUTCOMES																		ENGLISH	IRISH	MATHS	PE	CSPE	SPHE	MFL-Spanish	MFL-French	HISTORY	GEOGRAPHY	SCIENCE	HOME ECONOMIC	BUSINESS STUDIE	METALWORK	WOODWORK	TECH. GRAPHICS	MUSIC	ART	RELIGION	GUIDANCE/ WELL BEING	Total No. subject areas																									
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. listen to school related announcements, using a speaking timetable to get a train arrival and departure time																																																														
7	1.2	Ask questions to obtain information, e.g. to check dates/prices (face to face and by booking a meal over the telephone)																																																														
8	1.3	Follow a series of spoken instructions under supervision, e.g. go to teacher's room, local shop, or post office, tap up a mobile telephone																																																														
9	1.4	Express personal opinions, facts and feelings appropriately, e.g. expressing an opinion on a television programme, relate news from their weekend																																																														
10	1.5	Participate in practical, formal and informal communications, e.g. 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																																																														
11	1.6	Listen to and respond to a range of stories																																																														
12																																																																
13	Using non-verbal behaviour to get the message across																																																															
14	1.7	Identify a range of non-verbal communication methods, eg. facial expressions, tones of voice, symbols, clothing, colours to signal mood/appropriate action																																																														
15	1.8	Use appropriate non-verbal behaviour in communicating a simple idea, e.g. disappointment or joy, tone of voice to seek assistance/compliment																																																														
16	1.9	Relay a response or request non-verbally, e.g. signalling a phone call																																																														
17	1.10	Respond to non-verbal signals and signs encountered in daily life, e.g. road signs, traffic signs, hazardous materials																																																														
18	1.11	Follow the sequence of non-verbal instructions or directions for a frequent activity, e.g. using equipment with three or more operations, finding safety exits/following fire drills																																																														
19																																																																
20	Reading	obtain basic information																																																														
21	1.12	Read familiar words that are commonly used and personally relevant, e.g. read a list of items relating to a personal interest/sport/hobby, names of family members																																																														
22	1.13	Use simple rules and text conventions that support meaning, e.g. pause at a full stop																																																														
23	1.14	Interpret different forms of writing and text, including social signs and symbols, e.g. bills, menus, forms, timetables, road and other signs, short piece of personally relevant writing.																																																														
24	1.15	Find key information from different forms of writing, e.g. locate factual information in forms/bills, times and dates of appointments, menus, timetables, newspapers																																																														
25	1.16	Use a range of reading strategies, e.g. cues, context, sound, prediction and decoding																																																														
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. address an envelope																																																														
29	1.18	Write/type at least five sentences so that they convey meaning or information, e.g. arrange a meeting with a friend, give directions.																																																														
30	1.19	Use the main rules of writing appropriately, e.g. use capitals and full stops																																																														
31	1.20	Use a range of spelling patterns, e.g. add 'ing' to a word - drop, double or nothing																																																														
32	Use a range of different forms of writing to suit purpose and audience, e.g. write about a business from a customer's perspective																																																															

Navigation: - 🔍 +

Footer: Communication & Literacy | Numeracy | Personal Care | Living in a Community | Preparing for Work



Subject Specific Resources

An tSraith Shóisearach do Mhúinteoirí
JuniorCYCLE
for teachers

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	3.8 discuss the influences of trends and choices on textile	3.7 evaluate textile care procedures used in the home	3.9 apply their knowledge of

Phenomenon Based Inquiry

Instructions

You have **25 minutes** in this breakout room.

Individually mute yourself while you:

- Listen** to the teacher audio
- Watch the video** of students engaged in inquiry
- Using one of the phenomena**, complete the 'Phenomena-Based Inquiry' teacher reflection sheet
- Discuss the focus question** for 5 minutes

Focus Question:
How might this approach support each student in developing skills, knowledge and understanding?

Click here to begin Start

Junior Cycle Business Studies and Level Two Learning Programmes *Thinking* Resource

WHAT ARE THE LEVEL TWO LEARNING PROGRAMMES?

WHAT MAKES UP THE L2LPs?

WHAT INFORMATION DO I NEED?

HOW DO I ASSESS THE L2LPs?



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



Assessment Resources

An tSraith Shóisearach do Mhúinteoirí
JuniorCYCLE
 for teachers

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...	Subject Ownership	Teacher Ownership	Assessment Date	Certified by:	Type of Evidence Uploaded	Element Achieved/Not Achieved
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, e.g. listen to school related announcements, using a speaking timetable to get a train arrival and departure time						
1.2	Ask questions to obtain information, e.g. to check dates/prices (face to face and by booking a meal over the telephone)						
1.3	Follow a series of spoken instructions under supervision, e.g. go to teacher's room, local shop, or post office, top up a mobile telephone						
1.4	Express personal opinions, facts and feelings appropriately, e.g. expressing an opinion on a television programme, relate news from their weekend						
1.5	Participate in practical, formal and informal communications, e.g. 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						
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. facial expressions, tones of voice, symbols, clothing, colours to signal appropriate action						
1.8	Use appropriate non-verbal behaviour in communicating a simple idea, e.g. disappointment or interest						
1.9	Relay a response or request non-verbally, e.g. signalling a phone call						

L2LPs ASSESSMENT OVERVIEW

COMMUNICATING & LITERACY	2. NUMERACY	3. PERSONAL CARE	4. LIVING IN A COMMUNITY	PREPARING FOR WORK
Speaking appropriately for a variety of purposes and demonstrating attentiveness 1.1 1.2 1.3 1.4 1.5 1.6	Managing money 2.1 2.2 2.3 2.4 2.5 2.6 2.7	Developing good daily personal care 3.1 3.2 3.3 3.4 3.5 3.6 3.7	Developing good Relationships 4.1 4.2 4.3 4.4 4.5 4.6 4.7	Being able to set Goals for Learning 5.1 5.2 5.3 5.4
Using non-verbal behaviour to get the message across 1.7 1.8 1.9 1.10 1.11	Developing an awareness of number 2.8 2.9 2.10 2.11 2.12	Developing healthy eating habits 3.8 3.9 3.10 3.11 3.12 3.13	Resolving Conflict 4.8 4.9 4.10 4.11 4.12 4.13	Finding out about Work 5.5 5.6 5.7 5.8 5.9 5.10
Reading to obtain basic information 1.12 1.13 1.14 1.15 1.16	Developing an awareness of temperature 2.13 2.14 2.15 2.16 2.17	Developing a healthy Lifestyle 3.14 3.15 3.16 3.17 3.18 3.19 3.20	Using Local Facilities 4.14 4.15 4.16 4.17	Preparing for a Work Related Activity 5.11 5.12 5.13 5.14 5.15 5.16
Using a range of writing forms to express opinions 1.17 1.18 1.19 1.20 1.21	Developing an awareness of weight and capacity 2.18 2.19 2.20 2.21 2.22	Being able to Manage Stress 3.21 3.22 3.23 3.24 3.25 3.26	Seeking Help and Advice 4.18 4.19 4.20 4.21 4.22	Developing an awareness of health and safety, using equipment 5.17 5.18 5.19 5.20 5.21 5.22 5.23
Using expressive arts to communicate 1.22 1.23 1.24 1.25 1.26	Developing an awareness of length and distance 2.23 2.24 2.25 2.26 2.27	Knowing how to Stay Safe 3.27 3.28 3.29 3.30	Making Consumer Choices 4.23 4.24 4.25 4.26 4.27 4.28	Taking Part in a Work Related Activity (Work Experience) 5.24 5.25 5.26 5.27 5.28 5.29 5.30

JuniorCYCLE for teachers

Name _____
Class _____

When I finish studying Numeracy I will be able to:

- ✓ Manage money
- ✓ Develop an awareness of numbers
- ✓ Develop an awareness of temperature
- ✓ Develop an awareness of weight and capacity
- ✓ Use a calculator
- ✓ Develop spatial awareness
- ✓ Use data for a range of different purposes
- ✓ Identify a range of shapes
- ✓ Develop an awareness of time

These are called Elements. Each element has steps (the teacher calls them learning outcomes) for me to follow. I can show my progress on the next pages. I can use a pen, stickers or colours to do this.

Numeracy

L2LPs TEACHER ASSESSMENT CHECKLIST

Preparing for Work



Assessment Journey

1st Yr.

Ongoing
Assessment
and Reporting

2nd Yr.

Ongoing
Assessment
and Reporting

Short Course
CBAs

3rd Yr.

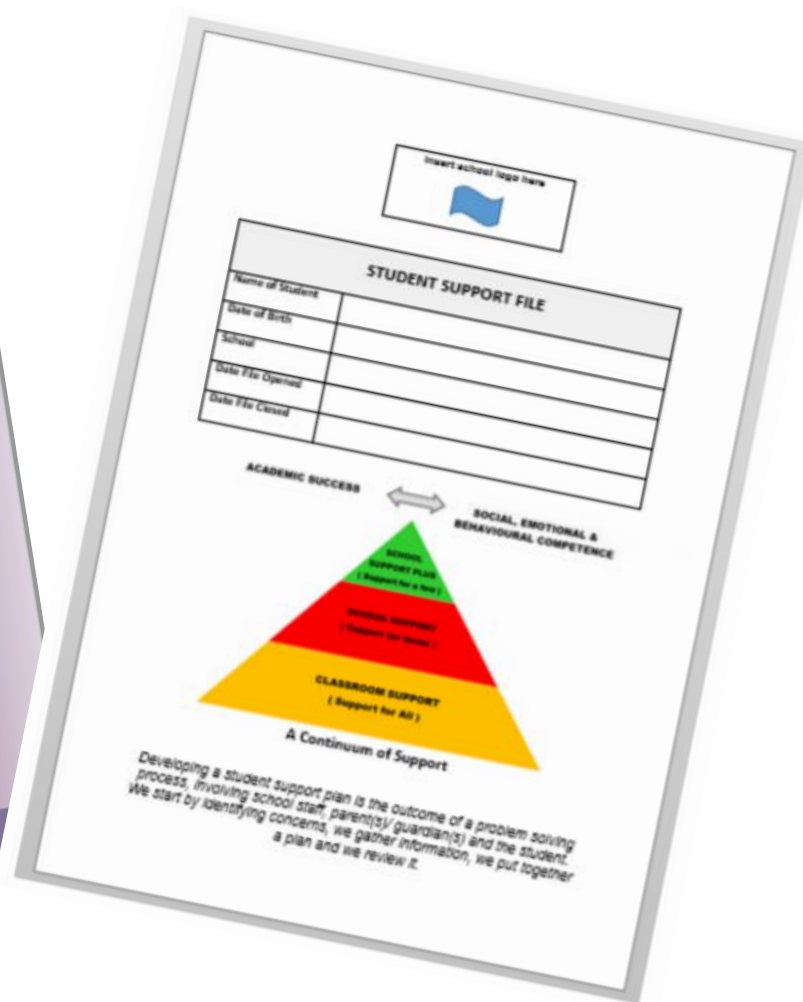
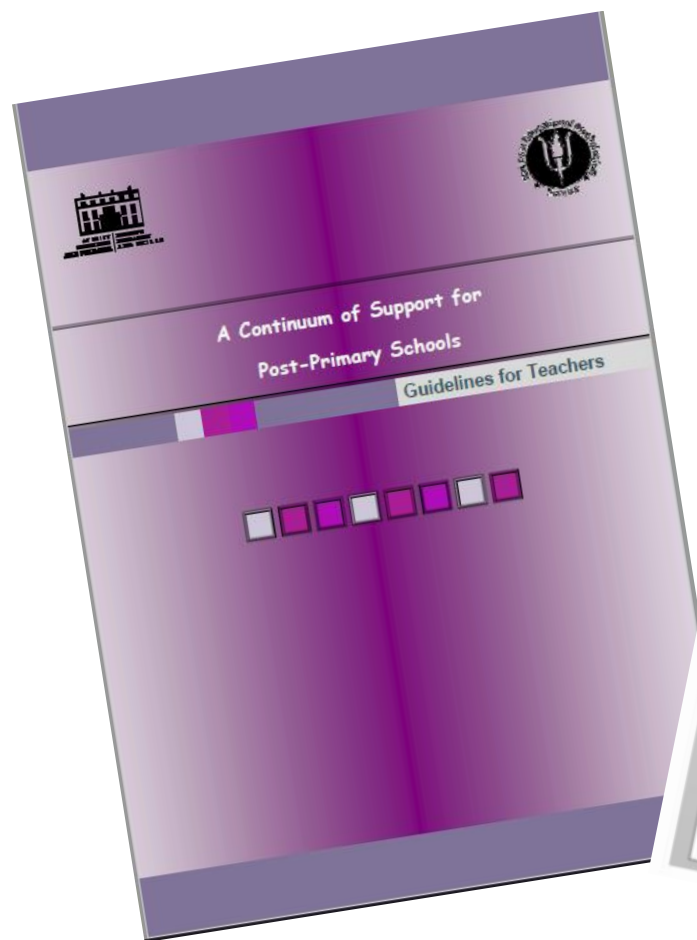
Ongoing
Assessment
and Reporting

Short Course
CBAs

Final Portfolio
Assessment



Review Student Support File



A problem- solving process...

We start by identifying concerns, we gather information, we put together a plan and we **review it.**

(SSF p. 1)



Registering and Recording results for the Junior Cycle Profile of Achievement

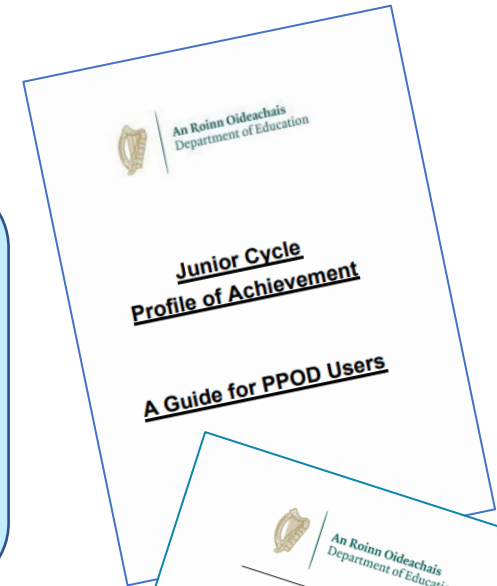
All students following L1LPs and L2LPs in mainstream schools are registered on P-POD

If the student is engaging in L2LPs and any junior cycle level 3 SEC exam

JCPA will be generated on P-POD

If the student is engaging in L1LPs & L2LPs PLUs and Short courses only

JCPA will be generated on JCAD





Final Reporting Summary

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

For JCPA PLU accreditation at **Level 1**
Majority of the learning outcomes (minimum of 50% +1) across a PLU must be evidenced

For JCPA short course accreditation at **Level 1**
Using the short course assessment guidelines & 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 of the learning outcomes (minimum of 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'



Final Reporting JCPAs

JUNIOR CYCLE PROFILE OF ACHIEVEMENT		2018
Samuel Jefferson		DOB: 13 February 1967
STATE CERTIFIED FINAL EXAMINATIONS Examination number: 9995 English (O) Merit	Classroom-Based Assessments - English Oral Communications Above Expectations Collection of Texts In Line with Expectations	
Classroom-Based Assessments - Short Courses CSI: Exploring Forensic Science Achieved SPHE (Social, Personal, Health Education) In Line with Expectations		
Priority Learning Units Communicating and Literacy Achieved Personal Care Achieved Preparing for Work Achieved Living in a Community Achieved Numeracy Achieved	Other Areas of Learning	
Principal John Hancock 	Roll Number: 10000X Springfield Elementary School 19 Plympton Street, Springfield D11 X999 	
This JCPA recognises and records achievements in Junior Cycle.		



JUNIOR CYCLE PROFILE OF ACHIEVEMENT		2018
Dexter Kane		DOB: 15 January 2003 Student ID number: 4561
Priority Learning Units Living in a Community Achieved Preparing for Work Achieved Communicating and Literacy Achieved Numeracy Achieved Personal Care Achieved	Classroom-Based Assessments - Short Courses Personal Project: Caring for Animals Achieved CSI: Exploring Forensic Science Achieved	
Other Areas of Learning		
Principal John Hancock 	Roll Number: 10000X Springfield Elementary School 19 Plympton Street, Springfield D11 X999 	
This JCPA recognises and records achievements in Junior Cycle.		

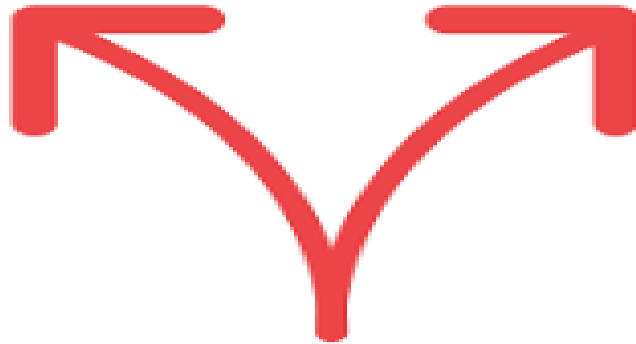


Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Information
sessions
for subject
departments



Have a staff
meeting to
disseminate
the
information

Where to next?





Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Thank you

