

An tSraith Shóisearach do Mhúinteoirí

# Junior **CYCLE** for teachers

**Level 2  
Learning  
Programmes  
(M)**



## Exercise 1: The Inclusion Journey

### Exclusion

**School:** we do not have any students with SEN in the school

**Self:** I do not have any students with SEN in my class.

### Segregation

**School:** we have a special class and/or unit. Students with learning needs have a full timetable in here.

**Self:** I would be OK about having students with SEN in my class but they would work on 'their' own thing.

### Integration

**School:** we have a special class and/or unit and students also access some Level 3 classes

**Self:** I would welcome students with SEN in my class but they would work on their 'own' thing.

### Inclusion

**School:** we recognise students with SEN, and have created 'inclusive learning programmes' for them that are reflective of needs.

**Self:** I know I have, and expect to have all different learning needs in my class (incl. SEN) and I can differentiate accordingly.

Where is your school, and where are you on the 'inclusion journey'?

	Exclusion	Segregation	Integration	Inclusion
School	—————→			
Self	—————→			

Exercise 2: In 3's, read this script.

An excerpt from Hard Times, Charles Dickens.

Gradgrind: Girl number twenty. I don't know that girl. Who is that girl?

Sissy: (nervously) Sissy Jupe, sir

Gradgrind: Sissy is not a name. Don't call yourself Sissy. Call yourself Cecilia.

Sissy: It's father as calls me Sissy, sir.

Gradgrind: Then he has no business to do it. Tell him he mustn't. Cecilia Jupe. Let me see. What is your father?"

Sissy: He belongs to the horse-riding, if you please, sir.

Mr. Gradgrind frowns and waves off the objectionable calling with his hand.

Gradgrind: We don't want to know anything about that, here. You mustn't tell us about that, here. Your father breaks horses, don't he?

Sissy: If you please, sir, when they can get any to break, they do break horses in the ring, sir.

Gradgrind: You mustn't tell us about the ring, here. Very well, then. Describe your father as a horsebreaker. He doctors sick horses; I dare say?

Sissy: Oh yes, sir.

Gradgrind: Very well, then. He is a veterinary surgeon, a farrier, and horse-breaker. Give me your definition of a horse.

Sissy: (alarmed)

Gradgrind: Girl number twenty unable to define a horse! Girl number twenty possessed of no facts, in reference to one of the commonest of animals! Some boy's definition of a horse. Bitzer, yours.

Bitzer: Quadruped. Graminivorous. Forty teeth, namely twenty-four grinders, four eye-teeth, and twelve incisive. Sheds coat in the spring; in marshy countries, sheds hoofs, too. Hoofs hard, but requiring to be shod with iron. Age known by marks in mouth.

Gradgrind: Now girl number twenty. You know what a horse is.

Gradgrind: Very well. That's a horse. Now, let me ask you girls and boys, Would you paper a room with representations of horses?

Sissy and Bitzer shrug

Gradgrind: I'll explain to you, then, why you wouldn't paper a room with representations- of horses. Do you ever see horses walking up and down the sides of rooms in reality-in fact? Do you?

Sissy looks confused

Gradgrind: Fact, fact, fact!

(looking at Sissy) You are extremely deficient in your facts. Your acquaintance with figures is very limited. You are altogether backward, and below the mark.

Sissy: I am sorry, sir, but I know it is quite true. Yet I have tried hard, sir.

Gradgrind: NOW, what I want is, Facts. Teach these boys and girls nothing but Facts. Facts alone are wanted in life. Plant nothing else, and root out everything else. You can only form the minds of reasoning animals upon Facts: nothing else will ever be of any service to them. This is the principle on which I bring up my own children, and this is the principle on which I bring up these children. Stick to Facts, sir!

Would you want to be in Sissy's shoes? Why/why not?

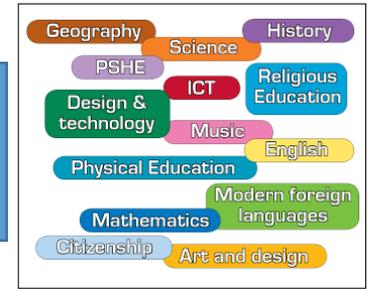
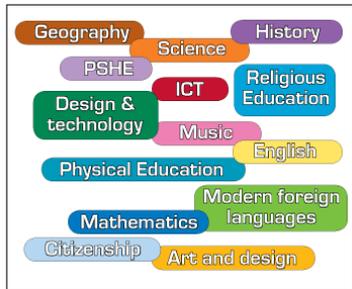
Would you want to be in Gradgrind's shoes? Why/why not?

## Exercise 6: Where do Learning Outcomes sit within subjects?

A large dashed-line box with a rounded top and bottom, containing a smaller solid-line rectangular box in the center. This is intended for a student to write a subject name.

A large dashed-line box with a rounded top and bottom, containing a smaller solid-line rectangular box in the center. The dashed border is colored red. This is intended for a student to write a subject name.

A large dashed-line box with a rounded top and bottom, containing a smaller solid-line rectangular box in the center. This is intended for a student to write a subject name.



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**Exercise 3: Who is the Level 2 Learning Programme for?**

<b>Statement</b>	<b>Myth</b>	<b>Reality</b>
Students who would usually have sat the Foundation Level in June exams are perfect candidates for the Level 2 Learning Programmes.		
Students completing Junior Cycle at Level 2 CANNOT access any aspect of Junior Cycle at Level 3.		
Students who are at risk of leaving school are the perfect candidates for Level 2 Learning Programmes.		
Students who are on the ASD spectrum are definitely Level 2 candidates.		
Students who struggle to meet Level 3 Learning Outcomes could benefit from input from the Level 2 Learning Programmes.		
Students who have been diagnosed with a General Learning Disability, and who have a psychological report should have access to the Level 2 Learning Programmes.		
Subject teachers are not responsible for students following the Level 2 Learning Programmes.		
Junior Certificate School Programme (JCSP) is the same as the Level 2 Learning Programmes.		
Students completing Junior Cycle at Level 2 have to do so within resource/learning support hours.		
The learning needs of a learner at level 2, and the programme that s/he follows is the sole responsibility of the SEN coordinator.		

**Exercise 4: Who engages with a Level 2 Learner and what is their role?**

Management

Teachers

SEN team

Wider School Community

**Exercise 5: Creating an Individual Level 2 Learning Programme**

Student \_\_\_\_\_

Prior Learning	Interests	IEP	Future Aspirations

Strengths and difficulties in:

Knowledge	Skills	Understanding	Attitudes

Needs within Priority Learning Units

Communication and Literacy	Numeracy	Preparing for Work	Personal Care	Living in the Community

Ability to follow Level 3 subject in

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**Exercise 6: Lesson plan ideas**

**Exercise 7: Have a go at Theme/Cross-curricular planning...**

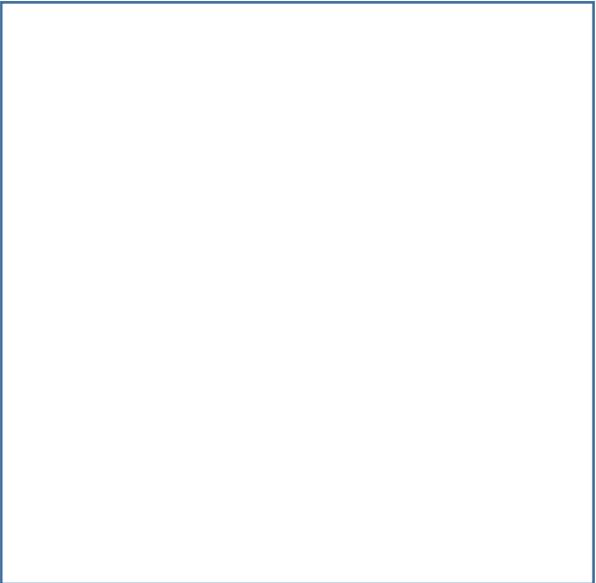
Communication and Literacy

Numeracy



Personal Care

Living in the Community



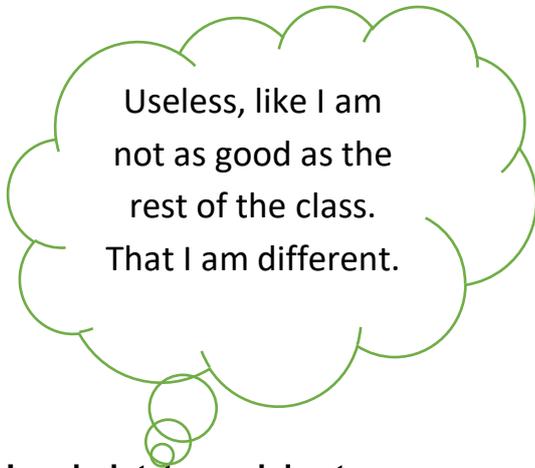
Preparing for Work

Key Skills

## Exercise 8: Classroom Practice

Identify the difficulty students are experiencing and suggest how you can support that student.

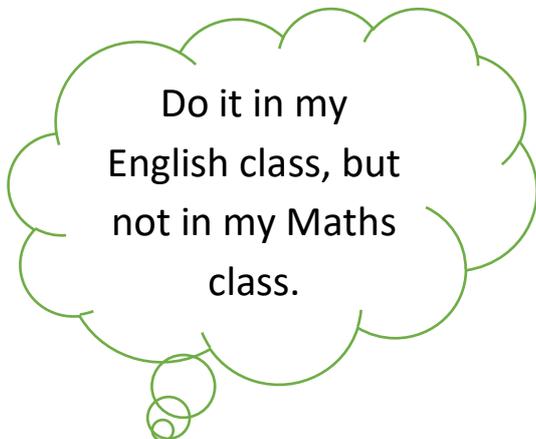
I often feel...



How can my teacher help?

Use positive reinforcement. Praise. Include me in group work with an appropriate role i.e. resource gatherer. Set up a buddy system. Help me succeed at my work by differentiation – let me present knowledge through drawing/role-play etc.

I might be able to...



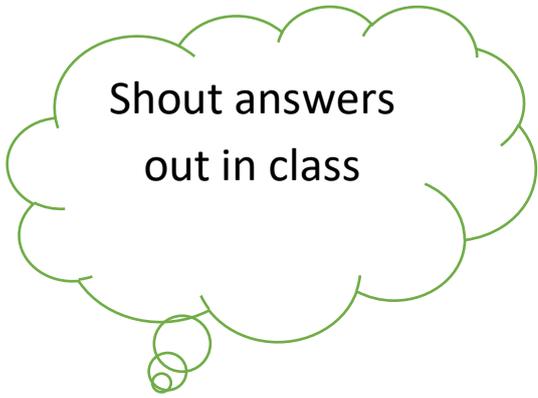
How can my teacher help?

I find it hard to...



How can my teacher help?

I might...



How can my teacher help?

A large, empty rectangular box with a green border, intended for writing a response to the question above.

I sometimes...



How can my teacher help?

A large, empty rectangular box with a green border, intended for writing a response to the question above.

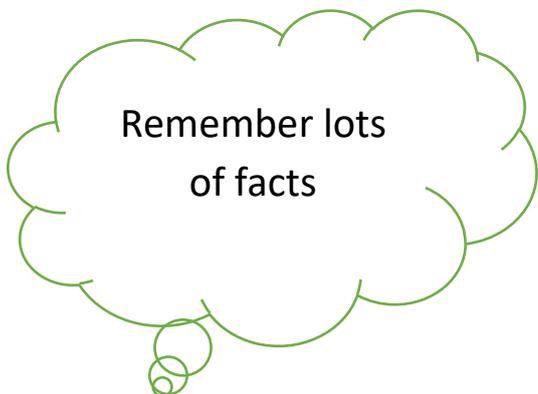
I could...



How can my teacher help?

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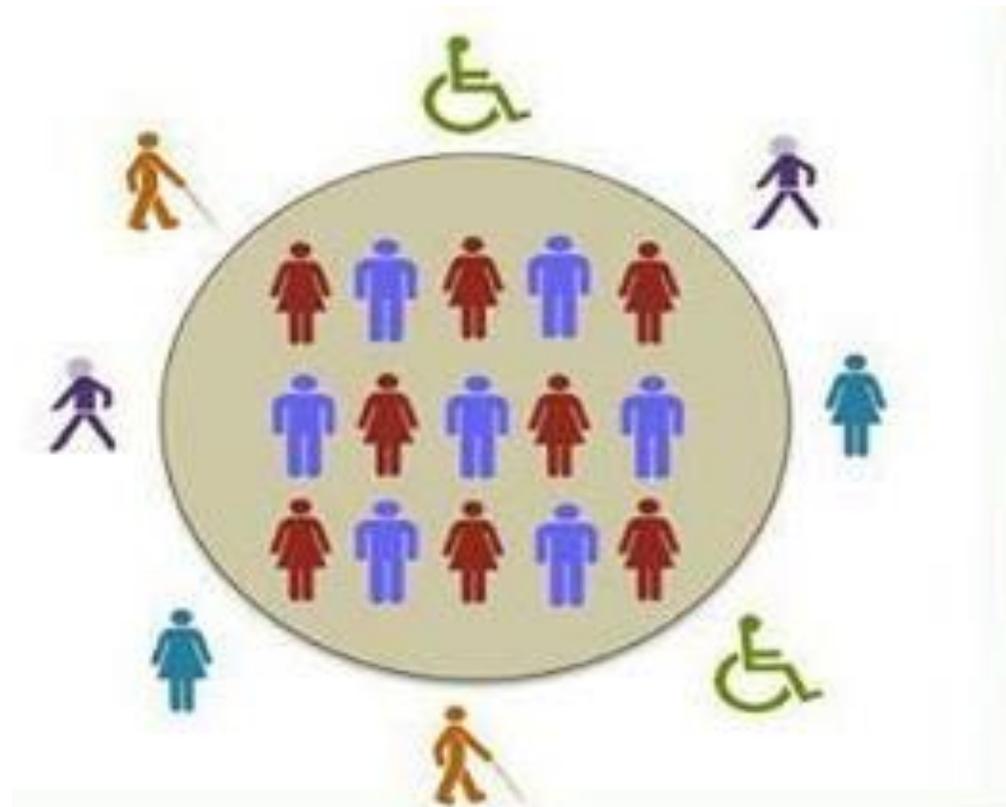
I find it hard to...



How can my teacher help?

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Add a caption...



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