

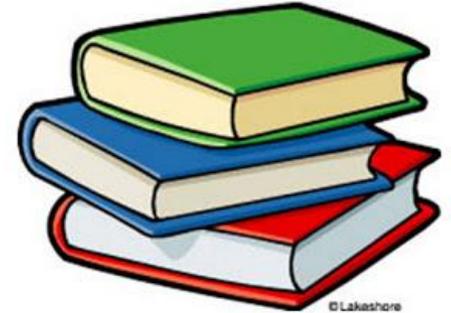
Pathways through Post-Primary School

Fidelma Brady
DSI





Junior Cycle



Junior Cert
JCSP
L2LPs



Junior Cycle

- The Framework for Junior Cycle (2015), outlines the key educational changes that the Department of Education and Skills (DES) have put in place for young people in the first three years of their post-primary education.
- It builds on and advances the vision for junior cycle reform that was outlined in the Framework for Junior Cycle (2012)



Junior Cycle

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 the school. Each school's programme:

- will be guided by the twenty-four statements of learning, eight principles and eight key skills that are at the core of the new Junior Cycle
- will encompass learning in subjects or a combination of subjects and short courses
- will include an area of learning entitled Wellbeing
- will provide a range of other learning experiences
- may include priority learning units (PLUs) that will help to provide a junior cycle programme that is appropriate to the needs of particular students with significant special educational needs.



Junior Cycle

Schools will have the flexibility and discretion to decide what combination of subjects, short courses or other learning experiences will be provided in their three-year junior cycle programme.



Junior Cycle

- The Framework for Junior Cycle (2015) emphasises the importance of valuing, acknowledging and affirming all the students' learning opportunities and experiences during the three years of junior cycle.
- It also envisages that parents/guardians and students will get a broader picture of students' learning.
- The approach to reporting will value the different aspects of students' learning and the range of assessment approaches, both formative and summative, that generate evidence of this learning by students.



Junior Cycle

The approach to reporting will facilitate provision of assessment information based on the following elements:

- Ongoing formative assessments, including routine teacher-designed tasks and tests
- Structured Classroom-Based Assessments conducted in second and third year
- Assessment of learning arising from short courses or priority learning units
- The written Assessment Task following the second Classroom-Based Assessment
- The results of the summative state examination.



Junior Cycle Subjects

- Students will study English, Irish and Mathematics, along with a number of other subjects in their junior cycle programme.
- The range of subjects to be offered in the junior cycle programme in individual schools will vary in accordance with the teaching resources in the school and the needs and interests of the students.
- When all the new specifications are in place, there will be twenty-one subjects available for study.
- This does not preclude a further review of subjects at a future date.



Junior Cycle Subjects

Subjects available for study

- English; Irish; Mathematics; Science; Business Studies;
- Modern Languages (French, German, Spanish, Italian);
- History; Geography; Religious Education; Art, Craft & Design;
- Home Economics; Music;
- Technology Subjects (Materials Technology (Wood); Technical Graphic Metalwork; Technology)
- Jewish Studies and Classics



JCSP

- The Junior Certificate School Programme is a national programme sponsored by the Department of Education and Skills and the National Council for Curriculum and Assessment.
- It originated in the early school leavers' programmes initiated by the Curriculum Development Unit.



JCSP

- Currently the programme is operating in 226 schools throughout the country.
- It is a social inclusion programme that is aimed at students who are identified as being at risk of being socially or academically isolated or at risk of early school leaving before the Junior Certificate has been achieved



JCSP

- The current provision of the Junior Certificate School Programme (JCSP) will continue for the present.
- The JCSP will be subject to a review at a future date when a substantial proportion of the new Framework for Junior Cycle is in place.



L2LPs

- From 2014, first year students began taking elements of the new junior cycle.
- The changed format includes programmes, called Level 2 Learning Programmes (L2LPs) for a small minority of students with particular special educational needs.

L2LPs are designed to suit both special school and mainstream settings.



L2LPs

The L2LPs will build upon prior learning and are designed primarily around 5 Priority Learning Units (PLUs) that focus on the social, personal and prevocational skills that prepare students for further study, for work and life.



PLUs

The PLUs include:

- **Communicating and literacy:** Covers both verbal and non-verbal ways of receiving and giving information. Reading and writing are also further developed.
- **Numeracy:** Develops awareness of patterns and relationships in shape and number as well as skills in estimation, measurement and problem solving.



PLUs

- **Personal care:** Deals with health and wellbeing, covering areas such as healthy eating and healthy lifestyles.
- **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 included here.
- **Preparing for work:** Assists students in making the transition from school to further education, training or employment.



Certification

- All students who complete a junior cycle programme will receive a certificate awarded at Level 2, or Level 3 of the National Framework of Qualifications (NFQ).
- L2LPs will lead to a certificate at Level 2.
- Students undertaking L2LPs also study two short courses at this level.



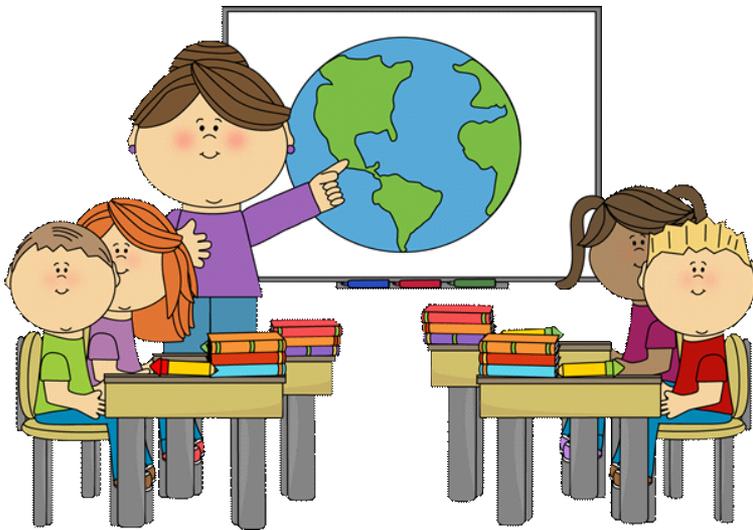
Who?

- Students undertaking a L2LP are those with disabilities categorised as being in the lower mild to higher moderate range of general learning disabilities.
- These students will benefit from an L2LP as it purposely focuses on development and learning in such areas as:
 - basic literacy and numeracy,
 - language and communication,
 - mobility and leisure skills,
 - motor co-ordination
 - social and personal development.



Mainstream Class

As far as possible the student will be included in mainstream classes.



Personalised Programme

- If the programme has been recommended for your child, he/she will follow a personalised educational programme to meet his/her needs.
- It will be made up of aspects of each PLU and these will be taught through the junior cycle subject curriculum set out for all students by the National Council for Curriculum and Assessment (NCCA).



Personalised Programme

- The L2LP for the individual student will be developed in consultation with students, parents, teachers and other relevant professionals.
- Evidence of learning can be generated through a wide range of assessment methods and can be presented in a variety of forms.



Other Features

Other features of L2LPs

- Using expressive arts to communicate
- Using information and communication technology for a range of purposes
- Developing spatial awareness
- Managing money
- Becoming aware of one's sexuality
- Making personal decisions
- Using local facilities
- Making consumer choices
- Preparing for a work-related activity
- Developing an awareness of health and safety equipment



Caution

- A student undertaking a L2LP may be able to achieve **some aspects of a Level 3 subject** or short course but the majority of their programme would be at Level 2.
- A child should not be undertaking L2LPs if they are in the JCSP programme because they are designed only for those students who are **not able to take** the existing Junior Certificate (which includes the JCSP).



Progress

- There will be regular reporting during junior cycle.
- At the end of junior cycle your child will receive a school certificate (the Junior Cycle Student Award) and a school report.
- The school certificate will record results in the PLUs and short courses your child has successfully completed.
- Other learning experiences and features of school life such as attendance will be recorded in the school report.



More Information

- Your child's post-primary school will have more information on the new junior cycle and how they will plan a L2LP with you and your child.



Pathway through Junior Cycle

When children move into 2nd level it is best practice that they are exposed to all subjects offered to 1st years in their school.

It is preferable that all children have this option.

Most make choices and reduce their subject numbers for 2nd year.



Pathway through Junior Cycle

- For children with Down syndrome this subject reduction usually starts around Halloween in 1st year with further reductions at Christmas time (maybe languages, maybe Science/Woodwork or some other subjects).
- It all depends on the child's interests and aptitudes.



Pathway through Junior Cycle

- At the beginning of 2nd year, subjects may be further reduced (maybe to 5/6).
- Most commonly the subjects chosen at this point are English (very important to maintain literacy levels), Home Economics, Civic, Social and Personal Education (CSPE), Art, History/Geography and Science



Pathway through Junior Cycle

- Samples of Differentiation for these subjects are included in the Differentiation project on the DSI website.
- For best results and to maintain interaction with peers and classmates, **the student would continue to attend all mainstream classes in the chosen subjects**



Pathway through Junior Cycle

- It is not necessary to identify exam subjects until later.
- Students can choose to take any number to Junior Certificate Exam level.
- Some students decide to take 5 or more subjects for examination.
- Other students may opt to do 1 or two subjects in one exam year and to do another subject in a different year.



Pathway through Junior Cycle

- Given the reduced number of subjects being studied means the student will have free periods in the school day.
- Ideally this will be the time when resource support is offered.
- This support can be in a one to one setting or in a small group.



Pathway through Junior Cycle

- The teacher best placed to offer subject support is the child's subject teacher.
- This could happen with any subject and many benefits accrue.
- The teacher really knows and understands the student's ability level and is able to differentiate accordingly.



Pathway through Junior Cycle

- Repeating a class is another positive way of learning for this group of students.
- Many schools will have two Home Ec. Classes for 2nd years each week.
- Why not allow the child with DS take the second class also?
- The repetition really helps.
- Using those free periods cause problems otherwise in many schools.



Pathway through Junior Cycle

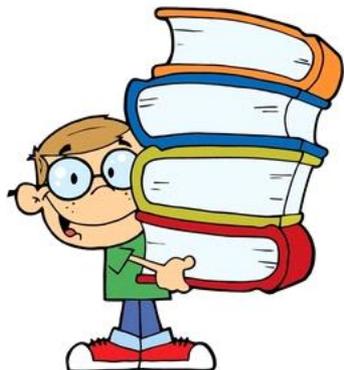
- ICT skills need constant work, as do Typing skills.
- Involvement in games, PE classes, music groups, library work are all possibilities depending on interest and aptitude.
- These are suggestions for Junior Cycle.



Pathway through Junior Cycle

- Good planning, good timetabling and commitment from Principals and staff allow this system to happen.





Senior Cycle



Transition Year
Leaving Certificate
LCVP
LCA



Senior Cycle

- Learners in senior cycle can currently follow a two or three-year programme of study, leading to the Leaving Certificate examination.
- They can take an initial Transition Year programme and proceed to choose from a number of options for the Leaving Certificate examination.



Senior Cycle

- Alternatively, they can proceed directly to Leaving Certificate options and take the final examination after two years.
- Performance in the Leaving Certificate examination is the main basis on which places in universities, institutes of technology and other further and higher education colleges are allocated.



Transition Year

- The Transition Year (TY) is a one-year programme that forms the first year of a three-year senior cycle in many schools.
- It is designed to act as a bridge between the Junior Certificate and Leaving Certificate.
- Transition Year offers learners an opportunity to mature and develop without the pressure of a formal examination.



Transition Year

- Its flexible structure allows for a broad range of learning experiences to be included, such as those related to personal and social awareness and development.
- It also provides an opportunity for learners to reflect on, and develop an appreciation of, the value of education and training in preparing them for the demands of the world of work and pays particular attention to fostering a spirit of enterprise



Transition Year

- Each school designs its own programme, within guidelines, to suit the needs and interests of its learners.
- Transition units are new units of study that can be selected or developed by teachers, as part of the programme.
- In establishing its own distinctive programme content, the school takes into account its own resources and the possibilities offered by local community interests.



Leaving Certificate

- The Leaving Certificate is studied over two years and aims to provide learners with a broad, balanced education while also offering some potential for specialisation towards a particular career option.
- The Leaving Certificate is taken in almost all schools and students generally take six or more subjects for examination, one of which must be Irish.
- All subjects are offered at two levels, ordinary and higher. Irish and Mathematics are also available at foundation level. Over 30 Leaving Certificate subjects are available to schools.



LCVP

- The Leaving Certificate Vocational Programme (LCVP) is designed to enhance the vocational dimension of the Leaving Certificate.
- This two-year programme combines the academic strengths of the Leaving Certificate with a focus on self-directed learning, enterprise, work and the community.



LCVP

- The defining features of the LCVP are that learners take some of their Leaving Certificate subjects from:
 - a specified set of vocational subjects
 - a recognised course in a modern European language
 - two additional courses, known as Link Modules, in the areas of Preparation for the World of Work and Enterprise Education.



LCA

- The Leaving Certificate Applied is a discrete programme designed for those learners whose aptitudes, learning interests and ways of learning are not fully catered for by the other two Leaving Certificate programmes and for those learners who are at risk of early school leaving..



LCA

- Participants in the Leaving Certificate Applied engage in work and study of an active, practical and task-centred nature and it prepares participants for transition from the world of the school/centre to that of adult and working life.
- The Leaving Certificate Applied is a two-year programme made up of a range of courses that are structured round three elements:
 - vocational preparation
 - vocational education
 - general education



Information & Documents

- Information on both the Junior & Senior Cycles is available from the National Council for Curriculum & Assessment

www.ncca.ie

