



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Junior Cycle Home Economics

CPD Workshop 2023-2024





Mics Muted
when not speaking



Video Camera on



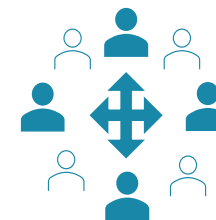
No photographs
or recordings



Use chat function
to ask questions



Use raise hand
function to ask a
question



Engage,
Interact & Chat



Today's Schedule

Session 1	9:30 – 11:00	
Break	11:00 – 11:20	
Session 2	11:20 – 13:00	
Lunch	13:00 – 14:00	
Session 3	14:00 – 15:30	

Key Documents



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NCCA

Framework for Junior Cycle 2015

DEPARTMENT OF EDUCATION AND SKILLS

Junior Cycle Home Economics

Junior Cycle Home Economics
Guidelines for the Classroom-Based Assessments

NCCA
January 2019

SEC

2023. 539A

Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Cycle, 2023

Home Economics

Food Literacy Skills Examination (50% of Total Marks)

Assignment Briefs

Directions to Candidates

1. Each candidate will complete a practical performance test in the presence of an external examiner appointed by the State Examinations Commission. Duration: 1 hour 30 minutes.
2. The practical performance test must comply with one of the assignment briefs listed on page 2.
3. Each candidate will draw one assignment brief from the list.
4. The maximum number of candidates in an examination session is 12. The full range of assignment briefs should be used in each session.
5. Each candidate must present evidence of preparatory planning and carry out a written evaluation during the examination.
6. Candidates are not permitted to use mobile phones or electronic devices during the examination.
7. Teachers should draw the attention of candidates to the information on page 3.

Coimisiún na Scrúduithe Stáit
State Examinations Commission

JUNIOR CYCLE EXAMINATION

HOME ECONOMICS

GUIDELINES

FOOD LITERACY SKILLS EXAMINATION

Learning Intentions



- To consider how we can facilitate and support the incremental development of students' practical and procedural skills in the Home Economics practical classroom
- To plan for learning using an integrated approach to develop cognitive, practical, and procedural skills in the Home Economics practical classroom
- To explore how we can facilitate and support student reflection on their progress as learners in the Home Economics practical classroom

This or That? - Icebreaker



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Home Economics Specification



(DE, 2017, p.12)

Development of Skills

Breakout Room Instructions



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Join

breakout room, unmute audio and start video camera

Access

Google Slides

Consider

and record the skills that are developed in the Home Economics classroom

Time

15 minutes

Share the Learning



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What are the obstacles to students developing these skills?



How can I support the development of these skills in my classroom?

Spiral Approach

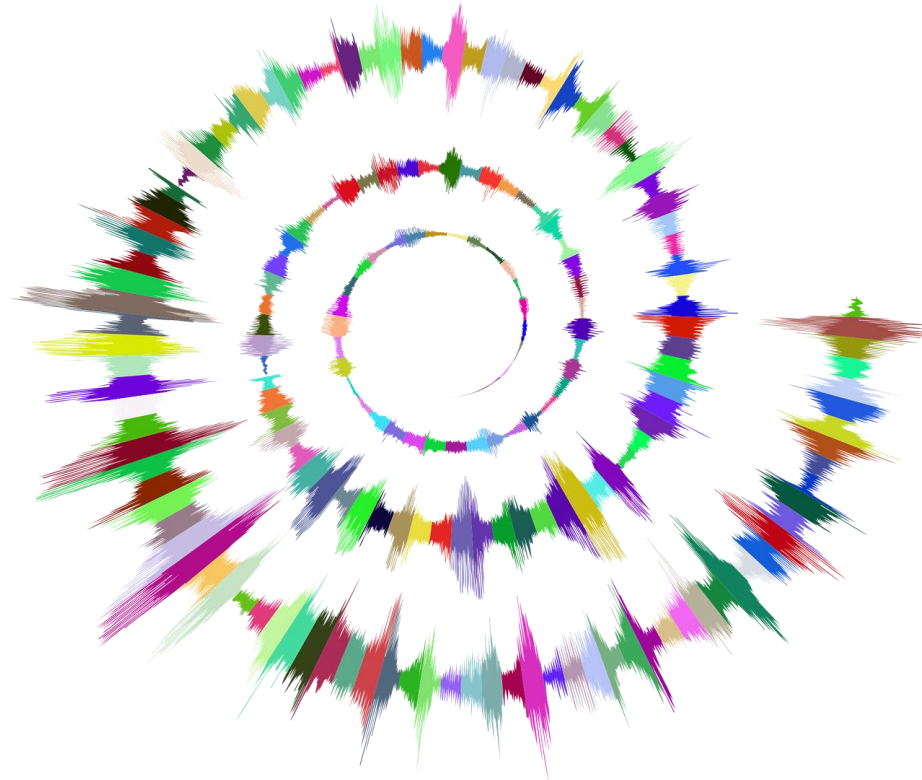


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Cyclical

Increasing
Depth

Prior
Knowledge



Meet the Specialists - Video Clip



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Culinary Skills Specialist

Reflection on Meet the Specialists Video Clip



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Consider how this video clip may support your planning for skill development.

Has your thinking on skill development in the Home Economics practical classroom been extended, and if so, in what way?

Meet the Specialists - Video Clip



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Textiles Skills Specialist

Reflection on Meet the Specialists Video Clip



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How can students connecting to and exploring the world around them help us plan for teaching skills development in the Home Economics classroom?

How can we nurture students' attitudes and values to support textile practical and procedural skills development?

Learning Intentions for this Event



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Rationale



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“To support teachers in delivering the specification, inspectors have recommended frequently that, in designing units of learning, an incremental and integrated approach to the development of cognitive, practical, and procedural skills be adopted.”

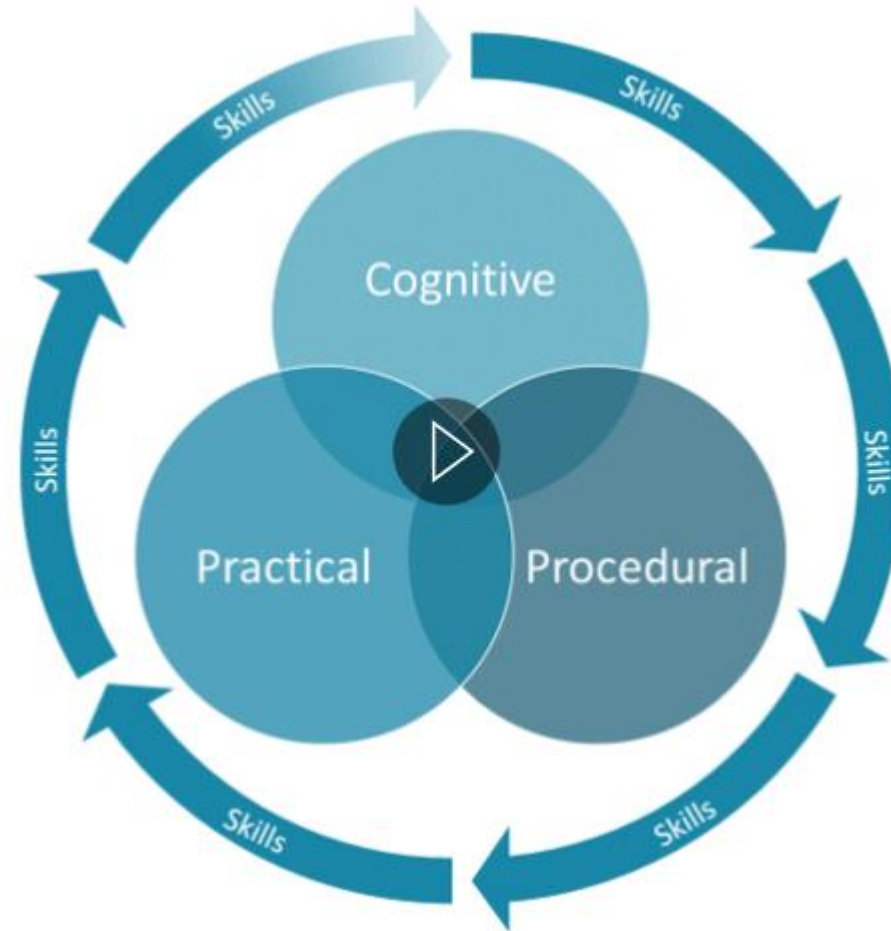
(Chief Inspector’s Report, 2022, p.156)



Cognitive, Practical, and Procedural Skills



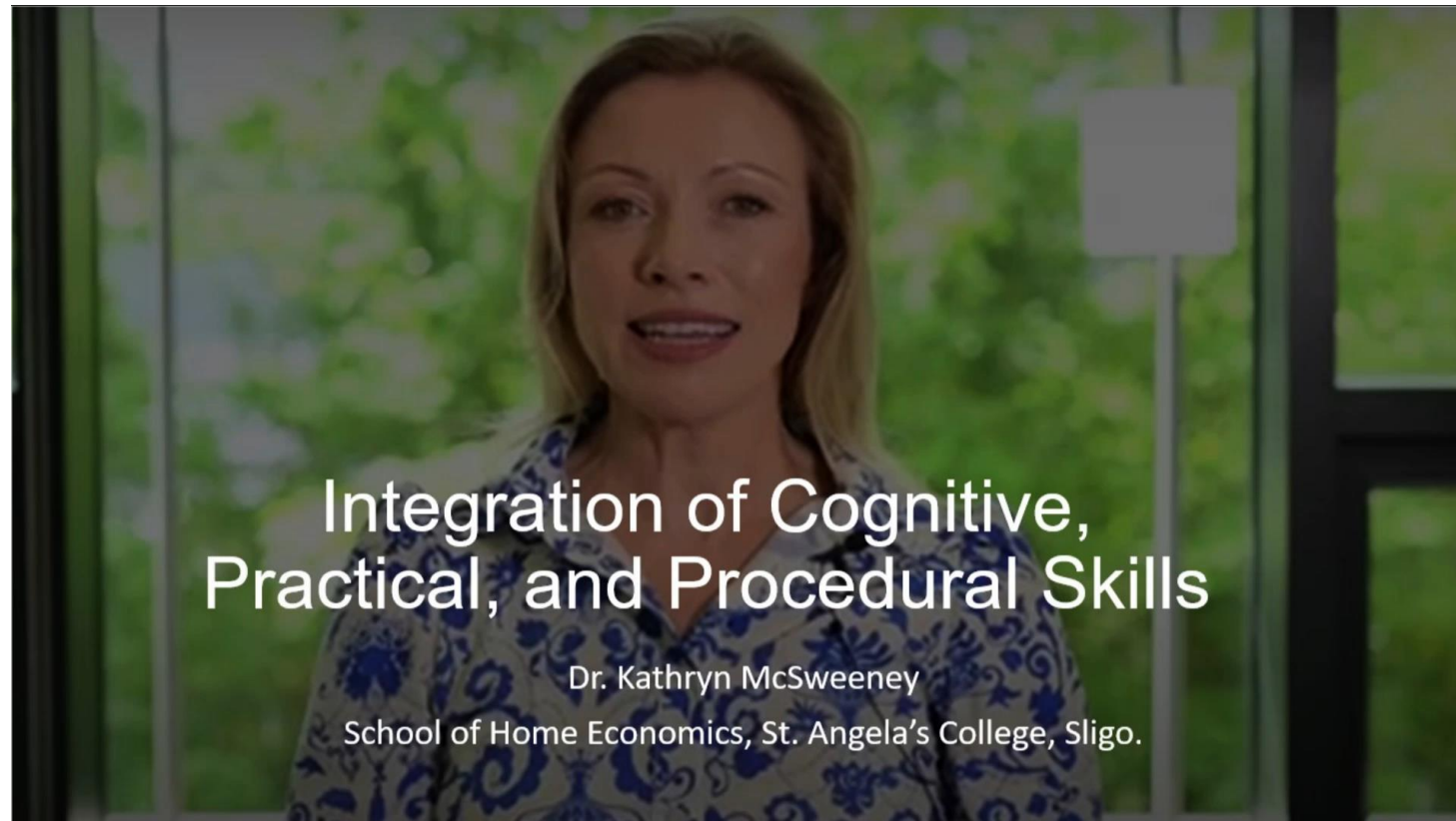
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Integration of Cognitive, Practical and Procedural Skills – Video Clip



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Reflection on School of Home Economics Video Clip



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Reflect upon the key messages that resonate with you from this video clip.

Opportunities in Key Learning Breakout Room Instructions



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Join

breakout room, unmute audio and start video camera

Access

Google Slides and discuss the opportunities in the key learning of the unit of learning for integrating cognitive, practical, and procedural skills in a practical lesson

Return

to main room and share the learning from breakout room

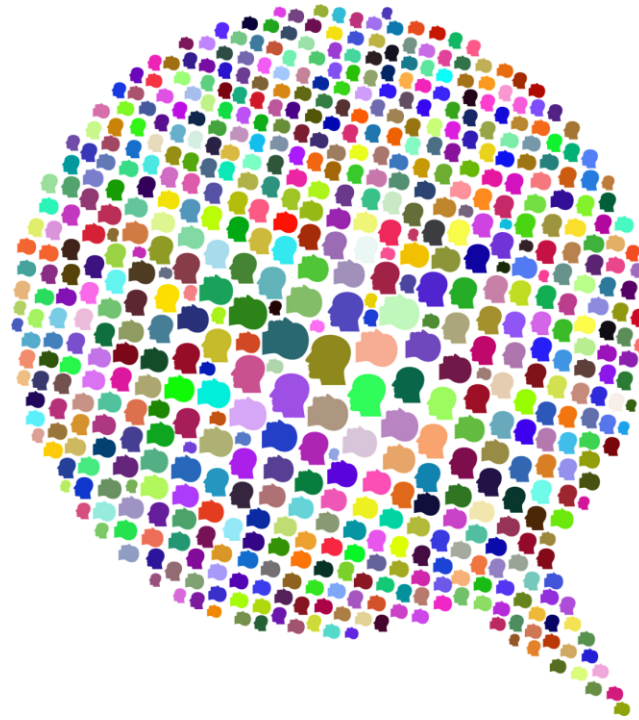
Time

15 Minutes

Share the Learning



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Enhancing the Teaching and Learning of Practical Home Economics – Video Clip



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Supporting the Professional
Learning of School Leaders
and Teachers

Reflection on School of Home Economics Video Clip



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Reflect upon the key messages that resonate with you from this video clip.

Sharing of Practice



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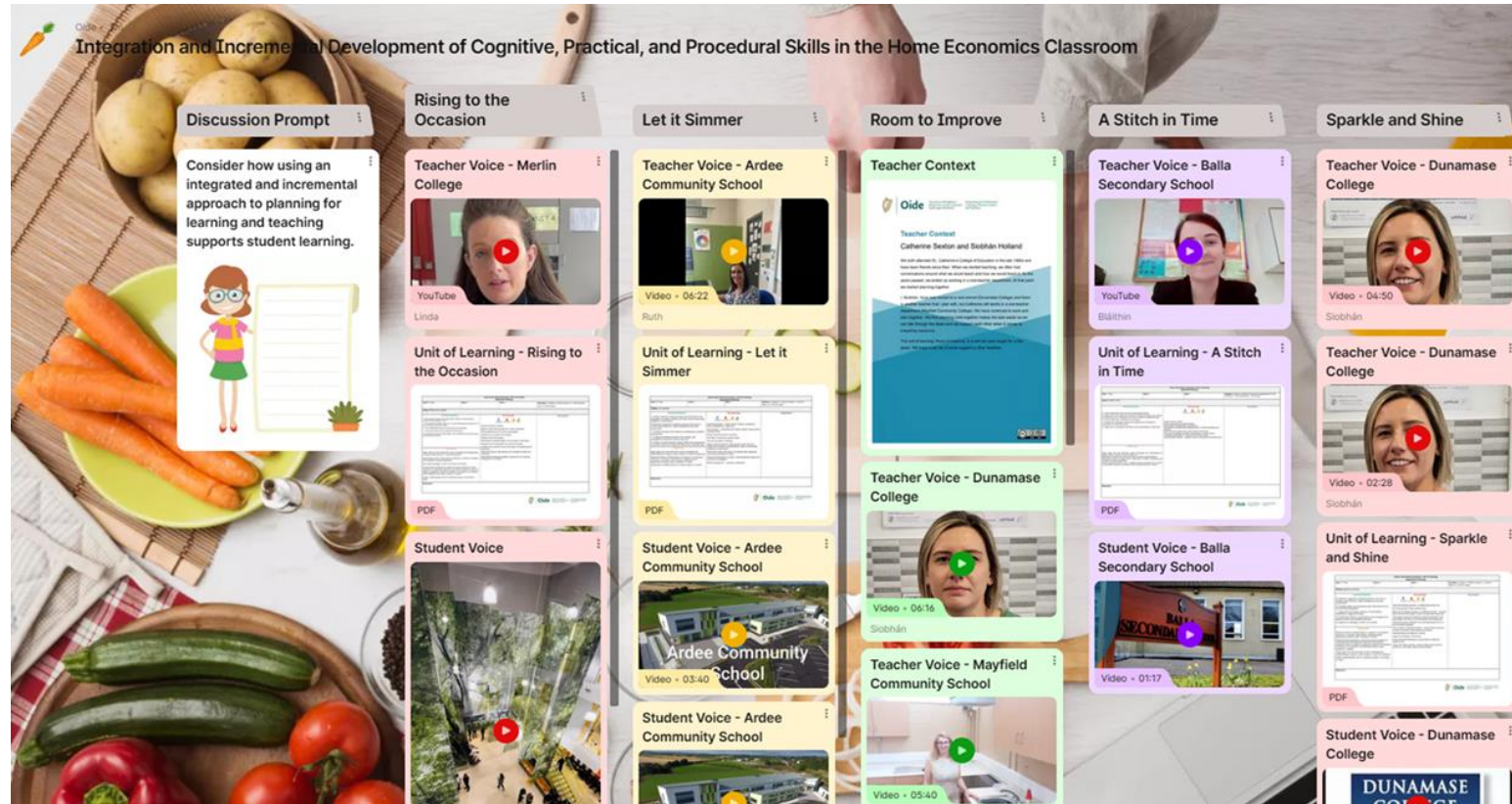
Share an activity from your current classroom practice that integrates and incrementally develops cognitive, practical, and procedural skills.



Integration and Development of Skills Padlet Wall



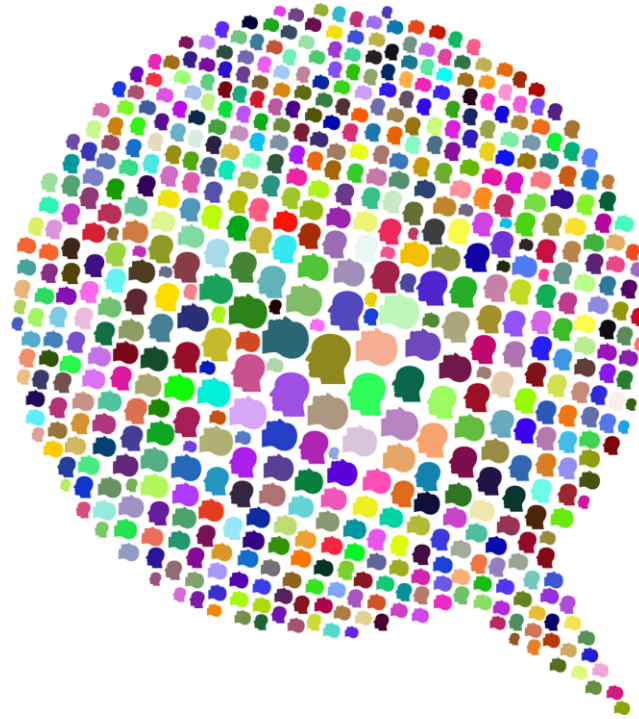
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Share the Learning



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End of Session Reflection



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What... has been your key learning in session one and two?
What concepts have been explored?

So what... does this mean to me?
How does this connect with previous ideas?

Now what... will this mean for my classroom practice?



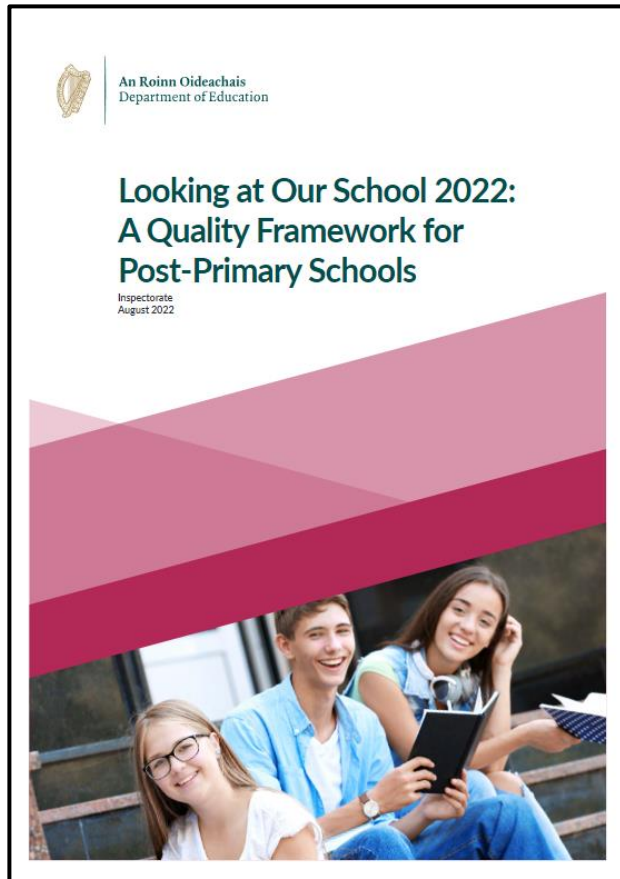
Learning Intentions for this Event

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Rationale



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“Students have a sense of ownership of their learning, take pride in it, and take responsibility for improving it.”

(DE, 2022, p. 29)





Join at menti.com | use code **1620 5011**



What are the different ways that students record their learning in your Home Economics practical classes?

Waiting for responses ...

Press **ENTER** to stop scrolling



Student Reflection on Progress as Learners Padlet Wall



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Supporting Student Reflection on their Progress as Learners in the Home Economics Classroom

Discussion Prompts

- Consider how the approach to capturing student reflection on their progress as a learner supports student learning.
- How would you, as a teacher, support student reflection and provide feedback on a student's progress?
- Effective feedback practice

Rising to the Occasion

- Teacher Voice - Merlin College
- Unit of Learning - Rising to the Occasion
- Student Voice - Merlin College
- Student Voice - Merlin College

Let it Simmer

- Teacher Voice - Ardee Community School
- Unit of Learning - Let it Simmer
- Student Voice - Ardee Community School

Room to Improve

- Teacher Voice - Dunamase College
- Teacher Voice - Mayfield Community School
- Unit of Learning - Room to Improve
- Student Voice - Dunamase College

A Stitch in Time

- Teacher Voice - Balla Secondary School
- Unit of Learning - A Stitch in Time
- Student Voice
- Student Voice

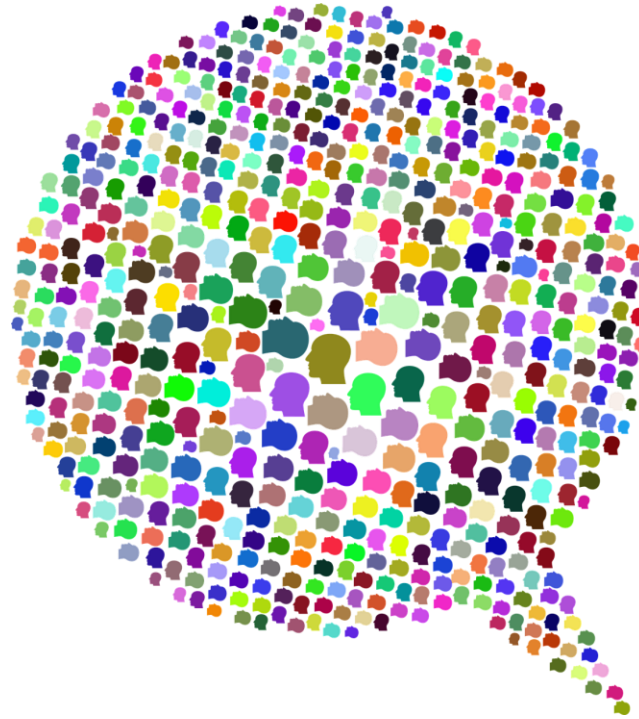
Sparkle and Shine

- Teacher Voice - Dunamase College
- Unit of Learning - Sparkle and Shine
- Student Voice
- Student Voice

Share the Learning



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Departmental Planning Breakout Room Instructions



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Join

breakout room, unmute audio and start video camera

Access

Google Slides

Record

and reflect on your department's current practice regarding the development of skills, integrating cognitive, practical, and procedural skills, capturing student learning and giving feedback on student work.

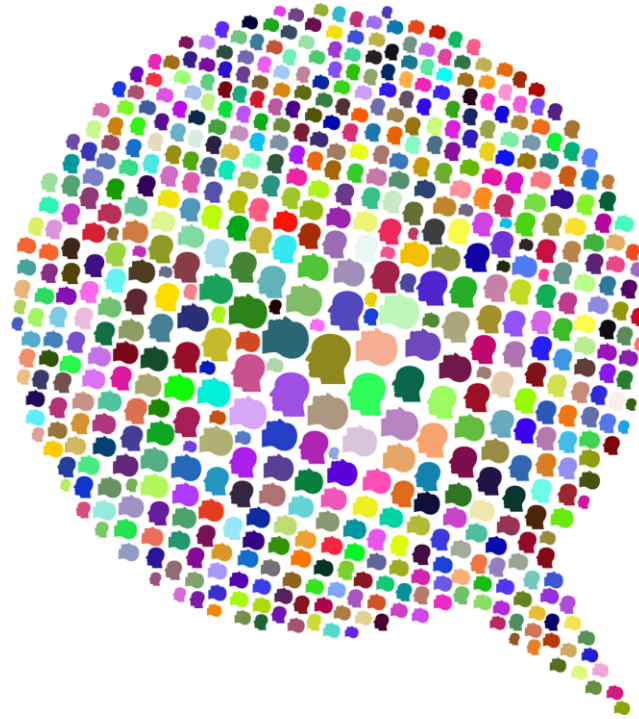
Time

20 minutes

Share the Learning



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End of Session Reflection



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What... has been your key learning in session three? What concepts have been explored?

So what... does this mean to me?
How does this connect with previous ideas?

Now what... will this mean for my classroom practice?

Learning Intentions for this Event



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- To consider how we can facilitate and support the incremental development of students' practical and procedural skills in the Home Economics practical classroom
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Support



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X @Oide_HomeEc



www.oide.ie

Feedback



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Feedback

Oide Junior Cycle Registration

Registration support: registration.support@oide.ie

Please select a category:

Proceed to Form