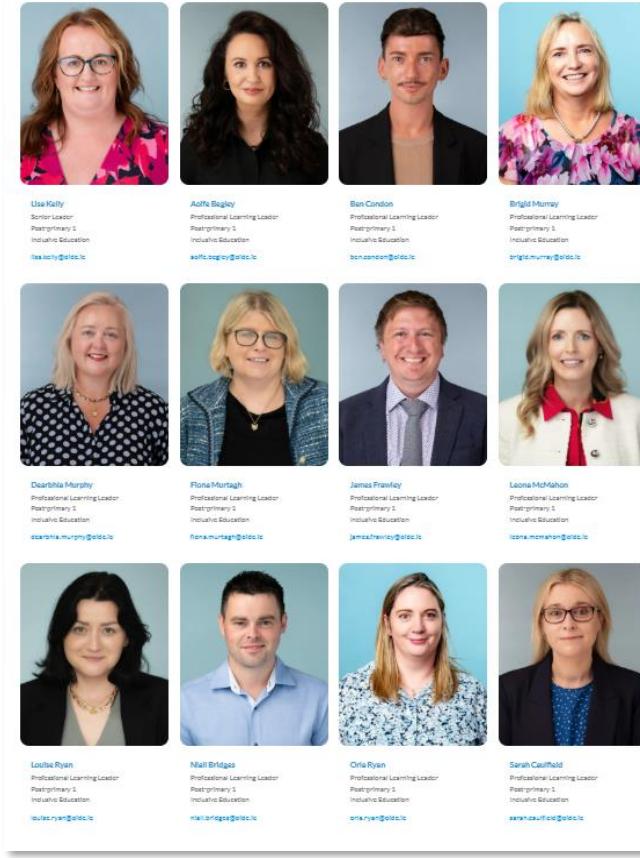


L1LP L2LP Mailing List



Oide



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Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers



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Supporting the Professional
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Junior and Senior Cycle L1LP L2LP Special School Cluster 2026

Outline for Today



- Session 1: 9.30am – 11.00am



Break



- Session 2: 11.30am – 1.30pm



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Please respect everyone's right
to privacy

No discussing individuals from
your own settings



- 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...

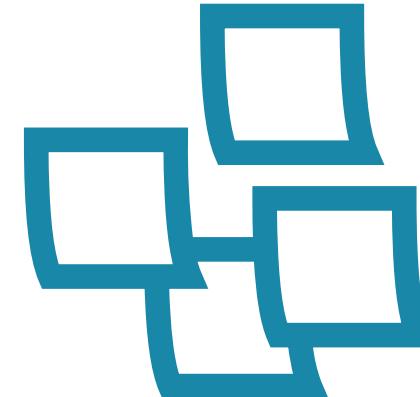
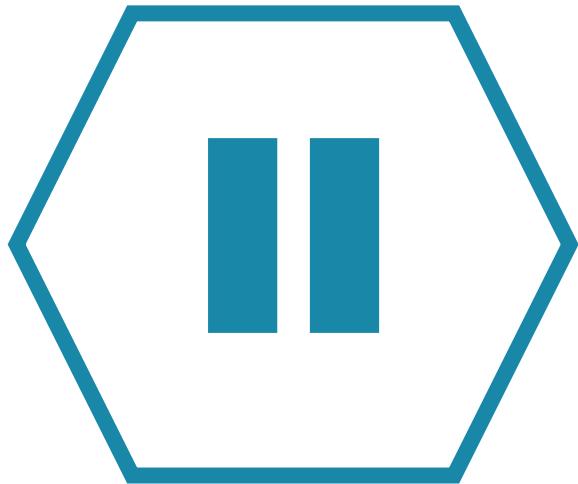


If there is anything we can do to improve your experience during today's workshop, please let us know privately.

Stop and Jot



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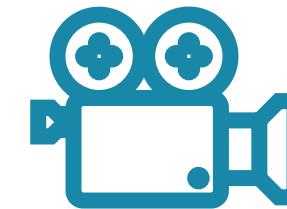
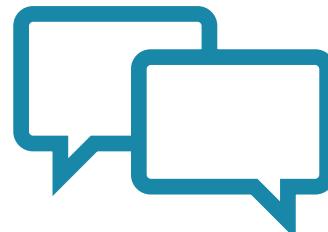


Engage, Connect, Contribute



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- Keep your camera on
- Unmute to contribute
- Use the chat function
- Engage actively



Reflect, Refresh, Return



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- Do you teach
 - JCL1LP?
 - JCL2LP
 - SCL1LP
 - SCL2LP?
 - Primary?
 - School Leavers?





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Session 1

Senior Cycle Level 1 and Level 2



- Choosing senior cycle electives to expand on the skills your students developed while engaging with junior cycle.



Numeracy

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

Communication and 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

SCL1LP Progression Continuum



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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



Numeracy

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

Communication and 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



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

Level 1 Elective Modules



Oide

Physical Education

Music

Visual Art

Drama

Being part of the
community

Special Interest

Looking after my
environment

Cookery

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

Level 2 Elective Modules



Special
interest

Drama

Looking after
my
environment

Literature

Visual Art

Physical
Education

Cookery

My life, my
finance

Preparation
for life after
school

IT skills

Music

Design and do

The past in
my place

7
Over
two
years

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

Discussion

Using the chat function:

What short courses and levels at Junior Cycle,
are your students currently engaging with?

What works well and why?



Progression of Skills



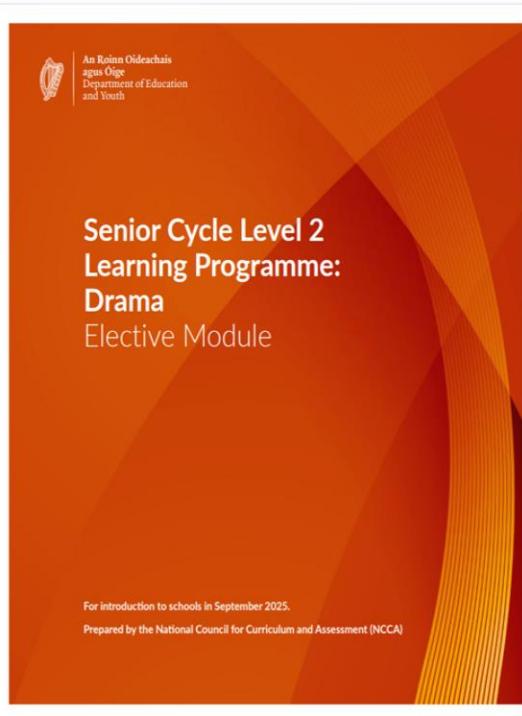
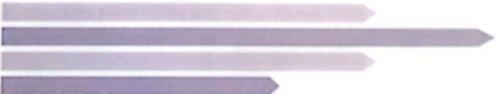
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Short Course

Drama and Music in my Life

Level 2

Specification for Junior Cycle Short Course

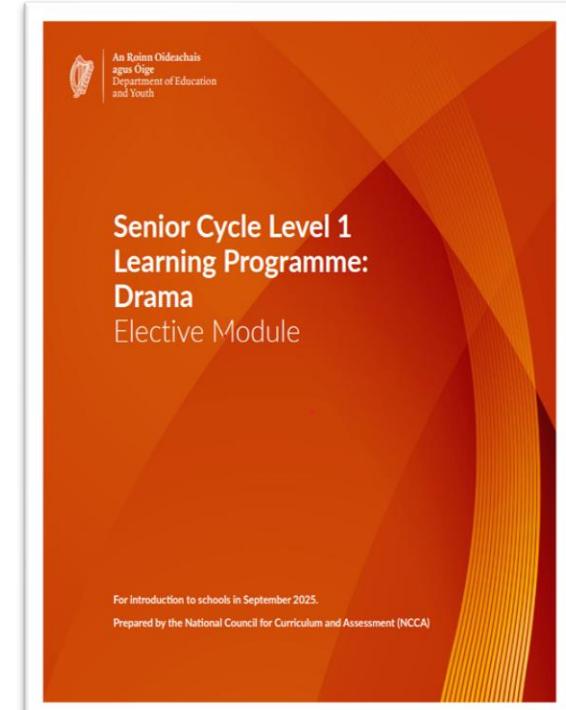


05

The Arts

ELEMENT: Drama

- 5.20 Show an awareness of being part of an audience
- 5.21 Explore and react to props, costumes, actions and sensory stimuli in a dramatic context
- 5.22 Participate in the re/telling of contemporary/ historical/cultural events or stories through interactive games and/or dramatic activities
- 5.23 Show an awareness of being part of an acting group
- 5.24 Co-operate or work alongside/in parallel with others in making, choosing and using props, costumes and sets
- 5.25 Work independently or collaboratively to produce a rehearsed piece of drama for an audience
- 5.26 Express and/or identify emotions in a dramatic context



Teaching Multiple Curricula Con-Currently



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Short Course

Food, Glorious Food

Level 1 Specification for Junior Cycle Short Course

Short Course

Grow It! Cook It! Eat It!

Level 2

Specification for Junior Cycle Short Course

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Department of Education
and Youth

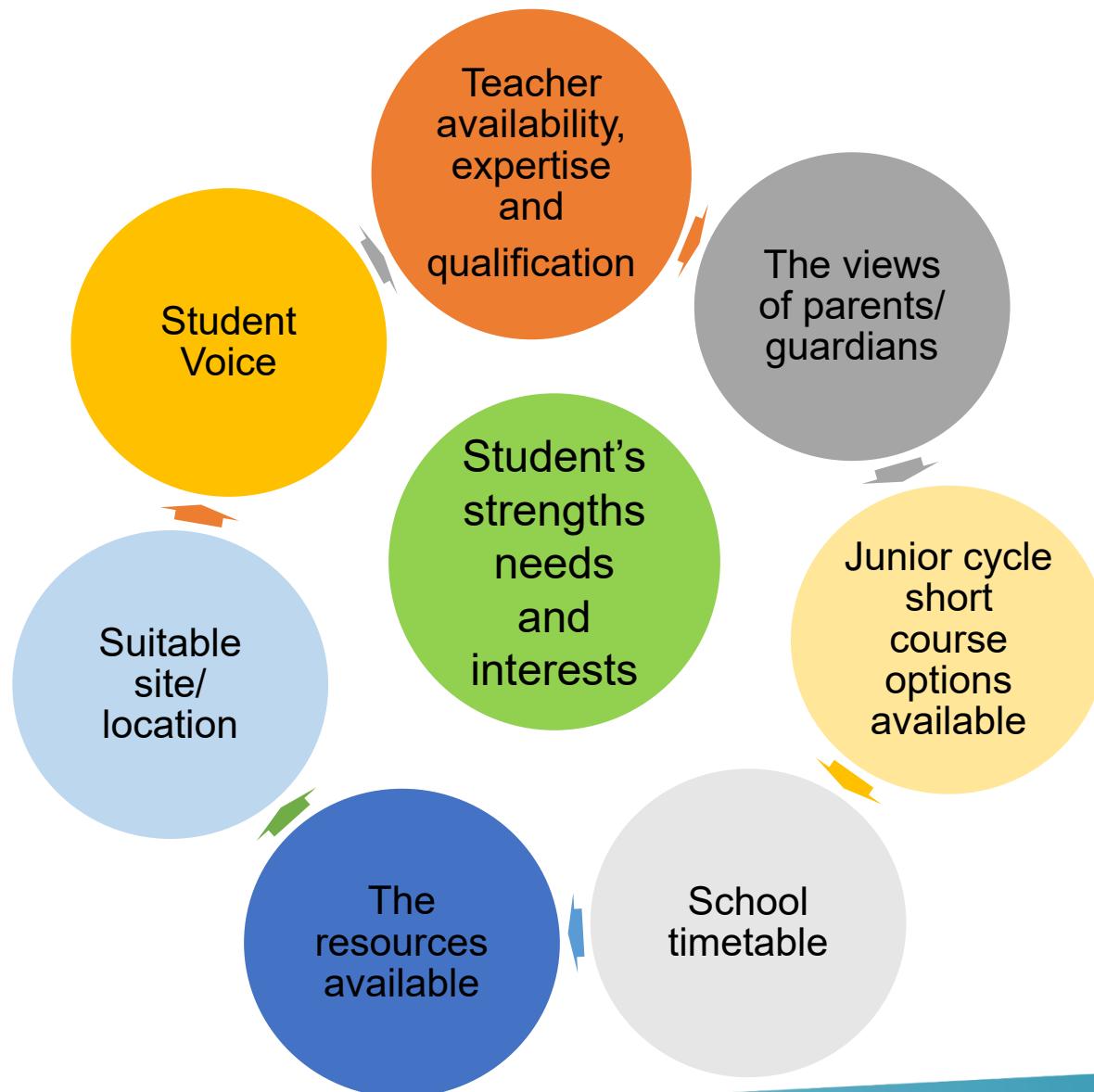
Senior Cycle Level 2
Learning Programme:
Cookery
Elective Module

For introduction to schools in September 2025.
Prepared by the National Council for Curriculum and Assessment (NCCA)

Considerations When Choosing Electives



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Physical Education (PE) Level 1



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- PE contributes to the students' movement experiences, promoting physical and cognitive development and play. It will enhance students' motor skills.
- Physical exercise and movement improve concentration, sleeping and eating patterns and overall wellbeing.
- Students experience a broad and balanced PE programme...[for example] Health related activities, Gymnastics, Athletics, Aquatics, Games, Dance, Cycling and Adventure.



Looking After my Environment Level 1



Oide

- This elective module enables students to explore the physical world around them.
- Through outdoor activities and engagement with the natural world and their community, students grow in their appreciation for nature as well as its benefits to their personal wellbeing.
- This elective module incorporates sensory-rich activities that support students to explore the environment through touch, smell, sight, taste and sound.



Senior Cycle Level 1 Learning Programme: Looking After my Environment pp. 2-4



- Designed to consolidate and progress students' learning and experiences from junior cycle.
- Visual art is a way to communicate visually. It is a language that gives ideas form.
- This module supports sensory-rich, artistic activities that enable students to explore and create visual art.
- Students can enjoy these activities...and form a way of expressing themselves through visual art.



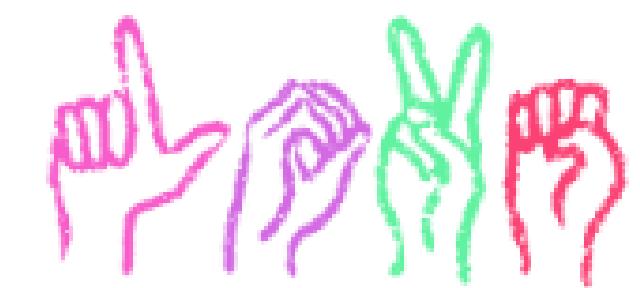
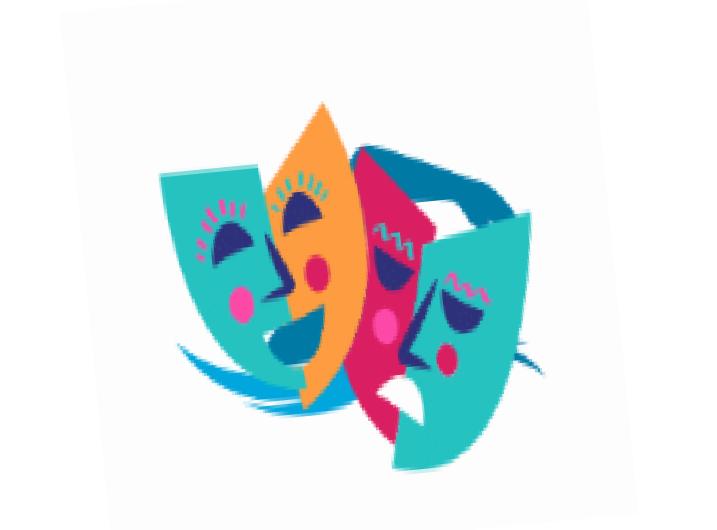
Senior Cycle Level 1 Learning Programme: Visual Art pp.2-5

Drama Level 1



Oide

- Drama...includes movement, exercise, play, group games, facial expression, gesture...sensory rich activities, acting sequences, engaging with films, musicals, puppetry or theatre.
- Aims to develop and support students' physical, sensory and emotional engagement.
- Supports students to engage, explore and express their thoughts, ideas, feelings and experiences in verbal and non-verbal ways...[and] the development of communication and social skills.



Senior Cycle Level 1 Learning Programme: Drama pp.2-4

Senior Cycle Level 1 Electives



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Physical Education (PE) Level 2



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- Physical Education (PE) will not just support students being physically active but will enhance their thinking and motor skills...[and] general well-being.
- By having structure and guidance in activities and PE lessons, students will problem solve [and] self-regulate.
- Some students may need to become accustomed and comfortable to the acoustics, smell, and temperature of a PE environment.



Looking After my Environment Level 2



Oide

- Explores topics related to physical geography and their environment [for example] the mountains, hills and other landforms, seas, rivers, weather systems and climate.
- Students gain an appreciation for nature and learn about environmental care, including the impacts of human activities on plants and animals.
- By integrating sustainability principles into their daily lives, including energy and water conservation, waste reduction and recycling, students are equipped to contribute positively to a more sustainable future.



Senior Cycle Level 2 Learning Programme: Looking After my Environment p.2

Visual Art Level 2



Oide

- Aims to develop and support students' physical, sensory and emotional engagement with the world around them to enable exploration and expression of their feelings and experiences.
- Students participate in visual art in all its forms in school, at home and in their communities through...a range of artistic activities and experiences.
- Schools have the flexibility to provide their own activities depending on available resources, local amenities and their students' interests.



Senior Cycle Level 2 Learning Programme: Visual Art pp.2-4

Drama Level 2

- Enables students to explore and express their thoughts, ideas, feelings and experiences in verbal and non-verbal ways.
- It enables the development of communication and social skills...and develops alternative ways of communicating with others, helping them to develop life skills and make sense of their world.
- Through informal, practical ways, using real life or imaginary situations, drama supports students' creativity, negotiation skills, turn taking skills, their ability to respond to new or unknown situations and develop empathy.



Cookery Level 2



Oide

- Develops students' practical food skills...promotes and enables healthy eating, personal wellbeing and independent living skills.
- Students...are automatically engaged in problem solving, planning, preparation and critical and creative thinking; not just in terms of food, but time and resource management.
- Cookery provides students with tactile and interactive learning experiences that may engage multiple senses and enhance their learning experiences.



My Life, My Finance Level 2



Oide

- Focused on developing students' knowledge and understanding of their personal finances, which is fundamental to their daily life and promoting living independently.
- Supports students to make informed choices and decisions around purchasing goods and services, carrying out financial transactions. This enables students to engage in financial planning.
- It assists them in identifying financial supports and services in their local community and online.



Senior Cycle Level 2 Learning Programme: My Life, My Finance p.2

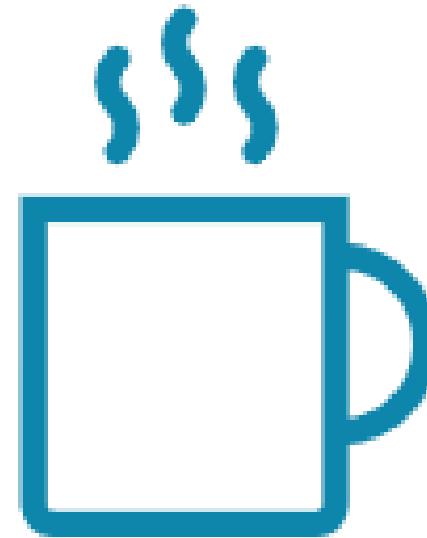
Literature Level 2



Oide

- It will support students in making sense of what they hear, see and read...[and] the development of students' understanding, empathy, confidence, and their ability to communicate and respond to others.
- Students will experience literary text as listeners, viewers, readers and evaluators in both physical and digital form.
- To engage with literature may require reading, writing, recording, listening, creative thinking, expression or communicating with others.



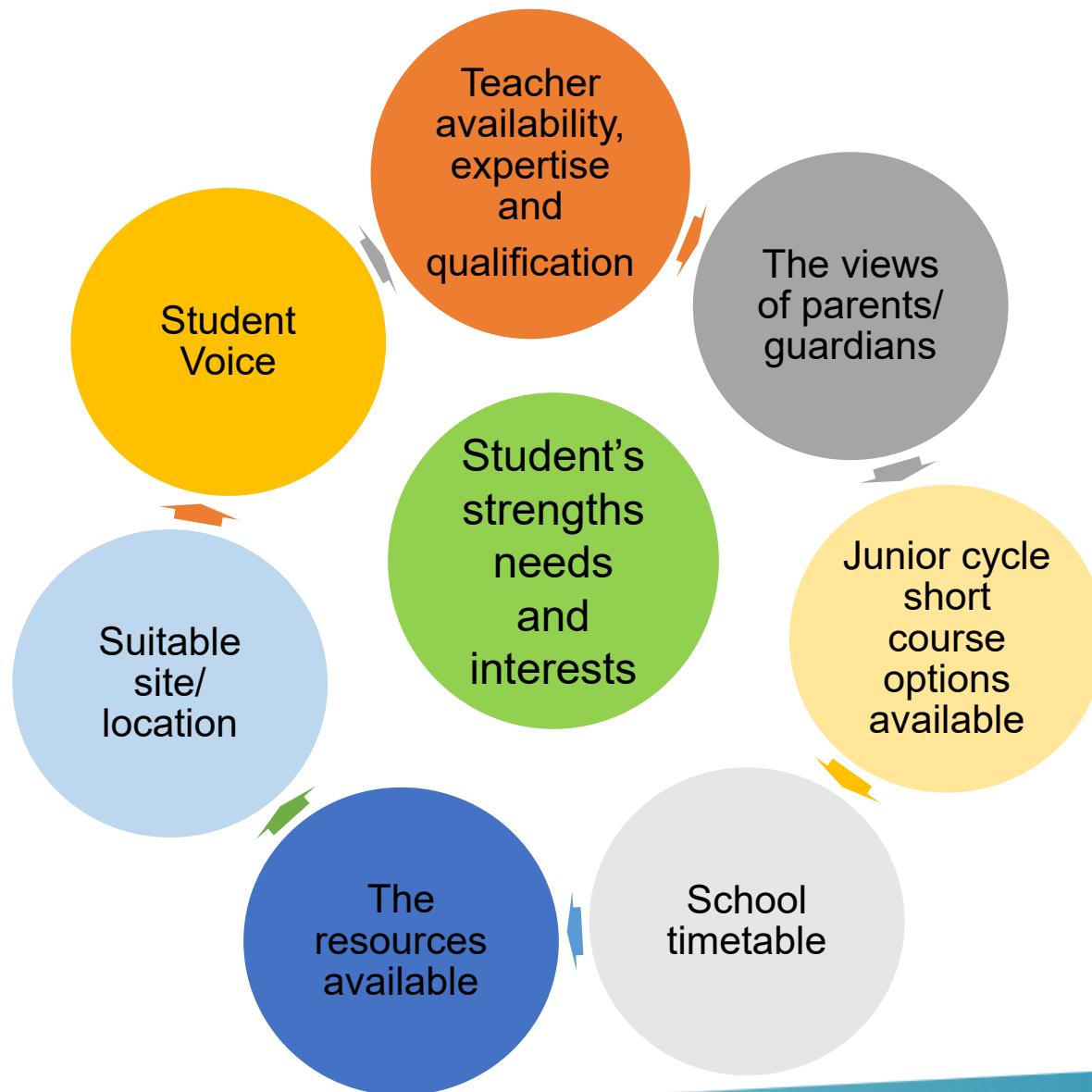


Break

Considerations When Choosing Electives



Oide



Breakout Rooms



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- You will be assigned a breakout room shortly.
- Please keep turn on your cameras and unmute your microphone for maximum participation.
- Please assign a note taker and a spokesperson in each breakout room.
- We will take oral feedback from each group following the activity.



Exploring Electives



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Spend 10 minutes exploring the module descriptor for your chosen elective.

Through collaboration and discussion in breakout rooms identify the key learning and possible student experience(s) in your chosen elective

Identify how you might implement these electives.



Shared learning

1. What key learning did you identify within the elective?
2. How might this elective meet the identified strengths and needs of your student(s)?
3. How did you identify the possible settings for learning?
4. Any other observations?

