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Supporting the Professional
Learning of School Leaders
and Teachers

Leaving Certificate Life, Community and Work

Professional Learning Experience

Day 1



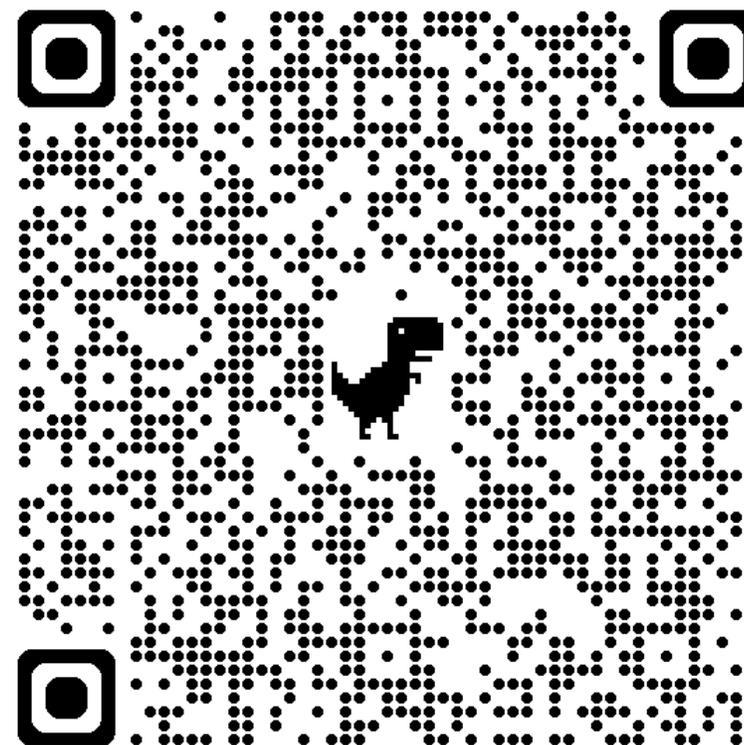
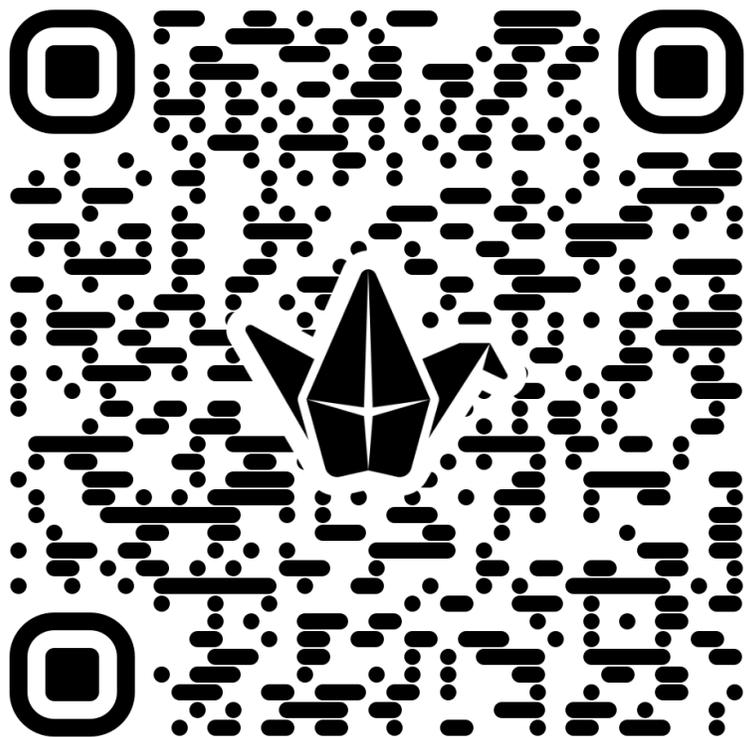


Overview of the Day

Session 1 09:15 - 11:00	Exploration of the two modules in the Life, Community and Work Specification.
Tea/Coffee 11:00 - 11:20	
Session 2 11:20 - 13:00	Consider the role of experiential learning, key competencies and the function of a student portfolio in the Life, Community and Work Specification.
Lunch 13:00 - 14:00	
Session 3 14:00 - 15:45	Consider how student-centred learning supports achievement in the applied learning tasks and assessment for certification.



Support Materials



Oide Mailing Lists



Leaving Certificate Life, Community and Work Support

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



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



Learning Intentions: Session 1

In this session, we will...

- Explore the rationale and aims within the specification
- Develop our understanding of the modules and strands within the specification.



Introductions

- Your **name**
- The **school or centre** where you are teaching
- The **subject(s)** you teach

A quick reflection:

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



2 mins



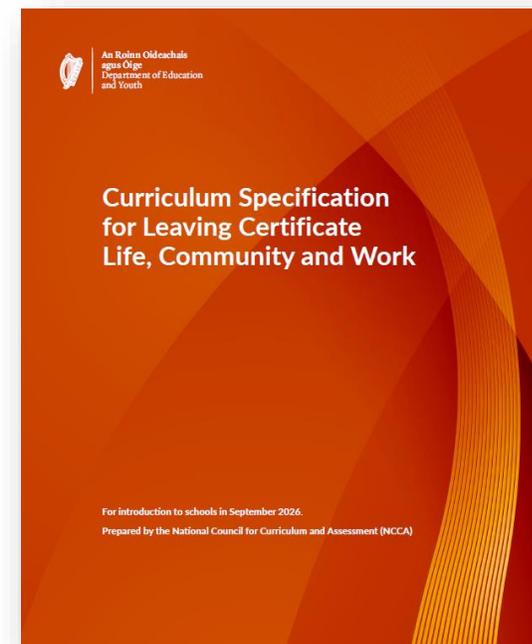
3 mins



Activity: Exploring the Rationale and Aims

From reading the rationale and aims:

- What will students experience and learn?
- What effective teaching approaches and methodologies will support successful student learning?



(Leaving Certificate Specification, Life, Community and Work, 2025, p.4)



4 mins



6 mins



5 mins



Guiding Principles for a Redeveloped Senior Cycle

- Wellbeing and relationships
- Inclusive education and diversity
- Challenge, engagement and creativity
- Learning to learn, Learning for life
- Choice and flexibility
- Continuity and transitions
- Participation and citizenship
- Learning environments

(Senior Cycle Review Advisory Report, 2022. p.24)

A quick reflection:

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



2 min



Senior Cycle Key Competencies

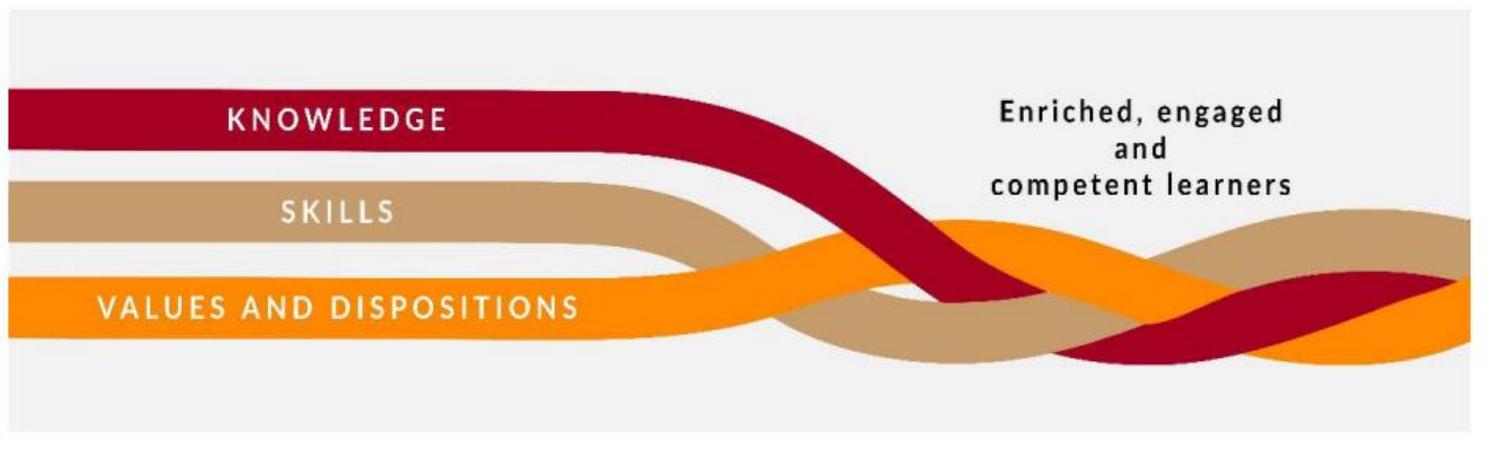


Figure 1: Key competencies in senior cycle, 2024, p.1. The components of competencies and their desired impact.



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



Key Documents

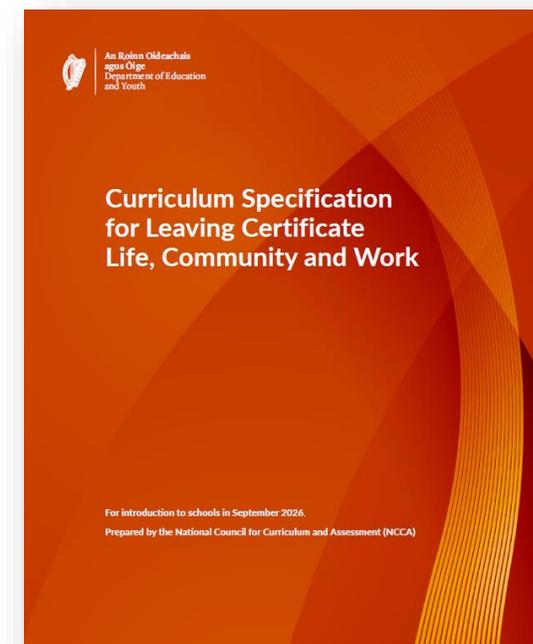


Policy documents that underpin the new specification



Overview of the Specification

- September 2026
- 120 hours minimum class contact time
- Common Level
- First Leaving Certificate Examination in 2028
- Assessment: Written Examination 40% and Additional Assessment Component (AAC) 60%





Assessment in Life, Community and Work

Assessment component	Weighting	Level
Portfolio in Action	60%	Common
Written examination	40%	Common

Figure 3: *Life, Community and Work Specification, 2025, p. 29.*
Table 1 Overview of assessment for certification.

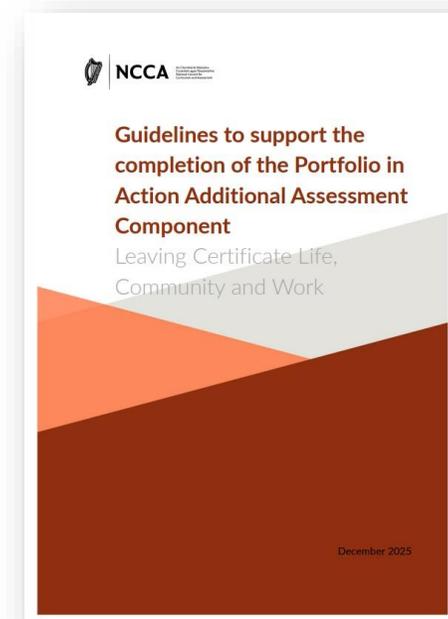
Grade	% marks
Distinction	80 – 100
Merit	65 – 79
Pass	50 – 64
Not Achieved	0 – 49

Figure 4: *Life, Community and Work Specification, 2025, p.33.*
Table 3 Leaving Certificate Grading.



Overview of the AAC

- Additional Assessment Component - Portfolio in Action
- 60% of final grade
- Students respond to a brief, issued annually by the SEC
- The AAC will provide students with an opportunity to reflect on, refine and use the work from their portfolio.





Specification Overview

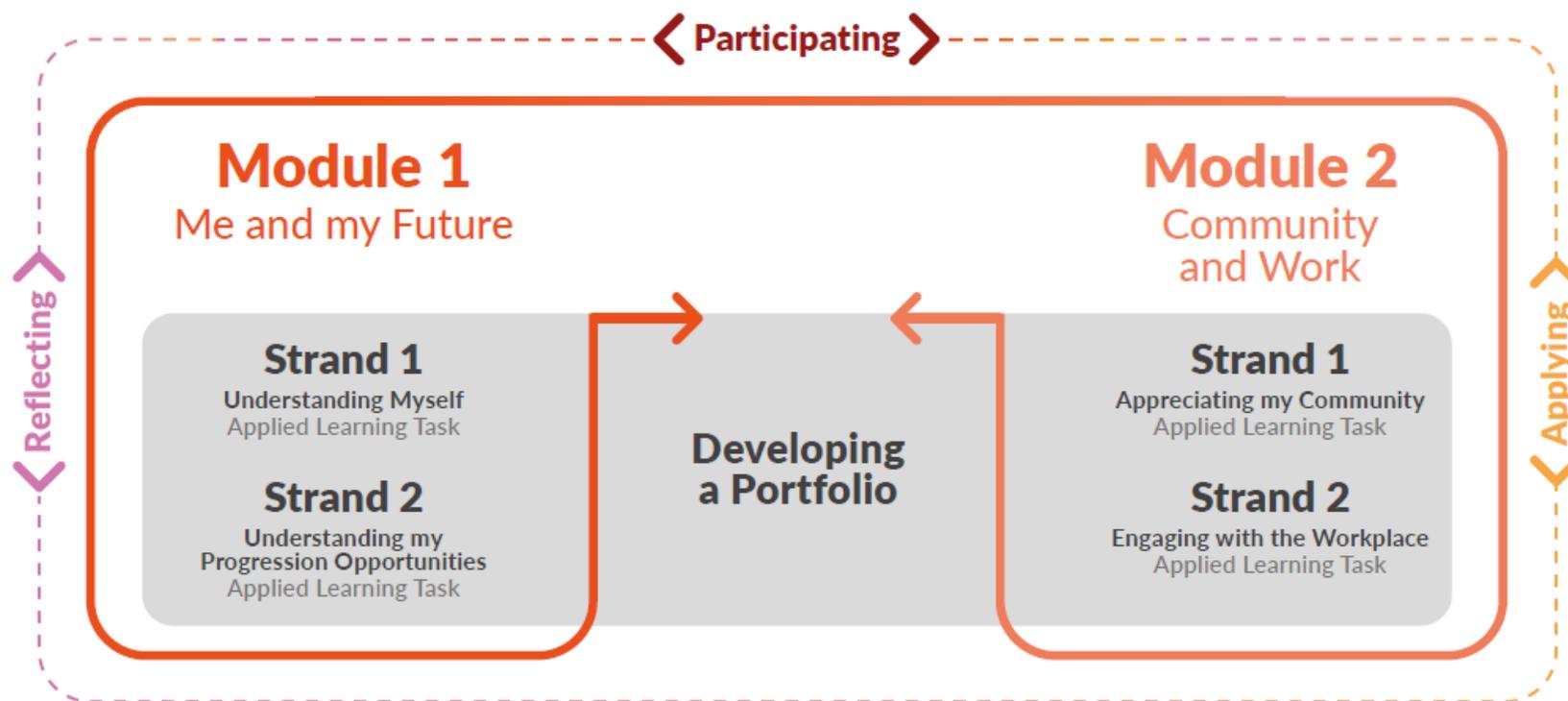


Figure 5: *Life, Community and Work Specification, 2025, p. 10.* Overview of the specification.



The Two Modules

Module 1

Me and my Future

Module 2

Community
and Work



The Four Strands

Module 1 Me and my Future

Strand 1

Understanding Myself
Applied Learning Task

Strand 2

Understanding my
Progression Opportunities
Applied Learning Task

Module 2 Community and Work

Strand 1

Appreciating my Community
Applied Learning Task

Strand 2

Engaging with the Workplace
Applied Learning Task



The Portfolio



Students create a digital portfolio

- A digital portfolio supports students to maintain a unique learning record of their engagement with the specification
- It includes evidence of and reflection on a variety of learning experiences, development of the key competencies and the Applied Learning Tasks
- It is engaged with over the two years of study
- The portfolio itself is **NOT submitted** to the SEC
- Students utilise the work of their portfolio when engaging with both assessment components.



The Experiential Learning Cycle – Three Cross Cutting Elements

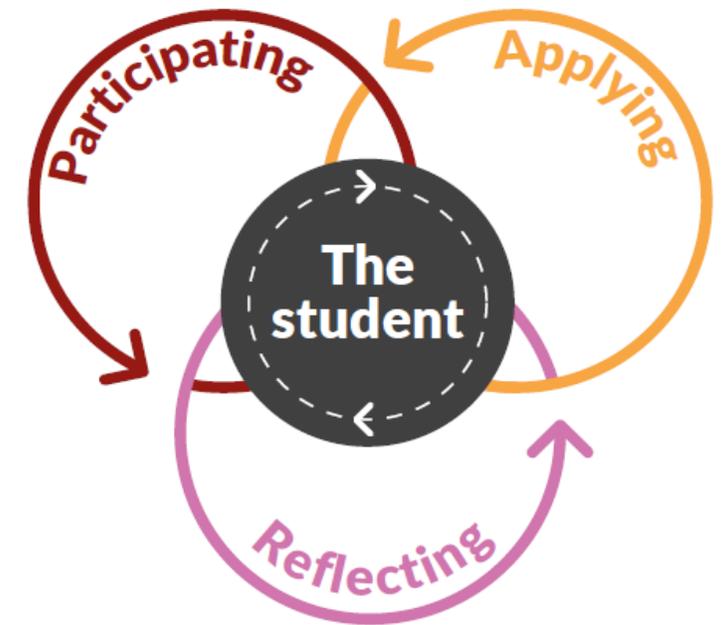
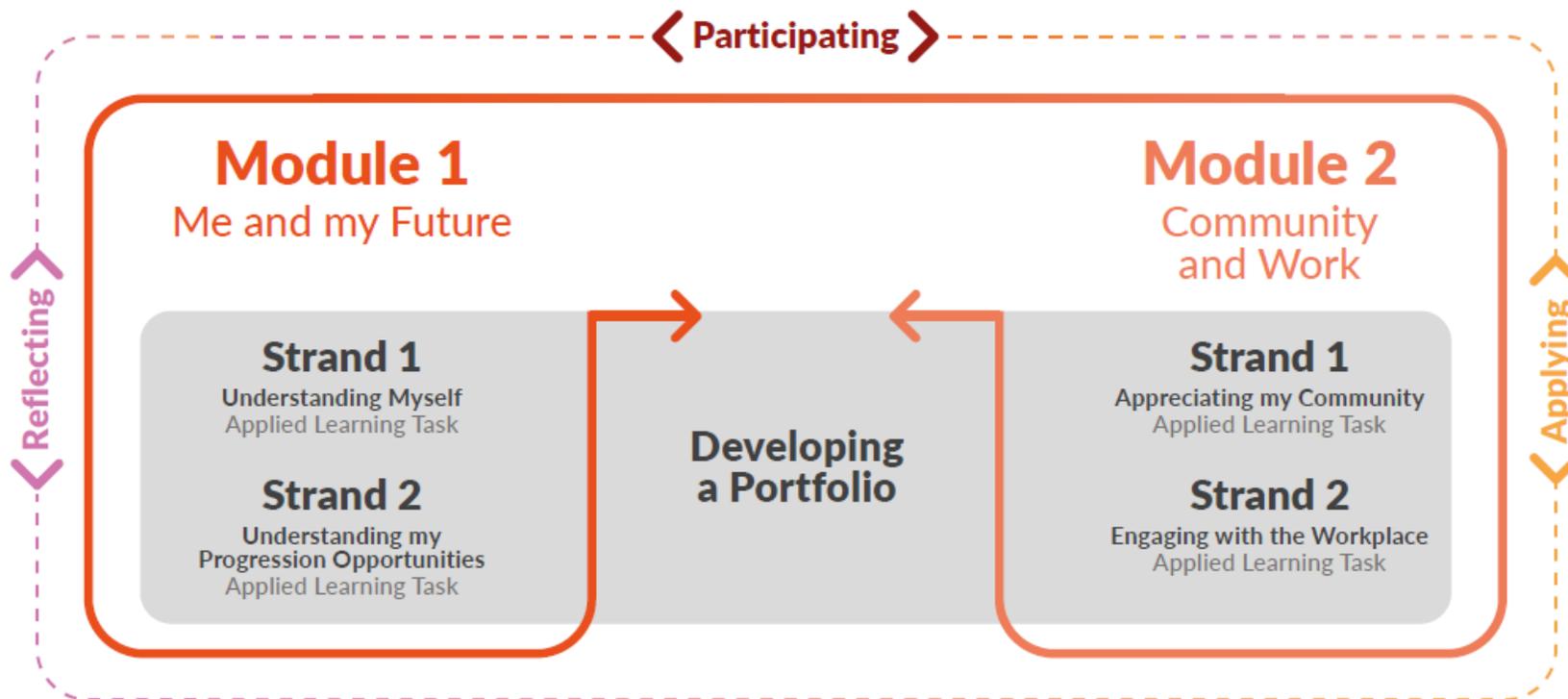


Figure 6: *Life, Community and Work Specification, 2025, p. 27.* The Experiential Learning Cycle.



The Four Strands

Module 1- Me and My Future, Strand 1: Understanding Myself

Students learn about	Students should be able to
<p>1. Personal development</p> <ul style="list-style-type: none"> personal development as a process of improving yourself in various aspects of life, to lead a more fulfilled, successful and meaningful life how to identify areas in their lives for personal development, which are subjective to each individual, aligning to future progression opportunities and focusing on the improvement of identified strengths and/or weaknesses goals for personal development as desired outcomes a person intends to progress and achieve, and how using a goal setting framework, such as SMARTER goals*, can support the planning, measurement, achievement and revision of goals through meaningful learning experiences within the classroom and wider community 	<ol style="list-style-type: none"> explain the concept of personal development create goals for personal development and reflect on their progress
<p>5. Applied Learning Task 1</p> <ul style="list-style-type: none"> how to create and develop a personal statement, which incorporates values; aptitudes, achievements and interests; skillsets and associated strengths; and goals for personal development and progress supporting the creative development of and meaningful reflection on a personal statement over time with evidence of different learning experiences, which may include text, illustrations, photographs, videos and supporting audio the importance of regularly revisiting and developing their personal statement as they engage with the specification 	<ol style="list-style-type: none"> create and develop a personal statement

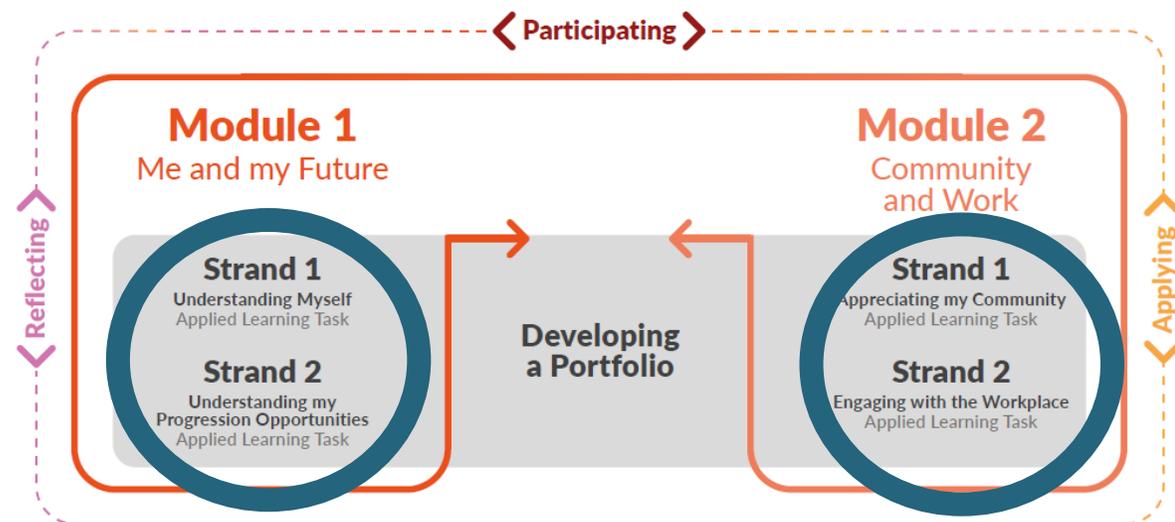


Figure 7: Life, Community and Work Specification, 2025, p.13,15. Module 1, Strand 1 Learning Outcomes.



Activity: Exploring the Strands

Review the specification for the **strand assigned to you** and consider the following:

Identify three interesting aspects

Note two opportunities to promote student self-development

Highlight one thing I learned about the Applied Learning Task



10 mins



10 mins
Group 1-4



10 mins



5 mins



Learning Intentions: Session 1

In this session, we...

- Explored the rationale and aims for the new specification
- Developed our understanding of the modules and strands within the specification.



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End of session 1



Break





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Session 2



Learning Intentions: Session 2

In this session, we will...

- Explore how the experiential learning cycle underpins the Life, Community and Work Specification
- Consider how effective learning experiences can develop students' key competencies
- Appreciate the central role of the student digital portfolio.



Reflection

A quick reflection:



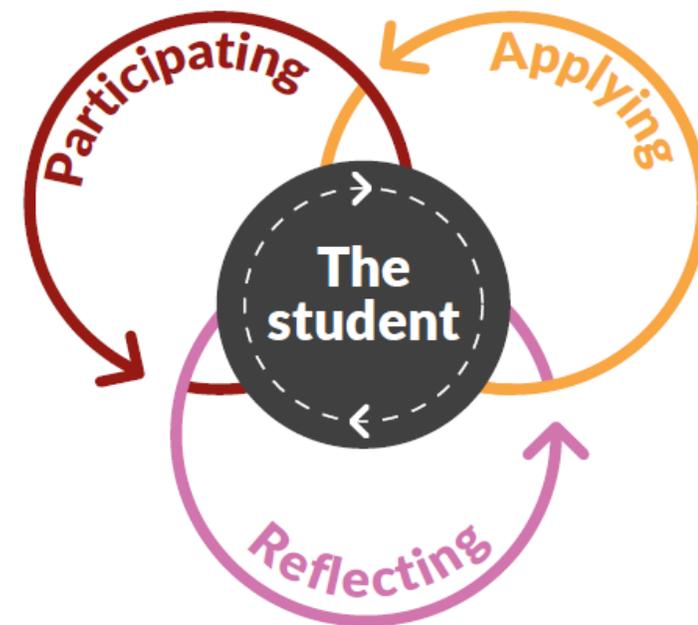
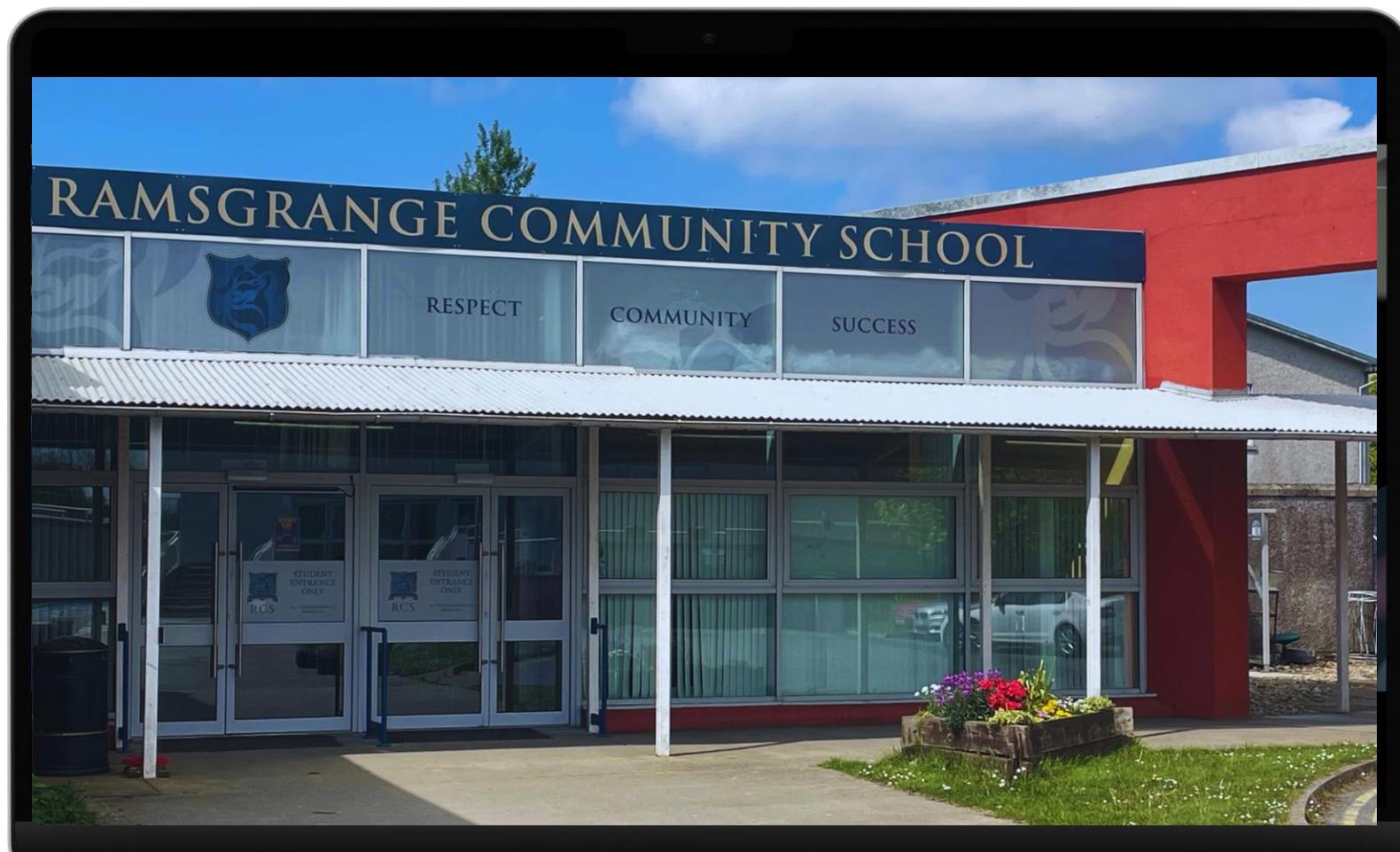
What do students currently enjoy about their learning in LCVP?



3 min



Student Voice



4 mins



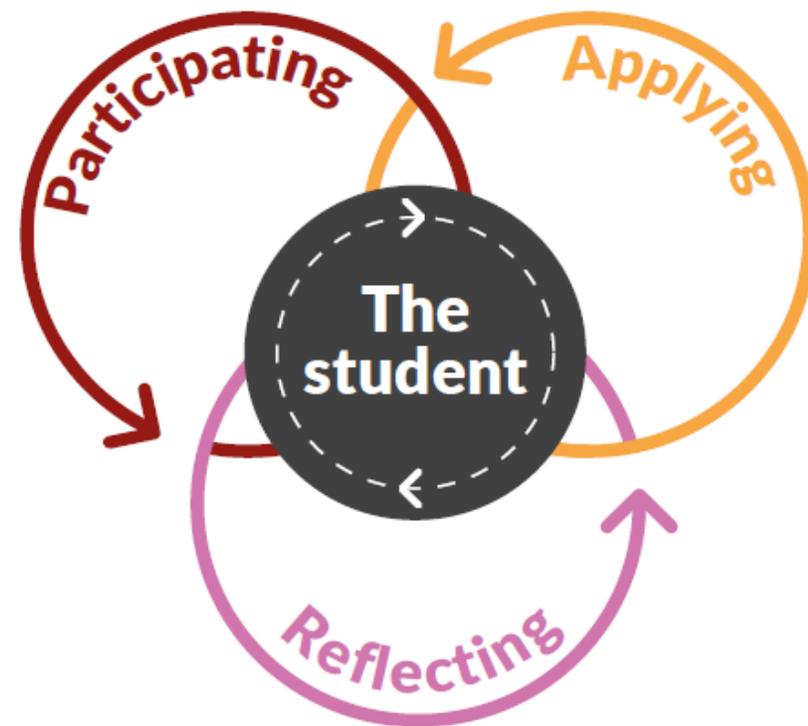
5 mins



The Experiential Learning Cycle – Three Cross Cutting Elements

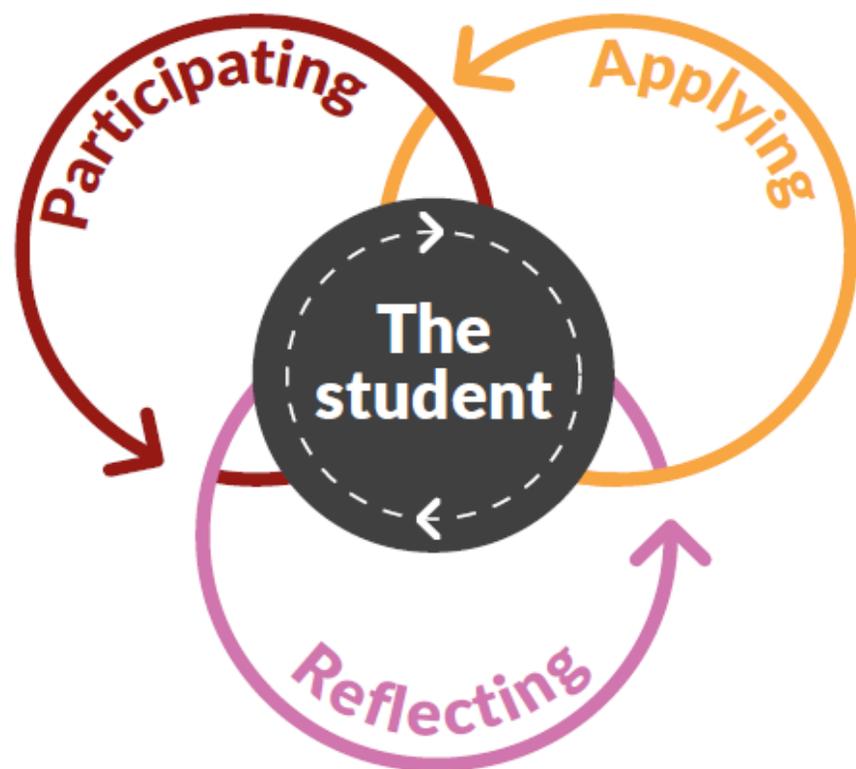
“ Leaving Certificate Life, Community and Work places the student at the centre through its learning outcomes design and is underpinned by the experiential learning cycle, which is composed of three phases, participating, reflecting and applying. ”

(Life, Community and Work Specification, 2025, p. 27)





Teaching for Student Learning

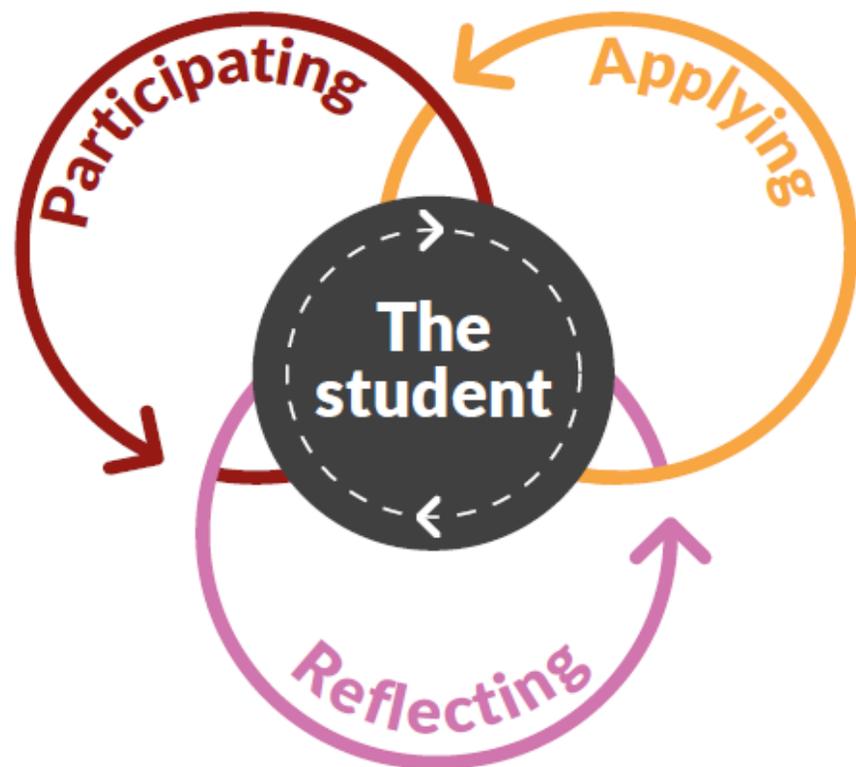


“Engaging with experiential learning helps **deepen students’ learning and supports them** in developing the skills, knowledge, values and dispositions they will need to successfully navigate their future.”

(Life, Community and Work Specification, 2025, p. 27)



Experiential Learning



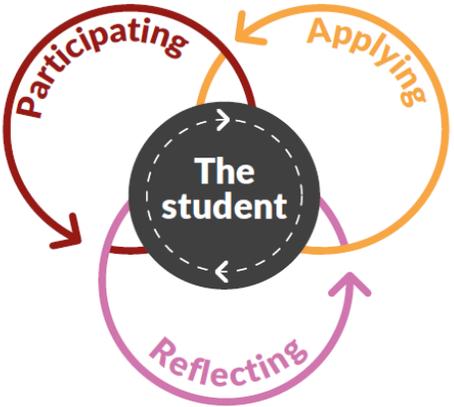
Read about teaching for student learning and consider the significance of the experiential learning cycle in Life, Community and Work. (p. 27-28)



5 mins



Activity: Experiential Learning



“ The specification provides multiple opportunities for students to **participate** in and **reflect** on a variety of learning experiences, across different contexts. Students reflect on their participation and **apply** this new understanding to new learning experiences which informs and supports the development of a student’s digital portfolio.”

(Life, Community and Work Specification, 2025, p. 11)

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



20 mins



15 mins

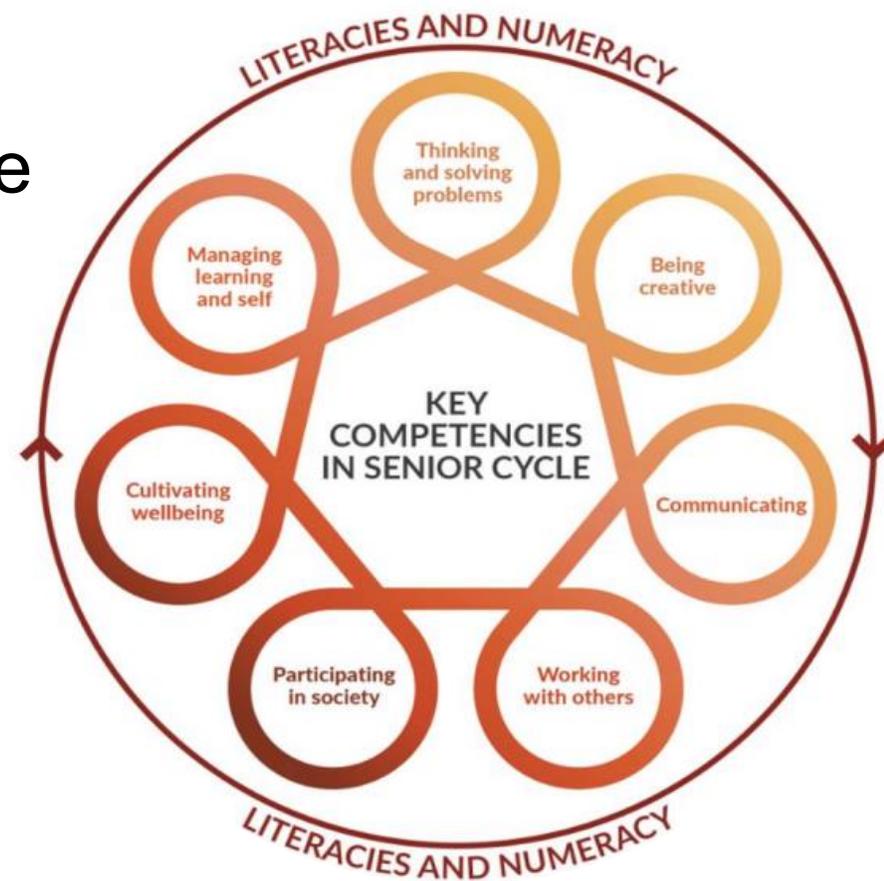


Senior Cycle Key Competencies

“ Students can and should be helped to develop their key competencies irrespective of their past or present background, circumstances or experiences and should have many opportunities to make their key competencies visible. ”

(Life, Community and Work Specification, 2025, p. 8)

Read about ‘Key Competencies’ in the specification (p. 7-9)

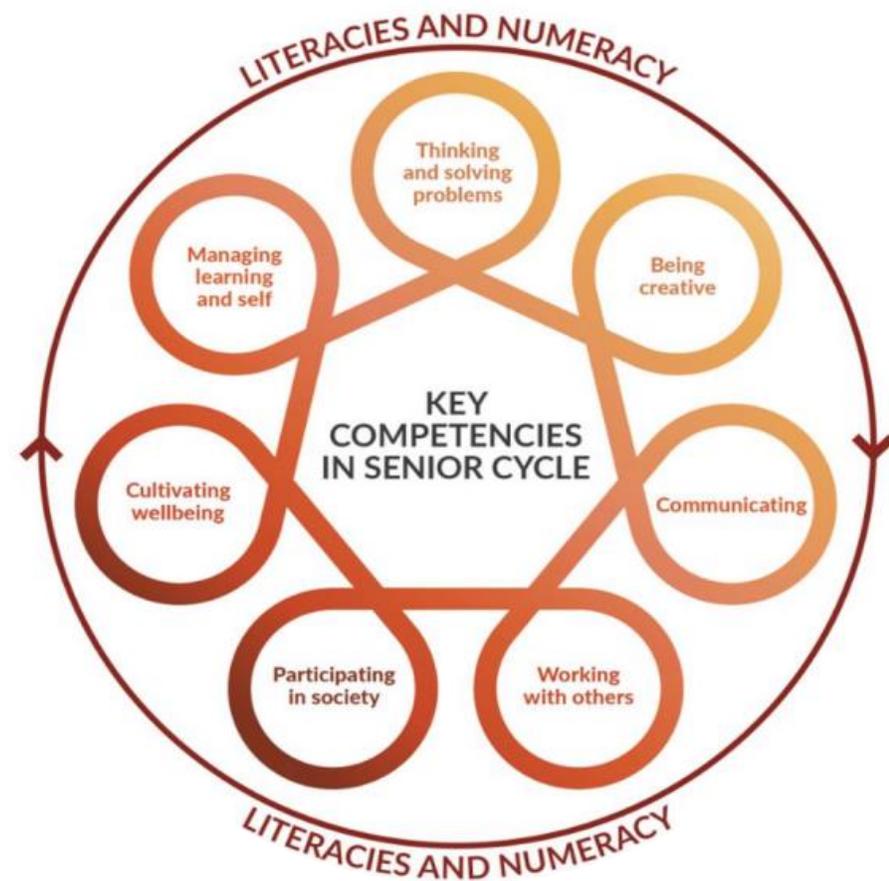


4 mins



Activity: Senior Cycle Key Competencies

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



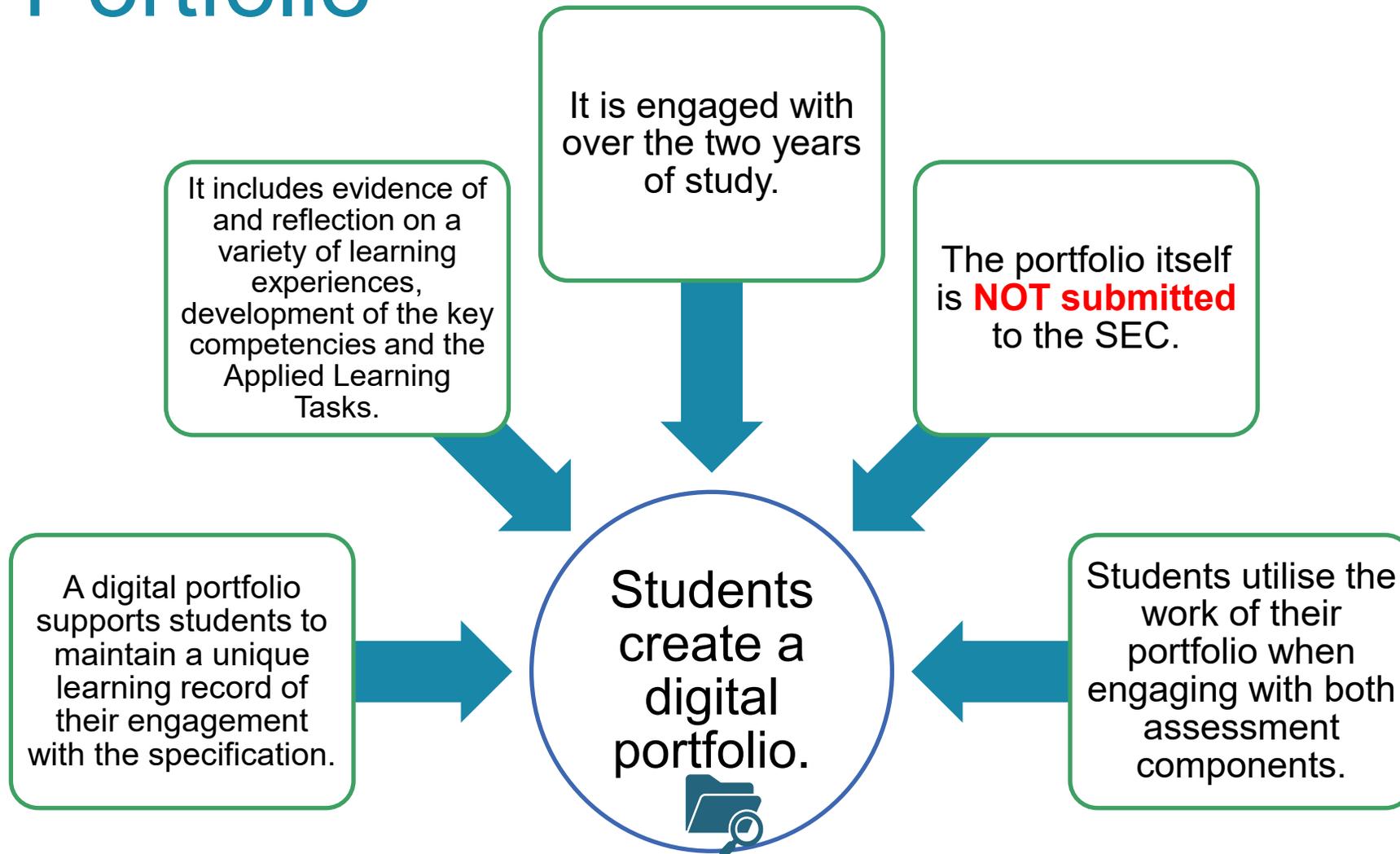
6 mins



5 mins



The Portfolio





Activity: Digital Portfolio

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



5 mins



5 mins



Community, Life and Work Studies

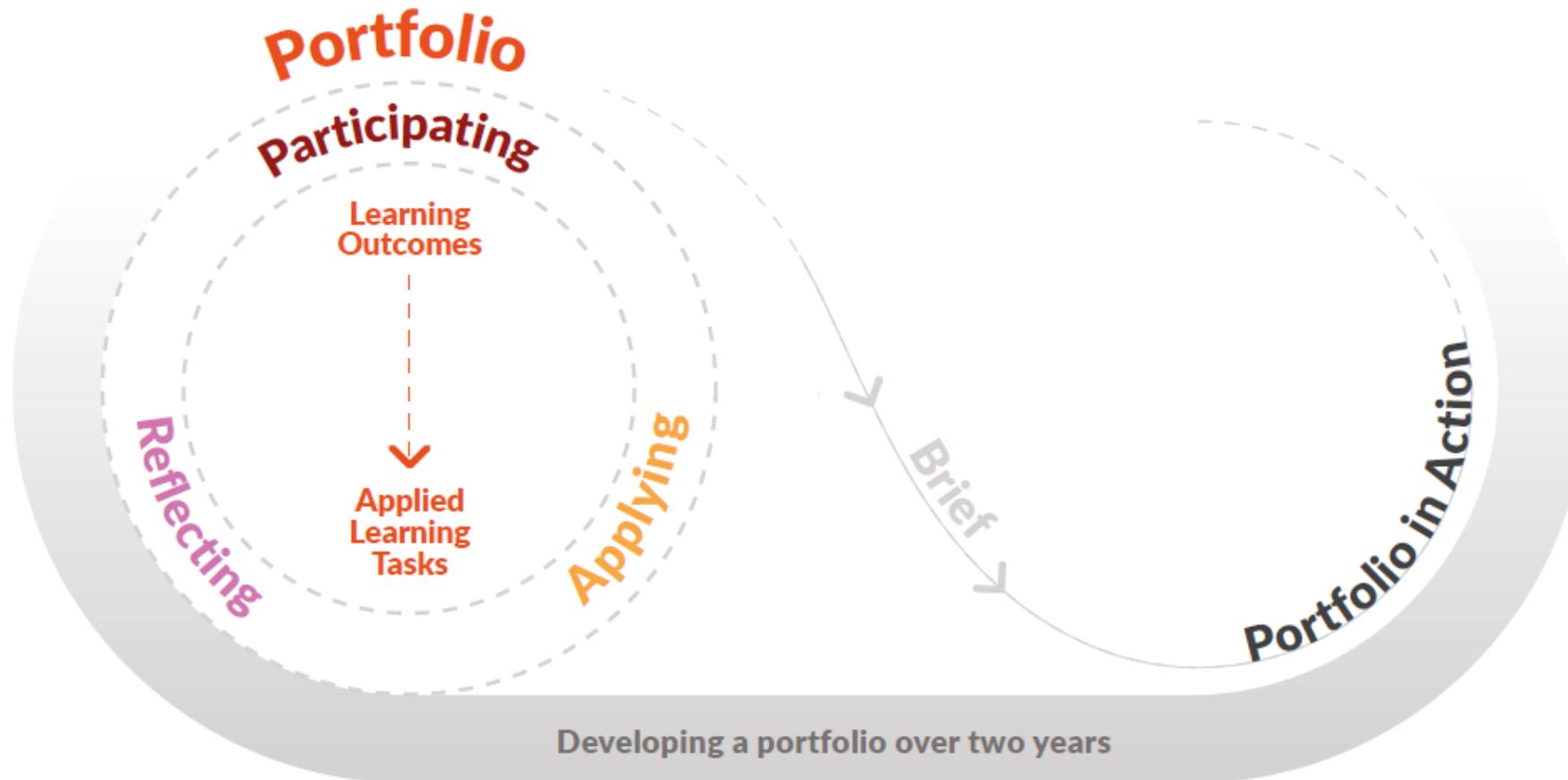


Figure 8: *Life, Community and Work Specification, 2025, p.30.* Portfolio in Action AAC



Reflection

A quick reflection:



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

How might this influence your teaching practice?

What aspects are you most excited about?



4 mins



Learning Intentions: Session 2

In this session, we...

- Explored how the experiential learning cycle underpins the Life, Community and Work Specification
- Considered how effective learning experiences can develop students' key competencies
- Appreciated the central role of the student digital portfolio.



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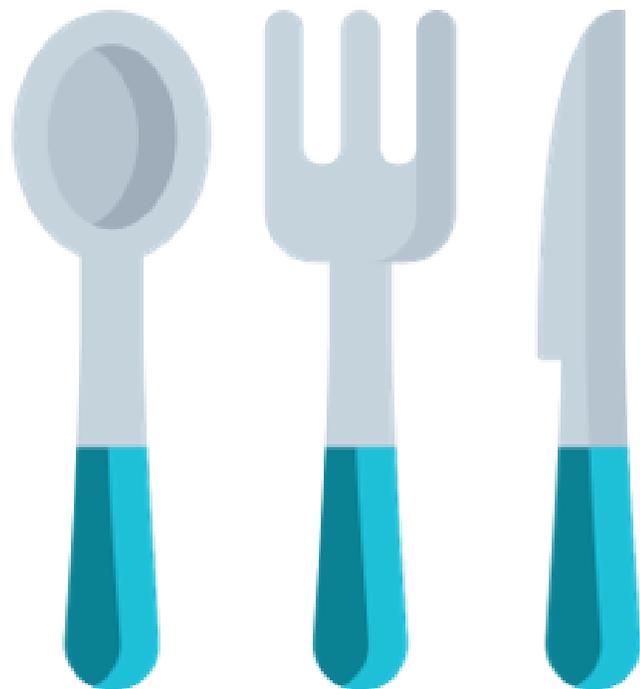
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End of session 2



Lunch





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Session 3



Learning Intentions: Session 3

In this session, we will...

- Consider student-centred learning in Life, Community and Work
- Explore the applied learning tasks, and their central role in supporting student engagement with the AAC and the written examination.



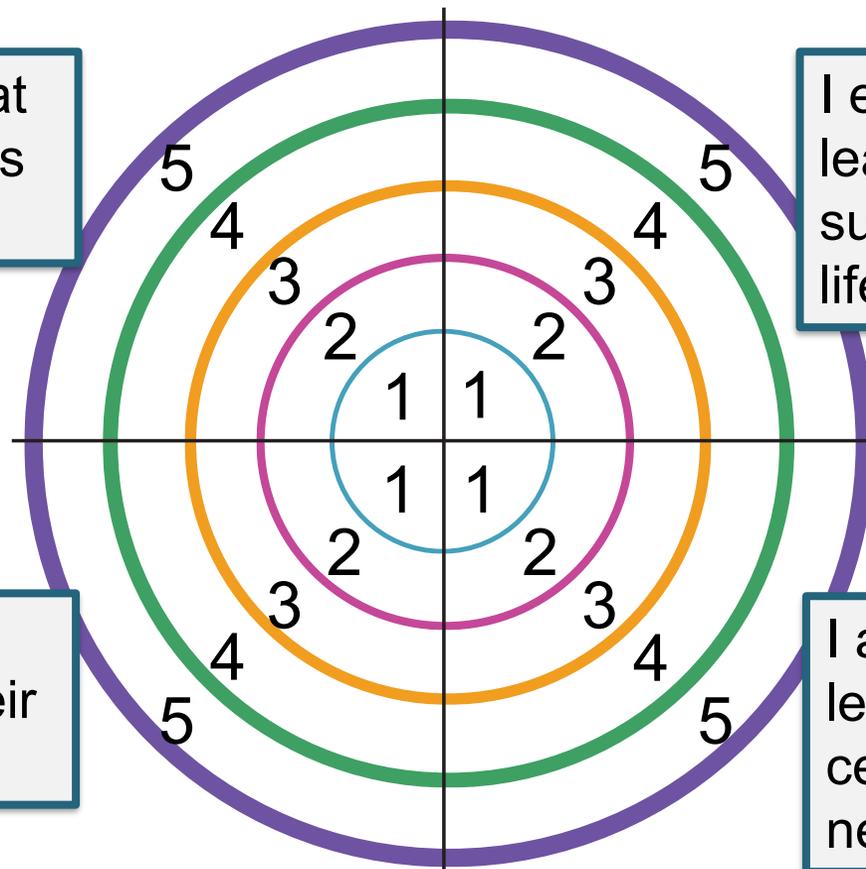
Self-reflection Bullseye

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.



5 mins

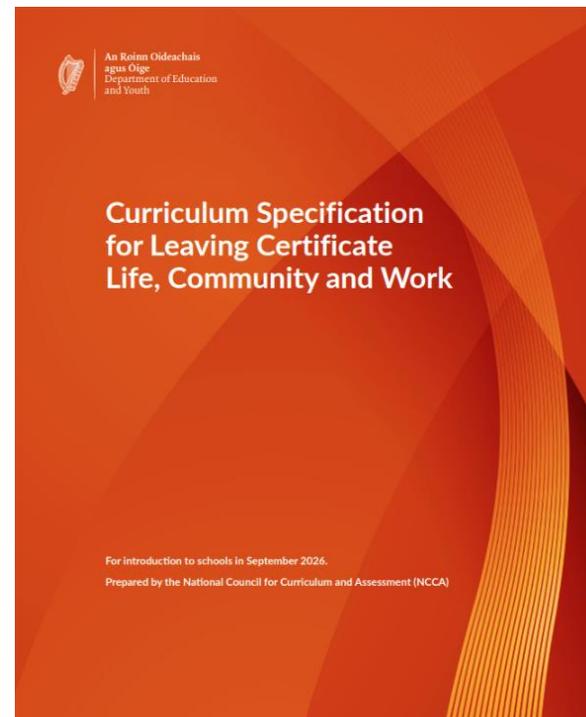
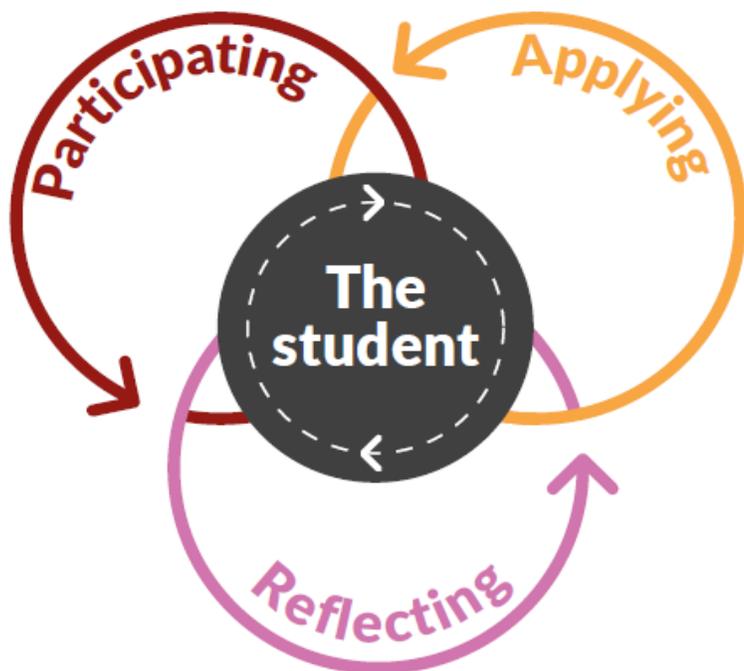
Where on the scale would you place yourself?

1 something you always or often do

5 something you rarely or never do

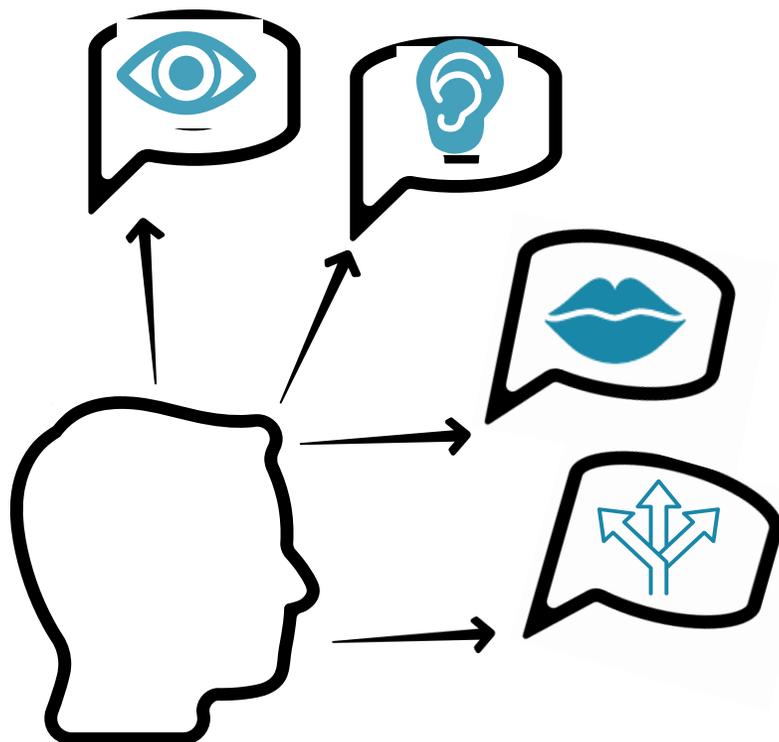


Teaching for Student Learning





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**?



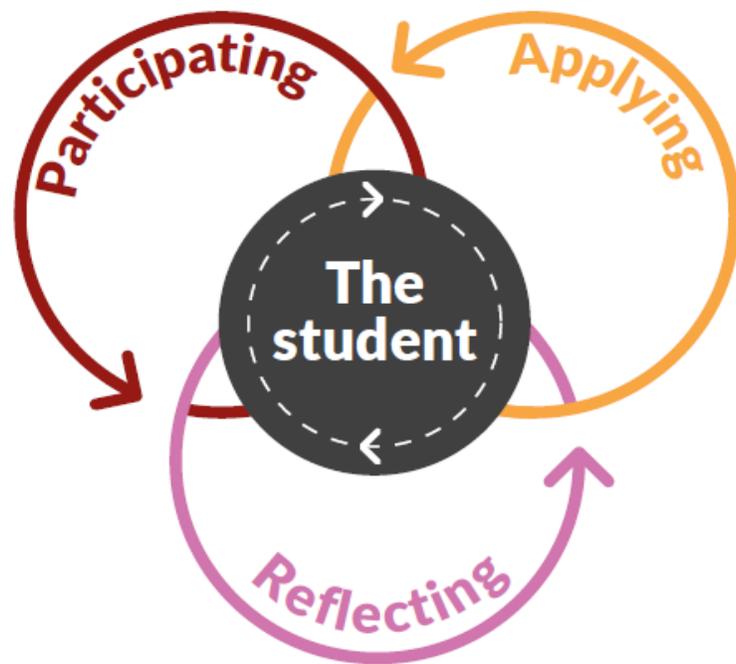
4 mins
Per station



6 mins



Experiential Learning Cycle



Participating

How did your prior experiences or knowledge influence how you engaged with the activity?
How did you participate?

Reflecting

Identify what you have learned, and consider how you could integrate this knowledge into your classroom practice?

Applying

How can this inform your current and future teaching in LCW?



5 mins



3 mins



Community, Life and Work Studies

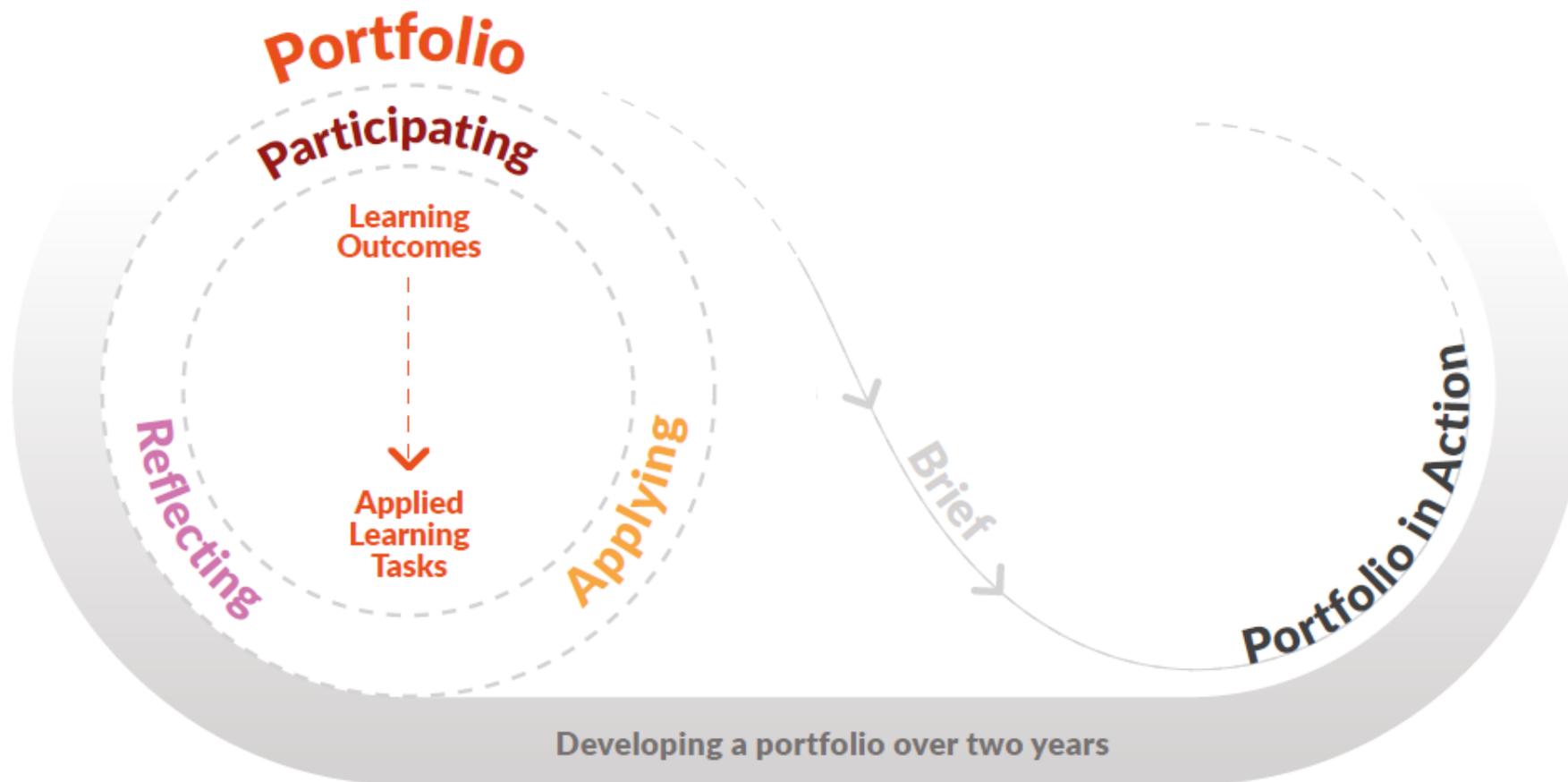


Figure 8: *Life, Community and Work Specification, 2025, p.30.* Portfolio in Action AAC

The Applied Learning Tasks

- There is an Applied Learning Task at the end of each strand, four in total.
- The ALTs have the same structure in the specification. The left-hand column outlines specific areas that students learn about. The right-hand column contains one learning outcome per Applied Learning Tasks.
- Engaged with over the two years of study and re-visited as necessary.

The Applied Learning Tasks

- It will be **unique** to each student as learning outcomes should be achievable relative to students' individual aptitudes and abilities.
- The Additional Assessment Component provides opportunities for students to apply the learning as set out in the Applied Learning Tasks.
- Application of student engagement with the Applied Learning Tasks will be assessed in the written examination.



Exploring the Applied Learning Tasks

Module 1- Me and My Future Strand 1: Understanding Myself

5. Applied Learning Task 1

- how to create and develop a personal statement, which incorporates values; aptitudes, achievements and interests; skillsets and associated strengths; and goals for personal development and progress
- supporting the creative development of and meaningful reflection on a personal statement over time with evidence of different learning experiences, which may include text, illustrations, photographs, videos and supporting audio
- the importance of regularly revisiting and developing their personal statement as they engage with the specification

1. create and develop a personal statement

“As students engage with the learning outcomes in this module, they will develop the necessary knowledge, skills, values and dispositions to engage successfully with the associated Applied Learning Tasks.”

(Life, Community and Work Specification, 2025, p.12)

Figure 9: Life, Community and Work Specification, 2025, p.15. Module 1, Strand 1 Applied Learning Tasks.

Exploring the Applied Learning Tasks



Module 1	
Applied Learning Task 1	Applied Learning Task 2
As students engage with Applied Learning Task 1 they will “create and develop a personal statement” (spec, p.15)	As students engage with Applied Learning Task 2 they will “create a career progression plan that incorporates various education, training and workplace opportunities and outline how it aligns to their personal statement (spec, p.18)
Module 2	
Applied Learning Task 3	Applied Learning Task 4
As students engage with Applied Learning Task 3 they will “reflect on the role they played during the collaborative problem-solving task to address a real-life community issue, demonstrating the development of a broad range of transferable skills.” (spec, p.22)	As students engage with Applied Learning Task 4 they will “create and assess a plan that will respond to feedback on their engagement with the workplace, that focuses on areas for further progress and development” (spec, p.26)



10 mins



3 mins

Figure 10: Curriculum Specification for Leaving Certificate Life, Community and Work, p.14,18,21,24. Applied Learning Tasks.



Activity: Applied Learning Tasks

From reading the assigned Applied Learning Task:

Experiential Learning Cycle	Knowledge
What benefits will the Experiential Learning Cycle learning 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?



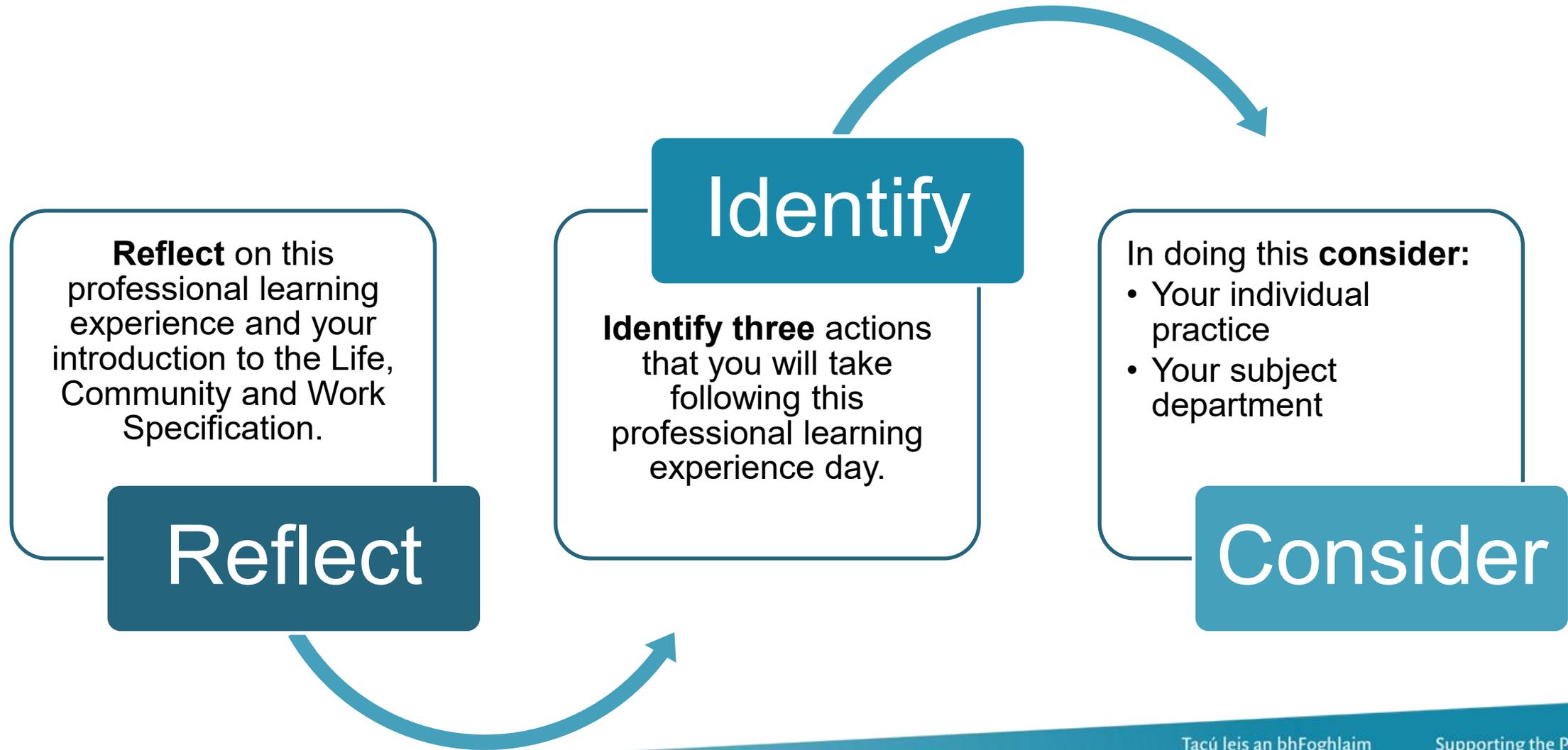
20 mins



10 mins



Reflection: What next?





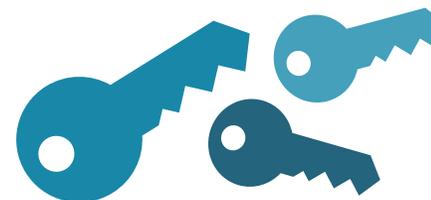
Learning Intentions: Session 3

In this session, we...

- Considered student-centred learning in Life, Community and Work
- Explored the applied learning tasks, and their central role in supporting student engagement with the AAC and the written examination.



Today's 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.



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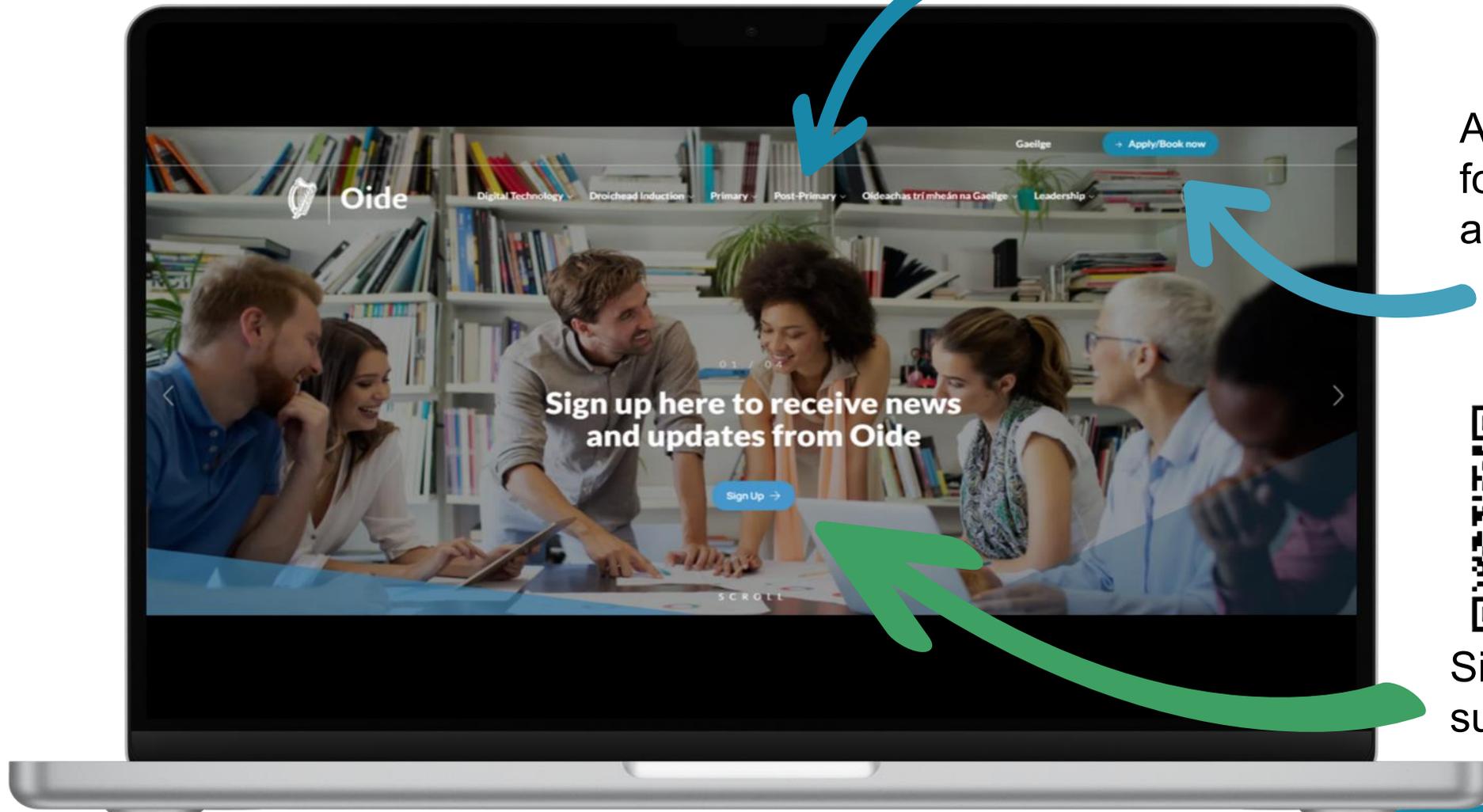
End of session 3

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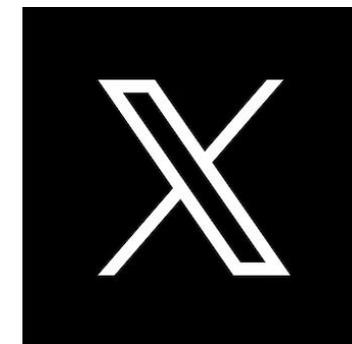
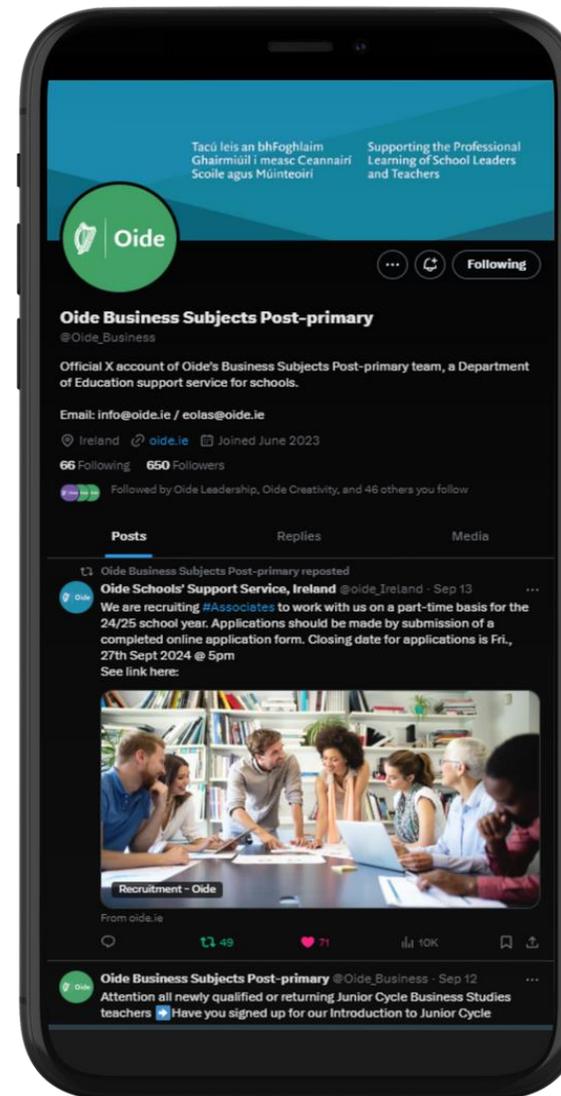


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References

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.28*. Table 1 Overview of assessment for certification.

Figure 4: NCCA (2025). *Curriculum Specification for Leaving Certificate Life, Community and Work, p.32*. Table 3 Leaving Certificate Grading.

Figure 5: NCCA (2025). *Curriculum Specification for Leaving Certificate Life, Community and Work, p.9*. Specification Overview.

Figure 6: NCCA (2025). *Curriculum Specification for Leaving Certificate Life, Community and Work, p.25*. The Experiential Learning Cycle

Figure 7: NCCA (2024). *Curriculum Specification for Leaving Certificate Life, Community and Work, p.11,14*. Module 1, Strand 1 Learning Outcomes.

Figure 8: NCCA (2025). *Life, Community and Work Specification, 2025, p.30*. Portfolio in Action AAC

Figure 9: NCCA (2025). *Curriculum Specification for Leaving Certificate Life, Community and Work, p.14*. Module 1, Strand 1 Applied Learning Task 1.

Figure 10: NCCA (2025). *Curriculum Specification for Leaving Certificate Life, Community and Work, p.14,18,21,24*. Applied Learning Tasks.