An tSraith Shóisearach do Mhúinteoirí

Junior CYCLE for teachers

An Interactive Journey

Embedding the Level 1 and Level 2 Learning Programmes into your school - SET team

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Ionad Oideachais Mhuineacháin

CC BY NC

Links to documents highlighted in the PDF are all working as of 21st April 2020.

Please contact the L1LPs/L2LPs team if you find a broken link.

Thanks in advance!

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Department of Education and Skills

Ionad Oideachais Mhuineacháin

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Implementation of L1LPS & L2LPs
JuniorCYCLE
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7 Create
Plan and create an individual, inclusive & meaningful timetable for the student(s)
8 Review
Ongoing collaboration with teachers, SET team & parents, assess & review student progress
9 Timeframe
Develop a timeframe to inform, collaborate, gather evidence, review progress and evaluate portfolio
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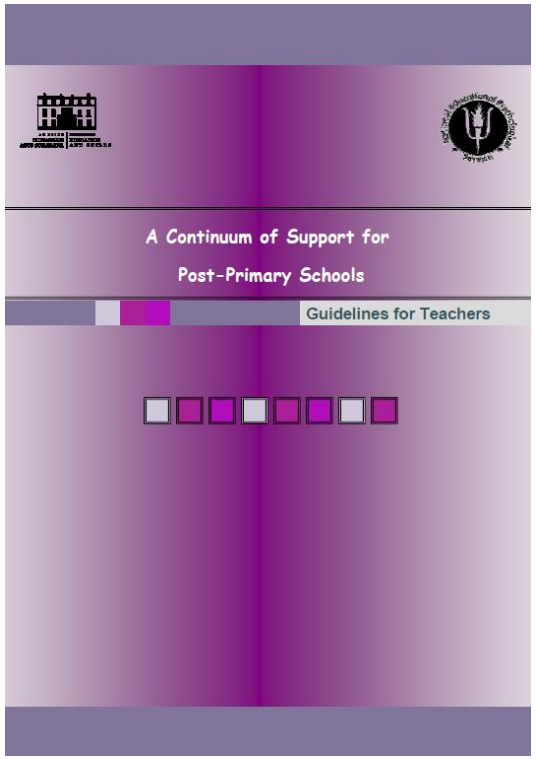
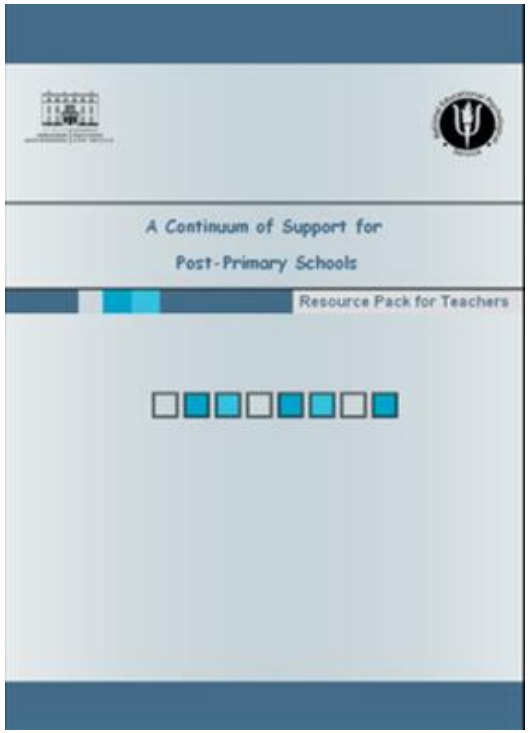
For the Junior Cycle Profile of Achievement (JCPA) add Priority Learning Units (PLUs) to student's record on Post Primary Online Database (PPOD) or Junior Cycle Awards Database (JCAD)
11 Celebrate
Celebrate engagement and achievement with students and parents


A Continuum of Support for
Post-Primary Schools
Guidelines for Teachers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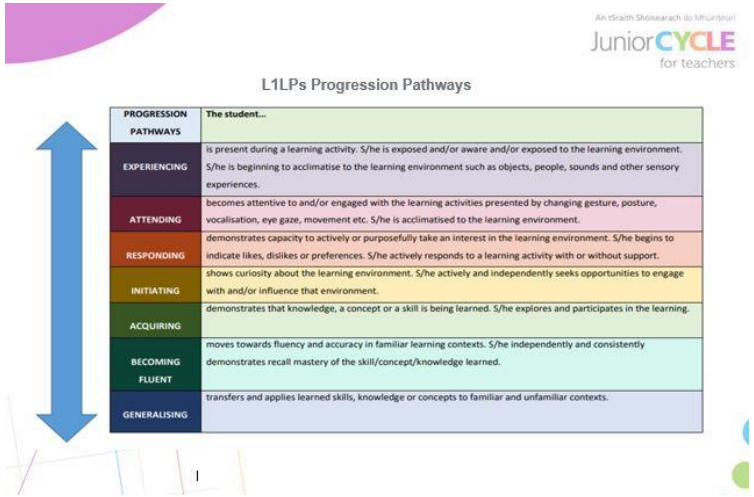
Post-Primary Schools
Resource Pack for Teachers


JuniorCYCLE
for teachers
L1LPs Progression Pathways
PROGRESSION PATHWAYS
The student...
EXPERIENCING
is present during a learning activity. S/he is exposed and/or aware and/or exposed to the learning environment. S/he is beginning to acclimatise to the learning environment such as objects, people, sounds and other sensory experiences.
ATTENDING
becomes attentive to and/or engaged with the learning activities presented by changing gesture, posture, vocalisation, eye gaze, movement etc. S/he is acclimatised to the learning environment.
RESPONDING
demonstrates capacity to actively or purposefully take an interest in the learning environment. S/he begins to indicate likes, dislikes or preferences. S/he actively responds to a learning activity with or without support.
INITIATING
shows curiosity about the learning environment. S/he actively and independently seeks opportunities to engage with and/or influence that environment.
ACQUIRING
demonstrates that knowledge, a concept or a skill is being learned. S/he explores and participates in the learning.
BECOMING FLUENT
moves towards fluency and accuracy in familiar learning contexts. S/he independently and consistently demonstrates recall mastery of the skill/concept/knowledge learned.
GENERALISING
transfers and applies learned skills, knowledge or concepts to familiar and unfamiliar contexts.

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

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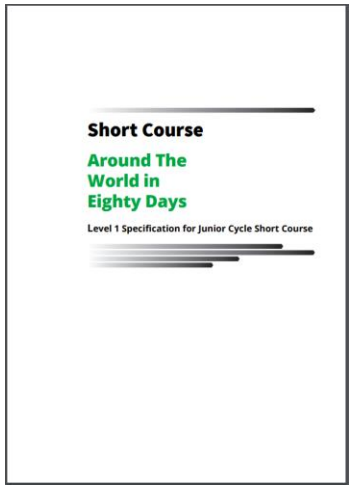

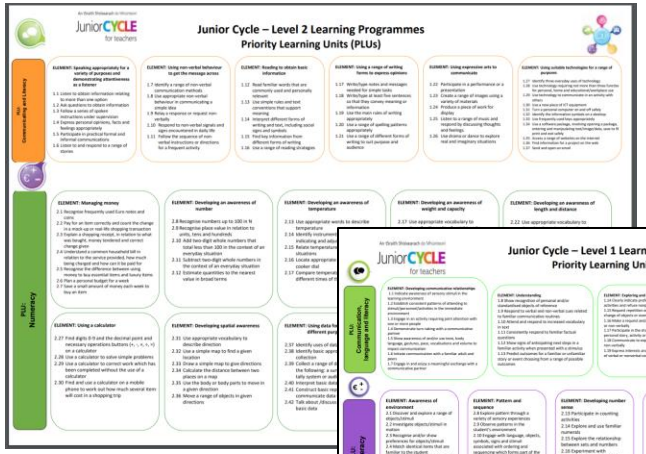

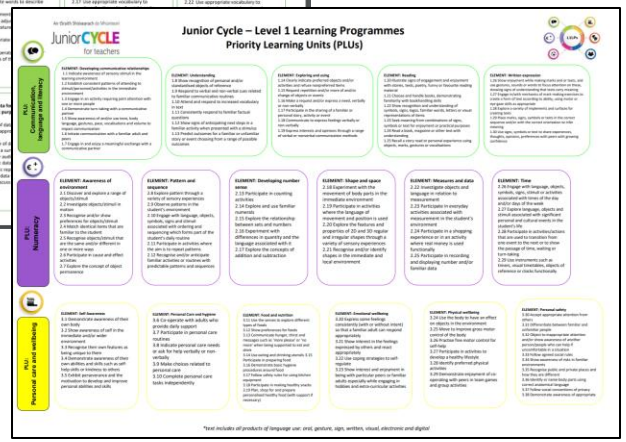

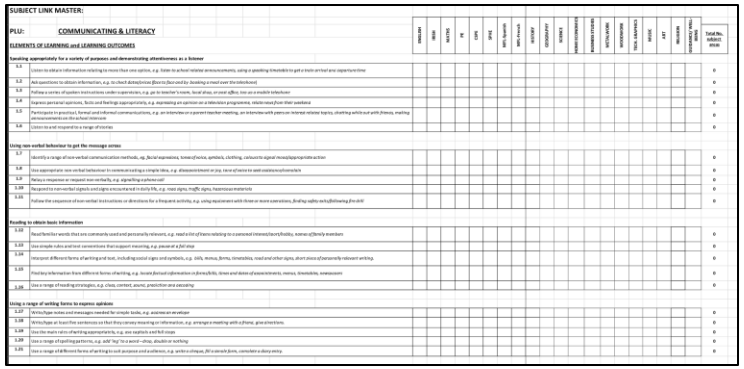

[L1LPs links with PLUs/subjects/Themes]

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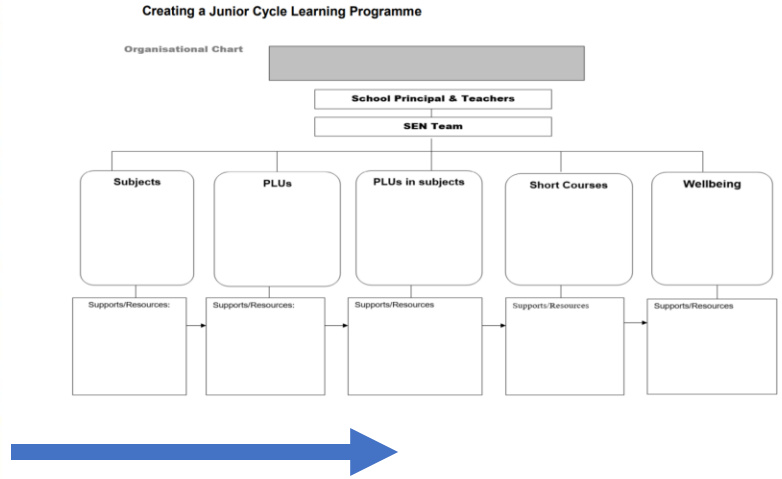
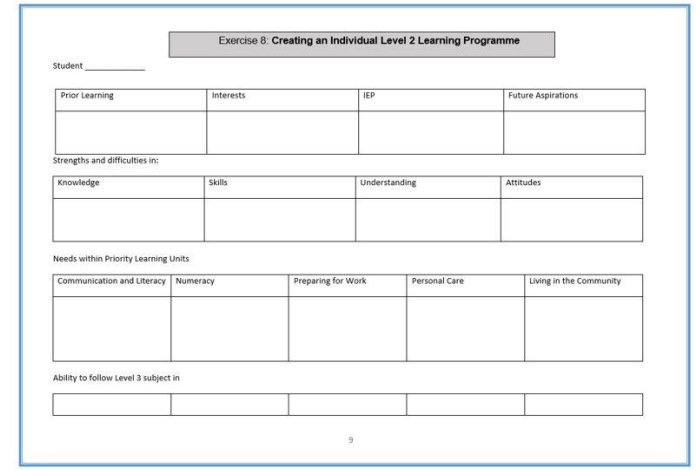
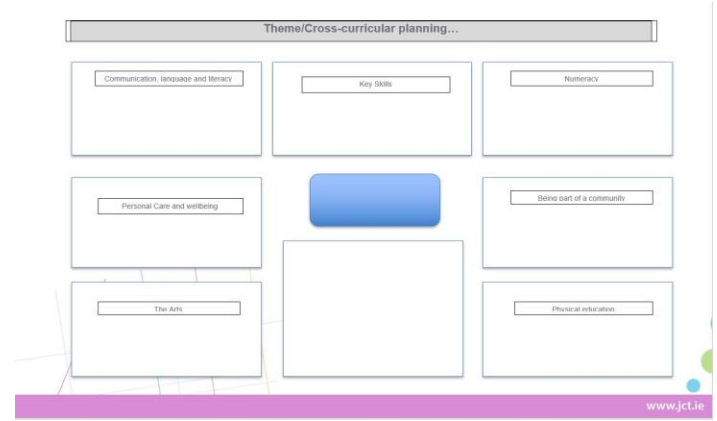

Creating a Junior Cycle Learning Programme
Organisational Chart
School Principal & Teachers
SEN Team
Subjects
PLUs
PLUs in subjects
Short Courses
Wellbeing
Supports/Resources:
Supports/Resources:
Supports/Resources
Supports/Resources
Supports/Resources


Exercise 8: Creating an Individual Level 2 Learning Programme
Student _____
Prior Learning
Interests
IEP
Future Aspirations
Strengths and difficulties in:
Knowledge
Skills
Understanding
Attitudes
Needs within Priority Learning Units
Communication and Literacy
Numeracy
Preparing for Work
Personal Care
Living in the Community
Ability to follow Level 3 subject in
9

Linking Junior Cycle Geography with Level 2 Learning Programmes
Communication and literacy
Numeracy
Living in the community
Preparing for work


Theme/Cross-curricular planning…
Communication, language and literacy
Key Skills
Numeracy
Personal Care and wellbeing
Being part of a community
The Arts
Physical education
www.jct.ie

Insert school logo here

STUDENT SUPPORT FILE	
Name of Student	
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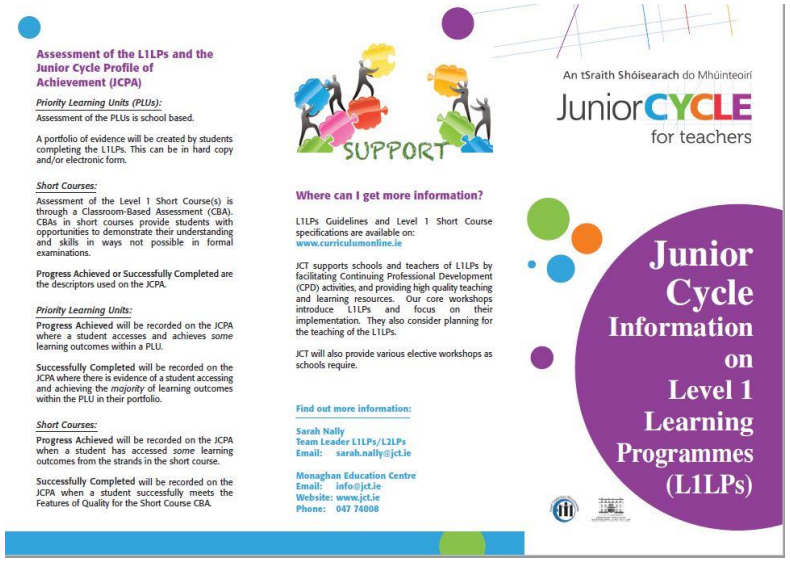


Assessment of the L1LPs and the Junior Cycle Profile of Achievement (JCPA)

Priority Learning Units (PLUs):

Assessment of the PLUs is school based.

A portfolio of evidence will be created by students completing the L1LPs. This can be in hard copy and/or electronic form.

Short Courses:

Assessment of the Level 1 Short Course(s) is through a Classroom-Based Assessment (CBA). CBAs in short courses provide students with opportunities to demonstrate their understanding and skills in ways not possible in formal examinations.

Progress Achieved or Successfully Completed are the descriptors used on the JCPA.

Priority Learning Units:

Progress Achieved will be recorded on the JCPA where a student accesses and achieves *some* learning outcomes within a PLU.

Successfully Completed will be recorded on the JCPA where there is evidence of a student accessing and achieving the *majority* of learning outcomes within the PLU in their portfolio.

Short Courses:

Progress Achieved will be recorded on the JCPA when a student has accessed *some* learning outcomes from the strands in the short course.

Successfully Completed will be recorded on the JCPA when a student successfully meets the Features of Quality for the Short Course CBA.

SUPPORT

An tSraith Shóisearach do Mhúinteoirí
JuniorCYCLE for teachers

Where can I get more information?

L1LPs Guidelines and Level 1 Short Course specifications are available on: www.curriculumonline.ie

JCT supports schools and teachers of L1LPs by facilitating Continuing Professional Development (CPD) activities, and providing high quality teaching and learning resources. Our core workshops introduce L1LPs and focus on their implementation. They also consider planning for the teaching of the L1LPs.

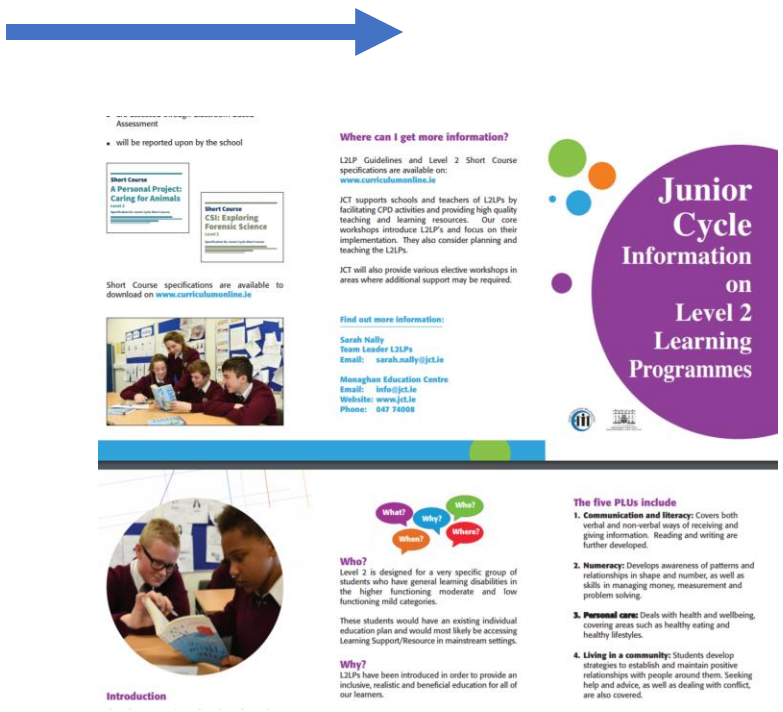
JCT will also provide various elective workshops as schools require.

Find out more information:

Sarah Nally
Team Leader L1LPs/L2LPs
Email: sarah.nally@jct.ie

Monaghan Education Centre
Email: info@jct.ie
Website: www.jct.ie
Phone: 047 74008

Junior Cycle Information on Level 1 Learning Programmes (L1LPs)



Assessment

- will be reported upon by the school

Short Course: A Personal Project: Caring for Animals

Short Course: CSI: Exploring Forensic Science

Short Course specifications are available to download on www.curriculumonline.ie

Where can I get more information?

L2LP Guidelines and Level 2 Short Course specifications are available on: www.curriculumonline.ie

JCT supports schools and teachers of L2LPs by facilitating CPD activities and providing high quality teaching and learning resources. Our core workshops introduce L2LP's and focus on their implementation. They also consider planning and teaching the L2LPs.

JCT will also provide various elective workshops in areas where additional support may be required.

Find out more information:

Sarah Nally
Team Leader L2LPs
Email: sarah.nally@jct.ie

Monaghan Education Centre
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Website: www.jct.ie
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Junior Cycle Information on Level 2 Learning Programmes

Introduction

Who?

Level 2 is designed for a very specific group of students who have general learning disabilities in the higher functioning moderate and low functioning mild categories.

These students would have an existing individual education plan and would most likely be accessing Learning Support/Resource in mainstream settings.

Why?

L2LPs have been introduced in order to provide an inclusive, realistic and beneficial education for all of our learners.

The five PLUs include

1. **Communication and literacy:** Covers both verbal and non-verbal ways of receiving and giving information. Reading and writing are further developed.
2. **Numeracy:** Develops awareness of patterns and relationships in shape and number, as well as skills in managing money, measurement and problem solving.
3. **Personal care:** Deals with health and wellbeing, covering areas such as healthy eating and healthy lifestyles.
4. **Living in a community:** Students develop strategies to establish and maintain positive relationships with people around them. Seeking help and advice, as well as dealing with conflict, are also covered.

Appendix 3 – Privacy Notice and Consent Form

PRIVACY NOTICE - Junior Cycle Profile of Achievement Award
For the information of parents/guardians of students who will receive a Junior Cycle Profile of Achievement (JCPA) award in 2019

Introduction

It is required by data protection law that before schools commence processing of any personal data a school must first bring a privacy notice on how the student's personal data will be processed to the attention of parents/guardians. This privacy notice relates to those students who have undertaken **Junior Cycle at either Level 3 or Level 2** of the National Qualifications Framework. Junior Cycle Level 3 includes exams set by the State Examinations Commission (SEC), where the provisional results are provided to schools and students in the September following the sitting of the State examinations. Junior Cycle Level 2 Learning Programmes are designed for students with particular special educational needs and is broadly aligned to Level 2 of the National Framework for Qualifications (NFQ). In some instances students will undertake a combination of a Level 2 and Level 3 programme.

Process

This document sets out the information in relation to how students' Junior Cycle assessment data will be used to produce the Junior Cycle Profile of Achievement (JCPA). The JCPA has replaced the Junior Certificate award.
Where student details are currently maintained on the Department's Post-Primary Online Database (PPOD[1]) the JCPA will be produced by schools via PPOD. Where student details are not held on PPOD (e.g. special schools) the JCPA will be produced via the Junior Cycle Assessment Database (JCAD[2]).
Schools will be enabled to record additional assessment student data on PPOD or JCAD for the purpose of producing a ***Junior Cycle Profile of Achievement*** (JCPA) for each of their students who completes the Junior Cycle.

This approach enables

a. schools to record on PPOD or JCAD the descriptors awarded in Classroom-Based Assessments in subjects and short courses and also reflect achievement in Priority Learning Units (PLUs) for students with special educational needs.
b. the State Examinations Commission (SEC) to provide state examinations final results electronically to the Department of Education and Skills for upload to PPOD and JCAD and association of these results with each student.
c. the Department of Education and Skills to provide the JCPAs electronically to schools/centres of education for each student.
d. Schools/centres of education to complete the 'other areas of learning' section of the JCPA for each student and deliver the award to students. The 'other areas of learning' section of the JCPA allows the school/centre of education to report on other learning experiences and events that the student has participated in outside

[1] Please see separate Privacy Notice on general use of P-POD at https://www.education.ie/en/Schools-Colleges/Services/Returns/Post-Primary-Online-Database-P-POD-Project/Data-Protection.html

[2] JCAD is the DES database developed to facilitate the production by Special Schools and Centres of Education of the JCPA.

	Monday	Tuesday	Wednesday	Thursday	Friday
9.05 – 9.45	Art Craft and Design, A1	SC: Caring for Animals, A3	Mathematics, E6	Support for Priority learning needs, A3	CSPE, C8
9.45 – 10.25	Business Studies, D2	English, B5	Geography, B5	English, B5	Mathematics, E6
10.25 – 11.05	Geography, B6	Science, D6	English, B5	Mathematics, E6	Art, Craft and Design, A1
11.05 – 11.20					
11.20 – 12.00	Mathematics, E6	Science, D6	Gaeilge, B2	PLU: Preparing for Work, A3	Science, D6
12.00 – 12.40	Woodwork, C4	Mathematics, E6	Support for Priority Learning Needs, A3	History, B6	PLU: Preparing for Work, A3
12.40 – 13.30	Woodwork, C4	Home Economics, C4	SC: Caring for Animals, A3	SPHE, C8	Geography, B6
13.20 – 14.00					
14.00 – 14.40	English, B5	Business Studies, E1	Woodwork, C3	Home Economics, C4	PE, Hall
14.40 – 15.20	SC: Caring for Animals, A3	Art, Craft and Design, A1	Woodwork, C3	Home Economics, C4	PE, Hall
15.20 – 16.00	PLU: Living in the Community, A3	Art, Craft and Design, A1			

	Monday	Tuesday	Wednesday	Thursday	Friday
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9.45 – 10.25	PLU: Preparing for Work, A3	English, B5	Geography, B5	English, B5	Metalwork, C2
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11.05 – 11.20					
11.20 – 12.00	Mathematics, E8	PLU: Living in the Community, A3	PLU: Preparing for Work, A3	Music, Music room	PLU: Living in the Community, A3
12.00 – 12.40	PLU: Personal Care, C4	Mathematics, E8	Support for Priority Learning Needs, A3	Music, Music room	SC: Enterprise in Animation, A3
12.40 – 13.30	SC: Enterprise in Animation, A3	Metalwork, C2	Music, Music room	SPHE, C8	Support for Priority Learning Needs, A3
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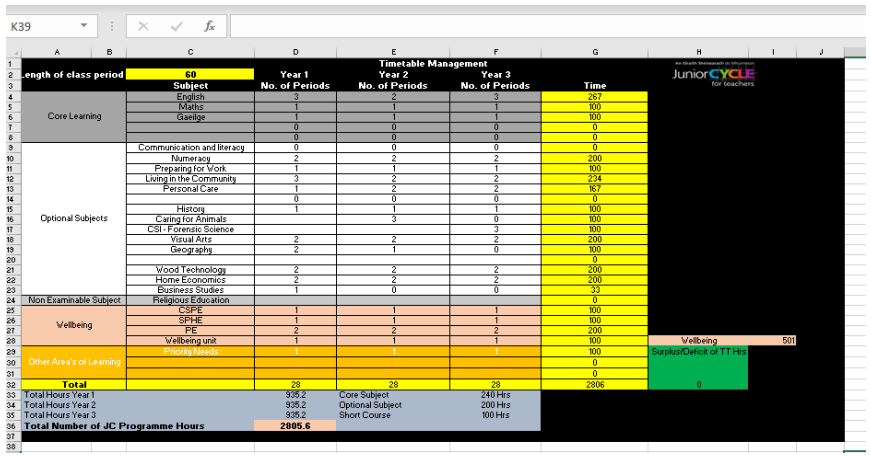
14.40 – 15.20	Geography, B6	Art, Craft and Design, A1	Woodwork, C3	Home Economics, C4	PE, Hall
15.20 – 16.00	PLU: Living in the Community, A3	Art, Craft and Design, A1			



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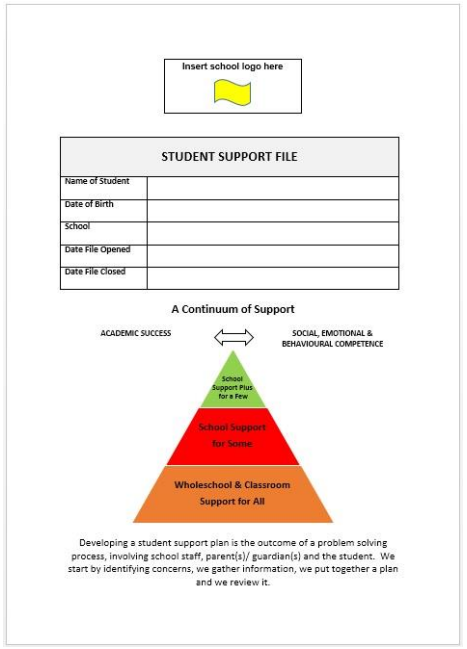
Insert school logo here
STUDENT SUPPORT FILE
Name of Student
Date of Birth
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A Continuum of Support
ACADEMIC SUCCESS
SOCIAL, EMOTIONAL & BEHAVIOURAL COMPETENCE
School Support Plus for a Few
School Support for Some
Wholeschool & Classroom Support for All
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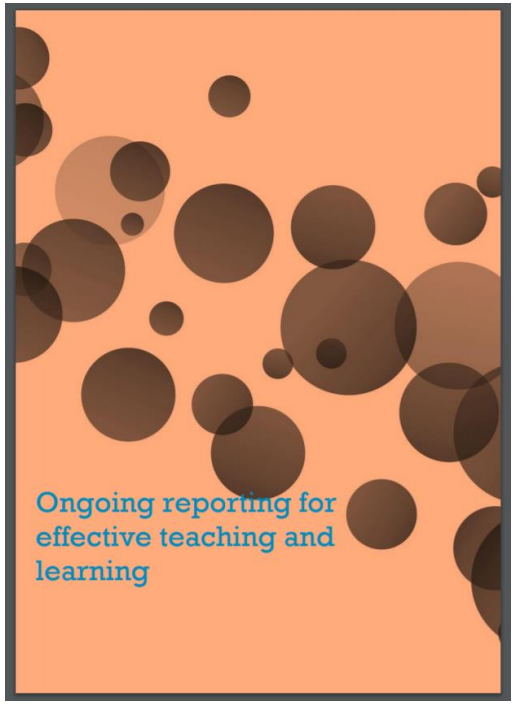
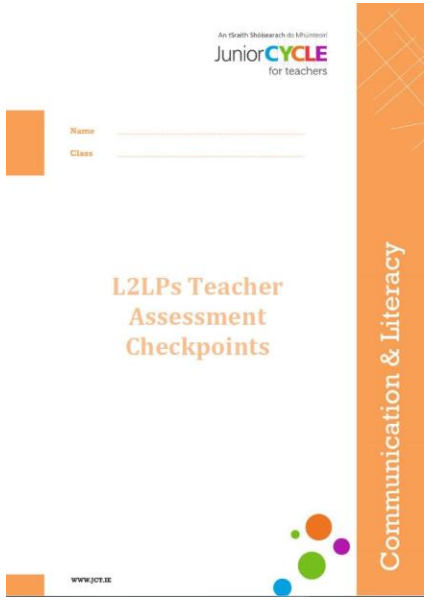
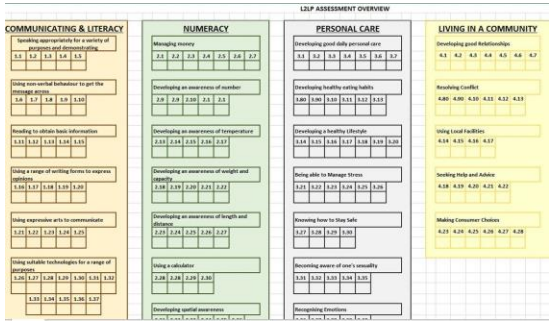
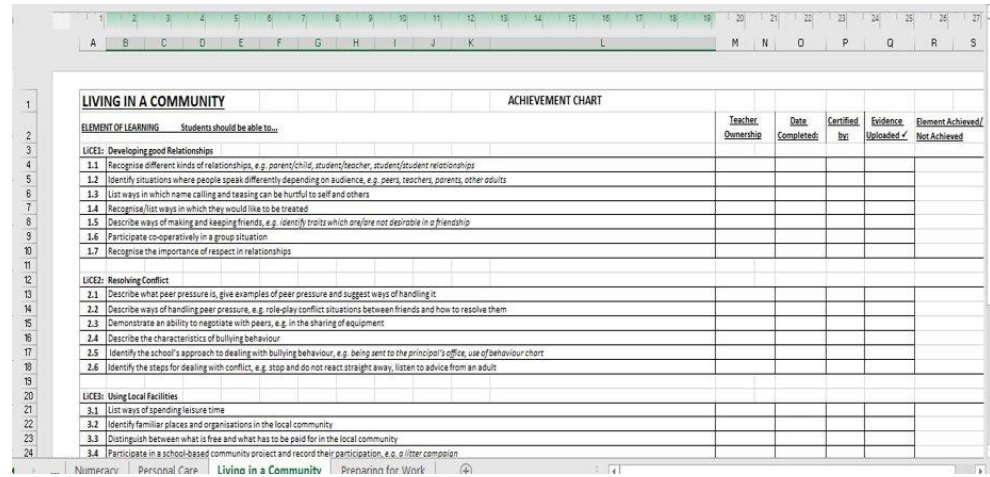

Ongoing reporting for effective teaching and learning


JuniorCYCLE
for teachers
Name
Class
L2LPs Teacher Assessment Checkpoints
Communication & Literacy
WWW.JCT.IE


L2LP ASSESSMENT OVERVIEW
COMMUNICATING & LITERACY
NUMERACY
PERSONAL CARE
LIVING IN A COMMUNITY

Sample Assessment and Reporting on L1LPs/L2LPs Action Plan

Month	Yr. 1	Yr. 2	Yr. 3	Action	Date and Who is Responsible
September				Building student profile Parental/Student Consultation	
October				Set out goals – student/parents Get parental consent Engage with teachers – which LOs will they work towards (evidence of this in units of work)	
October				Add PLUs and Short Courses to PPOD or JCAD (level 2 only)	
November				Checkpoint with teachers Feedback to students	
December				Checkpoint – look at portfolios (Management, SEN team, Teachers) Student check in Report home	
January				Set out goals – student/parents Engage with teachers – which LOs will they work towards (evidence of this in units of work)	
February				Checkpoint with teachers Feedback to students	
March				Checkpoint – look at portfolios (Management, SEN team, Teachers) Student check in Report home	
April				Student check in Short Course Classroom Based Assessment	
May				Students to discuss work • Portfolio showcase Parental/Student consultation for plans for following year. Internal moderation of Portfolio – Principal/SEN team/Teachers Report Home	



LIVING IN A COMMUNITY — ACHIEVEMENT CHART

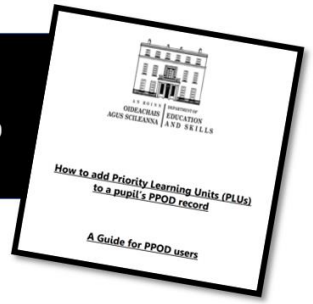
ELEMENT OF LEARNING	Students should be able to...	Teacher Ownership	Date Completed:	Certified by:	Evidence Uploaded ✓	Element Achieved/ Not Achieved
LiCE1:	**Developing good Relationships**					
1.1	Recognise different kinds of relationships, *e.g. parent/child, student/teacher, student/student relationships*					
1.2	Identify situations where people speak differently depending on audience, *e.g. peers, teachers, parents, other adults*					
1.3	List ways in which name calling and teasing can be hurtful to self and others					
1.4	Recognise/list ways in which they would like to be treated					
1.5	Describe ways of making and keeping friends, *e.g. identify traits which are/are not desirable in a friendship*					
1.6	Participate co-operatively in a group situation					
1.7	Recognise the importance of respect in relationships					
LiCE2:	**Resolving Conflict**					
2.1	Describe what peer pressure is, give examples of peer pressure and suggest ways of handling it					
2.2	Describe ways of handling peer pressure, e.g. role-play conflict situations between friends and how to resolve them					
2.3	Demonstrate an ability to negotiate with peers, e.g. in the sharing of equipment					
2.4	Describe the characteristics of bullying behaviour					
2.5	Identify the school's approach to dealing with bullying behaviour, *e.g. being sent to the principal's office, use of behaviour chart*					
2.6	Identify the steps for dealing with conflict, e.g. stop and do not react straight away, listen to advice from an adult					
LiCE3:	**Using Local Facilities**					
3.1	List ways of spending leisure time					
3.2	Identify familiar places and organisations in the local community					
3.3	Distinguish between what is free and what has to be paid for in the local community					
3.4	Participate in a school-based community project and record their participation, *e.g. a litter campaign*					

Numeracy | Personal Care | Living in a Community | Preparing for Work

Recording results for the Junior Cycle Profile of Achievement

Level 2 PLUs and short courses and subjects broadly aligned to level 3

PPOD
User Guide 8 and 9

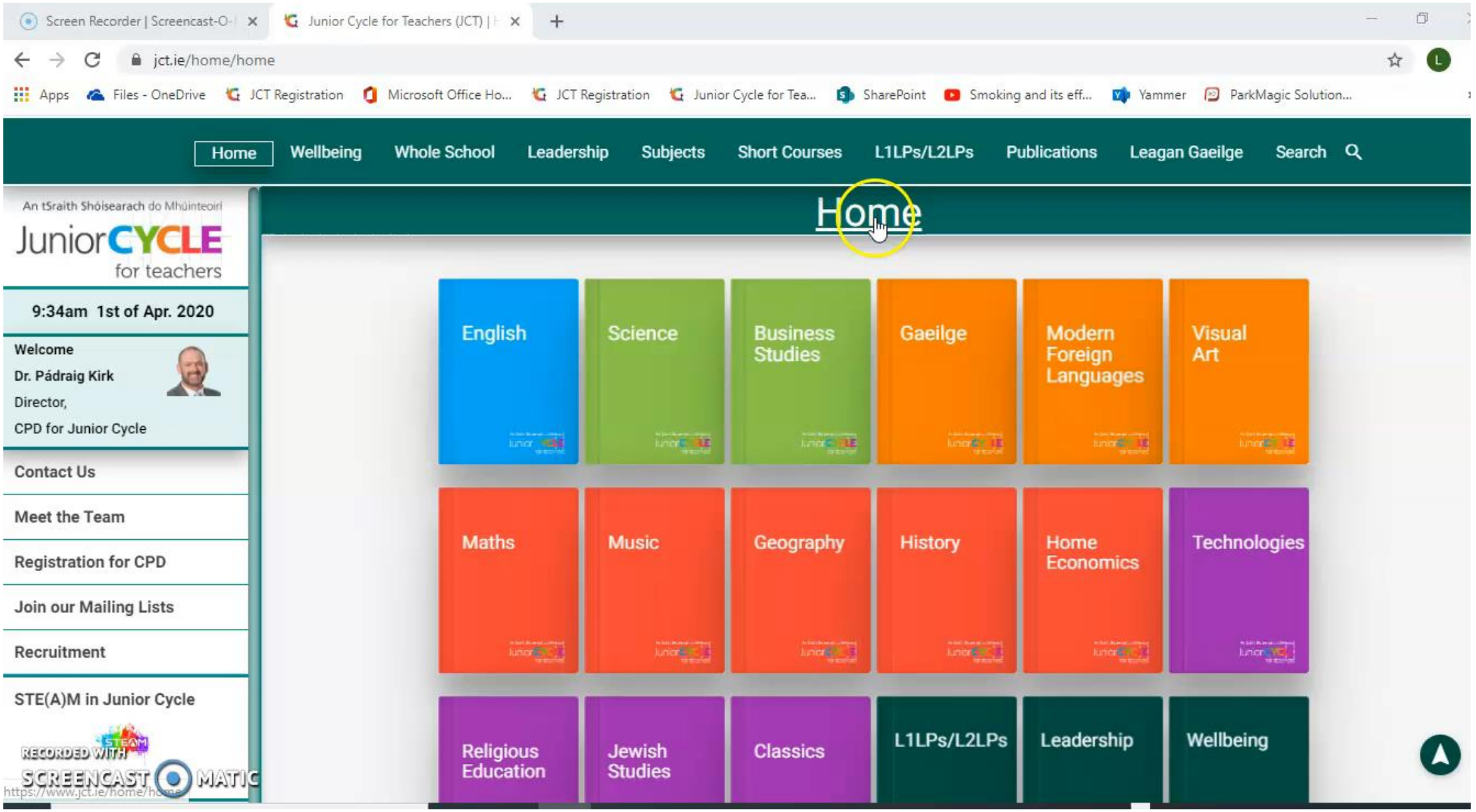


Level 2 PLUs and short courses only

Junior Cycle Award Database
(Request from DES)

Junior CYCLE
Implementation of L1LPS & L2LPs
1 Identify
Identify the strengths and learning needs of student(s)
2 Document
Document supports in Student Support File (SSF)
3 Collaborate
Explore PLUs, Subject Specifications and Short Courses with SET Team and subject teachers
4 Develop
Develop an individual and targeted learning plan to meet the identified & specific needs of the student(s)
5 Record
Record on the SSF the learning plan best suited to the individual student(s)
6 Communicate
Collaborate and agree with parents on a meaningful and inclusive Junior Cycle plan
7 Create
Plan and create an individual, inclusive & meaningful timetable for the student(s)
8 Review
Ongoing collaboration with teachers, SET team & parents, assess & review student progress
9 Timeframe
Develop a timeframe to inform, collaborate, gather evidence, review progress and evaluate portfolio
10 Admin
For the Junior Cycle Profile of Achievement (JCPA) add Priority Learning Units (PLUs) to student's record on Post Primary Online Database (PPOD) or Junior Cycle Awards Database (JCAD)
11 Celebrate
Celebrate engagement and achievement with students and parents

JUNIOR CYCLE PROFILE OF ACHIEVEMENT 2017
Mary Kelly
DOB: 21/06/2001
STATE CERTIFIED FINAL EXAMINATIONS
Examination number: 456965
English (O) Partially Achieved
Mathematics (O) B
History (O) C
Geography (H) C
Home Economics (O) A
Classroom-Based Assessments - English
Oral Communication In line with expectations
Collection of Texts In line with expectations
Classroom-Based Assessments - Short Courses
Chinese Language and Culture In line with expectations
Personal Project: Caring for Animals (level 2) Achieved
CSI: Exploring Forensic Science (level 2) Achieved
Digital Media Literacy In line with expectations
Priority Learning Units
Communicating and Literacy Achieved
Living in the Community Achieved
Numeracy Achieved
Personal Care Achieved
Preparing for Work Achieved
Other Areas of Learning
Learning experiences could include student engagement with:
1. Activities relating to guidance, pastoral care and student support, and a school's own religious education programme.
2. Co-curricular activities that complement the taught curriculum, and that augment and consolidate learning in a deliberate way, for example, students engaging in a science fair; students participating in a musical performance; students participating in a debating competition; students participating in a dance performance.
3. Other specific learning opportunities that do not form part of subjects or short courses, for example, leadership training, school attendance initiatives, participation in a homework club.
Principal
Mrs. Mary Smith
Year Head
Mr. John Smith
Roll Number: 76476F
Anytown Secondary School
Anytown, Co. Anycounty
V94 F983
This JCPA recognises and records achievements in Junior Cycle.



For everything L1LPs and L2LPs

Website contents – L2LPs

Name of document	Picture of document	Section of Website	Hyperlink	Useful for
Framework for Junior Cycle		L2LPs – Key documents	https://www.education.ie/en/Publications/Policy-Reports/Framework-for-Junior-Cycle-2015.pdf	It sets out a clear vision of how teaching, learning and assessment practices will evolve in the first three years of post-primary education to ensure a learning experience for our young people that is appropriate to the needs of the 21st century. "The Framework for Junior Cycle (2015) gives schools greater flexibility to design programmes that are suited to the needs of their junior cycle students and to the particular context of their school" A Framework for Junior Cycle: DES 2015
Level 2 Learning Programmes Guidelines		L2LPs – Key documents	https://www.curriculumonline.ie/getmedia/38c33cf1-9e58-44f4-ad5b-ffbd9da20a6a/L2LPS-Guidelines-Jan-2019-version.pdf	The purpose of these guidelines is to assist teachers in any setting in designing learning programmes to meet the specific needs of the students in question. The guidelines have been developed with a number of schools and settings already working with this group of students.
Information Leaflet		L2LPs – Key documents	https://www.jct.ie/perch/resources/l2lps/jc-l2lp-2.pdf	A brief summary of L2LP's
Caring for animals Caring for animals Assessment Guidelines		L2LPs – Key documents – Short Courses	https://www.curriculumonline.ie/getmedia/9bf5ccfe-3057-46a8-a4a7-0298fe8028e6/NCCA-JC-Short-Course-L2-PP.pdf https://www.curriculumonline.ie/getmedia/0f4a2b84-5539-4779-9376-ae3334237e0e/L2_PP_AssessmentGuidelines_Feb2017.pdf	This short course builds on and promotes the development of a range of personal, social and practical skills in the context of learning about an animal of special interest to the student. As well as content knowledge, students develop essential skills such as those of communication and language; thinking and reasoning; labelling; classifying; comparison and inferring.
CSI Exploring Forensic Science CSI Exploring Forensic Science Assessment Guidelines		L2LPs – Key documents – Short Courses	https://www.curriculumonline.ie/getmedia/8e4afd22-5dc6-492e-8914-000e2ea41cdb/NCCA-JC-Short-Course-L2-FS.pdf https://www.curriculumonline.ie/getmedia/f403e2b2-dfc3-47b3-b170-ba5516005310/L2_CSI_AssessmentGuidelines_Feb2017.pdf	This short course is designed to develop the student's science process skills at an elementary level: observing, recalling, retelling, naming, labelling, sequencing, classifying and measuring, in addition to skills needed for following procedures and problem-solving. These skills are developed through a number of interactive, fun, role-play activities and inquiry-based science experiments in the context of solving a mystery crime.
Enterprise in		L2LPs – Key documents	https://curriculumonline.ie/getmedia/73701036-0ca6-4820-020c	Enterprise is something that

Downloadable Map of Website….

September
December
March
June

Highlights current and new resources.

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