Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

Session 3

Developing student learning through the Citizenship Action Record

Learning Intentions

Examine the potential for student learning in the Citizenship Action Record

Explore the role of the Features of Quality over 3 years of CSPE

1. What accolade have all of these people received?

2. What actions did they take to become Time magazine person of the year?

3. Who do your students admire for their contributions to the world?
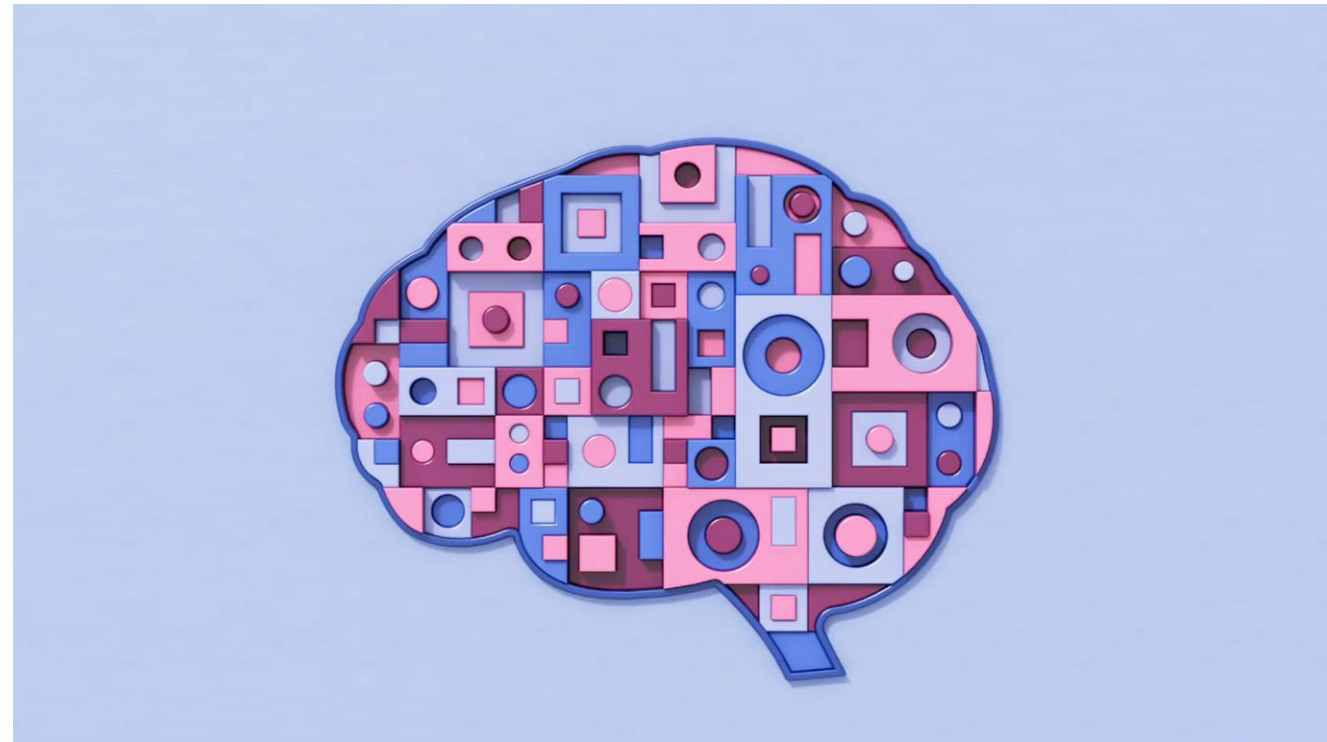4. How has their social media presence impacted on democracy?

Assessment Opportunities in CSPE

Ongoing assessment can support the student in their learning journey and in preparing for the Classroom-Based Assessment related to this short course

CSPE Specification p.18

Teacher Voice:

Click the image to play

1. What does action, reflection and presentation look like with your students?

2. How can we guide students to exemplify the skills they have learned?

The Environmental Impacts of Fast Fashion

Click the image to play

- How could a clip like this be used to support your students' learning about democracy?
- What different sample actions from across the strands is the student engaging with in the video?

Extension of Sample Actions

- Imagine you are running for election, make a badge and an election poster designed to inform potential voters about your priorities and proposals.

- Conduct a survey to find out what students think about decision making processes in your school and how these might be improved; share the findings.

- Participate in an election count using the PR voting system. Compare the PR system with one other system of voting.

- Organise a mock election or referendum in parallel with an election/referendum in real time and compare results.

- Produce a short video, animation (or similar) to explain and compare two different systems of government.

- Participate in a debate on the following motion: young people don't need the vote to have power and influence in our world today.

- Design a game or infographic to help your peers understand the workings of the Equality Tribunal, European Court of Human Rights or the International Criminal Court.

- Use or create images (no words) to show the nine grounds under which discrimination is illegal in Ireland. [NB: respect copyright]

- Investigate the way that different media outlets report a local, national or global issue or topic of relevance to your CSPE course.

- Create a 'how-to' guide for people who want to be active online citizens, with a glossary of key terms, profiles of relevant social media platforms, and case studies of individuals or groups who have used these platforms to bring about positive change our world.

- Investigate the use of social media by one or more politicians.

Short Course
Civic, Social and Political Education
(CSPE)

Specification for Junior Cycle

March 2021
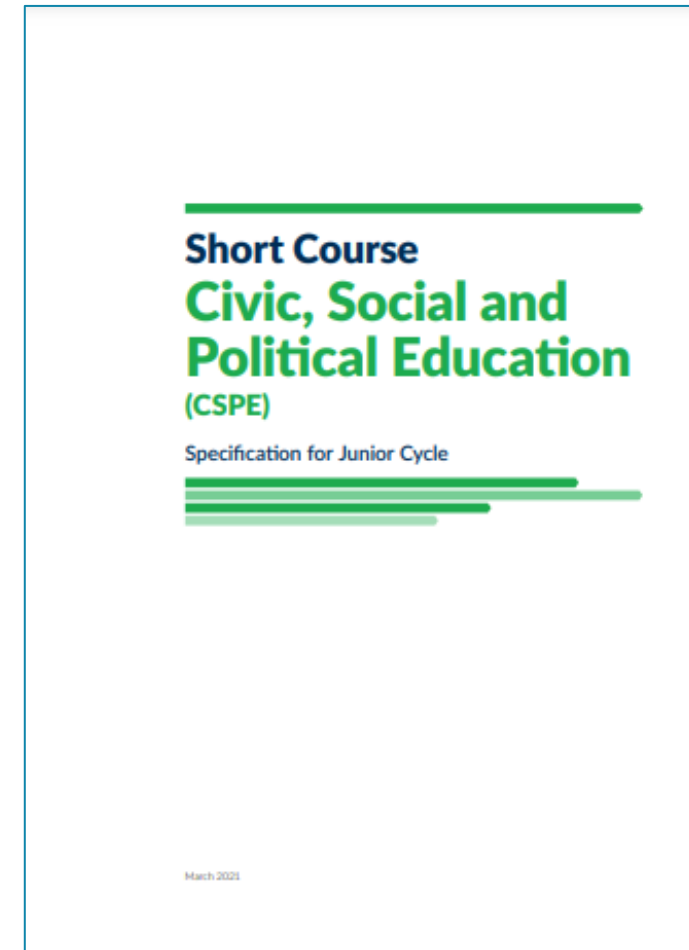
Sample Actions…Over to You

1. Individual activity:

- Spend 15 minutes with the learning outcomes poster to consider what new sample actions for Strand 3 you could add to the list which would support your students' learning

2. Group activity:
-join your breakout room for 15 more minutes to share your ideas on an editable doc
-one person per room type up the suggested actions
-rank your top 3 new sample actions

Sample Actions…Over to You

Click the image to access website

Our thoughts…
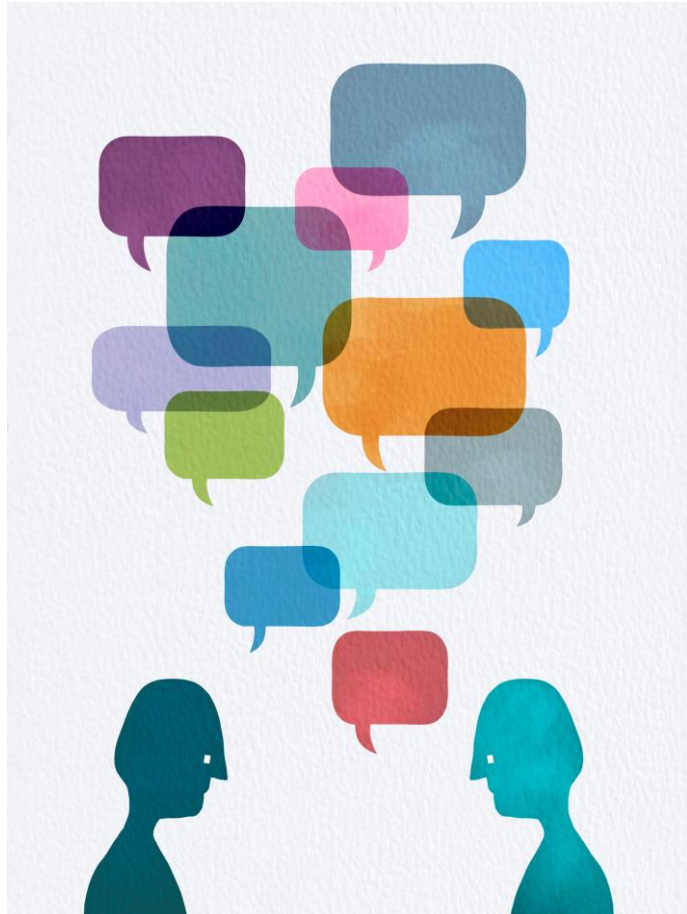
- Share your top 3 suggestions for new sample actions and how they link to the learning outcomes from Strand 3

Citizenship Action Record Information

- What it is

- What's Expected of Students

- Where are the Features of Quality

Citizenship Action Record Information

Curriculum Specification

Assessment Guidelines

Civic, Social and Political Education

Examples of Student work

Syllabus (pre 2017)
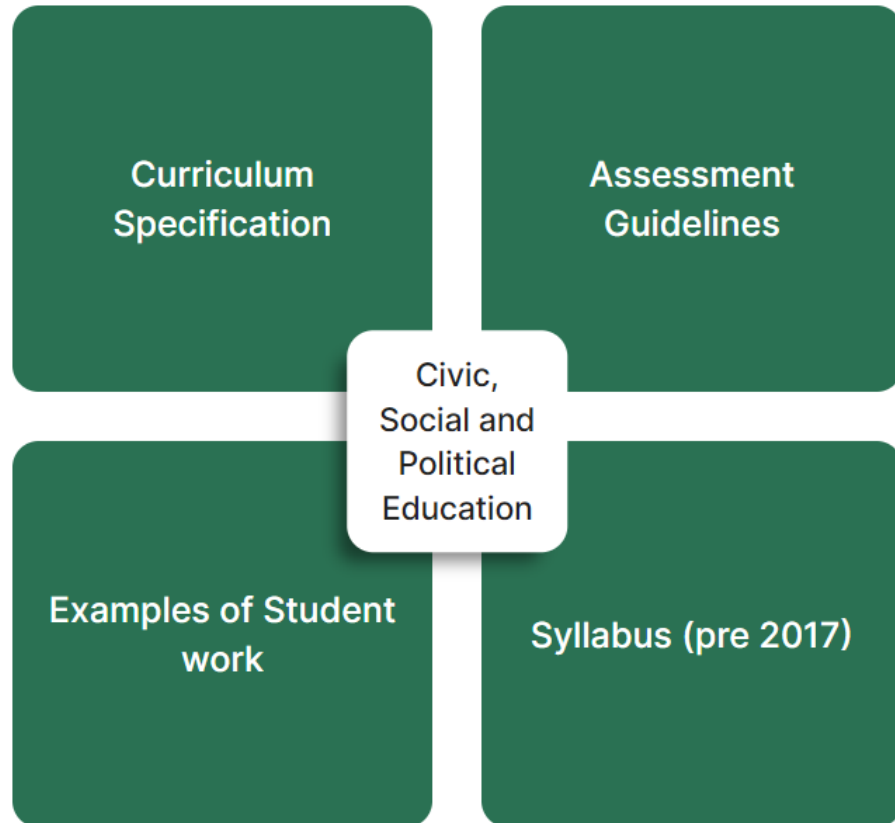
- Envisaged that preparation for and completion of the CBA take place over approximately 6-8 hours class time

- CBA for reporting purposes on the JCPA cannot be conducted in first year

- The CBA can be completed in either second or third year

https://www.curriculumonline.ie/Junior-Cycle/Short-Courses/CSPE/

CSPE Assessment Guidelines p.4

Which of the Following are Features of Quality?

Oide

The action record shows how the student fully and effectively engaged in **meaningful action**.

The student's personal **reflections** on their learning are of excellent quality.

Creative **use of ICT** during the action.

The record should be approximately to demonstrate good student **600-800 words** engagement.

The record is **presented** in a comprehensive, creative and highly effective manner.

Appropriate **use of images** to accompany the presentation.

CSPE Assessment Guidelines p.12

How is our feedback effected by the Features of Quality?
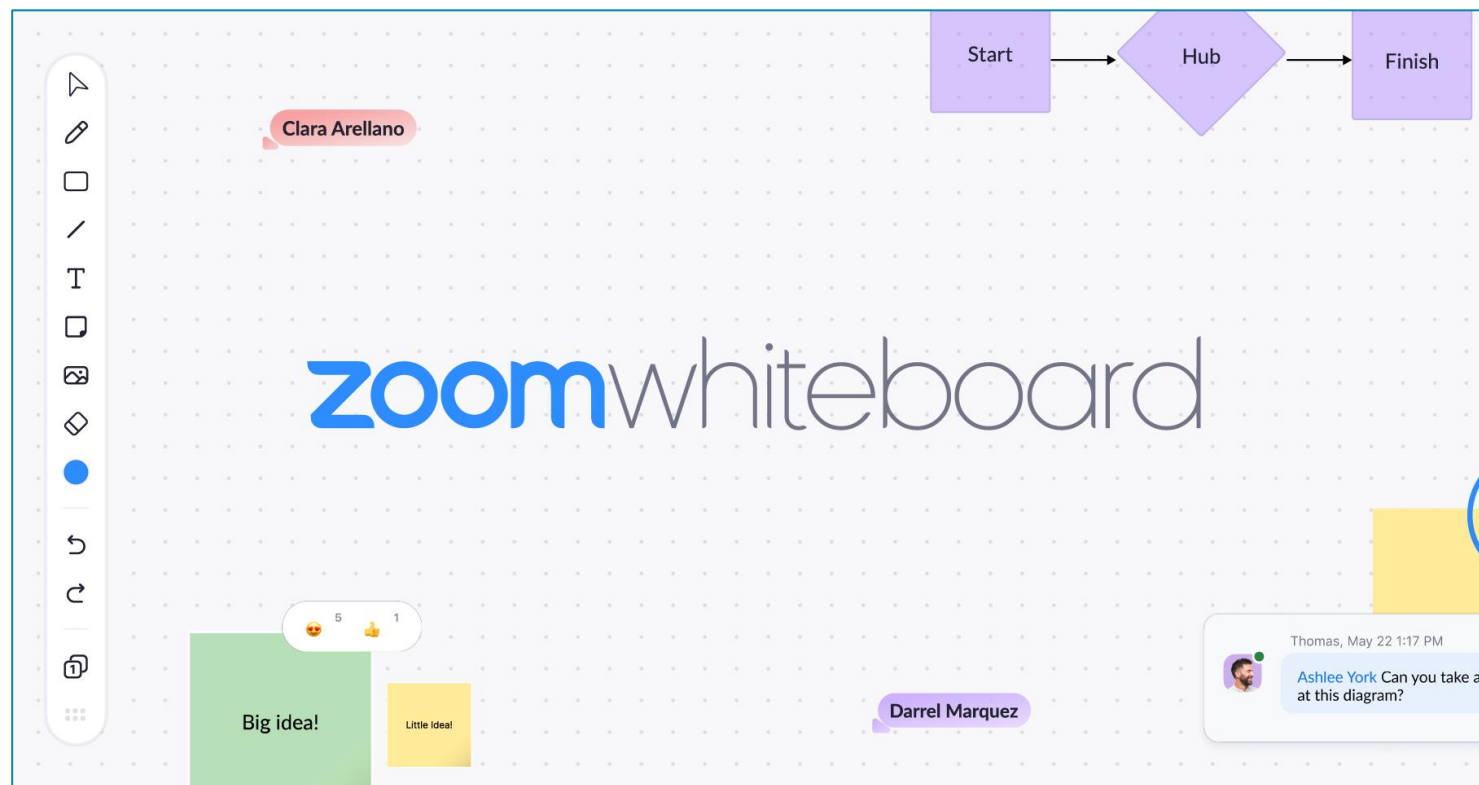
Student Work

Click the image to access website

1. How have students demonstrated their learning about democracy?

2. What feedback could be given to help the student further demonstrate their learning about democracy through the issues they explored in their work?

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Our group thoughts…
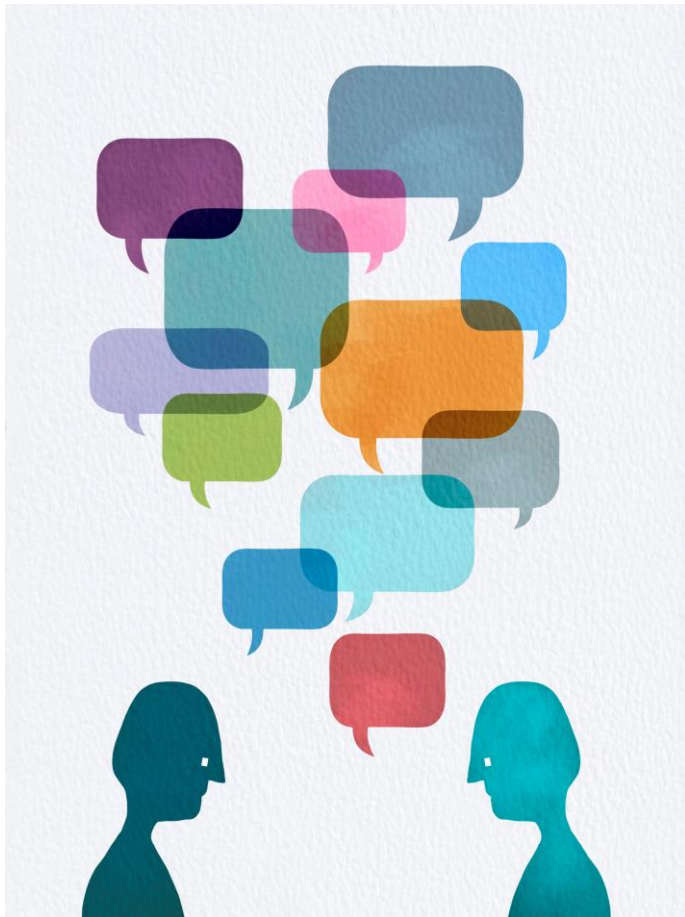
What feedback could be given to help the student further demonstrate their learning about democracy through the issues they explored in their work?

Considerations

From your engagement with the student work, what steps might you take to support your students in the process of the CBA?

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Reflection: How could you apply what you have learned to your classroom practice?