



Politics & Society

Transition Year Workshop Booklet



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1. Rationale

Transition Year Politics and Society aims to introduce learners to the insights and skills of social and political sciences. Politics and Society students in Transition Year will be encouraged to engage in reflective, active citizenship in their changing local, national and global environment.

Politics and Society promotes the personal, social, vocational, and educational development of students and provides opportunities to prepare them for their role as autonomous and participative members of society.

Politics and Society, in collaboration with students' learning outside school, in home and community contexts, provides an opportunity for students to develop the following skills, knowledge, values and attitudes:

- skills to gather, process and critically assess information, evidence and sources
- intercultural skills to enable communication and cooperation with people from diverse backgrounds in employment and other settings
- develop the ability to think critically by making judgements based on an evaluation of evidence
- an understanding of the processes of globalisation and individualisation including opportunities and challenges
- the imagination to think creatively
- a willingness to play an active role in their society
- a disposition towards taking responsibility for the outcomes of their actions

Politics and Society can contribute to the development of active and participatory citizenship through education. It plays a key role in informing students as to how social and political institutions operate at local, national, European, and global level, and of the importance of political and social institutions in shaping our society.

Politics and Society provides the opportunity for cross curricular links with subjects such as History, Geography, Religious Education, Philosophy, Mathematics, CSPE and Business Studies.

2. Methodologies

A wide range of teaching/learning methodologies and situations are appropriate to the teaching of Transition Year. These ensure that the needs of students with different educational backgrounds and different learning styles are adequately met. Transition Year subjects/modules should seek to provide a worthwhile learning experience to all, giving particular attention to students' personal and social development, and the development of key skills.

Examples of methodologies include:

- Democratic Classroom
- Inquiry based learning
- Personal responsibility in learning
- Activity-based learning
- Team teaching approaches
- Group work: jigsaw method, think-pair-share, collaborative learning, cooperative group work using PDST group role cards, placemats and PDST graphic organisers.
- Interviews
- Role play
- Project work, research and active citizenship
- Guest speakers
- Study visits and field trips
- Work experience, work simulation, community service

A number of specific methodologies may prove particularly valuable for supporting learning in Transition Year Politics and Society.

These include:

- Discussion and debate
- The use of a variety of contemporary media
- Data collection and analysis
- Reflective Practice

(Politics and Society Specification. pp. 14 - 17)

Discussion and debate

Discussion, deliberation and debate are important learning methodologies for Politics and Society as the idea is that learners should be exposed to competing ideas about their world and have an opportunity to apply these ideas and to evaluate them in light of the evidence that is available, and to come to conclusions.

In the Politics and Society classroom cooperative learning approaches have a greater positive impact upon student learning than competitive learning; therefore it is preferable that debates should be structured within the context of a cooperative learning environment. In a similar fashion, discussions should also take place within a cooperative learning environment.

The use of a variety of contemporary media

In the Politics and Society classroom students will gather information about their social and political world from a variety of media, including print media (such as books, newspapers and magazines), broadcast media (television and radio) as well as a range of other digital media, such as websites, social media and online publications.

It is intended that Politics and Society students develop the ability to identify the different perspectives, viewpoints, influences, agendas, bias, content, evidence or backgrounds that underpin arguments presented and discussed in the media.

Data collection and analysis

An important objective of the Politics and Society classroom is to develop within students the skills of analysing and interpreting data. Such an approach allows for cross curricular collaboration with mathematics to aid the development of the skills of collecting, interpreting and analysing data. Students should be afforded opportunities to collect and analyse data using both qualitative and quantitative research methodologies.

Reflective practice

Reflective practice is a key component of the Politics and Society classroom. It is of great importance and relevance for both students and teachers alike.

Student and teacher reflection on learning can be supported through the use of portfolios and/or journals. Continual reflective practice through the use of portfolios and/ or journals serves as a key part of formative assessment. This practice can also be helpful in preparation for summative assessment.

(Politics and Society Specification, pp. 14 - 17)

3. Strands and Topics from Junior Cycle Specifications and Senior Cycle Politics and Society

The following is an example of the strands included in a Junior Cycle specification.

Links can be made between strands and topics from Junior Cycle and Senior Cycle subjects and short courses.

Hyperlinks to the full CSPE Short Course Specification and other examples from Junior Cycle including History, Geography, Maths, Business Studies, Philosophy Short Course and Religious Education are on page 31.

Example: Junior Cycle CSPE

This Junior Cycle short course in CSPE focuses on supporting students in becoming active citizens through their learning in three strands: Rights and responsibilities, Global citizenship, and Exploring democracy.

Strand 1: Rights and responsibilities

In this strand, students learn what it means to live with rights and responsibilities and examine the main human rights instruments that protect people's rights. This is a foundation strand.

Strand 2: Global citizenship

In this strand, students explore issues of poverty, inequality and sustainable development and look at ways to bring about effective change.

Strand 3: Exploring democracy

This strand enables students to examine how democracy works and the role of the media in a democracy.

(CSPE Short Course Specification, p. 9)

The following is an example of the strands and topics included in the Leaving Certificate Politics and Society specification.

A hyperlink to the full NCCA Politics and Society Specification document can be found on page 32.

Leaving Certificate Politics and Society:

Strand 1: Power and decision-making

Topic 1 Power and decision-making in school

Topic 2 Power and decision-making at national and European level

Strand 2: Active citizenship

Topic 3 Effectively contributing to communities

Topic 4 Rights and responsibilities in communication with others

Strand 3: Human rights and responsibilities

Topic 5 Human rights and responsibilities in Ireland

Topic 6 Human rights and responsibilities in Europe and the wider world

Strand 4: Globalisation and localisation

Topic 7 Globalisation and identity

Topic 8 Sustainable development

(Politics and Society Specification, p. 20)

4. Teacher Sharing

How will these experiences inform your teaching and planning for TY Politics and Society?

Personal Interests:

Community Involvement:

School Experience:

Subject links between Junior Cycle specifications and Senior Cycle Politics and Society:

5. Key Skills

CSPE: In addition to their specific content and knowledge, the subjects and short courses of junior cycle provide students with opportunities to develop a range of key skills. The Junior Cycle curriculum focuses on eight key skills.



This course offers opportunities to support all key skills, but some are particularly significant. Teachers can also build many of the other elements of particular key skills into their classroom planning.

(NCCA, CSPE Short Course Specification, p. 7)

Politics and Society: At senior cycle, there are five key skills identified as central to teaching and learning across the curriculum. These are information processing, being personally effective, communicating, critical and creative thinking and working with others. The key skills are embedded within the learning outcomes of Politics and Society and are assessed in the context of those learning outcomes.

(NCCA, Politics and Society Specification, p. 13)



(NCCA, Senior Cycle Key Skills Framework, 2009, p. 4)

Information processing: Developing this key skill will help students become more effective learners in an information intensive environment. This includes the specific skills of accessing, selecting, managing, evaluating and recording information, during historical research for example.

Critical and creative thinking: Developing this key skill will help students be more aware of different forms and patterns of thinking so that they can become more skilled in higher order reasoning and problem solving. The use of the enquiry focused approach in the history classroom contributes to the development of critical thinking skills.

Communicating: Developing this key skill will help students become better communicators who are able to use a variety of media, and to recognise how communication methods influence their own understanding and knowledge. Specific skills include reading, expressing opinions, writing, making oral presentations, analysing visual forms and so on.

Working with others: Developing this key skill will highlight the role that working with others has for learning and for achieving both collective and personal goals. Students will gain some appreciation of the dynamics of groups and the social skills needed to engage in collaborative work.

Being personally effective: Developing this key skill will help students to grow as persons, to become more self-aware, and to develop personal goals and life plans. As well as giving students specific strategies related to self-appraisal, goal setting and action planning, an important dimension of this key skill is to enable young people to act autonomously according to personal identities and personal values.

(NCCA, Senior Cycle Key Skills Framework, 2009, p. 5)

6. Creating a rich inquiry task

What is a rich inquiry task?

A rich inquiry task involves inquiry-based learning. Inquiry-based learning emphasises the student's role in the learning process. Through inquiry-based learning students are encouraged to explore information, evidence, ask questions, and share ideas.

Inquiry-based learning makes use of a variety of approaches to learning, including the use of essential questions, group discussion and guided learning. Students learn through active participation. This allows them to build knowledge through exploration, experience, and discussion.

What is an essential question?

An essential question is a single question that is used to tie together a class or unit of learning. The question is shared at the start of a class or unit of learning, and returned to throughout the learning. It can also be used as the basis for assessment. While the methodologies may change, the essential question acts as a common thread to the learning.

Example of an essential question

What does it mean to be Irish?

Data examples

<https://www.cso.ie/en/releasesandpublications/ep/p-cp8iter/p8iter/>

<https://www.youth.ie/documents/makeminorityapriority-complete-research-final-0/>

<https://www.thejournal.ie/irish-citizenship-ceremonies-5000-5029419-Mar2020/>

Different perspectives resources

Irish Times Article: Varadkar to challenge outdated stereotype of Irish identity in US

<https://www.irishtimes.com/news/ireland/irish-news/varadkar-to-challenge-outdated-stereotype-of-irish-identity-in-us-1.3426063>

The Guardian Article: Bono drops in to help give Andy Farrell's Ireland the edge against England

<https://www.theguardian.com/sport/2020/feb/20/bono-andy-farrell-ireland-the-edge-england-six-nations>

Sportsjoe.ie article: Rory McIlroy's true allegiance summed up in one text message to Justin Rose

<https://www.sportsjoe.ie/golf/rory-mcilroys-true-allegiance-summed-up-in-one-text-message-to-justin-rose-108667>

Irish Times Article: We need a new definition of what it means to be Irish

<https://www.irishtimes.com/opinion/we-need-a-new-definition-of-what-it-means-to-be-irish-1.3978559>

The Times: Rory Best: 'I'm British but proud to play for Ireland. Not singing the anthems doesn't make me a Plastic Paddy'

<https://www.thetimes.co.uk/article/rory-best-im-british-but-proud-to-play-for-ireland-not-singing-the-anthems-doesnt-make-me-a-plastic-paddy-swhk5ww9c>

The 42.ie Article: 'I'm never going to be an Irishman, but I can try my best' - Stander

<https://www.the42.ie/cj-stander-ireland-italy-six-nations-2652855-Mar2016/>

The 42.ie Article: 'I'm an Irish citizen now... I felt I had been accepted a long time ago'

<https://www.the42.ie/quinn-roux-ireland-passport-citizen-4504685-Feb2019/>

Evidence from data sources and different perspectives that would inform your position for the Four Corner Debate

7. Developing Critical Thinking Skills

Teachers could use the following questions to reflect on their students development in relation to critical thinking skills:

How do we encourage students to think critically?

How do we move students away from looking for or expecting the right answer?

How do we encourage students not to depend on 'learnt off' answers?

How do we get students to examine different perspectives of an issue?

How do we get students to become confident in their own thinking or beliefs about an issue?

How do we encourage students towards providing evidenced based opinions?

How do we teach students to source that particular evidence?

How do we teach students to locate, evaluate and analyse sources of evidence?

What materials do we need in order to support this?

How do we assess critical thinking?

8. Possible TY Modules

Foundational elements of any TY Politics and Society Module:

An understanding of political structures/ laws and active citizenship will underpin engagement with, and understanding of, all issues addressed in the Politics and Society classroom.

Political Structures

Students should have the opportunity to build on their knowledge of political structures and mechanics in Ireland/EU/wider world which have cross curricular links to Junior Cycle History and C.S.P.E. It is important that teachers realise that students need to have a broad understanding of political structures and democratic decision-making processes as they underpin all of the subsequent topics in Politics and Society.

One way to promote an understanding of domestic and supranational political structures could be to reverse engineer a decision around human rights (that is topical and relevant to students) made by governments in order to understand and critically evaluate the process.

Active Citizenship

Active Citizenship is a skill common to Junior Cycle CSPE and Senior Cycle Politics and Society. It is particularly evident when one considers the Junior Cycle Citizenship Actions and the Senior Cycle Citizenship Project. This idea of active citizenship is central to the ideology of Transition Year.

The use of an active investigation, for example, through the lens of Human Rights or Sustainable Development on a local, national or global level would allow students to develop a multitude of skills, allowing for collaborative student centred learning. The development of active group work would allow for the sharing of ideas but also for the practice of negotiating compromise.

Active Citizenship within TY can work alongside, and in cooperation with, existing TY experiences and programmes such as Gaisce, Young Social Innovators, community outreach programmes, volunteering activities, charity work, the Amber Flag award, the Yellow flag, Junk Kouture, Green Schools, programme and other experiences. Such connections foster cross curricular learning.

An active citizenship project based on human rights or sustainable development would be an appropriate assessment methodology for TY students.

Descriptors for possible TY Politics and Society modules:

Human Rights

The use of Human Rights as a possible TY module has cross curricular links across a variety of Junior Cycle subjects. Areas such as Geography, History, Religion, Business Studies and Home Economics, amongst others, have links to Human Rights. Similarly, Human Rights has links to Senior Cycle subjects such as Politics and Society, Economics, Geography, Religious Education and Home Economics.

Human Rights, as a topic for study within TY can work alongside, and in cooperation with, existing TY experiences and programmes such as Gaisce, Young Social Innovators, and Green Schools. Such connections foster cross curricular learning.

Human Rights issues in the world today make the topic one which is rich in resources, evidence and data which allow much opportunity for critical thinking, critical investigation and understanding.

Sustainable Development

Sustainable Development as a possible TY module has cross curricular links to Junior Cycle Geography, Religion, Business Studies, Home Economics, Science and Art, amongst others. Similarly, it has links to Senior Cycle subjects such as Politics and Society, Economics, Geography, Biology, Agricultural Science, Religious Education and Home Economics.

Sustainable Development within TY can work alongside, and in cooperation with, existing TY experiences and programmes such as Junk Kouture, Young Social Innovators, and Green Schools. Such connections foster cross curricular learning.

The pressing matters of Sustainable Development, climate change, development issues and climate politics provides much scope for critical investigation and understanding.

Globalisation and Identity

Globalisation and Identity as a possible TY Politics and Society module can draw links to Junior Cycle subjects such as Geography, Religious Education and Business Studies; while also having cross curricular connections to Senior Cycle Politics and Society, Geography and Business.

Globalisation and Identity in TY works alongside and supports student exchanges, school trips, studies of other cultures and examination of identity in a changing world.

Critical thinking about and understanding of, Globalisation and Identity are important and relevant skills with which to equip TY students in an ever changing global environment.

Politics and Society TY Planning Module Prompt Questions

Title of subject or module	
Duration of module	<p>What will the duration of your module be? This will be dependent on your school timetable. 4/6/8/10 weeks?</p>
Aims	<p>What will students be developing an understanding of?</p> <p><u>Other aims:</u> Foster critical and creative thinking skills. Develop information processing and data analysis skills. Build on cross-curricular links from Junior Cycle, including CSPE and History. Encourage students' further growth as both collaborative and independent learners. Promote the Transition Year skills of general, technical and academic skills with an emphasis on interdisciplinary and self-directed learning. Cultivate the personal and social maturity of students.</p>
Transition Year Skills	<p>What skills will this module promote and develop?</p> <p><u>Some ideas:</u> Maturity in studies by making students more self-directed learners through the development of general, technical and academic skills. Maturity in relation to work, careers and volunteering by developing work-related skills. Personal maturity by providing opportunities to develop communication skills, self-confidence and a sense of responsibility. Social maturity by developing greater 'people' skills and more awareness of the world outside school. Maturity that will help the student make a more informed choice of subject for their Leaving Certificate studies. General, technical and academic skills with an emphasis on interdisciplinary and self-directed learning. Critical and creative thinking skills. Information processing skills. Interpersonal, communication and collaboration skills.</p>

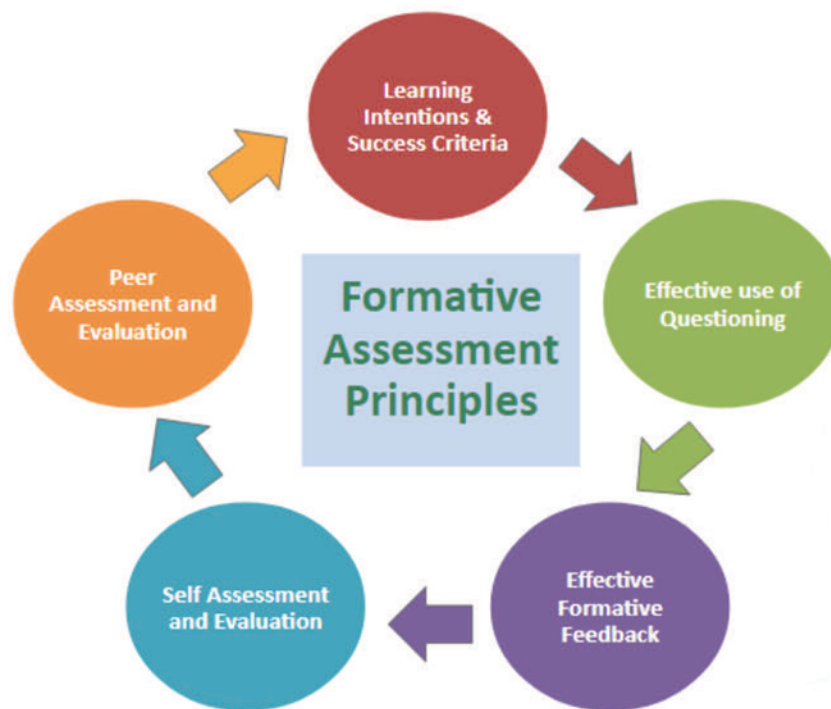
<p>Inclusion</p>	<p>How do we plan to meet the needs of the students in our class?</p> <p>How do we plan for inclusion when considering dealing with sensitive topics?</p> <p>How can we use this module to promote inclusion in the school and beyond?</p>
<p>Course Outline</p>	<p>Learning Outcomes</p> <p>What knowledge, skills, understanding and values will students be able to demonstrate after a period of learning?</p>
	<p>Success Criteria</p> <p>What will students know, understand and identify as successful learning having engaged with this module?</p> <p>How will the success criteria be communicated with students?</p> <p>Success criteria are developed by the teacher and/or the student(s). Co-construction of success criteria linked to agreed learning outcomes, may be engaged in with students.</p>

	<p>Teaching & Learning Methodologies (including Numeracy and Literacy)</p> <p>What teaching and learning methodologies will be used within this module?</p> <p><u>Some ideas:</u></p> <p>Discussion and evidence based debate, for example; Four corner debate</p> <p>Building subject literacy through co-creating understanding of key terms.</p> <p>Collaborative research.</p> <p>Group work, for example; Jigsaw Method</p> <p>Reverse engineer a decision (that is topical and relevant to students) made by a government in order to understand and critically evaluate the process.</p> <p>Critical analysis of documents, data and other evidence.</p> <p>Use of a variety of contemporary media.</p> <p>Reflective Practice, for example; Reflective journal or Digital portfolio.</p>
	<p>Differentiation</p> <p>How can we plan for teaching and learning opportunities that reflect the needs and abilities of all students to be considered?</p> <p>How can we include planning for literacy development to include the dialogic classroom, critical literacy, oral language development and discursive writing?</p> <p>How can we plan for numeracy development to include interpreting data, investigating and problem solving?</p> <p>How can we establish and promote an inclusive classroom culture that celebrates and supports different skills, attitudes and values in the room?</p>

	<p>Resources</p> <p>What resources will be used in the teaching and learning of this TY module?</p> <p>Contemporary media links including both traditional and digital media, as well as other resources links can be found on Pgs. 31 - 35 of this booklet.</p>
	<p>Assessment</p> <p>Assessment will be continuous and formative in nature, being both “for and “of” learning.</p> <p>What assessment methods will be used in the teaching and learning of this module?</p> <p><u>Some ideas:</u></p> <p>Assessment can take the form of:</p> <p>Written assessment:</p> <ul style="list-style-type: none"> Project work Diaries/ Journals/ Digital Portfolio/ Student Logs Written exam <p>Oral assessment:</p> <ul style="list-style-type: none"> Presentation Oral Questioning Display and interpretation of work <p>Project work:</p> <ul style="list-style-type: none"> Collaborative research and reporting Portfolios/ folders/digital portfolios Student diaries/ logs Exhibition of work Presentation to peers Participation in the process <p>Feedback:</p> <ul style="list-style-type: none"> Oral feedback to and from students during assignments Group/ peer assessment Reporting procedures

<p>Cross Curricular Links</p>	<p>What cross-curricular links from Junior Cycle, Transition Year and Senior Cycle can you identify for this TY Module?</p>
<p>Evaluation</p>	<p>All aspects of the Transition Year Programme can be evaluated.</p> <p>What form will evaluation take in your classroom for this module?</p> <p><u>Some examples of what to evaluate are:</u></p> <ul style="list-style-type: none"> Overall effectiveness of the TY Programme. Individual Modules /Subject. Specific event - Visiting speaker, Trip etc. Teachers own teaching style/strategies. Work experience /community links. Resource materials- use and allocation. Student evaluation of TY module at the end of each term.

9. Formative Assessment and Digital Portfolios

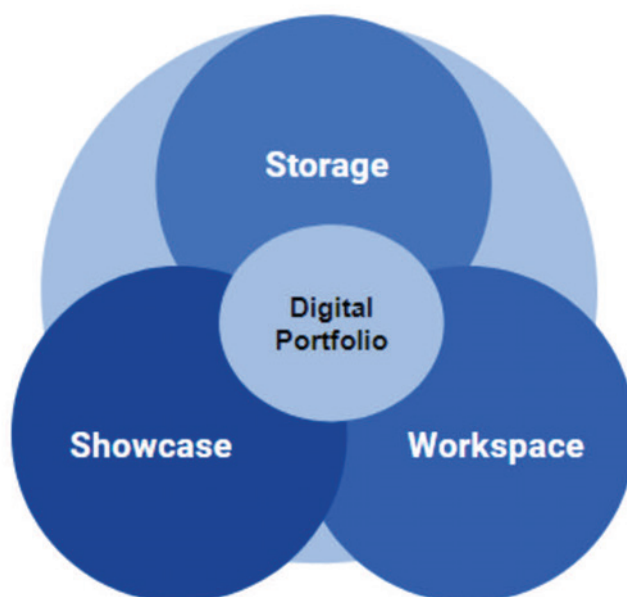


Adapted from William & Leahy, (2015) and Wylie et al (2008)

“Assessment is formative when either formal or informal procedures are used to gather evidence of learning during the learning process, and used to adapt teaching to meet student needs” (NCCA, 2015).

William and Leahy (2015) outline the principles of formative assessment process as follows:

- The formative assessment process begins with clarifying, sharing and understanding learning intentions
- Engineering effective discussions, tasks, and activities that elicit evidence of learning through questioning
- Providing feedback that moves learners forward
- Activating students as owners of their own learning
- Activating students as learning resources for one another



Three Levels of Digital Portfolio

The use of reflective journals and digital portfolios provides opportunities for teachers and students to apply each of the principles of formative assessment.

Reflection on learning can be supported through the use of portfolios and/or journals. (NCCA, Politics and Society Specification, 2019)

Digital portfolios contain three levels; Storage, Workspace and Showcase.

Storage/repository - Students can use their digital portfolio space as digital storage, where they create and collect artefacts. They can also collate exemplars of their work to support the development of success criteria for the task or assignment that they are working on.

Workspace - In the workspace, students can plan, set goals, organise learning experiences chronologically, collaborate with peers, reflect on their own learning process and on the work of their peers. They can collect and upload artefacts, discuss with their peers the selection of their artefacts, work collaboratively, or alone, and organise their resources. Thus, a cycle of self and peer reflection as part of the learning process is facilitated. In the workspace, teachers and peers can provide formative feedback.

Showcase - The showcase element of a digital portfolio can demonstrate a student's competencies, achievements and products. A student can edit and select their artefacts to showcase their reflections and achievements as well as contributions and feedback from their peers and teachers. The 'final' product(s) in the showcase section of a digital portfolio can be evaluated by the teacher as a summative assessment of learning.

10. Planning a Politics & Society TY Module

Getting Started - Blank TY Module Planning Sample

Title of subject or module	
Duration of module	
Aims	
Transition Year Skills	

Inclusion	
Course Outline	Learning Outcomes
	Success Criteria
	Teaching & Learning Methodologies (including Numeracy and Literacy)

	Differentiation
	Resources
	Assessment
Cross Curricular Links	
Evaluation of module	

11. Student Evaluation Template

Subject Title/Module	
What part of the Subject/Module did you enjoy most? Explain why.	
What part of the Subject/Module did you find most beneficial? Explain why.	
What part of the Subject/Module did you least enjoy? Explain why.	

<p>What skills have you learned during this module? E.g. reflection skills, critical thinking skills.</p>	
<p>How would you rate your own level of participation during this subject/module? Explain your choice.</p>	<p>Excellent <input type="checkbox"/></p> <p>Very good <input type="checkbox"/></p> <p>Good <input type="checkbox"/></p> <p>Fair <input type="checkbox"/></p> <p>Poor <input type="checkbox"/></p>
<p>What advice would you have for your teacher about what could be included/excluded in this module in future?</p>	

12. Websites and Resources

Junior Cycle Specifications:

CSPE Short Course

<https://www.curriculumonline.ie/getmedia/4370bb23-00a0-4a72-8463-d935065de268/NCCA-JC-Short-Course-CSPE.pdf>

Philosophy Short Course

<https://www.curriculumonline.ie/getmedia/93035aec-52b0-42b2-9f53-ba391de910c7/NCCA-JC-Short-Course-Philosophy.pdf>

History

<https://www.curriculumonline.ie/getmedia/34acdfbe-fcbf-47c2-a7ea-1e430df58e06/Junior-Cycle-History-Specification.pdf>

Geography

https://www.curriculumonline.ie/getmedia/2a7a8d03-00e6-4980-bf20-f58def95688f/JC_Geography-en.pdf

Maths

https://www.curriculumonline.ie/getmedia/6a7f1ff5-9b9e-4d71-8e1f-6d4f932191db/JC_Mathematics_Specification.pdf

Business Studies

<https://www.curriculumonline.ie/getmedia/a00357e9-fa82-4f60-99f7-adae882eeb67/FINAL-NCCA-Specification-for-Jr-Cycle-Business-Studies-v5.pdf>

Religious Education

<https://curriculumonline.ie/getmedia/7dd9dc71-9adb-4cf2-aa36-a5200c4f68be/Religious-Education.pdf>

Other

<http://jct.ie/home/home.php>

PDST Resources:

PDST TY Website - PDST TY Planning Booklet available

<https://www.pdst.ie/TY>

Scoilnet - Politics and Society Page

<https://www.scoilnet.ie/go-to-post-primary/pol-soc/>

Post-Primary Literacy Resources for Teachers

<http://www.jcsp.ie/resources/c/10/497/Post%20Primary%20Literacy%20Resource%20for%20Teachers.pdf>

An Integrated Approach to Learning, Teaching & Assessment Post Primary Resource
<https://www.scoilnet.ie/uploads/resources/29422/29158.pdf>

Graphic Organisers and other Literacy, Numeracy and AfL Strategies in Teaching and Learning Post Primary Resource
<https://www.pdst.ie/sites/default/files/PDST%20GRAPHIC%20ORGANISER%20ENG%20FINAL.pdf>

Active Learning Methodologies
<https://pdst.ie/sites/default/files/teaching%20toolkit%20booklet%20without%20keyskills.pdf>

NCCA Resources:

Politics and Society Specification 2019-2021
<https://www.curriculumonline.ie/getmedia/ee597f5d-180a-4531-ba50-2f4c966f2df3/Politics-and-Society-new.pdf>

Politics and Society NCCA Website
<https://ncca.ie/en/senior-cycle/curriculum-developments/politics-and-society>

Transition Year Programmes – Guidelines for Schools
https://ncca.ie/media/2512/ty_transition_year_school_guidelines.pdf

Developing Transition Units - Draft Handbook for Schools
https://ncca.ie/media/2549/tu-handbk_07_08.pdf

NCCA Senior Cycle Key Skills Framework
https://ncca.ie/media/3380/ks_framework.pdf

NCSE Resources:

NCSE Website
<https://ncse.ie/>

NCSE Post Primary Resources
<https://ncse.ie/teacher-post-primary-general-support-for-learning>

Controversial Issues Resources:

Tackling Controversial Issues in the Citizenship Classroom (For example: Pgs 22, 25, 35 and 50- 54)
<http://cdetbcdu.ie/wp-content/uploads/2017/02/tackling-controversial-issues.pdf>

Council of Europe: Teaching controversial Issues(2015) <https://edoc.coe.int/en/human-rights-democratic-citizenship-and-interculturalism/7738-teaching-controversial-issues.html>

Human Rights Resources:

Universal Declaration of Human Rights
<https://www.un.org/en/universal-declaration-human-rights/>

Universal Declaration of Human Rights (Child-Friendly Version)
http://www.eycb.coe.int/compasito/chapter_6/pdf/1.pdf

Irish Human Rights and Equality Commission
<https://www.ihrec.ie/>

Equality in Second-level Schools: A Training Manual for Educators and Trainers
<https://developmenteducation.ie/resource/equality-in-second-level-schools-a-training-manual-for-educators-and-trainers/>

Enabling Active Citizenship in Twenty-first Century Ireland Report by Ivan Cooper
https://www.wheel.ie/sites/default/files/media/file-uploads/2019-11/15129_TheWheel_participating_people_WEB.pdf

Youth.ie Active Citizenship Voting Age
<https://www.youth.ie/advocacy-and-representation/active-citizenship/>

Sustainability Resources:

Sustainable Development Goals
<https://sustainabledevelopment.un.org/?menu=1300>

Ireland's Sustainable Development Goals (SDGs) data hub
<https://irelandsdg.geohive.ie/>

The World Bank: Sustainable Energy for All – What Will It Take?
<https://www.worldbank.org/en/news/feature/2013/05/28/infographic-sustainable-energy-for-all>

Development Education General Resources on SDGs
<https://developmenteducation.ie/resources/sdgs/general-introduction-to-sdgs/>

The Sustainable Development Goals and YOUTH
https://developmenteducation.ie/media/documents/SDGs_Youth_Resource%20_Pack.pdf

Identity Resources:

Central Statistics Office: infographics

<https://www.cso.ie/en/interactivezone/visualisationtools/infographics/peopleandsociety/>

Central Statistics Office: Migration and Diversity

<https://www.cso.ie/en/interactivezone/visualisationtools/infographics/census/#census-pg-10>

Equality in Second-level Schools: A Training Manual for Educators and Trainers

<https://developmenteducation.ie/resource/equality-in-second-level-schools-a-training-manual-for-educators-and-trainers/>

Data.gov.ie

<https://data.gov.ie/>

Power and Political Structures:

Scoilnet: Irish NewsPaper Archive

<https://www.scoilnet.ie/scoilnet/tools-for-teachers/ina/>

EU Parliament Multimedia Centre

<https://multimedia.europarl.europa.eu/en/>

EU Commission Youtube Channel

<https://www.youtube.com/channel/UCMPaviJxybo1RTdzvYcU91A>

Oireachtas Live TV

<https://www.oireachtas.ie/en/oireachtas-tv/oireachtas-tv-channel/>

RTE General Election 2020 results data

<https://www.rte.ie/news/election-2020/results/#/national>

Europa.eu EU institutions and bodies in brief

https://europa.eu/european-union/about-eu/institutions-bodies_en

Europa.eu Young Europeans Game

https://ec.europa.eu/eurostat/cache/infographs/youth/index_en.html

European Parliament Education Resources

<https://www.europarl.europa.eu/ireland/en/youth-outreach/classroom-resources>

NCCA Politics and Society Resources on Power and Decision Making

<https://ncca.ie/en/senior-cycle/curriculum-developments/politics-and-society>

Government resources including Oireachtas Education Section

<https://www.oireachtas.ie/en/visit-and-learn/teachers-and-students/>

Citizens Information on Political structures

https://www.citizensinformation.ie/en/government_in_ireland/

Local Government Websites and resources

<https://www.lgma.ie/en/irish-local-government/>

Key Thinker Resources:

Politics and Society Key Thinker Booklet

<https://www.scoilnet.ie/uploads/resources/32068/31810.pdf>

Scoilnet: Key Thinker Resources

<https://www.scoilnet.ie/go-to-post-primary/pol-soc/>

Formative Assessment Resources:

Clarke, S. & Murray, H. (2005). Formative Assessment in Action.

Hattie, J. (2012). Visible learning for teachers: Maximising impact on learning.

Hattie, J. & Clarke, S. (2019). Visible Learning Feedback.

Lysaght, Z., Scully, D., Murchan, D., O'Leary M., & Shiel, G. (2019).

Aligning assessment, learning and teaching in curricular reform and implementation.

NCCA Focus on Learning: <https://ncca.ie/en/junior-cycle/assessment-and-reporting/focus-on-learning>

NCCA. Focus On Learning: Formative Feedback.

https://www.ncca.ie/media/1925/assessment-booklet-3_en.pdf

NCCA. Focus On Learning: Learning Intentions and Success Criteria.

https://www.ncca.ie/media/1927/assessment-workshop-1_en.pdf

NCCA. Glossary of Terms

<https://www.ncca.ie/en/junior-cycle/assessment-and-reporting/glossary>

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William, D. (2013). Assessment: The Bridge between Teaching and Learning.

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William & Leahy,(2015). Embedding Formative Assessment.

