



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



An Roinn Oideachais
Department of Education

Politics and Society Refresher Day 2



@PDSTie

@PDST_PolAndSoc



politicsandsociety@pdst.ie

Overview of the Seminar

Session 1
9:30 - 11:00

- Key messages
- Resources and teacher sharing
- Interrogation of selected learning outcomes
- Exploration of key thinkers and concepts

Stretch Break - 11:00 - 11:15

Session 2
11:15 - 1:00

- Exploring marginalisation - using reports and graphic organisers
- Synthesising CEDAW and UDHR
- Patriarchy and key thinkers

Lunch - 1:00 - 2:00

Session 3
2:00 - 3:30

- Creating questions for discursive essays
- Evaluating and interrogating data & evidence
- Learning outcomes check-in

PDST Supports

PDST
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

Introductions



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

explored the creation of questions for extended writing\discursive essays

discussed approaches to support student engagement with data and evidence

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

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 on pdst.ie or using the link embedded on this slide



tinyurl.com/ct6hckur

How would YOU cut the cake?



How the European Union works



Founding Principles:
Liberty
Democracy and respect
for human rights
Fundamental freedoms
The rule of law

Key Concepts

Sovereignty

Inter-governmentalism

Supranationalism

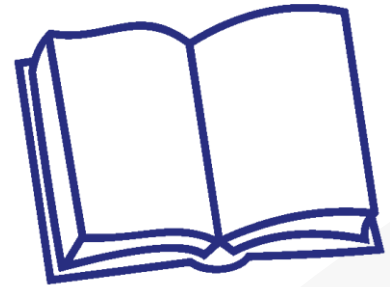


Sovereignty

Entails the right to be the ultimate authority with a defined territorial space

Entails the ability to actually control what happens within that defined territory

Entails recognition of a government's right to be the ultimate authority within a given space *by other states* (external recognition)



<http://hum.port.ac.uk/europeanstudieshub/>

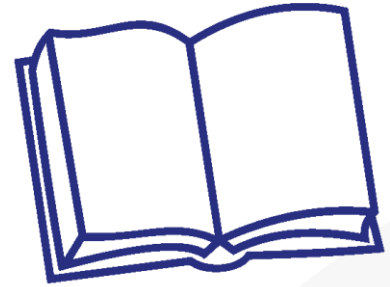
Intergovernmentalism

When nation states in situations they can control, co-operate with each other on matters of common interests.

Nation states are free to co-operate or veto and are able to set the level of co-operation.

Examples: the UN and the World Bank

(hum.port.ac.uk/european-studieshub/)



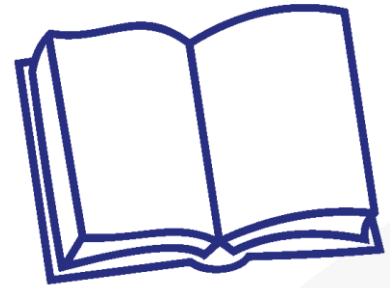
Supranationalism

Where states decide to delegate some responsibility for decision making to a body or forum that stands above the nation state.

States lose the right to veto and agree to be bound by majority decisions of cooperating states.

Example: The European Commission

(hun.port.ac.uk/european-studieshub/)



Active methodologies in the Politics and Society classroom

Discussion and Debate: Four Corner Debate

Strongly Agree

Agree

If the EU applied to join itself, it would be refused entry because it is not democratic enough

Strongly Disagree

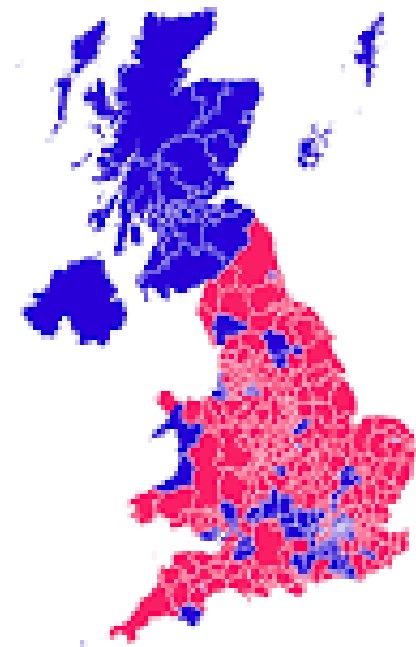
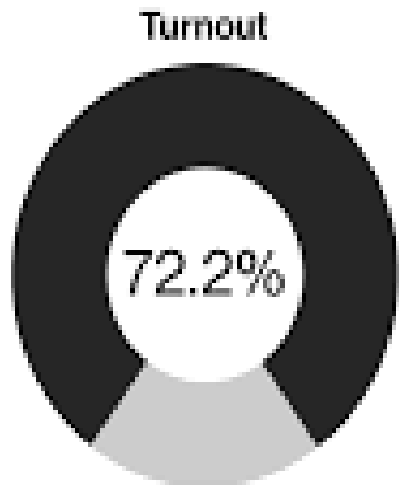
Disagree



Brexit As A Lens To Explore Sovereignty

Britain Votes to Leave

U.K. votes to quit European Union after more than four decades



Using Questions For Discussion and Debate

Some might argue that issues with the concept of sovereignty lay behind Britain's decision to leave the EU.



Would you agree or disagree? Use at least two Key Thinkers and evidence to support your response.



Identity and the Northern Ireland Border



Interrogating Reports and Evidence - Marginalisation



IHREC's CEDAW Report 2017

Who are the marginalised?

What other reports have you used, or know of, which are relevant to topics across the four strands. Where can you find them?

How do you support your students when engaging with this type of evidence?

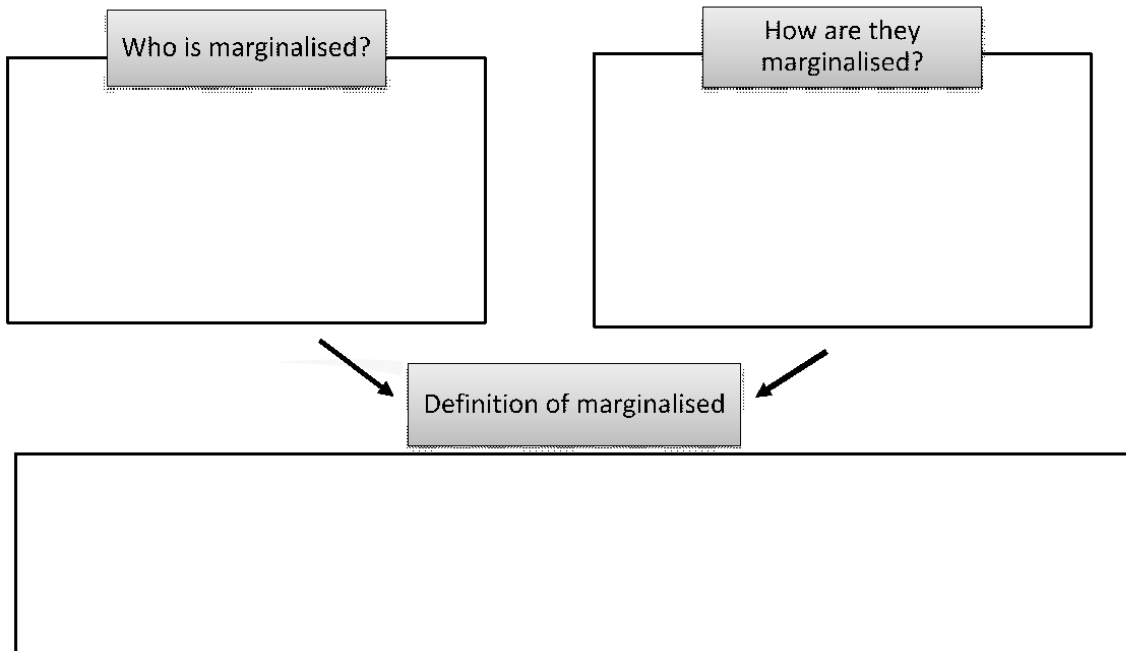
Using Graphic Organisers - Marginalisation

PDST Politics and Society

Name: _____

Date: _____

Marginalisation



How might women in Ireland be marginalised?

Dáil Éireann

Employment & pay inequality

Sole parent – majority are women

Carers – Women usually in the “caring” profession and role in society

Budget – does it consider women on the margin?

Media – how are women portrayed? Would you get away with referring to a minority or a man the way women are?


Using data from reports\think tanks

According to the most recent figures, the hourly rate of gross pay for men in Ireland is around 14 per cent higher than for women. This of course only takes into account paid work and neglects the fact that women do more unpaid and caring work.

The most important reason for this is the ‘motherhood penalty’, in which dropping out of the labour force due to childbirth and childrearing results in lower earnings and slower progression upon re-entry. Not only do women lose years of experience; mothers are also more likely to work part-time, which tends to be less well-paid per hour.

(TASC: Cherishing All Children Equally, 2019)

Synthesising CEDAW and UDHR

IHREC CEDAW REPORT 2017  Committee on Economic, Social and Cultural Rights
 United Nations Human Rights Council
 48th Session, 2017

WOMEN IN PRISON

What CEDAW says:

"The Committee recommends that States parties ensure that mechanisms are in place to monitor places of detention, pay special attention to the situation of women prisoners and apply international guidance and standards on the treatment of women in detention"

(CEDAW General Recommendation No. 33)

ISSUES

OVERCROWDING

Women's prisons are the most overcrowded in the State

FACILITIES

Disparity between facilities available to male prisoners and those available to women, e.g step-down facilities, post-release, integration and education programs



TRAVELLER WOMEN

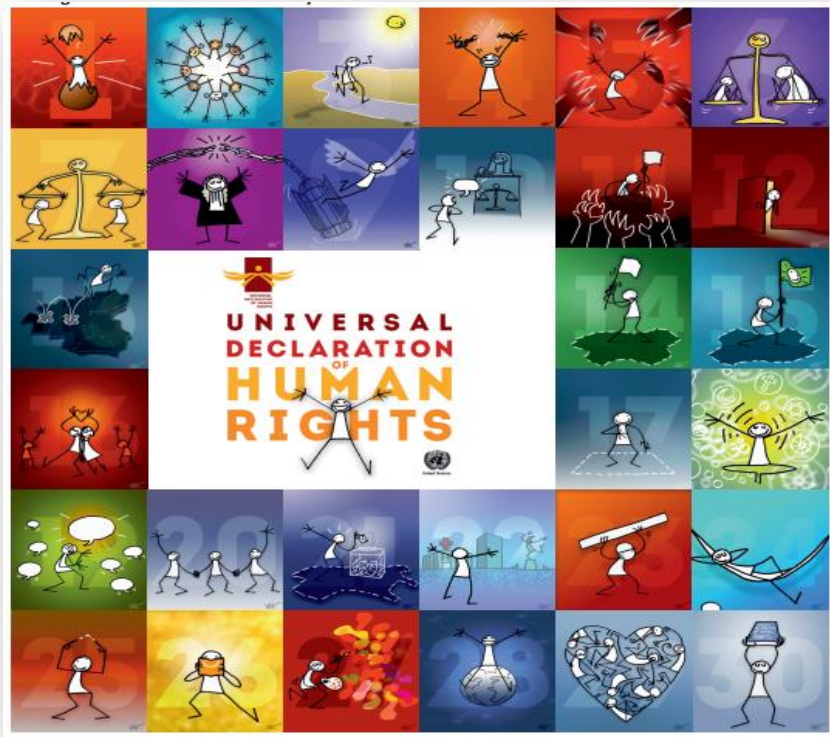
Over-representation of Traveller women in prison

HEALTH & FAMILY

Impact of incarceration on family relationships and mental health

IHREC RECOMMENDATIONS

-  **REVIEW FACILITIES**
 Address over-crowding; implement gender-sensitive approaches and offer suitable facilities for women in prison
-  **Facilitate family-friendly contact between prisoners**



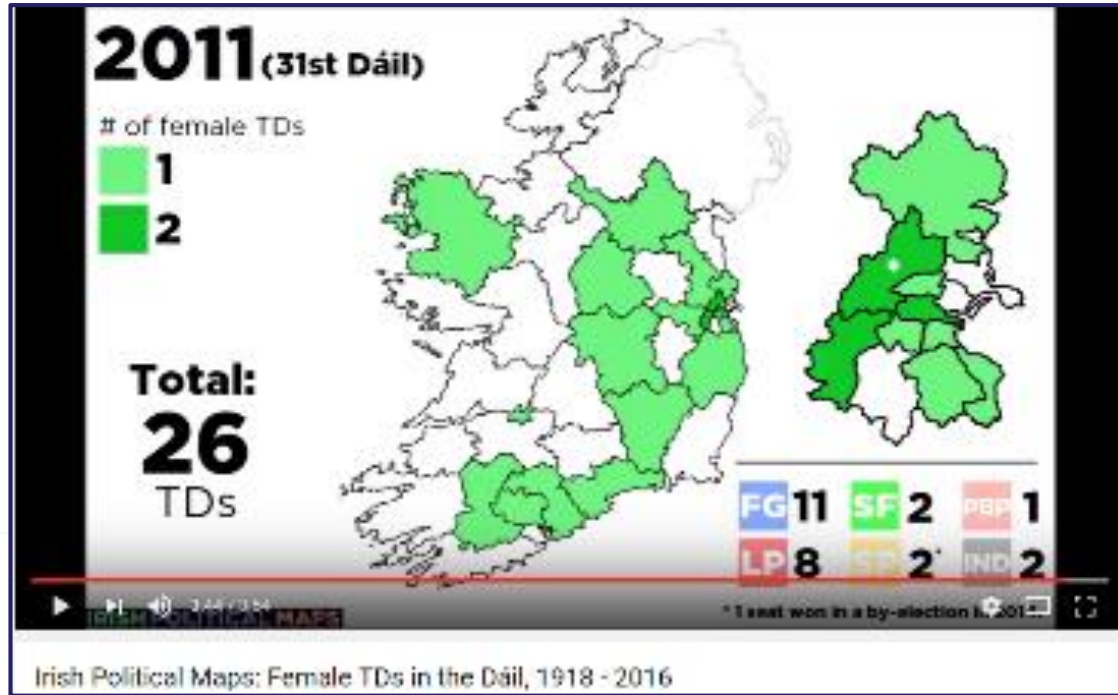
Discussion and Debate: Using Essential Questions

“...blatant, intentional discrimination against women is far from being something merely to be read about in history books” (Fine, 2010)

Agree or disagree with this statement using appropriate data and integrating at least two relevant Key Thinkers.



Sylvia Walby: Patriarchy



While watching the video, consider examples of progress made in female representation in the Dáil

Walby's 6 key structures of Patriarchy

1. Operates via paid work where females often receive lower rates of pay than for men.
2. Operates via the gender division of labour in the household which forces women to take primary responsibility for housework and childcare even if they are in full time employment.
3. Cultural disadvantage because modern western culture emphasises the importance of feminine attractiveness which degrades and sometimes threatens women.

Summary of Sylvia Walby, "Theorising Patriarchy", 1990

Walby's 6 key structures of Patriarchy

4. Heterosexual relationships are essentially patriarchal although women have made gains as a result of modern contraception and the liberalisation of abortion and divorce laws.
5. Often sustained by male violence against women.
6. Sustained by the activities of the State which is still patriarchal as well as capitalist and racist – although there have been limited reforms through more equal educational opportunities and easier divorce laws that have helped to protect women against patriarchy.

Summary of Sylvia Walby, “Theorising Patriarchy”, 1990

Two Types of Patriarchy

Private

Public

Where domination occurred privately in the family as the man in his position of husband or father was the oppressor and beneficiary (mostly married women were not allowed to work outside the home)

Moved from the private as women gained greater opportunities for employment but still disadvantaged in the labour market relative to men (exploitation by the collective)

Is the experience of patriarchy generic?

The Irish constitution being given to the Church for input before ratification

Are women from origins other than white Western countries likely to experience more exploitation via private and public patriarchy?

Muslim women in Ireland might experience more private patriarchy

White, poorly educated/qualified women may also be exploited/ignored by public patriarchy

Sojourner Truth

Use of terminology in the Politics and Society classroom

Gender: refers to the social attributes and opportunities associated with being female and male and to the relationships between women and men and girls and boys. The attributes, opportunities and relationships are social constructed and are learned through socialisation process.

Gender Equality: refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. Equality does not mean that women and men will become the same but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female.

Kathleen Lynch - Exploring “On Affective Equality”

Systems where inequality can be generated.

Economic system

Cultural system

Political system

Affective System



Dimensions of inequality where it can be manifested.

Resource inequalities

Respect and recognition inequalities

Representation inequalities

Relational inequalities – love, care and solidarity

Exploring Nussbaum's Capabilities Approach

1. Life
2. Health
3. Bodily integrity
4. Sense, imagination and thought
5. Emotions
6. Practical reason
7. Affiliation
8. Other species
9. Play
10. Control over one's own environment



Through the lens of human rights what can you draw from Lynch and Nussbaum about marginalisation?

Discussion and Debate: Return to the Essential Question

“...blatant, intentional discrimination against women is far from being something merely to be read about in history books” (Fine, 2010)

Agree or disagree with this statement using appropriate data and integrating at least two relevant Key Thinkers.



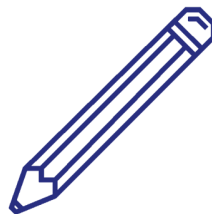
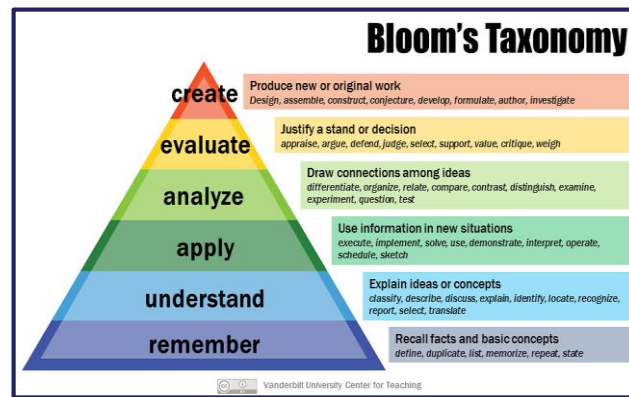
Lunch



Creating questions for extended writing\discursive essays

Criteria	Excellent	Good	Needs Improvement
Introduction sets forth to explain the rationale for the argument	Clearly re-states the question explaining the purpose of the response/argument and displays excellent knowledge of the topic.		The introduction does not establish the purpose of the argument and does not display adequate knowledge of the topic.
Resources and data selected to support the argument	A wide and valid range of appropriate resources and data have been carefully selected to support the argument.		Resources gathered to support the argument are unreliable and rely more on opinion than evidence and data.
Demonstration of knowledge and understanding of the topic and "thinkers" relevant is shown throughout the argument	The essay demonstrates knowledge and understanding of the topic studied by relating it specifically to its context and the "thinkers" relevant.		There is an insufficient knowledge and understanding of the topic and the thinker chosen to support the argument.
Ideas presented in the argument are clear, logical and coherent.	Ideas are presented clearly, logically and coherently in developing a reasoned and convincing argument.		Ideas presented are not logical or coherent.
The argument demonstrates analytical skills	The essay shows effective and appropriate analytical skills.		Little evidence of applying analytical skills.
Concluding paragraph sums up the argument	The conclusion is clearly stated and is consistent with the evidence presented in the essay.		Concluding paragraph does not sum up the argument nor is it consistent with the evidence presented in the essay.

Rubric for Discursive Essay (P&S)



Criteria	Excellent	Good	Needs Improvement
Introduction sets forth to explain the rationale for the argument			
Resources and data selected to support the argument			
Demonstration of knowledge and understanding of the topic and "thinkers" relevant is shown throughout the argument			
Ideas presented in the argument are clear, logical and coherent.			
The argument demonstrates analytical skills			
Concluding paragraph sums up the argument			

Comisiún na Scrúduithe Stáit
State Examinations Commission

STRUCTURE OF A DISCURSIVE ESSAY

A discursive essay will normally contain an **introduction** followed by a series of paragraphs which gradually, through the **main body** of the essay, build a cohesive argument leading to a concluding statement of the writer's own position on the topic under discussion. This conclusion should be natural, convincing and, at best, inescapable.

Introduction This section will generally provide a clearly stated, balanced and contextualised outline of the topic to be discussed.

The main body This section consists of several paragraphs each of which may present evidence subjected to analysis and evaluation, and building cohesively towards the final position which the writer may take on the topic.

Conclusion Here the writer states his/her final position on the topic and demonstrates how the position s/he is taking is derived from the previous arguments / points, is convincingly and comprehensively justified by them, and may even provide a new perception or perspective, or, at least, a deepening of understanding. No new information – arguments / points are presented in the conclusion.

Interrogating Evidence and Critical Thinking

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



Consider:

Purpose of report.

Influenced by?

Sample

Recent?

Questions asked?

Original investigation or a
report?

Interpreted?

Report reflects the
results?

Check In: Learning Outcomes



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tinyurl.com/ct6hckur

PDST Collaboratives

None of us is as smart as all of us

Japanese Proverb

In the past quarter century, teaching has made great strides in building professional collaboration. It is now time for this to progress into collaborative professionalism, rooted in inquiry, responsive to feedback and always up for a good argument.

(Hargreaves & O'Connor, 2008,

p. 9)

Learning is:

- Constructive
- Self regulated
- Situated
- Collaborative





Thank You



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