Oide
Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí
Supporting the Professional Learning of School Leaders and Teachers

Leaving Certificate Applied (LCA)

English and Communications
National Seminar (Module 1 & 2)

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Introducing Oide

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Supporting the Professional Learning of School Leaders and Teachers

Lárionad Ceannaireachta Scoile
CSL
Centre for School Leadership

An tSraith Shóisearach do Mhúinteoirí
JuniorCYCLE for teachers

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

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

Seminar Overview

Session 1 10:00 - 11:15	LCA English and Communications Overview
Tea/Coffee 11:15 -11:30	
Session 2 11:15 - 13:00	Inclusive, differentiated, experiential teaching and learning approaches
Lunch 13:00 - 14:00	
Session 3 14:00 - 15:30	Methodologies to support active learning

Key Messages

Subjects 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

Supports Provided by Oide

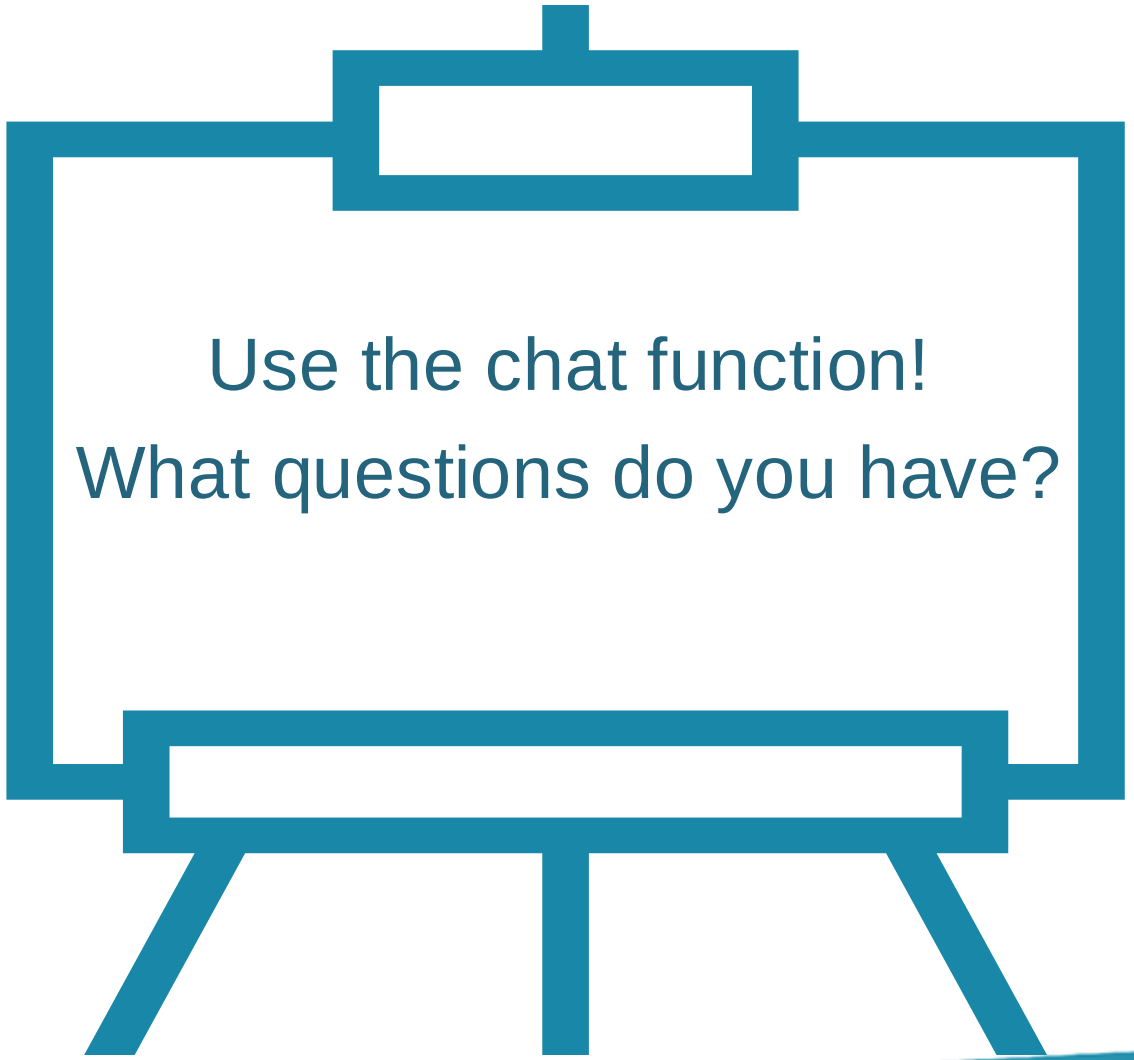
- Subject Seminars
- Task Seminars
- Co-ordinator Seminars
- Collaboratives
- Co-ordinator Workshops
- School support
- Webinars

Module descriptors

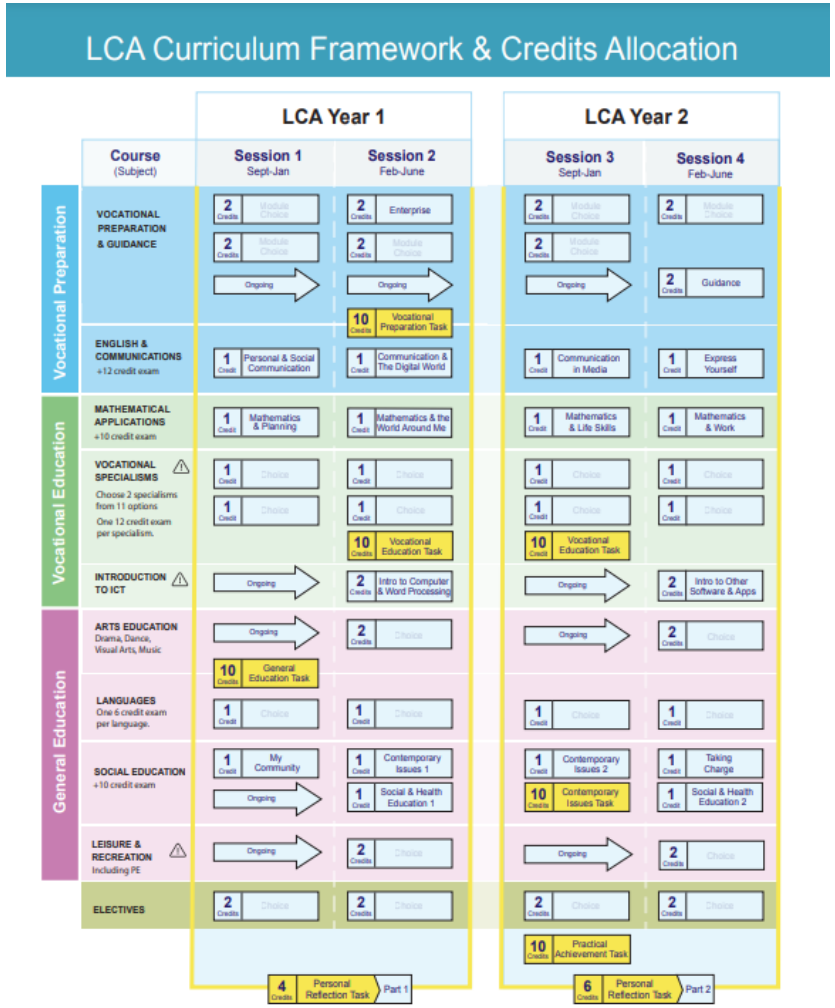
LCA Programme Statement Addendum

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.

Questions!



LCA Framework



LCA Mode of Assessment

Satisfactory completion of modules + 90% attendance

- Evidence of completion of **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%

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%

Summary of Tasks

Task	Credit	%	Completed in session	Assessed
1. General Education Arts Education, Leisure & Recreation, Language or Social Education	10	5	1	Jan/Yr 1
2. Vocational Preparation 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

Digital Booklet & Resources on Padlet

Assessment for English and Communications

There are three assessment components:

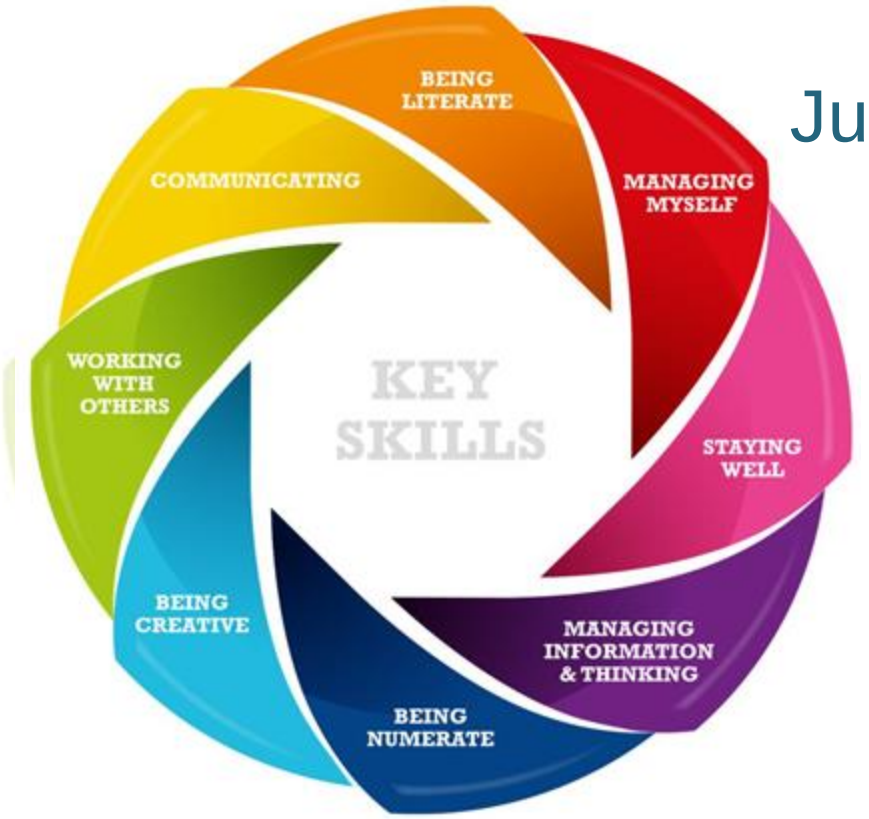
1. **Credits** achieved due to attendance and completion of the Key Assignments for each module (four credits)

2. **Oral (Interview examination)** (four credits)

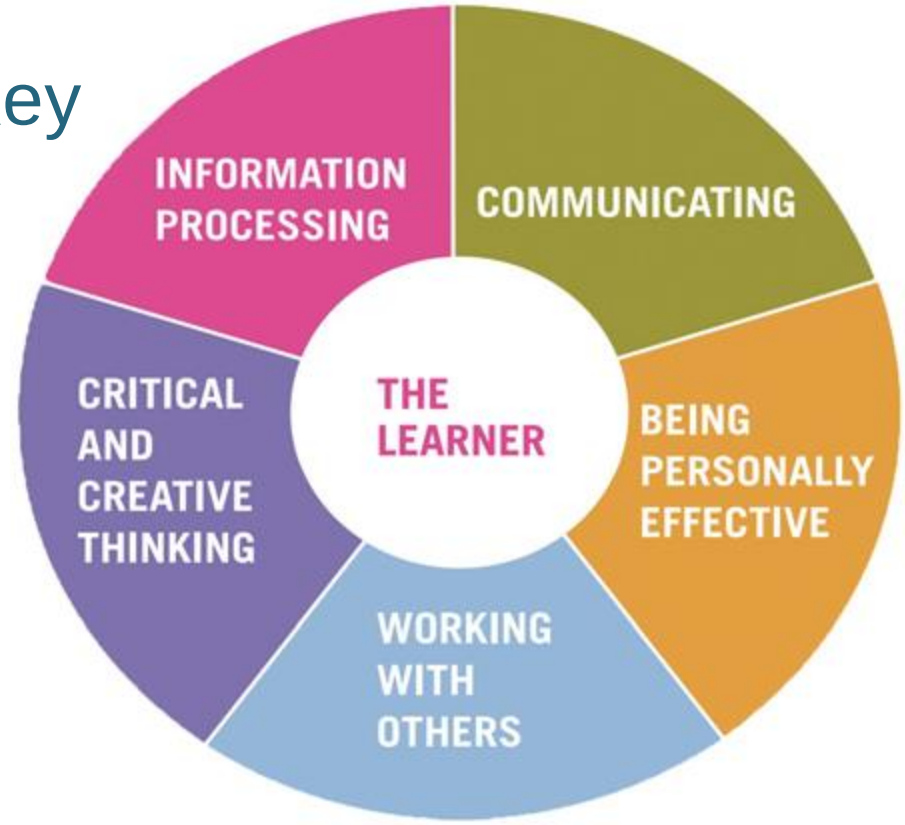
3. **Written examination** (eight credits)

The written examination will be two hours long and will have five sections

Developing Key Skills



Building on Junior Cycle Key Skills



Module Descriptor Layout

Introduction

Rationale

Course Overview

Module(s) Outline

Assessment Guidelines

Modules in English & Communications

There are **four** modules to be completed sequentially in English and Communications in the Leaving Certificate Applied.

Module 1
Personal & Social Communication

Module 2
Communication & The Digital World

Module 3
Communication in Media

Module 4
Express Yourself

A module is usually completed within a session.

Module One: Personal & Social Communication

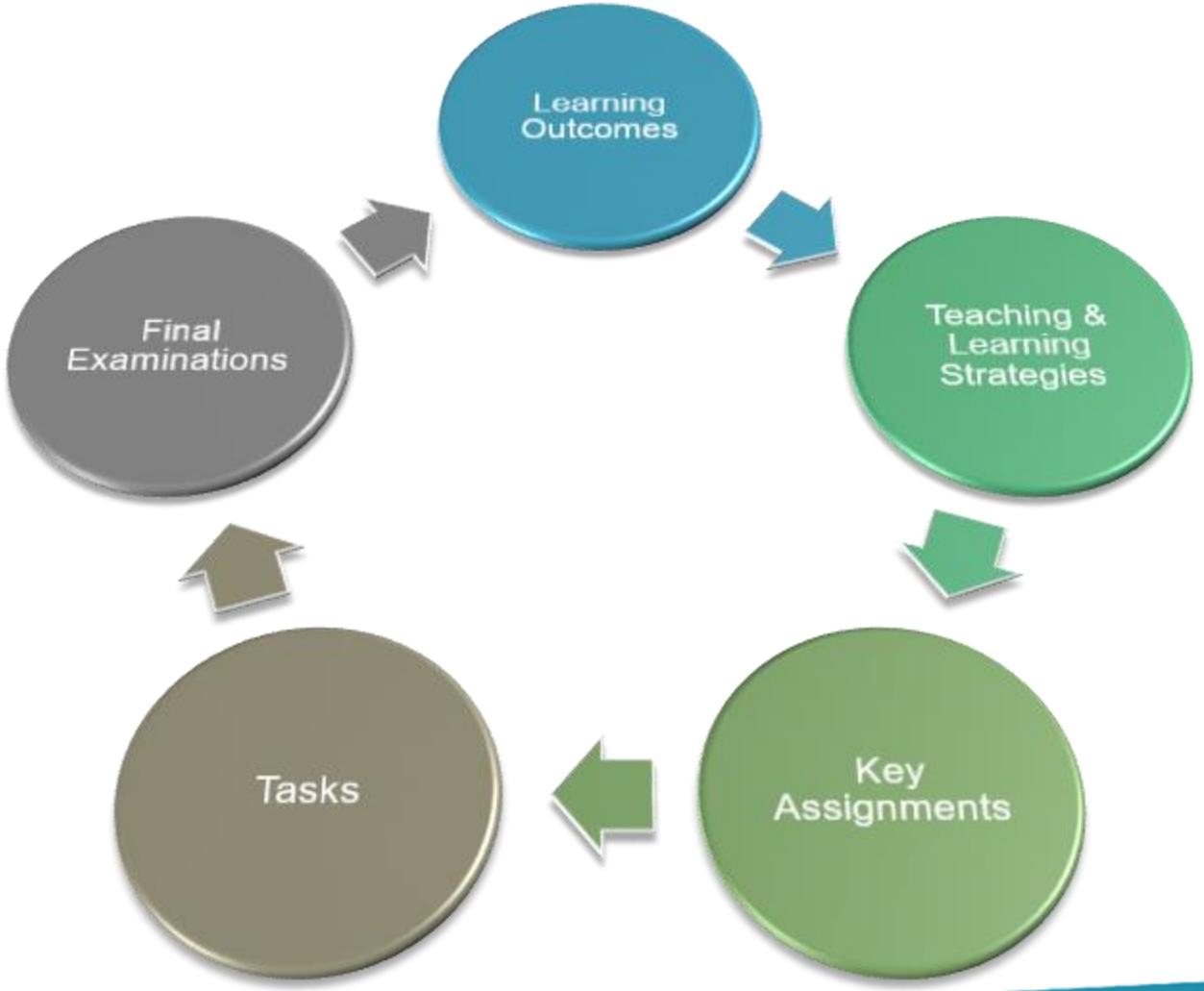
Units

1. Identity
2. Relationships
3. Journeys – Setting Out
4. Journeys – Meeting new characters
5. Journeys – Finding our way
6. Destinations

Module 1: Key assignments

1. Start an ongoing reflective journal and complete one entry about identity and starting the LCA programme.
2. Design a front cover for a novel, short story and graphic novel.
3. In pairs or groups, write dialogue as characters from the text or role play character dialogue,and be able to identify your contribution.
4. Draft, proof and edit a range of written pieces of text.
5. Reflect on a novel/short story in the reflection journal using the strategies identified in the module

Teaching, Learning and Assessment



Context: A Changing World

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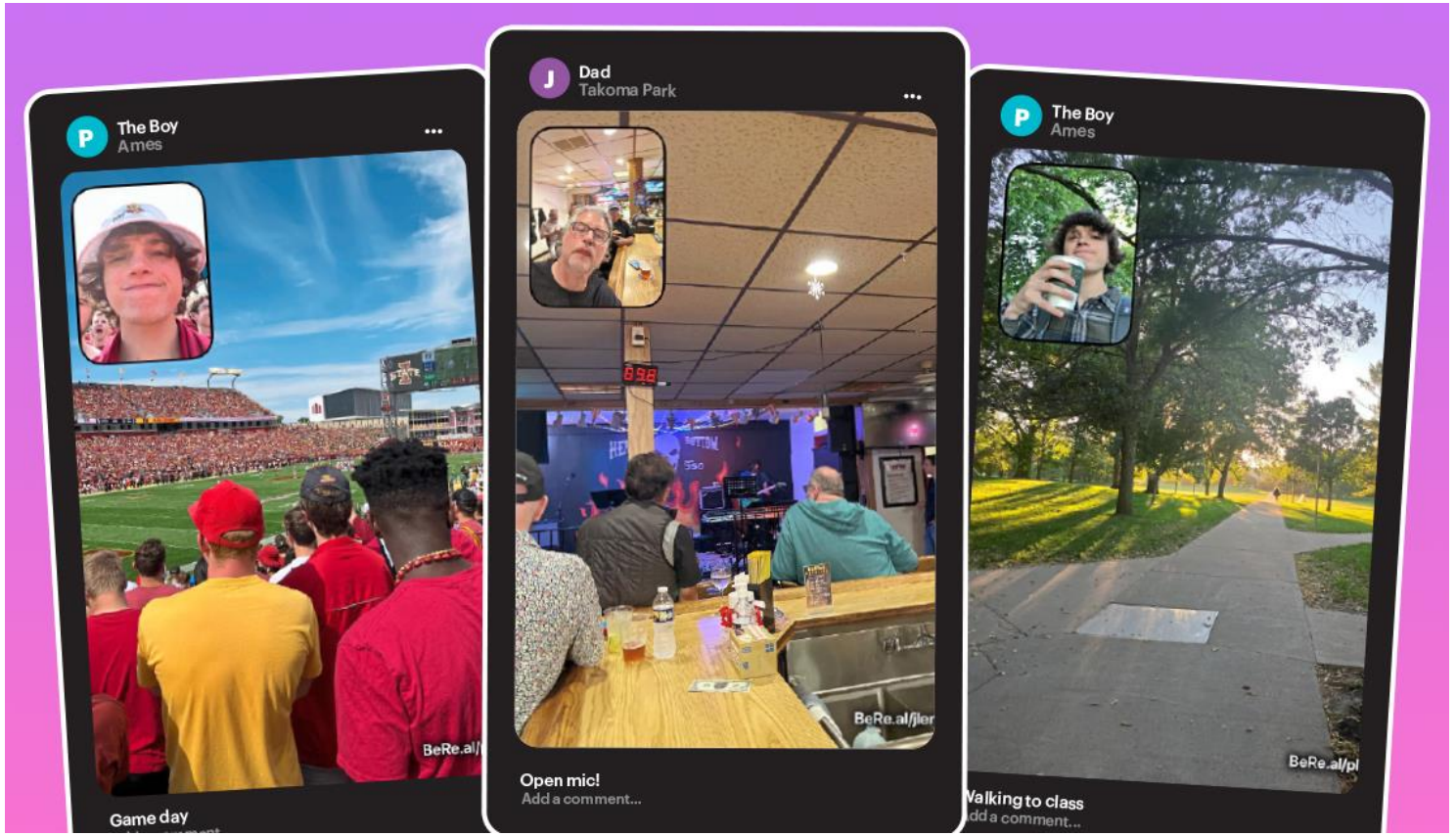

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Session 2

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What is 21st Century Literacy?

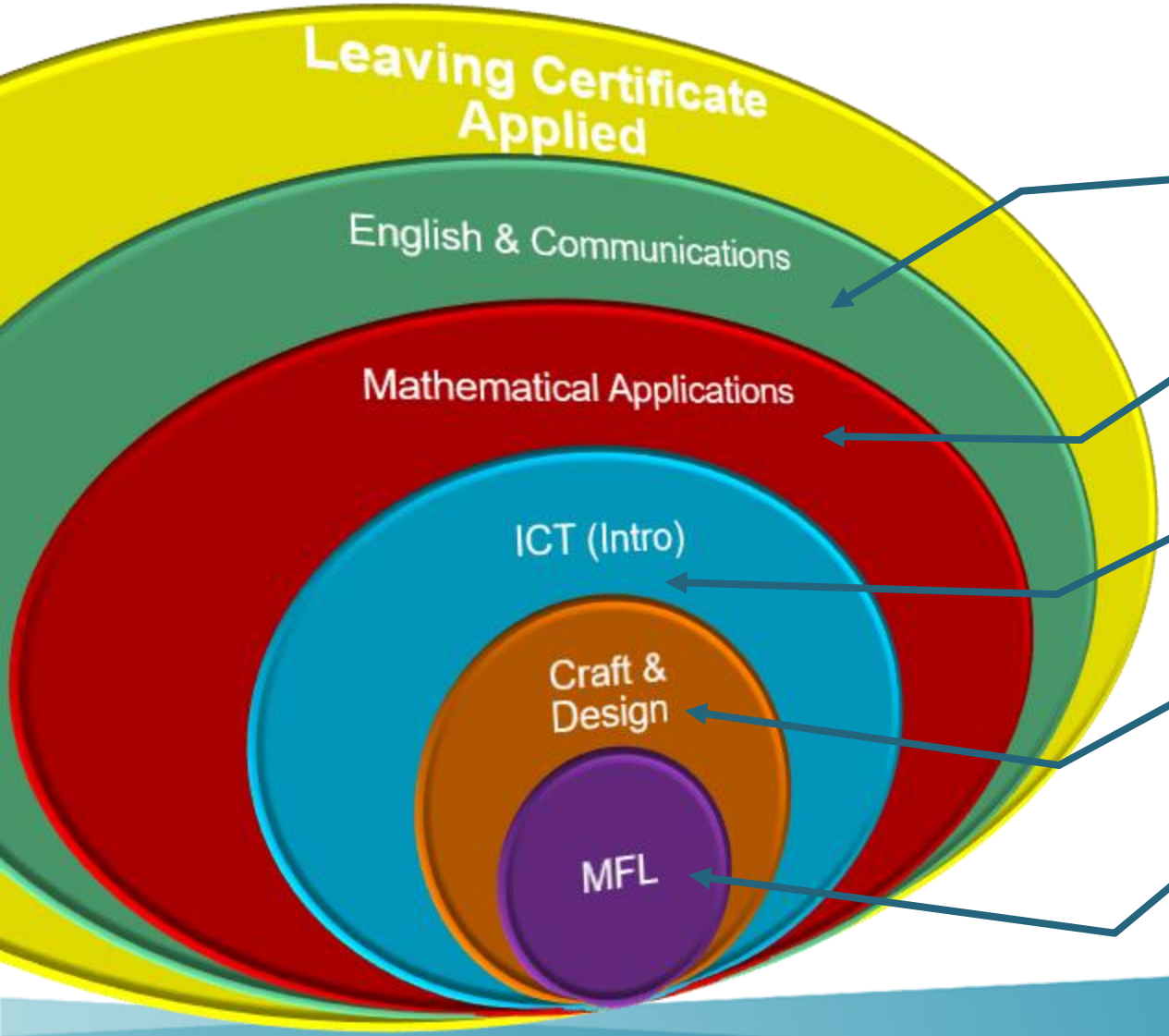
Supporting Student Learning

What your vision for LCA?

What are your values?

How do you implement your vision and values in your LCA classroom?

Transdisciplinary Vision for LCA



Module 1: Personal & Social Communication

Module 1: Mathematics and planning

Module 1: Introduction to the computer and word processing

Module 2: Graphic Communication and digital print

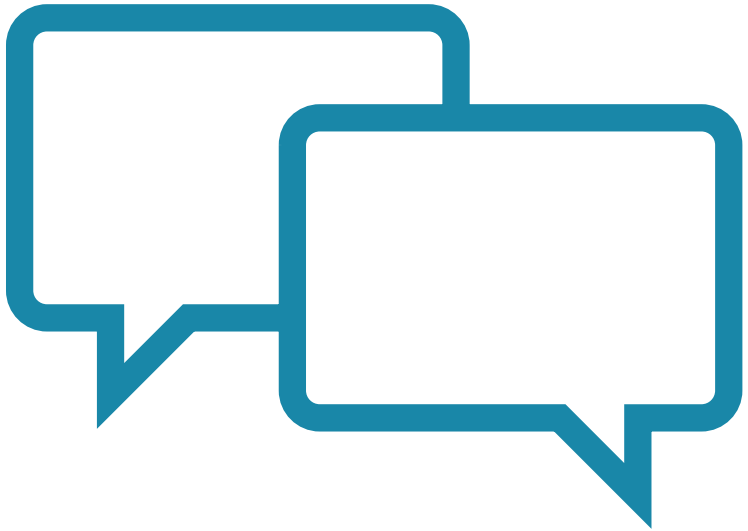
Module 2:
Travelling and finding your way

What a Novel Idea!

Suggest a novel/short story that you have used or that would be suitable for your LCA students

Discussion

What strategies / methodologies do you use when teaching a novel / short story / graphic novel?



Suggested Ideas

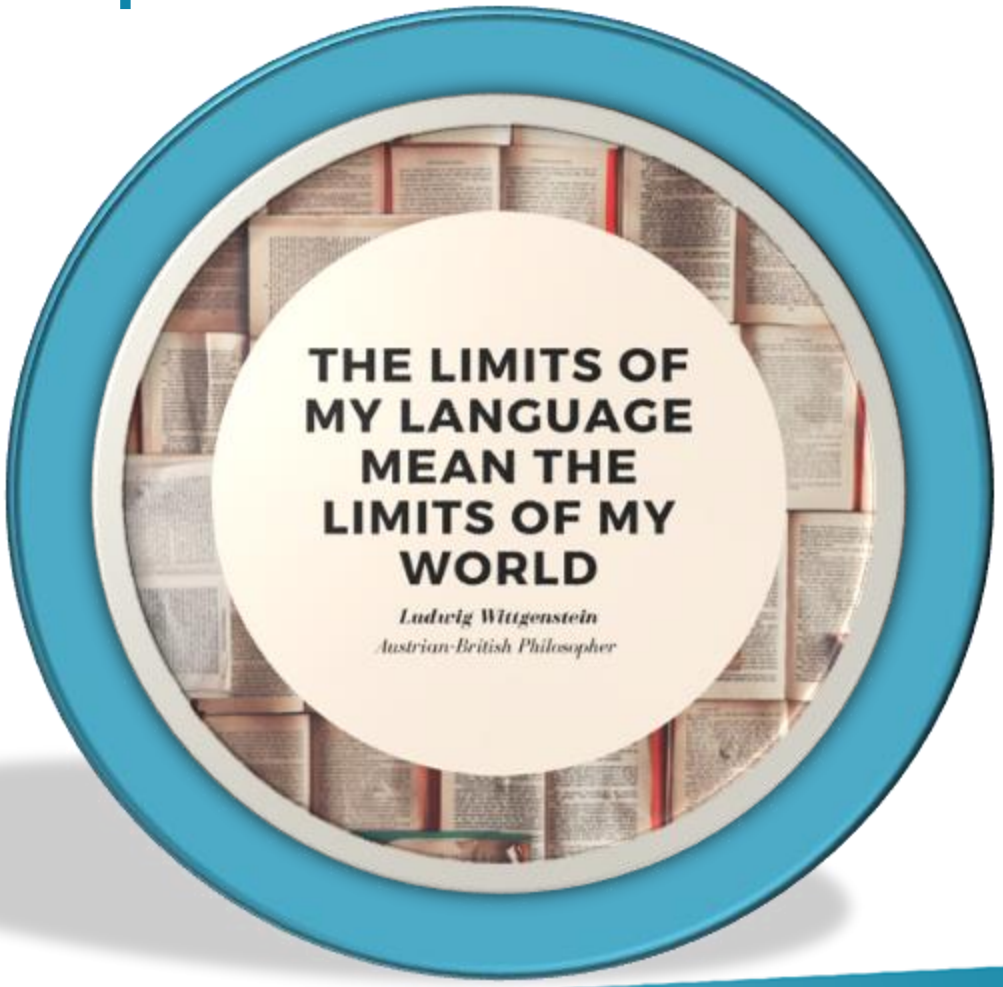
Pre – reading:

- Visual prompts to generate discussion on setting / themes / characters
- Research setting
- Prediction board based on cover / blurb / summary OR movie trailer

During – reading:

- Retelling activities (chain story of plot each student contributes)
- Graphic organisers – classroom story boards
- Vocabulary wall
- Character wall
- Freeze Frame

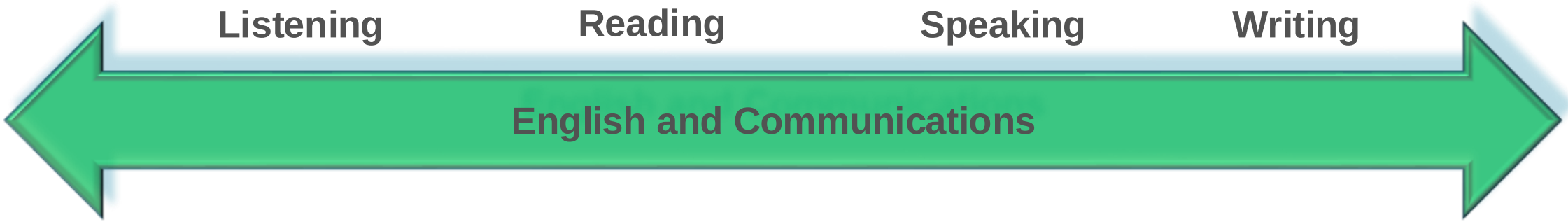
Vocabulary Expansion



Integrated Language Approach

Integrated Language Approach

Describe how have you used an integrated language approach in your classroom?



Integrated Language Approach

Module 1 Unit 3 Learning Outcome:

Identify and discuss different characteristics of text covers using visual literacy skills

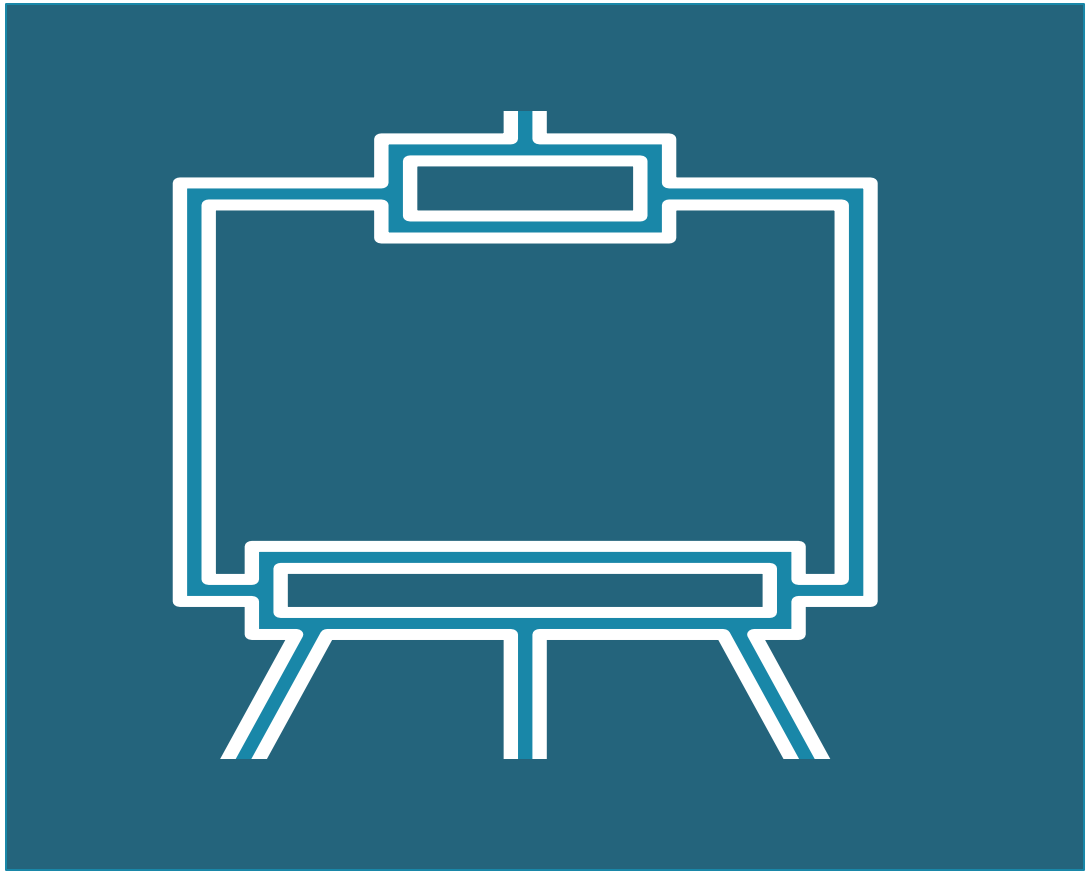
Integrated Language Approach

What about using podcast/audio blog websites to integrate writing, speaking, listening and digital literacy skills?

Integrated Language Approach

What activities do you do in your classroom that incorporates an integrated language approach?

Map your ideas on a flipchart.



Inclusion in LCA

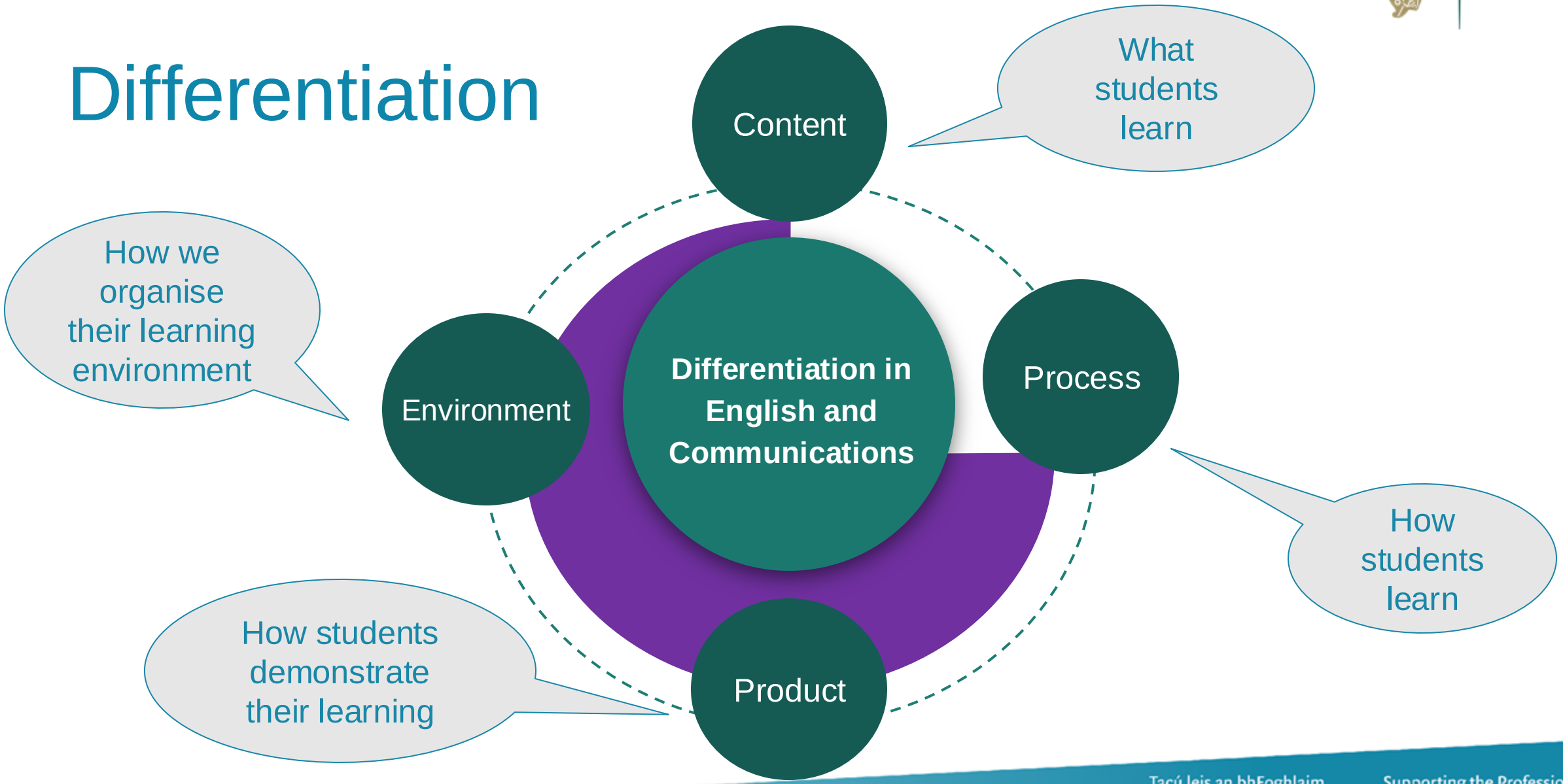
The LCA English and Communications module descriptor is differentiated to cater for students of differing abilities and levels of achievement.

Learning outcomes should be achievable relative to each student's ability level.

Learning outcomes promote teaching and learning processes that develop students' knowledge and understanding incrementally, enabling them to analyse, evaluate and apply knowledge to different situations as they progress.

Page 17,English and Communications Descriptor

Differentiation



Differentiation - Strategies

Content

What students learn

Variety of resources:

- Texts
- Websites
- Images

Graphic organisers

Tiered content

Role Cards

Learning contracts

Process

How students learn

Jigsaw

Think, pair, share

Role play

Questioning

KWHL

Flipped classroom

Peer tutoring

Cubing

Product

How students demonstrate their learning

Podcasts

Blogs

Presentations

Flexible assignments

Exit cards

Tic-tac-toe

Environment

Classroom layout

Learning centres

Effective feedback

Positive learning Environment

Flexible Groupings

Differentiation Planning Activity

Module 1: Personal and Social Communications

1. Devise an activity with learning intention(s) and success criteria for your assigned learning outcome

2. With a focus on a student with additional needs, identify opportunities for differentiation of content, process, product and environment in relation to y assigned learning outcome.

3. Link the success criteria to a key assignment (Page 34 of descriptor)

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End of Session 2

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Session 3

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Communication and the digital world

Units

1. Digital Identity
2. Digital Safety
3. Digital citizenship and global communication

Module 2: Key Assignments

1. Research a subject of interest to you and **using a template**, analyse the websites consulted.
2. As a class, **create a digital safety charter** for your class or school and **identify your contribution**. Explain why you think this inclusion is important.
3. Research a **global communication platform** using online resources and present your findings.
4. Update the reflective journal with **reflections on the key points of this module and how your experience in the workplace** has influenced your thoughts.

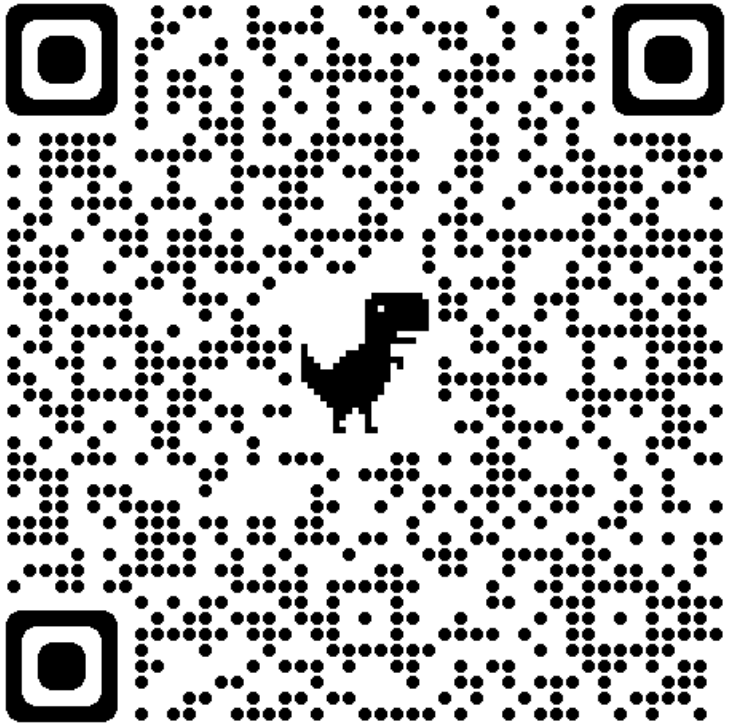
Literacy and the digital world

‘Literacy includes the capacity to read, understand and critically appreciate various forms of communication including, spoken language, printed text, broadcast media and digital media.’

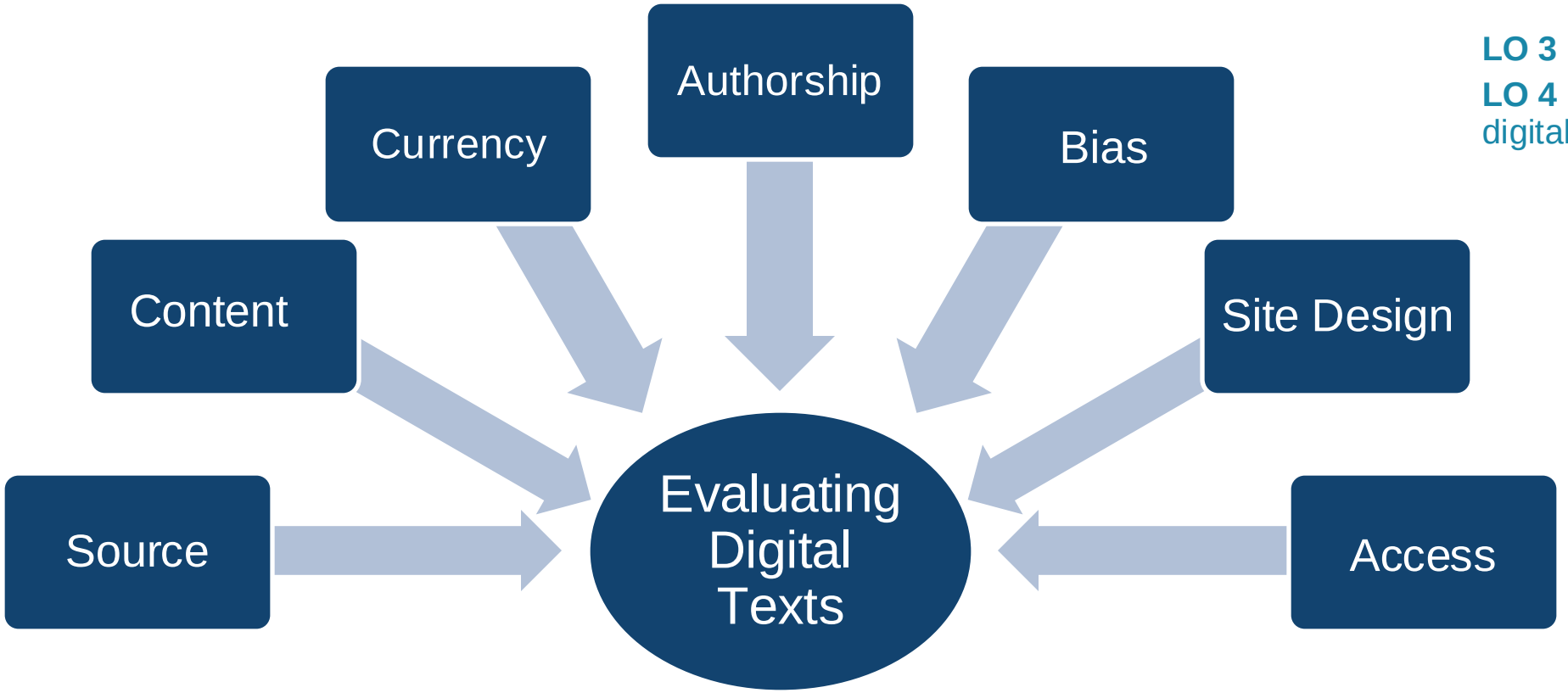
*National Strategy: Literacy & Numeracy for Learning and Life 2011-2020 (**2017, p 12**)*

WORKBOOK

Resources Padlet



Evaluate Digital Texts



LO 3 Identify bias in digital texts

LO 4 Employ criteria for analysing digital texts

English and Communications descriptor p56

Learning outcome 3:

Identify bias in digital texts

Learning outcome 4:

Research a topic online and employ criteria for analysing digital texts, such as authenticity, authorship, bias, objectivity, accuracy and purpose

Key Assignment 1

Research a subject of interest to you and using a template, analyse the websites consulted.

EVALUATING WEBSITES

CURRENCY

What is the website publication date?

When was it last updated?

Is it still current/relevant?

How recent do I need the information to be for my inquiry?

Are any of the links out of date/broken?

Is the site easy to navigate?

RELIABILITY

Is the website hosted by a reputable source?

What kind of information is included?

How complete is the information?

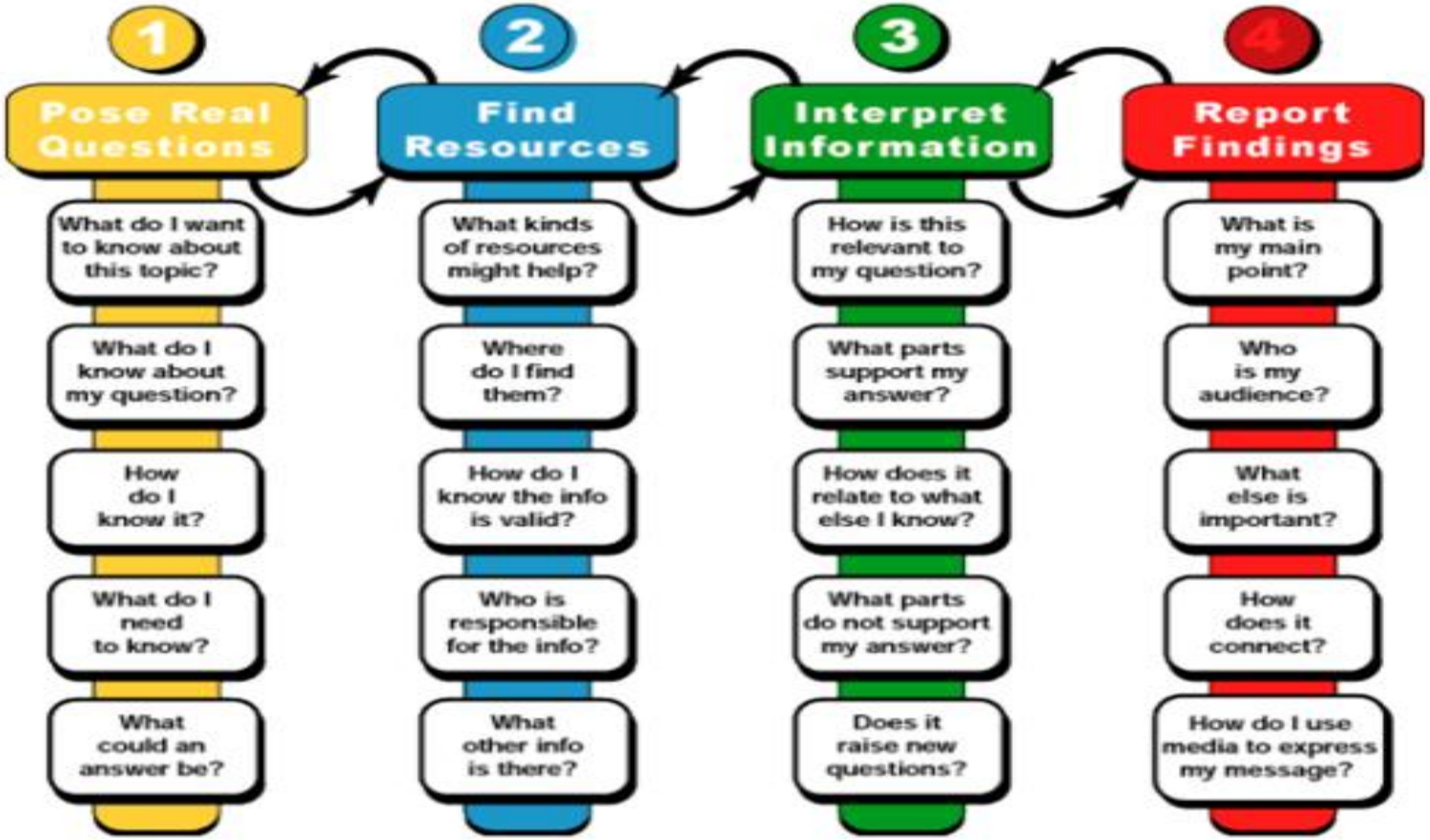
Is there data, sources, graphs, charts, quotations to back up any claims?

Are there references for the information provided ?

Enquiry-led Research

Learning outcome 3.2
Conduct enquiry-led research into a global digital communication platform

Key Assignment 2.3
Research a global communication platform using online resources and present your findings



Methodologies to Support Learning

Methodologies to Support Learning

1. Spend 5 minutes exploring each carousel station on the Padlet
2. Complete the corresponding prompt in the booklet
3. Outline how you could adapt this methodology to suit the needs of your students
4. Feedback to the room

Student reflection

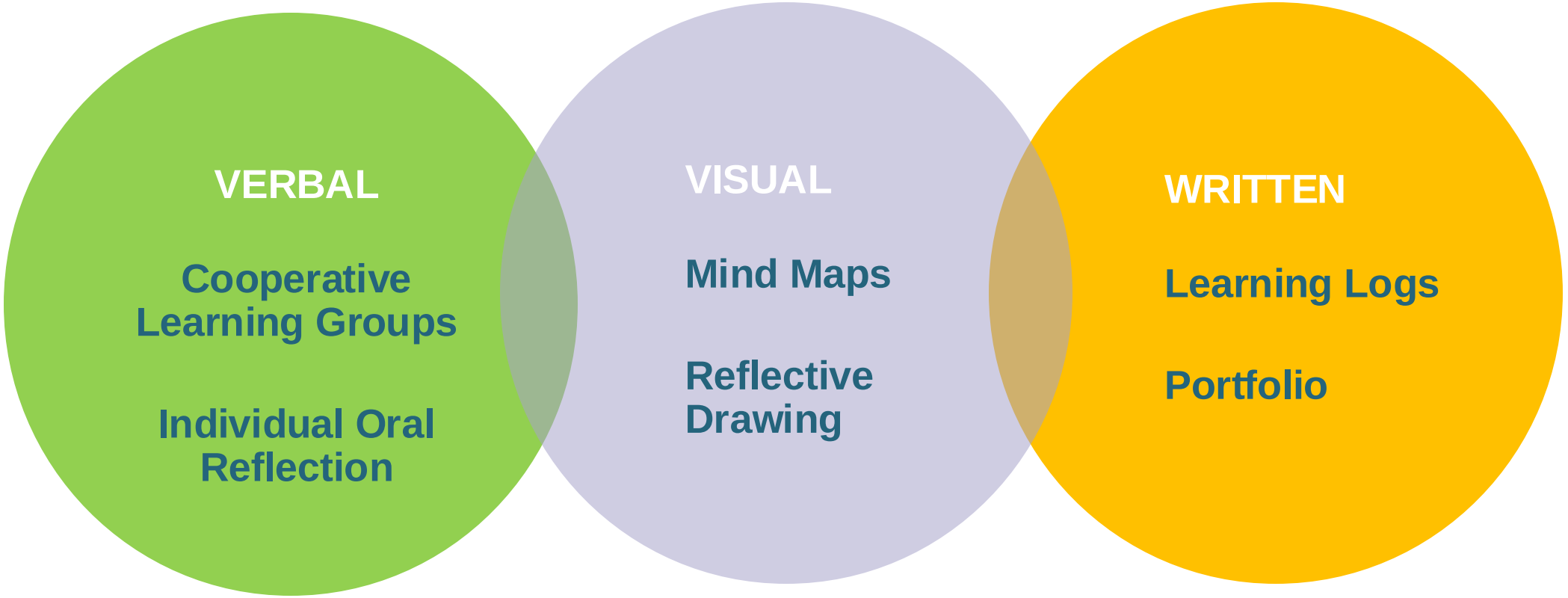
Learning Outcome 1.2
Recognise and critically **reflect** on the responsibilities of employees and employers with regard to digital media in the workplace.

Learning Outcome 3.2
Recognise and **reflect** upon the personal and ethical responsibilities of being a digital citizen.

Key Assignment 2.4
Update the reflective journal with **reflections** on the key points of this module and how your experience in the workplace has influenced your thoughts.

Student reflection

How are your students reflecting on their learning and experiences to date?



RTE News Segment on LCA

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End of Session 3

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