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Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers

# Active Student Participation and Voice in Citizenship Actions

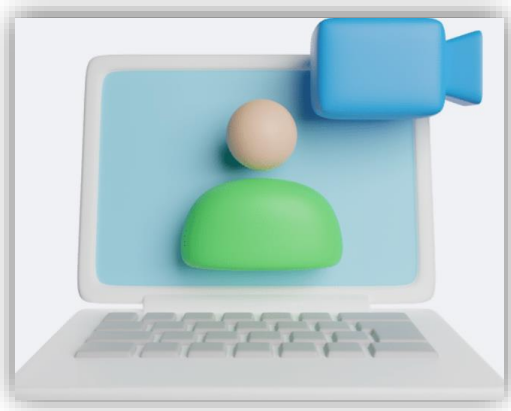
Oide CSPE



# Online Participation



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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



SCAN ME



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# Learning in Focus



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We will explore how to support student participation within CSPE by:

- Considering approaches that encourage active student voice and student agency
- Exploring classroom practices that support meaningful engagement with the Citizenship Action

- A core pillar of the Wellbeing programme
- CSPE places **active** reflective citizenship at the centre of the learning process
- CSPE helps students to question, critique and evaluate what is **happening in the world**
- CSPE prompts students to consider how to create a more sustainable **future for all**
  - ❑ Rights and Responsibilities – Strand 1
  - ❑ Global citizenship – Strand 2
  - ❑ Exploring democracy – Strand 3

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**Short Course**  
**Civic, Social and**  
**Political Education**  
(CSPE)

Specification for Junior Cycle

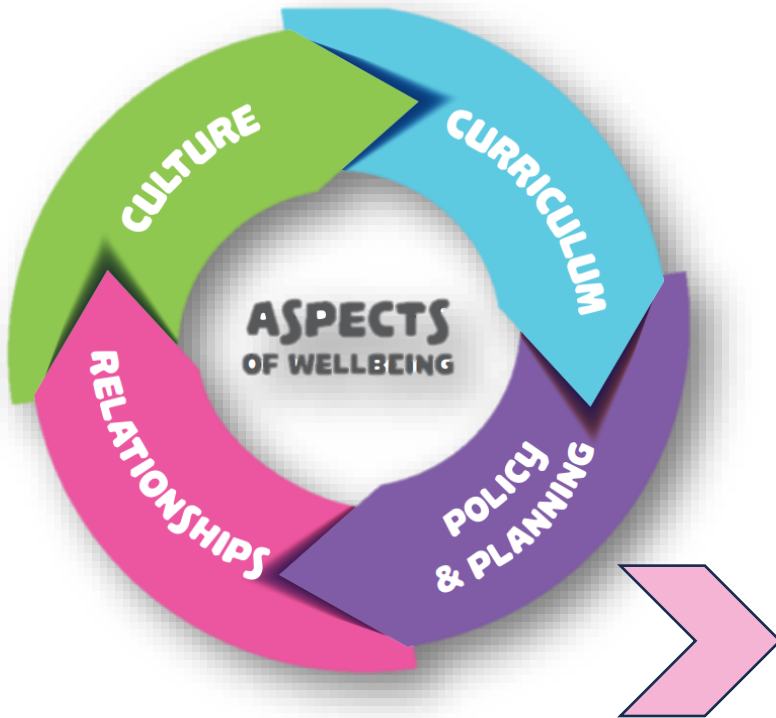
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# Developing Relationships in the Wider Community Through the CSPE Classroom

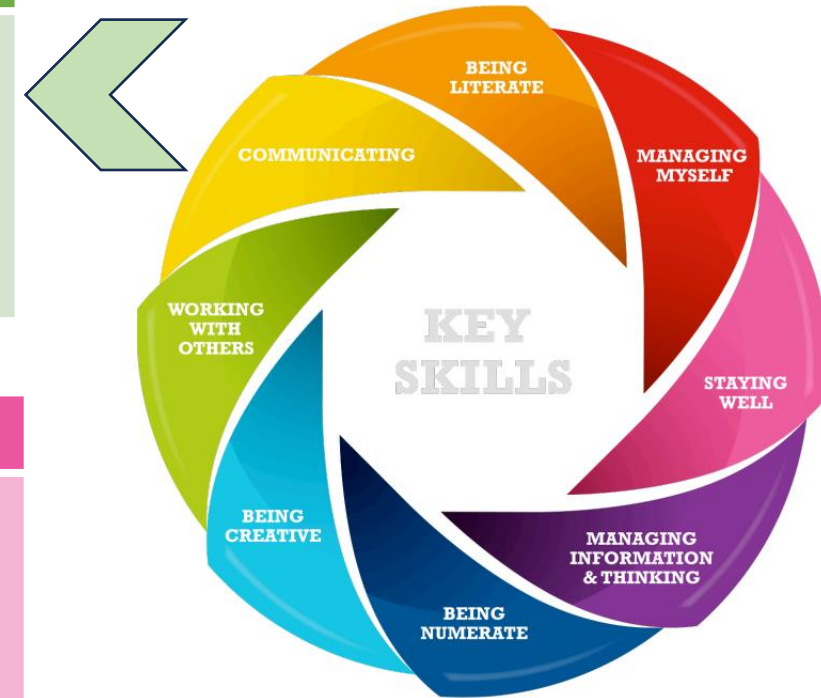


## Working with Others

- Developing good relationships
- Co-operating
- Contributing to making the world a better place
- Learning with others

## Relationships

- Student / teacher relationships
- Peer relationships
- Student voice
- Partnerships with parents/guardians, community and wider supports



# Supporting Active Student Participation and Voice in Citizenship Actions



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Padlet

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## Active Student Participation and Voice in Citizenship Actions

**Key Documents in CSPE**

- 4 hours ago  
TRANSFORMATIVE DIALOGUE  
  
From p. 30 [16539-ncca-the-learner-voice-research-study-v2.pdf](#)

**Research and Action**

- Oide 7 months ago  
Ideas for Actions CSPE  
DOCX
- Oide 7 months ago  
Primary Social Research in the CSPE Classroom  
DOCX

**Presentation**

- Oide 7 months ago  
CSPE Oral Presentation Tips  
DOCX  
Tips for Oral Presentation CSPE
- Oide 7 months ago  
How to create a Podcast

**Reflection**

- PDF  
NCCA\_FocusOnLearning\_AssessmentBooklet\_04\_Reflection
- Oide 7 months ago  
bbc.co.uk  
Reflective writing - Reflective Writing - Higher English Revision - BBC Bitesize



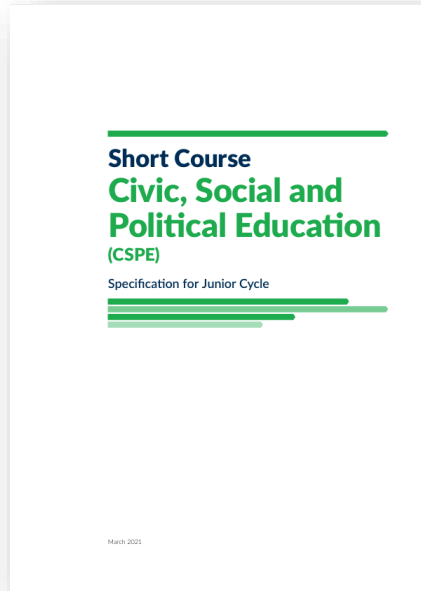
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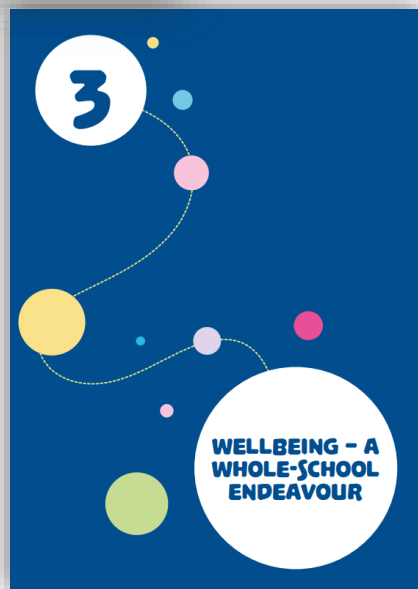
# Student Participation in CSPE



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“It (CSPE) helps students to question, critique and evaluate what is happening in the world; provides students with an understanding of their human rights and social responsibilities; prompts students to consider how to create a more sustainable future for all; fosters an awareness of what it means to live responsibly in a democracy” p. 4

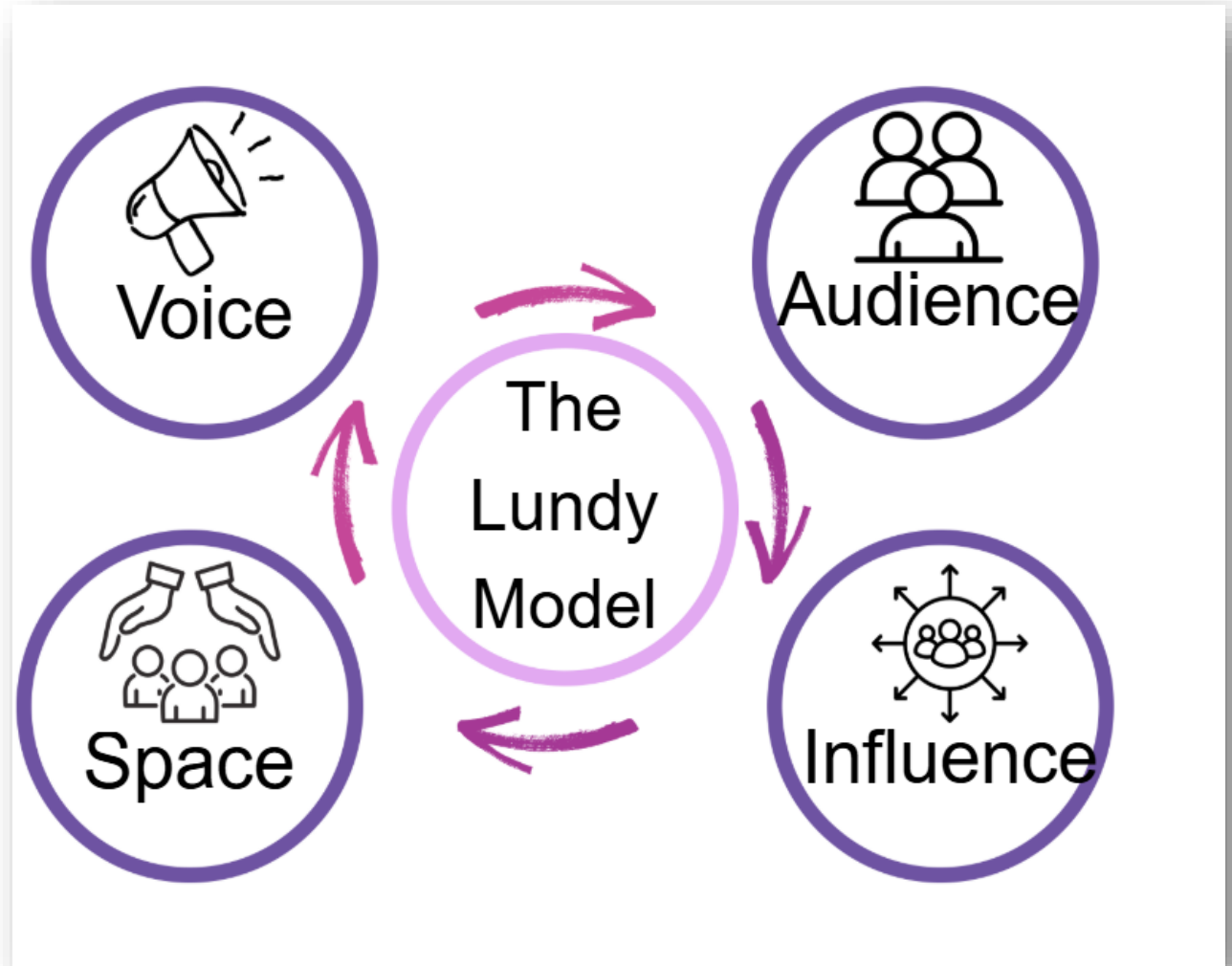


“Within a changing education landscape that recognises young people’s right to have their voices heard in matters that affect them, there is a growing awareness that voice is not enough. A key question is how to ensure that their participation is really meaningful.” p. 24



# Model for Participation

- **Space:** be given safe, inclusive opportunities to form and express their views
- **Voice:** be facilitated to express their views in a way that works for them
- **Audience:** their views must be listened to by someone who can make change
- **Influence:** their views must be acted upon, as appropriate



# Considerations for Supporting Meaningful Engagement by Students



## Space

Provide a safe and inclusive space for young people to form and express their views

- Are the young people affected by this issue involved?
- Are steps taken to ensure that the process is inclusive?
- Do the young people feel safe to express themselves freely in the space?
- Are the young people who are interested in the issue involved?
- Are the young people involved from the start?

## Voice

Provide appropriate information and facilitate the young people to form and express their views

- Do the young people have the information they need to form a view?
- Are the young people given a range of options on how to express themselves?
- Do the young people know to whom their views will be communicated?
- Does the process include opportunities for young people to identify issues that they want to discuss?
- Do the young people know they have a choice about their participation?

## Audience

Ensure that young people's views are communicated to someone with the responsibility to listen

- Are the right decision-makers involved, i.e. those responsible for decision making on this issue?
- Have these decision makers committed to taking the young people's feedback seriously?
- Is there a process in place to ensure that the young people's voices are given due weight and consideration?
- Are there plans to have the young people involved in presenting their views

## Influence

Ensure that young people's views are taken seriously and acted upon, where appropriate

- Are the young people clear about the scope of their influence, (opportunities and limitations)?
- Will young people be given feedback explaining the reasons for decisions taken?
- Will the young people be given an easily accessible summary of their views?
- Do the young people know who the key decision makers involved are?

# Student Voice in the CSPE classroom



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What opportunities are there in the CSPE classroom for students to use their voice and make choices related to their learning?



# Exploring Student Voice



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- Acknowledge pre-existing connections to wider community
- Identify further avenues to engage
- Assess opportunities/events that already exist
- Explore opportunities/events that they could plan, organise and execute
- Venues and dates could have extra significance given the message or contributions the students wish to make
- Possibilities for presenting progress and learning
- Reflecting on action and influence



# Agency in Citizenship Actions

“CSPE provides opportunities for students to gain confidence, resilience and a sense of agency as they participate in actions and connect with a wider community working to help build a more equal, just and sustainable future.”

Short Course CSPE:  
Specification for Junior Cycle, p.10



# Citizenship Action in CSPE



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- It is expected that students will engage in action as part of their learning in each of and across the three strands.
- Sample actions in the specification are indicative not prescriptive
- Students can be encouraged to maintain a reflection journal to help them reflect on their learning throughout the course.

**CSPE Short Course Strands of Study**

**Strand One: Rights and Responsibilities**

Human dignity: the basis for human rights

- 1.1 discuss what it means to be human and to live in a community with rights and responsibilities
- 1.2 create a visual representation to communicate a situation where human dignity is not respected
- 1.3 explain the hierarchy of human needs and how this relates to human rights
- 1.4 access and interpret numerical data showing local and global distribution of basic resources and patterns of inequalities

Human rights instruments

- 1.5 share stories of individuals or groups who inspire them because of their work for human rights
- 1.6 create a timeline tracing the origin of the concept of human rights, showing five or more key dates, events, people and documents
- 1.7 communicate an understanding of the importance of the UDHR, UNCRH and the ECHR in promoting human rights
- 1.8 identify examples of social, cultural, language, economic, civic, religious, environmental and political rights
- 1.9 outline different perspectives in situations where there is an apparent conflict of rights or an abuse of rights
- 1.10 show an appreciation of their responsibility to promote and defend their rights and those of others
- 1.11 reflect on their ongoing learning and what it means for them

Sample Actions

- Use digital technology to create a display showing situations or cases who are or is respected. Display finished work in school or online.
- Article 12 of the United Nations Convention on the Rights of the Child states that children have a right to have their voices heard and for adults to listen and take the matters that affect them. Examine how your school supports listening to people in decision making about matters that affect them in school and at home.
- Identify a human rights issue of concern and engage with an individual, group or organization on that issue.
- Lobby a relevant government department about a human rights issue of concern to young people.
- Design and administer a survey to find out what peers/family members are concerned about human rights or children's rights. Share your findings with someone of influence.
- Publish an article, blog, vlog, podcast (or similar) about the treatment of a human rights issue, referencing one or more human rights instruments and/or equality legislation.
- Organise a celebration to mark International Human Rights Day to inform UNHCR, UNCRH or ECHR, and/or organisations working in the field of human rights.
- Research the impact of one global challenge (such as COVID-19, climate change, poverty) on the human rights of children and young people in Ireland.
- Organize a guest speaker(s) to talk to the class/school about a human rights issue of interest/concern.

**Strand Two: Global Citizenship**

Sustainability

- 2.1 communicate how they are connected to and dependent upon eco-systems, people and places, near and far
- 2.2 consider a variety of definitions of development and devise their own definition of sustainable development
- 2.3 create a visual representation of data depicting their ecological footprint
- 2.4 discuss sustainability strategies that individuals, communities, businesses, agriculture and governments can employ to address climate change

Local and global development

- 2.5 examine case studies or personal testimonies of people experiencing poverty or inequality from different contexts and countries and how they are working to overcome this
- 2.6 express an informed opinion about the root causes of poverty, both locally and globally
- 2.7 discuss, with evidence, positive and negative effects of development in their local area

Effecting Global Change

**Strand Three: Exploring Democracy**

The meaning of democracy

- 3.1 create a visual representation of the day-to-day contexts and institutions to which they belong, highlighting where they have power and influence
- 3.2 describe decision-making processes and the roles of different groups in their class/school
- 3.3 describe democratic structures for decision-making at local and national government levels
- 3.4 use the correct terminology to describe Irish and European democratic institutions, structures, political parties and roles
- 3.5 compare two or more systems of government, taking particular note of the ways in which the state interacts with its citizens, and citizens can shape their state
- 3.6 discuss the strengths and weaknesses of the democratic process

The law and the citizen

- 3.7 identify laws that directly relate to their lives
- 3.8 explain how laws are made, enforced and evolve over time
- 3.9 explain the role and relevance of local, national and international courts
- 3.10 list the nine grounds under which discrimination is illegal in Irish law, with examples
- 3.11 investigate how individuals or groups have used the law to bring about change in society

Role of the media in a democracy

Examine the role of the media in generating information and news and assess the role of digital or other media in one of the following: - a political election or referendum - a criminal investigation - an environmental issue - a social issue

Sample Actions

- Design, make a badge and an election poster designed to raise awareness and proposals for improvement.
- Examine how your school supports listening to people in decision making about matters that affect them in school and at home.
- Compare the PR system with the referendum in parallel with an election/referendum in real time.
- Following motion: young people don't need the vote to have their voices heard.
- To help your peers understand the workings of the Equality Commission or the International Criminal Court.
- To show the nine grounds under which discrimination is illegal in Irish law.
- Write a letter to a media outlet reporting a local, national or global issue or concern.
- Organize a guest speaker(s) to talk to the class/school about a human rights issue of interest/concern.

Junior Cycle Civic Social and Political Education (CSPE) short course

Guidelines for the Classroom-Based Assessment

NCCA January 2019

# What Considerations Inform Citizenship Actions?



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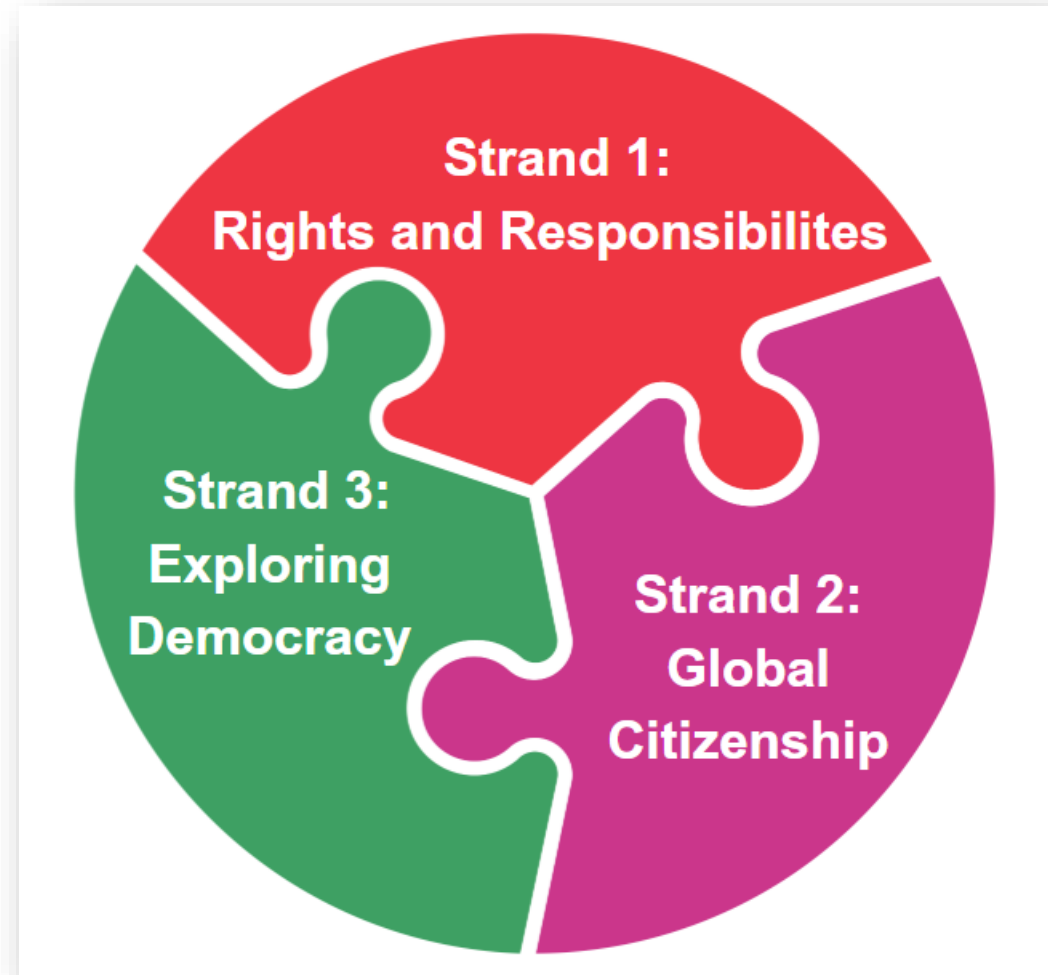
Supporting the Professional  
Learning of School Leaders  
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# Meaningful Action

“Collaborative and active learning and the development of **skills in citizenship, research, reflection and action** are integrated across each of the three strands.”

Short Course CSPE:  
Specification for Junior Cycle, p.10





# Teacher Testimony

**Are there particular approaches  
that you find effective for  
empowering student engagement?**

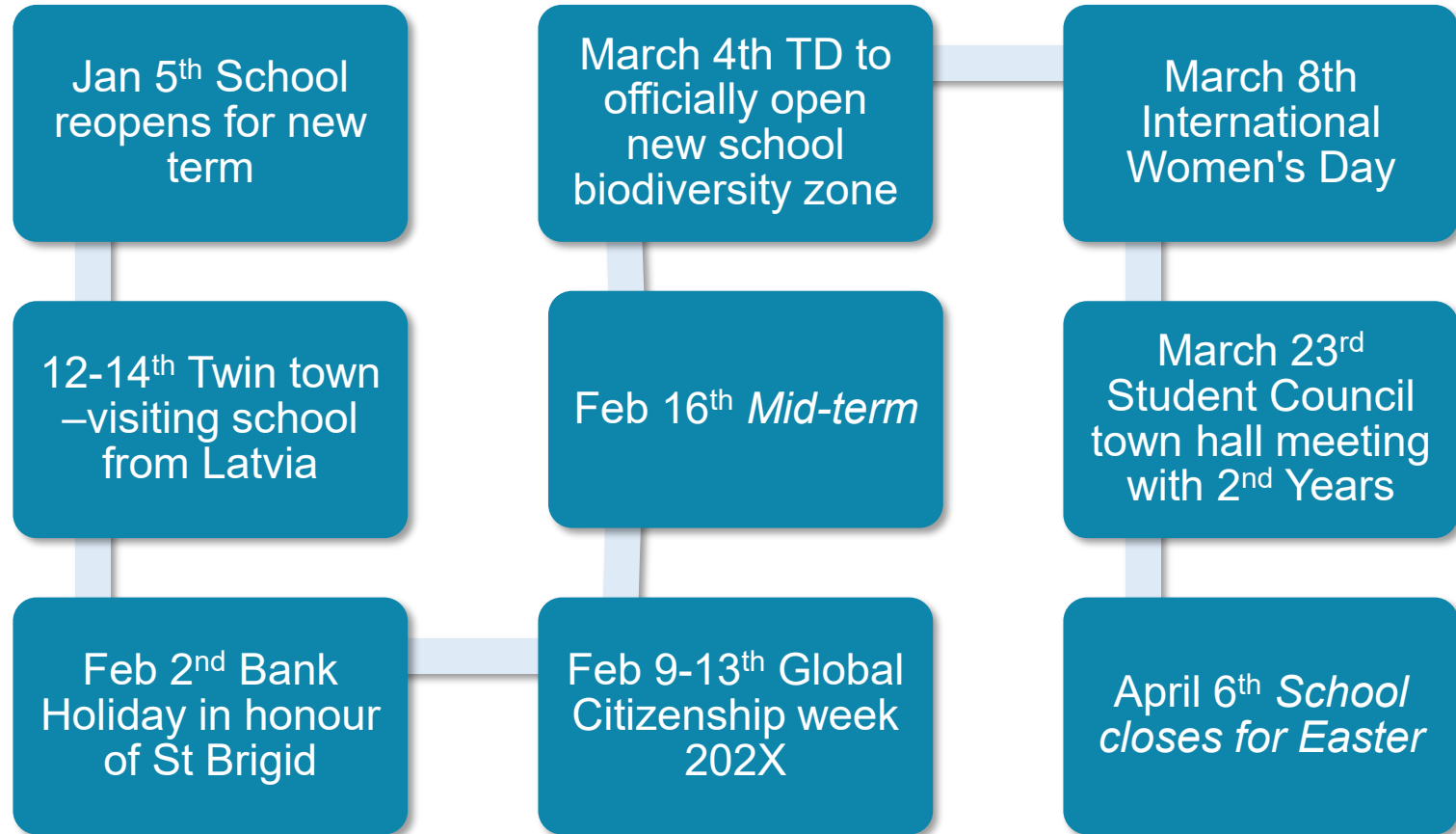
Michael Collins  
CSPE teacher  
Coláiste na Trócaire,  
Rathkeale,  
Co Limerick

# Model Calendar, 202-



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- How could the timing of events in the school (or in the local community) provide springboards for students into a Citizenship Action?
- As well as school-based activities, what events might be occurring in the local community, nation or wider world that students could engage with?



# Possible connections with your school and/or local community



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## CSPE Short Course Strands of Study

### Strand One: Rights and Responsibilities

#### Human dignity: the basis for human rights

- 1.1 discuss what it means to be human and to live in a community with rights and responsibilities
- 1.2 create a visual representation to communicate a situation where human dignity is not respected
- 1.3 explain the hierarchy of human needs and how this relates to human rights
- 1.4 access and interpret numerical data showing local and global distribution of basic resources and patterns of inequalities

#### Human rights instruments

- 1.5 share stories of individuals or groups who inspire them because of their work for human rights
- 1.6 create a timeline tracing the origin of the concept of human rights, showing five or more key dates, events, people and documents
- 1.7 communicate an understanding of the importance of the UDHR, UNCRC and the ECHR in promoting human rights
- 1.8 identify examples of social, cultural, language, economic, civic, religious, environmental and political rights
- 1.9 outline different perspectives in situations where there is an apparent conflict of rights or an abuse of rights
- 1.10 show an appreciation of their responsibility to promote and defend their individual human rights and those of others
- 1.11 reflect on their ongoing learning and what it means for them

#### Sample Actions

- Use digital technology to create a display showing situations or cases where human dignity was or is respected. Display finished work in school or online.
- Article 12 of the United Nations Convention on the Rights of the Child states that 'Young people have a right to have their voices heard and for adults to listen and take them seriously in matters that affect them.' Examine how your school supports listening to and involving young people in decision making about matters that affect them in school and share your findings.
- Identify a human rights issue of concern and engage with an individual, group, organisation or campaign focusing on that issue.
- Lobby a relevant government department about a human rights issue of personal relevance and/or concern to young people.
- Design and administer a survey to find out what peers/family members know and think about an issue relevant to human rights or children's rights. Share your findings with survey participants and with someone of influence.
- Publish an article, blog, vlog, podcast (or similar) about the treatment of a minority group in Ireland, referencing one or more human rights instruments and/or equality legislation, that is relevant to the issue.
- Organise a celebration to mark International Human Rights Day to inform people about the UDHR, UNCRC or ECHR, and/or organisations working in the field of human rights in Ireland.
- Research the impact of one global challenge (such as COVID-19, biodiversity loss, climate change, poverty) on the human rights of children and young people in Ireland or in the Global South
- Organize a guest speaker(s) to talk to the class/school about a human rights/children's rights issue of interest/concern.

### Strand Two: Global Citizenship

#### Sustainability

- 2.1 communicate how they are connected to and dependent upon eco-systems, people and places, near and far
- 2.2 consider a variety of definitions of development and devise their own definition of sustainable development
- 2.3 create a visual representation of data depicting their ecological footprint
- 2.4 discuss sustainability strategies that individuals, communities, businesses, agriculture and governments can employ to address climate change

#### Local and global development

- 2.5 examine case studies or personal testimonies of people experiencing poverty or inequality from different contexts and countries and how they are working to overcome this
- 2.6 express an informed opinion about the root causes of poverty, both locally and globally
- 2.7 discuss, with evidence, positive and negative effects of development in their local area

#### Effecting Global Change

- 2.8 identify one person and one institution with power and influence in the world today, explaining the role of each
- 2.9 analyse one global issue or challenge, under the following headings: causes, consequences, impact on people's lives and possible solutions
- 2.10 evaluate how they can contribute to responding to one challenge currently facing the world
- 2.11 examine a campaign for change in the area of sustainability and assess reasons why it has or has not been successful
- 2.12 reflect on their ongoing learning and what it means for them

#### Sample Actions

- Create a 'wellbeing' mural or noticeboard, highlighting the link between the wellbeing of people and the planet.
- Organise a class debate on a local or global development issue.
- Research case-studies to find out how Ireland's official development assistance (ODA) is tackling poverty and inequalities in specific countries.
- Write a letter or an email to a politician or to the media about a local or global issue of concern.
- Measure your class's attempts to lessen your collective impact on the planet over an agreed period by calculating your combined pre- and post- ecological footprints.
- Investigate the use of art, comedy, drama, poetry, music, multimedia (or similar) to communicate how to address the challenge of climate change.
- Organize a pop-up fashion swap-shop to recycle clothing and raise awareness about sustainable consumption and production.
- Invite a guest speaker(s) to talk to the class/school about a local or global development issue of interest/concern.
- Organise a visit to an organisation or community focused on sustainability issues.
- Support the work of a non-government organisation (NGO) that is working to address local or global inequalities, by supporting their awareness raising, campaigning or fund-raising efforts.

### Strand Three: Exploring Democracy

#### The meaning of democracy

- 3.1 create a visual representation of the day-to-day contexts and institutions to which they belong, highlighting where they have power and influence
- 3.2 describe decision-making processes and the roles of different groups in their class/school
- 3.3 describe democratic structures for decision-making at local and national government levels
- 3.4 use the correct terminology to describe Irish and European democratic institutions, structures, political parties and roles
- 3.5 compare two or more systems of government, taking particular note of the ways in which the state interacts with its citizens, and citizens can shape their state
- 3.6 discuss the strengths and weaknesses of the democratic process

#### The law and the citizen

- 3.7 identify laws that directly relate to their lives
- 3.8 explain how laws are made, enforced and evolve over time
- 3.9 explain the role and relevance of local, national and international courts
- 3.10 list the nine grounds under which discrimination is illegal in Irish law, with examples
- 3.11 investigate how individuals or groups have used the law to bring about change in society

#### The role of the media in a democracy

- 3.12 explore the role of different media in generating information and news and assess the pros and cons of each
- 3.13 examine case studies of the use of digital or other media in one of the following: • a social justice movement • a political election or referendum • a criminal investigation • an environmental movement
- 3.14 reflect on their ongoing learning and what it means for them

#### 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



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# Supports for Citizenship Action



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## CSPE: Citizenship Action Support

This resource may be used in supporting students plan, research, reflect and act in Junior Cycle CSPE Citizenship Actions.

### Step 1: Find an Issue I Care About

What issue am I passionate about?

Think about problems in my local community or global issues that I care about. It could be anything: climate change, mental health, poverty, equality, etc.

I have identified an issue I care about:

I can explain why this issue is important to me:

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### Seeking Feedback:

Who can I ask for feedback on my choice?

I could ask a classmate, teacher, or family member about whether they think the issue I've chosen is important or relevant.

I have received feedback on my chosen issue from:

Feedback received:

How I will use the feedback:

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### Step 2: Research the Issue

What do I need to know about this issue?

Look for reliable information that explains the issue. This can include news articles, reports, books, or websites from trustworthy sources.

I can also gather data by asking people in my community or classmates.

I have looked at least three sources of information:

- Source 1: \_\_\_\_\_
- Source 2: \_\_\_\_\_



## CSPE: Citizenship Action Support – Teacher Tracker

This resource may be used in supporting a teacher overseeing a Citizenship Action. Students in CSPE complete at least three Citizenship Actions, with a minimum of one from each strand.

Class Group	
Action Title	

### 1: Issue

Class/Small Group has identified a relevant and meaningful issue linked to the course specification (Clearly defined, focused issue).

Class/Small Group can explain why the issue is important and relevant (Well-supported, clear explanation).

Date/Progress Review, Notes, or Suggestions:

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### 2: Research

Class/Small Group has used at least 3 reliable and diverse sources (Use of credible, varied sources).

Class/Small Group has presented key facts and evidence clearly (Evidence of understanding and analysis).

Class/Small Group has considered different perspectives and viewpoints (Balanced research).

Date/Progress Review, Notes, or Suggestions:

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### 3: Actions

Class/Small Group has identified at least two realistic and feasible actions (Actions are clear, realistic, and achievable).

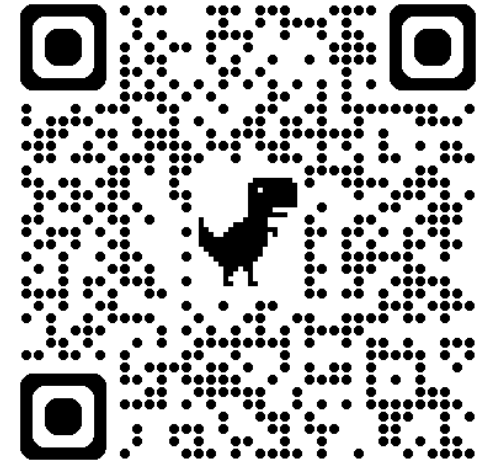
Class/Small Group has assessed the strengths and weaknesses of each action (Critical thinking and reflection on impact).

Date/Progress Review, Notes, or Suggestions:

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**Do you think the citizenship action  
allows your voice to be heard?**

Scoil Chonglais Post Primary School,  
Baltinglass, Co. Wicklow



# How Do You Support Meaningful Student Engagement with the Citizenship Action?

What are Citizenship Actions that support?

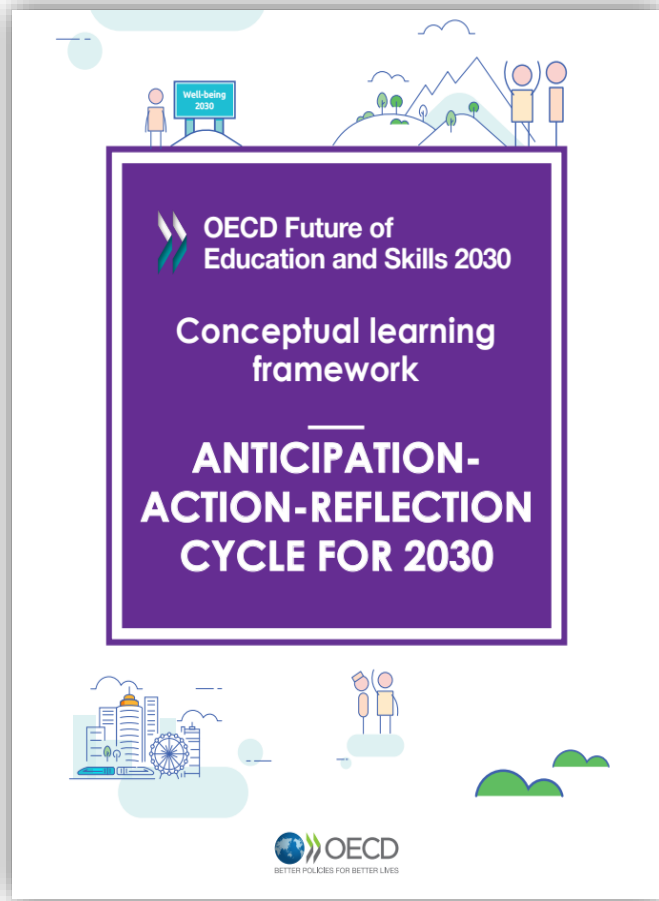


What are Citizenship Actions that stretch?

# How Can We Support Meaningful Student Reflection in the CSPE Classroom?



Oide



“As learners engage actively in iterative cycles of anticipation, action and reflection, they can gain a sense of responsibility because they feel more connected to the issues and problems being examined.”

OECD future and Education Skills 2030  
Conceptual learning framework, p.7

Oide

**Reflection on my Action**

Why I choose this action?	What I/we hoped to achieve?
How I contributed to the action?	What I have learned about the issue/topic?
What skills have I developed individually or collaborating with others?	How have my opinions/attitudes been changed, challenged or confirmed?
What is something I would like to find out more about?	What are my overall reflections on my learning?

# OECD Learning Compass 2030 and Agency



Oide

“When students are agents in their learning, they are more likely to have ‘learned how to learn’ – an invaluable skill that they can use throughout their lives.”

OECD Future and Education Skills 2030  
Conceptual Learning Framework, p. 2

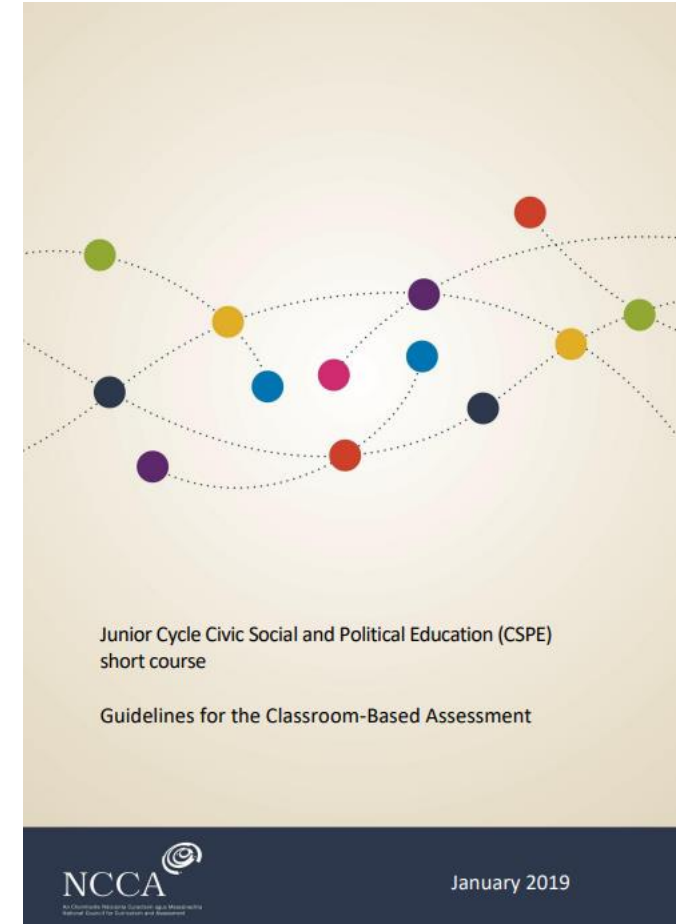


# Classroom-Based Assessment: Citizenship Action Record

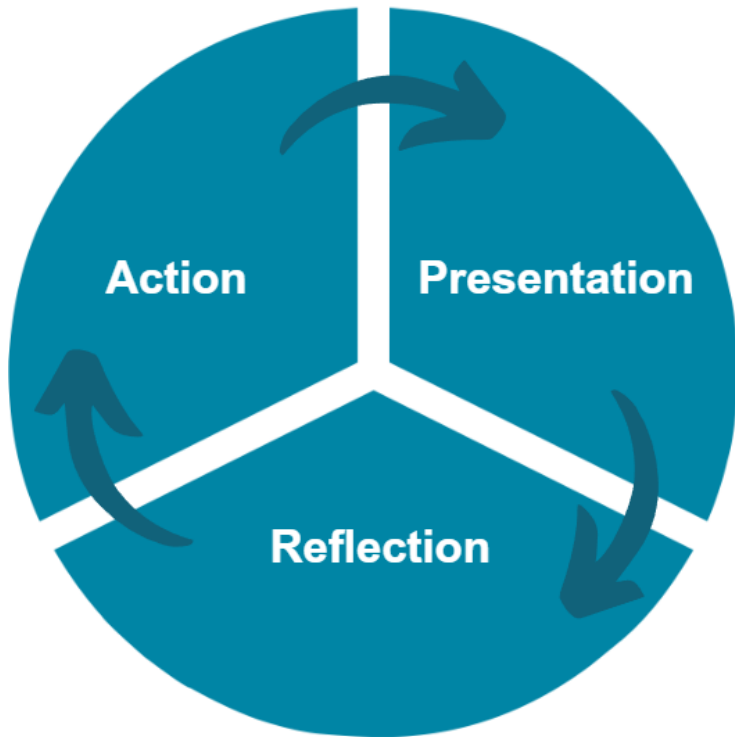


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- Students are expected to create an Action Record for one of their Citizenship actions as their Classroom-Based Assessment.
- Students create this record to showcase how they have actively engaged with a CSPE issue of their choice, demonstrating their learning, skills, engagement and reflections.
- The Classroom-Based Assessment for the CSPE short course can be completed in second or third year.
- The Classroom-based Assessment can be produced in written, digital, visual or audio formats and it may be supported through the use of an interview or presentation.



# Features of Quality



Junior Cycle CSPE  
Classroom-Based Assessment

NCCA  
An Oireachtas Agency  
National Council for Curriculum and Assessment

Home

### FEATURES OF QUALITY

**Exceptional**

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

**Above expectations**

- The action record provides evidence of how the student engaged in meaningful action.
- The student's personal reflections on their learning are of good quality.
- The record is presented in an organised, creative and effective manner.

**In line with expectations**

- The action record provides evidence of the student's engagement in the action.
- There is some evidence of personal reflection on their learning.
- The action record is presented in an organised manner with some creativity.

**Yet to meet expectations**

- There is limited evidence of personal engagement in the action taken.
- There is very limited evidence of student reflection on learning.
- The action record provides a very basic summary of information although it may lack detail and creativity.

# How do you encourage creativity in the Citizenship Action record?



- Problem-solving
- Expression of ideas
- Multi-media
- Reflection
- Critical thinking
- Awareness of their audience(s)
- Curiosity

Junior Cycle CSPE  
Classroom-Based Assessment

NCCA  
An Overview of National Curriculum Assessment  
Primary | Junior Cycle | Leaving Certificate

Home

### FEATURES OF QUALITY

**Exceptional**

- This record is presented in a comprehensive, creative and highly effective manner

**Above expectations**

- This record is presented in an organised, creative and effective manner

**In line with expectations**

- This action record is presented in an organised, with some creativity

**Yet to meet expectations**

- This action record provides a very basic summary of information although it may lack detail and creativity



# Existing Supports for CBAs

- NCCA Short Course CSPE Specification
- NCCA Assessment Guidelines 2019
- Examples of Student Work
- Wellbeing Guidelines 2021

Junior Cycle CSPE  
Classroom-Based Assessment

NCCA

CLASSROOM BASED ASSESSMENT

CENTER PARCS –  
AN INVESTIGATION ON ITS IMPACT ON LOCAL DEVELOPMENT  
IN BALLYMAHON

Junior Cycle CSPE  
Classroom-Based Assessment

NCCA

LEARNING OUTCOMES IN FOCUS  
Students should be able to:

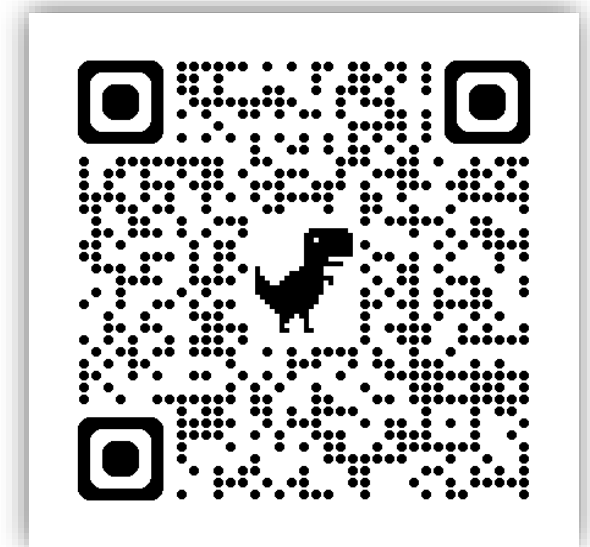
- 1.11 show an appreciation of their responsibility to promote and defend their individual human rights and those of others.
- 2.9 analyse one global issue or challenge, under the following headings: causes, consequences, impact on people's lives and possible solutions.
- 2.10 evaluate how they can contribute in responding to one challenge currently facing the world.
- 2.12 reflect on what has been learned in this strand.

NAME OF CBA  
*Taking action on climate change*

TEACHING AND LEARNING CONTEXT  
In the lead up to this CBA the students engaged in a number of lessons aimed at linking their learning about human rights/human dignity from first year with the issue of climate change. They examined the issue of climate change through the lens of consequences, causes, impact (especially on human rights) and solutions. Students also explored how this issue links to the UN Global Goals.

Arising from this learning they were set the task of raising awareness about the global issue of climate change focusing on how people can contribute to addressing the causes and some solutions.

STUDENT CITIZENSHIP ACTION RECORD



# Reflection



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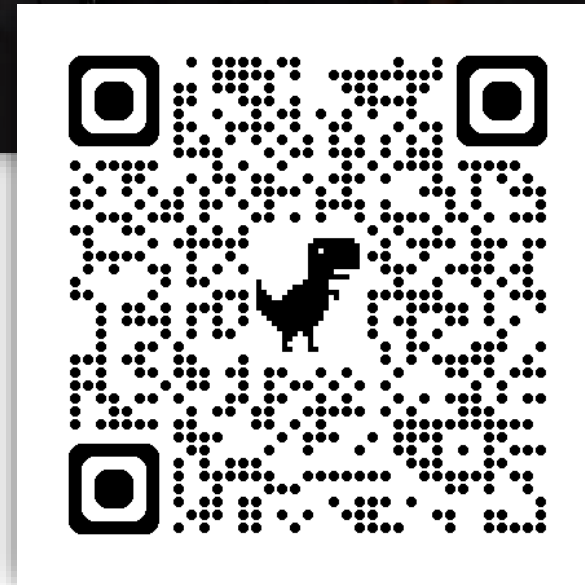
Tacú leis an bhFoghlaim  
Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers



# Existing Supports

- Full Day Professional Learning Event in Spring
- Collaboratives
- School Support
- Oide website
- Scoilnet



# A Final Note



Oide

MÍLE  
BUÍOCHAS