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Supporting the Professional Learning of School Leaders and Teachers

Senior Cycle Learning Programmes: Level 1 and Level 2

May 2025

The focus of our learning is…

- The process of developing a personalised senior cycle programme at Levels 1 and 2.

- Considerations for implementing Senior Cycle L1LPs and L2LPs in a range of contexts

- The progression of learning for students from Junior Cycle L1LPs and L2LPs to Senior Cycle L1LPs and L2LPs

Goals of Senior Cycle

- To prepare students for life beyond school, enabling them to be lifelong learners and to live more independently.

- The SCL1L2 are designed so that a personalised programme can be tailored to the individual needs of each student following Level 1 or Level 2.
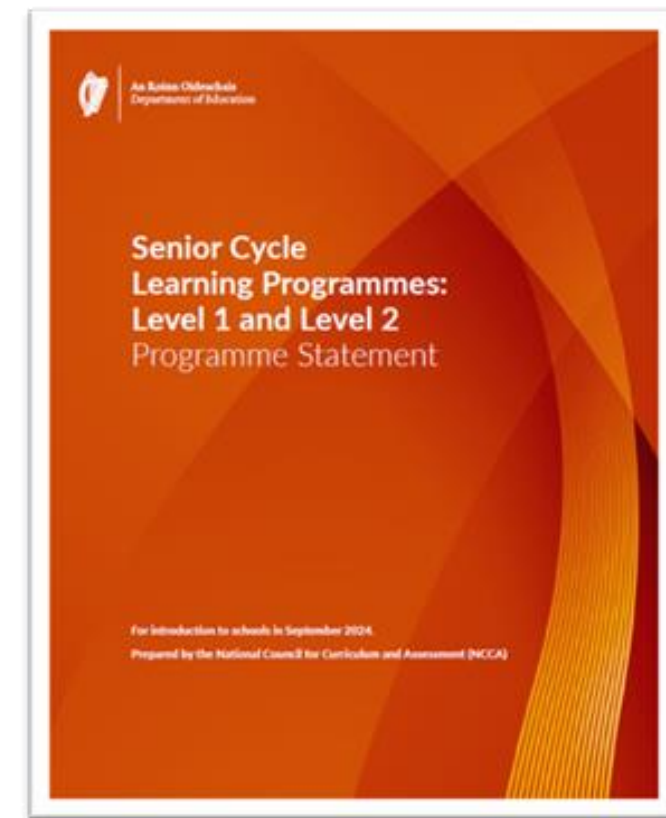
NCCA Senior Cycle Learning Programmes: Level 1 and Level 2: Programme Statement p.4

Target Group Level 1

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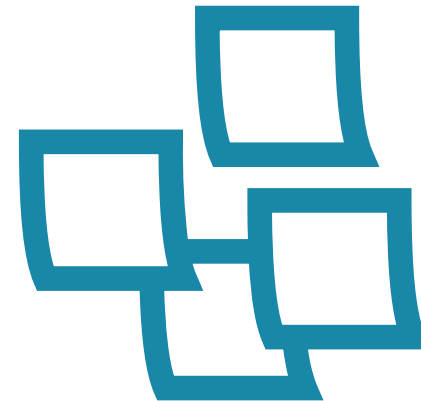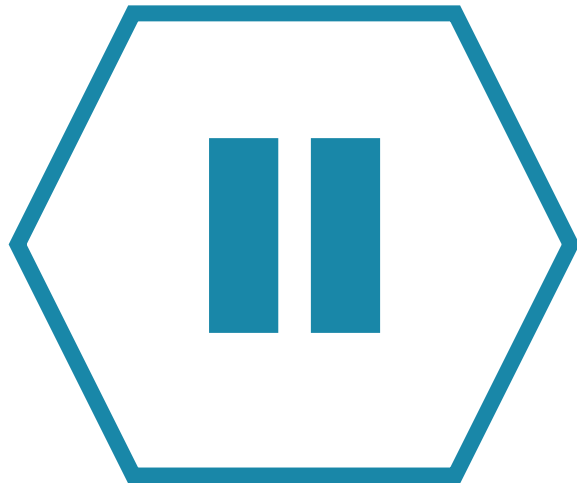
Follow on programmes from Junior Cycle

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

Target Group Level 2

Oide

Follow on programmes from Junior Cycle

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

Student Support File

- To collate all relevant information relating to the student.

- Structured to provide a complete, comprehensive and holistic picture of the student, documenting their progress, strengths, needs and intervention.

- A live, workable document that is used to facilitate and support tracking of student progress.

- Helps ensure that there is an appropriate progression plan for the student, as they transition from junior to senior cycle and beyond.
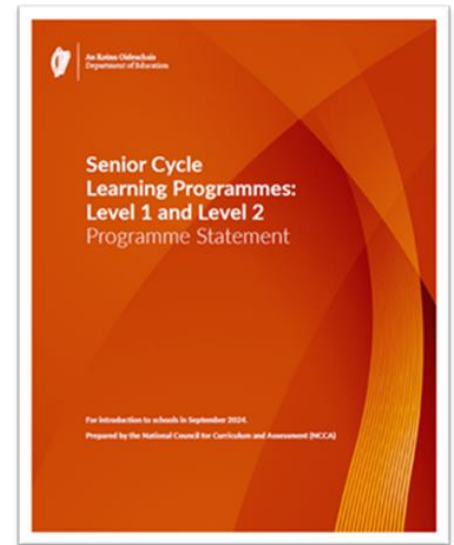
NCCA Senior Cycle Learning Programmes: Level 1 and Level 2: Programme Statement p.6

Considerations

➤ What was the student's Junior Cycle experience? (include teachers appraisal)

➤ If applicable have what professional reports are available? (not essential)#

➤ Have we explained and discussed progression options with parents/guardians and student?

➤ Have we captured and recorded the views and wishes of parents/guardians and student on progression?

➤ Have we student assent and parents/guardians written consent?

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Supporting the Professional Learning of School Leaders and Teachers
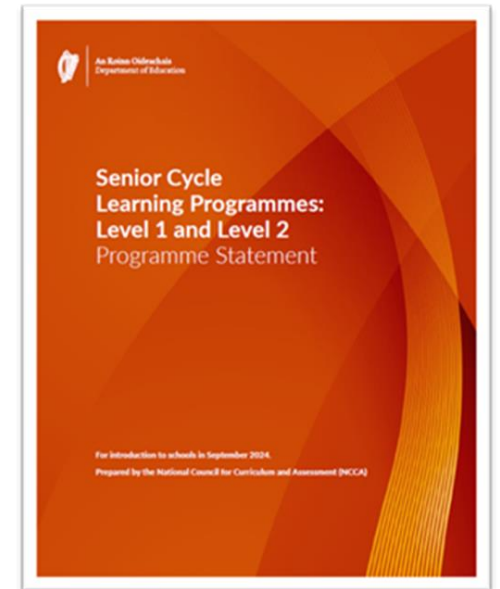
Planning a Senior Cycle Learning Programme
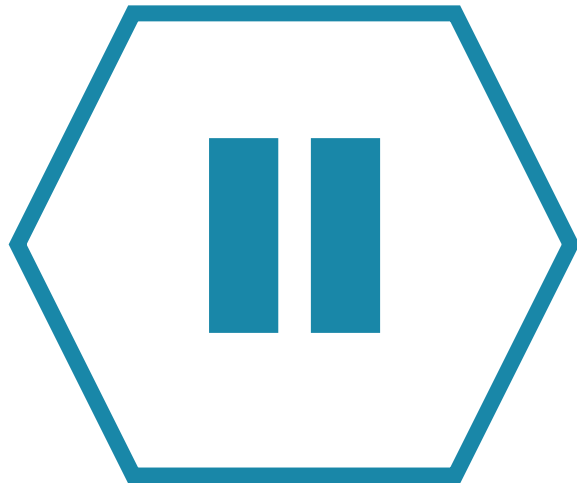
Establish a baseline for learning

Select the most appropriate learning

Select the most appropriate site for learning

Senior Cycle Learning Programmes: Level 1 and Level 2
Programme Statement

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

Timetabling

- Collaboration and consultation between teachers and other professionals is essential.

- Modules may be completed over two years and some, may be completed within one year.

- Work experience is encouraged for students but is most beneficial when it is appropriate and meaningful for the student needs, interests and ambitions.
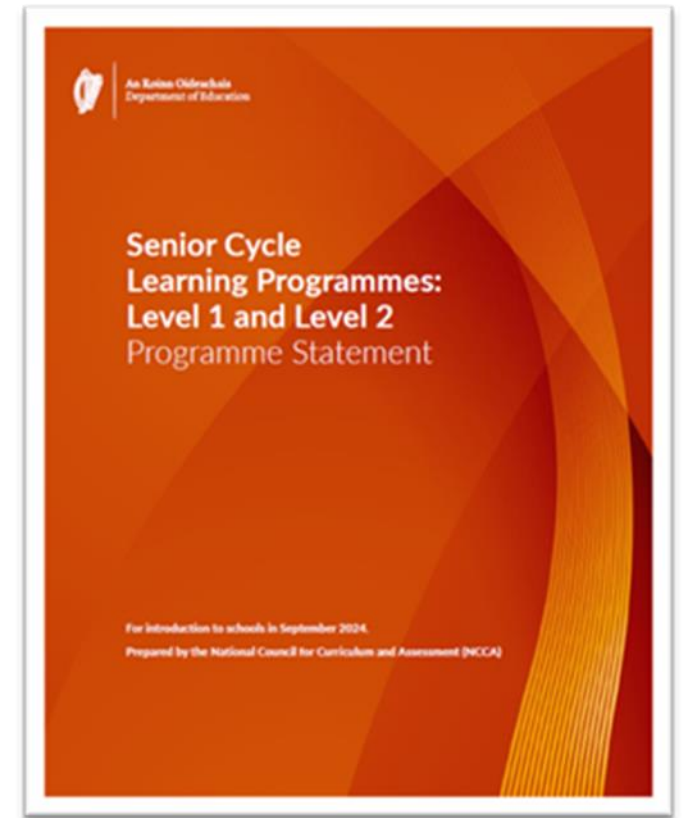

Senior Cycle Learning Programmes: Level 1 and Level 2 Programme Statement
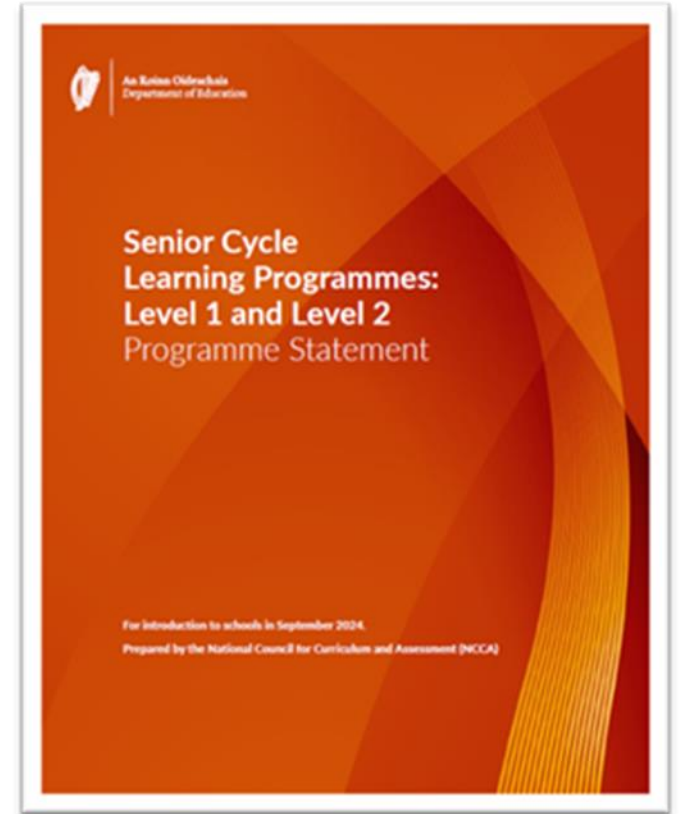
Integrated Approach

- Designed on a modular basis to support integration into, and implementation within, existing school structures and contexts, in so far as possible.

- Cross curricular links across the student's learning programme are also encouraged.

- Teachers can use the classroom, the whole school environment, the student's home and the wider community as sites of teaching, learning and assessment.

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

Senior Cycle Learning Programmes: Level 1 and Level 2 Programme Statement

Collaborative Approach

Parents and Guardians

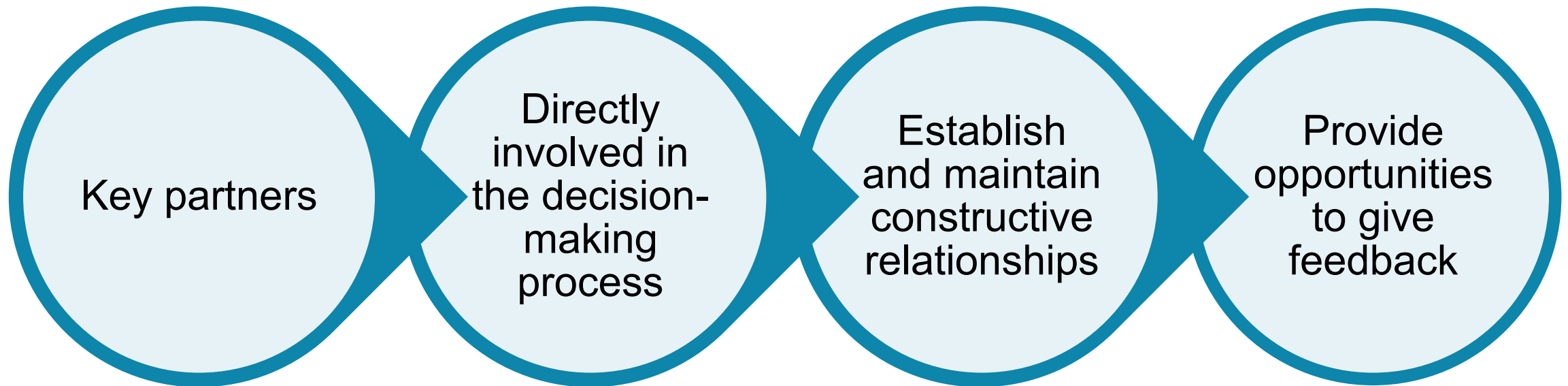Key partners → Directly involved in the decision-making process → Establish and maintain constructive relationships → Provide opportunities to give feedback

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

National Framework of Qualifications

Junior Cycle Subject Specifications broadly aligned to Level 3

Leaving Certificate Applied (LCA) broadly aligned to Level 4

Leaving Certificate Established broadly aligned to Level 5

L2LPs broadly aligned to Level 2

L1LPs broadly aligned to Level 1

Broad Alignment to NFQ Indicators

Oide

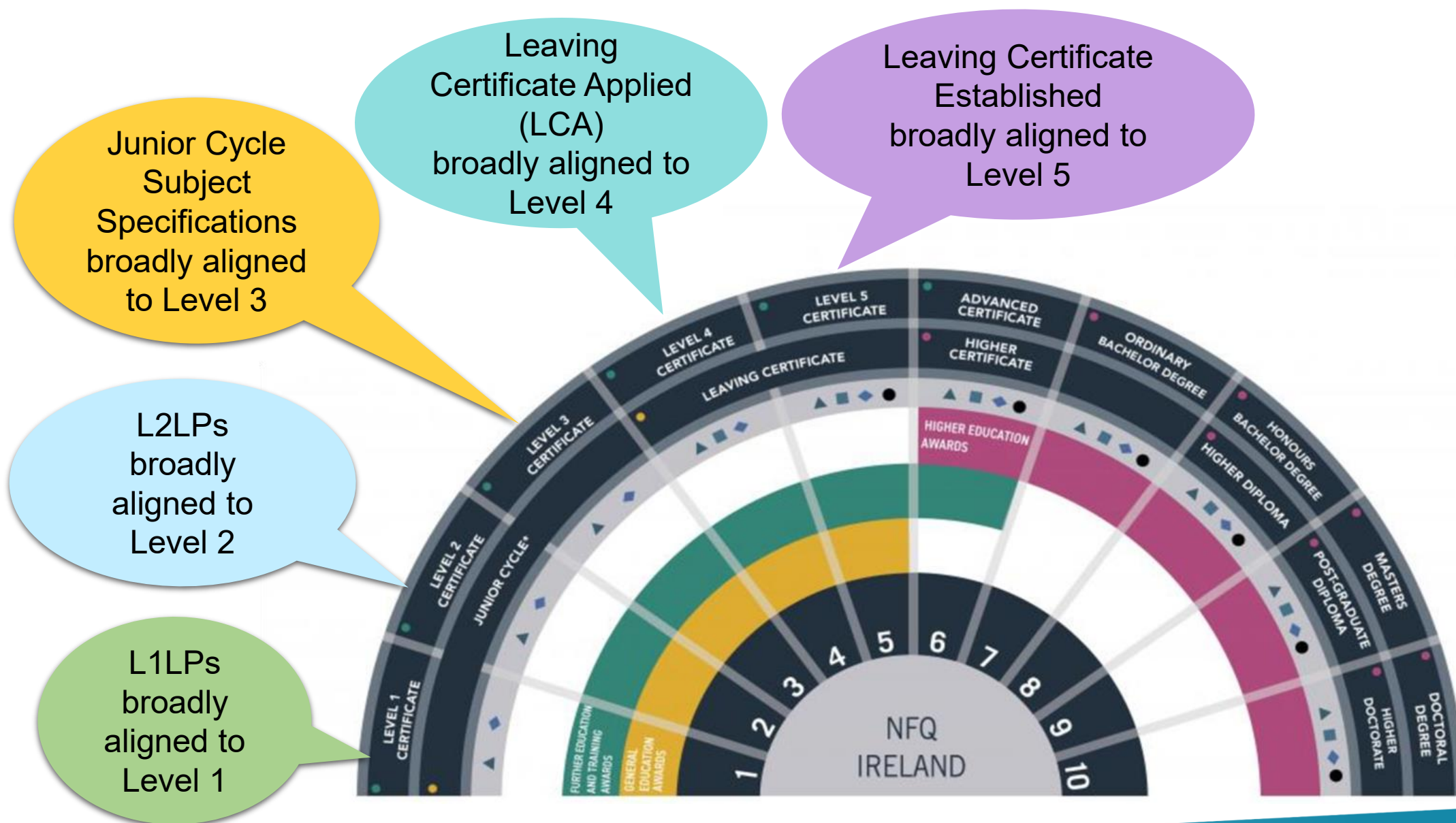| Level 1	Level 2	Level 3	Level 4	Level 5
• Practical	• Narrow	• Moderately broad	• Broad	• Broad
• Basic	• Concrete	• Mainly concrete	• Abstract	• Theoretical
• Predictable	• Routine	• Application	• Theoretical	• Evaluate
• Designed	• Limited	• Limited autonomy	• Familiar and unfamiliar	• Varied contexts
• Supported	• Under direction	• Function with familiar	• Responsible	• Independence
• Sequential	• Structured	• Learn to learn		• Initiative
	• Supervised			• Responsibility
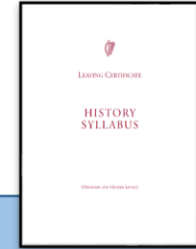
Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
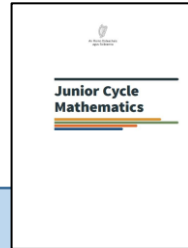Learning of School Leaders
and Teachers

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.**

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Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers
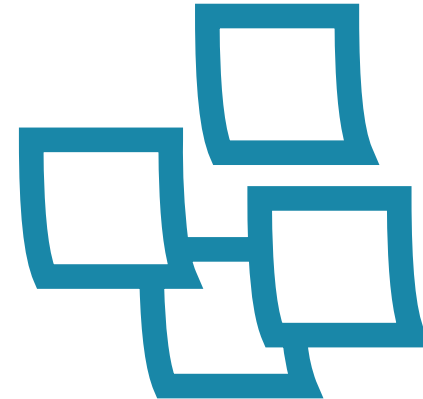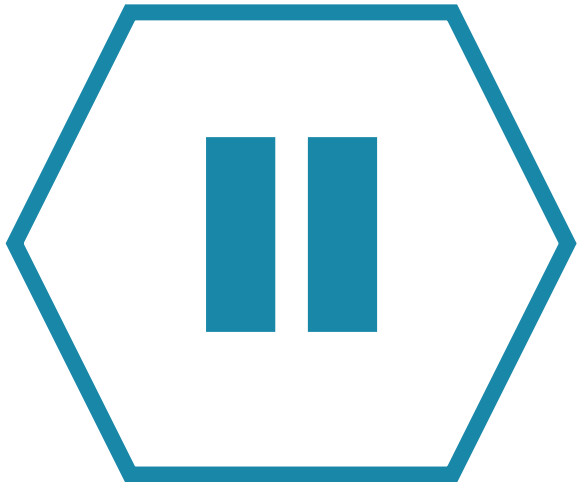
Senior Cycle Level 1 Learning Programme

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

Oide

4 curriculum areas	Modular basis	Key areas of learning
	40-60 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. 10-11

SCL1LPs Curriculum Areas and Modules

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
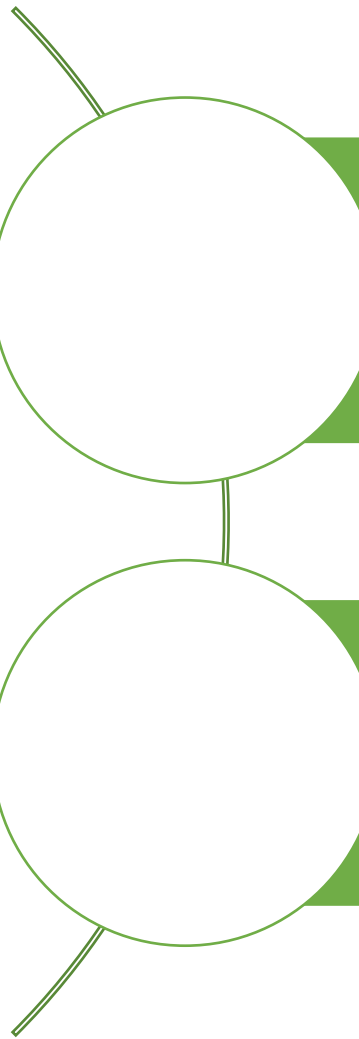
Level 1 Elective Modules

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 and Modules

Oide

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

NCCA Senior Cycle Learning Programmes: Level 1 and Level 2: Programme Statement p.12

Level 2 Electives

Oide

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

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.**"*
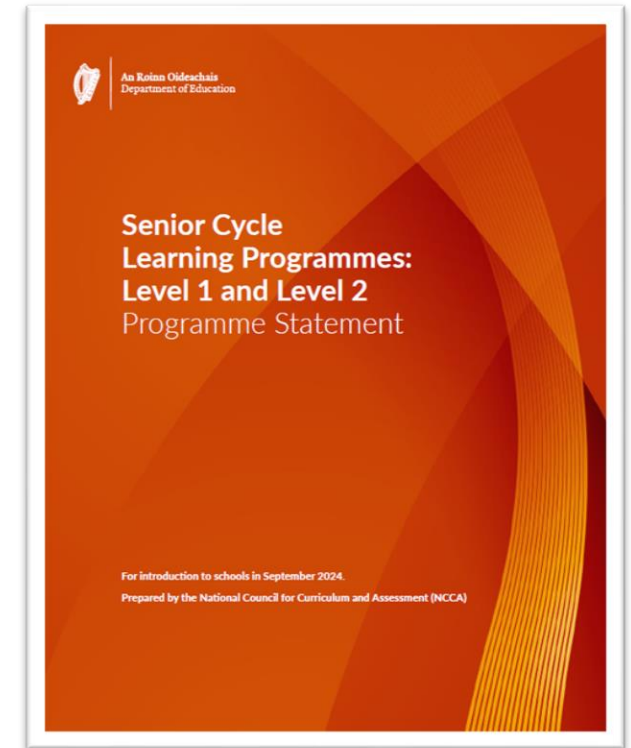
Senior Cycle
Learning Programmes:
Level 1 and Level 2
Programme Statement

For introduction to schools in September 2024.
Prepared by the National Council for Curriculum and Assessment (NCCA)

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

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

Stop & Jot
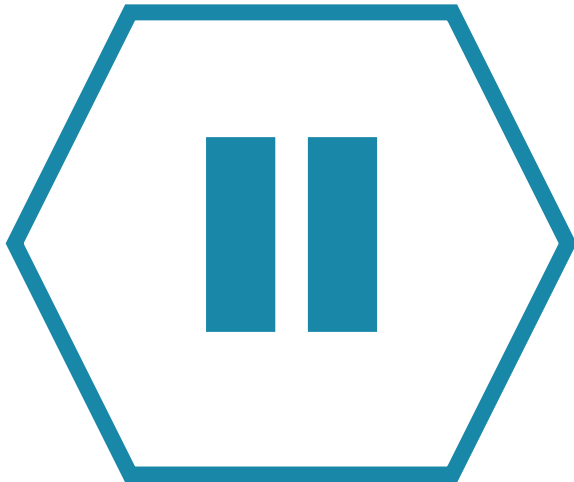
SCL1LPs and SCL2LPs Assessment

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 and 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

What does a Portfolio look like?
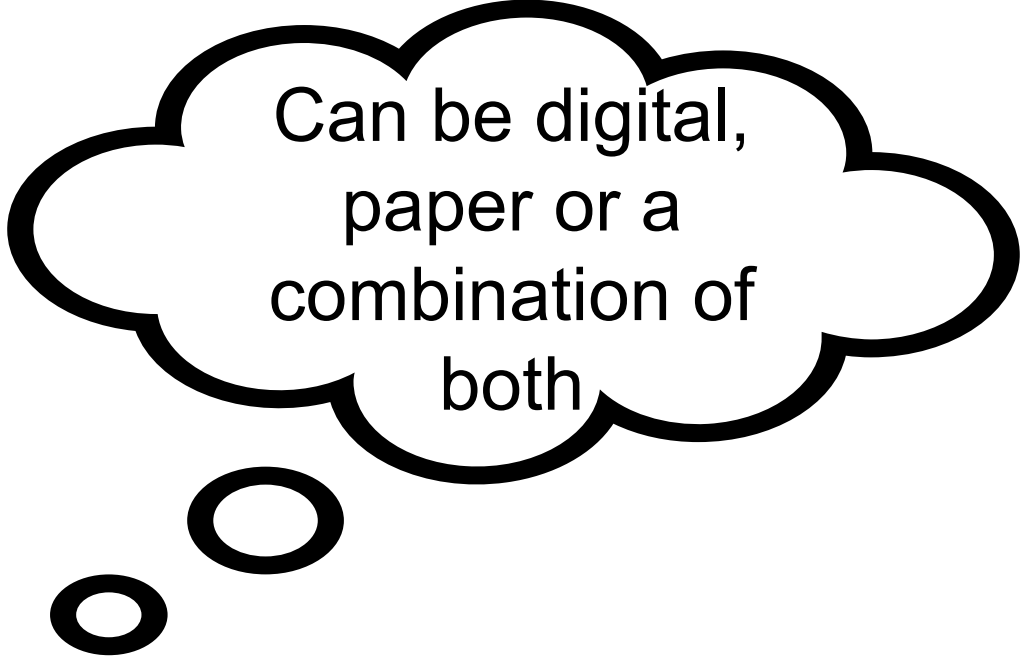
Varied types of evidence

Examples of the students work alongside success criteria

Shows student progression

Evidence of which teacher completed the work with the student

Can be digital, paper or a combination of both

Includes teacher feedback

Types of Evidence

Video (Trip to the Tuck Shop)

Receipts for the items bought

Teacher or student notes (written or recorded)

Written / Oral - step by step account of their experience

Illustration of the 'experience''

Photograph or photo-story

Completed worksheet

Completed Teacher observation sheet

Stop and Jot
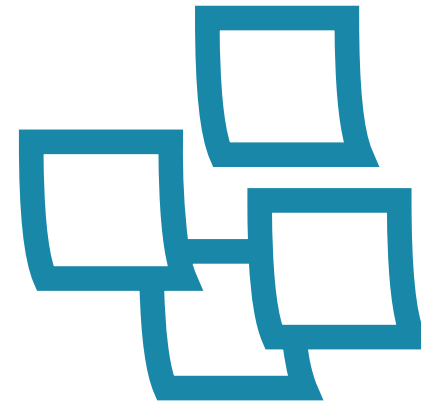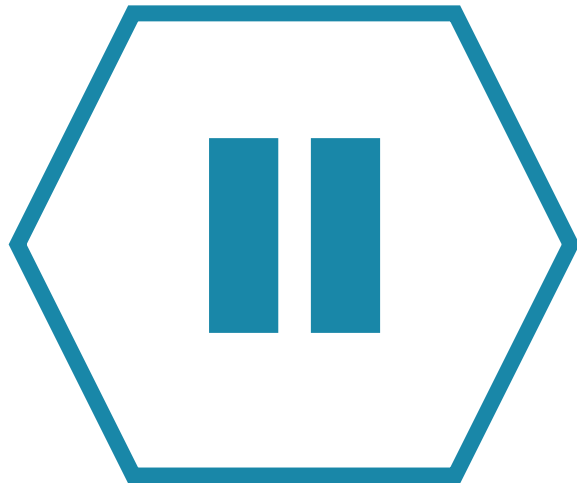
The focus of our learning was…

- The process of developing a personalised senior cycle programme at Levels 1 and 2.

- Considerations for implementing Senior Cycle L1LPs and L2LPs in a range of contexts

- The progression of learning for students from Junior Cycle L1LPs and L2LPs to Senior Cycle L1LPs and L2LPs

Feedback

Oide

- We use your feedback to help design further professional learning and supports in this area. We would appreciate if you could take a moment to complete a few short questions

Senior Cycle L1LPs L2LPs May Webinar

L1LPs L2LPs Mailing List