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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

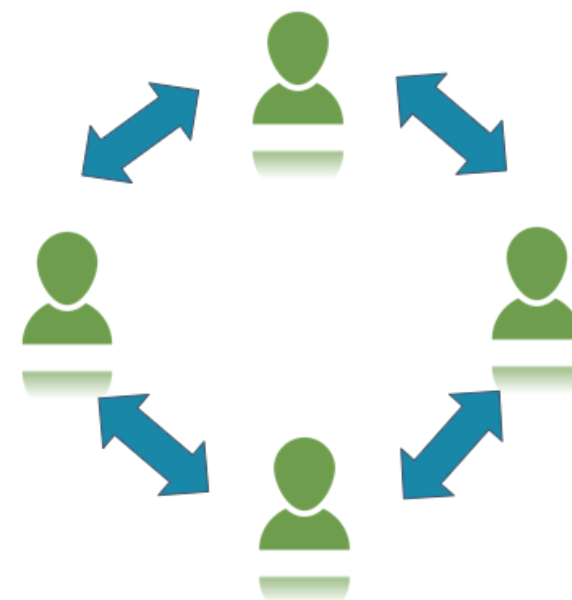
Applied Learning Tasks and the Role of the Digital Portfolio





Welcome

Leaving Certificate Life, Community
and Work Workshop





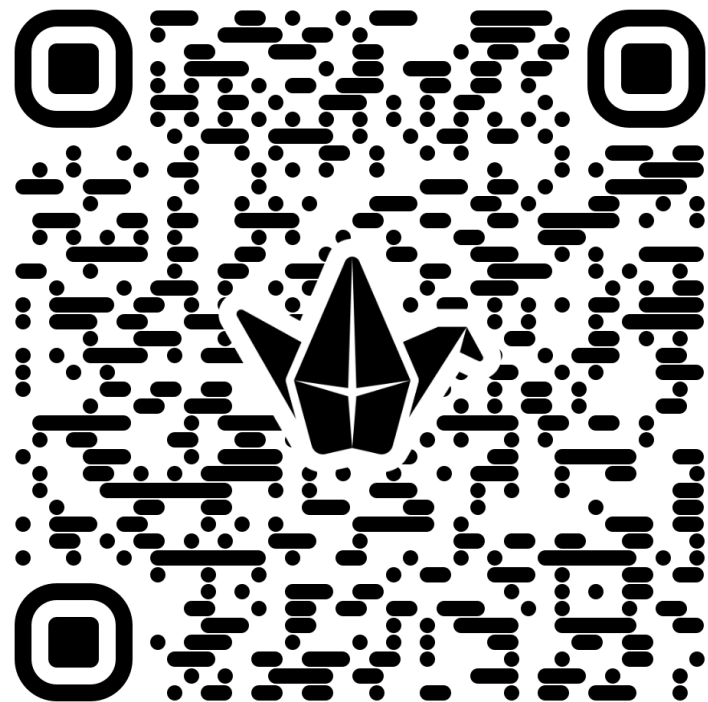
Leaving Certificate Life, Community and Work Support



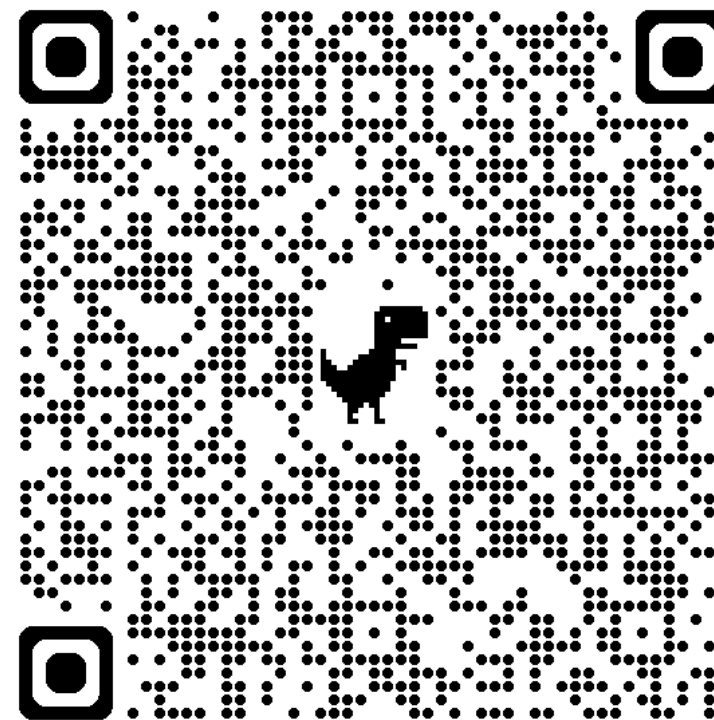
4 x Full-Day PLEs | **2 x Collaboratives** | **4 x Workshops** | **7 x Webinars**



Support Materials



padlet



Oide Mailing Lists



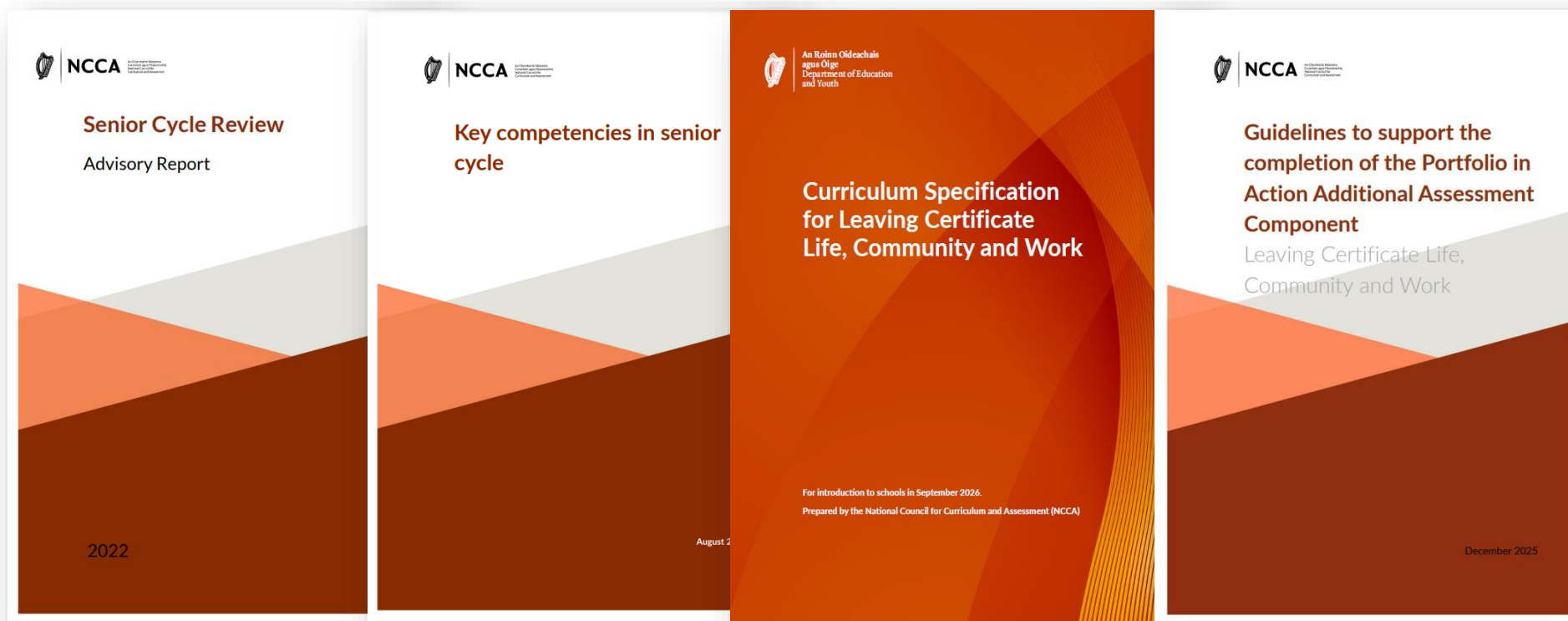
Session Intentions

At this workshop, we will...

- Consider how the experiential learning cycle supports student engagement with the Applied Learning Tasks
- Explore how developing a digital portfolio identifies a range of artefacts and evidence for inclusion to support learning and reflection
- Consider the role and purpose of the digital portfolio in supporting students to complete the AAC and the written examination.



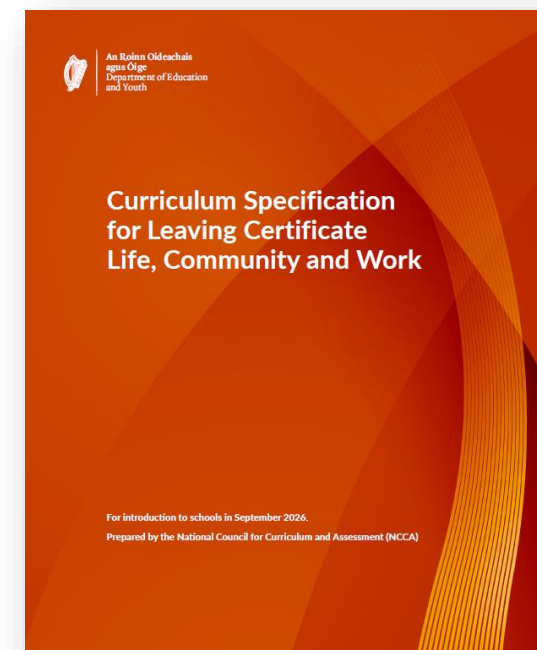
Key Documents





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 1: *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 2: *Life, Community and Work Specification, 2025, p.33.*
Table 3 Leaving Certificate Grading.



Specification Overview

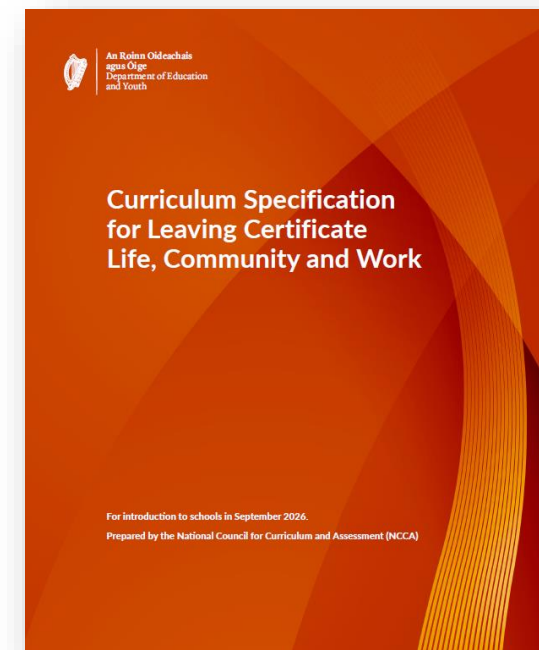
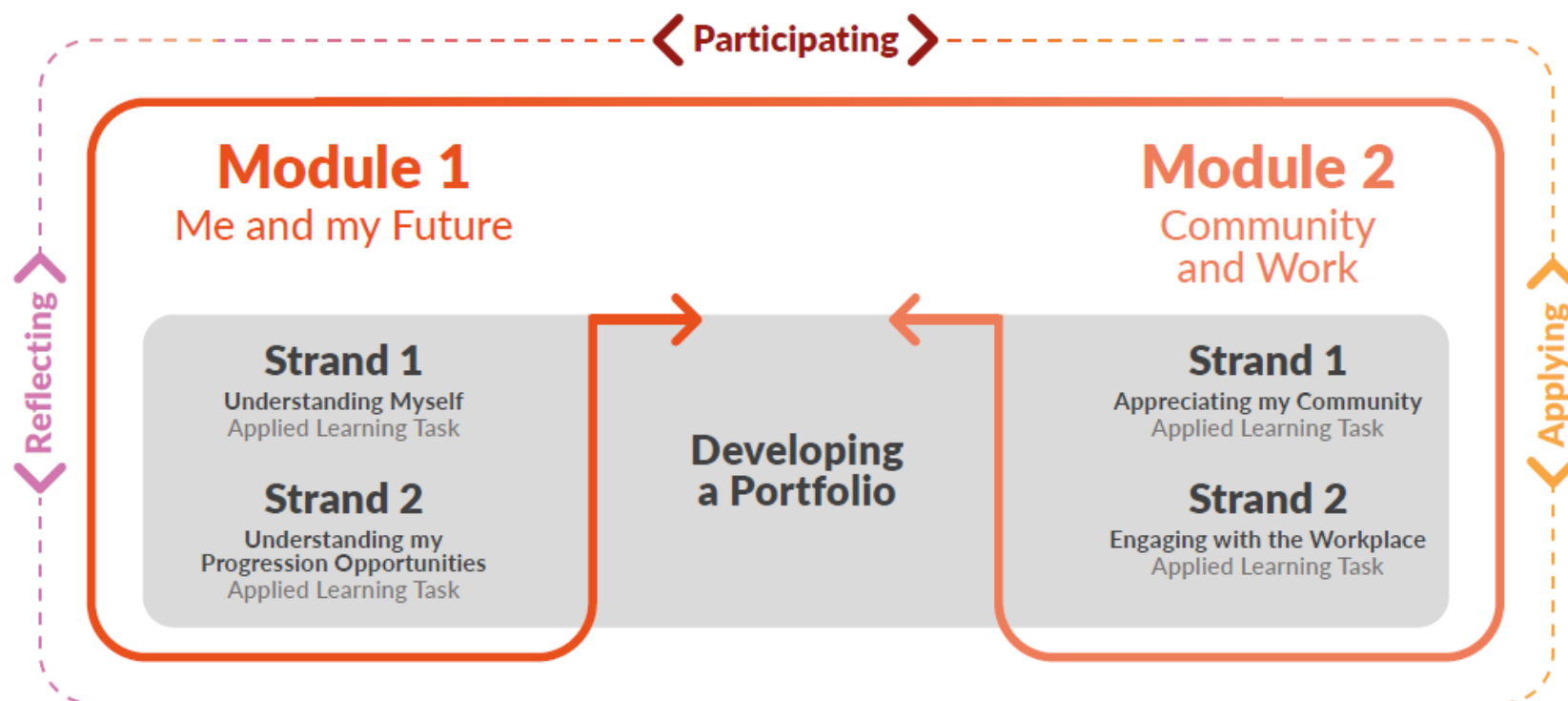


Figure 3: *Life, Community and Work Specification, 2025, p. 10.* Overview of the specification.



The Digital Portfolio

“

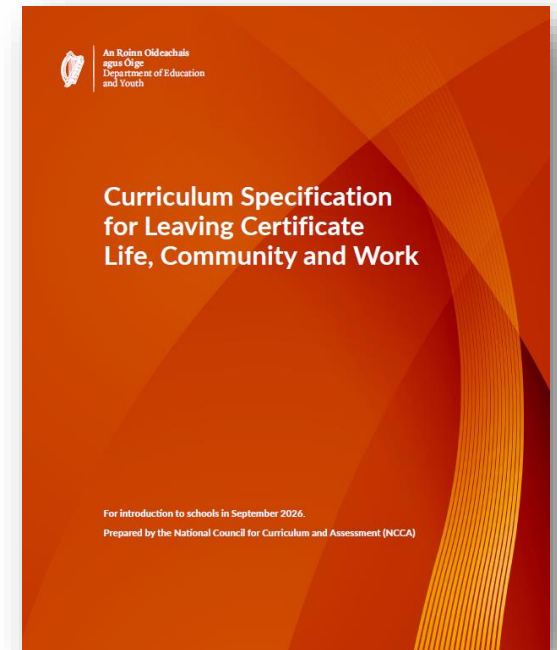
Students create and develop a digital portfolio which is shared with their teacher from the beginning of fifth year.”

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

“

Student work may be handwritten and scanned for inclusion.”

(Guidelines to support the completion of the Portfolio in Action Additional Assessment Component, 2025, p.11)





Developing a Digital Portfolio

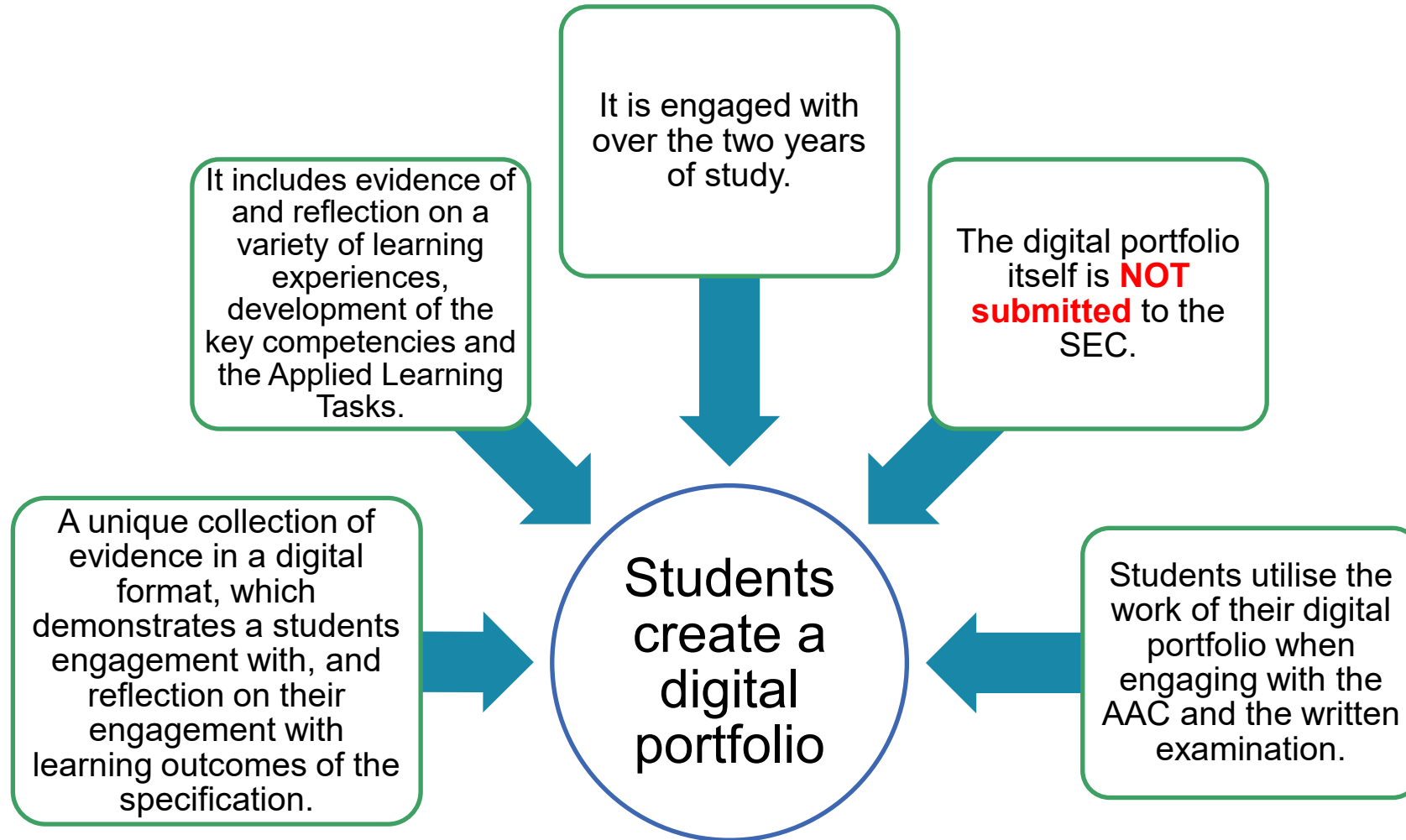
“ There is no specific format or template the digital portfolio should take, as a portfolio is a creative and unique space for each student to capture evidence of their learning. ”

(Guidelines to support the completion of the Portfolio in Action Additional Assessment Component Leaving Certificate Life, Community and Work, p.11)





The Digital Portfolio





Activity: The Digital Portfolio

Which digital platform or tool would best support your students in creating and managing their digital portfolios?

What strategies or supports could you provide to help students engage with their digital portfolios?

- Reflection Prompts?
- Formative Feedback?
- Digital Supports?
- Success Criteria?



15 mins



5 mins





Feedback: The Digital Portfolio





Reflection

Consider:

What have I learned from collaborating with colleagues, and how will I adapt my practice?





The Experiential Learning Cycle

“ 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)

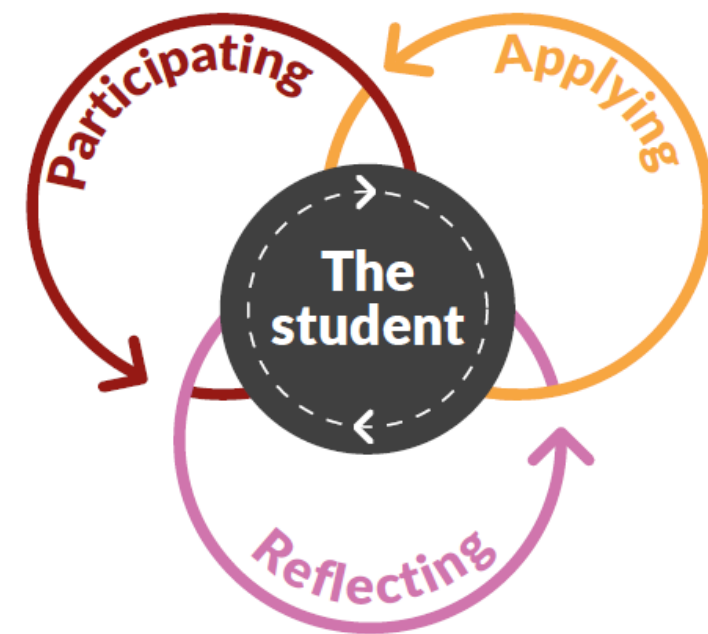


Figure 4: *Life, Community and Work Specification, 2025, p.27.* The Experiential Learning Cycle.



Learning Outcome in Focus

Module 1: S1.2.4

Students learn about

- the unique nature of aptitudes, achievements and interests, which develop over time and across different contexts

Students should be able to

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4. identify their aptitudes, achievements and interests, reflecting on how they have developed

Figure 6: *Life, Community and Work Specification, 2025, p. 14.* Module 1:S1.2.4

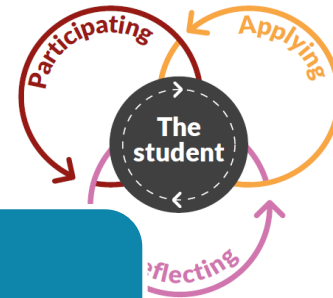
Aptitudes	A person's natural tendency for a particular activity increasing the likelihood of success.
Achievements	Hard-won successes accomplished with great effort or skill.
Interests	Something you enjoy doing, studying or experiencing, regardless of proficiency.

Figure 5: *Life, Community and Work Specification, 2025, p. 35.* Appendix 2: Glossary of terms.

Developing the Learning Experience: Strategy in Action



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Participating

- Complete a quick self-assessment (e.g. skills/strengths checklist or quiz)
- Discuss results with a peer and identify 3 strengths, 3 achievements, and 3 interests

Reflecting

- Review your results or notes from Step 1.
- Respond to reflection prompts:
 - What did you discover
 - Which achievements are you most proud of and why?
 - Were there any surprises?
 - How do these aptitudes and interests show up in your everyday life or learning?

Applying

- Look back at your reflection from Step 2.
- Identify one or two *next steps* you could take to develop or use your aptitudes and interests?
- What goal could you set?
- How might you use these strengths in school, community, or future work?
- What new activity or role could help you grow?



Activity: Evidence of Learning

Module 1: S1.2.4

Students learn about

- the unique nature of aptitudes, achievements and interests, which develop over time and across different contexts

Students should be able to

- identify their aptitudes, achievements and interests, reflecting on how they have developed

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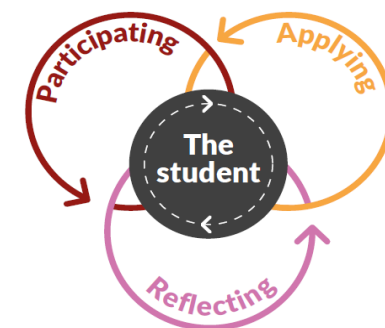
15 mins



10 mins

From the modelled learning experience consider:

What meaningful evidence of learning could students include in their digital portfolios?





Feedback: Evidence of Learning





Evidence of Learning: Multi-Media Formats



ANNUAL REPORT

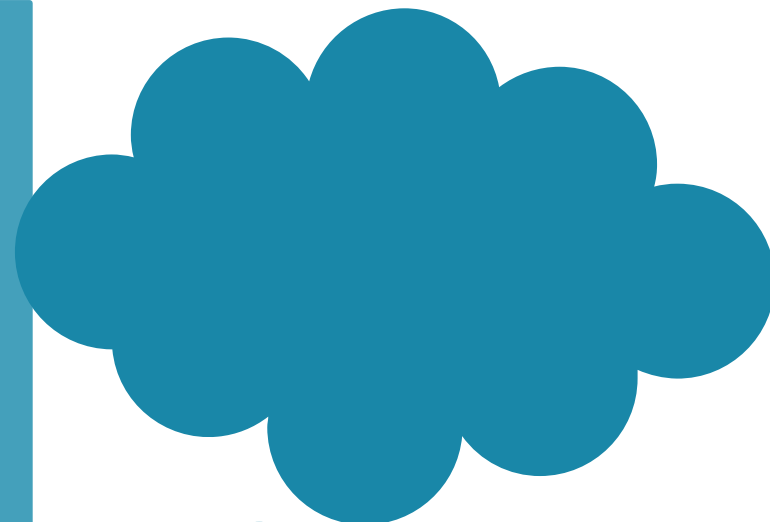




Reflection

Consider:

What have I learned from collaborating with colleagues, and how will I adapt my practice?



Activity PLE Day 1: Applied Learning Tasks



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Experiential Learning Cycle	Knowledge
Skills	Values & Dispositions
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?
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?



Applied Learning Tasks in Focus

Module 1	
Applied Learning Task 1	Applied Learning Task 2
<i>As students engage with Applied Learning Task 1 they will “create and develop a personal statement” (spec, p.15)</i>	<i>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)</i>
Module 2	
Applied Learning Task 3	Applied Learning Task 4
<i>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)</i>	<i>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)</i>

Figure 6: Curriculum Specification for Leaving Certificate Life, Community and Work, p.15,18,22,26. Applied Learning Tasks



Applied Learning Tasks in Focus

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3. Applied Learning Task 2

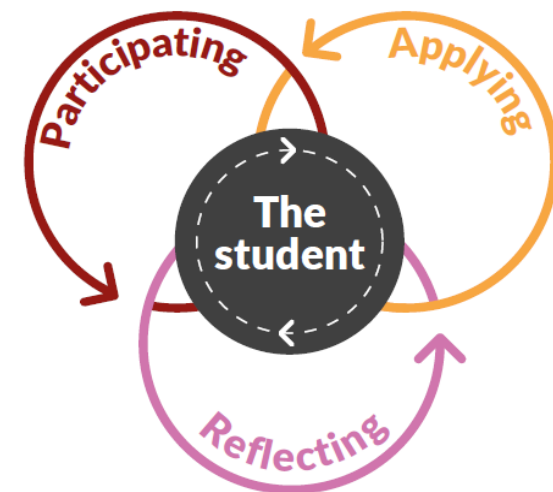
- a career progression plan that involves using goals, such as SMARTER goals, to create a pathway from a current position to a future position
- pathways that support the achievement of a career progression plan are varied and are oftentimes interlinked, such as those in education and training and those in the workplace
- the iterative nature of a career progression plan and the importance of aligning it to a personal statement that reflects who they are as a person

1. create a career progression plan that incorporates various education, training and workplace opportunities and outline how it aligns to their personal statement



Activity: Learning Experiences Which Support Student Engagement with the Assigned ALT

- Outline one possible learning experience that would support student engagement with the ALT assigned to your group. Use the experiential learning cycle to help scaffold this.
- What opportunities are there for students to reflect on their learning and how might this be captured in their digital portfolio?



15 mins



10 mins



Feedback: Learning Experiences Which Support Student Engagement with the Assigned ALT





Reflection

Consider:

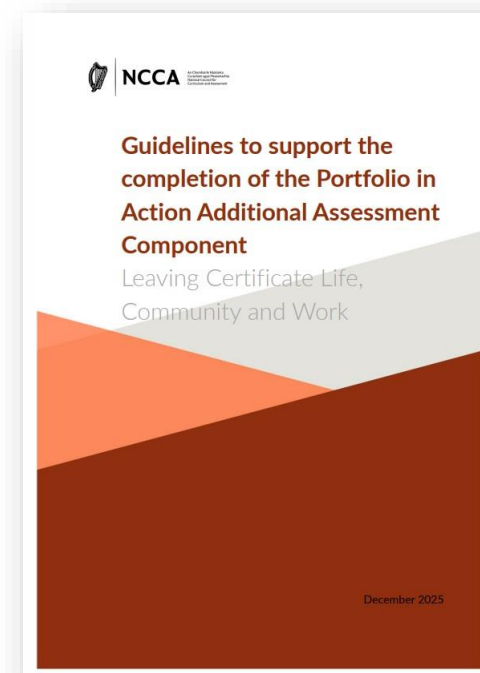
What have I learned from collaborating with colleagues, and how will I adapt my practice?





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 digital portfolio.





Portfolio in Action AAC

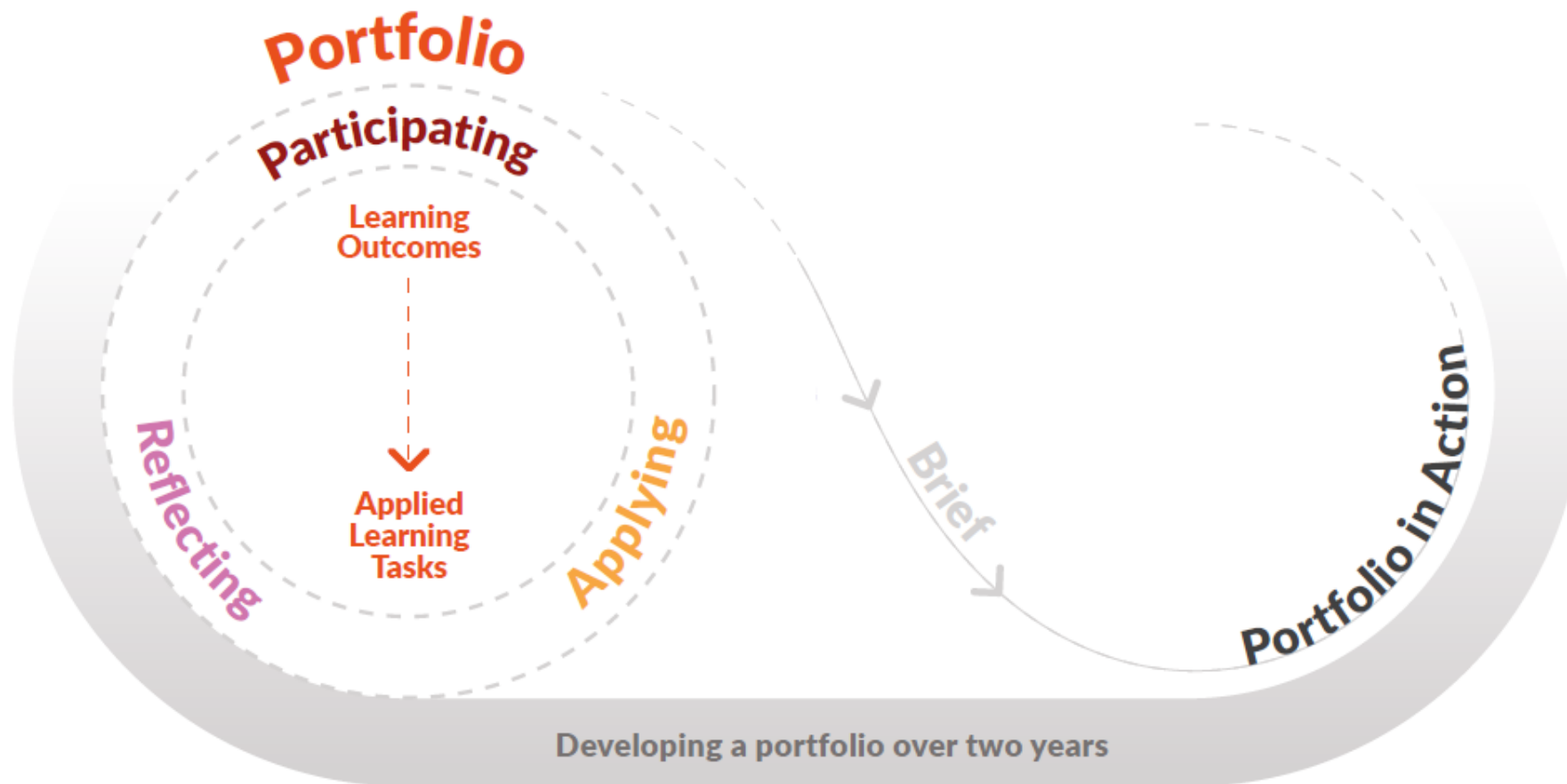


Figure 7: *Life, Community and Work Specification, 2025, p.30.* Portfolio in Action AAC



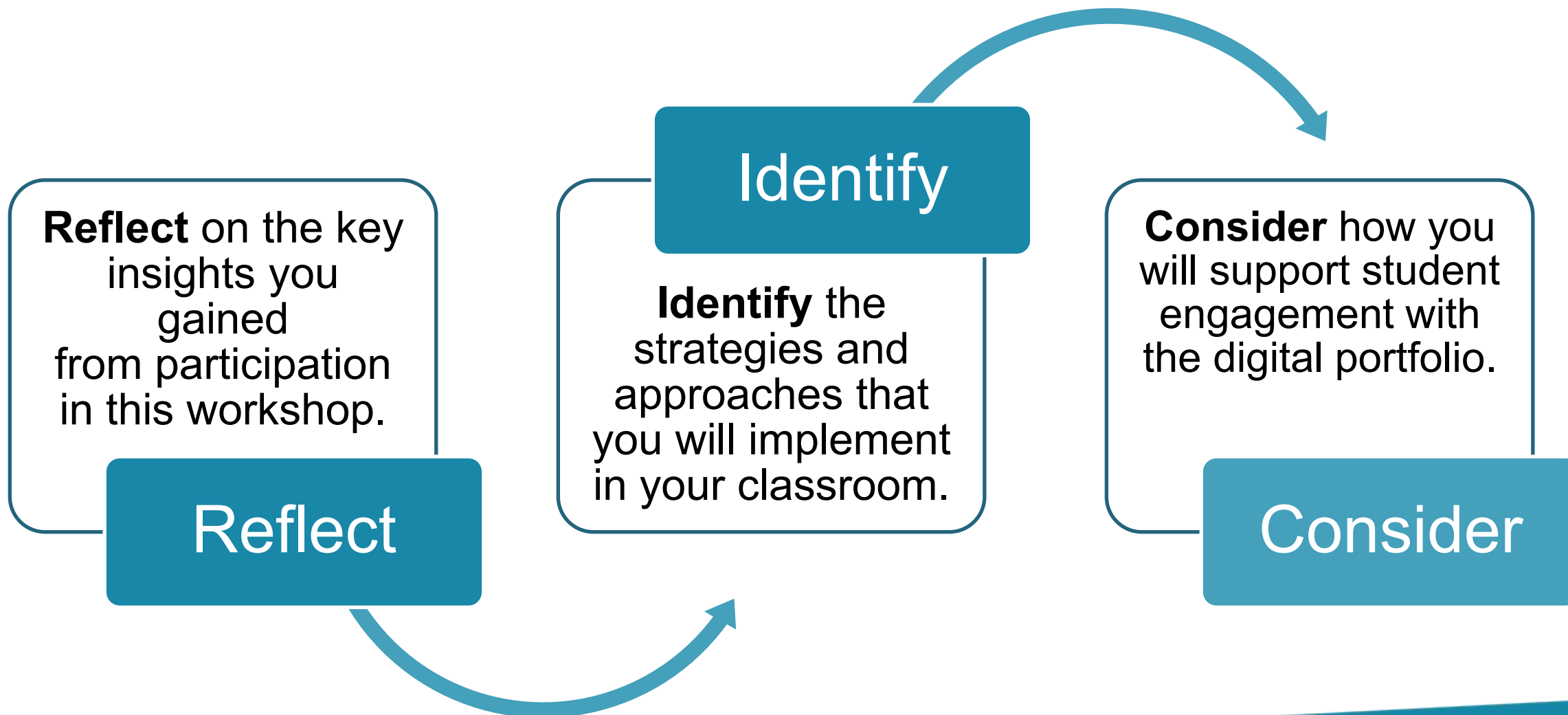
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Reflection

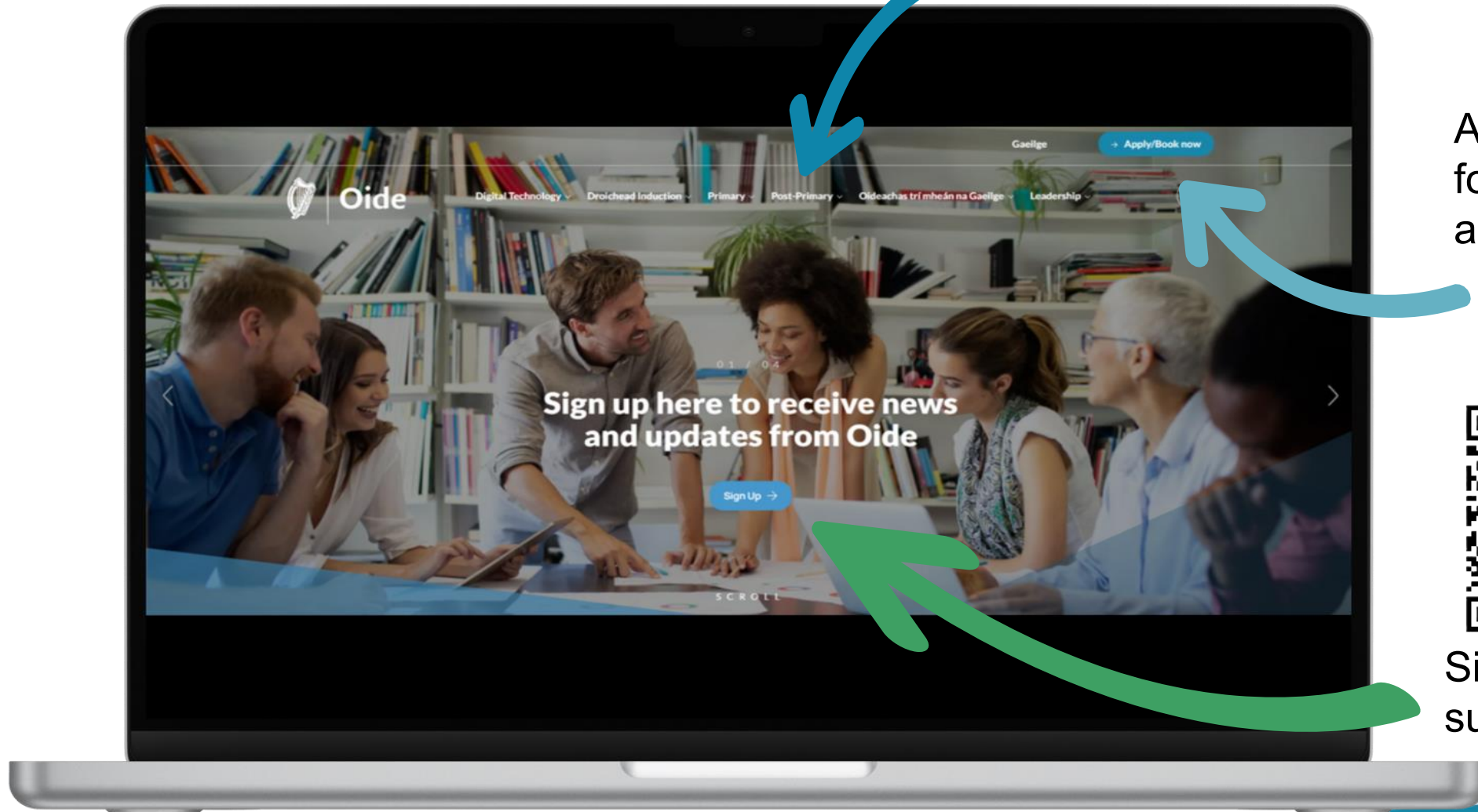


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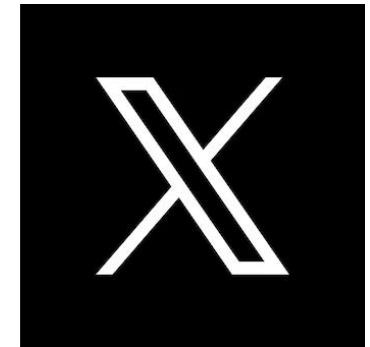
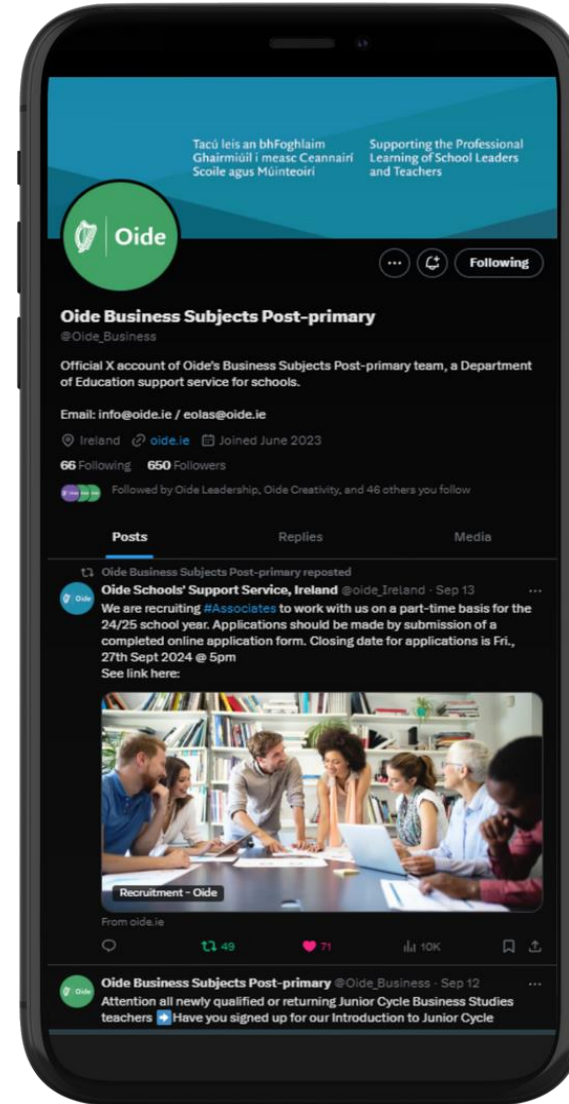


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