

JOURNAL

2008

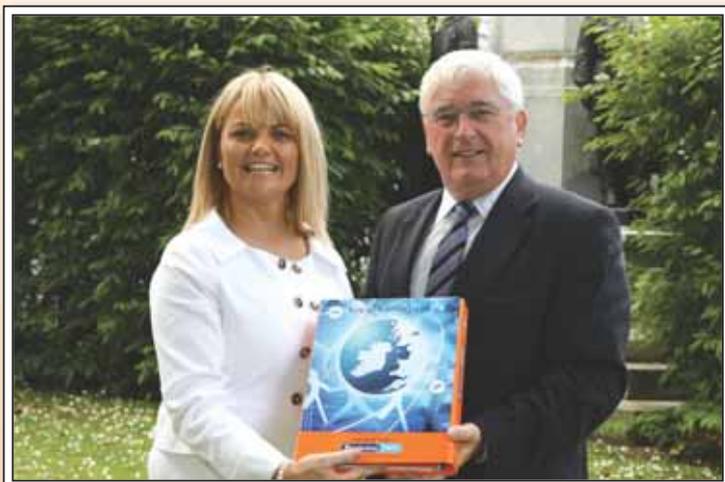
Dear Colleagues,

Welcome once more to the LCVP Journal.

I look forward to working with you and wish you and your LCVP Students every success for the academic year 2008/2009.

Best wishes,

Caroline McHale,
National Coordinator,
LCVP.



Caroline McHale with Batt O'Keefe, TD, Minister for Education and Science, at the launch of the Irish Times B2000 resource, which supports the Link Modules.

SLSS- LCVP SUPPORT

- Do get in touch: A consultation service is available by phone, fax or email.
- A limited number of school visits will be provided resources permitting. Priority will be given to new schools.
- Local network meetings to support teachers available in over twenty Education Centres. This is a partnership between Education centres and the LCVP. Our next meeting will include a review of Assessment for 2008. These meetings are facilitated by practicing teachers.
- Details of cluster meetings and courses are contained in this Journal.
- All our resources also available on CD-Rom.
- Log on to our LCVP website: **www.slss.ie** and click on LCVP link. Our website contains many useful resources and details of events.
- Our National Conference, supported by TPN funding will take place in March. Details will follow on our website. Also log on to **www.lcvptpn.ie**

Contact Details:

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See Inside:

- LCVP Local networks
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- Resources
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- Assessment for Learning
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Supported by:



Local LCVP Teacher Networks

Network meetings with LCVP teachers will continue in the current academic year and these are organised by Associates who liaise with their local Education Centres. During the first term, Advising Examiners / Correctors of the 2008 Link Modules Examination are invited to these Network meetings to give feedback to teachers. These contact sessions with experienced correctors and facilitated by associates have proved very popular with all LCVP teachers.

These meetings will take place in late September/October. Dates and starting times will be available on our website: www.slss.ie and click on LCVP link. Also teachers are reminded that they do not have to attend at the centre in which their school is located but can attend at any centre of their choice. The Case Study meeting will take place in April 2009. A sincere thank you to our Associates, correctors and Education Centres.

Updated information on Network meetings will be posted on our websites:

www.slss.ie and click on LCVP or www.lcvptpn.net

Education Centre Contact Telephone Number:

Kildare Education Centre	045 530200	The Education Centre, Tralee	066 7195000
Blackrock Education Centre	01 2365000	Kilkenny Education Centre	056 7760200
Carrick-on-Shannon Education Centre	071 9620383	Navan Education Centre	046 9067040
Cork Education Centre	021 4255600	Donegal Education Centre	074 9723487
West Cork Education Centre	023 56756	Laois Education Centre, Portlaoise	0502 72400
Drumcondra Education Centre	01 8576400	Galway Education Centre	091 745600
Sligo Education Centre	071 9138700	Limerick Education Centre	061 312360
Dublin West Education Centre	01 4528000	Monaghan Education Centre	047 74000
Athlone Education Centre	090 6420400	Waterford Education Centre	051 311000
Co Wexford Education Centre, Enniscorthy	054 39100	Mayo Education Centre, Castlebar	094 9020700
		Clare Education Centre, Ennis	065 6845500

SPIRIT OF ENTERPRISE

Spirit of Enterprise brings real stories of enterprise and business from Ireland's leading organisations. Designed for high classroom impact, the **Fourth Edition** will be delivered in the new school year.

Visit us at www.soe.ie



*Caroline McHale, Tánaiste Mary Coughlan,
Anna Gethings (SOE) and Martina Rodgers*

Portfolio Writing in the Cooperative Learning Classroom

Whereas most students enjoy the activity based nature of the LCVP programme many find difficulty when it comes to capturing their experiences on paper and getting down to the discipline of writing their Portfolios. For some students Portfolio writing is a new discipline of which they have not had previous experience (particularly if students have not participated in TY) and they lack confidence as well as experience when facing the task.

Cooperative Learning, can assist pupils to develop both the confidence and skills needed to approach their Portfolio writing and can also contribute significantly to improving the quality of the finished creation.

Pupils are divided into small groups, 3 – 5 pupils (small groups work best)

The purpose is to help each other to write up a particular portfolio item e.g. Plan

Pupils address one section of the Portfolio Plan e.g. Aims.

Every pupil in the group shares their understanding of that particular section.

Each pupil in the group has a leadership role that they must exercise in the process – Some other suitable roles are;

- **Time keeper** – Ensures that the task is finished in the allotted time
- **Turn taker** – Ensures that each group member receives equal time to make their contribution
- **Accuracy Checker/Clarifier** – Asks clarifying questions to ensure understanding e.g. What do you mean by...? Is this what you are saying?
- **Recorder** – Jots down relevant points to act as a memory jog as group members are writing up.

Teacher allocates a suitable period of time (5 minutes to write Aims, 10 minutes to write up Research methods etc. Time allocation depends on the skill and experience of the pupils. (More time is needed when the pupils are new to the methodology)

Each pupil shares his/her ideas or problems / confusion with the section under discussion. The turn-taker ensures that everyone gets equal time and that the more talkative student does not take over and that the quiet student also contributes his/her ideas / challenges. The recorder jots down brief notes to be shared by all the group members.

At the end of the sharing each pupil writes their own section. Teachers need have no fear of copying when using this methodology. Each pupil writes their experiences in their own words. Each pupil also writes at their own level and in their own style. When the writing is completed pupils move on the next section of the Portfolio.

In the section where pupils record their individual contribution to a project this methodology can still be employed. Each pupil orally shares with the group how they approached their individual contribution. The recorder should jot down notes while they speak and the clarifier listens carefully and helps by asking clarifying questions. This also helps to create a classroom climate of support and sharing and helps to reduce the stress and anxiety associated with deadlines and exams.

This method has been tested in LCVP classrooms and teachers have found that the speed, quality and ‘no tears’ aspects of portfolio writing has improved dramatically. The oral processing of information has a very positive effect on the ability to write clearly and effectively. Pupils build confidence as well as competence.

For more information on Cooperative Learning contact SLSS.

Asia-Europe Project

This year schools in the LCVP programme have once again participated in the **Asia-Europe Classroom Network (AEC-NET)**. Readers of this journal may recall an article last year describing the success of a small number of Irish schools involved in AEC-NET last year. Our first project entitled Local Traditions and Ceremonies was awarded a prestigious international prize and last year a second one Local Industry and Enterprise received a certificate of excellence. This year seven LCVP schools are involved in a new version of Local Industry and Enterprise along with over 30 other schools in Asia and Europe. Our aim is to include many more as we build on this initial experience and learn from the participating teachers and pupils.

The AEC-NET project is a branch of the Asia-Europe Foundation <http://www.asef.org>. Established in 1997 it aims to create closer ties between Asia and Europe and to promote mutual understanding and the development in young people of inter-cultural awareness through shared project work. The AEC-NET Classroom project facilitates Information and Communications Technology (ICT) based projects between schools in the two continents. Two senior inspectors from the Department of Education and Science along with colleagues in the Education Department of the National University of Ireland, Maynooth are currently working with the coordinators of LCVP to promote this as an innovative and motivating way of working with ICT in senior cycle. The project is supported by the National Centre for Technology in Education.

For a number of years AEC-NET projects (<http://www.aec.asef.org>) involved one or two schools in each participating country, however in order to sustain real links between the two continents larger numbers of schools need to be involved. The pilot work being done with LCVP is an ideal vehicle for the development of the project on a large scale as the project work is integrated with the LCVP curriculum and therefore does not comprise of additional work for the teachers involved.

So what exactly IS involved? Prospective international participants in the Local Industry and Enterprise are contacted through the AEC-NET mailing list to see how many schools may be interested in joining. After reading the project proposal (which is essentially a revised version of the link modules of LCVP) participating schools are given a username and password for the Moodle (<http://local-industry.org>) page where their interaction takes place. Pupils in the participating schools first get to know each other in discussion forums where they first talk about themselves, about their school and local area. In the second phase they are asked to submit the outcomes of research or project work they do in their own schools on a theme relating to industry and enterprise. Finally in the last phase of the project participants are invited to view and comment on the work done in the other countries.

The participating schools in Ireland were selected using Department of Education criteria for selection and this diverse range of schools come from across the country including Limerick, Galway, Dublin, Kilkenny and Carlow and Kildare. The other participating counties include Greece, Italy, Poland Malaysia Japan and Philippines Singapore, Cyprus and Germany. Examples of the international themes include the Silvercraft industry in Malaysia, wine-making in Italy.

The key medium of interaction in the project is Moodle, a virtual learning environment that is starting to become quite popular in schools. Moodle is open-source soft-ware (<http://moodle.org>) designed for education. It is free of charge and can be adapted by one with the technical know-how to fit the needs of a given school, subject department or project. Our use of Moodle is confined to forums and wiki pages. A wiki is like a web page that anyone with access to the site can easily edit and update. It is ideal therefore for collaboration at a distance. It is in keeping with the whole trend for social networking and one participating school even referred to our version of it as the LCVP bebo! In addition thus allowing pupils to get to know one another across the globe Moodle offers another feature that is of interest to teachers: a private discussion area for teachers only. In this year's project the

Asia-Europe Project

Staff Café as it is called has been busy this year. It is a useful space for the administration team to post notices and support materials but its real value is in being a place where teachers can share ideas and ask questions of each other.

The project has proven very popular with pupils as it adds a significant additional value to the work they already do. They not only share what they do themselves but they see others participating engaged in similar work internationally and develop the relevant skills of research, communication and reflection. Among the many other outcomes the Local Industry and Enterprise Project has also offered an interesting insight to teachers into their own pupils' understanding of LCVP since pupils have to explain what this is to their international counterparts teachers have been impressed with how well they understand the programme and how well they explain it: nice feedback for teachers' efforts.

Angela Rickard,
Lecturer in Education,
NUI, Maynooth.

Irish Schools participating in the Asia-Europe Project:

- Moate Community School, Moate. *Teacher:* Sinead Mannion
- Loreto College, Crumlin Road, Dublin. *Teacher:* Dorothy Lavery
- Mercy College, Woodford, Co Galway *Teacher:* Aisling Collins
- Salesian College, Celbridge, Co Kildare. *Teacher:* Antoinette O'Connor
- Gaelcholáiste Cheatharlach, Easca, Carlow. *Teacher:* Shane Kirwan
- Kilkenny College. *Teacher:* Joan Martin



For more information please visit
www.local-industry.org

News from Schools

Movingtocrumlin.ie

A Fifth year LCVP Enterprise activity and also participants of the Asia-Europe project, represented Dublin City Enterprise Board at the Student Enterprise Awards National finals.

The 5th Year LCVP class in Loreto, Crumlin have been participating in an exciting and innovative international project, the Asia Europe Classroom for the past few months. Loreto, Crumlin is one of seven schools in Ireland who were invited to join an online community of forty schools throughout Europe and Asia. Participating countries include Cyprus, Germany, Greece, Indonesia, Italy, Japan, Malaysia, Netherlands, Poland, Philippines, Singapore and Sweden. The class is quite unique in that there are eight different nationalities in the group, including two students from the Philippines which is particularly apt.

In the first phase of the project, pupils began by relating to each other in a social forum in the Moodle (open-source) virtual learning environment, making posts about themselves and their school and responding to the students from abroad. During the second phase, the students worldwide have been working in their own schools to plan and execute a research project. The group quickly realised that they could combine two of the obligatory elements of the LCVP programme ('My Own Place' and their Enterprise activity) with the requirements of the Asia Europe Classroom. They decided to build a website about Crumlin but from a slightly different perspective: a one stop shop for people relocating to Crumlin, where they will find all sorts of useful information about the area. Very appropriately, they have called their site movingtocrumlin.ie

And just to make sure that they got full value from their enterprise, the students submitted their enterprise for the Dublin City Enterprise Board Student Enterprise Awards. The class divided into teams, each taking responsibility for a different aspect of the venture: market research, promotion, finance, web design, sales, display and reporting for the Enterprise Awards.

Based on market research, the students discovered that people moving home can carry out considerable research on the area they are relocating to and much of this research is done online. "We made up a questionnaire and gave them to people in the community to fill out so we could get a good idea of what people would like to see on the website" said Michelle McDonald. "**www.movingtocrumlin.ie** is for people new to the area who want easy access to the sort of information new residents might need: transport, education, medical facilities, shopping etc". Many of the students in the class have moved to Ireland in recent years so knew exactly what was needed. Hadel Tabayayong, who moved to Crumlin three years ago from the Philippines thinks that such a site would have been invaluable to her and her family when they were looking for their new home "Particularly for all the information on transport and the different agencies to assist us in finding a new house. Also, for my parents, the page on education would have been a huge help: "We already had most of the information from researching 'My Own Place', so it was no problem to build a website that would answer many of the questions new residents might have".

Stacey Lennon, project manager said "To cover the enterprise aspect of the LCVP course we began selling advertisements to local estate agents and businesses which we placed on our website. The advertisements sold quite quickly and the local businesses seemed rather keen to support our project." said Jessica Byrne, one of the sales team. "We were particularly delighted when 'MyHome.ie', sponsored our home page. That gave us real confidence". To date the twenty one students have earned over a thousand euro in sponsorship and advertising by selling space on **www.movingtocrumlin.ie** to estate agents and local businesses or organisations.

News from Schools

Movingtocrumlin.ie

The Asia Europe project will end with a process of reflection and peer evaluation. Pupils will review the submissions from the different countries and discuss them in class. They will then be invited to comment on the work through a “Feedback forum” in which they will be expected to express informed opinions, compare and contrast their own submissions with those of their partners in the other countries.

According to Raychal Haughey, the students have learnt a huge amount from the experience “As participants in this project, we have discovered and developed many skills such as organisation, communication, teamwork, computer, web-design, sales, time management and report writing skills. All of these will help us when we go to college or start work. We are looking forward to seeing the projects from the other schools and hearing what they think of ours”

Their company was fourth in the National finals of the Student Enterprise competition and received a merit award. Congratulations to The LCVP class and their enthusiastic teacher Dorothy Laverly.



Pictured with the students are Caroline McHale National Co-ordinator LCVP (SLSS), Peter Sheridan Chairman of the Schools Committee of Enterprise Ireland, Pat Lynch, Chairman Dublin City Enterprise Board, Brody Sweeney Entrepreneur & founder of O'Brien's Sandwich Bars, Greg Swift CEO Dublin City Enterprise Board, and class teacher Dorothy Laverly.



Ramsgrange Community School

A Taste of Wexford 2

Preface: *this is an outstanding example of engaging a substantial amount of Link Modules activates in an enterprise activity, with a local entrepreneurial and voluntary feature.*

Ms Carragher's LCVP students (16) have been very busy! Not only have they put to print a very different cookbook-with recipes--yes! -- but also with a lot more--a restaurant guide so to speak! This NEW LIMITED edition "A Taste of Wexford 2" is BIGGER and BETTER and in full colour. The TOTAL proceeds from the sale of this book will go to the Wexford Area Lifeboats (RNLI).

The students spent a full day filming with the RTE Nationwide team on the 7th November which went on air the 21st November 2007. The programme documented how the project started, interviewed past pupil Billy Whitty of Aldridge Lodge, filmed the students cooking with Billy and also interviewed Carol Marks (photographer) and Fred Curtis (glass cutter and designer). It also tied in with the history of the St Louis Sister's Home Economics College of years gone by. Helen McNerney interviewed Sr Immaculate about life in the college and also showed her old photos of the girls doing their daily tasks. It was a great celebration of how a Community came together to raise funds for a very worthy Charity-The Lifeboats.

On 12th November 2007. we were delighted to host a visit by well-known Food & Wine critic Mr Tom Doorley, who launched our cookery "A Taste of Wexford 2".

The students prepared a great buffet for over 100 guests which included the Chefs and the Sponsors and also present were representatives from The Lifeboats along with some of the crew. The Lifeboat was on view all night close by the proceedings.

Mr Tom Doorley in his speech said he was delighted to have been invited again to the school and have the opportunity to talk with the students as a "visit in" before the launch; He spoke of the benefits of the project both for the LCVP students and the Lifeboats. He outlined how important this project meant to the area as the complete sale of books could make over €30,000 for the Lifeboats.

On behalf of the 5th Year LCVP students, Mary McKee thanked the chefs for donating their new unique recipes. She also thanked the sponsors who helped in various ways to keep the costs down. She outlined all the skills & qualities the class had learned & acquired in the compiling of the cookbook and preparation for the launch. Such were: vision, motivation, teamwork, patience, a sense of ownership of their project and finally -- a lot of fun. The class has made a DVD of the project.

Over 1500 books have been sold to date and are still on sale in Ramsgrange Post Office, The School, all Wexford bookshops, Roches Duncannon and The Day Care Centre.



Ramsgrange Community School

Launch of A Taste of Wexford 2



Sixth Year Enterprise Activity

Salesian College, Celbridge, Co. Kildare – GOAL Jersey Day

On October 17th 2007, the LCVP class of 2007 planned, organised and participated in a Jersey Day in order to raise money for the Charity Organisation GOAL.

The boys thought it would be a great idea as they had prepared a profile of GOAL as their LCVP voluntary organisation. Earlier in the term, the boys invited Karen O'Shea to the School to talk to the class about the Work they do and the countries in which they operate. The class learned a lot from her experiences in the 3rd world and through the photos she provided.

Karen is the daughter of John O'Shea the CEO of GOAL, and was able to give first hand illustrations of her family history within the organisation. Karen mentioned that GOAL carry out a national Jersey day across the country, and the boys agreed that this could be a fantastic idea for their enterprise activity.

Each boy had their own job, both in the planning and the actual event and took pride in their duties. The class decided that a target of €1000 would be the class aim. Each student in the School was allowed to wear their jersey and pay two euro. The LCVP class collected counted and lodged the money the day after.

They were absolutely thrilled to hear they had reached well above their target, they had in fact raised 1200 euro for GOAL! When we contacted Karen and to invite her back to present the cheque, she informed us that out of all the Schools that took part, Salesian College raised the 2nd highest amount in the Country!

The boys were congratulated for their great work.



LCVP students from Salesian College, Kildare, with their teacher Ms Antoinette O'Connor presenting a cheque for €1,200 to Karen O'Shea, Goal.

Check List for Diary of Work Placement

- Is your Diary of Work Placement handwritten or word processed?
- Have you checked your word count – between 1000 and 1500 words?
- Does your Diary relate to your LCVP work placement that you engaged in during the course of the two year programme?
- Have you been consistent in your use of punctuation, capitals, font, underlining etc?
- Have you a clear title stating it is a Diary of Work Placement?
- Did you state your name as the author?
- Did you state the name and address of your employer? (perhaps describe the organisation)
- Have you included the dates of your work placement?
- Have you included the title of your job?
- Have you described the job?
- Have you stated your reasons for selection?
- Does your reasons include career aspirations/skills/leaving Certificate subjects?
- Does your document have a clear diary structure?
- Have you a minimum of three dated entries?
- Have you allowed one page per dated entry?
- Have you dated each entry, including starting time and finishing time?
- Have you included a factual account of each dated entry?
- Have you included an analysis of your performance in different situations?
- Have you evaluated the experience in light of personal vocational aspirations?
- Have you applied the knowledge you learned to home situations?
- Have you applied the knowledge you learned to school?
- Have you applied the knowledge you learned to your local community?
- Did you record the skills you learned to home situations?
- Did you record the skills you learned to school?
- Did you record the skills you learned to your local community?
- Did you submit an appendix with a maximum of two items?

Proof read your Diary of work placement again before including it in your Portfolio.

Make any corrections necessary.

Remember, you submit your *best* work for assessment.

Check List for 'My Own Place' Report

- Is your 'My Own Place' Report word processed?
- Have you checked your word count – between 1000 and 1500 words?
- Does your 'My Own Place' Report relate to an LCVP investigation that you engaged in during the course of the two year programme?
- Have you been consistent in your use of punctuation, capitals, font, underlining etc?
- Have you a clear title stating it is a Report on 'My Own Place'?
- Have you a subtitle, which describes the investigation?
- Did you state your name as the author?
- Have you included for the attention of and date of completion?
- Have you included the table of contents?
- Have you numbered pages and recorded numbers in the table of contents?
- Have you an introduction, describing the area?
- Does your introduction include the scope of the investigation and perhaps a map?
- Have you stated the group's aims?
- Have you stated your personal aims?
- Have you described your key aspects?
- Have you them arranged in a logical sequence?
- Have you included illustrations or tables?
- Have you included Research methods, at least three?
- Did you include an out-of-school activity?
- Have you dated and described the activity?
- Have you analysed a local issue and issued recommendations?
- Have you linked the learning to two Leaving Cert subjects and how they were useful?
- Have you described your personal contribution in this investigation?
- Did you give at least three conclusions you have drawn from this investigation?
- Did you relate your conclusions to your aims?
- Resulting from the conclusions you and your group have come to, what recommendations did you make?
- Have you evaluated the experience of the investigation?
- Have you evaluated the group performance of the investigation?
- Have you evaluated your individual performance of the investigation?
- Did you submit an appendix with a maximum of two items?

**Proof read your 'My Own Place' Report again before including it in your Portfolio.
Make any corrections necessary.
Remember, you submit your *best* work for assessment.**

Check List for Enterprise Report

- Is your Enterprise Report word processed?
- Have you checked your word count – between 1000 and 1500 words?
- Does your Enterprise Report relate to an LCVP enterprise activity that you engaged in during the course of the two year programme?
- Have you been consistent in your use of punctuation, capitals, font, underlining etc?
- Have you a clear title stating it is an Enterprise Report?
- Have you a subtitle, which describes the activity with extra detail?
- Did you state your name as the author?
- Have you included for the attention of and the date of completion?
- Have you included the table of contents?
- Have you numbered pages and recoded these numbers in the table of contents?
- Have you a summary, which gives a synopsis of the Enterprise Report?
- Have you stated the aims (ensure group and personal) or Terms of reference?
- Is the report based on a group activity?
- Have you described your unique record of the activity?
- Have you the report arranged in a logical sequence, with clear headings and subheadings?
- Have you included illustrations or tables?
- Have you described the financial impact of the enterprise activity?
- Have you described your personal contribution in this activity?
- Did you give at least three conclusions, which must relate to the body of the Enterprise Report?
- Resulting from the conclusions you have come to, what recommendations did you make?
- Have you evaluated the experience of the enterprise activity and to what extent you achieved your aims?
- Have you evaluated the group performance of the enterprise activity?
- Have you evaluated your individual performance of the enterprise activity?
- Did you submit an appendix with a maximum of two items, ensuring a chart/diagram/picture to support main findings?

Proof read your Enterprise Report again before including it in your Portfolio.

Make any corrections necessary.

Remember, you submit your *best* work for assessment.

Check List for Recorded Interview

- Have you checked your time – a minimum of three and a maximum of five minutes?
- Does your Recorded Interview relate to LCVP activities that you engaged in during the course of the two year programme?
- Have you commenced by stating your Leaving Certificate number?
- Is your Leaving Certificate number displayed at all times?
- Have you researched your questions and sample answers?
- Are you making eye contact with the Interviewer?
- Did you express your ideas in a logical sequence?
- Did you express opinions clearly?
- Have you mentioned the skills you gained through the Link Modules activities?
- Have you used action words when describing events, i.e. I planned, we evaluated etc?
- Have you used hand gestures where appropriate?
- Have you explained Technical terms?
- Is your uniform neat and are you dressed appropriately?
- Is the interview area appropriate?
- Does your Recorded interview represent a variety of all LCVP activities?



If you are content with your recording, submit it as part of your Portfolio.

Photocopy the sequence sheet and submit it with your Portfolio, highlighting your Leaving certificate number.

Remember, you submit your *best* work for assessment.

News from Schools

Talent Competition in Tuam

On the 18th December 2007, the LCVP Class from Presentation College, Tuam, Co Galway, held a very successful “Stars in your Eyes” talent competition in aid of the Western Alzheimers. This LCVP team work activity involved participants from all classes in the school. The result was a very enjoyable afternoon of song and dance where hidden talent and stars of the future made their debut.



LCVP Students from Presentation College, with their LCVP Teacher Mrs Claire Martin, presenting a cheque for €2100 to Mr. Noel Higgins, West of Ireland Alzheimers Foundation.



B2000

The Irish Times Business 2000 resource is an advanced multi-media teaching and learning resource designed to enhance and supplement the standard educational textbook. It is distributed to every second level school and third level college in the country, free of charge and it is used by the teachers and lecturers to bring real Irish business stories into the classroom. The Irish Times Business 2000, now in its 12th year, continues to engage students and teachers by illustrating how theoretical concepts translate into everyday activities in business.

For more information, please visit
www.business2000.ie



LCVP National Conference 2008

Hodson Bay Hotel, Athlone, Saturday 1st March 2008

The third LCVP conference was extremely interesting and informative. Up to two hundred teachers attended the Conference. The exciting programme included keynote speaker, John Concannon, JFC, as seen on the Late Late Show. John Concannon, founder and CEO of JFC. A rural entrepreneur who started his business in the 80's due to the closure of the local sugar factory in Tuam. Through his innovation, he has turned a small rural enterprise into a global profitable organisation with a turnover in excess of €30 million. An extremely motivating entrepreneur, who demonstrated some excellent selling techniques, which he reinforced with interesting examples props! He finished with demonstrating how to sell a hammer and the importance of hammering in the difference.

Five workshops covering a range of diverse activities gave teachers practical suggestions and concrete examples of strategies they can implement in their LCVP classrooms to improve the quality of teaching and learning that takes place. A Discussion Forum for New Teachers was facilitated by Owen Moynihan and Gerry Moore. Fionnuala McMorrow and Brigid Sheridan shared their experiences and ideas on Portfolio Presentations and a very focused workshop on ensuring success in the written paper was facilitated by Aileen Whymys and Olivia Coppinger. Margaret Kent shared her knowledge on motivating LCVP students and Siobhan O Sullivan shared her own experience of an LCVP evaluation.

In the afternoon, representatives from the State Examinations Commission, Christy Tyrrell and Rosemary Lynch gave an interesting input on the assessment of the Link Modules 2007. They presented some interesting statistics and this was followed by a questions and answers session.

The conference was an opportunity to meet old friends and colleagues and also engage in conversations with other LCVP teachers, exchanging many useful tips and resource ideas during the course of the day.

All delegates received a CD ROM with all workshop notes to conference. These resources and ideas will support teachers in planning for the teaching and learning of LCVP.



A lot of hard work went into preparing for the Conference 2008. Our sincere thanks to Tommy Healy (chairperson) Dorothy Lavery, Gerry Moore, Aileen Whymys, Fionnuala, McMorrow, Owen Moynihan, Brigid Sheridan, and Olivia Coppinger, the hard working steering committee for their energy, enthusiasm and commitment to the organisation of this event. We would also like to pay tribute to Esther Herlihy, LCVP Administrative Officer and in particular Evelyn Murray in Clare Education Centre.

We acknowledge and thank the Teacher Education Section of the Department of Education and Science for funding towards this conference.



Gerry Moore, Frances Holohan and Christy Tyrrell

LCVP National Conference 2008

Hodson Bay Hotel, Athlone, Saturday 1st March 2008



Christy Tyrrell, RoseMary Lynch, Caroline McHale, Tommy Healy and Aileen Whymns



Margaret Kent discussing motivating our students



Teachers having informal discussions during the break



Careers Day Dominican College Wicklow

Organised by 5th Year LCVP Students

On 17th January, the 5th year LCVP students held a Careers Day. They invited 20 colleges and past pupils (who are currently in college) to attend. On completing their initial research the demand for tickets was enormous, therefore students decided that they needed to have an additional activity running parallel to the exhibition to split the crowd between two areas. They organised two speakers to run talks throughout the afternoon in four separate sessions. Those attending the careers day were given the times that they were to attend talks and to attend the exhibition. The guest speakers were Sergeant Coventry (Army) and Emma Olohan (Recruitment Agency).

The students had been planning this event since October 2007. We have three LCVP classes per week so we decided to devote two to theory and one to the organisation of the Careers Day. To encourage teamwork we

decided that the students would run this class period each week with an elected chairperson and secretary on a rotation basis. Each week the meeting would start with a report back from all students and then a plan of action was decided for the following week, where everyone had a task to complete (e.g. contacting colleges, past pupils etc). Students were encouraged to keep a class journal of all meetings documenting what they learned and participated in collectively as a team and also individually.

They designed and printed tickets, sold them in four different schools over a three-week period. They made contact with the careers guidance person in each school and asked them to find out if students would be interested in buying tickets. They then came up with a suitable time to sell tickets in each school. There was conflict over which charity to support so the students decided that

each student/group of students could put a proposal together for their chosen charity, present it to the class and then a class vote would be taken. All ticket proceeds went to Focus Ireland. This was an excellent way of improving communications skills.

On 17th January each student was responsible for two areas to ensure that the day went according to plan. After the Careers Day we spent a double class evaluating the success of the day using Class Discussion as the main tool of evaluation but we also invited the Principal in to receive her views. The following week we started our Portfolio item – The Enterprise Report. To complete the work that started out in October, we invited in a speaker from Focus Ireland and presented them with a cheque for €1,000 raised from the Careers Day.

Students now could complete their second portfolio item – Summary Report – on a visitor into the classroom. At this stage students will be given a break from Portfolio work and I will illustrate to them the link with their Portfolio items and the written exam papers. We will look at past questions from Voluntary Organisations, Teamwork and Business/Event Planning. One of the major benefits of doing this project is that students also have ample information for their Career Investigation.



Resources

LCVP Resource CD Rom

Includes 2008 papers and available at all our in-services.

Planning for the Leaving Certificate Vocational Programme

Available at our Planning and implementing in-services and modular courses.

Resources are also available in Irish

The Syllabus, the World of Work, the Enterprise Booklet and the Introductory Pages of the NCCA Assessment Guidelines.

1. Gairmchlár na hArdteistiméireachta is available from the LCVP Office. Please email lcvp@slss.ie or telephone 046 9078382 to request a copy.
2. NCCA Assessment Guidelines - NCCA Introductory Pages. Assessment of the Link Modules_Gaeilge[1].doc
3. An Saol Oibre
4. Ábhair Fiontraíochta

Exploring Enterprise

A teaching and learning resource for the LCVP classroom



www.enterpriseboards.ie

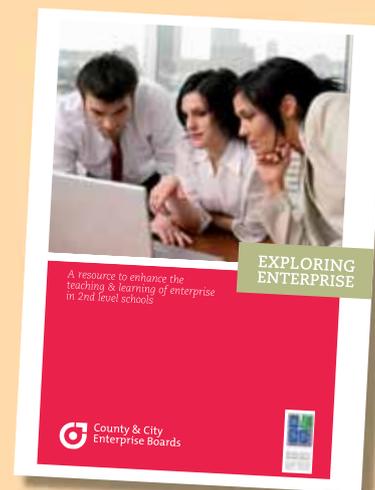
The DVD

- Explores the concept of entrepreneurship
- Reinforce aspects of the curriculum with excellent 'real life' example
-

Resource Book

- Student worksheets for use with the DVD
- Practical suggestions for follow up activities including visits in from entrepreneurs, visits out to local enterprises
- Comprehensive resources for students
- engaging in enterprise activities

Exploring Enterprise. Available from your local Enterprise Board



Tips on submitting the Recorded Interviews/Presentations

1. The Video/DVD and Audio Sequence sheet must be completed and returned with the Tape/disk.
2. Record school roll number and ensure the sequence sheet with Candidates name and exam number are in the same sequence as the recording on the tape/disk. If possible submit two DVDs to the State Exams Commission.
3. If a student is now not participating in LCVP indicate on sequence sheet.
4. The student should state their exam number at the beginning of interview and the number must be clearly displayed during the interview.
5. Video tapes must be in VHS format only or may be burned on to DVD.
6. Camcorder tapes are not accepted.
7. Use new tapes/disks and ensure to record as many candidates as possible on each tape/disk.
8. Ensure to return tape/disks in protective sleeves/cases and that they are properly secured.
9. Before submitting the tape /disk check that each interview/presentation has been clearly recorded and that documentation is complete and accurate.
10. Each school is requested to retain a backup tape/disk and ensure it is readily obtainable during the month of June.

Audio Visual Skills Workshop

Matthew Thompson demonstrates some interesting camera techniques at our Cluster Audio Video Skills Workshop.



Log on to www.slss.ie for details of workshops

Review and recall in the LCVV Classroom

The Three Minute Reflective Paper

- The Three minute reflective Paper is an ideal methodology to assess and record learning.
- You may decide to distribute at the end of each LCVV lesson, or perhaps an activity or at regular intervals.
- You may decide to distribute photocopied reflective papers or use an overhead, or write the questions on the board and students record answers on Blank Sheets of papers/ copies/folders.
- Remember the importance of review and recall.
- Interestingly the Reflective Paper may be recorded individually or in groups.

How much do you remember?

Note: it is important that students are aware of remembering and the importance of recall and review. The good news is you can ensure that the information you encounter is not deleted by repeating. When exposed to the same information repeatedly, it becomes easier to retrieve the information when you need it. It is recommended to spend half an hour every day reviewing and two hours at the weekend reviewing.

Review at regular intervals to retain information

Forgetting is not a failure of the brain, it is actually a feature. If we remembered all the information we encountered it would take far too long to process.

How does our brain decide the following?

- What information is to be retained?
- What is not to be retained?

As soon as you learn a fact you begin to forget, as our brains are constantly recording information on a temporary basis, e.g. conversations we overhear, hairstyles, clothes. Because the information is not necessary, and it does not come up again, our brains will delete the information along with what the students learned in your Link Modules Classes. Therefore the Reflective Paper will help students to remember.

Sample Reflective Paper

LCVV – Three Minute Reflective Paper

1. Something I learned today
 -
 -
 -
2. Something I found difficult.
3. Devise a possible LCVV Question.
4. List skills I have used.
5. What must I do next?

- **Recall peaks a few minutes after the learning experience ends**
- **Up to 40% of the material is forgotten within 5 minutes!**
- **Up to 80% of the material is forgotten within 24 hours!**
- **Remember to recall and review.**

Assessment for Learning in our LCVP Classroom

What images, thoughts, words go through your mind when you hear the word ASSESSMENT? Generally we are inclined to think of final written exams, the Junior and Leaving Certificate Examinations, results, grades, points and so on. In this article, we will look at Assessment for Learning.

Assessment for Learning offers teachers an opportunity to look at ways our LCVP classroom assessment can involve high quality interactions, based on thoughtful questions, careful listening and reflective responses.

So what does assessment for Learning resemble in our LCVP classroom?

Assessment for Learning asks us to consider the following:

- **Sharing the learning intention with our students and clarifying for students what is to be learned?**

This can be achieved at the beginning of class, as the teacher commences saying: “By the end of today’s class you will be able to identify four skills and four qualities of an entrepreneur.” Students tend to like this approach as it gives a clear indication to them what they need to know by the end of the class.

- **Unpacking the criteria for success and clarifying for the students what success will look like?**

In the Portfolio items, do we inform the students exactly what they need to include in each item, for example, in as much as possible, do we indicate to them how many individual aims and how many group aims, they need to include in the reports?

- **Our use of questioning in the LCVP classroom**

When looking at questioning in the classroom we should consider:

- Wait time – How long do we wait for pupils to answer our questions?
- Variety of questioning- to suit the needs of all students
- Developing key questions (should be used at key stages of the lesson)
- Quality of questions (why does..? Could you explain..?)
- Well thought out questions
- Involving more than one student in the answer

- **How we provide feedback to our students**

It is helpful when we give useful and timely feedback to students. Rather than just granting a grade and / or writing such comments as “good effort, must try harder next time...”, our comments should become diagnostic helping students to identify the next steps they need to take in order to improve the quality of their work.

Assessment for Learning in our LCVP Classroom

- **Our use of peer and self assessment**

We are working harder and harder as teachers. Unfortunately the principles of osmosis does not always apply to the teaching and Learning in the LCVP classroom. By making pupils aware of the criteria for success, it is possible for a large proportion of our students to engage in more self and peer assessment. In some schools, teachers are using the exemplar material in the NCCA Guidelines as a way of deepening students understanding of the requirements for individual Portfolio items. Teachers ask pupils to assess the work in the context of the assessment criteria. This will ensure that pupils become more aware of the criteria for success and hopefully motivating the pupils to work that bit smarter and harder!

For more information on Assessment for Learning contact **SLSS**.

LCVP Statistics

14,086 Students participated in the LCVP Exam in 2007

11,448 (81%) used it as their sixth subject when applying to the CAO

Careers Portal – Careers Information at your fingertips...



Careersportal.ie is an Irish resource dedicated to those who want to plan their career.

Whether you are a school student, college graduate or considering a mid-career change, Career’s Portal will collect and present the most useful information available to help you along the way.

For more information, please visit:
www.careersportal.ie

Calendar of Events 2008

Log on to www.slss.ie

Cluster – In-service for New LCVP Teachers and Coordinators:

An overview of the LCVP Syllabus, guidelines, practical methodologies, assessment and planning

Tue 16th Sept – Donegal Education Centre
 Thur 18th Sept – Drumcondra Education Centre
 Mon 22nd Sept – Blackrock Education Centre
 Wed 24th Sept – Co. Wexford Education Centre
 Thur 25th Sept – Springfort Hall Hotel, Mallow
 Tue 30th Sept – Athlone Education Centre

Cluster – Audio Visual Skills Workshop:

Tips on Recorded Interviews and DVD production

Wed 5th Nov 2008 – Sligo Education Centre
 Thur 6th Nov 2008 – Kildare Education Centre

Modular Course – Enterprise in the LCVP:

Enterprise ideas, resources, CD-Rom, practical methodologies and Portfolio items

Day 1	Day 2	Venue
Mon 6th Oct 2008	Thur 22nd Jan 2009	Monaghan Education Centre
Thur 9th Oct 2008	Wed 4th Feb 2009	Waterford Education Centre
Tue 14th Oct 2008	Thur 12th March 2009	Limerick Education Centre

Modular Course – Preparation for the World of Work in the LCVP:

Ideas, methodologies, resources, CD-Rom and Portfolio items

Day 1	Day 2	Venue
Thur 16th Oct 2008	Tue 27th Jan 2009	Navan Education Centre
Tue 21st Oct 2008	Tue 3rd Feb 2009	Kildare Education Centre
Wed 22nd Oct 2008	Thur 5th Feb 2009	Galway Education Centre

Modular Course – Planning and Implementing the LCVP:

Including resources and CD-Rom

Day 1	Day 2	Venue
Tue 11th Nov 2008	Fri 6th Mar, 2009	Mayo Education Centre
Mon 10th Nov 2008	Tue 10th Mar 2009	Athlone Education Centre
Thur 20th Nov 2008	Wed 11th Mar 2009	Athlone Education Centre

Modular Course – Motivating LCVP Students:

Practical ideas and methodologies

Day 1	Day 2	Venue
Thur 13th Nov 2008	Thur 5th Mar, 2009	Carrick-on-Shannon

Modular Course – ICT in the LCVP

Tue 18th Nov 2008	Tue 3rd Mar 2009	Athlone Education Centre
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