

Teaching and Learning in a One Hour Class: Classroom Practice and Planning

Special Educational Needs (SEN)



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Maria McEvoy D'alton
Coláiste Dún an Rí/CMETB



Transition of One Hour Classes in My School

- My School: Coláiste Dún an Rí,
Kingscourt Co. Cavan
- Moved to one-hour classes in 2018
- Concerns



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Advantages

Challenges

of one-hour classes

- Can Cover a lot more needs
- Allows more time for dealing with the unexpected
- more time to individual students
- More time to develop better relationships
- Allows time to support CBA's

- More time
- More Activities
- Less classes throughout the week
- Planning
- Homework

- Keeping everyone actively engaged
- Behaviour

- More time to collect Data
- More time to update SSP's with the student

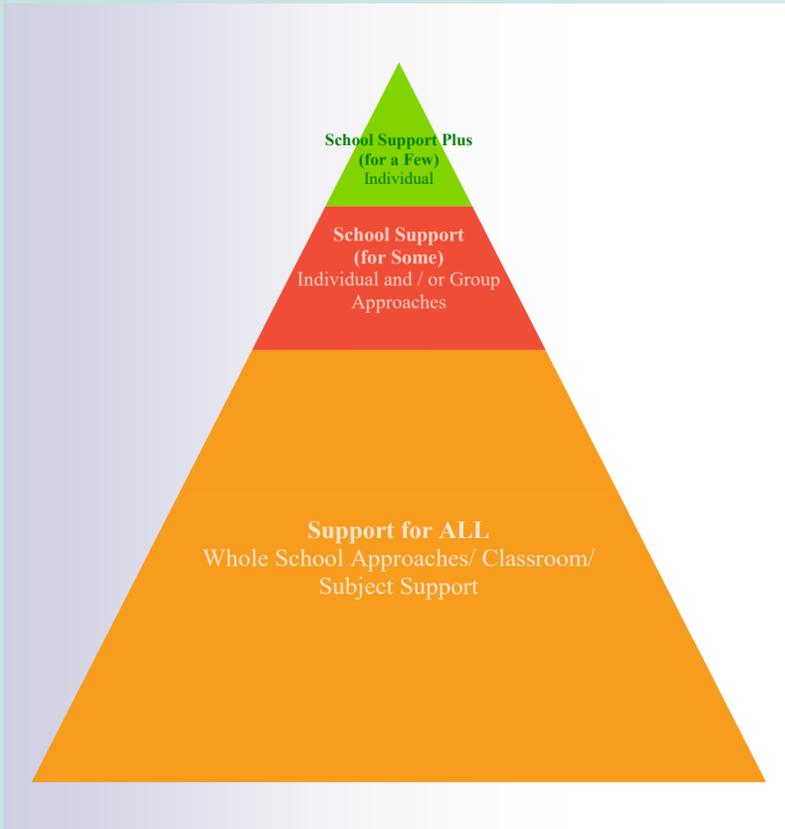


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Timetabling

Continuum Of Support



Support for ALL is a process of prevention, effective mainstream teaching and early identification. These systems are available to **all** students and effectively meet the needs of most students.

School Support (for Some) is an assessment and intervention process which is directed to **some** students, or groups of students who require some additional input.

School Support Plus (for a Few) is generally characterised by more intensive and individualised supports. This level of intervention is for students with complex and/or enduring needs and relatively **few** students will need this level of support.



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A Continuum of Support for Post-Primary Schools

Guidelines for Teachers



A Continuum of Support for Post-Primary Schools

Resource Pack for Teachers



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Planning for a One Hour Class

- Short Term Planning
- Long Term Planning

Planning: Long Term Aims & Objectives

Name: 3 M Withdrawal From: 28th January 2022 To: 28th February 2022

Planning	
Aims	
Group	Individual/s
<ul style="list-style-type: none"> • To develop both literal and inferential reading comprehension skills • To develop students exam skills • To improve understanding of questions • To equip students with a strategy to attack answering questions both oral and aural • To improve reading accuracy through the development of word attack skills 	<p>A</p> <ul style="list-style-type: none"> • To enable him to remain on topic when speaking and with his written work <p>B</p> <ul style="list-style-type: none"> • To develop his sight question words and understand them • To improve his word attack skills <p>C</p> <ul style="list-style-type: none"> • To stay on task with small activities and attempt all parts <p>D</p> <ul style="list-style-type: none"> • To improve his comprehension work using the correct vocab • To develop his ability to answer questions using correct sentence structure and connective phrases
Objectives	
Group	Individual/s
<ul style="list-style-type: none"> • Discuss the meaning of questions and answer the questions correctly using target words • To answer correctly most often literal and inferential questions applying taught strategy • To apply taught exam skills to all comprehension work • To successfully apply the use of syllabification when doing comprehension work 	<p>A</p> <ul style="list-style-type: none"> • To enable him to remain on topic when speaking and with his written work <p>B</p> <ul style="list-style-type: none"> • Will be able to identify 10 sight words successfully • Will sound out most syllables in words for past paper comprehensions <p>C</p> <ul style="list-style-type: none"> • Will fully complete small tasks <p>D</p> <ul style="list-style-type: none"> • Will have a developed knowledge of comprehension skill and will use the appropriate vocab and sentence structure when answering questions

Review	Review Date: 28/ 02 /22
<p>Overall Comment (Self, Student, Other) :</p> <p>B</p> <ul style="list-style-type: none"> • is not using word attack skills successfully • Is not using exam skills taught, key words, target words in questions <p>D</p> <ul style="list-style-type: none"> • Successfully using exam skills taught • Development made with his sentence structures and paragraph • Needs to develop his vocab <p>A</p> <ul style="list-style-type: none"> • Not using exam skills across the curriculum • Not elaborating his answers. (too short) <p>C</p> <ul style="list-style-type: none"> • Needs to realize his potential • Needs to make an effort to achieve his full potential 	
<p>Reformulation of Aims & Objectives :</p> <ul style="list-style-type: none"> • To further develop the students' knowledge of exam skill across the curriculum • To develop and improve use of vocab • To further enhance the use of word attack skills 	

(For individual student/s within a group or class)



Weekly Plan (For Individual / Group / Class)

Name: 3 MWithdrawal

Week Beginning: **28 / 1 /2022**

Short Term Weekly Objectives

- To identify and explain question words
- To identify target words with in questions to help find the answers Within the given comprehension
- To apply the use of syllabification as a word attack skill

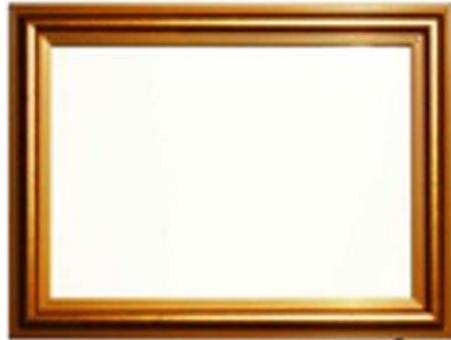
Day	Content (Knowledge / Skills)	Teaching Method/s	Materials / Resources	Differentiation (for groups/classes only!)
Monday	<ul style="list-style-type: none"> • Will identify and read question words • Will understand the question words • Work as a team to complete a task, turn taking and staying on task • Apply syllabification to help identify words 	<ul style="list-style-type: none"> • Students will make a list of question words on the whiteboard from their prior knowledge • Group work- matching the meanings of question words with the correct word with flash cards 	White board Markers Question word flash cards	<p>A: stay on task</p> <p>B: <u>demonstrate syllabification</u> and apply to words he can't identify</p>
Tuesday	<ul style="list-style-type: none"> • Will read past paper comprehensions questions and identify question words • Will underline and identify target words to help understand the full question • Explain orally what the question is asking for paying attention to target words 	<ul style="list-style-type: none"> • Students will take turns underlining target words of comprehension questions on the whiteboard of past papers • Students will explain and peer correct each other when explain the questions 	White board Markers Online past papers projector	<p><u>B</u>: will syllabify words with teacher prior to peer work so that he gains confidence with the word attack skill.</p> <p><u>C</u>: explains more question words and <u>is in charge of</u> underlining words so he remains engaged with the task</p>
Wednesday	<ul style="list-style-type: none"> • Will read past paper comprehension questions and get an idea what the comprehension is about without reading the text and explain it orally • Will underline target words to understand the question • Will answer the questions orally using the target words to form the answer 	<p>Group work with <u>A,B&C</u></p> <ul style="list-style-type: none"> • Each student uses pre-taught exam skills for understanding comprehension • Students use target words to answer comprehension questions 	Past English paper Pens Copies folders	<p><u>D</u>: honours English papers, practice writing up answers using the target words to help form structure sentences</p> <p><u>A,B, C</u>: teacher will read the questions and text for the students to give them practice of reasonable accommodation</p>
Comment / Review:				



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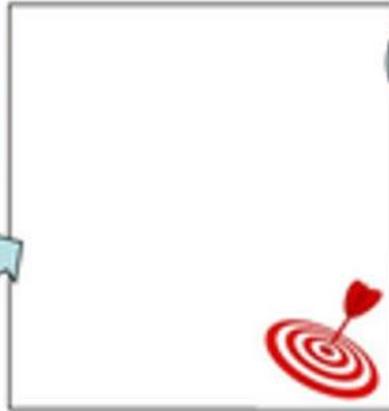
The BIG picture?



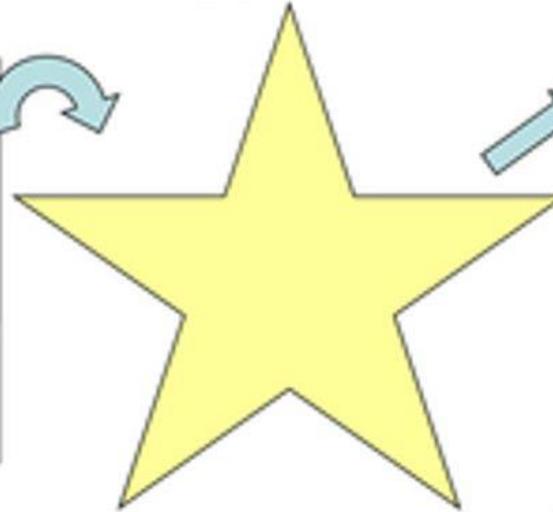
The 5 minute Lesson Plan

....print and scribble your way to Outstanding!

Objectives



Engagement?



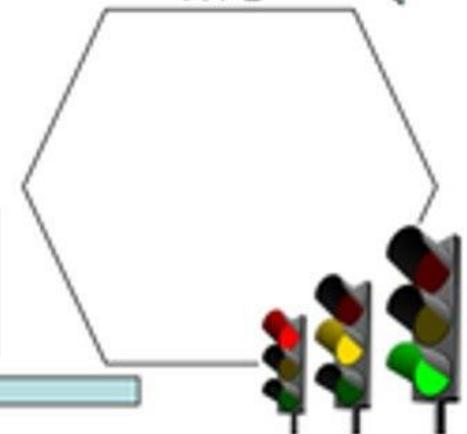
Stickability!



Differentiation



A f L



 **WORDS** along the way...

Teacher Led or Student Led?



Learning
Episodes



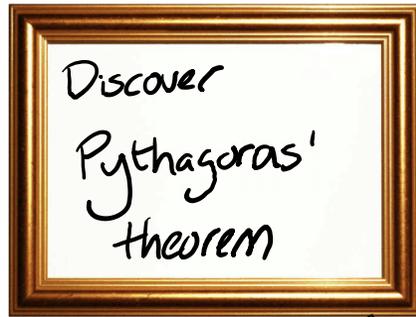
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The 5 minute Lesson Plan

The BIG picture?



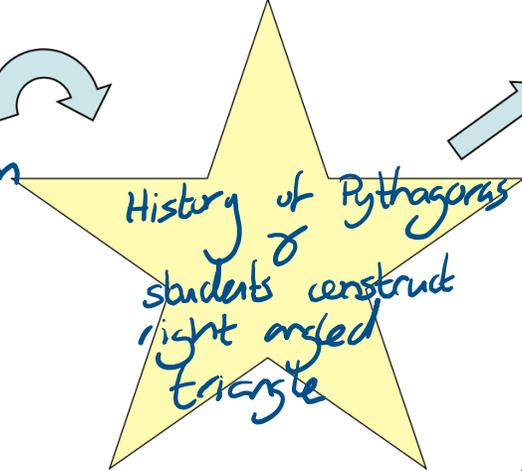
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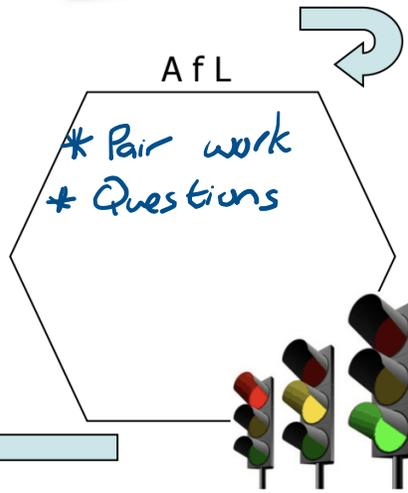
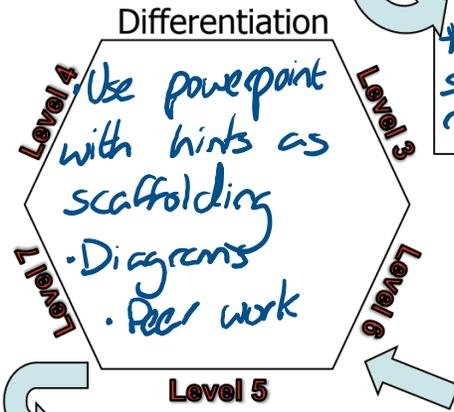
Objectives

Engagement?

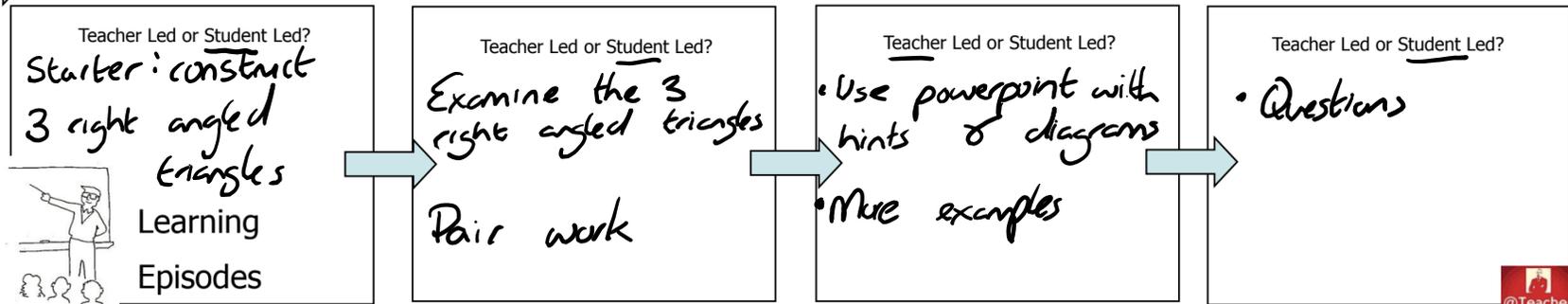
- * Recall the triangle constructions
- * Explain the theorem of pythagoras
- * Find the longest side on a right angled triangle 



- * Construct 3 right angled triangles
- * Worked examples
- * Questions



 **WORDS** along the way....
hypothese, adjacent, opposite



Differentiation

self-directed learning programmes- SRA Reading LAB, SNIP

Timers, Colour coded systems, underlining/highlighting, Writing frames, mindmaps, assistive Technology etc.

Other courses

- ✓ L2LP
- ✓ LCA programme

❖ **Planning for differentiation-
share what works with other subject teachers**

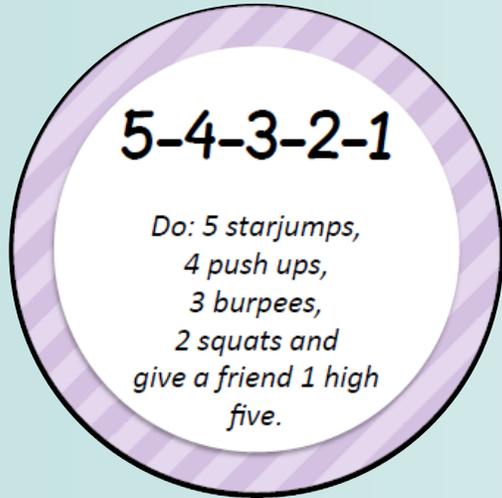


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Movement/ Sensory Breaks

- Establish sensory work packs that are suited to the students individual needs- helps support goals of independence
- Movement activities based on the needs of your students (sensory or motor)



5-4-3-2-1

*Do: 5 starjumps,
4 push ups,
3 burpees,
2 squats and
give a friend 1 high
five.*



Simon Says

*Follow the
instructions "Simon"
gives you.*



Stretches

*Stretch out your body – do
arms, leaning left and right.
Roll your neck around and
stretch either side. Do arm
windmills. Point your toes
and bend over to stretch
your back.*



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Practices of Teacher



every student can
LEARN
just not on the same
day or in
the same
way. ~George Evans



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Strategies I Found Useful

- I sit down with the students and chat about our timetable and all we need to cover (Long & Short)
- Encourage student lead learning approaches
- Reward class



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Resources

TTRS- check in with your local library

TEAMS- Assistive Technology in built apps, OneDrive,

Reader pen

Powerpoint link for MS assistive apps

Urability

Strategies that were covid friendly classroom (White boards/show me boards, Paired work, Think Pair Share, MS Forms, Teams, Graphic organisers, Outside classroom activities)



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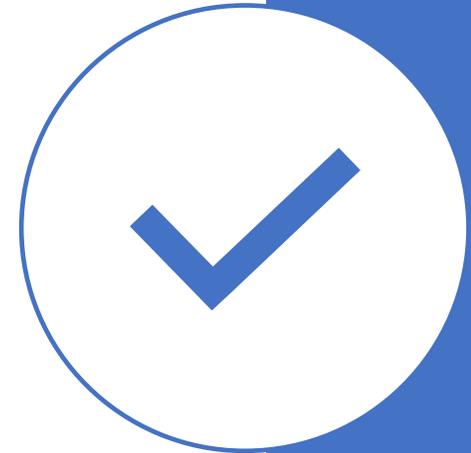
Online Resources

- **Kahoot**
- **Online Trivia**
- **MS Forms**
- **Online Bingo**



AFL Strategies

Traffic lights	Peer teaching	Questioning
Students making tests	Classwork questions	Peer assessment
Comment only feedback	Reflection sheet at end of test	Spot the mistake



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Student Reflection Activity



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Class Reflection Sheet

What was the learning Objectives for this lesson?

What did you find hard about this class?

Did this class identify to you how your behaviour can impact others? Explain your answer.

How could this behaviour be improved?

Any positive advice you could give a classmate to help them understand the impact of their behaviour on your school experience? DO NOT name any students

Did you enjoy the class on scale of 1-10?(1 = terrible and 10= brilliant) _____

Resource Bank

Useful website : https://www.jct.ie/wholeschool/classroom_strategies

Mrsdscorner

Niamh Brady

Special Education Teachers Ireland Supporting each other

CPD's –



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What Have You Found
Useful?



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Impact on Teaching and Students' Learning Experiences

- Student voice and choice
- Active learning
- Deeper understanding
- Student centred classroom
- More time for differentiation
- Get to know students better
- Better learning environment
- Better learners



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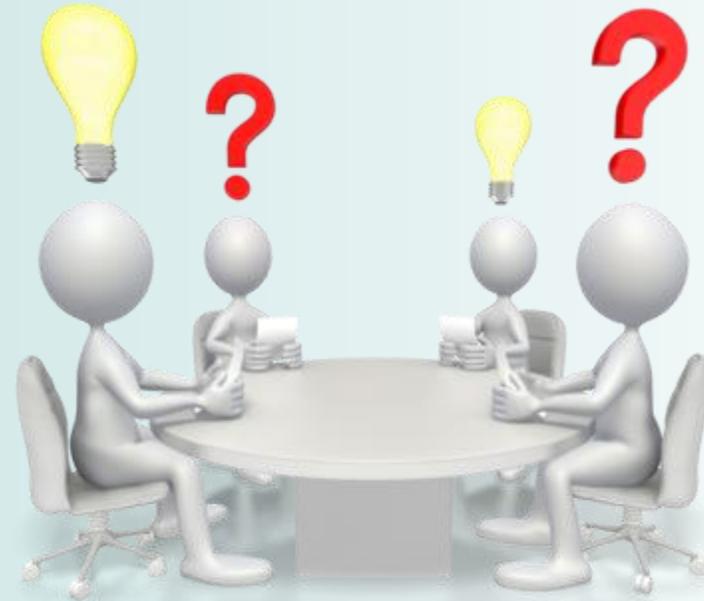
Junior Cycle and Senior Cycle



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Questions and Answers



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