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Supporting the Professional
Learning of School Leaders
and Teachers

Climate Action & Sustainable Development PLE 1





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Session 1



Introduction

Climate Action & Sustainable Development



PLE Overview – Day 1

Session 1	<ul style="list-style-type: none">• Introduction to Climate Action & Sustainable Development Rationale• Exploring the specification and Senior Cycle Key Competencies
Session 2	<ul style="list-style-type: none">• Understanding the specification and the non-linear integrated approach to learning across the strands• Engaging with the Learning Outcomes
Session 3	<ul style="list-style-type: none">• Examining the Applied Learning Tasks (ALTs) and how they enable students to collaboratively engage with the core concepts of Climate Action & Sustainable Development in authentic situations



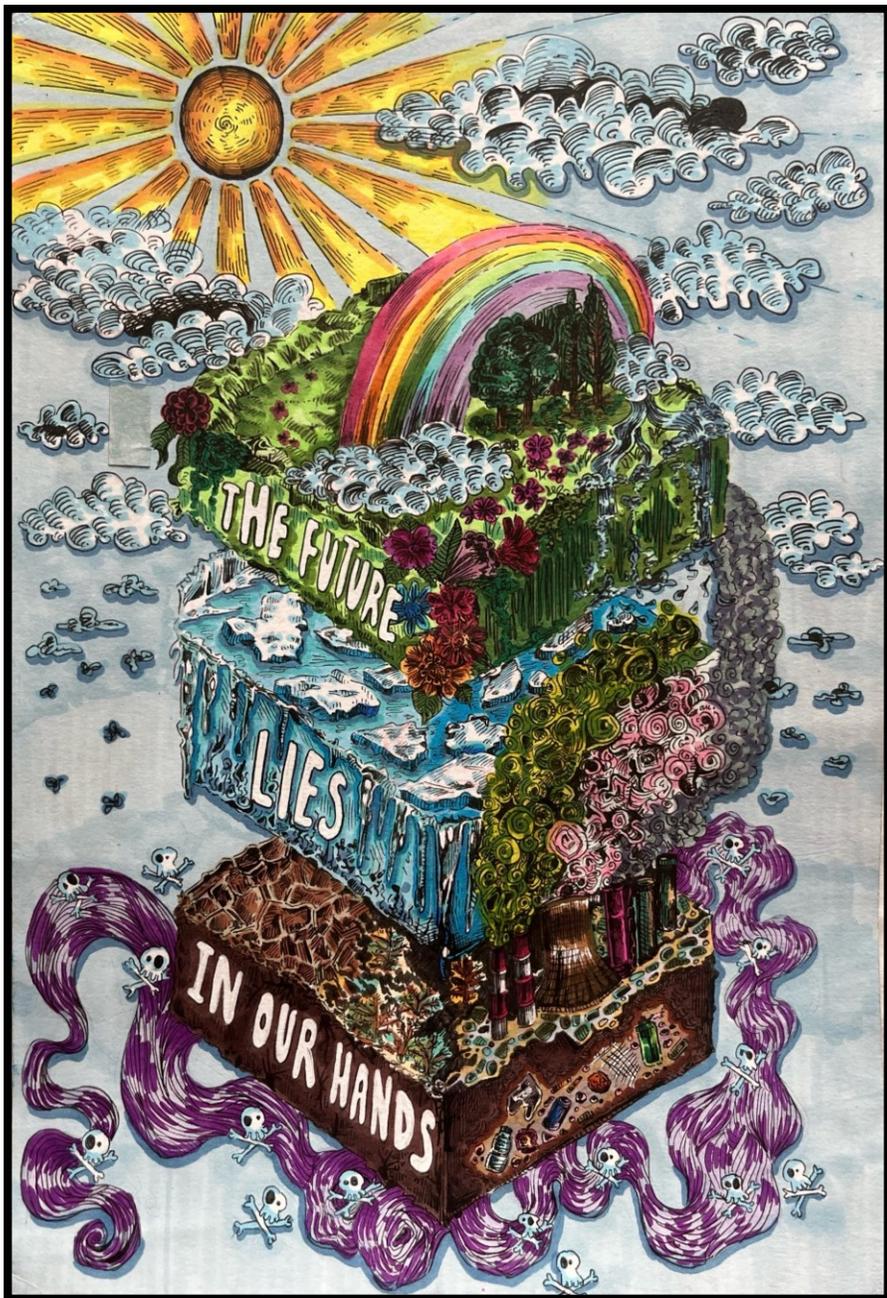
PLE Overview – Day 2

Session 4	<ul style="list-style-type: none">• Exploring a non-linear integrated approach to working with Learning Outcomes
Session 5	<ul style="list-style-type: none">• Designing learner experiences that support all learners in the Climate Action & Sustainable Development classroom
Session 6	<ul style="list-style-type: none">• An introduction to the Action Project• Consideration of next steps in implementing Climate Action & Sustainable Development



‘Hold Dear What Sustains Us’

Abbey, 17 years old



‘The Future Lies in Our Hands’

Aisling, 17 years old



Learning Intentions Day 1

- To explore the Climate Action & Sustainable Development specification
- To understand the specification and the non-linear integrated approach to teaching & learning across the strands
- To examine the Applied Learning Tasks (ALTs) and how they enable students to collaboratively engage with the core concepts of Climate Action & Sustainable Development in authentic situations



Activity



Reading



Feedback



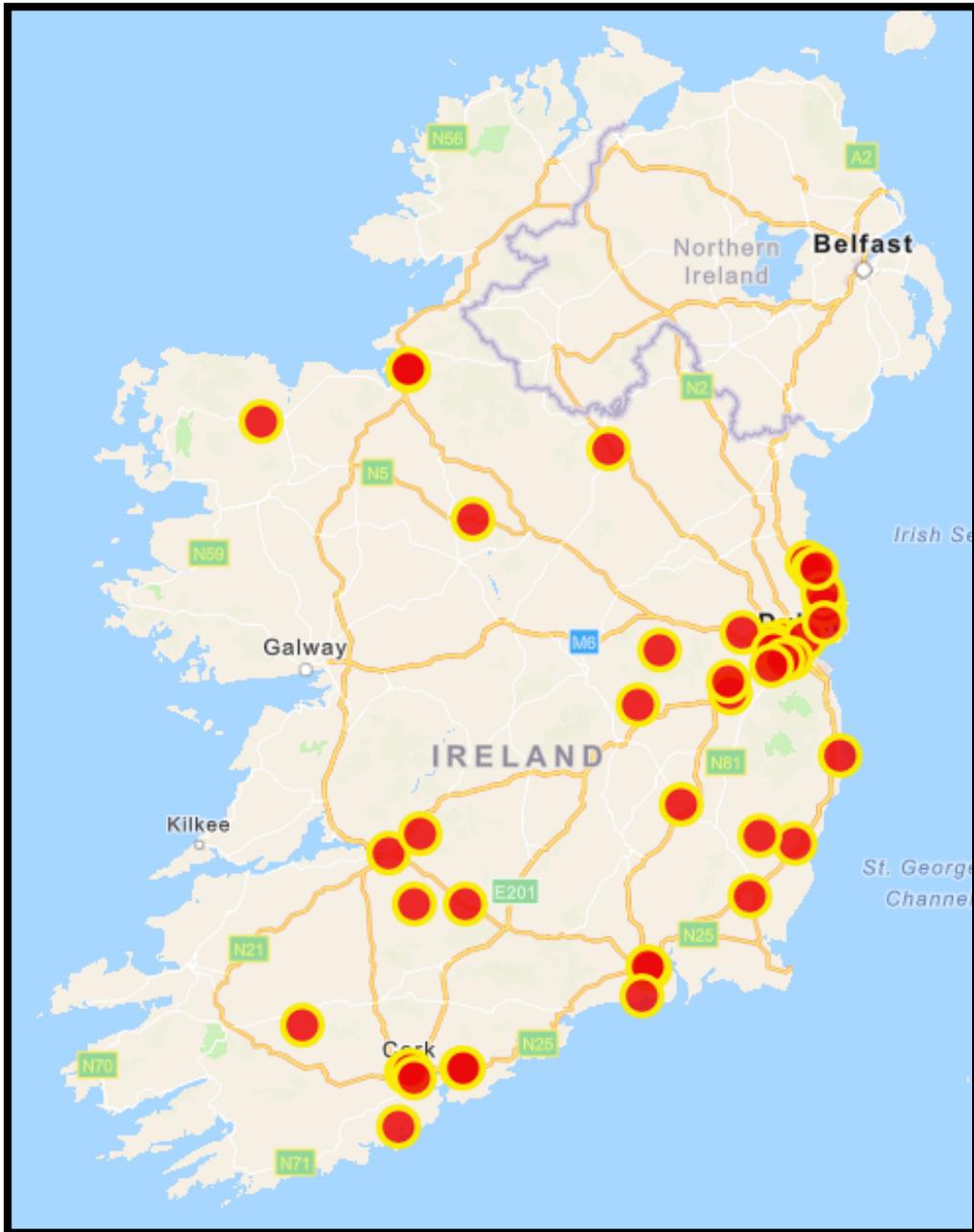
Reflection



Getting to know you Ice Breaker

- Where are you from?
- Experience?
- What excites you about this subject?





Where are the participants from?



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An Roinn Oideachais
Department of Education

Curriculum Specification for Leaving Certificate Climate Action and Sustainable Development

For introduction to schools in September 2025.

Prepared by the National Council for Curriculum and Assessment (NCCA)



<https://shorturl.at/auiyQ>

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Department of Education

**Sonraíocht churaclaim
do Ghníomhú ar son na
hAeráide agus Forbairt
Inbhuanaithe de chuid
na hArdteistiméireachta**

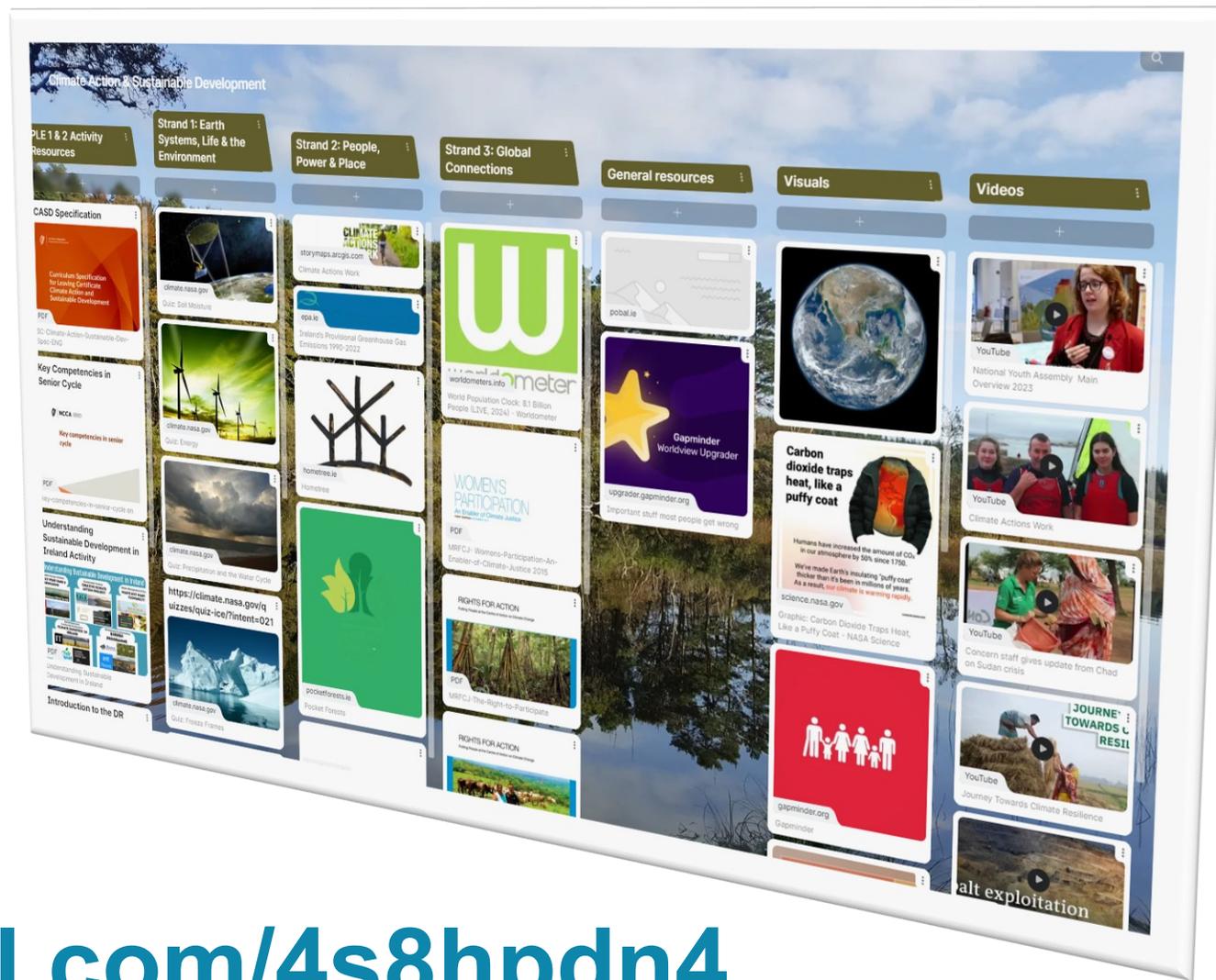
Le tabhairt isteach i scoileanna ó Mheán Fómhair 2025.
Ullmhaithe ag an gComhairle Náisiúnta Curaclaim agus Measúnachta (CNCM)



<https://shorturl.at/vZCKY>

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<https://tinyurl.com/4s8hpdn4>



As you watch the video reflect on the following:

What stands out to you as you watch the video?

Video link: <https://tinyurl.com/2nvb3ut9>







Group Activity

- What does Climate Action & Sustainable Development mean to you?
- Who has responsibility for Climate Action & Sustainable Development?





Key Messages

Non-linear integrated approach

Interconnected core concepts and principles

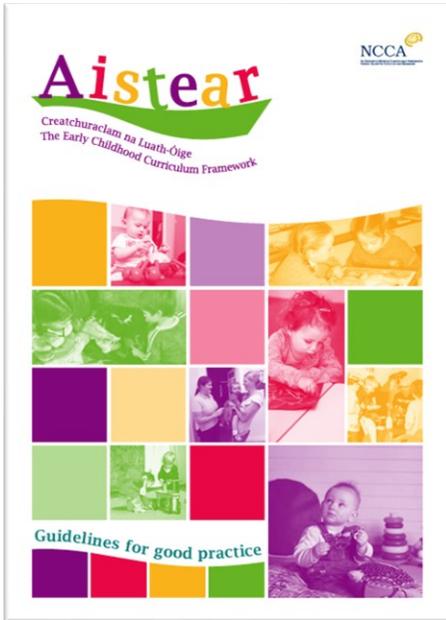
Students can experience the learning outcomes through appropriate classroom and place-based experiences.

The Applied Learning Tasks (ALT's) allow students to collaboratively engage with core concepts in authentic situations

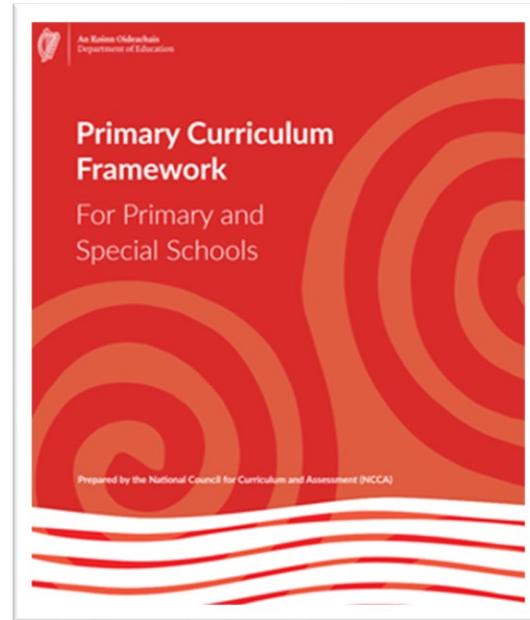
The Continuum of Education



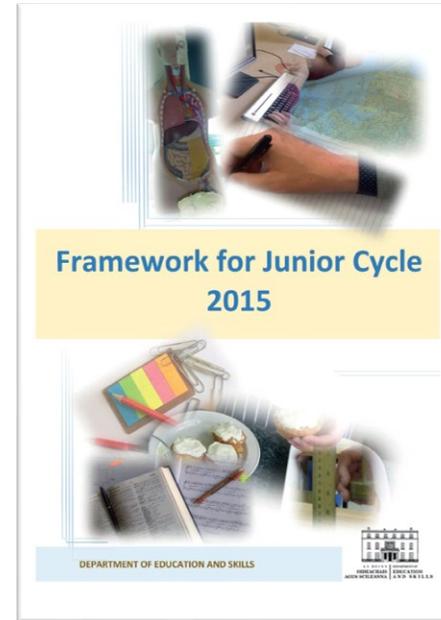
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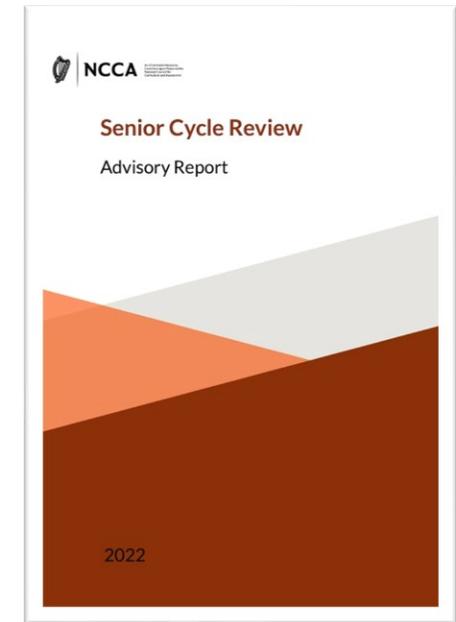
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Primary Curriculum



Junior Cycle



Senior Cycle



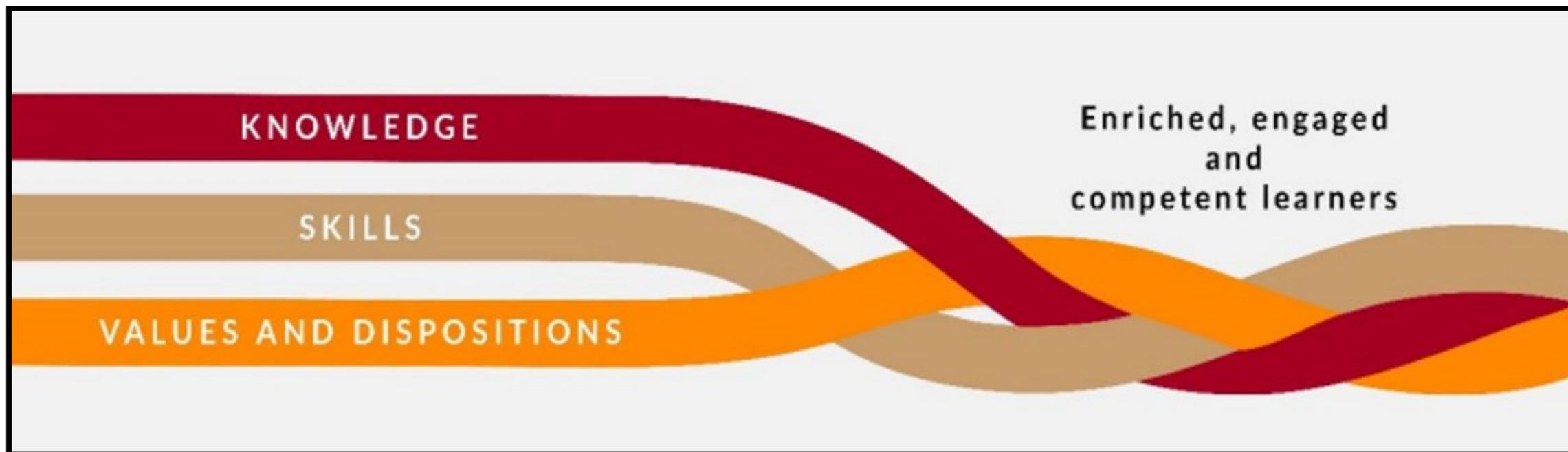
Continuity & Progression

Beyond Senior Cycle

- Relevance to Daily Life
- Skills Development
- Career & Education Pathways

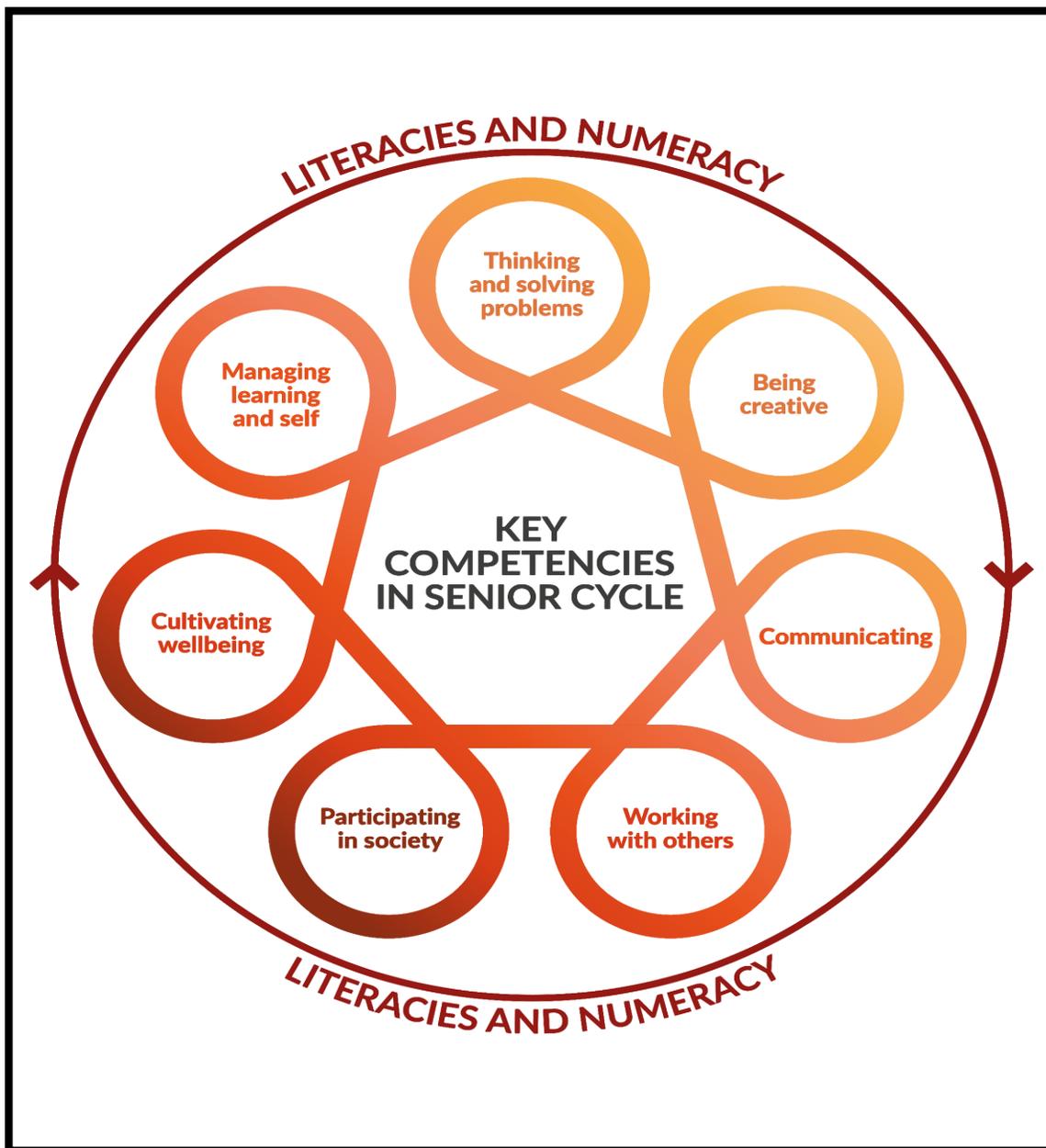


Senior Cycle Key Competencies





Key Competencies in Senior Cycle



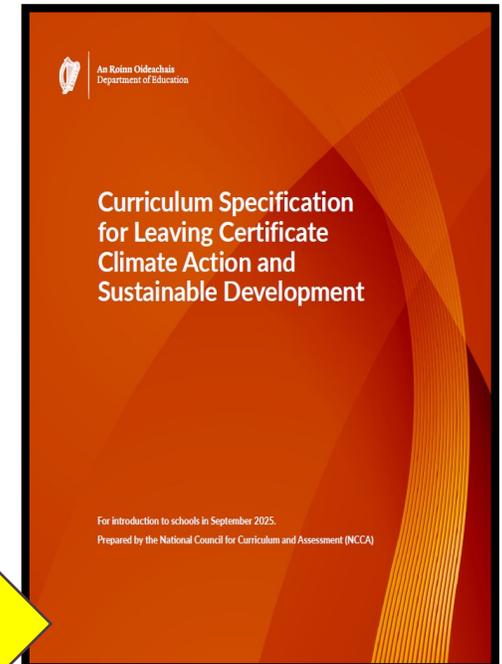


Silent Reading Activity

Read and highlight the main points from the specification of:

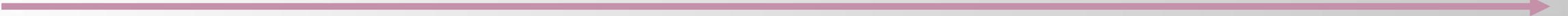
- Rationale
- Aims

Generate 3 questions based on the information you encountered in the text



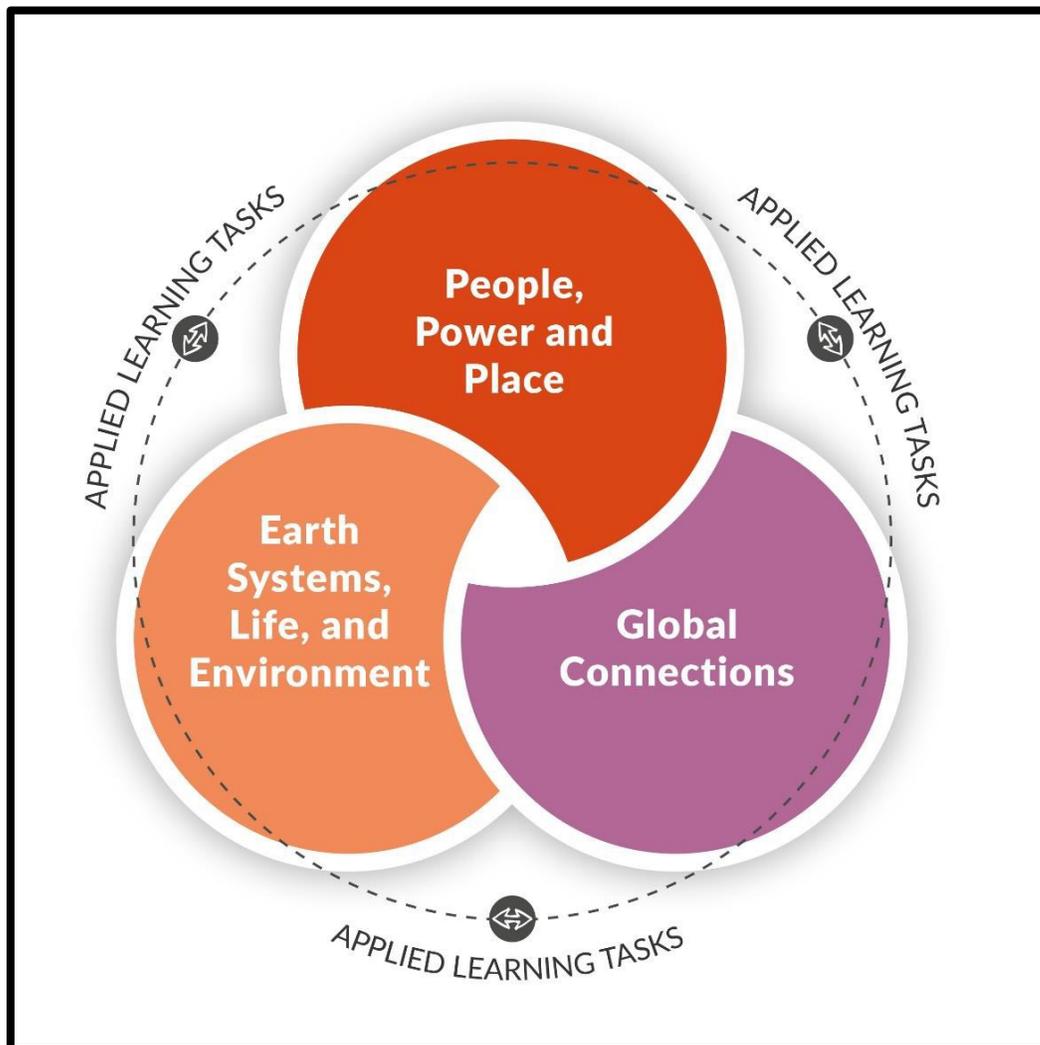
Time Allocation

- Min 180 hours of class contact time





Strands of study



- Knowledge, skills, values and dispositions
- Non-linear, integrated approach
- Meaningful action
- Higher & Ordinary



Strand 1

Earth Systems, Life & Environment



Strand 1: Earth Systems, Life and Environment

- A healthy environment is vital to sustainability.
- Interrogate the evidence of environmental damage and loss
- Builds students' knowledge of climate science and environmental systems.
- Explore the causes and effects of environmental change and develop understanding of ways in which those changes can be measured.
- recognise that the environment has limits and appreciate the risk of damage once pushed beyond certain thresholds.
- Develop an understanding that environmental balance is interconnected with everything.



Strand 2

People, Power & Place



Not just a Transition
A Just Transition



Strand 2: People Place and Power

- Explore our place in climate action and sustainable development.
- Place refers to students' school, local community and Ireland.
- Consider international contexts in relation to concepts such as sustainable development, just transitions, root causes of climate injustice.
- As concepts such as community, decision making, energy usage, and root causes of climate injustice, time is taken to reflect upon their own identity and values.
- Consider values demonstrated through the actions of individuals and group at various levels (school, community, country, global).



Strand 3

Global Connections





Strand 3: Global Connections

- Explore global thinking and actions.
- Situate their experiences of climate action & sustainable development in broader issues of decision making & power as evidenced through governance, economic forces & global inequality.
- Explore climate justice in the context of transnational efforts to address climate loss, damage, & ecological debt.
- Through engaging with real world examples, they build knowledge of the role of technology, innovation, & nature-based solutions in imagining alternative futures.



Strand 4

Applied Learning Tasks



Strand 4: Applied Learning Tasks

- Emphasises the importance of students developing their ability to think and act sustainably.
- Students engage in four Applied Learning Tasks carried out in small groups over the two years.
- Students engage in four Applied Learning Tasks carried out in small groups which they deem personally relevant to them or their peers, their local community, or to society more broadly.



The 4 Applied Learning Tasks allow students to:

- Collaboratively engage with core concepts
- Lens through which student can experience some of the learning from the first three strands
- The learning outcomes from the first three strands are interwoven

To complete the ALT's, students will:

- Consider issues from multiple perspectives
- Recognise the interconnectedness between local and global
- Make informed decisions based on evidence
- Consider interdisciplinary approaches to solve problems and generate solutions.



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“The problem is immense, but we already have the knowledge and skills to halt and reverse it. We need to reexamine our relationship with nature, working with it instead of against it, to restore our planet to its former glory.”

Sir David Attenborough





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Session 2

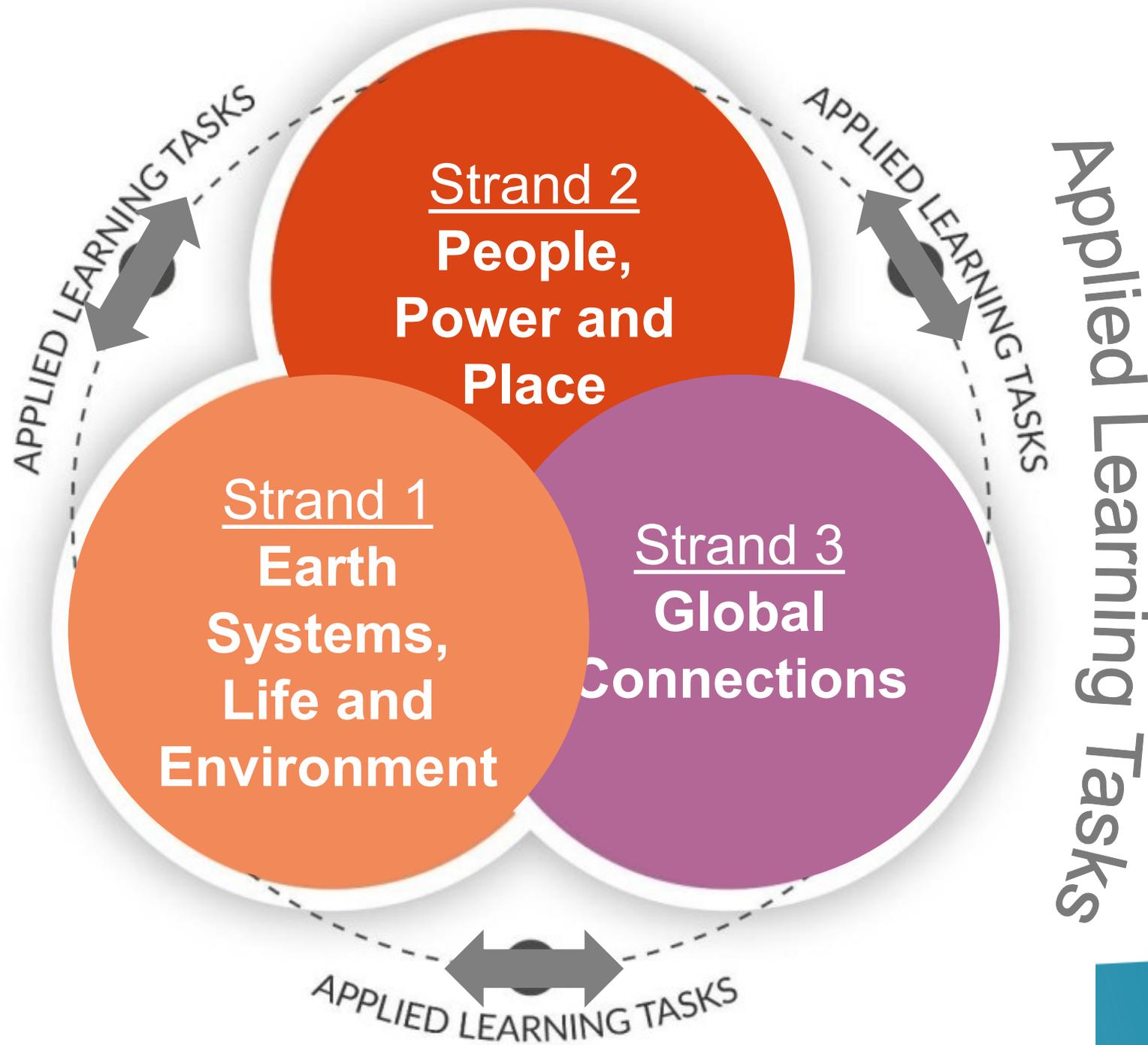


Learning Intentions Day 1

- To explore the Climate Action & Sustainable Development specification
- **To understand the specification and the non-linear integrated approach to teaching & learning across the strands**
- To examine the Applied Learning Tasks (ALTs) and how they enable students to engage with the core concepts of Climate Action & Sustainable Development



Applied Learning Tasks



Strands of study

Exploring the Specification Learning outcomes

Students learn
about
column

Students should be
able to
column

Action Verbs

Teaching for student learning



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The Nature of Action

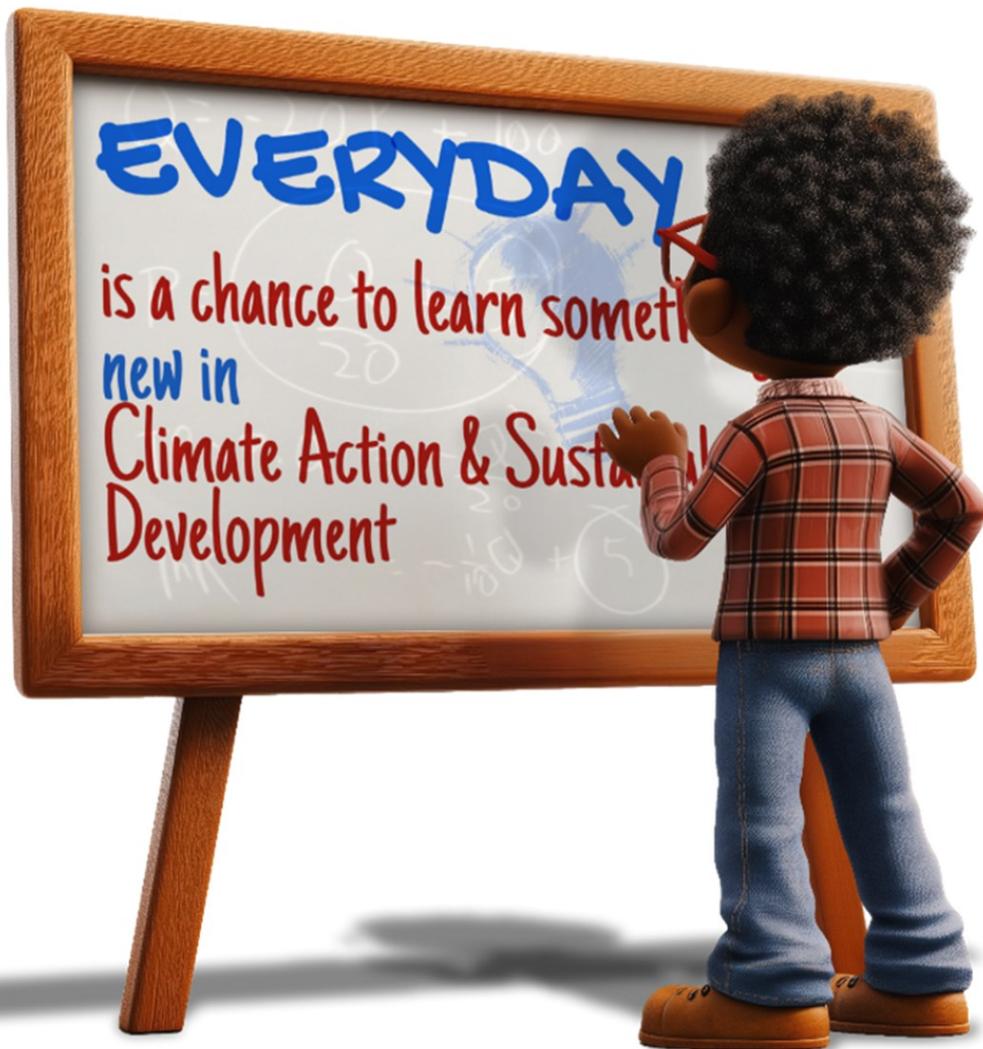
- Recognise their own agency
- Influence change
- Capacity to act
- Positive individual or collective action
- Real-world and applied learning
- Realistic and hopeful perspective

The Learning Space



P. 26/27





What would learning look like in the Climate Action & Sustainable Development Classroom?

Introduction to Teacher Activity



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Understanding Sustainable Development in Ireland

Renewable Energy Initiative
GALWAY WIND PARK & REWILDING



Sustainable Farming
CREATIVE CLIMATE ACTION PROJECT



Waste Management & Recycling
WASTE NOT WANT NOT CLONAKILTY



Social Equity and Community Development
CLIMATE INJUSTICE IN IRELAND



Biodiversity & Conservation
BURREN PROGRAMME





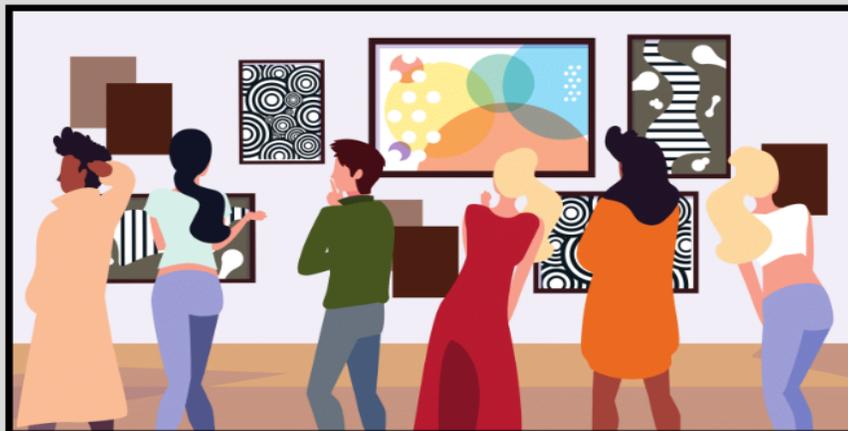
Create a poster

1. Key points about the current situation
2. Challenges faced
3. Successful initiatives
4. Proposed solutions / actions for improvement

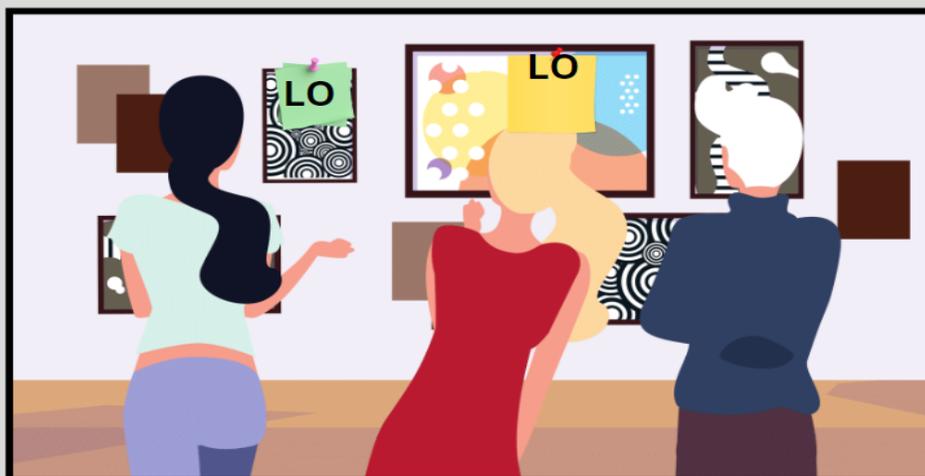




GALLERY WALK



MAKE LINKS TO THE LEARNING OUTCOMES





Sample Matching Activity

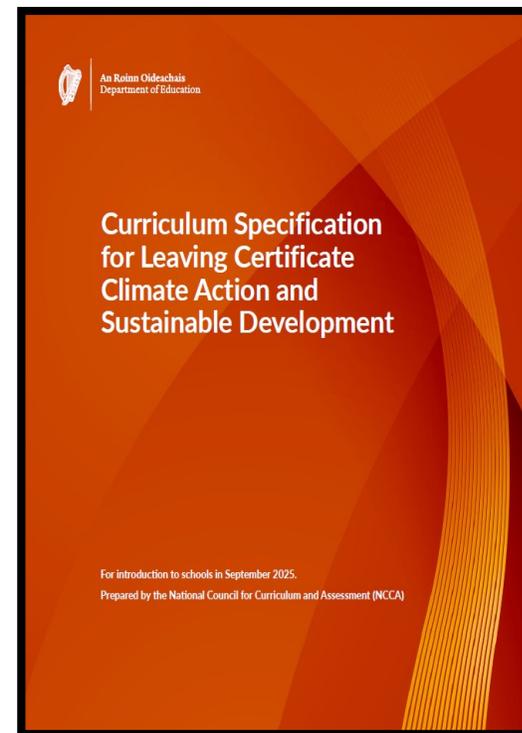
Using the Curriculum Specification Document

Each group will be given:

- a set of laminated cards of the SLA'S (Students Learn About)
- set of laminated cards stating the LO's
- set of action verb definition cards

Instructions:

- Using the specification match the cards – SLA's and LOs
- Identify the action verb from the LO and match it with its definition



Sample Matching Activity Idea



Students learn about:

- **Earth systems:**

- Geosphere
- Biosphere
- Cryosphere
- Hydrosphere
- Atmosphere

- **Global ecosystems:**

- terrestrial
- marine
- freshwater
- Subterranean

- **Various interconnections including carbon cycle and water cycle**

Strand 1 Learning Outcomes

Students should be able to:

Outline the Earth systems and the interconnections between global ecosystems

Action Verb:

Give the main points; restrict to essentials



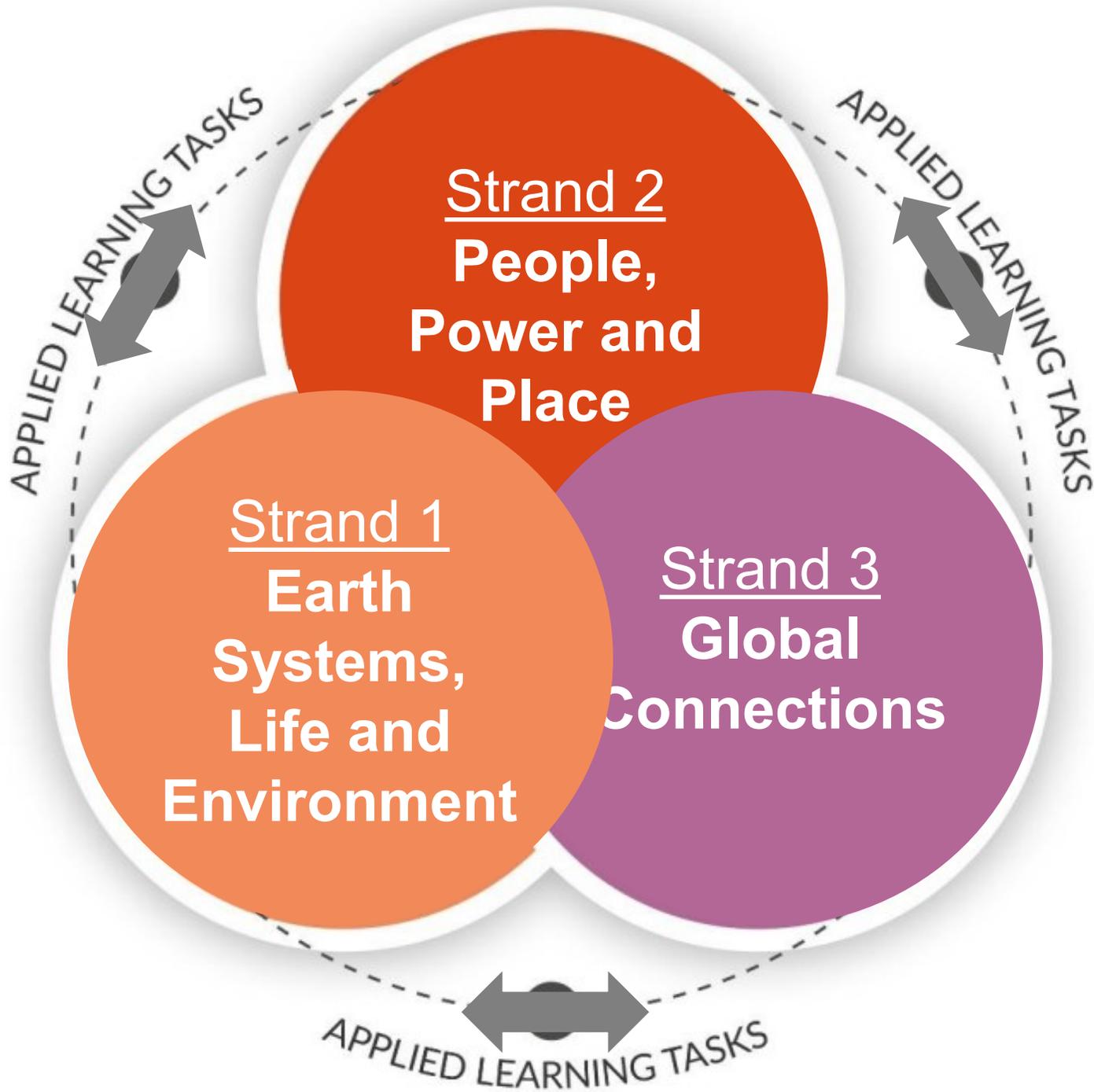
Sample Matching Activity - Feedback

- What was the difference between the LO column and the SLA column?
- How did the action verb help you approach the LO?





Applied Learning Tasks



Applied Learning Tasks



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A nation that destroys its soils, destroys itself. Forests are the lungs of our land, purifying the air and giving fresh strength to our people.”

Franklin D. Roosevelt.





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Session 3



Learning Intentions Day 1

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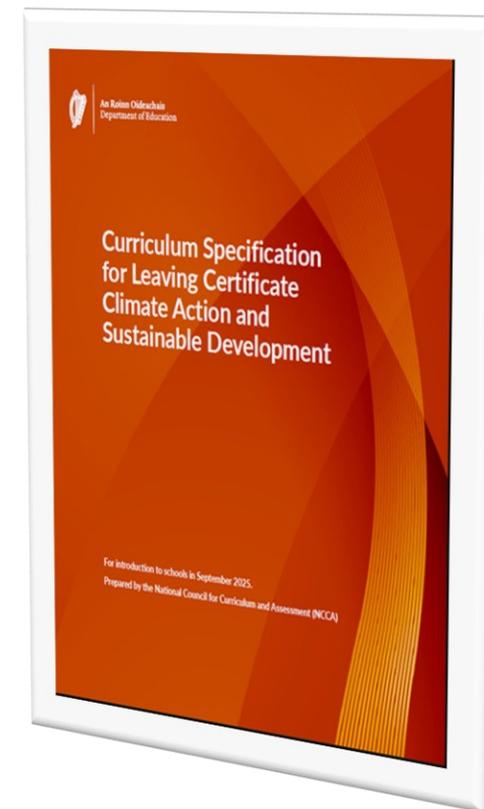
Silent Reading Activity

Read and highlight the main points from the specification of:

Strand 4

Applied Learning Tasks

Pgs. 21 -25





The Applied Learning Tasks Strand

- **4 Applied Learning Tasks**
- plan, design, and carry out tasks
- collaboratively engage with the **core concepts**
- a lens through which students can experience some of the learning from the first three strands

Applied Learning Task 1

Engaging in dialogue
about climate action &
sustainable
development



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Applied Learning Task 2

Researching Action



**Qualities
of
Effective Action**



Applied Learning Task 3

Designing a nature-based experience



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Qualitative
Quantitative





Applied Learning Task 4

Organising action



**Research
Plan
Design
an Action**





Teacher Activity

- Consider the four Applied Learning Tasks (pages 21- 25)
- Choose one Applied Learning Task (ALT)
- Describe how this ALT could support your students' understanding of the topic undertaken in Session 2 on Sustainable Development in Ireland

Pgs. 21-25





Teacher Reflection Activity

Which concept or skill from today are you most excited to implement ?





Key Messages

Non-linear approach

Interconnected core concepts and principles

Students can experience the learning outcomes through appropriate classroom and place-based experiences.

The Applied Learning Tasks (ALT's) allow students to collaboratively engage with core concepts in authentic situations



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"It always seems impossible until it's done."

Nelson Mandela





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Thank you