Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

The Sharing of Learning, Teaching, and Formative Assessment Approaches to Support the Citizenship Project and Report

December 2025

Learning in Focus

- To develop a deeper understanding of active, reflective, and participatory citizenship and learning in the Politics and Society classroom

- To consider methodologies that support action, enquiry, and reflection
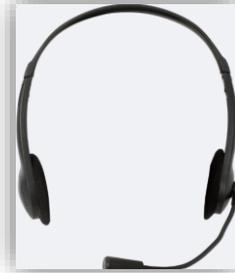
- To collaborate and share

Online Participation

You are invited to use your camera throughout the session, especially in the breakout rooms

Please unmute to contribute to the conversation at any stage or use the chat function

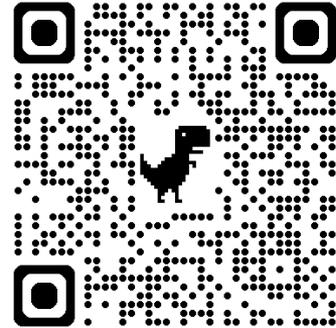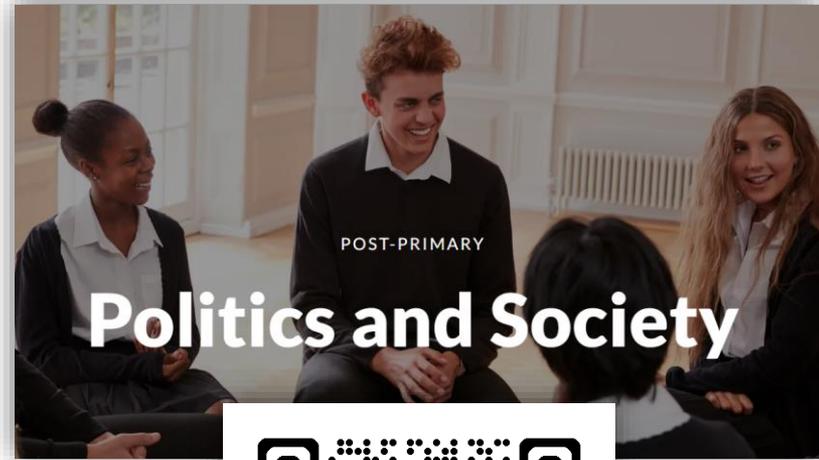To rejoin the call, use the link in your email. You will be admitted from the waiting room as soon as possible

This session is **not** being recorded

Existing Supports

- Collaboratives

- Webinars

- School Support Visits

- Scoilnet

- March: Full Professional Learning Day (online)

- April: Leinster House Professional Learning Day

POST-PRIMARY
Politics and Society

Collaborative Professionalism and Collaboratives

"… a group of people sharing and critically interrogating their practice in an ongoing, reflective, collaborative, inclusive, learning oriented, growth-promoting way."

(Stoll et al., 2006, p. 223)

Collaborative Supports

Rationale

"Politics and 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

Learning and Teaching
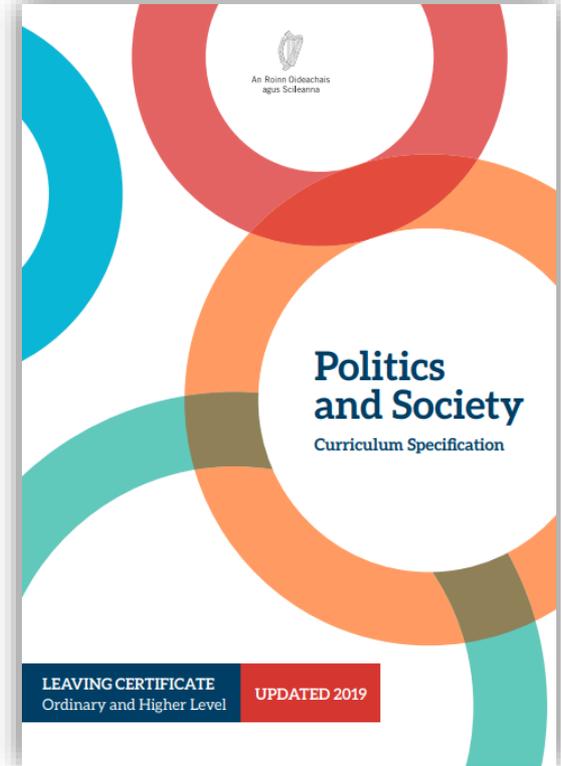
- Active and participatory student learning

- Enquiry focused methodologies

- Evidence informed analysis

- Teacher agency

- Learner agency

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Learning and Teaching

"…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."

NCCA, Politics and Society Specification, p. 11

Key Skills: Reflective and Active Citizenship

"Politics and 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."

Politics and Society Specification, NCCA, 2019, p.7
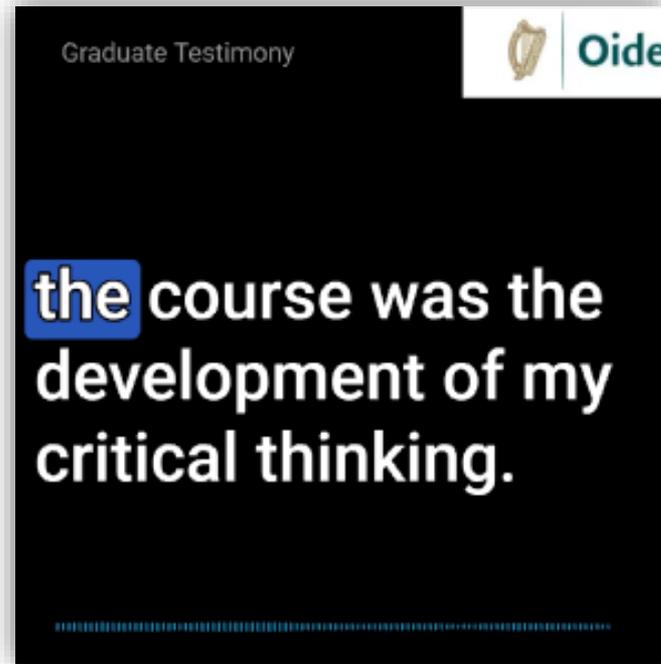
Supporting the Citizenship Project

- Preparatory Action

- Research

- Planning for Action

- Reflection and Writing

Preparatory Action

Report: Investigating the impact of gender norms in staff-student relations in our school

September 2022

Table of Contents

"… it would not be appropriate if students of Politics and Society only engaged in active citizenship to fulfil the assessment task, as a once-off exercise in citizenship. It is expected that students will engage in smaller citizenship actions as a natural part of the learning process throughout the course."

Guidelines for the Citizenship Project and Report, NCCA, p. 4

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

# Preparatory Action

Report: Investigating the impact of gender norms in staff-student relations in our school

September 2022

Table of Contents

How can we offer learners opportunities to build up skills of active citizenship throughout teaching and learning in Politics and Society?

Politics and Society Strands of Study

Strand 1: Power and decision-making	Strand 2: Active citizenship	Strand 3: Human rights and responsibilities	Strand 4: Globalisation and localisation
TOPIC 1: POWER AND DECISION-MAKING IN SCHOOL	**TOPIC 3: EFFECTIVELY CONTRIBUTING TO COMMUNITIES**	**TOPIC 5: HUMAN RIGHTS AND RESPONSIBILITIES IN IRELAND**	**TOPIC 7: GLOBALISATION AND IDENTITY**
1.1 processes of power and decision-making in their schools 1.2 arguments concerning the need for rules 1.3 ideas underpinning these arguments 1.4 evidence concerning the effects of rules and rule-making processes	3.1 people who have made positive contributions to their social context 3.2 becoming involved in, or starting an initiative, group or organisation 3.3 the range of means of taking action at local, national or international level 3.4 identifying, evaluating and achieving personal and collective goals, including developing and evaluating action plans 3.5 developing personal qualities that help in new and difficult situations, such as taking initiatives, being flexible, being reliable and being able to persevere when difficulties arise 3.6 appraising oneself, evaluating one's own performance, receiving and responding to feedback	5.1 some of the rights of young people 5.2 human rights principles 5.3 the idea of equality in relation to rights 5.4 arguments about rights 5.5 state bodies for human rights 5.6 evidence on the right to education 5.7 participants in these debates	7.1 representations of national identity made available to young people 7.2 diversity and cultural change 7.3 diversity in the European Union 7.4 understanding identity 7.5 understanding interaction between western and non-western culture 7.6 globalisation and political power 7.7 participants in these debates
TOPIC 2: POWER AND DECISION-MAKING AT NATIONAL AND EUROPEAN LEVEL	**TOPIC 4: RIGHTS AND RESPONSIBILITIES IN COMMUNICATION WITH OTHERS**	**TOPIC 6: HUMAN RIGHTS AND RESPONSIBILITIES IN EUROPE AND THE WIDER WORLD**	**TOPIC 8: SUSTAINABLE DEVELOPMENT**
2.1 the making of national policy 2.2 how the executive branch of government is selected 2.3 social class and gender as important social categories 2.4 arguments concerning representation 2.5 evidence about the effectiveness of representation 2.6 traditional and new media in a democracy 2.7 participants in these debates	4.1 rights to freedom of expression in small-group contexts 4.2 developing skills in listening and communicating 4.3 acknowledging differences and negotiating and resolving conflicts 4.4 seeking and evaluating information and ideas 4.5 relating democratic practices in small groups to the sorts of practices that are appropriate for citizens in wider society	6.1 rights in the wider world 6.2 arguments about rights in the wider world 6.3 international cooperation and human rights	8.1 actions that address sustainable development 8.2 arguments concerning sustainable development 8.3 participants in these debates

Research for Informed Action

"All citizenship projects will require students to engage in research so that their action is informed and can be justified by relevant research or data."

Guidelines for the Citizenship Project and Report, NCCA, p.7

Research for Informed Action

How can I support students with the gathering of relevant research and data?

Planning for Action

"A rationale is provided for the activity undertaken and there is evidence of good research and planning and a good ability to use the knowledge and concepts of Politics and Society to make judgements as to how to be active in communities."

Guidelines for the Citizenship Project and Report, NCCA, p. 11

Planning for Action

- Choice and Proposals

- Action Plan

- Resource Management

- Time Management

- Dealing with Setbacks

Planning for Action

How can I support learners' understanding of key concepts in planning?

Reflection

"Reflect on the skills developed, including judgement and decision-making skills, through engagement in the citizenship project, with particular reference to working with others and being personally effective. Be specific on how your work on the project developed these skills."

Guidelines for the Citizenship Project and Report, NCCA, p. 10

workshop **04** FOCUS ON LEARNING
STUDENTS REFLECTING
ON THEIR LEARNING

NCCA
An Chomhairle Náisiúnta Curaclaim agus Measúnachta
National Council for Curriculum and Assessment

Reflection

- How can we support learners in guiding their own reflection throughout Politics and Society learning?

- How can this support learner engagement with the Citizenship Project and Report?

Citizenship Project and Report

1. Young people are the demographic least likely to vote in elections. Conduct a survey of senior cycle students to find out why young people are less likely to vote. Present a summary report of key observations, conclusions and recommendations on this issue to the Electoral Commission and to the relevant Government department.

2. Investigate if the changing nature of contemporary media is driving political polarisation in society today. Plan and deliver an event in your school to share your findings.

3. Investigate the role of the United Nations in maintaining world peace and security today. Using a contemporary example, organise an appropriate action to highlight your findings.

4. Establish through research the human rights challenges arising from some sustainable development measures designed to combat the climate crisis. Create an exhibition or display where you share your findings.

Image: Guidelines for the Citizenship Project and Report, NCCA, p. 5

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Collaborative time

1. Use the QR code to visit Padlet.
2. In your group, ask for a volunteer to take notes.
3. Discuss strategies based on the 'Supporting the Process' section, and note these on Padlet (target: 2 possible strategies)
4. Appoint a speaker to feed back to main room following your discussion.

Collaborative Activity: Supporting the Process
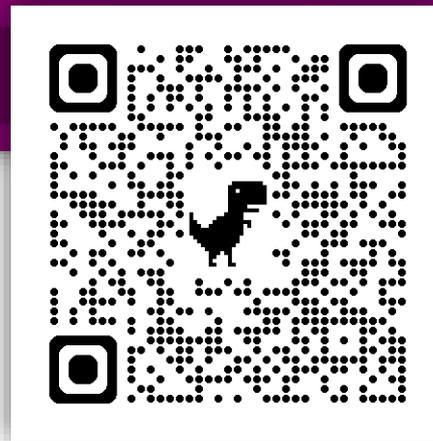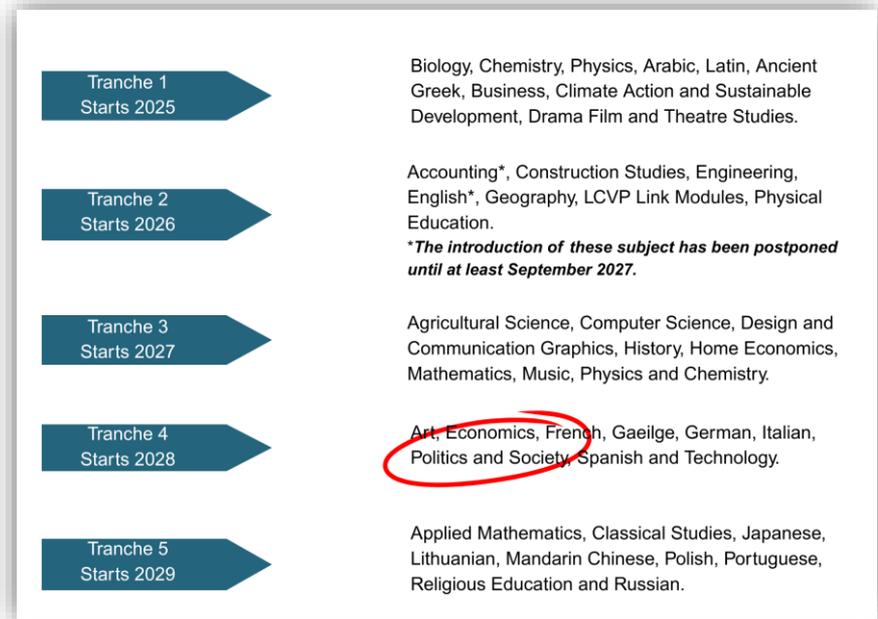
Revisiting Learning in Focus

- To develop a deeper understanding of active, reflective, and participatory citizenship and learning in the Politics and Society classroom

- To consider methodologies that support action, enquiry, and reflection

- To collaborate and share
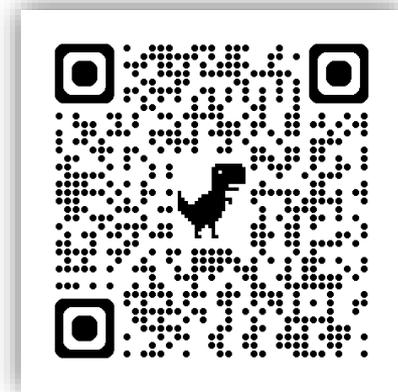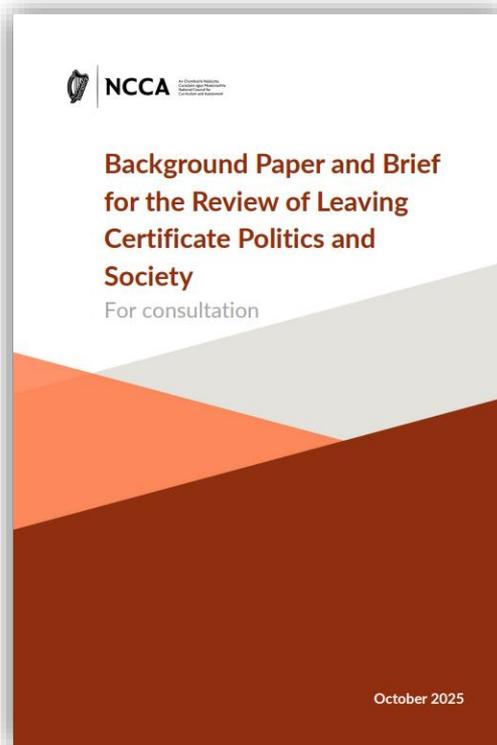
Senior Cycle Redevelopment

- Tranche 4 – September 2028

- Politics and Society Subject Development Group – first meeting 29th September 2025

- First draft specification – January 2027

- First sample paper – Spring 2028

- Each subject will have an Additional Assessment Component (AAC) worth at least 40% of the available marks

- Sample papers and sample briefs will be released the year prior to teaching the specification

Tranche 1 Starts 2025
Biology, Chemistry, Physics, Arabic, Latin, Ancient Greek, Business, Climate Action and Sustainable Development, Drama Film and Theatre Studies.

Tranche 2 Starts 2026
Accounting*, Construction Studies, Engineering, English*, Geography, LCVP Link Modules, Physical Education.
*The introduction of these subject has been postponed until at least September 2027.

Tranche 3 Starts 2027
Agricultural Science, Computer Science, Design and Communication Graphics, History, Home Economics, Mathematics, Music, Physics and Chemistry.

Tranche 4 Starts 2028
Art, Economics, French, Gaeilge, German, Italian, Politics and Society, Spanish and Technology.

Tranche 5 Starts 2029
Applied Mathematics, Classical Studies, Japanese, Lithuanian, Mandarin Chinese, Polish, Portuguese, Religious Education and Russian.

Background Paper and Brief

- 'informed, active citizens'

- Growing subject

- 189 schools; 2,646 students

- Strong links with CSPE

- Choice and action

- High student engagement

- Key competency 'Participating in Society'

NCCA
An Chomhairle Náisiúnta
Curaclaim agus Measúnachta
National Council for
Curriculum and Assessment

Background Paper and Brief for the Review of Leaving Certificate Politics and Society

For consultation

October 2025

Upcoming from Politics and Society

- March: Full Professional Learning Day (online)

- April: Leinster House Professional Learning Day

- Ongoing school support

A final note