PDST

Professional Development Service for Teachers | An tSeirbhís um Fhorbairt Ghairmiúil do Mhúinteoirí

An Roinn Oideachais
Department of Education

Teachers New to Leaving Certificate Applied Task Day 2023

Overview of the Seminar

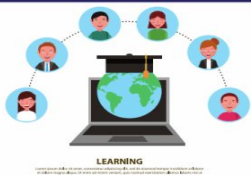|	
Session 1	● Welcome and Introductions ● PDST Supports ● An Overview of the LCA Programme ● Five stages of the student task process
Tea/Coffee Break	
Session 2	● Overview of Programme Statement & Outline of Student Tasks ● Task Workshop 1
Lunch	
Session 3	● Task Workshop 2 ● Administration

PDST Online CPD Protocols

PDST does not give permission for the CPD sessions to be recorded.

PDST does not give permission for screenshots to be taken.

Please be on time. Late arrivals will not be admitted.

Use the hand signal to contribute at any time.

Please turn microphones to mute.

Use the chat function to message the hosts.

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LEARNING

Supports provided by PDST

PDST Supports

- Seminars
- Webinars
- PDST Collaboratives
- School Visits
- PDST Website
- Scoilnet
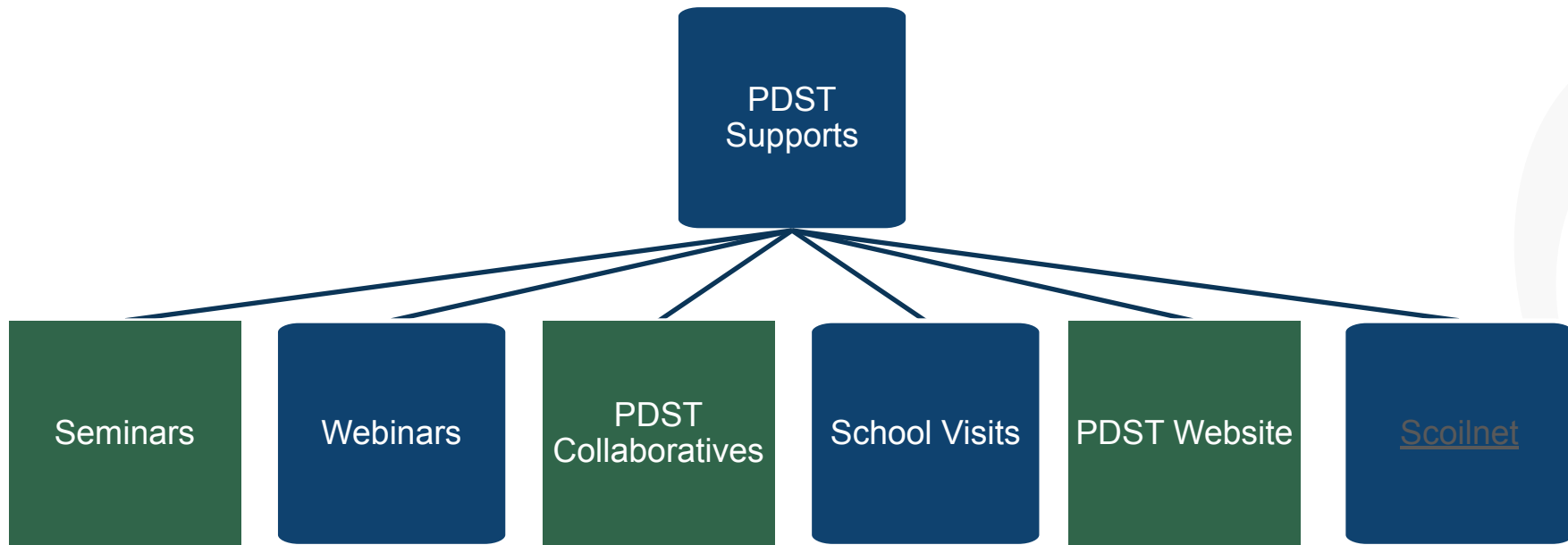
LCA Supports provided by PDST

LCA PDST Supports

- Subject Seminars
- Task Seminars
- Co-ordinator Seminars
- Teaching and Learning Workshops
- Co-ordinator Workshops
- School Visits
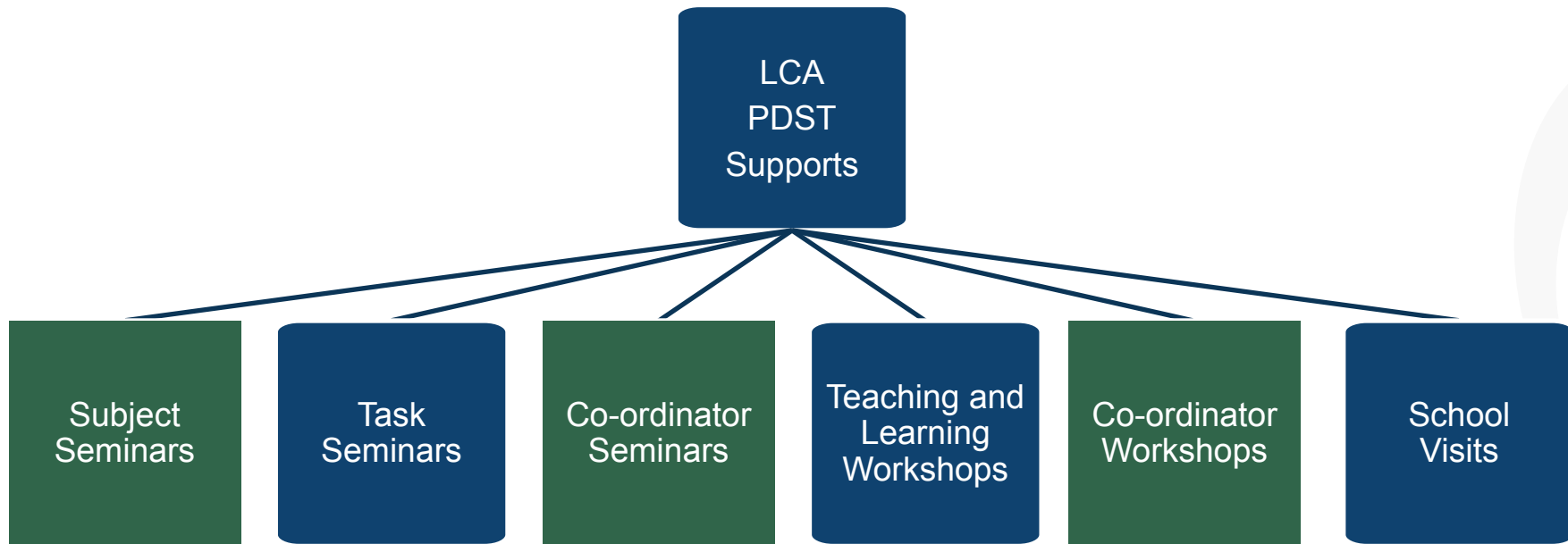
LCA Administration Base

Clare Education Centre,

Government Buildings,

Kilrush Road,

Ennis, Co. Clare.

Phone: 065-6845504

E-mail: lca@pdst.ie

Website: www.pdst.ie/lca

Twitter: @PDST_LCA

PDST LCA Support

www.pdst.ie/schoolsupport

Request LCA PDST school support

www.pdst.ie/onlinebooking

Check here for upcoming events

@PDST_LCA

PDST LCA Support

- One full day seminar for teachers new to LCA course modules

- One full day seminar for teachers new to LCA student tasks

- Two full day seminars for new LCA co-ordinators (Sept & Feb)

- School Visits (on request) - www.pdst.ie/schoolsupport

- PDST Collaboratives

- Other elective workshops e.g. LCA co-ordinator planning

Curriculum framework

Rationale for LCA Tasks

1. Prepares learners for the demanding transition to adult and **working life**.

2. Recognises **talents of all learners** - programme

3. responsive to aptitudes, abilities, needs and interests.

4. Provides opportunity to develop in terms of responsibility, **self-esteem** and self-knowledge.

5. Develops **communication** and **decision making** skills.

6. Helps learners achieve a more **independent** and enterprising approach to learning and to life.

SEC
Calendar of Events &
Co-ordinator Folder
will be sent to schools in the Autumn

YEAR ONE		YEAR TWO	
Session 1	Session 2	Session 3	Session 4
Sept – Jan	Feb - June	Sept - Jan	Feb - June

Summary of Tasks

Task	Credit	%	Completed in session	Assessed
1. General Education *Originating in Arts Education, Leisure & Recreation, Language or Social Education*	10	5	1	Jan/Yr 1
2. Vocational Preparation *Originating in either Vocational Preparation & Guidance or English & Communication*	10	5	2	May/Yr 1
3. Vocational Education - 1st specialism *Originating in one Vocational Specialism*	10	5	2	May/Yr 1
4. Vocational Education - 2nd specialism *Originating in the second Vocational Specialism*	10	5	3	Jan/Yr 2
5. Contemporary Issues *Anchored in Social Education*	10	5	3	Jan/Yr 2
6. Practical Achievement *Generally out of school/centre*	10	5	3	Jan/Yr 2
7. Personal Reflection *Statement 1 from year one will be stored and returned to SEC when statement two is complete*	10	5	on-going	May/Yr 2

LCA Modes of Assessment		
Satisfactory completion of modules + 90% attendance •Evidence of completion of **4 key assignments** for each module •One credit per course module in which there is a final exam •Two credits per course module in which there is NO final exam	62 credits	31%
7 Student tasks @ 10 credits each | Vocational Preparation	Vocational Education (x2)	General Education
Contemporary Issue	Personal Reflection	Practical Achievement		70 credits	35%

LCA Year 2 for the academic year 2022/23

- Students should complete **a minimum of two Key Assignments** to achieve the credits available for each module and maintain a minimum of 90% attendance.

LCA Year 1 for the academic year 2022/23

- Students should completed **all four Key Assignments** and a minimum of 90% attendance should be maintained.

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2023 Arrangement for Completion of Tasks

Arrangements for the completion of Tasks

LCA Year 2 for the academic year 2022/23
- Session 3: Students should complete the Practical Achievement Task **AND** _either_ the Vocational Education Task _or_ the Contemporary Issues Task. This means that LCA Year 2 students have one less task to complete.
- Session 4: As normal, students should complete the Personal Reflection (Part Two).

LCA Year1 for the academic year 2022/23
- There is no change to the schedule for the completion of Student Tasks for LCA Year 1 students.

For both Year 1 and Year 2 LCA Students
- Student Tasks should be planned and considered in line with up-to-date public health advice.
- Arrangements for the examination of the tasks, to include interviews, will be based on the most up-to-date public health advice at the time.

LCA Certification

Certificate awarded at 3 levels		
Pass	120 - 139 credits	60-69%
Merit	140 - 169 credits	70-84%
Distinction	170 - 200 credits	85-100%

Students who acquire less than 120 credits or who leave the programme early will receive a **"Record of Experience".**

Vocational Education Task - Revised ICT Specialism

To: Principal Teachers, LCA Coordinators and LCA Teachers

Leaving Certificate Applied Information and Communication Technology (ICT) Vocational Specialism and associated LCA Vocational Education Student Task.

Revised module descriptors for *LCA, Introduction to ICT* and *LCA, ICT Vocational Specialism* were introduced for students entering LCA Year 1 in September 2021. In general, the *Introduction to ICT* modules will be completed in Year 1 and the ICT specialism and associated task in Year 2. The outline and schedule of the student tasks, as laid out in the *Programme Statement & Outline of Student Tasks* (Department of Education) have not changed. In the Assessment Guidelines section (P.43) of the revised module descriptors for the ICT Specialism it states that Module 2 will be incorporated into the task and that *"students will make a presentation as part of their interview"*.

As part of the ICT specialism task it is expected that students will incorporate a 2-3 minute presentation, supported by digital media, into their interview to showcase those skills described in Module 2 (P. 28 – P. 32) of the revised module descriptors. The presentation should relate to one or more aspects of the task that the student has completed as part of the *ICT Vocational Specialism*. A folder for the task should still be presented separately.

Marks for the digital presentation will be awarded under the headings of *Evidence of Integration of Mathematics and of ICT* and *Effectiveness of Communication and Presentation* on the Marking Scheme for the Vocational Education Task. The five marks allocated for ICT integration will now be awarded for the presentation. Five marks will also be available under the heading of *Effectiveness of Communication and Presentation.*

February 2022

Students Task

Definition

A practical activity by which learning is applied to…

Types of Tasks for general education, vocational education & vocational preparation

- **Development** of a product/artefact
- **Investigation** of an issue/topic
- **Staging** of an event
- A **performance** group or individual
- **Provision** of a service

Purpose: Vehicle for **curriculum integration** of as many courses as possible

Task Criteria

Substantial piece of work

10 hours activity per student excluding the report

- Individual task or group task

- Individual report on each task

- Relevant

- Achievable within the time frame

Assessment Criteria for Task Report

1. Title

2. Statement of Aim

3. Action Plan

4. Research Activities Undertaken (i.e. what methods)

5. Execution of the Task

6. Presentation and Analysis of Findings

7. Statement of Learning Outcomes (conclusions)

8. Evaluation of the Student's own contribution

9. Integration across the Curriculum

Assessment of Tasks

Requirements

- Evidence of task **completion**

- Individual task **report**

- Individual presentation of task at **interview** with external examiner appointed by the SEC

NB – ALL teachers play a role in preparing students for their interview through effective and differentiated oral questioning in class throughout the entire year.
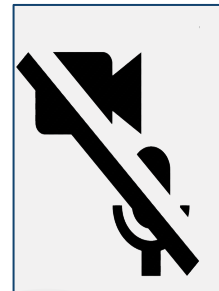
Programme Statement pg 7

Outline of Student Tasks - Part 1 Frequently Asked Questions pg 23

Outline of Student Tasks - Part 2 Task Specifications pg 33

Outline of Student Tasks - Part 3 The Five Stages of the Student Task Process pg 61
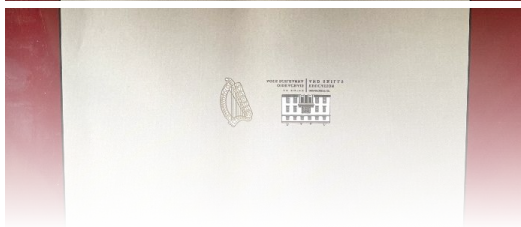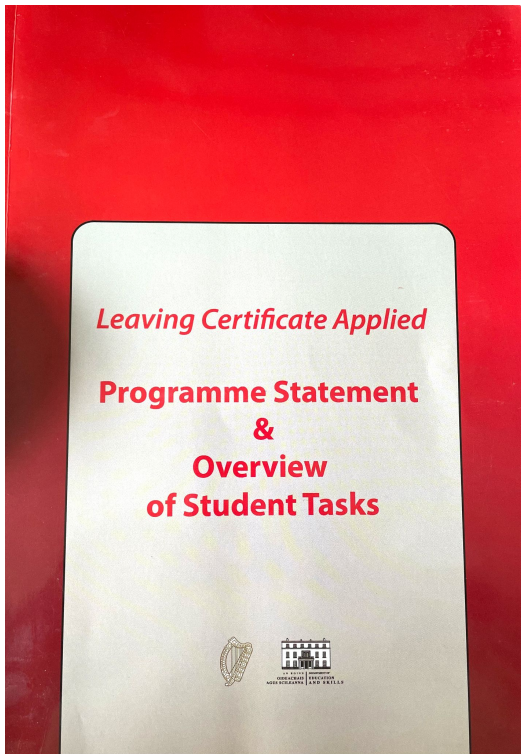
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Ghairmiúi do Mhúinteoirí

An Roinn Oideachais
Department of Education

End of Session 1

Break

Session 2

Programme Statement Feedback

Please unmute your microphone or

share in the chat

your key takeaways

from your reading.

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Student-centred Learning

What are the characteristics of student-centred learning in your LCA classroom?
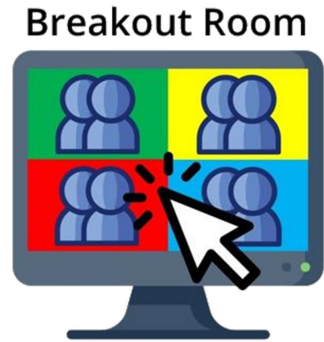
Student-Centred Learning

Lea, Stephenson and Troy (2003:244) suggest that student-centred learning is recognised by the following characteristics:

The reliance on active rather than passive learning
An interdependence between teacher and learner

An emphasis on deep learning and understanding
A mutual respect within the learner and teacher relationship

increased responsibility and accountability on the part of the student
and a reflexive approach to the teaching and learning process on the part of both teacher and learner'

An increased sense of autonomy in the learner

Student-Centered Learning

Positive Relationships
Foundational Needs Met
Positive Identity
Student Ownership & Agency
Real-World Relevant
Competency-Based
Anytime, Anywhere

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Five Stages of Student Task

1. Selecting/planning

2. Implementing

3. Recording & Cross-curricular applications

4. Reviewing & Evaluating

5. Presenting/communicating
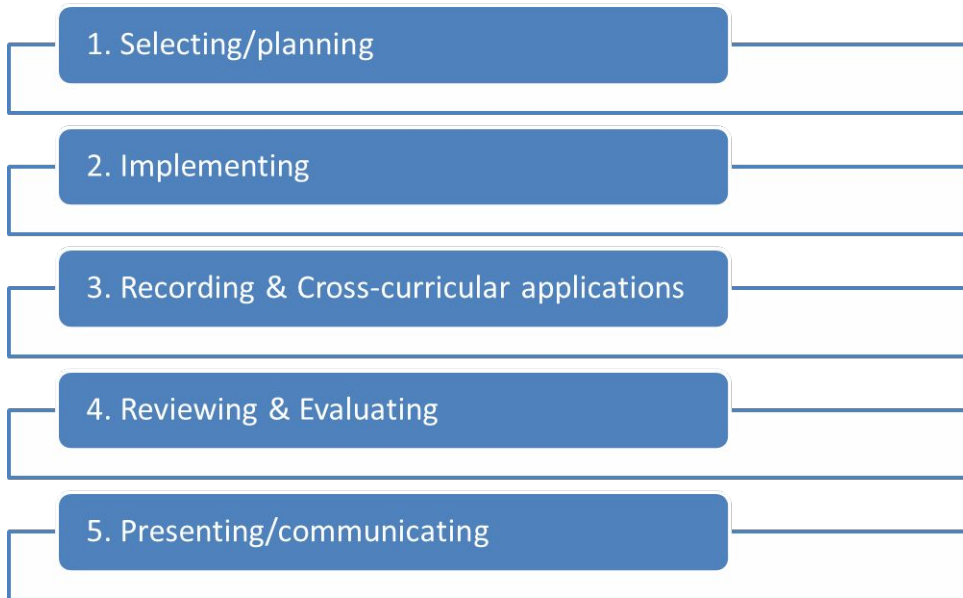
1. Selecting/planning

Student is actively involved in selecting the Student Task and content of task must be of interest to him/her

Whatever the student proposes to undertake should be within their ability range and time allocated

Appropriate in the context of the modular descriptor

Originality should be encouraged at all times.

(*Programme Statement & Outline of Student Task*, 2000, 62-66)

2. Implementing

Individual

Methodology

Roles

Team Work

Co-operative learning

Data gathering

Investigation

Group

Methodology

Data gathering

Investigation

Sole responsibility

All tasks could be either individual or group with the exception of practical achievement, personal reflection and career investigation which must be carried out individually.

3. Recording and Cross-curricular Planning

Keep a record/log of student progress

Appropriate evidence of research and evidence gathered

Cross-curricular links must be meaningful and relevant

Mathematical Applications and information Technology are mandatory areas of cross-curricular application in the Vocational Education Tasks

4. Reviewing and Evaluating

Task Process

Conclusions linked to initial aims

Analysis of findings

Conclusions

Strengths/weaknesses

Suggestions for improvement.

Formative assessment - feed forward rather than feedback

Self Evaluation

Lessons learned about one self

Skills and attitudes development

Lessons for the future

5. Presenting/Communicating

The report should be concise and focused and sequential

Opportunity for creativity in format and illustration

Interview provides an opportunity to students to improve their marks.

Reminder for the ICT Specialism students will be required to make a 2-3 minute presentation at the start of the interview.

Key documents and resources

LCA Programme statement and Outline of Student Tasks

LCA Chief Examiners Report 2014

LCA Module Descriptors

State Exams Commission

Department of Education

LCA Handbook

PDST and LCA

PDST Active Learning Toolkit

Scoilnet

Photo by Basil James on Unsplash

General Points Regarding Assessment

Exam numbers should be on each task

Task must be available at beginning of examination period

Student(s) available to meet with the examiner irrespective of work experience/other activities

Task must be kept in school until appeals period is complete

Recommendations

LCA Chief Examiners Report 2014

- For full details go to www.examinations.ie

LCA Inspectors Recommendations

- PDF available @ www.pdst.ie/lca

Key Questions for Task Interview

How do you prepare students for an effective interview?

What do you believe is the success criteria for an effective task interview?

Photo by LinkedIn Sales Solutions on Unsplash

Guidance on Task Interview

The purpose of the task interview is to assess the students ability to communicate what is in the report

Communication skills need to be built into all pedagogical practices throughout the LCA programme and right through the task process

Opportunities should be given to students to discuss their progress and their individual contribution in group tasks throughout the task process

VOCATIONAL EDUCATION TASK

TASK TYPE

- 1.Making a product
- 2. Investigation
- 3.Providing a
service/staging
an event.
First task – Session 2
Second task - Session 3

TASK CRITERIA

- 10 Hours work .Must have clearly defined aims. Must have 2 sources of research)
- Action Plan (Brief plan of what you will do over weeks of task)
- Execution of task(Everything you did during the task,)
- Evaluation
- Safety and health
- Conclusion
- Acknowledgements(See sample outline)

MARKING CRITERIA

⊙ **Clarity of purpose (**3 Aims)-10 Marks

⊙ **Research & Planning** (Info from 2 sources -internet/books, costing ,photographs, list of materials, drawings ,action plan etc.) - 10 marks

⊙ **Carrying out of task** (identify 4 key skills, health and safety/quality control) - 20 marks

⊙ **Meeting the brief** (quality of finish on product and suitability for purpose-must match aims) - 20 marks

MARKING CRITERIA

- **Creativity/Originality** (candidates own work, own design, aesthetic considerations) - 10 mark

- **Self-evaluation and product evaluation** (evaluation of own role, skills, difficulties and evaluation of product-2 critical points by candidate) - 10 Marks

- **Evidence of cross-curricular links** (IT-font size, colour, images, Maths-addition, subtraction and division and English) - 10 marks

MARKING CRIRERIA

⦿ **Effectiveness of communication (**written-neat, legible, and oral- oral skills, fluent and coherent)- 10 Marks

TASK INTERVIEW

- Be clear about where you investigated your ideas, what skills were needed etc.
- Have a sample of your product to the interview.
- Be able to describe how you made your product , cost of the product and compared it to commercial equivalent.
- Be able to evaluate your product effectively-what went well, what you would do differently.
- Know the subjects which you integrated with your task eg. IT, Art, English, Maths
- BE CONFIDENT-SELL YOURSELF AND YOUR PRODUCT. BE PROUD OF YOUR WORK!!!!!!

Task Checklist

All the **bold** print type as headings

Cover page (font, centering, clipart, border)

Contents (write all the headings on this page but no numbers)

Introduction (why, start date, finish date).

Aims
Group aim (who to, why, what).
My Aim (I will do).

Planning

Survey (survey, results, what you learned from it).

List of all the jobs (include here who is to decide on the charity).

List of all of the cakes (why we did not choose certain things).

My list of things to do.

Material(s) I can use(books, internet).

My choice of product and why.

Cutting List.

Equipment list.

Maths page.

Evaluation of practice.

Problems we found and what we did about them.

Problems I found and what I did about them.

Write up on the extra job you had to do for the planning.

Carrying out the task

Description of what we did.

Description of what I did.

Photos and captions.

Problems we found and what we did about them.

Health and safety.

Evaluation

Group evaluations (tell here how much we made).

My evaluation (tell here how much I made).

How well did I do.

2 things I learned about myself.

2 things I did well.

2 things I did not do well.

2 things I would do differently next time.

Integration (explain how you included Maths, I.T. etc.

Acknowledgements

The Folder

- Clarity of purpose   10
- Research & planning   10
- Execution of task   20
- Meeting the brief   20
- Creativity / originality   10
- Self + product evaluation   10
- Cross curricular   10
- Communication (written + oral)   10

Task Ideas

Investigations
- Tourist accommodation locally
- Mental Health services for young people in my area
- Tourist attractions locally
- Ethnic cuisine
- Planning a holiday
- Comparison of a hotel and guesthouse in terms of facilities and cost

Task Ideas

Services

- Provision of a meal for teachers – BBQ, Breakfast, Lunch
- Working for a day with meals on wheels
- Hosting a party for people with SEN or children from primary school
- Catering for graduations or other school events

Products

- Christmas food
- Preserves
- Valentine biscuits

GROUP TASK

- Students must have plenty of their own jobs within the group task. eg. Teachers meal-student doing starters. Small group would be recommended rather than large groups. Tasks should have own personal input rather than a group template.(show creativity)

- When writing up the report include: My aims , /Group aims, My execution of task/ Group execution of task, My evaluation/Group evaluation.

- Students must be able to talk about all of their own jobs at interview and give an overview of the whole group task.

RECIPE FOR SUCCESS

- Choose a product/event/investigation that really interests your students.

- Invest time in research and include 2 sources.

- Work on the written report in conjunction with making the product or carrying out the event.

- Engage a meaningful integration with Maths and other subjects.

- Include self evaluation AND product evaluation.

CHIEF EXAMINERS REPORT 2016

- ⊙ A product must be available for examination at interview. The product/event must be relevant to the task.
- ⊙ Maths must be evident in the research (division , subtraction)
- ⊙ Self evaluation and product evaluation must be detailed and also analysis of findings(Investigation)
- ⊙ Reports were sometimes not of the same standard as the product.
- ⊙ Cross curricular applications must be detailed and from a number of subjects.
- ⊙ Health and safety must be outlined when completing a product.
- ⊙ The research could be improved in most tasks.

CREDIT ALLOCATION

⦿ 10 Credits : Clearly defined aims(3)

⦿ High level of planning

⦿ Clear evidence of research(2 sources)

⦿ Student produced a high quality product

⦿ Student demonstrated creativity(own designs)

⦿ Quality evaluation of the product and of self

⦿ Evidence of cross curricular learning

⦿ Well structured report with clarity of expression

⦿ Demonstrated a very high level of communication skills (Mock interviews in advance)

1-2 CREDITS

- Poor explanation of why task was chosen
- Poor or incomplete record of why task was chosen
- Little evidence of students ability to plan and organise
- Produced a task of poor quality
- Little evidence of evaluation
- No evidence of integration
- Poor communication skills

BREAKOUT ROOM

Lets take 15 minutes to discuss possible task ideas in our own subject area.

DANKE!
THANK YOU!
MERCI!
GRAZIE!
GRACIAS!
DANK JE WEL!
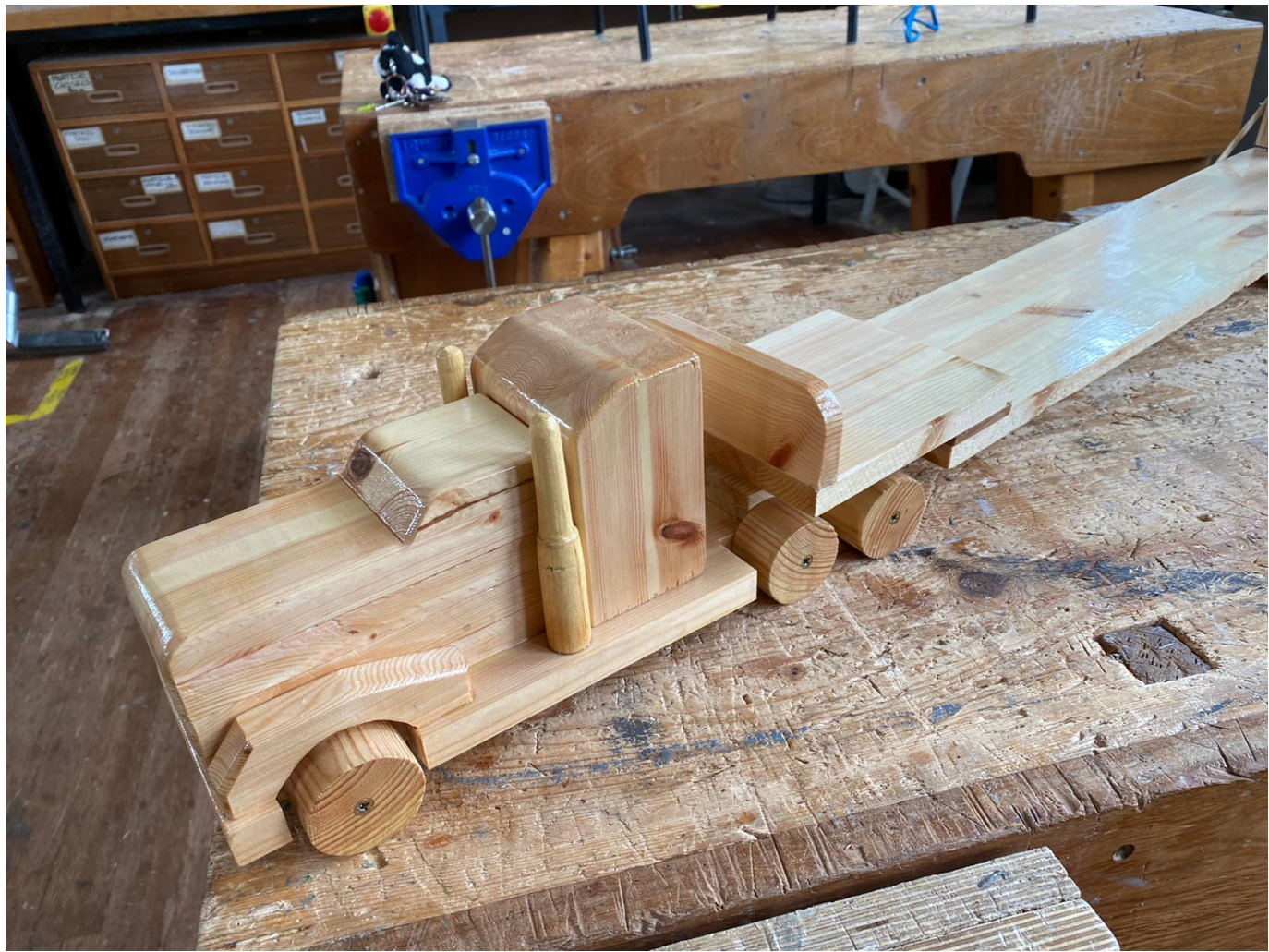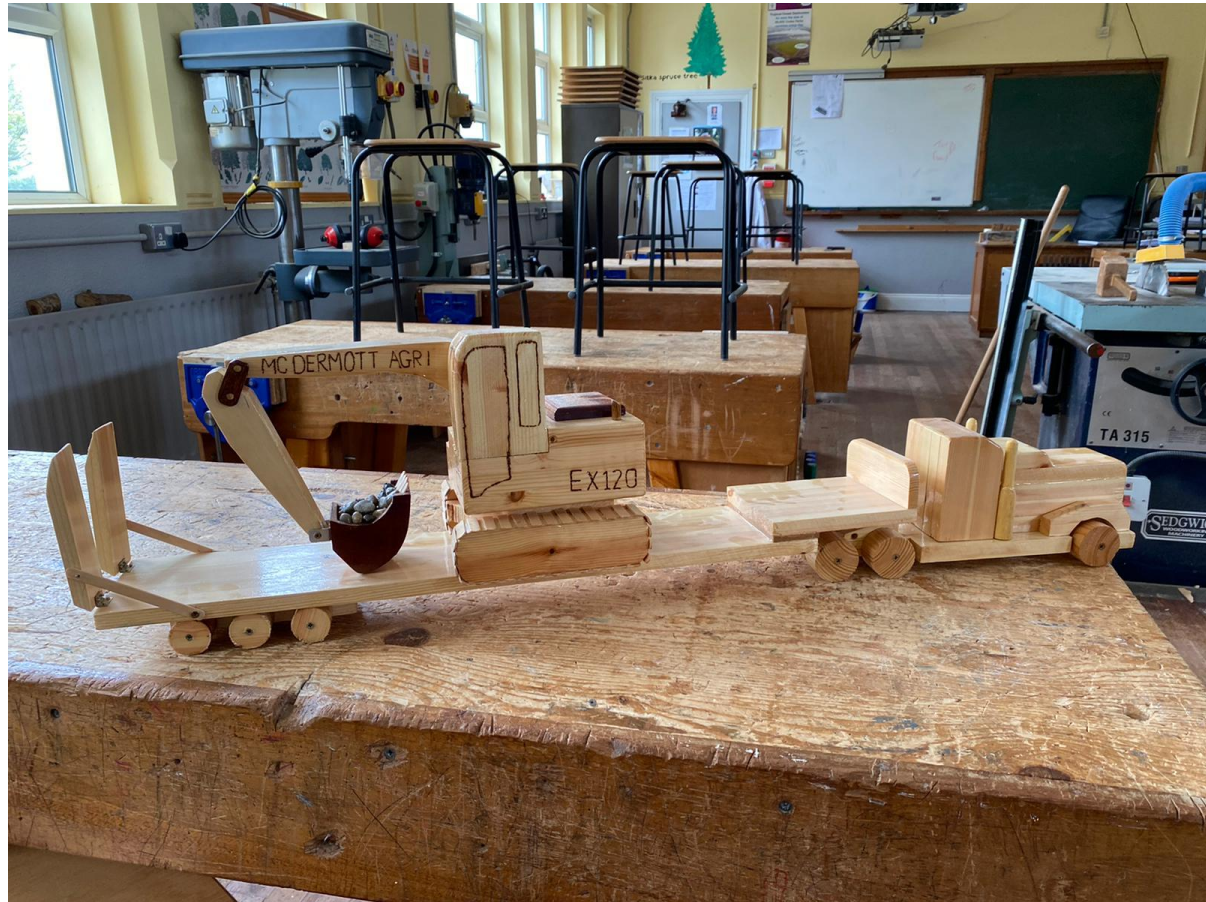
Carndonagh
Community School

Materials Technology
(Wood)

1st Year Workbook

Leaving cert applied

Engineering Project
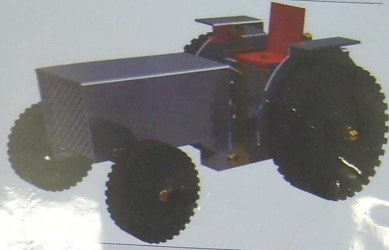
Jonathan Quigley

Exam Number:

Session 3

Question Time

Using the "comment" function let us know if there are any questions that you feel are still unanswered for you.

An tSeirbhís um Fhorbairt Ghairmiúil do Mhúinteoirí

A. Cover

Name of Task

B.

Contents

C. Optional

Introduction

D. (Teamwork ≥ 2)

Group Aims

Clear and relevant

10%

My Aims

Clear and relevant

E. Evidence of Planning

My Action Plan

*Include **when** and **how** it is to be carried out, alternative solutions, sequencing, financial costings, etc.*

10%

F. Evidence of Research

LIST

My Research

*List **where** and **how** the information is accessed. Background research, information gathering techniques used, sources of information **credited,** skill assessment (own and group if applicable), resource assessment to include equipment, tools, designs, drawings, etc.*

G. How Task Went (maybe video it/photo it)

20%

How I Carried Out My Task

Description of all activities undertaken with evidence to support. Application of skills, use of tools and materials, skills appropriate to the task, quality control measures, implementation of Health & Safety practices, etc.

Sample of One Day (Date)
- What I did
- Went Well
- Problems
- Solutions

H. My Conclusions v My Aims

Suitability of Purpose

Choice of technique, materials used, equipment used, etc., related to the purpose of the product, etc.

10%

Meeting the Brief

*Evaluation of **product/production** with reference to stated aims, **quality** of product/production, finish of product, visual quality, etc.*

10%

I.

Product Evaluation

*Evaluation of **product/production** by candidate with proposals for modification of product, if applicable.*

5%

Self-Evaluation

*Evaluation of **own role,** knowledge of self (skills/attitudes developed), difficulties encountered and lessons learned about self for the future, etc.*

5%

J.

Cross-Curricular Links

Extent, quality and relevance of integration. Must include courses task is based in. Eg. Voc. Ed. - Maths and I.T. Voc. Prep. - English & Communications

10%

CREATIVITY -
ORIGINALITY -
INNOVATION -

10%

Candidates own work, selective use of commercial design (sources credited), evidence of original input by way of development / interpretation.
Aesthetic considerations - presentation, design, colour, visual appeal, etc
Own design/composition, inventiveness, resourcefulness, etc

PRESENTATION → NEAT
READABLE
COMMUNICATION → INTERVIEW → +/- 20%

8%

WRITTEN: format, layout, neatness, legibility, clarity/organisation, use, appropriateness and quality of illustrative material, table of contents, etc
ORAL: command of material, ability to convey ideas, clarity, fluency and coherence, etc
(Maximum of 8 points awarded prior to interview)

A. Cover
Name of Task

B.
Contents

C. Optional
Introduction

D. (Teamwork ≥ 2)
Group Aims 10% **My Aims**

E. Evidence of Planning
My Action Plan

*Include **when** and **how** it is to be carried out.Business plan **or** action plan (time plan) with projections.*

20%

F. Evidence of Research
LIST
My Research

*List **where** and **how** the information is accessed. Evidence of background research (primary/desk), sources of information **credited**, identifying target group, skill assessment, (own & group if applicable), resource assessment, market research, alternatives considered, information gathering techniques used, (letters, questionnaire [blank], etc).*

G. How Task Went (maybe video it/photo it)
How I Carried Out My Task

20%

*Description of activity **(service/event)**, description of own/group/outside agency involvement/role, resources used (people, equipment, finance, etc), problems encountered if any, adaptation of plans if required, quality control measures, implementation of Health & Safety practices, evidence of involvement in the task (photographs, video extracts, completed questionnaires, responses to letters sent, etc)*

H. My Conclusions v My Aims
Presentation & Analysis of Findings

10%

*Summary of findings about Event/Service. Were all aims achieved and outcomes explained. Methods used to measure outcomes/success, analysis and evaluation of the process leading to **own** conclusions which **must relate back to the original aims).** Strengths, weaknesses, suggestions for improvements to the task.*

I.
Self-Evaluation

10%

*Evaluation of **own role**, knowledge of self (skills/ attitudes developed, difficulties encountered and lessons learned about self for the future).*
2 distinct points learned and explained about personal development having completed the task.

J.
Cross-Curricular Applications & Integration

10%

Extent, quality and relevance of cross-curricular applications, coherence of integration. (VPG / English and Communication / one other eg. IT, Art, etc) For Vocational Education it must include:
1) IT 2) Maths.
(4 marks + 3 marks + 3 marks - quality and relevance assessed)

CREATIVITY - ORIGINALITY - INNOVATION -

10%

demonstrated in the selection and organisation of the task. Evidence of primary research, candidates **own** work, evidence of original input, selective use of transcription, graphics, etc, sources credited. Resourcefulness

PRESENTATION

COMMUNICATION

8%

NEAT READABLE INTERVIEW → +/- 20%

WRITTEN: format, layout, neatness, legibility, clarity/ organisation, use, appropriateness and quality of illustrative material, table of contents, etc
ORAL: command of material, ability to convey ideas, clarity, fluency and coherence, etc (Maximum of 8 points awarded prior to interview)

INVESTIGATION TASK REPORT - *SAMPLE LAYOUT*

A. Cover

Name of Task

B.

Contents

C. Optional

Introduction

D. (Teamwork ≥ 2)

Group Aims

Clear and relevant

10%

My Aims

Clear and relevant

E. Evidence of Planning

My Action Plan

*Include **when** and **how** it is to be carried out. Action plan setting time scales, sequencing checklists of resources, etc. Alternative solutions, techniques, evaluation, etc.*

20%

F. Evidence of Research

LIST

My Research

List **where** and **how** the information is accessed.
*Evidence of research (primary/desk), information gathering techniques used, (letters, interview questions, questionnaire [blank]), sources of information **credited.***

G. How Task Went (maybe video it/photo it)

How I Carried Out My Task

*Description of all activities undertaken with evidence to support.
Description of methodology used - techniques and procedures employed including copies of completed questionnaires, photos, interviews, maps, models, etc.
Use and organisation of information, accuracy and relevance of information, etc.*

20%

Sample of One Day (Date)
- What I did
- Went Well
- Problems
- Solutions

H. My Conclusions v My Aims

Presentation & Analysis of Findings

*Summary of findings about Investifation.
Were all aims achieved and outcomes explained.
Interpretation, analysis and evaluation of findings/outcomes of the investigation leading to **own** conclusions with reference to the stated aims. Knowledge and understanding of concepts involved.*
(Must refer own conclusions back to the original aims).

10%

I.

Self-Evaluation

*Evaluation of **own role**, knowledge of self (skills/attitudes developed, difficulties encountered lessons learned about self for the future).*
2 distinct points learned and explained about personal development having completed the task.

10%

J.

Cross-Curricular Applications & Integration

For Vocational Education it must include:
1) IT 2) Maths.

10%

CREATIVITY -
ORIGINALITY -
INNOVATION -

Candidates own work, written in own words, evidence of original input by way of primary research, selective use of transcriptions/published materials, graphics, etc (sources must be credited). Aesthetic considerations - presentation, illustrations, etc

10%

PRESENTATION → **NEAT**
READABLE
COMMUNICATION → **INTERVIEW** → **+ / - 20%**

8%

Written: format, layout, neatness, legibility, clarity/organisation, use, appropriateness and quality of illustrative material, table of contents, etc AND Oral: command of material, ability to convey ideas, clarity, fluency and coherence, etc (Maximum of 8 points awarded prior to interview)

PDST

Professional Development Service for Teachers | An tSeirbhís um Fhorbairt Ghairmiúil do Mhúinteoirí

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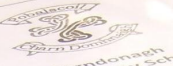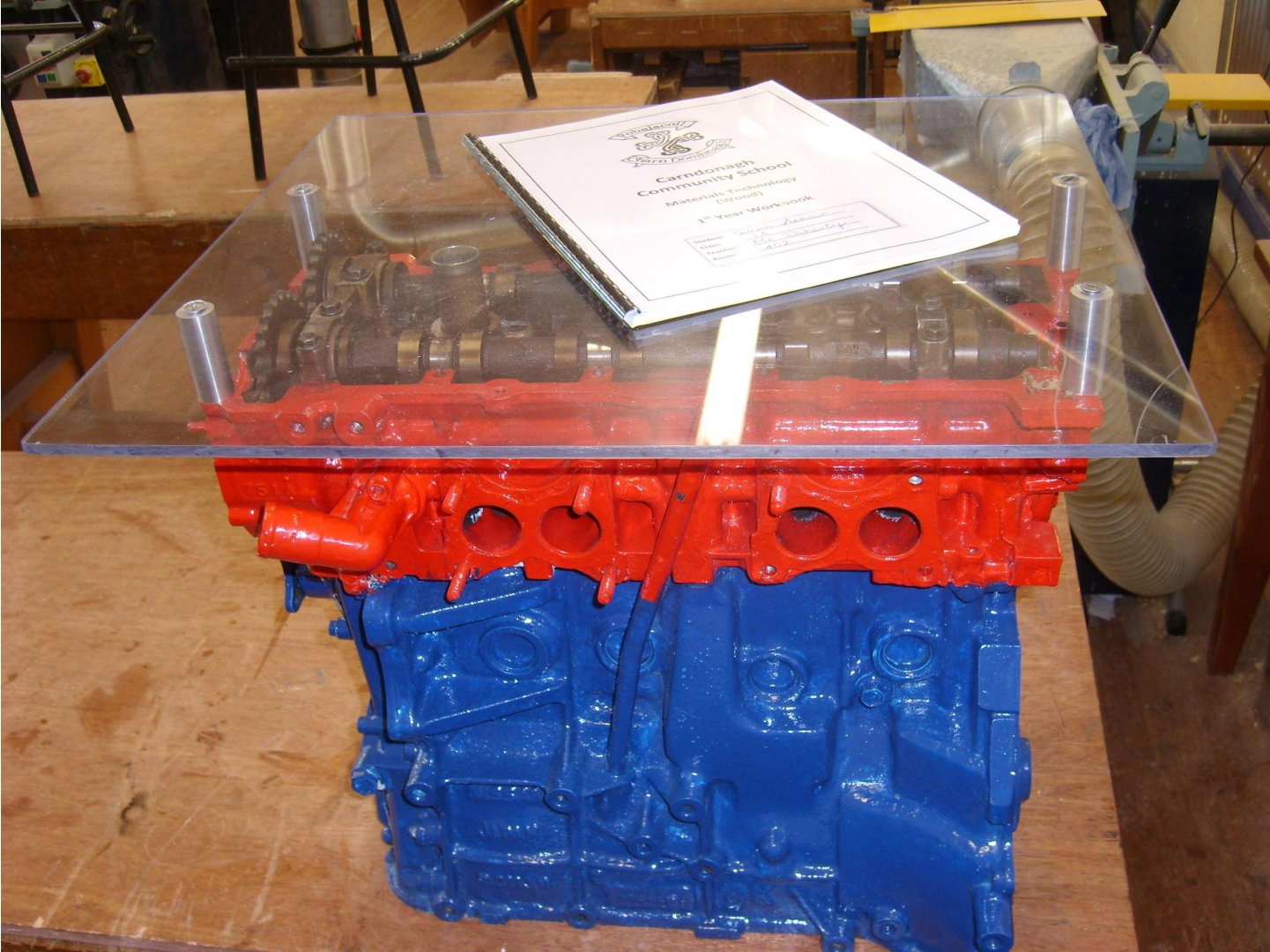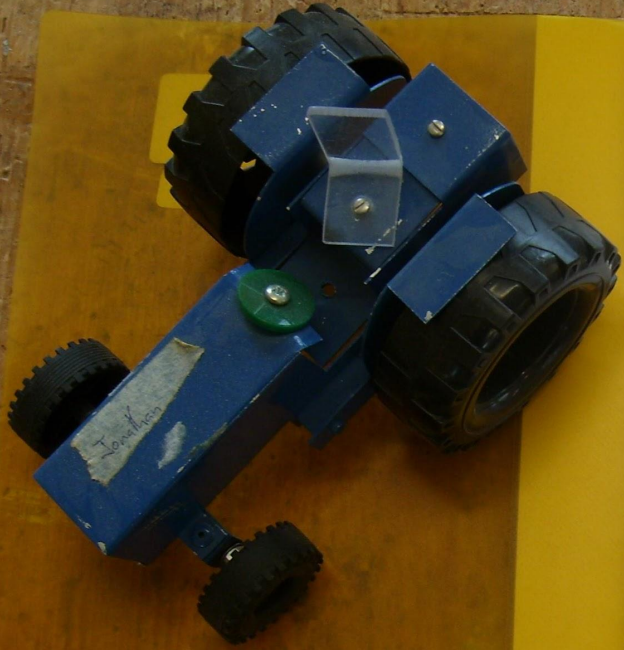
An Roinn Oideachais
Department of Education

End of Seminar