# Curriculum for All Students

## School Cluster Professional Learning 2024/25

Post-primary School Leaders and Teachers

# Outline for Today

- 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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# Your Learning, Your Way

- 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. Choose from: individual, pairs, small groups or moving groups

Flexibility

Choice

Consider

If there is anything we can do to improve your experience with today's workshop, please let us know privately.
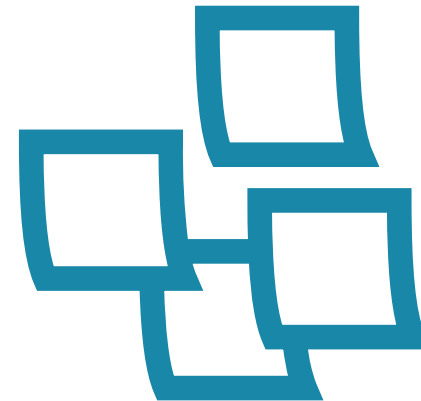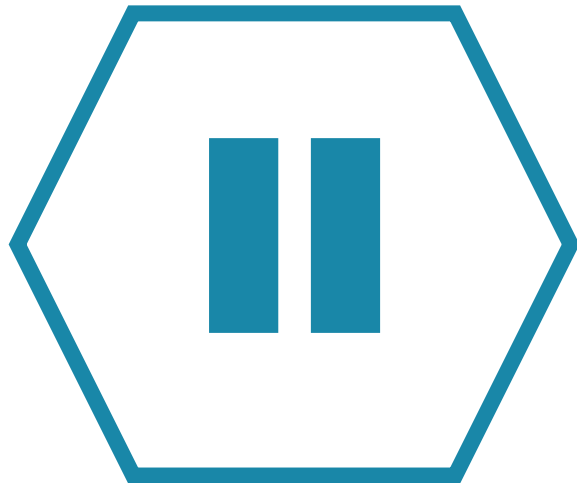
# Session 3 Learning Intentions

- Develop our understanding of the Senior Cycle Level 1 Learning Programmes & Level 2 Learning Programmes structure

- Explore the curricular areas, modules and learning outcomes within the SCL1LPs & SCL2LPs

- Reflect on the progression for students from Junior Cycle L1LPs & L2LPs to Senior Cycle L1LPs & L2LPs
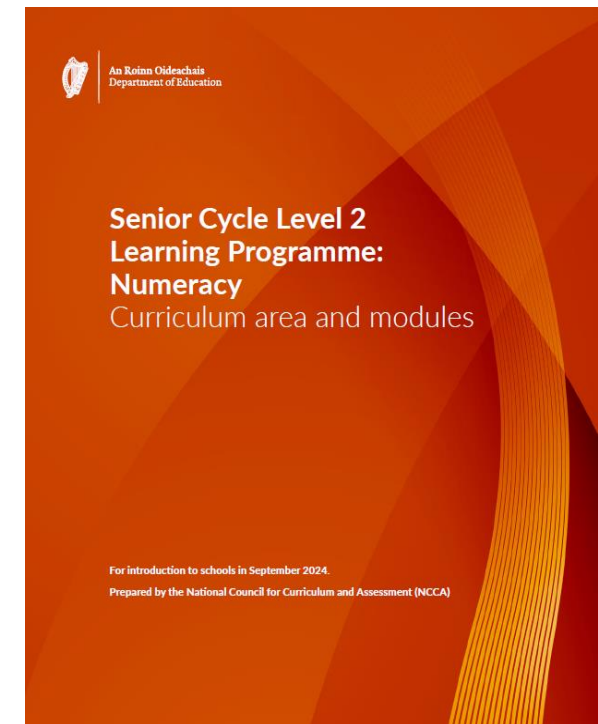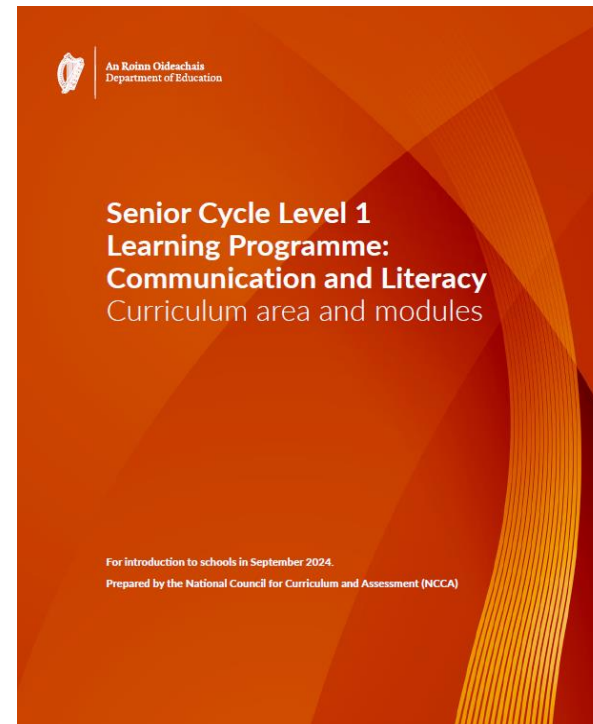
# Stop & Jot

# Senior Cycle Level 1 & Level 2 Learning Programmes

- Programme Statement
- Curriculum Areas & Modules
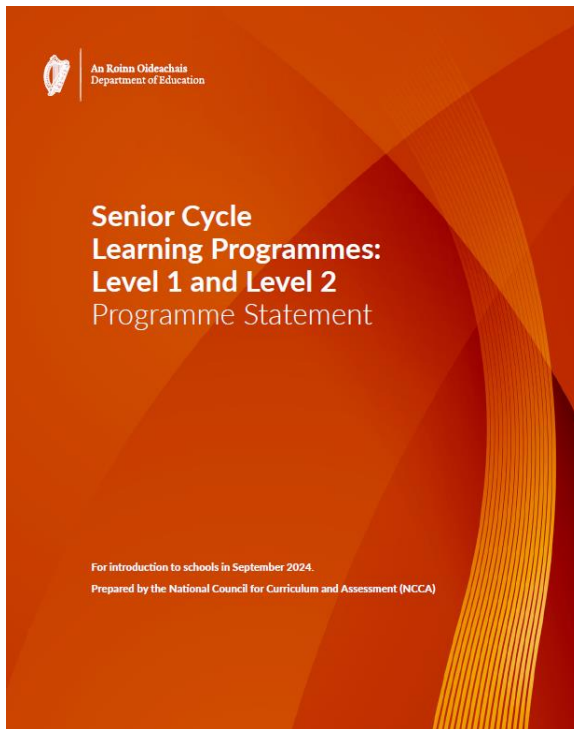


Personalised programmes tailored to the individual learning needs of the student

# Target Groups

**Oide**

Follow on programmes from Junior Cycle

## SCL1LPs

- 'Likely to have significant delayed development across a number of areas including learning, communication, language and adaptive skills'.
- Complex, multiple cognitive and functioning needs

## SCL2LPs

- 'Cognitive profiles prevent them from accessing LCE, LCVP or LCA'
- 'Likely to have delayed development across a number of areas including learning, communication, language and adaptative skills.'
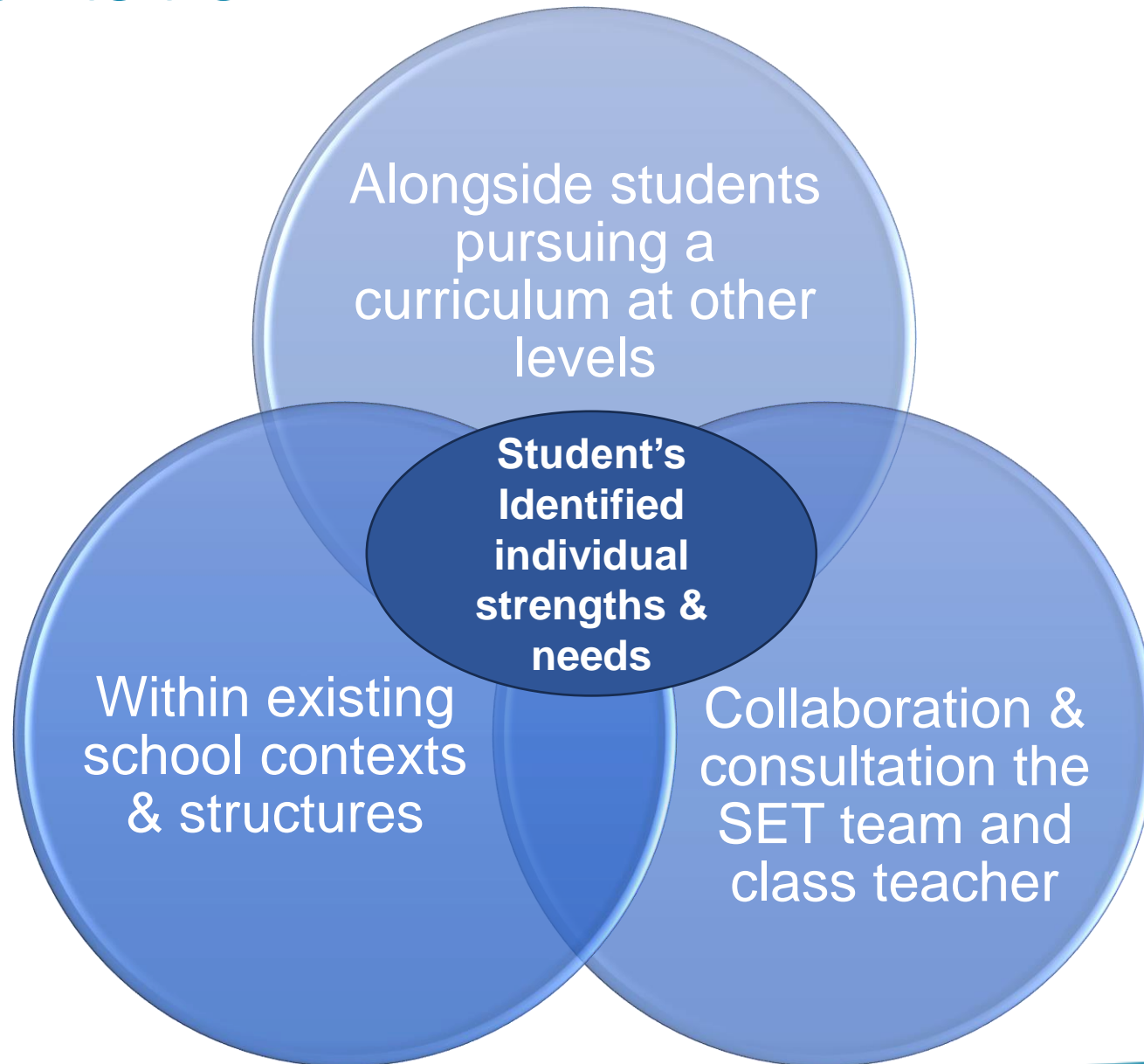
NCCA Senior Cycle Learning Programmes: Level 1 and Level 2: Programme Statement, p. 5

# Implementation



Alongside students pursuing a curriculum at other levels

Within existing school contexts & structures

**Student's Identified individual strengths & needs**

Collaboration & consultation the SET team and class teacher

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

# Senior Cycle Level 1 Learning Programme

Focuses on the student's communication, cognitive, life and functional skills as well as sensory needs that underpin all future learning

Must be meaningful and interesting for them, offering opportunities for them to build on what they can do as well as supporting their identified area(s) of need

Is planned through a holistic approach and take account of the student's preferred sensory and learning channels and their ways of processing information

NCCA Senior Cycle Learning Programmes: Level 1 and Level 2: Programme Statement, p. 10

# SCL1LPs Structure

4 curriculum areas

Modular basis

Key areas of learning

40-60 hours approx. per module

Time allocation based on students and school context

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

# SCL1LPs Curriculum Areas & Modules

**Oide**

**Numeracy**
- 4 modules, 40 hours each recommended
- 160 hours over 2 years

**Communication & Literacy**
- 3 modules, 60 hours each recommended
- 180 hours over 2 years

**Personal Care**
- 3 modules, 60 hours each recommended
- 180 hours over 2 years

**Elective Modules**
- 5 modules, 60 hours each recommended
- 300 hours over 2 years

NCCA Senior Cycle Learning Programmes: Level 1 and Level 2: Programme Statement, p.11

# Expected Level 1 Elective Modules

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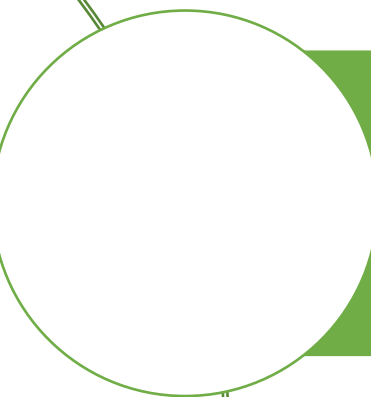| | | | |
|---|---|---|---|
| Physical Education | Music | Visual Art | Drama |

| | | |
|---|---|---|
| Being part of the community | Special Interest | Looking after my environment |

NCCA Senior Cycle Learning Programmes: Level 1 and Level 2: Programme Statement, p. 11

# Senior Cycle Level 2 Learning Programme

These curriculum areas…explicitly identify and develop the key areas of learning needed to support students during their time in school, at home, engaging with their community and to help prepare them for their future lives.

Learning outcomes engaged with by the student build on their strengths, their interests and support their identified areas of need

NCCA Senior Cycle Learning Programmes: Level 1 and Level 2: Programme Statement, p. 11

# SCL2LPs Structure

**Oide**

| 4 curriculum areas | Modular basis | Key areas of learning |
|---|---|---|

| 60 hours approx per module | Time allocation based on students and school context |
|---|---|

NCCA, Senior Cycle Learning Programmes: Level 1 and Level 2: Programme Statement, pp. 11-12

# SCL2LPs Curriculum Areas & Modules

Numeracy
- 3 modules, 60 hours each recommended
- 180 hours over 2 years

Communication & Literacy
- 4 modules, 60 hours each recommended
- 240 hours over 2 years

Personal Care
- 1 modules, 60 hours each recommended
- 60 hours over 2 years

Electives
- 7 modules, 60 hours each recommended
- 420 hours over 2 years

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# Expected Level 2 Electives

| | | | | |
|---|---|---|---|---|
| Preparation for life after school | IT skills | Cooking | Music | Drama |
| Visual Art | Literature | Physical Education | 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 p. 12

# Stop & Jot
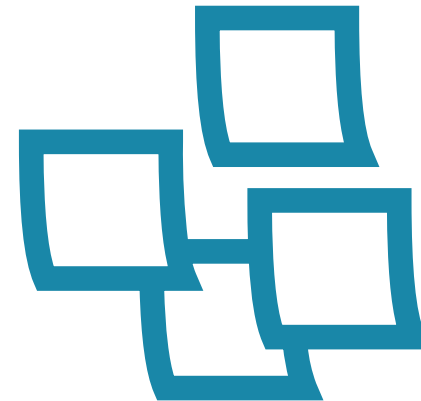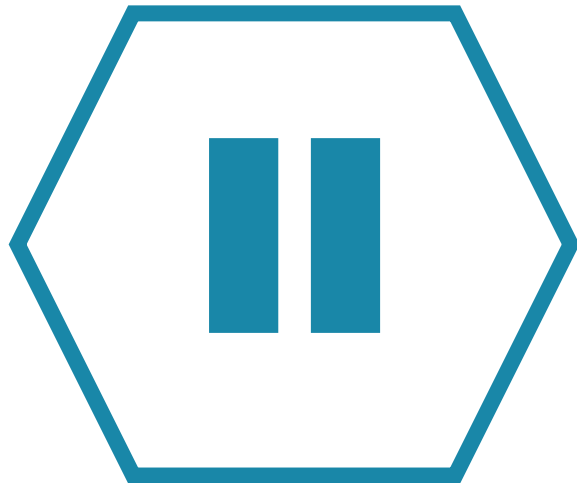
# Progression of Learning at Level 1

| JCL1LPs | SCL1LPs |
|---|---|
| 1.1 **Indicate awareness** of sensory stimuli in the learning environment | a. **Demonstrate awareness** of sensory stimuli in the learning environment |
| 1.6 **Initiate communication** with a familiar adult and peers | b. **Interact** with familiar and unfamiliar people in their environment |
| 1.5 **Show awareness** of and/or use tone, body language, gestures, pace, vocalisations and volume to impact communication | c. **Respond** to verbal and nonverbal cues relating to familiar communicative routines |
| 1.4 **Demonstrate turn-taking** with a communicative partner | d. **Respond to** familiar questions and statements |

# Progression of Learning at Level 2

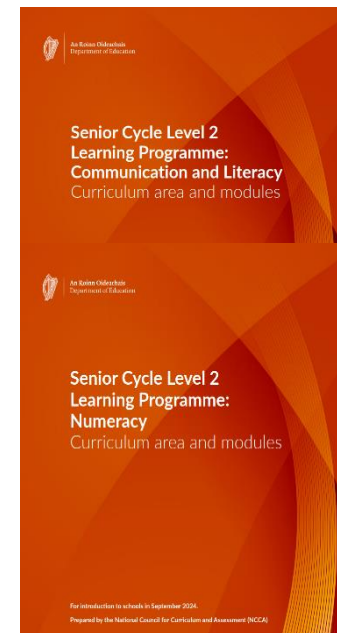| JCL2LPs | SCL2LPs |
|---|---|
| 1.7 **Identify a range** of non-verbal communication methods | a. **Use a variety** of non-verbal communication methods |
| 1.8 **Use appropriate** non-verbal behaviour in communicating a simple idea | b. **Demonstrate understanding and ability to use and respond to** non-verbal and non-written communication |
| 1.9 **Relay a response or request** non-verbally | c. **Demonstrate the use** of non-verbal communication to **express and share** feelings. |
| 1.10 **Respond to** non-verbal signals and signs encountered in daily life | d. **Demonstrate the use** of non-verbal communication to **express understanding** of the feelings of others. |
| 1.11 **Follow the sequence** of non-verbal instructions or directions for a frequent activity | e. **Follow non-verbal instructions and directions.** |

# Let's Explore Progression


Group

Choose 4 learning outcomes from JC Numeracy or Communicating and Literacy

Choose 4 corresponding learning outcomes from SC Numeracy or Communication and Literacy which demonstrate progression of students' learning

Senior Cycle Level 2 Learning Programme: Communication and Literacy
Curriculum area and modules

Senior Cycle Level 1 Learning Programme: Numeracy
Curriculum area and modules

Senior Cycle Level 2 Learning Programme: Numeracy
Curriculum area and modules

Senior Cycle Level 1 Learning Programme: Communication and Literacy
Curriculum area and modules

# Observations on Activity

**Oide**

What learning outcomes did you select and from which level?

What progression did you identify between your chosen learning outcomes

Any other observations that you noticed between the junior cycle and senior cycle L1LPs or L2LPs
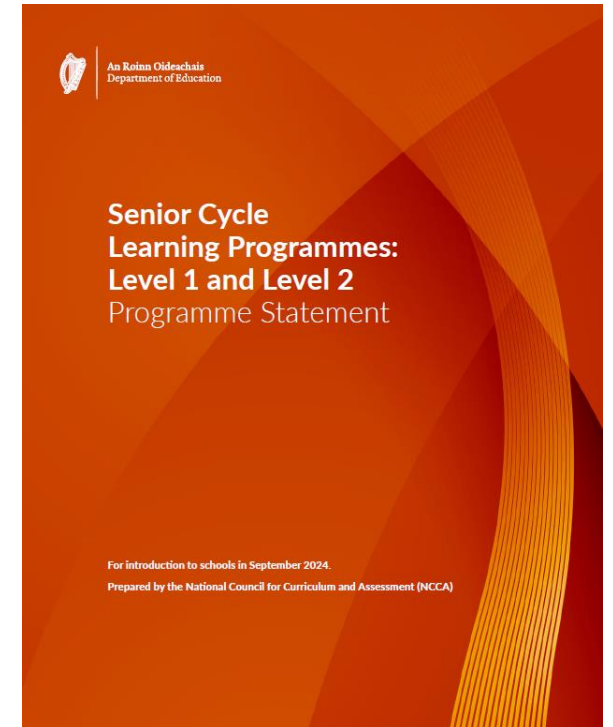
Consider

# Senior Cycle Progression Continuum

*"The modules and learning outcomes in the SCL1LP and SCL2LP are designed so that each student can **progress** their social interactions, their communicative interactions and their cognitive skills commensurate **to their own ability.**"*

NCCA Senior Cycle Learning Programmes: Level 1 and Level 2: Programme Statement, p. 16

# SCL1LPs Progression Continuum

## Level 1 Progression continuum

| | |
|---|---|
| Attend | Student attends and is present at the learning activity or event. |
| Recognition | Student shows an awareness of, or recognition of, the learning activity/event including a fleeting focus. |
| Attention | Student pays attention to the learning activity/event but it can be inconsistent and often brief. |
| Acknowledgement | Student begins to respond to, or acknowledge the learning activity/event, often inconsistently and the response is appropriate to the student. |
| Engagement | Student shows more consistent attention to learning activities/events. |
| Involvement | Student begins to share, take turns, show enjoyment of the learning activity/event, express choice. |
| Anticipation | Student begins to anticipate familiar learning activities/events. |
| Action | Student joins in, gestures, vocalises on learning activity and others, appropriate to the student's form of communication. |

Table 3: L1SCLP Progression continuum

NCCA Senior Cycle Learning Programmes: Level 1 and Level 2: Programme Statement, p. 16

# SCL2LPs Progression Continuum



Oide

## Level 2 Progression continuum

| Engagement | The student is at an acquiring stage where they are beginning to engage with the learning outcomes. |
| --- | --- |
| Advanced Engagement | Through repetition and support, the student can achieve the learning outcomes. |
| Competency | The student can achieve the learning outcomes independently on several occasions. |
| Advanced Competency | The student is maintaining their level of achievement with the learning outcomes. They can achieve the learning outcomes even after a break or change. |
| Proficiency | Student can apply their learning in different contexts, scenarios, with different stimuli and people. |
| Expertise | Student will adapt their learning emerging from learning outcomes to understand or problem solve in new contexts and scenarios. |

Table 4: SCL2LP Progression continuum

NCCA Senior Cycle Learning Programmes: Level 1 and Level 2: Programme Statement., p. 17

# SCL1LPs & SCL2LPs Assessment

**Oide**

A **wide range** of assessment **methods** and a **variety of forms** of evidence

Evidence of learning for the will be gathered in a **portfolio**

The Portfolio will be presented for assessment **for certification**

Certification will be at Level 1 and/or Level 2 of the **National Framework of Qualifications**.

Each module completed by the student will be certificated by the **State Examination Commission** (SEC)

**Assessment Criteria** for each curriculum area & module will be developed by the NCCA & SEC in consultation with schools

NCCA Senior Cycle Learning Programmes: Level 1 and Level 2: Programme Statement, p. 18 & 19

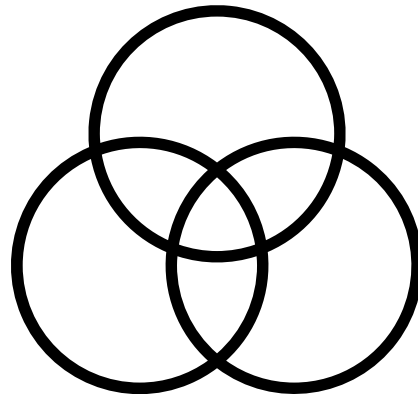# Aligning Current Senior Cycle to SCL1LPs & SCL2LPs

- What senior cycle programmes do your students follow?

- How do they align with the SCL1LPs & SCL2LPs module specifications?
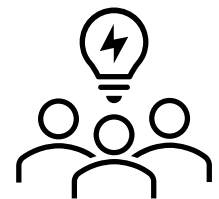
Leaving Certificate Applied

School designed senior cycle programme

QQI Courses

# Reflection: 3-Minute Pause

Oide

*"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