LCA Evaluation in Schools, SSE and LCA
Chief Examiner’s Report 2014

Presentation to PDST
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• Evaluation of LCA in Schools

• SSE and LCA

• Main points from Chief Examiner’s Report 2014, SEC

• Future direction of CPD
# Programme Evaluation Framework

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<th>Dimension</th>
<th>Quality Areas</th>
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<td><strong>Quality of teaching and learning</strong></td>
<td>• Planning and preparedness for lessons</td>
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<td>• Teaching approaches</td>
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<td>• Students’ engagement in learning</td>
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<td>• Attainment of lesson / programme objectives</td>
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<td><strong>Quality of programme provision and whole-school support</strong></td>
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<td>• Resources</td>
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<td>• Student selection and support</td>
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<td>• Home-school and community links</td>
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<td><strong>Quality of programme planning, co-ordination and evaluation</strong></td>
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<td>• Coordination and planning</td>
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Lesson Observation

“good teaching is good teaching”

• Planning
• Teaching and learning
  ➢ Generic methodologies, numeracy and literacy development, short, clear teacher inputs, cross curricular learning, life skills, access to ICT
• Students
  ➢ Active learning, affirmation, classroom management, atmosphere, attendance, rapport
• Assessment
  ➢ Portfolio work, Key assignments, Terminal assessment
Good Practice

Planning

• Genuine whole-school support that involves management, the LCA co-ordinator, teachers and students.
• Effective co-ordinator with strong leadership skills
• Effective programme co-ordination and planning
  – Planning meetings that include planning for tasks, cross-curricular work and students with special educational needs
• The co-ordinator/teachers work well together, meet a number of times a year to plan.
• The curriculum – broad, balanced, design takes cognisance of the interests and needs of students
• Evaluation of the programme by staff and students - strengths and areas for development have been identified, strategies to address these areas have been put in place
• Strong links with employers and the wider community facilitate the further enhancement of students’ learning experiences.
Lessons

• **Effective teaching and learning observed when**
  – Lessons were well planned
  – Development of students’ literacy was facilitated.
  – Props were used successfully in enhancing students’ learning where they were employed.

• **Students were afforded the opportunity during lessons to enhance their personal and social development and vocational education**

• **Opportunities are provided for the enhancement of students’ literacy, reflective skills, and personal and social development, all of which are the key principles of the LCA.**

Tasks

• **There is clear evidence that cross-curricular planning takes place in the completion of students’ tasks.**
Common Recommendations

Generic Teaching, Learning, Assessment

- Structured group work, peer learning and peer assessment
- Brief student activities interspersed with teacher explanation - maintain students’ interest and encourage their active participation.
- Learning intentions shared with students, revisited to ascertain students’ learning
- Teachers to be creative and adopt a practical approach to homework - practical activities to extend learning
- Students need practice doing terminal exams/ formal assessments

Planning

- An overall modular plan for the two years of the programme should be collaboratively devised in all subject areas.
- A formal evaluation of LCA, involving all the participants, should be undertaken and the outcomes should feed into a review of the programme.
Literacy and Numeracy

• A dictionary should be available in all lessons for use by students to facilitate the development of their literacy using independent strategies. Students should develop their own word banks.

• Recapitulation of the lesson content, with particular attention being paid to the consolidation of the key words of the topic.

• Opportunities for the enhancement of students’ numeracy should be exploited in all subject areas.

• The special educational needs department should devise and deliver a programme of work that would facilitate the enhancement of literacy, numeracy, interpersonal and social skills of the LCA students who receive additional support.
SSE and LCA
What is SSE?

Just reminding ourselves:

• SSE is a way of systematically looking at:
  – how we teach and
  – how our students learn and
  – making decisions about what we want to improve

• *Because*
  – we want to make learning better for students
  – we want to make teaching more rewarding
  – schools are best placed to examine their own practice and to tell their own story
How does LCA link with SSE?

SSE FRAMEWORK

TEACHING and LEARNING

Learner outcomes
- Attainment of curriculum objectives

Learning experiences
- Learning environment
- Engagement in learning
- Learning to learn

Teachers’ practice
- Preparation for teaching
- Teaching approaches
- Management of students
- Assessment
Maybe your selected area for SSE was Literacy...

• Your school selected aspect(s) of literacy as its SSE area – oral literacy, understanding of key words, improving spelling and grammar...

• LCA key underlying principles include:
  – basic skills (literacy)
  – active teaching/learning methodologies
  – teamwork
  – integration across the curriculum
  – inter subject/module planning

• Tasks and Key Assignments – presentation of information, oral examinations
Maybe you have numeracy as your SSE area

• LCA can obviously support the development of numeracy skills

• LCA key underlying principles include..
  – basic skills (numeracy)
  – active teaching/learning methodologies
  – integration across the curriculum

• Use number, measure, data handling, problem solving skills, disposition, patterns, trends
Examples of Numeracy in Other modules

• Art, Graphics and Construction, Engineering
  – Designs may need enlarging or reducing introducing ideas of multiplication, proportion, scale, ratio
  – Patterns and constructions are based on spatial ideas and properties of shapes including symmetry

• Music
  – Rhythms and patterns correlated with numerical patterns

• Religion
  – Study of concepts of “B.C. and A.D.”

• Leisure and Recreation
  – Athletics – measurement of height, distance, time, speed
  – Dance, gymnastics and ball games – time, symmetry, position and direction
How schools might review their LCA using the SSE process?

6-step cycle of SSE

1. Gather evidence
2. Analyse the evidence
3. Exam results
4. Make judgements about strengths and areas for development
5. Implement and monitor improvement plan
6. Devise school improvement plan
7. Write school self-evaluation report
8. Student surveys or interviews
9. Discussion with teachers
LCA Chief Examiner’s Report 2014

Key Findings and Recommendations
• The majority of candidates achieve considerably more credit (proportionally) for satisfactory completion of modules than they achieve from the other two sources of credit – the student tasks and the final examinations.

• Adherence to the 90% student attendance rule for SCMs should be strictly observed and monitored. The use of individual teacher rolls is recommended in this regard.
Tasks

• Communication between the Leaving Certificate Applied co-ordinator and the anchor teacher is vital.

• Increased cross-curricular integration would support the anchor teacher, improve learning, and help students gain credit under this criterion.

• While each task is primarily situated in one curricular area, the students draw on the learning from other areas.

• While the Practical Achievement Task is done outside of school, opportunities in school time should be provided for monitoring and guidance.
Co-ordination and Planning

• The co-ordinator is central to the successful implementation. It is recommended that the co-ordinator
  – has experience and understanding of LCA
  – receives all necessary support and information from school management and colleagues.

• New co-ordinators should be fully briefed and be encouraged and supported in availing of relevant in-career development.

• The nature of the programme is such that it requires attention throughout the two years to administrative matters.
• Good practice was observed when students selected their own tasks/coursework activities and thus were interested in the work. Students performed better when individual tasks/coursework was undertaken as they exhibited a greater understanding of all aspects of the work.

• Cross-curricular links should be fully exploited in subject planning and in teaching and learning in the classroom.

• Teaching strategies need to facilitate active learning and focus on the “real life” practical applications of concepts.
Progress in learning

• Students should be familiar with and practise past examination papers.
  – They should understand the rubrics of the paper and what is meant by key words such as describe, list, explain.

• Students’ numeracy skills should be further developed.
  – Students should practise calculations as required

• Students should familiarise themselves with the subject-specific language
  – should be able to use it appropriately, both orally and in writing

• Students’ independent learning skills should be further facilitated
Looking at key recommendations (DES and SEC), Focus of CPD should be:

• **Generic teaching and learning**
  – Active Learning – structured group work……
  – Assessment of and for Learning – questioning, homework, terminal examination papers
  – Literacy
  – Numeracy
  – Differentiation
  – Cross-curricular integration, not subject specific