



Oide

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Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Senior Cycle Redevelopment Planning for Change

Programme Support

PLE 2025-2026

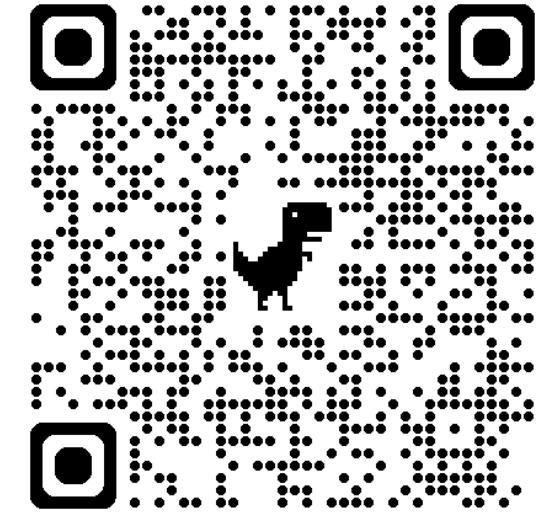
Facilitators:





Structure of our Day

Session 1	<ul style="list-style-type: none">• Senior Cycle Redevelopment Updates• Purpose of Education for Students• Igniting Student Engagement
11:00	Tea/Coffee
Session 2	<ul style="list-style-type: none">• Student Engagement with: Action Verbs Key Competencies• Guidance on AI in Schools• Exploring the AAC Guidelines• Coursework Rules and Procedures
13:00-14:00	Lunch
Session 3	<ul style="list-style-type: none">• Research, Referencing, Reflection• Authenticating Student Work• Subject Planning



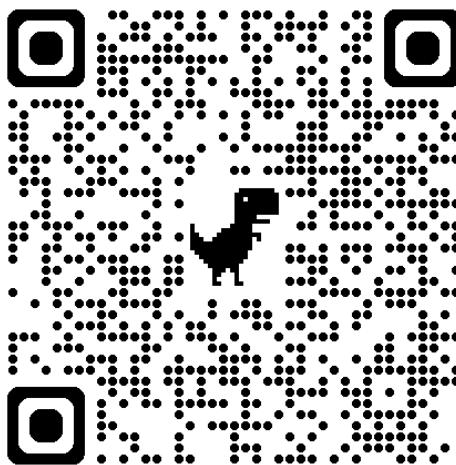
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Today's Resources

<https://tinyurl.com/SCR-Padlet>



Workshop Resources

Scan to Access
Today's Resources



<https://tinyurl.com/SCR-Padlet>

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Individual Activity



Pair Activity



Group Activity



Click to View



Video Clip



Digital Strategy



Writing Activity



Feedback



Pedagogical Strategy

Our Education Partners



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NCCA

An Chomhairle Náisiúnta
Curáclam agus Measúnachta
National Council for
Curriculum and Assessment



Coimisiún na Scrúduithe Stáit
State Examinations Commission

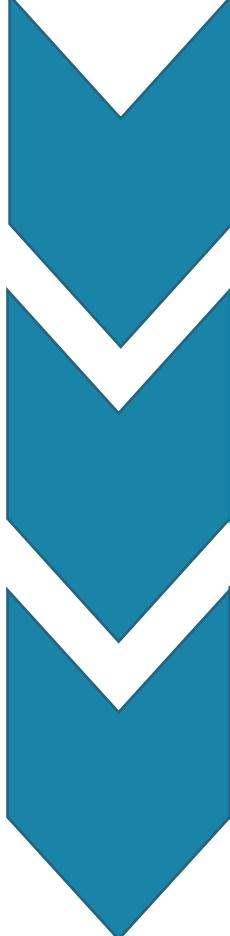
Corr na Madadh, Baile Átha Luain, Co. na hIarmhí
Comamaddy, Athlone, Co. Westmeath



An Roinn Oideachais
agus Óige
Department of
Education and Youth



PLE Intentions



To develop a shared understanding of the purpose of senior cycle education and reflect on our role in shaping curriculum change.

To explore student engagement and how we can effectively engage students with the action verbs of redeveloped specifications and with senior cycle key competencies.

To consider a whole school approach to supporting student engagement with effective learning experiences.



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Senior Cycle Redevelopment Updates

Subject Tranches 2025-2029



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September
2025

Tranche 1

- Ancient Greek
- Arabic
- Biology
- Business
- Chemistry
- Climate Action and Sustainable Development
- Drama, Film and Theatre Studies
- Latin
- Physics

September
2026

Tranche 2

- Accounting
- Construction Studies
- Engineering
- English
- Geography
- LCVP Link Modules
- Physical Education

September
2027

Tranche 3

- Agricultural Science
- Computer Science
- Design and Communications Graphics
- History
- Home Economics
- Mathematics
- Music
- Physics and Chemistry

September
2028

Tranche 4

- Art
- Economics
- French
- Gaeilge
- German
- Italian
- Politics and Society
- Spanish
- Technology

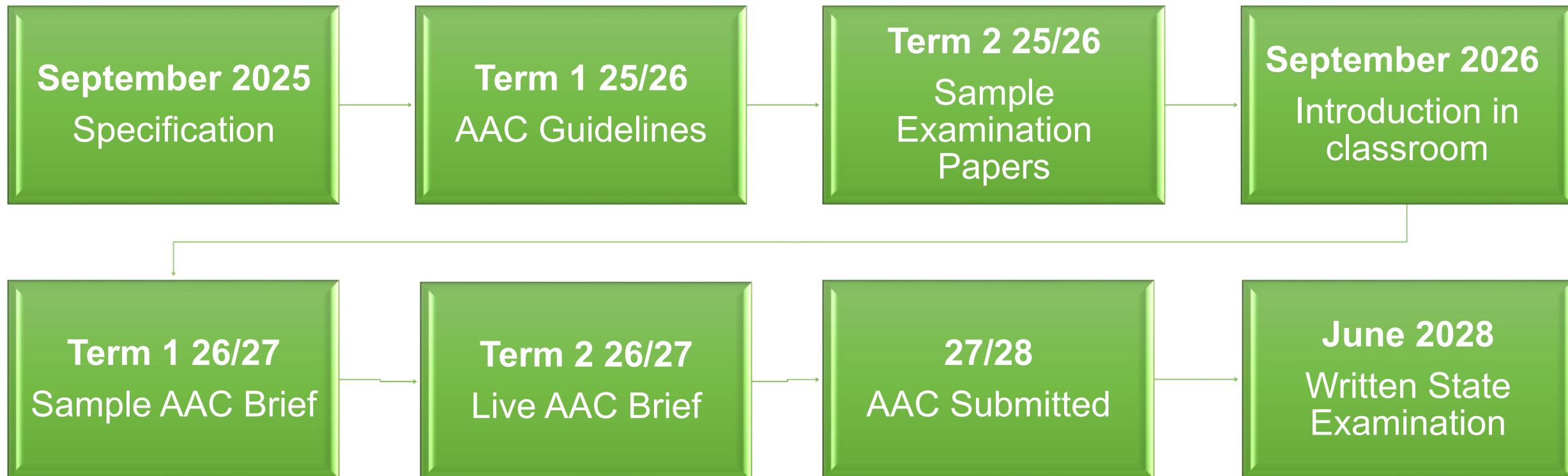
September
2029

Tranche 5

- Applied Mathematics
- Classical Studies
- Japanese
- Lithuanian
- Mandarin Chinese
- Polish
- Portuguese
- Religious Education
- Russian



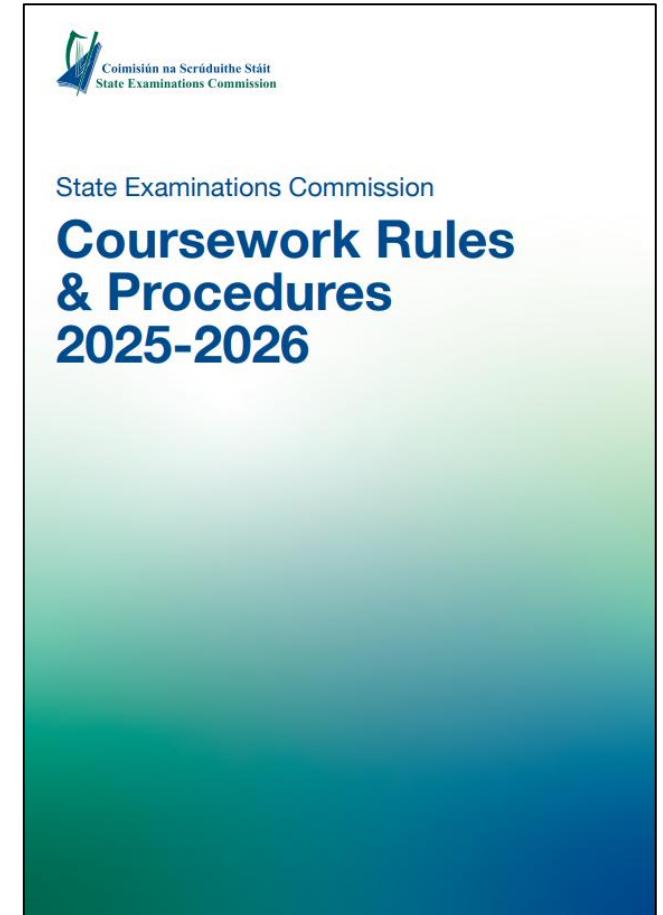
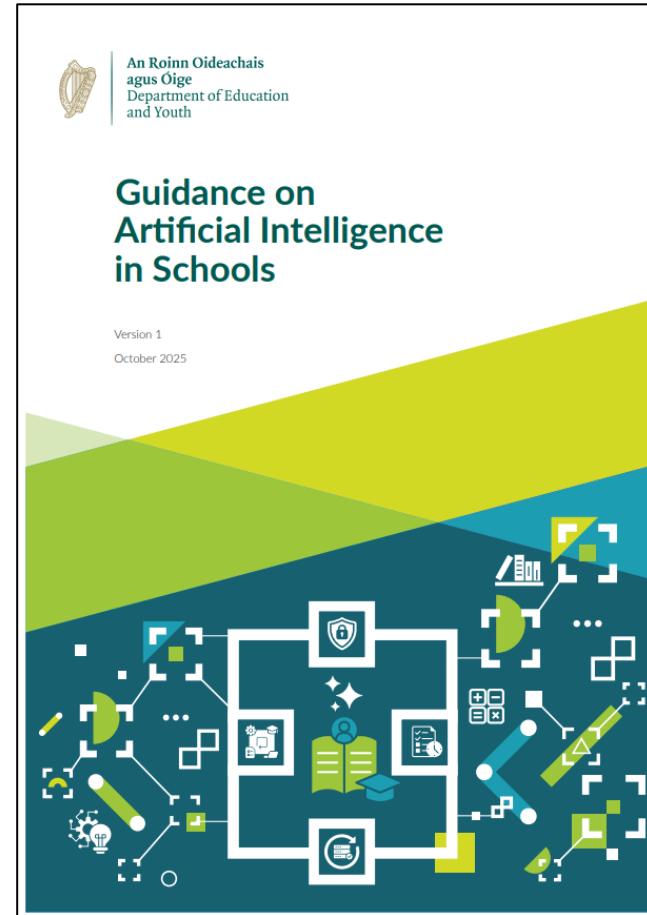
Key Dates Tranche 2 Subjects



Key Documents



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What do you want for your students?

Think about what you believe is the purpose of education for your students in this educational phase?



Diamond 9 Activity

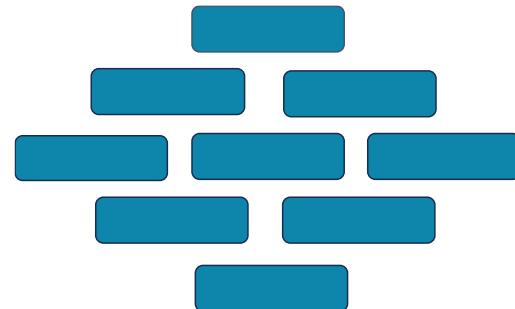


Record 12 words/phrases that illustrate the purpose of education for your students.

Reduce the 12 words/phrases to 9.

Rank the 9 responses into a diamond 9 placing the most important one at the top.

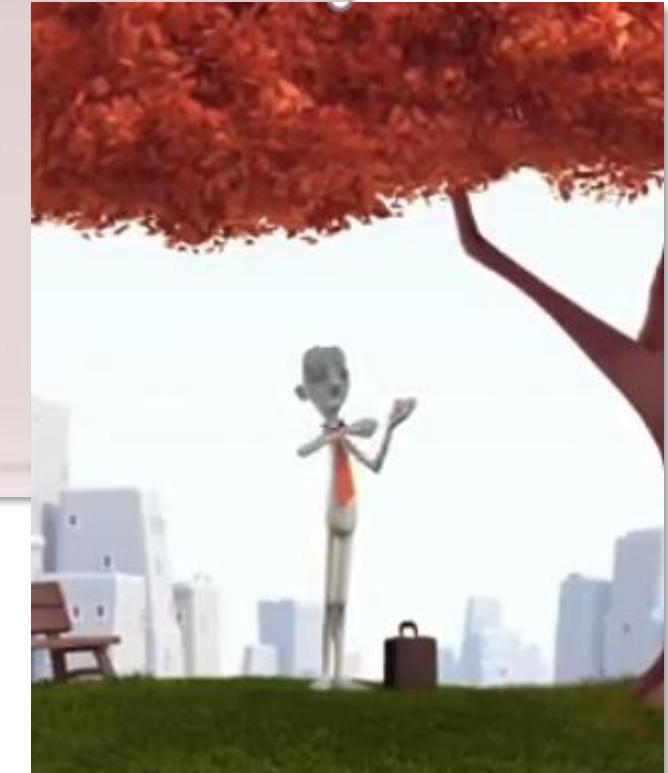
Share the top three from the diamond 9.



Questions to Consider



As you watch,
consider how might you
link it to the purpose of
education?





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Copi and Paste Video

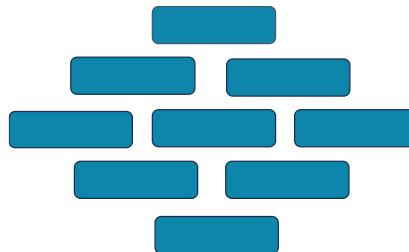


Reflect on the Copi and Paste Video

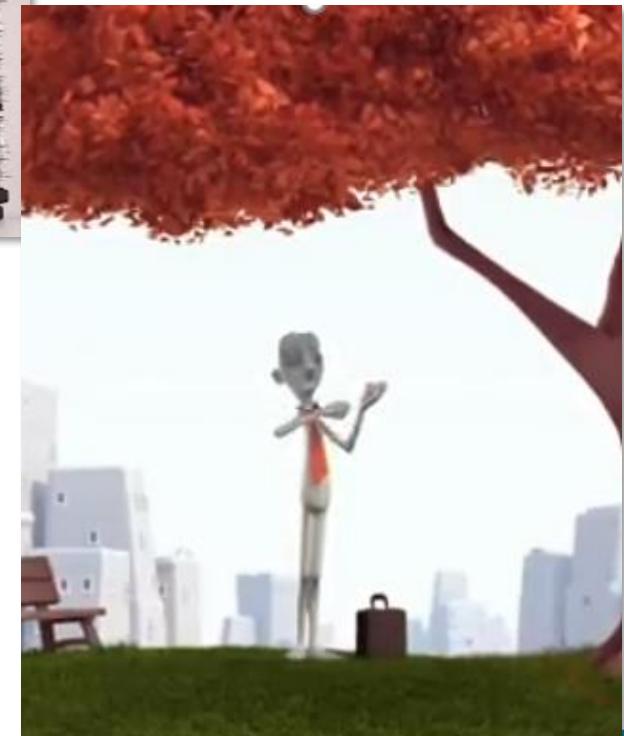


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Consider how might
you link it to the
purpose of education?



Would you change
anything about your
Diamond 9?



What Do We Want for Our Students?



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“ ...analyses of 21st century challenges have led to a re-appraisal of what students need to learn in school to support them in the lives they are currently experiencing, as well as to prepare them for more uncertain future lives... ”

What opportunities are there in your classroom to make this happen?



Educational Change



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“

Beyond schools and the world of education, much has been changing in the wider contexts of society, culture, the economy and technology.

”



Senior Cycle Review

Advisory Report

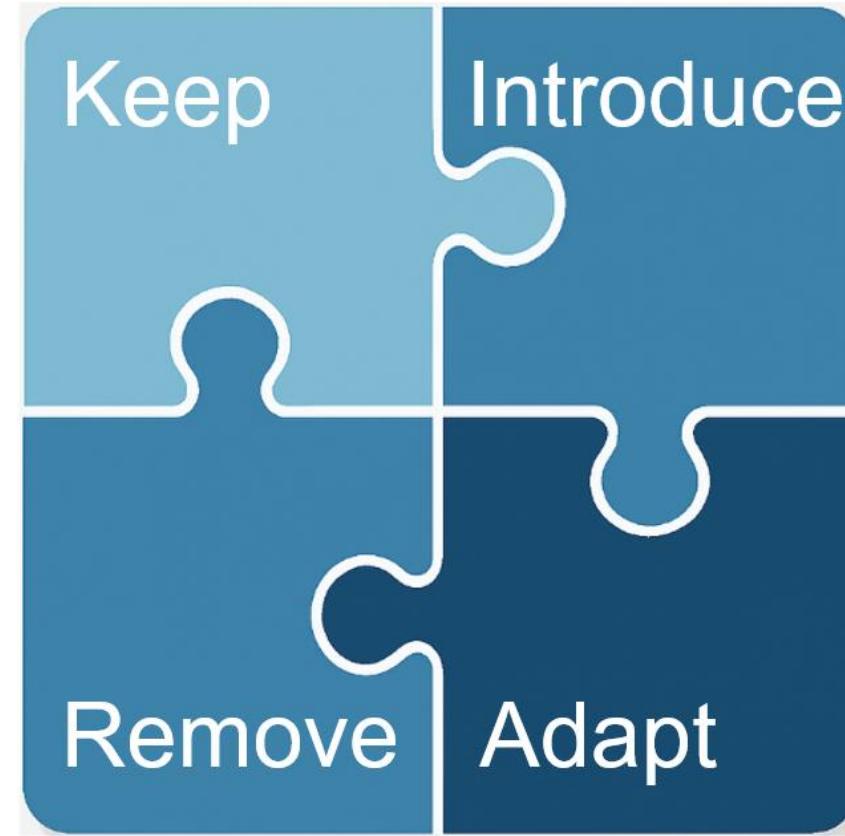




Tracking Our Thinking

Make a note of **anything** that you could:

- **Keep**
- **Introduce**
- **Remove**
- **Adapt**





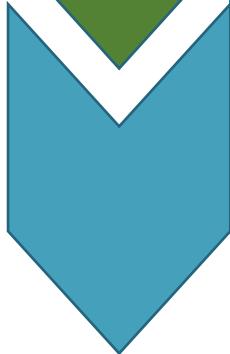
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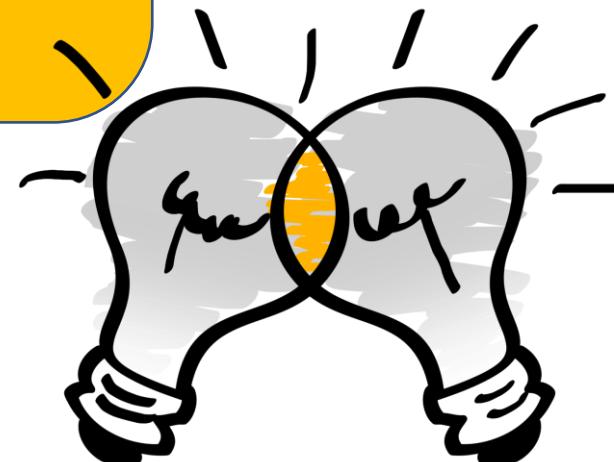
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Student Engagement



**How do you effectively engage
students at senior cycle?**



Effective Student Engagement



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A Learner Experience: Spider Web Discussion

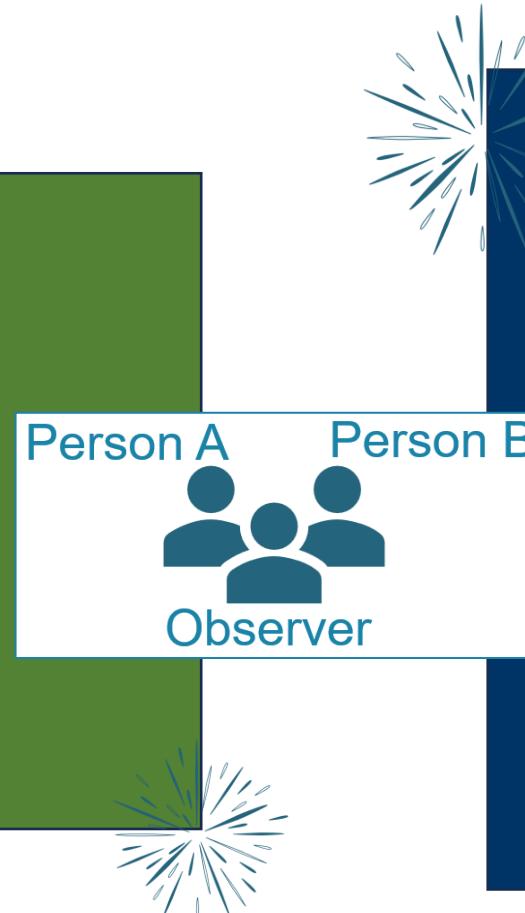
How could you
use this learner
experience in
your classroom?



Igniting Student Engagement



Describe a learner experience where your students were actively engaged in your senior cycle classroom.



- a) What was the learner experience that engaged the students?
- b) What sparked student engagement?
- c) How did the learner experience engage all learners?





The Purpose of Action Verbs



Each action verb is described in terms of what the **learner should be able to do** once they have achieved the learning outcome.

Engaging Students through Action Verbs



Oide



Appendix 1 Glossary of action verbs

Action verb	Students should be able to
Analyse	study or examine something in detail, break down in order to bring out the essential elements or structure; identify parts and relationships, and to interpret information to reach conclusions
Apply	select and use information and/or knowledge and understanding to explain a given situation or real circumstances
Appreciate	recognise the meaning of, have a practical understanding of
Classify	group things by
Compare	give an account referring to both
Conduct	perform an action
Consider	describe patterns and check reliability
Describe	develop a detailed account where appropriate
Design	conceive, create
Discuss	offer a considered opinion or consider the views of others
Distinguish	make the difference
Evaluate (data)	collect and examine data; does not support conclusions; make a judgement
Evaluate (ethical judgement)	collect and examine data; does not support conclusions; make a judgement about the ideas or actions of others
Examine	consider an argument or issue
Explain	give a detailed account
Explore	observe, study, investigate
Identify	recognise patterns and relationships; state briefly a characteristic
Illustrate	use examples to support an argument
Investigate	observe, study, collect data, draw conclusions
Interpret	use knowledge and understanding to recognise trends and draw conclusions from given information
Justify	give valid reasons or evidence to support an answer or conclusion
Measure	quantify changes in systems by reading a measuring tool
Action verb	Students should be able to
Model	represent an idea, structure, process or system through a variety of means such as words, diagrams, equations, physical models or simulations; use models to describe, explain, make predictions and solve problems, recognising that all models have limitations
Organise	arrange; to systematise or methodise
Outline	give the main points; restrict to essentials
Plan	devise or project a method or a course of action
Pose	put forward for consideration
Predict	give an expected result of an event; explain a new event based on observations or information using logical connections between pieces of information
Produce	bring into existence by intellectual or creative ability
Recognise	identify facts, characteristics or concepts that are critical (relevant/appropriate) to the understanding of a situation, event, process or phenomenon
Reflect	consider in order to correct or improve
Research	inquire specifically, using involved and critical investigation
Relate	associate, giving reasons
Review	re-examine deliberately or critically, usually with a view to approval or dissent; to analyse results for the purpose of giving an opinion
Use	apply knowledge or rules to put theory into practice



Senior Cycle Specifications

Students learn about

- how values drive individuals' attitudes and dispositions either in support of or against a sustainable present and future
- the influence of messaging from advertising, media, companies, economic ideology

Students should be able to

1. compare how different people's values, including their own, underpin their attitudes and dispositions to climate action and sustainable development

Give an account of the similarities and (or) differences between two (or more) items or situations, referring to both (all) of them throughout



The technical form of curriculum specifications for subjects and modules in a redeveloped Senior Cycle

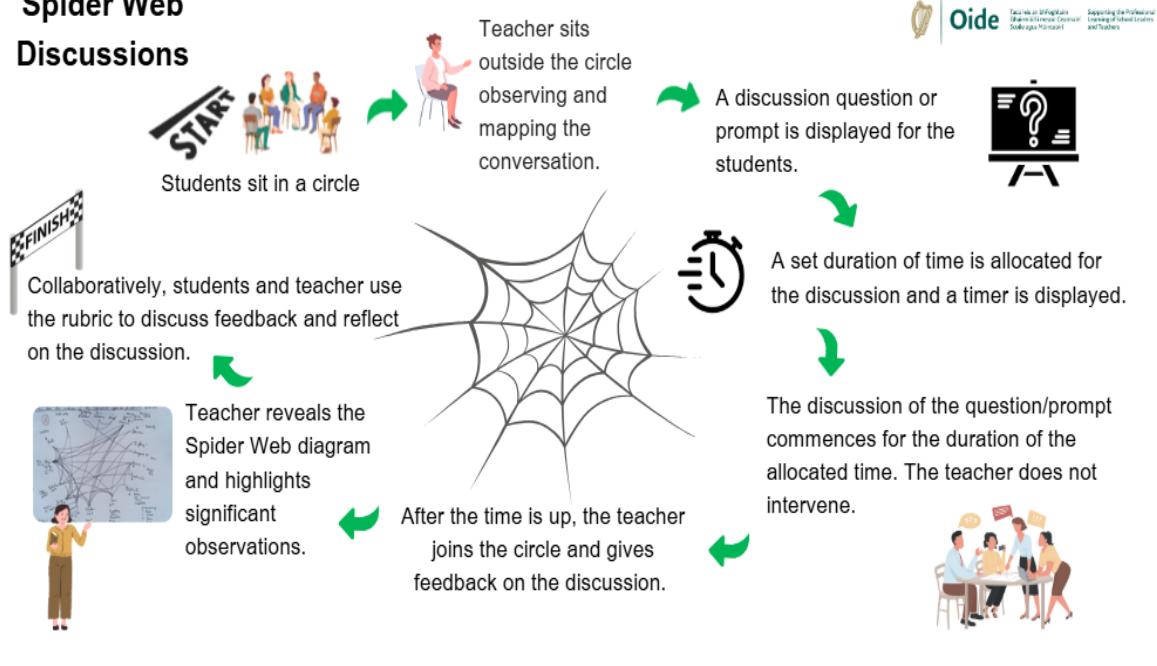
December 2023

Action Verbs in The Classroom



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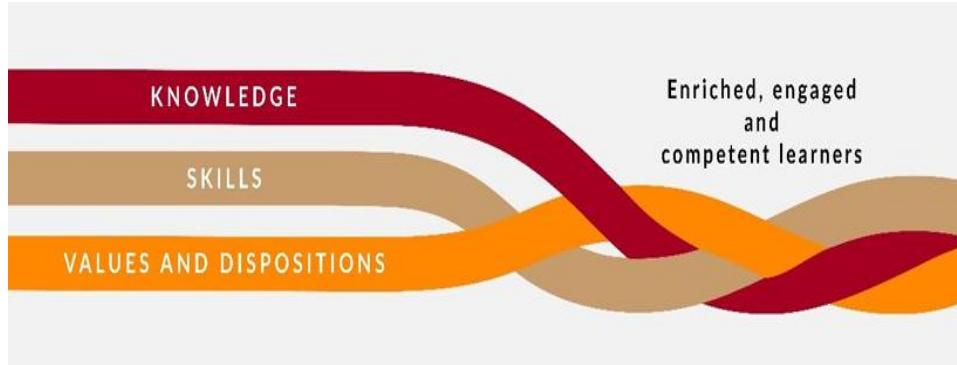
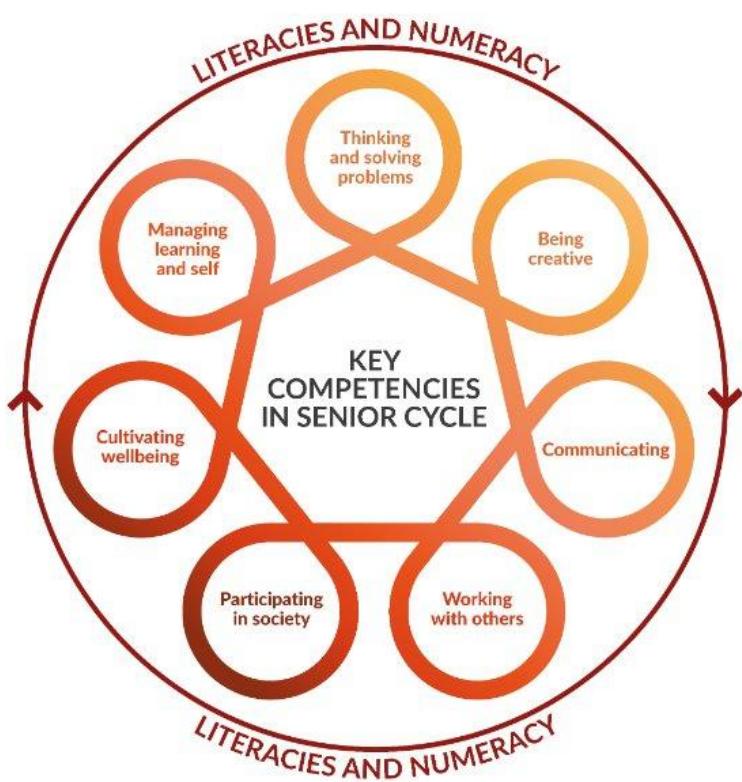
Spider Web Discussions



1. What action verbs could be activated in your chosen learner experience?

2. How could these action verbs be activated in your classroom?

Linking Action Verbs and Key Competencies

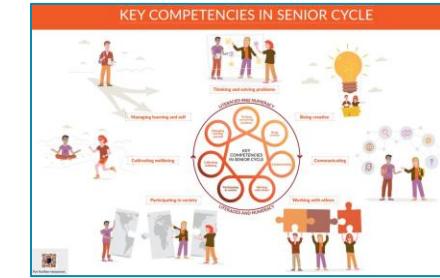
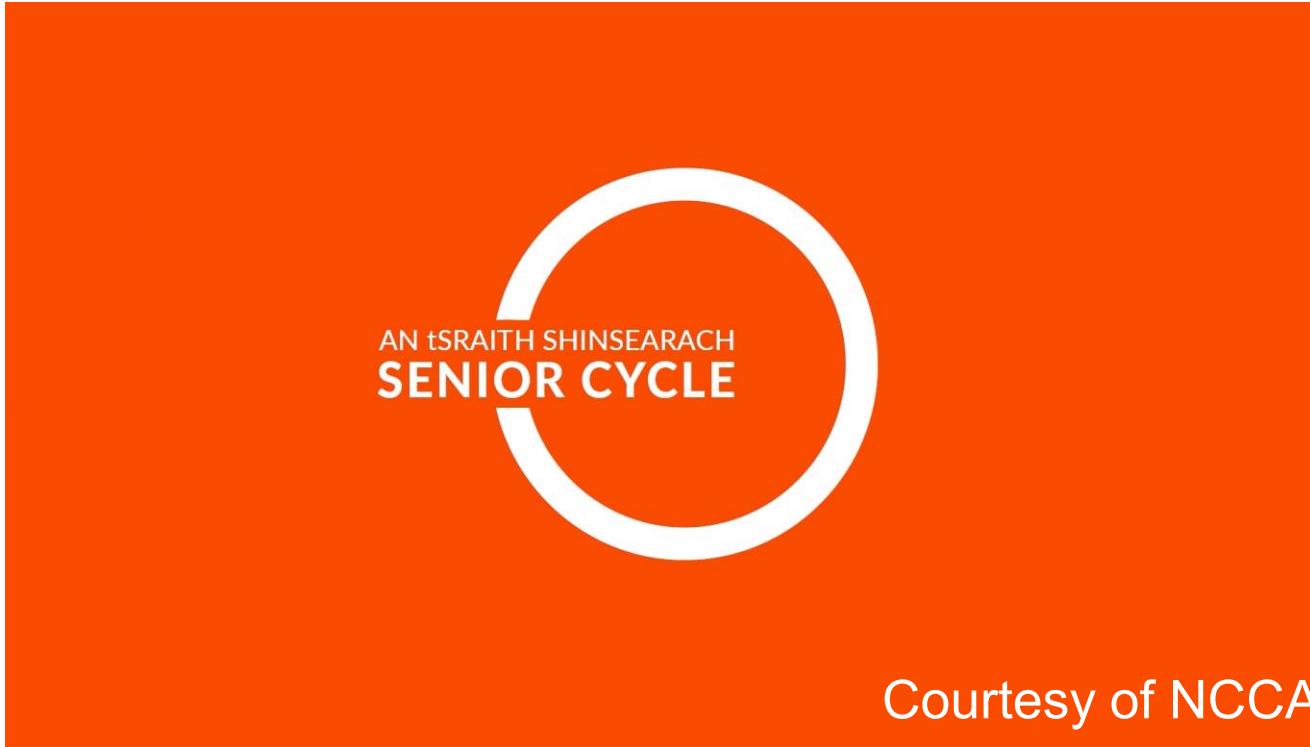


“...it is vital to recognise that key competencies and subject or module learning are developed in an **integrated** way. By design, **key competencies are integrated across the rationale, aims, learning outcomes and assessment sections of specifications.**”

Key Competencies in Senior Cycle



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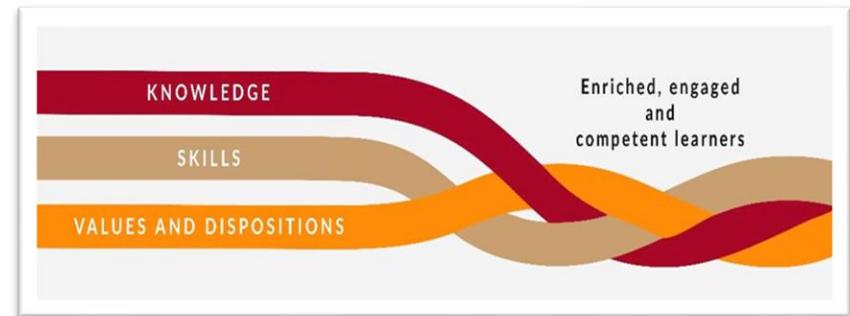
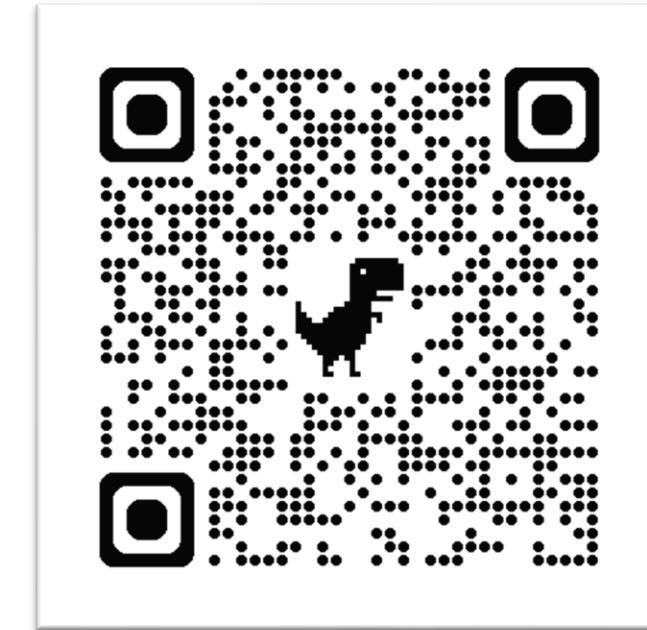
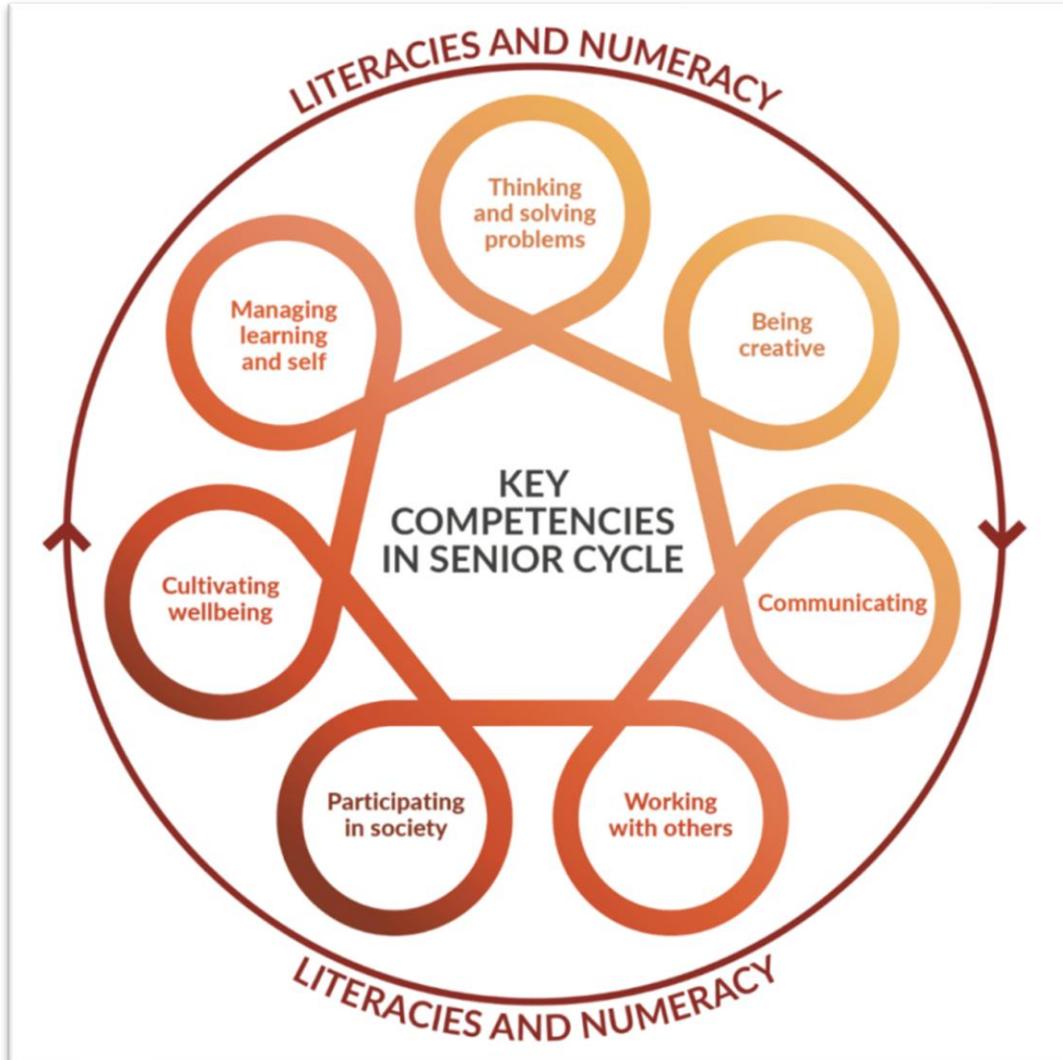
Courtesy of NCCA

What key competencies aligned to your learner experiences?

Key Competencies in Senior Cycle



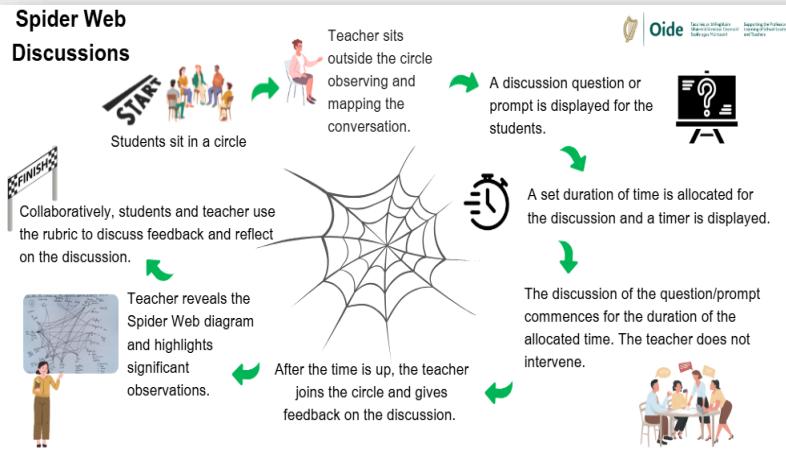
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Key Competency: Communicating



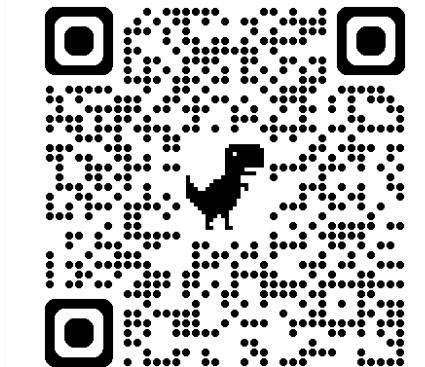
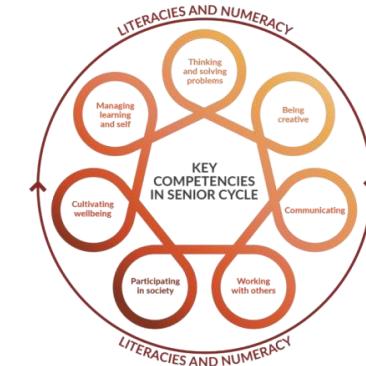
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Learning Outcome	Attribute
<p>deepen their understanding of various forms of communication and of the material they are studying.</p> 	<ul style="list-style-type: none">deepening understanding words, symbols, numbers, language, sound, movement, tools, media, and texts.listening, viewing and reading attentively and responding meaningfully.asking questions to figure out ideas, viewpoints and emotions. 

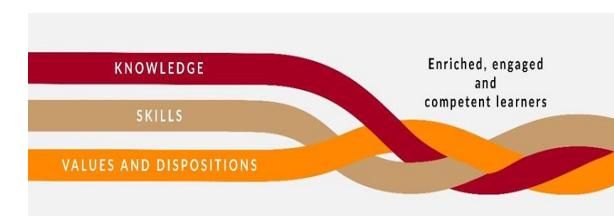
Key Competency Activity



1. Using one of the examples from the igniting student engagement activity.
2. How are the attributes of one of the learning outcomes from a key competency brought to life?



Gallery walk

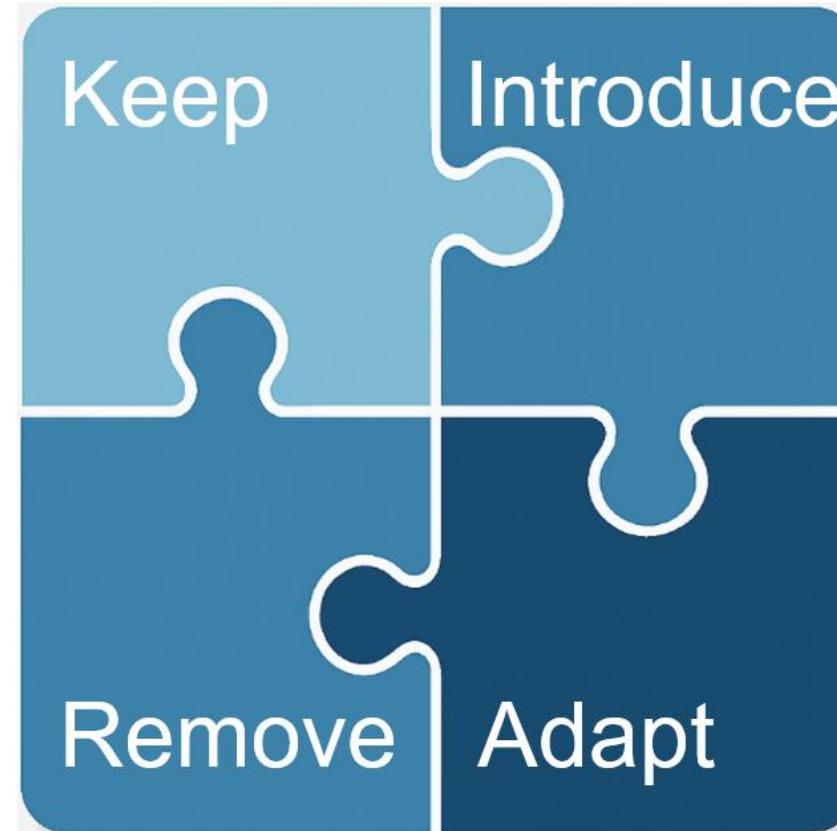




Tracking Our Thinking

Make a note of **anything** that you could:

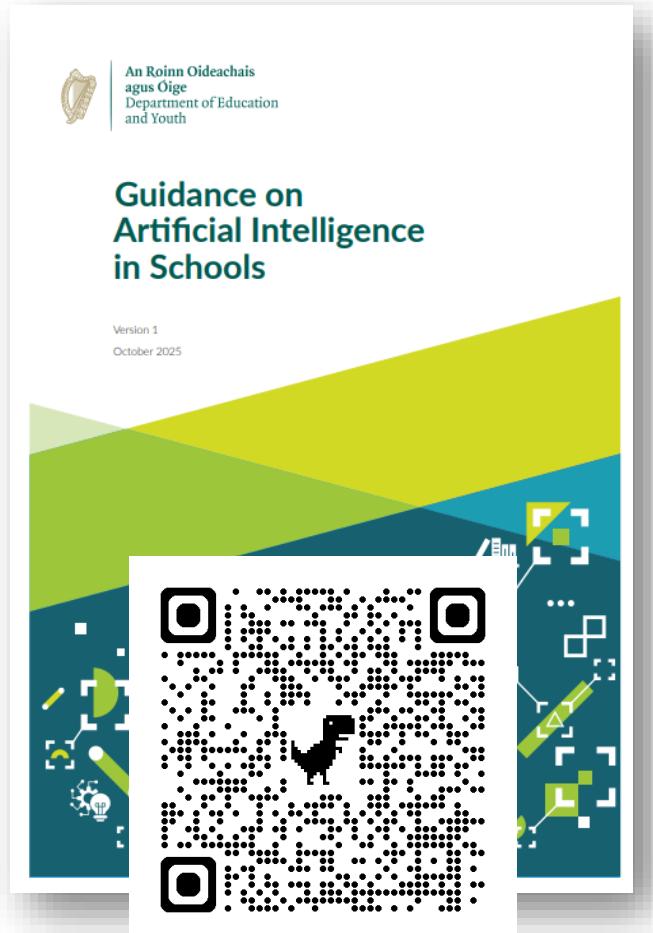
- **Keep**
- **Introduce**
- **Remove**
- **Adapt**



Guidance on Artificial Intelligence in Schools



Oide



Primary objectives:

1. Provide teachers and school leaders with a common understanding of AI, its potential applications in education and establish principles for its responsible and appropriate use.
2. Support teachers and school leaders in making informed decisions on the use of AI, having regard to safety and privacy requirements.



Seven Principles



1. Human agency and oversight



2. Technical robustness and safety



3. Privacy and data governance



4. Transparency



5. Diversity, non-discrimination, and fairness



6. Societal and environmental well-being



7. Accountability¹¹

Current Uses of AI in Education



Teacher
Planning and
Preparation



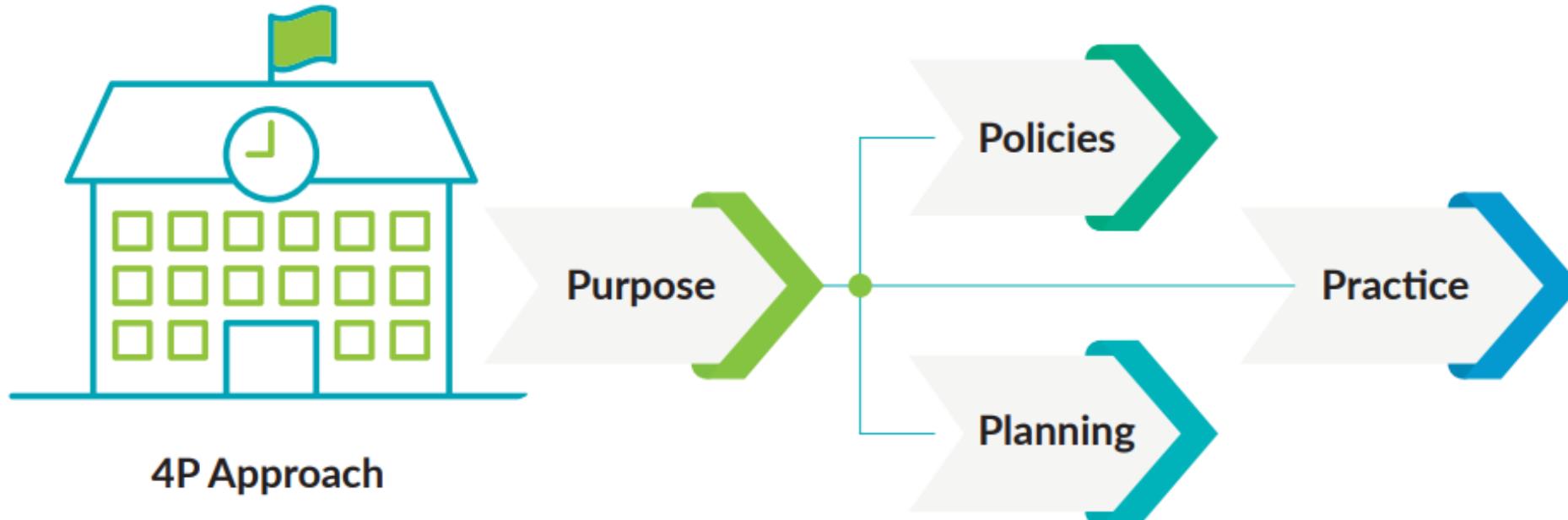
Teaching
and
Learning



School
Leadership and
Management

An AI Roadmap for Schools

4P Approach





Supports: AI in Schools Hub

Getting Started with AI in your School

AI for Schools – Online Course

Webwise AUP Generator

Good Practice Videos of AI in Schools

AI in Schools Projects – Get Involved

SCAN ME

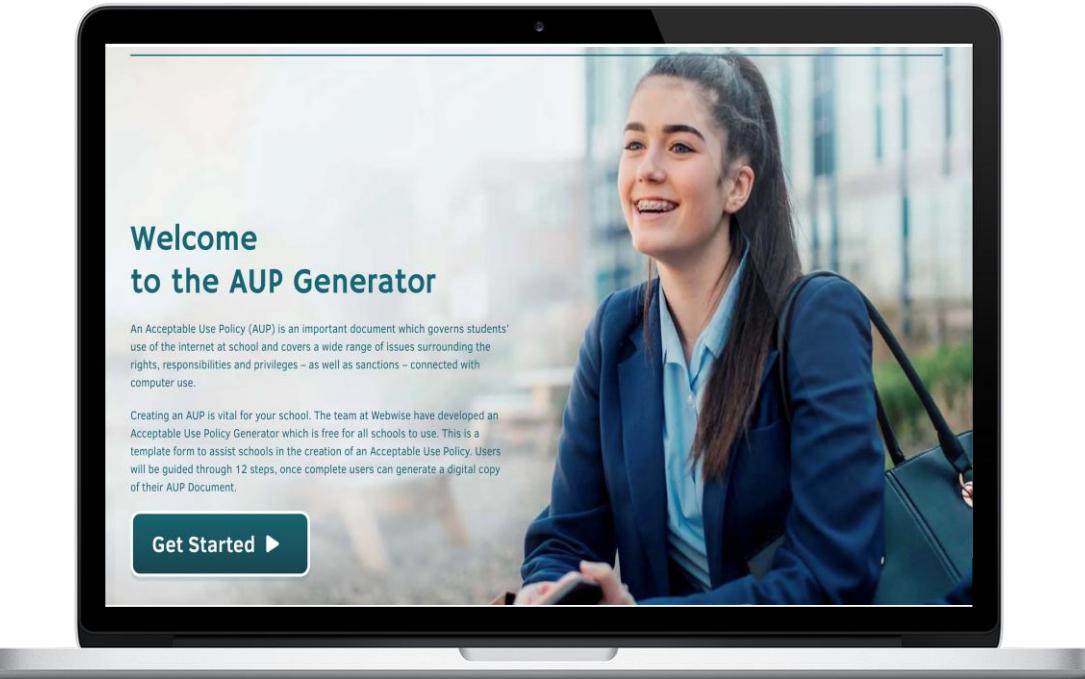


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Acceptable Use Policy (AUP)



Addresses the rights, privileges, responsibilities and sanctions associated with the use of the internet and digital technologies within the school.



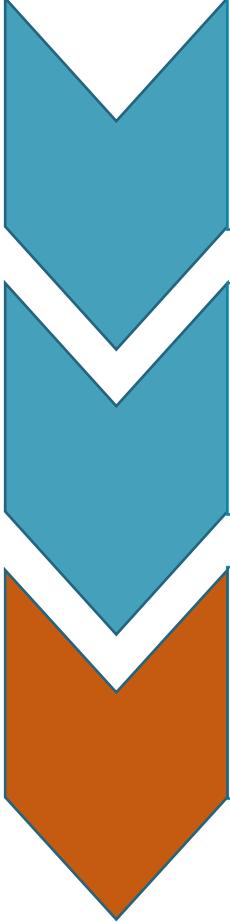
Easy-to-use, Editable, Easy to export

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webwise.ie/aup-2/



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Sustaining Student Engagement



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Share how you might support students to engage in tasks using the headings below:

Getting Started	Sustaining and supporting the learning	Managing multiple activities	Giving feedback	Completion



Prompt Questions



1. What's most challenging about the process?

2. How should students record their progress?

3. How do you ensure deadlines are met?

4. How much research is too much?

5. How do you encourage student reflection?

6. How do you deal with plagiarism?

7. When does correction become co-writing?

8. How do you maintain motivation throughout the process?

9. How can students research together?

10. Any other questions?



NCCA TY Supports



Oide



Professional Learning Booklet p. 26

TY Portfolio and Micro Modules



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Focusing on the Learning Process



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'The AACs should be understood as an integrated part of the teaching and learning of the subject; as a process that facilitates and supports good teaching and learning practices and enables students to fulfil the objectives of the subject specification rather than simply a product to be submitted to the SEC for marking.'

Engaging with the Learning Process



Oide

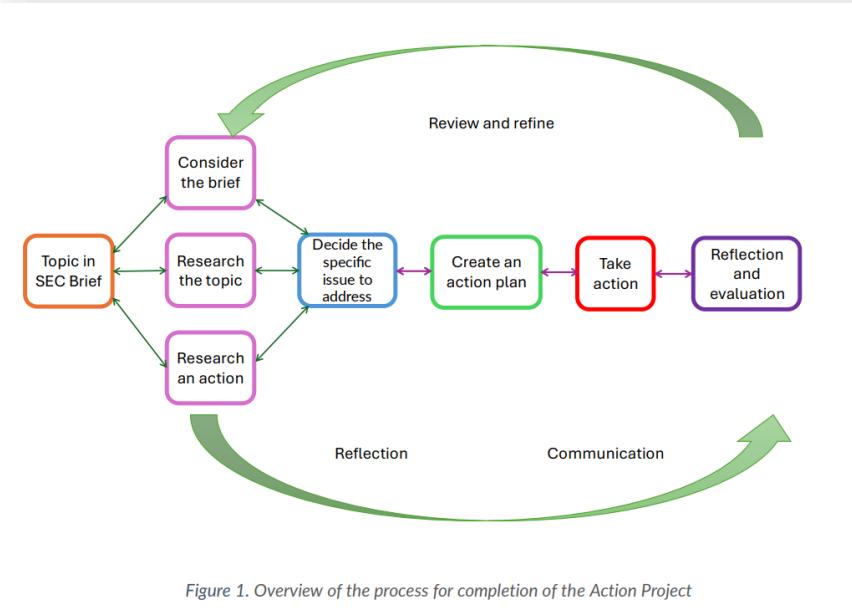


Figure 1. Overview of the process for completion of the Action Project

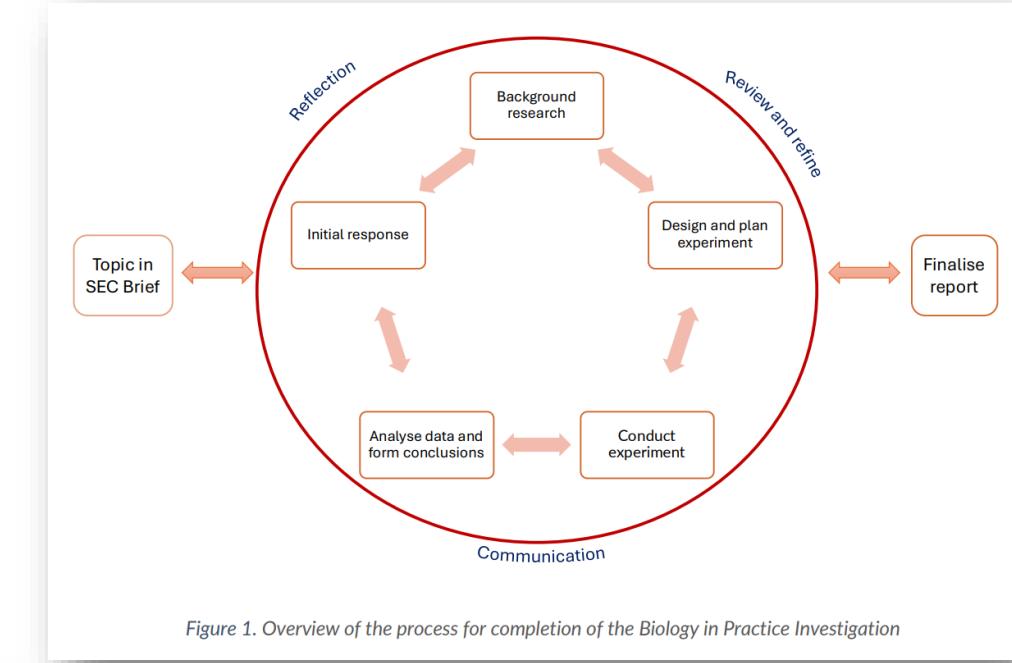


Figure 1. Overview of the process for completion of the Biology in Practice Investigation

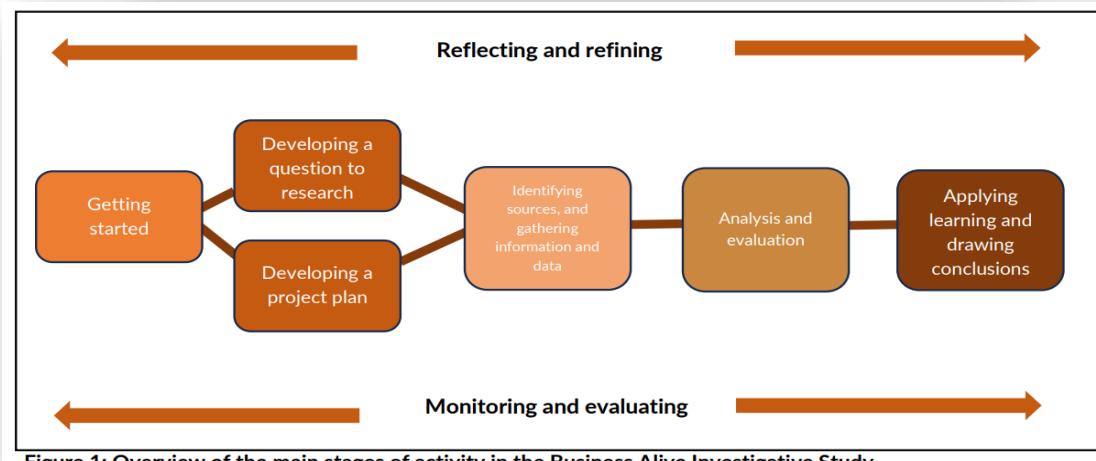


Figure 1: Overview of the main stages of activity in the Business Alive Investigative Study

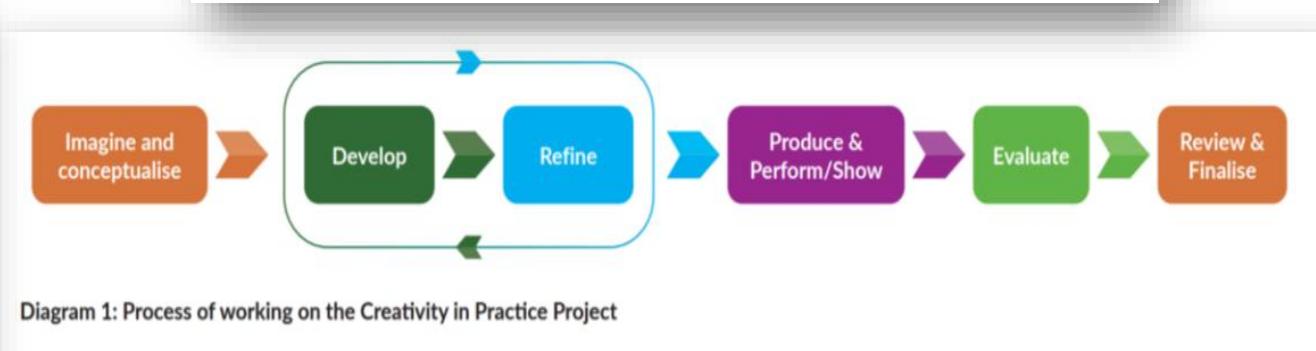


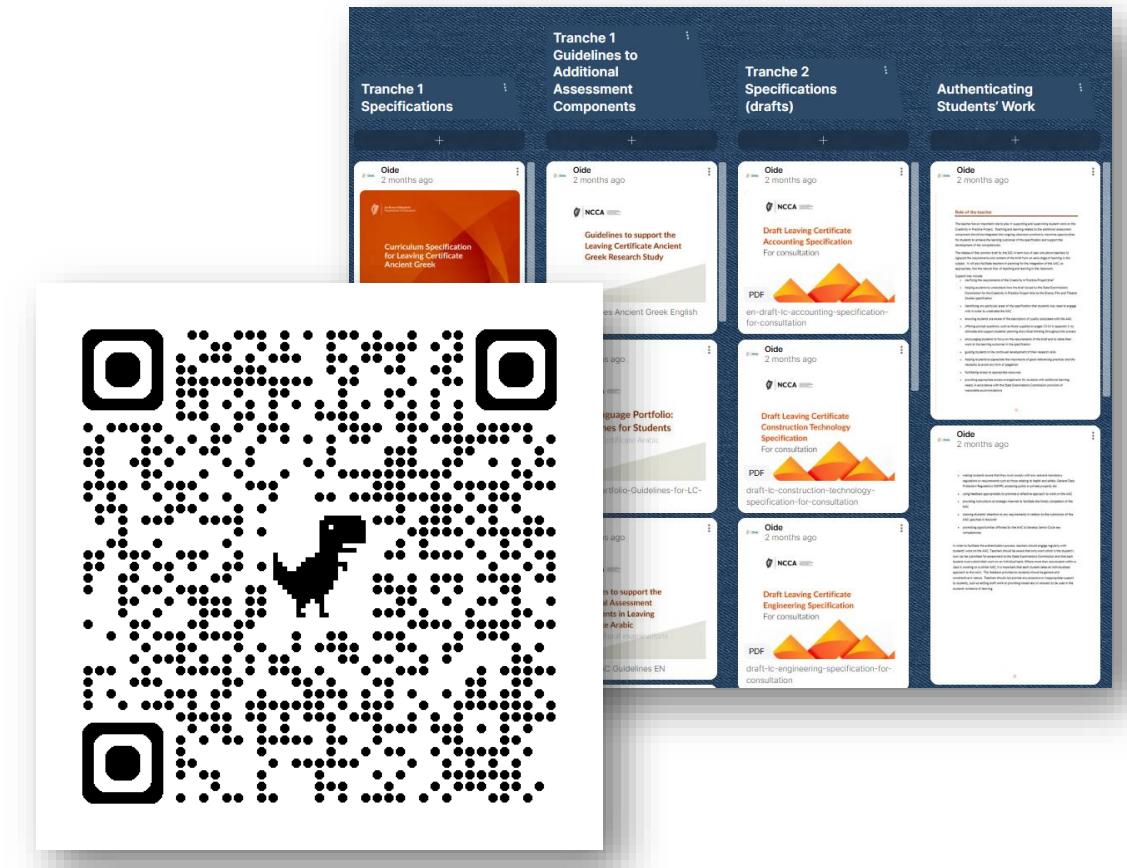
Diagram 1: Process of working on the Creativity in Practice Project

Exploring the AAC Guidelines



Oide

- Overview of AAC
- Process for Completion
- Format and Submission
- Descriptors of Quality
- Role of the Teacher
- Appendices
 - Guidelines to Support Referencing
 - Suggested Prompt Questions



The Role of the Teacher



Oide

Role of the teacher

The teacher has an important role in supporting and supervising student work on the Biology in Practice Investigation. Teaching and learning related to the additional assessment component should be integrated into ongoing classroom practice to maximise opportunities for students to achieve the learning outcomes of the specification and support the development of key competencies.

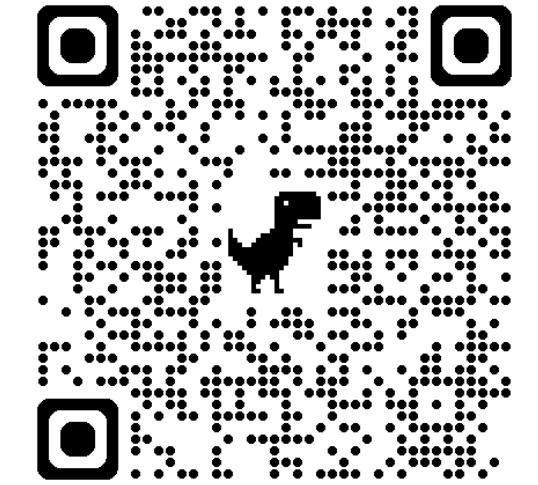
The release of the brief by the SEC in term two of year one allows teachers to signpost the requirements and content of the brief from an early stage of learning in the subject. It will also facilitate teachers in planning for the integration of the Biology in Practice Investigation, as appropriate, into the natural flow of teaching and learning in the classroom.

Support may include:

- clarifying the requirements of the Biology in Practice Investigation brief
- helping students to understand how the brief issued by the State Examinations Commission for the Biology in Practice Investigation links to the Leaving Certificate Biology specification
- identifying any particular areas of the specification that students may need to engage with in order to undertake the Biology in Practice Investigation
- ensuring students are aware of the descriptors of quality associated with the Biology in Practice Investigation
- offering prompt questions, such as those supplied on page 6 to stimulate and support students' planning and critical thinking throughout the process
- encouraging students to focus on the requirements of the brief and to relate their work to the learning outcomes in the specification
- guiding students in the continued development of their research skills
- helping students to appreciate the importance of good referencing practices and the necessity to avoid any form of plagiarism
- facilitating access to appropriate resources
- providing appropriate access arrangements for students with additional learning needs, in accordance with the State Examinations Commission provision of reasonable accommodations
- making students aware that they must comply with any relevant mandatory regulations or requirements such as those relating to health and safety, General Data Protection Regulations (GDPR), accessing public or private property etc.
- using feedback appropriately to promote a reflective approach to work on the Biology in Practice Investigation
- providing instructions at strategic intervals to facilitate the timely completion of the Biology in Practice Investigation
- drawing students' attention to any requirements in relation to the submission of the Biology in Practice Investigation Report specified in the brief
- promoting opportunities afforded by the Biology in Practice Investigation to develop Senior Cycle key competencies

Read the Role of Teacher in any of the AAC Guidelines and think about:

How does this support teachers?



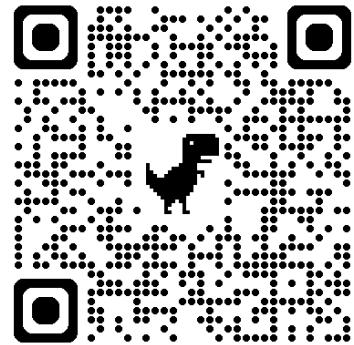
<https://tinyurl.com/SCR-Padlet>



What Does the Guidance Say?



State Examinations Commission
Coursework Rules & Procedures 2025-2026



Glossary	4
1. Introduction	5
2. Purpose	6
3. Defining Coursework	7
4. About these Rules	8
5. Academic Integrity	9
6. Authentication of Coursework	9
7. Non-compliance with the Coursework Rules and Procedures	10
8. Reasonable Accommodations at Certificate Examinations (RACE) Scheme and Coursework	11
9. Rules governing the acceptance of coursework for assessment	12
10. Roles and Responsibilities	13
11. Seven scenarios for coursework authentication	15
12. Notes on Scheduling and Time Management	16
13. Schools Portal	17
14. Help and Support	18
15. Procedure for the acceptance of coursework for assessment	20
16. Specific process and requirements in relation to the delivery and acceptance of coursework carried out in other circumstances	22
17. Submission of coursework for assessment	24
18. Processing Suspected Breach of Coursework Regulations	26

The purpose of this document is to:

1. Ensure principals and teachers clearly understand the rules governing the process for the acceptance of coursework for assessment by the SEC.
2. Explain the authentication process and its importance in the integrity of the examinations.
3. Describe the process for the submission of coursework for assessment.
4. Document the process for the completion of valid coursework by candidates in schools.
5. Define clearly the roles of candidates, teachers and school principals in the completion of coursework.
6. Address specifically the “appropriate versus the inappropriate” use of AI software or applications.
7. Describe the various arrangements which allow coursework to be carried out in compliance with these rules and procedures and the arrangements that do not.
8. Provide details of the process for reporting instances of non-compliance and the Breach of Regulations process.

Coursework Rules and Procedures: Overview of Appendices



Oide

- 1 Guidance on referencing sources correctly to avoid plagiarism.
- 2 Rules governing permitted and prohibited use of AI in coursework, including acknowledgements.
- 3 List of LC, LCA, and Junior Cycle subjects with coursework components (2026).
- 4–8 Official SEC forms supporting coursework authentication, transfers, external candidates and breaches.
- 7 Principal checklist to ensure consistent and robust coursework authentication processes.
- 9 Clarifies where and how coursework may be completed under supervision.
- 10 Guidance for students and parents/guardians, including home tuition arrangements.



Guide to Research



- Learning outcomes of new specifications
- Additional Assessment Components
 - Investigation questions
 - Research tasks
 - Action projects



Guide to Referencing



Why?

To avoid plagiarism

To show understanding of the topic

To provide supporting evidence

To allow others to identify the sources that you used (authentication)



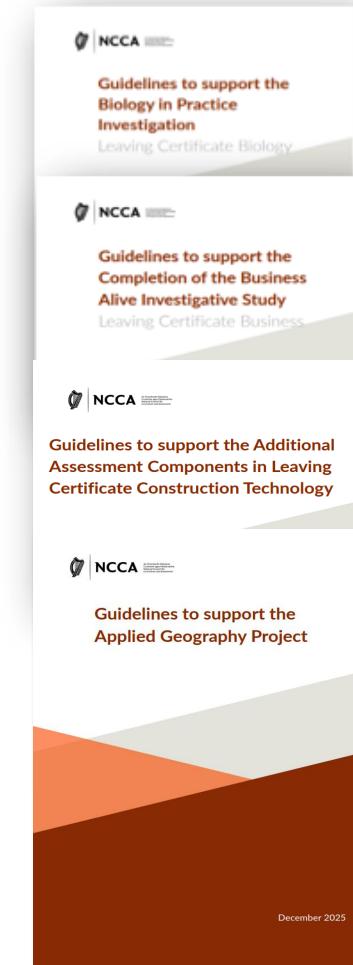
Guide to Referencing

Written Sources : Author's name, title of the publication, year of publication, and, if necessary, page number or chapter/section.

Online Sources: Enough accurate detail to enable the reader to authenticate the reference, **include the hyperlink and date read or downloaded.**

AI Tool: Include the **name of the AI tool** used, **the date** the content was generated and a **brief explanation of how it was used.**

URL should be included in the list of research sources or include the name of the tool and the prompt used.



Appendix 2 – Rules for the Use of AI in SEC Examination Coursework.



Oide

Permissible uses of AI tools in coursework.

- Gathering background information on a topic from credible sources.
- Structuring coursework plans.
- Clarifying research material.

Prohibited use of AI tools in coursework.

- Using one or more AI tools to generate coursework content, responses, or creative elements directly.
- Copying or paraphrasing AI generated material. Any ideas, prompts, or suggestions derived from the use of AI tools must be explicitly acknowledged.

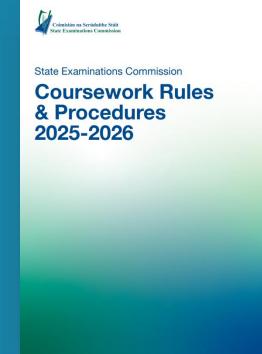
Appendix 2 – Rules for the Use of AI in SEC Examination Coursework.



Oide

Coursework AI Appendix :

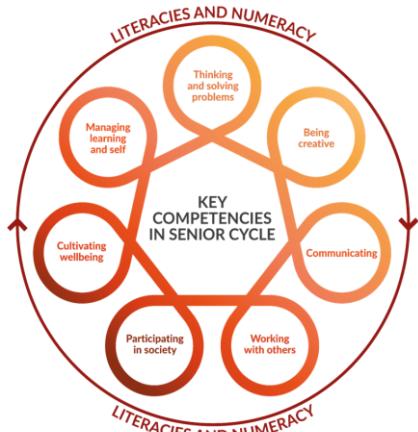
- The name and version of the AI tool used (e.g., ChatGPT-3.5 or Microsoft Copilot, version GPT-4 etc.).
- The developer or publisher of the AI tool (e.g., OpenAI or Microsoft).
- The date the AI output was generated.
- A brief description of how the AI tool was used (e.g., “Used to refine initial research notes” or “Summarised data findings”).
- If the tool generates a shareable URL or session link, this should also be included in the appendix



Reflection in Senior Cycle Redevelopment



Oide



Key Competencies

Subject Specifications

Additional Assessment Components

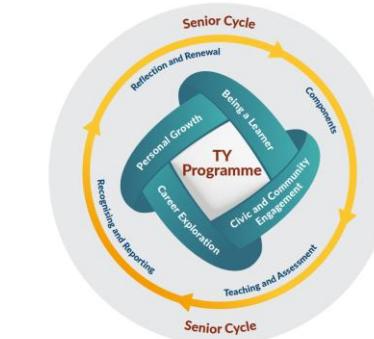
TY Programme Statement

Process for the completion of the Business Alive Investigative Study

Ongoing monitoring of the process and reflection is a key aspect across the stages of the Investigative Study. As part of their project plan students will engage in ongoing monitoring of the progress of their Investigative Study and will note any issues that arise and how they overcame these issues. This ongoing monitoring will also help to inform the student's overall reflections on the process. The Appendices included in these guidelines may also be used to support ongoing reflection and monitoring of the process. Maintaining an investigative folder may also support the student in this process.

Process for the completion of the Biology in Practice Investigation

Students are encouraged to maintain a record of their research findings in their investigative log, which could include extracts from research sources, secondary data, student reflections, download dates and relevant references (Appendix 1). Maintaining a good record of research findings will support students as they begin to develop their evidence-based argument and compile their report. It is advisable that the students' investigative logs are shared with the teacher to facilitate regular check-ins with the students' work, supporting the teacher in the ongoing process of authentication.

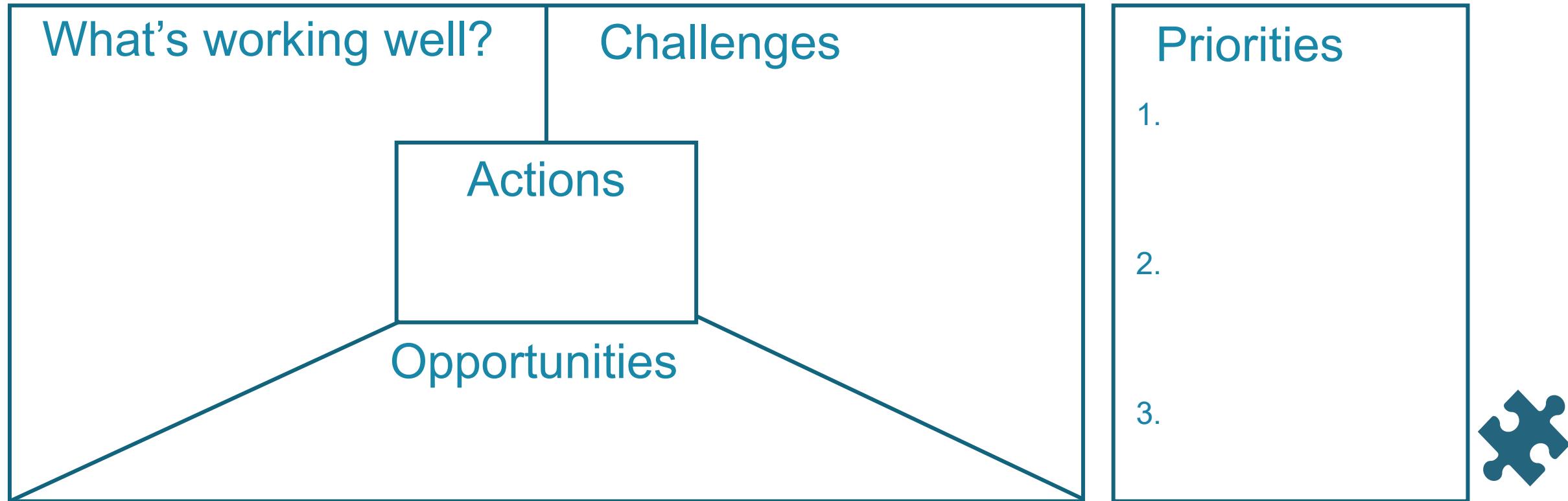


Research, Referencing and Reflection



Oide

Consider the prompts below and complete a placemat on your assigned topic.

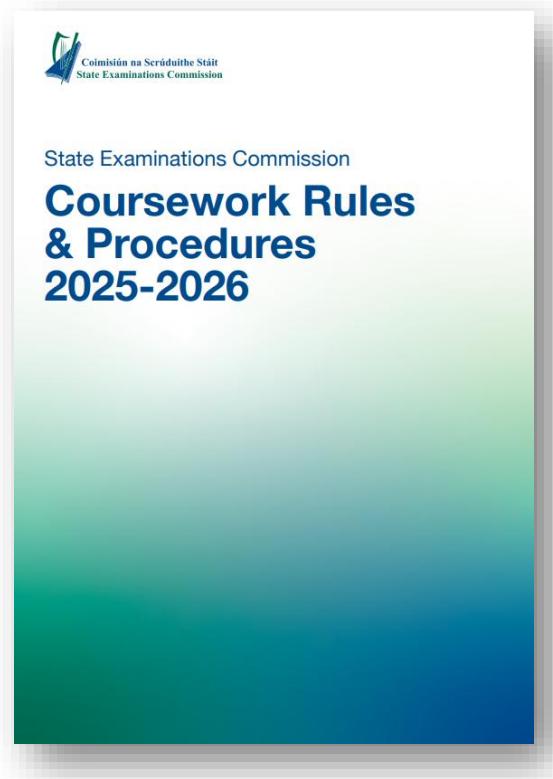


Authenticating Students' Work



Oide

What do you do if you have concerns about a student's work?

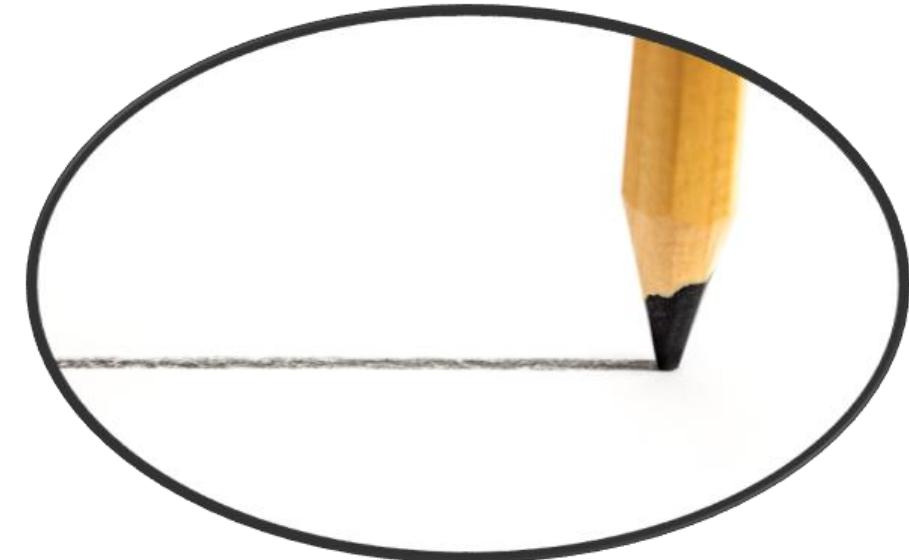




Where do you draw the line?

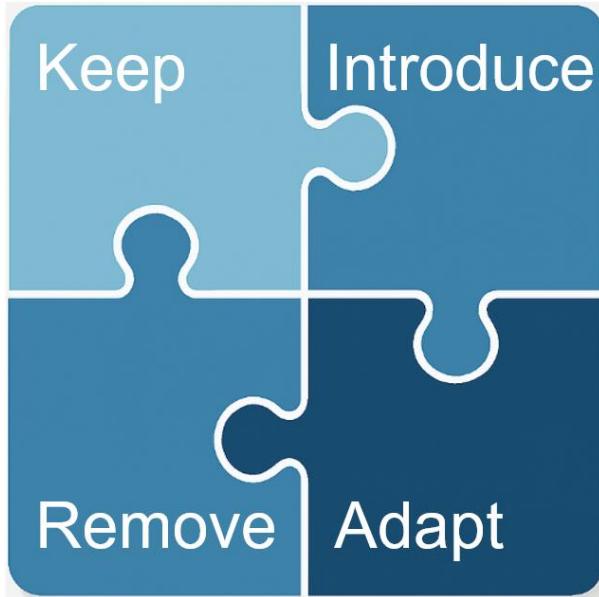
‘Never fear. We may let the scaffolds fall
confident that we have built our wall.’

– *Scaffolding* by Seamus Heaney





Tracking Our Thinking



Make a note of **anything** that you could:

- **Keep**
- **Introduce**
- **Remove**
- **Adapt**

How might I enhance
my practice further to
prepare for the process
of AACs?





Subject Department Planning Time

In your subject department groups, reflect on the main aspects of today's PLE.

Key Competencies

Action Verbs

Coursework

AAC Guidelines

Research, Referencing, Reflection

Authentication

Consider how you are planning for learner experiences that engage your students at senior cycle.

Examine any upcoming unit of learning and reflect on the learner experiences you have designed that engage your students in their learning.





PLE Intentions



To develop a shared understanding of the purpose of senior cycle education and reflect on our role in shaping curriculum change.

To explore student engagement and how we can effectively engage students with senior cycle key competencies and action verbs of redeveloped specifications.

To consider a whole school approach to supporting student engagement in effective learning experiences.