



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Leaving Certificate Business Professional Learning Booklet Day 3



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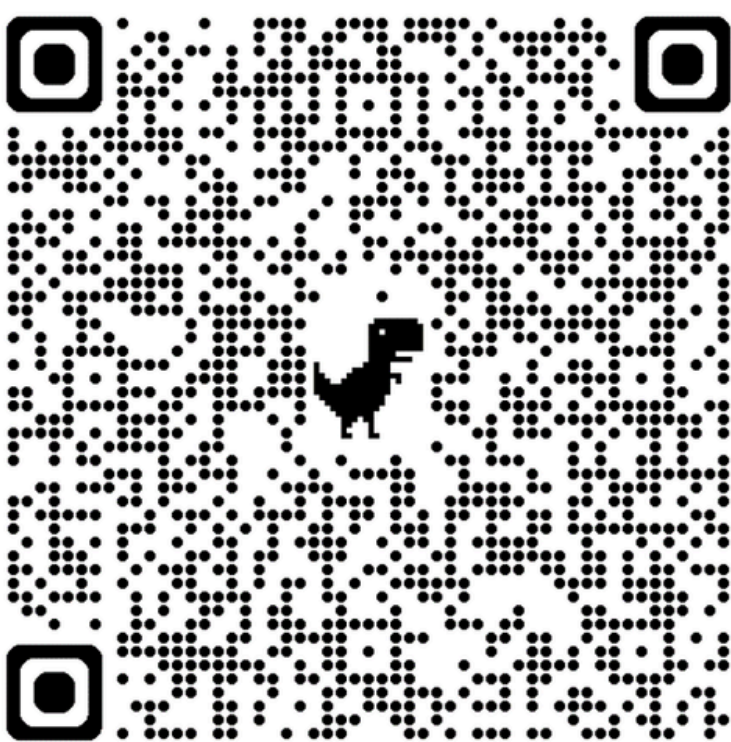
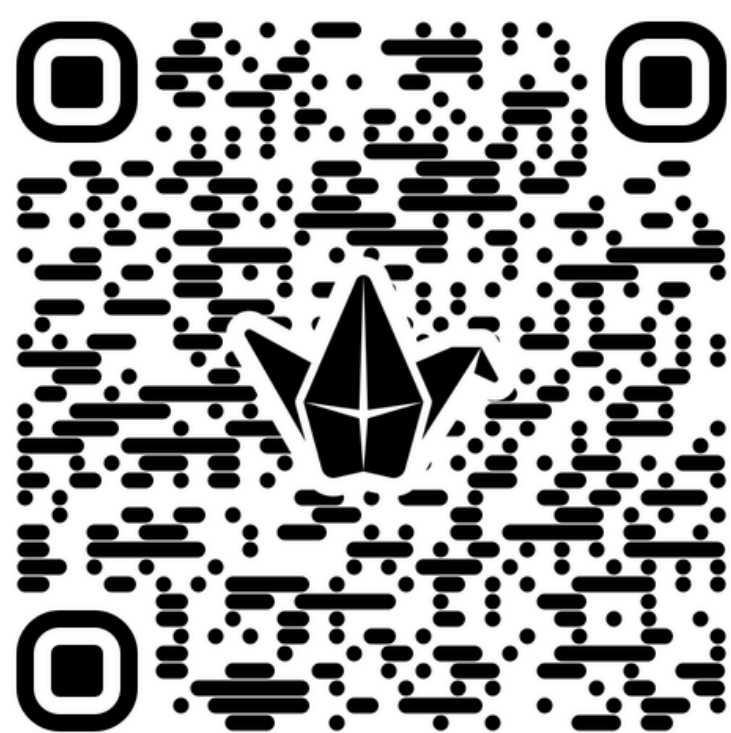
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Supports



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Session 1

What are the aspects of Business that your students are enjoying?

How are you students engaging with the Unifying Strand?

How are your students using their investigative folders?





Labour market (2026) CSO. Available at:

<https://www.cso.ie/en/interactivezone/visualisationtools/infographics/labourmarket/#labour-pg-3> (Accessed: 15 April 2026).

The prompt questions below are taken from page 7 of the NCCA Guidelines to support the Completion of the Business Alive Investigative Study. The list is not exhaustive.

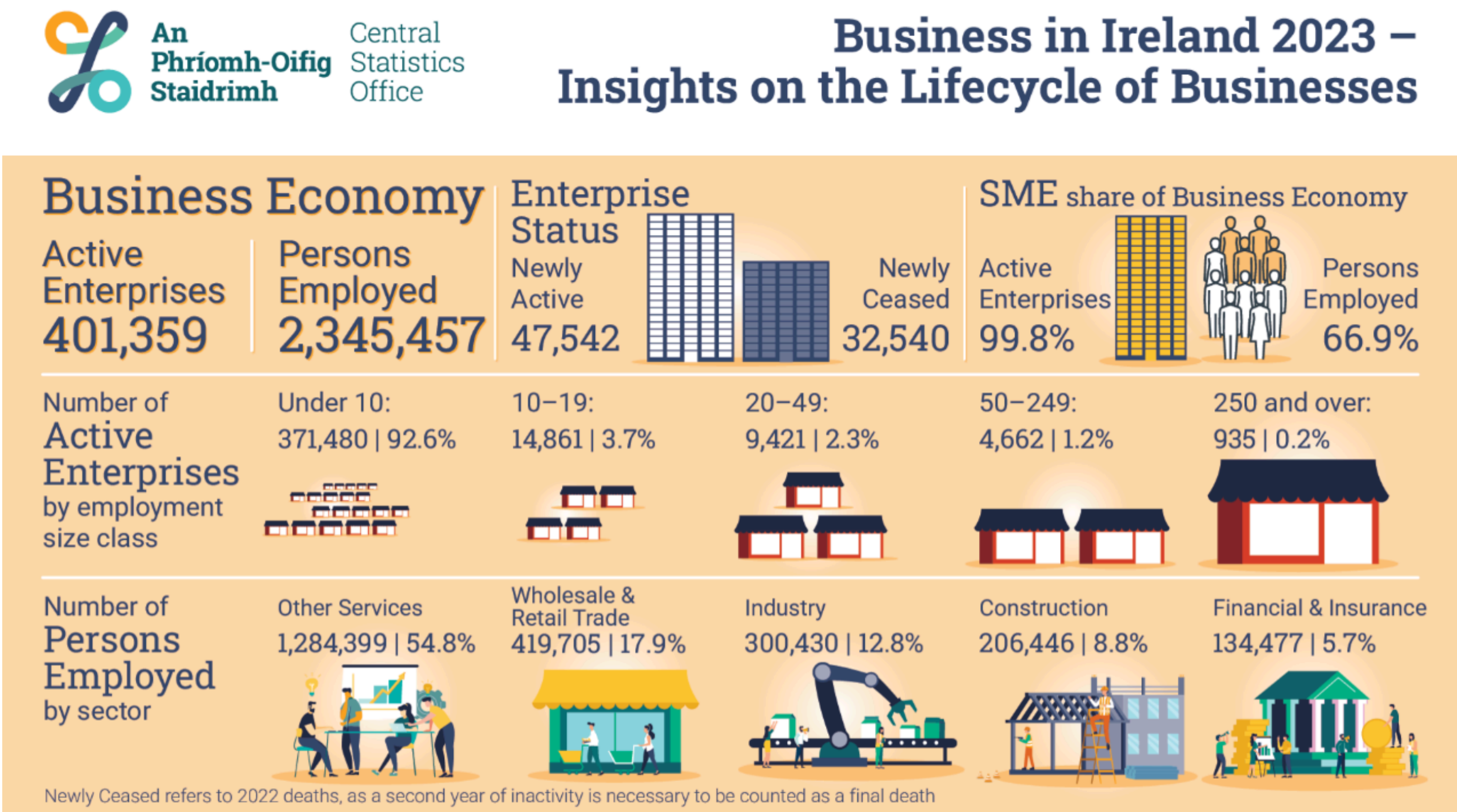
Students may **analyse** the information and data they have gathered to identify key findings in the following ways:

1. Break down the information/data into smaller parts.
2. Identify patterns, trends and/or contradictions in the information/data.
3. Highlight the most important aspects of the information/data

In **evaluating** their findings students may find it useful to consider the following prompts:

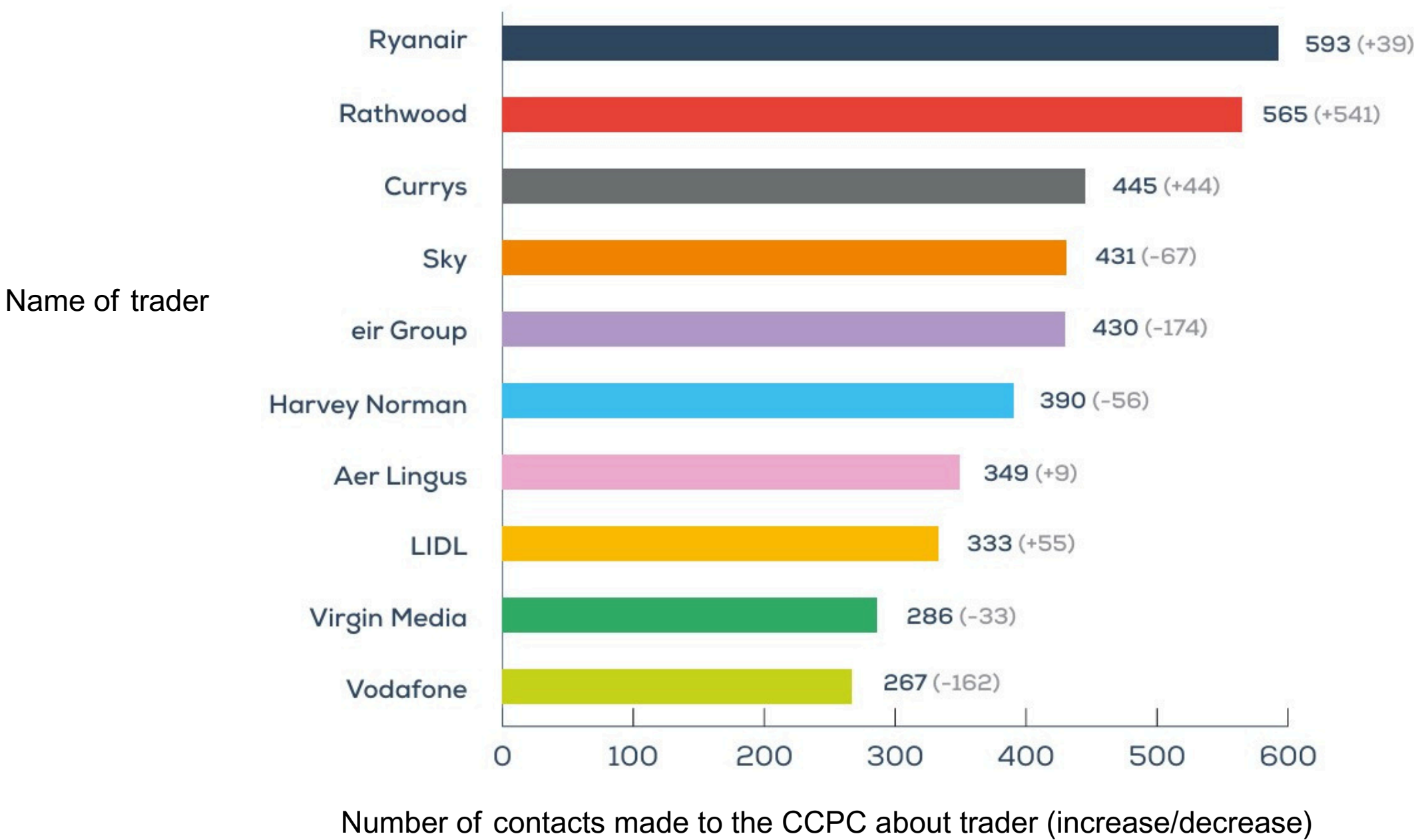
1. How is the information or data relevant to my research?
2. Is this a reliable source of information? How do I know? How recent is this information or data? Is it up to date?
3. Is the information biased or unbiased? Why do I think this? How do I know?
What is the purpose of the information or data? Is it based on fact or opinion?
4. Are there any alternative explanations or perspectives?
5. What is the information I have gathered telling me? How do I know?
6. Are there limitations to the findings? What are they?

A



C

Top Traders the CCPC received contacts about in 2025



Adapted from CCPC Consumer Helpline Report H1 2025 consumer helpline report 2025
(Competition and Consumer Protection Commission, 2025, p. 14)

Ryanair Customer Satisfaction 2025 CSAT Score

Month	Score
December	90%
November	91%
October	90%
September	88%
August	89%
July	87%
June	88%
May	90%
April	90%
March	92%
February	89%
January	86%

Ryanair Customer satisfaction. Available at: <https://corporate.ryanair.com/facts-figures/customer-satisfaction/> (Accessed: 15 April 2026).



Analyse the information/data in your assigned infographic.

1. Break down the information/data into smaller parts.

2. Identify patterns, trends and/or contradictions in the information/data.

3. Highlight the most important aspects of the information/data.

Evaluate the information in the source assigned to your group.

1. How is the information or data relevant to my research?

2. Is this a reliable source of information? How do I know? How recent is this information or data? Is it up to date?

3. Is the information biased or unbiased? Why do I think this? How do I know?

4. What is the purpose of the information or data? Is it based on fact or opinion?

5. Are there any alternative explanations or perspectives?

6. What is the information I have gathered telling me? How do I know?

7. Are there limitations to the findings? What are they?

Session 2

Exploring Different Perspectives

Discuss how you could use these articles to help your students analyse and evaluate information and data to reach informed conclusion(s), recommendation(s) and/or perspective(s) on a topic.

Consider how the unifying strand could help this process?

How could the investigative folder be used to support student learning here?



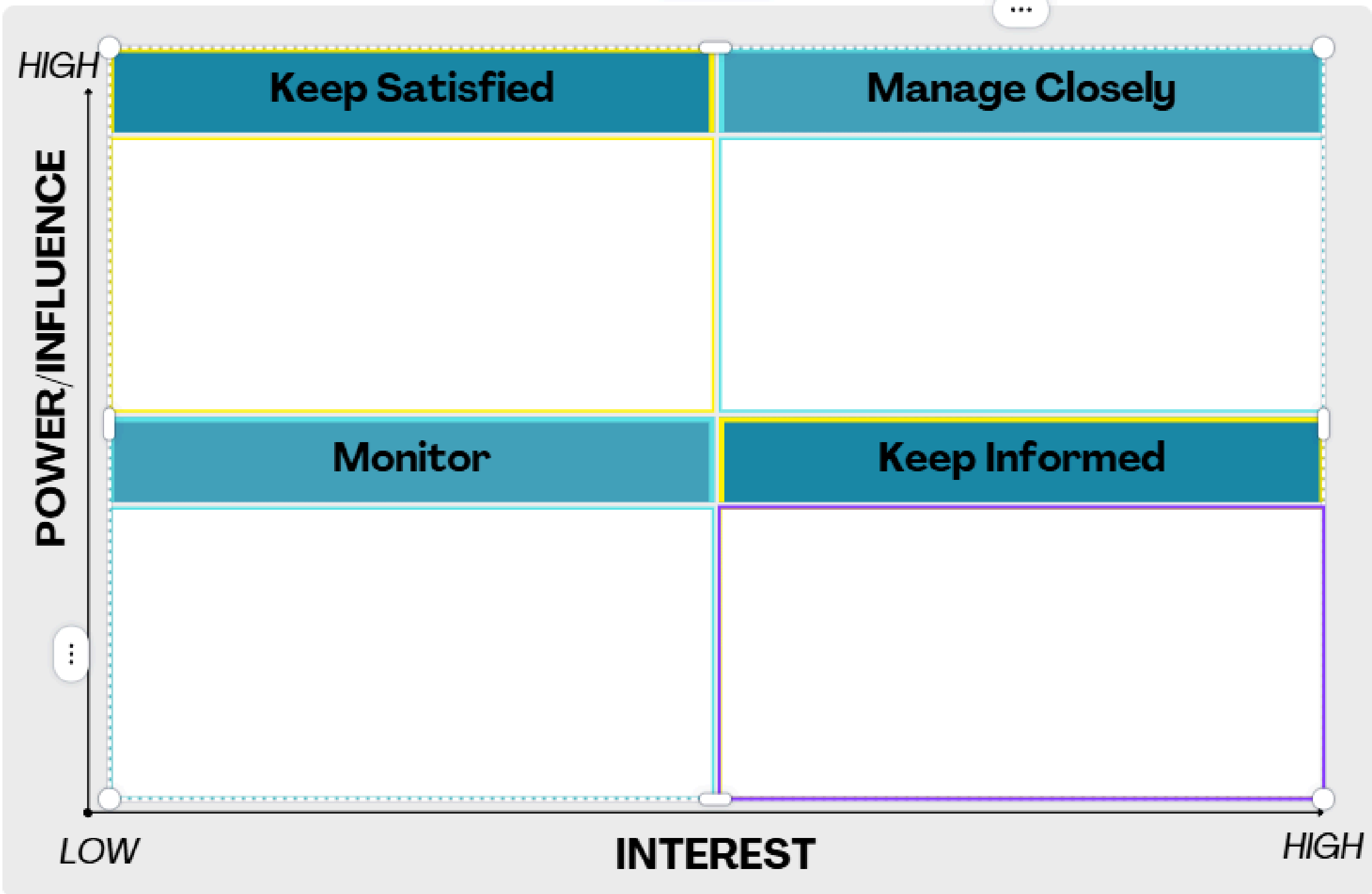
Force Field Analysis

Identify the potential driving factors and restraining factors. Assign values (1-5)

Driving Factors

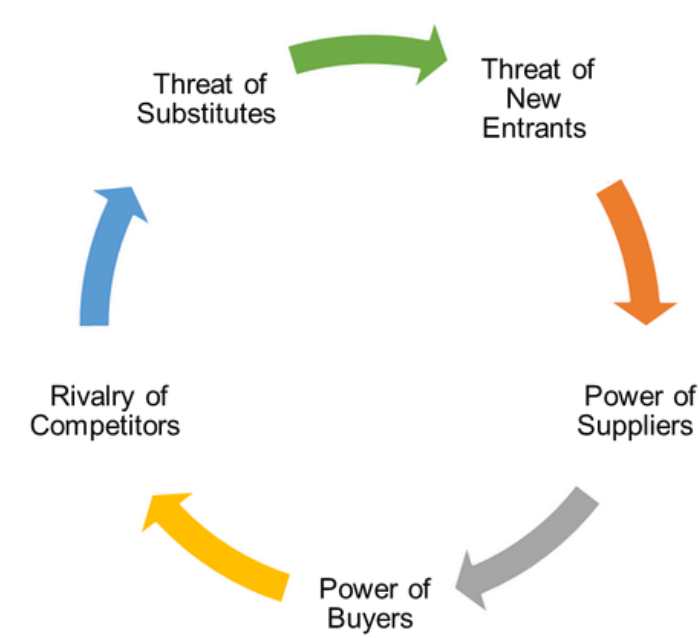
Restraining Factors

Stakeholder Mapping using a Power Interest Grid



Porter's Five Forces Model

Use Porter's five forces model to identify and analyse the competition faced by Spotify.



Threat of New Entrants

Bargaining Power of Suppliers

Bargaining Power of Customers

Threat of Substitutes

Competitive Rivalry

Session 3

LO 4.2.3: Outline the importance of considering switching between financial product providers.

Scenario 1

A college student has a 'AIB be Visa Credit' card with a balance of €5000. The interest rate is 22.9%. The student decides to research two different options as to how they might deal with the debt. The student is using the managing your money tab - borrowing money- on the CCPC website and has selected “**compare credit cards**” and credit card balance calculator.

The two options are:

- 1) Continue to pay the minimum amount of €100 each month (2% of the outstanding balance). The student uses the “**credit card balance calculator**” on the CCPC website to investigate this option further.
- 2) Move the credit card to an alternative provider that offers **0% interest on balance transfers**. The compare credit card on the CCPC website is used to research this option.

Option 1

How long will it take to clear the debt? _____

Option 2

Outline the details of the credit card you identified.

Consider how consumers of financial products can identify reliable sources of financial information.

LO 4.2.1: Examine the factors to be considered with saving, investing and borrowing money

Scenario 2

A first time buyer couple wish to purchase a house. They have a €40,000 deposit and the house is priced at €400,000. They are not availing of the help to buy scheme.

They visit www.bonkers.ie and select “**mortgages**” and “**first time buyer**”.

The couple want to investigate the interest rates charged for different mortgage products by different financial institutions. They will identify the best four year fixed interest rate option available and the best variable rate option available.

Fixed Interest Option	Variable Interest Option
Value of property: €400,000	Value of property: €400,000
Deposit: €40,000	Deposit: €40,000
Mortgage amount: €360,000	Mortgage amount: €360,000
Term 30 years	Term 30 years
Name of lender: _____	Name of lender: _____
Interest rate: _____%	Interest rate: _____%
Full term cost: _____	Full term cost: _____
Monthly Cost: _____	Monthly Cost: _____

(ii) Recommend whether you think they should opt for a fixed rate or a variable rate while considering factors such as the risk of interest rates changing, the current rate of inflation and current economic conditions.

Consider how consumers of financial products can identify reliable sources of financial information.

Scenario 3

An individual has a €30,000 lump sum that they would like to save with a financial institution in an **instant access** deposit account and visits www.ccpc.ie to examine the four options below. On the CCPC website, they select “**manage your money**”, “**saving and investments**”, “**compare savings**” and then “**lump sum savings comparison tool**”. They will investigate the following options:

- Opening a deposit account with an Irish **high street bank**.
- Opening a deposit account with a **European bank** using “Raisin”
- Depositing the lump sum with a **Neobank** e.g. Revolut, N26, Bunq
- Availing of one of the many **State Savings** options available through An Post

(i) Name of financial Institution/savings account: _____ APR - Interest rate: _____ Instant Access: _____ Deposit Guaranteed: _____	(ii) Name of financial Institution/savings account: _____ APR - Interest rate: _____ Instant Access: _____ Deposit Guaranteed: _____
(iii) Name of financial institution/savings account: _____ APR - Interest rate: _____ Instant Access: _____ Deposit Guaranteed: _____	(iv) Name of financial institution/savings account: _____ APR - Interest rate: _____ Instant Access: _____ Deposit Guaranteed: _____
Consider how consumers of financial products can identify reliable sources of financial information.	

Business and Financial Literacy: **Links with the contextual strands.**

Business and Financial Literacy: **Links with the Unifying Strand.**

What learning outcomes across Strands 1-4 could this case study support?

What learning outcomes from the unifying strand could be developed with this case study?

Identify cross-cutting themes that are relevant here. How could you use this case study to develop literacies and numeracy?

What teaching approaches could you use with this case study? What key competencies could this approach develop in students?



Briefly outline the details of a different case study that you have selected.

What learning outcomes across Strands 1-4 could this case study support?

What unifying strand learning outcomes could be developed with this case study?

Identify cross-cutting themes that are relevant here. How could you use this case study to develop literacies and numeracy?

What teaching approaches could you use with this case study? What key competencies could these approaches develop in students?

THE PLANNING CONTINUUM

KEY CONSIDERATIONS

FOR

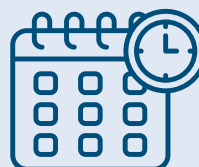
UNITS OF LEARNING

in Business

1 SUBJECT SCHEME OF WORK

The overall curriculum plan guiding teaching & learning

- Outlines sequencing across the year
- Identifies key assessment moments
- Reflects whole school activities
- Adapted for seasonal opportunities i.e. Annual Government Budget, Enterprise Week



Flows into ...

2 UNIT OF LEARNING (UoL)

The building blocks of curriculum you are teaching

- Connects learning outcomes to classroom practice
- Shapes learning experiences, assessments and skills development
- Adapted to suit specific student cohorts and context

Leads to ...

3 INDIVIDUAL LESSON PLANNING

Responsive classroom practice informed by the Unit of Learning

- Daily learning experiences and activities
- Ongoing assessment and feedback
- Adjusted based on student needs and progress



FUTURE PLANNING



REFLECTION

Teacher and department reflection. What worked well? Student feedback and assessment evidence. How might learning be improved?



STUDENT VOICE

Listen to learners, value their feedback and involve them in the learning process

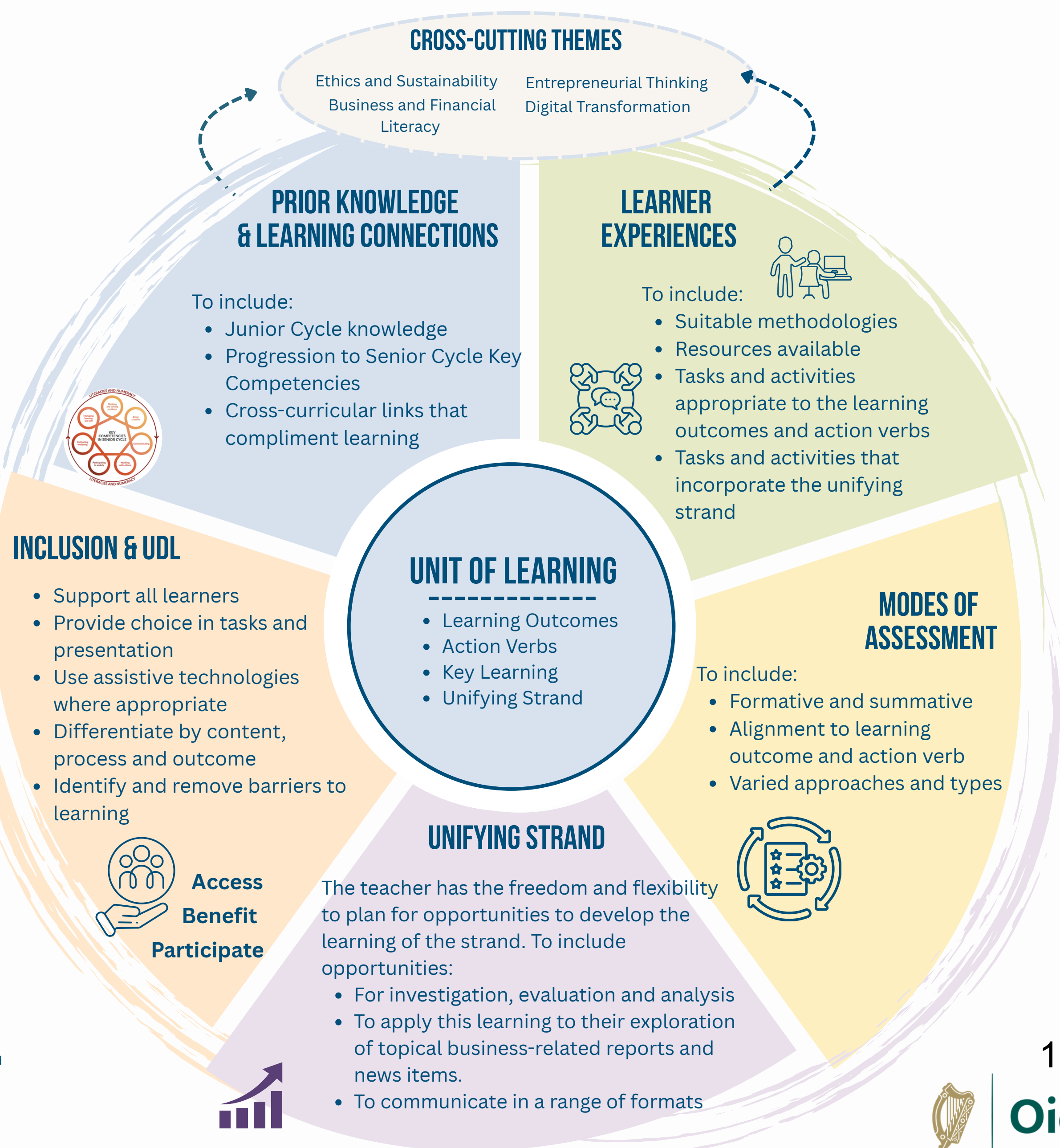


MAKE ADJUSTMENTS

Adapt strategies, resources and assessments based on student strengths, needs and progress



Use insights to inform and improve future Units of Learning



Prior Knowledge and Learning Connections

What links are there to students' prior knowledge?

Unit of Learning

Unifying Strand and Cross-cutting Themes

- What opportunities are there to develop the skills of the unifying strand?
- What opportunities exist for investigation, evaluation and analysis?
- Which cross-cutting themes might be relevant and how could they be used as lenses to explore these learning outcomes?

Learning Outcomes and Key Concepts

- Which learning outcomes guide this unit?
- What action verbs are students engaging with?
- What key Business concepts will students explore?

Learner Experiences

What learner experiences are best placed to achieve the learning outcomes?

Inclusion

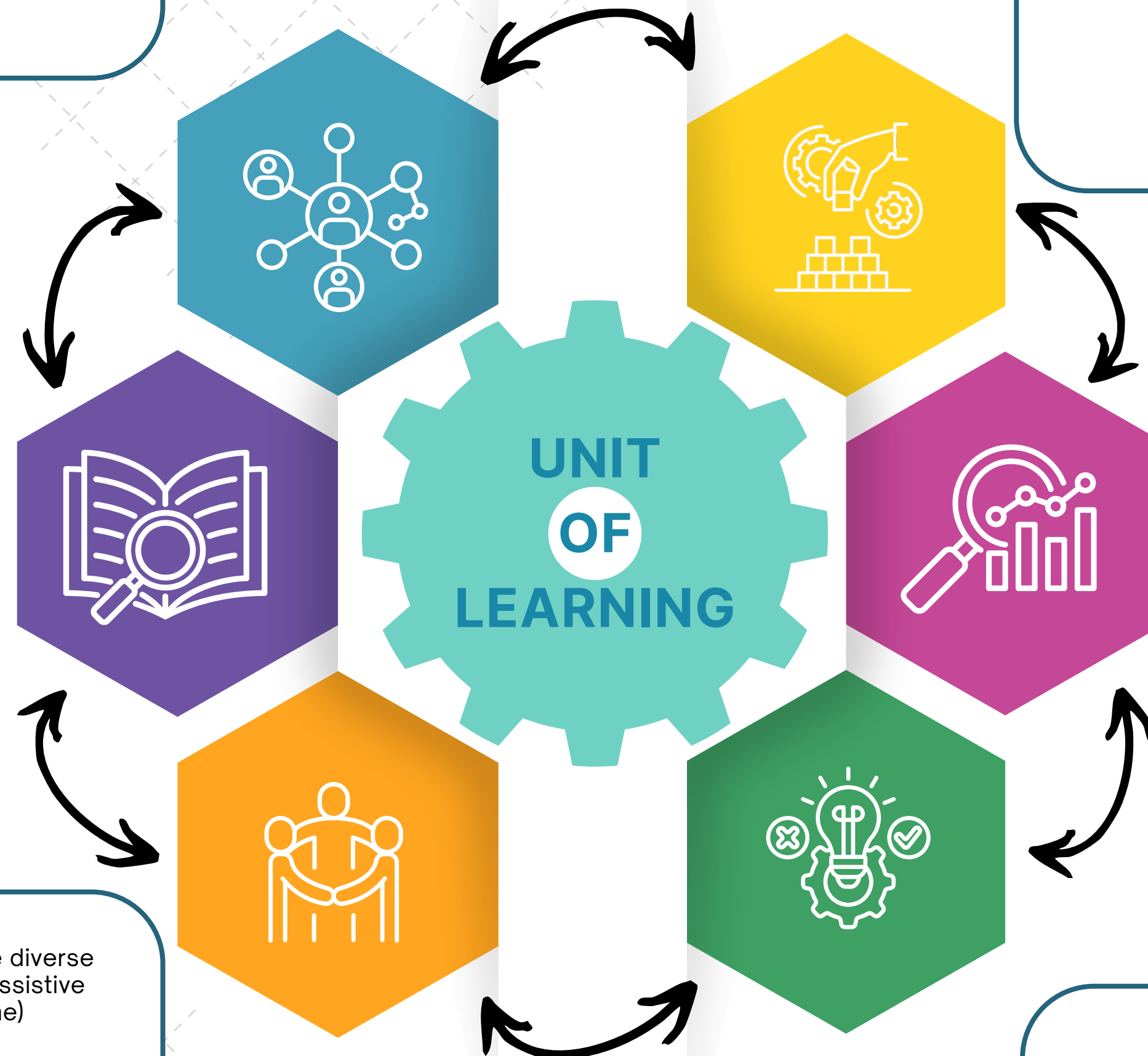
- What can I do in my classroom to ensure that I cater for the diverse needs of my students? (Choice in tasks and presentation, assistive technologies, differentiate by content, process and outcome)

Key Competencies

What key competencies can be enhanced/developed?

Assessment and Evidence of Learning

- How will I know that students have learned in my classroom?
- What assessment practices will I include? (Formative and summative, alignment to learning outcomes and action verbs, varied approaches and types)



What additional factors must be considered in planning this unit of learning?

How can this be represented in the investigative folder?



Websites and Resources

Oide

www.oide.ie

Technology in Education

www.oidetechnologyineducation.ie/

Scoilnet

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

Padlet

<https://padlet.com/jct2/business-professional-learning-experience-6v6yjs7lt31dulyg>

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