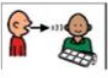


An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE** for teachers

**Embedding
L2LPs in our
classroom
practice**



Say it 

Write it 

Do it 

Draw it 

Digitalise it 

During today's CPD participants are encouraged to participate and share through different modes.

Activity 1 : L2LPs in our school

Empty box for activity notes.

The Level 2 Learning Programmes



Notes/Sketches/Observations/Reflections

A large grid of small squares for taking notes, sketches, observations, or reflections.

Teacher Collaborative Journey Poster



L2LPs PLU Poster

The poster is a grid of 15 boxes, each representing a Priority Learning Unit (PLU). Each box contains a list of learning objectives and outcomes. The PLUs are: Communication and Literacy, Numeracy, Personal Care, Living in a Community, Preparing for Work, and Level 2 Short. ThCourses. The poster also includes a sidebar with 'Learning Objectives' and 'Learning Outcomes'.

Step 2: Exploring the Priority Learning Units (PLUs)


Subject: _____

 **Communication and Literacy**

 **Numeracy**

 **Personal Care**

 **Living in a Community**

 **Preparing for Work**

Level 2 Short. ThCourses

Step 4: Include

Subject Department Planning

SUBJECT LINK MASTER:

PLU: COMMUNICATING & LITERACY		ENGLISH	MATHS	SCIENCE	ARTS	PE	SPORTS	TECHNOLOGY	DESIGN	AGRICULTURE	INDUSTRY TRAINING	TECHNICAL	TRADING	MANAGEMENT	MARKETING	ACCOUNTING	FINANCE	LEGAL	HEALTH	CONSTRUCTION	TRANSPORT	AVIATION	RECREATION	OTHER	TOTAL		
ELEMENTS OF LEARNING AND LEARNING OUTCOMES																											
Begin by specifying the number of classes and demonstrating placements as follows:																											
1.1	Units to be implemented within the next 12 months																									0	
1.2	Units to be implemented within 13-24 months																										0
1.3	Future units of study to be implemented after 24 months																										0
1.4	Units to be implemented in the next 12 months but not yet approved for implementation																										0
1.5	Units to be implemented in the next 12 months but not yet approved for implementation																										0
1.6	Units to be implemented in the next 12 months but not yet approved for implementation																										0
Using non-related behaviour to get the message across																											
1.7	Units to be implemented within the next 12 months																										0
1.8	Units to be implemented within 13-24 months																										0
1.9	Units to be implemented after 24 months																										0
1.10	Units to be implemented in the next 12 months but not yet approved for implementation																										0
1.11	Units to be implemented in the next 12 months but not yet approved for implementation																										0
Reading to obtain basic information																											
1.12	Units to be implemented within the next 12 months																										0
1.13	Units to be implemented within 13-24 months																										0
1.14	Units to be implemented after 24 months																										0
1.15	Units to be implemented in the next 12 months but not yet approved for implementation																										0
1.16	Units to be implemented in the next 12 months but not yet approved for implementation																										0

Notes/Sketches/Observations/Reflections

A large grid of graph paper with horizontal and vertical lines, intended for students to write notes, sketches, observations, or reflections. The grid covers most of the page below the header.

Step 5: Collaboration

Linking L2LPs and Subjects

Section	Content
Orange	Learning Outcome 1: ...
Green	Learning Outcome 2: ...
Grey	Learning Outcome 3: ...
Yellow	Learning Outcome 4: ...
Purple	Learning Outcome 5: ...

Name the link

Why do you think they are linked?

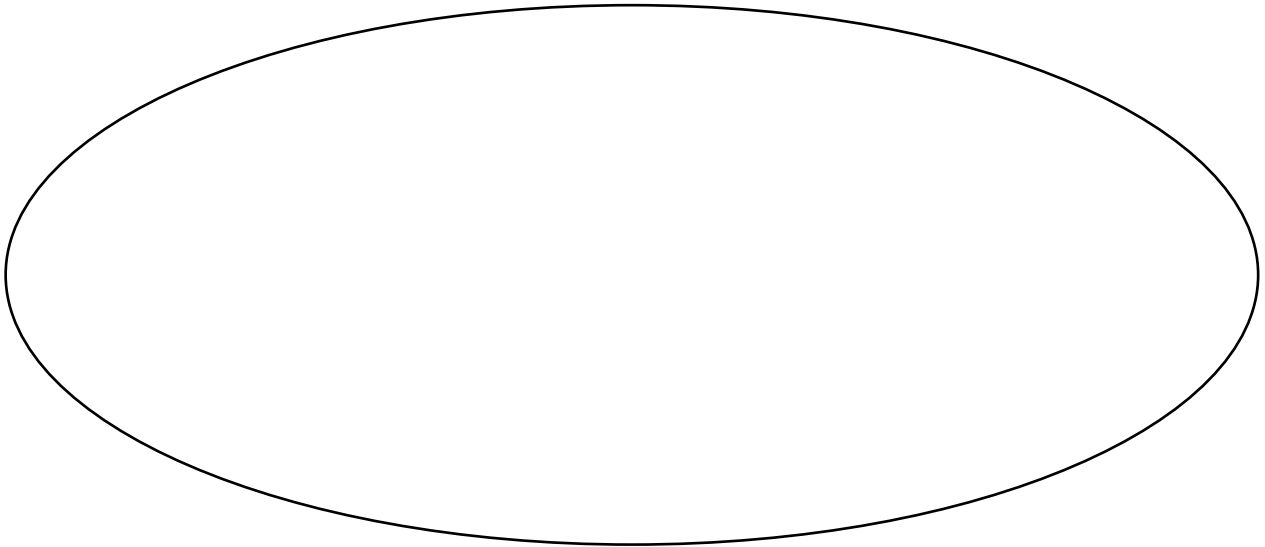
What strikes you about both learning outcomes?

What activity might you use in your classroom?

Sample Action Plan

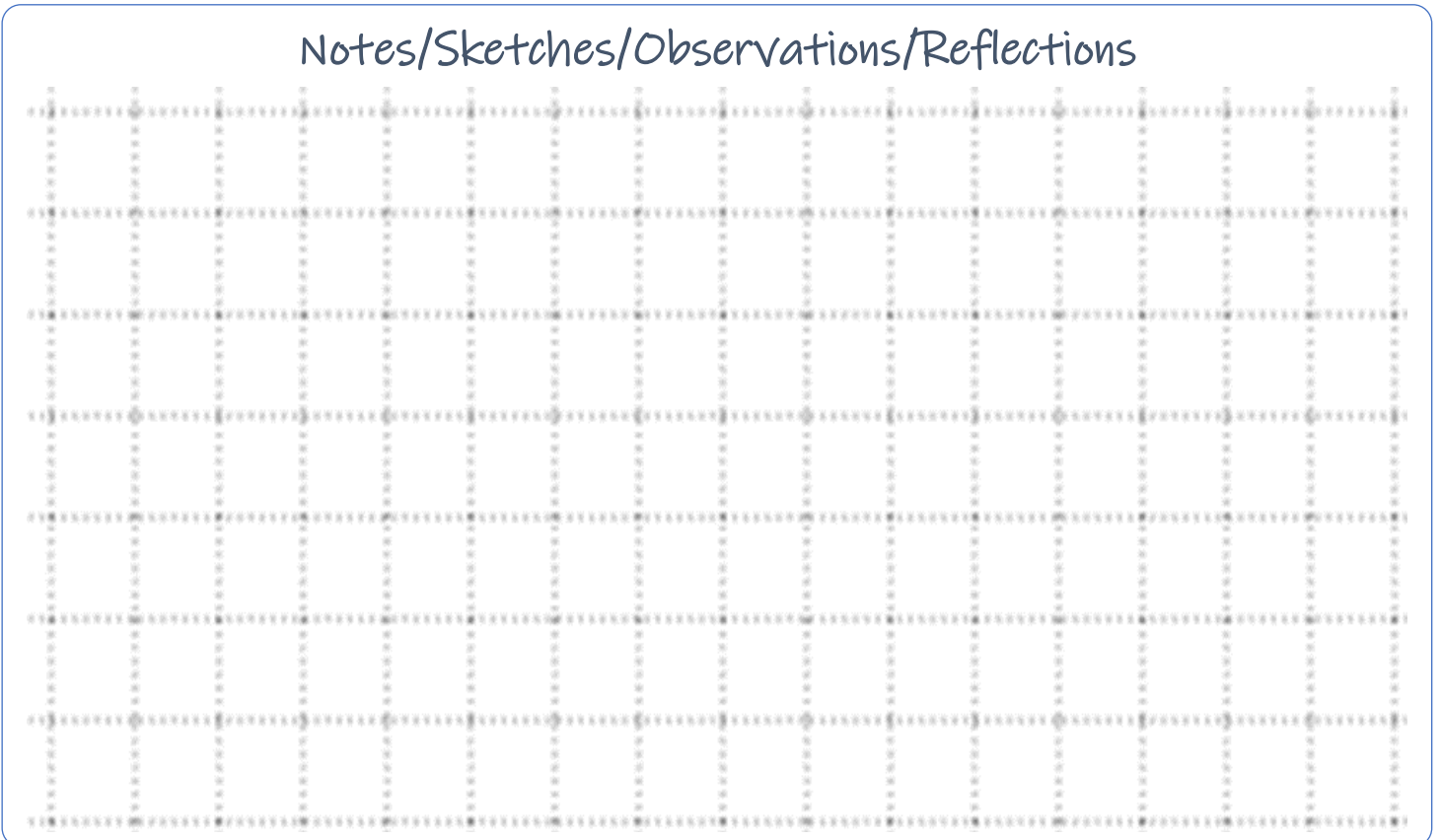
Step 8: Assess

How do you Assess?



Assessment of L2LPs

Notes/Sketches/Observations/Reflections



Assessment Resources

Assessment Activity

Student name:

Class:

Teacher:

Where was the student working?

Learning outcomes in focus:

<u>Code</u>	<u>PLU:</u>	
	<u>Element:</u>	
	<u>Learning Outcome:</u>	
<u>Code</u>	<u>PLU:</u>	
	<u>Element:</u>	
	<u>Learning Outcome:</u>	
<u>Code</u>	<u>PLU:</u>	
	<u>Element:</u>	
	<u>Learning Outcome:</u>	

Background:

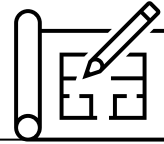
Assessment Activity:

Success Criteria:

Observations:

Next steps:

Step 7: Create



What Learning Outcomes are your Students working towards?

Level 1 Level 2:

Level 3:

What do you want your students to be able to know, understand and be able to do as a result of these teaching and learning activities?

How will you assess?

Evidence of Learning?

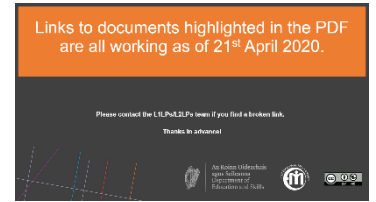
Teaching and Learning Activities

Notes/Sketches/Observations/Reflections

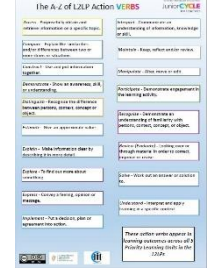
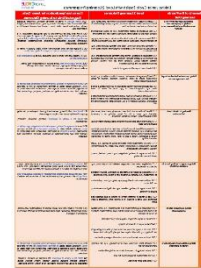
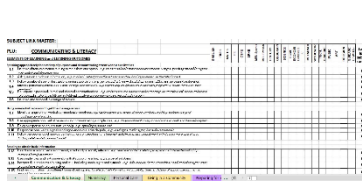
A large grid of graph paper, consisting of 20 columns and 20 rows of small squares. The grid is intended for taking notes, sketches, or reflections.

Moving Forward

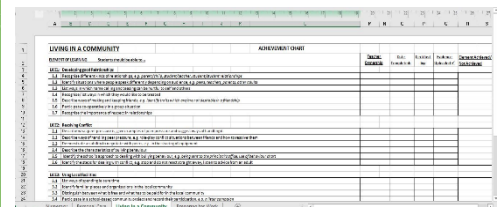
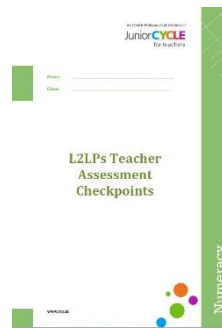
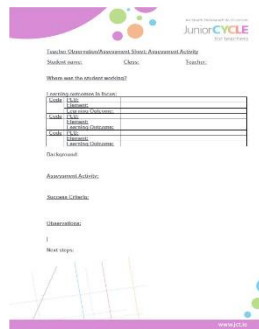
[Resources for Implementation](#)



[Teacher Planning Resources](#)



[Assessment Resources](#)



[L2LPs Newsletter](#)



[L2LPs Webinars](#)



Activity 13: Reflection

What was your key learning today?

How will this impact on you professionally?

What are the next steps?

Mine

Whole Sc

Working with L1LPs & L2LPs - A Collaborative Journey

1

Identify

Identify the strengths and learning needs of students in your class, in consultation with parents & others

2

Choose

Choose suitable learning outcomes which meet the strengths & learning needs identified in Step 1

3

Link

Consider the links across subjects, PLUs & short course strands

4

Include

Include learning outcomes from PLUs and/or Short Course strands in your planning documents

5

Collaborate

Design cross-curricular plans with other teachers to meet the learning needs of students

6

Organise

Organise & develop timeframes to inform, collaborate, assess, review progress & evaluate portfolio

7

Create

Design and create inclusive learning experiences providing access & challenge for ALL

8

Assess

Assess student learning and gather evidence for student portfolio

9

Follow

Follow procedures for Short Course Classroom Based Assessments (CBAs)

10

Report

Report to students, parents and teachers on progress

11

Collate and Collaborate

Collate & collaborate with colleagues around final portfolio pieces and the CBAs

12

Celebrate

Celebrate engagement and achievement with students and parents



Contact details

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