

L1LPs L2LPs Mailing List



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Supporting the Professional
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Curriculum and Collaboration

Special Schools



Outline for Today



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- Session 1: 9.30am – 11.30am Personalised Curricula Options

- Break Time 11.30am – 11.50am



Break

- Session 2: 11.50am – 1.30pm Collaboration

Your Learning, Your Way



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- Multi-modal engagements options – written, audio, visual
- All participation styles accommodated; write, move, speak etc
- Activities offer choice and flexibility. Choose from: individual, pairs, small groups, etc
- Respect privacy of others...



Flexibility



Choice

If there is anything we can do to improve your experience during today's workshop, please let us know privately.



Consider



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Please respect everyone's right
to privacy

No discussing individual
students

Introducing Oide



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An tSraith Shóisearach do Mhúinteoirí
Junior **CYCLE**
for teachers

NIPT
An Clár Náisiúnta Ionductaithe do Mhúinteoirí
The National Induction Programme for Teachers

PDST
Professional Development Service for Teachers | An tSeirbhís um Fhorbairt Ghairmiúil do Mhúinteoirí

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Junior Cycle L1LPs & L2LPs



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Online Information Sessions

- There will be termly online information sessions regarding Junior Cycle L1LPs & L2LPs for school leaders and teachers who are new to the programmes this year.

Subject Cluster Day

- Teachers can attend a dedicated workshop for school leaders and teachers from special classes.
- This workshop will focus on planning individual learning programmes for students with SEN in Junior and Senior Cycle.

In-school Support

- Oide provides contextualised in-school support in a range of priority areas, including Junior Cycle L1LPs and L2LPs.
- Schools apply for this support through the Oide support portal.

Senior Cycle L1LPs & L2LPs



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Online Information Sessions

- There will be termly online information sessions regarding Senior Cycle L1LPs & L2LPs for school leaders and teachers who are new to the programmes this year.

Webinar

- We are offering Senior Cycle L1LP & L2LP professional learning for mainstream schools via a live webinar.

Subject Cluster Day

- Teachers can attend a dedicated workshop for school leaders and teachers from special classes.
- This workshop will focus on planning individual learning programmes for students with SEN in Junior and Senior Cycle.

In-school Support

- Oide provides contextualised in-school support in a range of priority areas, including Senior Cycle L1LP and L2LP.
- Schools apply for this support through the Oide support portal.

JCSP Supports



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Online Information Sessions

- For new JCSP coordinators. Annual introductory online workshop to provide opportunities to professionally collaborate and to develop a shared understanding of how the JCSP can be delivered effectively in your school context.

JCSP Events

- 10 in-person PLE events on the planning and process of all aspects of JCSP.

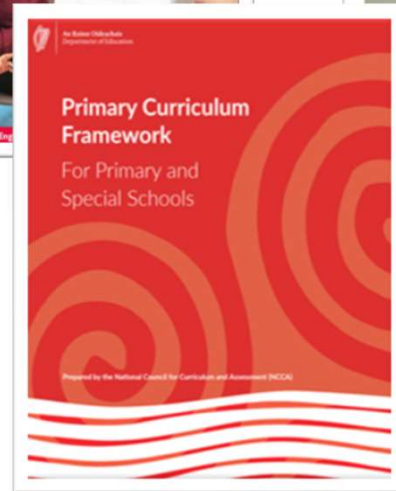
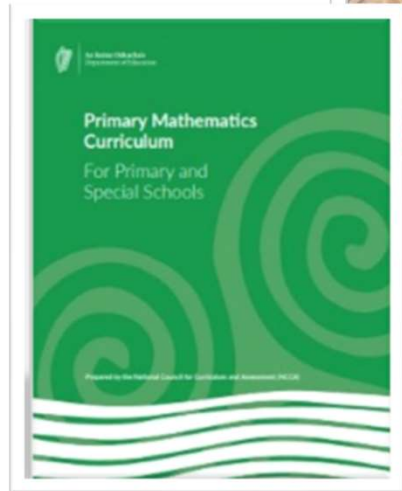
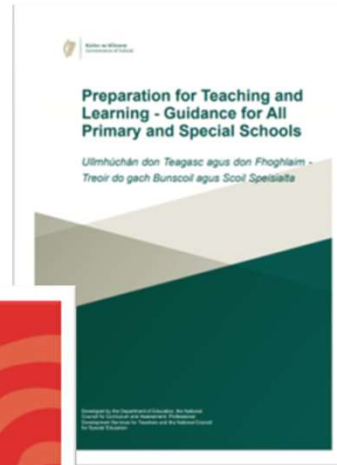
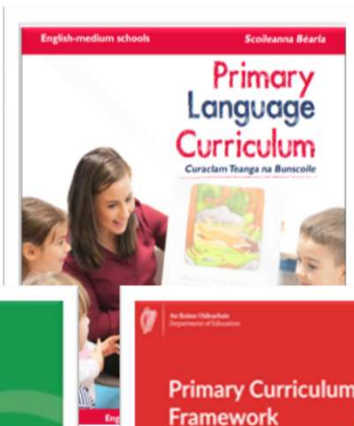
In-school Support

- Oide provides contextualised in-school support in a range of priority areas, including JCSP.
- Schools apply for this support through the Oide support portal.

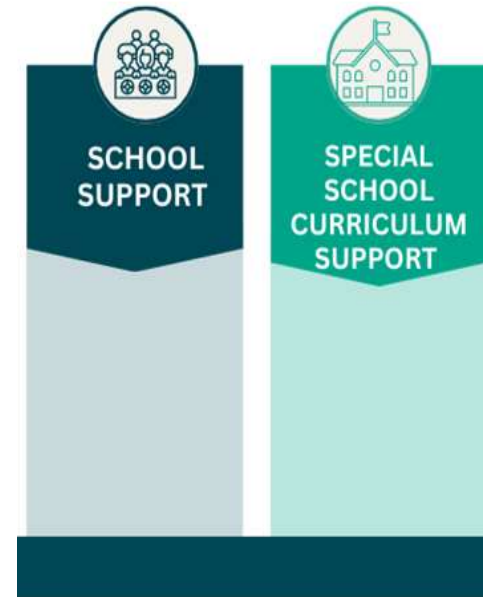
NCSE Curricular Support for Special Schools



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National Rollout of Primary Curriculum



School Portal

Special School Curriculum Support

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Supporting the Professional Learning of School Leaders and Teachers

NCSE Teacher Professional Learning Support




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An Chomhairle Náisiúnta um Oideachas Speisialta
National Council for Special Education

Apply for School TPL Support



Click here to log into the School Portal to create a new 'School Support' ticket.

Apply here

- Autism – Mainstream
- Autism – Special Class
- Autism – Special School
- Behaviour & Wellbeing – Mainstream
- Behaviour & Wellbeing – Special Class
- Behaviour & Wellbeing – Special School
- Leadership for Inclusion – Mainstream
- Leadership for Inclusion – Special School
- Primary Language Curriculum – Special Class
- Primary Mathematics Curriculum – Special Class
- Supporting Diverse Learners – Mainstream
- Supporting Diverse Learners – Special Class
- Supporting Diverse Learners – Special School



Teacher Professional Learning
Primary, Post-Primary and Special Schools
September 2024 to May 2025

 School Portal

Key Areas of Support

 TPL Seminar Calendar

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Session 1

Personalised

Curricula Options

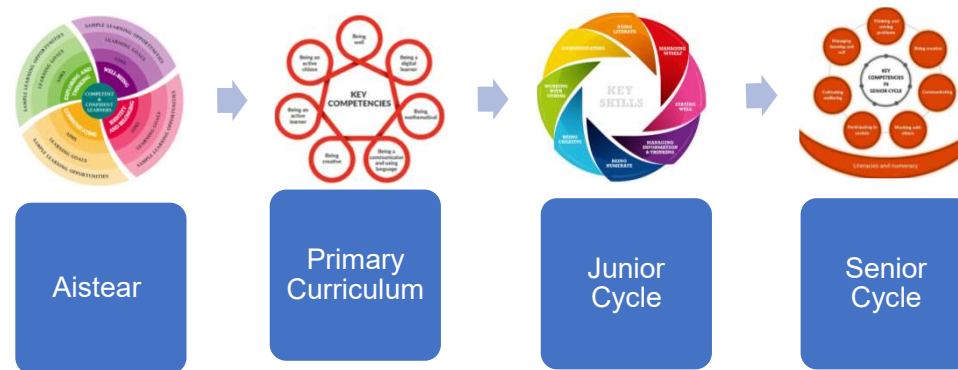


Session 1 Learning Intentions

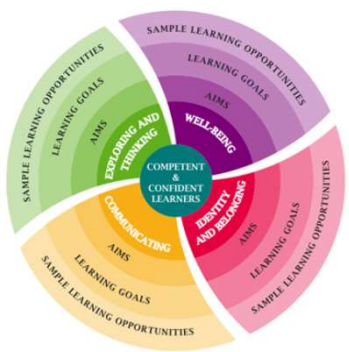


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- Understand the continuum of education
- Explore current curriculum options
- Explore the process of planning an age-appropriate personalised targeted curriculum and programme of learning



Continuum of Education



Aistear



Primary Curriculum



Junior Cycle



Senior Cycle

Curricula in our School



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What curricula/programmes do we offer in our school?

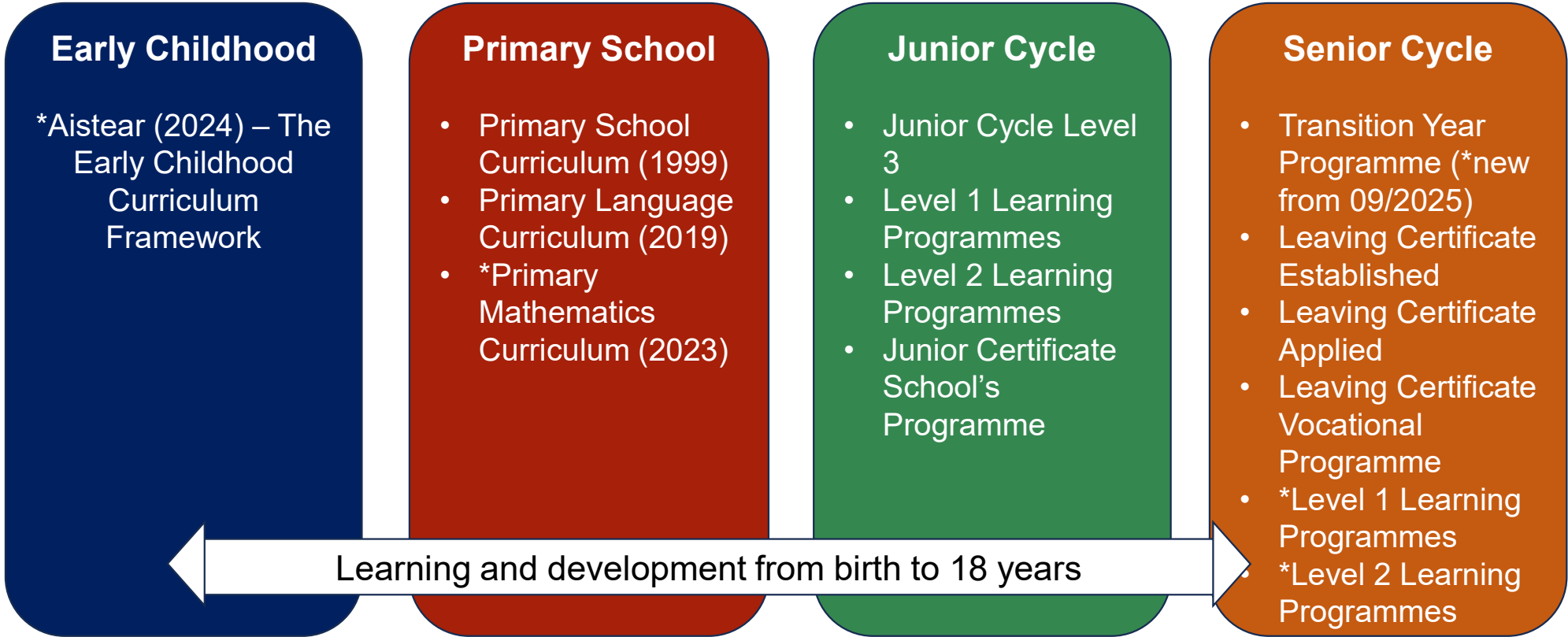


Consider



Group

Continuum of Education



Preparation for Teaching and Learning p.21

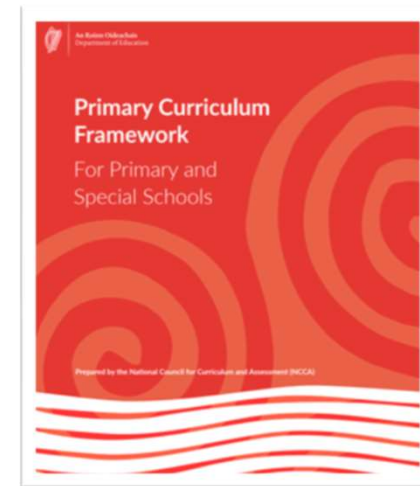
*New curricula since the publication of the Preparation for Teaching and Learning

The Continuum of Education



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The Primary Curriculum Framework links with learning experiences provided through the themes of Aistear: the Early Childhood Curriculum Framework and connects with the Framework for Junior Cycle. It supports continuity of experiences for learners from early years to the start of senior cycle.



An Roinn Oideachais
Department of Education



Circular Letter 0017/2023

To Boards of Management and School Leaders, Teaching Staff
of Primary Schools and Special Schools and CEs of ETBs
Launch of the *Primary Curriculum Framework*

Circular Letter 0017/2023 p.2

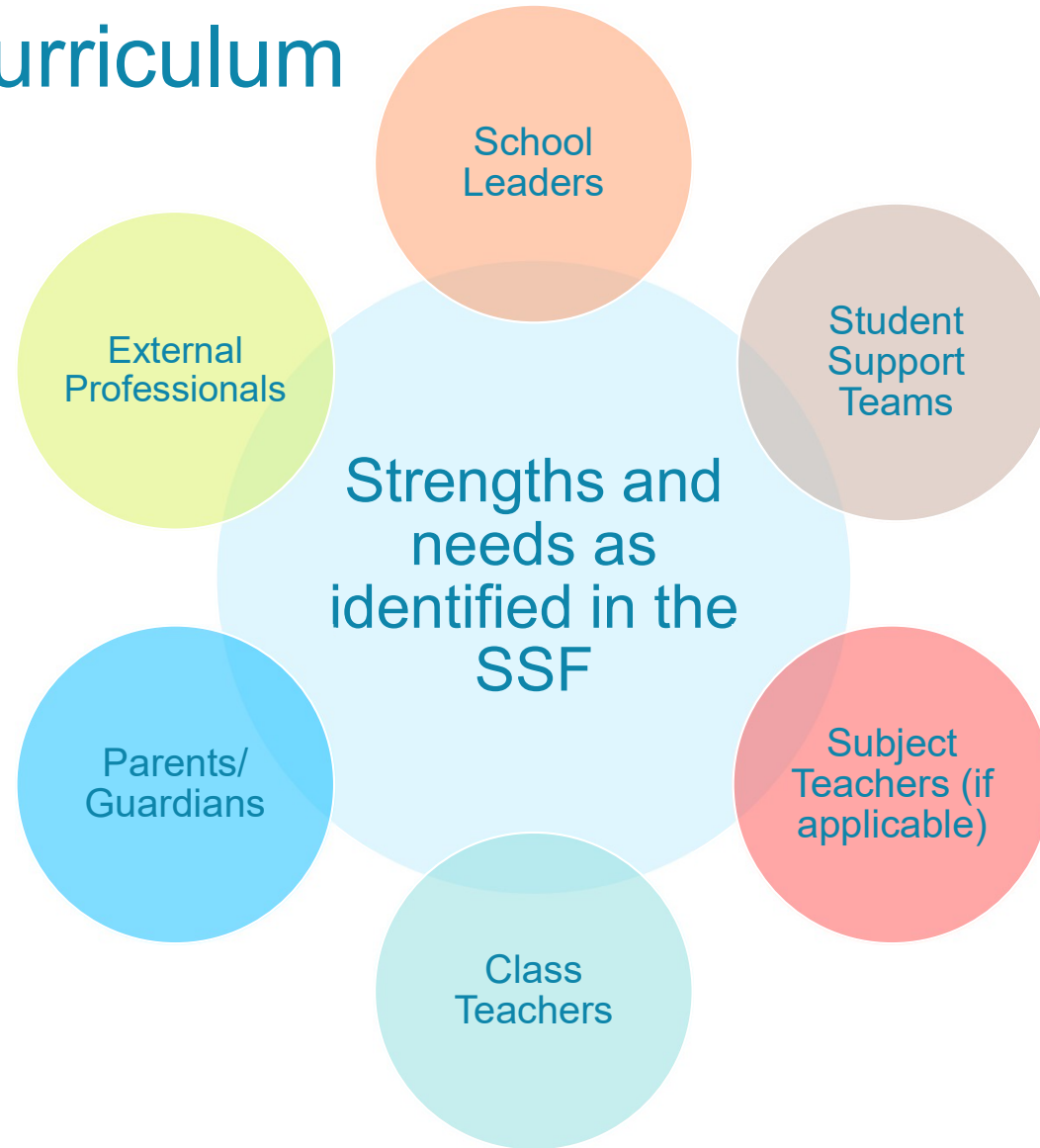
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Appropriate Curriculum



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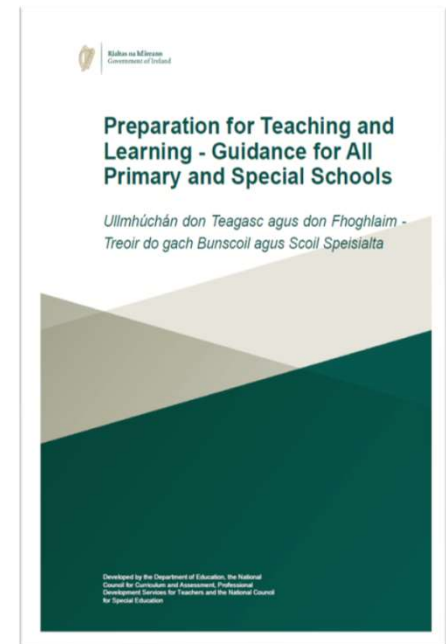


Age-appropriate Curricula Advice



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In the special school context, the intended learning for children should be drawn from an age-appropriate primary or post-primary curriculum to ensure children have access to, participate in and benefit from an education that is inclusive and appropriate to their abilities and needs.



Preparation for Teaching and Learning p.3

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Age-Appropriate Curricula Advice



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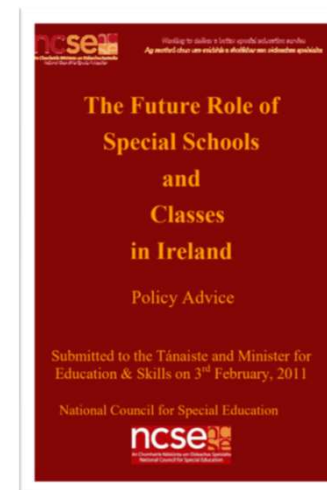
Pupils/students in special schools follow an appropriate and differentiated school curriculum.

LAOS p.8



Appropriate programmes and certification options must be available in all schools that enrol post-primary aged pupils with special educational needs.

NCSE The Future Role of Special Schools and Classes in Ireland p.93



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Post Primary Age-Appropriate Curricula



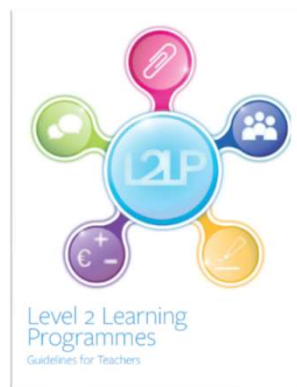
Oide

Junior Cycle



“...topics that are age appropriate for junior cycle students and on areas of interest to the students involved.”

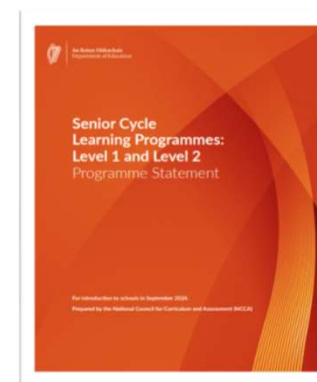
Level 1 Learning Programme
Guidelines p.18



“Consider[s...]student’s prior learning and experiences, personal and social development and age-appropriateness.”

Level 2 Learning Programme
Guidelines p.12

Senior Cycle



“...senior cycle should be inclusive of every student, respond to their learning strengths and needs, and celebrate, value, and respect diversity.”

Senior Cycle Learning Programmes:
Level 1 and Level 2 Programme
Statement p.3

Curriculum Options Junior Cycle



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PLUs, Short Courses and Subjects (if appropriate)



Age-appropriate curriculum



Plan for progression



Meaningful & purposeful engagement



Variety of assessment & reporting



Broad & balanced curriculum

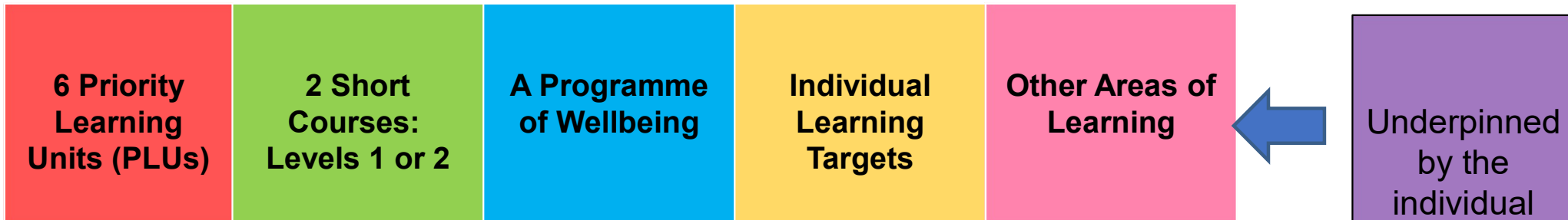
Students engaging with L1LPs are exempt from History as per Circular 16/2020
Circular 0028/2023 pp.6-9

Level 1 & Level 2 Learning Programmes



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L1LP's: What might a student engage with?



L2LP's: What might a student engage with?



*Circular 0028/2023 & 0016/2020

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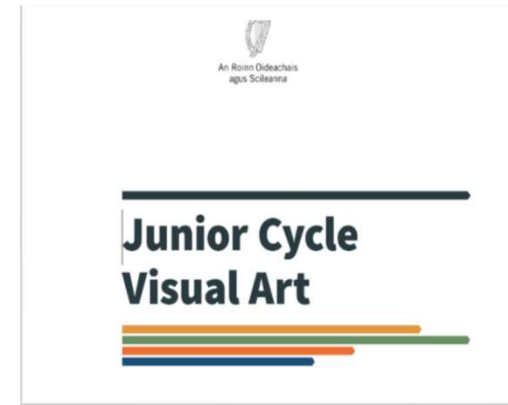
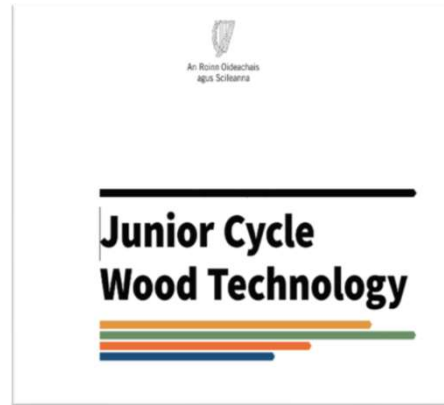
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Level 3 Junior Cycle



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Some students engaging with the L2LPs “may also be capable of undertaking a Level 3 state examination and a CBA, or only the CBA in that subject, or a Level 3 short course.”

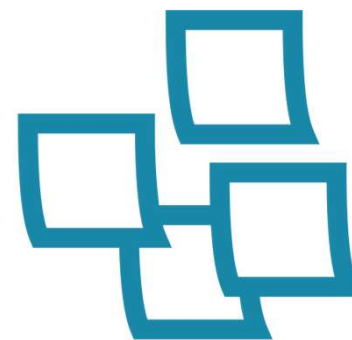


Circular 0028/2023 p.11

Stop & Jot



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Current Curriculum Options Senior Cycle



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Age-
appropriate
curriculum &
content



Continuity and
transition



Well-being and
relationships



Key
Competencies
at Senior Cycle



Variety of
assessment &
reporting



Choice and
Flexibility

Senior Cycle Advisory Report p.24

SCL1 Learning Programme



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Structure

- Key areas of Learning
- Cross curricular
- Modular basis
- 40-60 hours: time allocated on student's needs and school context

4 Curriculum Areas

- Numeracy
- Communication & Literacy
- Personal Care
- Electives

Electives

- P.E, Music, Visual Art, Drama, Being part of the Community, Special Interest, Looking after my environment

NCCA, Senior Cycle Learning Programmes: Level 1 and Level 2: Programme Statement, pp.10-14

SCL2 Learning Programme



Oide

Structure

- Key areas of Learning
- Cross curricular
- Modular basis
- SSF
- 60 hours- Time allocated on school context

4 Curriculum Areas

- Numeracy
- Communication & Literacy
- Personal Care
- Electives

Electives

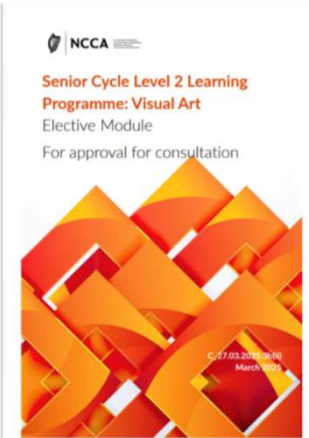
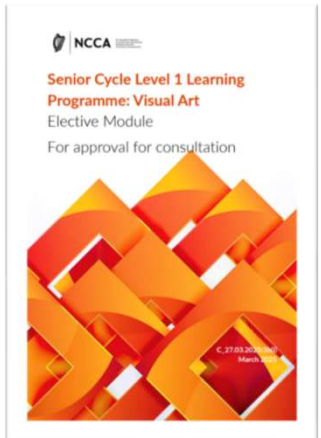
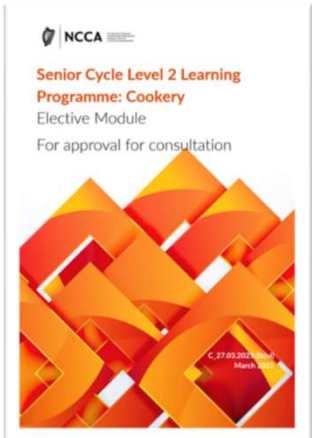
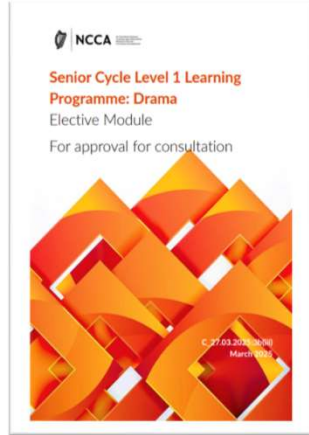
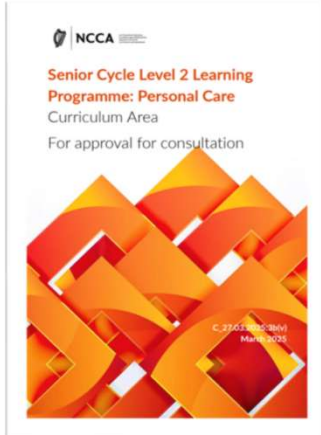
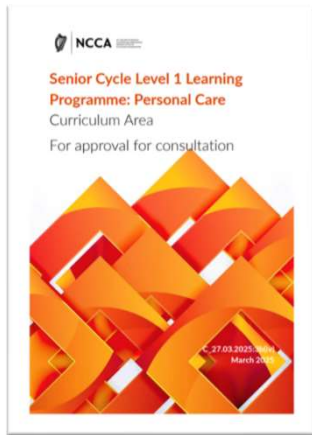
- Preparation for life after school, IT skills, Cooking, Music, Drama, Visual Art, Literature, P.E., Looking after my Environment, Design for sustainable living, Special Interest, The past in my place, My Life, My Finance

NCCA, Senior Cycle Learning Programmes: Level 1 and Level 2:
Programme Statement, pp.10-14

NCCA Consultation Process



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You can take part in the consultation by completing an online survey. If you are responding as an individual (teacher/parent/student/leader/teacher educator/lecturer/researcher), please complete the online survey by 5pm on Friday the 9th of May.



You can take part in the consultation through a submission form. If you are responding on behalf of an organisation, please complete the submission form and email to scconsultations@ncca.ie with 'Senior Cycle Level 1 and Level 2 Consultation' as the subject title by 5pm on Friday May 9th.



There will be a consultation event on the Personal Care modules on Thursday 1st of May 2025 in The Ashling Hotel, Dublin. Places are limited therefore, there is a maximum registration of two staff members per school. The closing date for receipt of applications is Friday the 18th of April at 5pm or once the spaces have been filled.



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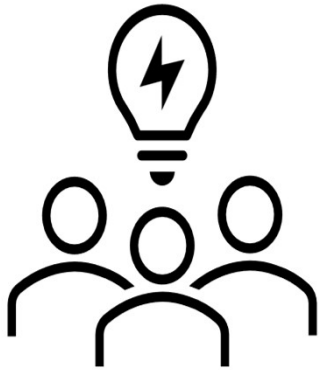
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More Senior Cycle Options



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Leaving Certificate Applied



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Other Senior Cycle Options



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Dearbhú Cáilíochta
agus Cáilíochtaí Éireann
Quality and
Qualifications Ireland

QQI Courses



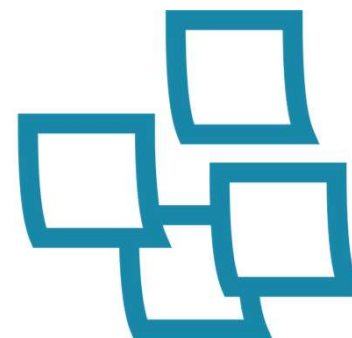
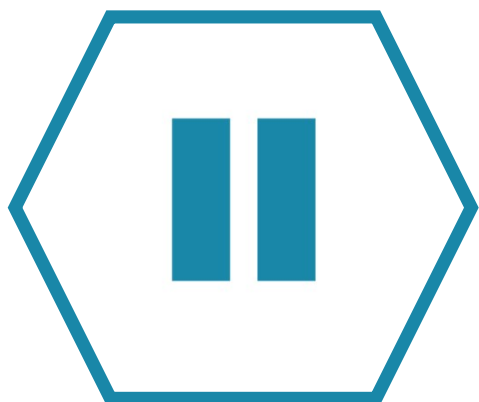
School designed senior cycle
programme



Stop & Jot



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Planning for the Learning Programmes

Processes and Practices



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All above documented in the SSF & SSP

Processes and Practices



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Senior management in schools can support a student's holistic development by providing a broad range of curricular, co-curricular and extra-curricular opportunities for all students.

NCCA Senior Cycle Learning Programmes: Level 1 and Level 2: Programme Statement, p.13



All students, including those with autism, should have opportunities to engage with a broad and balanced curriculum.

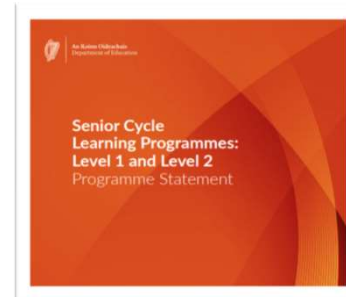
Autism Good Practice Guidance for Schools Supporting Children and Young People (2022), p.142

Leadership and management responsibilities

Processes and Practices



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Deciding on
a suitable
curriculum

Establish a baseline for learning by identifying...*“the student’s prior knowledge, learning achievements, special interests and future aspirations.”*

Select the most appropriate site for learning for the student as well as other school, and off-site activities

Level 2 Learning Programme
Guidelines p.12

NCCA Senior Cycle Learning Programmes: Level
1 and Level 2: Programme Statement, p.14



Deciding on a suitable curriculum

Timetabling Advice

- Taught through curriculum subjects
- Junior Cycle PLUs are cross-curricular units of learning with a similar theme
- *The guidelines for L2LPs...feature activities to use in class across a range of subject/curriculum areas.*¹
- Senior Cycle modules have “cross curricular links across the student’s learning programme”.²
- *Schools should consider a combination of timetabling approaches to maximise flexibility to the most effective and efficient use of resources within their own context.*²

Time Table Class A

Day							
MON							
TUE							
WED							
THU							
FRI							

¹Level 1 Learning Programme Guidelines p.6

²Senior Cycle Learning Programmes: Level 1 and Level 2 Programme Statement p.14

Processes and Practices



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Each student's SSF should provide information to help teachers in designing learning experiences based on their student's identified strengths and needs.



Learning experiences should also include targets from the student support plan (SSP) which may be achieved through the student's learning programme and daily school routine.

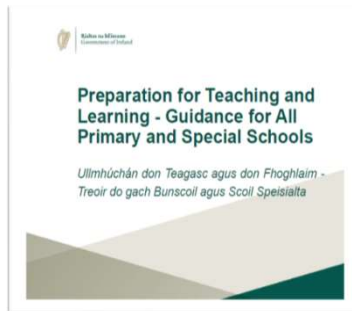
Student
Support File
(SSF)
Student
Support Plan
(SSP)

NCCA Senior Cycle Learning Programmes: Level 1 and Level 2: Programme Statement, p.15

Processes and Practices



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Preparation for teaching and learning

Use “knowledge of the children and their prior learning...Learning experiences should be created and adapted to support all children in their learning...as well as their interests, needs and abilities. This also supports continuity and progression”

Preparation for Teaching and Learning p.16

When designing learning activities based on learning outcomes, teachers should place their individual students identified strengths and needs at the centre of the process.

NCCA Senior Cycle Learning Programmes: Level 1 and Level 2: Programme Statement p.15

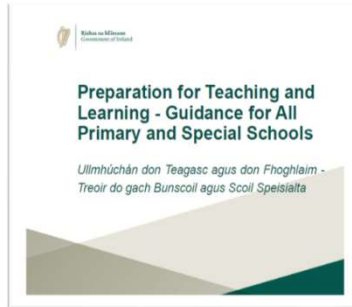
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Supporting the Professional Learning of School Leaders and Teachers

Processes and Practices



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Linking learning cross-curricularly & within existing school structures and context

Knowledge of the curriculum includes...knowledge of the rationale and focus of each Learning Outcome, as well as the links that can be made across elements and strands or indeed across other curriculum areas.

Preparation for Teaching and Learning p.8

Each programme is designed on a modular basis to support integration into, and implementation within, existing school structures and contexts, and...for the identified individual strengths and needs of the student...Cross curricular links across the student's learning programme should also be developed.

NCCA Senior Cycle Learning Programmes: Level 1 and Level 2: Programme Statement p.15

Planning for the Learning Programmes

Processes and Practices



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All above documented in the SSF & SSP

Planning for the Learning Programmes

Process and Practices



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Step 1: Select a suitable curriculum for your student

Step 2: How will you identify your student's prior learning, special interests, future aspirations, including transitions beyond school and decide the most appropriate site for learning for the student

Step 3: Based on the curriculum you have chosen select interventions, activities and resources to develop your student's strengths or support their priority needs you identified in the SSF

Step 4: How will we fit the selected learning into existing school structures and contexts and be taught in a cross-curricular way



Group

Key learning from Session 1



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- Understanding the continuum of education
- The age-appropriate current curriculum options
- Using the SSF to identify the strengths and needs of the young person
- Planning an age-appropriate personalised targeted curriculum and programme of learning



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Session 2

Collaborative Practice



Session 2 Learning Intentions



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- Strengthen our understanding of the importance of collaboration to support teaching and learning.
- Explore and further develop processes and structures to support collaboration
- Using the Preparation for Teaching & Learning Guidance document as a tool to identify and reflect on individual and collaborative best practice





Best Practice: Collaboration

Teachers' collective/collaborative practice... refers to how teachers learn from each other's expertise and how they interact with each other to reflect on their own practice. It also refers to the systems that are in place to enable them to discuss pupils' learning, and to share knowledge, ideas and resources.

LAOS p.13

Collaboration with colleagues or advisory support services, is an important step in a teacher's preparation for teaching and learning.

Preparation for Teaching and Learning p.8



What does Collaboration mean to you?



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Type words that come to mind when you think of collaboration.



Holding Slide for Mentimeter

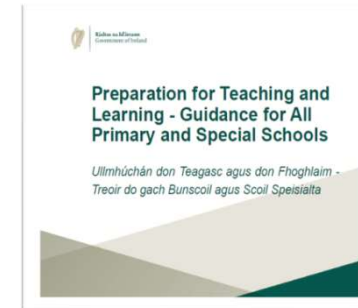


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Special School Context



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Pupils/students in special schools follow an appropriate and differentiated school curriculum. Teachers in these schools may draw on a range of curricula from a variety of sources, depending on pupils/students learning needs

LAOS primary p.8

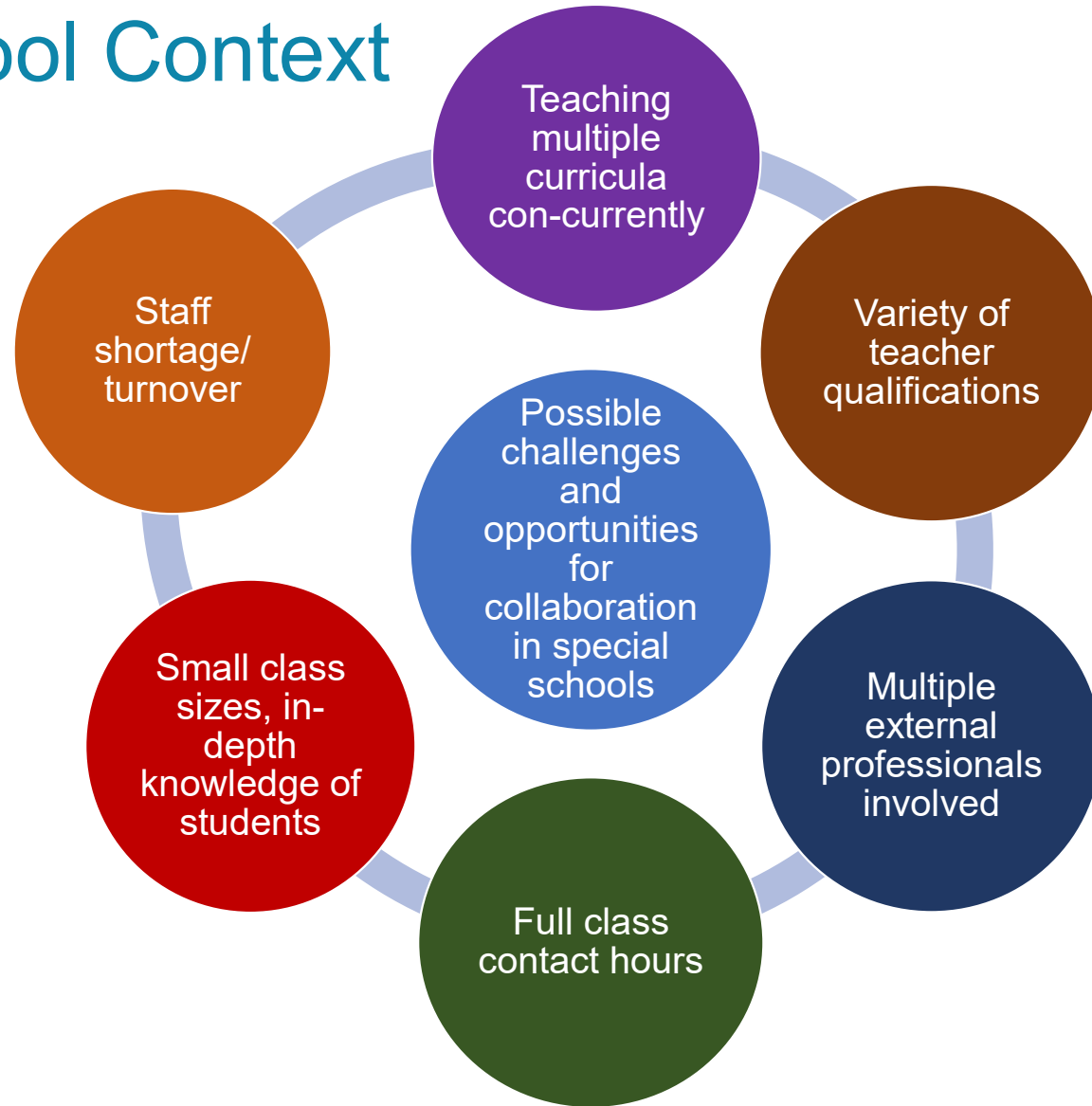
In the special school context, recorded preparation should refer to the age-appropriate primary or post-primary curriculum that supports the abilities and needs of the children.

Preparation for Teaching and Learning p.12

Special School Context



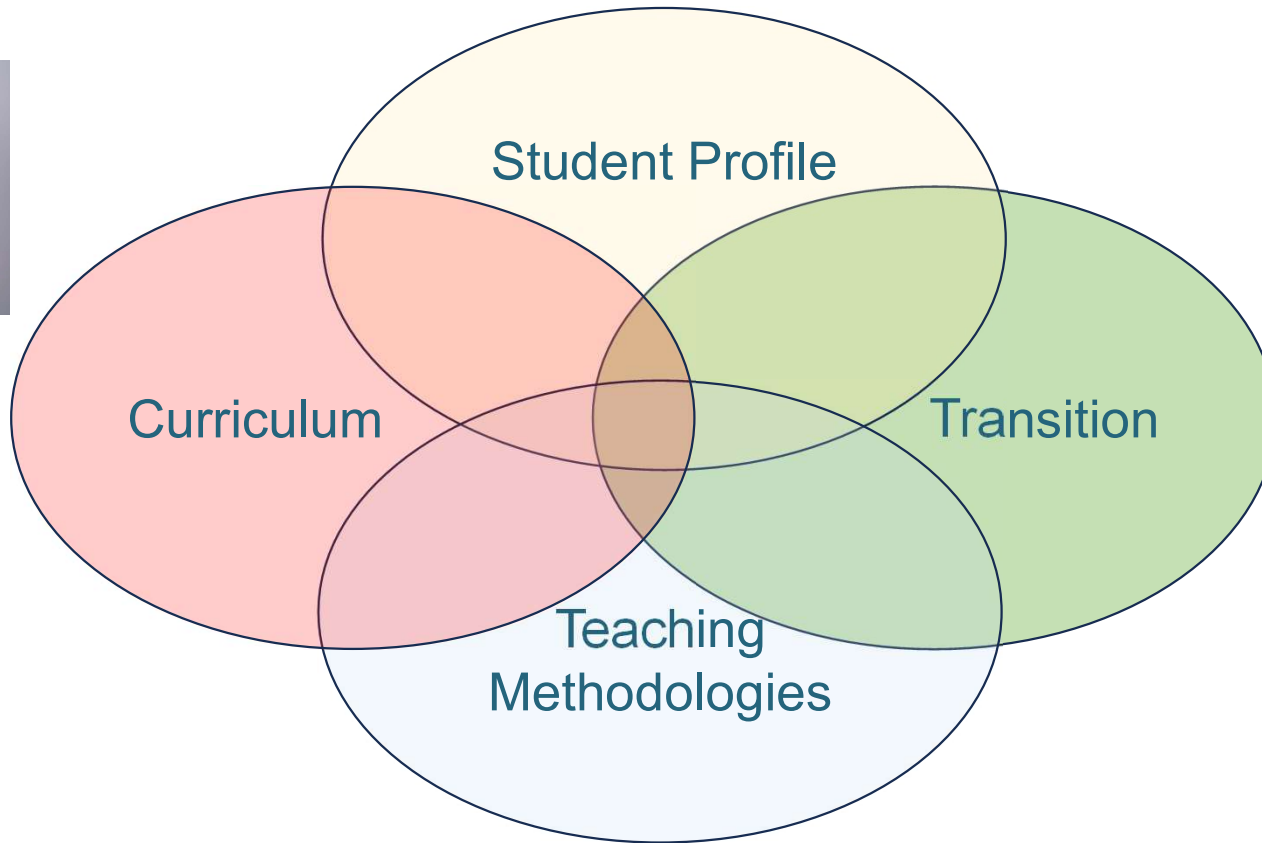
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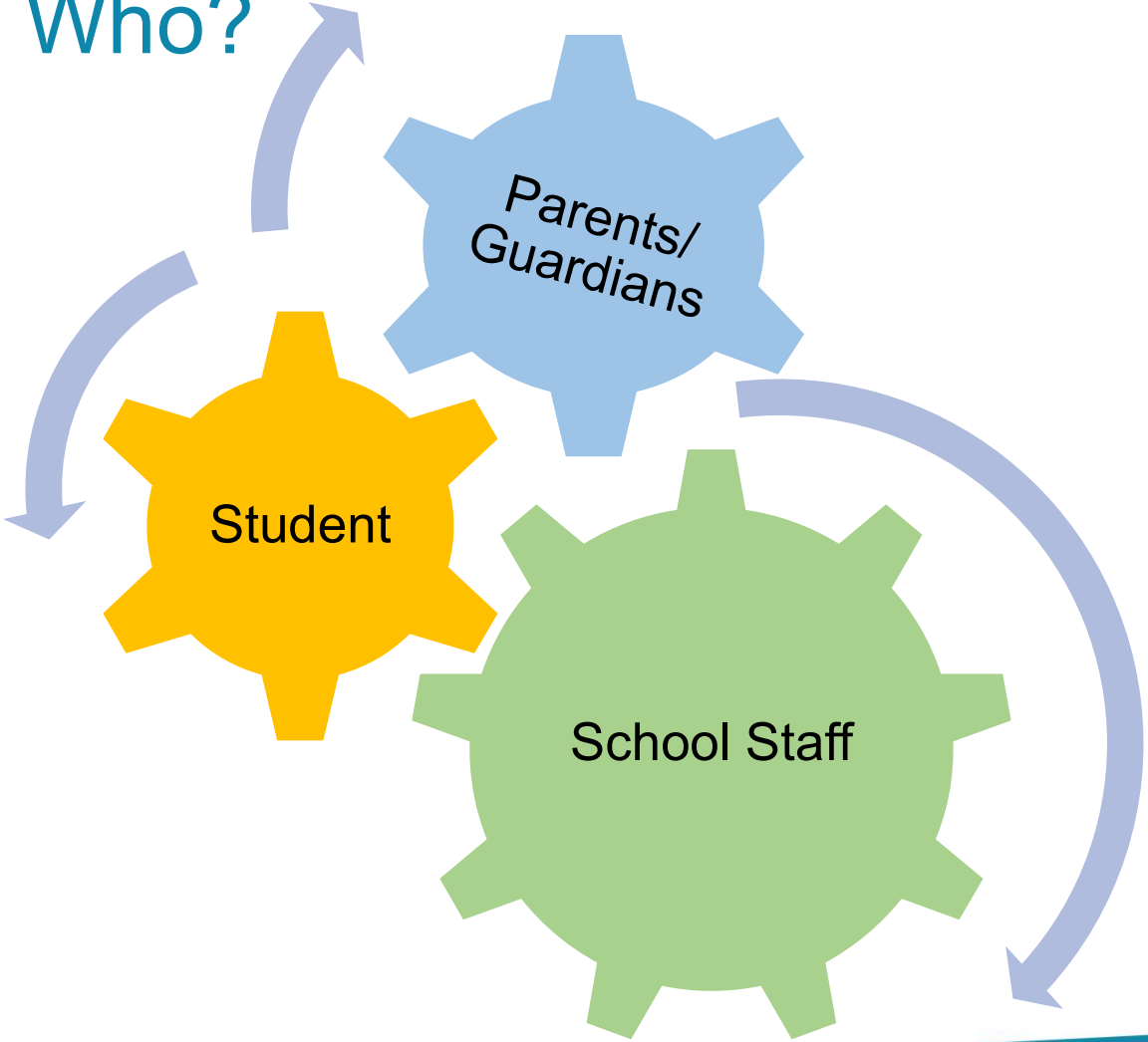
Collaboration – What?



Oide



Collaboration – Who?





Collaboration – How?



Those with leadership and management roles... [should ensure that] structures are in place to enable ongoing collaboration with parents, teachers/school leaders, support staff and other relevant professionals



Collaboration – How?

Using digital tools

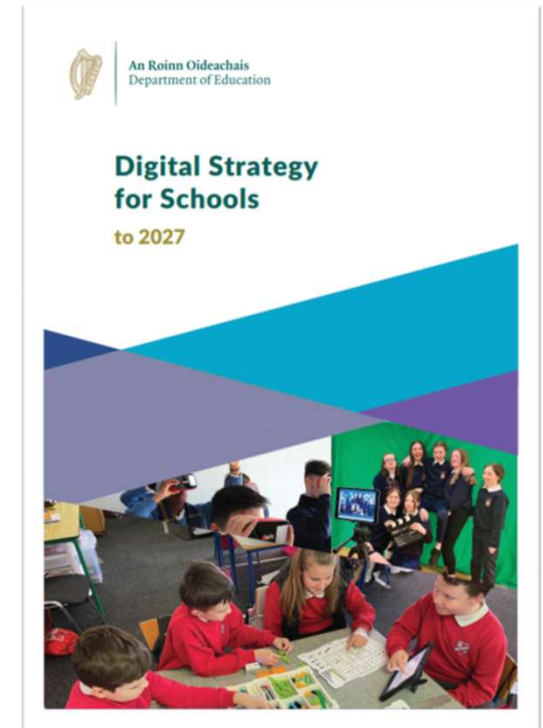


Teachers “develop innovative practice using digital technologies in the classroom and promote collaborative practices, which would also develop digital literacy skills/digital competence”

Digital Strategy for Schools to 2027 p.31



Oide



Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

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and Teachers

What Platform does your school use?



Oide



Collaboration in Action



Oide



Could you apply any of the ideas in this video in your own setting?



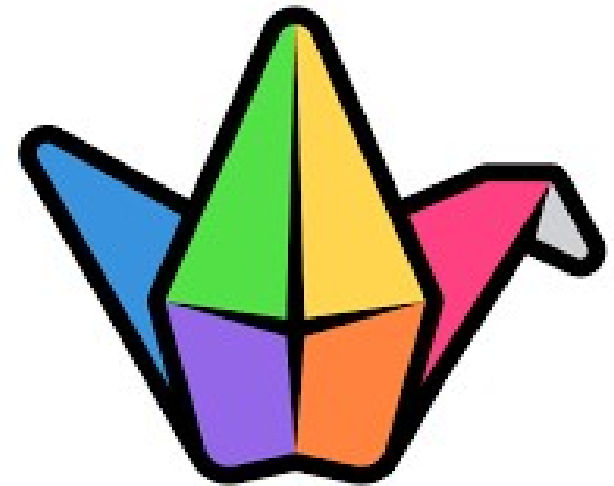
there are other positive sides

Activity on Collaboration



Oide

- A. Reflections of individual practices
- B. Reflection of Collaborative Practice in school
- C. Collaboration in Action: next steps



Reflection Activity A: Individual Practice



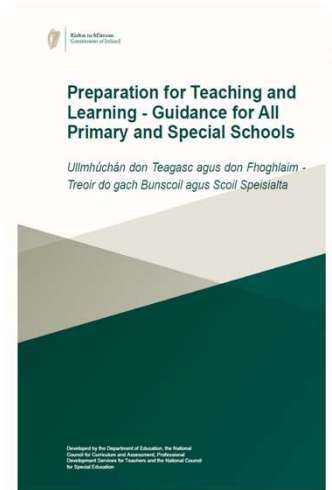
Oide

How do I gather and use information about the children, their prior learning, progression to date, needs, interests and curiosities?

Are the preparatory activities I undertake useful, purposeful and practical supports for teaching and learning?

How have the teaching approaches I employ been chosen or adapted to meet the needs, interests and abilities of all children?

How does my recorded preparation identify the specific learning taking place, the learning experiences supporting the learning and how all children in my context will demonstrate this learning?

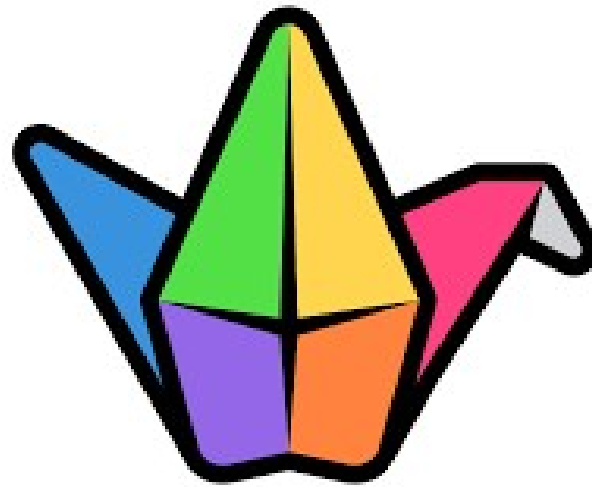


Questions from
Preparation for
Teaching and
Learning p.12

Activity A: Individual Practice



Oide



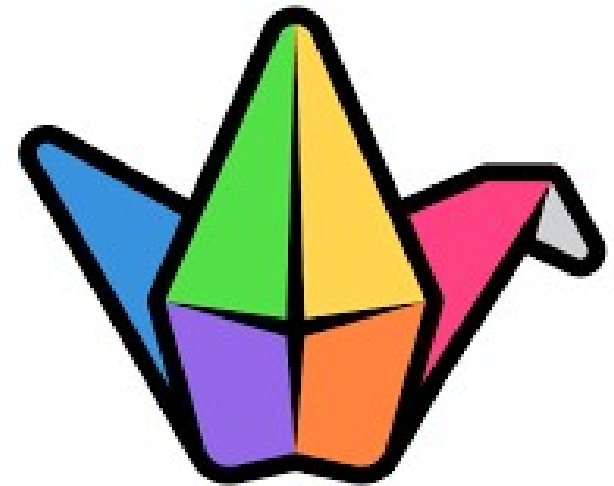
- Reflection on individual practice
- Padlet

Activity on Collaboration



Oide

- A. Reflections of individual practices
- B. Reflection of Collaborative Practice in school
- C. Collaboration in Action: next steps



Reflection Activity B: Collaborative Practice



Oide

How could we collaboratively gather and use information about the child(ren) in our classes, their prior learning, progression to date, needs, interests and curiosities?

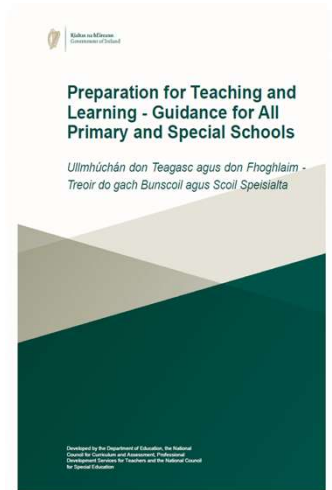
Can we collaboratively prepare activities that are useful, purposeful and practical supports for teaching and learning for all our students?

How could the teaching approaches we employ be chosen collaboratively, and adapted to meet the needs, interests and abilities of all children in our classes?

How could we collaboratively design recorded preparation to identify the specific learning taking place, the learning experiences supporting the learning and how all children in our context will demonstrate this learning?



Group

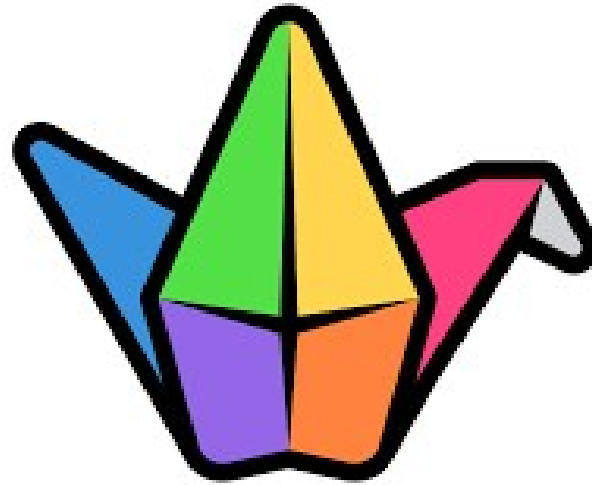


Questions adapted from Preparation for Teaching and Learning p.12

Activity B: Collaborative Practice



Oide



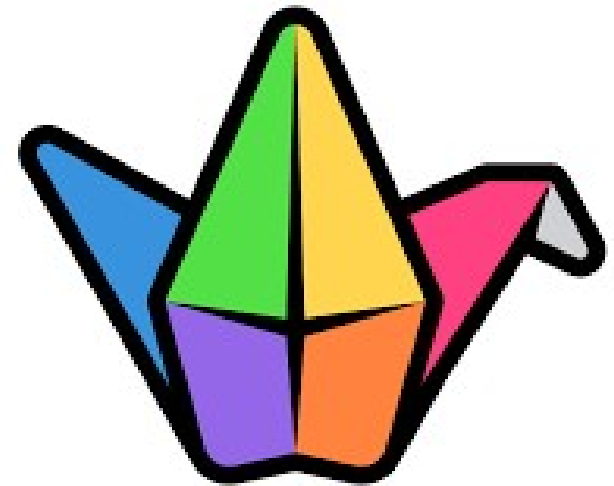
- Reflection on collaborative practice
- Padlet

Activity on Collaboration



Oide

- A. Reflections of individual practices
- B. Reflection of Collaborative Practice in school
- C. Collaboration in Action: next steps



Activity C: Collaboration in action



Oide

- Please click on Padlet and share any tips/ideas/areas/resources that you use currently and are working well
- Padlet
- Then ask for help in any areas you feel you can develop



Key learning from Session 2



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- Strengthen our understanding of the importance of collaboration to support teaching and learning.
- Develop processes and structures to support collaboration
- Using the Preparation for Teaching & Learning Guidance document as a tool to identify and reflect on individual and collaborative best practice

Reflection: 3-Minute Pause



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“The Three-Minute Pause provides a chance for participants to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification.” (Lambert, 2012).

Prompt questions:

- I changed my attitude about ...
- I am more aware of ...
- I was surprised about...
- I felt...



Write



Individual



Consider



Timed



Choice

Feedback



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Feedback/Aiseolas

Registration support: registrationsupport@oide.ie

Attendees do not need to Sign in to provide feedback. Please click on the Feedback/Aiseolas button on the top right of the screen.

Select **Cluster Workshop**, then select **L1LPs L2LPs** as the subject.

www.registration.oide.ie



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Thank You





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- [Bing Videos](#)