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Ghairmiúil i measc Ceannairí
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Supporting the Professional
Learning of School Leaders
and Teachers

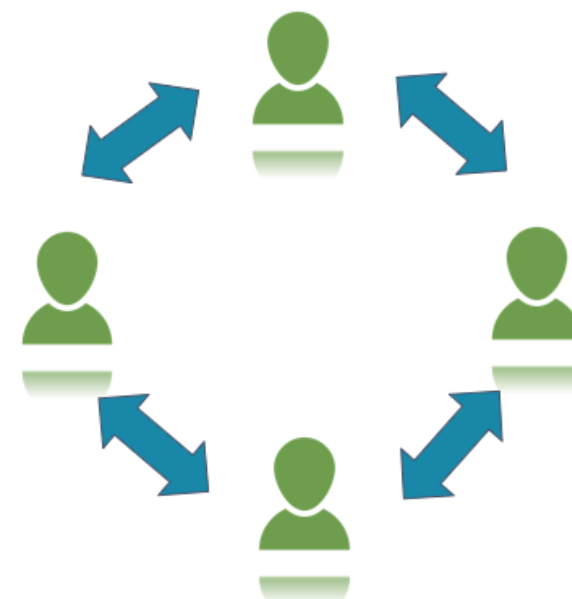
Leaving Certificate Business

Entrepreneurial Thinking: Engaging with Design Thinking in the Business Classroom



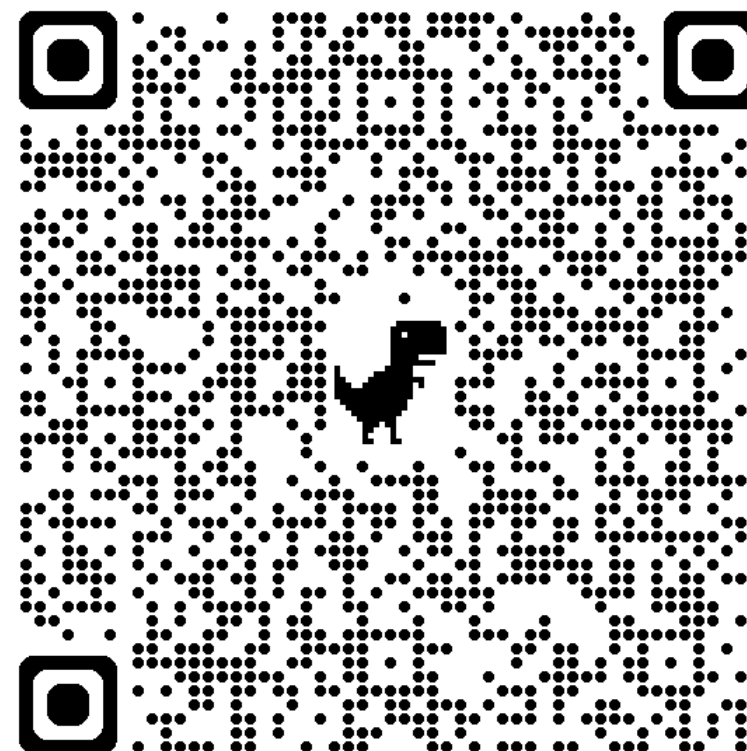
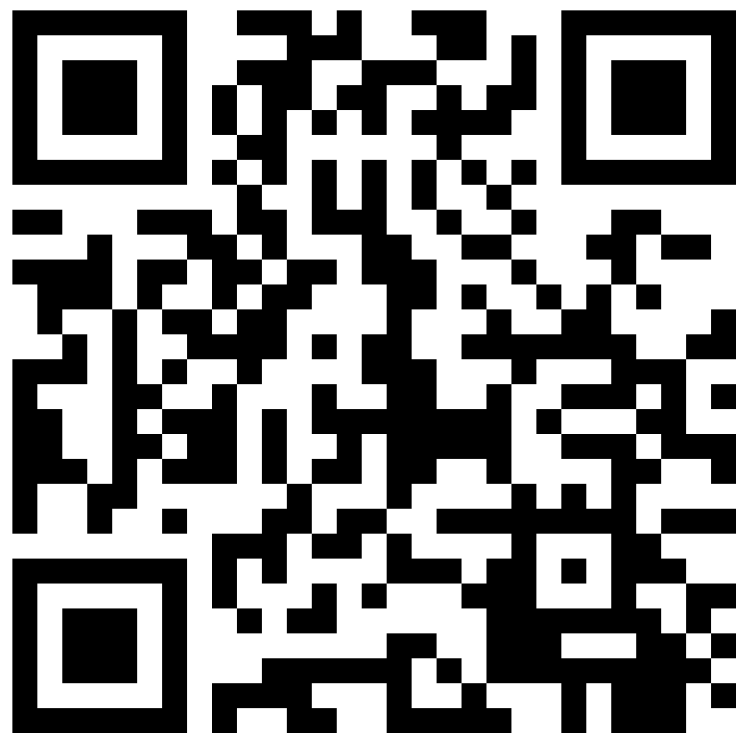
Welcome

Leaving Certificate Business Webinar





Support Materials

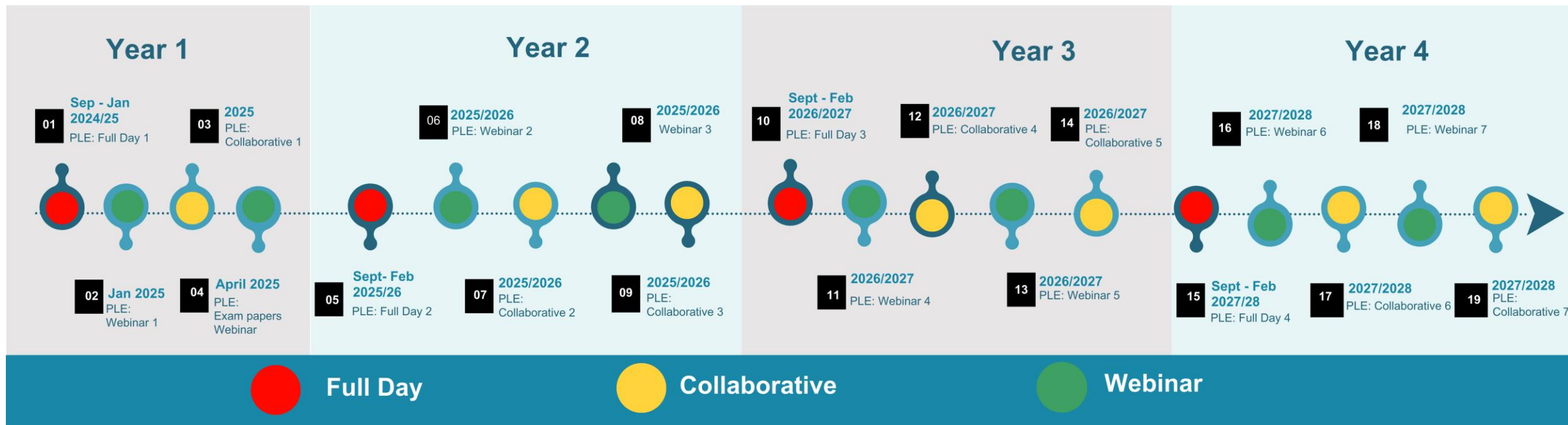


Oide Mailing Lists



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



Professional Learning Supports





Reflection

Reflect on your practice since you have begun teaching the new specification in relation to:

- The role of the **investigative folder** in your classroom
- Engaging with the learning within the **Unifying Strand**
- Engagement with the **real world of business**



10 mins



Learning Intentions

In this webinar, we will...

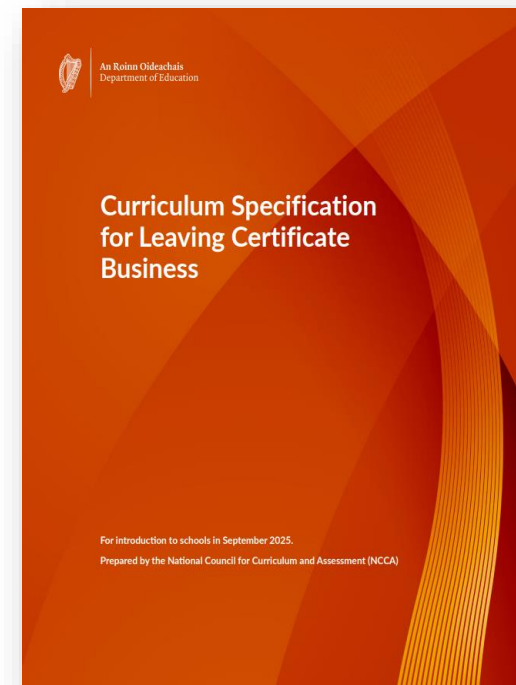
- Explore the cross-cutting theme of '**Entrepreneurial thinking**'
- Consider how engagement with an example of design thinking from the real world of business develops learning across the specification
- Consider approaches to embedding the learning within the **Unifying Strand** into daily classroom practice and the role of the **investigative folder**
- Recall other **key elements** of the Leaving Certificate Business Specification and the AAC Guidelines



Entrepreneurial Thinking

“The development of an entrepreneurial mindset helps students to **think broadly**, to recognise and act on **opportunities**, to consider **risk**, **diversify** and **adapt to change**, reach **informed conclusions**, and **learn from their experiences**. This helps to foster **innovation** which drives both personal and business growth.

(*Business Specification*, 2024, p. 10)





Reflection

Share examples from across the specification of where an **entrepreneurial mindset can be developed** in our classrooms?



3 mins

Entrepreneurial Thinking



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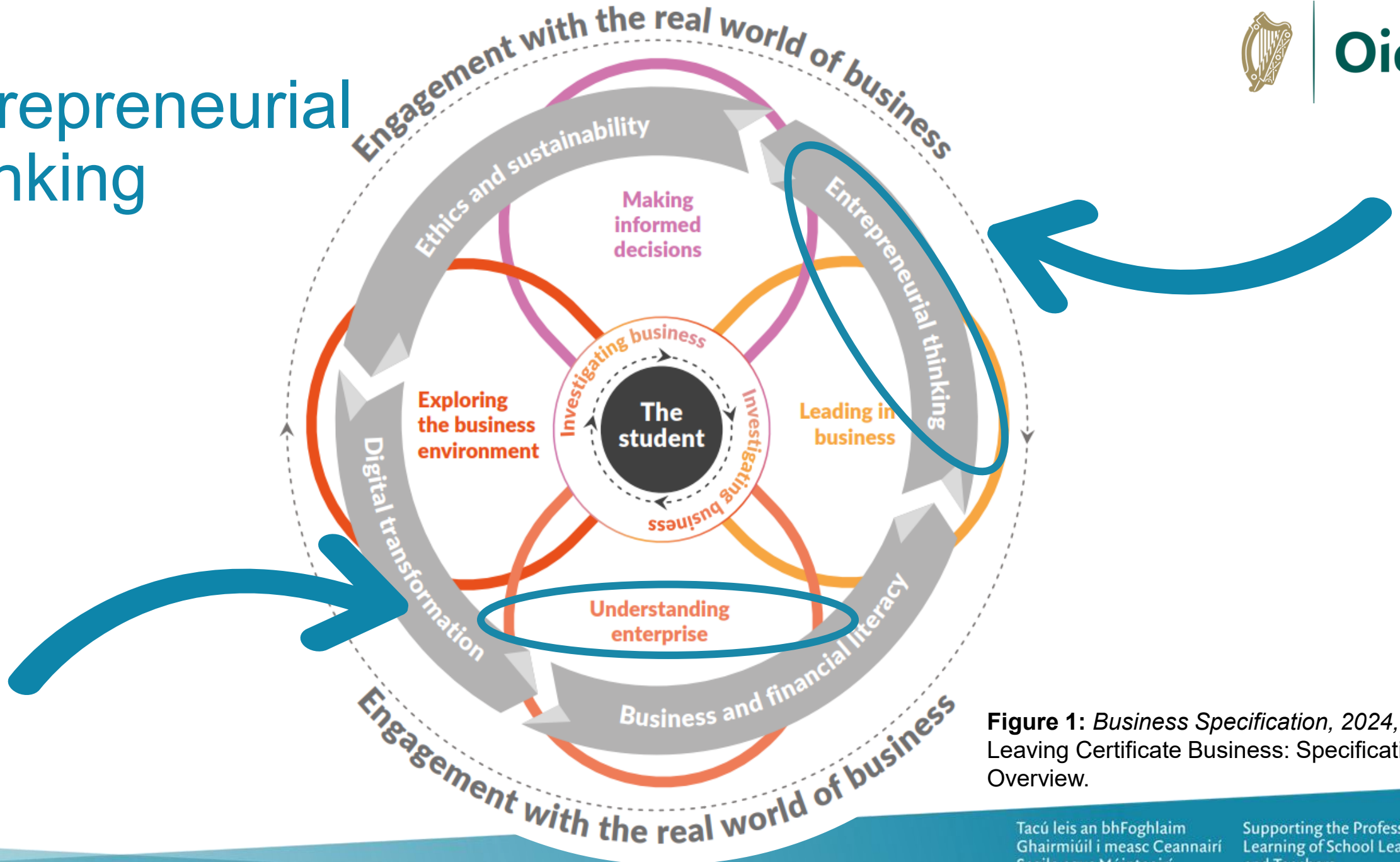


Figure 1: *Business Specification, 2024, p.11.*
Leaving Certificate Business: Specification Overview.



Entrepreneurial Thinking Idea Development (Strand 2)

Pg. 20

Students learn about

Students should be able to

2. Idea development

- how business ideas are developed
- the significance of design thinking* (including the four phases of clarify, ideate, develop, and implement) to support idea development and the importance of evaluating a business idea to determine the potential future viability of the business.

1. determine the factors that impact on the development of business ideas.
2. outline design thinking as an innovative approach to idea development and appreciate how the process is iterative and both solution- and person-centred.
3. appreciate the importance of conducting a feasibility study to evaluate a business idea.

Design thinking

An innovative, non-linear approach to the development of products and services which focuses on solutions for the end user.



Entrepreneurial Thinking Idea Development (Strand 2)

Pg. 20 2.2.2

2. Idea development

Students learn about

- the significance of design thinking* (including the four phases of clarify, ideate, develop, and implement) to support idea development and the importance of evaluating a business idea to determine the potential future viability of the business.

Students should be able to

- outline design thinking as an innovative approach to idea development and appreciate how the process is iterative and both solution- and person-centred

Design thinking

An innovative, non-linear approach to the development of products and services which focuses on solutions for the end user.



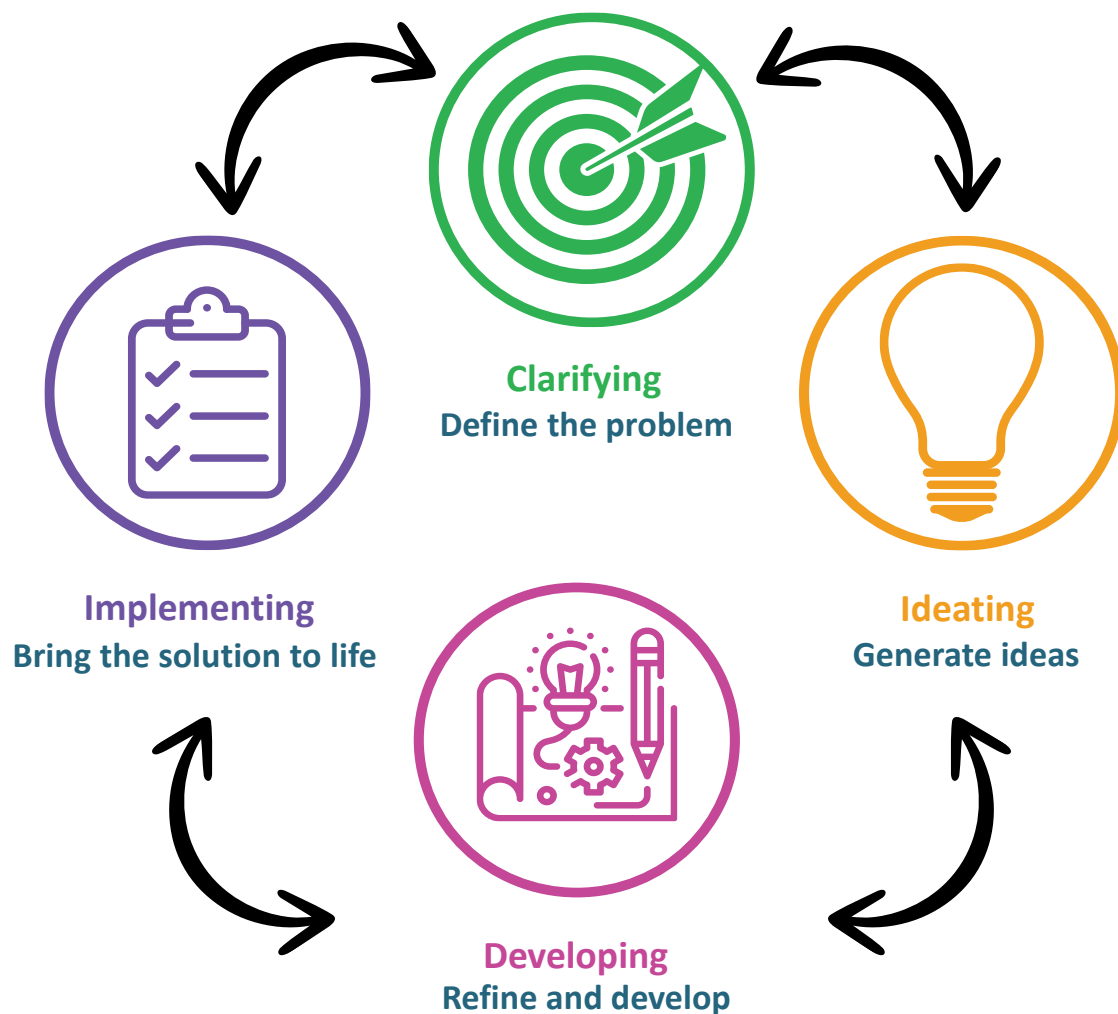
Design Thinking Requires.....



Image source: Bing Image Search — “Empathy shoes design thinking”
(accessed March 2026).



Design Thinking



“An innovative, non-linear approach to the development of products and services which focuses on solutions for the end user.”

(Appendix 2 Glossary of terms p.39)



Example: The Iterative Nature of Design Thinking at Skoda

- While watching the video clip, consider the **iterative nature** of advances in parking technology since the early 20th century to the present day.
- Be prepared to share your **current understanding** of design thinking and how it may have been applied by Skoda.



[Design thinking and Skoda park assist](#)

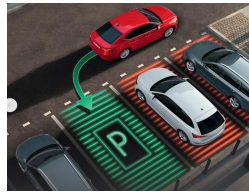


2 mins



3 mins

Stage 1: Clarify



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What is the problem that needed to be solved?



- ✓ Identify **all** the different stakeholders
- ✓ How would their **perspectives** be sought?
- ✓ **Understand** their frustrations
- ✓ What are their **needs**?
- ✓ Develop a **problem statement**



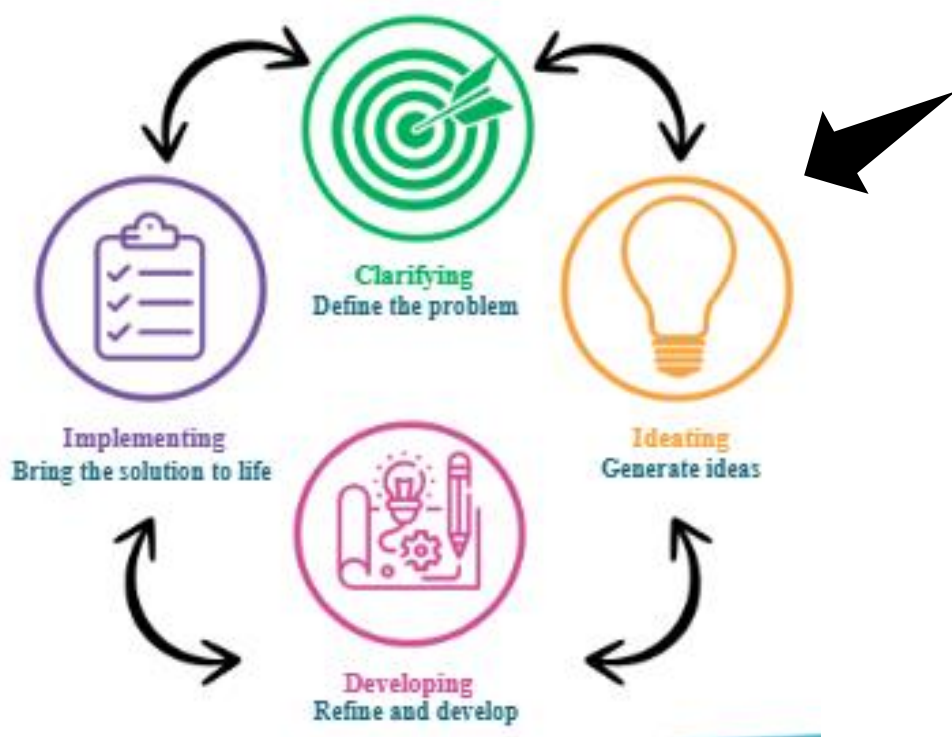
2 mins



6 mins



Stage 2: Ideate



As a diverse group with different perspectives, let's brainstorm **ideas** of how the process of parking a car could be improved upon even further.



2 mins



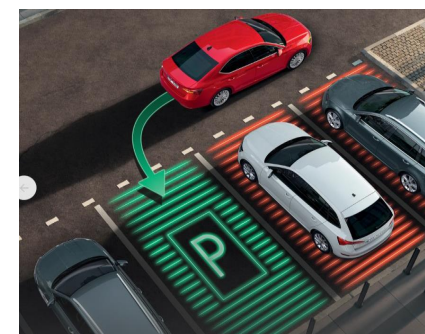
6 mins



Stage 3: Developing



Share your understanding of the concepts of 'prototyping' and 'iteration'.



5 mins



Stage 4: Implementing



- ✓ What other ideas have car manufacturers implemented over the years that they have then gone on to change/adapt?
- ✓ Consider also the role of a feasibility study at this stage (LO 2.2.3)



3 mins

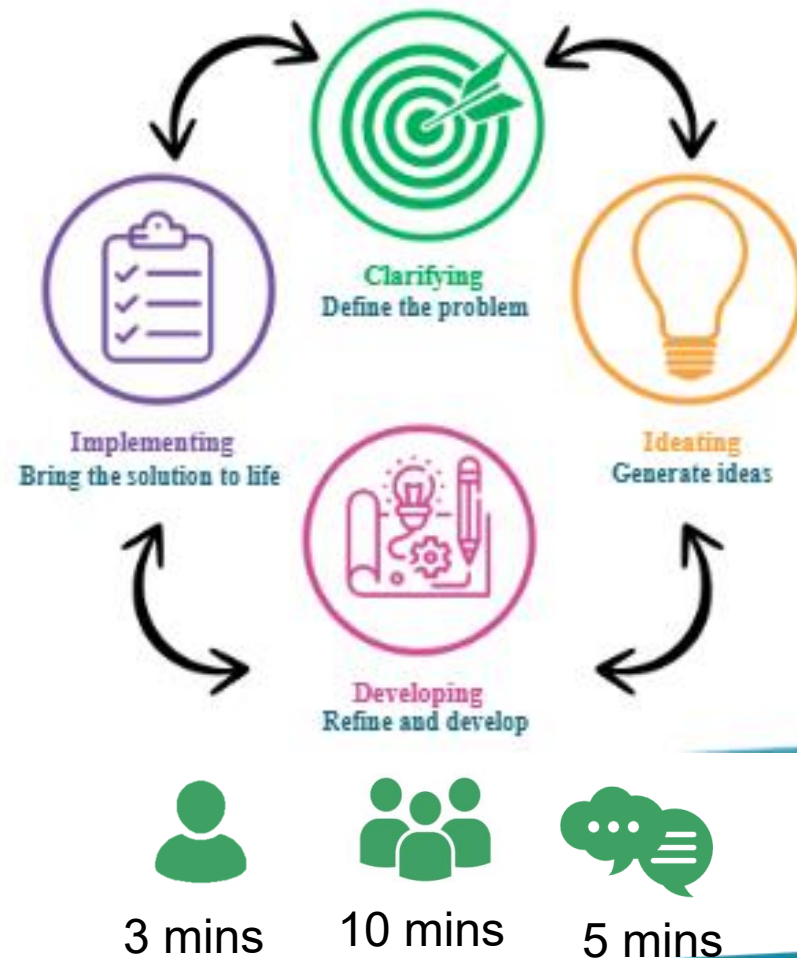


Activity: Idea Development and Design Thinking

Bank of America > Keep the Change:

Feeling in Control: Bank of America Helps Customers to “Keep the Change”

- Individually **read** the case study
- Discuss where you see evidence of **each of the four stages** of design thinking in this stimulus.
- Be prepared to give feedback on the **stage assigned to your group.**





Senior Cycle Key Competencies



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

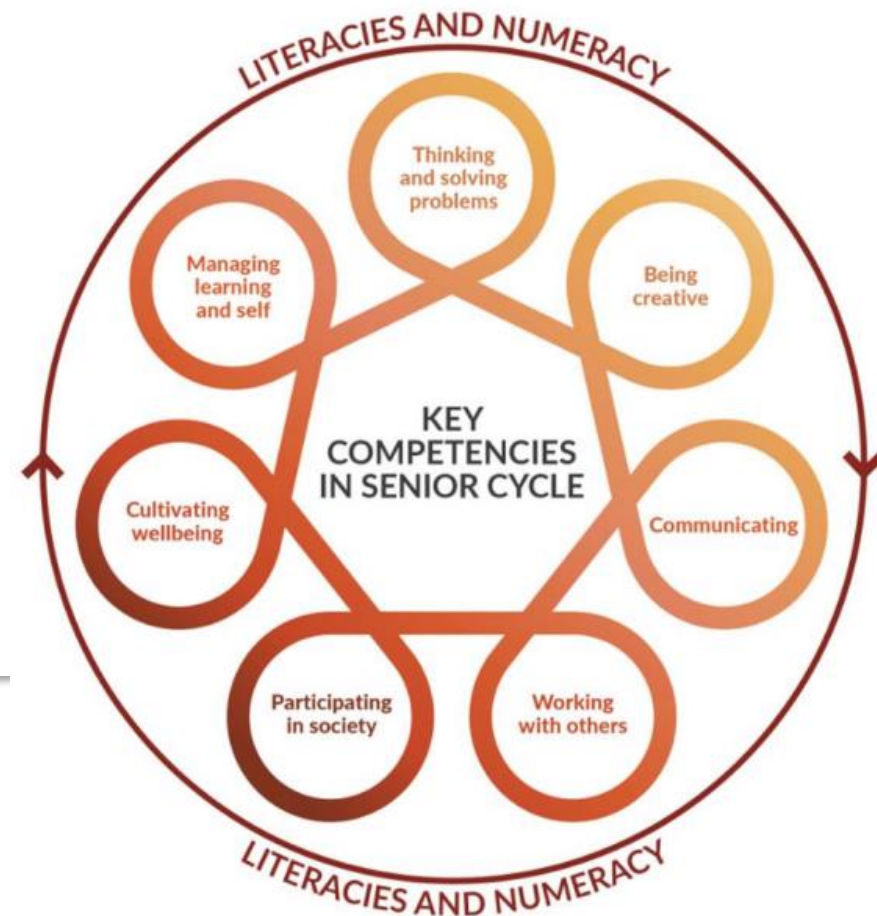


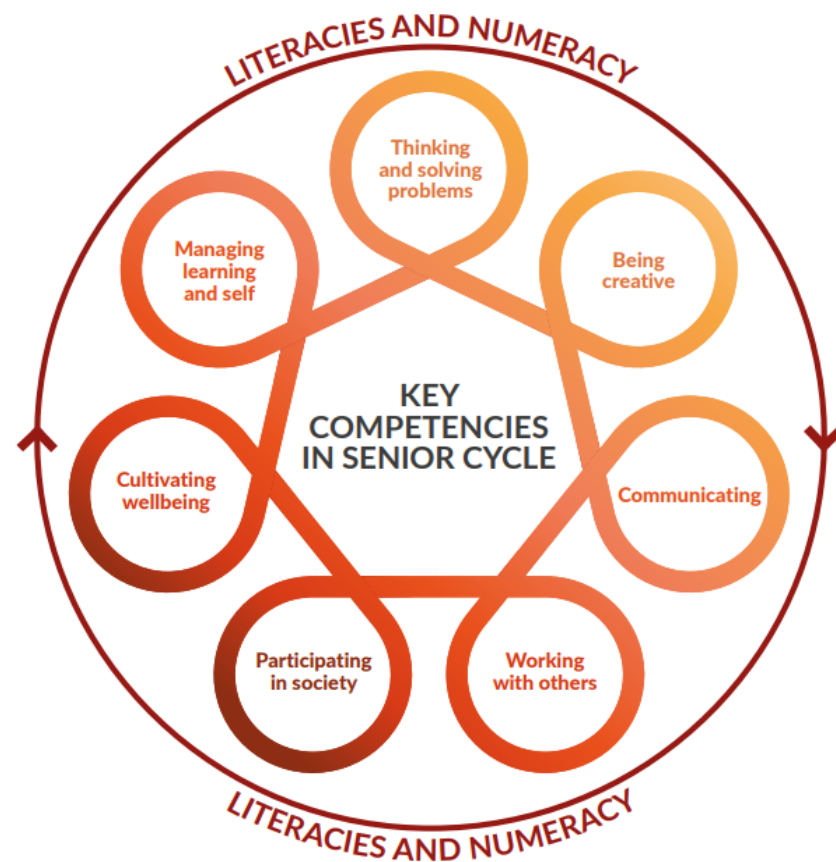
Figure 2: *Key competencies in senior cycle, 2024, p.2.* Key Competencies in senior cycle, supported by literacies and numeracy.



Design Thinking and the Key Competencies

Reflect on how engagement with the previous case study you considered could develop some of the key competencies.

Note your thoughts and be prepared to share.



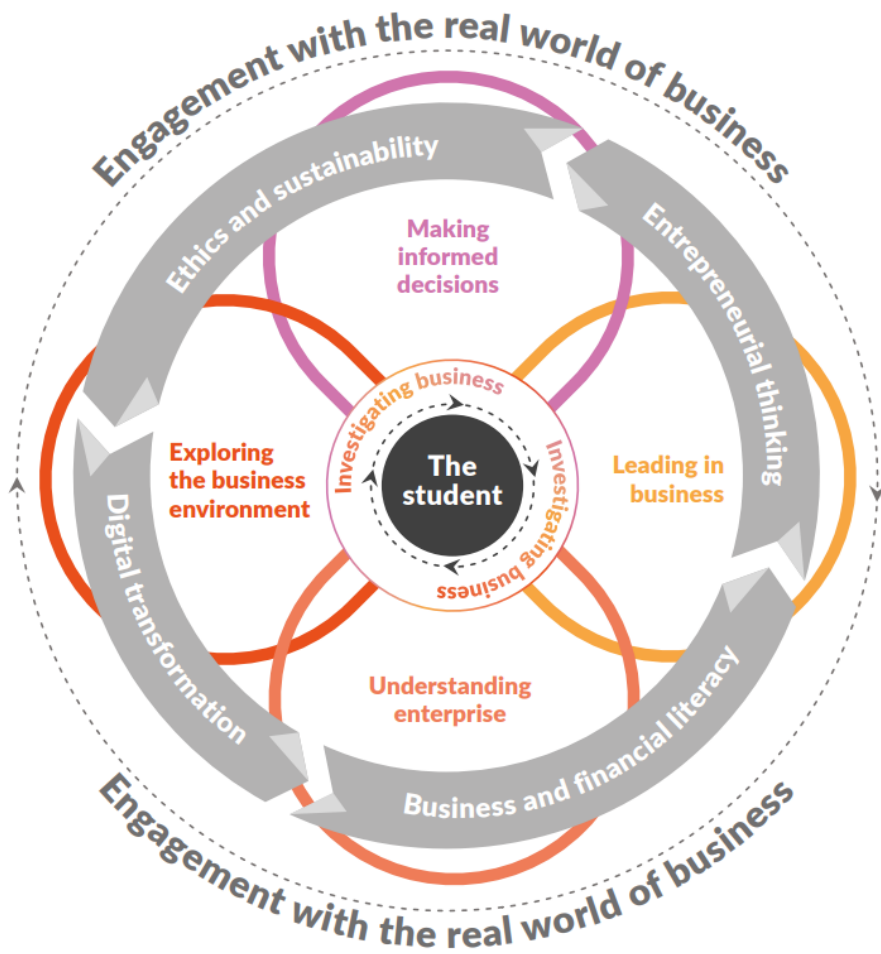
2 mins



3 mins

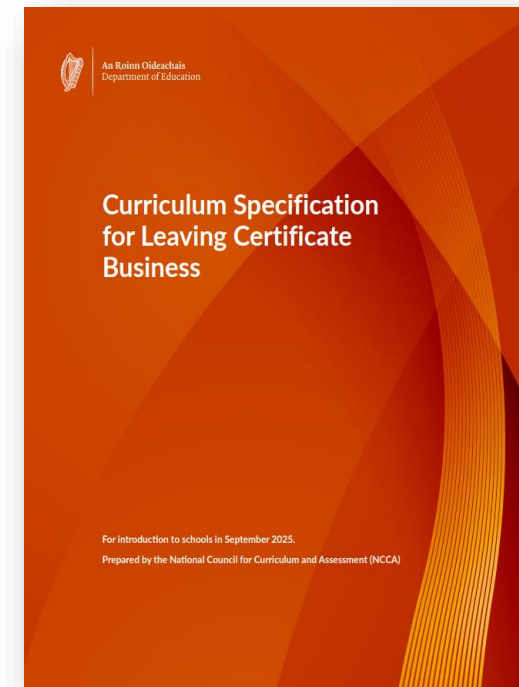


Linking Learning



Individually consider the **links** between design thinking and other learning outcomes across the Specification.

Be prepared to share examples



2 mins



3 mins



Reflection

Reflect on:



How will you engage students in design thinking in your classroom?



1 mins



3 mins



Learning Intentions

In this webinar, so far we have...

- Explored the cross-cutting theme of '**Entrepreneurial thinking**'
- Considered how engagement with an example of design thinking from the real world of business develops learning across the specification.

We will now...

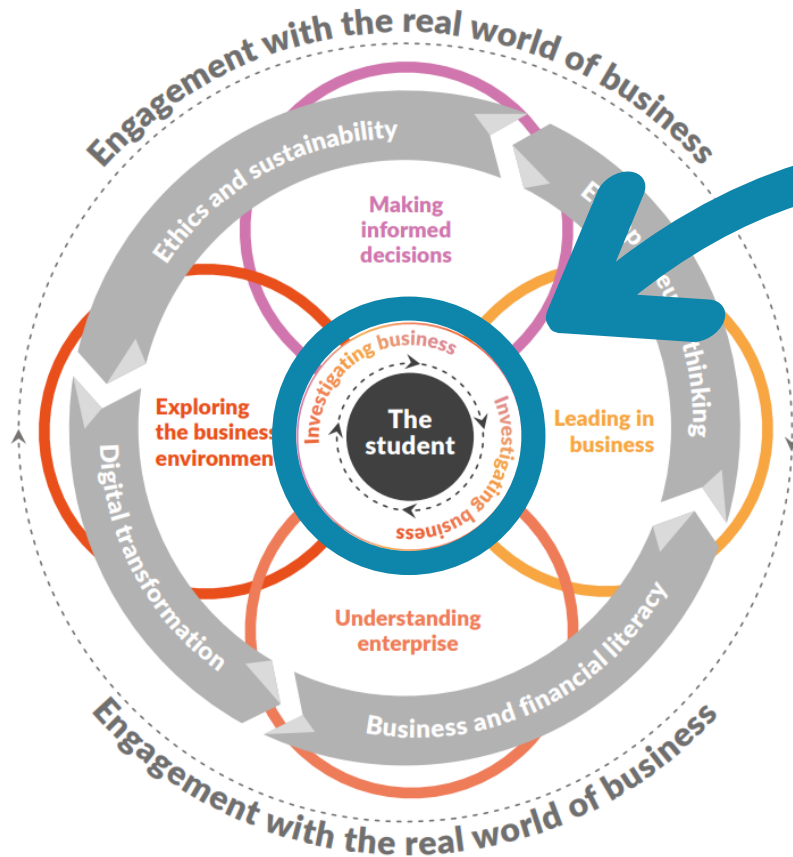
- Consider approaches to embedding the learning within the **Unifying Strand** into daily classroom practice and the role of the **investigative folder**.

Later we will be...

- Recalling other **key elements** of the Leaving Certificate Business Specification and the AAC Guidelines.



Unifying Strand: Investigating Business

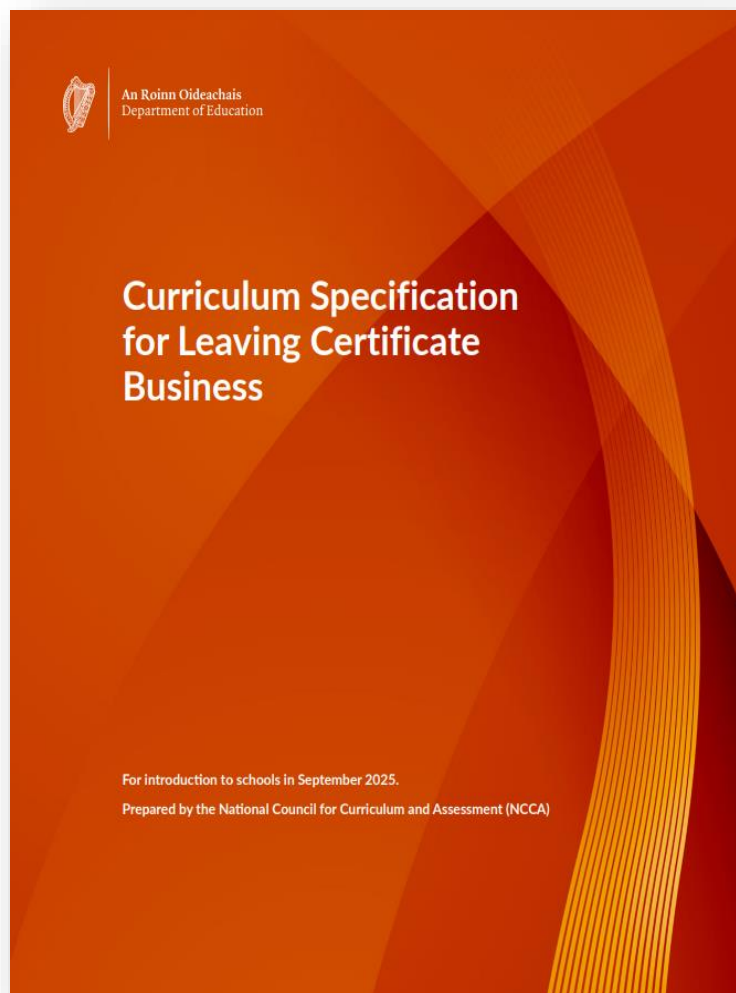


“The unifying strand is designed to be woven throughout the contextual strands as appropriate.”

(*Business Specification*, 2024, p. 10)



Unifying Strand: Investigating Business



Individually consider how you have integrated the Unifying Strand into your **daily classroom practice** and the role the **investigative folder** in achieving this

- U1 Developing questions to research
- U2 Managing information
- U3 Project planning
- U4 Analysing and evaluation information
- U5 Presenting findings and perspectives
- U6 Acknowledging Sources



2 mins

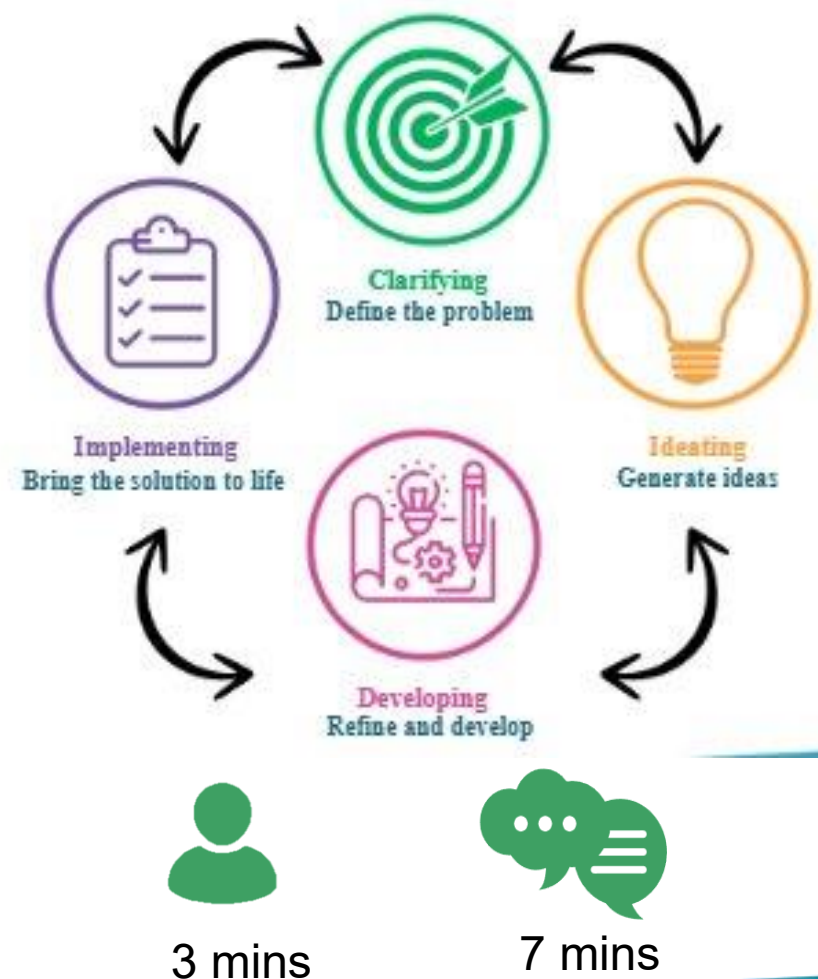


3 mins



Unifying Strand: Investigating Business

- Revisit the **stimulus** provided earlier for the design thinking activity (Bank of America)
- Consider how the learning within **the Unifying Strand** could be developed using the **design thinking process** and the **stimulus** provided.
- Share how the **investigative folder** could be used to capture some of this learning



Reflection – Adapting my Practice



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From engaging in this webinar, how has your understanding of each of the following being developed?

- The Cross Cutting Theme of Entrepreneurial thinking
- Design Thinking
- The Unifying Strand
- The Investigative Folder

2. How might I adapt my practice considering this learning?

3. How can I plan for effective student learning?





Specification Overview



Figure 3: *Business Specification, 2024, p.11.* Leaving Certificate Business: Specification Overview.

Key Documents



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NCCA

Senior Cycle Review

Advisory Report



Comisiún na Scrúduithe Stáit
State Examinations Commission

State Examinations Commission

Coursework Rules & Procedures 2025-2026



An Roinn Oideachais
agus Óige
Department of Education
and Youth

Senior Cycle Level 2 Learning Programme: My Life, My Finance Elective Module



An Roinn Oideachais
Department of Education

Curriculum Specification for Leaving Certificate Business



NCCA

Key competencies in senior cycle

August 2024



An Roinn Oideachais
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Department of Education
and Youth

Guidance on Artificial Intelligence in Schools

Version 1
October 2025



An Roinn Oideachais
Department of Education

Looking at Business Draft Guide for Post-Primary Schools

Inspectorate
January 2023

Department of Education Inspectorate
gov.ie/education



NCCA

Guidelines to support the Completion of the Business Alive Investigative Study Leaving Certificate Business

November 2024

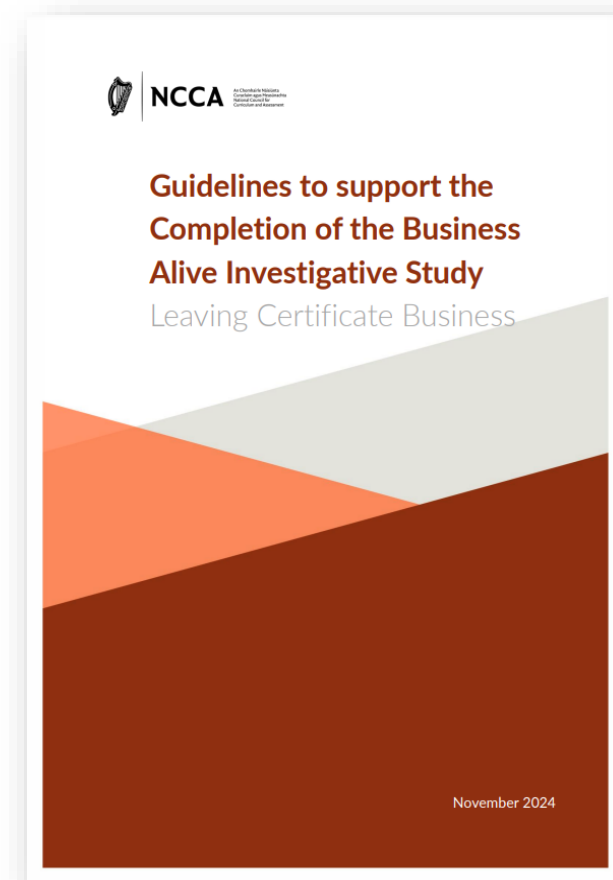
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Business Alive Investigative Study

- A common brief will be published annually by the State Examinations Commission (SEC) in term two of year one
- AAC will be assessed at the level at which the student sits the final written examination (Higher or ordinary level)
- Up to 20 hours to complete
- Individual report (40%) 200 marks
- Coursework completion date: Friday, March 12th 2027
- Submitted digitally in April 2027 to the SEC





Business Alive Investigative Study

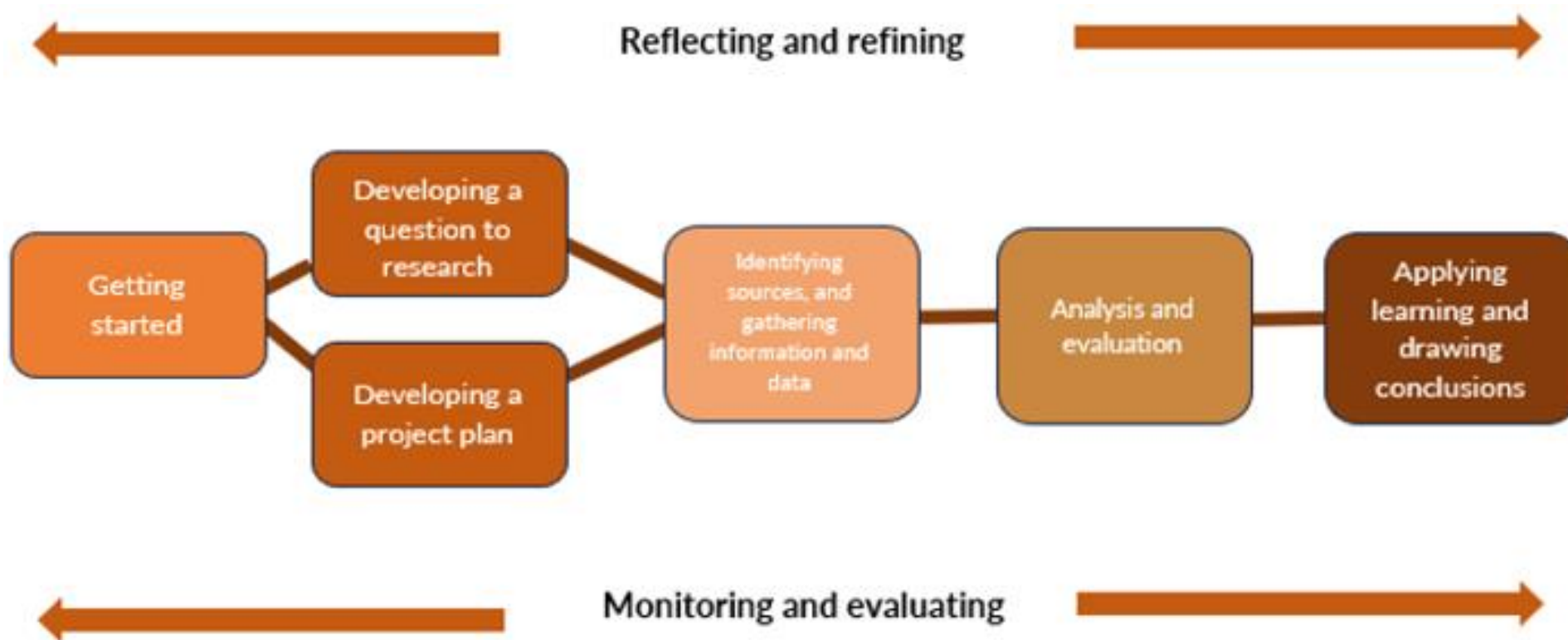


Figure 4: *Guidelines to support the Completion of the Business Alive Investigative Study, 2024, p.3.* Overview of the main stages of activity in the Business Alive Investigative Study.





Applying My Learning

Share the ways in which the investigative folder has contributed to:

- Engaging students in the real world of business
- Engagement with the AAC stages



5 mins

6. Applying my learning

- how their learning in Leaving Certificate Business can be applied to their daily lives and help them to understand business-related stories in the media.

1. analyse information from the news and media related to the business environment and provide an informed opinion or perspective.



Reflection: What Next?





Learning Intentions

In this webinar, we have...

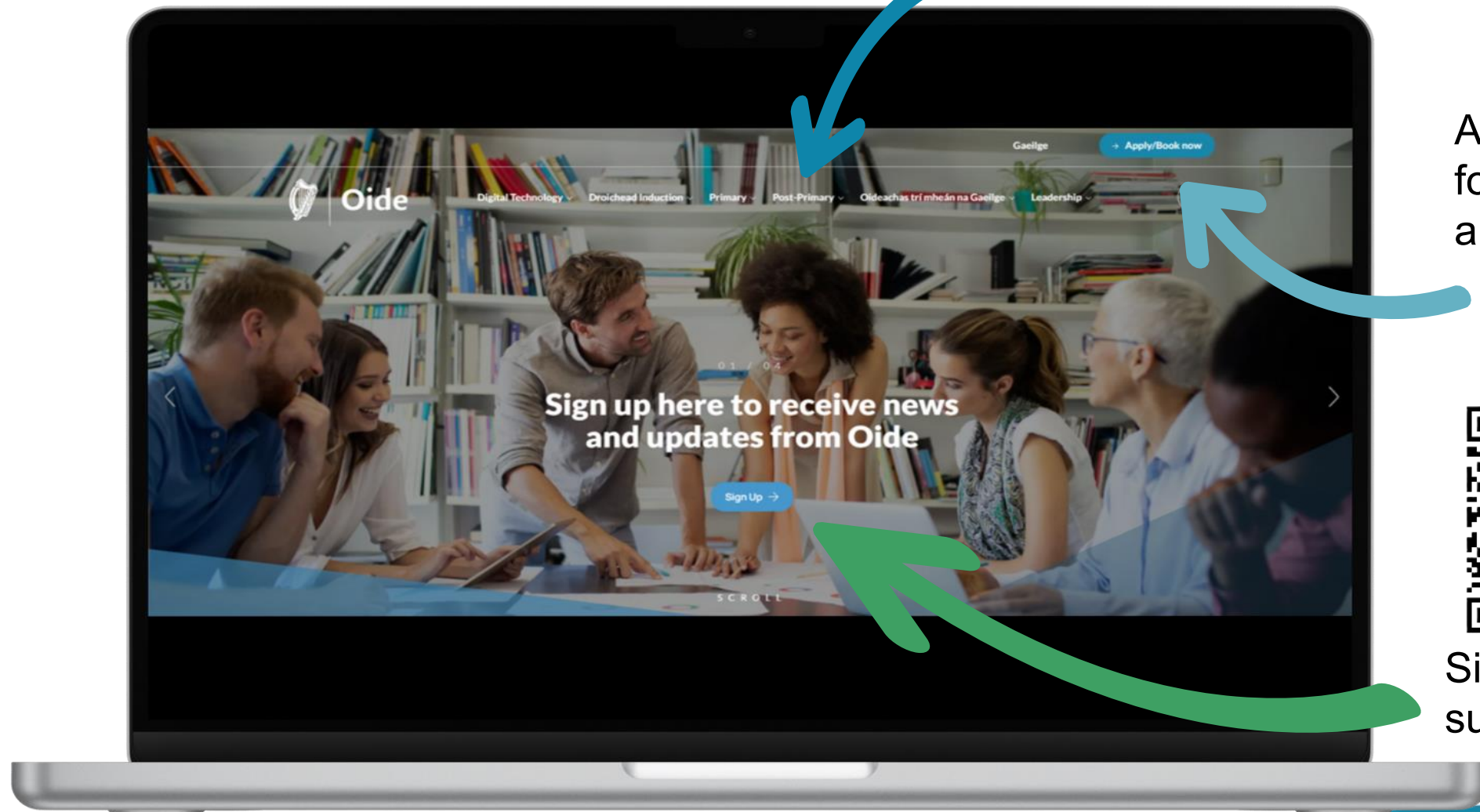
- Explored the cross-cutting theme of '**Entrepreneurial thinking**'
- Examined **design thinking** and considered how engagement with an example of design thinking from the real world of business develops learning across the specification
- Considered approaches to embedding the learning within the **Unifying Strand** into daily classroom practice and the role of the **investigative Folder**.
- Recalled other **key elements** of the Leaving Certificate Business Specification and the AAC Guidelines

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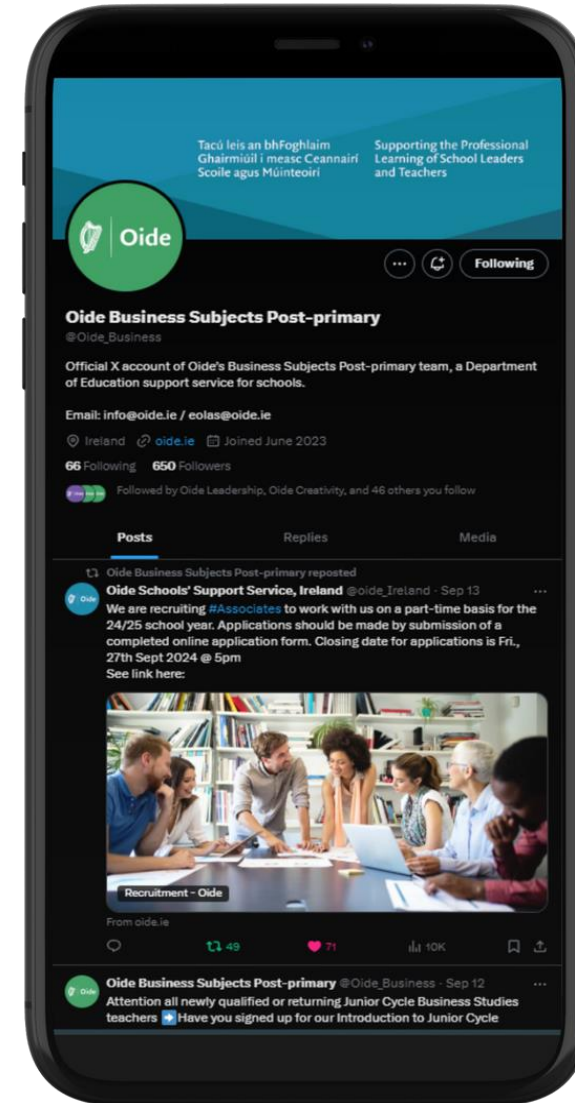
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References

NCCA (2024). *Curriculum Specification for Leaving Certificate Business.*

NCCA (2024). *Key competencies in senior cycle.*

NCCA (2024). *Guidelines to support the completion of the Business Alive Investigative Study.*

SEC (2025). *Leaving Certificate Business Sample Brief*



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 (2024). *Curriculum Specification for Leaving Certificate Business, p.11*. Leaving Certificate Business: Specification Overview.

Figure 4: NCCA (2024). *Guidelines to support the Completion of the Business Alive Investigative Study, 2024, p.3*. Overview of the main stages of activity in the Business Alive Investigative Study.