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Politics and Society Refresher Day 1

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Session 1

PDST Supports

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Supports

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graph TD; A[PDST Supports] --> B[Seminars]; A --> C[Webinars]; A --> D[PDST Collaboratives]; A --> E[School Support Visits]; A --> F[PDST Website]; A --> G[Scoilnet]; A --> H[PDST Digital Technologies];
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Seminars

Webinars

PDST
Collaboratives

School
Support
Visits

PDST
Website

Scoilnet

PDST Digital
Technologies

At the end of this seminar participants will have:

explored learning outcomes and pedagogies for the Politics and Society classroom

linked a minimum of 2 key thinkers with strands and topics across the specification

listened to student voice as a reflection upon the Politics and Society experience and reflected on the democratic classroom

discussed approaches to support student engagement with the Citizenship Project

explored online resources, teacher sharing and planned a unit of learning.

Key Messages

A wide range of participatory and enquiry-focused teaching and learning activities are appropriate for Politics and Society

The decisions as to the most appropriate sequence and structure for learning will need to be made by the teacher in light of the needs and abilities of the learners in their class

Developing in learners the skills of analysing and interpreting data is an important objective of Politics and Society

Key Messages

There is a focus on active and participatory learning in Politics and Society, which involves democratic deliberation

Politics and Society is organised around four intertwined strands, each structured around key concepts

The active discursive approach to learning provides opportunities for formative assessment practices which will support both teaching and learning and the development of skills for summative assessment

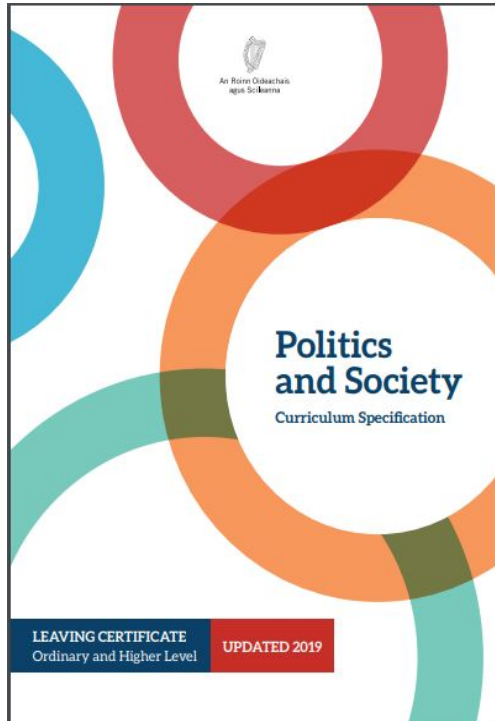
Padlet - Resources and Teacher Sharing

NOTE: All resources and publications within this presentation can be found in the Padlet PDF Document or using the link embedded on this slide



tinyurl.com/ct6hckur

Senior Cycle Politics and Society



180 hours
Assessment: Higher and Ordinary
Level Exam - 80%
Citizenship Project - 20% - 30 hours
of class time

“Politics and Society aims to develop the learners capacity to engage in reflective and active citizenship, informed by the insights and skills of the social and political sciences”
(Politics and Society Specification, 2019, p.7)

Politics and Society Rationale

Helps to develop skills of critical analysis that enable people to make an informed, considered and effective contribution to their society.

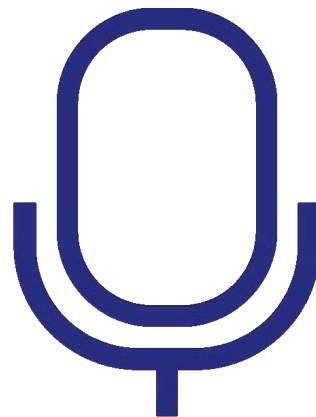
Can contribute to the development of active and participatory citizenship through education.

Can support the development and understanding of equality, inequality and diversity in a range of areas of human life.

Can play a key role in informing people of the importance of political and social institutions in shaping our society.

(Politics and Society Specification, 2019, p.7)

Student Voice



Specification

Strand 1: Power and
decision-making

Strand 2: Active
citizenship

Strand 3: Human rights
and responsibilities

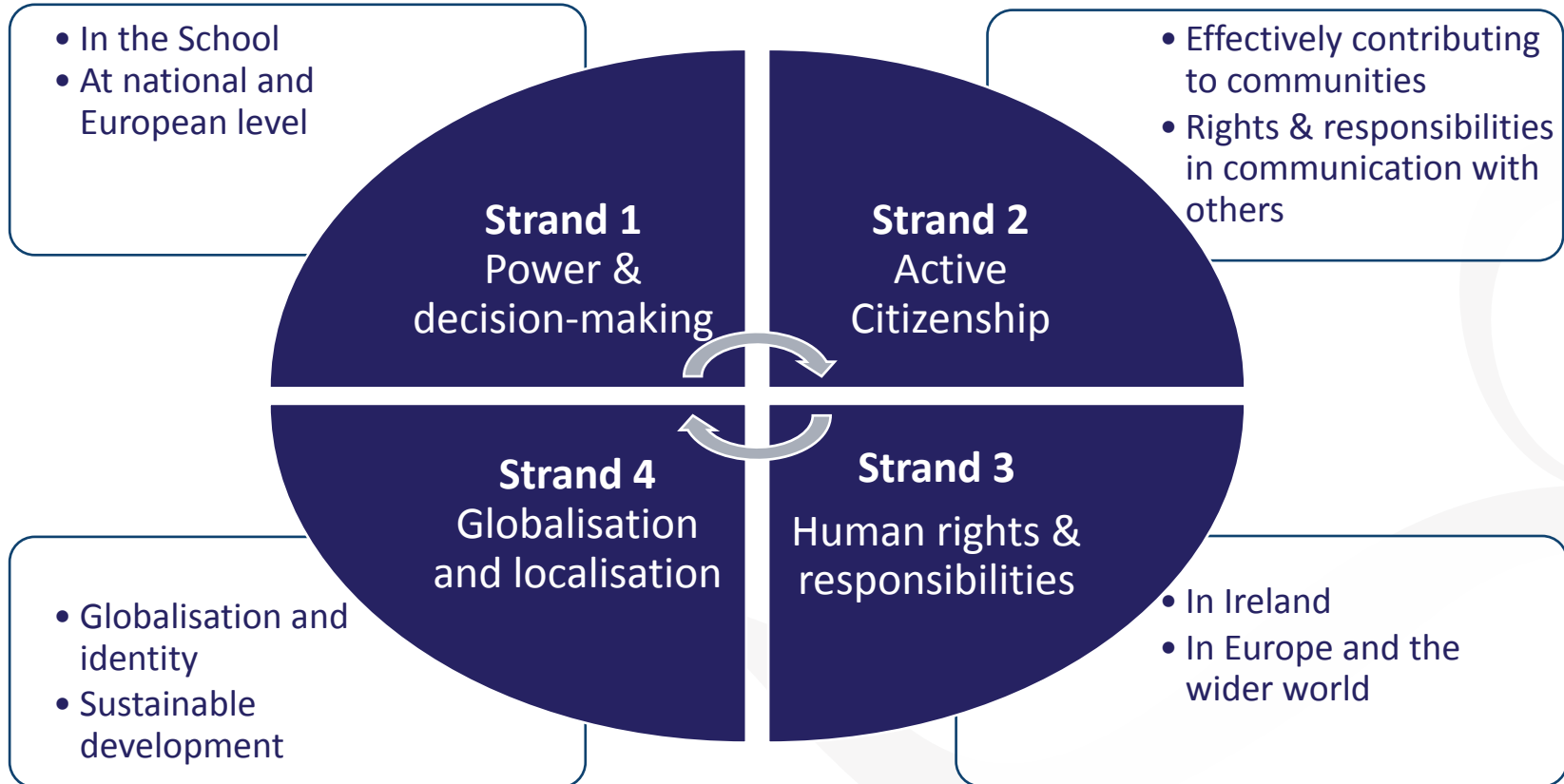
Strand 4: Globalisation
and localisation



Citizenship
Project



Specification Strands



Links between Strands and Topics

“While this structure (strands) does provide a logical order for addressing these topics, the decisions as to the most appropriate sequence and structure for learning will need to be made by the teacher in light of their own knowledge of the learners in their class”

(Politics and Society Specification, 2019, p.11)

Senior Cycle Key Skills



(NCCA, 2009)

Teaching and Learning in the Politics and Society Classroom

Discussion and debate

For example:
Discussion
Deliberation
Debate

Use a variety of contemporary media

For example:
Print media
Broadcast media

Data collection and analysis

For example:
Quantitative data
Qualitative data

Reflective practice

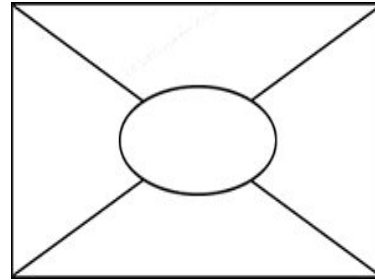
For example:
Portfolios
Reflective journal

(Politics and Society Specification, 2019, pp. 14-18)

Using Graphic Organisers to explore a concept: The Democratic Classroom

“None of the things they are to learn, should ever be made a burden to them, or imposed on them as a task.”

(John Locke, 1693)



Session 2

What is a Democratic Classroom?

It is a positive environment.

It has an established student-teacher relationship that is effective.

Classrooms apply freedom, equality, justice (values of democracy).

Democratic values are appreciated.

Classroom rules are established where students are involved in the process.

“... it is found that the teacher who builds a democratic classroom should attach importance to the democratic values for being fair, humanist, open to communication and innovations, consistent, demonstrate equality, and show respect to differences “

(Journal of Instructional Psychology, 2008).

The Politics and Society Classroom

Effective engagement with the subject will include:

Classroom Environment

Feedback

What has been your experience of each of these in your own classrooms?

Learning Goals

Learning How To Learn

(Politics and Society Specification, p. 14)

Creating a Democratic Classroom



Activity - Think-Pair-Share:

Can you think of a moment in your own education where you felt you were really heard?

Why was it important that you were heard?

Four Corner Debate

Strongly Agree

Agree

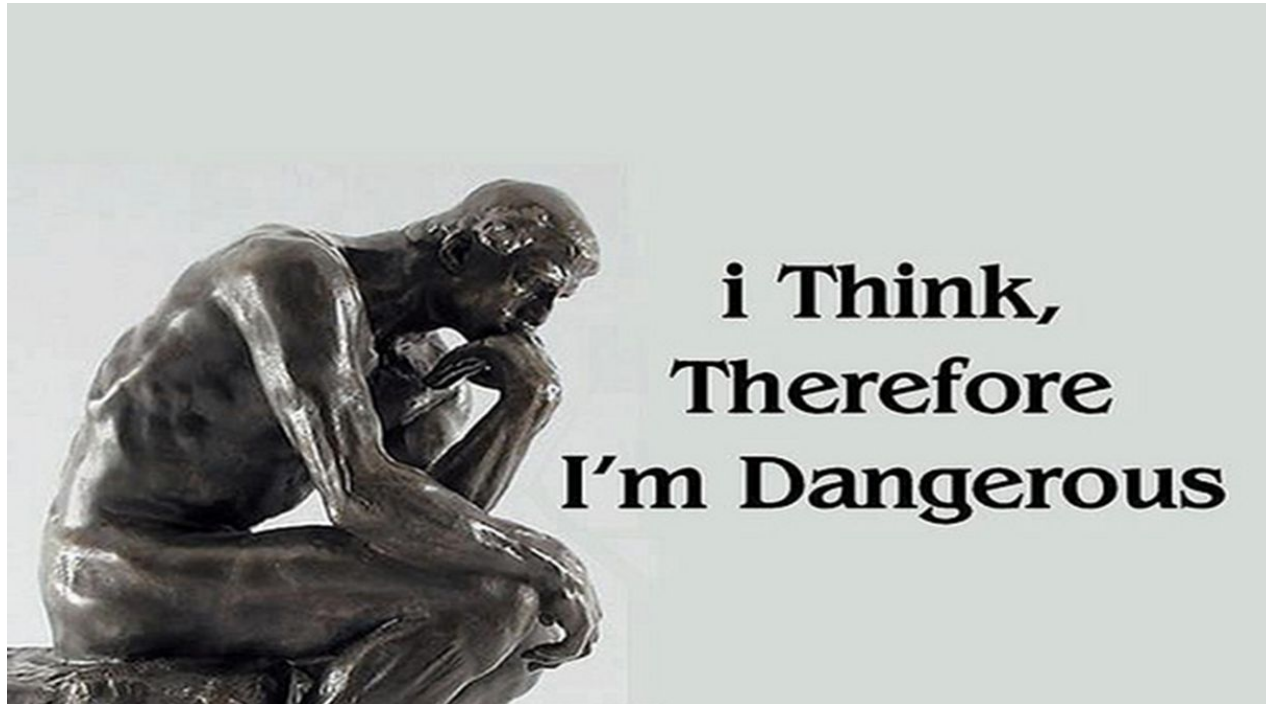
“If education represents a democratic society, students should have equal voice in choosing /creating their curriculum and the rules for their school environment”

Strongly Disagree

Disagree



Challenges of a Democratic Classroom



Key Thinkers in the Politics and Society classroom



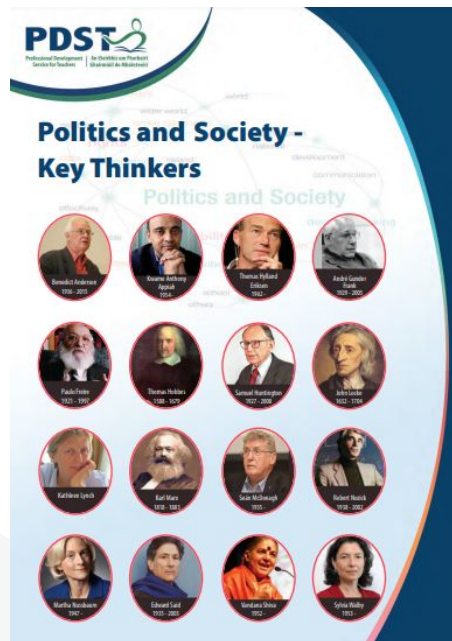
Hobbes



Freire



















Said

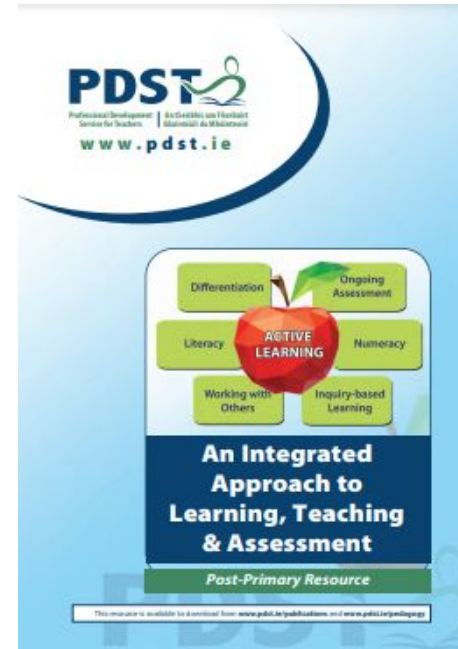


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Politics and Society - Key Thinkers

Politics and Society

 Bernard Williams 1928 - 2017	 Andrew Ross 1922 - 2017	 Thomas Held 1927 - 2017	 Andy Gordon 1928 - 2017
 Paul Freston 1927 - 1997	 Thomas Hobbes 1588 - 1634	 Samuel Huntington 1927 - 2008	 John Rawls 1921 - 2002
 Kathleen Lynch 1928 - 2017	 Karl Marx 1818 - 1883	 John McLaughlin 1927 - 2017	 Robert Nozick 1928 - 2002
 Martha Bachmann 1928 - 2017	 Edward Said 1933 - 2003	 Sundara Sinha 1927 - 2017	 Srinivas Raghavan 1927 - 2017



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ACTIVE LEARNING

- Differentiation
- Ongoing Assessment
- Liberty
- Numeracy
- Working with Others
- Inquiry-based Learning

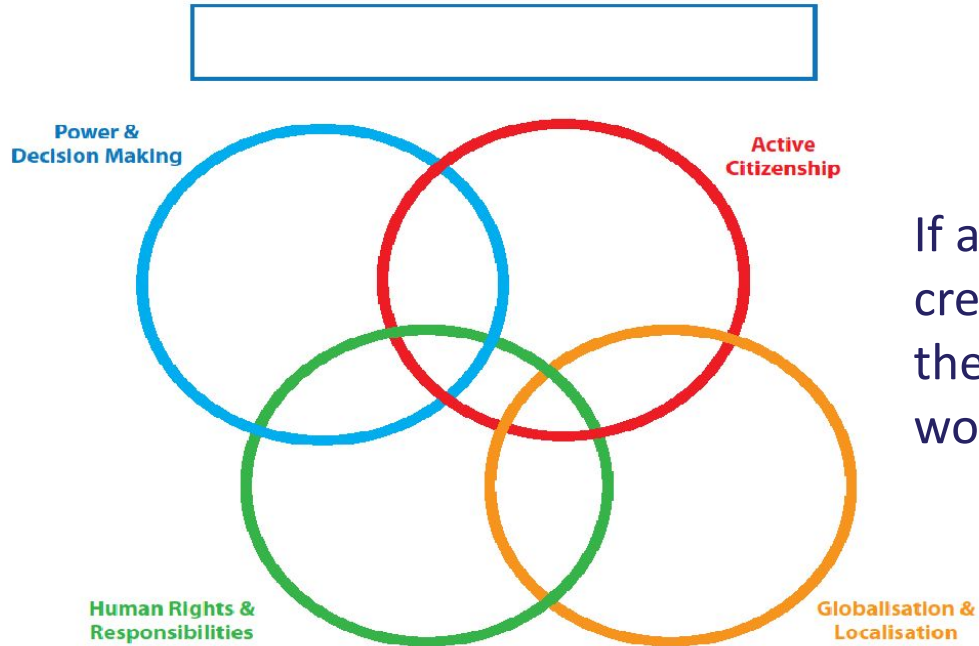
An Integrated Approach to Learning, Teaching & Assessment

Post-Primary Resource

This resource is available to download from www.pdst.ie/publications or www.pdst.ie/pdstapp

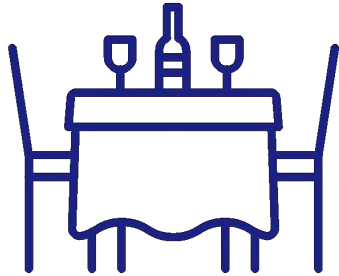
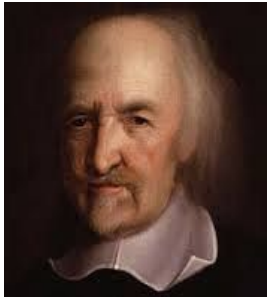
Session 3

Using Essential Questions in the Politics and Society classroom



If all human beings are created equal, why is there inequality in the world?

Using Key Thinkers to unpack an Essential Question

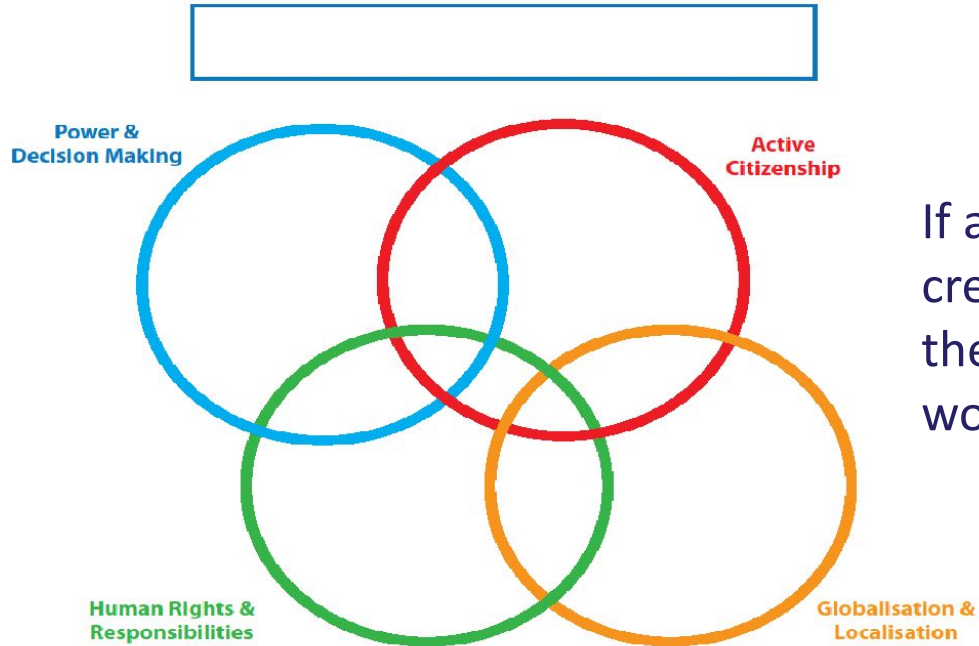


Inviting a Key Thinker to dinner:

If all human beings are created equal, why is there inequality in the world?

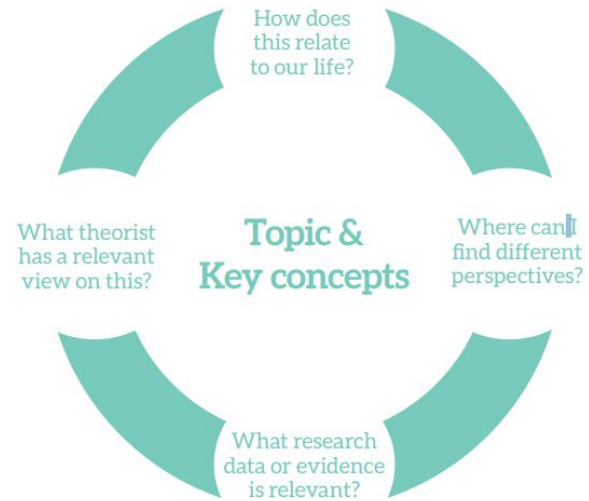


Using Essential Questions in the Politics and Society classroom



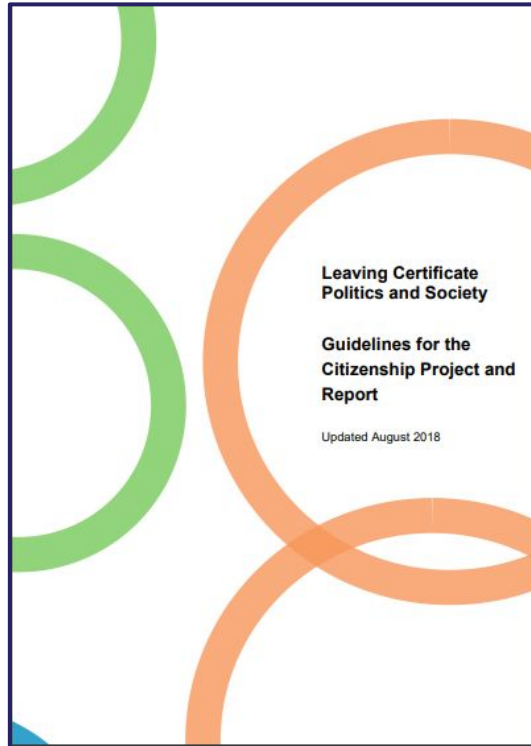
If all human beings are created equal, why is there inequality in the world?

Planning a Unit



Planning for Politics and Society

NCCA Citizenship Project Guidelines



Citizenship Project

Accounts for 20% of the total marks.

SEC written guidelines/brief will be available each year and will reflect the information already published in the specification. They provide detail on the structure of the report and a sample brief.

Strand 2 Learning Outcomes concerned with effectively contributing to communities to be threaded throughout the learning.

Reflection upon learning through being an active participant in civil, social and political life.



Students will report on ...

Section A - Rationale & Planning:	Their rationale for the project. Aims of the project. Research and sources of information.
Section B - Execution:	The process of carrying out the project. Outcomes of the project. Critical analysis of the above.
Section C - Reflection:	Knowledge and skills gained. The role of feedback on their learning. What made learning difficult/what helped?

Citizenship Project Titles 2022

Citizenship Project Titles for Candidates sitting the Leaving Certificate Examination in 2022

Each candidate is required to complete a Citizenship Project Report on one of the following titles:

1. Investigate the potential of social media influencers to exert political power over young people.
Design and deliver a webinar to senior cycle students in which you share the outcomes of your research.
2. Audit the power and impact of Ireland's international political diplomatic presence. Present a summary report with key observations, conclusions and recommendations to a representative of the Irish government.
3. Explore the rise of racism and anti-racism movements in the world today. Create a series of blog entries for Politics and Society students in which you update the content to reflect the progress of your research. Post your conclusions in your final blog entry.
4. Identify and analyse the political and social implications of an issue which affects society today. Share your analysis with a relevant authority; organisation; media or political representative at local or national level.



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate Examination, 2022 Politics and Society
Citizenship Project Report (20% of total marks)
Requirements and prescribed list of Citizenship Projects, 2022



Reflection Questions for Discussion

What do you believe the benefits of Citizenship Project work might hold for you and your students?

What do you believe the challenges of Citizenship Project work might hold for you and your students?



Check In: Learning Outcomes



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tinyurl.com/ct6hckur

A large, stylized green graphic on the left side of the page depicts the head and shoulders of a person. The head is represented by a large, hollow green circle, and the shoulders are a thick, curved green band that arches over the bottom of the circle.

Thank You

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