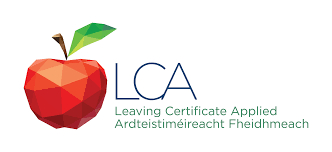
A picture containing text

Description automatically generatedOur Lady of Fatima Special School

|  |  |
| --- | --- |
| Roll No. | 19266T |
| Principal Teacher | Glenda McKeown |
| Policy | LCA Policy |
| Date created | January 2023 |
| Date reviewed |  |
| Date reviewed |  |
|  |  |
| Approved by | Father William Swan |
|  | Chairperson, Board of Management |
|  |  |
| Date for review | January 2024 |



Leaving Certificate Applied Policy

**Table of Contents**

**Our Lady of Fatima School LCA Mission Statement** ..................................................... 4

**Programme Overview** ........................................................................................ 4

What is LCA ..........................................................................................4 Programme Aims

Key principles ..........................................................................................4

**Programmes and Levels**

LCA Terminology ........................................................................................... 6

How is LCA structured ........................................................................................... 7

Modules ........................................................................................... 7 What is a student Task ........................................................................................... 7

Work Experience ........................................................................................... 8

Final Examination Assessment and Certification.............................................................. 9

Further Study ........................................................................................... 10

**LCA Programmes Objectives** ............................................................................................ 11

**Teacher’s Aims for the LCA Programme** ................................................................. 11

**Programme Co-ordinator(s) and subject Teachers** ......................................................... 12

**Programme Provision** ............................................................................................ 13

Admissions Policy ............................................................................................ 13

**LCA Programme Information Issued to Parent/Guardian of Prospective Students** ........ 13

**LCA Programme Time Allocations** .......................................................................................14

Timetabling ....................................................................................... 14

Provision for students with Special Educational Needs .................................................... 14

**Student Induction** ........................................................................................ 15

Method ........................................................................................ 15

Application ........................................................................................ 15

Selection ........................................................................................ 15

Information Evening ........................................................................................ 15

**Teacher Induction** ....................................................................................... 16

Method ....................................................................................... 16

Selection ...................................................................................... 16

Meetings ...................................................................................... 16

In-service .................................................................................... 16

**Programme Planning and Preparation** ....................................................................... 17

Overall Programme Resources ....................................................................... 17

Programme Budgetary Procedures ....................................................................... 17

Class Organisation ....................................................................... 17

Curriculum Content ....................................................................... 17

Task Preparation and Planning ....................................................................... 17

Guidance ....................................................................... 18

Work Experience ....................................................................... 18

Out of School Activities ....................................................................... 18

Provision for Health and Safety Requirements ................................................................... 18

**Programme Teaching and Learning**

Planning for students with Special Educational Needs ................................................... 19

Subject Planning for a Culturally Diverse Society ........................................................... 20

Teaching Methodologies ....................................................................... 20

Range and Variety of Resources ....................................................................... 22

Cross Curricular Planning ....................................................................... 22

Task Preparation and planning ...................................................................... 23

**Programme Assessment** ....................................................................... 23

Assessment Procedures ....................................................................... 23

Year 1 ....................................................................... 23

Year 2 ....................................................................... 23

Homework Procedures ....................................................................... 23

Record Keeping Procedures ....................................................................... 23

Literacy and Numeracy ....................................................................... 24

Evaluation of Programme ....................................................................... 24

Awards ....................................................................... 25

**LCA Mission Statement**

The programme sets out to recognise the talents of all students and to provide opportunities for developing personal responsibility, self-esteem and self-knowledge. The programme focuses on the talents of each student and helps students apply what they learn to the real world

**Overview of the Leaving Cert Applied**

**What is the Leaving Cert Applied**

The Leaving Certificate Applied is a two-year senior cycle course. The Leaving Certificate Applied programme is designed for students whose needs, aspirations and aptitudes are not adequately catered for by the traditional Leaving Certificate programme. It is a student-centred programme and is based on active and practical educational experiences. The Leaving Certificate Applied places emphasis on continuous assessment and preparation for the world of work. The course is suited to those students who would not be primarily focused on third level education.

Criteria For Application:  
Our Lady of Fatima School endeavours to make all programmes assessable to our school subject to the following criteria.

LCA is more suited to students with higher mild ability.

Following the end of the Junior Cycle, students will be assessed for their suitability for LCA, QQI, or VT.

**Programme Aims**

* To prepare the student for life after school, the working world and adult life.
* To develop the student’s social awareness and capacity to communicate with others in work/social environments.
* To provide students with access to further education and training.
* To assess the progress of the students on an ongoing basis. Students are assessed throughout the two years.
* To develop decisiveness and skills to solve real life problems.

**Key Principles**

1. Personal and Social Development
2. Active Teaching and Learning Methodologies
3. Integration across the Curriculum
4. Basic Skills
5. Teamwork
6. Links with the Community
7. Reflection

**Programme and Levels**

The LCA programme in Our Lady of Fatima Special School offers the subjects.

* Vocational Preparation and Guidance
* Hotel, Catering and Tourism
* Information Communication Technology
* English and Communication
* Mathematical Applications
* Leisure and Recreation
* Agriculture/Horticulture
* Social Education
* Arts Education - Drama
* Music

The LCA offers the subjects at a common level for all students.

**Leaving Certificate Applied Terminology**

1. **SESSION**

For the purpose of the Leaving Certificate Applied the school year is divided into two sessions. Session 1 – September to the end of January. Session 2 February to June. The full two-year programme has four sessions altogether

1. **ELEMENTS**

The Leaving Certificate Applied is divided into three elements – Vocational Education, Vocational Preparation and General Education.

1. **COURSES**

A course is an area of study made up of a number of modules

1. **MODULES**

Each course is made up of a number of modules. A module represents approximately 30 hours

1. **ELECTIVE MODULES**

Four extra modules chosen by the school out of all the modules

1. **UNITS**

Modules are sub-divided into units. Each unit contains outcomes which have been grouped together because they have a common theme of fit together comfortably

1. **KEY ASSIGNMENTS**

Key Assignments are learning outcomes selected from the module as being of key importance and are a minimum requirement. To gain credits for each module you must usually complete 4 Key Assignments and attend the course for at least 90% of the time.

1. **TASK**

A task is a practical activity. It can be the development of a product, the investigation of an issue or the provision of a service. To gain credits for a task students must conduct the task, produce a report, and engage in an interview with an external examiner.

**How the programme is structured**

The Leaving Certificate Applied is structured around three main elements

* **Vocational Preparation**
* **Vocational Education**
* **General Education**

These three elements are interrelated and interdependent. This programme is characterised by educational experiences of an active, practical and student-centred nature.

Each year of the programme is divided in two sessions. Therefore, there are four sessions throughout the two years. Each two-year cycle is broken up as follows:

|  |  |  |
| --- | --- | --- |
| **Session 1** | **September – January** | **Year 1** |
| **Session 2** | February - June |
| **Session 3** | September – January | Year 2 |
| **Session 4** | February – June |

**Modules**

* The course is made up of modules. Modules are short programmes of study (30 hours of class time) from various subjects that are offered in the programme.
* Each student shall complete a number of modules over the two-year course, Assignments must be completed at the end of each module.
* Credits will be awarded for successfully completed assignments.
* Each student must have 90% attendance during each session of the course. Credits will not be awarded to students who do not have 90% attendance.

**What is a Student Task**

A student task is a practically orientated activity, which takes the student a minimum of 10 hours to complete. It is applied to one of the following:

* The development of a product
* The investigation of an issue
* The provision of a service
* The staging of an event

Seven tasks are to be completed over two years. They are worth 10 credits each (Personal Reflection Year 1 and 2 = 10 credits)

Calendar

Description automatically generated

Each task report must contain the following:

1. Title
2. Aims
3. Action Plans
4. Research activity undertaken
5. Execution of task
6. Presentation and Analysis of Findings
7. Integration across the curriculum
8. An Evaluation of the student’s own contribution

**Work Experience**

Each student will complete work experience. Work experience will take place twice a year. In Year 1 it will take place in November and Term 3 . In Year 2 this will take place in November and after interviews in January. This means that students of LCA will experience four different work locations over two years. Work experience done for one week during school term time.

**Final Examinations**

Although the Leaving Cert Applied is predominantly a course based on continuous assessment each student will sit final exams in a number of subjects in June of the second year. These are the subjects.

1. English and Communications – **12 credits**
2. Social Education – **10 credits**
3. Languages (French and Irish) – **6 credits each**
4. Vocational Specialism’s (see next page) – **12 credits each**
5. Mathematical Applications – **10 credits**

Oral examinations are conducted by external examiners in May in the following subjects:

* English and Communications

There will a practical cookery examination in Hotel Catering and Tourism, in May.

There will be an interview for each of the Tasks.

**Assessment for Learning**

Assessment for learning is using assessment in the classroom as a tool

It is the aim of the LCA Programme that assessment for learning becomes a central aspect of the methodology employed in providing the various modules to the students in Our Lady of Fatima Special School.

Assessment for learning is characterised by

* Sharing learning goals with the students
* Helping students to recognise the standards they are aiming for
* Involving students in their own learning
* Providing feedback to help students recognise what they must do to close any gaps in their knowledge and understanding
* Communicating confidence that every student can improve
* Adjusting teaching to take account of the results of assessment

**Assessment and Certification**

A maximum of 200 credits can be awarded over the two-year programme. This includes credits for completion of assignments at the end of modules, Tasks and final examinations. The breakdown is as follows:

|  |  |  |
| --- | --- | --- |
|  | **Credits** | **Percentage** |
| **Satisfactory Completion of Modules** | 62 | 31% |
| **7 Student Tasks** | 70 | 35% |
| **Final Examinations** | 68 | 34% |

Upon successful completion of the Leaving Certificate Applied Programme students shall receive a certificate from the Department of Education and Science. There are 3 levels of award as outlined below.

|  |  |  |
| --- | --- | --- |
| **Pass** | **120 – 139 credits** | **60% - 69%** |
| **Merit** | 140 – 169 credits | 70% - 84% |
| **Distinction** | 170 – 200 credits | 85% - 100% |

Credits are awarded by the individual subject (module) teacher.

Credits are given as follows

* Modules for non-examination courses have a value of two credits
* Modules of courses which have a final examination have a value of one credit

Teachers throughout the year will assign work to the students, most of which will be completed in school. Some of the work will involve work outside school e.g., a trip to the library for English and Communications and Social Education. Guest speakers may be invited in e.g., in VPG

**Assessment of Tasks**

Student tasks are assessed by interview by external examiners appointed by the Department of Education and Skills.

These tasks may vary in a variety of formats – written, video, audio etc. Each student is also required to produce a report on the process of completing the task.

Note: There is no interview for the Personal Reflection task. This task is corrected by the State Examiners.

**Further Study**

Upon successful completion of the Leaving Certificate Applied Programme students may apply to do a Post Leaving Certificate (PLC) course and then continue to study in a 3rd level institution.

**LCA Programme Objectives**

The fundamental goal for the Leaving Certificate Applied is to prepare Leaving Certificate participants for transition from the world of the school to that of adult and working life. The Leaving Certificate Applied focuses on the needs and interests of participants, using a variety of methodologies, making optimum use of the resources of the local community, and paying particular attention to the needs of the local region. There is a need to recognise that individuals differ considerably in the ways they process, assimilate, and recall information.

**Teacher’s Aims for the LCA Programme**

The Teachers of the LCA Programme aim to:

1. Design and deliver a programme conductive to the needs of the students in the LCA programme including, but not limited to Vocational Preparation, Vocational Education and General Education.
2. Foster a student friendly environment within the LCA programme and to help with the personal and social development of participants.
3. Promote positive attitudes towards school and learning amongst the students.

**Subject Teachers**

**Ms. Kehoe, Ms. Leacy & Ms. Murphy**

**Co-ordinator Ms. Leacy**

**Programme Provision**

**LCA Programme Admissions Policy**

All students who complete all or part of the Junior Certificate have access to LCA.

**LCA Programme Information issued to Parent/Guardian of Prospective Students**

When students have completed PP4 an information booklet and a parents evening will be held to inform parents about LCA in PP5 and PP6. The student and his/her parent(s)/guardians are offered advice regarding the programme.

***The Principal will have the final say in who is accepted onto the programme***.

**LCA Programme Time Allocations**

**Timetabling**

Classes are scheduled on Monday – Friday during the regular school day. Two weeks for Work Experience will be timetabled for November and before Easter.

**Leaving Certificate Applied Curriculum Plan Year 2022 - 2023**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | **Year 1** | | **Year 2** | |
| **Programme**  **Area** | Subject | No. of periods | No. of periods | No. of periods | No. of periods |
|  | Session  1 | Session  2 | Session  3 | Session  4 |
| **Vocational**  **Preparation** | Vocational  Preparation and Guidance | 3 | 3 | 2 | 2 |
| English and Communication | 3 | 3 | 3 | 3 |
| **Vocational Education** | Mathematical Applications | 3 | 3 | 3 | 3 |
| Introduction to Information Technology | 2 | 2 | 2 | 2 |
| HCT/Tech | 4 | 4 | 4 | 4 |
| Craft and Design | 4 | 4 | 4 | 4 |
| **General Education** | Arts Education  Arts Music | 2 | 2 | 0 | 0 |
| Social Education | 5 | 5 | 5 | 5 |
|  |  |  |  |  |
|  |  |  |  |  |
| Leisure and Recreation | 2 | 2 | 2 | 2 |
| **Electives** | Drama | 3 | 3 | 3 | 3 |
| Ag/Horticulture | 3 | 3 | 3 | 3 |
| **Class Tutor** |  | 0 | 0 | 1 | 1 |

Other

1. Personal Reflection Task Year 1
2. Practical Achievement Task
3. Personal Reflection Task Year 2

Students are guided in these tasks in English and Elective Classes

**Provision for Students**

Provisions will be made for students in relation to exemptions from modern language studies and students will be given access to the RACE scheme. The LCA co-ordinator liaises with the SEN co-ordinator regarding additional support available to students.

Class SNA will work closely with the teachers and co-ordinator to ensure all students in the class can access the programme and reach their potential.

**Student Induction**

**Method**

When students return to school in PP5, LCA students meet with the LCA Coordinator. The Co-ordinator will outline the key terms of LCA (see PowerPoint presentation), the importance of 90% attendance and the role of work experience. The Co-ordinator will introduce the students to the new modules.

**Application**

Application for this programme is carried out by the completion of the appropriate form, which requires the signature of the parent or guardian. (see Appendix 1)

**Selection**

**Information Evening**

Students who have selected LCA are then invited to an information evening along with their parents. Parents and students are given an overview of the programme and an opportunity to raise any areas of concern that they might have. Students and parents are also asked to sign a contract**. It is compulsory for parents to attend a meeting prior to the commencement of the LCA course.**

**Teacher Induction**

**Method of Induction**

Teachers are supplied with the necessary introductory documents for the LCA modules that they will be teaching. Each teacher is responsible for developing a course in their subject which meets the learning objectives of particular module. They are also informed on important aspects of the LCA programme by the LCA co-ordinator.

**Selection**

The school Principal allocates teachers to the programme taking into account any special skills, interests those teachers may have.

**Meetings**

Individual meetings for PP5 & PP6 year LCA take place at the start of the school year and also periodically throughout the year when calendar allows. These meetings are chaired by the LCA co-ordinator. The agenda for these meetings include: Requisition of resources, Task planning, etc. A set of minutes are kept for each meeting. Teachers of LCA also meet informally to discuss any issues that may arise.

**Teacher In - service**

Teachers are given a schedule of the relevant in-service available at the start of the school year by LCA co-ordinator. The list of in-service available is posted on LCA notice board in main staff room and is also emailed to each teacher. Teachers are encouraged to attend any in-service which would benefit the teaching of their subject. School management facilitates the attendance of teachers to all DES approved in -service by providing cover. Teachers are asked to keep a record of any in-service that they attend.

**Programme Planning and Preparation**

**Overall Programme Resources**

There are a wide range of resources available in Our Lady of Fatima School and the local community that are available to students in the LCA programme.

* Arts – Drama facilitated by Melanie Meyler.
* An I.T. suite only available for Information Technology
* Access to Sports Grounds – North End & St, Mary’s Pitch
* Fully equipped cooking facilities - Loreto Secondary School, Wexford
* School garden.
* Swimming – Ferrybank Swimming Pool.
* Horse Riding – The Railway Gallops, Duncormick, Co. Wexford.
* Students will also be taking field trips for different activities.

**Programme Budgetary Procedures**

Funding is available to subsidise pursuits in the LCA programme such as field trips to factories, plays, concerts and other beneficial activities. Teachers discuss with LCA co-ordinator and school management any out of school activities which requires school funding.

**Class Organisation**

Students will be in the same class for all subjects.

**Curriculum Content**

1. Individual Subject Plans
2. Modular Descriptors, Textbooks and Course Materials

**Task Preparation and Planning**

In order to facilitate the successful implementation and execution of the LCA tasks. Collaboration between teachers is essential. Tasks in the LCA enforce cross-curricular links in the programme and apply to all subject areas. Department guidelines and on-line resources such as [www.slss.ie](http://www.slss.ie) are useful resources in preparing and planning these activities.

**Guidance Planning**

All students have access to a guidance counsellor. Guidance Counselling will be provided by Ms. Leacy and Ms. Dayna Bradley affiliated to Cúmas, New Ross. The LCA programme also incorporates a Vocational/Career Guidance module and in this class, students can research and investigate different elements of courses and options that they have.

**Work Experience Procedures**

Built in to the LCA programme in the school the students will attend work experience. Students complete their vocational requirement in businesses and services in their communities. Students can select occupations such as day care, hair & beauty salons, shops, supermarkets, co-op’s and so forth. Only a business which is fully registered and has all necessary insurance documentation can be used by a student for work experience.

**Procedures for out of school activities**

Procedures for field trips and other out of school activities are in line with the overall school policies on these issues.

**Provision for Health and Safety Requirements**

Health and Safety requirements in the LCA programme are in line with school’s Health and Safety policies.

**Teaching and Learning**Diagram

Description automatically generated

**Planning for Students with Special Needs**

All students within Our Lady of Fatima School have a MGLD diagnoses and receive extra help in class. Due to the student to teacher ratio and SNA assistance in the LCA classes, extra individual attention can be given to students who require it. Work in class is planned and differentiated to meet the needs of all students. Teaching strategies which can be utilised to help students with special needs include:

* Careful choice of appropriate texts
* Giving appropriate treatment of subject content
* Taking a multisensory approach
* Providing suitable resources and aids for the students
* Other strategies for providing for students with special needs can be found in the subject plans for the different subject areas.

**Subject Planning for a Culturally Diverse Society**

* Create an atmosphere that respects cultural diversity.
* Encourage full participation by all students.
* Provide any necessary support materials for students.
* Promote equality and understanding of cultural diversity amongst all students.

**Teaching methodologies**

A key underlying principle in Leaving Certificate Applied is the promotion of the use of a broad range of teaching methodologies and student-centred learning.

In Leaving Certificate Applied each course consists of a number of modules. All these modules are outlined in the Leaving Certificate Applied Module Descriptor for the relevant course and each teacher has a copy of the relevant module descriptor.

Included in the module descriptors are suggestions for the teaching approach under the heading “Teacher Guidelines”.

Teachers are also made aware of The LCA Teachers Handbook which has suggestions for

teaching methodologies. In line with Department Guidelines for Teaching and Learning we

* Will use a variety of teaching styles which actively involve the students in locating and using relevant information and which promotes personal responsibility, initiative, independence, reflection, self-evaluation, self-confidence and co-operation
* Will use a variety of teaching and learning processes like paired work, task work and individual work
* Will promote communication, literacy and numeracy across the LCA curriculum
* Will identify and use teaching and learning resources in the local community and interact with employers and enterprises
* Will use teaching approaches that will address and exceed the needs of the students in Our Lady of Fatima.

Active methodologies are encouraged in the Leaving Certificate Applied Programme

Active Learning involves students directly and engages them actively in the learning process itself.

Students are involved in all stages of planning, design, execution and evaluation.

The benefits of active learning have been generally identified as follows:

* Focus is on the learner and learning
* Information retention
* Communication skills
* Higher level thinking skills
* Teamwork
* Motivation
* New learning resources
* Variety of learning styles

Some suggested methodologies for use in the Leaving Certificate Applied Programme are as follows.

Not all of these will be used by all teachers but over the two year period a selection can/will be used

|  |  |
| --- | --- |
| Active Teaching Methods Out of School | Active Teaching Methods in School |
| Surveys Market research Questionnaire design Research material  Observing locality – ordinance, map reading  Visits:  Institutions Exhibitions Work places Cultural Trade fairs Businesses  Activity Centre – finding routes, looking for evidence e.g., looking for Irish signs in an area/audio taped tours, Planning trips, Visual recording Interview Research, Monitoring Work Experience, Work Shadowing, Competitions, Outdoor pursuits Internet Broadcasting, Community work/local issues, Resource collecting, Inter school debates. Giving a performance Going to a performance and watching for certain key elements e.g., lighting/colour/costumes etc. Meeting another school group of LCA with a task. Students part-time work Local radio station, Library, County Council | Group projects, Questionnaires, School library, Computer data bases, Collage  Practical work, Periodicals Experimentation, Class feedback 2’s & 4’s – planning other staff members Individual interview, Brainstorming, Group discussion, Case studies, Sharing your own experiences, Group work,  Role play, Individual students – class presentation, Visitor Posters/brochures, Digital work Imagery –Using the video Enterprise Running a ‘radio station’ Performance Diary keeping – Reflection at the end of each week, Surfing the net Exhibition, Using equipment. |

**Range and Variety of Resources**

The LCA aims to offer a broad range of educational experiences including.

* Assignments
* Visiting speakers
* Social and cultural tips
* Teamwork
* Interviews
* Orals
* Practical and aural assessment
* Logbook and diaries

**Variety of Resources**

**Cross Curricular**

[Students must be taught how to collaboratively gain knowledge and skills](https://www.edutopia.org/blog/deeper-learning-collaboration-key-rebecca-alber) in order to be expert learners and demonstrate their learning by applying and creating.

The LCA programme is designed to be taught in a collaborative way.

* Media Studies – English and Social Education,
* Surveys and Statistics – Maths, English, Social Education and Information Technology

Cross curricular approaches are promoted and take place depending on in interests of teachers.

Cross Curricular is particularly relevant in the area of tasks e.g.

* General Education Task : –Arts Ed, English, Maths and IT
* Contemporary Issues Task: English, VPG, Maths, Computers
* Practical Achievement Task: HCT, English, Maths, Arts - Drama

**Task Preparation and Planning**

In order to facilitate the successful implementation and execution of the LCA tasks. Collaboration between teachers is essential. Tasks in the LCA enforce cross-curricular links in the programme and apply to all subject areas. Department guidelines and on-line resources such as [www.slss.ie](http://www.slss.ie) are useful resources in preparing and planning these activities.

**Programme Assessment**

**Assessment Procedures**

The LCA has a comprehensive built-in assessment process, containing ‘Key Assignments’ and ‘Student Tasks’. These assignments are the main form of assessment in the programme as a whole and the requirements of these assessment procedures inform teaching and learning in the different subject areas. Teachers also employ their own continuous assessment strategies in their own subject areas and students’ progress is also discussed between the teachers involved with the LCA.

**Year 1**

* Key assignments to be completed after each module of work.
* Three student tasks to be completed over year 1.
* Interviews after task completion.

**Year 2**

* Key assignments to be completed after each module of work.
* Four student tasks to be completed over year 2.
* Examinations at Mock examinations.
* Oral examination in final term. (Department of Education examination).
* Written examination in June. (Department of Education examination).

**Homework Procedures**

Homework is given where appropriate. The giving of homework is up to the discretion of the teacher. Each individual teacher has responsibility for tracking homework in their subject area.

**Record Keeping Procedures**

Teachers keep a record of all class activities. Teachers have their own scheme of work for their subject and work through this accordingly. The co-ordinator keeps a record of attendance and assignments covered.

**Literacy and Numeracy**

The LCA programme in places a great emphasis on the development of Literacy and Numeracy skills for its students. Teachers of LCA use a variety of methods to improve Literacy and Numeracy in their subject areas. Teachers are encouraged to use the methods as outlined in the PDST Leaving Cert Applied Teacher Handbook (pages 25-47).

**Evaluation of the Programme**

The programme is evaluated at the end of each year.

The programme co-ordinator meets with the teachers, and they discuss what went well and what needs to be changed. A list of changes is drawn up and presented to the Principal by the co-ordinator.

**End of year awards**

Students of LCA have the opportunity to receive many awards at the end of year awards ceremony. The following is a list of awards available to LCA students

* Attendance
* Best project in each subject area
* Merit awards
* Act of kindness award
* Academic for those getting a distinction in their exams
* Various sporting and club awards
* Student of the Year Award for fifth and sixth year

**Appendix 2**

**Leaving Certificate Applied Contract**

The Leaving Certificate Applied teaching team within Our Lady of Fatima School believes there are certain attitudes and actions that are essential to the successful completion of the Leaving Certificate Applied programme. We have set these down in this document.

We want every prospective candidate, and their Parent/Guardians, to read this document and if they are willing to accept the requirements set out to sign.

**Attendance**

A minimum of 90% attendance is a basic requirement of the Leaving Certificate Applied. Lengthy or repeated absence must be covered by a doctor’s cert. Any holidays taken during the course of the two year programme will not be accepted as a legitimate absence and may result in participants losing out on credits.

**Application to class work**

We require that every student do his or her best in relation to class work. Credit will not be given for work that is not considered to be the best that a student can do, regardless of quality.

**Work Experience**

Work experience forms a core to Leaving Certificate Applied. Students must arrange their own work experience placements. There will be two placements (2 x two week blocks) in each year. It is important that students choose their work experiences carefully. It is recommended that work experience be completed in at least 3 different career areas.

For each work experience placement students must complete satisfactorily and return their Work Experience Diary. Employer Report Cards must also be returned. Failure to return or complete satisfactorily the above two documents will result in students losing vital credits.

Students will be monitored carefully on Work Experience placements and where possible a member of the teaching staff will visit and interview both the student and their employer.

**Behaviour**

Students will be expected to adhere to the school ethos and rules as laid out in the school journal.

I have read and understood the above student contract and agree to follow its contents.

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## LEAVING CERT APPLIED CALENDAR OF EVENTS

(Provided by the State Examinations Commission)

NOTE THIS IS AN IMPORTANT DOCUMENT AND SHOULD BE REFERRED TO PERIODICALLY TO ENSURE COMPLIENCE WITH THE SCHEDULE

**CHECKLIST OF DUTIES OF LCA COORDINATOR**

*The following list may be of some assistance to the Leaving Certificate Applied co-ordinator in establishing and clarifying the role.* ***They are offered as guidelines only.***

**Administration**

* Record-keeping
* Checklist of Key Assignments to teachers
* Storage of Key Assignments and Tasks
* Arrangements for examination of Tasks
* Arrangements of out of school activities
* Claiming credits
* Attendance
* Appeals

**Communicating**

* Teaching Team
* Students
* Principal
* Parents
* Employers
* Support Services
* Department of Education and Skills
* Team building
* Perception/morale (within and outside school)
* Trouble shooting
* On-going monitoring

**Planning**

* Overview of the programme
* Delegation
* Planning tasks
* Planning timetable
* Planning teaching team
* Monitoring tasks
* Team meetings
* Finance, resources
* Curriculum management

**GUIDELINES FOR PLANNING in LCA**

**Programme Planning and Preparation**

* Programme budgetary procedures
* Class organisation
* Curriculum content

1. Individual subject plans
2. Course materials and resources

* Task preparation and planning
* Work experience procedures
* Procedures for out of school activities
* Provision for health and safety requirements
* Planning for students with special education needs
* Guidance planning

**Programme Teaching and Learning**

* Teaching methodologies – differentiation, active learning, literacy, numeracy and assessment of learning
* Range and variety of resources
* Cross-curricular activities

**Programme Assessment**

* Homework procedures
* Record-keeping procedures and reporting procedures
* On-going assessment – Assessment for Learning (formative) and Assessment of Learning (summative)
* Terminal assessments/exams

**Programme Achievement and Development**

* Students’ level of attainment in comparison with national averages (see PDST tool)
* Student destination survey
* Minutes of programme meetings
* Record of teacher in-career development
* Programme review procedures
* Recommendations of DES Programme Inspections

Ratified by the Board of Management on: 14th December 2022\_\_\_\_\_

**Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Chairperson, Board of Management**