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Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Leaving Certificate Applied (LCA) Personal Reflection Task 2023





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Introducing Oide



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An tSraith Shóisearach do Mhúinteoirí
Junior CYCLE
for teachers

NIPT
An Clár Náisiúnta Ionductaithe do Mhúinteoirí
The National Induction Programme for Teachers

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

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Seminar Overview

Session 1 10:00-11.00	Welcome and Introductions Oide Supports An Overview of the LCA Programme Five stages of the student task process
Tea/Coffee Break 11:15 - 11:30	
Session 2 11:15 - 1:00	Overview of Programme Statement & Outline of Student Tasks Practical Achievement – Overview and Best Practice
Lunch 1:00 - 2:00	
Session 3 2:00 - 3:30	Practical Achievement Booklet – A step by step guide Administration



Support Service

What we are:

Teachers and school leaders

Teacher Educators

Facilitators/Enablers

Purveyors of lifelong learning

What we are not:

Evaluators

Policy makers

Curriculum developers

Providers of solutions



LCA Supports Provided by Oide

Subject Seminars

Task Seminars

Co-ordinator Seminars

Collaboratives

Co-ordinator Workshops

School support

Webinars



Oide

LCA Administration Base

Clare Education Centre,

Government Buildings,

Kilrush Road,

Ennis, Co. Clare.

Phone: 065-6845504

E-mail: lca@oide.ie

Website: www.oide.ie

X @OIDE_LCA



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LCA Support

www.oide.ie/schoolsupport

Request LCA Oide school support

www.oide.ie/onlinebooking

Check here for upcoming events

[@oide_LCA](https://twitter.com/oide_LCA)



Oide 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): <https://oide.ie/apply-book-now/schools/>

OIDE Collaborative Events

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

LCA Programme Statement Addendum



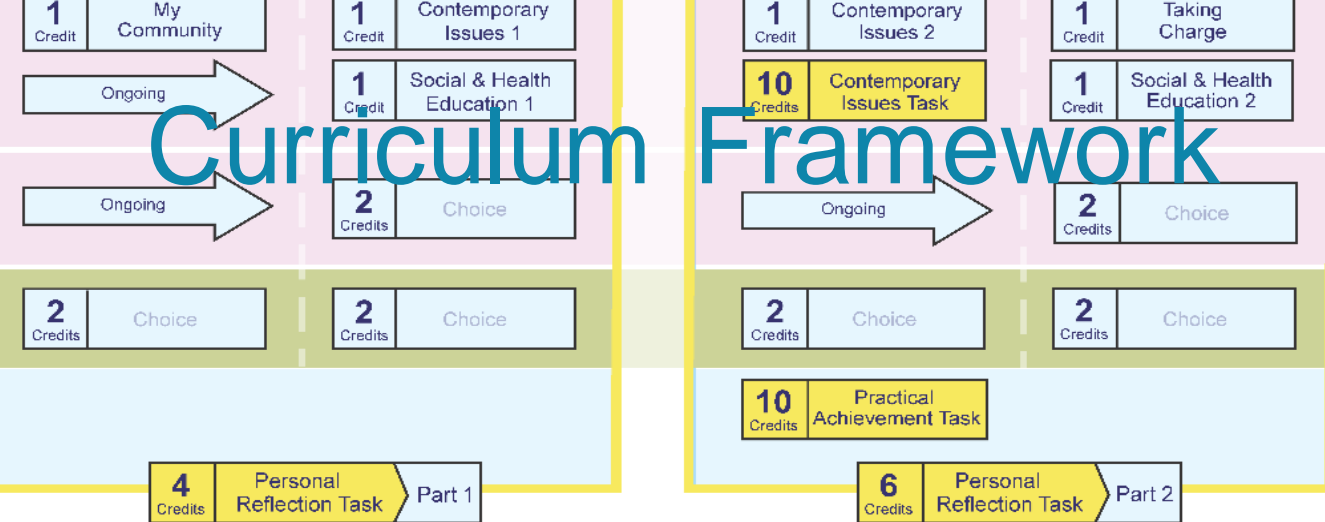
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This addendum modifies and supplements the LCA Programme Statement to enable students following the LCA programme to access LCE Mathematics and/or a Modern Foreign Language.





Curriculum Framework



Occupational specialisms:
 Courses in *Communication Technology (ICT)* and *Leisure Studies* are follow-on courses and commence once the introductory courses: *Introduction to ICT*, and *Leisure & Recreation* have been completed.

NCCA Addendum

LCA students may access Leaving Certificate Established (LCE) Mathematics and Modern Foreign Languages

More details:
curriculumonline.ie/Senior-Cycle/LCA



Framework Video

duration



Rationale for LCA Tasks

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

Recognises talents of all learners - programme responsive to aptitudes, abilities, needs and interests.

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

Develops communication and decision making skills.

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

SEC Calendar of Events & Co-Ordinator Folder



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

<i>Vocational Preparation</i>	<i>Vocational Education (x2)</i>	<i>General Education</i>
<i>Contemporary Issue</i>	<i>Personal Reflection</i>	<i>Practical Achievement</i>

70 credits 35%

Final examinations

English & Communication	Vocational Specialisms (x2)	Languages (x2)	Social Education	Mathematical Applications
12 credits	12 credits each	6 credits each	10 credits	10 credits

68 credits 34%

Total

200 credits 100%

2023/24 Arrangements for Completion of Tasks



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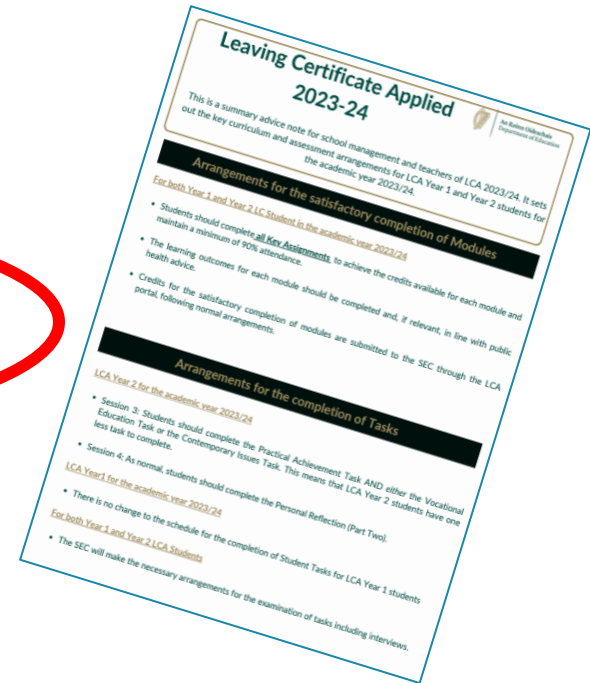
Arrangements for the completion of Tasks

LCA Year 2 for the academic year 2023/24

- 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 Year 1 for the academic year 2023/24

- There is no change to the schedule for the completion of Student Tasks for LCA Year 1 students





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”**.



Other Student Tasks

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

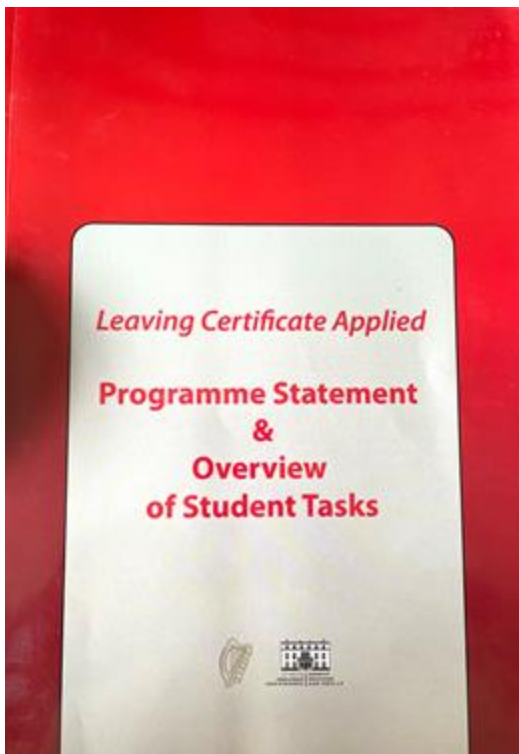
Investigation of an issue/topic

Staging of an event

A performance group or individual

Provision of a service

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



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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Session Two

Programme Statement Feedback



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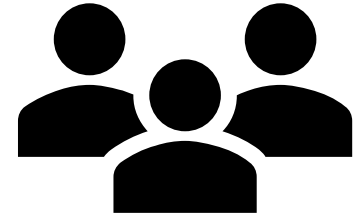
Please share your
key takeaways from
your reading.

Student-centred Learning



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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:

An interdependence between teacher and learner

Mutual respect within the learner teacher relationship, and a reflexive approach to the teaching and learning process on the part of both teacher and learner.'



Key Documents and Resources



Oide

[LCA Programme statement and Outline of Student Tasks](#)

[LCA Chief Examiners Report 2014](#)

[LCA Module Descriptors](#)

[State Exams Commission](#)

[Department of Education](#)

[LCA Handbook](#)

[Oide and LCA](#)

[Oide Active Learning Toolkit](#)

[Scoilnet](#)



Photo by [Basil James](#) on [Unsplash](#)



Recommendations

LCA Chief Examiners Report 2014

- [For full details go to www.examinations.ie](http://www.examinations.ie)

LCA Inspectors Recommendations

- [PDF available @ www.pdst.ie/lca](http://www.pdst.ie/lca)



Coffee Break





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Session 2



PRT Task



- To encourage students in LCA to reflect on their experiences in the programme and to record these
- To enable students learn about themselves
- To enable students acquire a repertoire of language that will facilitate meaningful reflection
- To enable students to make better plans for the future based on prior learning.
- To enable students to make connections and develop reflective ability



PRT Task

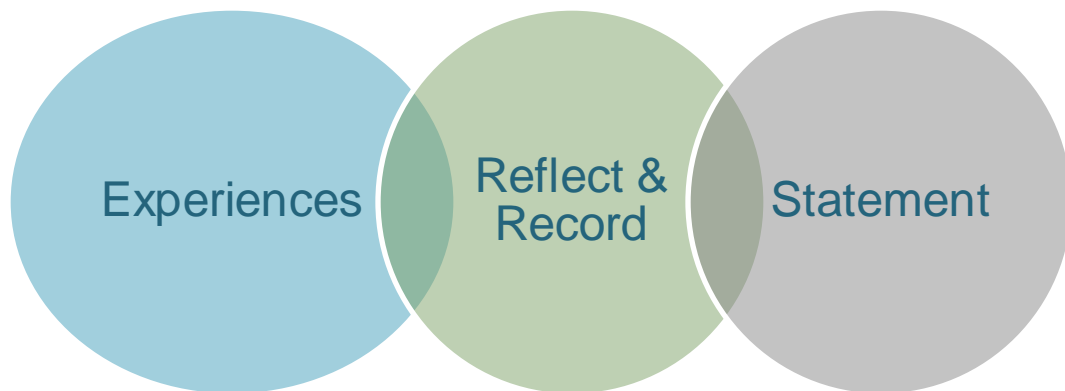


Requires student to:

- review and reflect on learning experiences
- look forward and plan for future learning and work



PRT Task





PRT Task

Year One

Two Concrete
Learning
Experiences

Year Two

Vocational Focus
& Career Focus





Reflection

The Personal Reflection Task is worth 10 credits.
The first statement is submitted in April/May of year one
The second statement is submitted in April/May of year two
It is the only task that doesn't require an interview

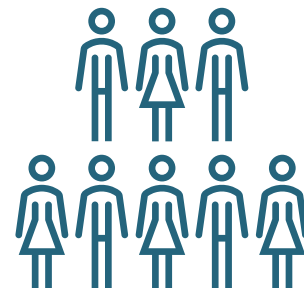


Assessment

Aspect	Year One	Year Two
Focus of Reflection	20	20
Ability to Reflect	40	80
Media of Reflection	20	20
Total	80	120



Methodologies



How do you support student reflection in your classroom?



Reflection Framework

Looking back

- Starting point/what I was like before the experience

Looking in

- Describe the experience in detail giving evidence

Looking out

- Present position/now I know....because...
- (make connections, draw conclusions, show self awareness)

Looking forward

- Plan for the future (both years)

N.B. Career plan required for Year 2



Some Methodologies

Reflective Diary/Journal/Folder/Scrapbook/Digital file

Reflective worksheets

Brainstorming

Mentoring

Discussion

Graphic representation

Work Exp. Journal

Use a Picture/Poem/Song/Rap/Audio/Video/?

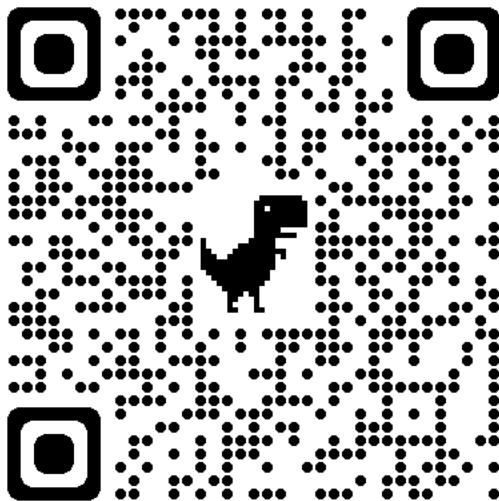
Other?

Timetabled
each week

Padlet



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Session 3

PRT Sample Writing Frame





PRT Leaflet

Statement Format

Year One

Starting Point
Could contain the following information:

- ▶ Why did you decide to do Leaving Certificate Applied?
- ▶ What hopes and concerns did you have?
- ▶ How was Leaving Certificate Applied going to help you?

Meaningful Experiences
Look back on the learning experiences that you have recorded during year one of Leaving Certificate Applied. Give a clear, simple, personal account of two learning experiences.

- ▶ How did you feel? Why?
- ▶ What aspects of your learning have improved? How?
- ▶ How have the experiences affected your thoughts, actions and plans for the future?
- ▶ What have you learned about your strengths, needs and opportunities?

Future
Look back at your starting point.

- ▶ What have you found out about yourself?
- ▶ How can you use your experiences from this year to help you next year?

Year Two

Starting Point
When you started Leaving Certificate Applied, what career choice did you think you would follow when you finished? Why?

Meaningful Learning Experiences
Look back on the learning experiences which have helped you to decide on your future plans. Give a clear, simple, personal account of two learning experiences that helped you to plan for your future career.

- ▶ How have the experiences chosen affected you?
- ▶ State how you feel now about each learning experience
- ▶ What parts of Leaving Certificate Applied have helped you in planning for the future?

Future
Look back at your starting point.

- ▶ What is your career action plan? What has influenced this plan?
- ▶ How have your plans for your future developed since you started Leaving Certificate Applied?

Assessment

- ▶ **Statement 1 - Year One**
Submitted in May of year one
- ▶ **Statement 2 - Year Two**
Submitted in May of year two

Choice of:

- ▶ **400 Written words**
- or
- ▶ **4 Minutes of video**
- or
- ▶ **4 Minutes of audio**

Personal Reflection

...a skill that everybody uses

Leaving Certificate Applied
Clare Education Centre
Government Buildings
Kilrush Road
Ennis, Co. Clare
V95 F762



PRT Writing Frame

PERSONAL REFLECTION TASK - YEAR 1

Please Note: This sample layout is NOT intended to be prescriptive. It is a suggested layout to be used at the teacher's own professional discretion. Any indication of marks is based on past exam papers and is not indicative of future marking schemes as these are determined by the State Exams Commission (SEC) each year. All feedback welcome @ lca@pdst.ie



- (1) Read the PRT Booklet and the advice on page 8 of this booklet
- (2) Read all the notes in your PRT folder
- (3) Use the writing grid below and over to help
- (4) Your PRT should be unique to you

40% ≈ 400 words



- Type your PRT if possible
- Spelling/Grammar/Layout **are** important
- Copying **is** investigated
- Be clear/logical/positive/legible/fluent
- Don't repeat reflections
- Practice writing paragraphs or mini statements about a learning experience which was meaningful to you.



PRT Audio Visual



Personal Reflection
...a skill that everybody uses

Professional discretion. Any indication
to the Standards Commission (SEC) each year.

40% = 400 words

How It Affected ME

Type your PRT in positive

- Spelling/Grammar/Layout are important
- Copying is investigated
- Be clear/logical/positive/legible/fluent
- Don't repeat reflections
- Practice writing paragraphs or mini statements about a learning experience which was meaningful to you.

Advice from Mentor





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End

