

Thinking and Solving Problems

Students should be able to:

1. Apply critical thinking in both familiar and new situations by:

- Getting knowledge, ideas, theories and concepts from different places and putting them to use.
- Using criteria to choose between sources e.g., reliability, suitability, relevance, cost and accessibility.
- Using criteria to tell the difference between opinions, judgements, biases, and facts.
- Thinking critically about social norms and practices.
- Exploring data, information, patterns, trends, connections, and relationships to gain deeper understanding and better explanations.
- Creating hypotheses, making predictions, exploring and weighing up arguments and evidence, and coming to clear and coherent conclusions.
- Challenging assumptions and errors; formulating valid arguments and counter arguments.

2. Identify problems, come up with potential solutions and make informed decisions by:

- Understanding, analysing, synthesising, evaluating, interpreting and creating.
- Using numbers and data to make observations, estimates and calculations.
- Exploring different options and solutions, predicting likely consequences and results.
- Making informed decisions and evaluating the short-term and long-term results and consequences.
- Being alert to the pros and cons of hindsight.
- Recognising and investigating how real-world constraints affect possible solutions and actions.

3. Develop and use a range of thinking strategies, values and dispositions to develop and respond critically to questions and tasks and to solve problems by:

- Being open minded, speculating, looking for different points of view and exploring multiple possibilities.
- Being open to feedback and able to use it to improve their learning.
- Making connections across different learning and between prior knowledge and new knowledge.
- Reflecting on thinking strategies to improve learning.
- Acting with integrity, taking responsibility for your own work and the work of the group.
- Being transparent about sources, learning from and crediting the work and ideas of others.

Being Creative

Students should be able to:

1. Be creative and develop a range of strategies and processes which support their creativity by:

- Participating in cultural experiences and learning from creative works.
- Exploring and learning from examples of innovation and entrepreneurship.
- Coming up with and exploring questions, identifying problems and speculating about possible answers and solutions.
- Trying different things to respond to tasks and situations.
- Combining ideas that already exist to enhance concepts, ideas, processes, products, and communities.
- Turning ideas into actions, creating new ideas, designs, creative works, performances, processes, and products.
- Imagining sustainable futures and taking steps to achieve these.

2. Develop values and dispositions which nurture their creativity by:

- Being curious, open-minded, adventurous, and imaginative.
- Being playful and willing to take appropriate risks in pursuit of learning.
- Being comfortable with ambiguity and uncertainty, while still finding ways to move forward.
- Developing internal standards about how good your own and other people's work is.
- Reflecting on your creativity and creative process.

Managing Learning and Self

Students should be able to:

1. Manage their own learning, with support from their teachers, other adults, their peers and technology by:

- Developing your commitment to improving your learning.
- Making choices and setting personal learning goals.
- Making connections across different areas of learning.
- Managing your learning in different contexts and environments.
- Figuring out ways to respond to complexity and uncertainty.
- Reflecting on and evaluating your learning.
- Developing internal standards in relation to your own and others' work.

2. Develop strategies, values and dispositions which support their learning and their future life path by:

- Having a sense of self-efficacy and experiencing achievement.
- Being flexible, adaptable and willing to learn from your mistakes.
- Identifying and pursuing your hopes and goals for the future.
- Making informed choices and taking responsibility for your educational journey and career path, with appropriate support.

Cultivating Wellbeing

Students should be able to:

1. Cultivate the wellbeing of self and others by:

- Being aware of and looking after your physical wellbeing.
- Making and sustaining caring relationships.
- Developing and expressing your personal identity, values and beliefs.
- Contributing to making your class and school an inclusive, supportive space.
- Appreciating, celebrating and understanding diverse identities and cultures.

2. Develop values and dispositions which support wellbeing and the capacity to cope with and respond to challenges by:

- Having a sense of meaning and purpose and developing your self-confidence.
- Recognising, accepting and regulating emotions, as appropriate.
- Feeling empowered to act in solidarity when others are treated unfairly.
- Being aware of what to do and where to go when help is needed.
- Building resilience when facing challenges and difficulties.
- Being able to assess risk and respond in healthy ways.

Participating in Society

Students should be able to:

1. Participate meaningfully in their schools, communities, and wider society by:

- Developing and expressing your own ideas.
- Having choice, voice and influence both in your learning and in society.
- Investigating complex societal issues.
- Reflecting on your own role in relation to societal challenges.
- Learning to critique, challenge, protect and/or transform systems.
- Planning and taking individual and collective action to bring about positive change.

- Contributing to peaceful and democratic values and practices at school and community levels.
- Seeking solutions to situations that undermine human dignity and rights.
- Making choices which contribute towards creating sustainable futures.
- Reflecting on your values, perceptions and actions and being able to compromise or take a stand, as appropriate.

2. Develop values and dispositions which support meaningful participation by:

- Acting ethically, informed by individual and collective rights and responsibilities.
- Showing solidarity where there is inequity and injustice.
- Showing respect for the needs and rights of current and future generations and for nature.
- Cultivating hope and efficacy in the face of uncertainty, ambiguity and risk.

Working with Others

Students should be able to:

1. Work co-operatively in pairs, groups and teams by:

- Deciding things as a group and working together to achieve shared goals.
- Taking on different roles, including taking the lead on occasion.
- Contributing meaningfully to the work of the group.
- Evaluating the work as it progresses and changing approach if necessary.
- Giving and responding to feedback and understanding its importance.
- Understanding group dynamics, being able to give and take and navigating differences of opinion and approach.

2. Develop strategies, values and dispositions which make working with others more meaningful by:

- Interacting ethically, in person and virtually.
- Understanding and appreciating the value of diversity within groups and promoting inclusivity.
- Encouraging and celebrating the success of peers.
- Understanding the emotional involvement needed to work well with others and managing emotional challenges which may arise.
- Reflecting on what you do well and what you could do better when working with others.

Communicating

Students should be able to:

1. Deepen their understanding of various forms of communication and of the material they are studying by:

- Deepening understanding words, symbols, numbers, language, sound, movement, tools, media, and texts.
- Listening, viewing, and reading attentively and responding meaningfully.
- Asking questions to figure out ideas, viewpoints and emotions.
- Mediating meaning and changing understanding and approach for different formats, audiences and situations.
- Expressing opinions, speculating and discussing, arguing, informing and persuading.
- Analysing and interpreting a range of texts.
- Developing critical understanding.

2. Communicate meaningfully and effectively, using various tools and formats, for different purposes and audiences by:

- Gathering information from all of the senses.
- Using a variety of tools to communicate, including languages, instruments, equipment, materials and technology.
- Using appropriate language, formats and techniques to present data and information clearly.
- Being aware of the purpose and the target audience for the communication.
- Creating, designing and composing texts, objects, artefacts and performances.

3. Develop habits and nurture dispositions which help them to communicate meaningfully and effectively by:

- Communicating authentically, in person and virtually, using various forms of communication.
- Listening actively and seeking clarity and understanding.
- Recognising and trying to counteract misinformation and disinformation.
- Being patient and reflective when communication challenges occur and adapting to the situation.
- Being open to diverse perspectives and worldviews.
- Understanding how tone, gestures, body language, emotions and visuals affect communication and using this understanding in an ethical and responsible way.
- Reflecting on what you do well and what you could do better when communicating.



KEY COMPETENCIES IN SENIOR CYCLE



For further resources