



Professional Development | An tSeirbhís um Fhorbairt
Service for Teachers | Ghairmiúil do Mhúinteoirí



An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

Politics and Society

@PDSTie

@PDST_PolAndSoc

Politics & Society



Round 2 Day 3

At the end of this session participants will

have had an opportunity to explore learning outcomes and pedagogies for topics 2,4,5 and 6.



be able to link a minimum of 2 key thinkers with data to debate whether gender equality has been sufficiently achieved in Ireland.

have shared and created success criteria and questions for use in extended writing.

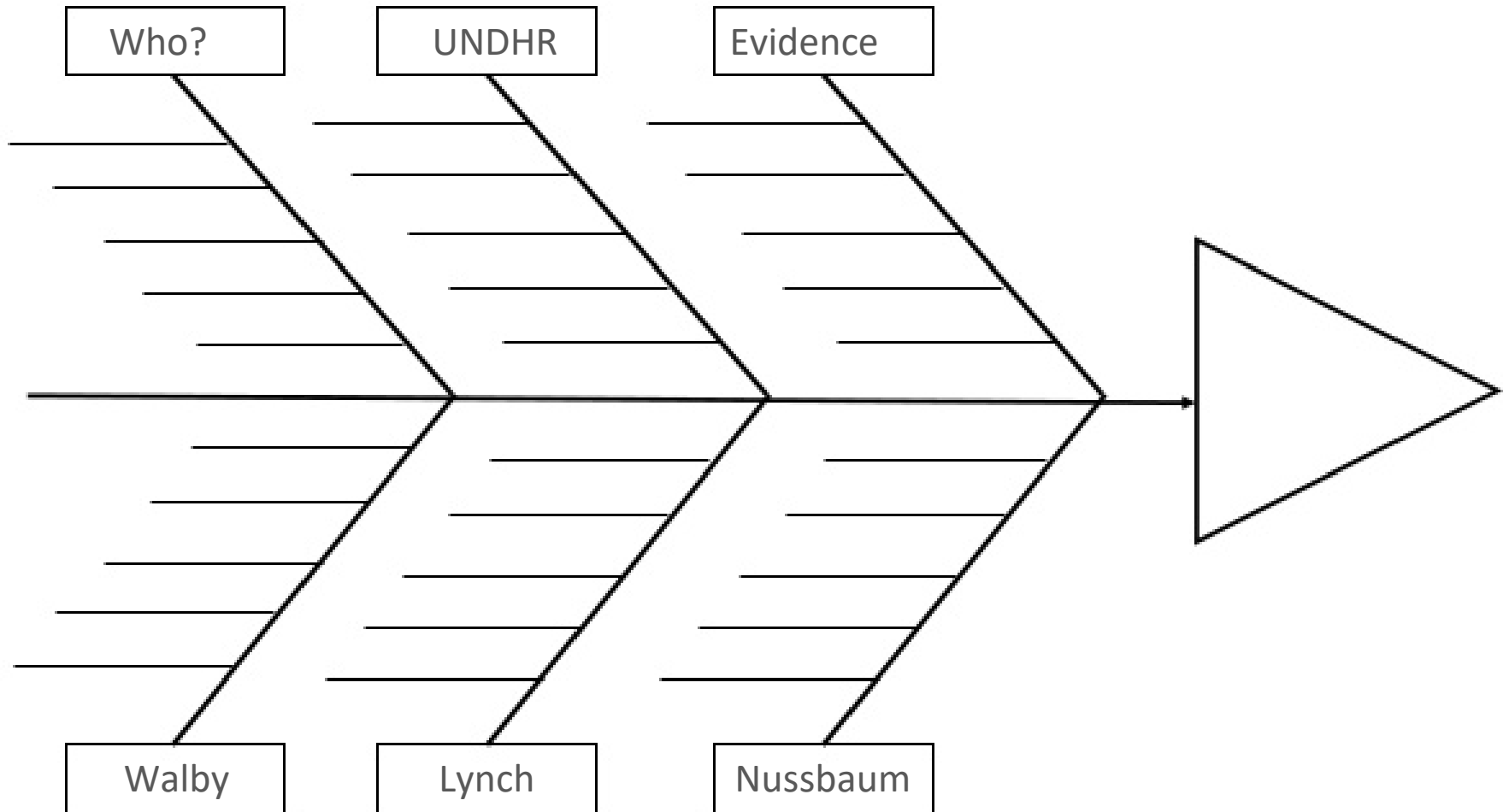
have evaluated the role of the media in reporting on and representing high achieving women as a means of maintaining Public Patriarchy.

have had an opportunity to explore approaches to critiquing data from multiple sources.

Seminar Overview

Session 1 9.30 – 11.00	<ul style="list-style-type: none">• Participants will explore the role of the media and the portrayal of women in Irish politics.• Linking Key Thinkers with evidence in order to begin a collaborative discussion on a discursive essay
11.00 – 11.15	Coffee 
Session 2 11.15 – 1.00	<ul style="list-style-type: none">• Exploring Extended Responses
1.00 – 2.00	Lunch 
Session 3 1.00 – 3.30	<ul style="list-style-type: none">• Critiquing Data• Revisiting the Specification

Note taking: Revisit Fishbone



When summarising a topic or when investigating multiple cause and effects or when collating factors associated with a complex topic and how they interrelate.

Women & Power of the Media



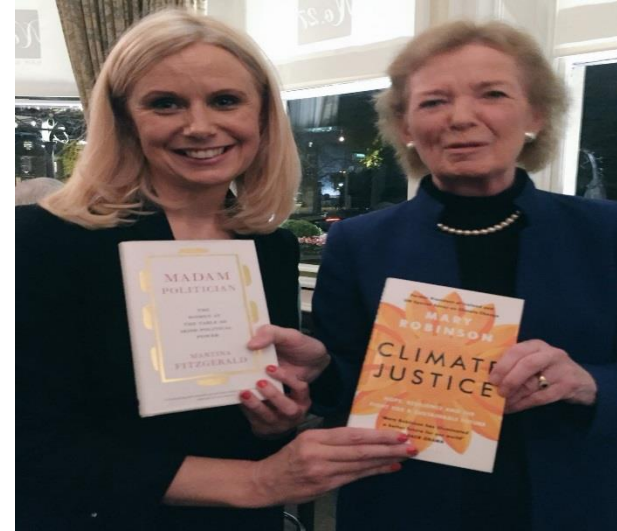
Women in Politics



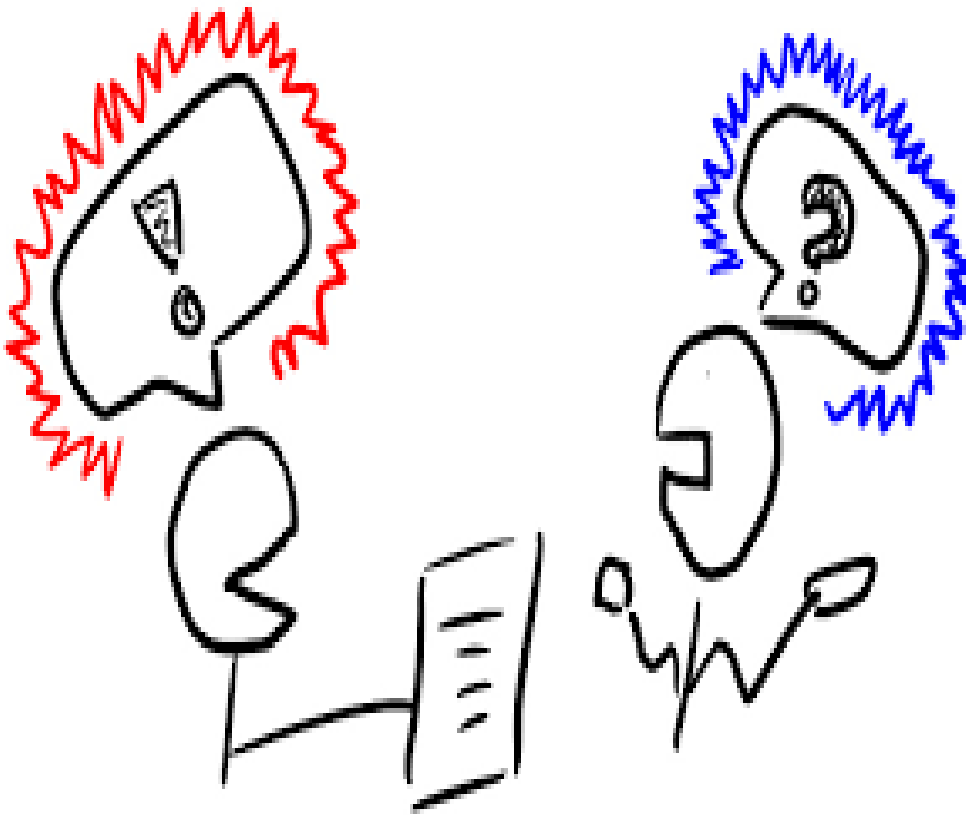
Tom Barry, Irish TD 'inappropriate' Dail lap incident



60,195 views

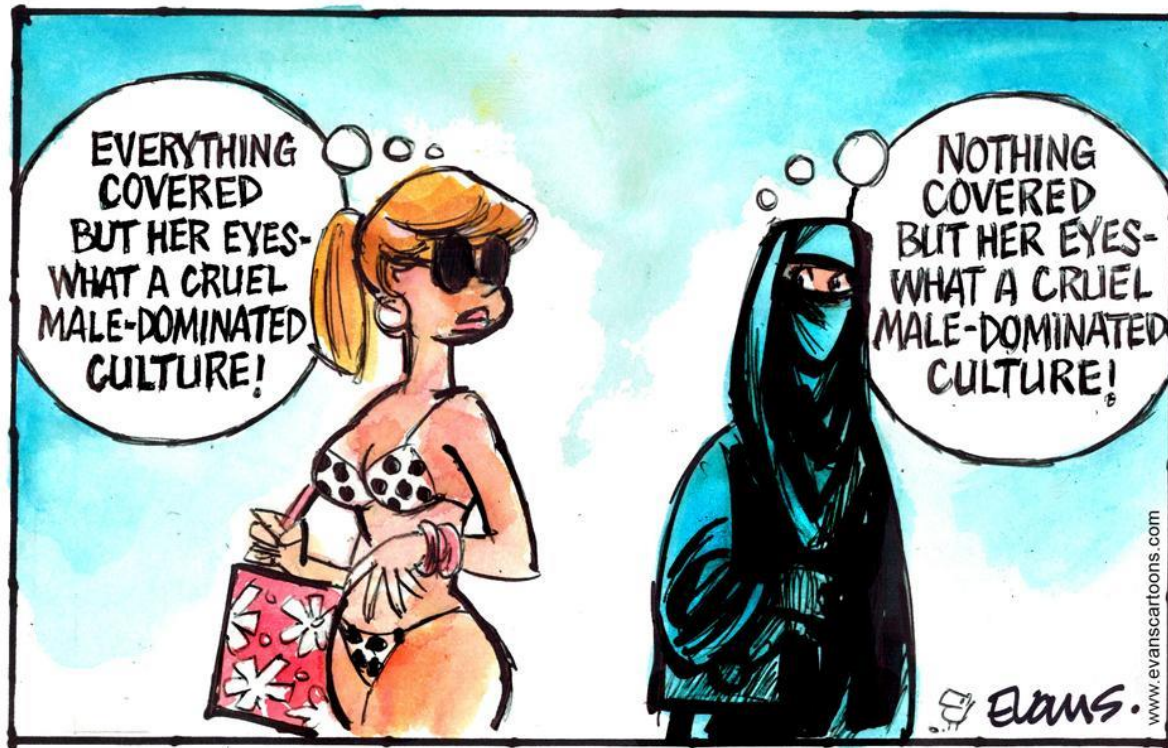


Using Rubrics in the classroom



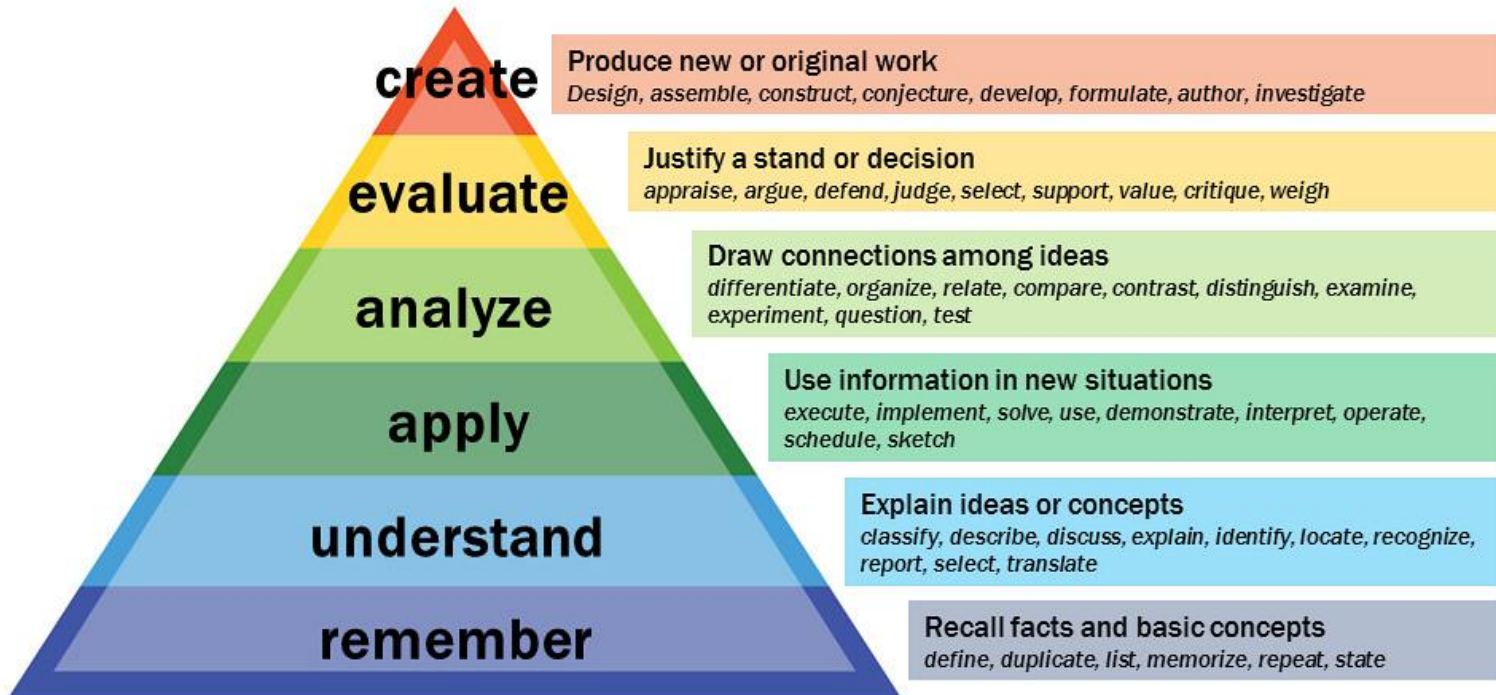
How do you use rubrics?

Coffee Break



Creating questions for extended writing\discursive essays

Bloom's Taxonomy





LUNCH TABLE POLITICS EP.1

Interrogating Evidence and Critical Thinking

“SCREENSHOT
FROM A NEWS
STORY FROM THE
DAY TO BE ADDED
HERE”

Who wrote it?

When was it written?

Who paid for the research?

Why was it written?

Date?

The provenance?

Who is intended audience?

Two key opinions the author
promotes...

What political party, if any,
does the author support?

Evaluating Data & Evidence



Critique newspaper article

Evaluate the question posed to Ireland in CEDAW

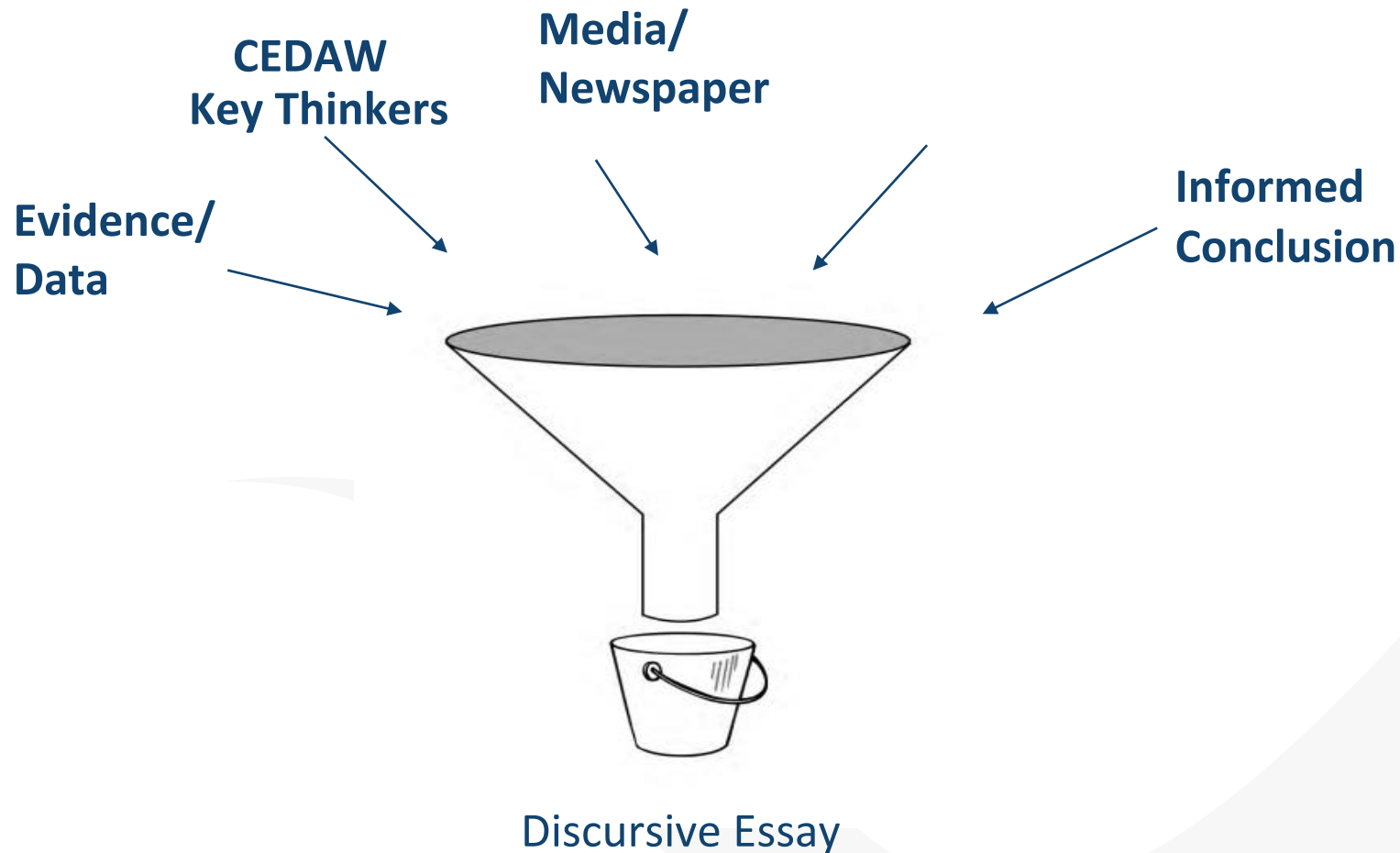
Explore Ireland's response

Draw your conclusions from the data/ evidence/ document about bias, reliability, and validity

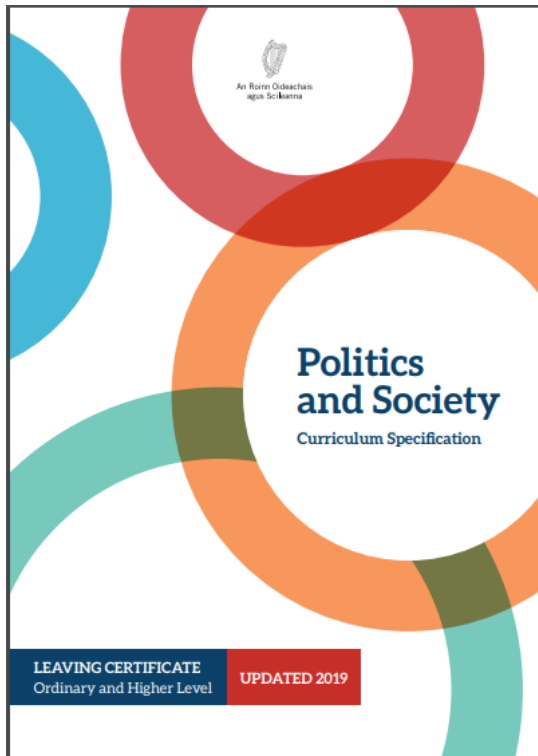
Evaluate how data can be used in the media to promote an ideology



Informed Opinion for Discursive Essay



Politics & Society Specification: Learning Outcomes



Identify Learning Outcomes addressed throughout the last two days.

Identify pedagogies addressed over the course of the two days.

Using the Specification, identify Learning Outcomes not covered in this round.

At the end of this session participants will

be familiar with learning outcomes and pedagogies for topics 2,4,5 and 6.

have had an opportunity to explore different pedagogies to unpack outcomes connected to topics 2,4,5 and 6.

have an understanding of the links between gender and equality in Ireland and the relevance to our membership in the UN.

be able to link a minimum of 3 key thinkers with data to interrogate the relevant learning outcomes to understand gender and marginalisation

At the end of this session participants will

have had an opportunity to explore learning outcomes and pedagogies for topics 2,4,5 and 6.

be able to link a minimum of 2 key thinkers with data to debate whether gender equality has been sufficiently achieved in Ireland.

have shared and created success criteria and questions for use in extended writing.

have evaluated the role of the media in reporting on and representing high achieving women as a means of maintaining Public Patriarchy.

have had an opportunity to explore approaches to critiquing data from multiple sources.