Oide
Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí
Supporting the Professional Learning of School Leaders and Teachers

Focused Cluster Meeting

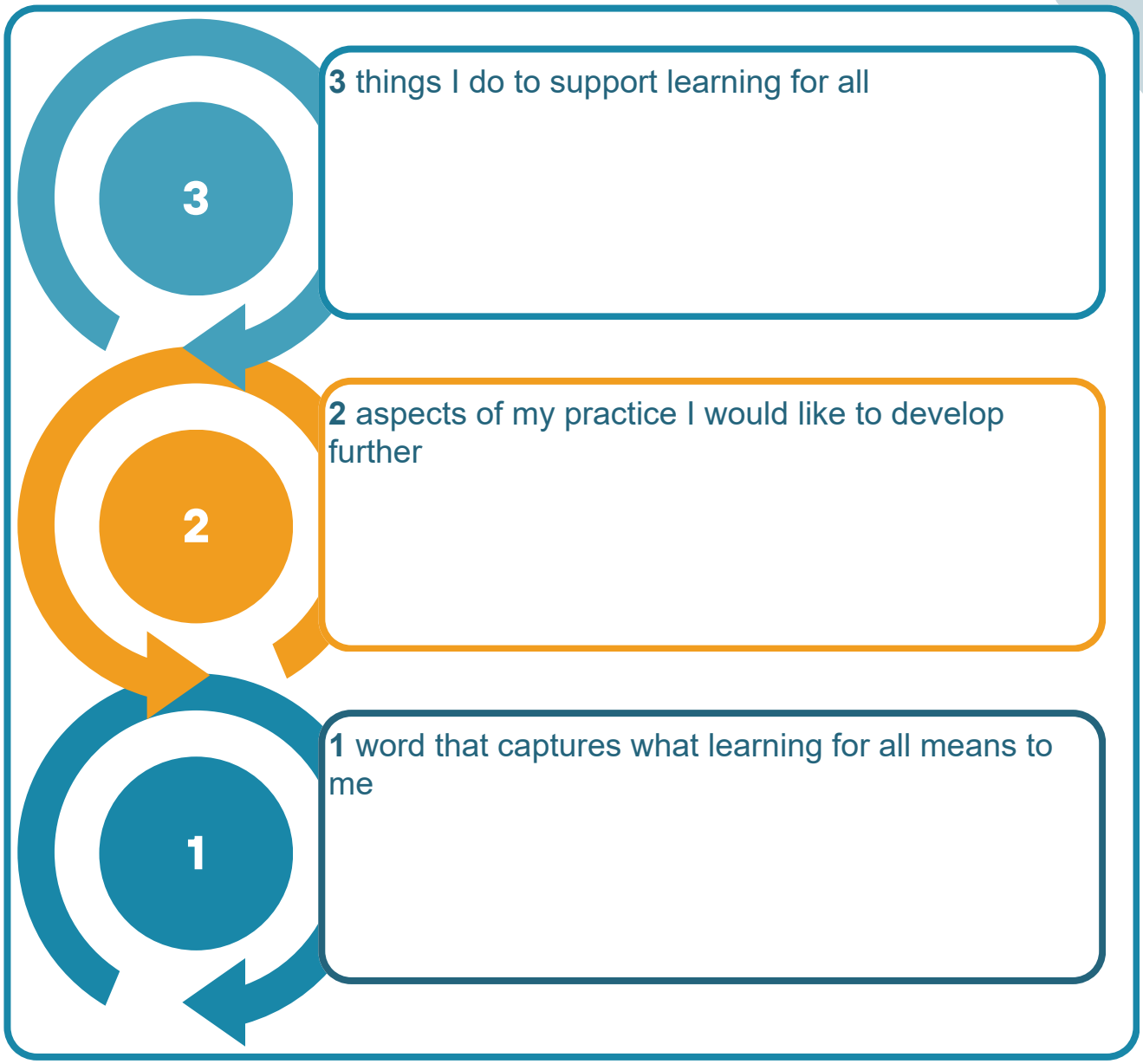
Supporting All Learners: Practical Approaches for Primary NQTs





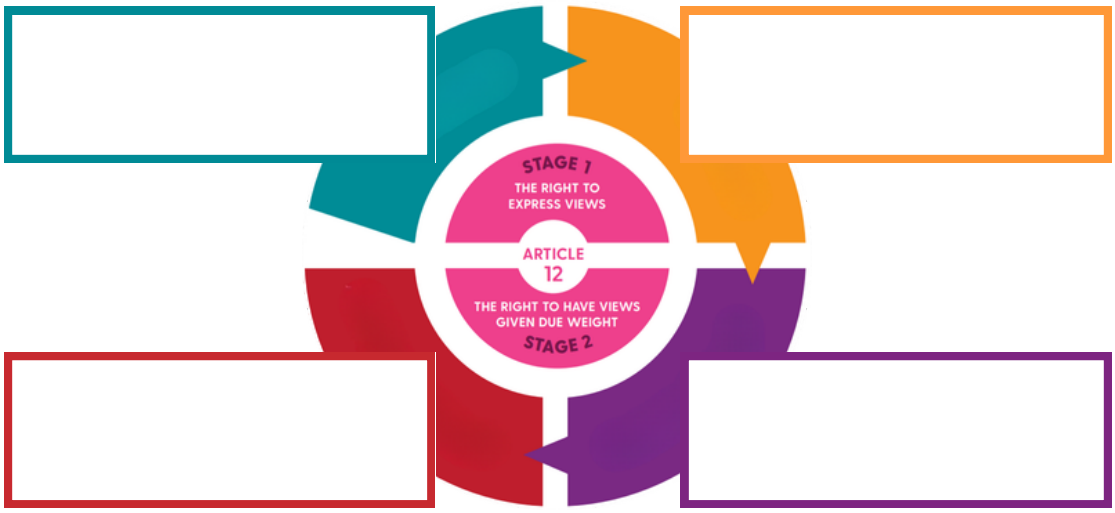
Reflective Learning Log

3,2,1 Activity



Video: The Lundy Model

As you watch the video, please take note of the four components of the Lundy Model.



Engagement and Participation:
The Problem-Solving Process - Case Studies



Tom

Tom is a pupil in teacher Eoin's 3rd Class who joined the school at the start of the year. When speaking with his teacher, he is articulate, warm, and chatty. However, Tom rarely contributes during whole-class discussions and tends to withdraw during group activities, often letting others take the lead. At break time, he is usually on the edge of groups rather than fully involved. While not isolated, he appears somewhat guarded socially.

What is the concern?
Tom is engaging well academically and with adults but is not participating in group learning or class discussions and remains on the periphery with his peers, in social situations.

Why might this be happening?
In a *"Getting to Know Me"* activity from *Relate*, Tom shared that he enjoys drawing, quizzes, chess, and structured activities like basketball (*pupil voice*). In a short teacher check-in, he spoke about missing a close friend from his previous school (*pupil voice*). He has settled well academically; his written work is of a high standard, and he shows strong understanding across subjects (*assessments*). His parents say he likes school but finds the larger class daunting and prefers one-to-one friendships (*parent voice*). His previous school report describes him as sociable and actively involved (*school records*).

Aisha

Aisha is a pupil in 5th Class in Múinteoir Róisin's room. She is enthusiastic, highly capable in a range of subject areas, and eager to contribute. She frequently raises her hand and may call out answers. During group work, she often takes the lead, assigning roles and stepping in to correct or redo work she feels is not right. She can become unsettled by mistakes and has verbally demonstrated her frustration when peers approach tasks differently. While well-liked, some classmates are beginning to step back, with participation becoming uneven.

What is the concern?
Aisha's strong drive for wanting things to be correct and her commanding participation in all activities is limiting opportunities for others to engage confidently in discussions and group work.

Why might this be happening?
During a circle time pupil voice activity using prompt cards, Aisha shared that she "likes things to be right" and finds it hard to wait her turn (*pupil voice*). Her work is of a very high standard (*assessments*). Last year's school report noted and 'she takes pride in accuracy' (*school records*). Peer feedback gathered through *quick reflections* suggests some pupils feel nervous sharing ideas when working with Aisha (*pupil voice*). Múinteoir Brian, the SET who co-teaches in Múinteoir Róisín's class, observed increased passivity among peers during group work (*observation*). At home, Aisha's parents note high personal standards and anxiety when work is not "just right" (*parent voice*).

Lucas

Lucas is a pupil in 2nd Class in Mr. Adeyemi's classroom. He is imaginative and enjoys hands-on activities like construction and drama, engaging well at the start of lessons. However, he easily becomes overwhelmed and reacts in different ways. When tasks feel challenging or unfair, he may call out to the teacher or other pupils, leave his seat, or push materials away. Instances like this are increasing, particularly during transitions and group work. Some peers are beginning to react, leading to low-level disagreements, vocalised frustration and occasional raised voices.

What is the concern?
Lucas is experiencing difficulties managing his reactions which are affecting his learning and contributing to growing tension with his peers.

Why might this be happening?
In a teacher-pupil conference using a feelings scale, Lucas described a "hot feeling" when work is "too hard or too long" (*pupil voice*). SNA Sandra's observations note he benefits from reassurance, structure, and smaller steps (*observation*). His written work starts strong, but his accuracy and penmanship deteriorate as lessons progress (*assessment*). During circle time and informal check-ins, pupils shared feeling annoyed, worried, and unsure how to respond (*pupil voice*). His parents describe him as sensitive and responsive to praise and routine (*parent voice*).

Learning Environments:
The Problem-Solving Process - Case Studies

Mainstream Class

NQT Lina's Senior Infant class lines up to come in after break. The yard is busy, with several classes sharing limited space, and Lina's class lines up between two others. When the bell goes, children gather, but the line quickly becomes crowded and uneven. Zack hangs back, appearing unsure, and clings to Lina rather than joining the line. Fiadh swings her schoolbag, occasionally bumping into others. Rohan pushes forward, not respecting personal space, while Emma becomes upset and vocal about the pushing. **Freya** wanders away from the line towards quiet, calmer parts of the yard, troubled by the boisterous line. Some of the pupils become unsettled and distracted, and it takes several minutes for the class to form a line and be ready to re-enter the classroom.

What is the concern?

Freya is wandering at line up time due to the boisterous line, upset and unsettled, which is a health and safety matter. The class is finding it difficult to line up in a calm, organised way after break. Limited space and crowding are leading to pushing, delays, and some pupils becoming unsettled.

SET Group

Mr. Daly is working with a small reading group of four pupils from 3rd Class. The group needs to line up and walk to another building for their session. **Milo** enjoys working in Mr. Daly's room and eagerly shares his opinions on new books and stories. However, he finds these transitions particularly challenging, and moves out of line, bumps into others, and tries to move ahead without respecting personal space when moving from one building to another. His behaviour leads to frustration and upset for Nadia and Jack, resulting in arguments during the transition. Sophie, wanting peace, asks everyone to "be quiet and stop bickering," but she is becoming unhappy about being in this group. This tension makes it difficult for Milo, Jack, and the others to line up calmly, turning what should be a smooth transition into a source of conflict and lost time.

What is the concern?

Milo's difficulty with lining up and respecting personal space is disrupting the group's ability to move together smoothly from one space to another. This challenge is causing frustration among the pupils, conflict during transitions and lost teaching time.

Special Class

In NQT Paul's autism class, six pupils are supported by two SNAs. The class is preparing to line up for the bus to their weekly swimming session. **Emil** relies on a clear, consistent routine and becomes anxious and dysregulated if the order of lining up or seating changes, and if he has to wait. Síle has co-ordination difficulties and needs extra time to climb the bus steps. Lily finds it difficult to wait and often moves out of position or tries to get on first. During this transition, when **Emil** gets dysregulated, the group can become disorganised. Staff are concerned about maintaining safety while supporting these differing needs.

What is the concern?

Lining up for the bus is inconsistent and challenging, with competing needs around routine, waiting, and physical support, creating safety concerns and making the transition complex. **Emil** is upset by this, and it impacts his ability to get on the bus in a calm and relaxed manner.

Use this space to take some notes on the case study you have read.



3,2,1 Activity

3

3 ideas or resources I will try out or consult in my setting following today's meeting...

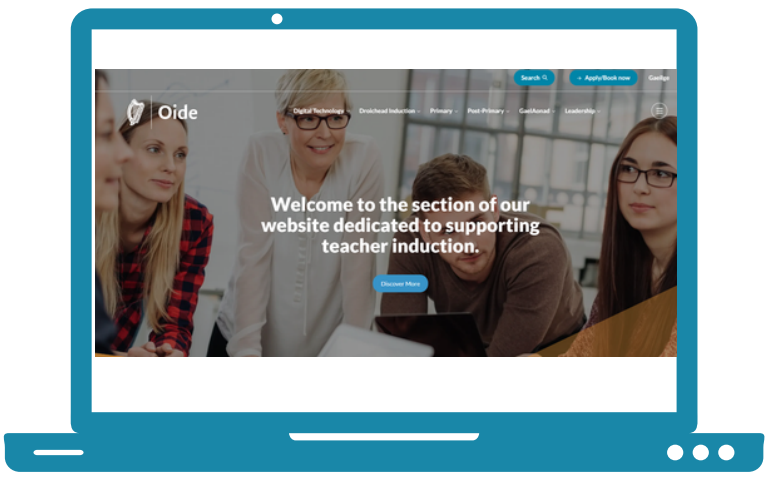
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2 things I have learned about supporting all learners in my setting...

1

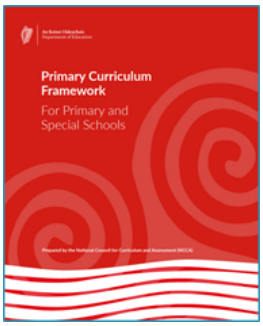
1 practical next step that I will take on my return to school and why...

Further Supports



Visit oide.ie/droichead/home

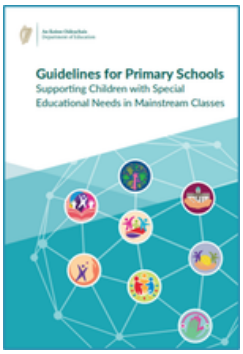
Resources


Primary Curriculum Framework
For Primary and Special Schools

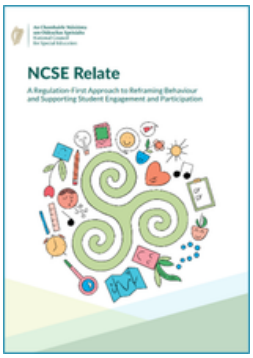

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Looking at Our School 2022: A Quality Framework for Primary Schools and Special Schools

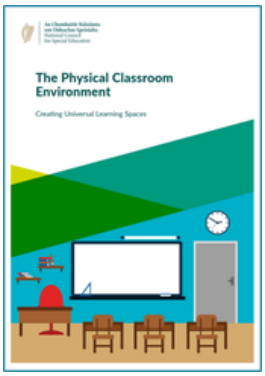

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Guidelines for Primary Schools
Supporting Children with Special Educational Needs in Mainstream Classes

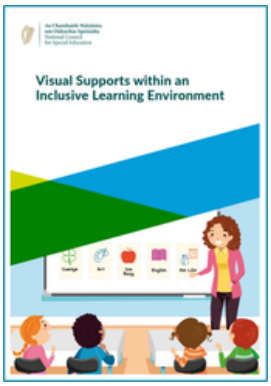

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NCSE Relate

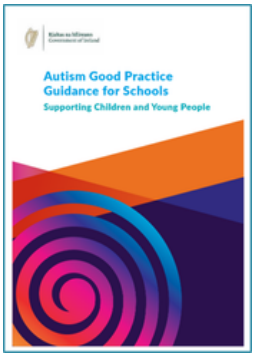

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The Physical Classroom Environment
Creating Universal Learning Spaces

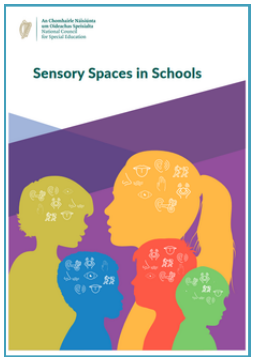

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Visual Supports within an Inclusive Learning Environment


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Autism Good Practice Guidance for Schools
Supporting Children and Young People


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Sensory Spaces in Schools


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