



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Home Economics

Professional Learning Booklet

2022-2023



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Supporting Student Learning



(Adapted from Framework for Junior Cycle 2015, p.36)

Notes

Can I afford that? – Unit of Learning

Junior Cycle Home Economics: Unit of Learning Department Planning			
Year: 2	Term: 3	Unit: 7	Duration: 4 weeks
Theme: Can I afford that?			
<p>Learning Outcomes</p> <p>1.2 plan, prepare, cost, and evaluate healthy and nutritious individual family meals and snacks</p> <p>1.16 apply sustainable practices to the selection and management of food and material resources</p> <p>2.13 apply financial literacy skills in the preparation and evaluation of a budget for independent living</p> <p>2.7 identify how individuals, families and households can contribute to sustainable and responsible living</p>	<p>Key Learning</p> <p> Knowledge  Understanding  Skills  Values</p> <ul style="list-style-type: none"> investigate popular commercial healthy and nutritious lunches (cost, nutritional value) what is a budget? identify ways of budgeting understand why budgeting is important explore the value of budgeting for independent living prepare a budget including format and layout evaluate a budget plan, prepare, present, and evaluate a homemade healthy lunch determine the cost and compare it to a similar commercial product sustainable practices when choosing and using food apply the design brief process to a task (defining the task; investigation/research; generating ideas; developing possible solutions; presenting ideas to others for feedback; refining the recipe; production of the product; evaluation) 	<p>Assessment</p> <ul style="list-style-type: none"> Suggest three nutritious and sustainable lunches suitable for a school-going teenager. Plan, prepare, cost, and evaluate one of your suggested lunches and compare it to a commercially available option. ... 	
<p>Action Verb</p> <p>Evaluate (ethical judgement) collect and examine evidence to make judgments and appraisals; describe how evidence supports or does not support a judgement; identify the limitations of evidence in conclusions; make judgments about ideas, solutions or methods</p> <p>Apply select and use information and/or knowledge and understanding to explain a given situation or real circumstances</p> <p>Identify recognise patterns, facts, or details; provide an answer from a number of possibilities; recognise and state briefly a distinguishing fact or feature</p>			
<p>Resources:</p> <p>Section 4: Create a Budget - Money Matters (ccpc.ie)</p> <p>CCPC S4 Activity 3</p>			



Aligning Learning and Assessment Instructions for Breakout Rooms and Google Slides



Join

breakout room, unmute audio and start video camera

Access

Google Slides and discuss aligning learning and assessment using prompts

Return

to main room and share the learning from breakout room

Time

20 Minutes

Google Slide

1. Explore how this combination of learning outcomes develops knowledge, understanding, skills and values?

Click to add text

Google Slide

2. Discuss how the key learning has been distilled from the learning outcomes.

Click to add text

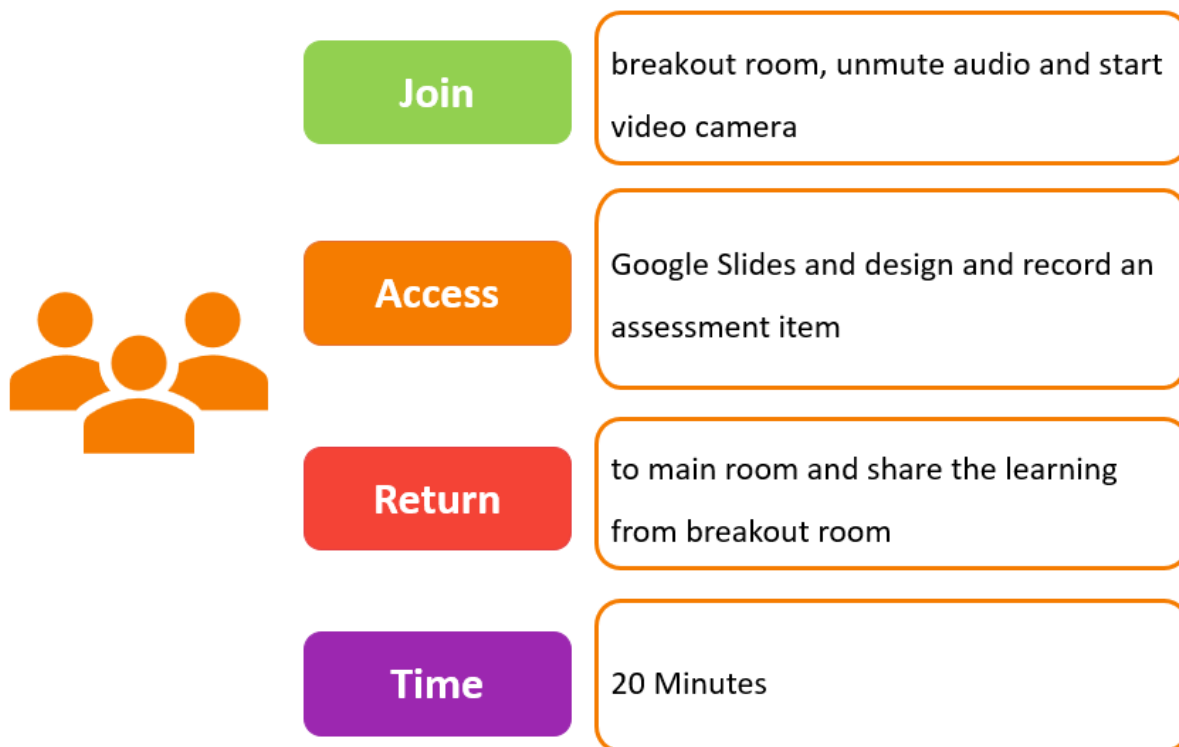
3. Consider how the assessment item aligns with the key learning in this unit of learning.

Click to add text

Assessment and Learning in Home Economics



Assessment Item Instructions for Breakout Rooms and Google Slides



Google Slide

Design an assessment item that aligns with the key learning in the unit of learning.

Click to add text

Reflection on How can schools best plan for assessment, learning and teaching?

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



Reflection on Session One

What... has been your key learning in session one?

What concepts have been explored?

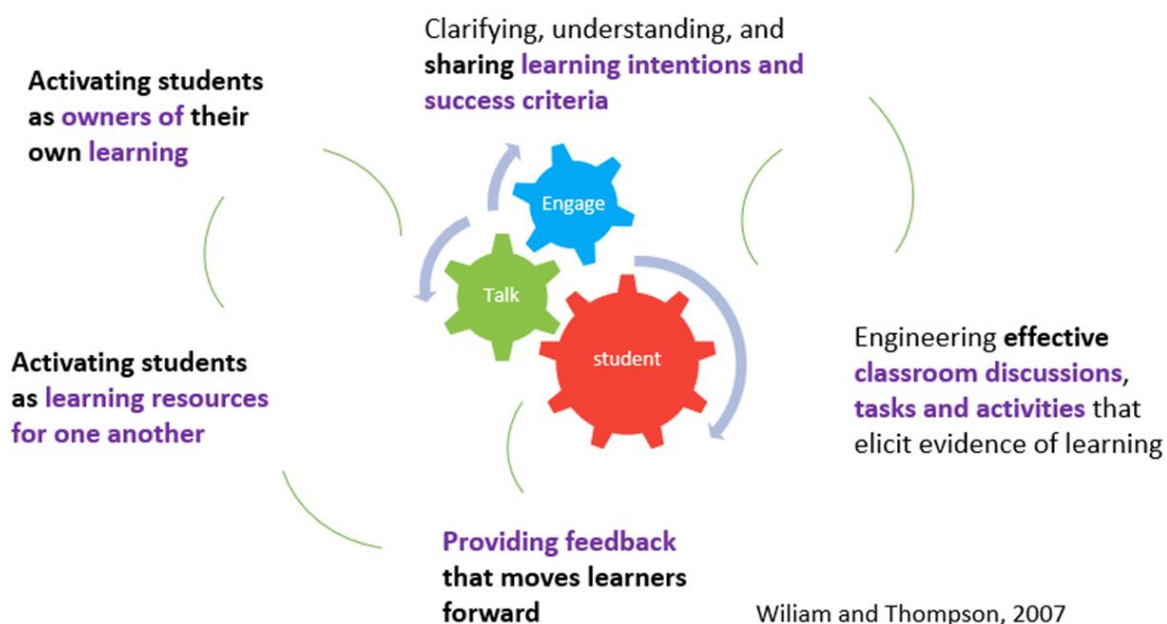
So what... does this mean to me?

How does this connect with previous ideas?

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



Pillars of Formative Assessment

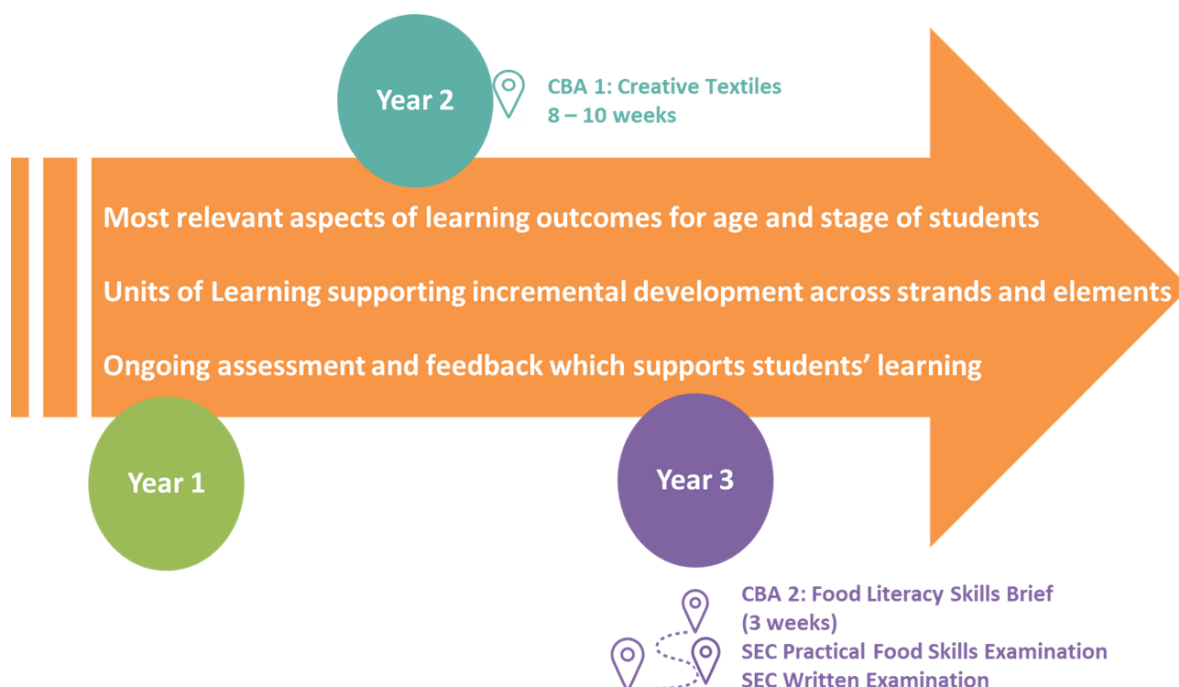


Reflection on Formative Assessment

Reflect on how formative assessment supports your classroom practice.

Consider the role of formative assessment in supporting student learning.

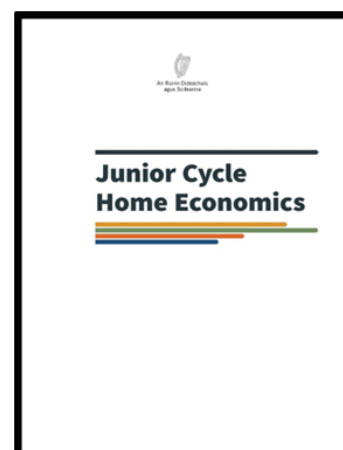
Student Learning Journey



Feedback

‘Assessment in Junior Cycle Home Economics will optimise the opportunity for students to become reflective and active participants in their learning and for teachers to support this. This rests upon the provision for learners of opportunities to negotiate success criteria against which the quality of their work can be judged by peer, self, and teacher assessment; and upon the quality of the focused feedback, they get in support of their learning.’

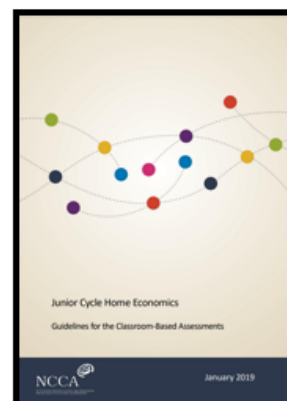
(NCCA, Junior Cycle Home Economics Specification, 2017, p. 18)



Peer Discussion - Peer Feedback

‘Students will use peer discussion to reflect on their own work and provide feedback to their peers.’

(NCCA, Junior Cycle Home Economics Assessment Guidelines, 2019, p. 17)



Peer Feedback Mentimeter

Go to www.menti.com & use the code **on screen**.

What are the different ways that peer feedback happens in your classroom?

Exploring Methods of Peer Feedback



Exploring Peer Feedback Strategies

Peer Assessment Using Success Criteria

... success criteria summarise the **key steps** or **ingredients** the student needs in order to fulfil the learning intention - the main things to do, include or focus on. ¹⁴

Shirley Clarke 2018

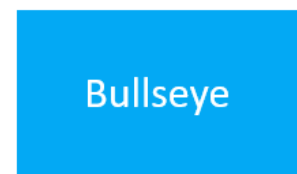
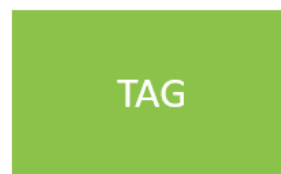
- The teacher states: This project will be complete when...
- Students with projects that require their idea of completeness for the project in question.
- Students pair up and compare their ideas.
- Each pair with another pair and compare on a list.
- Collect the lists from each group of 4.
- Return the lists to a management number that the class agree upon.
- Students record the list of success criteria.
- At the end of the project the students work in pairs and apply the agreed success criteria to their peer's project.
- Feedback can be given verbally or in writing depending on the success criteria.

Tip

- Make a class discussion to agree how peer feedback should be given.
- Success criteria are:
 - Shared** to learning intentions and activity specific.
 - discussed and agreed** with students prior to undertaking the activity.
 - in four parts** and provide a **useful** list for students who engage in the activity.
 - used as a basis for **feedback** and **peer/self-assessment**.

Further information
Further reading and support on implementing this strategy is available on www.j2.ie

Junior Cycle Project





Peer Feedback Strategy TAG

Success Criteria:

Tell me something
you like...



Ask a question...



Give a suggestion
for improvement...



Reflection on Facilitating Peer Feedback in Your Classroom

What changes might need to occur in my classroom to support students when giving feedback to, and receiving feedback from, their peers?





Peer Feedback Strategy Bullseye

Success Criteria:

Why?

Success Criteria:

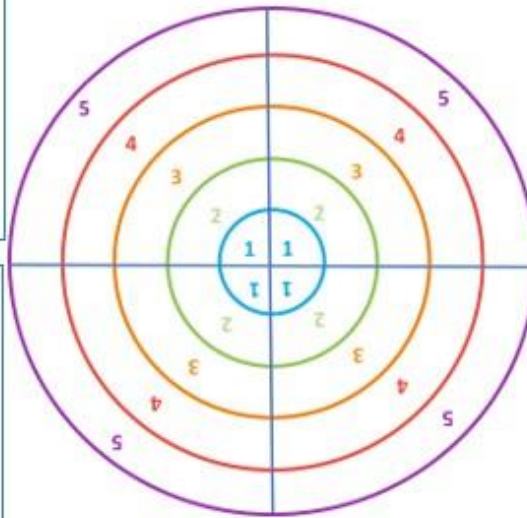
Why?

Success Criteria:

Why?

Success Criteria:

Why?



If you think they have achieved it, give a 1.
 If you think they still need to do a lot of work on it, give a 5.
 Shade in the bullseye to show the scores.
 Give a reason why you gave each number.

A lot of shading on your bullseye shows you where to focus **next time**:



Reflection on Co-Creating Success Criteria to Support Peer Feedback

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

Peer Feedback – Padlet Wall Breakout Room Instructions



Join

breakout room, unmute audio and start video camera

Access

the Padlet Wall

Discuss

the prompts on the Padlet Wall and record your answers

Time

20 minutes

Reflection on Peer Feedback

Padlet Wall

Consider the role of success criteria in supporting peer feedback.

Getting started with Peer Feedback based on Success Criteria.

Next Steps with Peer Feedback based on Success Criteria.

Moving Forward with Peer Feedback based on Success Criteria.

Reflection on Session Two

What... has been your key learning in session two?

What concepts have been explored?

So what... does this mean to me?

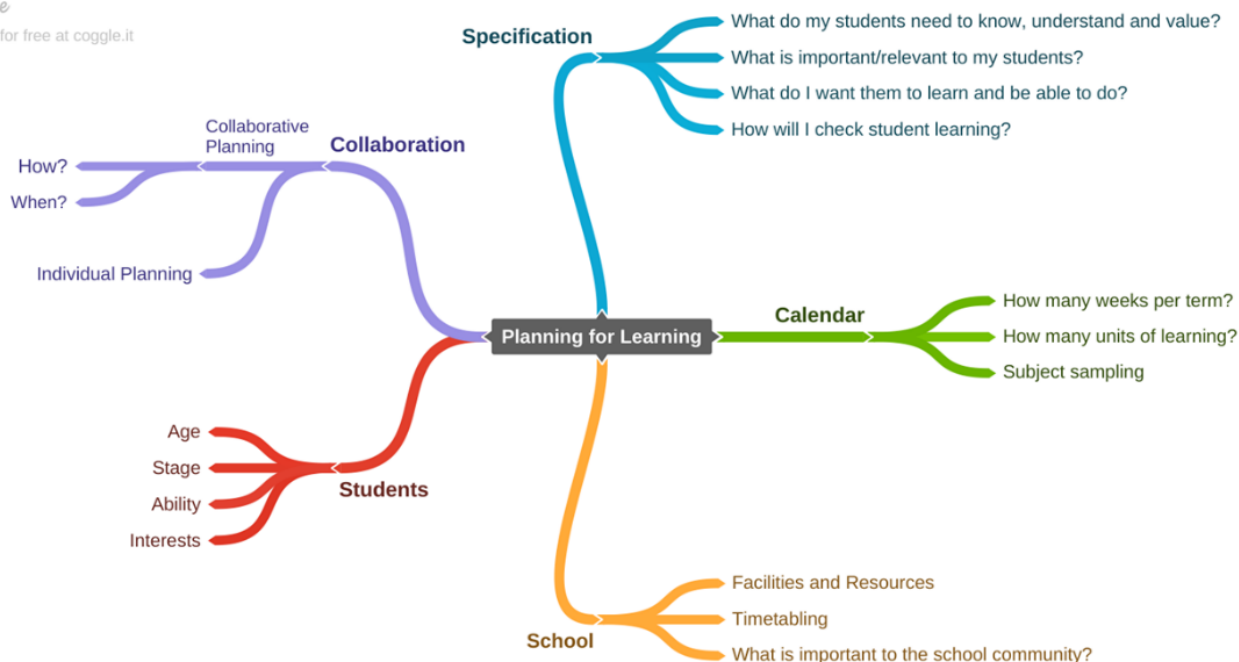
How does this connect with previous ideas?

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



Considerations when Planning for Learning

coggle
made for free at coggle.it



Learning Outcomes

‘The specification stresses that the learning outcomes are for three years and therefore the learning outcomes focused on at a point in time will not have been ‘completed’ but will continue to support the students’ learning in home economics up to the end of junior cycle.’

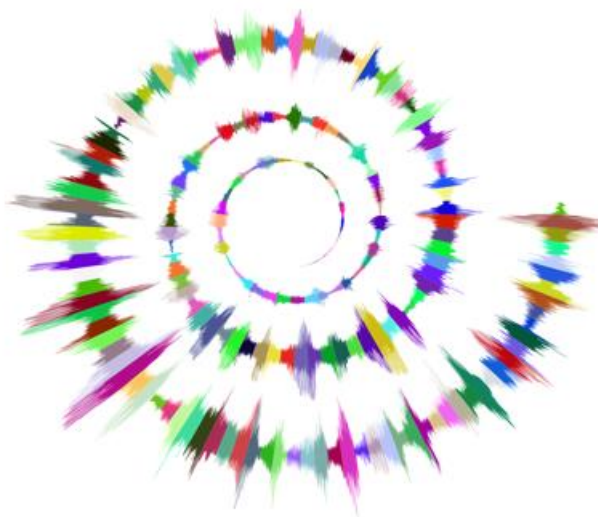
(NCCA, Junior Cycle Home Economics Specification, 2017, p. 14)

Spiral Approach

Cyclical

Increasing Depth

Prior Knowledge



Sequencing

Year 1	Unit 1	Unit 2	Unit 3	End of Term 1	Unit 4	Unit 5	Unit 6	End of Term 2	Unit 7	Unit 8	Unit 9
Theme for Unit of Learning		Sustainable Food Choices				Healthy Family Meals			How can our diet & lifestyle choices impact on our health & wellbeing?		
Duration		4 Weeks				4 Weeks			4 weeks		
Learning Outcomes		1.15, 2.5, 2.7				1.6, 1.9, 2.2, 2.3			1.13, 1.6, 1.10, 2.5, 1.2		

Year 2	Unit 1	Unit 2	Unit 3	End of Term 1	Unit 4	Unit 5	Unit 6	End of Term 2	Unit 7	Unit 8	Unit 9
Theme for Unit of Learning		Fashion Shouldn't Cost the Earth				Healthy Snacks				Can I afford that?	
Duration		4 Weeks				4 Weeks				4 weeks	
Learning Outcomes		3.8, 2.7, 3.7, 3.9, 2.5				1.18, 1.16, 1.2, 2.5, 1.19				1.2, 1.16, 2.13, 2.7	

Year 3	Unit 1	Unit 2	Unit 3	End of Term 1	Unit 4	Unit 5	Unit 6	End of Term 2	Unit 7	Unit 8	Unit 9
Theme for Unit of Learning			Sustainability – it is up to me								
Duration			3 weeks								
Learning Outcomes			2.7, 2.8, 2.10, 1.3, 1.16								

Planning Overview

Year 1	Unit 1	Unit 2	Unit 3	End of Term 1	Unit 4	Unit 5	Unit 6	End of Term 2	Unit 7	Unit 8	Unit 9
Theme for Unit of Learning		Sustainable Food Choices				Healthy Family Meals			How can our diet & lifestyle choices impact on our health & wellbeing?		
Duration		4 Weeks				4 Weeks			4 weeks		
Learning Outcomes		1.15, 2.5, 2.7				1.6, 1.9, 2.2, 2.3			1.13, 1.16, 1.10, 2.5, 1.2		

Year 2	Unit 1	Unit 2	Unit 3	End of Term 1	Unit 4	Unit 5	Unit 6	End of Term 2	Unit 7	Unit 8	Unit 9
Theme for Unit of Learning		Fashion Shouldn't Cost the Earth				Healthy Snacks				Can I afford that?	
Duration		4 Weeks				4 Weeks				4 weeks	
Learning Outcomes		3.8, 2.7, 3.7, 3.9, 2.5				1.18, 1.16, 1.2, 2.5, 1.19				1.2, 1.16, 2.13, 2.7	

Year 3	Unit 1	Unit 2	Unit 3	End of Term 1	Unit 4	Unit 5	Unit 6	End of Term 2	Unit 7	Unit 8	Unit 9
Theme for Unit of Learning			Sustainability – it is up to me								
Duration			3 weeks								
Learning Outcomes			2.7, 2.8, 2.10, 1.3, 1.16								

Instructions for Breakout Rooms and Google Slides



Join

breakout room, unmute audio and start video camera

Access

Google Slides

Complete

a planning overview for first year Home Economics

Time

20 minutes



Google Slide

Group 1: Planning Overview

Year 1	Unit 1	Unit 2	Unit 3	End of Term 1	Unit 4	Unit 5	Unit 6	End of Term 2	Unit 7	Unit 8	Unit 9
Theme for Unit of Learning											
Duration											
Learning Outcomes											

Reflection on Planning Instructions for Breakout Rooms and Google Slides



Join

breakout room, unmute audio and start video camera

Access

your completed overview on Google Slides

Complete

a reflection of the overview following the prompts on the Google Slides

Time

20 minutes



Planning Overview Template

Year 1	Unit 1	Unit 2	Unit 3	End of Term 1	Unit 4	Unit 5	Unit 6	End of Term 2	Unit 7	Unit 8	Unit 9
Theme for Unit of Learning											
Duration											
Learning Outcomes											

Year 2	Unit 1	Unit 2	Unit 3	End of Term 1	Unit 4	Unit 5	Unit 6	End of Term 2	Unit 7	Unit 8	Unit 9
Theme of Unit of Learning											
Duration											
Learning Outcomes											

Year 3	Unit 1	Unit 2	Unit 3	End of Term 1	Unit 4	Unit 5	Unit 6	End of Term 2	Unit 7	Unit 8	Unit 9
Theme of Unit of Learning											
Duration											
Learning Outcomes											



Google Slides

1. How does the sequence of the units of learning in your first year planning overview promote incremental development of learning?

Click to add text

2. Are there any gaps in student learning that need to be addressed?

Click to add text

3. How might changes you have made to your first-year planning overview impact subsequent years?

Click to add text

Google Slide



Reflection on Session Three

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?



Aim: Home Economics aims to develop students' knowledge, attitudes, understanding, skills and values to achieve optimal, healthy and sustainable living for every person as an individual, and as a member of families and society. Students develop practical food and health literacy skills so that they are enabled to adopt a healthy lifestyle and make informed decisions that positively impact their health and wellbeing as individuals as well as within their families and society. Home Economics nurtures students' resourcefulness, innovation, adaptability, and competency as consumers. It develops students' creative design and textile skills. Home Economics develops students who are environmentally conscious and dedicated to a sustainable and responsible way of life.

Strand 1

Food, health and culinary skills

This strand focuses on developing students' food, health and culinary skills. Students are enabled to develop a healthy, sustainable attitude and positive relationship with food through practical experiential learning. They apply their understanding of nutrition, diet and health principles in order to adopt a healthy lifestyle and make informed decisions that impact the health and wellbeing of themselves as individuals as well as within their families. The application of practical food and health literacy skills is integral to this strand and includes menu planning; shopping; cooking; health and safety food skills; portion control; reading food labels; dietary analysis; costing; sensory analysis; and food waste.

Strand 2

Responsible family living

This strand enables students to explore, from a systems perspective, responsible family living. Students develop an understanding of the different forms and role of families as the core social unit. They develop an understanding of the role of the family in the development of the child in a safe and nurturing environment. Students develop lifeskills to enable them to manage resources responsibly and sustainably in the home, family and community. They are facilitated to become discerning, competent consumers who are able to apply effective decision-making skills in everyday contexts in the home and community. Enabling students to become responsible and have a caring attitude towards other individuals, family members, society and the environment is integral to this strand.

Strand 3

Textiles and craft

This strand focuses on developing students' textile skills, knowledge and creativity. Practical textile and craft skills are integral to this strand and include hand and machine sewing skills, and fabric texturing and embellishment techniques. Students are enabled to make sustainable decisions as consumers in the choice and maintenance of clothing and textiles. Students will apply the design brief process in designing and making a textile item for an individual or the home.

Element: Individual and family empowerment Across the strands, the learning outcomes in this element focus on a systems approach to individual and family empowerment. Students develop practical lifeskills that can be adapted to address practical, real world, perennial problems or concerns in everyday contexts in the home, family and society. They are facilitated to develop as critical, creative thinkers and problem-solvers able to make informed decisions to achieve optimal, healthy and sustainable living for individuals, households, families and society.

Element: Health and wellbeing This element focuses on developing students' knowledge, skills and understanding to make informed decisions that positively impact on their health and wellbeing of themselves as individuals as well as within their families. Across each of the three strands students are facilitated, using a systems approach, to address new and emergent practical concerns that can impact on the wellbeing of individuals, families and society.

Element: Sustainable and responsible living Across the strands, the learning outcomes in this element facilitate students to develop as future oriented thinkers and environmentally-conscious citizens, committed to a sustainable and responsible way of life. Developing students' self-efficacy, critical reflection and discernment in the choice and use of resources in the home; in technological change; in environmental issues and the impact of these on resource management in the home and in personal consumption for everyday living underpin the learning outcomes in this element across each of the three strands.

Element: Consumer competence This element focuses on developing students who have the knowledge, skills and understanding to make informed and discerning consumer choices that affect individuals, families and households in contemporary society. Students develop the essential lifeskills to become active, adaptable, consumer-literate citizens able to apply effective decision-making skills in everyday contexts.

Junior Cycle Home Economics Learning Outcomes

Strand 1: Food, health and culinary skills

Strand 2: Responsible family living

Strand 3: Textiles and craft

Element Individual and family empowerment

- 1.1 identify the factors that affect personal food choices
- 1.2 plan, prepare, cost and evaluate healthy and nutritious individual and family meals and snacks
- 1.3 apply a range of cooking principles and techniques in the preparation of healthy individual and family meals incorporating budgetary considerations
- 1.4 demonstrate culinary and creative skills in relation to the preparation, cooking and presentation of food
- 1.5 apply safe and hygienic practices in food handling, preparation, storage and serving
- 1.6 using a problem-based learning approach, apply nutritional knowledge in the planning and preparation of food for the family
- 1.7 use available technology for food planning and preparation

- 2.1 discuss the different forms of the family
- 2.2 explore the roles and responsibilities of the family
- 2.3 discuss family relationships and the importance of strengthening relationships between individuals and families

- 3.1 demonstrate basic hand and machine sewing techniques
- 3.2 apply the design brief process and principles to the making of a creative textile item for an individual or the home
- 3.3 apply basic hand sewing and/or machine sewing techniques to the making of a textile item for an individual or the home in a safe and appropriate way
- 3.4 demonstrate fabric embellishment techniques

Element Health and wellbeing

- 1.8 discuss the elements of a healthy lifestyle
- 1.9 recognise the importance of nutrition and diet in contributing to health and wellbeing
- 1.10 explain the role of the nutrients in contributing to a healthy balanced diet
- 1.11 describe the basic structure and basic functions of the digestive system
- 1.12 investigate the nutritional requirements at each stage of the lifecycle
- 1.13 plan and prepare meals for individuals with diet-related diseases
- 1.14 apply the nutritional requirements of individuals with special dietary considerations when planning and preparing meals

- 2.4 discuss the requirements of a safe and nurturing home environment
- 2.5 assess the importance of making informed and responsible decisions in everyday life
- 2.6 apply the design principles and guidelines to room planning and the design of an interior space in the home

- 3.5 appreciate the therapeutic and leisure role of participating in textile work

Element Sustainable and responsible living

- 1.15 investigate the impact of their food choices from an ecological and ethical perspective
- 1.16 apply sustainable practices to the selection and management of food and material resources

- 2.7 identify how individuals, families and households can contribute to sustainable and responsible living
- 2.8 describe sustainable everyday practices in the home to include energy efficiency, waste management and water conservation
- 2.9 explore the influence of technology on the management of personal, family and household resources

- 3.6 demonstrate ways in which clothing and/or textile household items can be repaired, reused, re-purposed, recycled and upcycled
- 3.7 evaluate textile care procedures used in the home from an environmental perspective
- 3.8 discuss the influences of trends and choices on textile and clothing, including ethical and ecological considerations

Element Consumer competence

- 1.17 compare common foods used in food preparation and how they affect the nutrition and sensory quality of the product
- 1.18 evaluate commercial and homemade food products
- 1.19 interpret the information found on a variety of food products using front-of-pack and back-of-pack food labels

- 2.10 apply consumer decision-making skills in the management of personal, family and household resources for everyday living
- 2.11 debate consumers' rights and responsibilities
- 2.12 examine how consumers are protected in Ireland by legislation, statutory and non-statutory agencies
- 2.13 apply financial literacy skills in the preparation and evaluation of a budget for independent living

- 3.9 apply their knowledge of textile care symbols



Junior Cycle Home Economics Action VERBS

Analyse

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

Apply

select and use information and/or knowledge and understanding to explain a given situation or real circumstances

Appreciate

recognise the meaning of, have a practical understanding of

Assess

judge, evaluate or estimate the nature, ability, or quality of something

Classify

group things based on common characteristics

Compare

give an account of the similarities and (or) differences between two (or more) items or situations, referring to both (all) of them throughout

Complete

finish making or doing; bring to a successful conclusion

Conduct

organise and carry out

Consider

describe patterns in data; use knowledge and understanding to interpret patterns, make predictions and check reliability

Construct

develop information in a diagrammatic or logical form; not by factual recall but by analogy or by using and putting together information

Convert

change to another form

Create

to make or bring into existence something new

Debate

argue about a subject, especially in a formal manner

Demonstrate

prove or make clear by reasoning or evidence, illustrating with examples or practical application

Describe

develop a detailed picture or image of, for example a structure or a process, using words or diagrams where appropriate; produce a plan, simulation or model

Determine

ascertain or establish exactly by research or calculation

Develop

progress or improve to become more mature, advanced, or elaborate

Devise

plan, create or formulate a procedure or system by careful thought

Differentiate

recognise or ascertain what makes something different

Discuss

offer a considered, balanced review that includes a range of arguments, factors or hypotheses; opinions or conclusions should be presented clearly and supported by appropriate evidence

Distinguish

make the differences between two or more concepts or items clear



An tSraith Shóisearach do Mhúinteoirí
JuniorCYCLE
for teachers



Junior Cycle Home Economics Action VERBS

Evaluate (data)

collect and examine data to make judgments and appraisals; describe how evidence supports or does not support a conclusion in an inquiry or investigation; identify the limitations of data in conclusions; make judgments about ideas, solutions or methods

Evaluate (ethical judgement)

collect and examine evidence to make judgments and appraisals; describe how evidence supports or does not support a judgement; identify the limitations of evidence in conclusions; make judgments about ideas, solutions or methods

Examine

consider an argument or concept in a way that uncovers the assumptions and relationships of the issue

Explain

give a detailed account including reasons or causes

Explore

systematically look into something closely; to scrutinise or probe

Identify

recognise patterns, facts, or details; provide an answer from a number of possibilities; recognise and state briefly a distinguishing fact or feature

Interpret

use knowledge and understanding to recognise trends and draw conclusions from given information

Investigate

observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions

Justify

give valid reasons or evidence to support an answer or conclusion

Prepare

make something ready for use or presentation

Present

promote or propose an idea; deliver or illustrate evidence; show something for others to examine

Propose

put forward a plan or suggestion for consideration

Recognise

identify facts, characteristics or concepts that are critical (relevant/appropriate) to the understanding of a situation, event, process or phenomenon

Recommend

put forward something with approval as being suitable for a particular purpose

Relate

associate, giving reasons

State

provide a concise statement with little or no supporting argument

Suggest

propose a solution, hypothesis or other possible answer

Understand

have and apply a well-organised body of knowledge

Use

apply knowledge or rules to put theory into practice

Verify

give evidence to support the truth of a statement



An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE**
for teachers



Planning Resources

Planning Screencast



Planning for Learning using Learning Outcomes



Unit of Learning Layout Options



Interactive Unit of Learning Template



Exploring Learning Outcomes



NCCA Key Documents



Junior Cycle
Home
Economics



Junior Cycle Home
Economics
Assessment



NCCA Sample
Assessment Items and
Examples of Student
Work

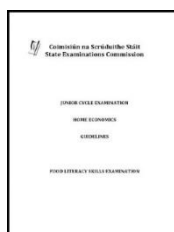


CBA Revised
Arrangements September

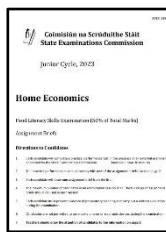


NCCA L2LPs
Guidelines for
Teachers

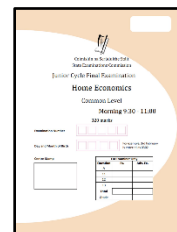
SEC Key Documents



Junior Cycle Home
Economics
Guidelines Food
Literacy Skills

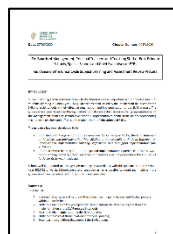


Junior Cycle Home
Economics Food Literacy
Skills Examination Briefs
2023

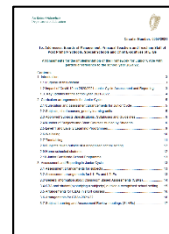


Junior Cycle
Final Examination Papers
Home Economics

DE Key Documents



Circular 0017/2020:
Guidance on the Junior Cycle
Subject Learning and
Assessment Review Process



Circular 0059/2021: Arrangements for
the implementation of the Framework
for Junior Cycle with particular
reference to the school year 2022/23

Glossary of Home Economics Terms

This glossary is designed to clarify the terminology as used in the Junior Cycle Home Economics Specification to enable teachers and students to understand how the terms are interpreted and applied.

Term	Interpretation
Design brief process (DBP)	An open brief is used to outline the requirements of a particular task. The DBP is ideally cyclical and reflective and may involve the following stages: defining the problem/task; investigation/research; generating ideas; developing possible solutions; presenting ideas to others for feedback; refining the design; production of product; evaluation.
Food literacy	Food literacy involves the inter-related knowledge, skills, attitudes, and behaviours which are required to plan, prepare and cook food.
Practical perennial problems	Practical perennial problems are concerns endured from generation to generation by families, both locally and globally, which require thoughtful action and reflective, critical decision-making skills to resolve.
Systems approach	A systems approach looks at the interrelatedness of contexts and no one situation in isolation. It considers multiple contexts affecting the complexities of life and family life in the twenty-first century.
Food skills	Food skills refers to the broad range of knowledge and skills applied during the planning, preparation, implementation, and evaluation of a meal/dish/product.
Diet-related diseases	Diet-related diseases (or nutrition-related chronic diseases) are diseases that may result from dietary intake that deviates from population dietary recommendations. These include chronic diseases such as obesity, diabetes, cardiovascular disease, osteoporosis, and

	dental disease.
Special dietary consideration	Although there is no legal definition, people with ‘special dietary considerations’ would include those who are advised to, or choose to deviate from population dietary recommendations. This could be for both medical (e.g. coeliac disease, food allergies, food intolerance, inflammatory bowel disease) and non-medical reasons (e.g. vegetarian diets, religious or cultural reasons).

(NCCA, Junior Cycle Home Economics Specification, 2017, p.26)

Glossary of Junior Cycle Terms

Classroom-Based Assessments (CBA)	Classroom-Based Assessments are best described as the occasions when the teacher assesses the students using the specific tasks set out in the subject specification. The tasks are clearly described, as are the criteria for assessment to support teacher judgement. The criteria are found in the features of quality linked to each Classroom-Based Assessment. Although the assessment is similar to the formative assessment that occurs every day in class, in the case of Classroom-Based Assessment the teacher’s judgement is recorded for Subject Learning and Assessment Review and is used in the school’s reporting to parents and students.
Features of Quality	The features of quality support student and teacher judgement of the Classroom-Based Assessments and are the criteria that will be used by teachers to assess the pieces of student work.

<p>Formative Assessment (Framework p. 35-36)</p>	<p>The Junior Cycle will be underpinned by the further integration of formative assessment as a normal part of teaching and learning in classrooms. Formative assessment involves teachers and students reflecting on how learning is progressing and deciding next steps to ensure successful outcomes. A vital part of formative assessment is the feedback that teachers provide to their students. Through a range of assessment activities the teacher helps the student to identify what has been achieved and where there is room for further learning and development. To facilitate the type of learning envisaged above, the role of the teacher and the dynamics of the teacher-student relationship will evolve. Teachers will place a greater emphasis on integrating assessment into their teaching so they can better monitor students' progress in learning and identify how they can support students to reflect on and critically analyse their own learning.</p>
<p>Junior Cycle Profile of Achievement (JCPA) (Framework p. 46)</p>	<p>The JCPA will reward achievement across all areas of learning as applicable: Subjects, Short Courses, Wellbeing, Priority Learning Units, other areas of learning. The JCPA will draw upon and report on achievement across all elements of assessment including ongoing, formative assessment; Classroom-Based Assessments; and SEC grades which include results from the state-certified examinations and the Assessment Tasks. The JCPA will have a nationally determined format. It will be compiled by the school and received by students in the autumn following third year, when all assessment results from the SEC and the school are available and confirmed.</p>
<p>Subject Learning and Assessment Review (SLAR) Meetings (Framework p. 39-40)</p>	<p>In Subject Learning and Assessment Review meetings, teachers will share and discuss samples of their assessments of student work and build a common understanding about the quality of student learning. Each Subject Learning and Assessment Review meeting will be subject-specific and will focus on the Classroom-Based Assessment undertaken by the particular year group.</p>
<p>Success Criteria (NCCA Glossary of Terms)</p>	<p>Success criteria are linked to learning intentions. They are developed by the teacher and/or the student and describe what success looks like. They help the teacher and student to make judgements about the quality of student learning.</p>

<p>Summative Assessment (NCCA Glossary of Terms)</p>	<p>Assessment is summative when it is used to evaluate student learning at the end of the instructional process or of a period of learning. The purpose is to summarise the students' achievements and to determine whether and to what degree the students have demonstrated understanding of that learning by comparing it against agreed success criteria or features of quality.</p>
<p>Learning Intentions and Learning Outcomes (NCCA Glossary of Terms)</p>	<p>Learning Intention: A learning intention for a lesson or series of lessons is a statement, created by the teacher, which describes clearly what the teacher wants the students to know, understand and be able to do as a result of the learning and teaching activities.</p> <p>Learning Outcomes: Learning outcomes are statements in curriculum specifications to describe the understanding, skills and values students should be able to demonstrate after a period of learning.</p>
<p>Unit of Learning</p>	<p>A unit of learning links learning outcomes which clearly set out what the students should know, understand, and be able to do as a result of the learning and teaching activities within that unit.</p>

Further information and resources can be found on the JCT website: www.jct.ie

