Overview of the day
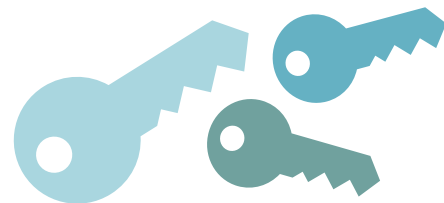
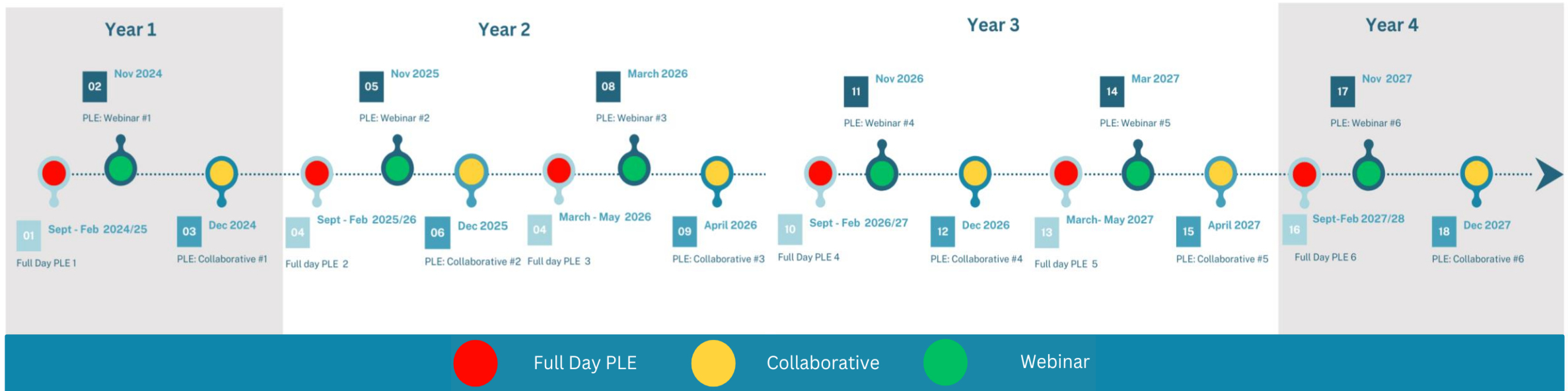|	
Session 1 09:15 - 11:00	Development of a shared understanding of the Leaving Certificate Business Specification.
Tea/Coffee 11:00 - 11:20	
Session 2 11:20 - 13:00	Exploring the four contextual strands of the Business specification and the role of the cross-cutting themes.
Lunch 13:00 - 14:00	
Session 3 14:00 - 15:45	Considering the unifying strand and how students can engage with the real world of business and the senior cycle key competencies.

Key Messages

- Business is a subject that empowers students with an understanding of how the world of business interacts with their daily lives.

- A learning environment centred on investigation and inquiry cultivates students' critical thinking capacities enabling them to apply their knowledge to the real world of business.

- The consistent integration of the unifying strand, "Investigating Business" through the four contextual strands enables students to develop key competencies and fosters an entrepreneurial mindset.

Leaving Certificate Business Support

Senior Cycle Redevelopment- Business Professional Learning Experience
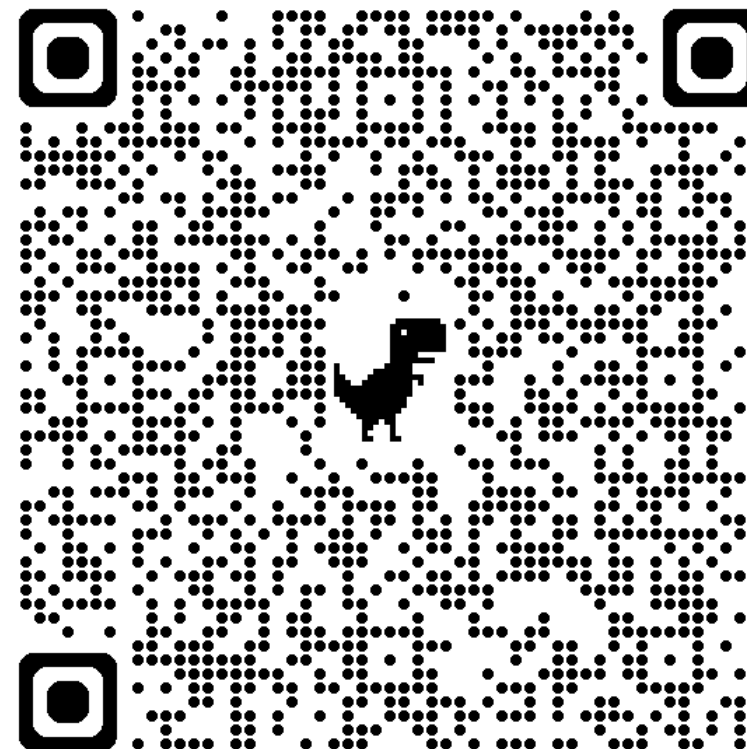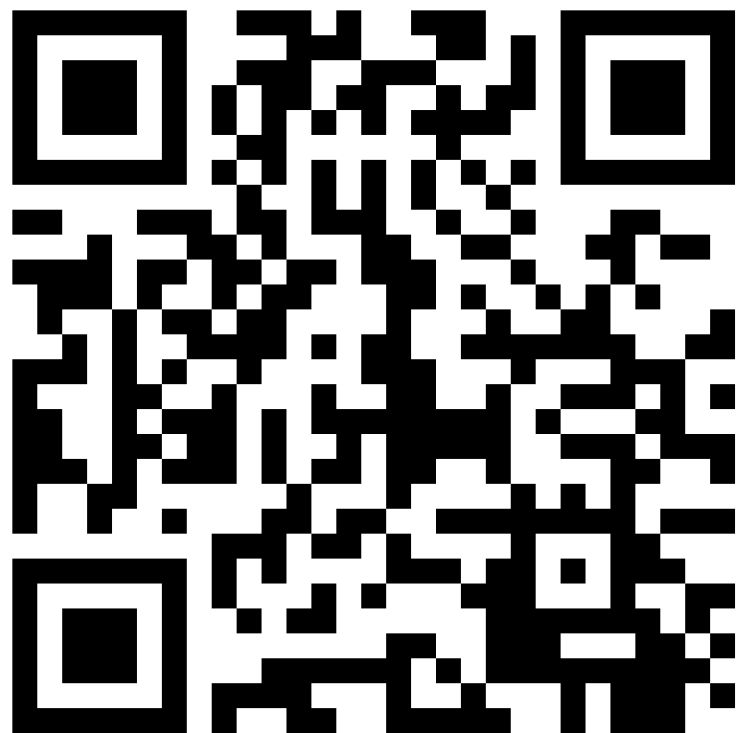Proposed Timeline

Year 1

02 Nov 2024 — PLE: Webinar #1
01 Sept - Feb 2024/25 — Full Day PLE 1
03 Dec 2024 — PLE: Collaborative #1

Year 2

05 Nov 2025 — PLE: Webinar #2
08 March 2026 — PLE: Webinar #3
04 Sept - Feb 2025/26 — Full day PLE 2
06 Dec 2025 — PLE: Collaborative #2
07 March - May 2026 — Full day PLE 3
09 April 2026 — PLE: Collaborative #3

Year 3

11 Nov 2026 — PLE: Webinar #4
14 Mar 2027 — PLE: Webinar #5
10 Sept - Feb 2026/27 — Full Day PLE 4
12 Dec 2026 — PLE: Collaborative #4
13 March- May 2027 — Full day PLE 5
15 April 2027 — PLE: Collaborative #5

Year 4

17 Nov 2027 — PLE: Webinar #6
16 Sept-Feb 2027/28 — Full Day PLE 6
18 Dec 2027 — PLE: Collaborative #6

Legend: ● Full Day PLE ● Collaborative ● Webinar

6 x Full-Day PLE's | **6 x Evening Collaboratives** | **6 x Webinars**

Booklet, Pg.3

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Supporting the Professional Learning of School Leaders and Teachers

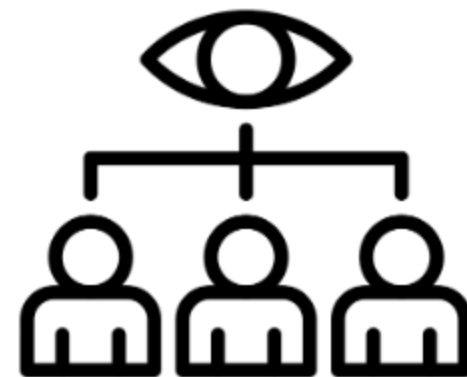# Support Materials

padlet

Oide Mailing Lists

Learning Intentions: Session 1

- Appreciate the rationale for the new specification.

- Consider the various aspects of the specification.

Shared vision for your students of Business

- What is your vision for student learning in Business?

- What are the features of successful learning in the Business classroom?

- What activities and approaches would facilitate meaningful student investigation and critical thinking in Business?

- What are the values and dispositions that are enhanced through the study of Business?
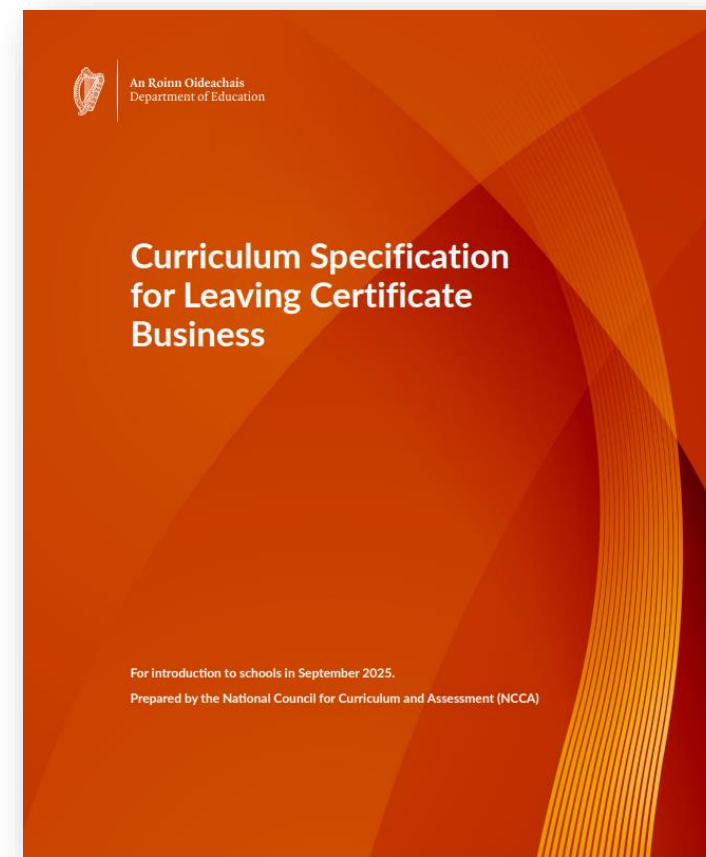
10 mins   10 mins

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Supporting the Professional Learning of School Leaders and Teachers

Overview of the Specification

- September 2025

- 180 hours minimum duration

- Higher and Ordinary Level

- First Leaving Certificate Examination in June 2027

- Assessment: Written Examination and Additional Assessment Component (AAC)

Key Documents

Senior Cycle Review — Advisory Report — NCCA — 2022

Looking at Business — Draft Guide for Post-Primary Schools — An Roinn Oideachais, Department of Education — Inspectorate — January 2023 — Department of Education Inspectorate, gov.ie/education

Key competencies in senior cycle — NCCA — August 2024

Curriculum Specification for Leaving Certificate Business — An Roinn Oideachais, Department of Education — For introduction to schools in September 2025. Prepared by the National Council for Curriculum and Assessment (NCCA)

Policy documents that underpin the new specification

Senior Cycle Key Competencies
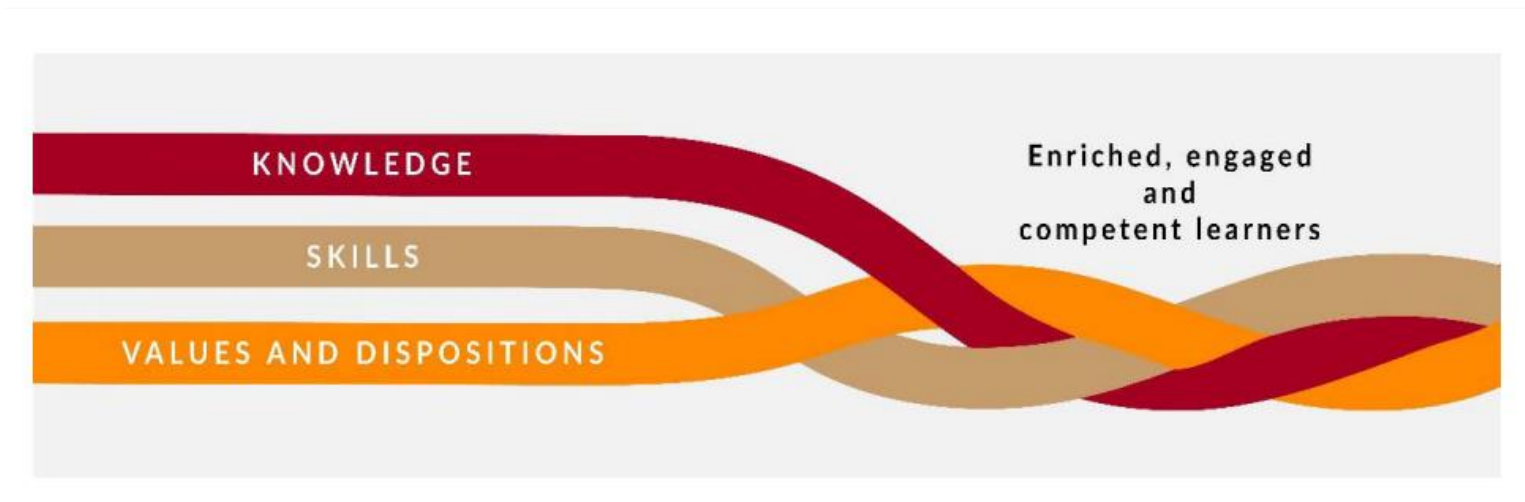
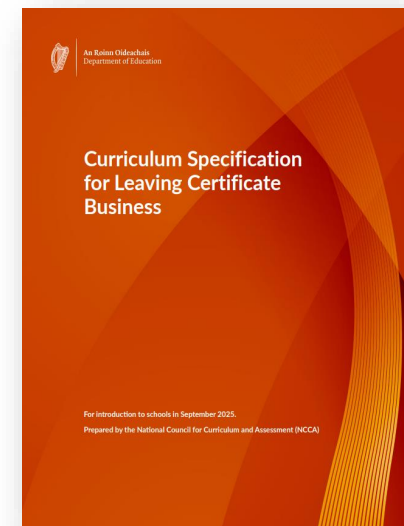**Figure 1:** *Key competencies in senior cycle, 2024, p.1.* The components of competencies and their desired impact.

Figure 2: *Key competencies in senior cycle, 2024, p.2.* Key Competencies in senior cycle, supported by literacies and numeracy.

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Reflection Activity

Read the rationale for Leaving Certificate

Business (Business Specification, 2024, p. 4)

How does the rationale align with or differ

from our shared vision for learners?
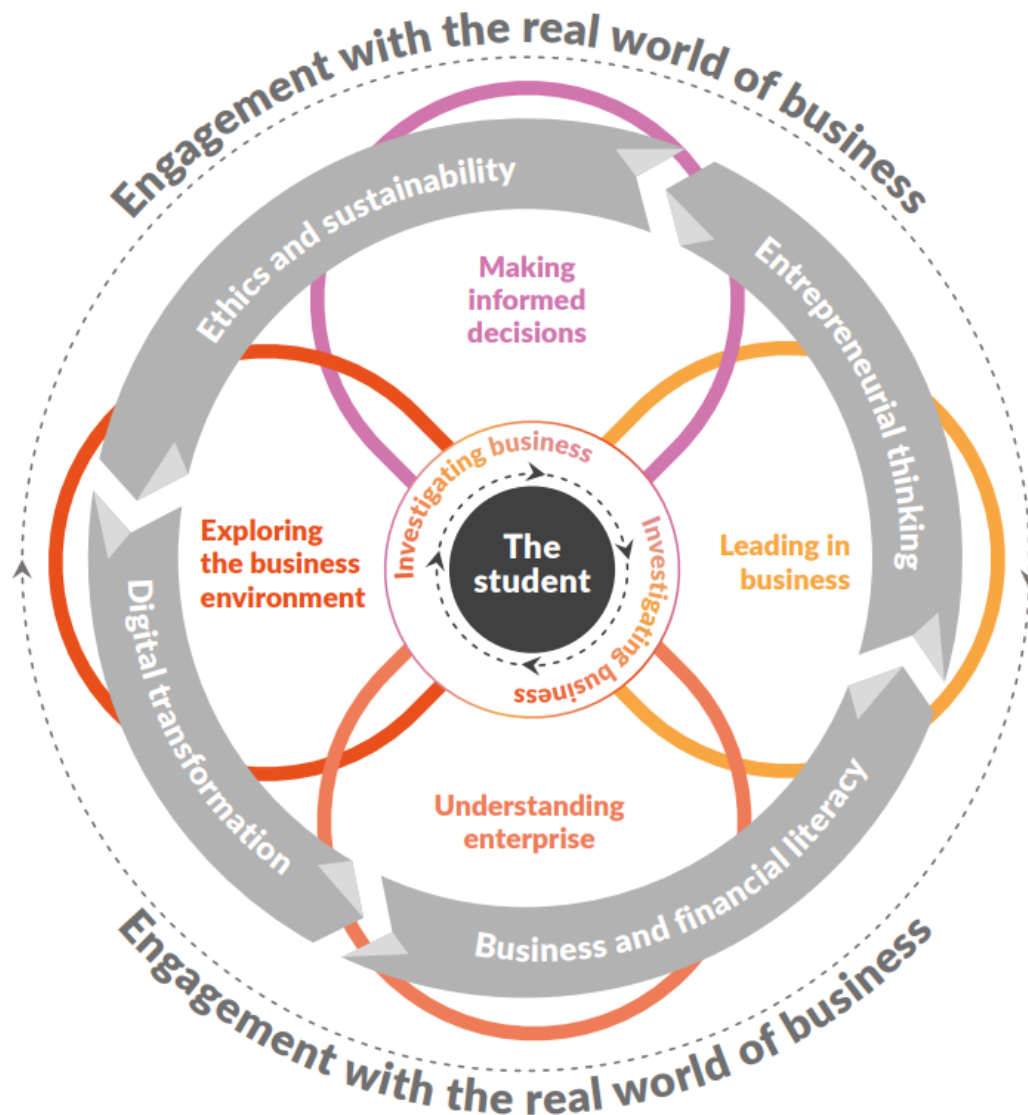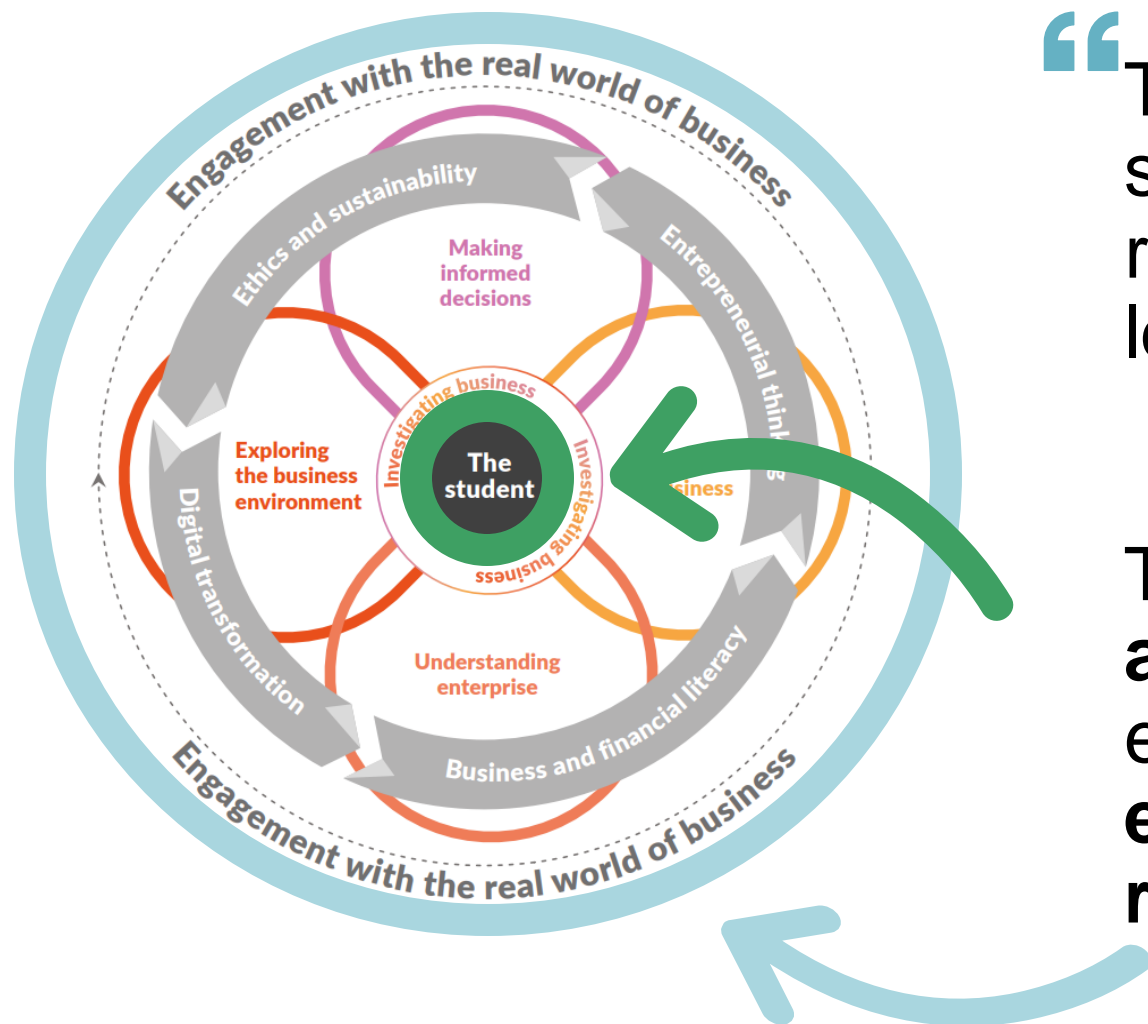
5 mins   5 mins   10 mins

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Specification Overview

Figure 3: *Business Specification, 2024, p.11.* Leaving Certificate Business: Specification Overview.

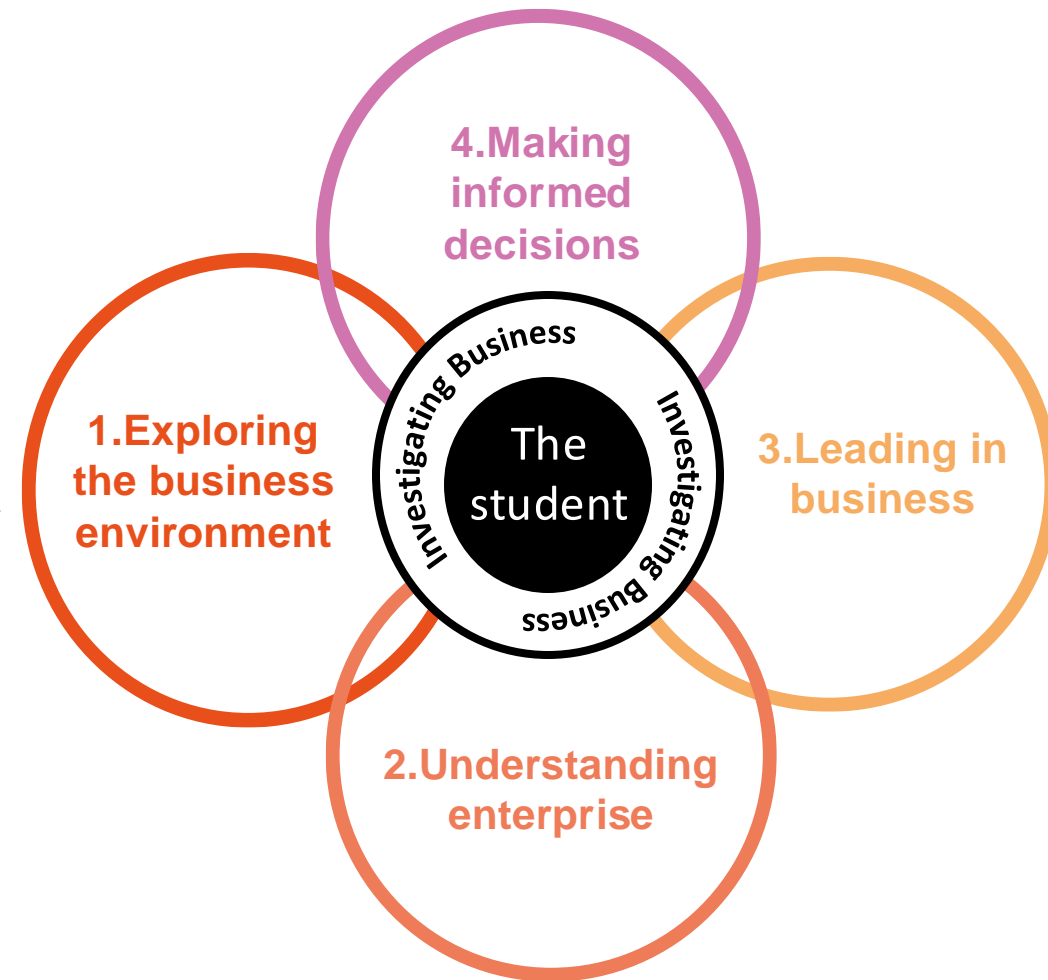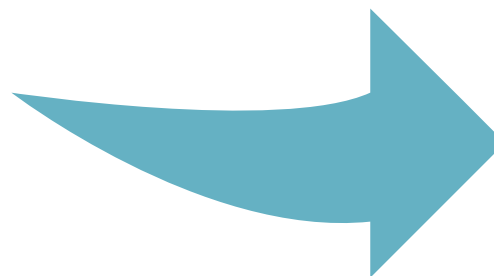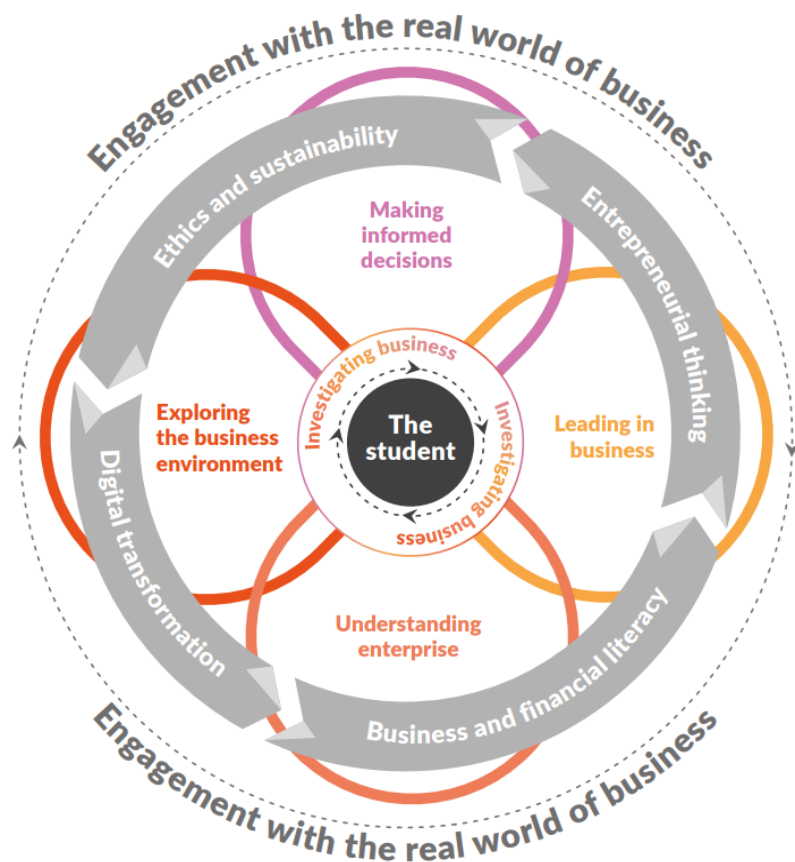# Teaching for student learning

> The learning outcomes set out in the specification support the use of a wide range of approaches to teaching and learning.
>
> The specification places **the student at the centre** of learning and emphasises the importance of **engagement with business in the real world**.

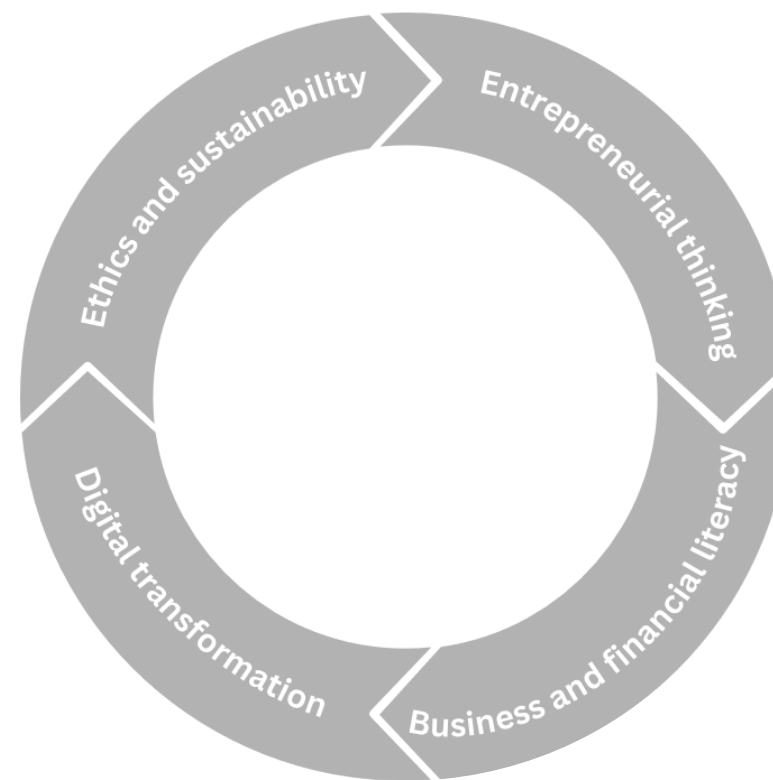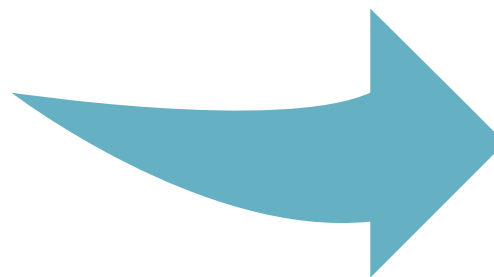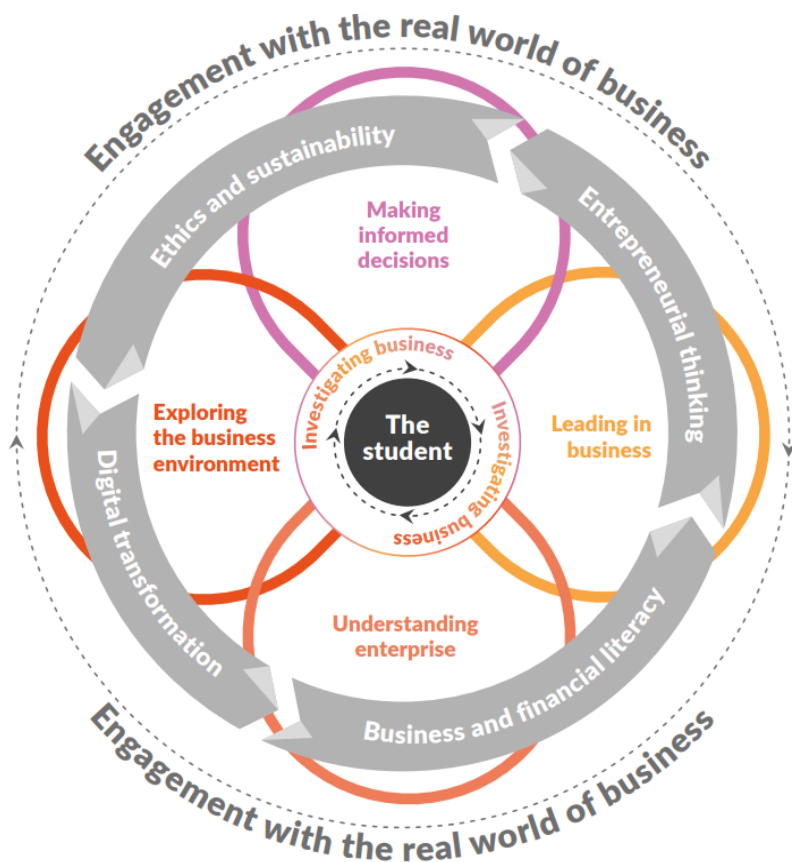(*Business Specification*, 2024, p. 30)
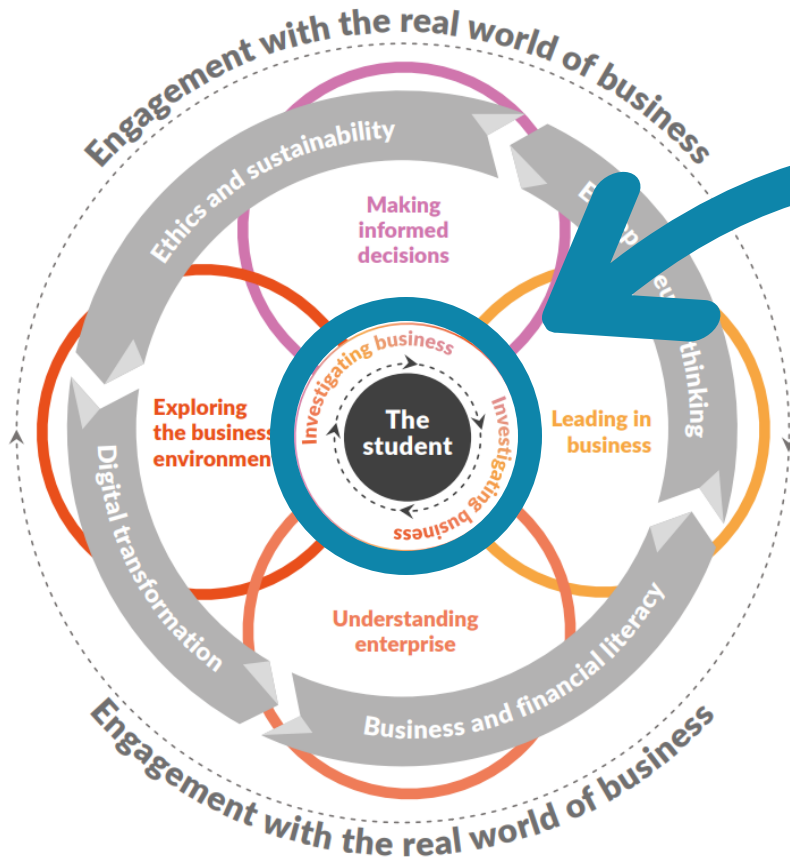
The Contextual Strands

Cross-cutting Themes

Unifying Strand: Investigating Business

> "The unifying strand is designed to be woven throughout the contextual strands as appropriate."

(*Business Specification*, 2024, p. 10)

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Learning Intentions: Session 1

- Appreciated the rationale for the new specification

- Considered the various aspects of the specification

Break

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Learning Intentions: Session 2

- Develop our understanding of the contextual strands within the specification.

- Develop an understanding of the cross-cutting themes and how they can be used in conjunction with learning outcomes.

The Contextual Strands

Strand 1: Exploring the Business Environment

Students learn about	Students should be able to
1. Key stakeholders in business	
• key stakeholders in business (including business owners, investors, employees, consumers, suppliers, local community, and government), their importance in business and their interdependencies, including the needs and wants of different stakeholders at different stages of business development.	1. outline the key internal and external stakeholders in a business and demonstrate their importance in the business environment. 2. demonstrate how stakeholders interact and identify potential conflict between stakeholders. 3. suggest appropriate ways of avoiding and resolving conflict between stakeholders. 4. conduct stakeholder mapping* and explain the importance of prioritising different stakeholder interests.
6. Applying my learning	
• how their learning in Leaving Certificate Business can be applied to their daily lives and help them to understand business-related stories in the media.	1. analyse information from the news and media related to the business environment and provide an informed opinion or perspective.

Figure 4: *Business Specification, 2024, p.15,18. Strand 1 Learning Outcomes.*

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A collaborative activity

- Review the specification for the contextual strand assigned to you and consider the questions.

- Be prepared to share your thoughts with your table.

- Feedback on each strand to the room.

What looks familiar?

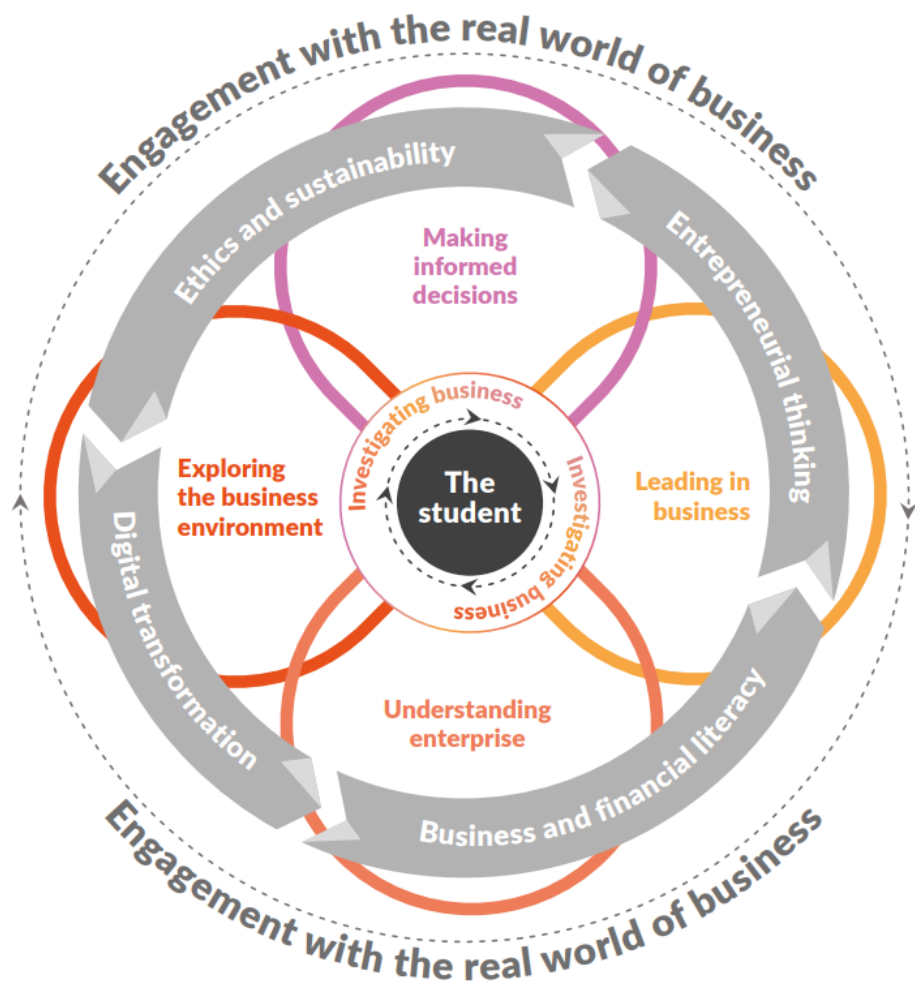**What looks new and interesting?**

What key points will I highlight to my department?
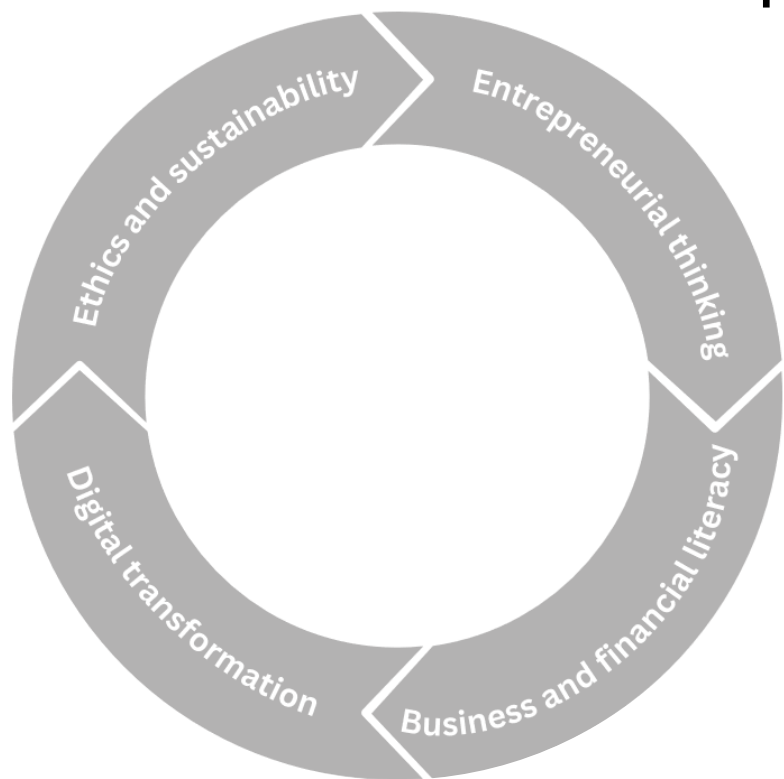
15 mins   15 mins   5 mins

Cross-cutting themes

> Four cross cutting themes are identified - **Ethics and sustainability**, **Entrepreneurial thinking**, **Business and financial literacy** and **Digital transformation** – which provide a lens for the learning within the specification and are often interlinked.

(*Business Specification*, 2024, p. 10)

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Activity: Cross-cutting themes

Review the specification and identify:

- Three learning outcomes where cross-cutting themes may be relevant.
- For each learning outcome write them on a sticky note along with the cross-cutting theme and to consider their role.

Read about the cross-cutting themes and consider their role in the dynamic world of business *(Business Specification,* 2024, p. 10)

5 mins

Learning Outcome:

Cross-cutting theme:

Strand: 1 ☐ 2 ☐ 3 ☐ 4 ☐

15 mins   5 mins

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Supporting the Professional Learning of School Leaders and Teachers

Activity - Resources

Identify the main sources of stimulus
material that you use to bring business alive
in the learning environment.

5 mins   5 mins

Learning Intentions: Session 2

- Developed our understanding of the contextual strands within the specification.

- Developed an understanding of the cross-cutting themes and how they can be used in conjunction with learning outcomes.

Lunch

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Supporting the Professional
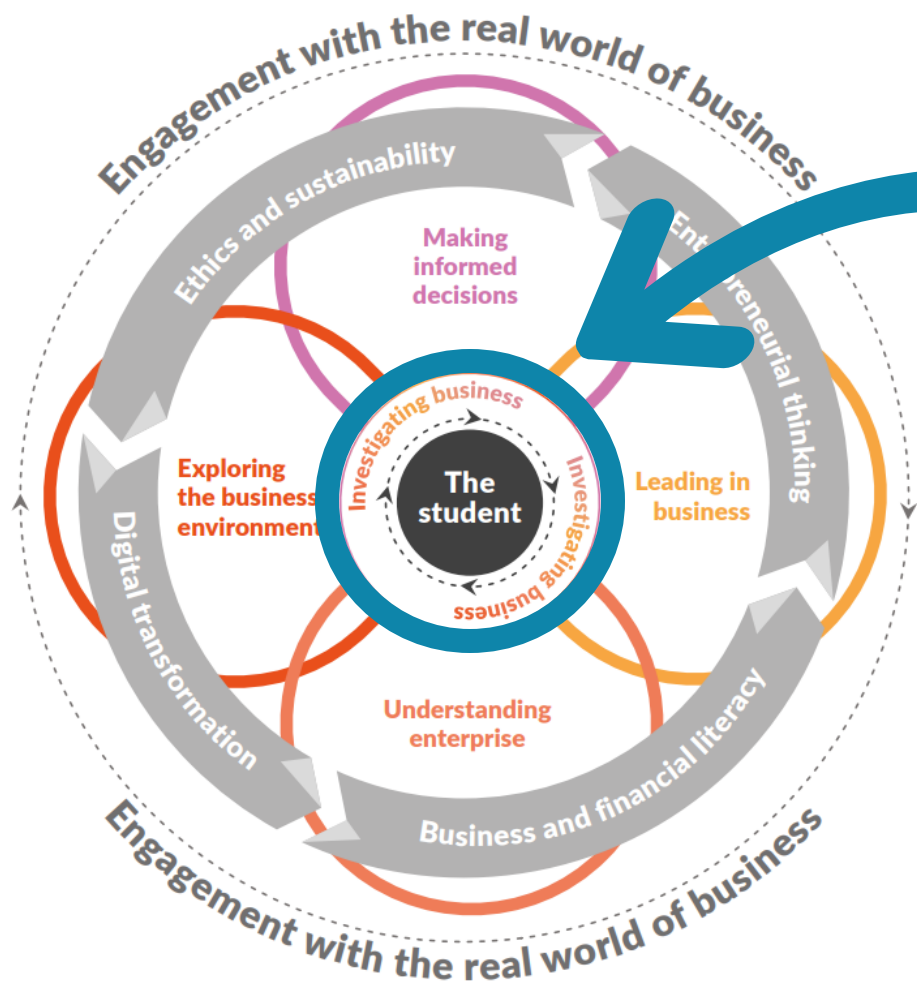Learning of School Leaders
and Teachers

Learning Intentions: Session 3

- Consider how the unifying strand can be used to develop student understanding across the specification.

- Consider how to engage students with the real world of business.

- Develop our understanding of senior cycle key competencies.

The Unifying Strand

> " There are many opportunities through the specification to develop the learning set out within this strand. The teacher has the freedom and flexibility to plan for this learning across **the learning outcomes in the four contextual strands...** "

(*Business Specification*, 2024, p. 13)

Exploring The Unifying Strand

Unifying Strand Learning Outcomes

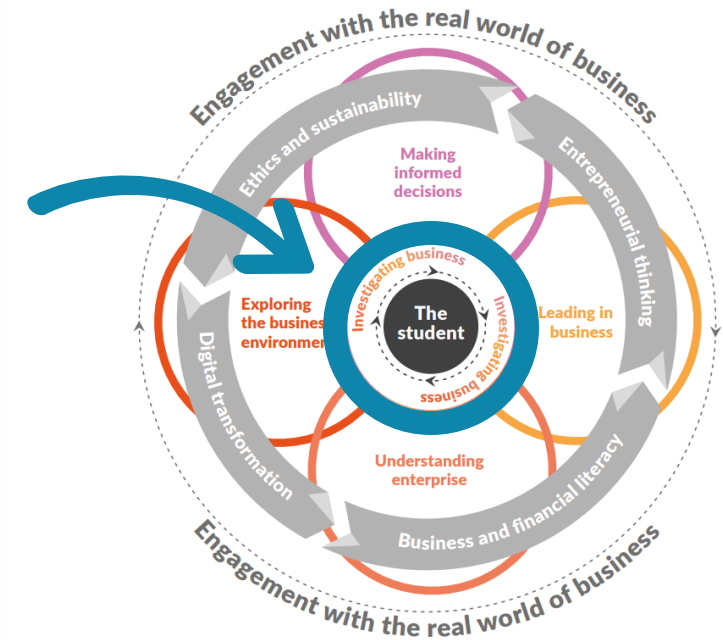| Students learn about	Students should be able to
U1. Developing questions to research • the need to develop and refine questions based on topics to ensure clarity and the availability of sufficient, quality information and/or data using SMART objectives*	1. develop a range of questions to research
U2 Managing information • the importance of using a range of information and data; considering a variety of perspectives, credibility of the source of the information/data; the context and accuracy of the information/data, assessing information/data for potential bias, reliability, and value. • the need to analyse information and data from a range of perspectives and ensure that the data and information gathered is representative and comprehensive.	1. identify relevant data, evidence and/ or information on business related issues from a range of sources. 2. assess the accuracy, credibility, and reliability of sources. 3. accurately record and acknowledge sources of data, evidence and/or information being used. 4. identify the key points or ideas in each source. 5. analyse their sources of information to determine the importance of an issue for different individuals and/or groups. 6. identify any gaps in information and data and assess the impact of this on drawing informed conclusion(s).

Figure 5: *Business Specification, 2024, p.13.* Unifying Strand Learning Outcomes.

10 mins   10 mins

Stimulus in the Business Classroom

Amazon tells staff to get back to office five days a week
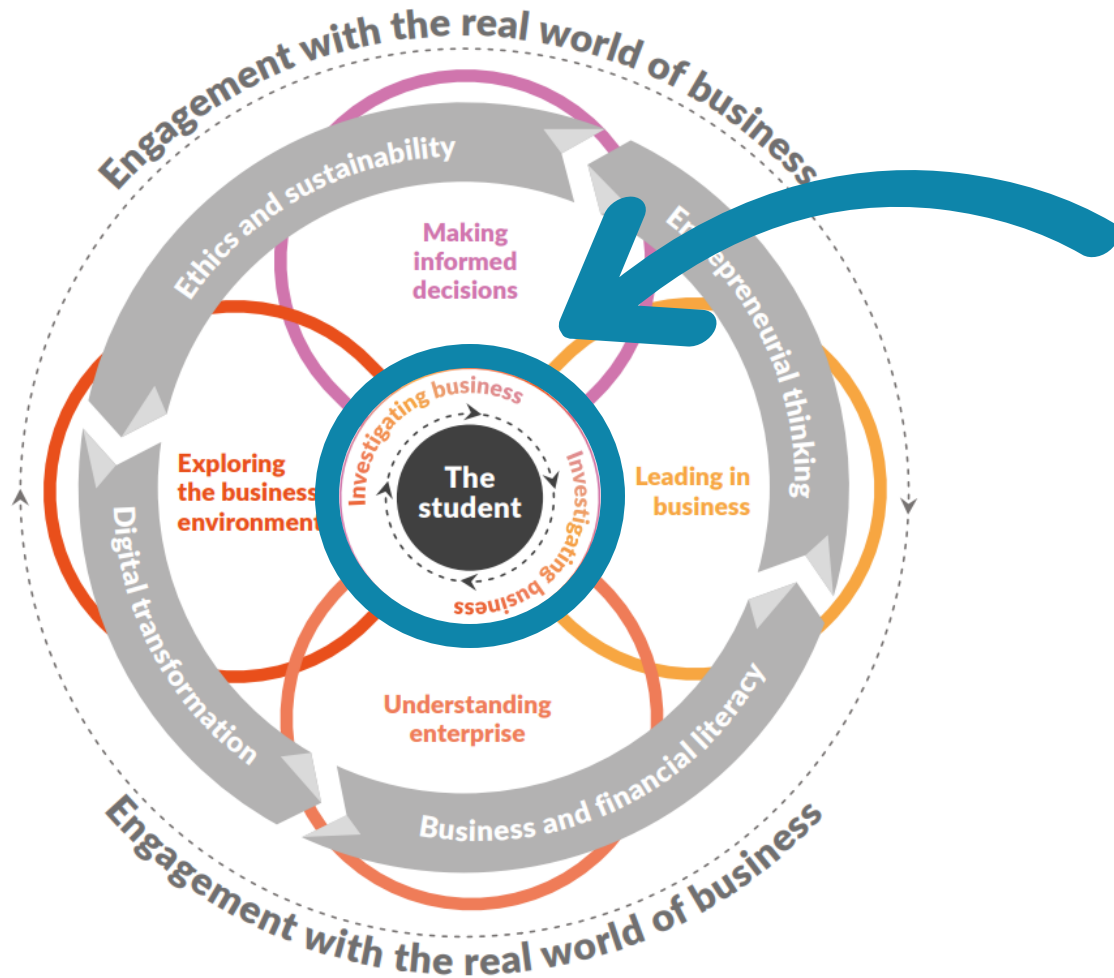
8 days ago

Share Save +

Natalie Sherman
BBC News

Amazon has faced protests over previous changes to working from home

Source: Sherman, N. (2024) 'Amazon tells staff to get back to office five days a week', *BBC News*, 17 September 2024. Available at: https://www.bbc.com/news/articles/czj99ln72k9o (Accessed 25 September 2024).

'Amazon tells staff to get back to office five days a week'

Identify the **learning outcomes** and **cross-cutting themes** that may be relevant to this stimulus?

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Exploring The Unifying Strand

What **learning outcomes** and **cross-cutting themes** did you identify that may be relevant to this stimulus?
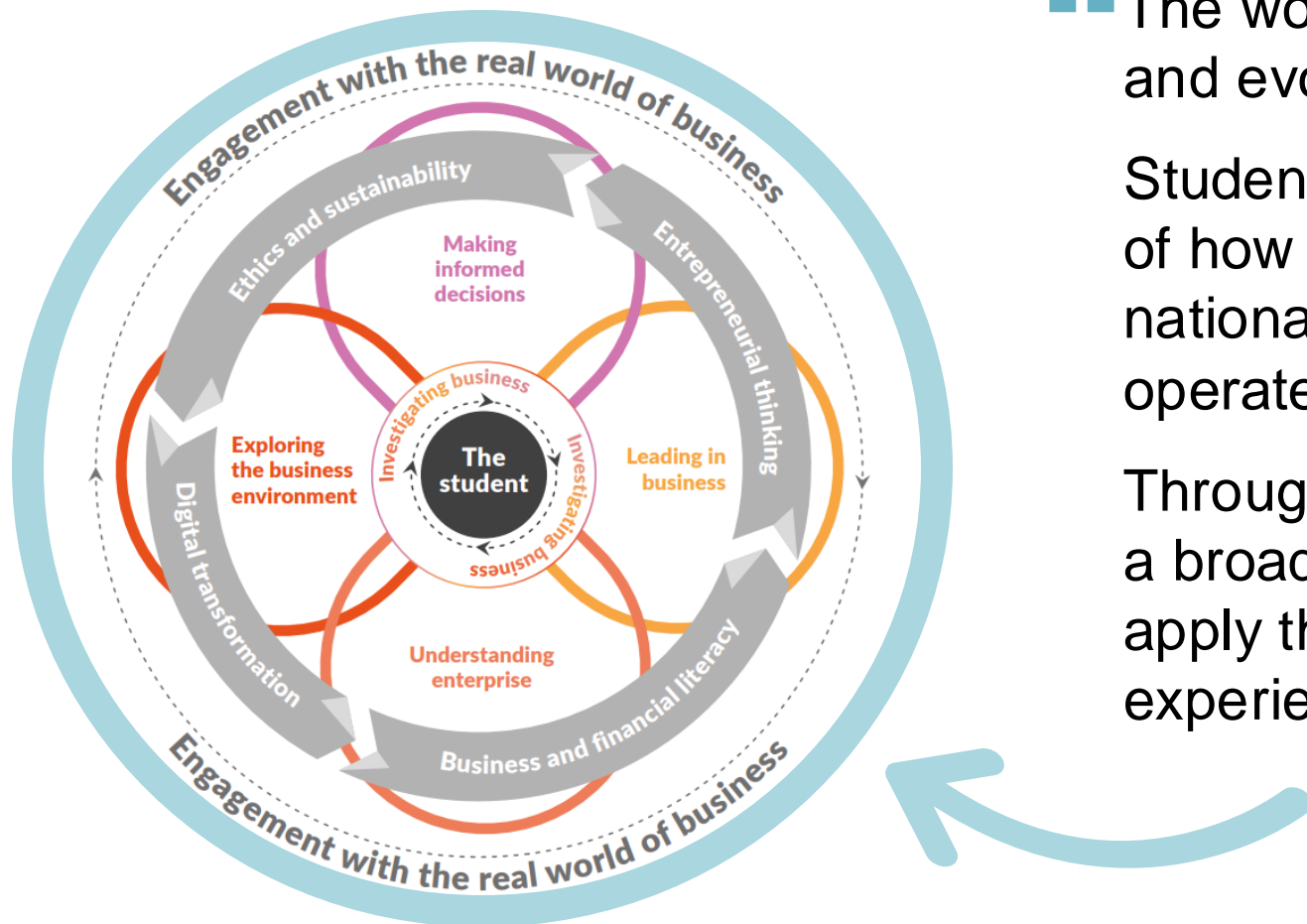
10 mins   10 mins

What **role** could a stimulus piece like this play in your classroom?

5 mins

Engagement with the real world of business

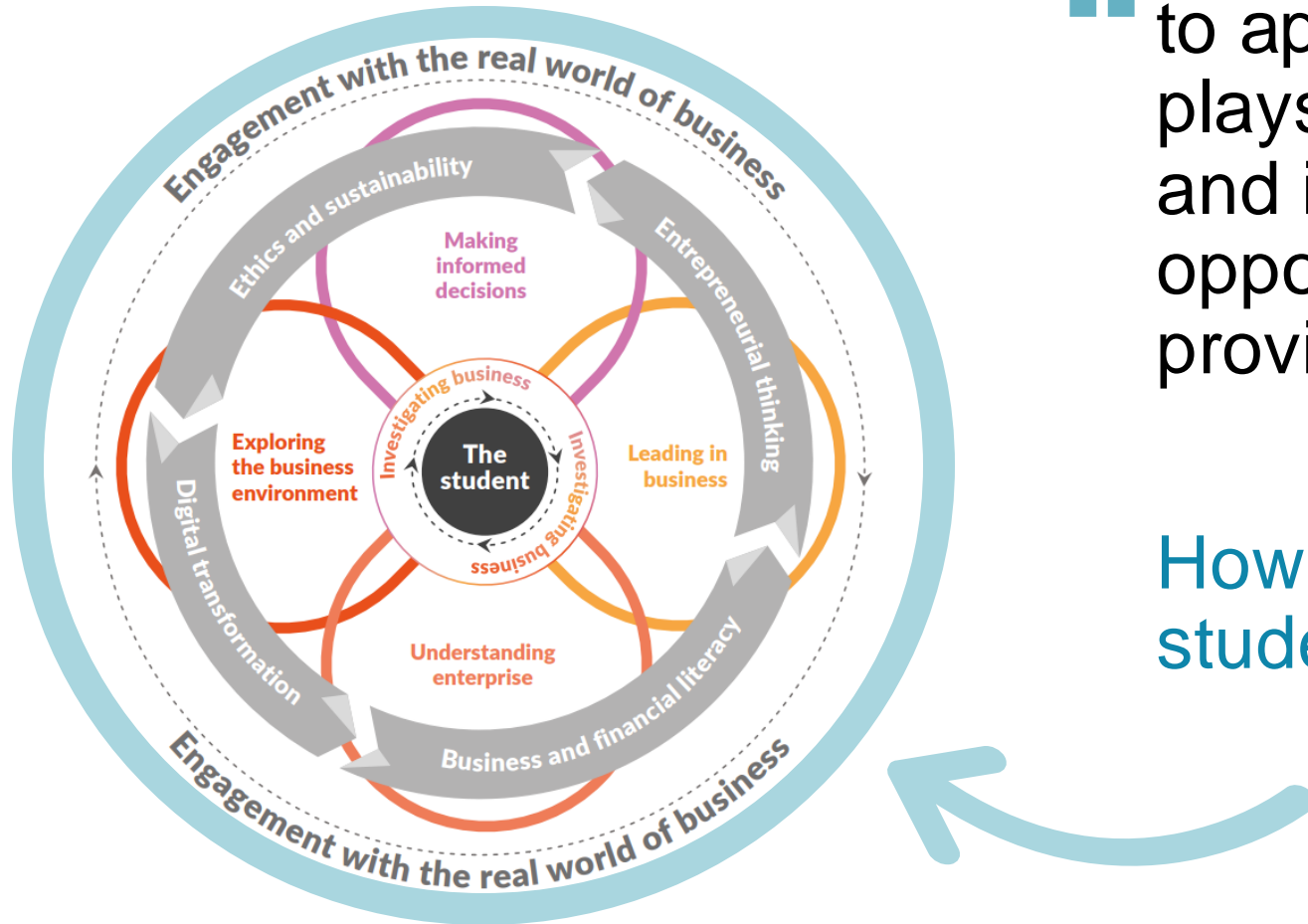> " The world of business is diverse, dynamic and evolving…
>
> Students will develop a greater appreciation of how business influences the local, national, and international contexts in which it operates…
>
> Through studying Business, students develop a broad range of competencies and can apply their learning to a range of real-life experiences. "

(*Business Specification*, 2024, p. 4)

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Activity – Apply my Learning

> to appreciate the role that business plays in daily life, locally, nationally, and internationally and to recognise opportunities that business can provide.

(*Business Specification*, 2024, p. 5)

How might we support and motivate students to achieve this aim?
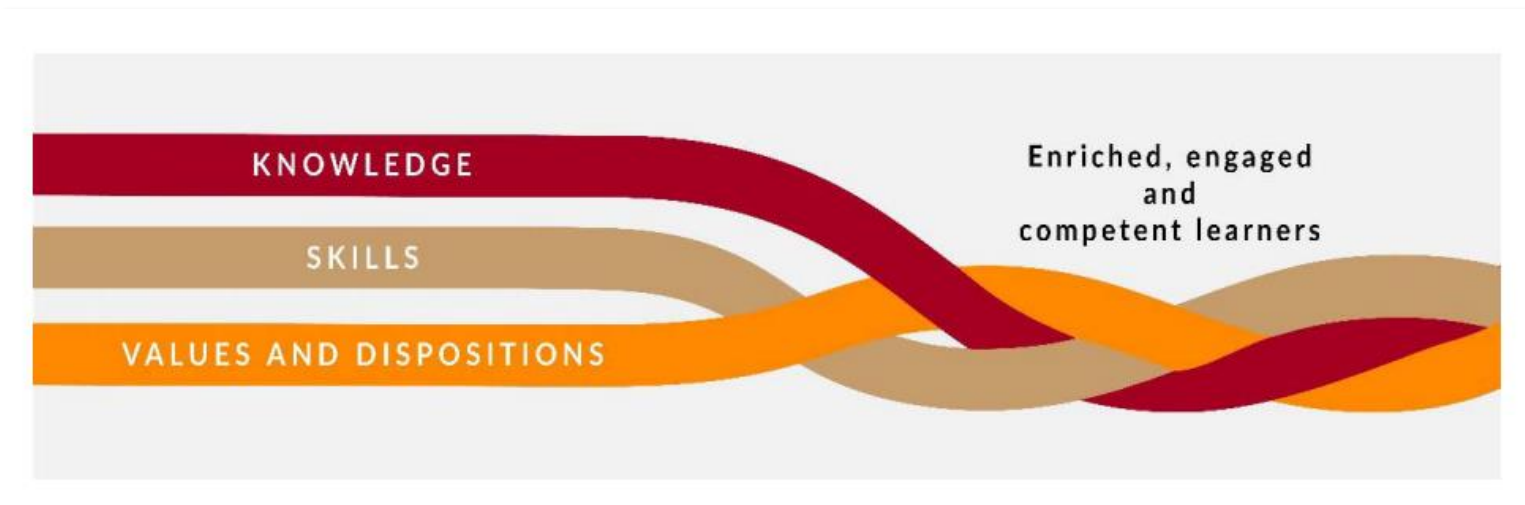

5 mins

Senior Cycle Key Competencies

Figure 1: *Key competencies in senior cycle, 2024, p.1.* The components of competencies and their desired impact.
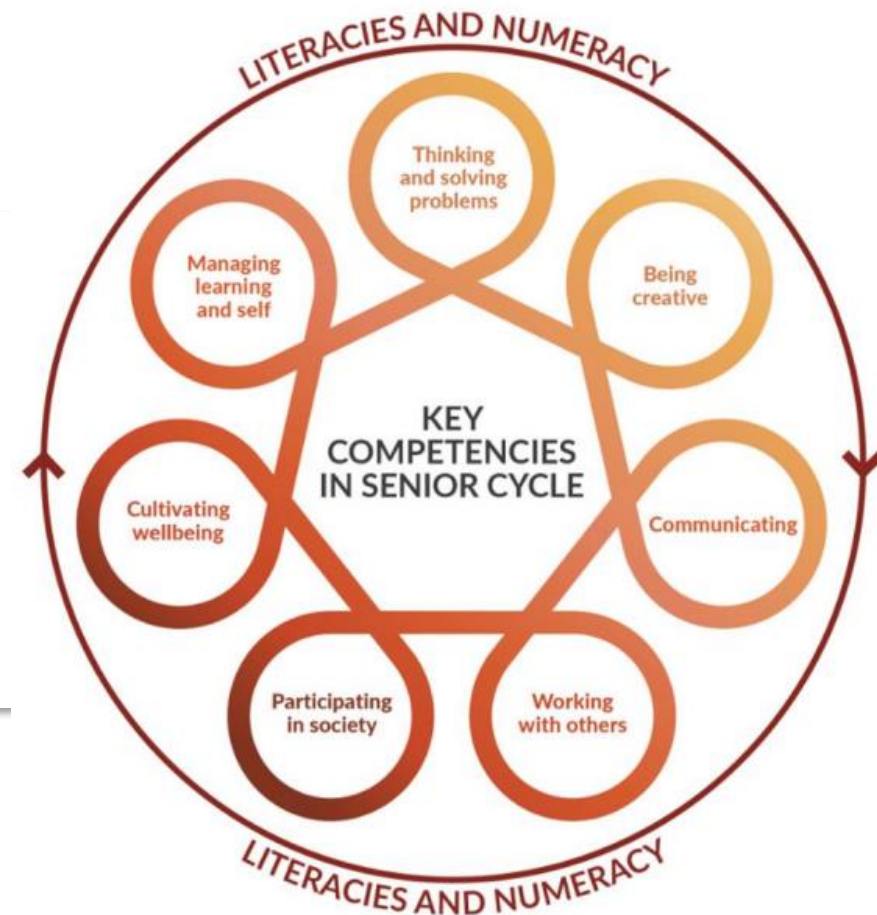

Figure 2: *Key competencies in senior cycle, 2024, p.2.* Key Competencies in senior cycle, supported by literacies and numeracy.

Values and Dispositions

"

Values can be described as 'the beliefs that a person holds about what is desirable – for themselves and for society more generally'.

Dispositions can be described as 'the tendency for a person to act in a certain way in given circumstances'.

"

(McGuinness, 2018, cited in NCCA, 2024, p.10)

Activity: Key Competencies

Pick a learning outcome from the Leaving Certificate Business specification

Knowledge
What knowledge might the students gain from engaging with this learning outcome?

| Skills	Values & Dispositions
What skills might the students gain from engaging with this learning outcome?	What values and dispositions might the students gain from engaging with this learning outcome?

20 mins   10 mins

Learning Intentions: Session 3

- Considered how the unifying strand can be used to develop student understanding across the specification.

- Considered how to engage students with the real world of business.

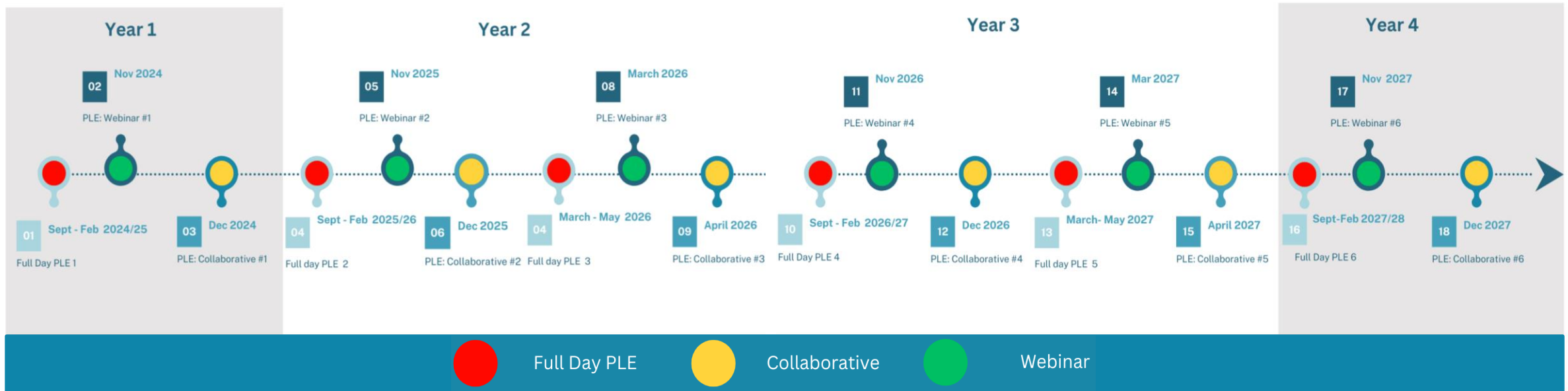- Developed our understanding of senior cycle key competencies.
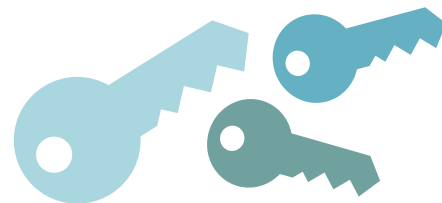
Key Messages

- Business is a subject that empowers students with an understanding of how the world of Business interacts with their daily lives.

- A learning environment centred on investigation and inquiry cultivates students' critical thinking capacities enabling them to apply their knowledge to the real world of Business.

- The consistent integration of the unifying strand, "Investigating Business" through the four contextual strands enables students to develop key competencies and fosters an entrepreneurial mindset.

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Leaving Certificate Business Support

Senior Cycle Redevelopment- Business Professional Learning Experience
Proposed Timeline

6 x Full-Day PLE's | **6 x Evening Collaboratives** | **6 x Webinars**

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All bookings for teachers and schools.

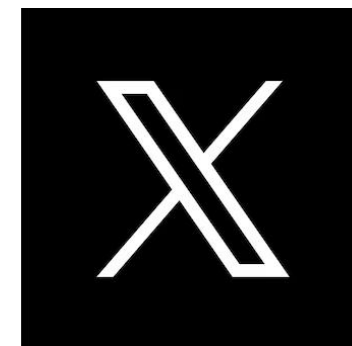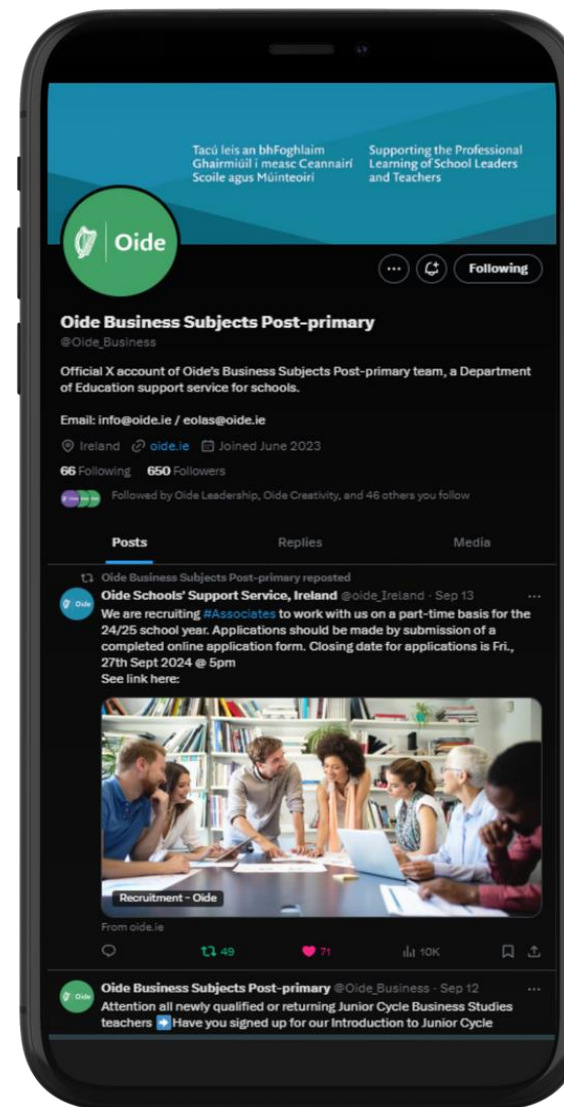Sign up for the subject mailing list.

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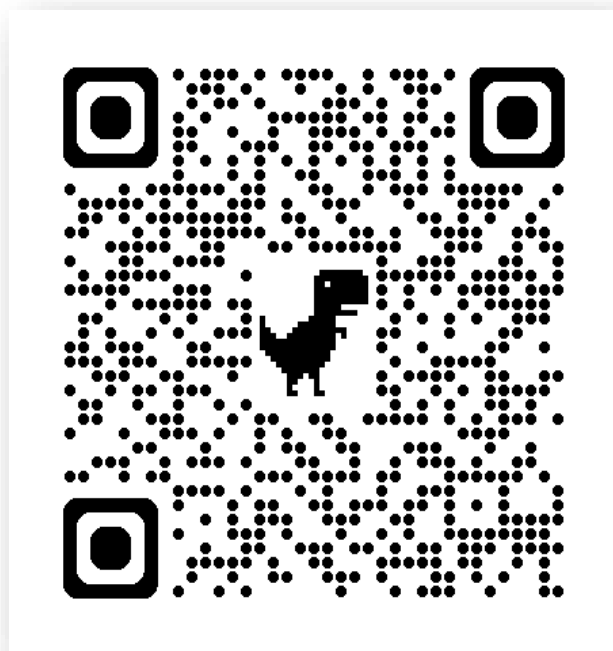
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Visit registration.oide.ie or scan the QR

code. Click on **Feedback/Aiseolas**

in the top right corner.

registration.oide.ie

References

Department of Education (2024). *Looking at Our School 2022: A Quality Framework for Post-Primary Schools*. Dublin: Department of Education.

NCCA (2024). *Curriculum Specification for Leaving Certificate Business.*

NCCA (2024). *Key competencies in senior cycle.*

Sherman, N. (2024) 'Amazon tells staff to get back to office five days a week', *BBC News*, 17 September 2024. Available at: https://www.bbc.com/news/articles/czj99ln72k9o (Accessed 25 September 2024).

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Appendices

Figure 1: NCCA (2024). *Key competencies in senior cycle, 2024, p.1.* The components of competencies and their desired impact.

Figure 2: NCCA (2024). *Key competencies in senior cycle, 2024, p.2.* Key Competencies in senior cycle, supported by literacies and numeracy.

Figure 3: NCCA (2024). *Curriculum Specification for Leaving Certificate Business,* p.11. Leaving Certificate Business: Specification Overview.

Figure 4: NCCA (2024). *Curriculum Specification for Leaving Certificate Business*, p.15,18. Strand 1 Learning Outcomes.

Figure 5: NCCA (2024). *Curriculum Specification for Leaving Certificate Business*, p.13. Unifying Strand Learning Outcomes.