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Ghairmiúil i measc Ceannairí  
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Supporting the Professional  
Learning of School Leaders  
and Teachers

# Four Freedoms, One Europe

## Leaving Certificate Geography Collaborative 1





# What is a community of practice?

"Communities of Practices are groups of people who share a passion for something that they know how to do and who interact regularly to learn how to do it better."

*(Etienne Wenger, 2000)*



# Collaborative Practice

“Teachers view collaboration as a means to improve student learning and also to enhance their own professional learning. They engage in constructive collaborative practice..... and in collaborative review of their practice.”

**Department of Education (2024) Looking at Our School 2022 – a Quality Framework for Post-Primary Schools. p.33.**

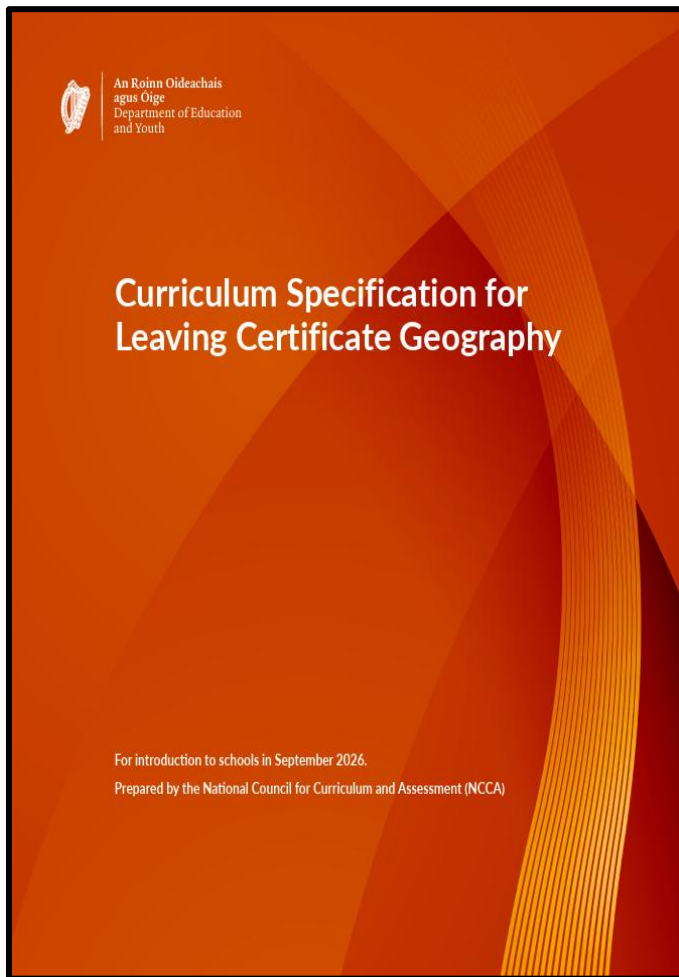


# Learning Intentions

- To increase teacher confidence in engaging with Learning Outcome **3.7**
- To explore how students can be supported in understanding and analysing the four freedoms of the EU.



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<https://tinyurl.com/fz9zu4pa>



# Learning Outcome 3.7

Students learn about

Students should be able to

- opportunities and challenges presented by the four EU freedoms (free movement of goods, services, capital, and labour)

3.7 analyse the four freedoms of the EU

Action verb

Analyse

Students should be able to

study or examine something in detail, break down in order to bring out the essential elements or structure; identify parts and relationships, and to interpret information to reach conclusions



# ANALYSE

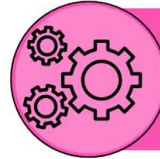
## Glossary Definition:

study or examine something in detail, break down in order to bring out the essential elements or structure; identify parts and relationships, and to interpret information to reach conclusions.



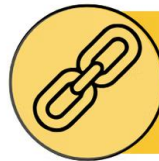
### Study something closely

Look carefully at the information. Read maps, graphs, data and text in detail.



### Break it into parts

Identify the key elements. Categorise into causes, effects, features or factors.



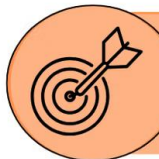
### Identify relationships

Explain how the parts are connected. Show links e.g. cause & effect, similarities & differences.



### Interpret the information

Explain what the information means. Use evidence to support. E.g. data, case studies.



### Reach a conclusion

Make a reasoned judgement. Answer the question fully, based on the evidence.



# The Four Freedoms of the EU



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<https://tinyurl.com/c3j3mtj2>

# Answers to Quiz



1. The EU single market guarantees the free movement of goods, services, people, and capital throughout the European Union. This principle is known as the 'Four Freedoms.'
2. The Four Freedoms were established in the Treaty of Rome, which was signed in Rome, Italy, on 25 March 1957. They came into force on 1 January 1958, creating the European Economic Community (EEC), the predecessor of today's EU. The goal was to create a common market to promote economic cooperation and prevent further wars in Europe after World War II.
3. There are currently 27 member countries in the EU.
4. Ireland joined the EU on the 1st of January 1973.
5. When the Treaty of Rome came into force, there were 6 member countries. France, West Germany, Italy, Belgium, Netherlands and Luxembourg.





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Padlet

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### The Four Freedoms of the EU

**BOR 1 Goods** | **BOR 2 People/ Labour** | **BOR 3 Capital** | **BOR 4 Services**

**Learning Outcome 3.7**  
opportunities and challenges presented by the four EU freedoms (free movement of goods, services, capital, and labour) | analyse the four freedoms of the EU

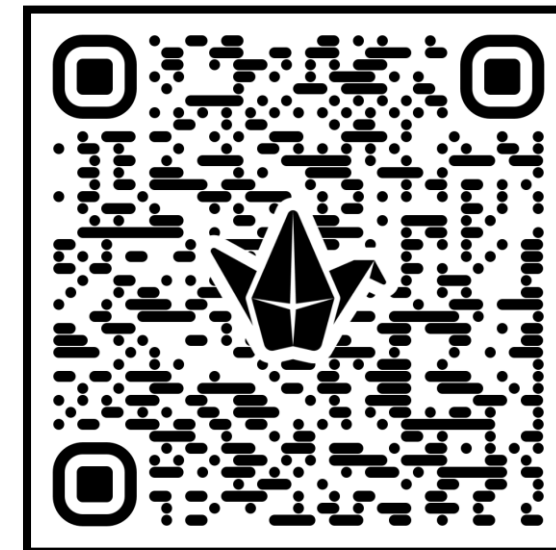
**Action Verb**  
Students should be able to study or examine something in detail, break down in order to bring out the essential elements or structure, identify parts and relationships, and to interpret information to reach conclusions.

**Action Verb Poster - Analyse**

**ANALYSE**  
Glossary Definition: study or examine something in detail, break down in order to bring out the essential elements or structure, identify parts and relationships, and to interpret information to reach conclusions.

- Study something closely**: Look carefully at the information. Read maps, graphs, data and text in detail.
- Break it into parts**: Identify the key elements, categorise into causes, effects, features or factors.
- Identify relationships**: Explain how the parts are connected. Show links e.g. cause & effect, similarities & differences.
- Interpret the information**: Explain what the information means. Use evidence to support. E.g. data, case studies.
- Reach a conclusion**: Make a reasoned judgement. Answer the question fully, based on the evidence.

# Padlet



<https://tinyurl.com/476zusmw>

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# Breakout Room





# Breakout Room Instructions

## 1. Engage with the Posters

- Review '**Analyse**' poster
- Examine the specific Freedom poster assigned to your Breakout Room.

## 2. Evidence from the Padlet

- Everyone should choose a **different** Padlet resource and **review** it.
- Use your chosen resource to contribute to group discussion

## 3. Identify & Justify

- Agree on 2 **opportunities** and 2 **challenges** related to your assigned freedom and justify your choices.

## 4. Link to the Specification

- Consult the **Specification**
- **Identify and record** links to Learning Outcomes across the strands.

## 5. Record Learning

- Post your findings on the shared Padlet under the Breakout Room headings



# Group Feedback

4



## Classroom Application

- What strategies might you use to further support student learning for analysing complex information?

3



## Inclusivity & Resources

- How does presenting information in these diverse formats support inclusivity and help meet the additional needs of all learners?

2



## Links to Contextual & Unifying Strand Learning Outcomes

- How effectively did this activity embed Learning Outcomes from the Contextual and Unifying Strands?

1



## Opportunities & Challenges

- What key opportunities and challenges were identified for your assigned freedom?



# Reflection

**How will your learning from this evening support you in engaging with this learning outcome 3.7?**





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# Thank you