



Oide

Tacú leis an bhFoghlaim  
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



Oide

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



Scan to Access  
Today's Resources

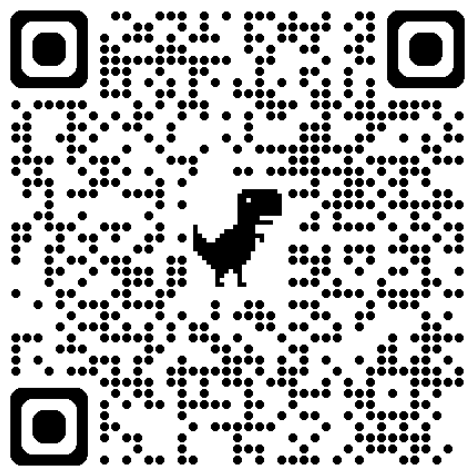
<https://tinyurl.com/SCR-Padlet>

# Workshop Resources

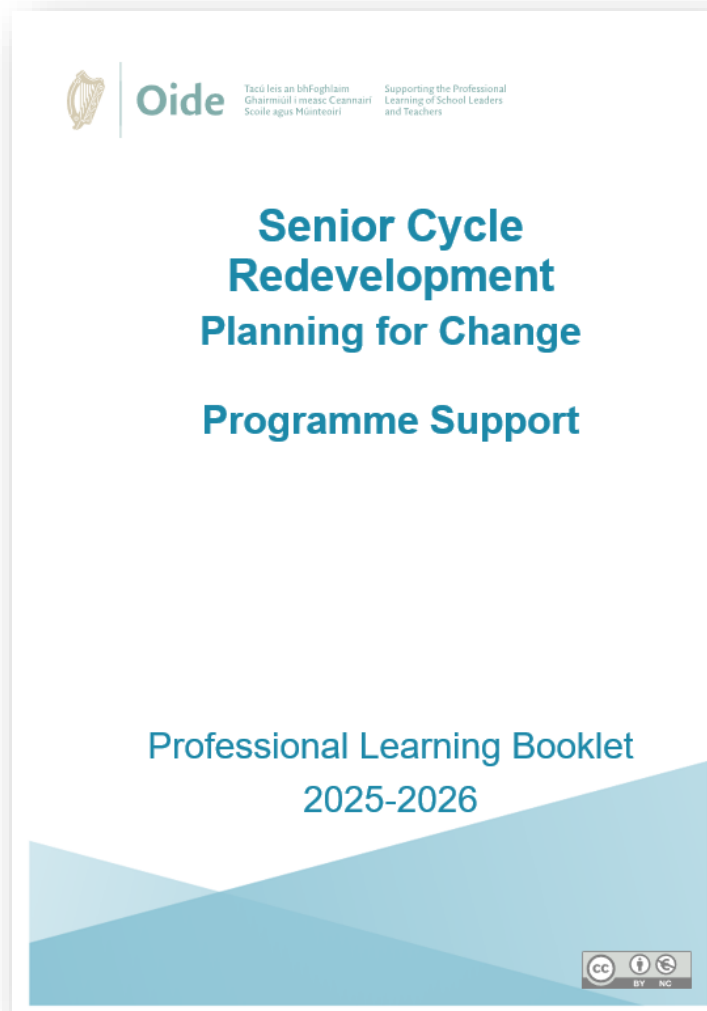


Oide

Scan to Access  
Today's Resources



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



Individual Activity



Pair Activity



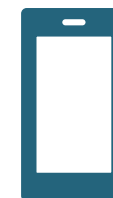
Group Activity



Click to View



Video Clip



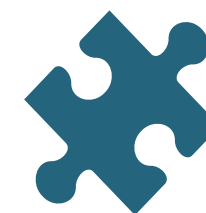
Digital Strategy



Writing Activity



Feedback



Pedagogical Strategy

# Our Education Partners



Oide



Oide



NCCA

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



**Coimisiún na Scrúduithe Stáit**  
*State Examinations Commission*

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



**An Roinn Oideachais  
agus Óige**  
Department of  
Education and Youth


# PLE Intentions



Oide



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.



Oide

Tacú leis an bhFoghlaim  
Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers

# Senior Cycle Redevelopment Updates



# Subject Tranches 2025-2029



Oide

**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**

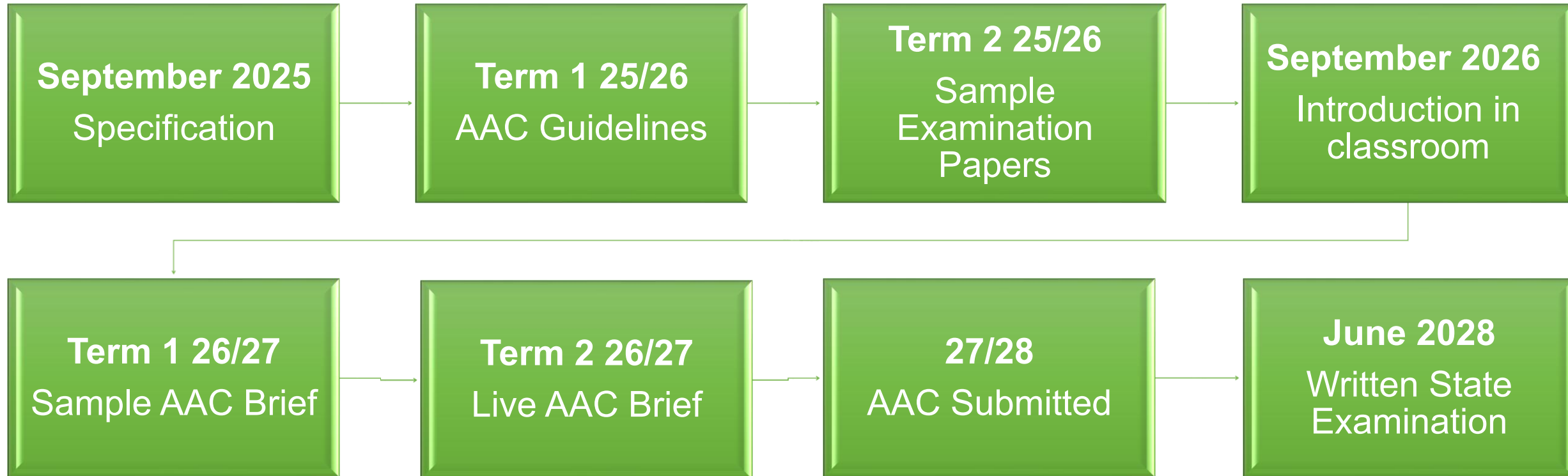
## **Tranche 5**

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

# Key Dates Tranche 2 Subjects



Oide

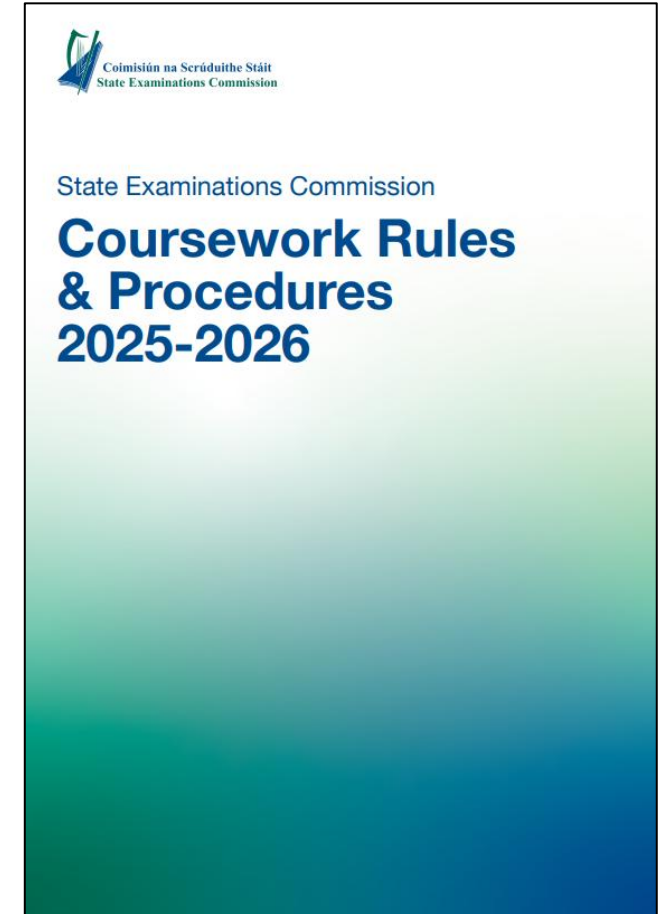
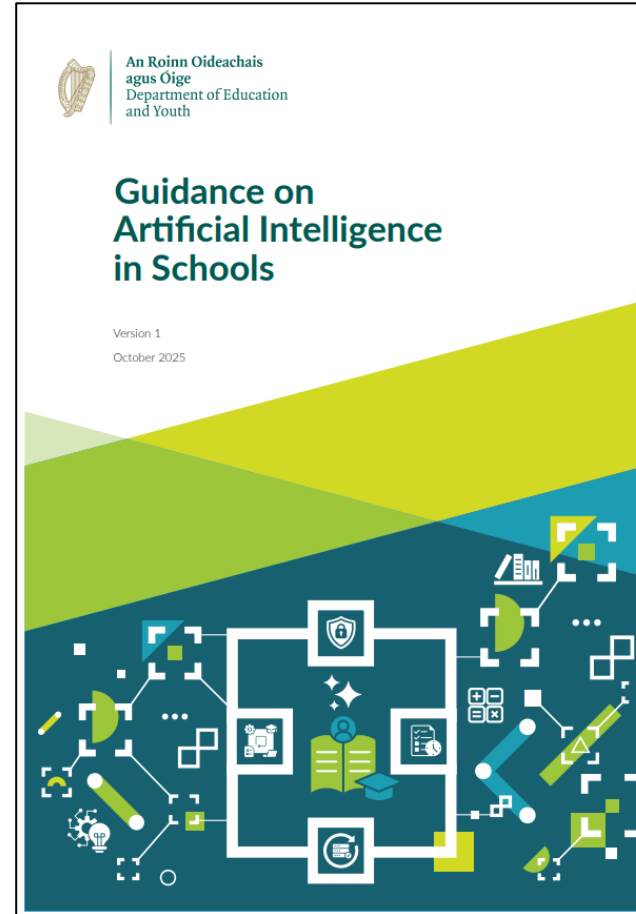
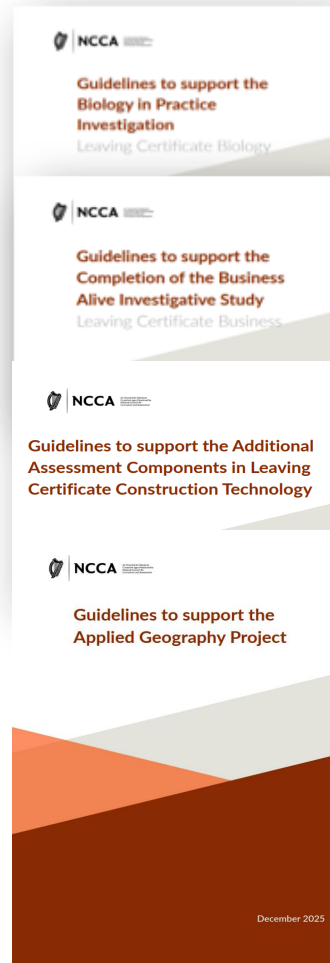




# Key Documents



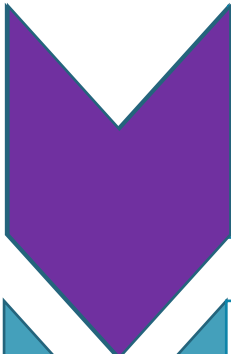
Oide



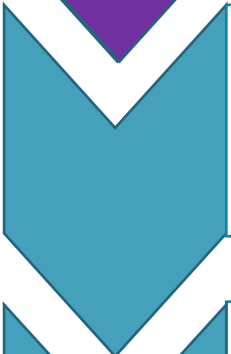
# PLE Intentions



Oide



**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 in the action verbs of redeveloped specifications and with senior cycle key competencies.



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

# What do you want for your students?



Oide

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



# Diamond 9 Activity



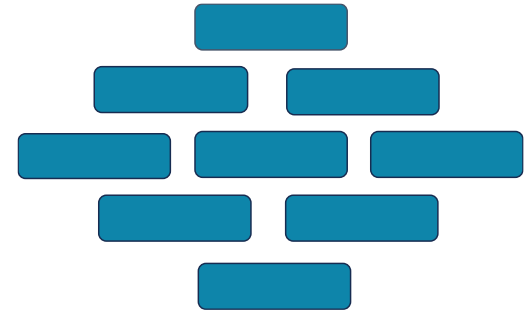
Oide

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.

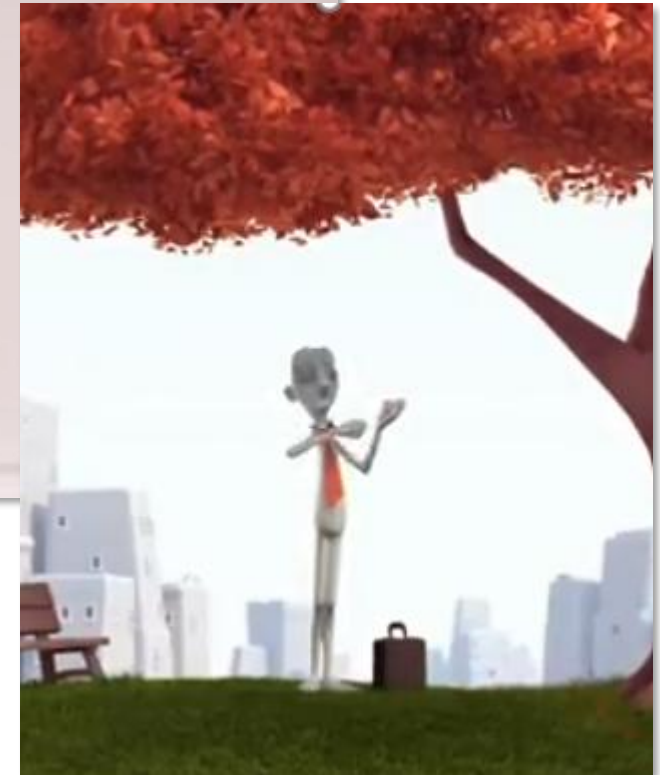


# Questions to Consider



Oide

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



# Copi and Paste Video



Oide



Alike by Daniel Martínez Lara and Rafa Cano Méndez, 2015



# Reflect on the Copi and Paste Video

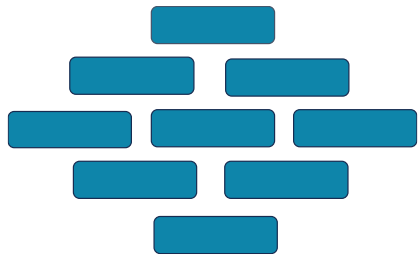


Oide

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?



Oide

“

...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



Oide

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



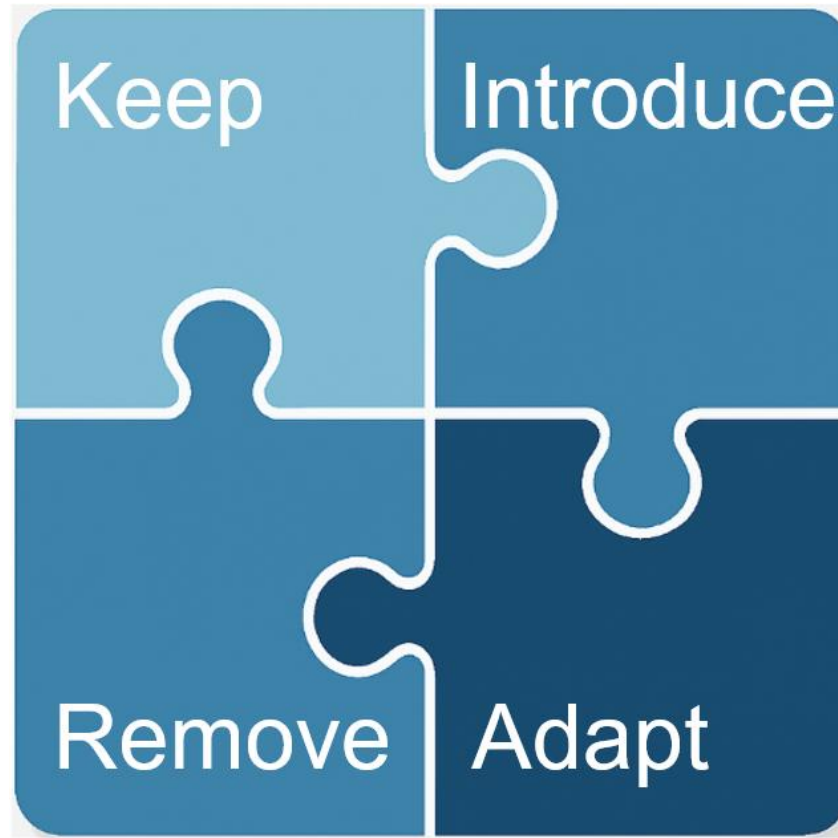
# Tracking Our Thinking



Oide

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

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



# PLE Intentions



Oide



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 in the action verbs of redeveloped specifications and with senior cycle key competencies.**



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



**Oide**

Tacú leis an bhFoghlaim  
Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers

# Student Engagement

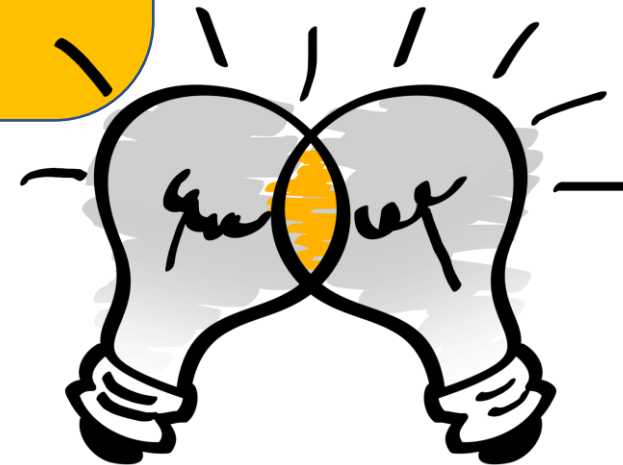


# Student Engagement



Oide

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



# Effective Student Engagement



Oide



Oide

Tacú leis an bhFoghlaim  
Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers

**A Learner Experience:  
Spider Web Discussion**

How could you  
use this learner  
experience in  
your classroom?



# Igniting Student Engagement



Oide

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



Oide

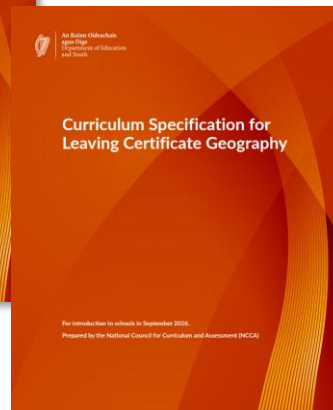
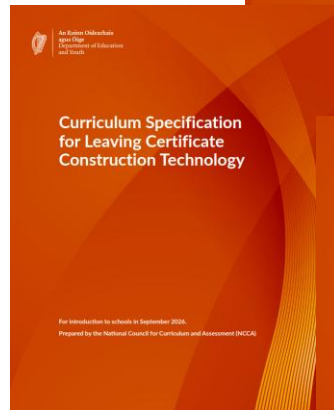
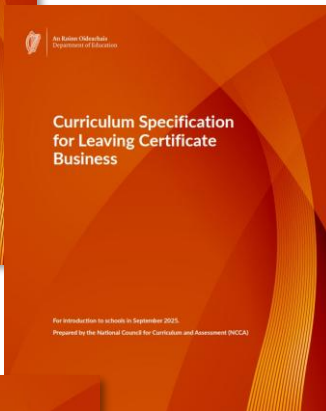
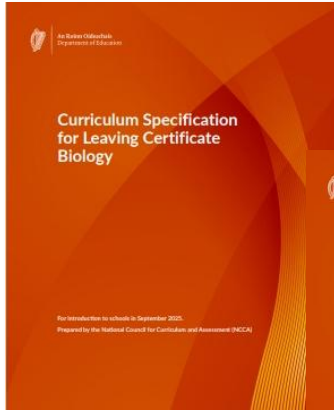


Each action verb is described in terms of what the **learner should be able to do** once they have achieved the learning outcome.

# Engaging Students through Action Verbs



Oide



## Appendix 1 Glossary of action verbs

Action verb	Students should be able to
<b>Analyse</b>	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
<b>Apply</b>	select and use information and/or knowledge and understanding to explain a given situation or real circumstances
<b>Appreciate</b>	recognise the meaning of, have a practical understanding of
<b>Classify</b>	group things together
<b>Compare</b>	give an account of similarities and differences, referring to both
<b>Conduct</b>	perform an action
<b>Consider</b>	describe patterns and check reliability
<b>Describe</b>	develop a detailed account of where appropriate
<b>Design</b>	conceive, create
<b>Discuss</b>	offer a considered opinion or conclusion
<b>Distinguish</b>	make the difference
<b>Evaluate (data)</b>	collect and examine data; does not support conclusions; make the difference
<b>Evaluate (ethical judgement)</b>	collect and examine data; does not support conclusions; make the difference
<b>Examine</b>	consider an argument or issue
<b>Explain</b>	give a detailed account of
<b>Explore</b>	observe, study, investigate
<b>Identify</b>	recognise patterns and state briefly a conclusion
<b>Illustrate</b>	use examples to
<b>Investigate</b>	observe, study, investigate
<b>Interpret</b>	use knowledge and understanding to recognise trends and draw conclusions from given information
<b>Justify</b>	give valid reasons or evidence to support an answer or conclusion
<b>Measure</b>	quantify changes in systems by reading a measuring tool

Action verb	Students should be able to
<b>Model</b>	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
<b>Organise</b>	arrange; to systematise or methodise
<b>Outline</b>	give the main points; restrict to essentials
<b>Plan</b>	devise or project a method or a course of action
<b>Pose</b>	put forward for consideration
<b>Predict</b>	give an expected result of an event; explain a new event based on observations or information using logical connections between pieces of information
<b>Produce</b>	bring into existence by intellectual or creative ability
<b>Recognise</b>	identify facts, characteristics or concepts that are critical (relevant/appropriate) to the understanding of a situation, event, process or phenomenon
<b>Reflect</b>	consider in order to correct or improve
<b>Research</b>	inquire specifically, using involved and critical investigation
<b>Relate</b>	associate, giving reasons
<b>Review</b>	re-examine deliberately or critically, usually with a view to approval or dissent; to analyse results for the purpose of giving an opinion
<b>Use</b>	apply knowledge or rules to put theory into practice

# Senior Cycle Specifications



Oide

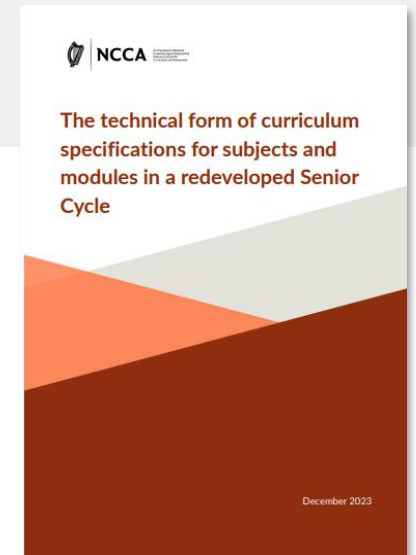
## Students learn about

- 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

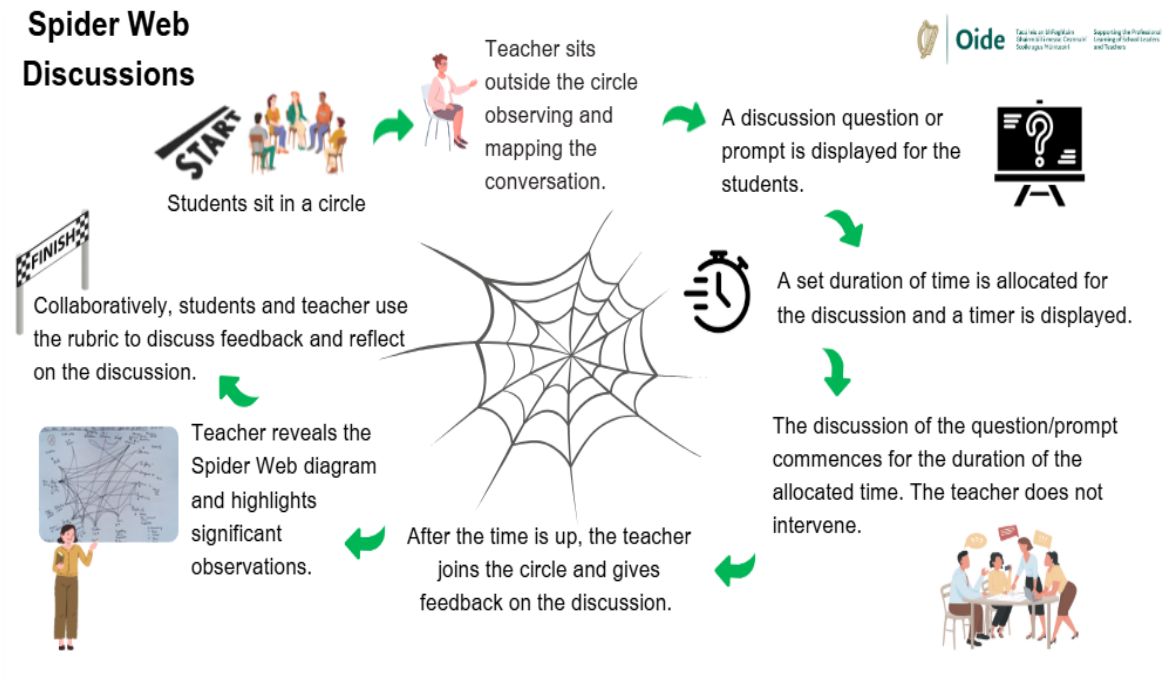




# Action Verbs in The Classroom



Oide



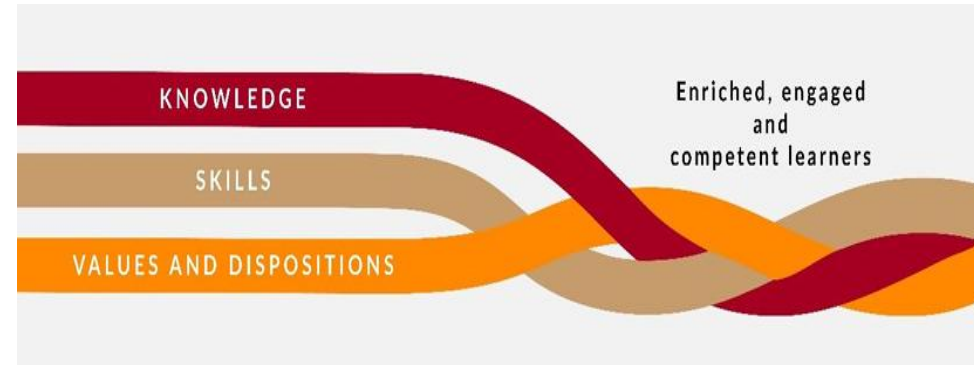
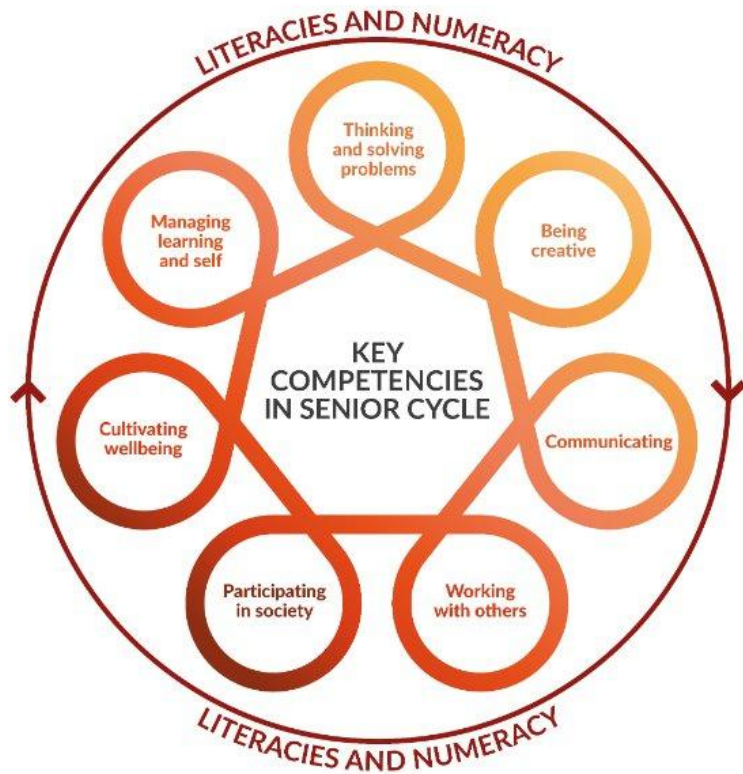
1. What action verbs could be activated in your chosen learner experience?

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

# Linking Action Verbs and Key Competencies



Oide



‘...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.’

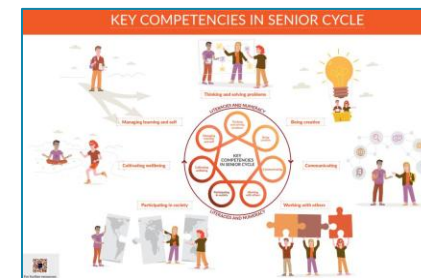
# Key Competencies in Senior Cycle



Oide

AN tSRAITH SHINSEARACH  
SENIOR CYCLE

Courtesy of NCCA

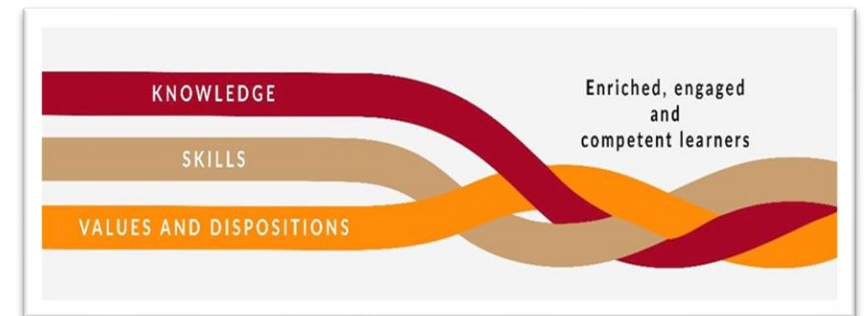
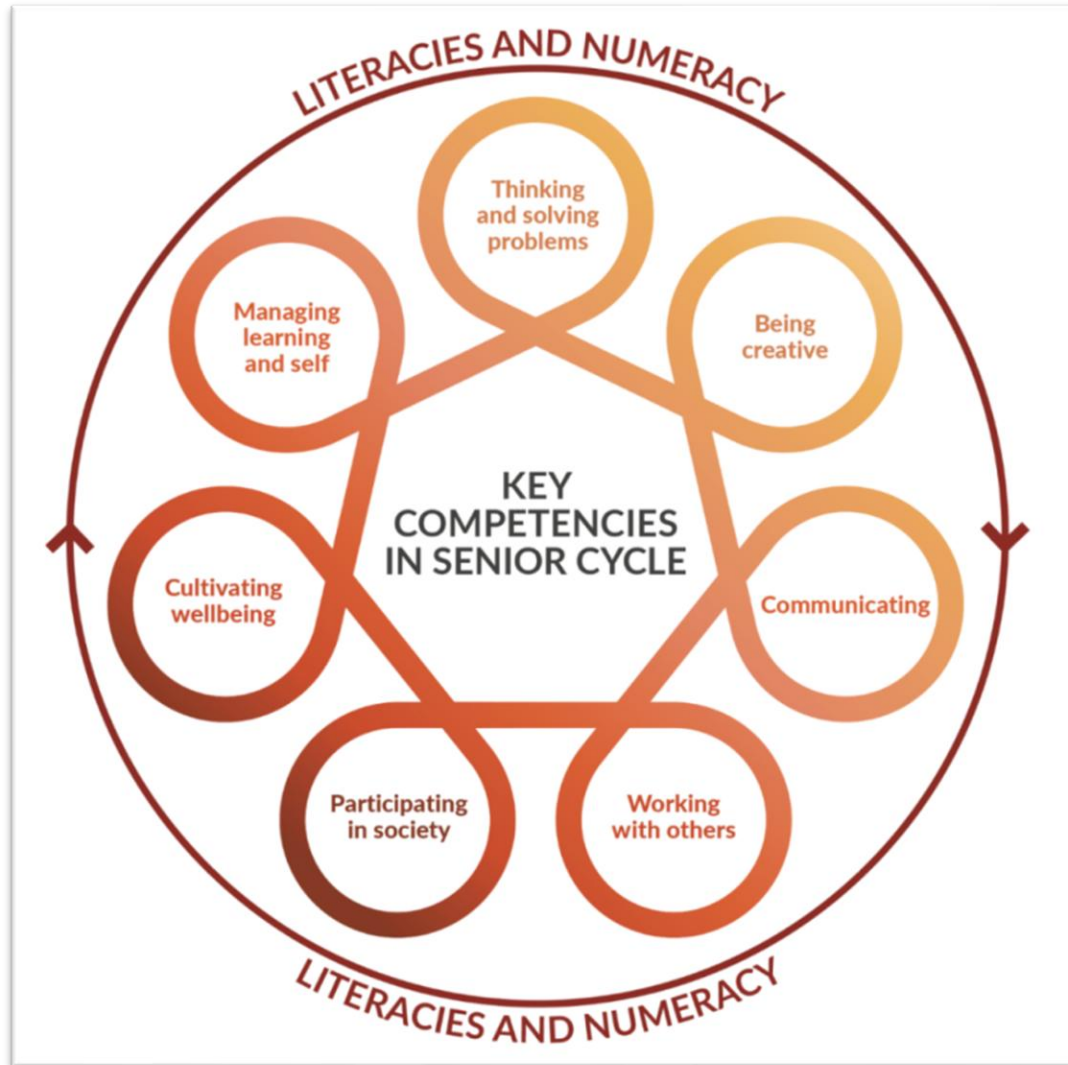


What key competencies aligned to your  
learner experiences?

# Key Competencies in Senior Cycle



Oide



# Key Competency: Communicating



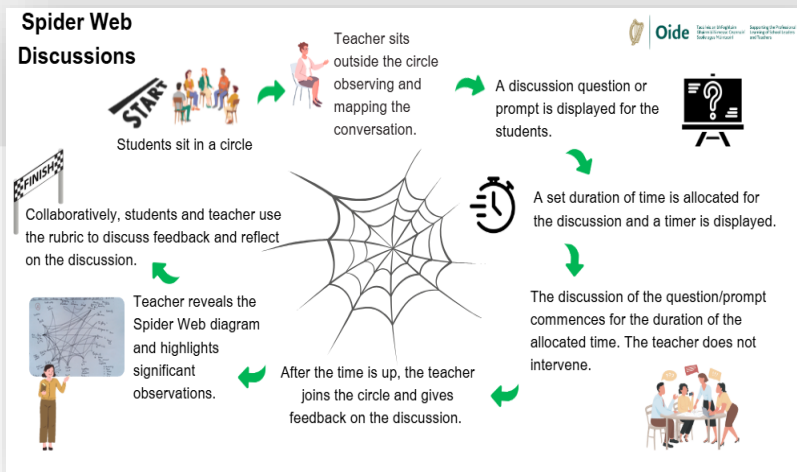
Oide

## Learning Outcome

deepen their understanding of various forms of communication and of the material they are studying.

## Attribute

- 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.



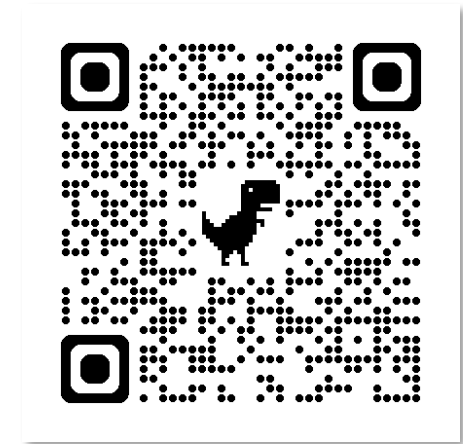
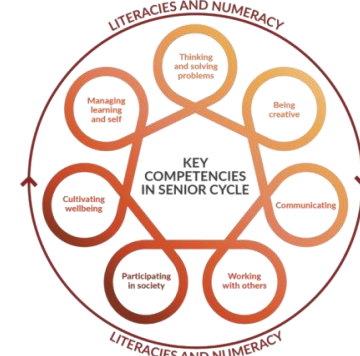


# Key Competency Activity

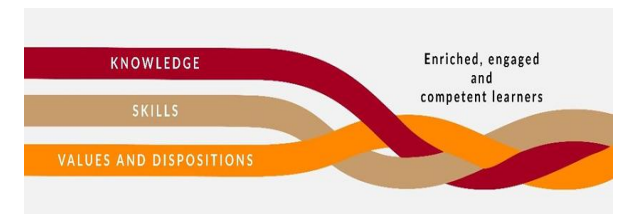


Oide

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





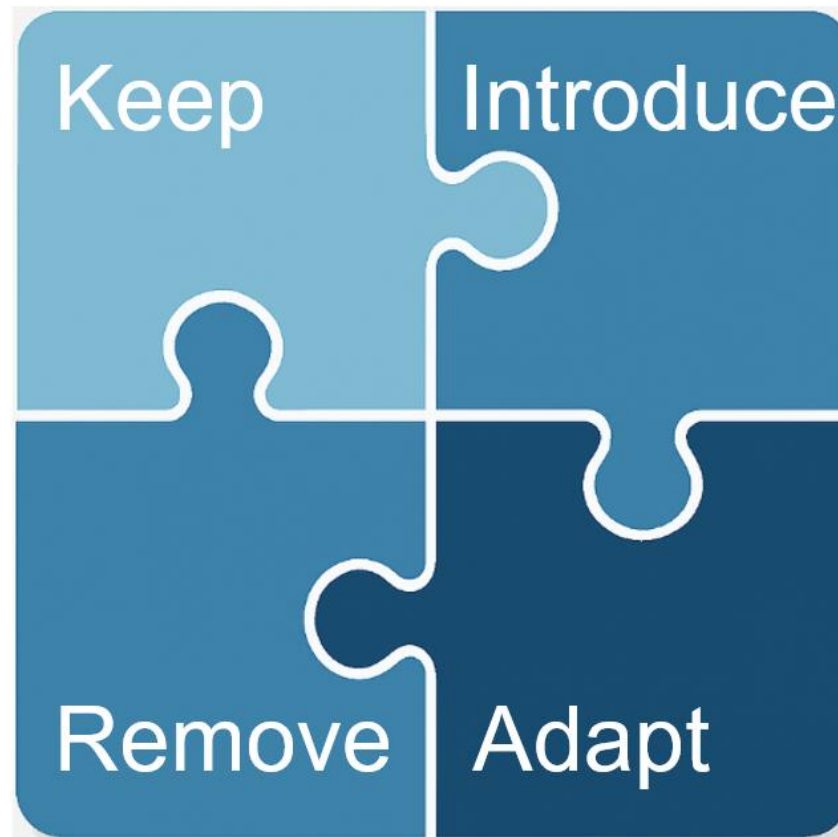
# Tracking Our Thinking



Oide

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

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



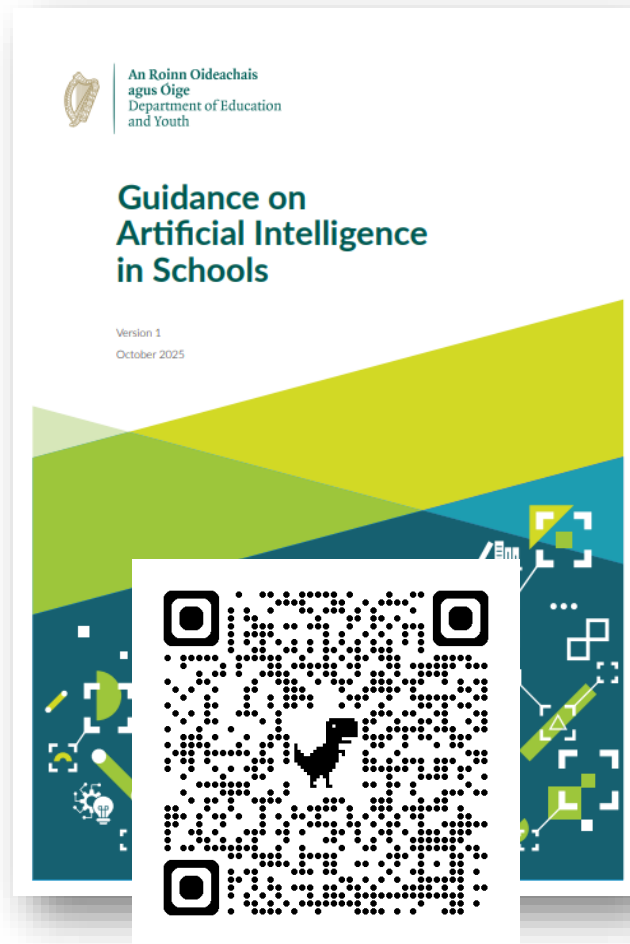
# Guidance on Artificial Intelligence in Schools



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. Accountability<sup>11</sup>**

# Current Uses of AI in Education



Oide



**Teacher  
Planning and  
Preparation**



**Teaching  
and  
Learning**



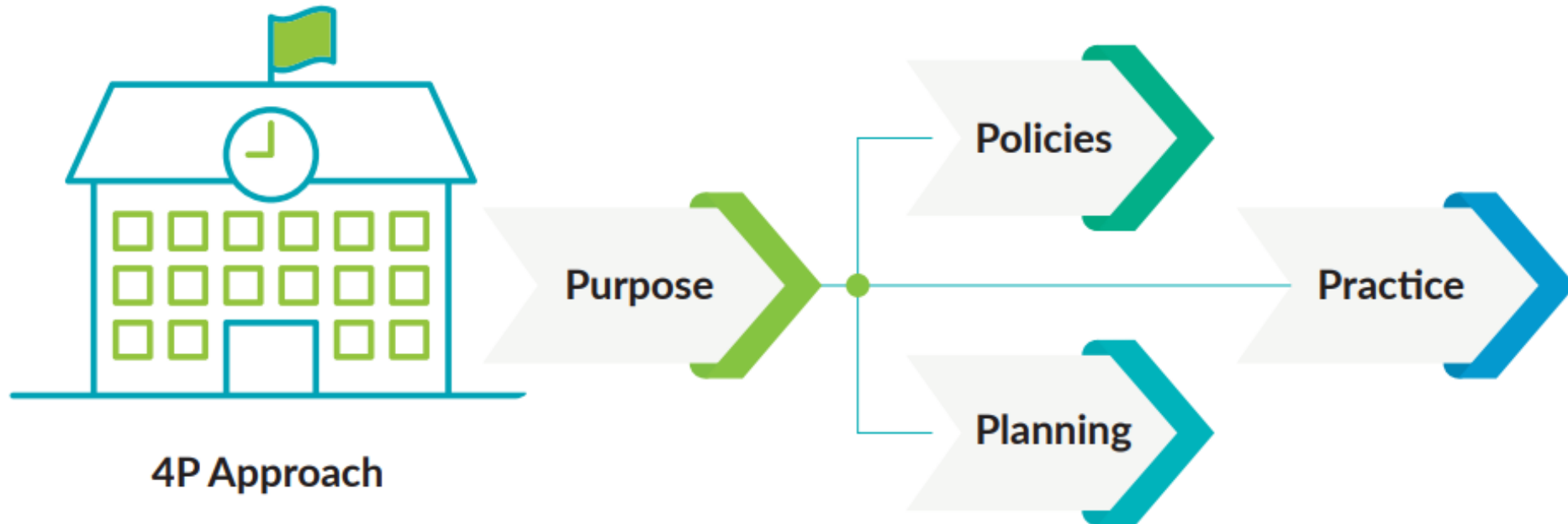
**School  
Leadership and  
Management**

# An AI Roadmap for Schools

## 4P Approach



Oide





# 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



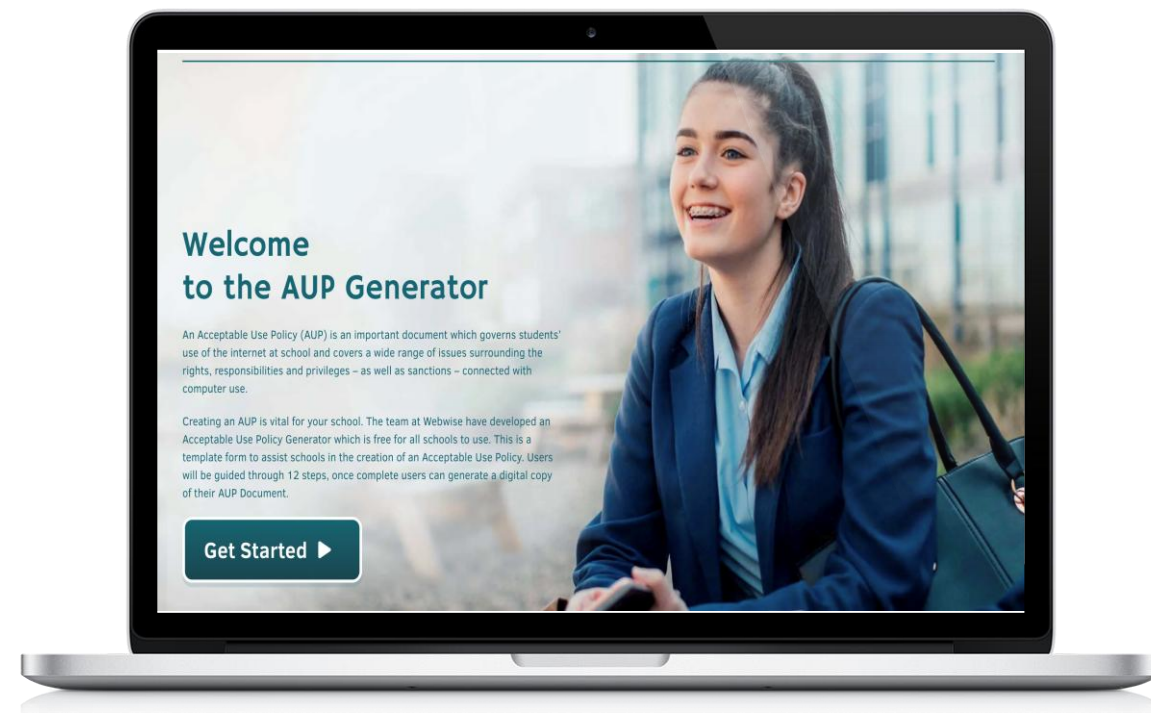
[tiny.cc/aischoolshub](https://tiny.cc/aischoolshub)

# Acceptable Use Policy (AUP)



Oide

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

**webwise**.ie

[webwise.ie/aup-2/](https://webwise.ie/aup-2/)




# PLE Intentions



Oide



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 in the action verbs of redeveloped specifications and with senior cycle key competencies.



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

# Sustaining Student Engagement



Oide

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



Oide

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



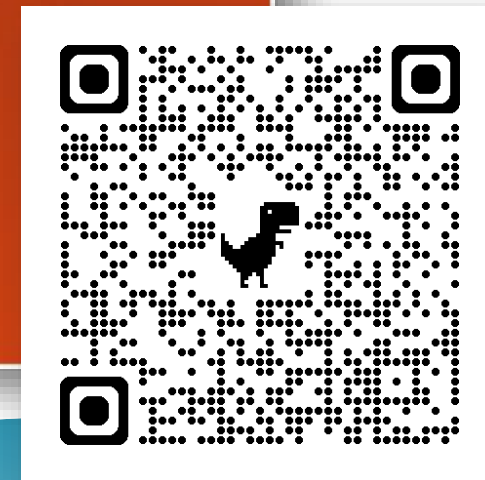
Oide



# TY Portfolio and Micro Modules



Oide



# Focusing on the Learning Process



Oide



‘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

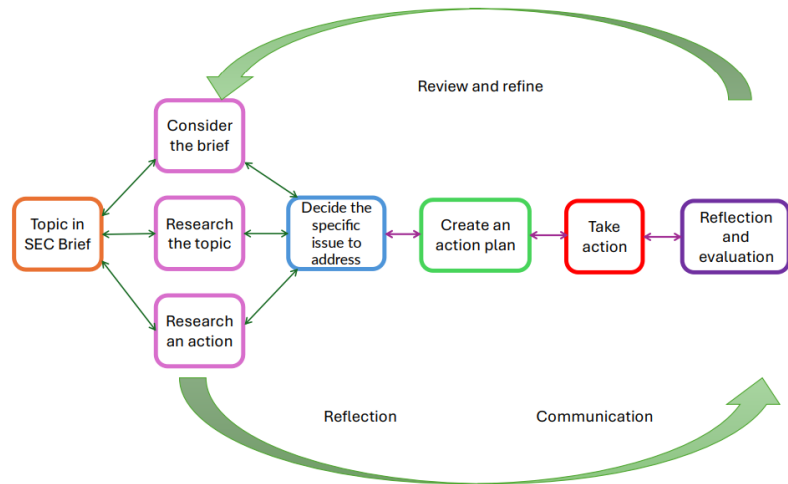


Figure 1. Overview of the process for completion of the Action Project

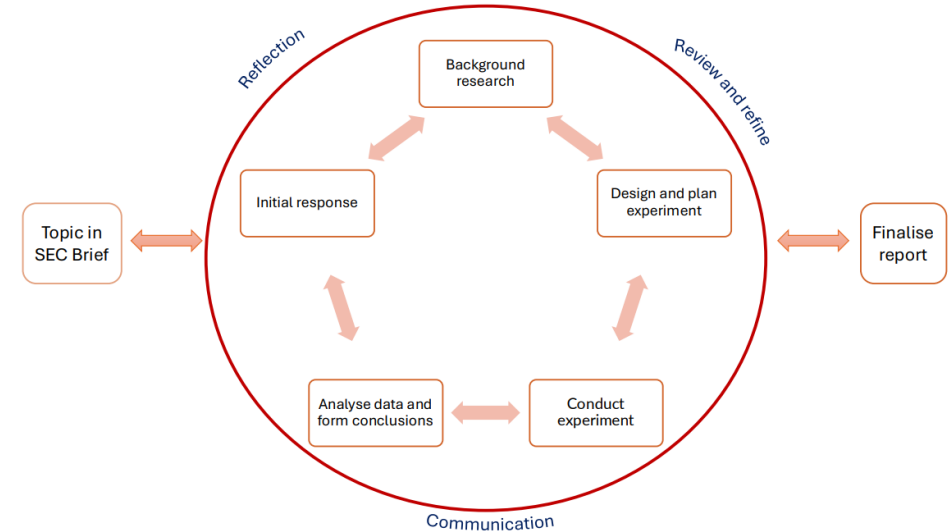


Figure 1. Overview of the process for completion of the Biology in Practice Investigation

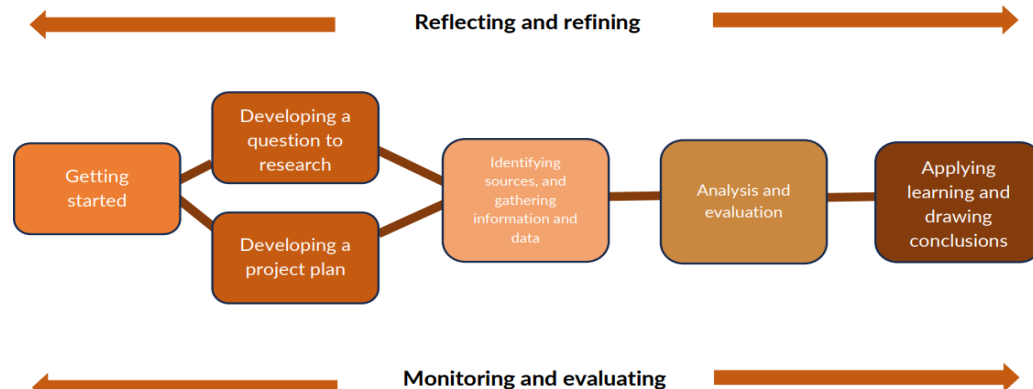


Figure 1: Overview of the main stages of activity in the Business Alive Investigative Study

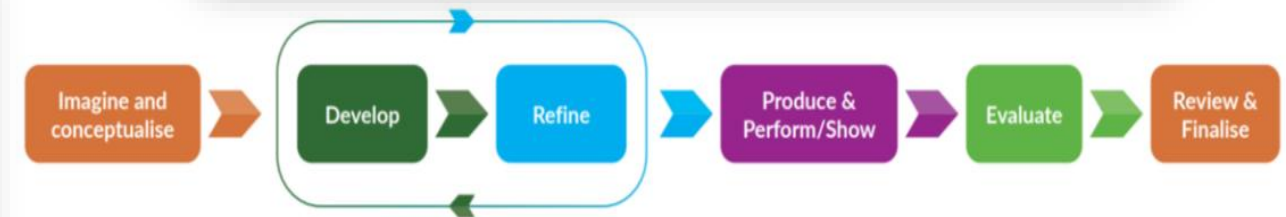


Diagram 1: Process of working on the Creativity in Practice Project

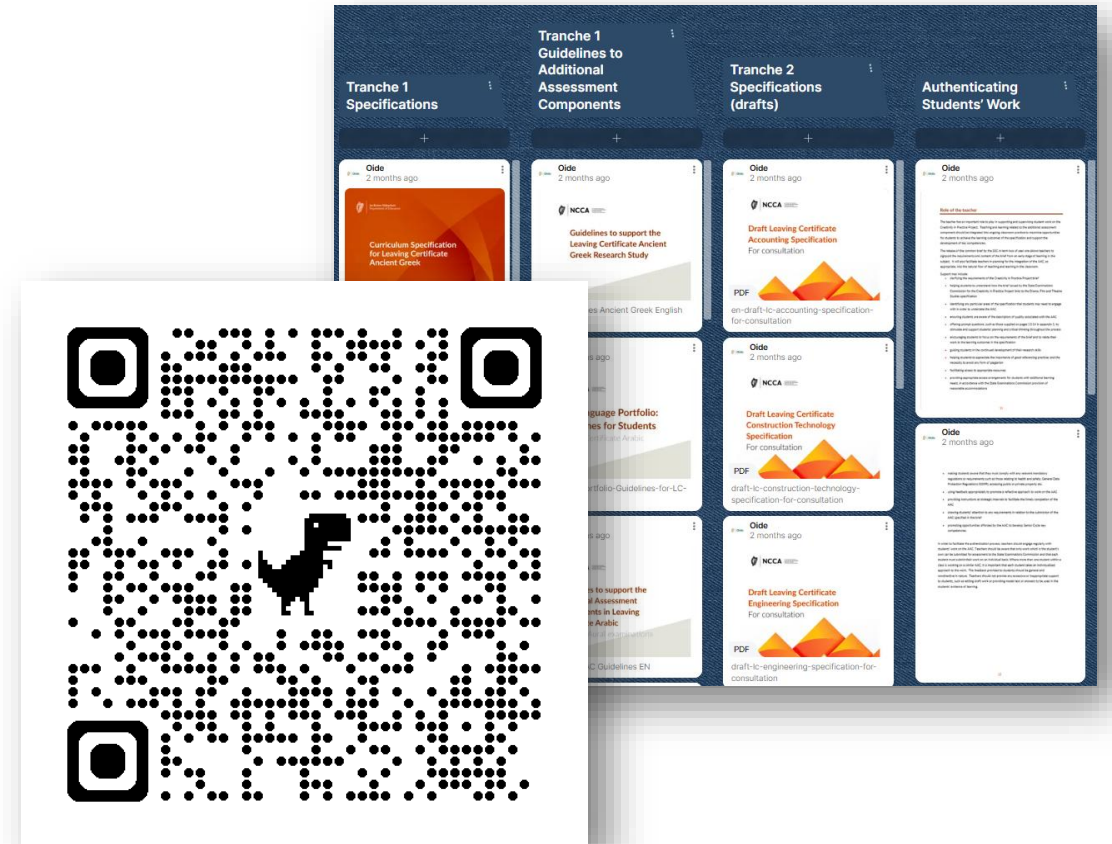


# Exploring the AAC Guidelines



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.

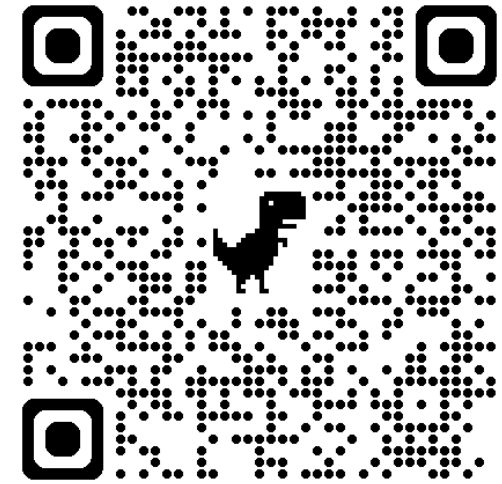
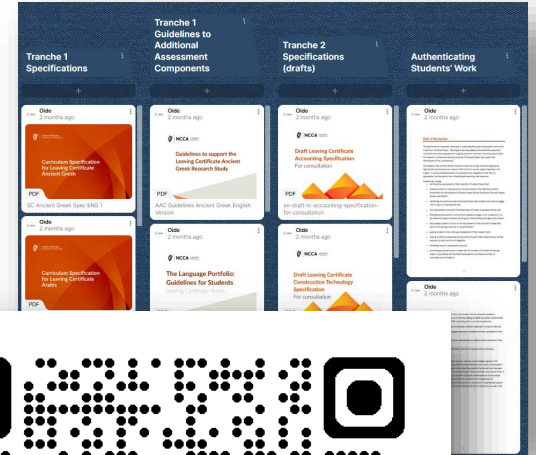
The release of the brief by the SEC in term two of year one allows teachers to signpost the requirements and content of the brief from an early stage of learning in the subject. It will also facilitate teachers in planning for the integration of the Biology in Practice Investigation, as appropriate,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

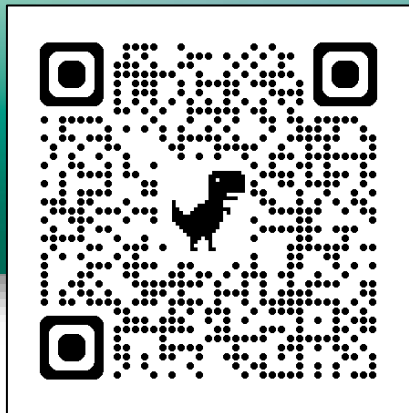


# What Does the Guidance Say?



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



Oide



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





# Guide to Referencing



Oide



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



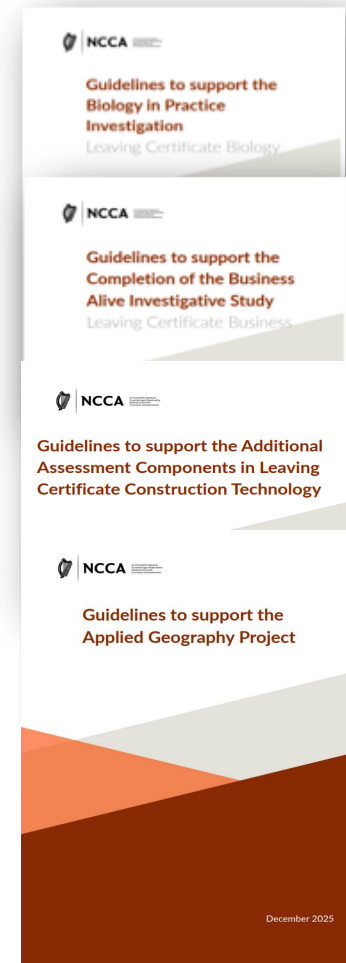
Oide

**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.

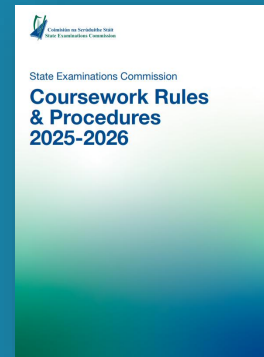
# Appendix 2 – Rules for the Use of AI in SEC Examination Coursework.



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

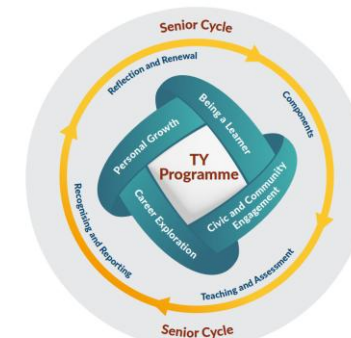


## Process for the completion of the Business Alive Investigative Study

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.

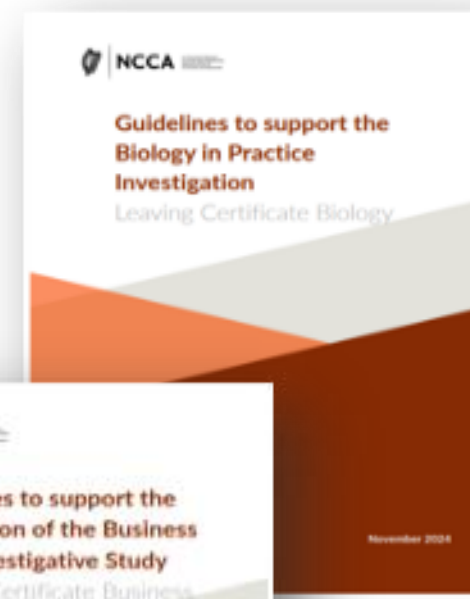
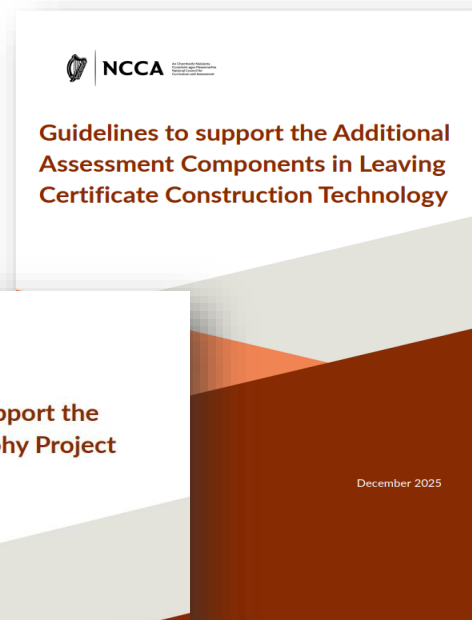
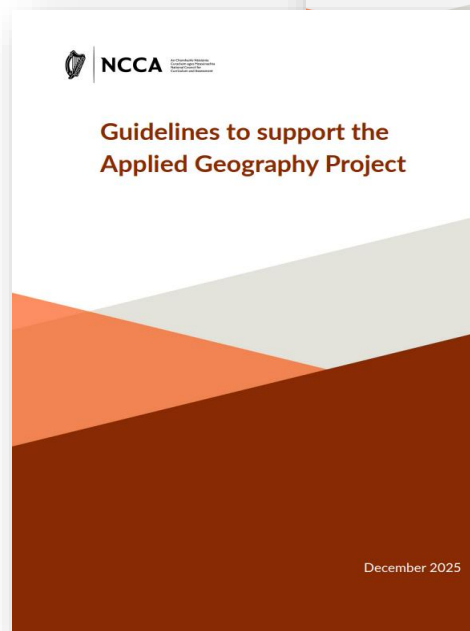
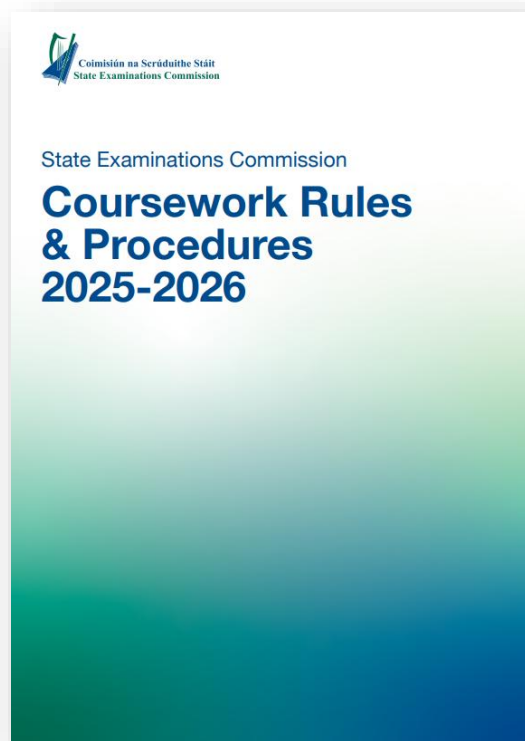
<p>What's working well?</p>	<p>Challenges</p>	<p>Priorities</p> <p>1.</p> <p>2.</p> <p>3.</p> 
<p>Actions</p> <p>Opportunities</p>		

# Authenticating Students' Work



Oide

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



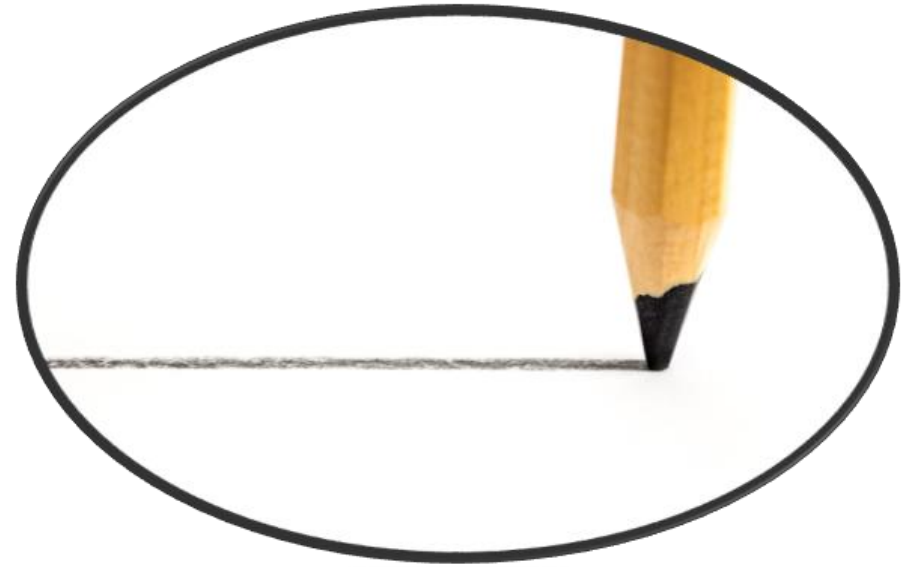
# Where do you draw the line?



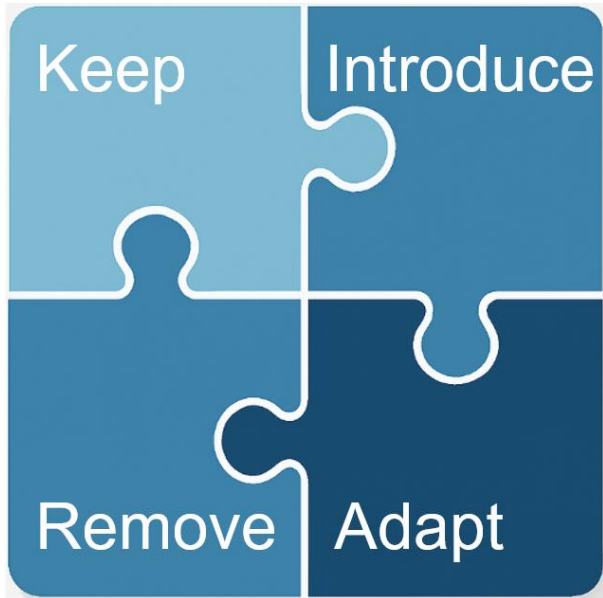
Oide

‘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



Oide

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



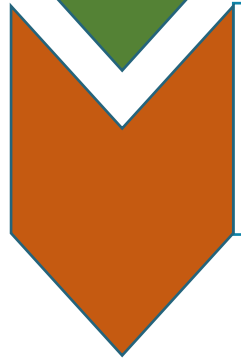
Oide



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.