



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Muínteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Leaving Certificate Business

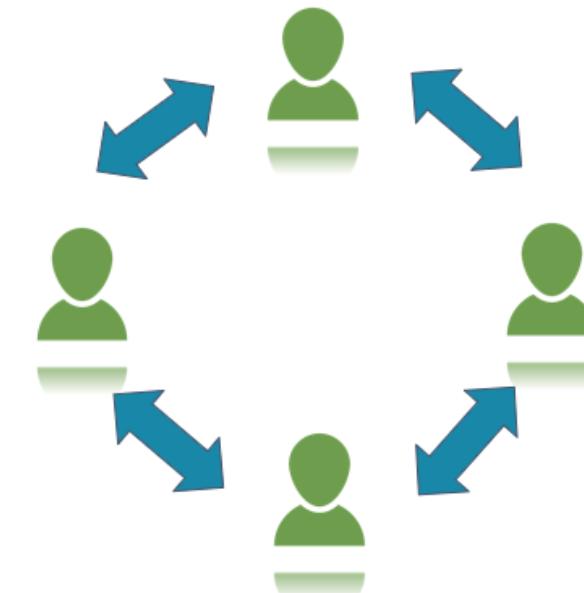
Bringing the Unifying Strand to life in the
Business classroom





Welcome

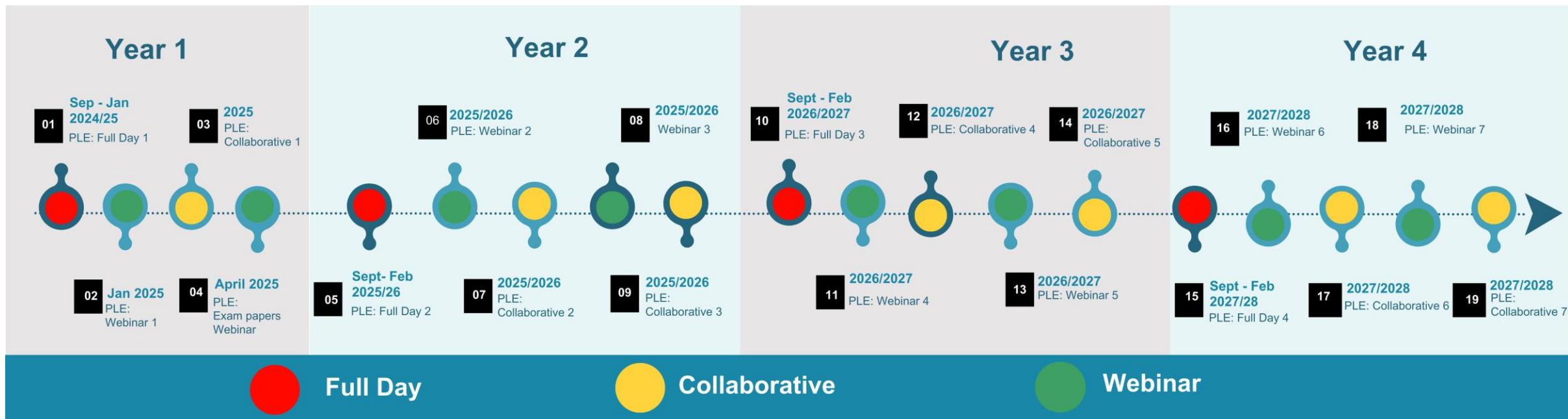
Leaving Certificate Business Collaborative





Leaving Certificate Business Support

Senior Cycle Redevelopment- Business Professional Learning Experience Proposed Timeline



4 x Full-Day PLEs

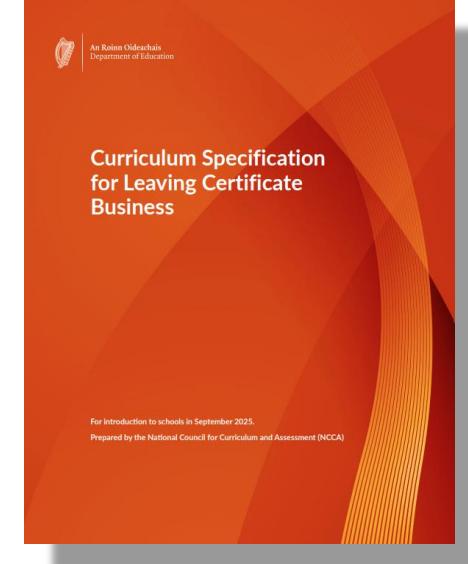
7 x Evening Collaboratives

7 x Webinars



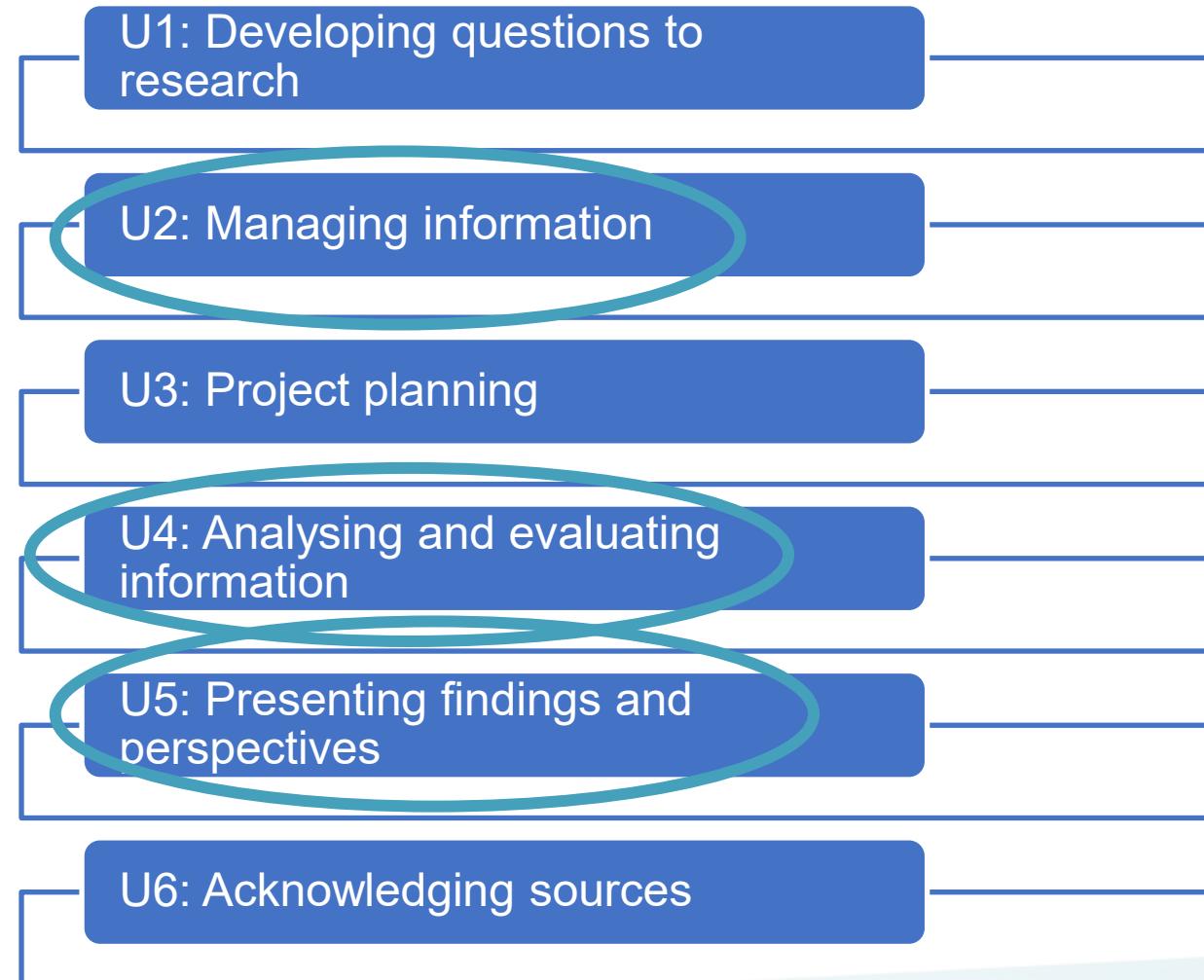
Session Intentions

- Appreciate the integrated nature of the Unifying Strand across the Business specification
- Consider practical ways to embed the learning outcomes from the Unifying Strand across the specification and into classroom practice
- To continue to develop teacher competency with Leaving Certificate Business specification.





Unifying Strand Areas of Learning





U5 Presenting findings and perspectives

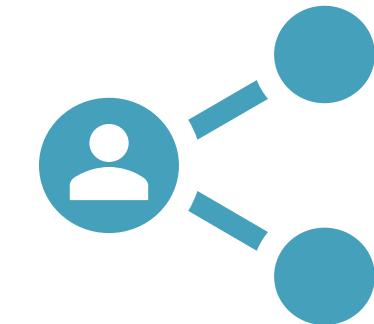
- the importance of communicating in a format and style that is appropriate to the target audience.

- use appropriate forms of communication (oral, visual, written, multimodal) for different purposes and audiences.
- use graphs/charts/diagrams /graphics to support the presentation of their findings.
- identify how and why their perspectives may have changed based on their research.
- present conclusion(s), perspective(s) and/or recommendation(s) clearly and logically using business terminology and concepts correctly and effectively.



Purpose of this Collaborative

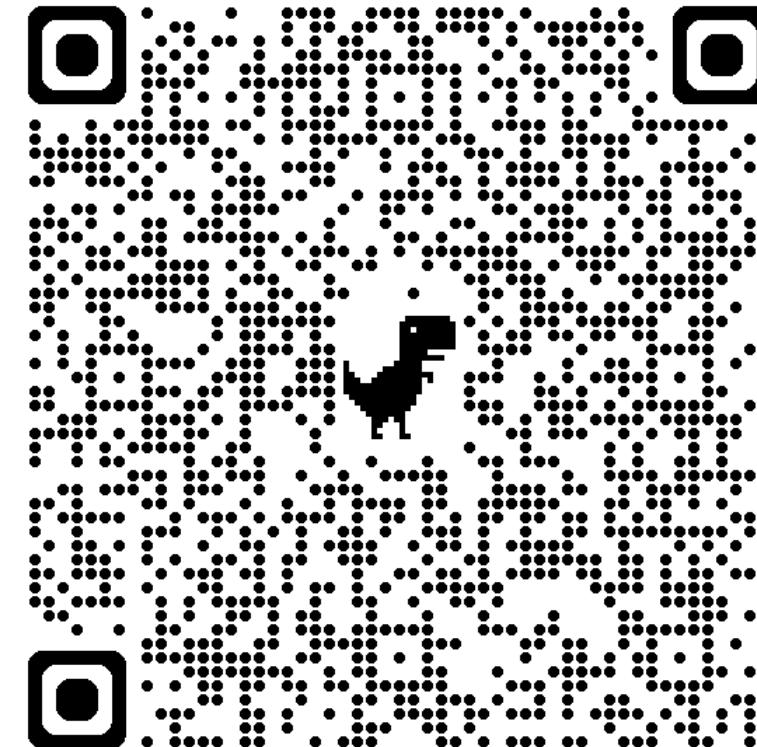
- To provide a **forum** for collaborative discussions on areas of professional practice in senior cycle Business.
- To provide an opportunity for teachers to **share, engage with and develop resources and methodologies** that support effective teaching, learning and assessment.





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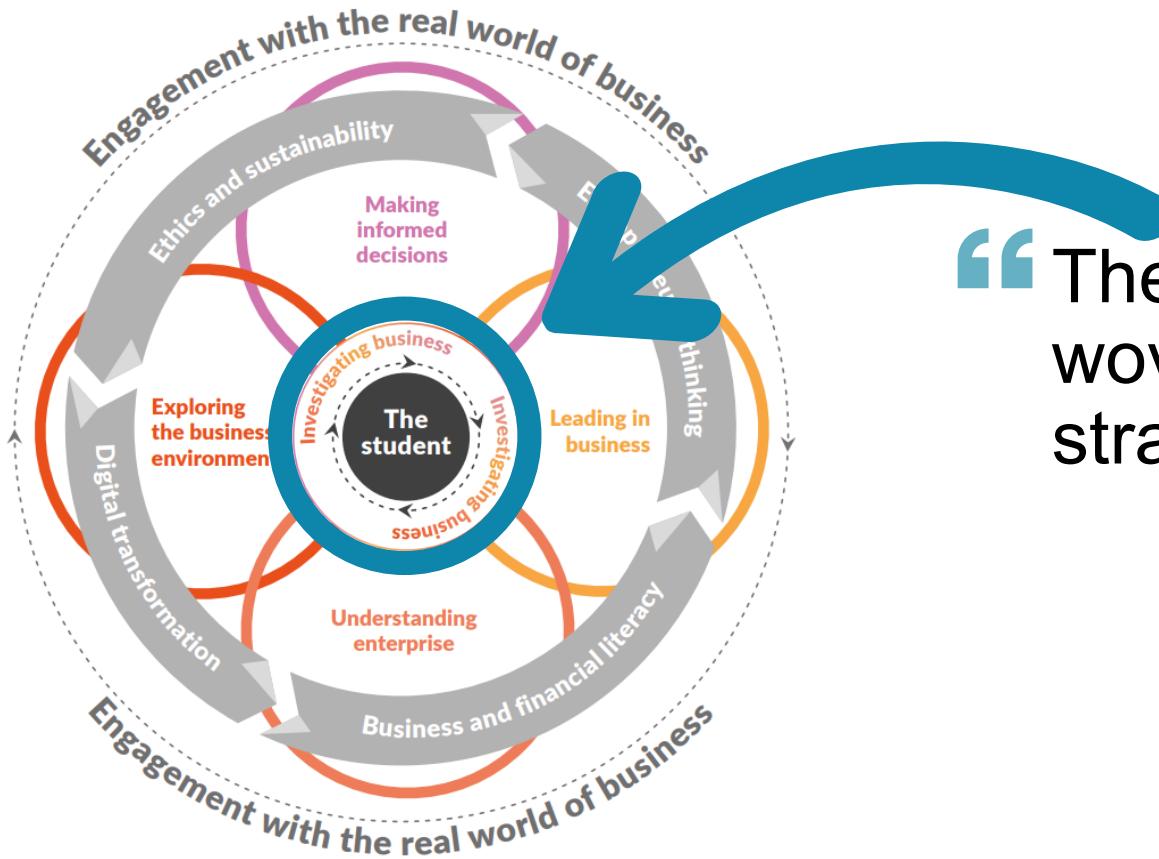
Support Materials



Oide Mailing Lists



Unifying Strand: Investigating Business



“The unifying strand is designed to be woven throughout the contextual strands as appropriate”

(Business Specification, 2024, p. 10)



Unifying Strand: Investigating Business

This learning permeates all four of the contextual strands and brings to life the practices and norms of working with information and data to arrive at informed conclusions, decisions, and recommendations. Students have an opportunity to build on learning and practices developed, not just in the junior cycle Business Studies classroom, but throughout their junior cycle experience. The learning in this strand also fosters the cross-cutting theme of the entrepreneurial mindset as students engage in a process where they must think broadly, recognise and act on opportunities, consider risks, diversify, and adapt to change and learn from their experiences.

There are many opportunities throughout the specification to develop the learning set out in this strand. The teacher has the freedom and flexibility to plan for this learning across the learning outcomes in the four contextual strands as potential opportunities to develop this learning are woven throughout with opportunities for investigation, evaluation, and analysis. Students can also apply this learning to their exploration of topical business-related reports and news items and in having opportunities to communicate in a range of formats.



Unifying Strand Learning Outcomes

Students learn about

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*

Students should be able to

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).



Students learn about

Students should be able to

U3 Project planning

- the significance of a detailed project plan and of monitoring progress as part of project management. The need for a project plan that has a clear purpose, goals and criteria for success and includes roles and responsibilities, resources, objectives, a detailed time schedule, risk assessment, monitoring, and evaluation.

- demonstrate understanding of the importance of clearly defined purpose, goals, and criteria for success in a project.
- outline the main elements of a project plan and develop a project plan which includes these main elements.
- demonstrate understanding of the importance of monitoring and evaluating project progress.

U4 Analysing and evaluating information

- the need to analyse and evaluate findings in order to draw informed conclusion(s).

- analyse and interpret information and data.
- evaluate the range of perspectives within the findings.
- synthesise findings to create new or enhanced understanding.
- appraise the value of this information.
- evaluate findings to make informed decision(s), reach informed conclusion(s) or make recommendation(s).

U5 Presenting findings and perspectives

- the importance of communicating in a format and style that is appropriate to the target audience.

- use appropriate forms of communication (oral, visual, written, multimodal) for different purposes and audiences.
- use graphs/charts/diagrams /graphics to support the presentation of their findings.
- identify how and why their perspectives may have changed based on their research.
- present conclusion(s), perspective(s) and/or recommendation(s) clearly and logically using business terminology and concepts correctly and effectively.

U6 Acknowledging sources

- the importance of recording and acknowledging all sources of information* whether primary or secondary, regardless of the format.

- clearly and accurately record and acknowledge all sources of data and information.



Unifying Strand

Considering the unifying strand learning outcomes assigned to your break-out room, discuss:

- What learning experiences could be used in the business classroom to build student capability with reference to these learning outcomes?



5 mins



5 mins



Stimulus Material – Where and How?

- Where do you **source stimulus material** for your classroom?
- How do you incorporate **stimulus materials** in your classroom to engage students with the learning from across the specification?



10 mins



5 mins

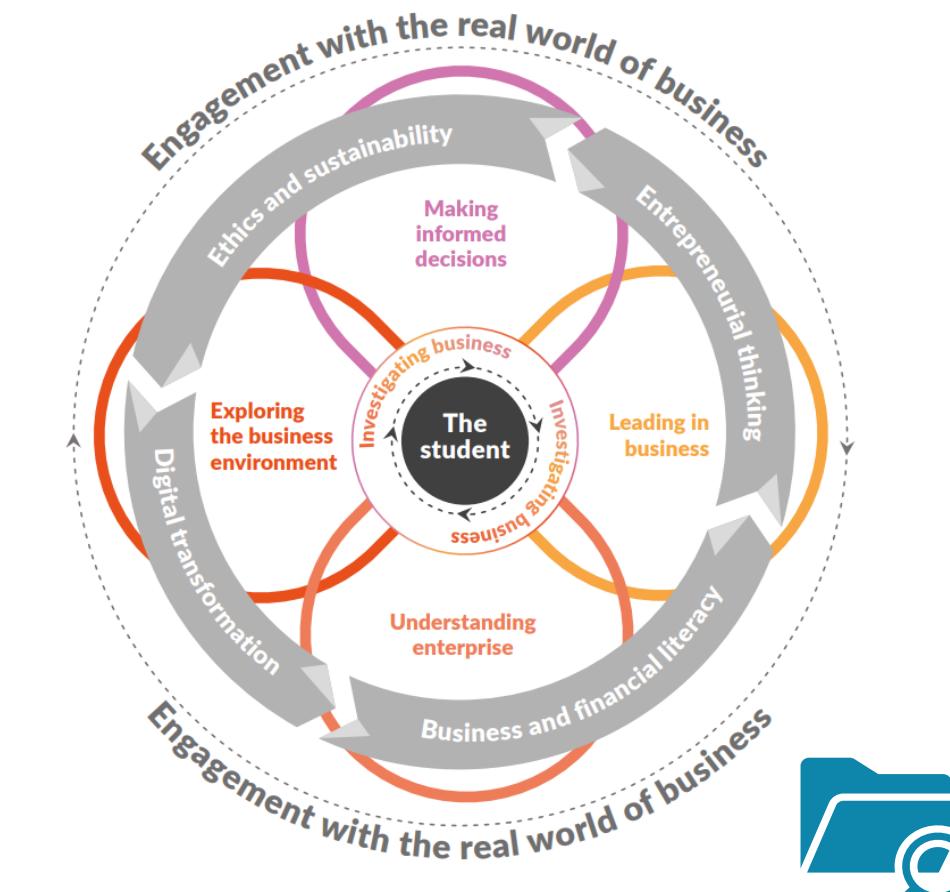




Unifying Strand – Investigating Business

"In their planning teachers can provide ample opportunities for students to engage with topical issues and apply the learning set out in the unifying strand which will also be applied across the four contextual strands"

(Leaving Certificate Business Specification, p.30)





Managing Information (U2)

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Students learn about

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.



2 mins

Students should be able to

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).



Managing Information (U2)

In your classroom practice...

- When engaging students with the contextual strands, what **methodologies** are you applying (or planning to apply) to guide students towards achieving the learning outcomes in U2? Refer to both sides of the table of learning.
- What aspects of these approaches have been **effective**, and what **challenges or limitations** have you encountered?



15 mins



10 mins





Analysing and Evaluating Information (U4)

Students learn about

U4 Analysing and evaluating information

- the need to analyse and evaluate findings in order to draw informed conclusion(s).



Students should be able to

1. analyse and interpret information and data.
2. evaluate the range of perspectives within the findings.
3. synthesise findings to create new or enhanced understanding.
4. appraise the value of this information.
5. evaluate findings to make informed decision(s), reach informed conclusion(s) or make recommendation(s).

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2 minutes



Analysing and Evaluating Information (U4)

In your classroom practice...



15 mins



10 mins



- When engaging students with the contextual strands, what **methodologies** are you applying (or planning to apply) to guide students towards achieving the learning outcomes in U4? Refer to both sides of the table of learning.
- What aspects of these approaches have been **effective**, and what **challenges or limitations** have you encountered?



Presenting Findings and Perspectives (U5)

Students learn about

U5 Presenting findings and perspectives

- the importance of communicating in a format and style that is appropriate to the target audience.



2 minutes

Students should be able to

P. 14

- use appropriate forms of communication (oral, visual, written, multimodal) for different purposes and audiences.
- use graphs/charts/diagrams /graphics to support the presentation of their findings.
- identify how and why their perspectives may have changed based on their research.
- present conclusion(s), perspective(s) and/or recommendation(s) clearly and logically using business terminology and concepts correctly and effectively.



Presenting Findings and Perspectives (U5)

In your classroom practice...



15 mins



10 mins

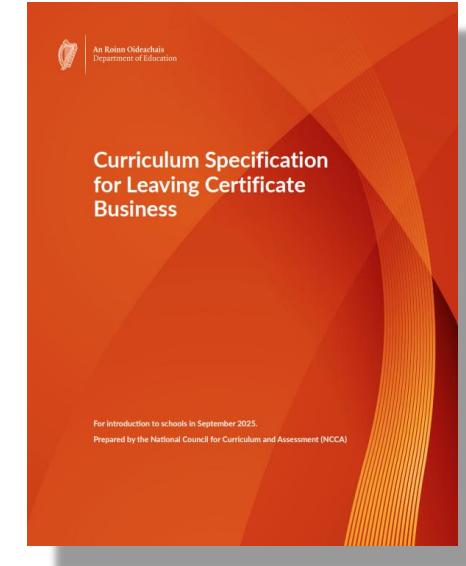


- When engaging students with the contextual strands, what **methodologies** are you applying (or planning to apply) to guide students towards achieving the learning outcomes in U5?
- What aspects of these approaches have been **effective**, and what **challenges or limitations** have you encountered?



Session Intentions

- Appreciated the integrated nature of the unifying strand across the specification
- Considered practical ways to embed the learning outcomes from the unifying strand across the specification and into classroom practice
- Developed teacher competency with the Curriculum Specification for Leaving Certificate Business.





Key Messages

- The use of stimulus materials engages learners with the real world of business
- The unifying strand is designed to be embedded across the contextual strands and integrated into everyday classroom practice
- The unifying strand supports students in preparation for the AAC and the written examination



Personal Reflection

Consider the impact of this collaborative on your classroom practice:

- What **insights** have you gained from this collaborative?
- What new **strategies and approaches** are you planning to apply in your classroom?
- How can you build stronger **connections** with other Business teachers?



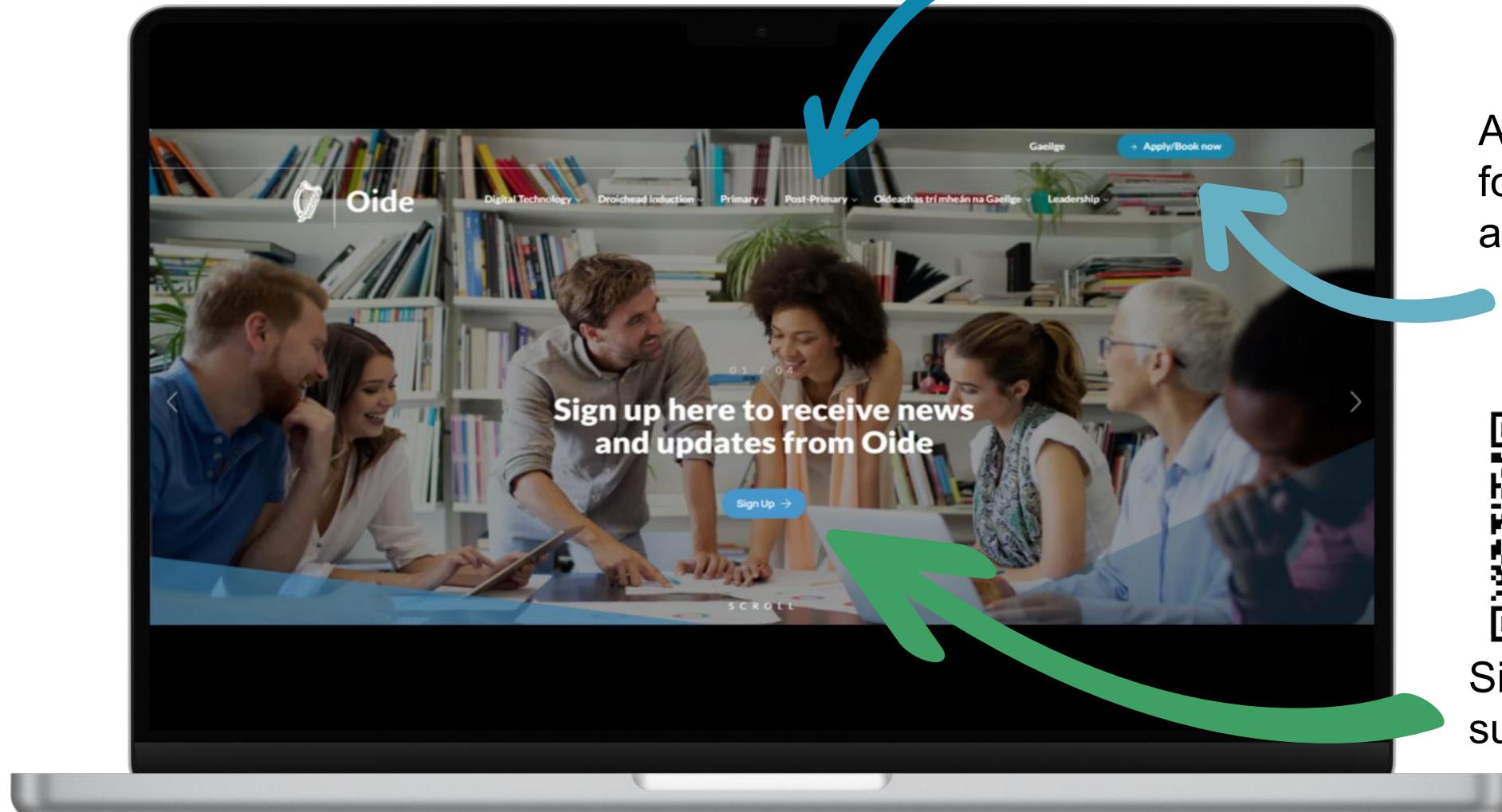
3 mins

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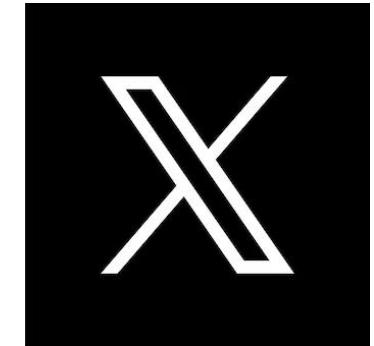
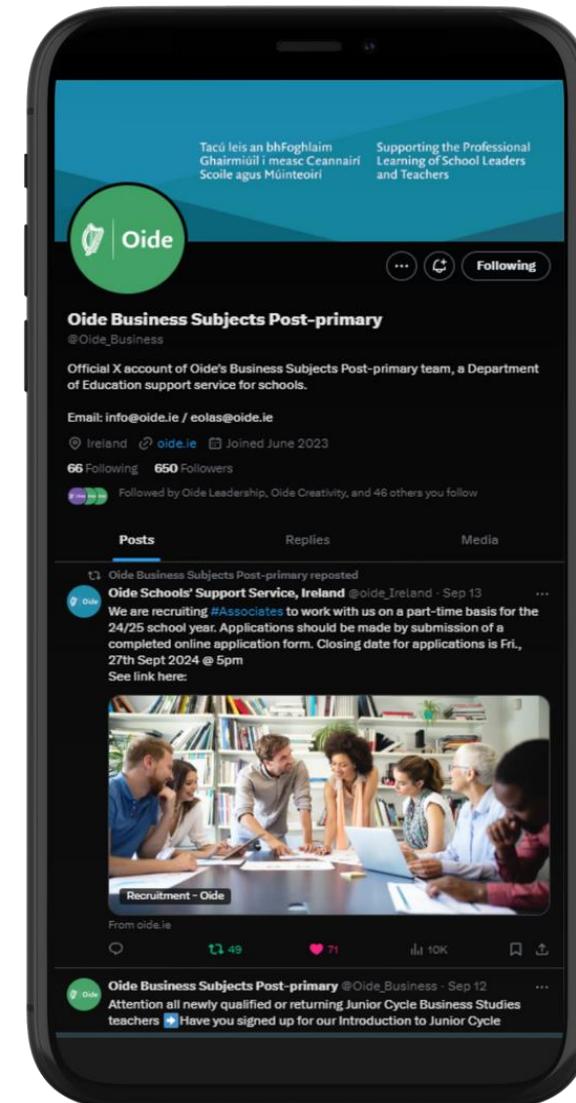


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