



**Oide**

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Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers

# Curriculum for All Students

## School Cluster Professional Learning 2024/25

Post-primary School Leaders and Teachers

# Outline for Today



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- Session 1: 9.15am – 11.00am ‘Personalised Curriculum Planning’

- Break Time 11.00am – 11.20am



Break

- Session 2: 11.20am – 1.00pm ‘Key Competencies’

- Lunch 1.00pm – 2.00pm



Lunch

- Session 3: 2.00pm – 3.45pm ‘Senior Cycle L1LPs & L2LPs’



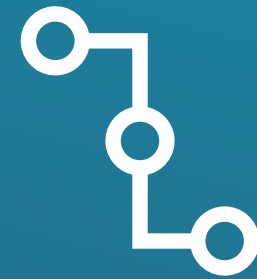
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## Session 2

# Key Competencies



# Your Learning, Your Way



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- You can follow along using PowerPoint live
- Multi-modal engagements options – written, audio, visual
- All participation styles accommodated; write, move, speak etc
- Activities offer choice and flexibility, eg. individual, pairs, small groups or move around the room.



Flexibility



Choice



Consider

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

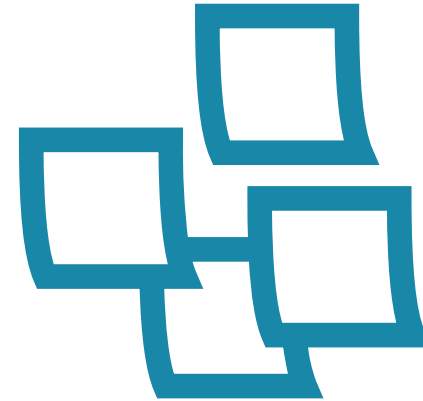
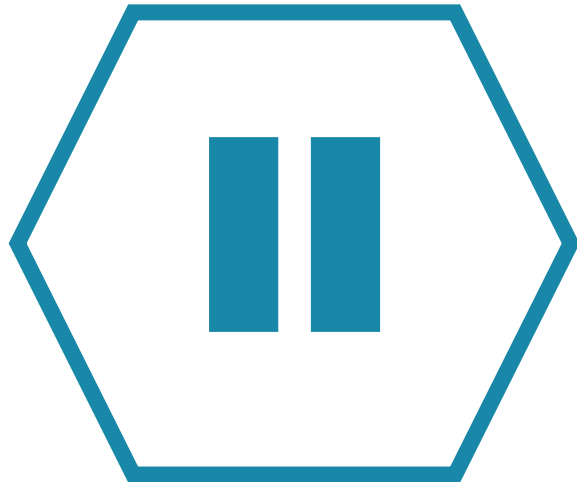
# Session 2 Learning Intentions



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- Develop our knowledge of the Senior Cycle key competencies.
- Explore how supporting students to develop their key competencies can support them across the curriculum
- Demonstrate the use of the key competencies to create targets for student support plans

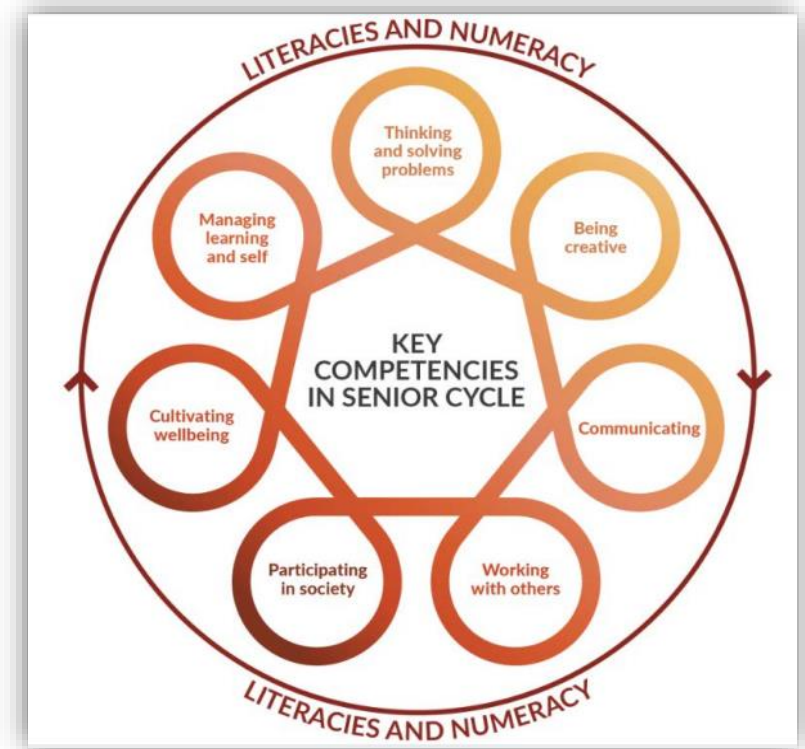
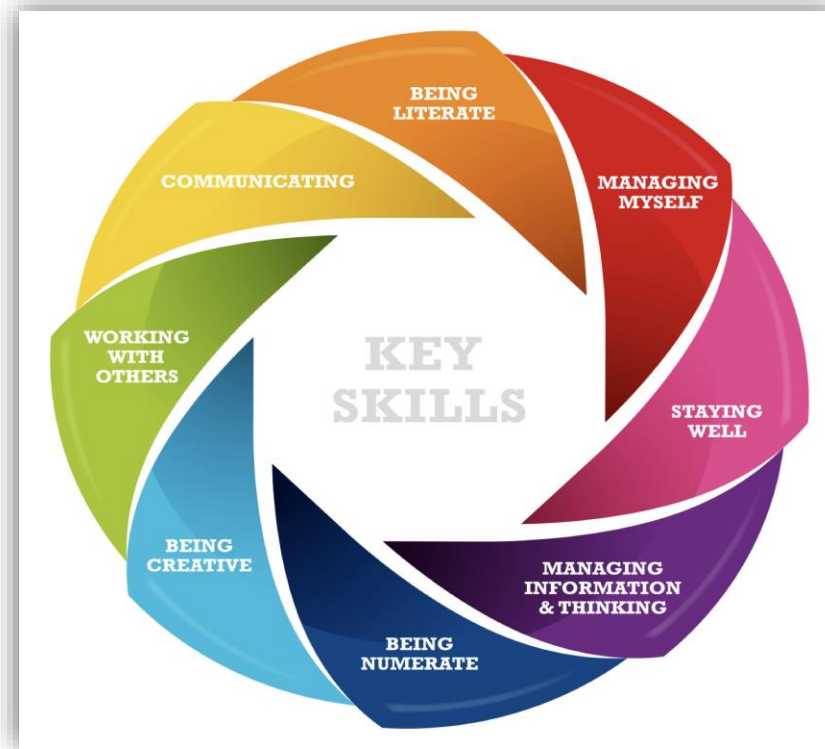




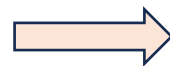
# Key Skills and Key Competencies



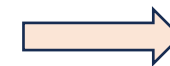
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Primary



Junior Cycle



Senior Cycle

# Key Competencies



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Key competencies is an umbrella term which refers to the **knowledge, skills, values and dispositions** students develop during senior cycle.





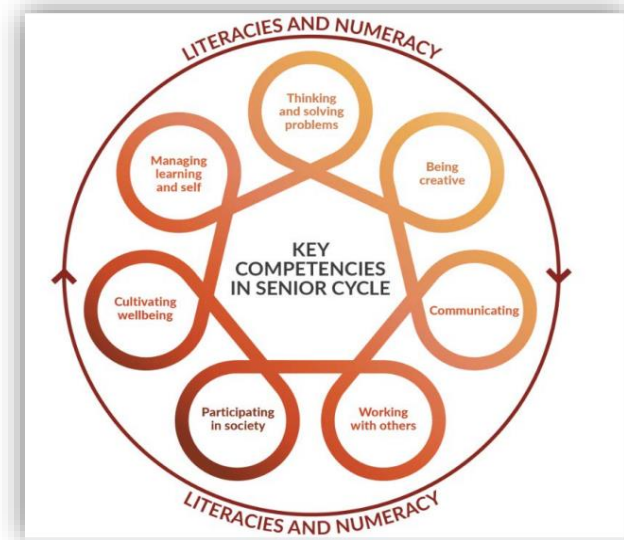
# Key Competencies Individuality



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*"Competencies refers to a **person's capacity to use their knowledge, skills, values and dispositions in a co-ordinated way**"*

*"All human beings are **different**, it is unlikely that any one individual will develop all of the **key competency attributes** equally. Rather, the aim is that students strive to develop **as many** of these attributes **as possible**, while retaining what makes them **uniquely themselves.**"*



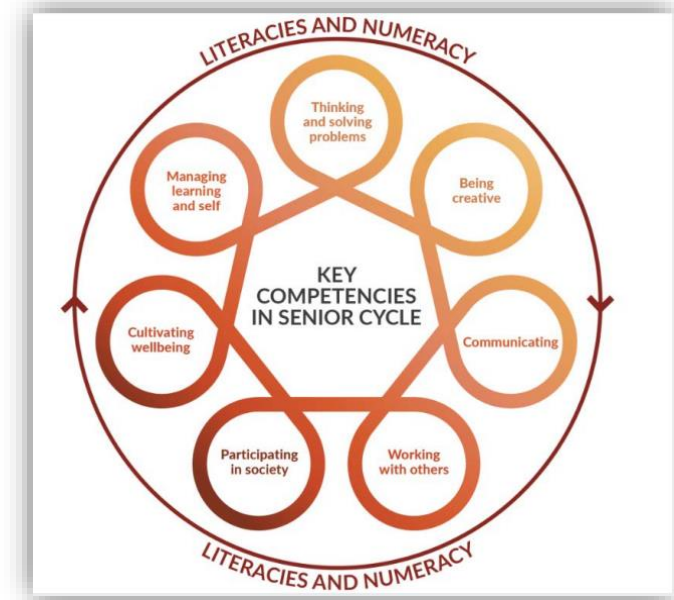
# 7 Competencies in Senior Cycle



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There are seven key competencies in senior cycle:

- Thinking and solving problems
- Being creative
- Communicating
- Working with others
- Participating in society
- Cultivating wellbeing
- Managing learning and self



NCCA (2024) Key competencies in senior cycle p. 2



*"Key competencies are supported when...*

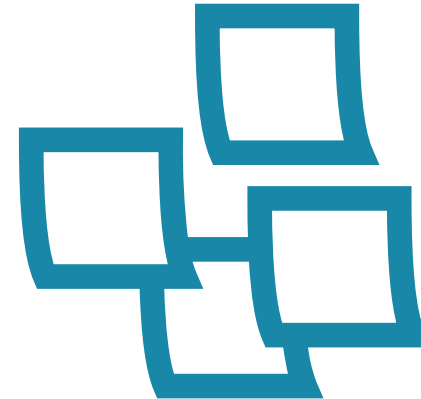
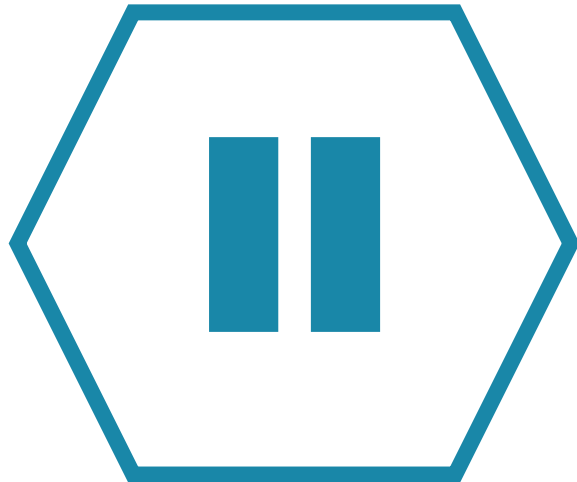
- students' literacies are well developed, i.e., when they can meaningfully and effectively read, watch, write, speak, listen, and mediate meaning
- *students' numeracy is well developed, i.e., when they can understand numbers, data and symbols meaningfully and interpret and use them effectively."*



*"Can help students and teachers to make **meaningful connections** between and across different areas of learning"*



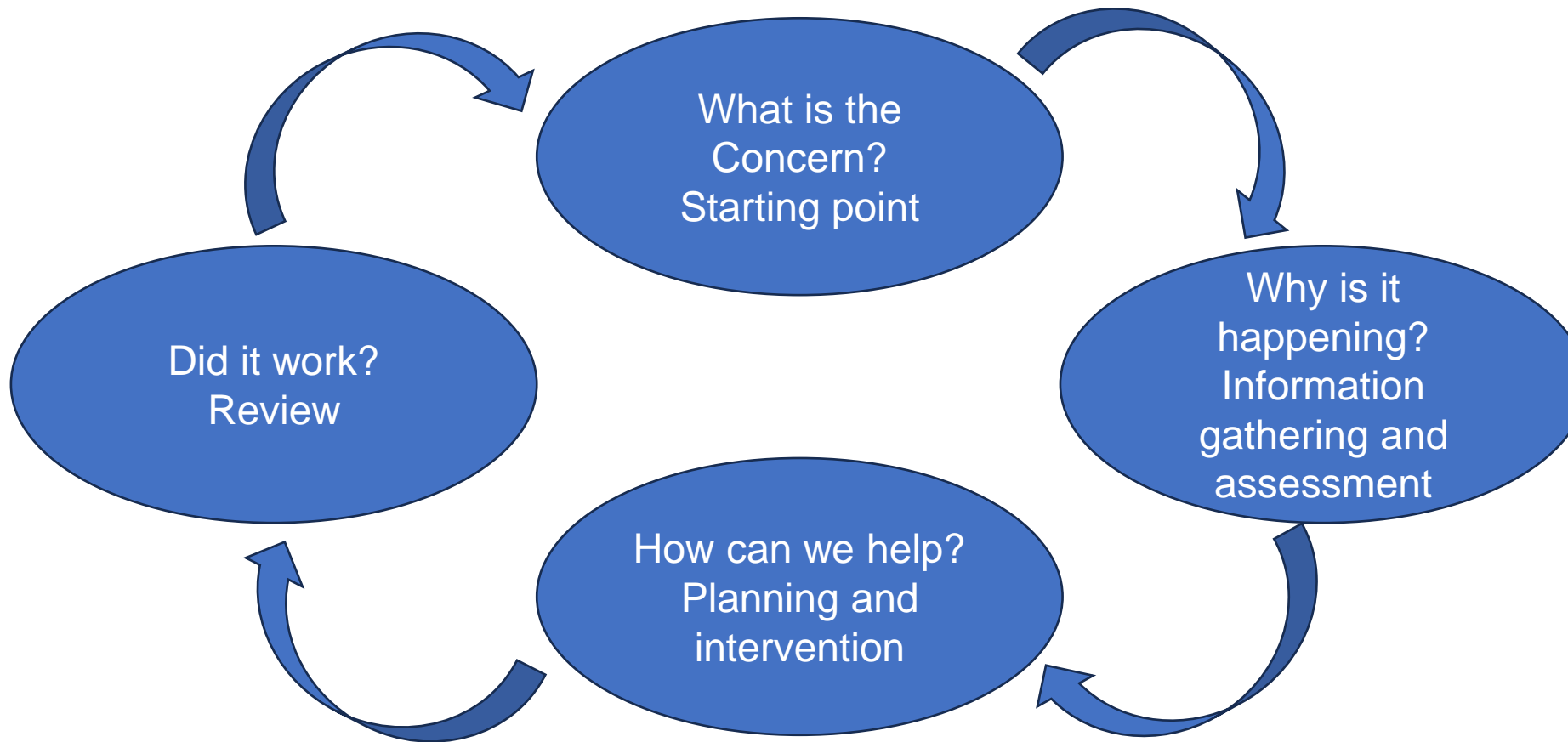
"The transformative potential of key competencies is most likely to be realised when teachers and students discuss the competencies they are developing and when teachers offer students opportunities to make meaningful connections across their different subjects and modules."



# Supporting Students



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Insert school logo [here](#)

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

A Continuum of Support

ACADEMIC SUCCESS ↔ SOCIAL, EMOTIONAL & BEHAVIOURAL COMPETENCE

School Support Plus for a Few

School Support for Some

Wholeschool & Classroom Support for All

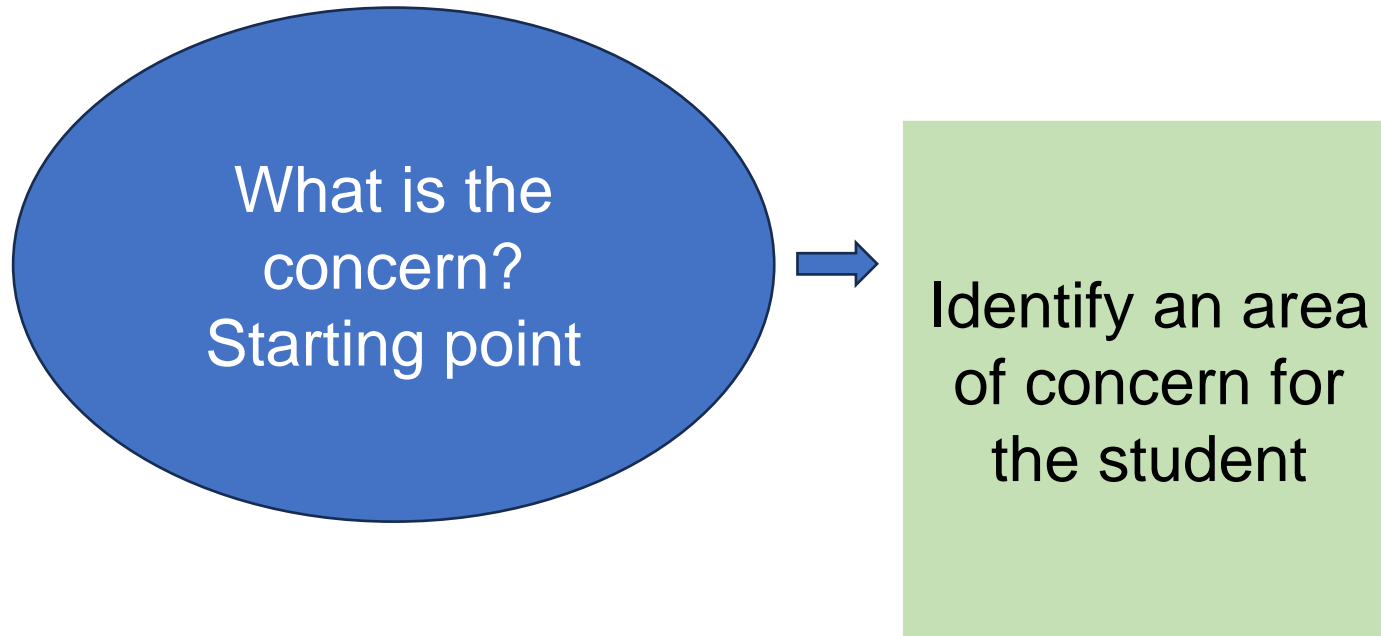
Developing a student support plan is the outcome of a problem solving process, involving school staff, parent(s)/ guardian(s) and the student. We start by identifying concerns, we gather information, we put together a plan and we review it.

Guidelines for Post-Primary Schools Supporting Students with Special Educational Needs in Mainstream Schools p. 34

# Student Support Plan Targets



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Guidelines for Post-Primary Schools: Supporting Students with Special Educational Needs in Mainstream Schools p. 34

# Meet Carmel



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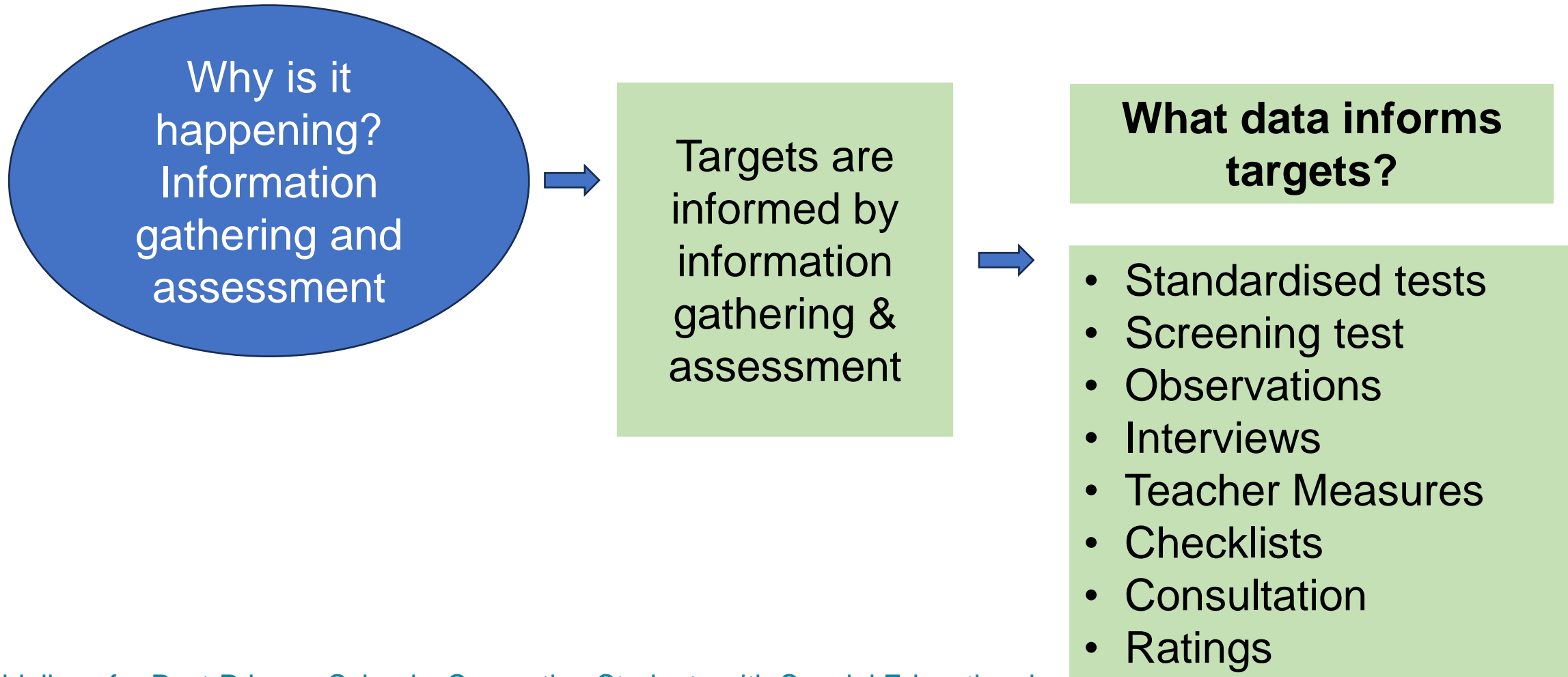
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# Student Support Plan Targets



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## KC: Managing learning and self: Carmel

### Managing learning and self

Organisation skills for books, materials and laptop (charging laptop each night)

Developing independence and self-care skills


Insert school logo here



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

A Continuum of Support

ACADEMIC SUCCESS ↔ SOCIAL, EMOTIONAL & BEHAVIOURAL COMPETENCE



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.

# Key Competency



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Learning outcomes	Attributes
Students should be able to	Managing learning and self by
Manage their own learning, with support from their teachers, other adults, their peers and technology.	<ul style="list-style-type: none"><li>• Developing your commitment to improving your learning.</li><li>• Making choices and setting personal learning goals.</li><li>• Making connections across different areas of learning.</li><li>• Managing your learning in different contexts and environments.</li><li>• Figuring out ways to respond to complexity and uncertainty.</li><li>• Reflecting on and evaluating your learning.</li><li>• Developing internal standards in relation to your own and others' work.</li></ul>
Develop strategies, values and dispositions which support their learning and their future life path.	<ul style="list-style-type: none"><li>• Having a sense of self-efficacy and experiencing achievement.</li><li>• Being flexible, adaptable and willing to learn from your mistakes.</li><li>• Identifying and pursuing your hopes and goals for the future.</li><li>• Making informed choices and taking responsibility for your educational journey and career path, with appropriate support.</li></ul>



## Managing learning and self

# Interventions & Key Competencies



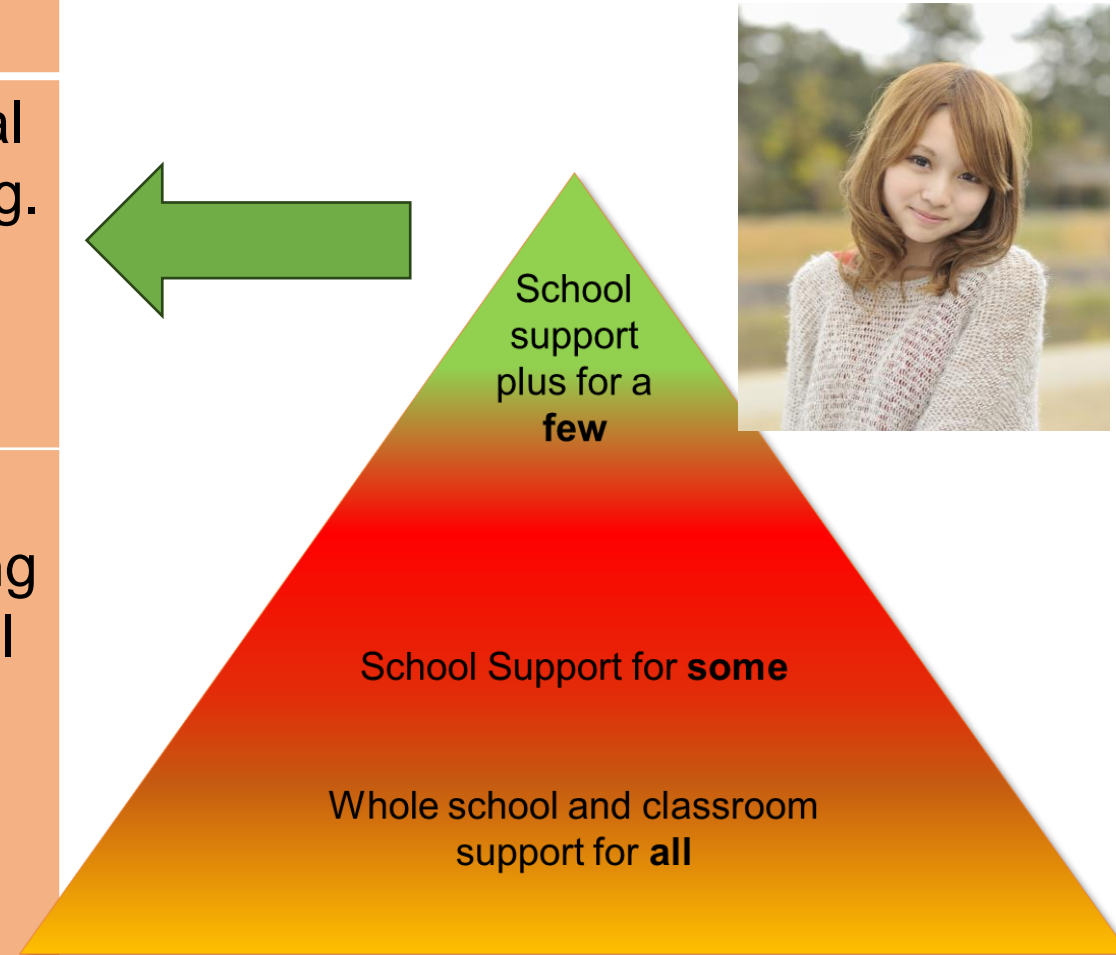
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## Managing learning and self

With SET teacher Carmel will design an organisational checklist of tasks she needs to complete each evening. Her mother will support Carmel by checking she has correctly prepared her books and materials for class for the following day and put her laptop on charge.

SET teacher will use withdrawal time to bring Carmel to the local supermarket. Carmel will create a shopping list of items for her weekly lunches and her mother will give her an allowance to spend. The lunch materials will be stored in school and Carmel will make her lunches daily with SET.

As the shop is a 7-minute walk away, and we have 2 major roads to cross, Carmel will learn to use the appropriate road crossings safely.





## Managing learning and self

Improved organisational skills will help Carmel have the relevant materials needed for all classes. A fully charged laptop will also allow Carmel to fully engage in all her subjects to the best of her ability

Giving Carmel responsibility for her lunches will encourage Carmel to take responsibility for her own care needs. This increase in independence will aid in developing her self-care skills.

Having a sense of self-efficacy and experiencing achievement will help Carmel to build the independence skills needed for post school life.



# Student Support Plan Targets



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Good target-setting is **central** to effective teaching and learning for students with special education needs.

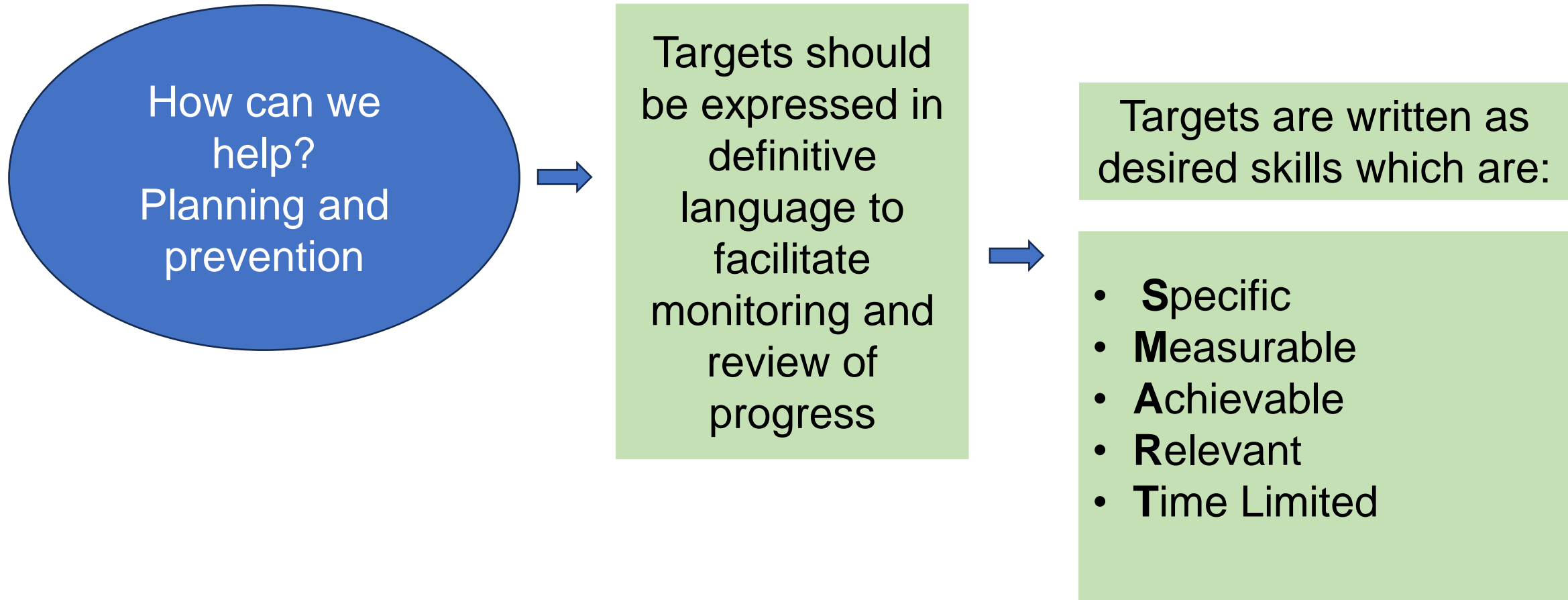


There are **four** guiding principles, targets should be:

- Linked to assessment
- Strengths-based
- Linked to interventions
- Developed collaboratively



Guidelines for Post-Primary Schools: Supporting Students with Special Educational Needs in Mainstream Schools p. 17



# Key Competencies & Targets



## Managing learning and self

Carmel will bring her correct books and materials and her charged laptop (**S, R**) for each of her classes for two weeks in a row (**M, T**). She will have 3 passes per week for forgetting some item needed for a class (**A**).

Carmel will use shopping lists, and budget for weekly lunches (**S, M, R**). Carmel will create her own lunches daily with reducing support from SET (**A, T**).

Carmel will practice safe road traffic crossing procedures in line with the RSA safe cross code every time she crosses the road for 3 months (**S, M, A, R T**).

Targets are written as desired skills which are:

Specific

Measurable

Achievable

Relevant

Time Limited



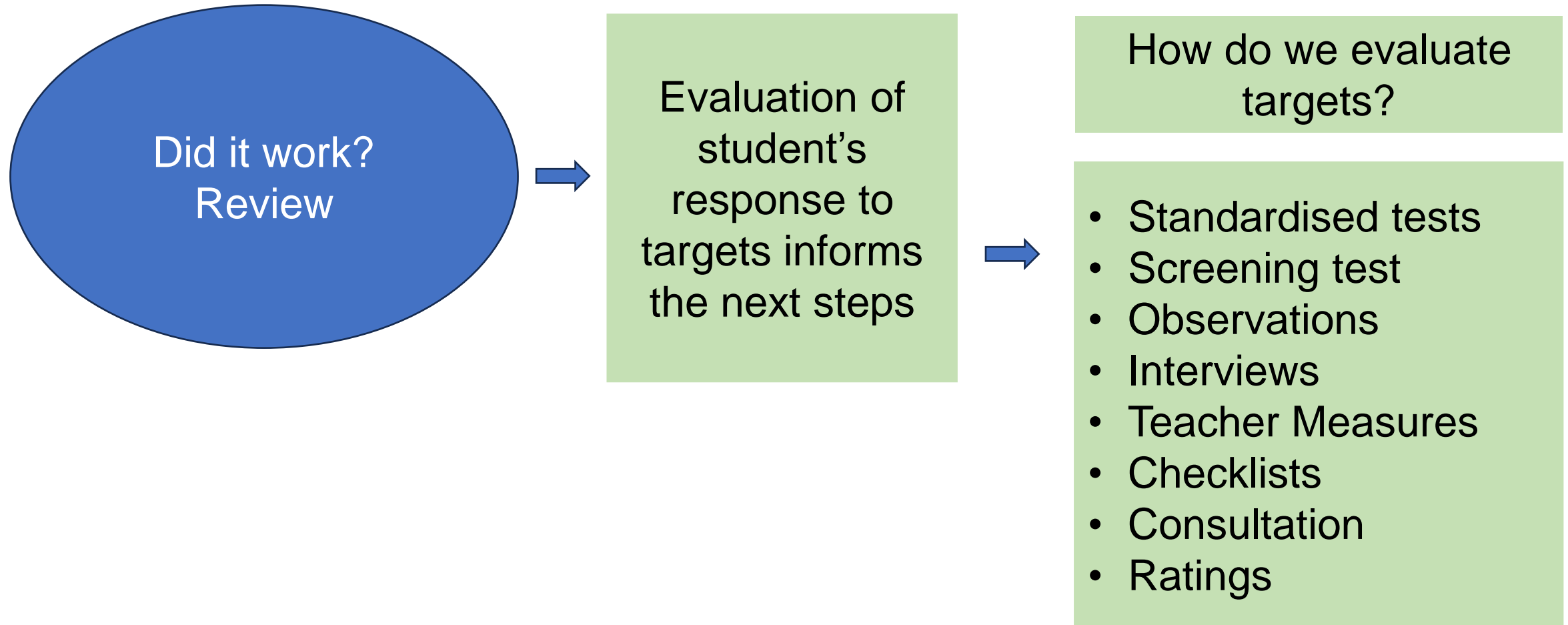
Guidelines for Post-Primary Schools: Supporting Students with Special Educational Needs in Mainstream Schools p. 34





***"Students' progress in relation to achieving their targets should be regularly and carefully monitored... This should lead to the establishment of specific targets to be achieved within a defined timeframe."***





# Monitor and Review of Targets



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## Managing learning and self

After 2 weeks of successfully bringing the correct materials and laptop to classes her mother will discontinue supporting her every evening, but SET will check in with her 3 times a week to check her success is maintained.

SET will monitor Carmel while making her lunch until midterm. When Carmel can successfully make her lunches independently SET will reduce support in this area. SET will monitor Carmel crossing the road until end of term. Having observed her adhering to the safe cross code on all occasions this target will be considered achieved. If Carmel requires support in a particular area of road safety this aspect of it will become a new target for the following term.



# Key Competencies



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Choose 1 key competency that would support Carmel's identified priority needs or develop her identified strengths.



Read



Look

Based on the key competency you have chosen select interventions, activities and resources to develop Carmel's identified strengths or support her identified priority needs.

How will developing this key competency support Carmel across the curricular areas.



Speak



Consider

Write 2 SMART targets for Carmel's SSP using the selected key competency.



Group

How would you monitor and record Carmel's progress and achievement within your chosen key competency?

# Observations on Activity



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What is your rationale for selecting your chosen key competencies?

What interventions, activities and resources did you decide on and why?

How will developing these key competencies support Carmel across the curricular areas?

What 2 SMART targets did you choose?

How would monitor and record Carmel's achievement and progress?



Consider

# Reflection: 3-Minute Pause

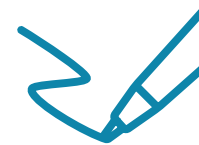


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*“The Three-Minute Pause provides a chance for participants to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification.” (Lambert, 2012).*

Prompt questions:

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



Write



Individual



Consider



Timed



Choice



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# Thank You