



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

CFL1anna & CFL2nna á dTabhairt isteach i suíomhanna príomhshrutha 2023



Cad é a bheidh i gceist lenár n-eispéiris foghlama?

Intinní Foghlama

- Cur lenár dtuiscint ar na CFL1anna & CFL2nna
- Na céimeanna riachtanacha a shainaithint chun na CFL1anna & CFL2nna a chur i bhfeidhm go rathúil

Critéir Ratha

- Beidh tú in ann na ceisteanna cé, cad é, cén fáth, cén áit, cén uair, conas a fhreagairt i dtaca leis na CFL1anna & CFL2nna
- Is féidir libh a oibriú amach conas a d'fhéadfaí é seo a dhéanamh in bhur n-ábhair féin



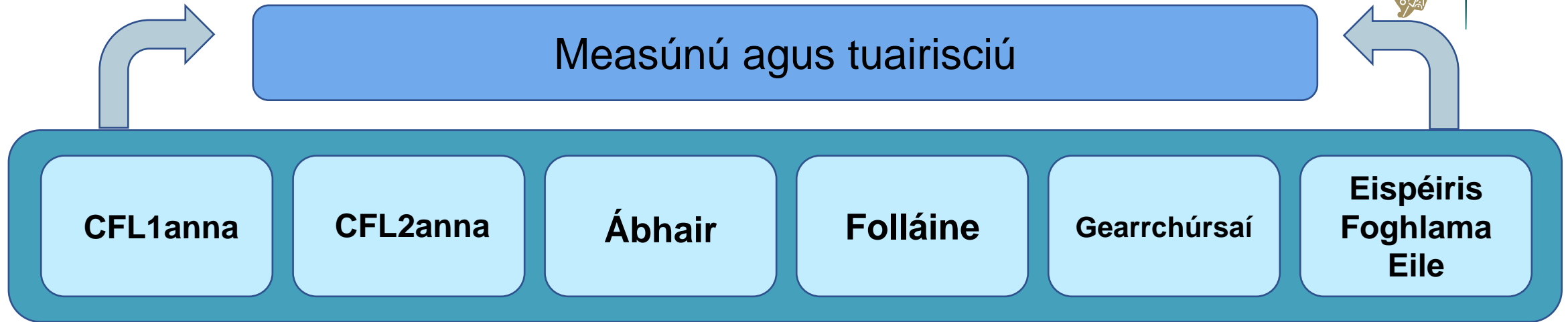
Bíodh meas agat ar cheart
gach duine chun
príobháideachais.

Ná pléitear scoláirí aonair

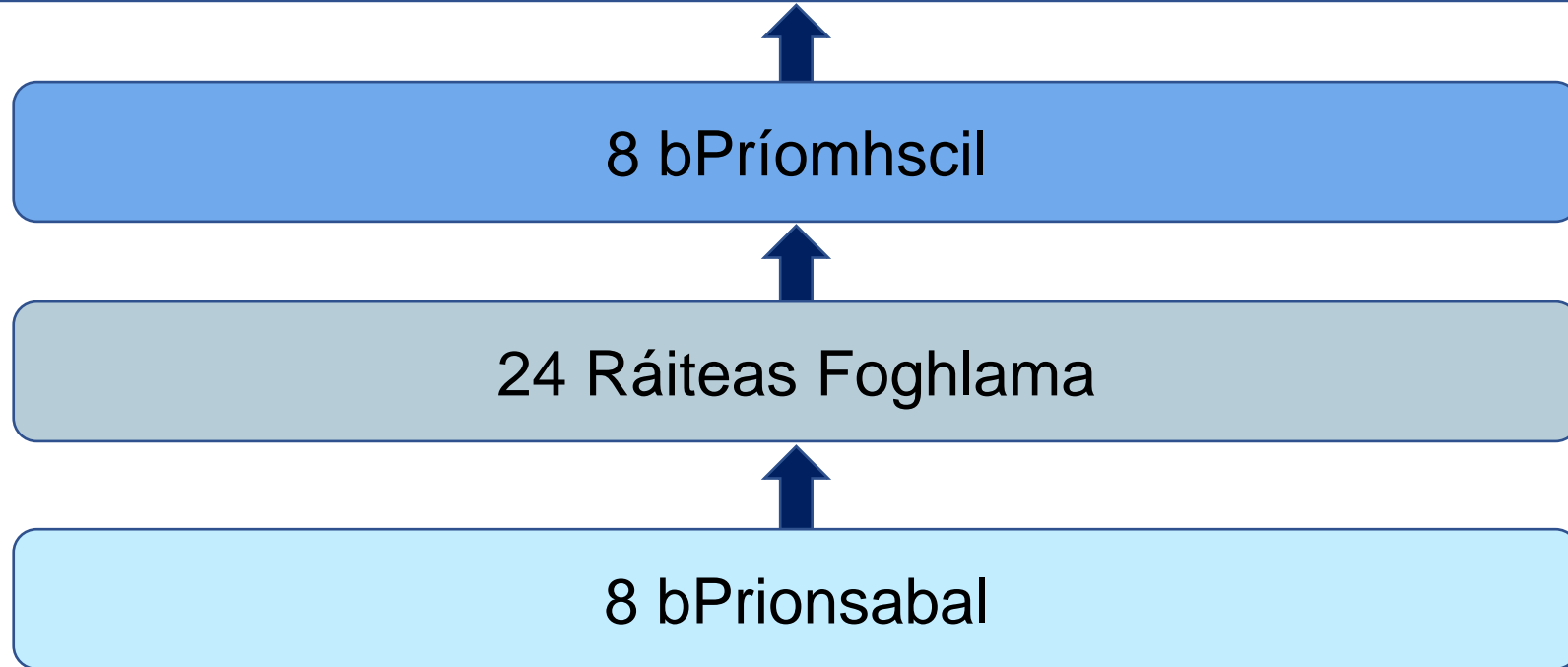
Creat na Sraithe Sóisearaí



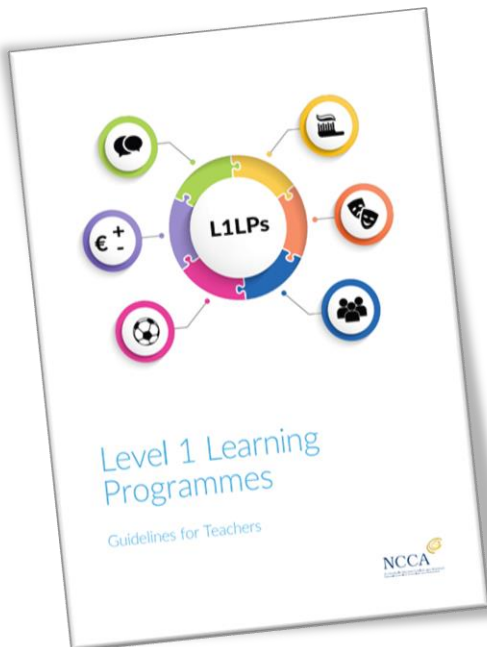
Oide



Curaclam



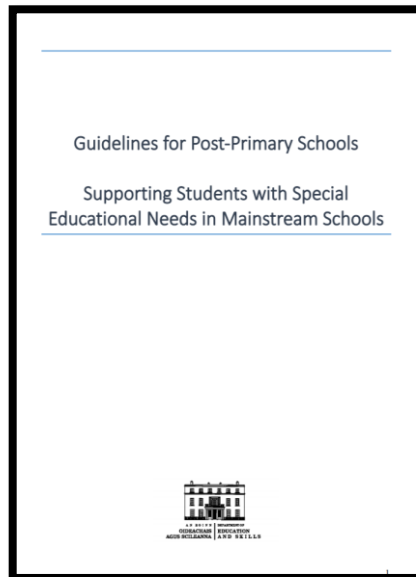
Príomhdhoiciméid



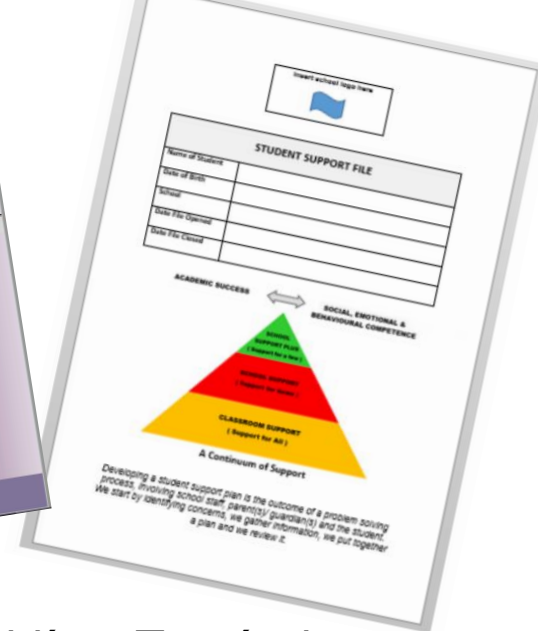
Clár Foghlama
Leibhéal 1



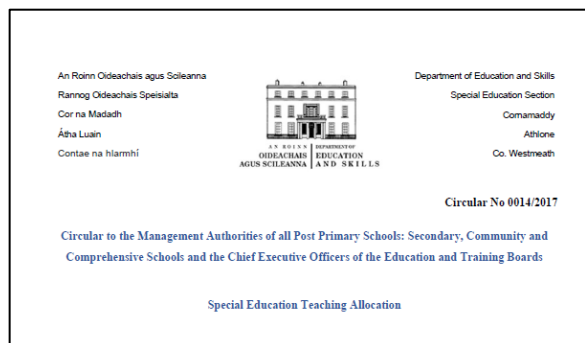
Clár Foghlama
Leibhéal 2



Treoirínte Tacaíochta do
Scoláirí le Riachtanais
Speisialta Oideachais in
Iar-bhunscoileanna
Príomhshrutha



Leanúntas Treoirínte Tacaíochta
agus Pacáiste Acmhainní



Ciorclán 14/2017 Leithdháileadh
um Mhúinteoireacht Oideachais
Speisialta

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.

Ciorclán 0028/2023
Socruithe maidir le Cur i
bhFeidhm an Chreata don tSraith
Shóisearach 2023/24

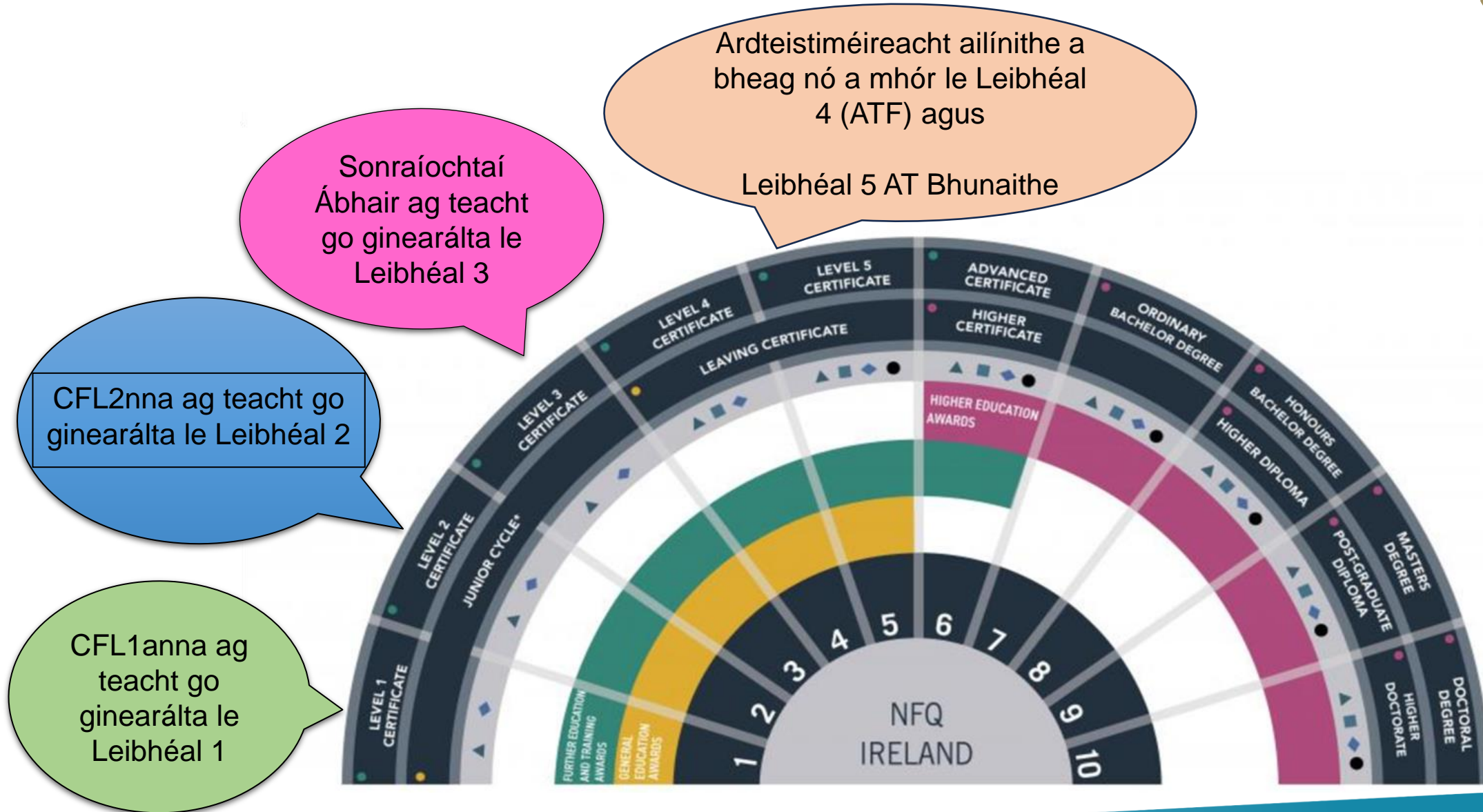
Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

An Creat Náisiúnta Cáilíochtaí



Oide



Ailíniú leathan le táscairí CNC



Oide



CFL1anna

Leibhéal 1

- Praiticiúil
- Bunúsach
- Intuartha
- Deartha
- Tacaíthe
- Seicheamh



CFL2anna

Leibhéal 2

- Cúng
- Coincréiteach
- Gnáthamh
- Teoranta
- Faoi stiúir
- Struchtúrtha
- Faoi mhaoirseacht



Ábhair TS Leibhéal 3

- Measartha leathan
- Coincréiteach den chuid is mó
- Feidhmiúil
- Neamhspleáchas teoranta
- Feidhmiú le rud aitheanta
- Foghlaim chun foghlama



ATF Leibhéal 4

- Leathan
- Teibí
- Teoiriciúil
- Aitheanta agus neamhaitheanta
- Freagrach



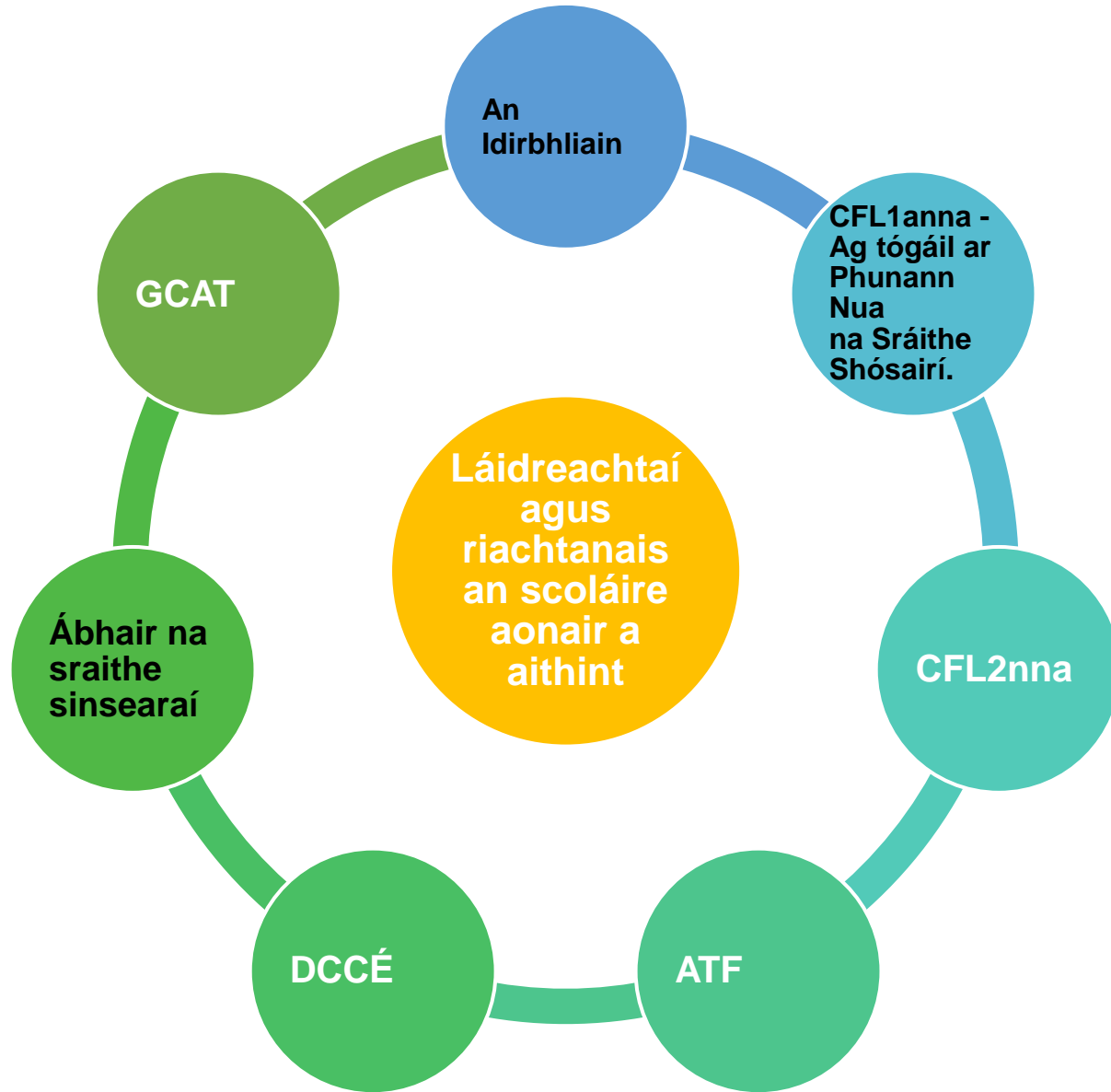
AT Leibhéal 5

- Leathan
- Teoiriciúil
- Meastóireacht
- Comhthéacsanna éagsúla
- Neamhspleáchas
- Tionscnaíocht
- Freagracht

Dul chun cinn sa tSraith Shinsearach



Oide



- Próiseas comhoibríoch le tuismitheoirí, scoláirí, treoir
- Curaclam Leathan agus Cothrom
- Plean comhoibríoch chun tacú le haistriú scoláirí amach as an scoil



Stát Deimhnithe

- Scrúduithe na hArdteistiméireachta
- Gairmchlár na hArdteistiméireachta
- An Ardteistiméireacht Fheidhmeach
- DCCÉ

Tuairisiú Scoil Deartha


- CFL1anna
- CFL2nna
- Gnéithe d'Ábhair na Sraithe Sinsearaí
- Modúil scoil deartha

Comhad Tacaíochta do Scoláire/Plean Oideachais Aonair




Oide

Insert school logo here



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

ACADEMIC SUCCESS ↔ SOCIAL, EMOTIONAL & BEHAVIOURAL COMPETENCE



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.



Tá sé tábhachtach go bhfoghlaimeoidh scoláirí ag leibhéal atá oiriúnach dá riachtanais, ach go dtugtar a ndúshlán freisin barr a gcumais a bhaint amach.

Má bhíonn scoláire ag gabháil do na CFL2nna, is é an clár seo an croíchuraclam agus más oiriúnach d'fhéadfaí cúpla ábhar ag leibhéal 3 a chur le croíchuraclam na CFL2nna



Cé dó a bhfuil Cláir Foghlama Leibhéal 1?

Míchumas Foghlama Ginearálta sa Raon Íseal Meánach

Míchumas Foghlama Ginearálta Dian agus Trom

Cé dó a bhfuil Cláir Foghlama Leibhéal 2?

Míchumas Foghlama Ginearálta Ardfheidhmiú meánach

Míchumas Foghlama Ginearálta Ísealfheidhmiú Éadrom

D'fhéadfadh tacaíocht a bheith ag teastáil ó scoláirí a bhfuil na láidreachtaí agus na riachtanais sin acu, ach ní hionann sin is go gcomhlíontar an tacaíocht sin trí na CFL2nna.

Míchumas Fisiciúil

Lagú Éisteachta / Lagú Amhairc

Deacrachtaí iompraíochta mothúchánacha (EBD)

Uathachais

Saindúshláin Urlabhra agus Teanga

Scoláirí a bhfuil Riachtanais Speisialta Oideachais acu, bunaithe ar Shiondróm a Measúnaíodh

Sain-mhíchumas Foghlama; Disléicse, Dioscalcúile, Diospraicse srl.



Spriocghrúpa scoláirí ar cruthaíodh na CFL2nna dóibh



Ní chuirtear gach uile scoláire ag a bhfuil míchumas éadrom foghlama ginearálta acu sa ghrúpa scoláirí atá á phlé againn anseo, mar sin seasann an spriocghrúpa le haghaidh céatadán an-íseal de na scoláirí uile a bhfuil riachtanais speisialta oideachais acu.
Lch. 7 Treoirínte CFL2nna

Clár aonair na Sraithe Sóisearaí thar 3 bliana

Clár Folláine

Gearrchúrsaí

Eispéiris Foghlama Eile

Teagasc
comhoibríoch &
teagasc
comhchuraclaim

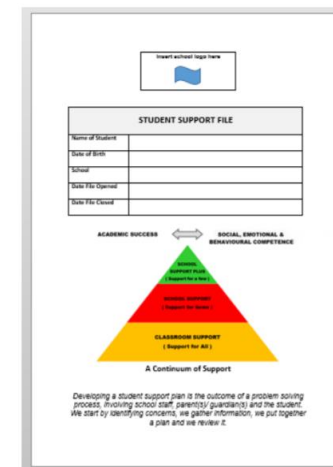
Láidreachtaí
agus
Riachtanais
Aonair
Aitheanta

Tarraingt siar ina n-
aonar nó i ngrúpa
beag

Thar 3 bliana

ATFanna/Ábhair

Tionscnaimh teagasc
foirne





**6 Aonad
Foghlama
Tosaíochta
(ATFanna)**

**2
Ghearrchúrsa
(Léibheál 1
&2)**

**Clár
Folláine**

**Spriocanna
Foghlama
Aonair**

**Réimsí Eile
Foghlama**



Bunaithe ar láidreachtaí agus ar riachtanais an scoláire aonair mar a aithníodh sa Chomhad Tacaíochta do Scoláirí

CFL1anna ATFanna

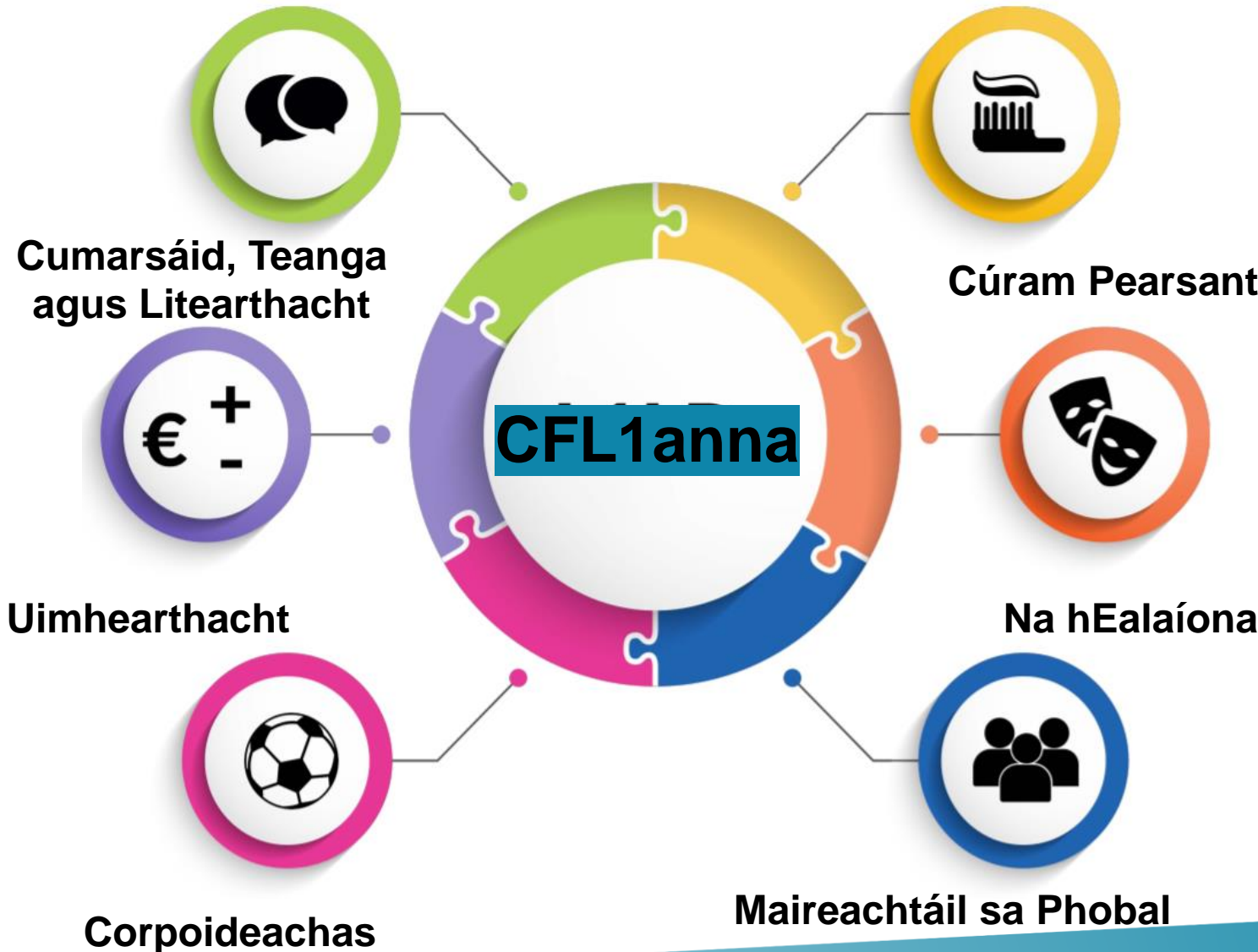


Oide

Thar 3 bliana

250 uair = in aghaidh an ATF
40 nóiméad = 4 rang do gach ATF in aghaidh na seachtaine

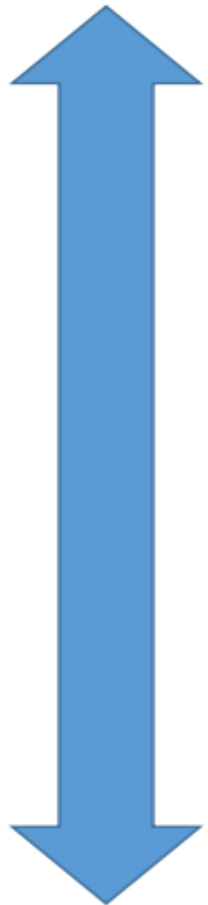
60 nóiméad = 3 rang do gach ATF in aghaidh na seachtaine



Weekly Timetable

Tuesday	Wednesday	Thursday	Friday

Úsáidtear an cosán dul chun cinn do scoláirí a bhíonn ag plé le CFL1anna.



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.

CFL2anna: Cad é a bhféadfadh scoláire tabhairt faoi?



Oide



Bunaithe ar láidreachtaí agus ar riachtanais an scoláire aonair mar a aithníodh sa Chomhad Tacaíochta do Scoláirí

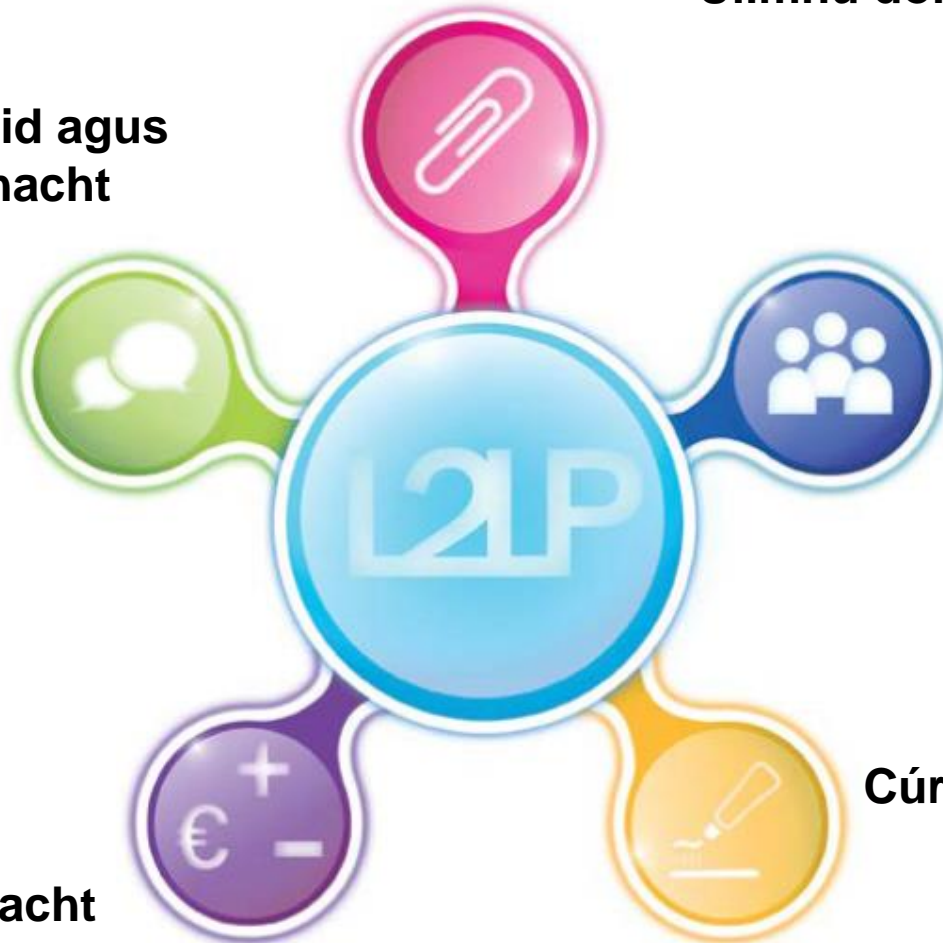
CFL2anna ATFanna



Oide

Ullmhú don obair

Cumarsáid agus
litearthacht



Uimhearthacht

Cúram Pearsanta

Thar 3 bliana
250 uair = in aghaidh an ATF

40 nóiméad = 4 rang do gach ATF in
aghaidh na seachtaine

60 nóim = 3 rang do gach ATF in
aghaidh na seachtaine

Maireachtáil sa
Phobal


Weekly Timetable

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday / Sunday

Tríd an oiread ábhair príomhshrutha
agus is féidir chun curaclam leathan
agus cothrom a chruthú.

Measúnú déanta ag leibhéal 1/leibhéal 2
sa timpeallacht foghlama chéanna lena
bpiaraí nuair is féidir

Tá Gnéithe éagsúla ag gach ATF, a bhfuil roinnt Torthaí Foghlama (TFanna) ag gabháil leo




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

Gné

- 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

**CFLanna
1**

**Torthaí
Foghlama**



**PLU 1:
Communicating and
Literacy**

Gné

- 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

CFLanna 2

**Torthaí
Foghlama**



Aonaid Tosaíochta Foghlama

Cumarsáid, Teanga agus Litearthacht

Uimhearthacht

Corpoideachais

Na hEalaíona

Maireachtáil sa Phobal

Cúram Pearsanta agus Folláine

Gearrchúrsaí

Timpeall an Domhain in 80 lá Leibhéal 1

Fás é, Cócaráil é, Ith é Leibhéal 2

Bia, Bia Blasta Leibhéal 1

Stair Leibhéal 2



Aonaid Tosaíochta Foghlama

Cumarsáid agus Litearthacht

Uimhearthacht

Ag Maireachtáil sa Phobal

Ag Ullmhú don Obair

Cúram Pearsanta

Gearrchúrsaí

Fiontar i mBeochan Leibhéal 2

Litearthacht sna Meáin

Dhigiteacha Leibhéal 2



Aonaid Tosaíochta Foghlama

Cumarsáid agus Litearthacht

Uimhearthacht

Ag Maireachtáil sa Phobal

Ag Ullmhú don Obair

Cúram Pearsanta

Gearrchúrsaí

Corpoideachas Leibhéal 3

OSPS Leibhéal 3

Ábhair

Ealaín, Ceardaíocht agus Dearadh

Béarla

Cén áit ar féidir le foghlaim a bheith ann?



Oide

**Ranganna
Príomhshrutha**

**Bunranganna- Rang
Speisialta / ASD**

Ranganna Tacaíochta

Réimsí eile: Ceaintín,
seach-churaclaim,
foirne spóirt, pobal,
turas sóisialta srl

**Baile agus an
Pobal**



Comhairle amchláir



Oide

"Samhlaítear, chomh fada agus is féidir, go dtabharfaidh na scoláirí atá á mbreithniú anseo atá i suíomhanna príomhshrutha faoina gcuid CFL2nna i ranganna príomhshrutha."
Treoirlínte CFL2nna lch. 7

Leanann scoláire clár foghlama aonair ach ní gá go gciallódh sé sin gur i suíomh aistarraingthe é

Gearrchúrsaí Leibhéal 1 & 2



Oide

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

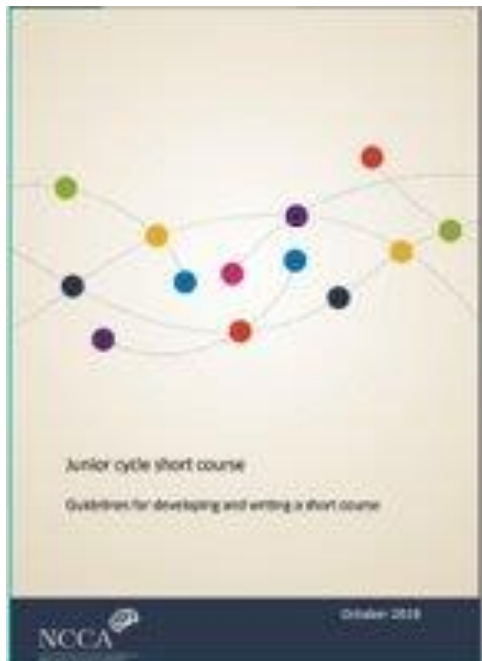
Specification for Junior Cycle Short Course

100 uair an chloig ar a laghad Rannpháirtíocht ar an amchlár

Gearrchúrsaí Leibhéal 2 a forbraíodh ag scoil



Oide



NCCA Scoping Document

Short Course

Digital Media Literacy

School Developed – Level 2

Short Course

Grow It! Cook It! Eat It!

Level 2

Specification for Junior Cycle Short Course

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

Civic, Social & Political Education

A Citizenship Course

Level 2 Specification for Junior Cycle
School Developed

(Adapted from NCCA CSPE short course)

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?

Gearrchúrsaí Leibhéal 2 a forbraíodh ag scoil le fail ar:

www.scoilnet.ie

Tuairisceoirí Gearrchúrsaí le fail ar:

www.jct.ie

www.curriculumonline.ie

Measúnú ar Ghearrchúrsaí



Oide



Déanann scoláirí Measúnú Rangbhunaithe (MRB) a dhéantar a mheas trí **Ghnéithe Cáilíochta** a úsáid.

Bainfidh an PGSS úsáid as an tuairiscín '**Gnóthaithe**' (L2) agus '**Dul Chun Cinn Déanta/Curtha i gCrích go Rathúil**' (L1) chun léiriú a thabhairt ar na Gearrchúrsaí a chomhlíon na Gnéithe Cáilíochta/a bhain tairbhe as rochtain ar TFanna

Cé atá freagrach?



Oide

Tá an fhreagracht tosaigh ar mhúinteoirí ábhair as oideachas na scoláirí uile ina gcuid ranganna, lena n-áirítear scoláirí a bhfuil riachtanais speisialta oideachais acu.

(Treoirlínte d'Iar-Bhunscoileanna: Ag Tacú le Scoláirí i Scoileanna Príomhshrutha a bhfuil Riachtanais Speisialta Oideachais acu, lch. 14)

Ba chóir go mbeadh múinteoirí oideachas speisialta eolach ar réimse leathan cuir chuige teagaisc... meascán de thionscnaimh teagaisc foirne, teagasc comhoibríoch, idirghabháil luath, tacaíocht i ngrúpaí beaga nó duine le duine

(Treoirlínte d'Iar-bhunscoileanna Cabhrú le Scoláirí a bhfuil Riachtanais Speisialta Oideachais acu i Scoileanna Príomhshrutha L.14)

Pleanáil d'Aonaid Tosaíochta Foghlama na nÁbhar

SUBJECT LINK MASTER:												ENGLISH	IRISH	MATHS	CSPE	SPHE	MFL-Spanish	MFL-French	HISTORY	GEOGRAPHY	SCIENCE	HOME ECONOMICS	BUSINESS STUDIES	METALWORK	WOODWORK	TECH. GRAPHIC	MUSIC	ART	RELIGION	GUIDANCE/ WEL-BEING	Total No. subject areas					
PLU: COMMUNICATING & LITERACY																																				
ELEMENTS OF LEARNING and LEARNING OUTCOMES																																				
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																												0							
1.2	Ask questions to obtain information, e.g. to check dates/prices (face to face and by booking a meal over the telephone)																													0						
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																														0					
1.4	Express personal opinions, facts and feelings appropriately, e.g. expressing an opinion on a television programme, relate news from their weekend																															0				
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																																0			
1.6	Listen to and respond to a range of stories																															0				
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 mood/appropriate action																															0				
1.8	Use appropriate non-verbal behaviour in communicating a simple idea, e.g. disappointment or joy, tone of voice to seek assistance/complain																																0			
1.9	Play a response or request non-verbally, e.g. signalling a phone call																																0			
1.10	Respond to non-verbal signals and signs encountered in daily life, e.g. road signs, traffic signs, hazardous materials																																0			
1.11	Follow the sequence of non-verbal instructions or directions for a frequent activity, e.g. using equipment with three or more operations, finding safety exits/following fire drill																																0			
Reading to obtain basic information																																				
1.12	Read familiar words that are commonly used and personally relevant, e.g. read a list of items relating to a personal interest/sport/hobby, names of family members																																0			
1.13	Use simple rules and text conventions that support meaning, e.g. pause at a full stop																																0			
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.																																		0	
1.15	Identify key information from different forms of writing, e.g. locate factual information in forms/bills, times and dates of appointments, menus, timetables, newspapers																																		0	
1.16	Use a range of reading strategies, e.g. clues, context, sound, prediction and decoding																																		0	
Using a range of writing forms to express opinions																																				
1.17	Write/type notes and messages needed for simple tasks, e.g. address an envelope																																0			
1.18	Write/type at least five sentences so that they convey meaning or information, e.g. arrange a meeting with a friend, give directions.																																		0	
1.19	Use the main rules of writing appropriately, e.g. use capitals and full stops																																		0	
1.20	Use a range of spelling patterns, e.g. add 'ing' to a word - drop, double or nothing																																		0	
1.21	Use a range of different forms of writing to suit purpose and audience, e.g. write a letter, fill in a form, complete a presentation																																			0



Acmhainní atá Sainiúil don Ábhar



Oide



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

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 Thinglink Resource

Sorting Activity

(Group Work) Place the pictures in the correct section to show the development of Tourism in Clonmel

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers



Roinnte ina ATFanna nó
tionscadail nó ábhair

Seicliosta ábhair.

Fianaise de chineál éagsúil
a thaispeánann gur baineadh
toradh/torthaí foghlama amach

A bheith éasca le
húsáid
(i.e. éasca a
nascleanúint)

Cén chuma a bheifeá ag súil le i bpunann agus cad a bheadh istigh inti?

Obair an scoláire atá
ann

Fianaise ar cé a rinne an
obair leis an scoláire

Dul chun cinn a
thaispeáint

Aiseolas a bheith ann

Acmhainní Measúnaithe



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...

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

Element of Learning	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, reiate 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	2. NUMERACY	3. PERSONAL CARE	4. LIVING IN A COMMUNITY	PREPARING FOR WORK
Speaking appropriately for a variety of purposes and demonstrating 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
				5.31 5.32



Tacú leis an bhFoghlaim
 Ghairmiúil i measc Ceannairí
 Scoile agus Múinteoirí

Supporting the Professional
 Learning of School Leaders
 and Teachers

Turas measúnaithe



Oide

An chéad bhliain

Measúnú agus
Aiseolas
Leanúnach

An dara bliain

Measúnú agus
Aiseolas
Leanúnach

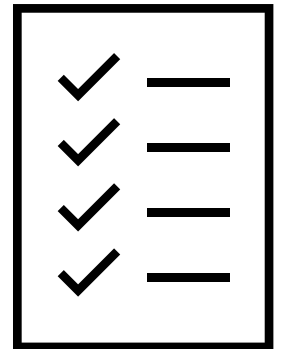
Measúnú
Rangbhunaithe
Gearrchúrsa

An tríú bliain

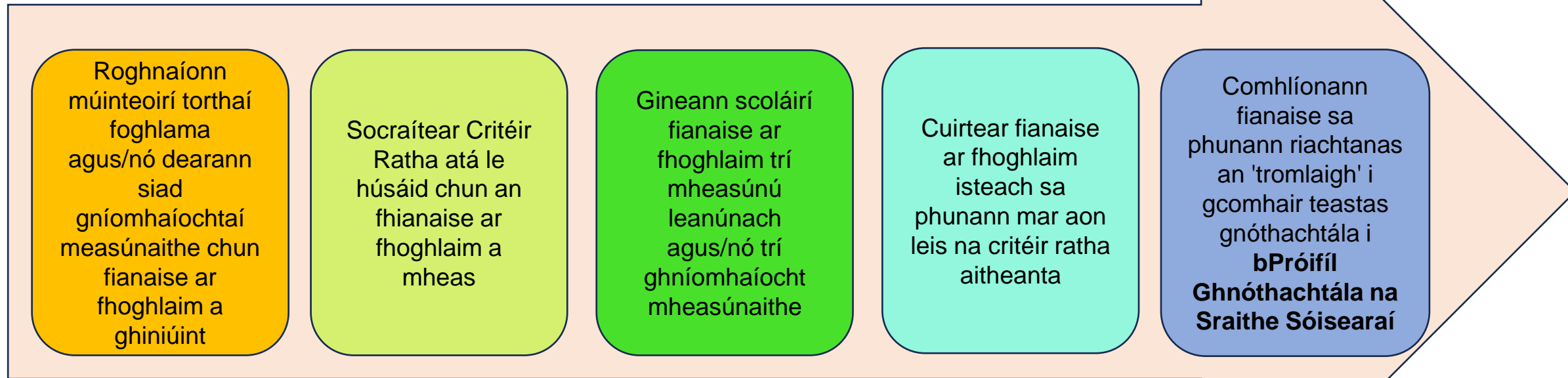
Measúnú agus
Aiseolas
Leanúnach

Measúnú
Rangbhunaithe
Gearrchúrsa

Punainn don
Mheasúnú
Deiridh



An próiseas chun fianaise ar fhoghlaim a ghiniúint, a bhailiú agus a mheas do CFL1anna & CFL2nna



Achoimre ar Thuairisciú Deiridh



Oide

Important

Ba chóir do scoláirí a bhíonn ag plé le CFL1anna & CFL2nna foghlaim faoi na torthaí foghlama go léir i ngach ATF agus i ngach gearrchúrsa a bhfuil siad ag gabháil dóibh.

Maidir le creidiúnú i leith ATF PGSS ag **Leibhéal 1.**

Ní mór fianaise a thabhairt ar fhormhór na dtorthaí foghlama (50% +1 ar a laghad) ar fud ATF a bheith gnóthaithe

Le haghaidh creidiúnú PGSS ATF ag **Leibhéal 2**

Ní mór fianaise a bheith ann d'fhormhór na dtorthaí foghlama (50% +1 ar a laghad) i ngach gné i ngach ATF

Maidir le creidiúnú i leith gearrchúrsa PGSS ag **Leibhéal 1.**

Trí na treoirlínte measúnaithe do ghearrchúrsaí agus na Gnéithe Cáilíochta a úsáid, bronntar an tuairiscín 'Dul chun cinn déanta' nó 'Curtha i gCrích go Rathúil' ar an scoláire

Le haghaidh creidiúnú gearrchúrsa PGSS ag **Leibhéal 2**

Trí na treoirlínte measúnaithe do ghearrchúrsaí a úsáid, bronntar an tuairiscín 'Gnóthaithe' ar an scoláire

Ba chóir go dtabharfaí aitheantas do gach réimse foghlama ar an PGSS ag scoláirí a bhíonn ag plé le CFL1anna & CFL2nna lena n-áirítear Ábhair, MRBnna ábhair, Folláine agus Réimsí foghlama eile.

Tuairisciú Deiridh ar PGSSanna



Oide

JUNIOR CYCLE PROFILE OF ACHIEVEMENT		2018
Samuel Jefferson		DOB: 13 February 1967
STATE CERTIFIED FINAL EXAMINATIONS	Classroom-Based Assessments - English	
Examination number: 9995		
English (O) Merit	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	Other Areas of Learning	
Communicating and Literacy Achieved		
Personal Care Achieved		
Preparing for Work Achieved		
Living in a Community Achieved		
Numeracy Achieved		
Principal	Roll Number: 10000X	
John Hancock	Springfield Elementary School 16 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	Classroom-Based Assessments - Short Courses	
Living in a Community Achieved	Personal Project: Caring for Animals Achieved	
Preparing for Work Achieved	CSI: Exploring Forensic Science Achieved	
Communicating and Literacy Achieved		
Numeracy Achieved		
Personal Care Achieved		
Other Areas of Learning		
Principal	Roll Number: 10000X	
John Hancock	Springfield Elementary School 16 Plympton Street, Springfield D11 X999	
This JCPA recognises and records achievements in Junior Cycle.		

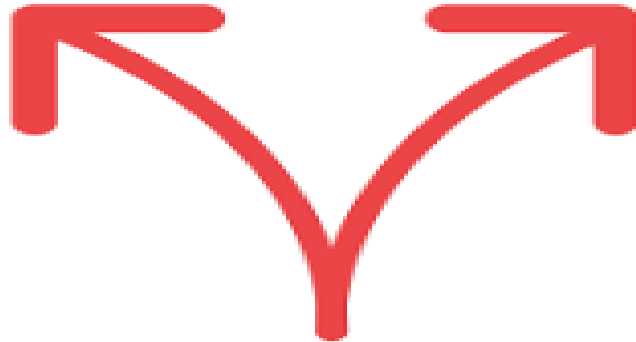


Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Seisiúin eolais
do ranna
ábhair



Cruinniú foirne
a bheith agat
chun an t-
eolas a
scaipeadh

Cad é an chéad rud eile?

Ba mhór againn bhur gcuid aiseolais



Oide





Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

*Go raibh maith
agaibh*

