



# Leading the Introduction of the Leaving Certificate Applied (LCA) Revised Module Descriptors

Session 3

# Key Messages

Courses in LCA are inherently transdisciplinary, authentic and relevant to the current and future needs of all students

LCA courses support the use of a wide range of inclusive, differentiated, experiential teaching and learning approaches

Learning outcomes provide the basis for teaching, learning and assessment in each descriptor

Senior cycle key skills are embedded in the learning outcomes of each module descriptor

## Session 3

**By the end of this session participants will:**

Reflect on your school context in supporting teachers implement the revised descriptors

Investigate the next steps in school-based planning

# The day so far.....



# Supporting the Introduction of the Revised Module Descriptors

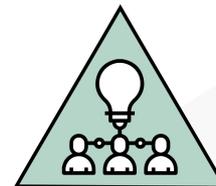
Working well



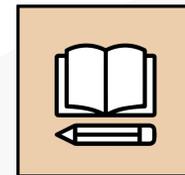
Challenges



Next steps



ACTIVITY



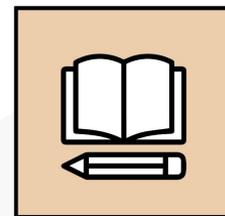
WORKBOOK

## Working well

What is working well in LCA in your school that will support the introduction of the revised descriptors?

How do you know?

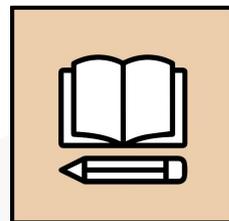
What opportunities does this present?



**WORKBOOK**

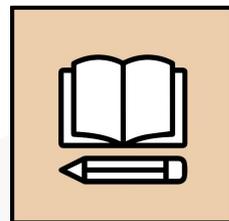
# Challenges and Solutions

Identify potential challenges to the successful introduction of the revised descriptors



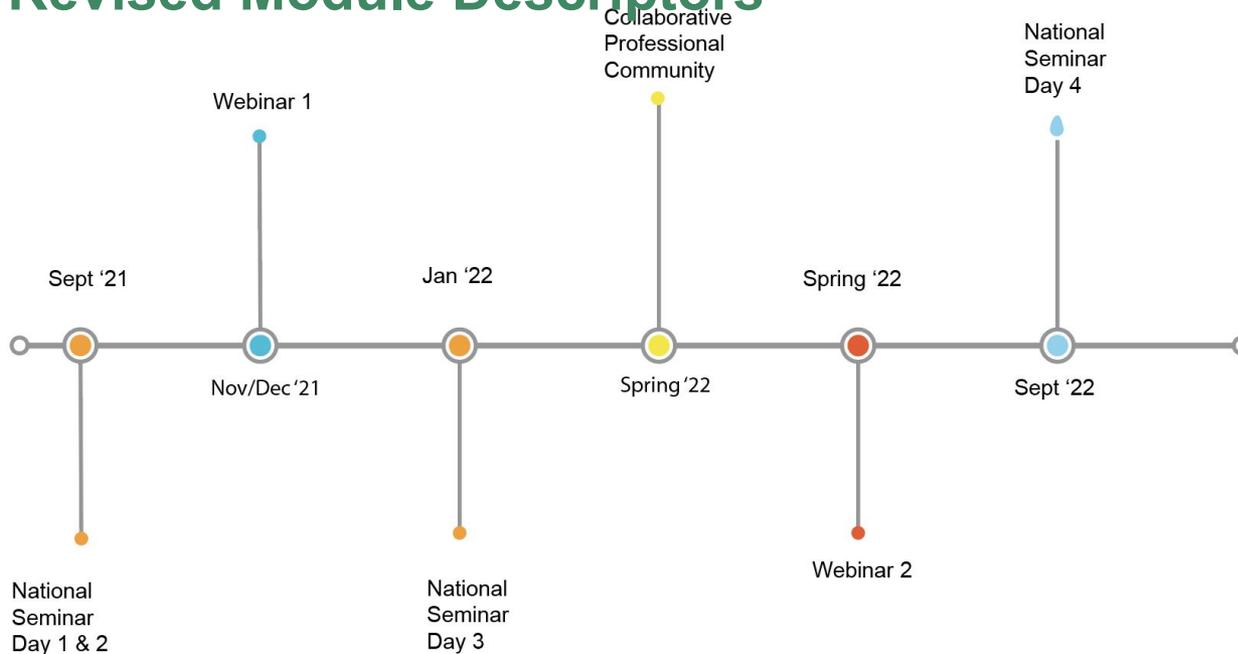
**WORKBOOK**

## Next Steps



**WORKBOOK**

# CPD for Revised Module Descriptors



Leaving Certificate Applied Subject Specification CPD

## Resources

<https://sites.google.com/pdst.ie/lca>

The screenshot shows the PDST LCA website. The top left corner features the PDST logo and the text 'LCA'. The top right corner has navigation links for 'Home' and 'Seminars February 2019', along with a search icon. The main banner area has a dark blue background with a grid pattern and the text 'LCA Revised Module Descriptors Support Material' in large white font.

Click on the link below for resources and support material from our seminars in February '19 for school leaders:

- [Leadership and Coordinators Seminars](#)

## Session 3

### **By the end of this session participants:**

Have reflected on your school context in supporting teachers implement the revised descriptors

Have Investigated the next steps in school-based planning

# Key Messages

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# References

Marcus-Quinn, Hourigan & McCoy (2019) *The Digital Learning Movement: How Should Irish Schools Respond*. *The Economic and Social Review*, 50, 4, pp.767 - 783)

NCCA Focus on Learning (2019), *Workbook 5: Learning Outcomes*, NCCA: Dublin  
[https://www.ncca.ie/media/4107/learning-outcomes-booklet\\_en.pdf](https://www.ncca.ie/media/4107/learning-outcomes-booklet_en.pdf)

Priestley, M. (2016) *A Perspective on Learning Outcomes in Curriculum and Assessment*. NCCA: Dublin

Priestley, M. (2019) *Learning Outcomes: An International Perspective*. NCCA: Dublin

Smyth, McCoy and Banks (2019) *Student, Teacher and Parents Perspectives on Senior Cycle Education*, ESRI: Dublin.

Tomlinson, (2014), *The Differentiated Classroom: Responding to the Needs of All Learners*, ASCD:Alexandria, VA USA



An Roinn Oideachais  
agus Scileanna  
Department of  
Education and Skills

**End of Seminar**