



An Roinn Oideachais  
Department of Education

# Transition Year Politics and Society

Twitter: [@PDST\\_PolAndSoc](https://twitter.com/PDST_PolAndSoc)

# Online CPD Norms

Time keeping

Audio

Video

Raise hand

Chat function

Confidentiality



***The PDST does not give permission for this CPD event to be recorded  
or for screenshots to be taken***

# Politics and Society: A Rationale

Politics & Society “aims to develop the learner’s capacity to engage in reflective and active citizenship, informed by the insights and skills of social and political sciences”.



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

“To promote the personal, social, vocational, and educational development of students and to prepare them for their role as autonomous and participative members of society”.

(DES, Transition Year Guidelines, 1994/1995)

# PDST Supports

## PDST Supports

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

Webinars

PLCs -  
Professional  
Learning  
Communities

School  
Visits

PDST  
Website

Scoilnet

PDST Digital  
Technologies

# PDST Blended Learning

The image shows a screenshot of a website page with a dark blue background. At the top left is the PDST logo and the text 'Post-Primary'. At the top right is a navigation menu with 'Home', 'Models', 'Digital Platforms', 'Planning', 'Practice', and a search icon. The main content area features the title 'BLENDED LEARNING IN THE POST-PRIMARY CONTEXT' in large white letters. Below the title is the PDST logo and the tagline 'Digital Technologies for Teaching, Learning and Assessment'. On the right side, there is a cluster of colorful circular icons representing various subjects like science, math, and technology, and an illustration of three children standing on a laptop screen.

**PDST** Post-Primary

Home Models Digital Platforms Planning Practice

## BLENDED LEARNING IN THE POST-PRIMARY CONTEXT

**PDST**  
Professiona Development | An tSeirbhís um Fhorbairt  
Service for Teachers | Ghairmiúil do Mhúinteoirí

*Digital Technologies for  
Teaching, Learning and Assessment*

# By the end of this workshop participants will have

developed a deeper understanding of the principles underpinning Transition Year

explored a range of key methodologies relevant to Politics and Society classroom

integrated the key messages as part of planning their own Politics and Society modules with links to both Junior and Senior Cycle

explored possible approaches to teaching Politics and Society in TY through collaboration and the sharing of experiences, resources and ideas.

# Key Messages

Dialogic teaching methodologies in Politics and Society, which promote democratic deliberation and create a discursive classroom, provide opportunities for collaborative learning and inclusion in the classroom

Active, participatory and inquiry-focused teaching and learning activities stimulate critical thinking

Development of a research culture in the classroom aids the development of relevant and rigorous collaborative research skills among students such as analysing and interpreting data

# Aims of Transition Year

## Maturity

Social Awareness  
and increased  
social competence



## Adult Working Life

Based on personal  
development and  
maturity



## Skills

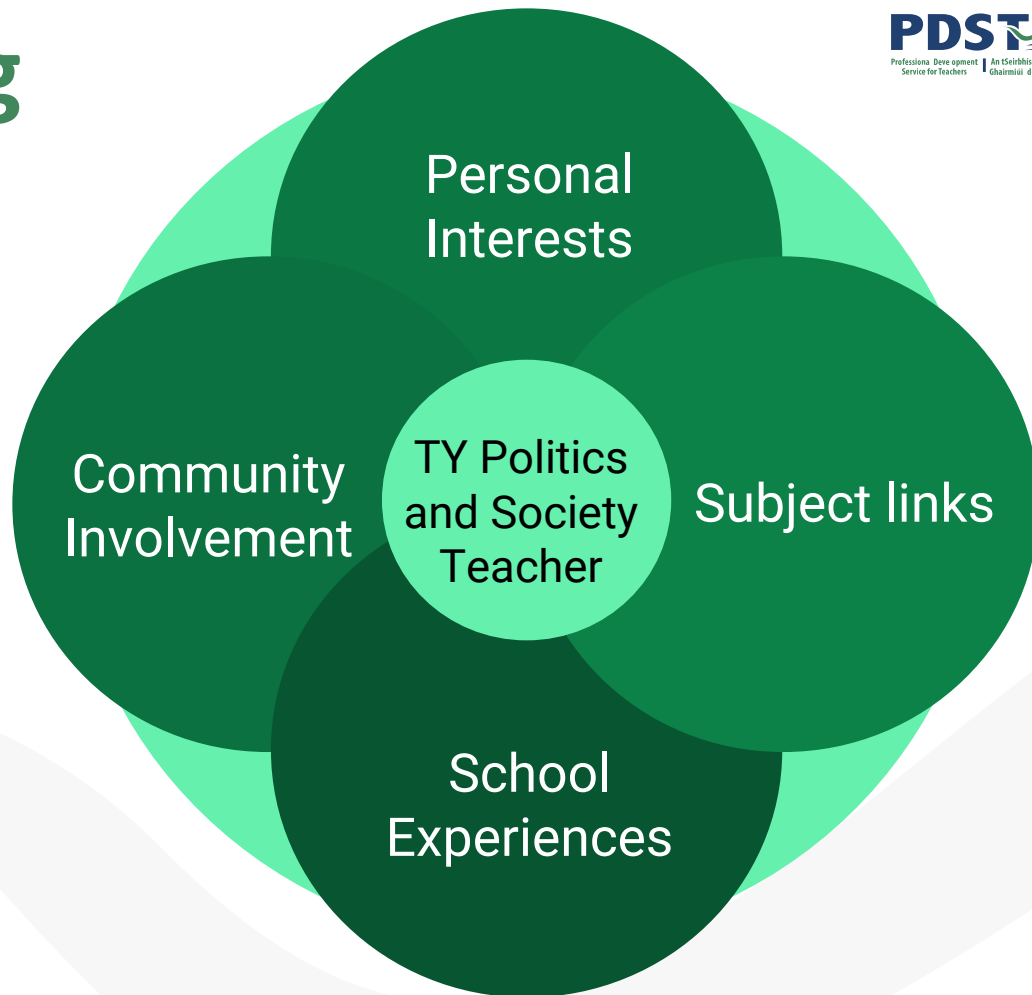
Interdisciplinary and  
self-directed learning

(DES, Transition Year Guidelines, 1994/1995, p. 3)



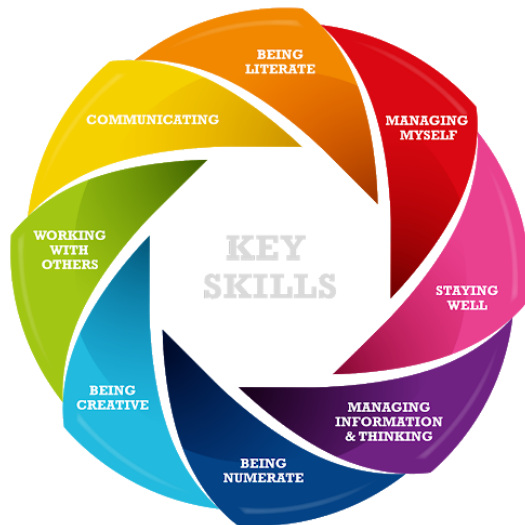
# Teacher Sharing

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



# Key Skills: Links across Junior Cycle, TY and Senior Cycle

## Junior Cycle

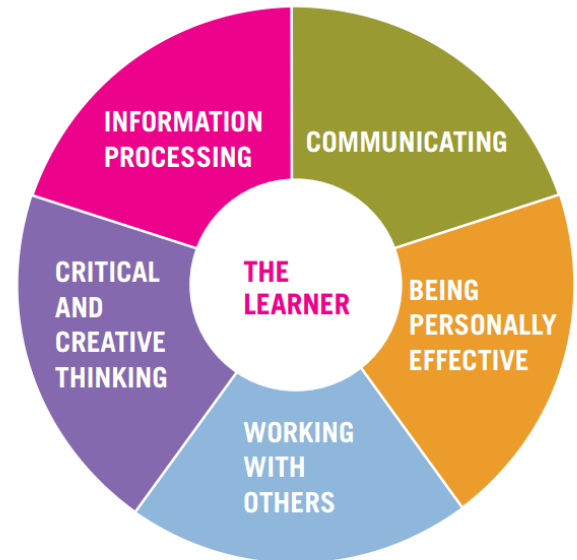


## Transition Year

“The promotion of general, technical and academic skills with an emphasis on interdisciplinary and self-directed learning.”

(Transition Year Programmes – Guidelines for Schools, p.3)

## Senior Cycle



# Methodologies in the Politics and Society Classroom

Discussion and debate

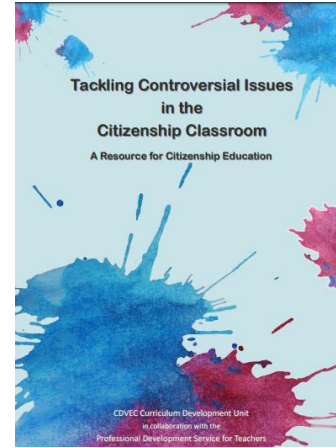
Use of a variety of contemporary media

Data collection and analysis

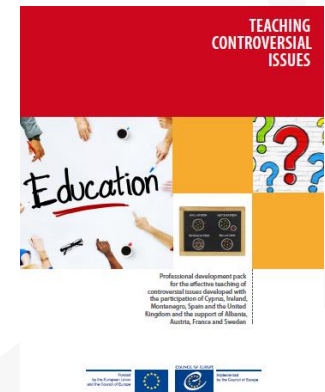
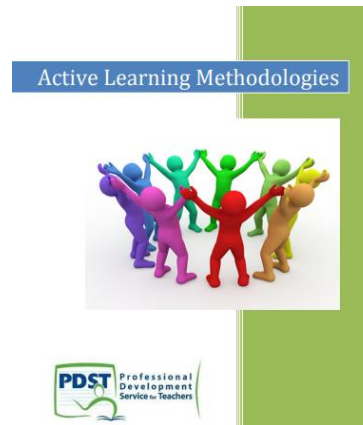
Reflective practice

Inquiry Based Approach

Critical Thinking



(Pgs 22, 25, 35 and 50-54)



# Critical Thinking Questions

How do we encourage students to think critically?

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 encourage students towards providing evidenced based opinions?

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

What materials do we need in order to support this?

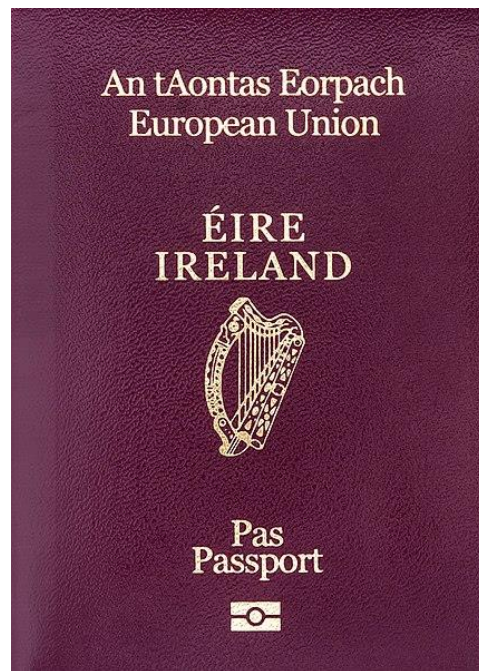


Created by Chameleon Design  
from Noun Project

# Creating a Rich Inquiry Task

Using an Essential Question to  
Explore a Topic:

**What does it mean to be Irish?**



# Using Data Collection and Analysis to inform debate

“... analysing and interpreting data is an important objective of Politics and Society ... Politics and Society will build upon the skills of collecting and analysing data that students develop through the study of mathematics ... collecting and analysing both qualitative and quantitative data can enable learners to understand the use of data in social and political sciences from the inside”

(Politics and Society Specification, p. 16)

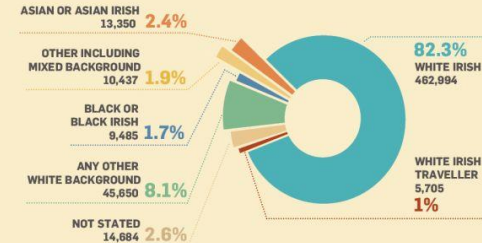
## KEY NUMBERS

The figures shown here indicate the levels of ethnic diversity in Ireland of young people aged 15-24 and provide background and context for the qualitative research outlined in this report.

ALMOST **1 IN 7**  
YOUNG PEOPLE (15%) AGED 15-24 LIVING  
IN IRELAND ARE **MINORITY ETHNIC**



### ETHNICITY OF YOUNG PEOPLE IN IRELAND AGED 15 – 24 YEARS



The largest minority nationality groups amongst the 15-24 age group are:  
**POLISH UK LITHUANIAN ROMANIAN IRISH-AMERICAN BRAZILIAN LATVIAN**

Source: Central Statistics Office 2017a: EY029. For further data and complete bibliography see full report on [youth.ie/minority](https://www.cso.ie/minority)



# Considering different perspectives

“I have always seen myself as an Irish person but also a citizen of the world”

- Leo Varadkar



# Four Corner Debate

**Strongly Agree**

**Agree**

Ireland is a series of stories that have been told to us, starting with the Irish Celtic national revival. I never believed in 'Old Ireland.' It has been made all of kitsch by the diaspora, looking back and deciding what Ireland is. Yes, it is green. Yes, it is friendly. I can't think of anything else for definite.

**Anne Enright**

**Strongly Disagree**

**Disagree**





# Planning a Politics and Society TY Module

## How do we:

Encourage students to think critically?

Encourage students not to depend on  
'learnt off' answers?

Teach students to locate, evaluate and  
analyse sources of evidence?

Get students to examine different  
perspectives of an issue?



## Suggestions for use when planning:

Resources

Differentiation

Learning intentions

Aims

Success Criteria

Inclusion

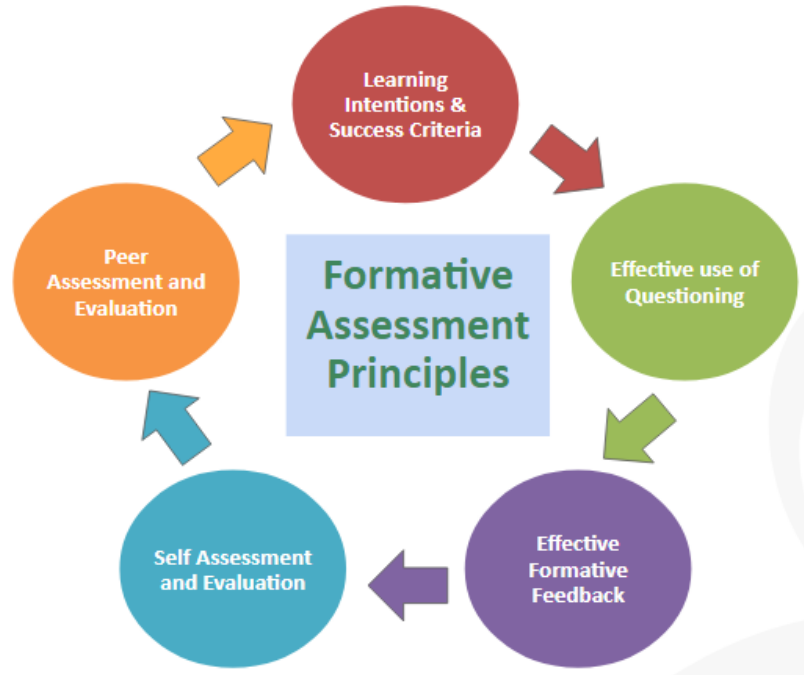
TY Skills

Cross Curricular Links

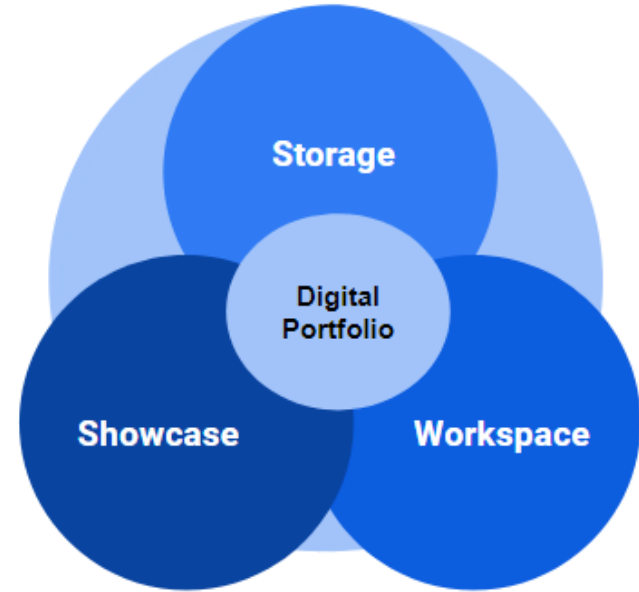
Assessment

Other?

# Formative Assessment and Digital Portfolios



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



Three Levels of Digital Portfolio

# Planning a Politics and Society TY Module

## Junior Cycle

CSPE Short Course

History

Geography

Philosophy Short Course

Religious Education

Other

## TY

**Possible Modules:**

**Human Rights**

**Globalisation and Identity**

**Sustainable Development**

**Foundational Elements:**

**Political Structures**

**Active Citizenship**

## SC Politics and Society

Strand 1: Power and  
decision-making

Strand 2: Active citizenship

Strand 3: Human rights and  
responsibilities

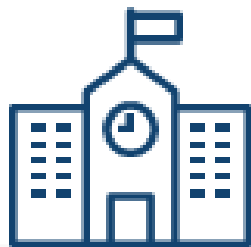
Strand 4: Globalisation  
and localisation



# Support

Sustained Support - throughout the year

Events 2020-2021 - join mailing list to stay informed



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