



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Leaving Certificate Life, Community and Work Professional Learning Booklet Day 1



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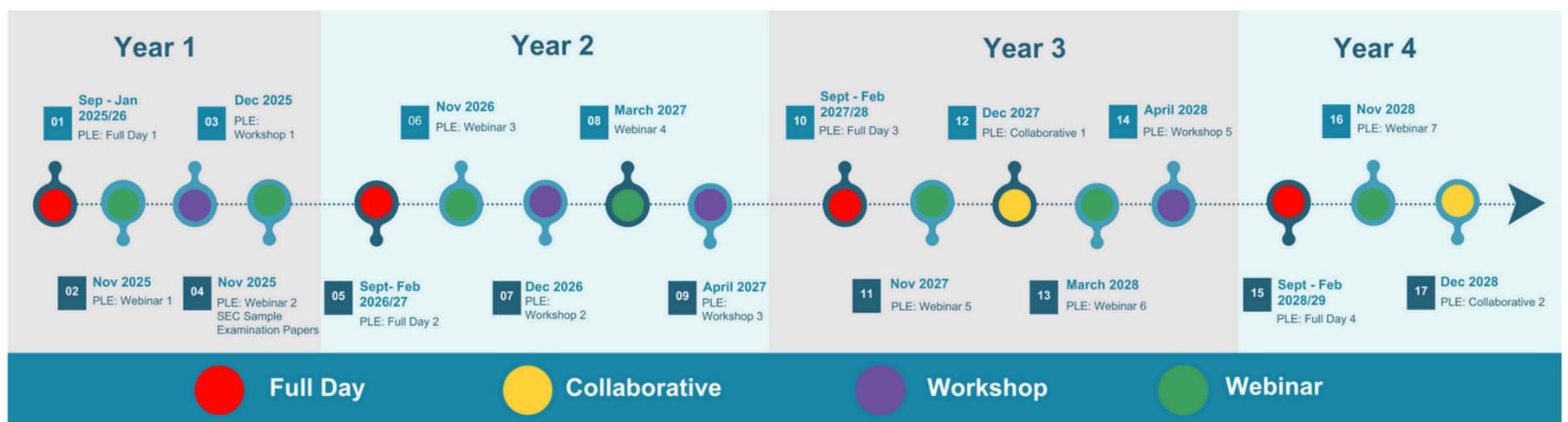
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Session 1 Key Messages

- Personal development and effectiveness is a cornerstone of the specification, where students have opportunities to develop self-awareness.
- Student engagement with a variety of learning experiences that include experiential learning cycle helps deepen students' learning and supports the development of the key competencies.
- The student portfolio showcases evidence and reflections on students' learning experiences over their two years of study. Both the student portfolio and applied learning tasks play a central role in completing the AAC, Portfolio in Action, and the written examination.

Senior Cycle Redevelopment - Life, Community and Work Professional Learning Experience - Proposed Timeline



4 x Full-Day PLEs | 2 x Collaboratives | 4 x Workshops | 7 x Webinars

Support Materials



Oide Mailing Lists



Senior Cycle Key Competencies

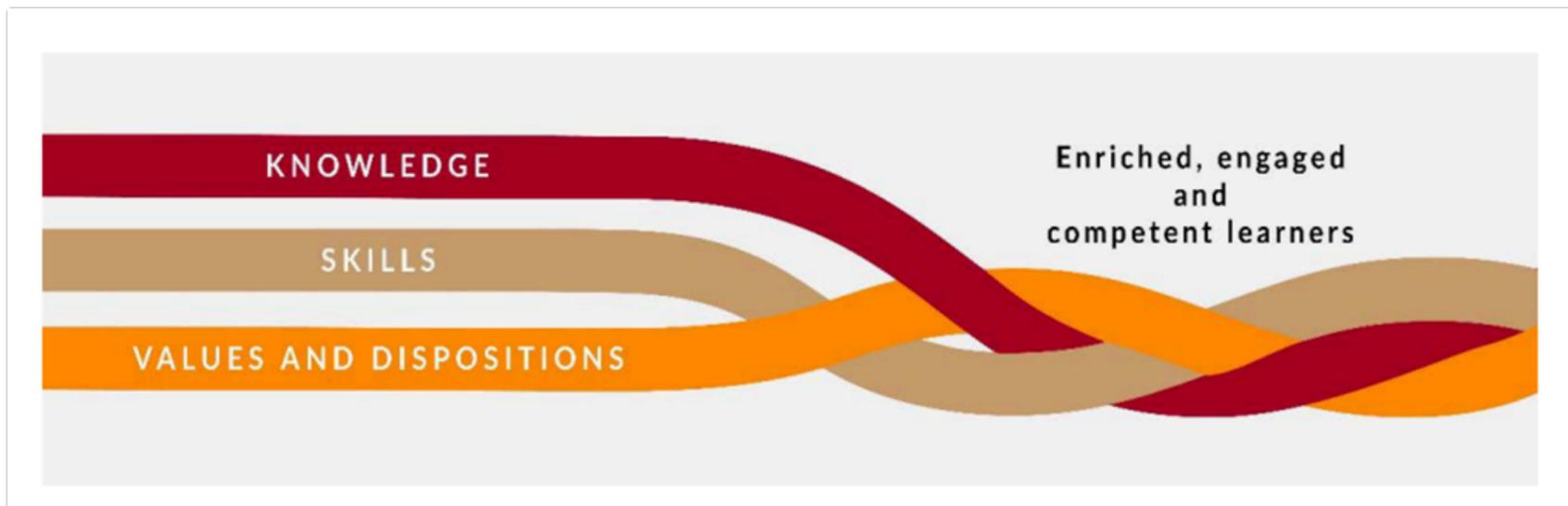


Figure 1: Key competencies in senior cycle, 2024, p.1. The components of competencies and their desired impact.

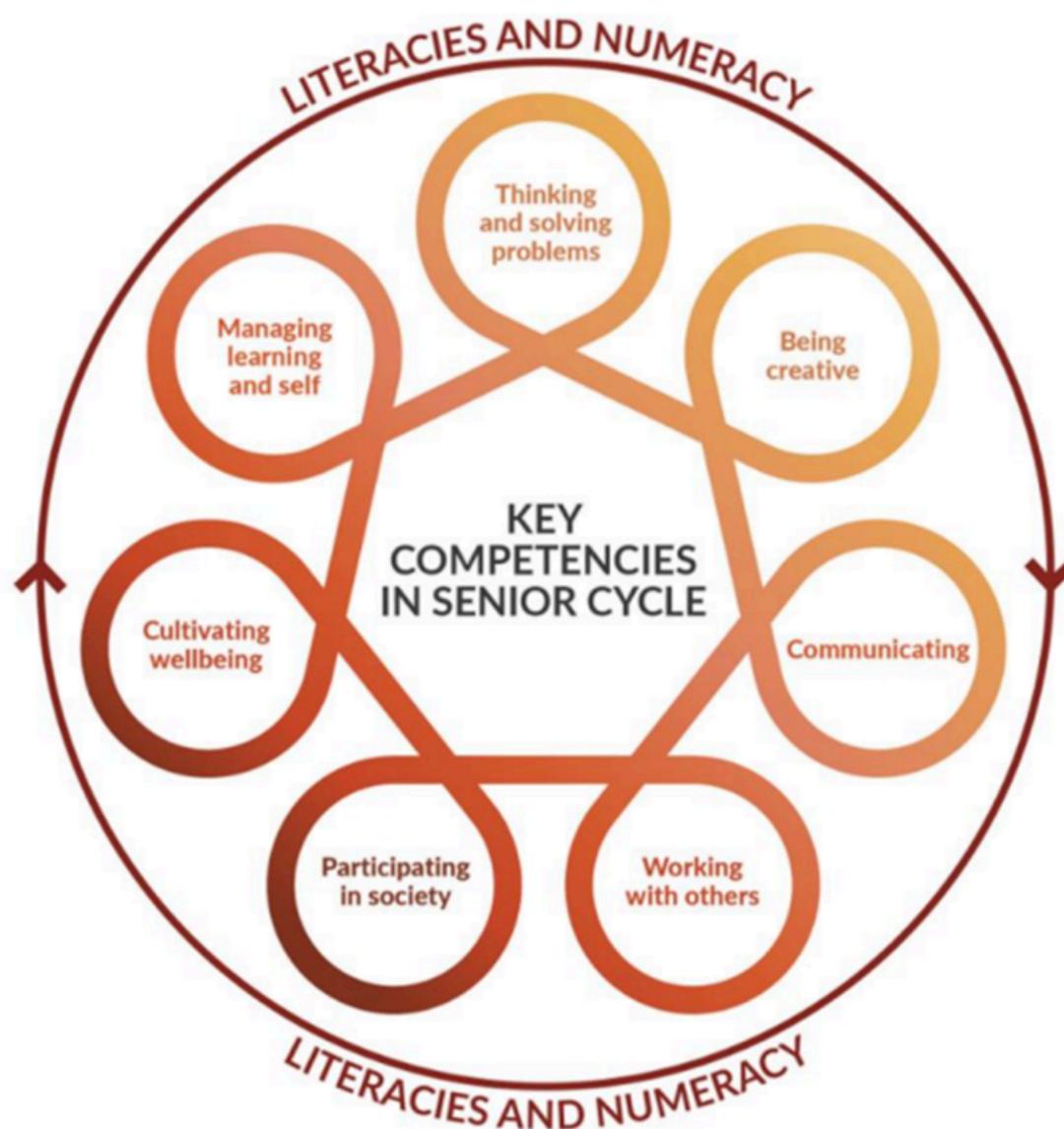
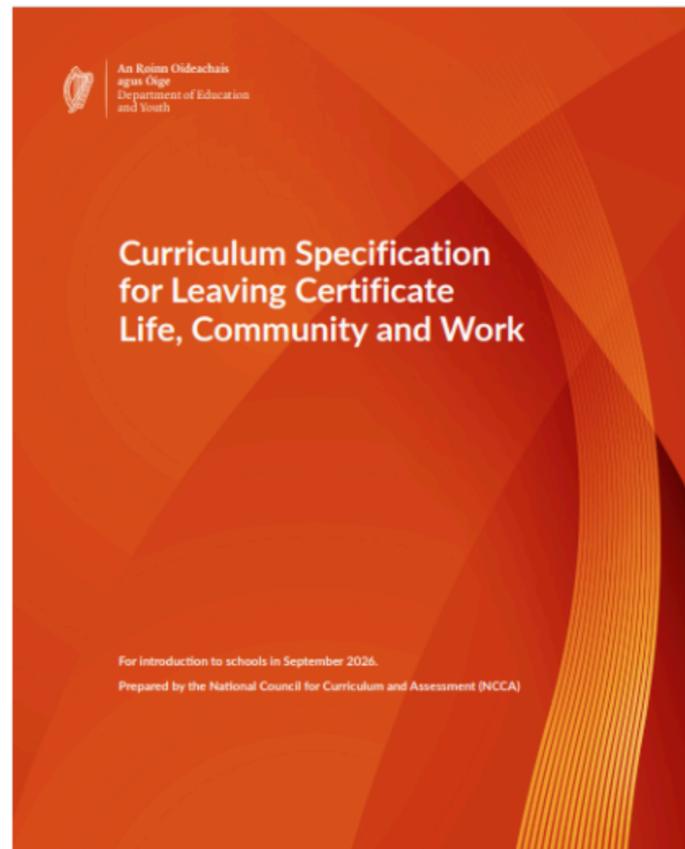


Figure 2: Key competencies in senior cycle, 2024, p.2. Key Competencies in senior cycle, supported by literacies and numeracy.

Leaving Certificate Life, Community and Work Specification



Policy Documents that Underpin the LCW Specification



Specification Overview

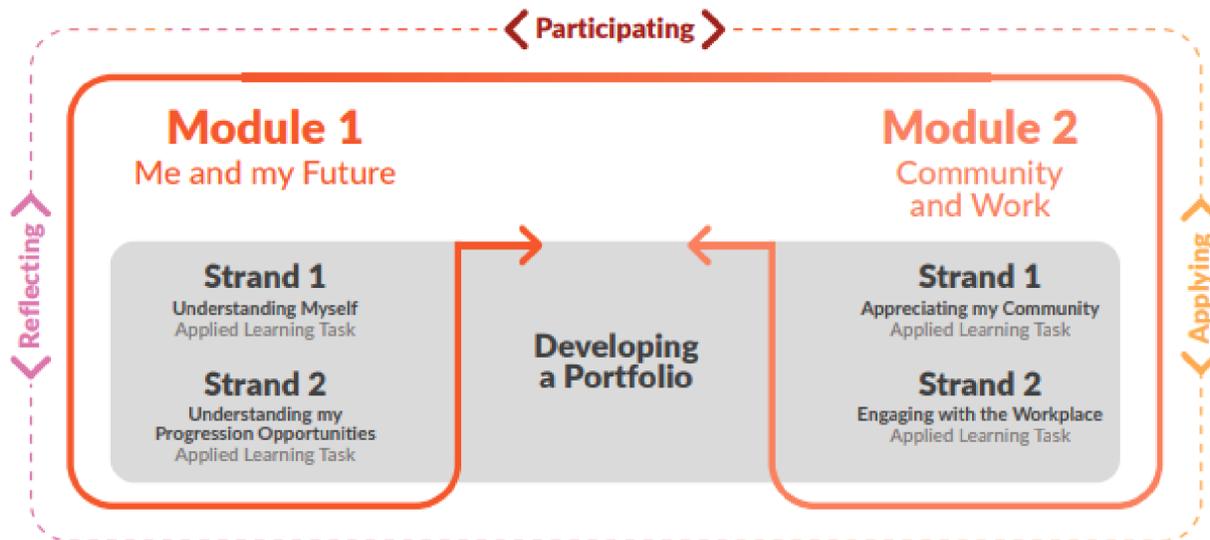


Figure 3: Life, Community and Work Specification, 2025, p. 10. Specification Overview.

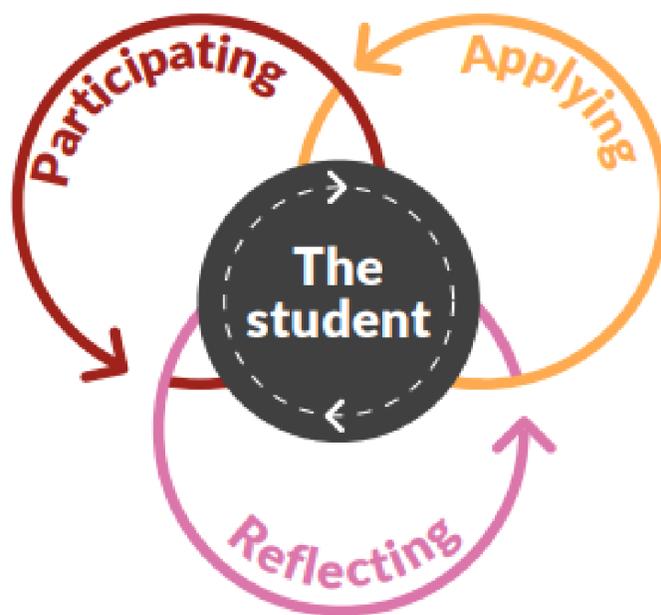


Figure 4: Life, Community and Work Specification, 2025, p.27. The Experiential Learning Cycle

Reflection



One thing I really enjoy about teaching LCVP is...

After looking at the aims and rationale can you notice some of the Senior Cycle Guiding Principles being reflected.

What do students currently enjoy about their learning in LCVP?

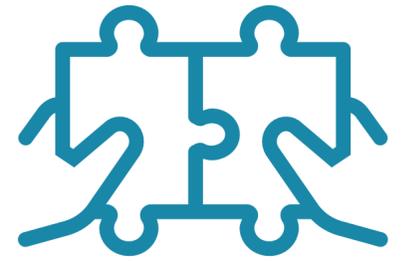
Reflecting on the learning so far regarding modules, strands, the experiential learning cycle and the portfolio.

How might this influence your teaching practice?

What aspects are you most excited about in Life, Community and Work?

Session 1

Activity - Exploring the Rationale and Aims



Read the rationale and aims for Life, Community and Work (p. 4)

1. What will students experience and learn?
2. What effective teaching approaches and methodologies will support successful student learning?

Individual response



Response as a group



Activity - Exploring the Strands

Review the specification for the strand **assigned to you** and consider the questions below. (pp.13-26)



Individual

My Assigned Strand: _____

Identify three interesting aspects

3

Note two opportunities to promote student self-development

2

Highlight one thing that I learned about the Applied Learning Task

1

Activity - Exploring the Strands

Review the assigned strand in **your numbered groups** and consider the questions below. (pp.13-26)



Numbered Groups

Our Assigned Strand: _____

Identify three interesting aspects

3

Note two opportunities to promote student self-development

2

Highlight one thing that I learned about the Applied Learning Task

1

Activity - Exploring the Strands

Share your responses to the questions in **your home group**. Make notes of other responses below.



Home Groups

Identify three interesting aspects

3

Note two opportunities to promote student self-development

2

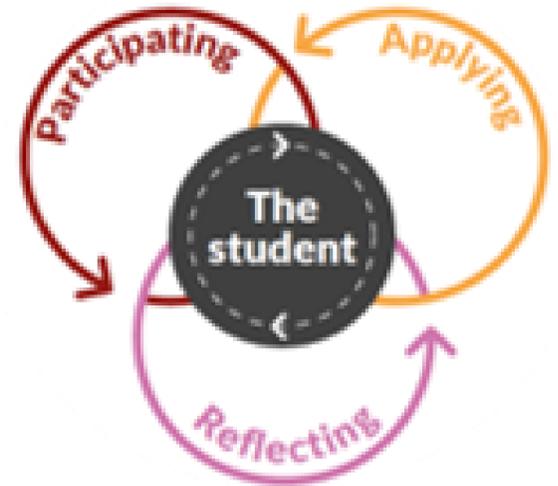
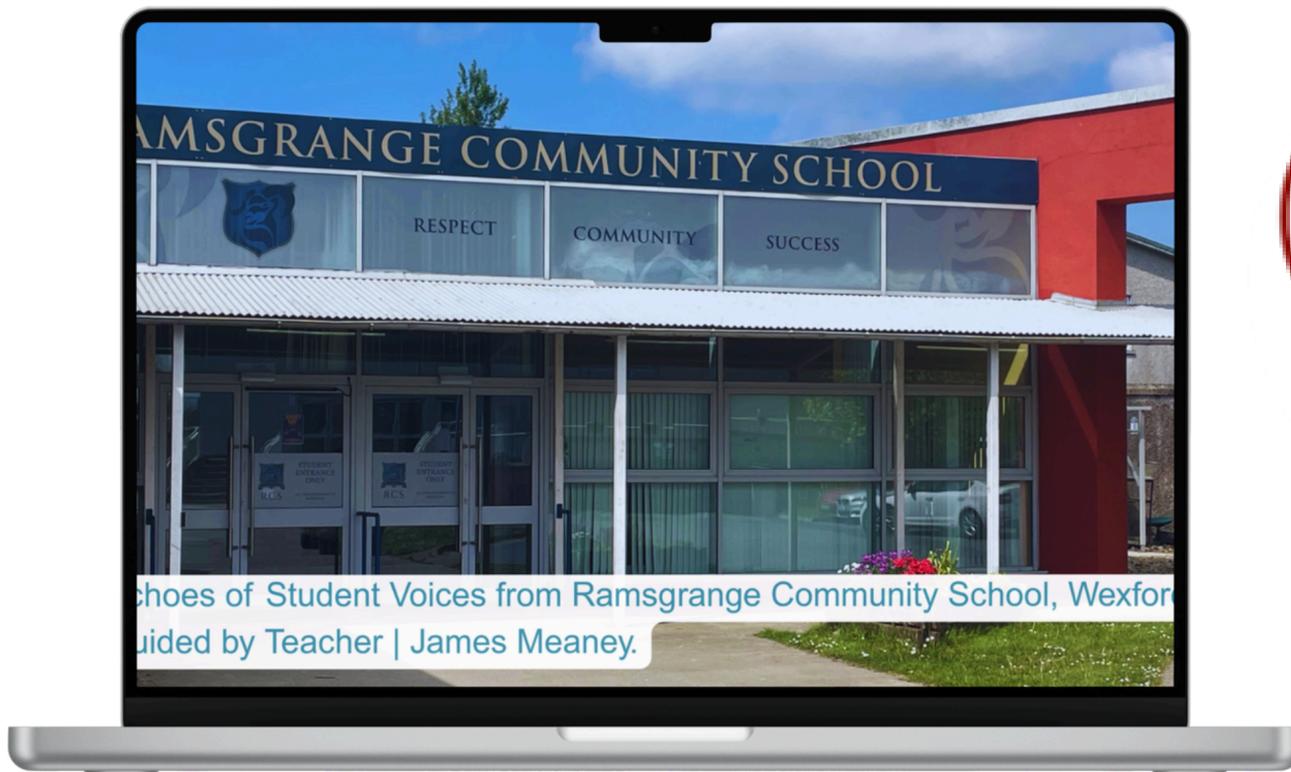
Highlight one thing that I learned about the Applied Learning Task

1

Additional Notes

Session 2

Student Voice

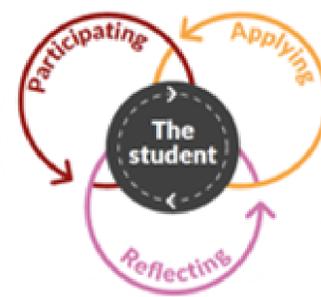


Consider how the students that featured in the video clip benefitted from active, experience based learning.



Experiential Learning Example

Module 2, Strand 2, Learning Outcome 1.3



Learning outcome 2.2.1.3 states that students should be able to ‘**demonstrate an understanding of a competency-based application form*, identifying competencies that reflect their chosen career and/or job role**’ (page 23)

Considering this learning outcome, the learning experience may be that students in groups will explore and compare competency-based application forms for a range of careers, identifying key competencies commonly required across different roles.

While **participating**, students may draw on their personal experiences with job applications, creating a CV or completing application forms. They can analyse and compare competency-based application forms for different careers to identify various competencies, especially those that align with their own career goals. It may also involve students individually researching a job or career of interest and identifying key competencies listed in real job descriptions or completing a competency based application form and discussing the competencies that were required with their groups.

Students will then **reflect** on these types of application forms, the required competencies for different careers and their relevance to their chosen career or job role. They may consider questions such as:

- Which competencies am I strong in?
- Where do I have real examples that I can use to demonstrate these competencies?
- Which competencies do I need to develop, and how can I do that?

In **applying** this new knowledge, they could consider including these competencies in future application forms, add them to their CV or LinkedIn page. They could use this knowledge to inform their career progression plan. They could also use this knowledge to consider how they will develop other required competencies for their chosen career path/field.

Activity - Experiential learning

Create **one learning experience** for your students that incorporates each stage of the experiential learning cycle while engaging with learning outcomes across strands.



Module:

Strand:



Learning Experience

Learning Outcome(s):

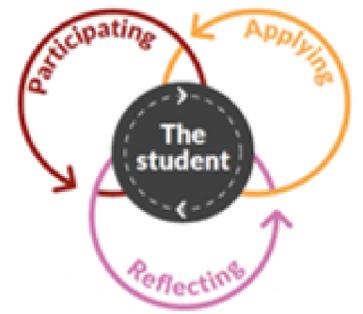
Participating

Reflecting

Applying

Activity - Experiential learning

Share your responses. Make notes of other responses below.



Learning Experience

Learning Outcome(s):

Participating

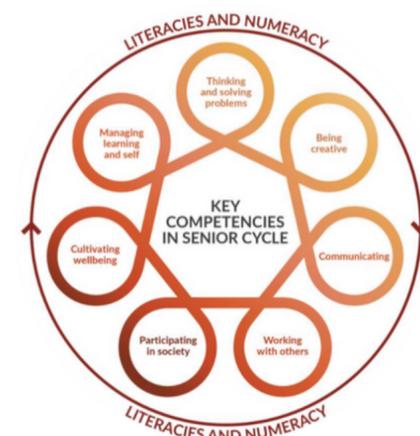
Reflecting

Applying

Activity - Senior Cycle Key Competencies

“ Students have multiple opportunities throughout this specification to develop key competencies as they engage actively with the learning outcomes...”

(Life, Community and Work Specification, 2025, p. 9)



Read about the key competencies in the specification (p. 7-9)

Choose **one learning experience** and consider how it can develop relevant senior cycle key competencies while also supporting aspects of literacies and numeracy

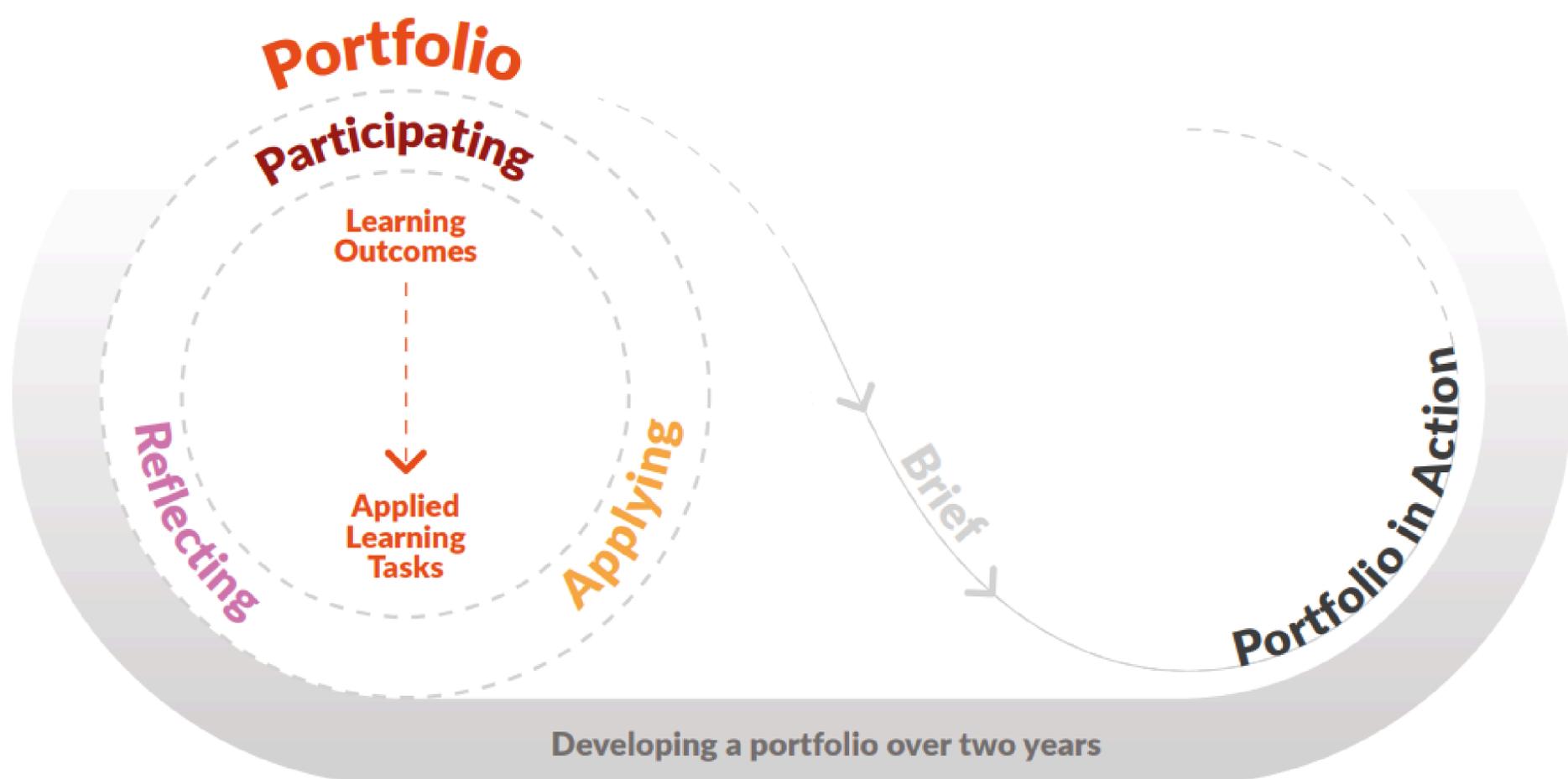


Activity - The Digital Portfolio

Students create a digital portfolio over the two years. What form might this portfolio take?



Notes/Observations from this activity

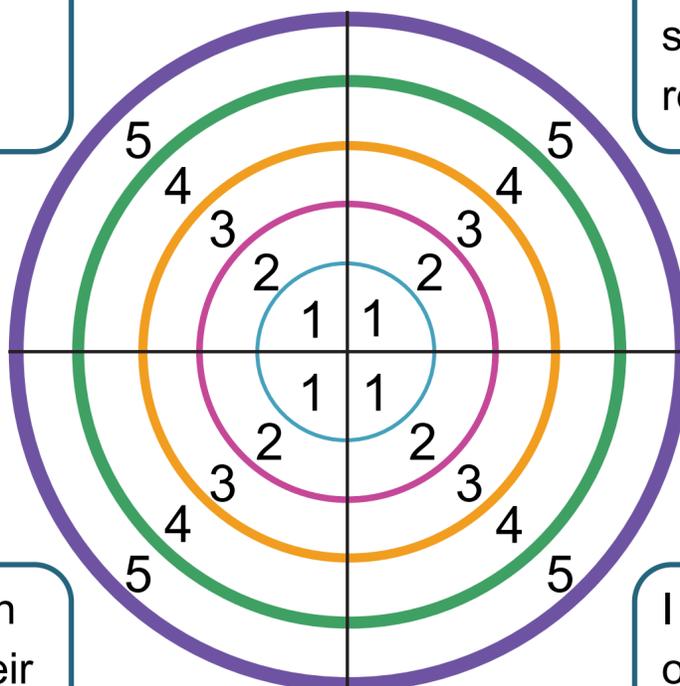


Session 3

Activity - Self-reflection Bullseye

I create learning experiences that align with students' unique needs and interest areas.

I encourage active participation in learning experiences which supports students to develop real life skills.



I offer choice to my students in how they can demonstrate their learning.

I adapt the pace and sequence of learning to support a student-centred approach and meet the needs of all students.

Where on the scale would you place yourself?

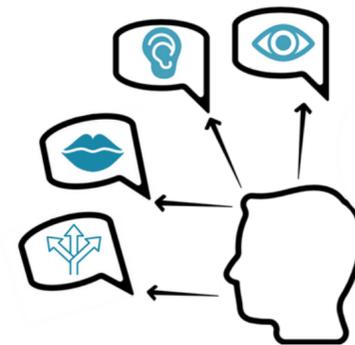
- 1 something you always or often do
- 5 something you rarely or never do

Additional notes

Activity - Student-centred Learning

What does student-centred learning **look like** and **sound like** in the classroom?

What opportunities could be provided in Life, Community and Work that facilitates student **voice** and **choice**?

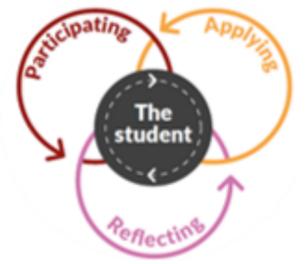


Notes/Observations from this activity



Activity - Experiential Learning Cycle

This is based on the previous activity around student-centred learning.



Individually consider:

Participating



Reflecting

Applying

Activity - The Applied Learning Tasks

Individually read the four Applied Learning Tasks (Specification, p.15, 18, 22, 26)



Notes/Observations

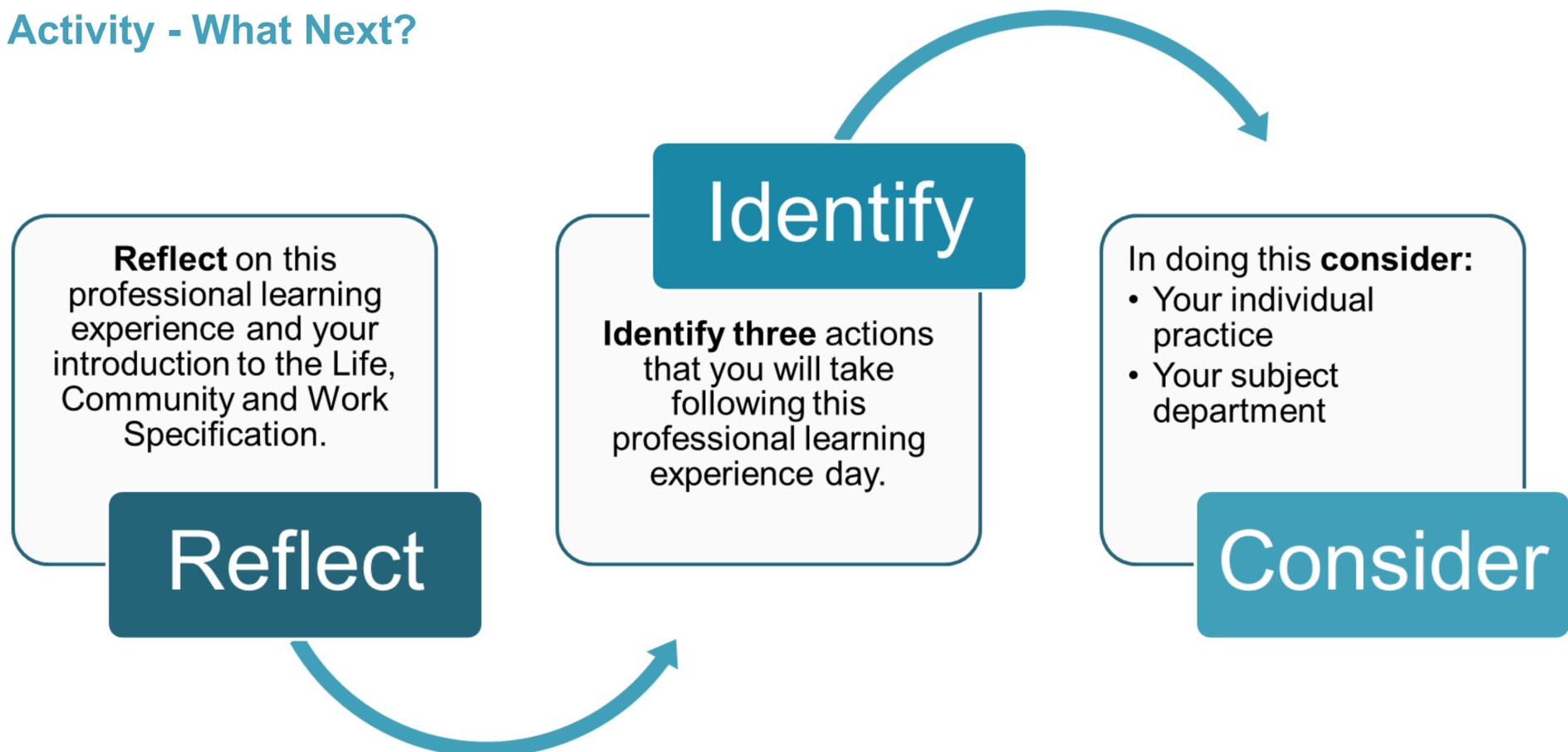
Activity - The Applied Learning Tasks

From reading the assigned Applied Learning Task:



Experiential Learning Cycle	Knowledge
What benefits will the experiential learning cycle offer students when engaging in and completing this applied learning task?	What knowledge might the students gain from engaging with this applied learning task?
Skills	Values & Dispositions
What skills might the students gain from engaging with this applied learning task?	What values and dispositions might the students gain from engaging with this applied learning task?

Activity - What Next?



1

2

3

Additional Notes page



Websites and Resources

Oide

www.oide.ie

Technology in Education

www.oidetechnologyineducation.ie/

Scoilnet

<https://www.scoilnet.ie/go-to-post-primary/>

Padlet

Padlet.com

Mentimeter

Mentimeter.com

References

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

NCCA (2022). *Senior Cycle Review Advisory Report*.

NCCA (2024). *Key competencies in Senior Cycle*.

NCCA (2025). *Curriculum Specification for Leaving Certificate Life, Community and Work*.

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 (2025). *Curriculum Specification for Leaving Certificate Life, Community and Work, p.9*. Specification Overview.

Figure 4: NCCA (2025). *Curriculum Specification for Leaving Certificate Life, Community and Work, p.25*. The Experiential Learning Cycle