



NPC

SUPPORTING PARENTS
SUPPORTING CHILDREN



**NATIONAL PARENTS COUNCIL
SUBMISSION**

RE-DEVELOPMENT OF THE SENIOR CYCLE

APRIL 2024

www.npc.ie



National Parents Council (NPC) is the representative organisation for parents of children in early, primary and post-primary education. NPC was established as a charitable organisation in 1985, under the programme for Government, as the representative organisation for parents of children attending primary school and has been extended to cover parents with children in early years in 2017 and in post-primary in 2022. NPC received statutory recognition in the Education Act 1998.

NPC Vision

NPC want to see an Ireland where every child has the opportunity to reach their full potential.

NPC Mission

NPC exists to ensure that all parents are supported and empowered to become effective partners in their children's education. NPC will work to increase the capacity and capability of the primary education sector, to achieve true partnership and deliver better outcomes for all children.

NPC's Key Activities are:

- ♦ Representing the parents' voice in all aspects of their children's education
- ♦ Advocacy
- ♦ Building participation
- ♦ Service delivery



NPC Service Delivery

NPC services are aimed at empowering parents so that they can support their children in all aspects of their education.

Helpline

The NPC helpline is a national confidential service for parents. Their helpline staff listen, give information and support to parents to help them make the best possible decisions for and with their children.

Training and Development

The NPC Training and Development programme is a national programme of training, development and support for parents. The purpose is to empower parents to play an active part in their child's education at every level.

Website

The NPC's website www.npc.ie aims to provide parents with information regarding Early Years, primary, and post primary education. The site also allows parents an opportunity to give NPC their views regarding education issues.





INTRODUCTION

The National Parents Council welcomes the opportunity to share the views of parents with the National Council for Curriculum and Assessment (NCCA) in relation to the redevelopment of senior cycle, specifically the two new subjects, Drama, Theatre and Film studies, Climate Change and Sustainable development, LC Business and the proposed L1 / L2 programmes. On this basis, we developed a range of surveys to hear the insights and concerns of parents regarding the content of the new subjects, the seven key competencies common to all subjects, the detail and options offered by the new programmes and their views on assessment.

Our surveys were open from 26th March to 1st April and received a range of response rates from 32 to 67 parents. In our survey, we have promoted all the specific surveys published by the NCCA and included the links for them at the end of our survey. The NPC survey was sent to NPC members and those on the NPC contacts database. Links to the surveys were also displayed on our website (www.npc.ie) and on the NPC social media platforms.

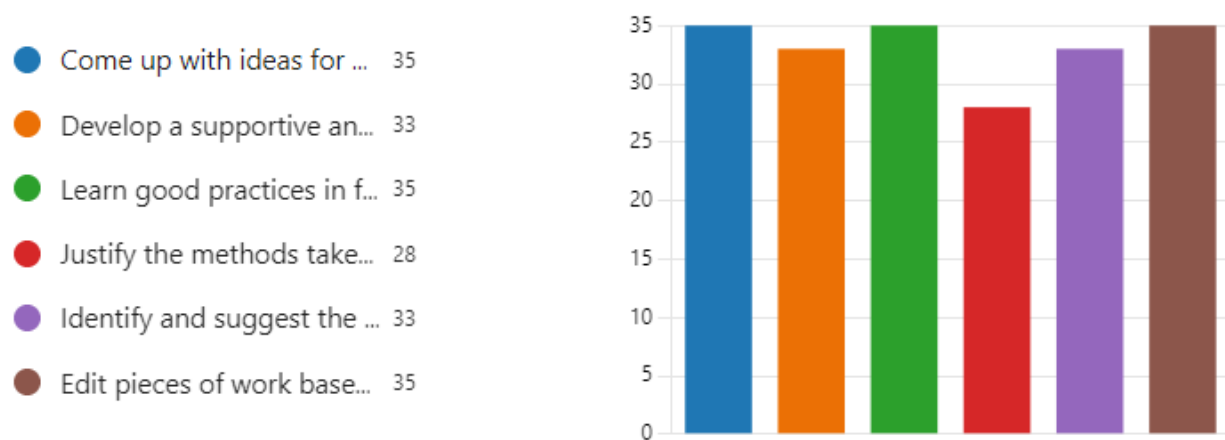
Leaving Certificate Drama, Film and Theatre Studies

The National Parents Council welcomes the opportunity to share the views of parents with the National Council for Curriculum and Assessment (NCCA) in relation to the re-development of senior cycle, specifically **Leaving Certificate Drama, Film and Theatre Studies**. On this basis, we developed a survey to hear the insights and concerns of parents regarding the skills and abilities which will be taught as part of each strand. We also asked parents for their views on the 7 competencies which will be taught across all subjects and their views on assessment in this subject.

Our survey was open from March 26th – April 1st and received a response rate of 40 parents. In our survey, we have promoted all surveys prepared by the NCCA and included the links for them at the end of our survey. All surveys were sent to NPC members and those on the NPC contacts database. Links to the surveys were also displayed on our website (www.npc.ie) and on the NPC social media platforms.

When asked to indicate which of the skills and abilities underpinning strand 1 are important for their children in the study of Drama, Film and Theatre Studies, parents' views were as follows (See figure 1):

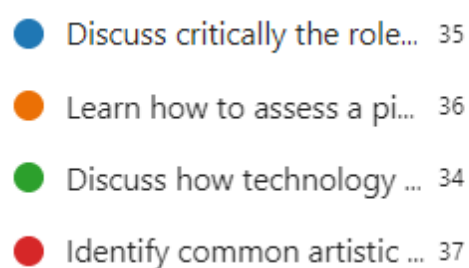
- 35 parents identified coming up with ideas for creative projects as important.
- 35 parents identified learning good practices in film and theatre as important.
- 35 parents identified editing pieces of work based on the feedback of other.
- 33 parents identified developing a supportive and creative learning environment as important.
- 33 parents identified suggesting and identifying the materials needed for their creative project as important.
- 28 parents identified justifying the methods taken to design a creative project as important.



(Figure 1) As part of Strand 1, students will be able to develop the skills and abilities outlined below. Please indicate which of these skills and abilities you think are important in the study of Drama, Film, and Theatre Studies (Tick all that apply):

When asked to indicate which of the skills and abilities underpinning strand 2 are important for their children in the study of Drama, Film and Theatre Studies, parents' views were as follows (See figure 2):

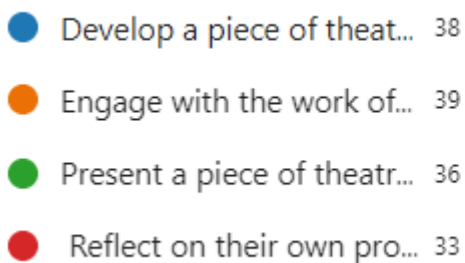
- 37 parents indicated identifying common artistic techniques that are used in the work of professionals in drama, film, and theatre as important.
- 36 parents identified learning how to assess a piece of film, theatre, and drama as important.
- 35 parents identified discussing critically the role of theatre and film as important.
- 34 parents identified discussing how technology has influenced the development of theatre and film over time as important.



(Figure 2) As part of strand 2, students will be able to develop the skills and abilities outlined below. Please indicate which of these skills and abilities you think are important in the study of Drama, Film, and Theatre Studies (Tick all that apply):

When asked to indicate which of the skills and abilities underpinning strand 3 are important for their children in the study of Drama, Film and Theatre Studies, parents' views were as follows (See figure 3):

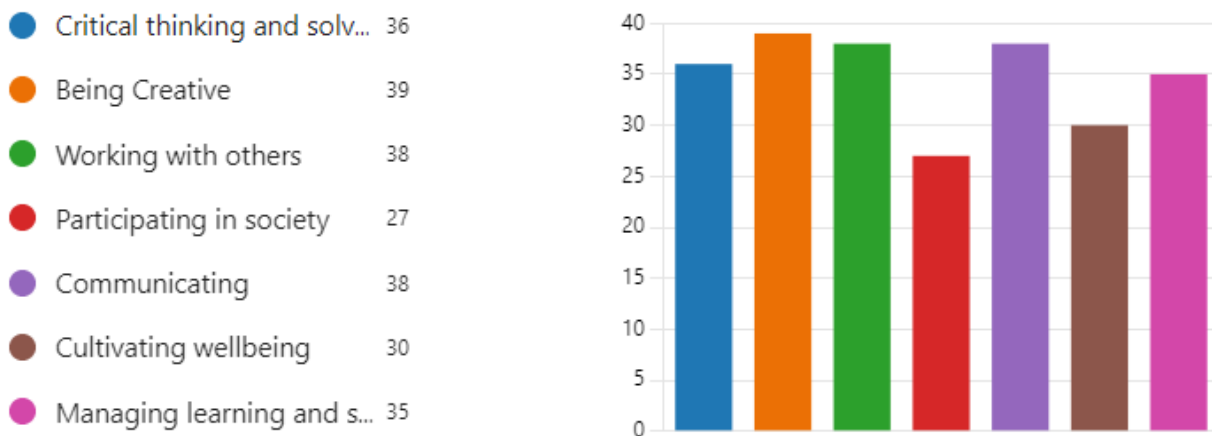
- 39 parents identified engaging with the work of fellow students to shape their own learning experience as important.
- 38 parents identified developing a piece of theatre while working with others as important.
- 36 parents identified presenting a piece of theatre to a live audience as important.
- 33 parents identified reflecting on their own project work as important.



(Figure 3) As part of strand 3, students will be able to develop the skills and abilities outlined below. Please indicate which of these skills and abilities you think are important in the study of Drama, Film, and Theatre Studies (Tick all that apply):

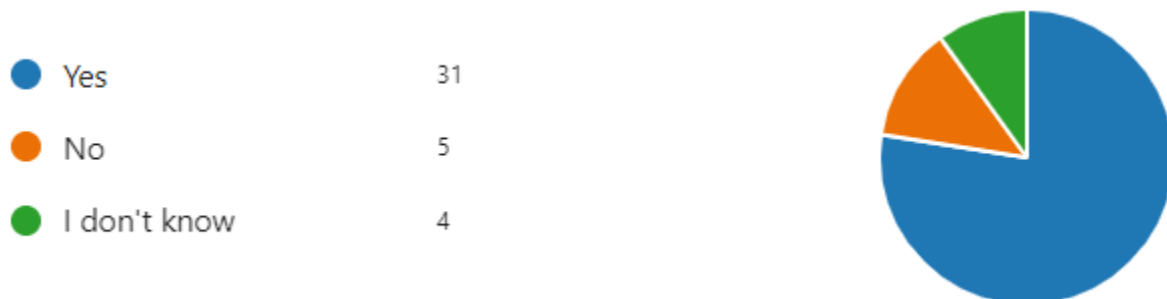
When asked which competencies they want their children to develop as part of their study of Drama, Film and Theatre Studies, parents' views were as follows (See figure 4):

- 39 parents identified being creative as important.
- 38 parents identified working with others as important.
- 38 parents identified communicating as important.
- 36 parents identified critical thinking and solving problems as important.
- 35 parents identified managing learning and self as important.
- 27 parents identified participating in society as important.
- 30 parents identified cultivating wellbeing as important.



(Figure 4) As part of their study of Drama, Film, and Theatre Studies, I want my child to develop these abilities and skills (Please tick all that apply):

When asked if 40% should go to Drama, Film, and Theatre Studies in Practice, 31 parents said yes, 5 parents said no, and 4 parents said I don't know (See figure 5).



(Figure 5) I agree that 50% should go to Drama, Film, and Theatre Studies in Practice

When asked if 50% should go to written examination, 24 parents said yes, 9 parents said no, and 7 parents said I don't know (See figure 6).

● Yes	24
● No	9
● I don't know	7



(See figure 6) I agree that 50% should go to written examination.

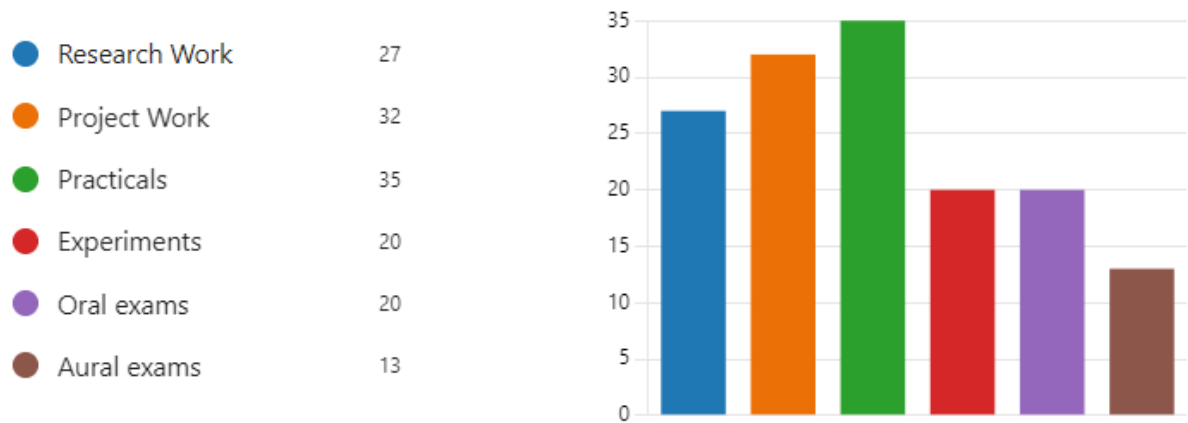
When asked if they want their children to be assessed at regular intervals throughout the 2 year cycle, 32 parents said yes, 3 parents said no, and 5 parents said I don't know (See figure 7).

● Yes	32
● No	3
● I do not know	5



(Figure 7) I want my child to be assessed at regular intervals throughout the 2 year cycle.

When asked what type of schoolwork their children should engage with as part of their study of Drama, Film, and Theatre Studies, 35 parents said “practicals”, 32 parents said “project work”, 27 parents said “research work”, 20 said “experiments”, 20 said “oral exams”, and 13 parents said “aural exams” (Figure 8).



(Figure 8) As part of their study of Drama, Film, and Theatre Studies , I believe my child should be engaged in the following as part of the Additional Assessment Component (ACC):

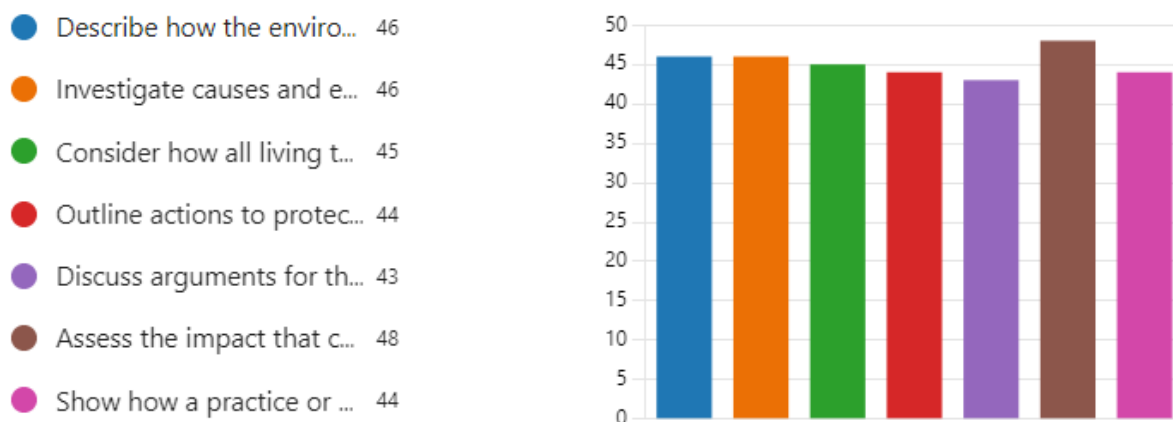
For individual parent comments please see Appendix 1

Leaving Certificate Climate Action & Sustainable Development

The National Parents Council welcomes the opportunity to share the views of parents with the National Council for Curriculum and Assessment (NCCA) in relation to the re-development of senior cycle, specifically **Leaving Certificate Climate Action & Sustainable Development**. On this basis, we developed a survey to hear the insights and concerns of parents regarding the skills and abilities which will be taught as part of each strand. We also asked parents for their views on the 7 competencies which will be taught across all subjects and their views on assessment in this subject.

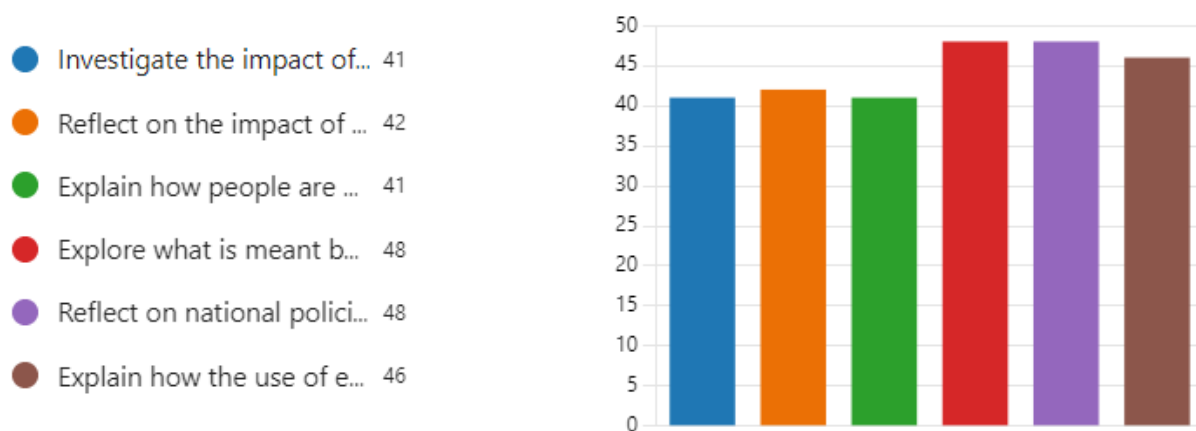
Our survey was open from March 26th – April 1st and received a response rate of 60 parents. We have promoted all surveys prepared by the NCCA and included the links for them at the end of our survey. All surveys were sent to NPC members and those on the NPC contacts database. Links to the surveys were also displayed on our website (www.npc.ie) and on the NPC social media platforms.

When asked to indicate which of the skills and abilities underpinning strand 1 are important for their children in the study of Climate Change and Sustainable Development, 48 parents identified assessing the impact that certain products might have on the environment as important, 46 parents identified describing how the environment and all living things in it support human wellbeing as important, and 46 parents identified investigating causes and effects of environmental change as important. Similarly, 45 parents identified considering how all living things interact with the planet as important, 44 parents identified outlining actions to protect or improve living things as important, 44 parents identified showing how a practice or a process could offer more eco-friendly alternatives as important, and 43 parents identified discussing arguments for the rights of nature as important (See figure 1).



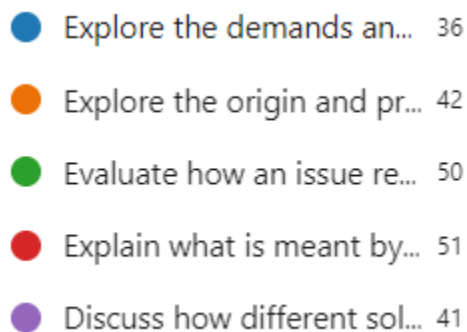
(Figure 1) As part of Strand 1, students will be able to develop the skills and abilities outlined below. Please indicate which of these skills and abilities you think are important in the study of Climate Change and Sustainable Development (Tick all that apply):

When asked to indicate which of the skills and abilities underpinning strand 2 are important for their children in the study of Climate Change and Sustainable Development, 48 parents identified exploring what is meant by root causes of environmental change as important, 48 parents identified reflecting on the impact of a person's behaviour in causing less harm to the environment as important, and 46 parents identified explaining how the use of energy impacts the environment. On the other hand, 42 parents identified reflecting on the impact of a person's behaviour in causing less harm to the environment as important, 41 parents identified explaining how people are dealing with the effects of climate change in Ireland as important, and 41 parents identified investigating the impact of a climate action in a school-based, or local setting as important (See figure 2).



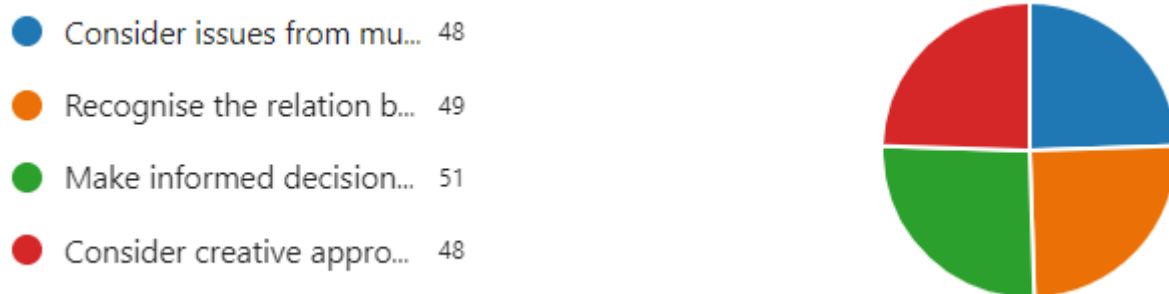
(Figure 2) As part of strand 2, students will be able to develop the skills and abilities outlined below. Please indicate which of these skills and abilities you think are important in the study of Climate Change and Sustainable Development (Tick all that apply):

When asked to indicate which of the skills and abilities underpinning strand 3 are important for their children in the study of Climate Change and Sustainable Development, 51 parents identified explaining what is meant by climate change mitigation and adaptation, climate debt, climate loss and damage, and 50 parents identified evaluating how an issue related to climate change is reported in different media, taking into account political, economic, and cultural views as important. Meanwhile, 42 parents identified exploring the origin and progress of the United Nations' Sustainable Development Goals as important, 41 parents identified discussing how different solutions can decarbonise economies, including renewable energy and fuel transitions as important, and 36 parents identified exploring the demands and achievements of climate justice groups as important (See figure 3).



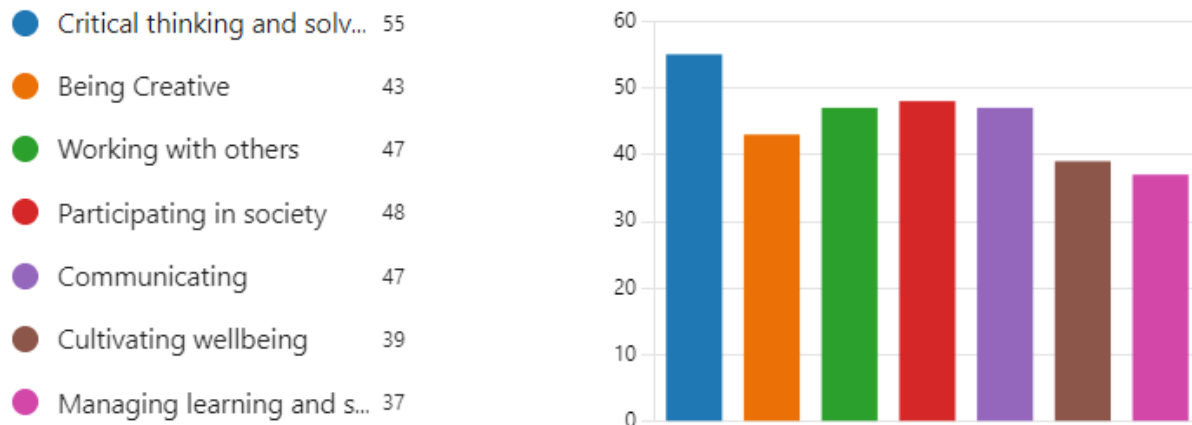
(Figure 3) As part of strand 3, students will be able to develop the skills and abilities outlined below. Please indicate which of these skills and abilities you think are important in the study of Climate Change and Sustainable Development (Tick all that apply):

When asked to indicate which of the skills and abilities underpinning strand 4 are important for their children in the study of Climate Change and Sustainable Development, 51 parents identified making informed decisions based on evidence, 49 parents identified recognising the relation between the local and the global as important, 48 parents identified considering issues from multiple perspectives as important, and 48 parents identified considering creative approaches to solve problems and find solutions as important (Figure 4).



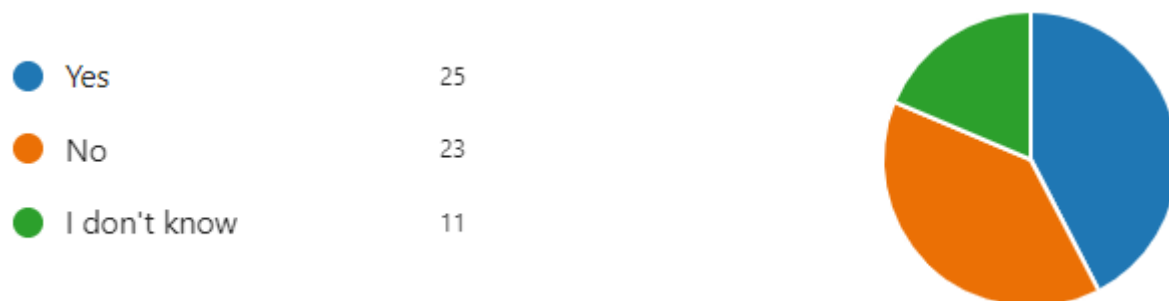
(Figure 4) As part of strand 4, students will be able to develop the skills and abilities outlined below. Please indicate which of these skills and abilities are important in the study of Climate Change and Sustainable Development (Tick all that apply):

When asked which competencies they want their children to develop as part of their study of Climate Change and Sustainable Development, 55 parents identified critical thinking and solving problems as important, 48 parents identified participating in society as important, 47 parents identified working with others as important, 47 parents identified communicating as important, 43 parents identified being creative as important, 39 parents identified cultivating wellbeing as important, and 37 parents identified managing learning and self as important (See figure 5).



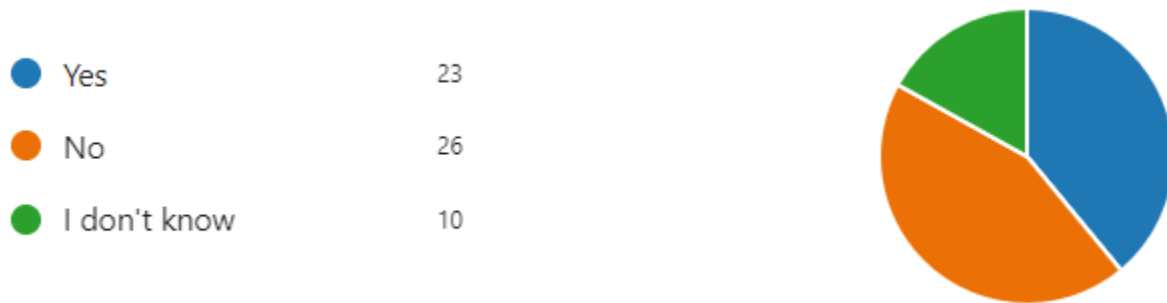
(Figure 5) As part of their study of Climate Change and Sustainable Development, I want my child to develop these abilities and skills (Please tick all that apply):

When asked if 40% should go to Action Project, 41% of parents said yes, 38% said no, and 21% said I don't know (See figure 6)



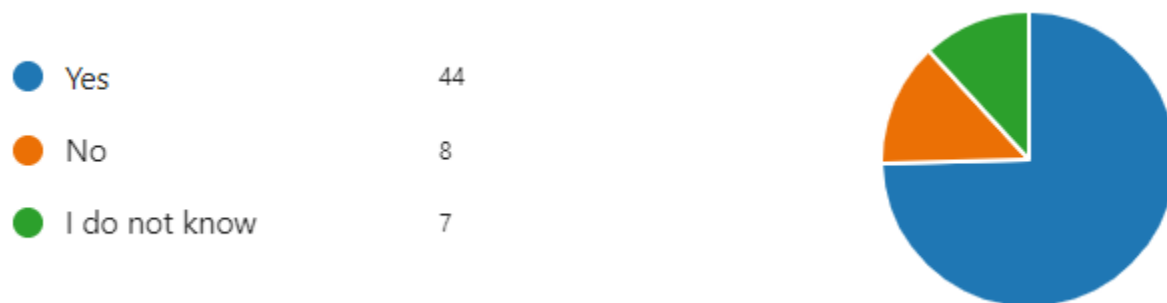
(Figure 6) I agree that 40% should go to the Action Project

When asked if 60% should go to written examination, 44% said no, 39% said yes, and 17% said they don't know (See figure 7).



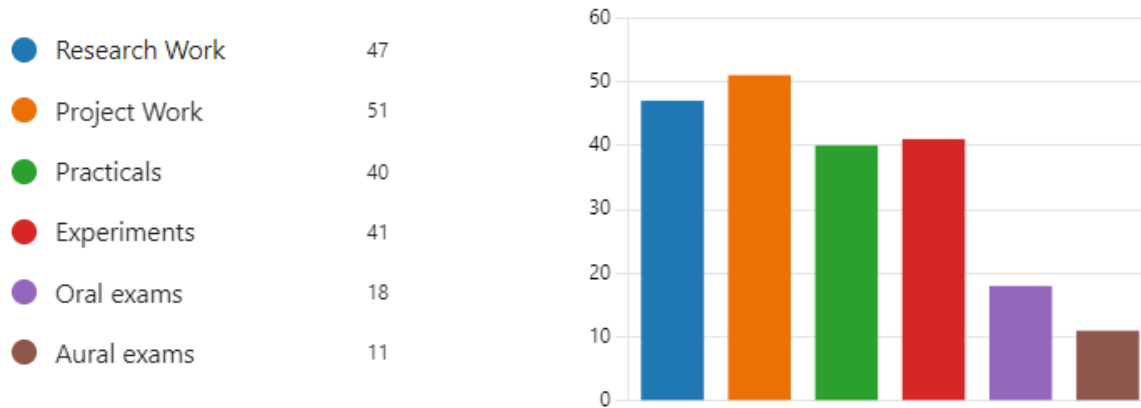
(Figure 7) I agree that 60% should go to the written examination.

When asked if they want their children to be assessed at regular intervals throughout the 2 year cycle, 75% of parents said yes, 14% said no, and 11% said I don't know (See figure 8)



(Figure 8) I want my child to be assessed at regular intervals throughout the 2 year cycle.

When asked what type of schoolwork their children should engage with as part of their study of Climate Change and Sustainable Development, 51 parents said “project work”, 47 parents said “research work”, 41 parents said “experiments”, 40 parents said “practicals”, 18 parents said “oral exam”, and 11 parents said “aural exams” (See figure 9).



(Figure 9) As part of their study of Climate Change and Sustainable Development, I believe my child should be engaged in:

For individual parent comments please see Appendix 2

Leaving Certificate Business

The National Parents Council welcomes the opportunity to share the views of parents with the National Council for Curriculum and Assessment (NCCA) in relation to the re-development of senior cycle, specifically the **Leaving Certificate Business**. On this basis, we developed a survey to hear the insights and concerns of parents regarding the seven key competencies underpinning this subject and changes made to assessment.

Our survey was open from March 26th – April 1st and received a response rate of 67 parents. We have promoted all surveys prepared by the NCCA and included the links for them at the end of our surveys. All surveys were sent to NPC members and those on the NPC contacts database. Links to the surveys were also displayed on our website (www.npc.ie) and on the NPC social media platforms.

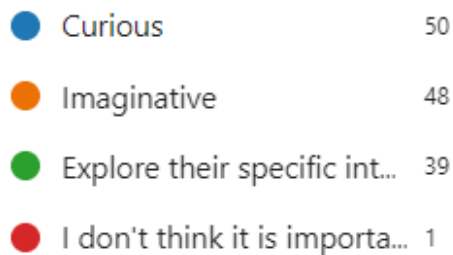
Competencies

When asked what they find important about **critical thinking and solving problems**, 55% of parents said that this skill would allow their children to learn how to analyse information, while 48% parents said that their children would learn to solve problems in business (See figure 1).



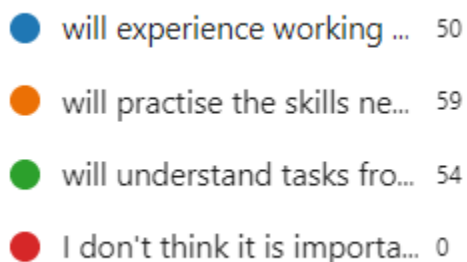
(Figure 1) What I find important about **critical thinking and solving problems** is that my child will learn to (Please tick all that apply):

When asked what they find important about **being creative**, 36% of parents said they would learn to be curious, 35% said they would learn to be imaginative, and 28% of parents said they would learn to explore their specific interests in business (See figure 2).



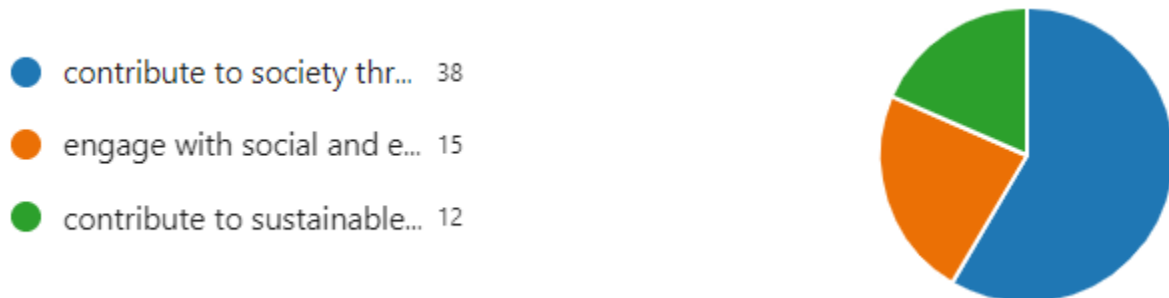
(Figure 2) What I find important about **being creative** is that my child will learn to be (Please tick all that apply):

When asked what they find important about **working with others**, 36% of parents said they would learn to practice the skills needed in teamwork, 33% of parents said they would understand tasks from others' perspectives, 31% of parents said they would experience working with others (See figure 3).



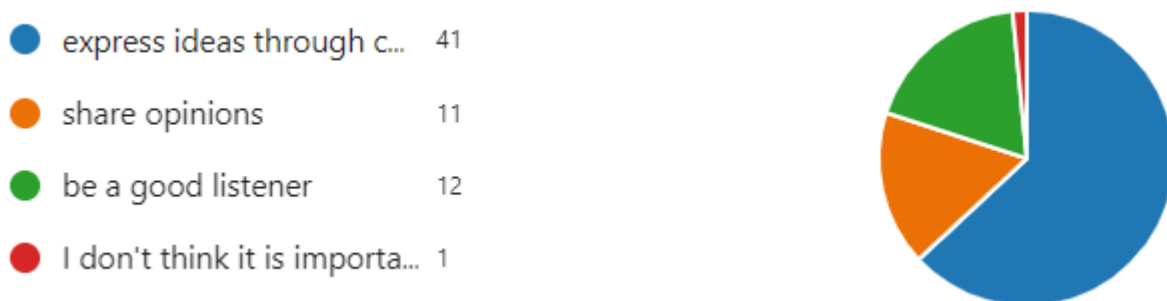
(Figure 3) What I find important about **working with others** is that my child will work (Please tick all that apply):

When asked what they find important about participating in society, 56% of parents said they learn how to contribute to society through informed choices, 23% said they would learn to engage with social and economic issues, and 21% of parents said they would learn to contribute to sustainable futures in their study of business (See figure 4).



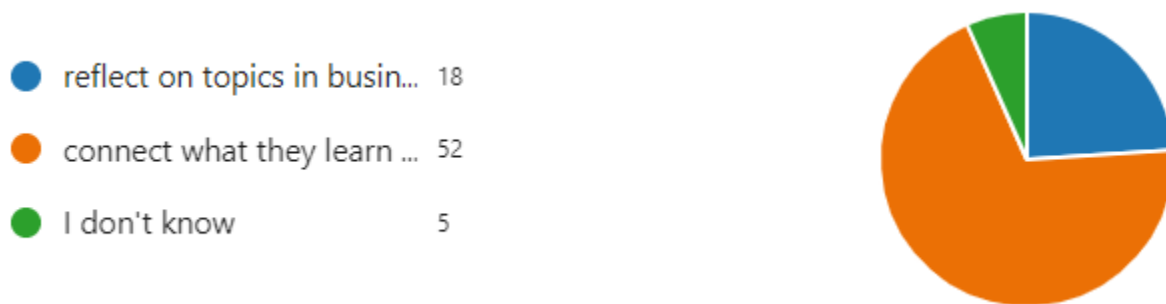
(Figure 4) What I find important about **participating in society** is that my child will learn to (Please tick all that apply):

When asked what they find important about **communicating**, 63% of parents said they would learn to express ideas through conversation, 18% said they would learn to be good listeners, and 17% said they would learn to share opinions (See figure 5).



(Figure 5) What I find important about **communicating** is that my child will learn to (Please tick all that apply):

When asked what they find important about **cultivating wellbeing**, 77% of parents said they would connect what they learn about business to their own lives, 24% said they would reflect on topics in business, and 7% said they don't know (See figure 6).



(Figure 6) What I find important about **cultivating wellbeing** is that my child will learn how to (Please tick all that apply):

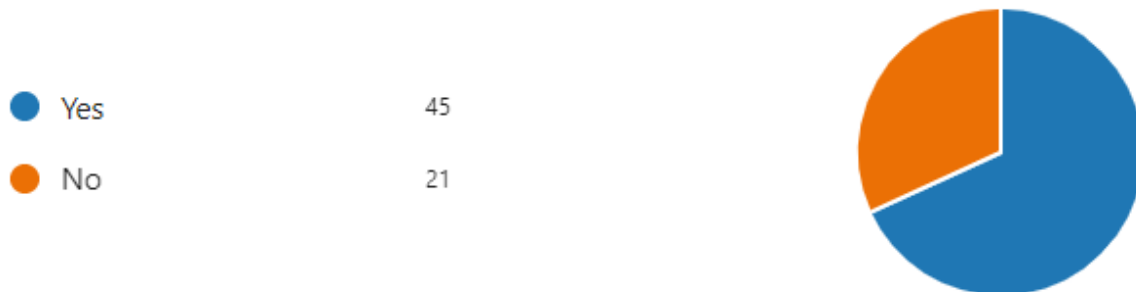
When asked what they find important about **managing learning and self** for their children, 40% of parents said they would learn to set personal goals based on self-awareness, 32% said they would learn to manage their learning, and 28% said they would learn to set personal goals based on understanding other people (See figure 7).



(Figure 7) What I find important about **managing learning and self** is that my child will learn (Please tick all that apply):

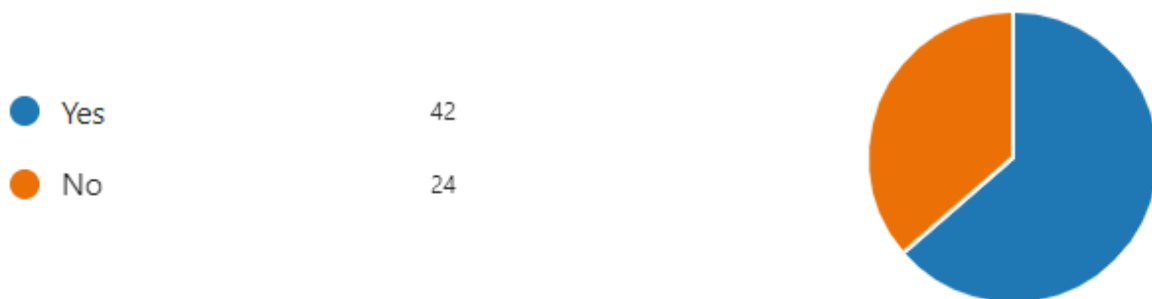
Assessment

When asked if they agree that 40% should go to the investigative study, 68% of parents said yes and 32% said no (See figure 8).



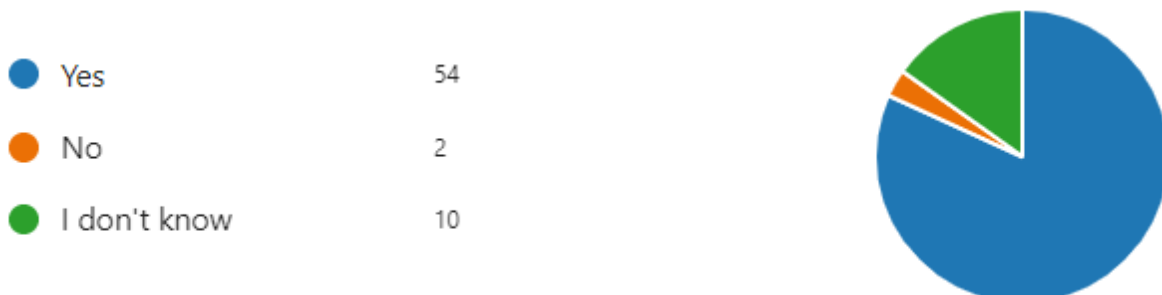
(Figure 8) I agree that 40% should go to the Investigative Study.

When asked if they agree that 60% should go to written examination, 64% of parents said yes while 36% said no (See figure 9).



(Figure 9) I agree that 60% should go to written examination.

When asked if they want their child to be assessed at regular intervals throughout the 2-year cycle, 82% said yes, 3% said no, and 15% said I don't know (See figure 10).



(Figure 10) I want my child to be assessed at regular intervals throughout the 2-year cycle.

For individual parent comments please see Appendix 3

Leaving Certificate Vocational Programme (LCVP) & Leaving Certificate Applied Programme (LCAP)

The National Parents Council welcomes the opportunity to share the views of parents with the National Council for Curriculum and Assessment (NCCA) in relation to the re-development of senior cycle, specifically the **Leaving Certificate Vocational Programme (LCVP) and Leaving Certificate Applied Programme (LCAP)**. On this basis, we developed a survey to hear the insights and concerns of parents on the choices open to their children regarding these different programmes. We also asked parents for their views on the principles underpinning the LCAP, assessment and the ten key competencies their children will be taught in LCAP and LCVP.

Our survey was open from March 26th – April 1st and received a response rate of 43 parents. We have promoted all surveys prepared by the NCCA and included the links for them at the end of our survey. All surveys were sent to NPC members and those on the NPC contacts database. Links to the surveys were also displayed on our website (www.npc.ie) and on the NPC social media platforms.

It was made clear to parents that the Leaving Certificate Vocational Programme (LCVP), Leaving Certificate Applied Programme (LCAP), and Leaving Certificate Established are all independent of each other, where a student can only enrol in one of the three programmes. On this basis, we asked parents if their child should have the choice to:

- Access elements of the Vocational Programme, Applied Programme, and Leaving Certificate Established,
- Access elements of both the Vocational and Applied Programmes,
- Access only one of the programmes
- There should be only one Leaving Certificate to cater for all students' needs

The responses of parents were as follows: 25 parents believe that their children should be able to access elements of all three programmes, 7 parents believe their children should access only one of the programmes, 7 parents believe that there should be only one Leaving Certificate that caters for all students' needs, and 4 parents believe that their children should be able to access elements of both the Vocational and Applied Programmes (See figure 1).

- Access elements of both the Vo... 4
- Access elements of the Vocation... 25
- Access only one of the program... 7
- There should be only one Leavi... 7

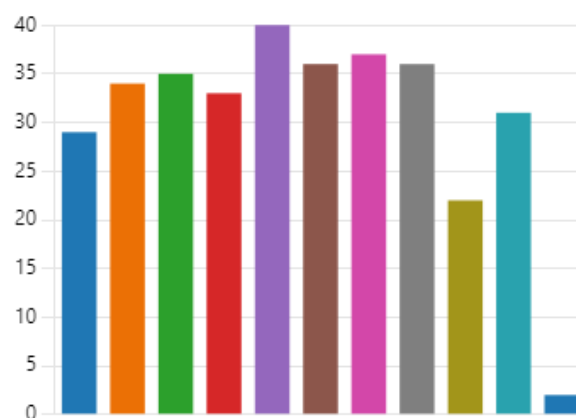


(See figure 1) The Leaving Certificate Vocational Program (LCVP), Leaving Certificate Applied Program (LCAP), and Leaving Certificate Established are all independent of each other, where a student can only enrol in one of the three programmes. As a parent, I believe my child should have the choice to:

When asked which of the specific skills and abilities underpinning the programme, parents' views were as follows (See figure 2):

- 40 parents said that they find it important that their children communicate their thoughts and ideas effectively.
- 37 parents said they find it important that their children investigate and plan career options.
- 36 parents said they find it important that their children work with others as part of a team.
- 36 parents said they find it important that their children will use information and communication technologies.
- 35 parents said that they find it important their children will adapt to changing circumstances.
- 34 parents said they find it important that their children will take responsibility for their own learning.
- 33 parents said they find it important that their children will evaluate data and find solutions to problems.
- 31 parents said they find it important that their children will learn from experiences.
- 29 parents said they find it important that their children will be innovative.
- 22 parents said that they find it important that their children will investigate local businesses and community enterprises.

Be innovative	29
Take responsibility for their own...	34
Adapt to changing circumstances	35
Evaluate data and find solutions...	33
Communicate their thoughts an...	40
Work with others as part of a te...	36
Investigate and plan career opti...	37
Use information and communic...	36
Investigate local business and c...	22
Learn from their experiences	31
Other	2



(Figure 2) Throughout the programme students will develop a wide range of abilities and skills. As a parent, which of these skills and abilities do you find important to your child (Tick all that apply)?

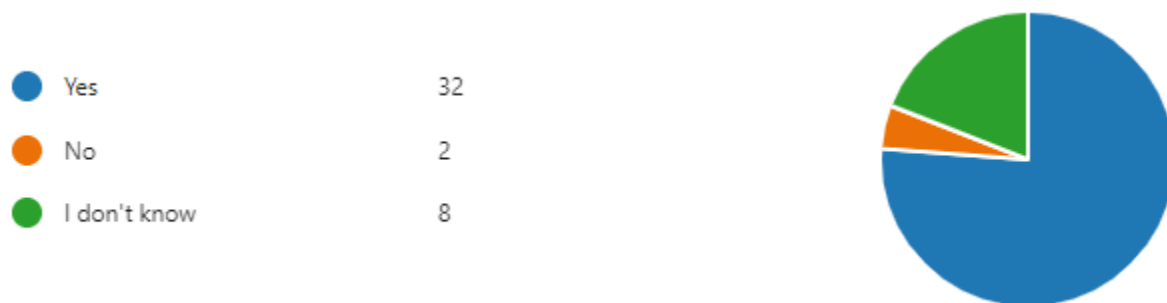
When asked how they want their child to be assessed, 68% of parents said a portfolio of coursework while 21% said examination paper (See figure 3).

Examination Paper	12
A Portfolio of Coursework	38
Other	6



(Figure 3) As a parent, I want my child to be assessed through:

When asked if they agree with the way grades are awarded in the LCVP programme, 76% said yes, 5% said no, and 19% said I don't know (See figure 4).

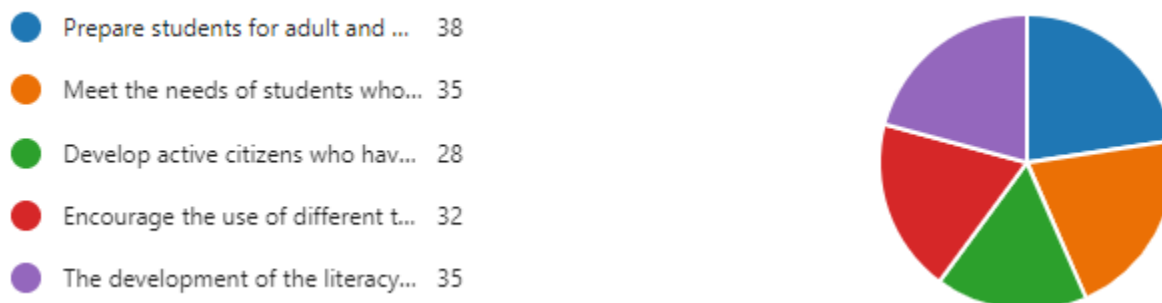


(Figure 4) LCVP students receive the same certificate as students of the Leaving Certificate (established). Grades are awarded as follows:

- Distinction (80 – 100%)
- Merit (65 – 79%)
- Pass (50 – 64%)

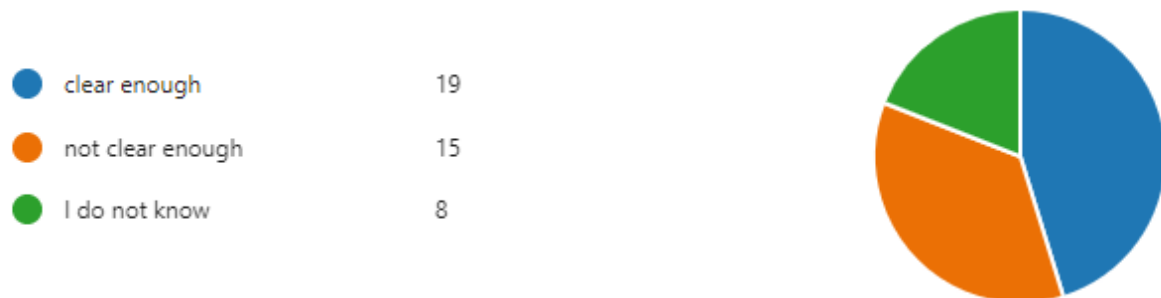
As a parent, I agree with the way grades are awarded.

When asked about which of the principles underlying the Leaving Certificate Applied Programme they find important, 38 parents identified preparing students for adult and working life as important, 35 parents identified meeting the needs of students whose needs do not fit within other Leaving Certificate programmes as important, and 35 parents identified the development of the literacy and numeracy skills of students as important. Meanwhile, 32 parents identified encouraging the use of different teaching methods as important, and 28 parents identified developing active citizens who have a sense of belonging to the local, national, European and global community as important (See figure 5).



(Figure 5) The Leaving Certificate Applied Programme is based on a number of principles. Which of these principles do you find important (Please tick all that apply)?

When asked about their views on the criteria of the assessment and certification of the Leaving Certificate Applied, 45% of parents found it clear enough, 36% found it not clear enough, and 19% said I don't know (See figure 6).



(Figure 6) The following principles apply to the assessment and certification of the Leaving Certificate Applied:

- i. Assessment criteria to be transparent
- ii. Participants to accumulate credit during the programme
- iii. The centrality of the Student Tasks to the nature of the Leaving Certificate Applied
- iv. External examination to incorporate a wide range of techniques
- v. Provision for early leavers to carry credit for achievement

As a parent, I find this criteria:

For individual parent comments please see Appendix 4

Appendices

Appendix 1 – Drama, Film and Theatre Studies

Appendix 2 – Climate Action and Sustainable Development

Appendix 3 – Business

Appendix 4 - Leaving Certificate Vocational Programme (LCVP) and Leaving Certificate Applied Programme (LCAP).

Appendix 1 – Drama, Film and Theatre Studies

As part of Strand 1, students will be able to develop the skills and abilities outlined below. Please indicate which of these skills and abilities you think are important in the study of Drama, ...
Would you like to add other comments?

This would be a wonderful alternative to students who struggle with some more academic subjects

A chance to showcase their projects

No

.. suggest some focus to be placed on history of film and theatre... from origin to now

Good for oral communication.

As part of strand 2, students will be able to develop the skills and abilities outlined below. Please indicate which of these skills and abilities you think are important in the study of Drama, Fi...
Would you like to add other comments?2

No

... learn about how drama, film and theatre have influenced society and or been used to influence, positively and negatively

Great cultural experiences.

As part of strand 3, students will be able to develop the skills and abilities outlined below. Please indicate which of these skills and abilities you think are important in the study of Drama, Fi...
Would you like to add other comments?

No

Important to have freedom to follow own creative process alone or with others in terms of projects

there should also be an understanding and engagement with the technical elements of theatre design.

Script writing skills please.

If you wish, please elaborate on the importance of the above skills and abilities that they will develop in their study of Drama, Film, and Theatre Studies.

My daughter has dyslexia so finds theory subjects hard but loves to write scripts for shows using her laptop, and create shows in our estate for the neighbours. This subject would really appeal to her compared to history or geography etc

No

Not global citizenship but include inclusive but not to the detriment of heterosexual and Irish culture, no Muslim theatre or ideology or EU ideology

Good for confidence.

Would you like to add other comments?

No

Make it fun and not too theory heavy

Jane Austen and Mark Twain.

Appendix 2 – Climate Action and Sustainable Development

As part of Strand 1, students will be able to develop the skills and abilities outlined below. Please indicate which of these skills and abilities you think are important in the study of Climate ...
Would you like to add other comments?

No

Whilst it is of critical importance for children to be educated and informed regarding environmental issues, it should be done in a positive way. Negative headlines and scaremongering have the youth of today living in anxiety and fear for their future.

Anxiety around climate is a major issue amongst our young people. They should understand the greater scheme of things. E.g. affect China and India have on "climate change". Virtue signalling should be called out. Our young people love to blame their parents generation for destroying the planet...as they sip on the takeaways and order from Shein. Practical actions like growing veg or herbs should be taught. Understanding what environmentally choices actually mean....how does the plant dispose of EV batteries? Etc. Virtue signalling is becoming more and more of an issue with influences on our children.

It's important to show examples and go outside of school rooms to learn not to make it as a boring class subject. To practice a n every way to make it a good habit to be sustainable in their life at home, school etc.

This is propaganda. I don't want my child to be exposed to it.

I am concerned about the impact the electric vehicle market is having on the environment due to lithium mining. Lithium mining does u told damage to the environment and EV's cause far more pollution than traditional vehicles. The lithium is also mined by children in Africa.

These pointers would be ok as long as pupils also hear from scientists who know there is no 'climate emergency' and no 'climate change' other than what's natural or what's caused by geo-engineering. It's essential to study geoengineering, ie, deliberate weather manipulation via aerial chemical spraying and HAARP, because of the subsequent hugely detrimental effects. Instead there's silence. No-one talks about this. I wonder why.

Where is there a mention of the government and political responsibilities in climate/eco/sustainable programmes? How to analyse and use critical thinking on what eco and fiscal policies have worked and failed.

Understand climate policy and action; commercial determinants of health; role of "big business/industry" in health and climate

Students should be able to understand that human actions and practices have cumulative effects on the environment and can not be analysed as a single action. Students should understand the idea of an ecosystem-based approach to protection of the environment.

There needs to be a balanced view and not funded by climate scientists who are paid to promote a certain view.

All star DS should leave room to be adapted annually...icing target

A full study of UN/W.E.F Agenda 21.

A focus on systems impacting the environment would be useful here (e.g., oil and petroleum companies)

Thinking about values; what are the current values in society and what to we need to shift to from a climate perspective? Similarly, social norms...what is tolerated? (e.g. large cars) what has been changed in this area (e.g., smoking / plastic bag bans) and how did we get there?

I would want to see scientific methods and logic applied- there is no place for ideology leading over observable fact and rigorous analysis

Planetary boundaries, re-bounce effect and unexpected domino-effect of climate change, holocene and anthropocene

It would be more useful if you asked for us to rate the importance. I think it is obvious that these are all important and relevant topics.

Mini ice age, environment goes through natural changes also.

This should be a part of the general curriculum for all students

As part of strand 2, students will be able to develop the skills and abilities outlined below. Please indicate which of these skills and abilities you think are important in the study of Climate C...
Would you like to add other comments? 2

No

This should be taught at a global level. We are a small island and that should be taught in context...

It would be great if pupils would participate in local environment events like beach cleaning. Focus to use less plastic, perhaps schools focus more to be a green school, And same way to teach their parents with events to be more sustainable even when packing a lunch box. To teach pupils to try to be part of circular economy. ,

Climate change is not man made. It's based on modelling and designed to extract more money from hard pressed citizens.

I wonder will they hear about the negative environmental impact of enormous data centres and how the climate-change narrative/ideology in general is so one-sided in favour of big business, big pharma, big agriculture, big data, big surveillance, etc, to the detriment of smaller businesses that are being hammered out of existence? No, they won't. Also, CO2 is vitally important for all plant life. It used to be much higher, and earth was much greener. If it gets too low, we are finished. Already it comprises only 0.04pc of the air. It must not get any lower. Hmmm, I wonder will students be told this.

Focus on implementation of policy

Students should be introduced to the concept of citizen science playing a key role in monitoring environmental change (ie Coastwatch Ireland). Students should investigate the climate impacts of local developments and proposed developments. Students should investigate local campaign groups to understand how various issues relate to climate change. Students should investigate the role of natural carbon sequestration in climate change and what can be done to protect natural carbon sinks.

So will you be comparing the carbon footprint of Bill Gates and Taylor Swift? Or just brain washing teenagers to accept government propaganda?

...

The impact developed countries have on developing countries

A full study of UN/W.E.F Agenda 21 and links to the Club of Rome.

Speak to the wider system; what do individuals need from their local community / government in order to be able to make changes to their lifestyle? what leadership do we need? also, what needs to be asked of wider co-operate bodies etc. Reflecting on the pressure of a "carbon footprint" and individualizing a systemic problem.

Again, logic and fact rather than feelings and emotions must be the foundation to study of environment and climate. Any attempt to use guilt, shame or fear as motivators will be rejected by sound minded people. It needs to make sense and be based in reality rather than ideology

Business sustainability leadership, Climate action at systemic level, not only individual or community, for example economic system impact like growth and measurement of success by GDP. Also, policy making, evaluation of their implementations, impacts and progress. And politics of climate change, including greenwashing. Also, what is lacking in these 4 modules is the Right of Nature itself, regardless of benefits it brings to humans. Perhaps review of law cases on crimes against nature.

Option for a scale or rating of importance would be more useful

Some people make loads of money over people's fear of climate change, eg Al Gore etc. Nobody talks about Greenhouse Effect any more.

This should be a part of the curriculum for everyone.

As part of strand 3, students will be able to develop the skills and abilities outlined below. Please indicate which of these skills and abilities you think are important in the study of Climate C...Would you like to add other comments? 3

No

This needs to be realistic. Look at what has happened in Germany, they are going backwards due to policy decisions

It's important to teach them to try to source food etc if it's possible from locals, to try to reduce carbon footprint. No harm to teach them to worse impact in the planet are the fuel companies. No harm to teach them how it affects globally with wild fires, flooding etc.

Vested interests are pushing this agenda. Another massive wealth transfer will occur and of course a loss of freedom with a carbon credit score.

Currently, levels of CO₂ are at dangerously low levels. If they drop anymore then Earth will no longer be able to support plant life and we will have a mass extinction event.

Every page so far reads like an NGO communist manifesto. The UN SDGs are all about tracking, tracing and controlling people, with their endless surveillance, medical injections and lab-grown food. So far I don't see any real concern about the true wellbeing of men and women. It's pure evil. We need to get rid of almost all NGOs in Ireland, because of the dross they are peddling.

Add how arms Industries/foreign policies add to the destruction of life and the global environment

Role of agencies in health and climate

Students should understand the idea of greenwashing and other false advertising of climate impacts of products and actions.

Carbon is not the problem.

Critically assess government and country objectives across the globe ... according to impact at home and globally

A full study of UN Agenda 2030, Club of Rome and the corporations behind the "Green" Agenda.

Yes, students should be given an opportunity to develop their intercultural skills here.

discuss climate justice in an Irish context (e.g., farming)

Straying far into ideology. Climate justice exists as a concept at the higher and far removed level of global politics. Clean air, water and healthy food from our farms should be a priority, and investigation of weather & climate, in particular how sustainability is best achieved. Carbon is not the correct metric and the science is not settled. Fact and logic based discussion must be the basis

History, politics and failures of COPs, and Paris Agreement.

Greta Tunberg is phoney. Real geographical issues.

As part of strand 4, students will be able to develop the skills and abilities outlined below. Please indicate which of these skills and abilities are important in the study of Climate Change and ...Would you like to add other comments? 4

No

Children should not be taught that their world is doomed. They should be encouraged to come up with viable solutions to accommodate the standard of living that we hope for them.

None of the above.

Single use plastics are not sustainable and are the biggest environmental problem we are facing. Unfortunately, companies like Coca Cola, who are the biggest producers of plastic waste are heavily involved in supporting this "zero carbon" madness. The purpose of this is to shift focus away from what the real problems are.

God help our youngsters if they are told that it makes sense to NOT use our own peat for electricity and to import bio fuels from Brazil instead. Same with NOT using our own oil/gas, discovered recently off the coast of Cork. Green clown world. Same with our food industry - destroy all but big ag, and rely on imports. No country should ever be so foolish.

Social justice and equity approach to climate and health

Students should be encouraged to investigate tasks from a variety of environments (marine and land).

Section on context ... other global/national initiatives, where the greatest needs and benefits will be. Any conflict between global initiatives and national... how to protect own as well as collective

A full study on the Club of Rome, the W.E.F, the corporations and bankers behind the "Green" Agenda.

Reflective thinking is important here. Wellbeing should also be integrated here. Students can be taught how to engage in self-regulation of challenging thoughts and emotions that can be evoked when engaging with the topic of climate change

Communication - how to talk to others about climate change; advocacy - how to maximise their personal impact; self-care and emotional health - how to sustain yourself in a very difficult area

Fact finding, problem solving and working collaboratively. I will strongly resist any efforts to use fear or guilt as a tool for behaviour change. If this makes school a place of learning, I will support. If this goes far into climate ideology, I will homeschool my children. Please include a topic covering the conflict metal mines- study The Congo and cobalt mining alongside the focus on solar energy- all facts on the matter for informed decision making

How to report business's impacts aligned with CSRD

I don't understand what feedback is being sought here. It sounds like a sensible curriculum is being proposed

Clean air is good, but too much electricity in the air bad too.

Appendix 3 – Business

First competency: Critical thinking and Solving Problems

Would you like to add other comments?

No

If it's not spelled out to them they don't dig deeper to figure out what is going on in the background

Exceptional important for working

No comment

Try to work things out for themselves

The focus should not be only on business. Those are transferable skills which in general will be hugely helpful in life.

I would love to see them being taught to discern info on social media

N/A

Learn to think outside of the box, be valued

It's really important to know about the current financial/business situation in the country.

Absolutely essential skill in the work force and in life.

AI and Machine Learning are trying to take over human interaction in the Digital Business and HR World, however, machines do break and human calculation skills, problem solving and paper records are still required.

We don't know what professional options would be available in a short future, therefore we should form thinkers, not workforce

Second competency: Being Creative

What I find important about being creative is that my child will learn to be

Would you like to add other comments?

No

Critical thinking, information gathering, source & fact checking and analysis is of increasing importance for young people today and should be a core element of this.

Very important to be able to think outside the box

No

Again, I do understand that this is about an exam, but focus should be how useful what we teach them is in general life. Thinking outside of the box, will benefit them hugely not only in business but in any other area.

Creativity is fundamental creative thinking is so important

N/A

Learn to be innovative

Already she is learning about tax calculation, I'm very happy about her knowledge in Business studies.

Albert Einstein's Theory of Learning.

Third competency: Working with others

What I find important about working with others is that my child will work

Would you like to add other comments?

No

Working with others can be challenging but rewarding

No

Again, working on a team is about power skills and social skills; empathy, leadership, active listening, curious enquiry, mindfulness.

N/A

Opportunity to practise good communication and leadership skills

It's a great opportunity to do a team work , It gives a good interpersonal skill.

Team Working is important in the working environment.

Fourth competency: Participating in society

What I find important about participating in society is that my child will learn to

Would you like to add other comments?

No

Won't let you select more than one

I could only select one but would select all if I could

No

This question only allowed one choice to be ticked.

I would tick all the boxes but it wouldn't allow me

Free choices.

I believe all of the above are important. It would only let me choose one.

Fifth competency: Communicating

What I find important about communicating is that my child will learn

Would you like to add other comments?

Effective communication and listening skills

Won't let you select one than one option

I could only select one above but select all of the first 3 if I could

This question only allowed one response to be ticked.

All the above are important but we can only select 1 ;o(

As above

She is a good listener and very clear to explain the topics. So it will add more knowledge for my child

Active Listening is important also.

All of the above.

Sixth competency: Cultivating wellbeing

What I find important about cultivating wellbeing is that my child will learn how to

Would you like to add other comments?

No

I dont think these were the correct answers for this question: Cultivating wellbeing, answers were " reflect on topics in business " and " connect what they learn about business to their own lives"

Wellbeing is again not about business but looking after ourselves regardless of context. Even tough this is an exam, I am not sure why the focus is on passing the exam, rather then leaving the school with skills for life

Self care, be resilient

I hope this subject make her more knowledgeable person.

Helps to manage financial wellness.

I am not sure that I understand how this impacts on individual wellbeing

Seventh competency: Managing learning and self:

What I find important about managing learning and self is that my child will learn

Would you like to add other comments?3

No

Scrum, Kanban would be great techniques to introduce to the kids on that occasion.

I strongly believe its gonna be great learning for my child

Goals and organisation skills are important tools.

Appendix 4 - Leaving Certificate Vocational Programme (LCVP) and Leaving Certificate Applied Programme (LCAP).

The Leaving Certificate Vocational Program (LCVP), Leaving Certificate Applied Program (LCAP), and Leaving Certificate Established are all independent of each other, where a student can only enrol...

Would you like to add other comments?

No

My son goes to school with no choice. He must do the LCVP and I believe there should be choice

Vocational aspect - eg CV, career guidance should be compulsory for all students. Ability to sit leaving cert subjects prior to junior cert should be possible for some students if desired

I have a child who would benefit from all 3 programmes

Leaving certificate Applied is an amazing program and it should not be removed as it is tailored to develop students talents, abilities and needs in a way that a one size fits all model such as the junior cycle does not.



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