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Department of Education

Session 6

Curriculum planning:
Learning Outcomes through the lens of the
ALTs

Session Schedule

Section 1	Introduction to Curriculum Planning
Section 2	Group activity: experiencing LOs through the lens of the ALTs
Section 3	Demo of a Curriculum Planning tool
Section 4	Using the Curriculum Planning tool
Section 5	Wrap-up and conclusions

By the end of this session participants will have



reflected on the LOs that have been experienced through the ALTs up to now



collaborated on **Bubbl.us** to develop a concept map of the **LOs that have been and could be experienced** through a particular ALT



given and received feedback on the potential LOs that could be experienced through a particular ALT



engaged with and used **bespoke spreadsheet technology** to enhance ALT planning practice alongside concept mapping ideas

Section 1

Introduction to Curriculum Planning

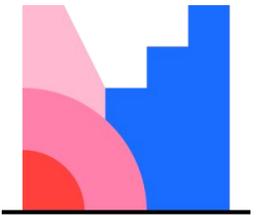
What digital tools do you use to document your curriculum planning?

Go to menti.com and enter the code:

3569 2222

OR

scan the QR code.



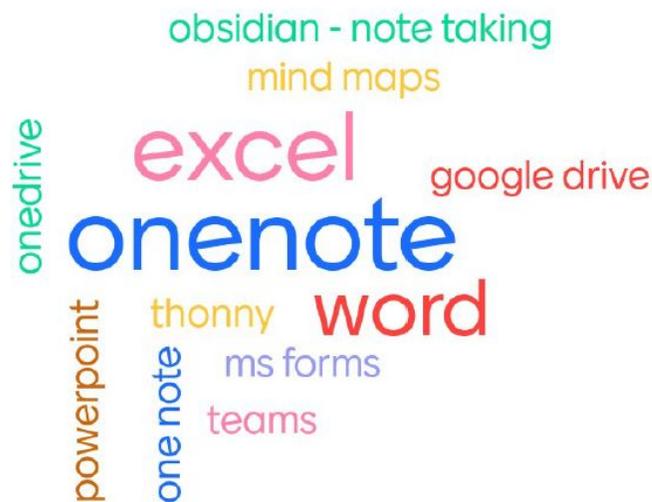
Mentimeter



Documenting curriculum planning (Athlone)

What tool(s) do you use for Curriculum Planning?

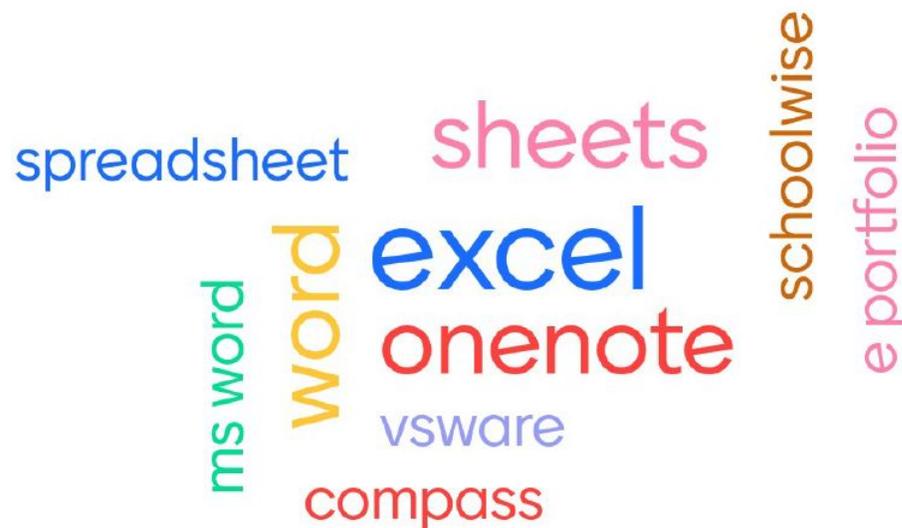
Mentimeter



Documenting curriculum planning (Portlaoise)

What tool(s) do you use for Curriculum Planning?

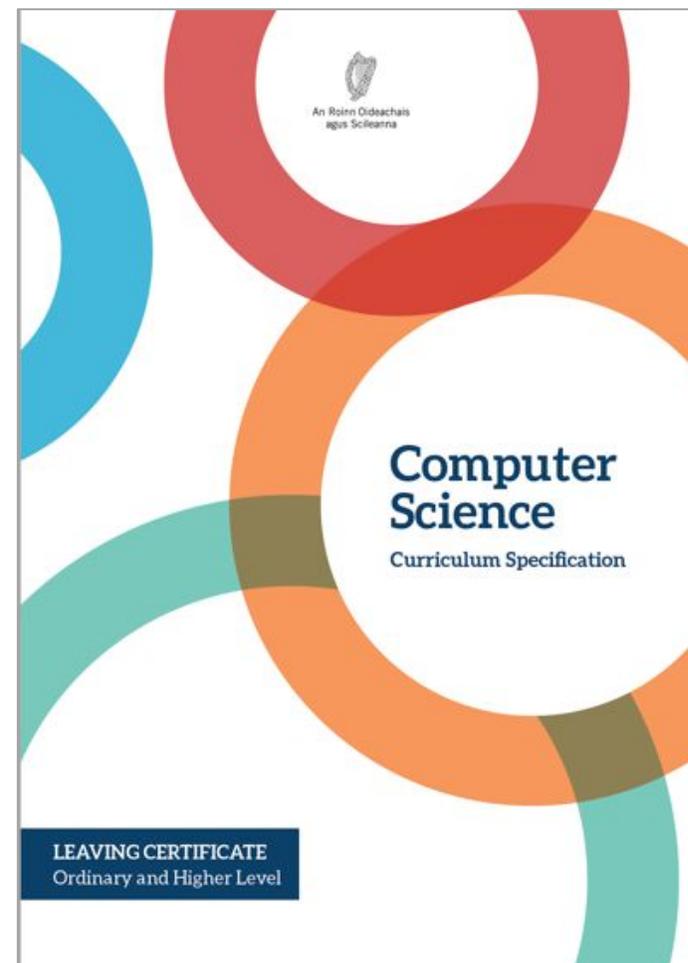
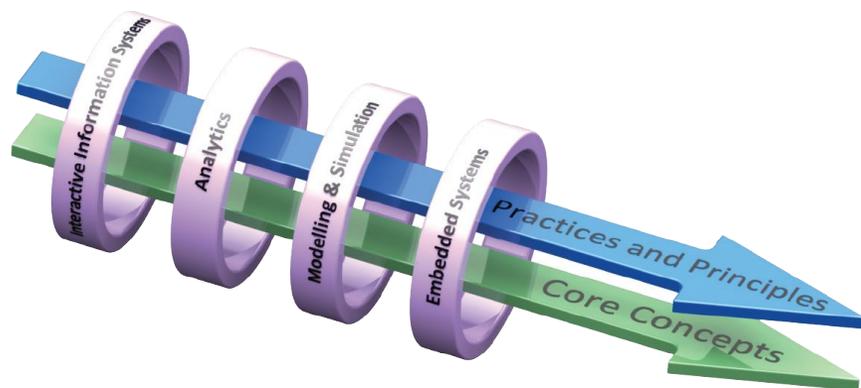
Mentimeter



Leaving Certificate Computer Science

*The strand 3 **applied learning tasks** that students undertake **collaboratively** during the two years of the course, provide significant engaging opportunities for students to work within the **practices and principles** of computer science and to apply the **core concepts** in authentic situations.*

(Pg. 15)



Section 2

Experiencing LOs through the ALTs

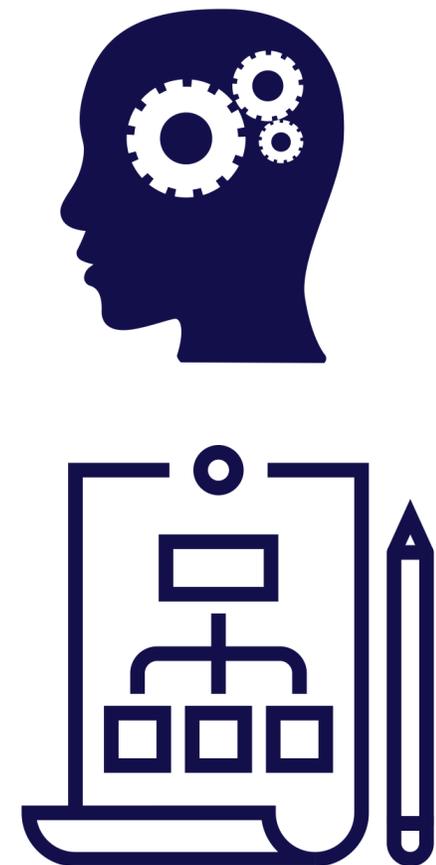
Considering curriculum planning

What **learning outcomes** are we hoping our students will experience – or build towards – in this ALT?

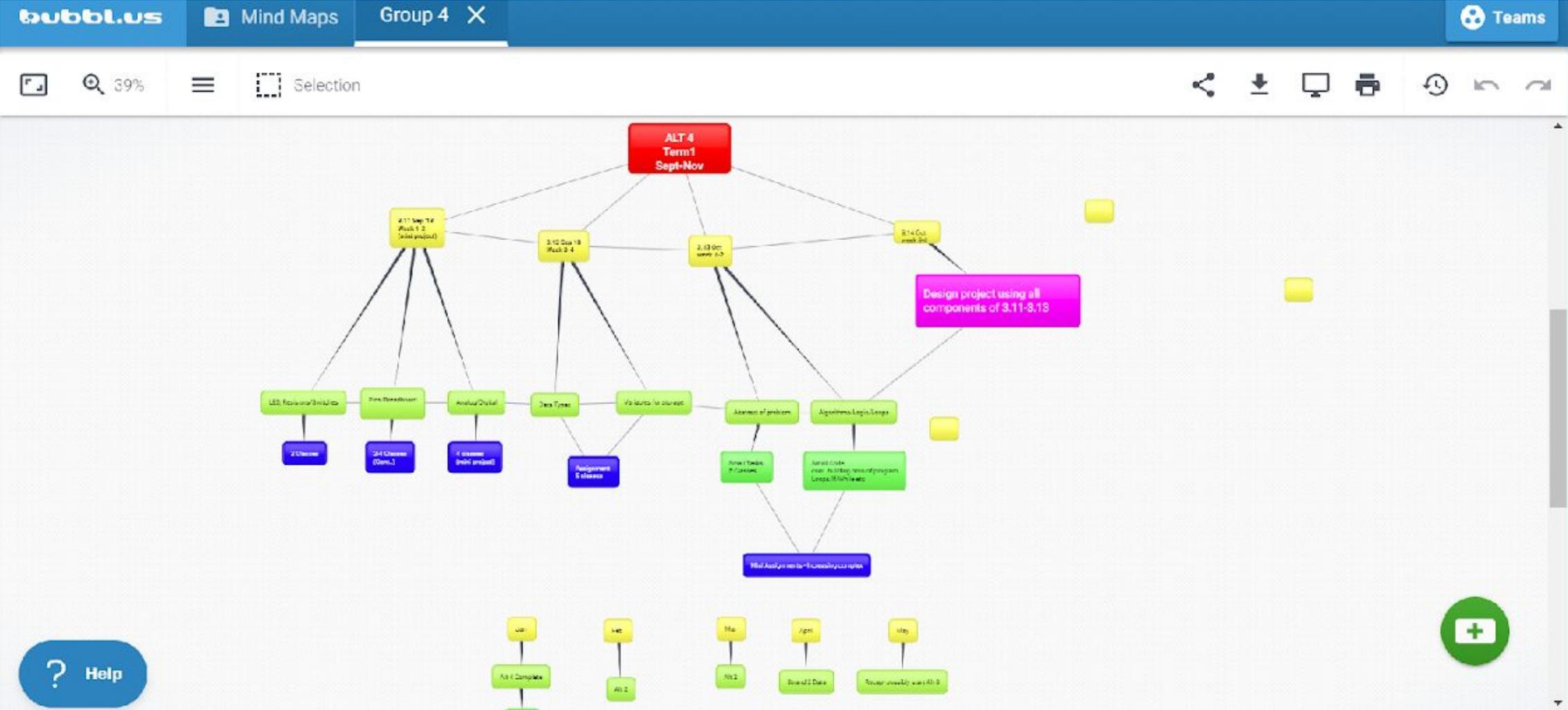
What **learning experiences** can we offer to our students to achieve this?

What stimulus can we provide to **enhance** the learning?

What unique considerations should we make for our particular context (class schedule, access to technology, individual student need and, specifically, considerations of **Special Education Needs**)?



bubbl.us



The screenshot shows the bubbl.us web interface with a mind map titled "Group 4". The root node is "ALT 4 Term1 Sept-Nov". It branches into four main nodes: "4.11 Sept 14 Week 1-2 (Self project)", "3.10 Oct 18 Week 3-4", "2.03 Oct week 5-7", and "2.14 Oct week 8-9".

- 4.11 Sept 14 Week 1-2 (Self project)**
 - LED, Polarity, Ohm's Law
 - 7 Classes
 - Time Resolution
 - 2nd Classes (Dem.)
 - Analogue/Digital
 - 4 classes (Self project)
- 3.10 Oct 18 Week 3-4**
 - Time Times
 - Assignment & classes
 - Via boards to connect
- 2.03 Oct week 5-7**
 - Assessment of problem
 - Time Times & classes
 - Algorithms, Logic, Loops
 - Logic code, year to bring, memory program, Loops, if, for, while etc.
- 2.14 Oct week 8-9**
 - Design project using all components of 3.11-3.13

At the bottom of the map, there are five nodes: "Unit", "MC", "Mo", "Jpm", and "Mty", each with a corresponding "No 2" or "No 1" node below it. The interface includes a search bar (39%), a menu, a selection tool, and various utility icons like share, download, print, and undo.

Group Activity: Developing a mind map for an ALT



Group Activity: Developing a mind map for an ALT

Click on the link to the **Bubbl.us template** for your particular ALT

Nominate a **spokesperson**

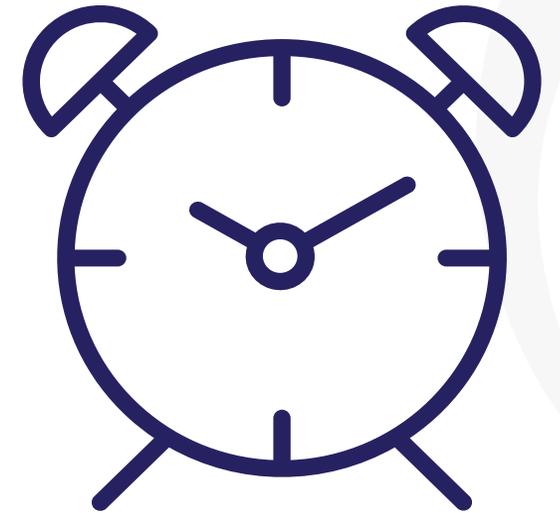
Reflect and discuss the LOs your students have experienced (and could experience in the future) through the lens of this ALT

Add these LOs to the mind map at the appropriate node

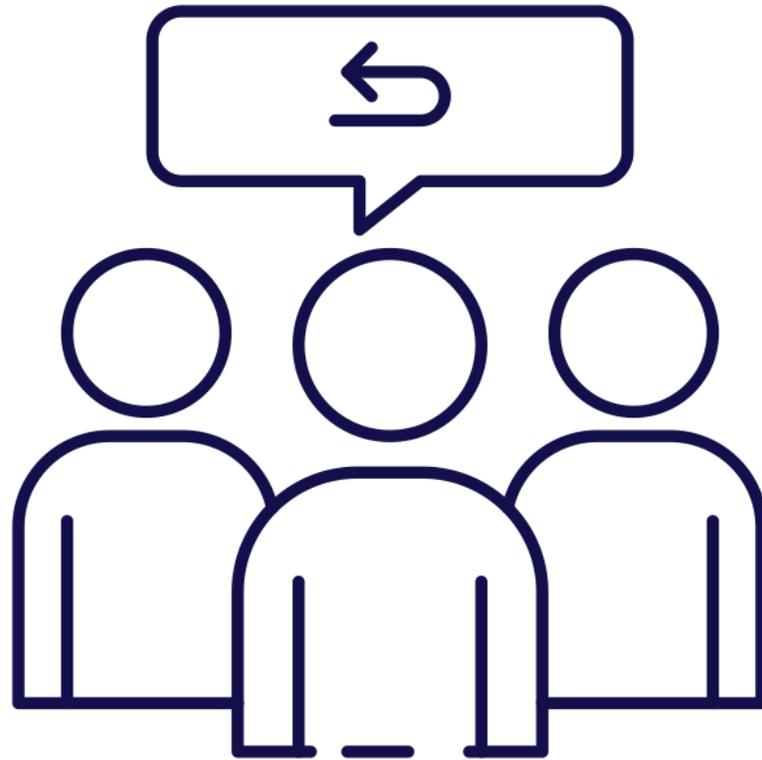
Add **learning experiences** to your mind map that incorporate these LOs

Prepare **feedback** for the main group

30 mins



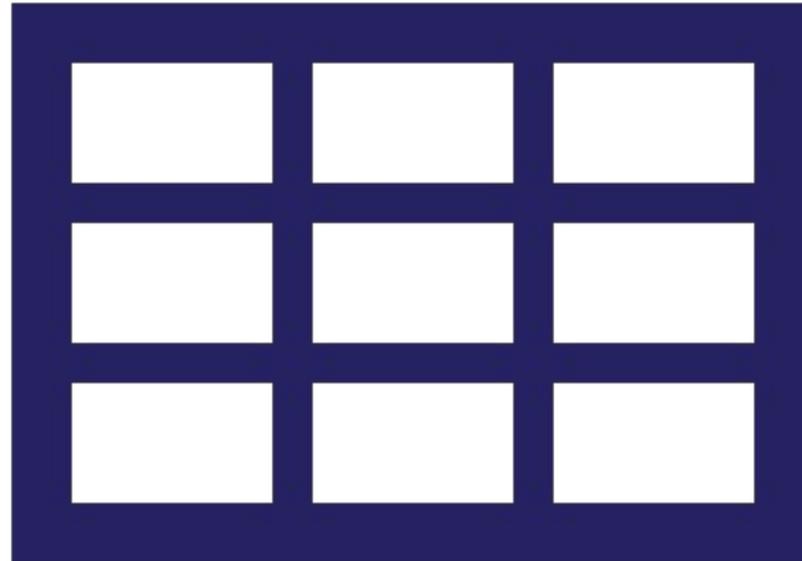
Group Activity Feedback



Section 3

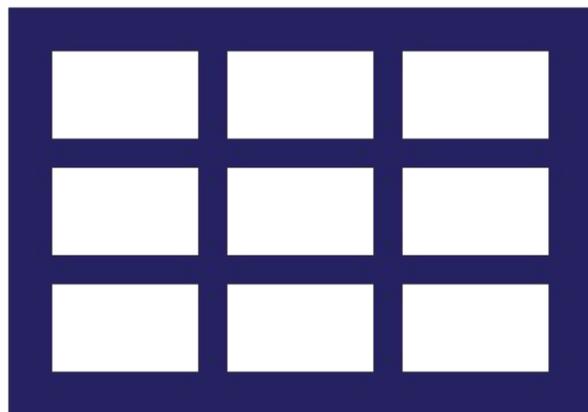
Introduction to a curriculum planning tool

Planning tool demonstration



Section 4

Using the curriculum planning tool



Section 5

Wrap-up and conclusions

Conclusions

LCCS is difficult (for students to learn and teachers to teach)

Pedagogies are proven to work

Planning learning around ALTs is key

Constructivist approach is important

Growth mindset is *at least* as important as natural ability

Student-centric approach (guide-on-the-side rather than a sage-on-the-stage approach)



“The teacher should help, but not too much and not too little, so that the student shall have a reasonable share of the work” and, “If the student is not able to do much, the teacher should leave him at least with some illusion of independent work.”

George Polya, “How To Solve It”



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