PDST
Professiona Deve opment Service for Teachers | An tSeirbhís um Fhorbairt Ghairmiúi do Mhúinteoirí

An Roinn Oideachais
Department of Education

Introducing LCA English and Communications

Session 1

Overview of the Seminar

Session 1	Programme of support provided by PDST Introduction to revised module descriptors Context and rationale for the revised module descriptor
Session 2	Key components of teaching, learning and assessment in the revised module descriptor
Session 3	Using an integrated language approach in English and Communications Reflection in English and Communications

Overview of the Seminar

Session 4	Developing literacy skills in LCA English and Communications Dialogic teaching Transdisciplinary nature of LCA in your own school context
Session 5	Planning and exploring strategies for differentiation in LCA English and Communications Considering the role of formative assessment in our LCA class
Session 6	Supporting inclusion in English and Communications Seminar Reflection and evaluation

Session 1

By the end of this session participants will:

Have been introduced to the English and Communications descriptor

Gained an understanding of the timeline, scope and suite of supports provided by the PDST

Have developed a shared understanding of the transdisciplinary nature of the English and Communications course

Have reflected on their values and vision for teaching, learning and assessment in Leaving Certificate Applied

Key Messages

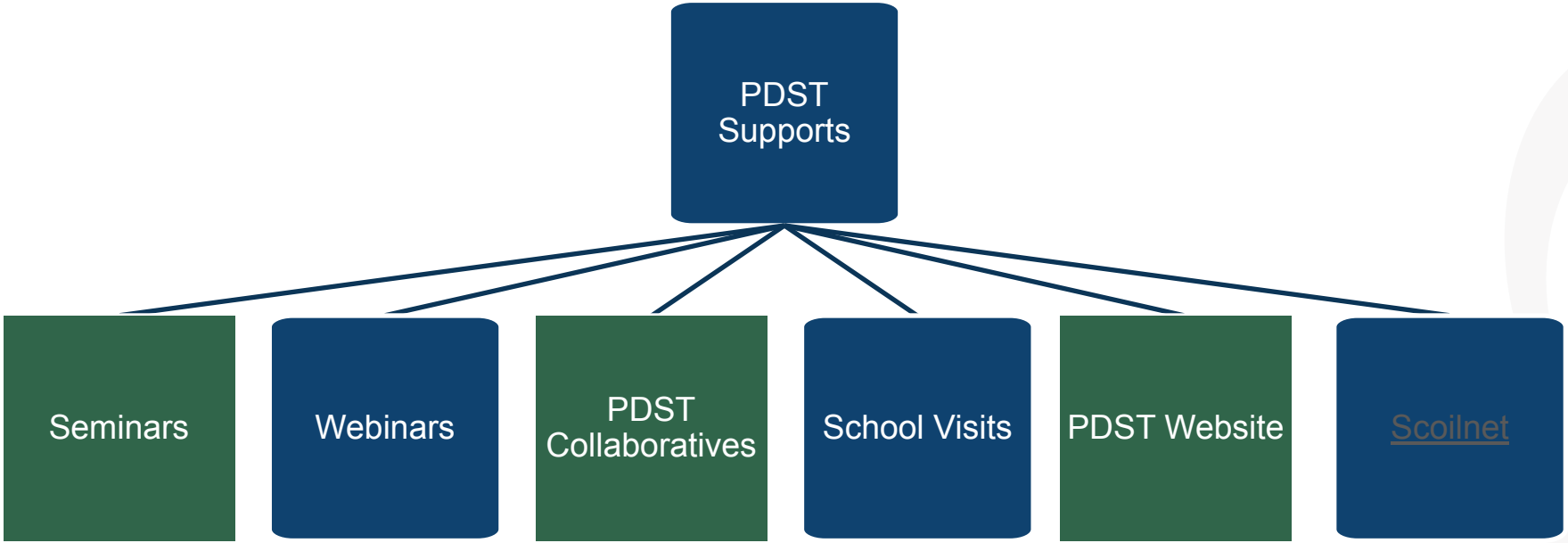
Courses in LCA are inherently transdisciplinary, authentic and relevant to the current and future needs of all students

LCA courses support the use of a wide range of inclusive, differentiated, experiential teaching and learning approaches

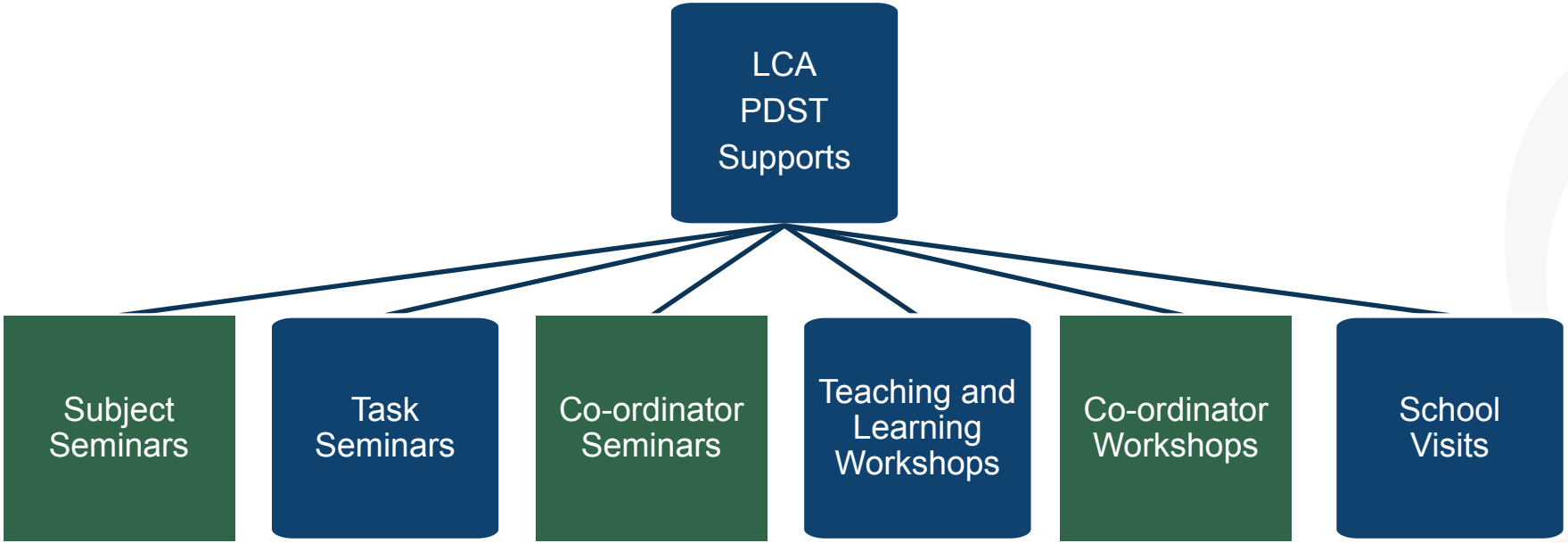
Learning outcomes provide the basis for teaching, learning and assessment in LCA English and Communications

Senior cycle key skills are embedded in the learning outcomes of LCA English and Communications

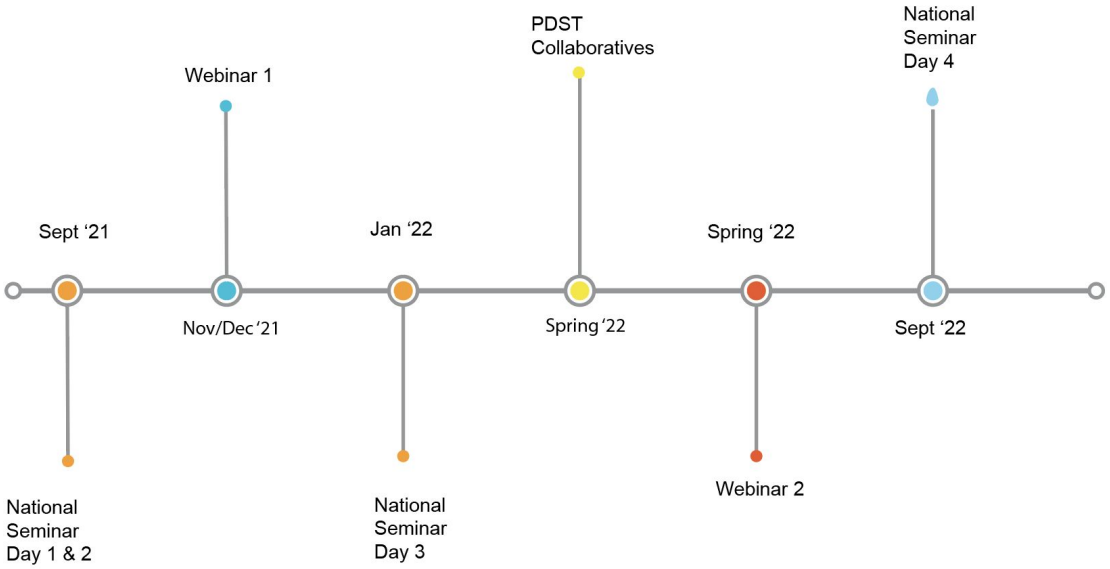
Supports provided by PDST



LCA Supports provided by PDST

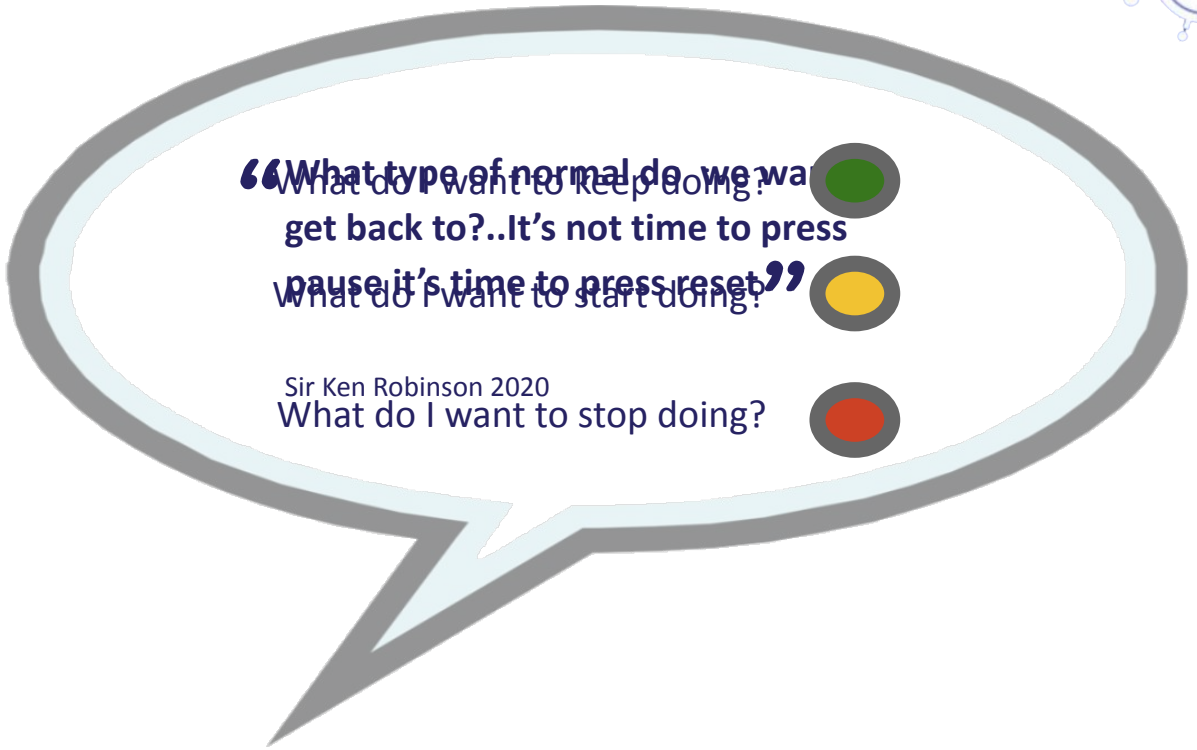


LCA English and Communications CPD



Leaving Certificte Applied Subject Specification CPD

The Impact of the Pandemic



Recent Publication

Assessment Arrangements for Junior and Leaving Certificate Examinations 2022

Leaving Certificate Applied 2021-22

An Roinn Oideachais
Department of Education

This is a summary advice note for school management and teachers of LCA 2021/22. It sets out the key curriculum and assessment arrangements for LCA Year 1 and Year 2 students for the academic year 2021/22. Further detail is provided in the guidance *Leaving Certificate Applied (LCA): Updated Advice for management and teachers of LCA 2021/2022 in Second-Level Schools and Centres for Education.*

Arrangements for the satisfactory completion of Modules

LCA Year 2 for the academic year 2021/22

- Students should complete a **minimum of two Key Assignments** to achieve the credits available for each module and maintain a minimum of 90% attendance.

LCA Year 1 for the academic year 2021/22

- Students should complete **all four Key Assignments** and a minimum of 90% attendance should be maintained.

For both Year 1 and Year 2 LCA Students

- The learning outcomes for each module should be completed and, where relevant, in line with public health advice.
- If a student cannot attend the school due to a valid Covid-19 related restriction, the school should be flexible in its approach to monitoring and recording attendance.
- In the event of a localised closure where learning is progressed remotely, schools should ensure that an appropriate system is in place to track students' engagement.
- Credits for the satisfactory completion of modules are submitted to the SEC through the LCA portal, following normal arrangements.

Arrangements for the completion of Tasks

LCA Year 2 for the academic year 2021/22

- Session 3: Students should complete the Practical Achievement Task **AND** *either* the Vocational Education Task *or* the Contemporary Issues Task. This means that LCA Year 2 students have one less task to complete.
- Session 4: As normal, students should complete the Personal Reflection (Part Two).

LCA Year1 for the academic year 2021/22

- There is no change to the schedule for the completion of Student Tasks for LCA Year 1 students

For both Year 1 and Year 2 LCA Students

- Student Tasks should be planned and considered in line with up-to-date public health advice.
- Arrangements for the examination of the tasks, to include interviews, will be based on the most up- to-date public health advice at the time.

Circular 0070/2020

Revised Leaving Certificate Applied Module Descriptors	Original Implementation Date	Revised Implementation Date	First Leaving Certificate Examination
English and Communications	September 2020	September 2021	June 2023
Mathematical Applications	September 2020	September 2021	June 2023
Introduction to Information and Communication Technology	September 2020	September 2021	June 2023
Information and Communication Technology: Specialism	September 2020	September 2021	June 2023

LCA Curriculum

Vocational Preparation	•Vocational Preparation & Guidance •English & Communications
Vocational Education	•Mathematical Applications •Vocational Specialisms* *(Choose two from 11 options)* Information Communication Technology
General Education	Arts Education *(Dance, Drama, Music, Visual Arts)* •Social Education •Languages *(Gaeilge and French/Italian/German/Spanish)* •Leisure & Recreation *(including Physical Education)*
Elective Courses	•Religious Education (for example) •Science (for example)

LCA Modes of Assessment

Satisfactory completion of modules + 90% attendance • Evidence of completion of **key assignments** for each module • One credit per course module in which there is a final exam • Two credits per course module in which there is NO final exam	62 credits	31%
7 Student tasks @ 10 credits each *Vocational Preparation* | *Vocational Education (x2)* | *General Education* *Contemporary Issue* | *Personal Reflection* | *Practical Achievement*	70 credits	35%
Final examinations **English & Communication** (12 credits) | **Vocational Specialisms (x2)** (12 credits each) | **Languages (x2)** (6 credits each) | **Social Education** (10 credits) | **Mathematical Applications** (10 credits)	68 credits	34%
Total	200 credits	100%

Assessment for English and Communications

There are three assessment components:

1. **Credits** achieved due to attendance and completion of the Key Assignments for each module (four credits)

2. **Oral examination** (four credits)

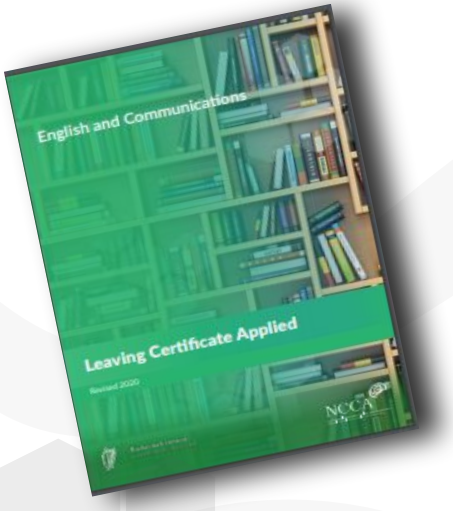
3. **Written examination** (eight credits)

The written examination will be two hours long and will have five sections

Layout of the English and Communications Module Descriptor

Introduction

Rationale



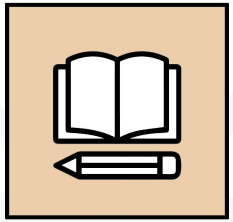
Course Overview

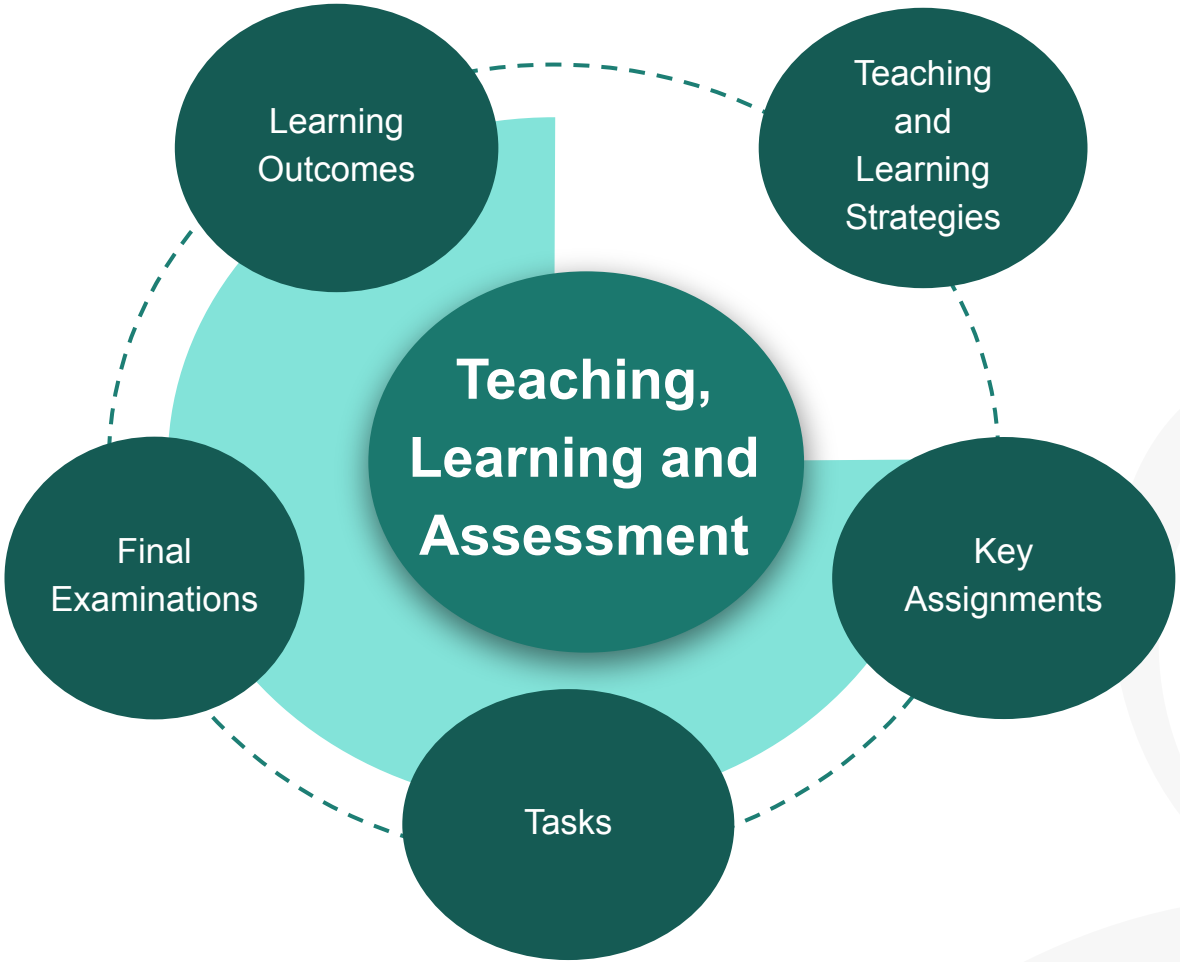
Module(s) Outline

Assessment Guidelines

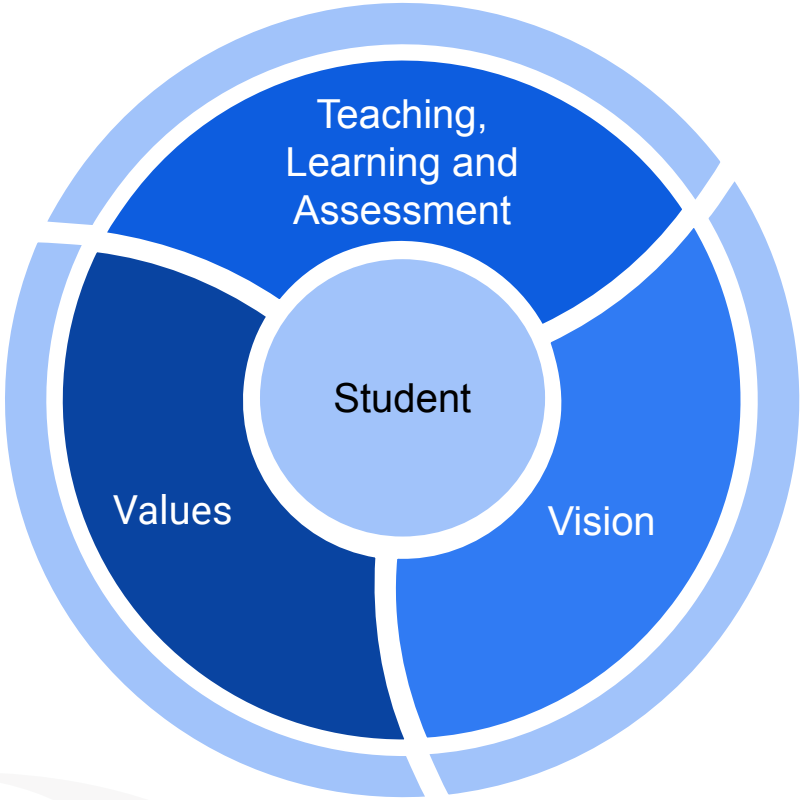
3, 2, 1 activity

3	Things I found out
2	Interesting things
1	Question I still have

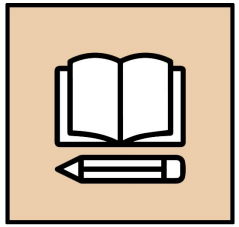



Learning Outcomes
Teaching and Learning Strategies
Teaching, Learning and Assessment
Final Examinations
Key Assignments
Tasks

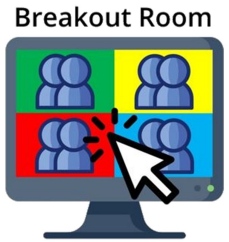
Supporting Student Learning



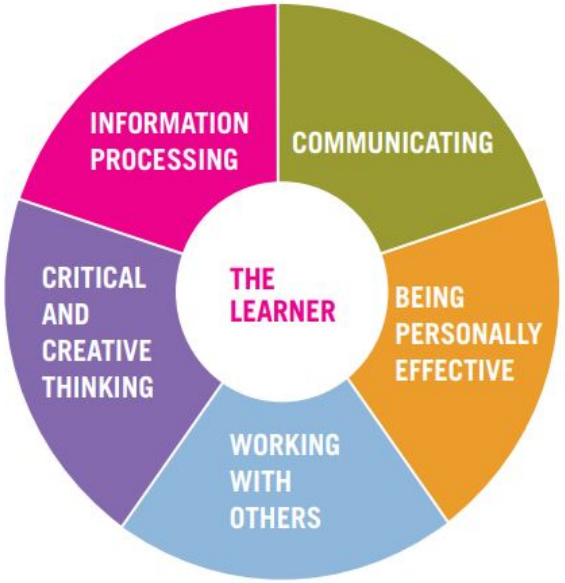
Q1. What are your values for high-quality teaching, learning and assessment in your classroom?



Q2. How can you enact your vision for high-quality teaching, learning and assessment in your English and Communications classroom?

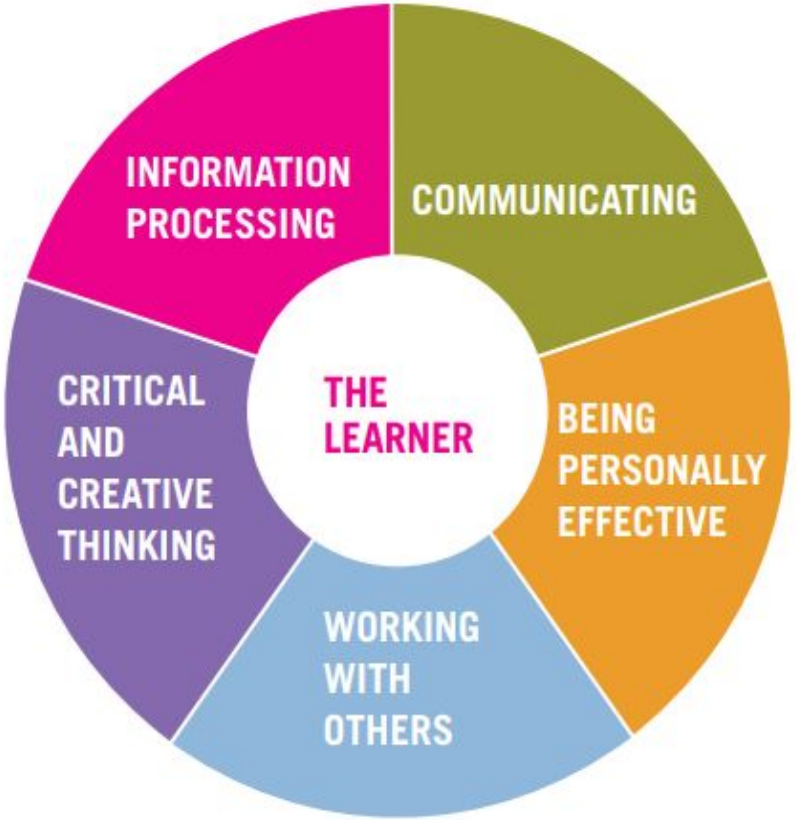


Context for change



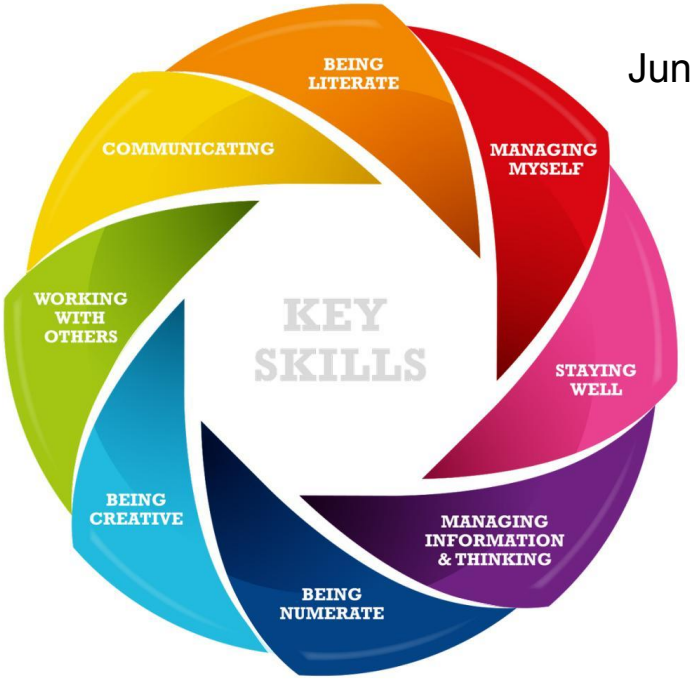
Context: Key Skills

Senior Cycle Key Skills

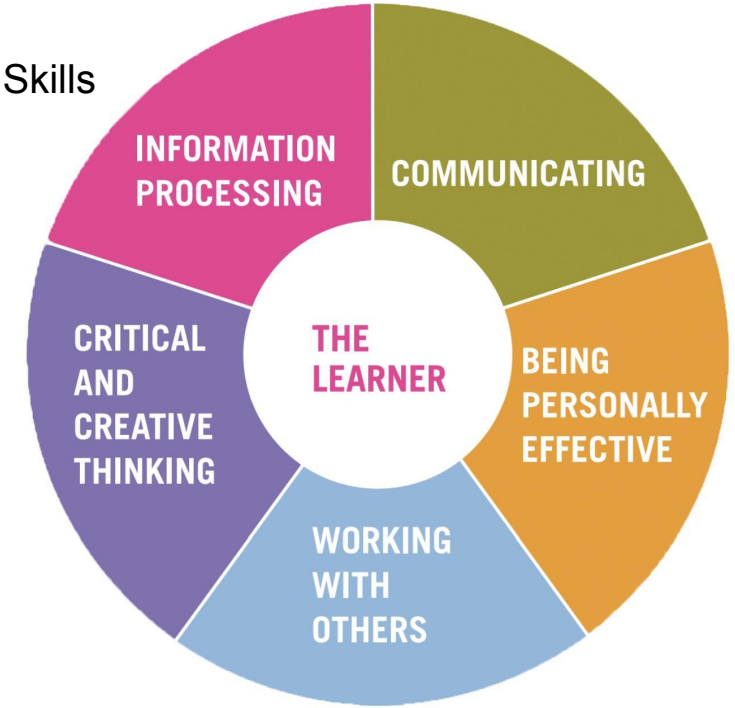


Key Skills

Building on
Junior Cycle Key Skills



Junior Cycle



Senior Cycle

Context: National Policies

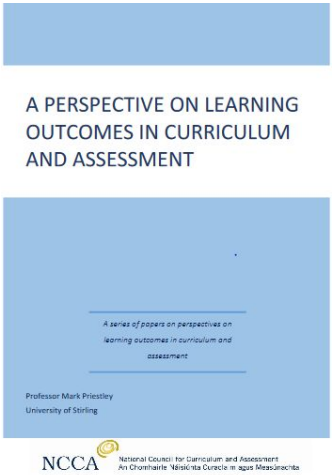
Context: Research

NCCA Senior Cycle Review (Ongoing)

….consensus emerged across teachers, parents and students that life skills should be embedded within the senior cycle curriculum, in order to foster greater preparedness for the world of work and adult life..

Smyth et al (2019)

Priestley (2019)



RESEARCH

Context: A Changing World

Session 1

By the end of this session participants:

Have been introduced to the four module descriptors

Gained an understanding of the timeline, scope and suite of supports provided by the PDST

Have developed a shared understanding of the transdisciplinary nature of the English and Communications course

Have reflected on their values and vision for teaching, learning and assessment in Leaving Certificate Applied

PDST
Professiona Deve opment Service for Teachers | An tSeirbhís um Fhorbairt Ghairmiúi do Mhúinteoirí

An Roinn Oideachais
Department of Education

End of Session 1

PDST
Professiona Deve opment Service for Teachers | An tSeirbhís um Fhorbairt Ghairmiúil do Mhúinteoirí

An Roinn Oideachais
Department of Education

Teaching, Learning and Assessment in LCA English and Communications

Session 2

Key Messages

Courses in LCA are inherently transdisciplinary, authentic and relevant to the current and future needs of all students

LCA courses support the use of a wide range of inclusive, differentiated, experiential teaching and learning approaches

Learning outcomes provide the basis for teaching, learning and assessment in LCA English and Communications

Senior cycle key skills are embedded in the learning outcomes of LCA English and Communications

Session 2

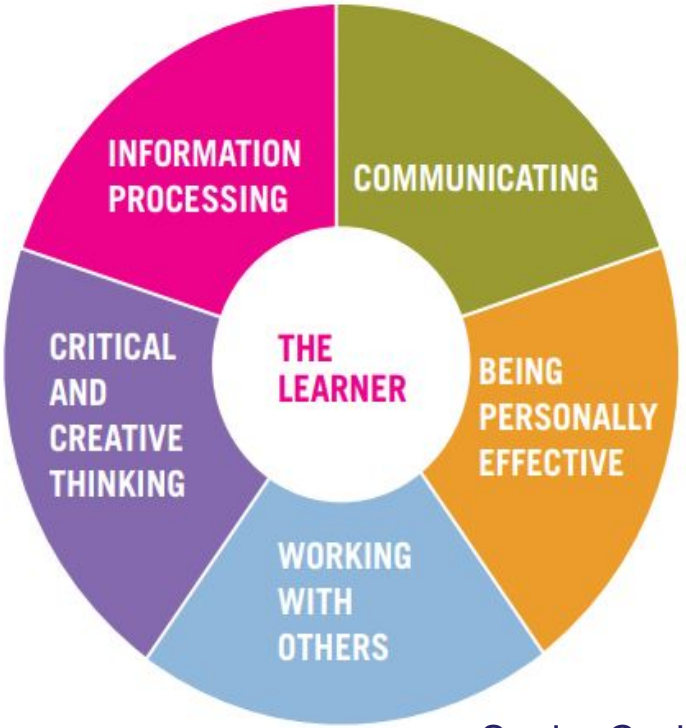
By the end of this session participants will:

Recognise the opportunities of working with the learning outcomes in LCA English and Communications

Explore how to enact the key components of teaching, learning and assessment underpinning the module descriptor in English and Communications

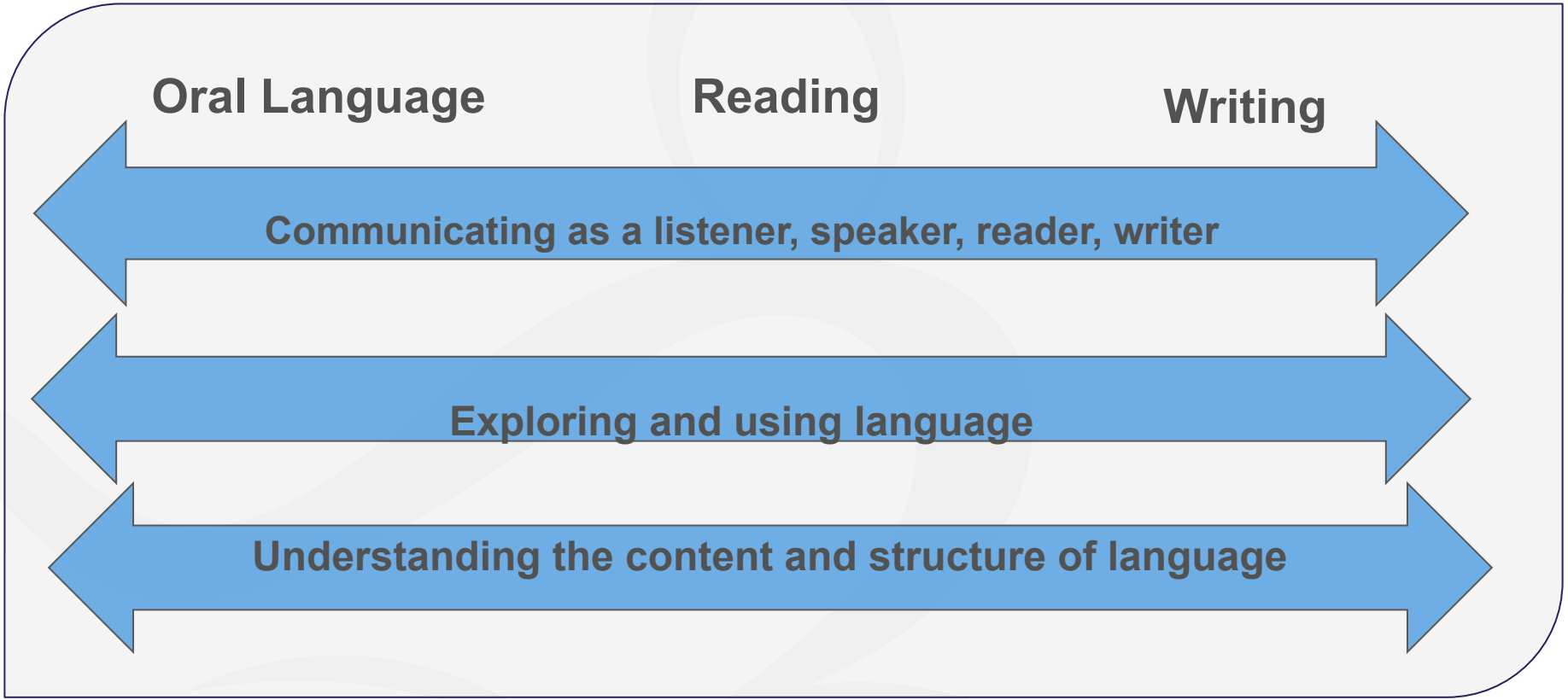
Progression of Key Skill Acquisition

Junior Cycle
Key Skills



Senior Cycle
Key Skills

Junior Cycle English



Key Components of the English and Communications Descriptor

- Key skills
- Learning outcomes
- Teaching, Learning and Assessment
- Differentiation

Key Components of Teaching, Learning and Assessment

Home Group:

Read assigned section

Identify VIPs

Expert Group:

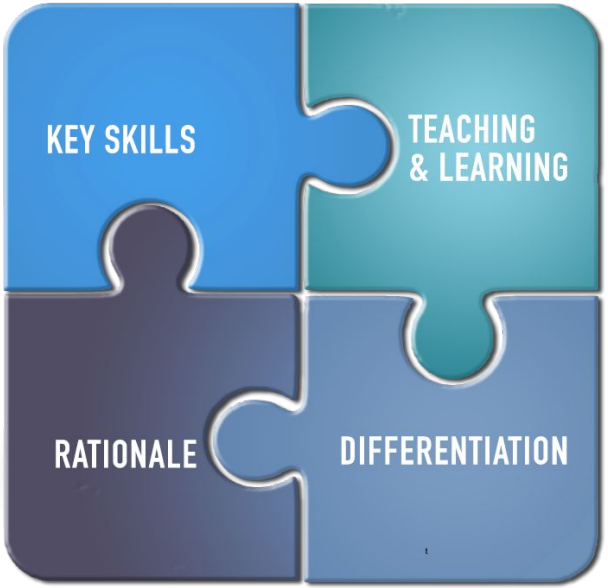
Explain VIPs

How can your area inform teaching, learning and assessment?

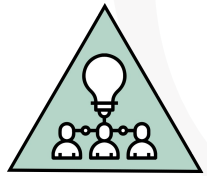
How does my area help us realise our vision?

Home Group:

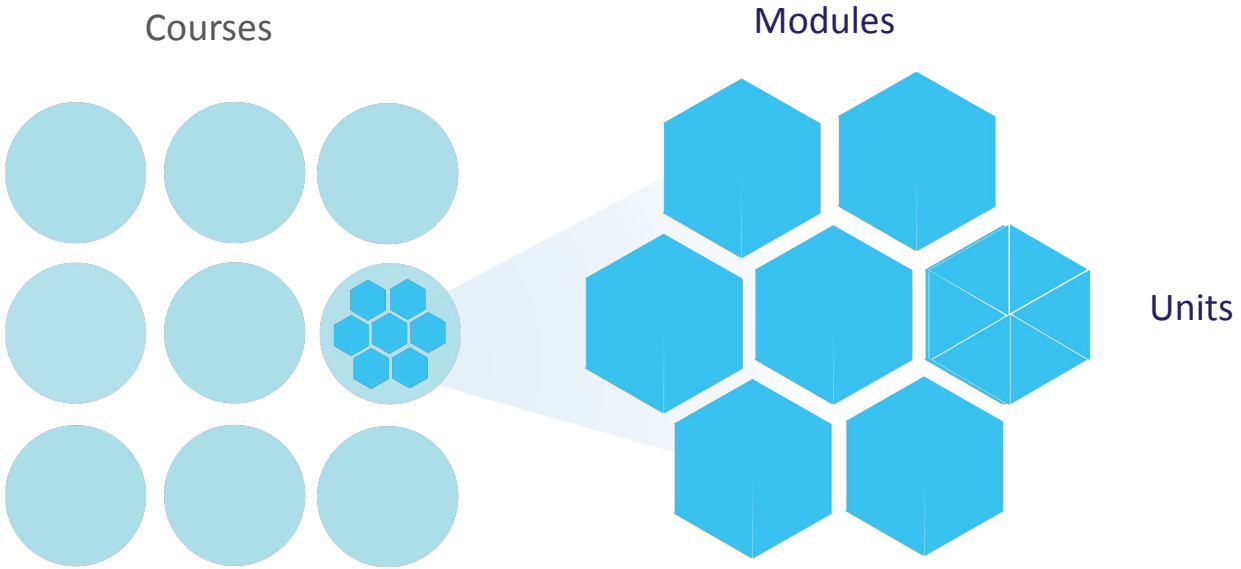
Share summary of expert group



Breakout Room

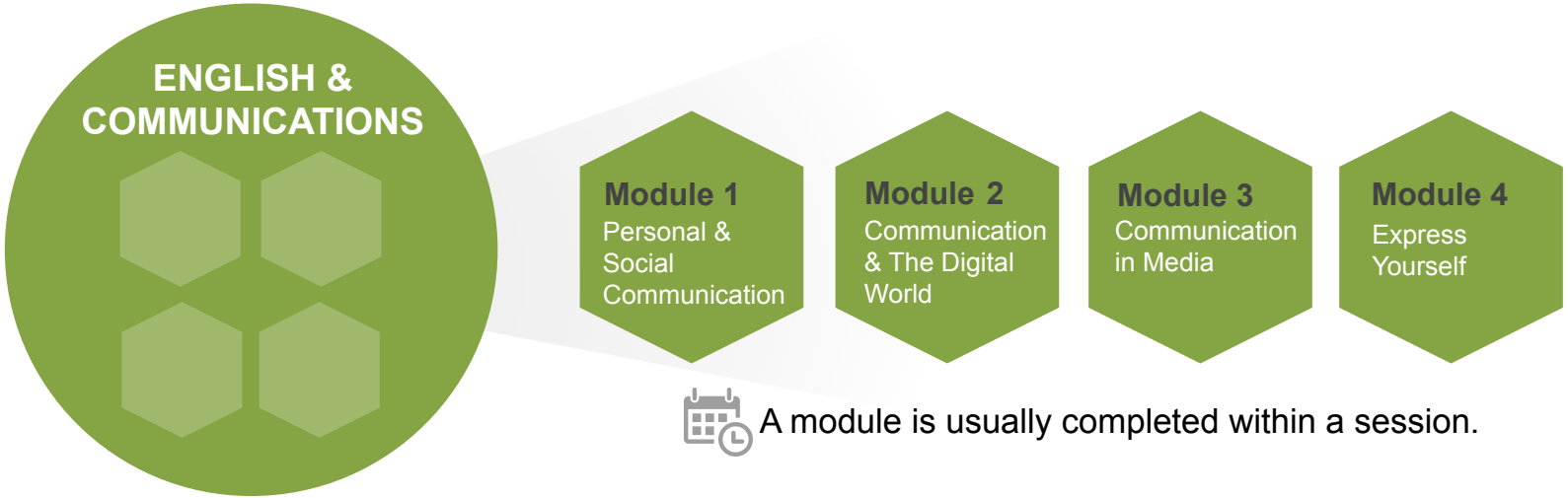


LCA Programme Structure



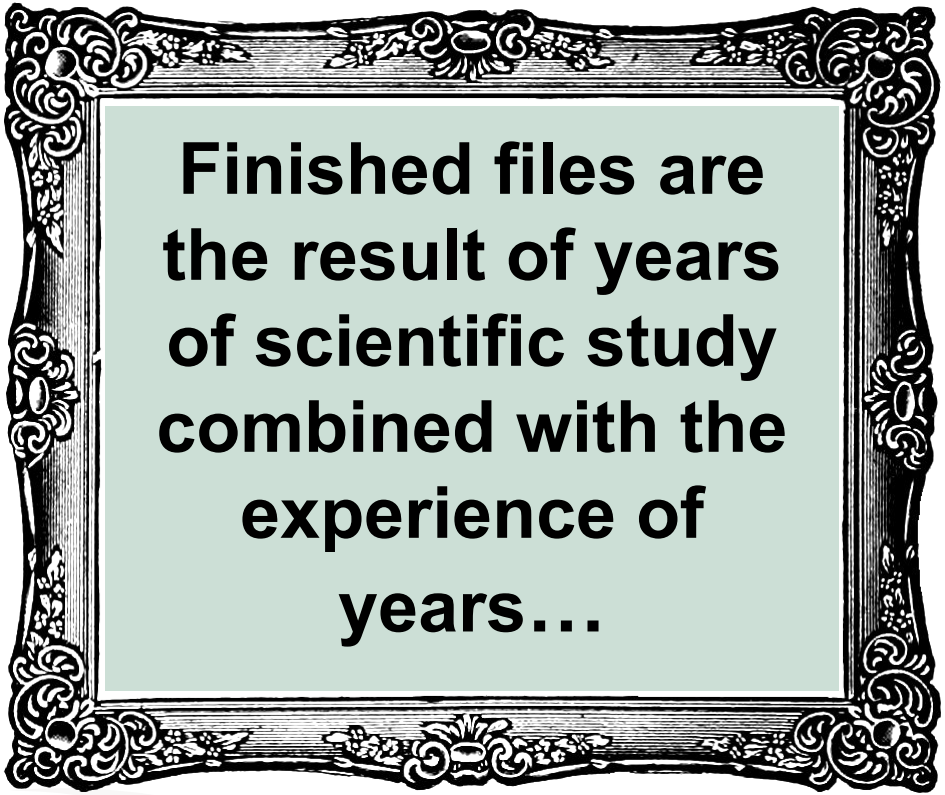
Modules in English & Communications

There are **four** modules to be completed sequentially in English and Communications in the Leaving Certificate Applied.

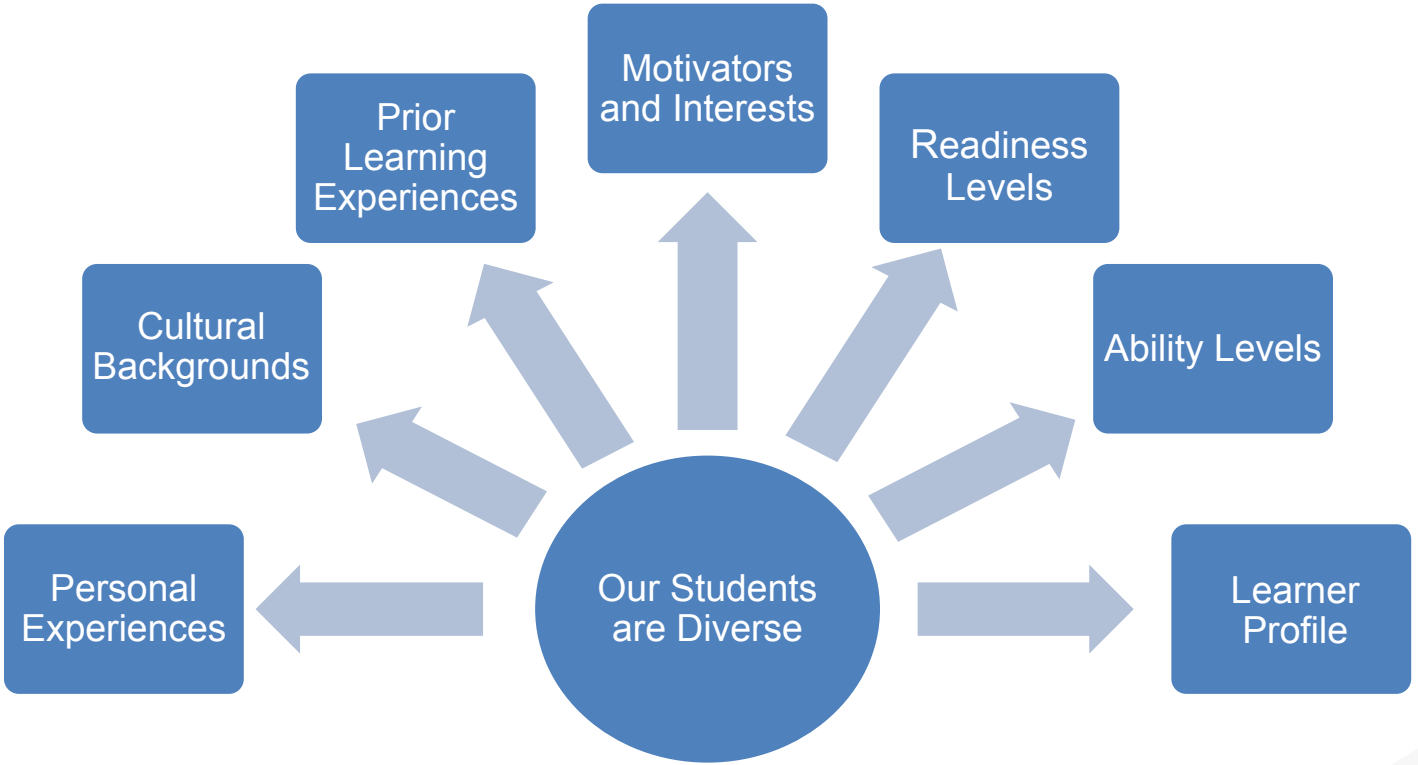


A module is usually completed within a session.

Differentiation



Differentiation



Adapted from Tomlinson (2014)

RESEARCH

Differentiation

Learning Outcomes	Teaching and Learning	Assessment
Should be achievable relative to each student's ability Promote teaching and learning processes that develop students' knowledge and understanding	Varied assessment strategies Active differentiated teaching and learning methodologies Adjust level of skills required Vary amount of teacher intervention, pace and sequence	Assessment based on learning outcomes Key assignments provide an opportunity for students to display learning appropriate to their level

Planning for teaching, learning and assessment in English and Communications

Unit 5: Journeys — Finding our way. Learning outcome 3

The student will be able to: Draft, edit and redraft a written piece of text.

Action verbs:

Draft Edit Redraft

Context:

Text

Activity:

How would you plan to enable students to reach this learning outcome?

Breakout Room

Pg.32 of descriptor

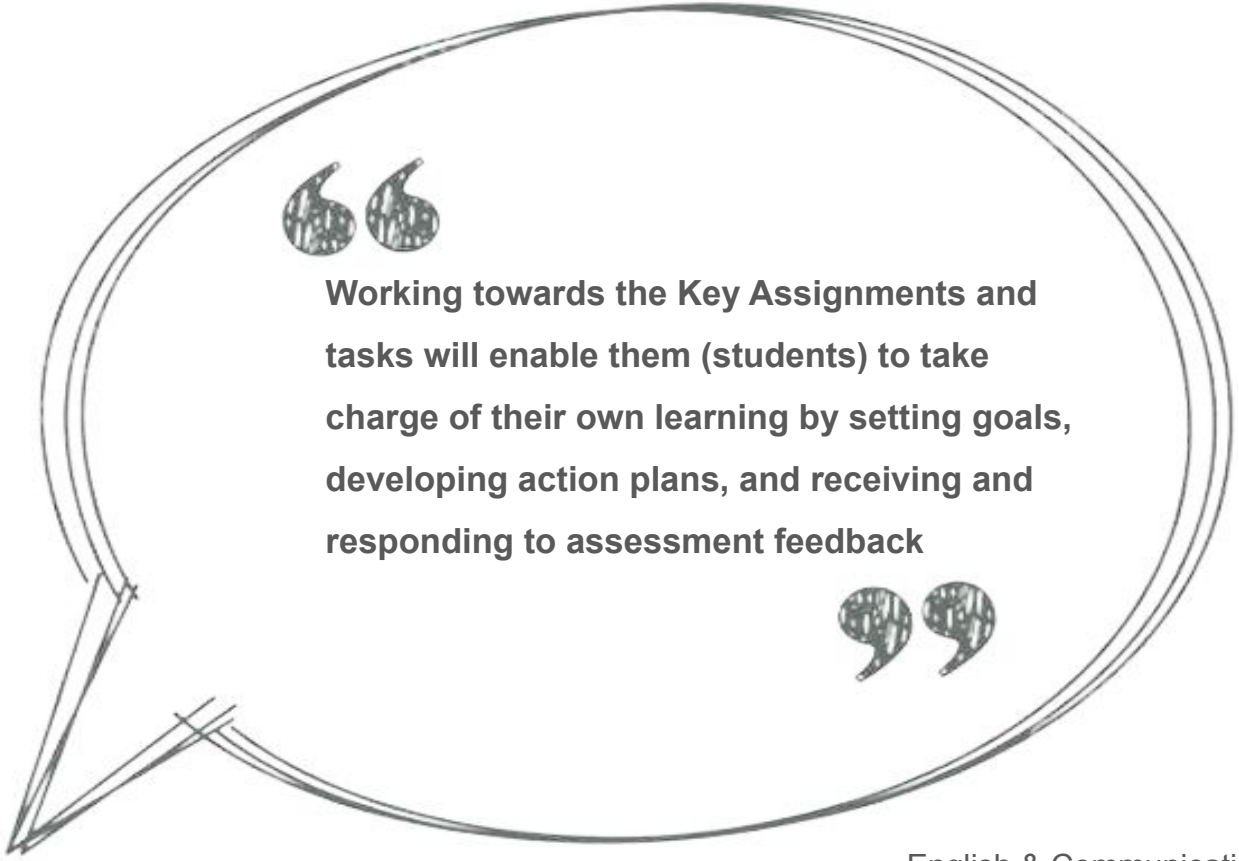
Teaching, Learning and Assessment: parents' perspectives

Leaving Cert Applied allows for students of different learner profiles/strengths to achieve and receive recognition for their learning.

Parents wanted to see the promotion of both practical skills (such as financial management) and personal/interpersonal skills in order to better prepare young people for life after school.

Smyth et al (2019)

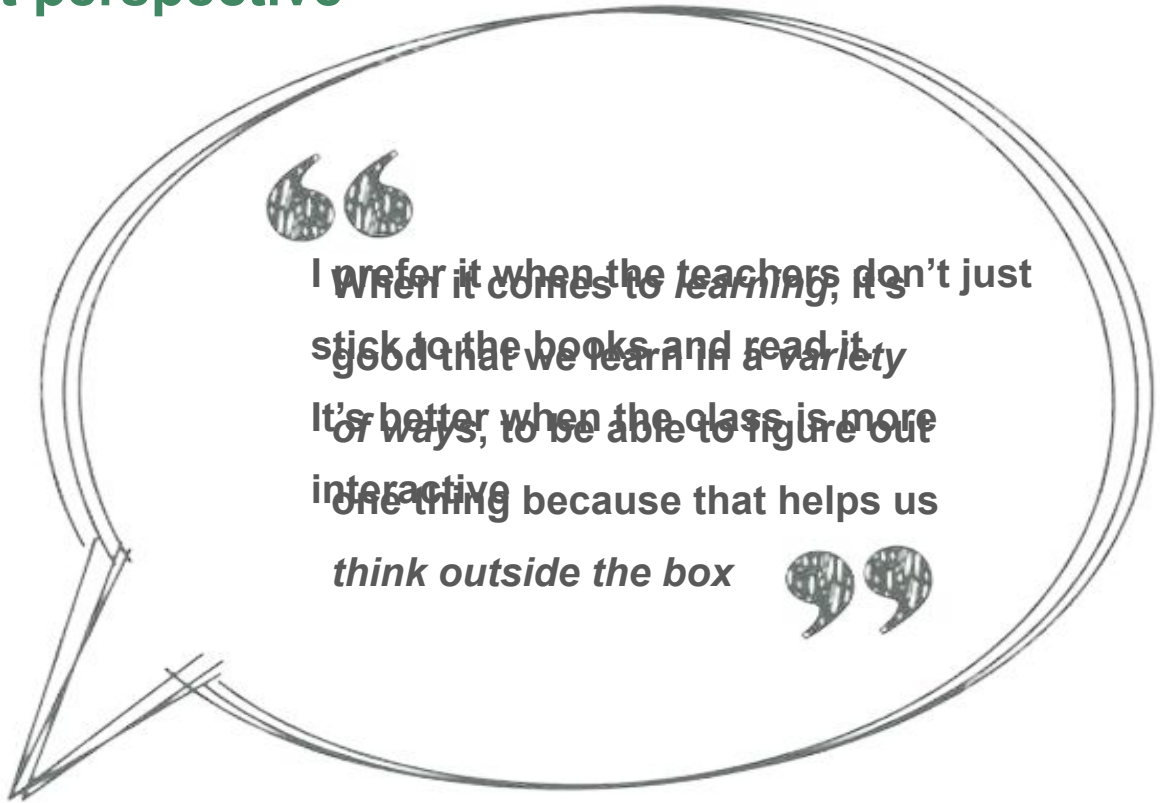
Teaching, Learning and Assessment



Working towards the Key Assignments and tasks will enable them (students) to take charge of their own learning by setting goals, developing action plans, and receiving and responding to assessment feedback

English & Communications. (Page 17)

Teaching, Learning and Assessment: student perspective

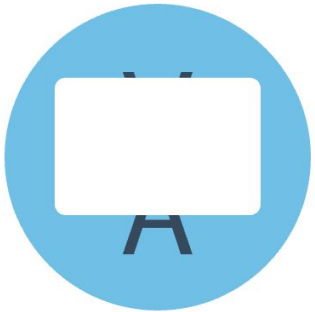


Smyth et al (2019)

RESEARCH

Reflection

What are the implications from your learning in Session 2 for teaching, learning and assessment in LCA in your school context?



Session 2

By the end of this session participants:

Recognise the opportunities of working with the learning outcomes in the English and Communications module descriptor

Have explored how to enact the key components of teaching, learning and assessment underpinning the English and Communications module descriptor

PDST
Professiona Deve opment Service for Teachers | An tSeirbhís um Fhorbairt Ghairmiúi do Mhúinteoirí

An Roinn Oideachais
Department of Education

End of Session 2

PDST
Professiona Deve opment Service for Teachers | An tSeirbhís um Fhorbairt Ghairmiúi do Mhúinteoirí

An Roinn Oideachais
Department of Education

Planning an integrated language approach in LCA English & Communications

Session 3

Key Messages

Courses in LCA are inherently transdisciplinary, authentic and relevant to the current and future needs of all students

LCA courses support the use of a wide range of inclusive, differentiated, experiential teaching and learning approaches

Learning outcomes provide the basis for teaching, learning and assessment in LCA English and Communications

Senior cycle key skills are embedded in the learning outcomes of LCA English and Communications

By the end of this session participants will have:

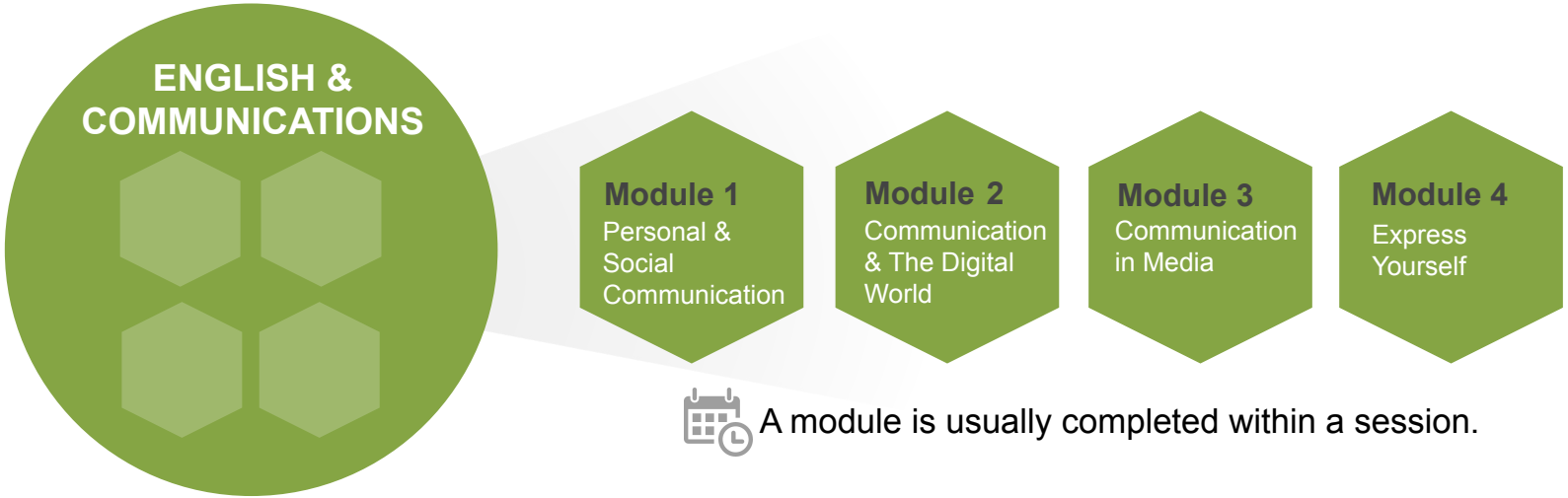
Explored an integrated language approach in LCA English and Communications

Highlighted the transdisciplinary nature of subjects in LCA

Become familiar with strategies which support students' reflective work.

Modules in English & Communications

There are **four** modules to be completed sequentially in English and Communications in the Leaving Certificate Applied programme



A module is usually completed within a session.

English and Communications descriptor pg 11

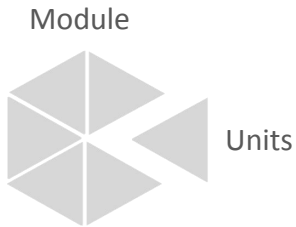
Module 1: Personal & Social Communication

Year 1: Sept - Jan

Personal and social communication—focuses on **communication skills** in the context of **personal** and **social** situations

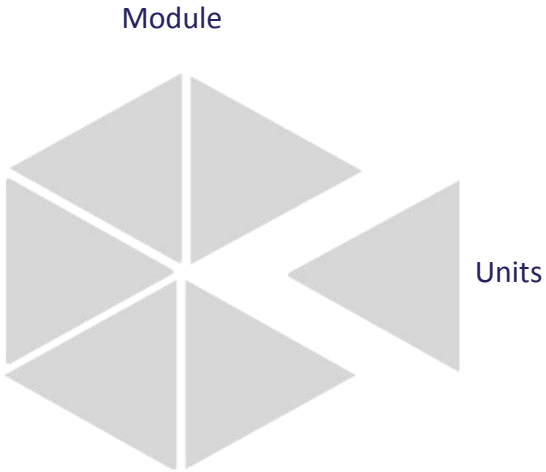
Emphasis should be placed upon **literacy** and **communication skills** of reading, writing, listening and speaking

Reflection on learning as a skill should be emphasised.



What is a unit of learning ?

A unit of learning refers to a delimited part of the module



Module 1

Personal & Social Communication

Units

Unit 1 Identity

Unit 2 Relationships

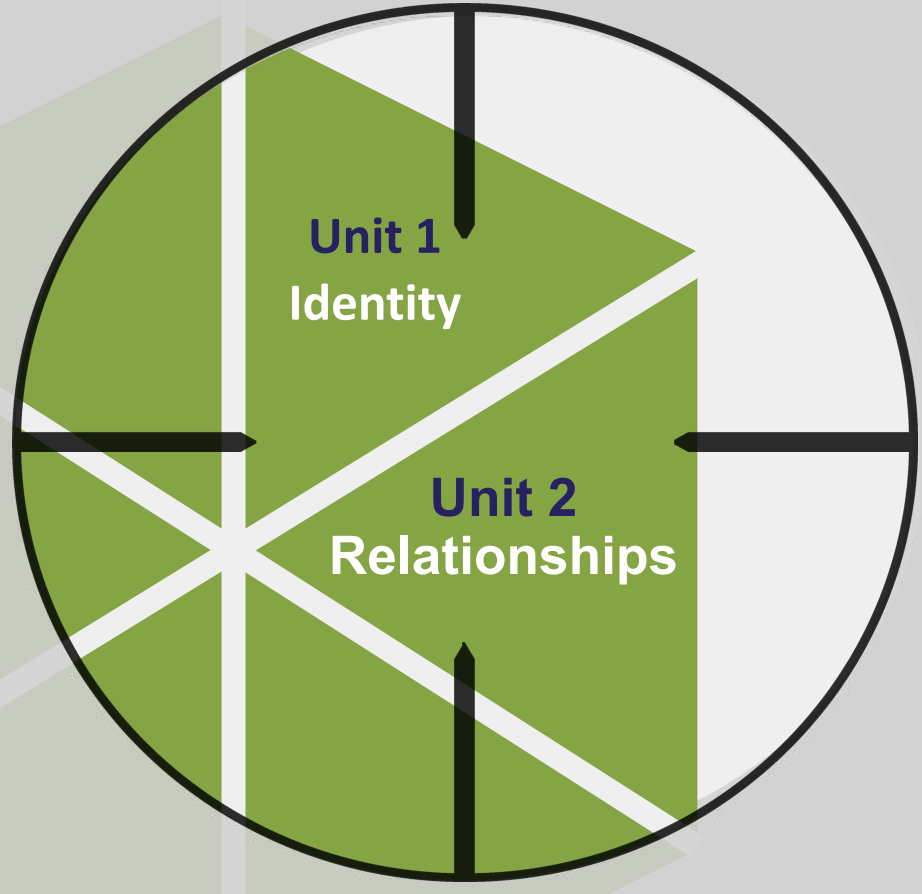
Unit 3 Journeys - Setting out

Unit 4 Journeys - Meeting new characters

Unit 5 Journeys - Finding our way

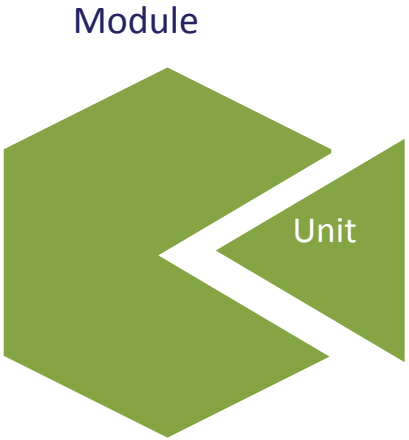
Unit 6 Destinations

Focus for this session...

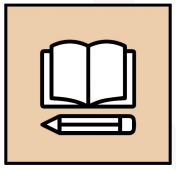


Planning a unit of learning

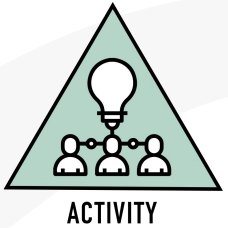
Plan for a unit of work that will provide **stimulating** and **valuable** learning experiences for your LCA student **using the poem Invictus** as your stimulus.



How will you integrate **reading**, **writing**, **listening** and **oral** elements into your approach?

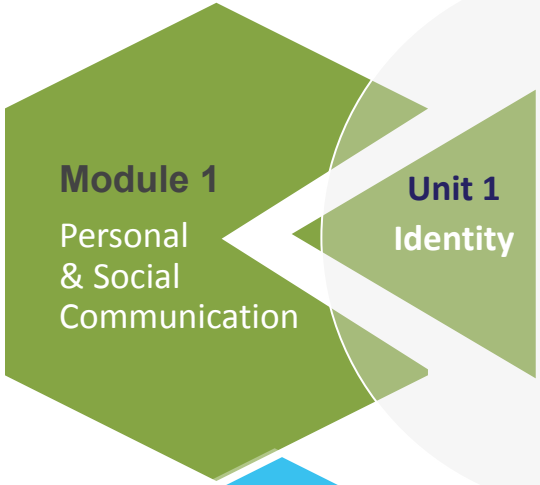


What teaching strategies will facilitate this?



Transdisciplinary Nature
of the LCA Course

ENGLISH & COMMUNICATIONS



OTHERS

Learning Outcomes

**If learning outcomes are used as lists of items to be taught,
it will be difficult to successfully introduce substantial and sustainable pedagogical improvements.**

Interpretation and use of Learning Outcomes in different situations develops best when teachers share examples of student performance and debate their separate judgements of particular Learning Outcomes.

Priestley, M. (2019)

Learning outcomes

Module 1: Personal and social communication

Unit 2: Relationships

The student will be able to:

1. Use strategies to comprehend information and communication.
2. Reflect on their learning and write a reflective entry into a journal.
3. Reflect on their learning and write a reflective entry into a journal.

and appreciation of character, identity and relationships.

Can you identify other key skills which this learning outcome could be applied to?

Pg 29 Module Descriptor

Using reflection in your LCA class

Generate ideas from reading material for potential writing tasks. Show and explore reflection techniques.

Pg 28 Teacher guidelines.English and Communications Module descriptor

In groups, discuss identity and relationships. Use as a springboa creating an entry in a reflection journal.

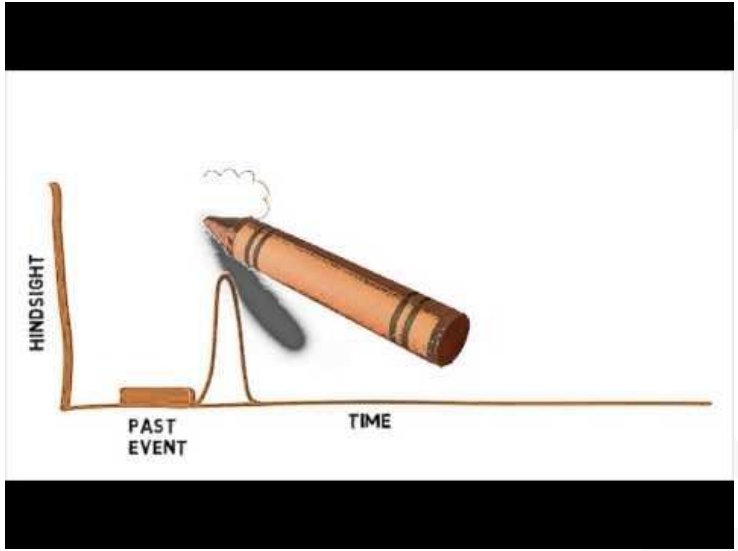
Pg 29 Teacher guidelines.English and Communications Module descriptor

Reflection on learning as a skill should be emphasised.

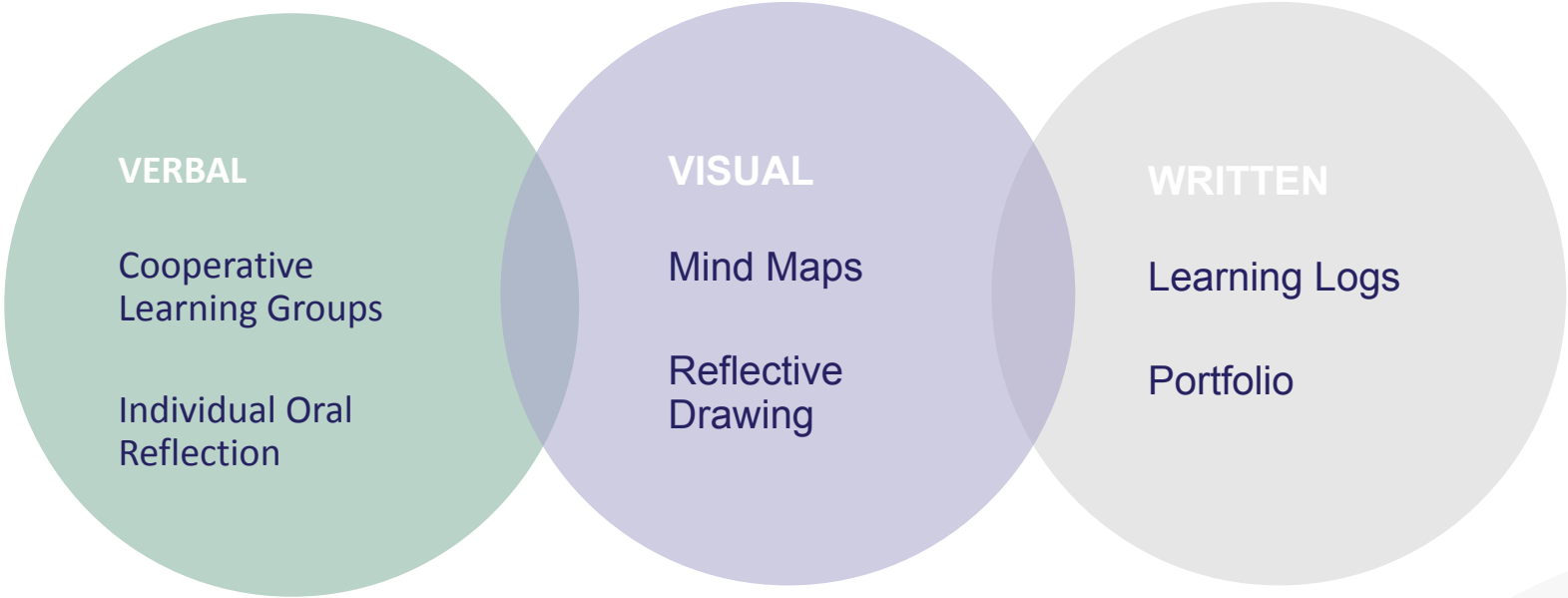
Page 13 Description of Module 1.English and Communications Module descriptor

Reflection is a critical component of learning and students are actively encouraged to reflect on their learning.

Page 13 Description of Module 4 English and Communications Module descriptor



Types of Reflection Models



The Role of the Teacher

Skills Required for Student Self-reflection

Critical Thinking: Students need to be able to step back from themselves and "question" their experiences.

> *The act of reflection promotes independent learning and critical thinking as we "make sense of what we've learned, why we learned it, and how that particular increment of learning took place."*
>
> *(Race, 2002)*

Honesty: Students must be willing to honestly acknowledge and discuss the positive and negative aspects of their experience.

What other skills are required for student self-reflection?

(Eyler, J, Giles, D.E, 1999)

"Reflection deepens learning. The act of reflecting is one which causes us to make sense of what we've learned, why we learned it, and how that particular increment of learning took place."

(Race, 2002)

Supports for
Reflective Journal work

edu

YouTube

Templates,Edutopia / YouTube videos on how to use reflective journals

Reflection Models

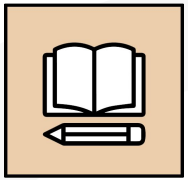
Working in groups of **four**
Consider your stimulus **Invictus**

What models of reflection will work for your LCA students?

What resources would you use to explore verbal and nonverbal communication?

Reflection

Know….	**In my own school context** how can I work from where students have come from, building on skills gained in Junior Cycle and utilising prior learning experiences to deliver on the key components of teaching, learning and assessment in English and Communications?
Want to know…	**How will reflection** enhance teaching and learning in my LCA class?
Learned…	**Consider for tomorrow** which new strategies will I use to support student reflection?



By the end of this session
participants will have:

Explored an integrated language approach in LCA English and Communications.

Highlighted the transdisciplinary nature of subjects in LCA.

Become familiar with strategies which support student's reflective work.

PDST
Professiona Deve opment Service for Teachers | An tSeirbhís um Fhorbairt Ghairmiúi do Mhúinteoirí

An Roinn Oideachais
Department of Education

End of Session 3

PDST
Professiona Deve opment Service for Teachers | An tSeirbhís um Fhorbairt Ghairmiúi do Mhúinteoirí

An Roinn Oideachais
Department of Education

Exploring integrated language strategies in LCA English and Communications

Session 4

Overview of the Seminar

Session 4	Developing literacy skills in LCA English and Communications Dialogic teaching Transdisciplinary nature of LCA in your own school context
Session 5	Planning and exploring strategies for differentiation in LCA English and Communications Considering the role of formative assessment in our LCA class
Session 6	Supporting inclusion in English and Communications Seminar Reflection and evaluation

Key Messages

Courses in LCA are inherently transdisciplinary, authentic and relevant to the current and future needs of all students

LCA courses support the use of a wide range of inclusive, differentiated, experiential teaching and learning approaches

Learning outcomes provide the basis for teaching, learning and assessment in LCA English and Communications

Senior cycle key skills are embedded in the learning outcomes of LCA English and Communications

Session 4

By the end of this session participants will have:

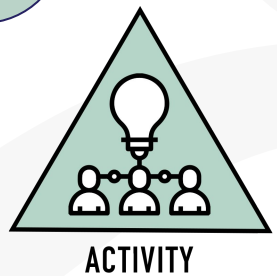
Explored effective integrated language strategies in English and Communications.

Developed awareness of the potential of dialogic teaching.

Identified opportunities presented by the transdisciplinary nature of LCA English and Communications.

Reflection from session 3

What new strategies will I use to support student reflection in LCA English and Communications?

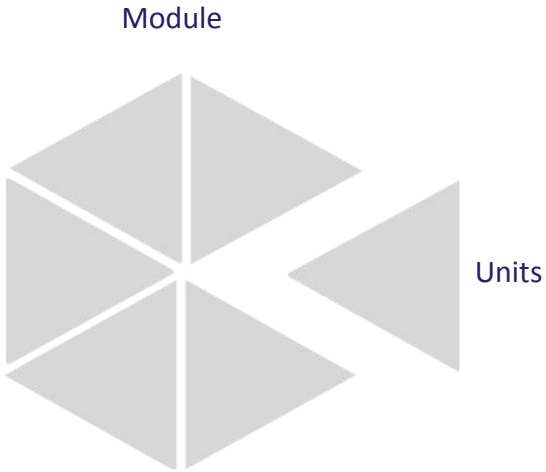


Yesterday……..

Information and Communication Technology - Specialism
Leaving Cetificate Applied
English and Communications
Mathematical Applications
Introduction to Information and Communication Technology
Leaving Certificate Applied
NCCA
Digital Learning Fr
Post-Primary
STEM Education
Policy Statement 2017-2026
Maths
Science
Wellbeing Policy Statement and Framework for Practice
Framework for Junior Cycle 2015

What is a unit of learning ?

A unit of learning refers to a delimited part of the module



Module 1

Personal & Social Communication

Units

Unit 1 Identity

Unit 2 Relationships

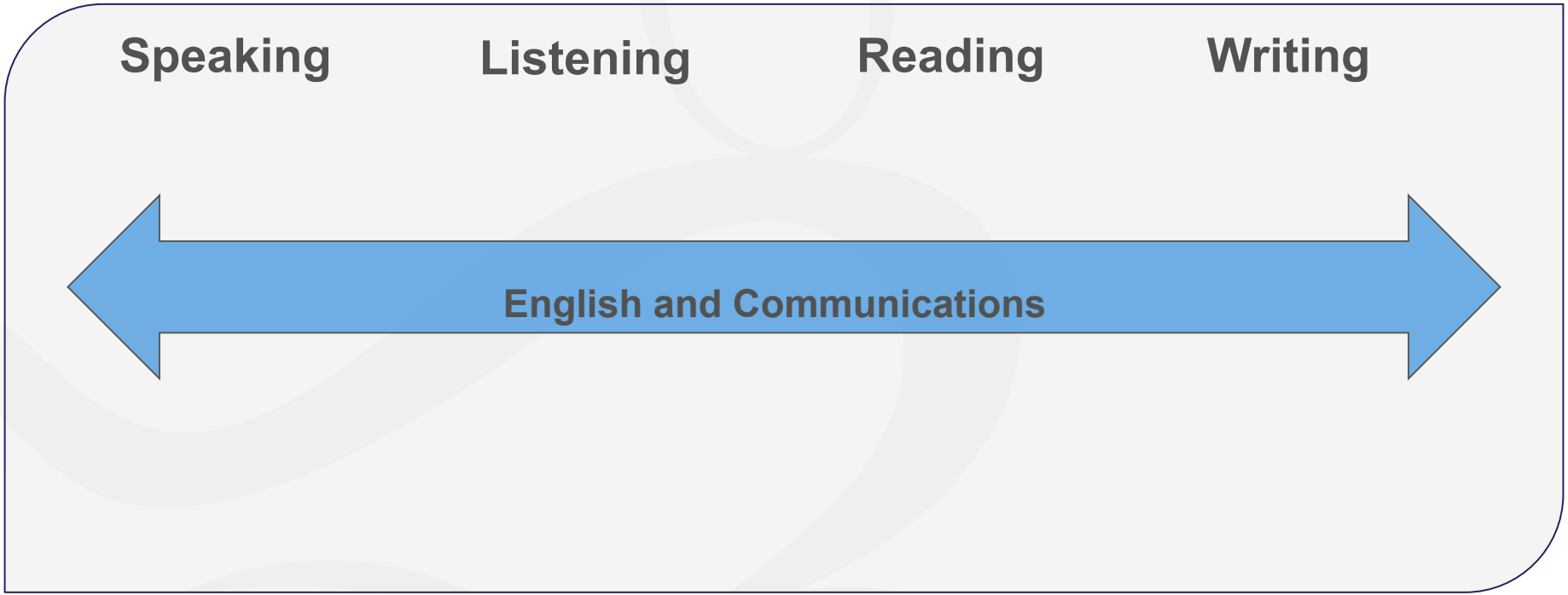
Unit 3 **Journeys - Setting out**

Unit 4 **Journeys - Meeting new characters**

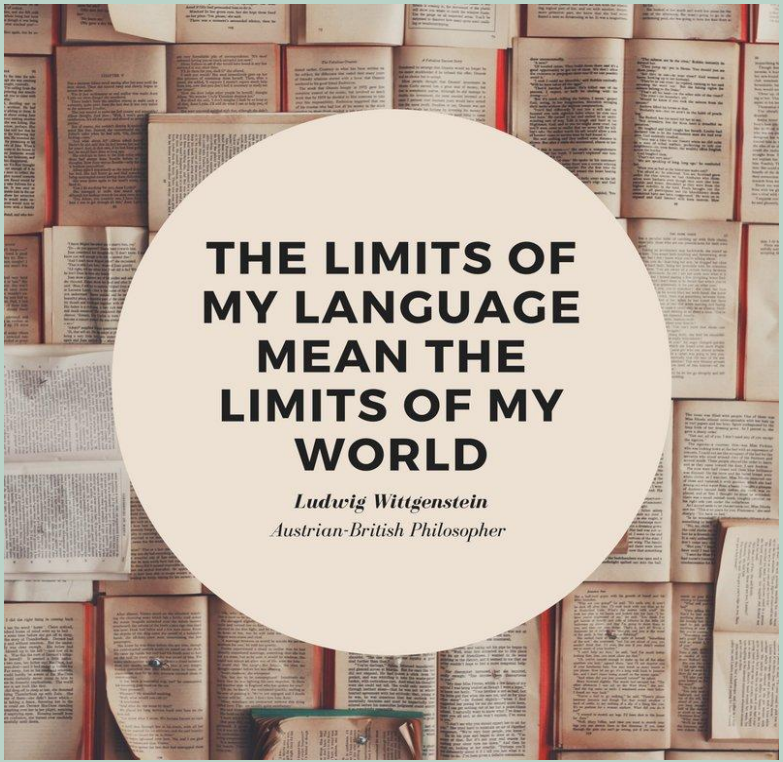
Unit 5 **Journeys - Finding our way**

Unit 6 **Destinations**

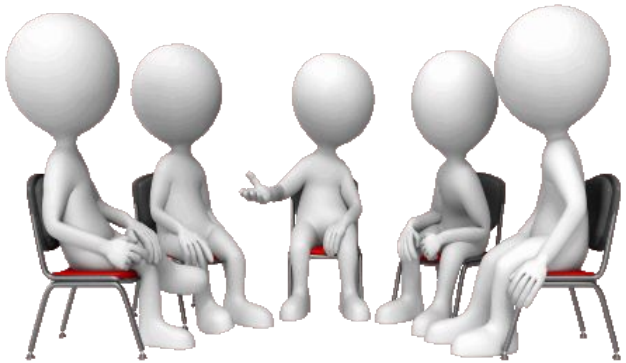
Using an Integrated Language Approach

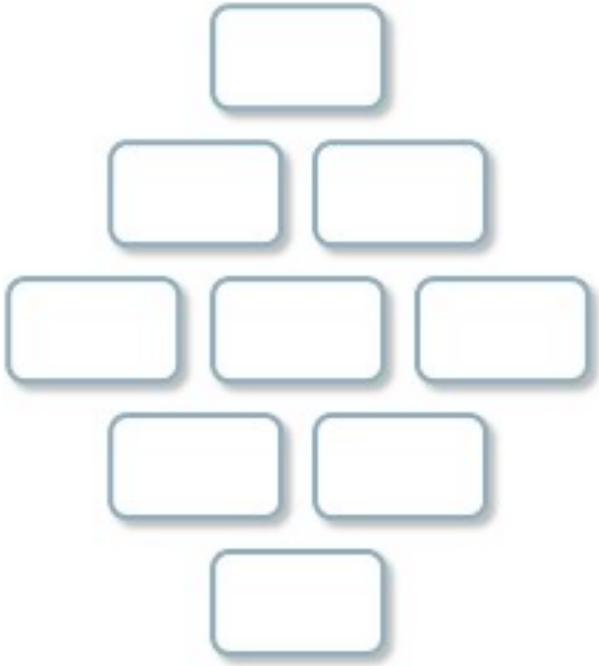


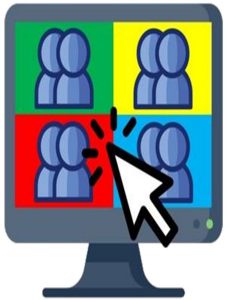
Vocabulary Expansion

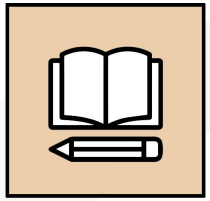


Using the Integrated Language Approach in English and Communications





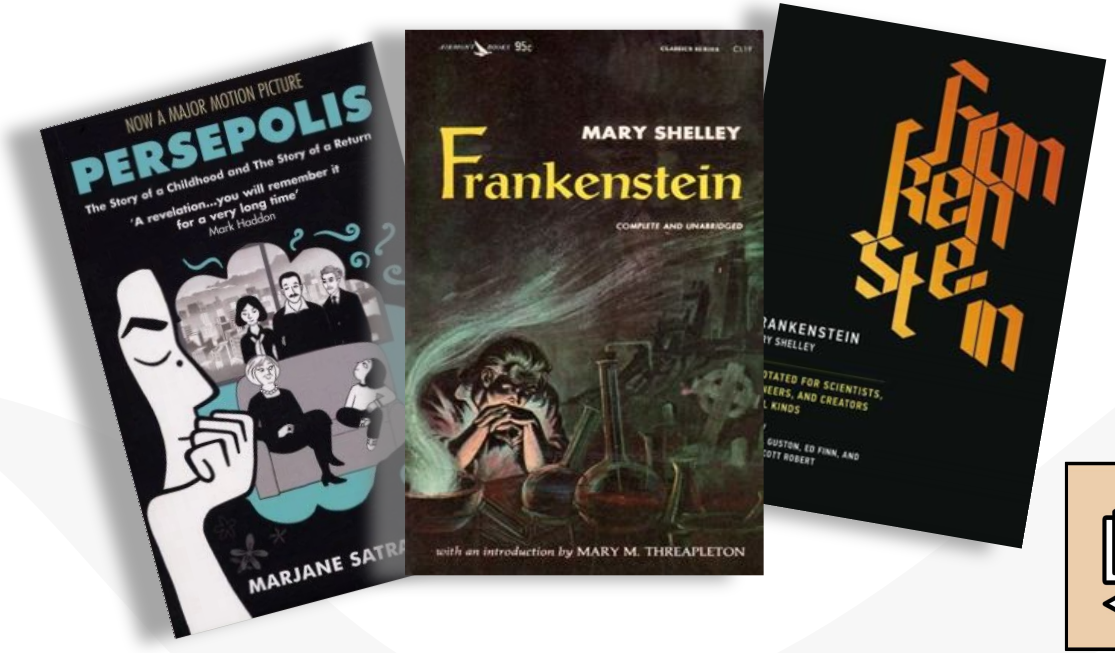




Identify and discuss different characteristics of text covers using visual literacy skills

Unit 3 Learning outcome

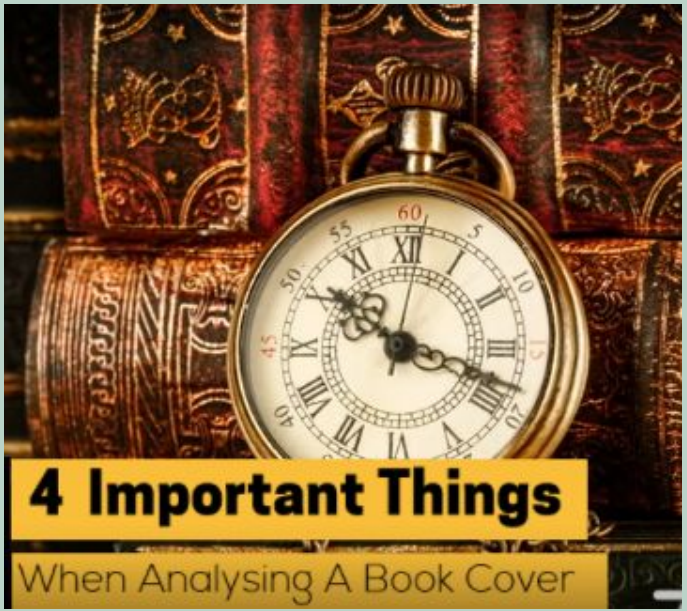
What language skills can be integrated into this activity?



WORKBOOK

Identify and discuss different characteristics of text covers using visual literacy skills

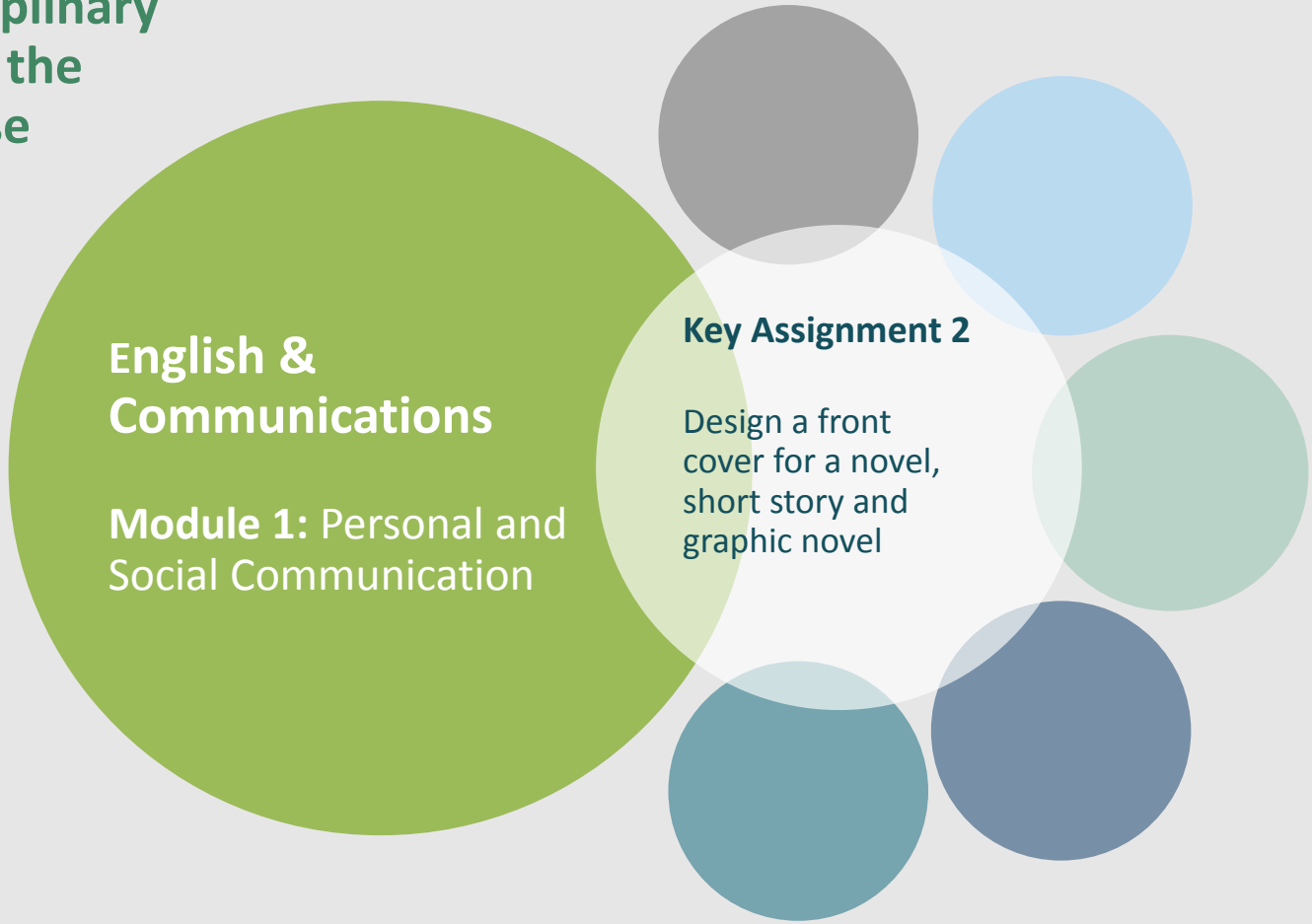
What language skills can be integrated into creating this Powtoon Video?



Integrated Language

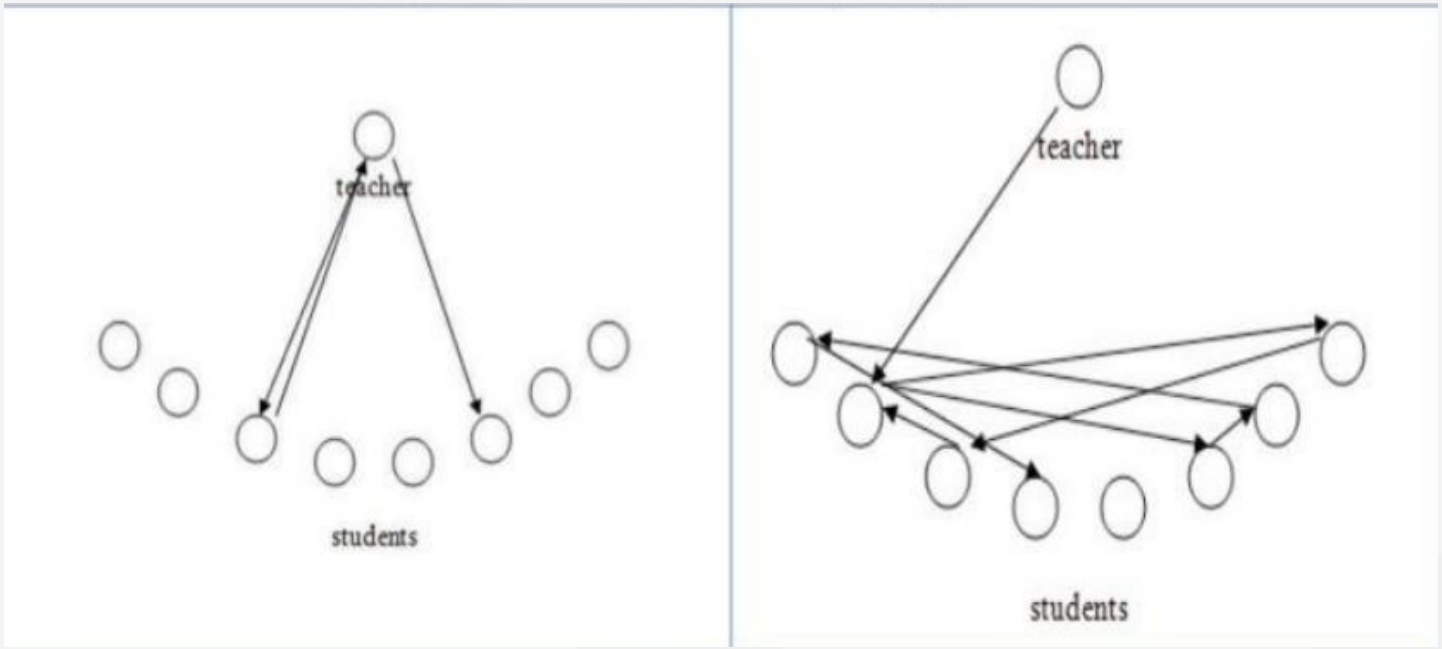
What about using podcast/audio blog websites to integrate writing, speaking, listening and digital literacy skills?

Transdisciplinary Nature of the LCA Course

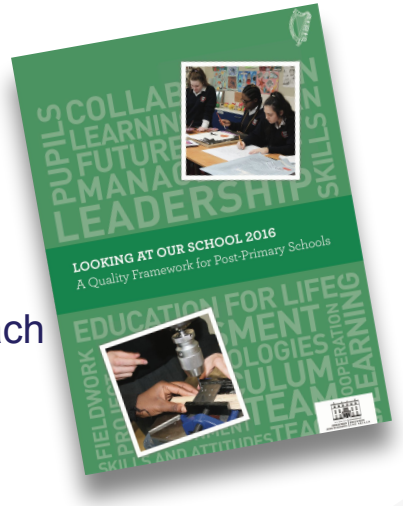


WORKBOOK

Which one of these looks like your typical class?
Monologic Teaching - Dialogic Teaching



Dialogic teaching and highly effective practice



In the Looking at Our School document the importance of a collaborative approach is highlighted.

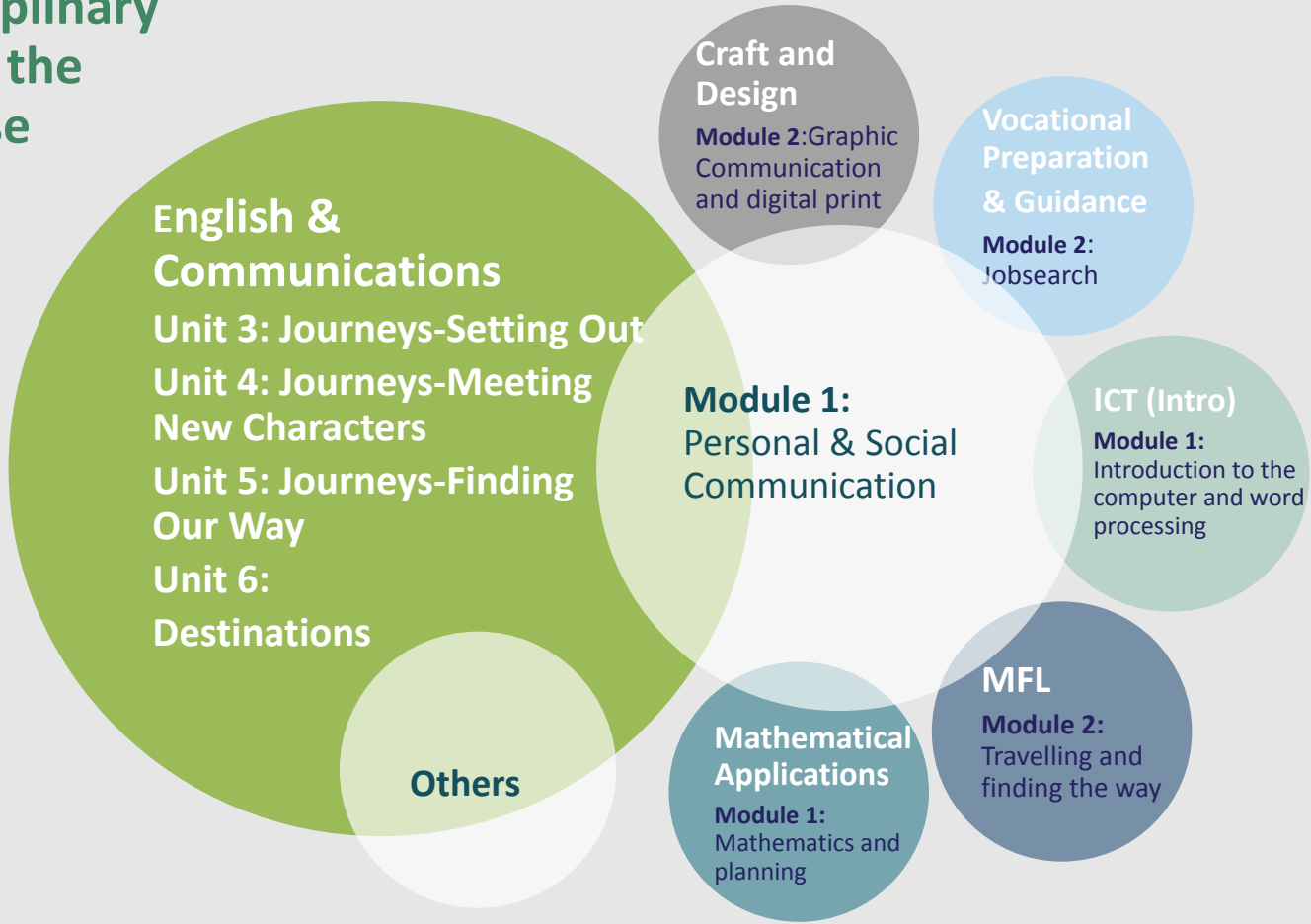
Dialogic teaching compliments this collaborative approach, as not only are you collaborating with colleagues as the teacher, but you are also engaged in collaboration with students; inviting them to be active participants in the co-construction of knowledge in the classroom.

Reflection

Session 4:

Identify 3 ways of working collaboratively with the LCA team in your school

Transdisciplinary Nature of the LCA Course



Session 4

By the end of this session participants will have:

Explored effective integrated language strategies in English and Communications.

Developed awareness of the potential of dialogic teaching.

Identified opportunities presented by the transdisciplinary nature of LCA English and Communications.

PDST
Professiona Deve opment Service for Teachers | An tSeirbhís um Fhorbairt Ghairmiúi do Mhúinteoirí

An Roinn Oideachais
Department of Education

End of Session 4

PDST
Professiona Deve opment Service for Teachers | An tSeirbhís um Fhorbairt Ghairmiúi do Mhúinteoirí

An Roinn Oideachais
Department of Education

Planning for and exploring formative assessment and differentiation in LCA English and Communications

Session 5

By the end of this session participants will have:

Developed a shared understanding of approaches to Formative Assessment.

Have explored practical strategies for differentiated learning in relation to the content of the English and Communications descriptor.

Key Messages

Courses in LCA are inherently transdisciplinary, authentic and relevant to the current and future needs of all students

LCA courses support the use of a wide range of inclusive, differentiated, experiential teaching and learning approaches

Learning outcomes provide the basis for teaching, learning and assessment in LCA English and Communications

Senior cycle key skills are embedded in the learning outcomes of LCA English and Communications

Resources for module 1: Personal and social communication

Resources for module 1

Pages 54 and 55

LCA page on Scoilnet

Assessment for English and Communications

There are three assessment components:

1. **Credits** achieved due to attendance and completion of the Key Assignments for each module (4 credits).

2. **Oral examination** (4 credits).

3. **Written examination** (8 credits).
   The written examination is two hours long and has five sections

Looking at our school

Learner experiences

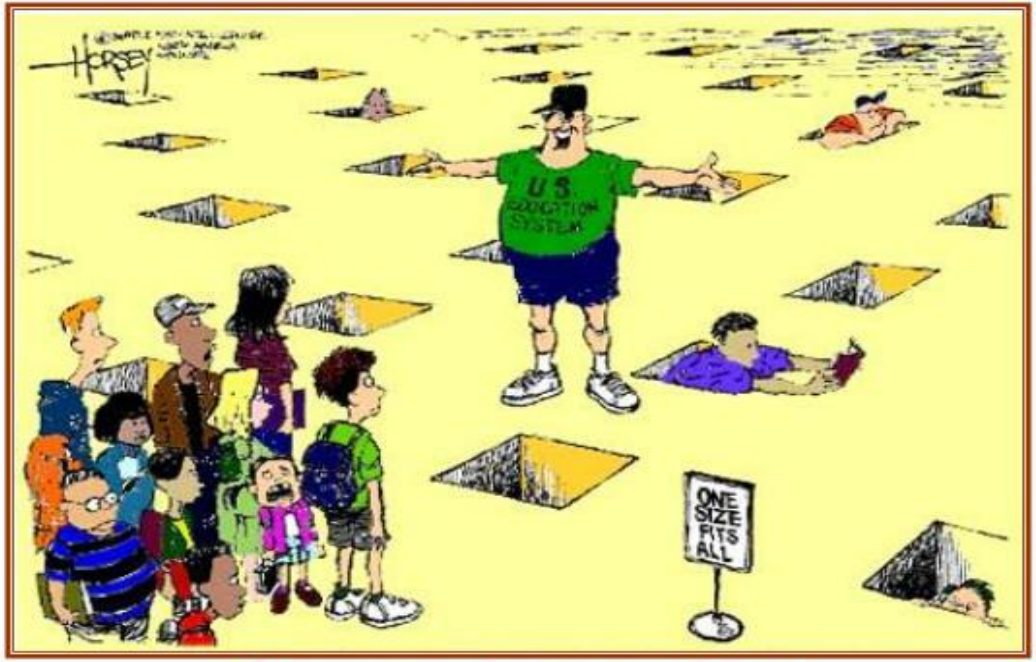
Students:

engage purposefully in meaningful learning activities

grow as learners through respectful interactions and experiences that are challenging and supportive

reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning

experience opportunities to develop the skills and attitudes necessary for lifelong learning



**"Summer's over kids!
Now, all you round pegs get back
into your square holes!"**

Differentiation in LCA

The LCA English and Communications module descriptor is differentiated to cater for students of differing abilities and levels of achievement.

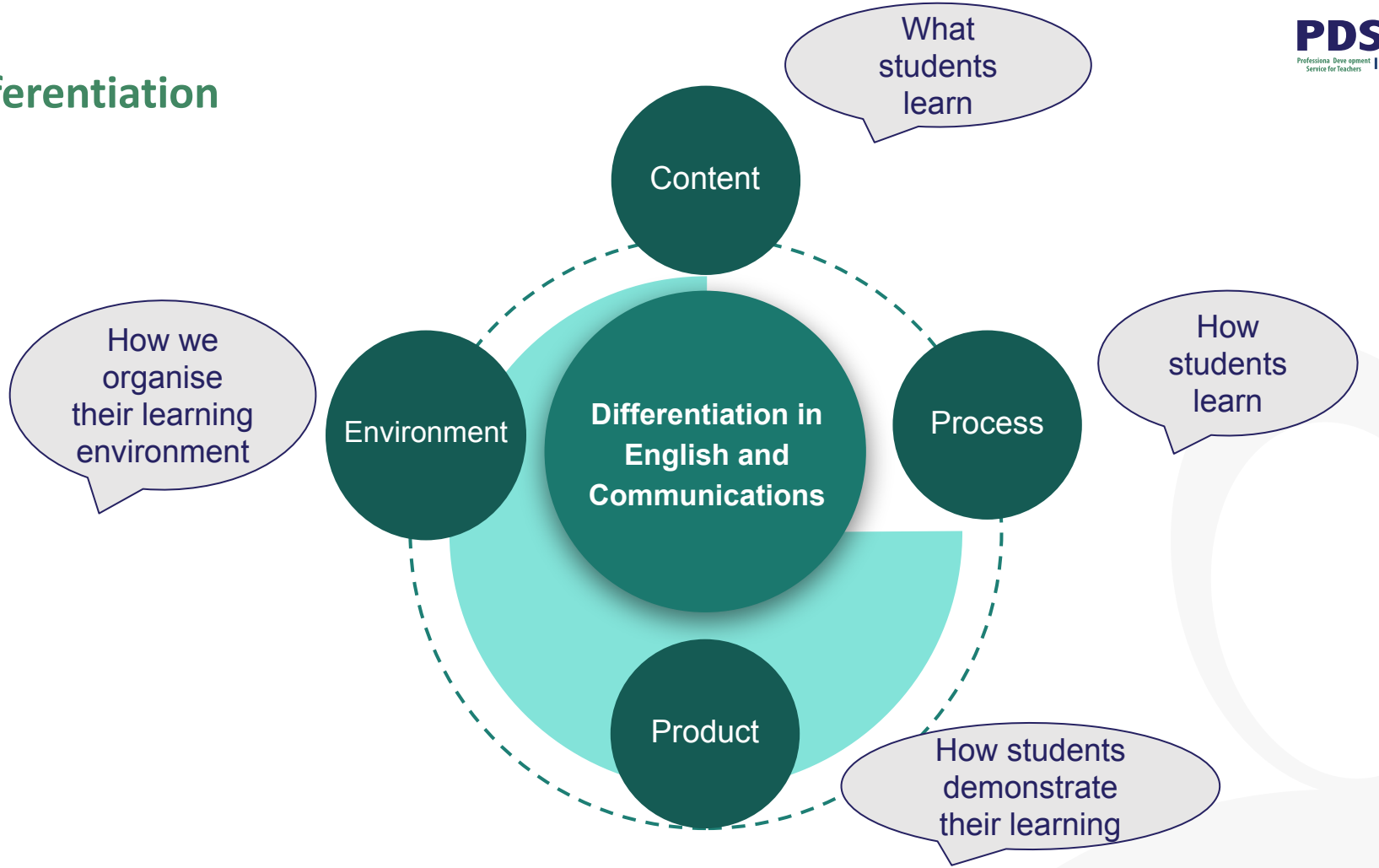
Learning outcomes should be achievable relative to each student's ability level.

Learning outcomes promote teaching and learning processes that develop students' knowledge and understanding incrementally, enabling them to analyse, evaluate and apply knowledge to different situations as they progress.

Page 17,English and Communications Descriptor

www.curriculumonline.ie/getmedia/a5c09aee-6a17-4251-80e0-6c21a3ef6244/LCA-English-and-Communications.pdf

Differentiation



Differentiation - Sample Strategies

Content

What students learn

Variety of resources:

- Texts
- Websites
- Images

Graphic organisers

Tiered content

Role Cards

Learning contracts

Process

How students learn

Jigsaw

Think, pair, share

Role play

Questioning

KWHL

Flipped classroom

Peer tutoring

Cubing

Product

How students demonstrate their learning

Podcasts

Blogs

Presentations

Flexible assignments

Exit cards

Tic-tac-toe

Environment

Classroom layout

Learning centres

Effective feedback

Positive learning Environment

Flexible Groupings

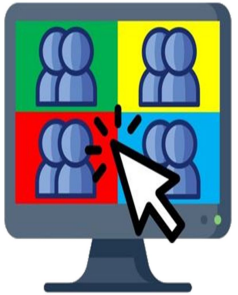
Differentiation Activity

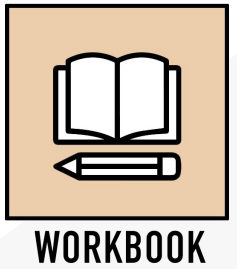
Module 1: Personal and Social Communications

1. Devise an activity with learning intention(s) and success criteria for your assigned learning outcome

2. With a focus on Mary, identify opportunities for differentiation of content, process, product and environment in relation to your assigned learning outcome.

3. Link the success criteria to a key assignment (Page 34 of descriptor)

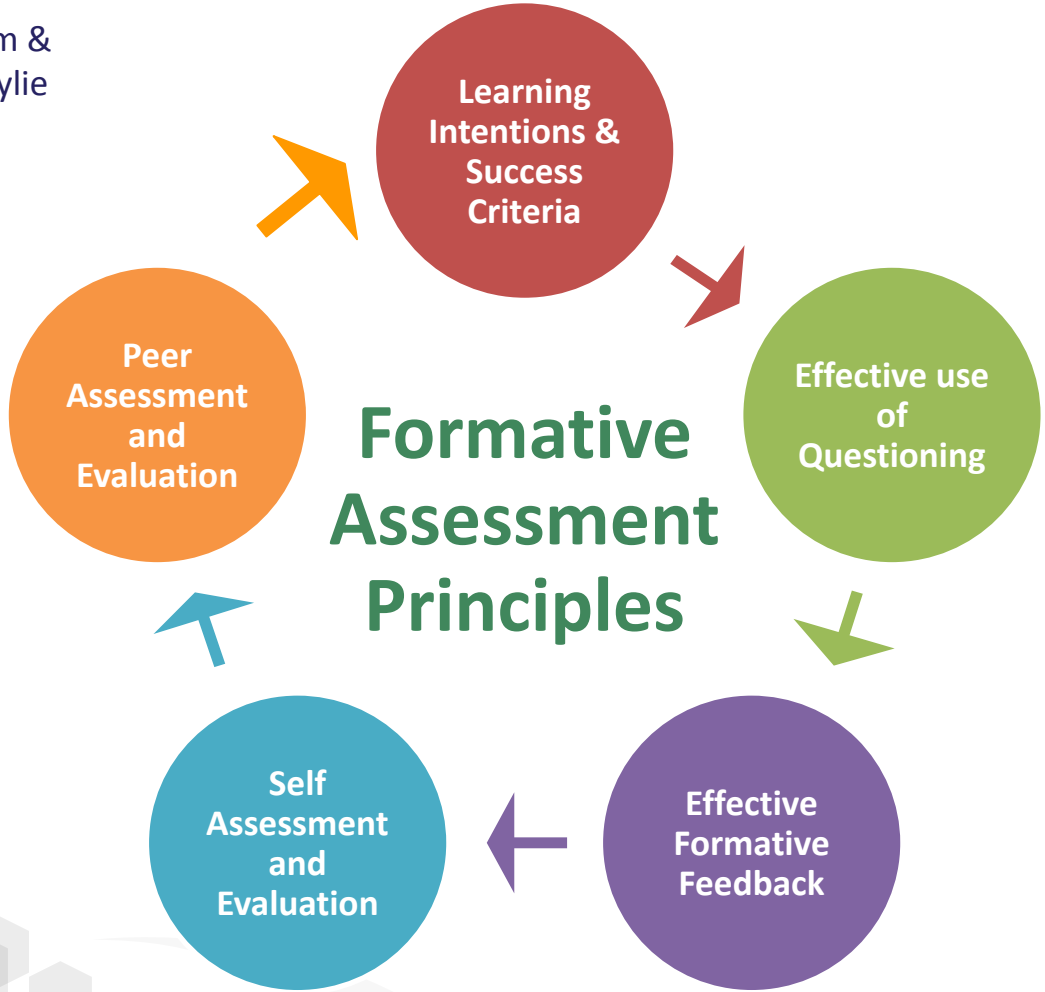




Reading & Writing: Create a sequence chart, to map out the plot of the short story you have just read.	**Writing & Speaking and Listening Skills:** Plan and write up interview questions before interviewing another student about their experiences in L.C.A.	**Writing:**
Reading & Writing: Design a worksheet examining techniques used to build suspense in a novel or short story you have studied. Use relevant quotations when giving examples.	**Writing:** Create a guide booklet (virtual or on paper) about strategies to use throughout all stages of the writing process.	**Speaking and Listening Skills:**
Reading & Writing:	**Writing**: Create a presentation, examining different characteristics of text covers. (Hints: Typography, Imagery, Layout)	**Writing & Speaking and Listening Skills:** Design an information leaflet about how a person can communicate effectively (Hints: Voice/Eye contact/ Body language)

Reading & Writing: Create a sequence chart, to map out the plot of the short story you have just read.	**Writing & Speaking and Listening Skills:** Plan and write up interview questions before interviewing another student about their experiences in LCA.	**Writing:** Design a front cover for short story “Identities”. Submit with one page piece of writing, in which you explain your choices for the cover.
Reading & Writing: Design a worksheet examining techniques used to build suspense in a novel or short story you have studied. Use relevant quotations when giving examples.	**Writing:** Create a guide booklet (virtual or on paper) about strategies to use throughout all stages of the writing process.	**Speaking and Listening Skills:** Present a 2 minute speech, highlighting at least 2 things you’ve learned about yourself since starting LCA.
Reading & Writing: Read the short story “Identities” Write a diary entry from the perspective of the cop, a day after the story takes place.	**Writing:** Create a presentation, examining different characteristics of text covers. (Hints: Typography, Imagery, Layout)	**Writing & Speaking and Listening Skills:** Design an information leaflet about how a person can communicate effectively (Hints: Voice/Eye contact/ Body language)

Adapted from William & Leahy, (2015) and Wylie et al (2008)



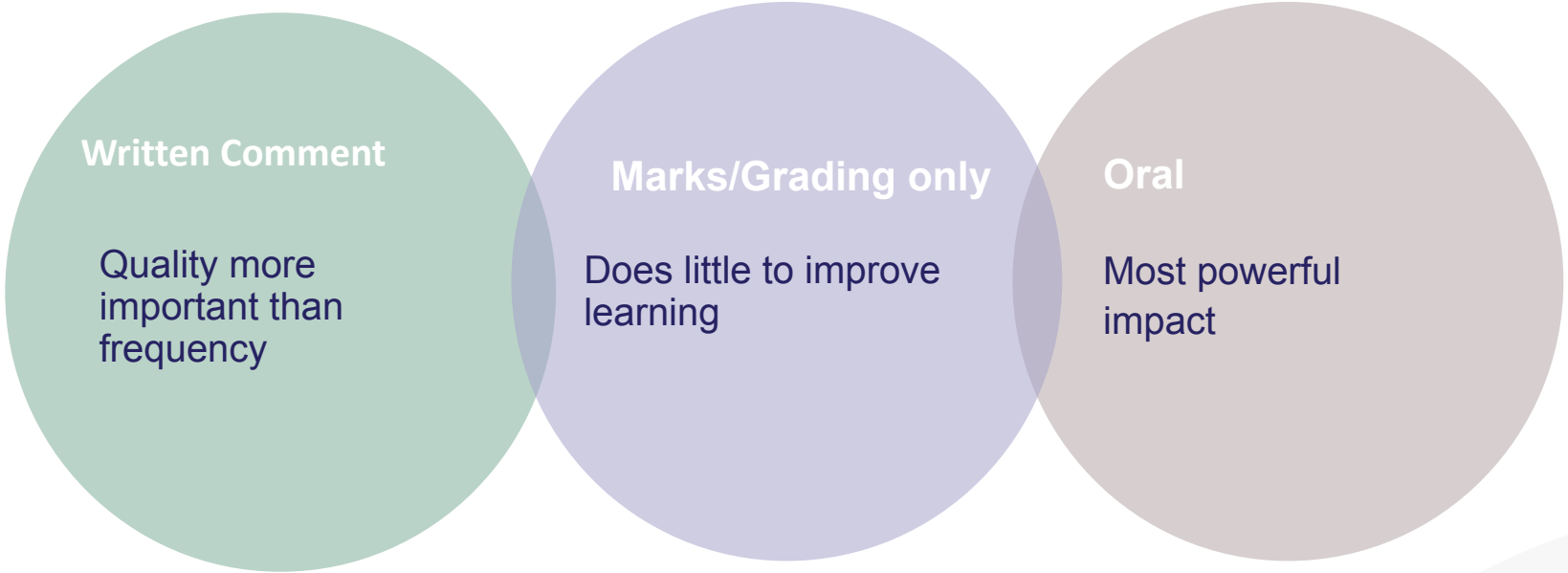
RESEARCH

Learning Outcomes

(NCCA, 2019)

RESEARCH

Types of Feedback:



Utilising Blended Learning for Assessment and Feedback

Digital Tools to support assessment and effective feedback			
Screencastify	Formative	Flipgrid	Google Classroom
Google Docs	Microsoft One Note	Microsoft Teams	Microsoft Word

Formative assessment in English and Communications

Working towards the Key Assignments and tasks that students engage in will enable them to take charge of their own learning by setting goals, developing action plans, and receiving and responding to assessment feedback.

Page 17 English and Communications

Formative assessment and the writing process

Formative assessment plays an essential role in the writing process.

Formative assessment helps students to reflect on the writing they have done so far and plan for the writing they will do in the future.

Formative assessment is essential for students in the drafting, redrafting and editing of written work.

Formative assessment builds self-esteem and can give students confidence in approaching writing tasks in the future.

Formative assessment can also be done through self or peer assessment; this encourages a collaborative classroom environment where students learn from and encourage each other in the writing process.

What is the teacher's role in the writing process?

Please log on to www.menti.com and enter the code : 7664 0936

Quick Write Activity

Consider the video you have just watched.

Take two minutes to write down your reflections on the video.

Some ideas to consider:

1. What did you find interesting?
2. What did you learn from the video?
3. Where will you use the information from the video?

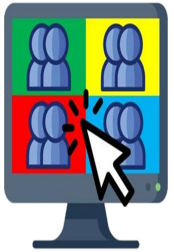
WORKBOOK

Three questions

When reading a student's work and seeing something the student should reflect on, the teacher puts a numbered circle at that point in the text.

Underneath the student's work the teacher writes a question relating to the first numbered circle, writes a question for the second question and the third.

However, in order for the feedback to be used formatively, the students must respond to the questions asked.



What is the teacher's role in the Writing Process? The Results

What other ideas for formative assessment strategies that can be used in LCA English and Communications ?

Strategies for Formative Assessment

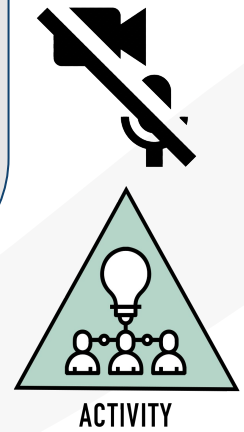
Mentimeter

Reflection Activity

1. **Two things** I found interesting in this session were…

2. **Something I learned** from the session that I did not know before

3. **From my learning in this session,** I intend to start …….. in my class .



Session 5

By the end of this session participants will have:

Developed a shared understanding of approaches to Formative Assessment

Have explored practical strategies for differentiated learning in relation to the content of the English and Communications descriptor

PDST
Professiona Deve opment Service for Teachers | An tSeirbhís um Fhorbairt Ghairmiúi do Mhúinteoirí

An Roinn Oideachais
Department of Education

End of Session 5

PDST
Professiona Deve opment Service for Teachers | An tSeirbhís um Fhorbairt Ghairmiúi do Mhúinteoirí

An Roinn Oideachais
Department of Education

Supporting Inclusion in LCA English and Communications

Session 6

Key Messages

Courses in LCA are inherently transdisciplinary, authentic and relevant to the current and future needs of all students

LCA courses support the use of a wide range of inclusive, differentiated, experiential teaching and learning approaches

Learning outcomes provide the basis for teaching, learning and assessment in LCA English and Communications

Senior cycle key skills are embedded in the learning outcomes of LCA English and Communications

Session 6

By the end of this session participants will have:

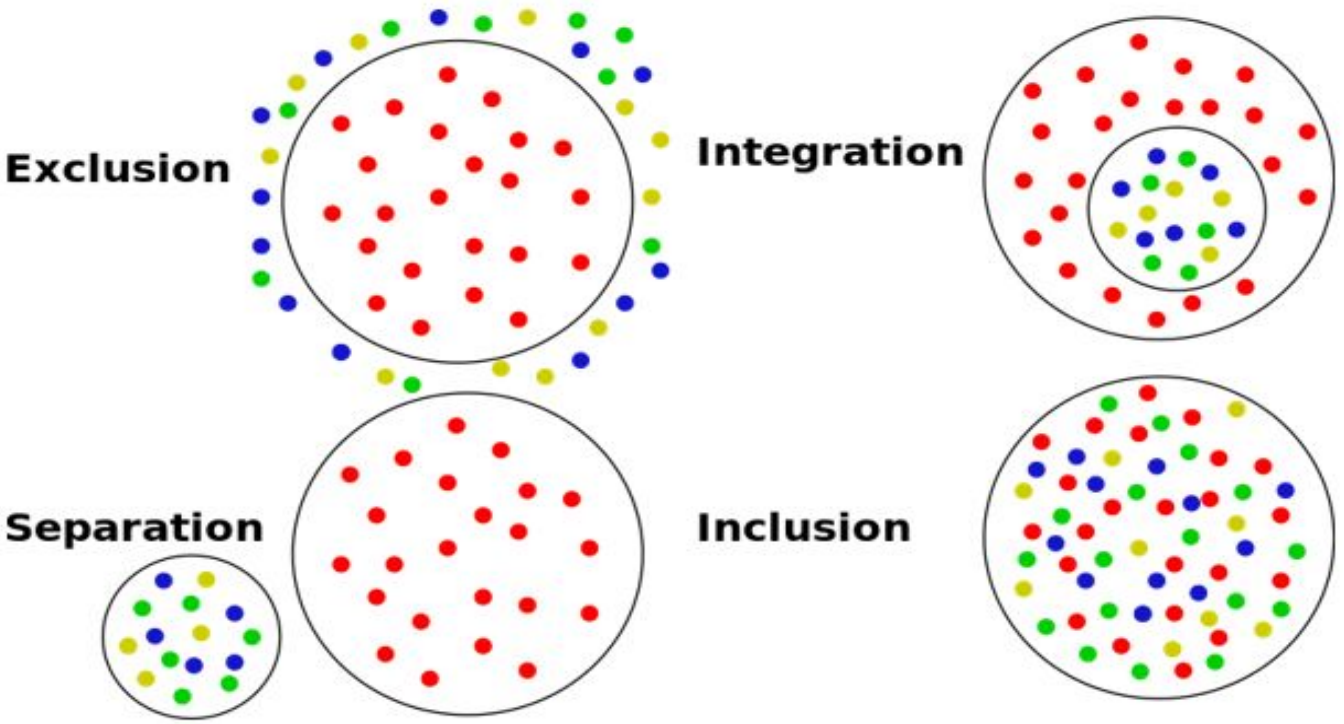
Developed an understanding of Inclusion, SEN and current policy

Been introduced to the models of co-teaching as one of the approaches to support inclusion

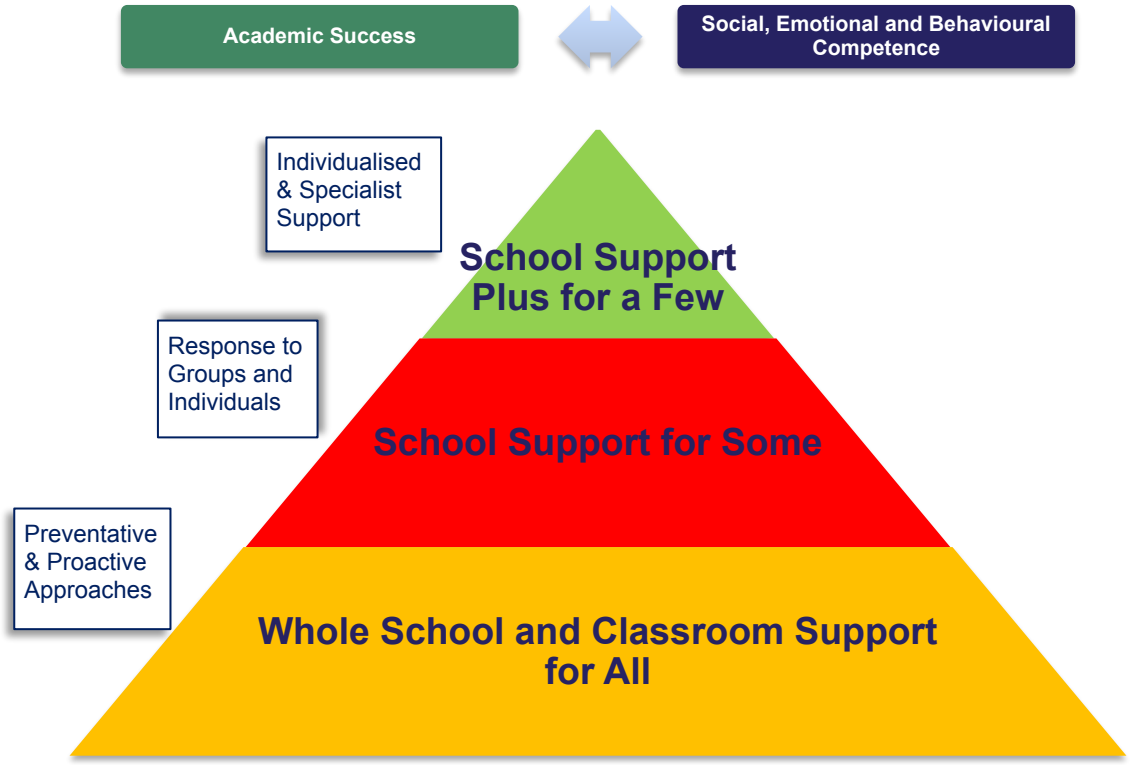
Explored planning for effective inclusion of all students

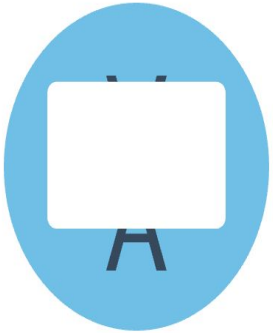
Investigated the next steps in enacting your vision in your LCA English and Communications class

What is Inclusion?



Continuum of Support



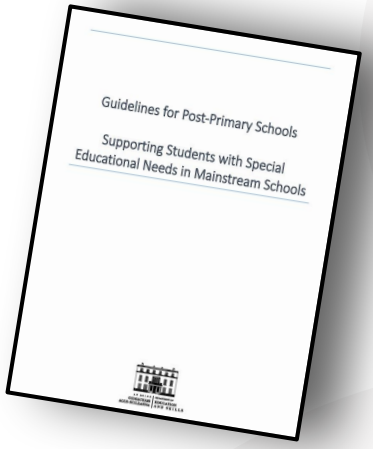


How are you supporting inclusion in your LCA English and Communications classroom?

Guidelines for Post Primary Schools on Supporting Students with SEN

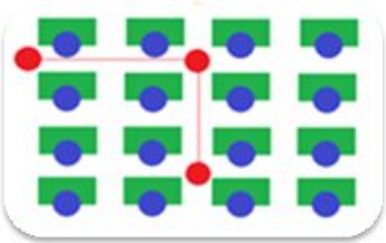
All subject teachers should implement teaching approaches and methodologies that facilitate the meaningful inclusion of students with special educational needs. These include:

Co-operative teaching and learning within mainstream classrooms
Collaborative problem-solving activities
Heterogeneous group work
Differentiation
Interventions to promote social and emotional competence
Embedding of Information and Communications Technology (ICT) in teaching learning and assessment

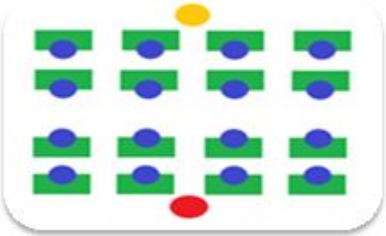


(Guidelines, p.13)

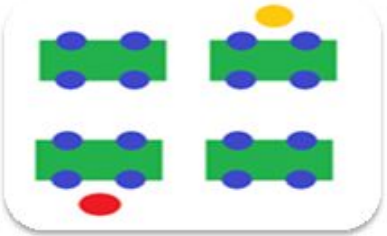
Models of Co-Teaching



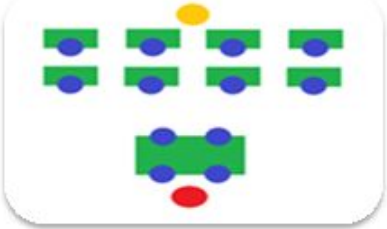
Lead and Support



Parallel Teaching



Station Teaching

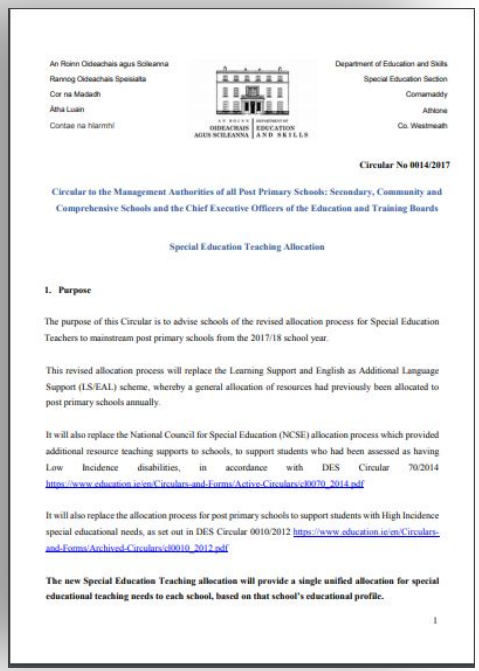


Alternative Teaching

Teaming Teaching

Co-Teaching in Action

Circular 0014/2017



An Roinn Oideachais agus Scileanna
Rannog Oideachais Speisialta
Cor na Madadh
Átha Luain
Contae na hIarmhí

Department of Education and Skills
Special Education Section
Cornamaddy
Athlone
Co. Westmeath

Circular No 0014/2017

Circular to the Management Authorities of all Post Primary Schools: Secondary, Community and Comprehensive Schools and the Chief Executive Officers of the Education and Training Boards

Special Education Teaching Allocation

1. Purpose

The purpose of this Circular is to advise schools of the revised allocation process for Special Education Teachers to mainstream post primary schools from the 2017/18 school year.

This revised allocation process will replace the Learning Support and English as Additional Language Support (LS/EAL) scheme, whereby a general allocation of resources had previously been allocated to post primary schools annually.

It will also replace the National Council for Special Education (NCSE) allocation process which provided additional resource teaching supports to schools, to support students who had been assessed as having Low Incidence disabilities, in accordance with DES Circular 70/2014 https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0070_2014.pdf

It will also replace the allocation process for post primary schools to support students with High Incidence special educational needs, as set out in DES Circular 0010/2012 https://www.education.ie/en/Circulars-and-Forms/Archived-Circulars/cl0010_2012.pdf

The new Special Education Teaching allocation will provide a single unified allocation for special educational teaching needs to each school, based on that school's educational profile.

1

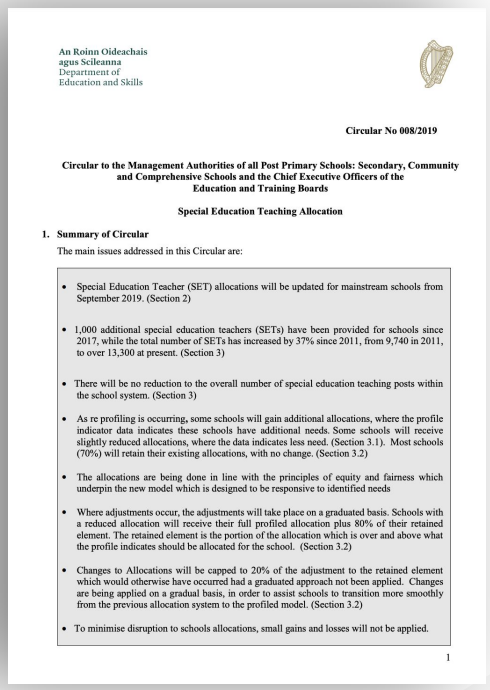
The circulars advise on,
The revised S.E.T. allocation process.

The Identification of Students for Support

The Role of the Classroom Teacher &

Additional Teaching Support.

Circular No 008/2019



An Roinn Oideachais agus Scileanna
Department of Education and Skills

Circular No 008/2019

Circular to the Management Authorities of all Post Primary Schools: Secondary, Community and Comprehensive Schools and the Chief Executive Officers of the Education and Training Boards

Special Education Teaching Allocation

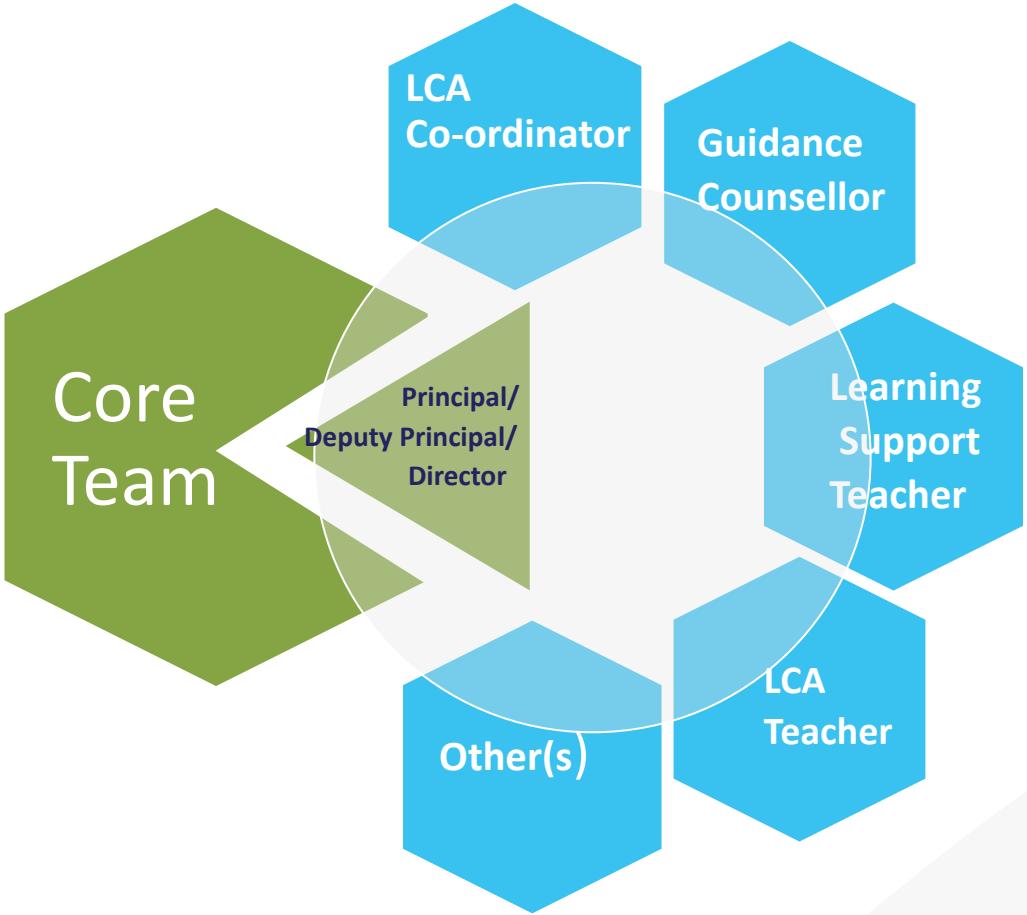
1. Summary of Circular

The main issues addressed in this Circular are:

- Special Education Teacher (SET) allocations will be updated for mainstream schools from September 2019. (Section 2)
- 1,000 additional special education teachers (SETs) have been provided for schools since 2017, while the total number of SETs has increased by 37% since 2011, from 9,740 in 2011, to over 13,300 at present. (Section 3)
- There will be no reduction to the overall number of special education teaching posts within the school system. (Section 3)
- As re profiling is occurring, some schools will gain additional allocations, where the profile indicator data indicates these schools have additional needs. Some schools will receive slightly reduced allocations, where the data indicates less need. (Section 3.1). Most schools (70%) will retain their existing allocations, with no change. (Section 3.2)
- The allocations are being done in line with the principles of equity and fairness which underpin the new model which is designed to be responsive to identified needs
- Where adjustments occur, the adjustments will take place on a graduated basis. Schools with a reduced allocation will receive their full profiled allocation plus 80% of their retained element. The retained element is the portion of the allocation which is over and above what the profile indicates should be allocated for the school. (Section 3.2)
- Changes to Allocations will be capped to 20% of the adjustment to the retained element which would otherwise have occurred had a graduated approach not been applied. Changes are being applied on a gradual basis, in order to assist schools to transition more smoothly from the previous allocation system to the profiled model. (Section 3.2)
- To minimise disruption to schools allocations, small gains and losses will not be applied.

1

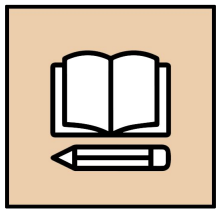
LCA Core team



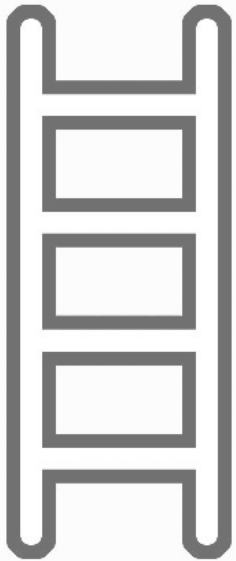
Supporting Key Documentation

Planning for Inclusion

How can we,in the LCA English and Communications classroom, plan to ensure effective provision for all student needs?



Realising our Vision for Student Learning

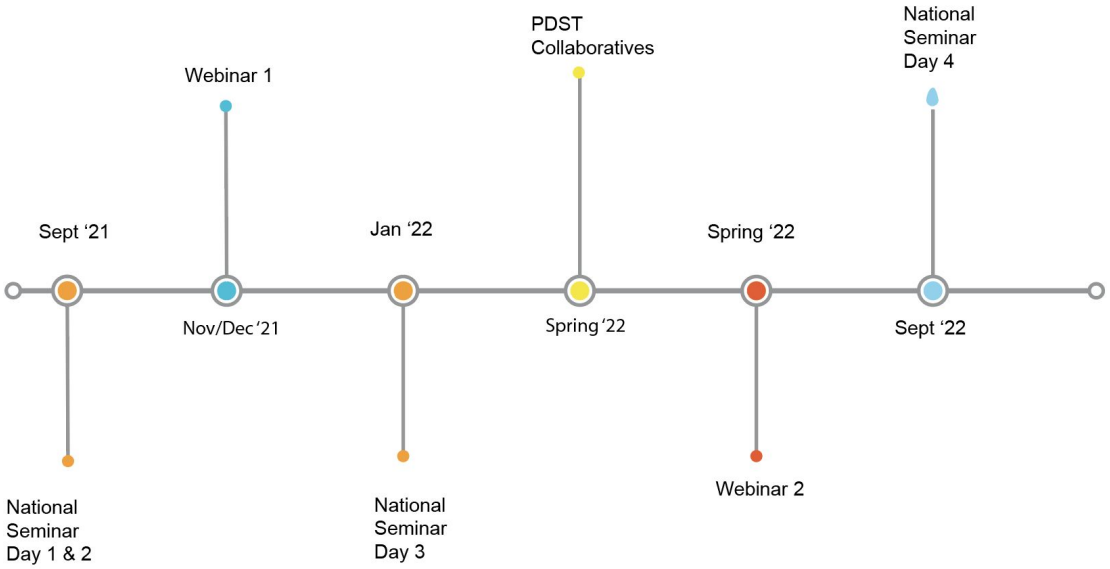


Refer to your vision for student learning in session 1.

1.What have you learned from this seminar that could support you in enacting your vision?

2.What are the next steps you will take to enact your vision?

LCA English and Communications CPD



Leaving Certificte Applied Subject Specification CPD

Session 6

By the end of this session participants will have:

Developed an understanding of Inclusion, SEN and current policy

Been introduced to the models of co-teaching as one of the approaches to support inclusion

Explored planning for effective inclusion of all students

Investigated the next steps in enacting your vision in your LCA English and Communications class

Key Messages

Courses in LCA are inherently transdisciplinary, authentic and relevant to the current and future needs of all students

LCA courses support the use of a wide range of inclusive, differentiated, experiential teaching and learning approaches

Learning outcomes provide the basis for teaching, learning and assessment in LCA English and Communications

Senior cycle key skills are embedded in the learning outcomes of LCA English and Communications

PDST
Professiona Deve opment Service for Teachers | An tSeirbhís um Fhorbairt Ghairmiúi do Mhúinteoirí

An Roinn Oideachais
Department of Education

End of Seminar