



Leaving Certificate Economics

Introduction to Economics Seminar

Day 4 Support Materials



Professional Development
Service for Teachers

An tSeirbhís um Fhorbairt
Ghairmiúil do Mhúinteoirí

pdst.ie  

 @PDST_Economics

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Session 1

09:30 - 11:00

INTRODUCTION

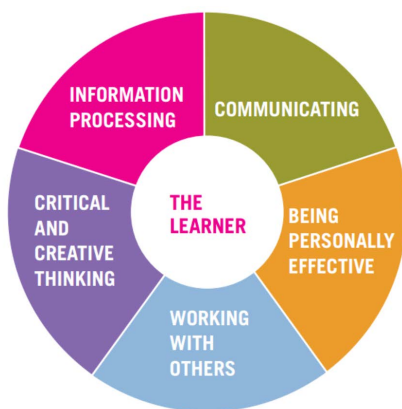
The digital version of this booklet contains links to the support materials featured in this seminar and a range of other useful resources.

Introduction to Economics Day 4- Padlet Wall

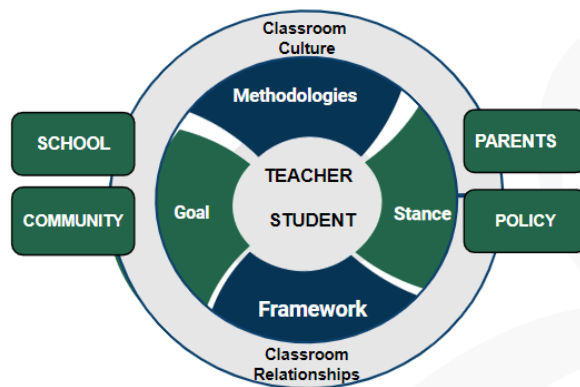
KEY MESSAGES

- Economics is a subject for all and through its exploration students will be prepared and empowered to contribute to society and meet future challenges with confidence.
- Strand 1 is a unifying strand, the themes of which permeate all strands of the Specification and will be progressively developed over the course of senior cycle.
- The inquiry-based approach to teaching and learning cultivates students' critical thinking skills in Economics by encouraging them to ask questions relating to the world around them and apply their learning in differentiated, collaborative, creative and innovative ways.

Thinking about a contentious issue in the Economics classroom



Senior Cycle Key Skills



Adapted from Emerson, Lesley (2010)

Thinking about a contentious issue in the Economics classroom

Q1. What does the Lesley Emerson model on the previous page say to you about tackling contentious issues in the economics classroom?

Q2. How are the senior cycle skills aligned with this graphic?

Q3. How do you currently approach contentious / contemporary issues in your classroom?

Q4. How do you frame/prepare an issue?

Q5. How do you question students and facilitate feedback on contentious issues?

Adapted from Emerson, Lesley (2010)

Thinking about contentious issues in the Economics classroom

Thinking about the issue



- What is a contentious issue in economics?
- Why should we support our students in learning about these issues?
- What stance should a teacher take on these issues?
- What is the goal to be reached?
- What is the best way to frame a contentious issue?
- What methodologies work best when approaching these issues?
- How does discussing contentious issues develop senior cycle skills?

Contentious Issue toolkit



- How will I raise awareness of the issue? Newspaper, podcast, video, picture?
- How should the issue be framed?
- Have questions been framed to reflect a structural focus (non-personal)?
- How will I encourage discussion?
- How will I facilitate debate?
- How will I develop critical thinking?

Putting it all together



- Have I planned carefully?
- What responses can I expect from the students?
- How will I ensure students are exposed to multiple perspectives?
- Am I building on the key skills in senior cycle?
- Am I promoting active student involvement?
- Am I providing time for individual student evaluation & reflection?

Thinking about a contentious issue in the Economics classroom

Q1. What is the overall aim for teaching a particular contentious issue?

Q2. What is the goal / value in looking at the particular issue?

Q3. What stance / position can the teacher take on the issue to protect both themselves and the student?
Neutral, Declare your view, Devils advocate, Official view, Ally?

Q4. What suitable methodologies may be used in the classroom?

Q5. How will reflection on and in learning take place?

The Process of approaching a contentious issue in the Economics classroom: Planning

Basic income for all: Has the Covid crisis given us a new economic model?

Programme for Government promises trial of universal basic income in next five years



istock

David Gorman - The Irish Times - accessed on 8/12/22
Sat Nov 28 2020 - 06:00

The Green Party proposes a system of UBI in Ireland for all citizens in 2024, pending a successful trial. Photograph: Getty

The concept of a universal basic income has already been suggested for arts workers hit by the pandemic, but what if there was a constant security and safety net for all, a payment always delivered to all citizens with no strings attached?

The idea was first floated by Thomas More in Utopia in 1516, is now being advocated by Pope Francis and President Michael D Higgins and is being considered by governments across the world. The basic income guarantee is frequently referred to as universal basic income (UBI).

UBI is a periodic payment paid at regular intervals as a cash payment without conditions, allowing those who receive it to decide what to spend it on. It is paid individually without a means test and is unconditional – without a requirement to work or demonstrate a willingness to work. In Ireland, the Green Party fought for a trial run for UBI to be included in the Programme for Government, and there is to be one at some stage over the next five years.

UBI would be given to each recipient from birth or point of residency, from 'cradle to grave', with the amount given to those under 26 years of age varied depending on wages. Among its most ardent supporters is Green Party Dublin Central TD Neasa Hourigan, co-author of the party's policy. The Green Party proposes a system of UBI in Ireland for all citizens in 2024, pending a successful trial. She envisages that the trial in Ireland will take between 18 and 20 months to plan and that the trial itself would run for two to three years.

"A basic provision of economic resources would address poverty and economic inequality even though it doesn't promise to eradicate either," Hourigan says. She says that in Ireland we already recognise payments like these – child benefit and state pension – but UBI would close the gap between the two. "I am particularly wedded to UBI because it would have the greatest uplift for people on the margins of existing social welfare bands. The lowest income families should already be within the support network but those in part-time employment often find themselves just outside State help. UBI would address that and be particularly important for women and those who care."

"[UBI is] a big idea but a transformative idea, in the way bringing in an old-age pension would have been seen as radical more than 100 years ago," says Bobby Lambert, joint co-ordinator of Basic Income Ireland, a campaign group for UBI in Ireland. Lambert would rather the Irish trial did not focus on a group like the unemployed and rather a more general group of people, preferably a geographical area. To pay every resident in Ireland the basic income would cost an estimated €6.5 billion per annum.

Some taxes suggested to raise for money for UBI in the Green Party policy include pension funds, site value tax, speculative transaction tax and stamp duty for property trades that are not the principal private residence. UBI would be given to each recipient from birth or point of residency, from “cradle to grave”, with the amount given to those under 26 years of age varied depending on wages – in a similar way to how social welfare exists today – with a set rate given to all adults over 26. Children under 18-years-old would receive €32.31 per week, according to the Green Party plan, with €112.70 for 18 to 21-year-olds, €157.80 for 21 to 25-year-olds and €203 for adults over 26 years old.

UBI is not without its critics. Laura Bambrick, the head of social policy and employment affairs at the Irish Congress of Trade Unions, finds the idea of replacing existing welfare safety nets concerning. The money needed to pay adequate UBI, she says, “would be better spent on reforming social protection systems and building better quality public services”.

Our welfare system is complex precisely because the root causes of poverty are complex,” Bambrick says. “A one-size-fits-all payment will hurt those with the greatest risk of poverty.” She believes that no UBI payment would work as well as an average European welfare system for the most vulnerable people. And she contends that providing welfare top-up’s on top of UBI, as advocated by some proponents of this system, would end up being far too costly. “[It] would make for a uniquely Irish UBI, and I look forward to seeing their maths.” Hourigan says that the difference between the current welfare rates and UBI will be made up by further State payments.

Welfare and efficient use of resources also concerns Ian Goldin, Professor of Globalisation and Development at Oxford University, who has spoken against UBI in the past.

He says that if you gave everyone half the minimum wage in Ireland, it would be bigger than the budget of all social welfare. He points out that UBI is favoured by tech billionaires and right-wing libertarians as well as left-wing progressives, and it may be used by the rich to normalise the automation of employment and abolish existing welfare supports.

“It’s giving everyone a low amount of money and we will give unemployed people less than they need and unnecessarily so. That is not the answer to either poverty inequality or the future of work.”

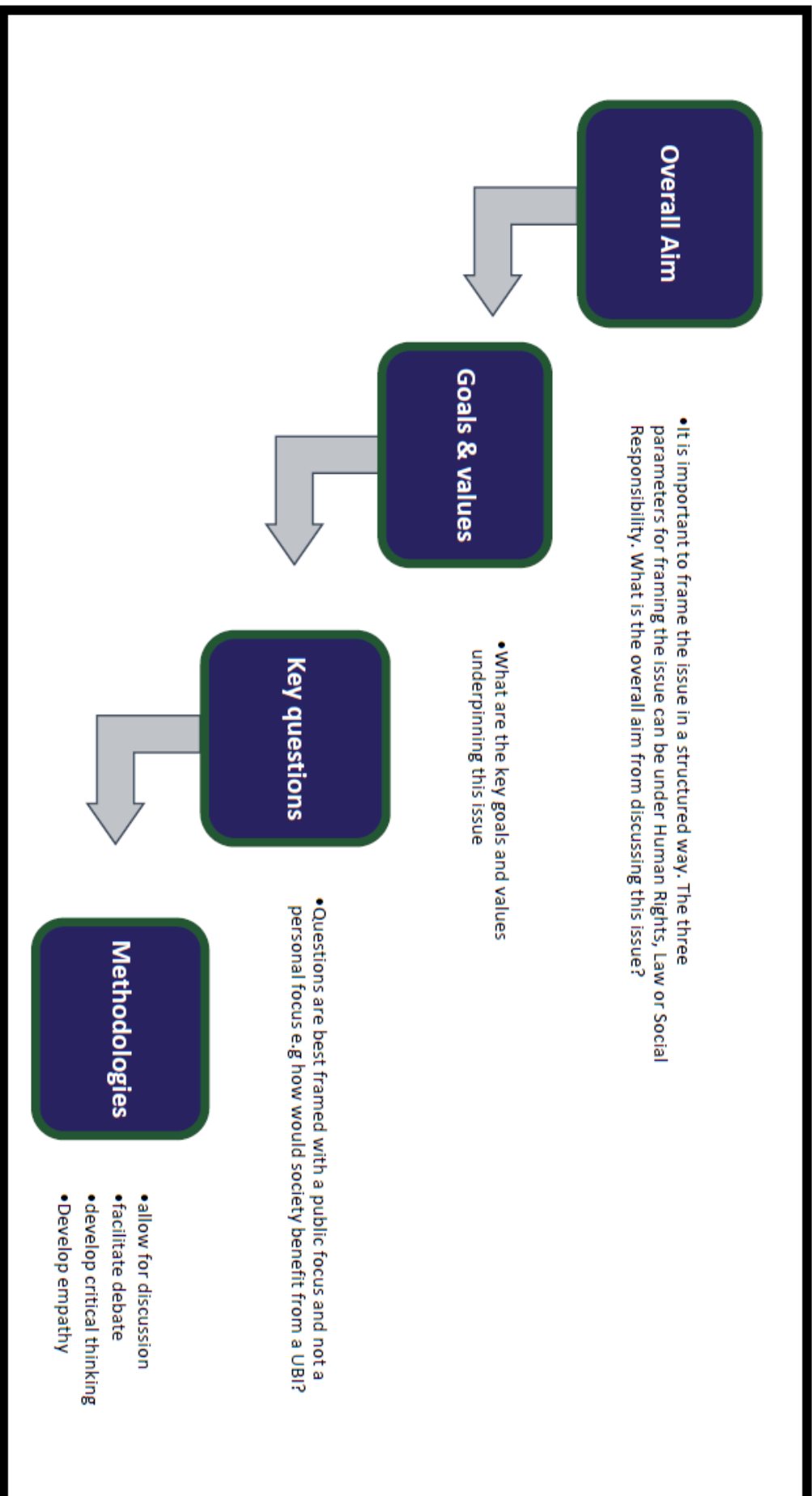
Goldin also takes issue at the universality of UBI, saying it is a waste of needed funds to give the income to the wealthy. He says that societal safety nets and raising the wage of low-paid and vulnerable workers through the current system would be a more worthy use of resources.

UBI is not going to solve the housing crisis. But it is part of a general investment for a better and fairer society’ The other issue frequently brought up by critics of UBI is the danger that an unconditional payment would disincentivise work, even though the trials done so far suggest that payments have little effect on employment. Danny McCoy, chief executive of the Irish Business and Employers Confederation (Ibec), says UBI would “undermine our current active labour market policies” which would “result in labour supply challenges and could diminish overall labour cost competitiveness in the economy”.

He says that Ibec remains open to debate on the merits of UBI and research that indicates it could be positive for entrepreneurship. On that point, Lambert highlights a UBI project in Namibia, which found it helped local business as they had the financial security to work on business ideas.

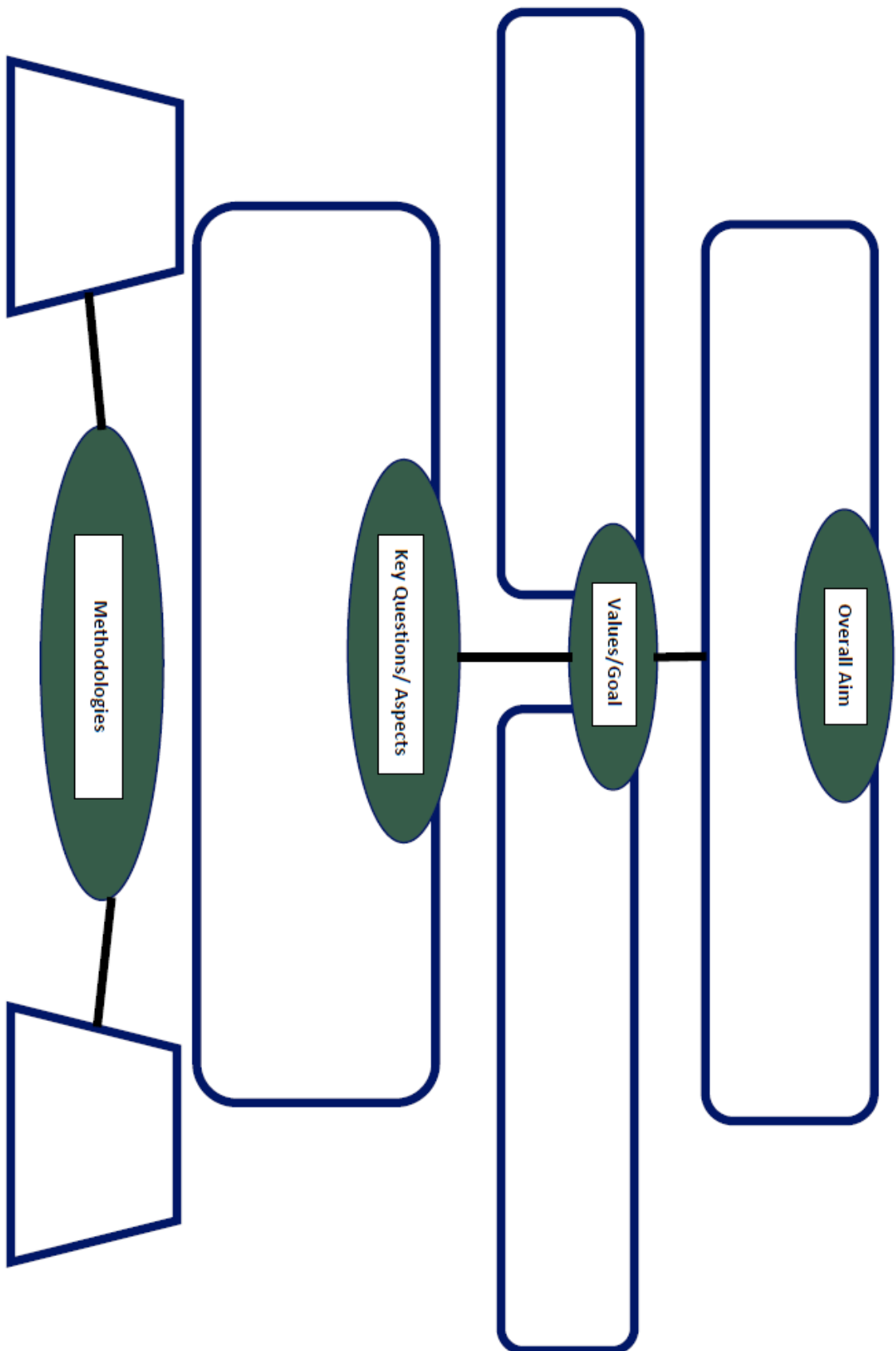
Hourigan says that Covid-19 has changed the discussion and been valuable to the UBI debate. “There has always been a real resistance to the idea that our current tax system and economic models could support such a payment. The Covid-19 crisis has refocused the minds of many towards the well-being of communities.

Planning a unit of work when tackling contentious issues



Unit of Work

Issue: Universal Basic Income



The Process of approaching a contentious issue in the Economics classroom: Methodology and Student Reflection

Methodology- Other Peoples Shoes – Group Activity.

Purpose: To enable students to view and discuss an issue from different perspectives.

This is a collaborative activity and could be adapted for blended learning using an interactive white board like Jamboard/ shared drive etc. (This type of activity could be useful towards the end of studying an issue after other stimuli and information has been given to frame the particular issue).

This activity enables students to reflect on different perspectives before developing their own opinions and can also be used as formative assessment through verbal and written feedback as well as effective questioning. (Framing questions with a public focus)

Task: Divide the class into groups of four/five and give each group a different scenario/individual situation. As a group they must visualise being in that person's situation and discuss the impact that the introduction of a Universal Basic Income could have on each of their particular scenarios/individual cases.

They record the feedback as a group before they are given a different scenario in which they do the same again.

A selection of key questions to consider are presented to each group to assist with this.

Each scenario is displayed on screen at the end of the activity where feedback is recorded from each group. This enables all perspectives to be displayed for the class after discussion has taken place.

Following on from this student will reflect on their learning around this issue based on each scenario below:

Other Peoples Shoes- Scenarios

1. I am a sixty-year-old male working as a full-time sheep farmer in the West of Ireland. I'm living on my own but I am surrounded by family. I own my house, a four-bedroom farm-house. I have noticed that my food bill has been increasing and the price I am getting for my live stock has been decreasing. Farming has become a difficult sector to make a living from even with subsidies and grants with my overall earnings last year just over €16,000. This type of farming is a low margin business to be in now. I do not receive any welfare payments and I survive on the return from the farm. I put in the hours to make sure I can survive and earn an income. Minimum wage laws do not apply to me.



2. I am a stay at home mum and I care for my three young children aged between 2-9 years of age. My husband is a bus driver with a private bus company, earning €21 p/h and generally works a thirty-hour week. We are paying a mortgage on our four-bedroom detached house in Waterford. As well as my husband's income and child benefit payments we are finding our cost of living increasingly difficult and we worry about our savings for the future. My husband had to avail of the PUP payments this year when his company closed for a period of time. He is back working now and has agreed to take on more hours into 2023.



3. I am a twenty-five-year-old student completing a Masters in engineering in UCD. I have a part-time job working in a busy restaurant in Dublin City to help fund my studies and help pay for my rent. I found the impact of Covid -19 extremely difficult but I did get to avail of the Pandemic Unemployment payment which helped me to survive over the last few months. I am back working now since restrictions were lifted but I really feel under pressure for time as I try to complete my masters.



4. I am a migrant worker working in a meat factory in the midlands earning €12.00 ph. and I do not receive sick pay. I work long hours but I do not receive overtime pay. I find my work physically and psychologically difficult but it is a job and I want to look after my future and that of my family. I dream of owning my own business someday and I would like to complete a part-time training course in Business.



5. I own a flower shop in a bustling town in county Kerry. I am married with two children age 18 and 20. Both of whom will be in college next year which does add a financial pressure. I enjoy running my own business but I have challenges ahead with Brexit and getting access to fresh flowers for each season for my business. This is a supply challenge that I have never had before. I employ two local people and I am proud to be able to do this. I had planned to expand the business last year but the pandemic and the restrictions that came with it meant that I had to close and look after my staff using the wage subsidy scheme. My husband also works part-time in a local hardware shop.



6. I am a single parent, unemployed with four young children living in social housing in the city. I receive jobseekers' allowance of €203 and I get an increase on this for dependent children. I find our standard of living is very low and I cannot afford to pay some of our bills each month. My money goes towards food and clothes for my family. I would love to find work but I cannot afford the childcare and I am not skilled in any particular area.



7. I am a male nurse working in a busy hospital in Dublin. I am two years qualified and I am earning €33,500. I work three twelve hour shifts but I have a long commute as I cannot afford to live in the capital and save money. I love my career and this year has been a challenge mentally but I cannot imagine doing anything else. I would love to save more money or at least have a bigger discretionary budget each week to improve my standard of living but it is not possible. I live with my parents and I contribute financially to them each month also. I know there are worse off than me in society.



8. I am a qualified barrister earning over €180,000 per year. I pay all my taxes under the legal rates and I have three adult children all in university. My wife passed away three years ago so I manage all of our finances individually. I work long hours and I am dedicated to my profession. I have a good standard of living but I work extremely hard for it. I contribute to my local economy as much as possible and I encourage others to do the same.



9. I am a full-time carer for my elderly father as well as a mum of two school going children. I left full-time employment to be able to commit my time to caring and I have no regrets for doing so. However, I am finding it difficult to afford to live. My husband works part-time in a retail business but his earnings are simply too low to cover our basic cost of living. We are hoping he picks up extra hours but this is not a secure situation.



Other Peoples Shoes Activity - Key Questions



Q1. Discuss how a universal basic income would have a positive and/or negative impact on this individual's situation?

Q2. Describe how society may be impacted if this person had a universal basic income?

Q3. Discuss how the economy may be impacted if this person had a universal basic income?

Q4. Consider if a universal basic income would impact a person's supply of labour and/or level of business innovation? Give reasons for your answer

Student Reflection

Issue: Universal Basic Income

Q1. Is there a new knowledge and /or understanding I have gained and why is this knowledge/understanding considered to be important?

Q2. Have I developed a skill through engagement with this issue and how could this skill positively impact on future learning/experience?

Q3. Has my engagement with this issue changed my thinking, behaviour or opinions in any way?

Q4. Has my engagement with this issue raised other/new questions?

Methodology and Student Reflection - prompt questions

Q1. How could this resource be effective for supporting students in appreciating different perspectives around economic, political and social decisions?

Q2. How could this resource be adapted for other issues / uses when supporting independent student learning and the development of senior cycle key skills?

Q3. What other methodologies would you / have you considered useful when dealing with contentious issues in the classroom?

Session 2

11:15 - 13:00

Reports in the Economics Classroom



This model can be used to identify and define unfamiliar concepts and vocabulary. For more information please see the materials available by accessing the following

https://www.nbss.ie/sites/default/files/publications/frayer_model_-_vocabulary_strategy_handout__copy_3.pdf

Below is an example of a template of the Frayer Model

Vocabulary Strategy - Frayer Model

National Behaviour Support Service

Frayer Model

Definition: (in own words)	Characteristics/Facts:
Examples: (from own life)	Non Examples:

Source: National Behaviour Support Service

https://www.nbss.ie/sites/default/files/publications/frayer_model_-_vocabulary_strategy_handout__copy_3.pdf

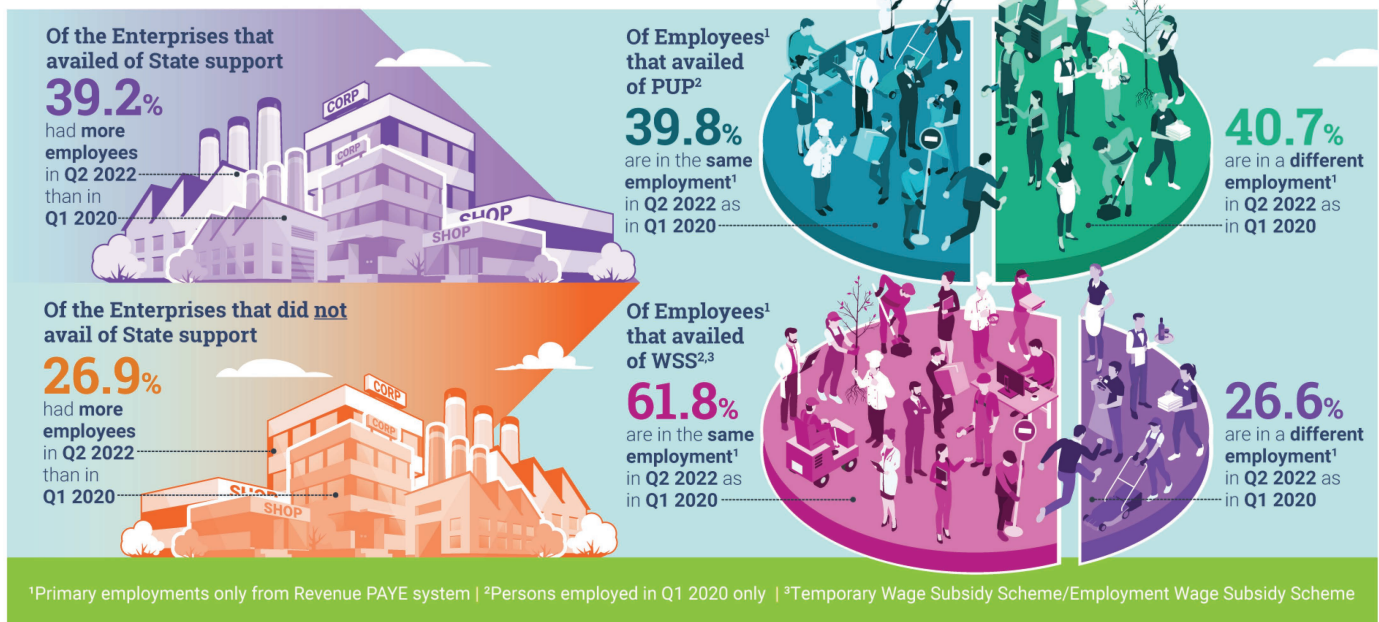
(accessed May 13th 2020)



An
Phríomh-Oifig
Staidrimh

Central
Statistics
Office

Impact of COVID-19 on Business and the Labour Market, Q1 2020 - Q2 2022



<https://www.cso.ie/en/releasesandpublications/fp/fp-ic19blm/impactofcovid19onbusinessandthelabourmarketq22022/>
(accessed Dec 9th 2022).

CSO Key Findings

Statistical Release , 1st November 2022

- More than four in every five persons who were in payroll employment in Q1 2020, and in receipt of a Government pandemic income support, were still in PAYE employment in Q2 2022
- Almost 70% of persons had the same primary employment in Q2 2022 as they had in Q1 2020 if they had never been in receipt of the Pandemic Unemployment Payment (PUP) or the Wage Subsidy Scheme (WSS). This compares with just over 60% for those who received WSS and just under 40% for those on PUP
- More than 80% of recipients of a Government pandemic income support scheme were still in PAYE employment in Q2 2022
- Of those who were in payroll employment in Q1 2020, and in receipt of PUP at any time, 4.6% were on the Live Register and not receiving pay from an employer in Q2 2022
- In the business economy, four in ten (39.2%) enterprises that availed of a Government pandemic income support scheme had more payroll employees in Q2 2022 than pre-COVID levels in Q1 2020

- A quarter (26.9%) of enterprises that did not avail of a Government pandemic income support scheme had more payroll employment in Q2 2022
- Of the enterprises that had all staff in receipt of a PUP during the first lockdown, 39.9% had more payroll employees while 21.9% had similar levels of staff in Q2 2022 compared with pre-COVID levels
- More than one in five (22.2%) enterprises in Accommodation & Food that availed of a Government pandemic income support scheme had no paid employees in Q2 2022.

<https://www.cso.ie/en/releasesandpublications/FP/FP-IC19BLM/impactofcovid-19onbusinessandthelabourmarketq22022/keyfindings/>

Reports in the Economics Classroom



Please take some time to consider the following task.

Using the infographic and key findings above consider for yourself what the purpose and features of economic reports are and consider examples that may be of use to students as well as sources of useful economic reports.

This can be done by filling in the blank Frayer model below.

Purpose	Features
Reports	
Examples	Sources

Question:

How might the “Working with Online sources” resource be used or adapted for use with students when working with reports/informational texts?

Working with Online Sources of Data and Information

RELIABILITY

What is the original source of the piece?

Is the author identified and what role does the author have?

Why was the piece created/commissioned?

Are sources cited for any factual claims made and can they be checked/verified?

VALIDITY

When was this piece published and is it still relevant to my research?

Is data/information provided kept up to date?

Can I identify quantitative and/or qualitative data and information in this piece?

How does this piece relate to other sources of data/information that I have used

BIAS


What is the intended audience/readership for the piece?

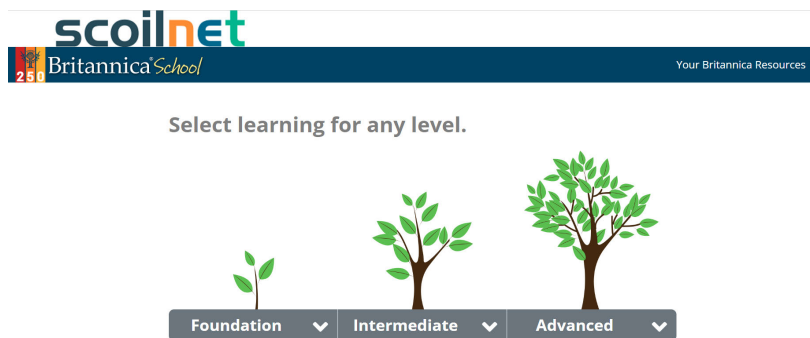
Is the website part of a commercial organisation, a political party, a personal website or an organisation with a specific agenda?

Are other relevant points of view taken into account?

Accessing Informational Texts

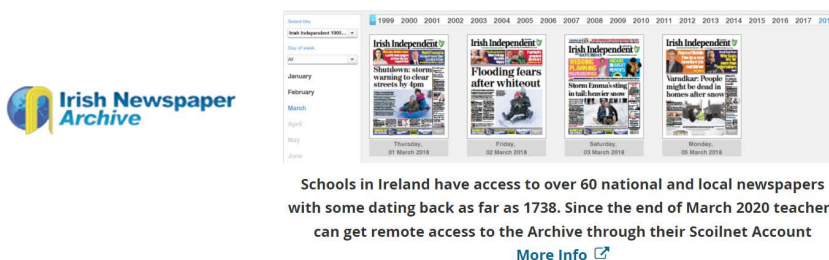
How can we as teachers support students in accessing, comprehending and using reports/informational texts in economics?

You can access Britannica School through Scoilnet. Britannica School has been designed for use in schools and is made freely available to students and teachers in Ireland through scoilnet.ie. Entries are authored by expert contributors and researchers, then evaluated by authenticators and reviewers to ensure that the content is accurate and up to date. The 'Advanced' section may be more relevant to senior cycle students. There are various accessibility features built into the platform: By clicking on this  symbol in an entry the text is read aloud. Font size can be adjusted. By double clicking on any word in an article, a definition will be displayed. Texts can be translated to other languages.



<https://school.eb.co.uk/levels>

The Irish Newspaper Archive can be accessed through Scoilnet which gives students and teachers access to over 60 local and national newspapers dating back to 1738. Students and teachers can access this archive through Scoilnet while using the Schools Broadband Network. Teachers can also access the archive at home when logged in to their Scoilnet account.



<https://www.irishnewsarchive.com/#>

Student Research Report

Having viewed the adapted Young Economist of the Year projects, what feedback would you provide to the student in question which would support them in moving their learning forward?

Discuss any methods you found useful for providing feedback that may work well when working with student reports.

Research Study Checklist

1	I have read the research study brief carefully and selected one topic	
2	I have stated my line of inquiry as an economic issue, problem or question	
3	I have consulted my teacher regarding my line of inquiry	
4	My research study relates directly to the learning outcomes of the specification	
5	The aims of my line of inquiry have been outlined in the context of the learning outcomes of the specification	
6	I have referenced at least two sources of reliable information including at least one quantitative source	
7	I have referenced and explained at least one economic concept relevant to my line of inquiry	
8	I have evaluated my sources of evidence	
9	My conclusions are based on my research and findings and relate to my line of inquiry, the aims of my study and the economic concepts and theory underpinning my line of inquiry	
10	I have reflected on the insights gained from my engagement with this research study considering how it relates to my own life and how my attitudes/opinions/behaviour have/have not been influenced	
11	This research study is my own work	
12	My research study report has been completed in the digital coursework booklet and saved in pdf format for submission	
13	My research study report does not exceed 1500 words (excluding references, diagrams, graphs, etc)	
14	I have performed a spell check on my research study report and corrected any errors shown	

15	I have acknowledged all secondary sources of information used in my research study report and included them in the References and Bibliography section of the digital coursework booklet	
16	I have included a title for my research study report	
17	My report is no more than 12 pages long (excluding instructions pages at the beginning)	
18	The text I have written is in Arial font with a text size of 12	
19	I have not altered the structure/format of the digital coursework booklet in any way.	
20	Any images I have used have been properly labelled	
21	There are no more than 10 images included in my report	
22	I have kept a copy of all notes I have made in relation to my research study	
23	I have printed a copy of the pdf version of my research study and proof-read it to ensure all my work is visible and matches the digital version of the research study	
24	I have used the appropriate file name for my research study as instructed	

Session 3

2:00 - 3:30

Strand 1- What is Economics about?

Q1. What approaches/tools/resources have supported student learning when exploring economic, social and environmental sustainability?

Q2. What challenges have students encountered when exploring economic, social and environmental sustainability?

Q3. How have students overcome these challenges?

Strand 1: What is economics about?

Strand 1 is a unifying strand that sets the context for the Leaving Certificate Economics course. The learning outcomes in this strand address particular knowledge, skills and values which students will cultivate and build on gradually as they progress through the course. This strand relates to both the students' introduction to economics and its progressive development over two years, where its themes are embedded within learning outcomes throughout the other strands. As students progress through each strand, there will be a systematic development of their fundamental knowledge, economic skills and values. Students' learning in economics will be used to support informed and well-reasoned conclusions.

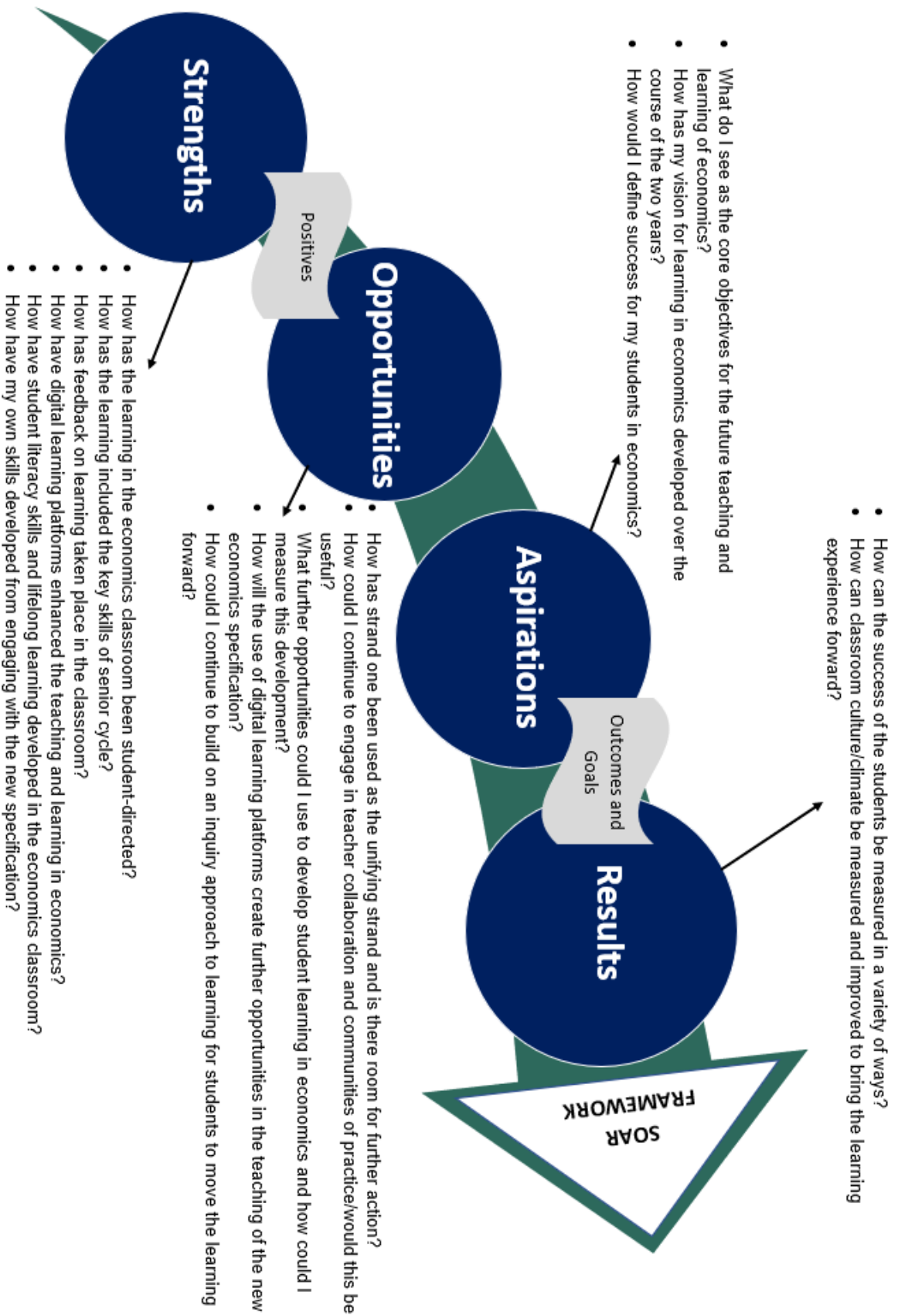
Strand 1 introduces students to the fundamental economic principles of scarcity and choice. Resources are limited and people cannot have all the goods and services they want. Understanding decisions at various levels – individuals, firms, businesses, governments and other institutions, is necessary to understanding the functioning of an economy.

Economic, social and environmental sustainability provides a context in which economics functions today. Sustainable development is about people having satisfying lives and a healthy environment now and in the future. It is essential for the wellbeing of people and the planet that economic growth is achieved without harming society or the environment.

(Economics Curriculum Specification, 2018, Department of Education, P.17)

Discuss the opportunities for strand 1.3 to inform teaching and learning in a strand of your choice from strand 2-5

Reflecting using the SOAR Framework



Stavros, J., Cooperrider, D. & Kelley, L. (2003)

Reflecting using the SOAR Framework

Strengths

Opportunities

Aspirations

Results

Websites and Resources

PDST Resources:

- Scoilnet Economics Page
 - www.scoilnet.ie/pdst/economics
- PDST Website Economics Page
 - www.pdst.ie/sc/economics
- Working with online Sources of Data and Information
 - www.scoilnet.ie/uploads/resources/37268/37070.pdf
 -
- Working with Data and Information
 - <https://www.scoilnet.ie/uploads/resources/37267/37069.pdf>
- Post-Primary Literacy Resources for Teachers
 - <http://www.jcsp.ie/resources/c/10/497/Post%20Primary%20Literacy%20Resource%20for%20Teachers.pdf>
- Politics and Society- Advice to Students when Writing Extended Answers
 - <https://www.curriculumonline.ie/getmedia/c56c3fcc-f4fe-4f2a-9cdf-3d902519b33d/Advice-to-students-about-writing-extended-answers.pdf>
- An Integrated Approach to Learning, Teaching & Assessment Post Primary Resource
 - <https://www.scoilnet.ie/uploads/resources/29422/29158.pdf>
- Graphic Organisers in Teaching and Learning Post Primary Resource
 - <https://pdst.ie/sites/default/files/Graphic%20Organiser.pdf>
- Active Learning Methodologies
 - <https://pdst.ie/sites/default/files/teaching%20toolkit%20booklet%20without%20keyskills.pdf>

Websites and Resources

- Economic outlook - Economic Developments during Covid-19 and beyond
 - <https://www.gov.ie/en/press-release/07c73-minister-donohoe-publishes-stability-programme-update-2021/>
- Organisation for Economic Co-operation and Development (OECD)- Irelands Economic Snapshot
 - <https://www.oecd.org/economy/ireland-economic-snapshot/>
- The Economic Social Research Institute -ESRI Quarterly Economic Commentary Spring 2022
 - <https://www.youtube.com/watch?v=hKqt2fUgDq0>
- Curriculum Online
 - www.curriculumonline.ie
- Central Bank of Ireland - Governors Blog
 - <https://www.centralbank.ie/news-media/blog>
- Economics Blogs - Top 100 Economics Blogs
 - <https://www.intelligenteconomist.com/economics-blogs/>
- European Central Bank - Monetary Policy
 - <https://www.ecb.europa.eu/explainers/topic/html/index.en.html>
- Research Based Policy Analysis and Commentary from Leading economists
 - <https://voxeu.org/>
- Economic Research Federal Reserve Bank - (FRED)
 - <https://fred.stlouisfed.org/>

Websites and Resources

Government Revenue and Expenditure:

- <https://whereyourmoneygoes.gov.ie/en/>
- <http://localauthorityfinances.com/>
- <https://www.cso.ie/en/statistics/governmentaccounts/governmentincomeandexpenditurea/>

NCCA Resources:

- NCCA Focus on Learning
 - <https://ncca.ie/en/junior-cycle/assessment-and-reporting/focus-on-learning/>
- NCCA Senior Cycle Key Skills Framework
 - https://ncca.ie/media/3380/ks_framework.pdf
- NCCA Focus on Learning Toolkits
 - <https://ncca.ie/en/junior-cycle/assessment-and-reporting/focus-on-learning>

NCSE Resources:

- NCSE Website
 - <https://ncse.ie/>
- NCSE Post Primary Resources
 - <https://ncse.ie/teacher-post-primary-general-support-for-learning>

Websites and Resources

- Promoting the use of Inquiry Based Learning
 - <https://www.youtube.com/watch?v=u84ZsS6niPc>
- Creating Inclusive Environments in Education - Universal Design for Learning
 - <https://www.ahead.ie/udl>
- Teaching Council Research Library -Using Research in our schools - Inclusion
 - <https://www.teachingcouncil.ie/website/en/research-croi-/using-research-in-our-school/inclusion/>
- Critical and Creative thinking Skills, Bill Lucas
 - <http://www.oecd.org/education/ceri/5k4dp59msdwk.pdf>

This image shows a full page of blank handwriting practice paper. It features approximately 28 evenly spaced horizontal blue lines across the entire page, providing a guide for letter height and placement. The background is plain white, and there are no margins, text, or other markings present.



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Department of Education



Dublin West Education Centre
Ionad Oideachais Bhaile Átha Cliath Thiar

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