

An tSraith Shóisearach do Mhúinteoirí

# Junior **CYCLE** for teachers

L2LPS

**Level 2  
Learning  
Programmes**

**Leadership**



[www.jct.ie](http://www.jct.ie)

## Activity 1

### DOMAIN 1: LEADING LEARNING AND TEACHING



STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
<b>Manage the planning and implementation of the school curriculum</b>	<p>The board of management and the principal provide a broad and balanced curriculum.</p> <p>The principal and deputy principal efficiently manage curriculum-related planning.</p> <p>The principal and deputy principal are committed to ensuring that the school curriculum is implemented in a way that provides valuable learning experiences, and are working to that end.</p> <p>For the most part, the principal ensures that the timetable allocation for each subject is in line with syllabus/subject specification guidelines.</p>	<p>The board of management and the principal provide a broad and balanced curriculum, <b>making deliberate and informed efforts to meet the needs of the students.</b></p> <p>The principal and deputy principal <b>strategically</b> and efficiently manage curriculum-related planning.</p> <p>The principal and deputy principal <b>work purposefully to ensure that all aspects</b> of the school curriculum are implemented in a way that provides <b>all students with valuable learning experiences.</b></p> <p>The principal ensures the allocation of appropriate time for each subject on the school timetable, in line with syllabus/subject specification guidelines and <b>the identified needs of students.</b></p>

#### Using Looking at our School 2016

How close is our practice to these statements? What areas of our practice are highly effective?  
Where are we not yet reaching effective practice? How can we work towards highly effective practice?

## Activity 2

### L2LPs Video

1	What makes up an L2LP?	
2	Who are L2LPs for?	
3	What are the names of the 5 Priority Learning Units (PLUs)?	
4	What are the names of the two NCCA Level 2 short courses?	
5	Where can you get more information on L2LPs?	
6	Why implement L2LPs?	

## Activity 3

### Implementing the L2LPs

**Opportunities**

**Challenges**



## Activity 4

### Actions for Implementing L2LPs

Who?	What?	When

## Activity 5

### Your School

**What** is your unique school context?  
**Who** are you thinking about?  
**Why** do they need support?  
**Where** are they currently in your school context?

## Case Study 1

John is a 2<sup>nd</sup> year 15-year-old student. He is functioning within the low mild general learning disability range and has been diagnosed with infantile autism. Diagnosis has been based on a multi-disciplinary assessment.

He is a very pleasant and polite young man and is respectful of adults. He struggles to make friends. He has a wide range of interests including cooking, swimming, and making things with his hands.

John finds it difficult to manage routine organisational tasks required to function in a class. He is easily distracted and finds it difficult to transition from one task to the next. His literacy skills are quite limited, he is assessed as having a reading age of 7.9. John requires significant support in understanding some mathematical concepts such as time and money.

The Junior Cycle in John's school is offered in a mixed-ability setting in most subject areas. Supports are put in place for students depending on their needs and place on the Continuum of Support. Some students receive additional support during Irish and European language lessons if exempt due to a learning difficulty. The subjects available are: **Irish, English, Maths, SPHE, CSPE and PE as core** and students can select from a range of other subjects: **Geography, History, Modern Foreign Languages, Science, Business Studies, Visual Art, Metalwork, Materials Technology, Woodwork, Music, Technical Graphics, Home Economics and Religious Education**. In first year students have an opportunity to sample some subjects, after which they choose their preferred subjects to study in 2<sup>nd</sup> and 3<sup>rd</sup> year. Following consultation with the SEN team, parents and John himself, it was decided that he would also engage with all the Priority Learning Units from the L2LP programme.

Personalised learning occurs through the IEP/Student Support File process; John's strengths and learning challenges are identified and these inform the selection of subjects and PLUs for his learning programme.

John's school is characterised by an emphasis on collaboration, led by the principal and the management team, the special educational needs co-ordinator and with the active support of subject departments. The resource teacher meets each subject teacher to discuss the implications of John's PLUs for their subject, and how John's learning can best be facilitated. They agree on developing and maintaining a portfolio of work for him. Planning and review related to John's learning programme is also informed by ongoing communication with parents.

The resource teacher modified the second-year timetable to integrate the teaching and learning of John's PLUs. The aim is to work within the resources available, to keep withdrawal to a minimum and to maximise John's learning with his year group.

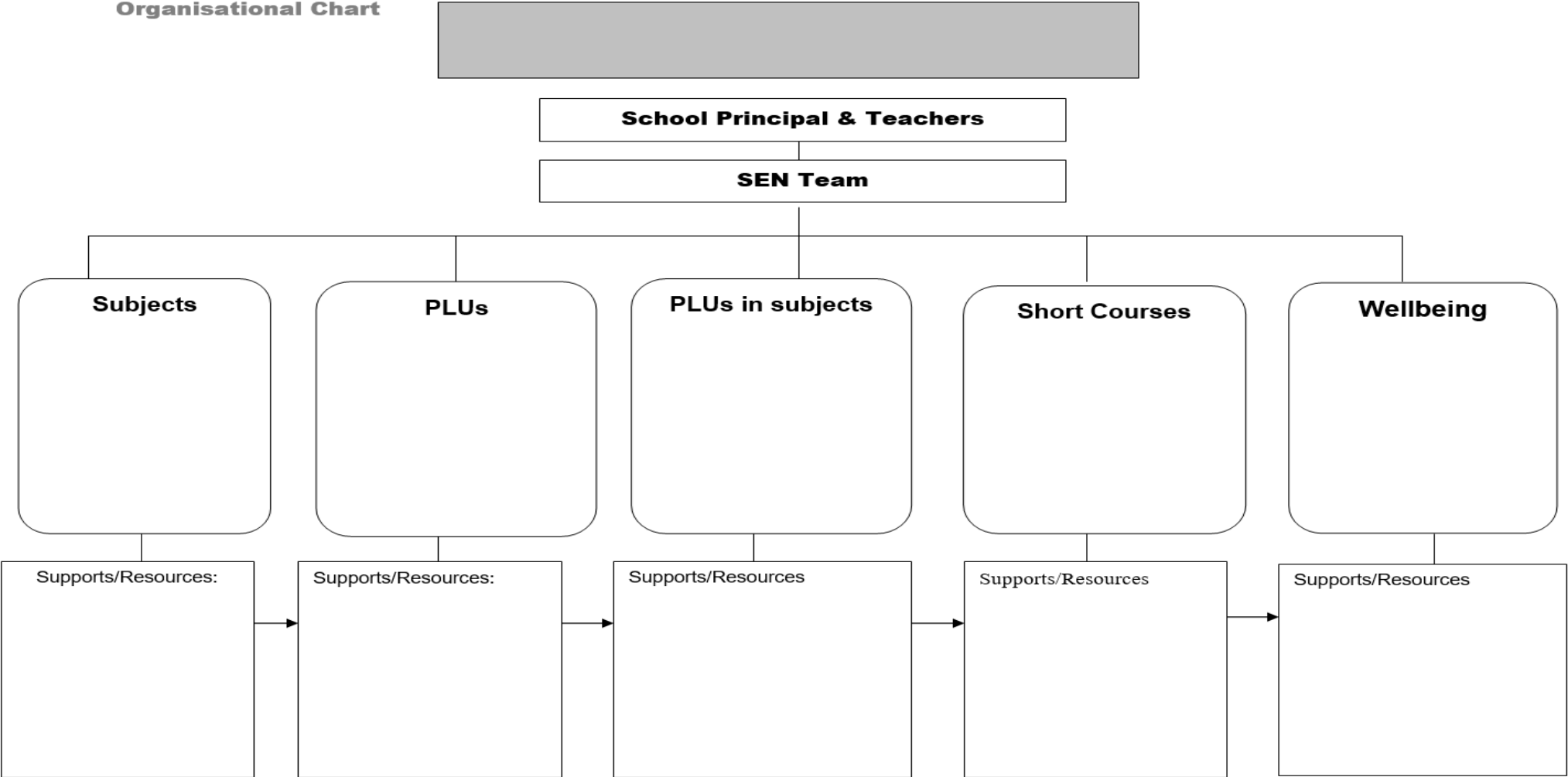
John has an Irish exemption. He accesses support lessons during this time. This support is offered in the following ways: one-to-one tuition for his PLUs and a small group session for Level 2 Short Courses with three other

students (from across different year groups). The Level 2 Short Courses available in the school are **Caring for Animals and PE**. He follows the L2LP within the remainder of subjects on his timetable and he will receive in-class support through team-teaching and scaffolded instruction in classes to help him cover some of the PLU learning outcomes.

Thinking about a student in your own school... write the bullet points of a case study.

# Activity 5 Creating a Junior Cycle Learning Programme

**Organisational Chart**



## Activity 6 Adapt the timetable

Generic 2<sup>nd</sup> Year timetable - In pairs discuss adapting this timetable for John.

	Monday	Tuesday	Wednesday	Thursday	Friday
08:57 - 09:05	Tutorial Colemans 2 Tut D1 Ms. Walsh	Tutorial Colemans 2 Tut D1 Ms. Walsh	Tutorial Colemans 2 Tut D1 Ms. Walsh	Tutorial Colemans 2 Tut D1 Ms. Walsh	Tutorial Colemans 2 Tut D1 Ms. Walsh
09:05 - 09:45	Art, Craft, Design 2nd yr Art A1 Ms. M Sheahan	Irish Aidans 2 Irish E5 Mr A. McCarthy	Mathematics Colemans 2 Maths E6 Mr. Mitchell	Tuition Non Rel C2/2 Maths D4 Ms. McCabe	Home Ec Colemans 2 Hist B5 Ms Healy Rae
09:45 - 10:25	Business Studies 2nd yr Bus B D2 Ms Corbett	English Colemans 3 Engl B5 Ms. Vaughan	Geography Colemans 2 Geog B5 Ms. Chambers	English Colemans 3 Engl B5 Ms. Vaughan	Mathematics Colemans 2 Maths E6 Mr. Mitchell
10:25 - 11:05	Geography Colemans 2 Geog B6 Ms. Chambers	Science (JC) Colemans 2 Sci D5 Ms. McRann	English Colemans 3 Engl B5 Ms. Vaughan	Mathematics Colemans 2 Maths E6 Mr. Mitchell	Art, Craft, Design 2nd yr Art A1 Ms. M Sheahan
11:05 - 11:20					
11:20 - 12:00	Mathematics Colemans 2 Maths E6 Mr. Mitchell	Science (JC) Colemans 2 Sci D5 Ms. McRann	Business Studies 2nd yr Bus B E1 Ms Corbett	Irish Aidans 2 Irish B6 Mr A. McCarthy	Science (JC) Colemans 2 Sci D5 Ms. McRann
12:00 - 12:40	Woodwork 2nd yr TG B C4 Mr.H Murphy	Mathematics Colemans 2 Maths E6 Mr. Mitchell	Business Studies 2nd yr Bus B E1 Ms Corbett	Geography Colemans 2 Geog E6 Ms. Chambers	Irish Aidans 2 Irish B6 Mr A. McCarthy
12:40 - 13:20	Irish Aidans 2 Irish B4 Mr A. McCarthy	Home Ec Colemans 2 Hist B5 Ms Healy Rae	Irish Aidans 2 Irish B5 Mr A. McCarthy	Social, Personal and Health Education Colemans 2 SPHE C8 Ms. O'Donovan; Ms. Duggan	Woodwork 2nd yr TG B C3 Mr.H Murphy
13:20 - 14:00					
14:00 - 14:40	English Colemans 3 Engl B5 Ms. Vaughan	Business Studies 2nd yr Bus B E1 Ms Corbett	Woodwork 2nd yr TG B C3 Mr.H Murphy	Civic, Social & Political Educ. Colemans 2 CSPE C8 Ms. H McCarthy	Physical Education (JC and JCSP - Revised Syll.) Colemans 2 PE PE Hall Mr. Wilkinson
14:40 - 15:20	Geography Colemans 2 Geog B6 Ms. Chambers	Art, Craft, Design 2nd yr Art A1 Ms. M Sheahan	Woodwork 2nd yr TG B C3 Mr.H Murphy	Home Ec Colemans 2 Hist A1 Ms Healy Rae	Physical Education (JC and JCSP - Revised Syll.) Colemans 2 PE PE Hall Mr. Wilkinson
15:20 - 16:00		Art, Craft, Design 2nd yr Art A1 Ms. M Sheahan			



**Consider the following:**

Where will PLUs be covered?

Where will he engage with Level 3 content?

Where will he complete short courses?

Where will he engage with Wellbeing?

What supports could you implement?

Active Learning

Individual Teaching

Scaffolded instruction

Team Teaching

Group/ Individual withdrawal

Small group tuition

## Activity 8 Examine adapted timetable

John's – Adapted Timetable – Discuss **challenges** and **opportunities** about this timetable.

	Monday	Tuesday	Wednesday	Thursday	Friday
08:57 - 09:05	Tutorial Colemans 2 Tut D1 Ms. Walsh	Tutorial Colemans 2 Tut D1 Ms. Walsh	Tutorial Colemans 2 Tut D1 Ms. Walsh	Tutorial Colemans 2 Tut D1 Ms. Walsh	Tutorial Colemans 2 Tut D1 Ms. Walsh
09:05 - 09:45	Art, Craft, Design 2nd yr Art A1 Ms. M Sheahan	Caring For Animals A3 Ms Murphy	Mathematics Colemans 2 Maths E6 Mr. Mitchell	Communication and Literacy A3 Ms Mannix	Home Ec Colemans 2 Hist B5 Ms Healy Rae
09:45 - 10:25	Business Studies 2nd yr Bus B D2 Ms Corbett	English Colemans 3 Engl B5 Ms. Vaughan	Geography Colemans 2 Geog B5 Ms. Chambers	English Colemans 3 Engl B5 Ms. Vaughan	Mathematics Colemans 2 Maths E6 Mr. Mitchell
10:25 - 11:05	Geography Colemans 2 Geog B6 Ms. Chambers	Science (JC) Colemans 2 Sci D5 Ms. McRann	English Colemans 3 Engl B5 Ms. Vaughan	Mathematics Colemans 2 Maths E6 Mr. Mitchell	Art, Craft, Design 2nd yr Art A1 Ms. M Sheahan
11:05 - 11:20					
11:20 - 12:00	Mathematics Colemans 2 Maths E6 Mr. Mitchell	Science (JC) Colemans 2 Sci D5 Ms. McRann	Business Studies 2nd yr Bus B E1 Ms Corbett	Preparing For Work PLU A3 Ms Mannix	Science (JC) Colemans 2 Sci D5 Ms. McRann
12:00 - 12:40	Woodwork 2nd yr TG B C4 Mr.H Murphy	Mathematics Colemans 2 Maths E6 Mr. Mitchell	Business Studies 2nd yr Bus B E1 Ms Corbett	Geography Colemans 2 Geog E6 Ms. Chambers	Preparing For Work PLU A3 Ms Mannix
12:40 - 13:20	Caring For Animals A3 Ms Murphy	Home Ec Colemans 2 Hist B5 Ms Healy Rae	Caring For Animals A3 Ms Murphy	Social, Personal and Health Education Colemans 2 SPHE C8 Ms. O'Donovan; Ms. Duggan	Woodwork 2nd yr TG B C3 Mr.H Murphy
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15:20 - 16:00		Art, Craft, Design 2nd yr Art A1 Ms. M Sheahan			

	Level 3 subjects scaffolded instruction and possibly team teaching for JCPA
	Withdrawal from Irish for small group or 1:1 Tuition
	PLU's being taught through Level 3 subjects in the mainstream class with support

## Case Study 2

Paul is a first-year student in a large urban community school with a student population of 1100. He has a sunny disposition and is a very sociable 14-year-old with many friends. He has a wide range of interests including rock music, swimming, drums and soccer. He is the youngest of three children and an only boy. Paul has Williams Syndrome (Williams Syndrome is a rare genetic condition that causes medical and developmental problems) and is functioning within the moderate range of general learning disabilities. Paul is involved with the Special Olympics and goes to music camp with the Williams Syndrome society. Paul attended a mainstream primary school and his parents are very eager that he attends a mainstream post primary school. The school atmosphere is pastoral, and its structures and underlying philosophy are nurturing and supportive. It is characterised by its emphasis on partnership, collaboration and cooperation. Collaboration stretches beyond the school as Paul is involved in an outreach programme with a local special school and this is comprised of a multi-disciplinary team of an educational psychologist, speech and language therapist, physiotherapist and occupational therapist.

The junior cycle curriculum is offered in a mixed-ability setting. Students select from a range of 14 subjects - **Irish, English, Mathematics, Geography, History, a European language, Science, Business Studies, Social Personal Health Education (SPHE), Civic Social Political Education (CSPE), Physical Education (PE), Religious Education, Art, Craft, Design, Metalwork, Materials Technology Wood, Music, Technical Graphics and Home Economics**. In first year students have an opportunity to sample some subjects, from which they choose their preferences to study in 2nd and 3rd year. Each day Paul's learning takes place in a variety of settings, the majority with his mainstream peers, and an average of two class periods per day in small group or one-to-one tuition settings. Paul's timetable has been designed to maximise his inclusion, while being mindful that he is easily tired. In this way Paul attends for 38 of the 45 class periods each week. He follows a reduced curriculum, taking Art, Craft, Design, Metalwork, Geography, Music, SPHE, PE, CSPE, and Computers with his peers, in mixed-ability classes. He works with a resource teacher and a small group (3-4 students) for his Mathematics and English classes for six periods per week each, and has four additional one-to-one withdrawal classes with his PE, Geography and English teachers. Each day Paul's learning takes place in a variety of settings, the majority with his mainstream peers, and an average of two class periods per day in small group or one-to-one tuition settings. Personalised learning Paul's IEP focuses on his learning strengths and needs and below there is a summary of his main IEP targets.

## Activity 9 Collaborative Journey Implementing L2LPs

How can I as a school leader support teachers' in their implementation of L2LPs?

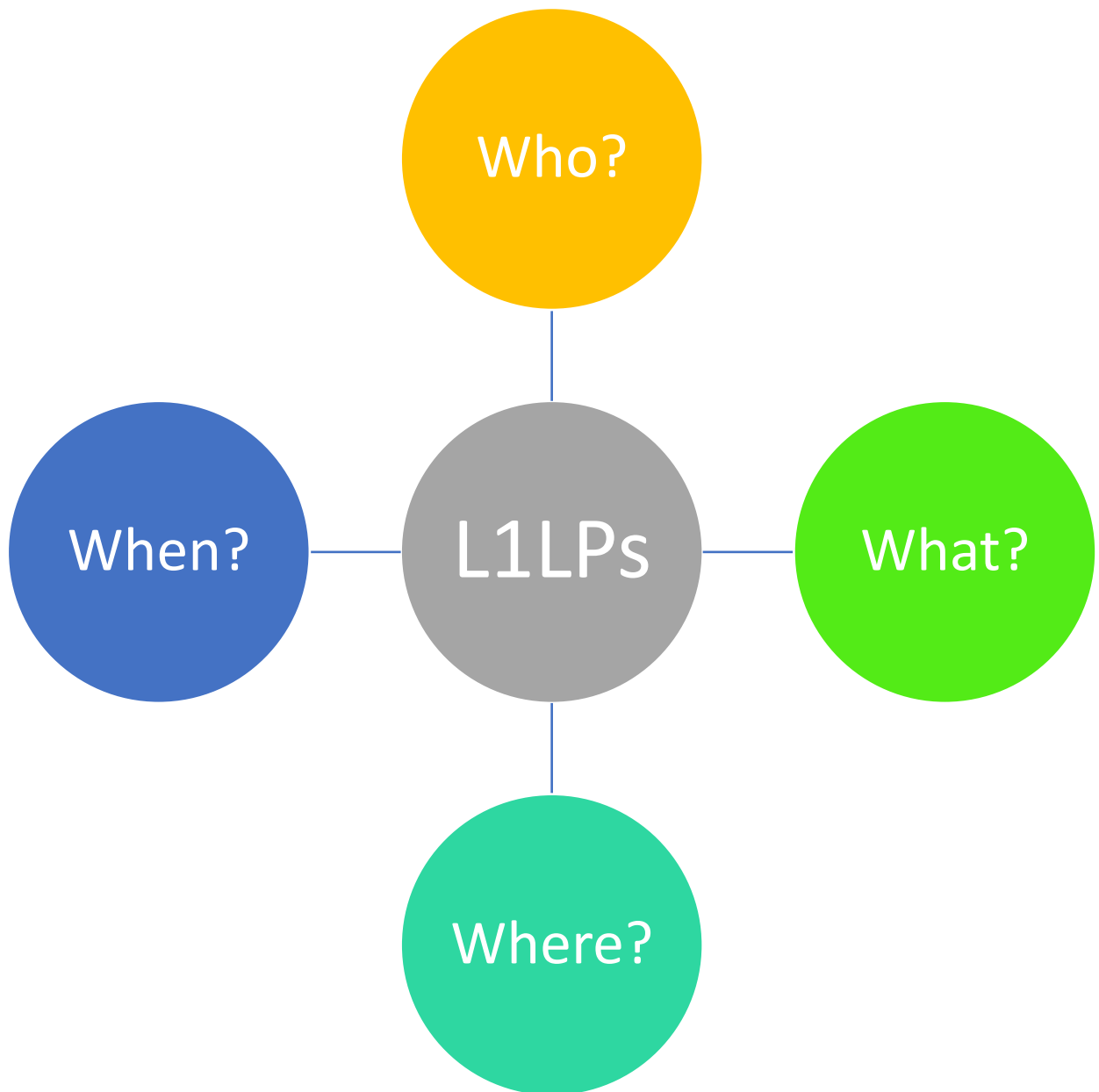
Who?	What?	When

## Leadership Next Steps

Have you?	Yes	No
Used Appendix 6 in Post-Primary Guidelines for Supporting Students with Special Educational Needs to <b>audit</b> how you are meeting needs and providing supports		
Made staff aware of their responsibilities in relation to students with Special Educational Needs in their classrooms (cl0014/17)		
Informed staff that L2LPs are a part of the school programme		
Provided an overview on L2LPs for all staff		
Created a core SEN team		
Nominated a special education teacher to oversee the whole school approach to L2LPs		
Used the Continuum of Support guidelines (NEPS) and Post-Primary Guidelines for Supporting Students with Special Educational Needs to <b>identify</b> students who will follow the L2LP		
Considered how to timetable the programme and the effective use of resource allocation		
Consulted with parents regarding students following the L2LPs		
Added PLUs to student records on PPOD or JCAD. <a href="https://www.education.ie/en/Schools-Colleges/Services&gt;Returns/Post-Primary-Online-Database-P-POD-Project/ppod-guide-9-how-to-add-plus-to-ppod-records.pdf">https://www.education.ie/en/Schools-Colleges/Services&gt;Returns/Post-Primary-Online-Database-P-POD-Project/ppod-guide-9-how-to-add-plus-to-ppod-records.pdf</a>		
For students, not engaging with SEC component of Level 3 subjects to receive a JCPA, the school will require access to JCAD (accessed via esinet). Schools are advised to contact <a href="mailto:jcpa@education.gov.ie">jcpa@education.gov.ie</a> requesting said access. Schools will also be forwarded the JCAD Handbook and User Guide.		
Accessed the L2LP support materials: L2LP guidelines, <a href="http://www.jct.ie">www.jct.ie</a> , <a href="http://www.curriculumonline.ie">www.curriculumonline.ie</a>		
Assessed the CPD needs of staff in relation to SEN and L2LPs		
Created a system to allow for collaboration between SET and subject teachers regarding L2LPs		
Created a monitoring/review timeframe for L2LPs		
To Do		



## Level 1 Learning Programmes Notes



## Level 1 Learning Programmes Progression Continuum



PROGRESSION PATHWAYS	The student...
<b>EXPERIENCING</b>	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.
<b>ATTENDING</b>	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.
<b>RESPONDING</b>	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.
<b>INITIATING</b>	shows curiosity about the learning environment. S/he actively and independently seeks opportunities to engage with and/or influence that environment.
<b>ACQUIRING</b>	demonstrates that knowledge, a concept or a skill is being learned. S/he explores and participates in the learning.
<b>BECOMING FLUENT</b>	moves towards fluency and accuracy in familiar learning contexts. S/he independently and consistently demonstrates recall mastery of the skill/concept/knowledge learned.
<b>GENERALISING</b>	transfers and applies learned skills, knowledge or concepts to familiar and unfamiliar contexts.

<u>Wordbank</u>			
Profound	Successfully completed	some of	2021
learning outcomes	classroom-based assessment	low moderate	all
elements	school-based	Severe	Progress achieved

Fill in the blanks.

The L1LPs were designed for students with \_\_\_\_\_ to \_\_\_\_\_ and \_\_\_\_\_ general learning disabilities.

The first JCPAs for L1LPs will be \_\_\_\_\_.

Assessment of L1LPs is \_\_\_\_\_.

The two descriptors for the L1LPs are \_\_\_\_\_ and \_\_\_\_\_.

The descriptor Successfully Completed will be used on a JCPA when a student has engaged and achieved the majority of \_\_\_\_\_ across \_\_\_\_\_ of a Priority Learning Unit.

The descriptor Progress Achieved will be used when a student \_\_\_\_\_ and experiences \_\_\_\_\_ of the learning outcomes within the Priority Learning Units.

The Level 1 short courses are assessed by a \_\_\_\_\_.

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

Administrative Office:  
Monaghan Ed. Centre | Armagh Road |  
Monaghan  
Tel.: 047 74008