

**St. Nathy's College**

**Subject Department Plan for:  
Leaving Certificate Applied Programme**

**Year: 2010 - 2011**

## Index

|   |    |
|---|----|
| Programme Overview .....  | 4  |
| <i>St. Nathy's College Mission Statement:</i> .....   | 4  |
| <i>Programmes and Levels</i> .....  | 4  |
| <i>LCA Programme Aims</i> .....   | 4  |
| <i>LCA Programme Objectives</i> .....   | 5  |
| <i>Teacher's Aims for the LCA Programme</i> .....   | 5  |
| <i>Programme Coordinator(s) and Subject Teachers</i> .....  | 6  |
| Programme Provision.....  | 6  |
| <i>LCA Programme Admissions Policy</i> .....  | 6  |
| <i>Outline on Whole School Approach to presenting Programme Information to prospective pupils</i> ..... | 6  |
| <i>LCA Programme Information issued to Parents/Guardians of Prospective Students</i> .....              | 7  |
| <i>LCA Programme Time Allocations</i> .....   | 7  |
| <i>Pupil Induction</i> .....  | 7  |
| <i>Teacher Induction</i> .....  | 8  |
| Programme Planning and Preparation .....  | 8  |
| <i>Overall Programme Resources</i> .....  | 8  |
| <i>Programme Budgetary Procedures</i> .....   | 8  |
| <i>Class Organization</i> .....   | 9  |
| <i>Curriculum Content</i> .....   | 9  |
| <i>Task Preparation and Planning</i> .....  | 9  |
| <i>Work Experience Procedures</i> .....   | 9  |
| <i>Procedures for out of school activities</i> .....  | 9  |
| <i>Provision for Health and Safety Requirements</i> .....   | 9  |
| <i>Planning for Students with Special Needs</i> .....   | 10 |
| <i>Guidance Planning</i> .....  | 10 |
| Programme Teaching and Learning.....  | 10 |
| <i>Subject Planning for a Culturally Diverse Society</i> .....  | 10 |
| <i>Teaching methodologies</i> .....   | 10 |
| <i>Range and Variety of Resources</i> .....   | 12 |
| Programme Assessment .....  | 12 |
| <i>Assessment Procedures</i> .....  | 13 |
| <i>When are LCA Student Tasks completed?</i> .....  | 13 |
| <i>Availability and Use of ICT Facilities</i> .....   | 15 |

|   |    |
|---|----|
| <i>Provision for Health and Safety Requirements</i> ..... | 15 |
| <i>Homework Procedures</i> .....                          | 15 |
| <i>Record-Keeping Procedures</i> .....                    | 15 |
| <i>Reporting Procedures</i> .....                         | 15 |

## **Programme Overview**

### *St. Nathy's College Mission Statement:*

St. Nathy's College was established to act as a Centre of Learning. We strive to achieve this within a fostered Christian environment which equally provides for the faith and personal development of each student. All of our school endeavours and activities are directed towards these objectives.

### *Programmes and Levels*

The LCA programme in the school offers the subjects:

- Vocational Preparation and Guidance
- Construction
- Drama
- French
- Irish
- Information Communication Technology
- English and Communication
- Mathematical Applications
- Leisure and Recreation
- Religion
- Social Education
- Vocational Experience

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

### *LCA Programme Aims*

The Leaving Certificate Applied is a distinct, self-contained Leaving Certificate programme. It is designed for those students who do not wish to proceed directly to third level education or for those whose needs, aspirations and aptitudes are not adequately catered for by the other two Leaving Certificate programmes. The Leaving Certificate Applied is structured around three main elements – Vocational Preparation, Vocational Education and General Education - which are interrelated and interdependent. This programme is characterised by educational experiences of an active, practical and student-centred nature.

### LCA Programme Objectives

The fundamental goal of the Leaving Certificate Applied is to prepare Leaving Certificate participants for transition from the world of the school/centre 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 conducive 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

Programme Coordinator(s) and Subject Teachers

| <b>Teacher</b>         | <b>Subject</b>                         | <b>Number of Periods per Week</b> |
|------------------------|--|-----------------------------------|
| Elizabeth Conway       | Vocational Preparation & Guidance      | 2                                 |
| Anne O'Brien           | Vocational Preparation & Guidance      | 2                                 |
| Anne Kielty            | Drama                                  | 3                                 |
| Billy McGhee           | Social Education                       | 4                                 |
| Gearoid O'Suilleabháin | Mathematical Applications              | 4                                 |
| Gearoid O'Suilleabháin | Information & Communication Technology | 4                                 |
| Imelda Beirne          | Irish                                  | 2                                 |
| Joe Keville            | Construction                           | 5                                 |
| Katherine O'Dowd       | English & and Communications           | 4                                 |
| Ronan Brett            | Religion                               | 3                                 |
| Ronan Brett            | Leisure and Recreation                 | 2                                 |
| Catherine Farrell      | French                                 | 2                                 |

**Programme Provision**

LCA Programme Admissions Policy

All students who complete the Junior Certificate are offered the chance to enroll in the LCA Programme. Further details on student induction are dealt with later.

Outline on Whole School Approach to presenting Programme Information to prospective pupils

The details on student induction are given later.

## **LCA Programme Information issued to Parents/Guardians of Prospective Students**

The details on student induction are given later.

### **LCA Programme Time Allocations**

- **Timetabling**

Classes are scheduled on Monday – Friday during the regular school day. Students undertake their vocational experience on Fridays.

- **Bilingual Learners**

Provisions will be made for bilingual learners and the recommended strategies implemented.

- **Provision for Students with Special Needs**

Provisions will be made for students with special needs and the recommended strategies implemented.

### **Pupil Induction**

Method of Induction:

- Briefing – all Third Year students are briefed by the Guidance Counsellor on the post Junior Certificate educational programmes available at St. Nathy's College. These programmes are the Traditional Leaving Certificate, Transition Year and Leaving Certificate Applied.

Students expressing an interest in the LCA Programme are invited to further presentations by the Guidance Counsellor on this programme. These presentations cover the rationale for the programme; the curriculum key features and include the showing of a video produced by the DES. A handout for parents is also made available.

- Application – application for this programme is carried out by the completion of the appropriate form, which requires the signature of the parent or guardian.
- Selection – Selection is based on the suitability of a candidate for this educational programme. If necessary, the Guidance Counsellor with the LCA Co-ordinator will conduct an interview with the candidate to determine suitability.

### Teacher Induction

Method of Induction:

- Briefing – Teachers are supplied with the necessary introductory documents for the LCA modules they will be leading and are also informed on important aspects of the LCA programme by the LCA Co-ordinator.
- Selection – Suitable teachers are selected for the LCA by the school president.

## **Programme Planning and Preparation**

### Overall Programme Resources

There are a wide range of resources available in St. Nathy's college and these are available to students in the LCA programme. Within the school there are specialized Materials Technology Wood rooms, a 'Language Lab', Sports Hall, Sports Complex,

### 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.

### Class Organization

Due to the relatively small number of students enrolled in the LCA programme all students are in the same class and pursue a common curriculum.

### Curriculum Content

- i) Individual Subject Plans
- ii) 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.

### Work Experience Procedures

Built in to the LCA programme in the school is a weekly day of work experience. Each Friday 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.

### 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 the school's Health and Safety policy.

### Planning for Students with Special Needs

Students with learning difficulties are integrated into regular classes and also receive extra help in class. Due to the pupil to teacher ratio in the LCA extra individual attention can be given to students who require it. Work in class is planned and structured to meet the needs of all students, including students with special needs. 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 multi-sensory approach
- Providing suitable resources and aids for the student/s

Other strategies for providing for students with special needs can be found in the subject plans for the different subject areas.

### Guidance Planning

All students have access to the school's guidance counselor. 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.

## **Programme Teaching and Learning**

### 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

In line with department guidelines for Teaching and Learning in the LCA programme the teaching methodologies employed in St. Nathys College aims to:

- Actively involve the participants in locating and using relevant information, and which promote personal responsibility, initiative, independence, reflection, self-evaluation, self-confidence and co-operation
- Utilise a variety of teaching and learning processes including group work, project work and the use of individualised learning assignments
- Promote communication, literacy, numeracy and other generic skills across the curriculum using a range of media
- Promote equity in all its aspects including gender equity
- Through reflective practice, development and improve the quality classes in the LCA programme
- Identify and use of teaching and learning resources in the local community and interaction with employers and enterprises
- Take a teaching approach that will address and exceed the needs of the participants
- Range and variety of Resources
- The LCA aims to offer a broad range of educational experiences including; Assignments, Visiting speakers, Social and cultural tips, Team work, Interviews, Oral, practical and aural assessment, Logbook and diaries.
- Cross-Curricular Activities
  - The subjects in the LCA provide grounds for overlap between subjects and areas. Where possible material is drawn together and the issues are reinforced across the programme. Collaboration also exists between teachers and classes can work together to complete common goals, such as completing Word Processing documents and the write up of Key Assignments.

### Range and Variety of Resources

- Experienced and motivated staff
- Wide range of books and notes
- Teachers' own notes
- Videos, DVDs, tapes, CDs and other communication resources
- Overhead Projectors
- Whiteboard
- IT technology
- Fully Equipped Construction and Drawing Room
- Computer Rooms
- Music Room
- Language Lab
- Internet
- Sports Hall and Complex
- Charts, graphs, posters
- Library

### Programme Assessment

### Assessment Procedures

The LCA has a comprehensive built-in assessment process, containing of '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 student's progress is also discussed between the teachers involved with the LCA.

#### Leaving Certificate Applied Programme - Year 1

- Examinations at Christmas and Summer.
- Key assignments to be completed after each module of work.

#### Leaving Certificate Applied - Year 2

- Examinations at Christmas and Mock examinations
- Key assignments to be completed after each module of work.
- Oral examination in final term. (Department of Education examination)
- Written examination in June. (Department of Education examination)

### When are LCA Student Tasks completed?

Each LCA student must complete 7 Student Tasks in the following order;

**Year 1 Tasks**

### **Session 1 (September – Jan Year 1)**

#### **One Task**

- General Education Task  
(Originating in Arts Education, Leisure & Recreation, Languages or Social Education)
- Assessment date end of January.

### **Session 2 (February – June Year 1)**

#### **Two Tasks**

- Vocational Preparation Task  
(Originating in either Vocational Preparation & Guidance or English & Communications)
- Vocational Education (Specialism) Task  
Originating in one Vocational Specialism
- Assessment of both tasks beginning May.

## **Personal Reflection Task**

### **Year 1 Statement**

- Recorded & developed through Year 1
- Year 1 Statement prepared, completed and stored in May.

## **Year 2 Tasks**

### **Session 3 (September – January Year 2)**

#### **Three Tasks**

- Vocational Education (Specialism) Task  
(Originating in the second Vocational Specialism)
- Contemporary Issue Task  
(Anchored in Social Education)
- Practical Achievement Task
  - Generally out-of-school/centre
  - External Verifier
  - DES Logbook
  - **Assessment** of 3 Tasks end of January

### **Session 4 (Feb to June Year 2)**

#### **One Task**

## **Personal Reflection Task**

- { Year 1 Statement stored from Year 1
- { Year 2 Statement prepared and completed in May

Both statements forwarded to SEC in special envelope in May.

### Availability and Use of ICT Facilities

- Televisions, video recorders and DVD players are available in each block of classrooms
- Language laboratory
- Computers are available in the staffroom with internet access
- Students have access to the Computer Room several times per week

### Provision for Health and Safety Requirements

- The Health and Safety policy of the school
- Regular fire safety drills

### Homework Procedures

- Homework is given and checked on a regular basis
- Homework is recorded in the student's diary. The diary is to be signed each night by parent, or guardian.
- Students are advised on good study/homework practice by teachers.

### Record-Keeping Procedures

- Examination results, Student Tasks and Key Assignments are recorded by teachers
- Examination results are officially recorded in school report books. These are retained by the school. Grades are kept on file in the school and sent to the student's home twice a year

### Reporting Procedures

- Each student has a school diary/journal. This allows for easy and daily contact with the student's parents, or guardian
- A parent teacher meeting is held for each year at least once a year
- A special progress report is available to inform parents of day to day

behaviour/progress of a student, if necessary

- Class teacher > Tutor > Year Head > Deputy Principal > Principal.
- Year Head meetings