



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

Online CPD Workshop 2023

Key Documents



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NCCA

Framework for 2019

DEPARTMENT OF EDUCATION AND SKILLS

Junior Cycle Home Economics
Guidelines for the Classroom-Based Assessments

NCCA
January 2019

Junior Cycle Home Economics

SEC

2022: 598A

Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Cycle, 2022

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

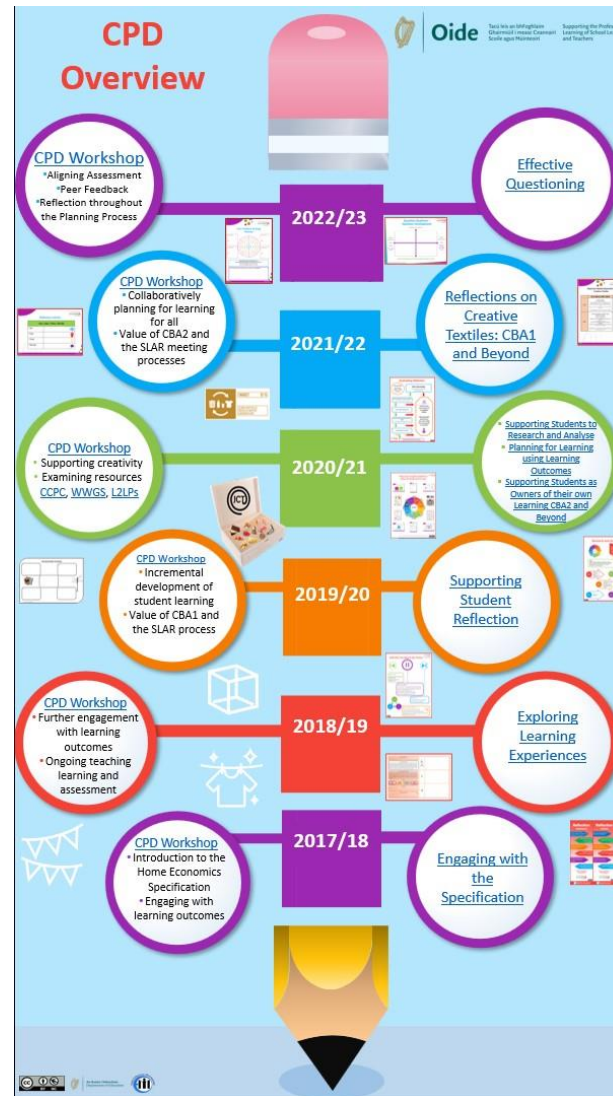
GUIDELINES

FOOD LITERACY SKILLS EXAMINATION

Overview of Resources and Supports



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Learning Intentions



- ❖ To plan for learning using a student-centred approach
- ❖ To align assessment with teaching and learning activities to enhance learning for all students
- ❖ To consider how we can facilitate and support peer feedback
- ❖ To consider the importance of teacher reflection throughout the planning process

Supporting Student Learning



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

Can I afford that?



| Junior Cycle Home Economics: Unit of Learning Department Planning | | | |
|---|---|---------|--|
| Year: 2 | Term: 3 | Unit: 7 | Duration: 4 weeks |
| Theme: Can I afford that? | | | |
| Learning Outcomes | Key Learning | | Assessment |
| <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> | <div style="text-align: center;"> <p>Knowledge Understanding Skills Values</p> </div> <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) | | <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. ... |
| Action Verb | | | |
| <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 Breakout Room Instructions



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

15 Minutes

Share the Learning



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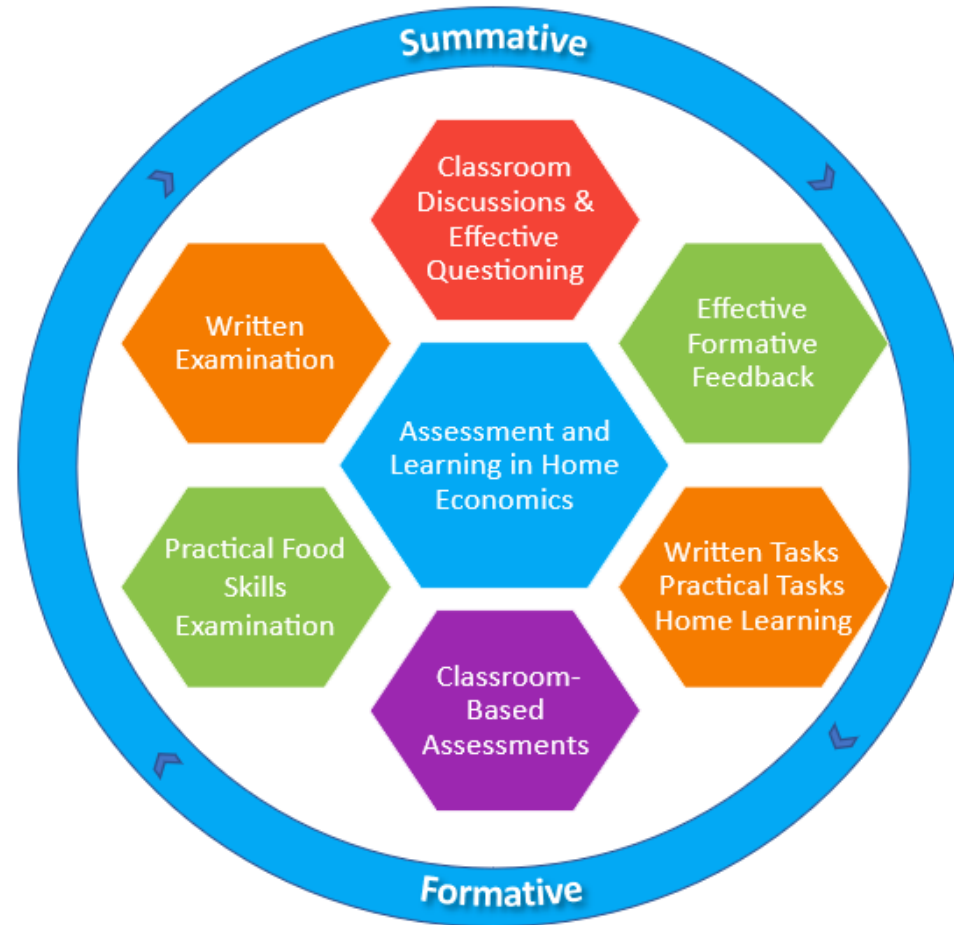


Learning Intentions



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Assessment and Learning in Home Economics



Assessment Item Breakout Room Instructions



Join

breakout room, unmute audio
and start video camera

Access

Google Slides and design and
record an assessment item

Return

to main room and share the
learning from breakout room

Time

20 Minutes

Share the Learning



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How can schools best plan for assessment, learning and teaching



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



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



Planning for Learning



Planning Resources

Screencast

Planning Screencast

File type: YouTube

Click image to play

Unit of Learning used in Screencast

File type: PDF

Click to view or download

Unit of Learning Layout Options

Layout Option 1

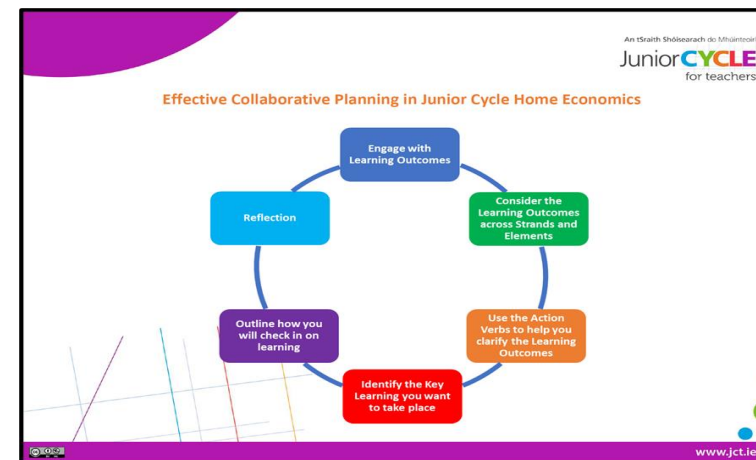
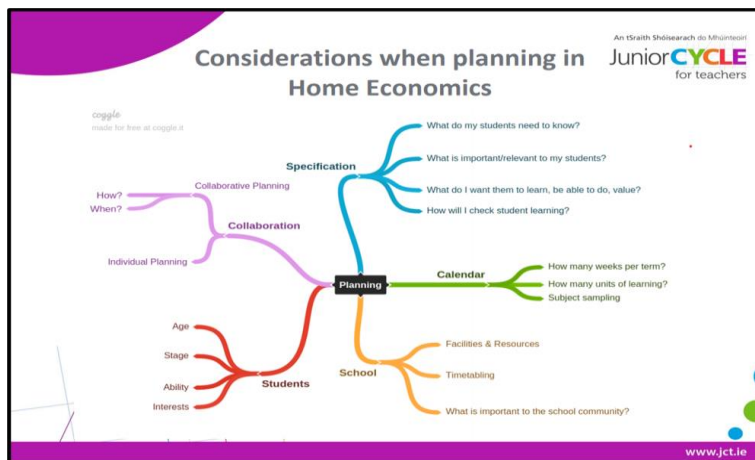
File type: Microsoft Word

Click to view or download

Layout Option 2

File type: Microsoft Word

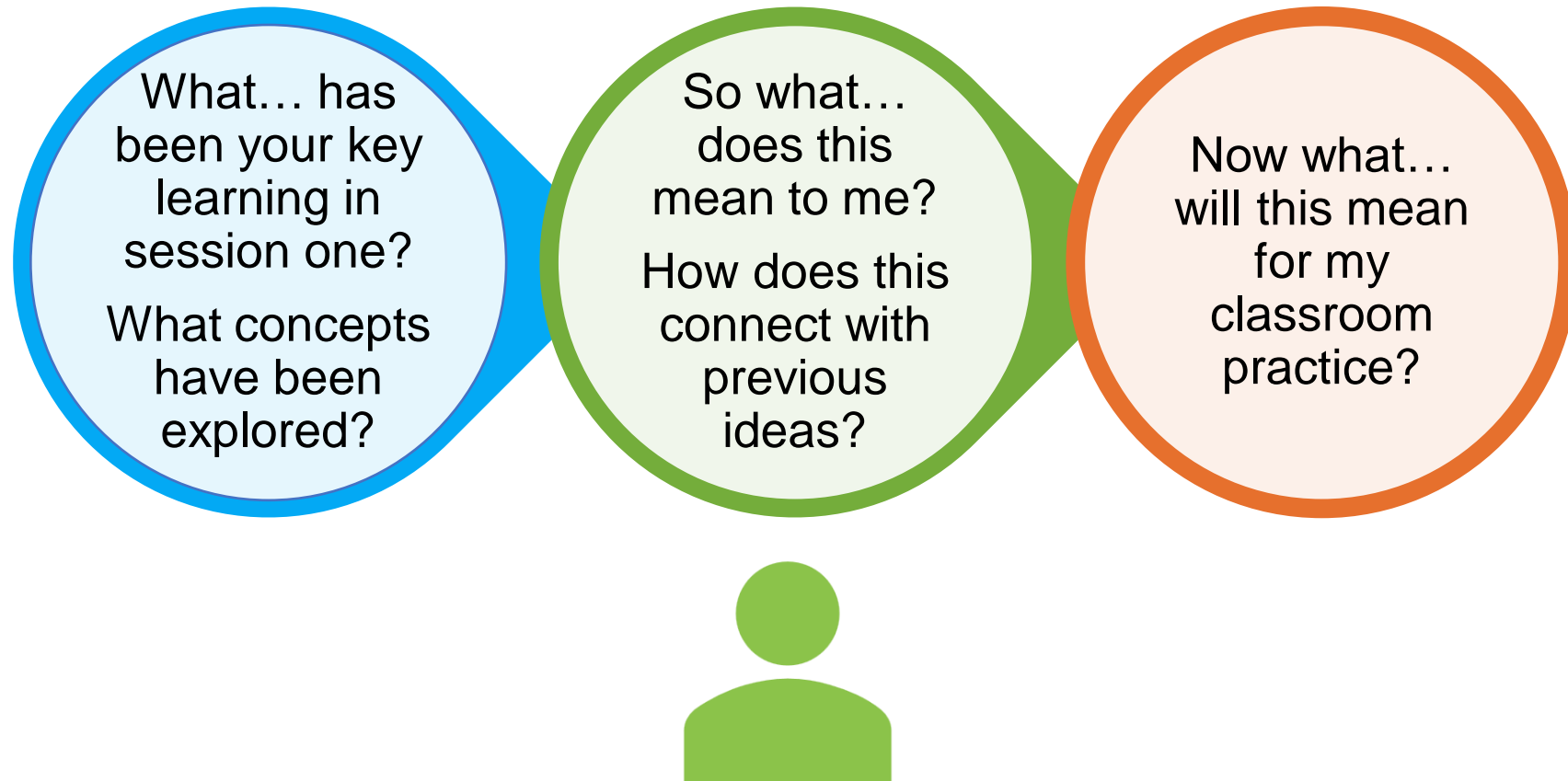
Click to view or download



End of Session 1 Reflection



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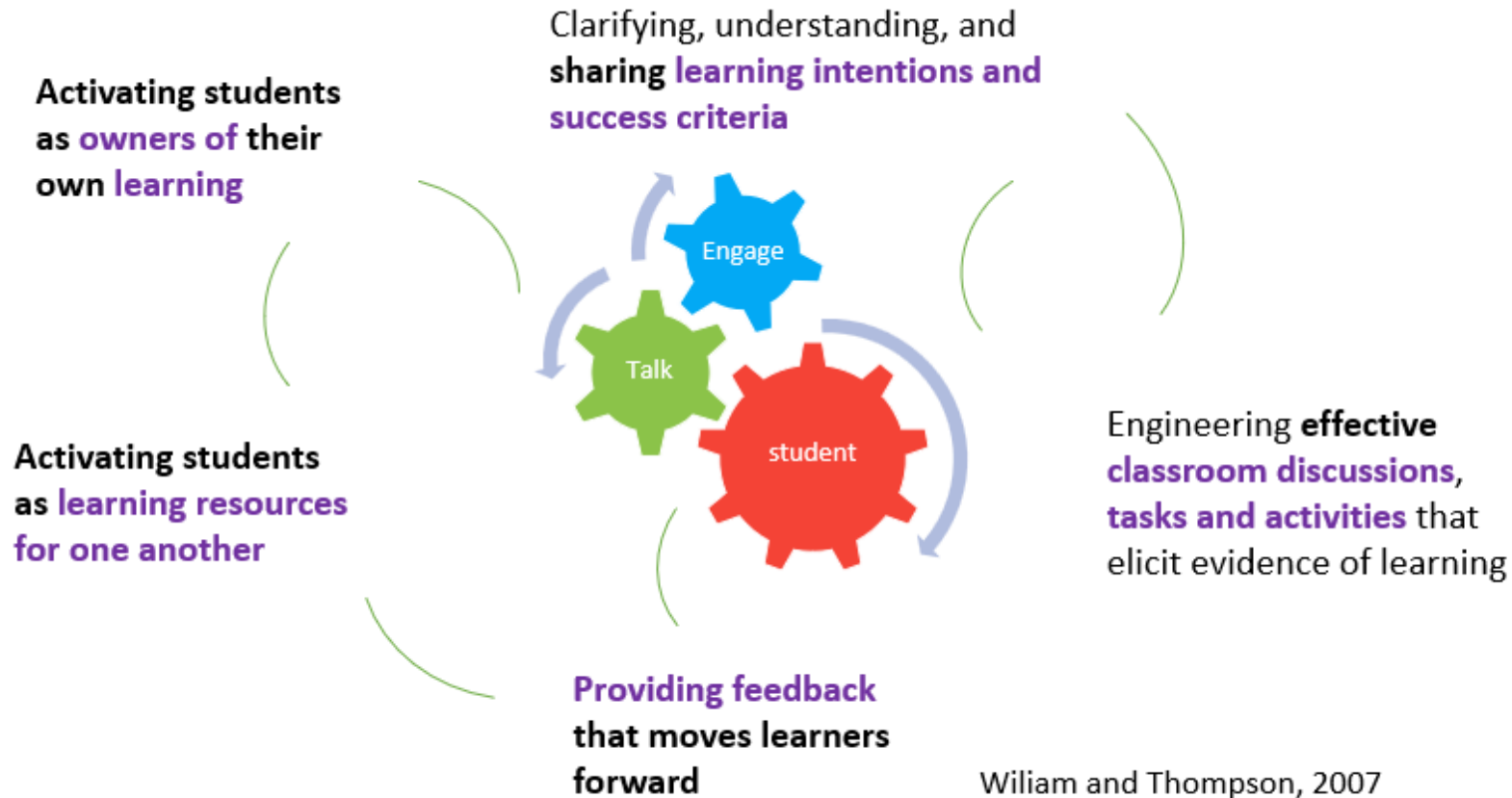




Learning Intentions

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Pillars of Formative Assessment



Reflection on Formative Assessment



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Reflect on how formative assessment supports your classroom practice.

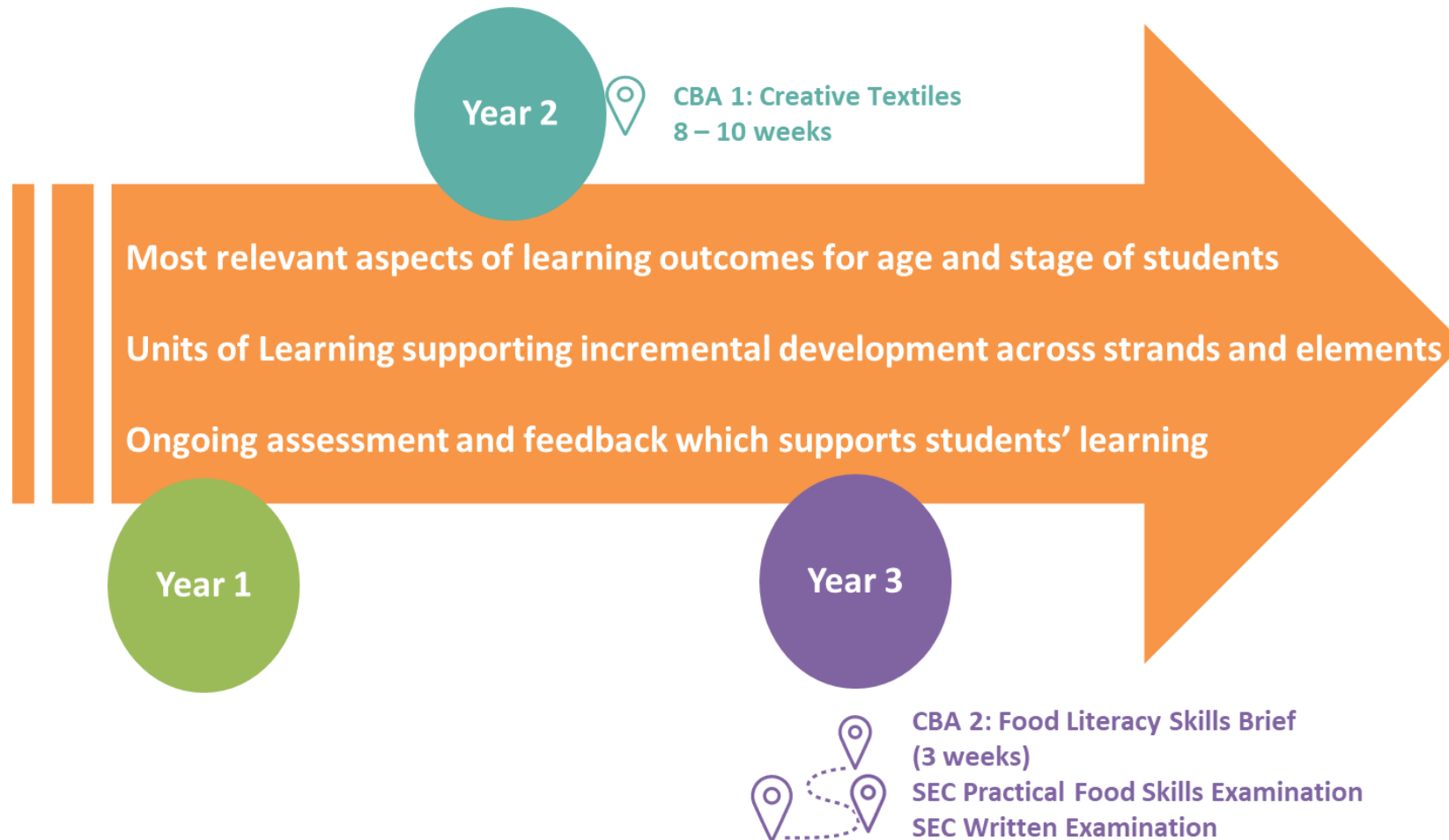
Consider the role of formative assessment in supporting student learning.



Student Learning Journey



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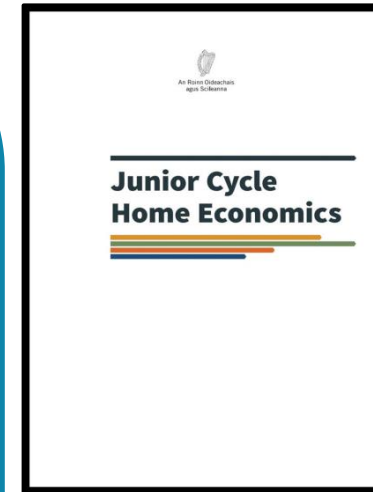


Feedback



‘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)



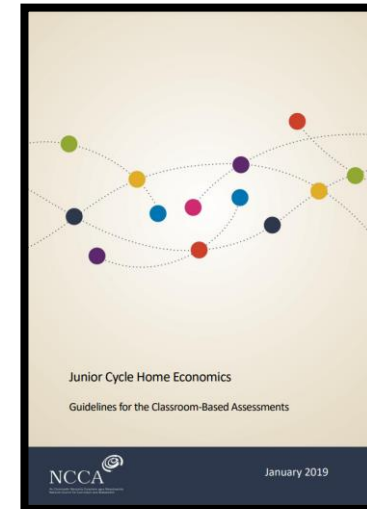
Peer Discussion - Peer Feedback



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‘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



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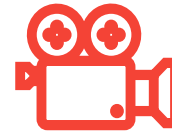
Go to www.menti.com



Exploring Methods of Peer Feedback



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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.”¹⁵

Shirley Clarke 2010

- The teacher states ‘This project will be complete when...’
- Students write phrases that explain their idea of completeness for the project in question.
- Students pair up and compare their ideas.
- Pairs join with another pair and agree on a list.
- Collect the lists from each group of 4.
- Refine the lists to a manageable number that the class agree upon.
- Students record the final 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.

Tips

- Have a class discussion to agree how peer feedback should be given.
- Success criteria are:
 - **linked** to learning intentions and activity specific.
 - **discussed and agreed** with students prior to undertaking the activity.
 - a focal point and provide a **scaffold** for students while engaged 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.JCT.ie

Key Skills

- ▶ Managing information and thinking
- ▶ Managing myself
- ▶ Communicating
- ▶ Being literate

Resources

- ▶ Whiteboard
- ▶ Past projects/assignments etc can be used as exemplars

Room Layout

No specific room layout required, however organising students in groups of 4 would facilitate the activity.

Assessment

Peer assessment can be used to assess the project based on the success criteria. The success criteria can be used as framework for feedback from the teacher also.

Supporting Homework

Success criteria can be used as a check list for students to complete the project.

An Oide initiative
JuniorCYCLE
for Teachers

WWW/EBI

Stars & Stairs

TAG


Bullseye



Peer Feedback Strategy - TAG




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Peer Feedback Strategy TAG

Success Criteria:

| | |
|--------------------------------------|--|
| Tell me something you like... | |
| Ask a question... | |
| Give a suggestion for improvement... | |







Junior **CYCLE**
for teachers

Supporting the Incremental Development of Peer Feedback

Teacher Voice
Using the TAG Strategy



Reflection on Facilitating Peer Feedback in Your Classroom



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



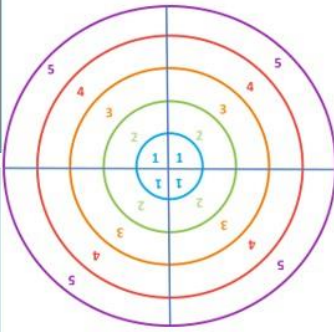
Peer Feedback Strategy - Bullseye



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 Oide Náisiún na hÉireann / Department of Education / Síolta agus Múinteoirí / Supporting the Professional Learning of School Leaders and Teachers

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**:












JuniorCYCLE
for teachers

Co-Creating Success Criteria to Support Peer Feedback

Teacher and Student Voice
Using the Bullseye Strategy



Reflection on 'Co-Creating Success Criteria to Support Peer Feedback'



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



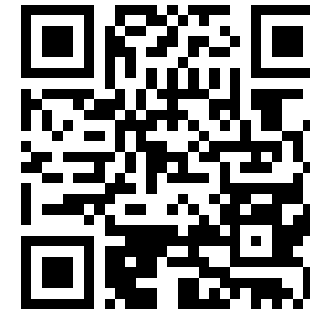
Peer Feedback - Padlet Wall



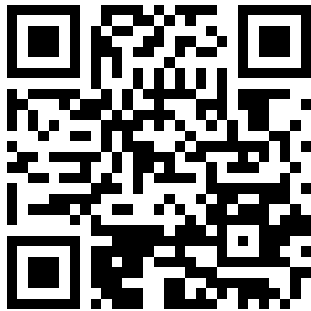
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Junior Cycle for Teachers + 1 • 1m
Peer Feedback

- Discussion Prompts**
 - 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.
- Breakfast Menu for a School-Going Teenager**
 - Learning and Teaching Context
 - Year 1
 - Term 1
 - 'Healthy Family Meals' Unit of Learning
 - Task
 - Plan a healthy balanced menu that you as a school-going teenager could eat before school.
 - Give a reason for your choice of each food based on what you have learned about healthy eating.
 - Success Criteria
 - SC 1: Menu format
 - SC 2: Balanced – contains foods from all 4 food groups
 - SC 3: Healthy – following the healthy eating guidelines
 - Student Work
- Dinner Menu for a Lacto-Vegetarian**
 - Task
 - Design a dinner menu suitable for a lacto-vegetarian.
 - Success Criteria
 - Student Work & Peer Feedback
- Preparation of Vegetables**
 - Student Work - Preparation of an Onion
 - Video • 04:48
 - Preparation of an Onion
 - Peer Feedback - Preparation of an Onion



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

Time

20 minutes

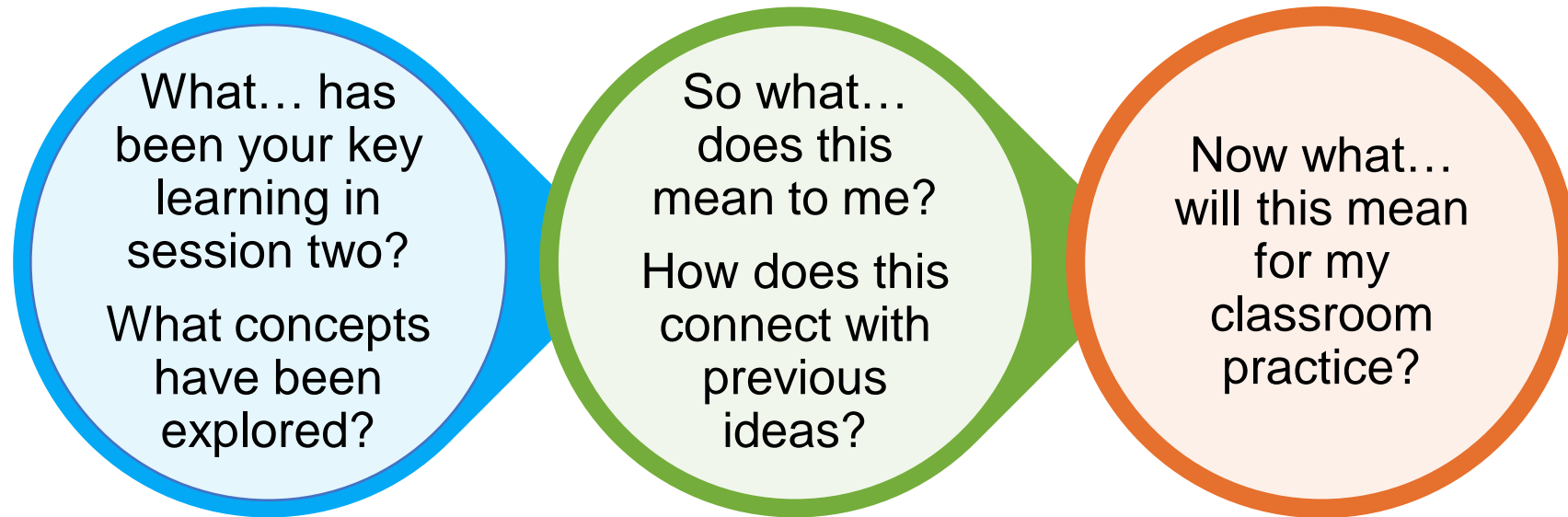
Share the Learning



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End of Session 2 Reflection





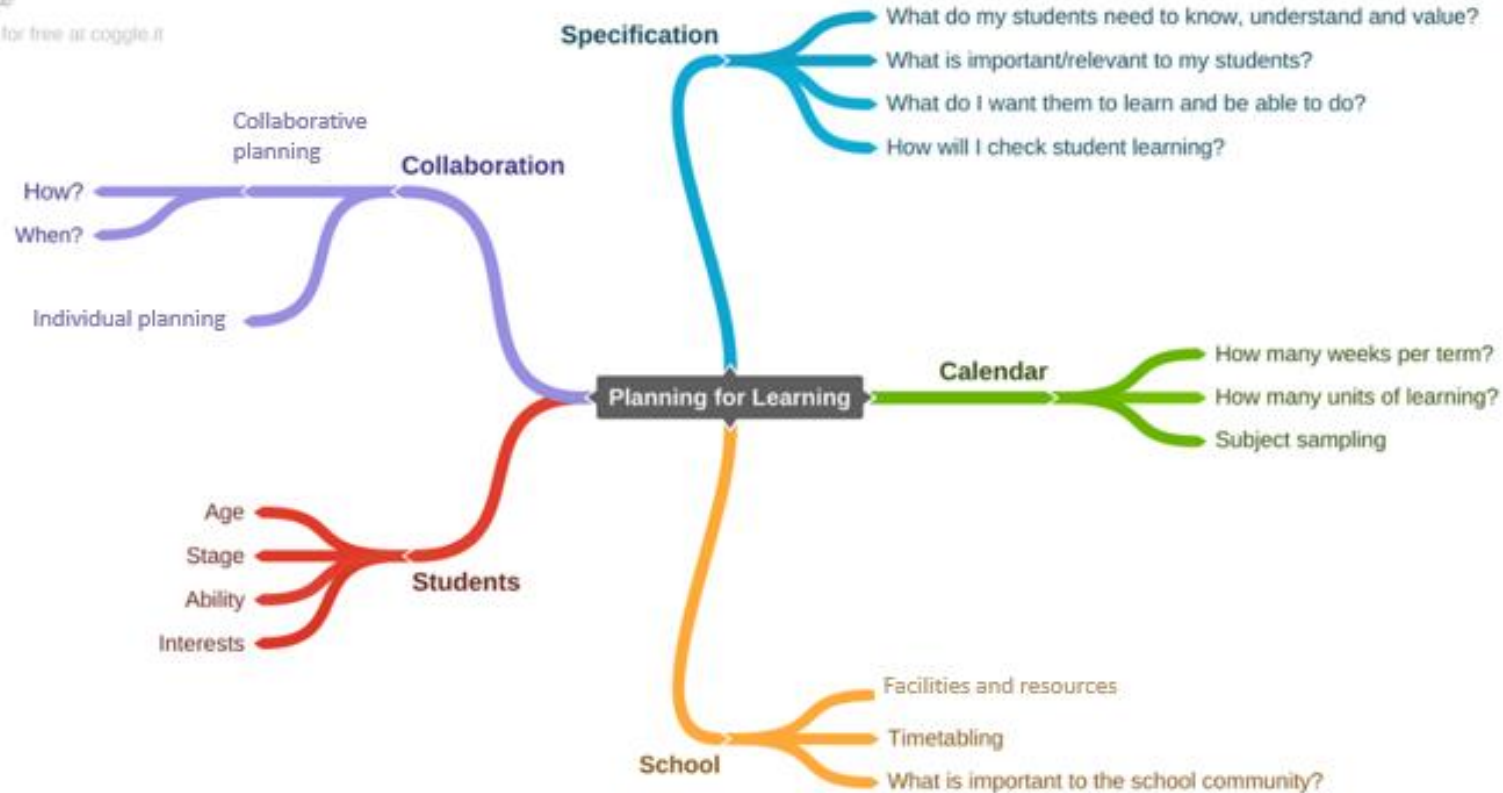
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Considerations when Planning for Learning



coggle
made for free at coggle.it



Learning Outcomes



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‘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

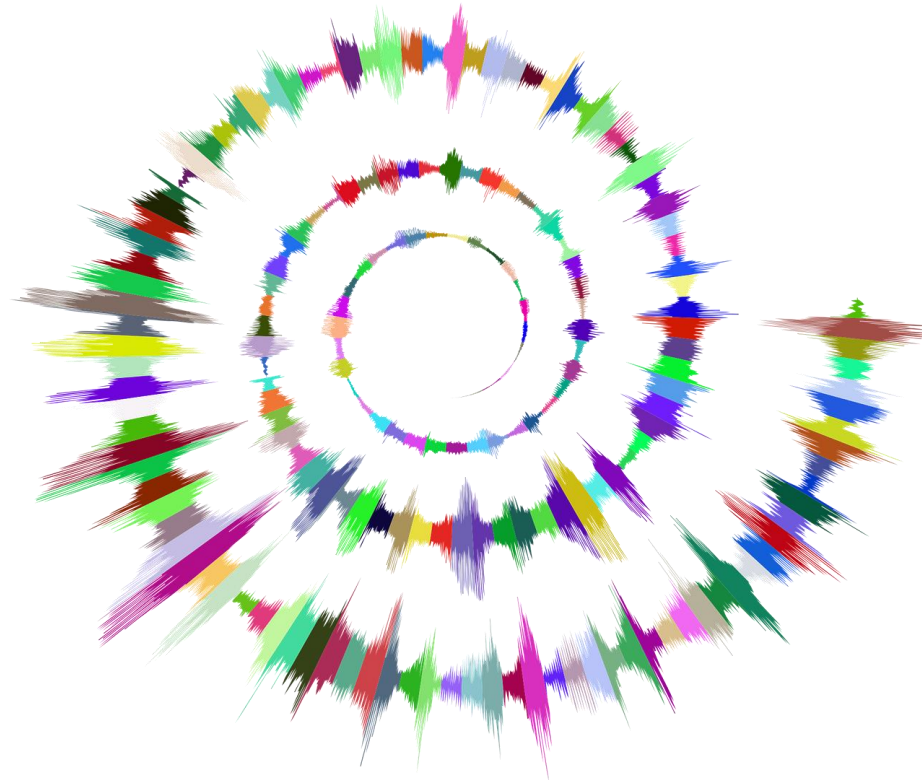


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Cyclical

Increasing
Depth

Prior
Knowledge



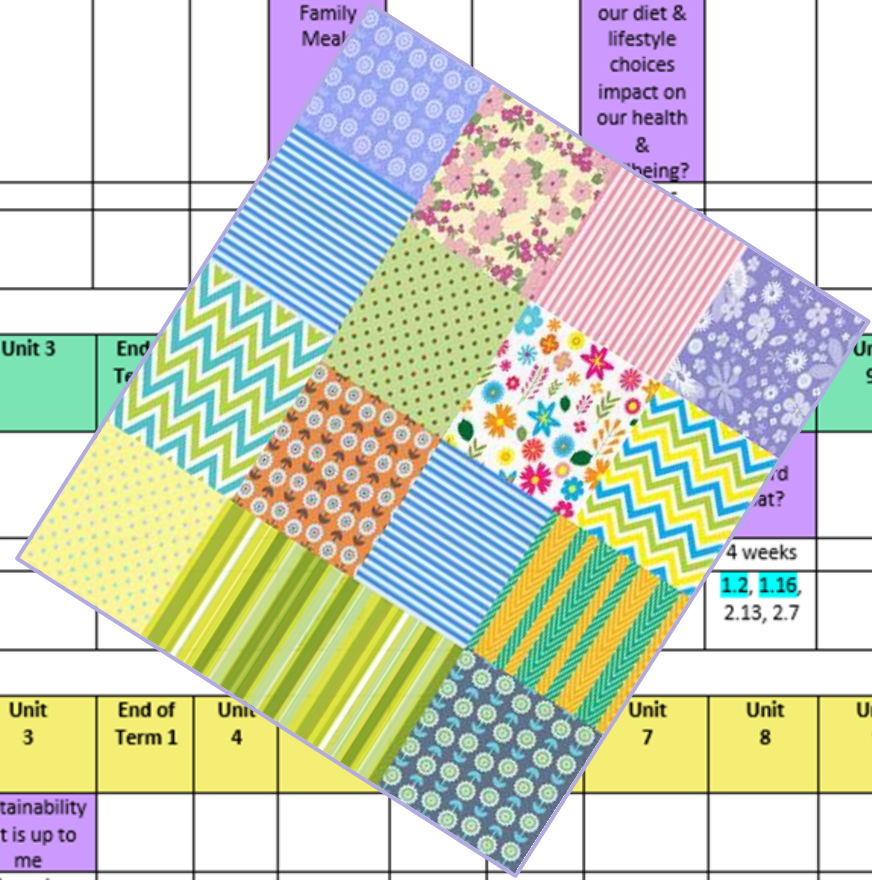
Sequencing

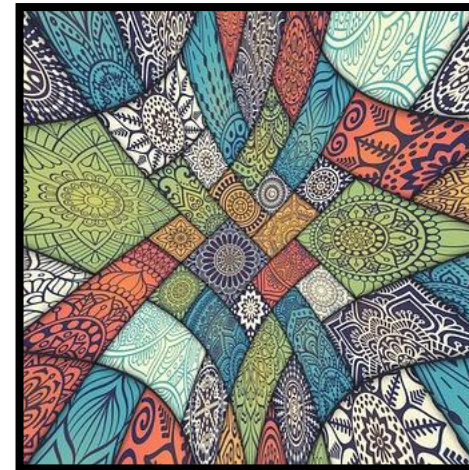
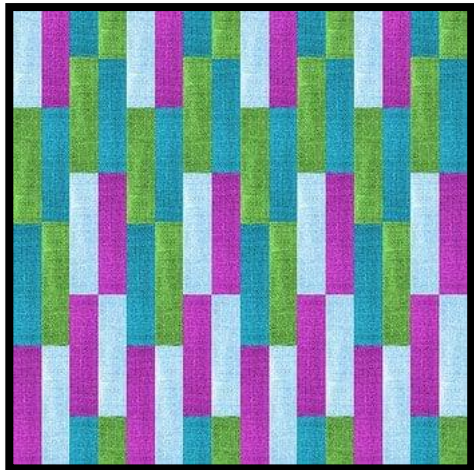


| Year 1 | Unit 1 | Unit 2 | Unit 3 | End of Term 1 | Unit 4 | Unit 5 | Unit 6 | End of Term 2 | Unit 7 | Unit 8 | Unit 9 |
|----------------------------|--------|--------------------------|--------|---------------|--------|---------------------|--------|---------------|--|--------|--------|
| Theme for Unit of Learning | | Sustainable Food Choices | | | | Healthy Family Meal | | | How can our diet & lifestyle choices impact on our health & wellbeing? | | |
| Duration | | 4 Weeks | | | | | | | | | |
| Learning Outcomes | | 1.15, 2.5, 2.7 | | | | | | | | | |

| 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 | | | | | | | What's the deal with fast fashion? | | |
| Duration | | 4 Weeks | | | | | | | 4 weeks | | |
| Learning Outcomes | | 3.8, 2.7, 3.7, 3.9, 2.5 | | | | | | | 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 | | | | | | | | |





... just like a quilt
the units of learning can be arranged in many ways to
create a unique and different pattern.

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 4 Weeks | | | | Healthy Family Meals | | | How can our diet & lifestyle choices impact on our health & wellbeing? | | |
| Duration | | 1.15, 2.5, 2.7 | | | | 4 Weeks | | | 4 weeks | | |
| Learning Outcomes | | 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 | | | | | | | | |

Learning Outcomes



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Junior Cycle Home Economics Overview

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 life skills 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 life skills that can be adapted to address practical, real world, personal 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 life skills 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 | <p>1.1 Identify the factors that affect personal food choices</p> <p>1.2 Make strategic, cost and nutrition healthy and nutritious individual and family meals and plans</p> <p>1.3 Apply a range of cooking techniques and techniques in the preparation of healthy individual and family meals incorporating budgetary considerations</p> <p>1.4 Demonstrate culinary and creative skills in relation to the preparation, cooking and presentation of food</p> <p>1.5 Apply safe and hygienic practices in food handling, preparation, storage and serving</p> <p>1.6 Utilise a problem-based learning approach, apply nutritional knowledge in the planning and preparation of food for the home</p> <p>1.7 Use available technology for food planning and preparation</p> | <p>2.1 Discuss the different forms of the family</p> <p>2.2 Explain the role and responsibilities of the family</p> <p>2.3 Discuss family relationships and the importance of interpersonal relationships between individuals and families</p> <p>2.4 Discuss the requirements of a safe and nurturing home environment</p> <p>2.5 Assess the importance of making informed and responsible decisions to manage the home</p> <p>2.6 Apply the design process and guidelines to room planning and the design of an interior space in the home</p> | <p>3.1 Demonstrate basic hand and machine sewing techniques</p> <p>3.2 Apply the design brief process and principles to the making of a costume item or an individual or the home</p> <p>3.3 Apply hand and sewing machine sewing techniques to the making of a textile item for an individual or the home in a safe and appropriate way</p> <p>3.4 Demonstrate basic embroidery techniques</p> |
| Element: Health and wellbeing | <p>1.8 Discuss the elements of a healthy lifestyle</p> <p>1.9 Recognise the importance of nutrition and diet in contributing to health and wellbeing</p> <p>1.10 Explain the role of the nutrients in contributing to a healthy balanced diet</p> <p>1.11 Describe the basic structure and basic functions of the digestive system</p> <p>1.12 Identify the nutritional requirements of individuals at each stage of the lifespan</p> <p>1.13 Plan and prepare meals for individuals with different requirements</p> <p>1.14 Apply the nutritional requirements of individuals with special dietary considerations when planning and preparing meals</p> | <p>2.7 Identify how individuals, families and households can contribute to sustainable and responsible living</p> <p>2.8 Discuss sustainable energy practices in the home to include energy efficiency, waste management and water conservation</p> <p>2.9 Explain the influence of technology on the management of personal, family and household resources</p> | <p>3.5 Discuss ways in which clothing and/or textile household items can be repaired, reused, re-purposed, recycled and recycled</p> <p>3.6 Evaluate textile care procedures used in the home from an environmental perspective</p> <p>3.7 Explain the influence of trends and choices on textile and clothing, including ethical and ecological considerations</p> |
| Element: Sustainable and responsible living | <p>1.15 Investigate the impact of their food choices from an ecological and ethical perspective</p> <p>1.16 Apply sustainable practices to the selection and management of food and natural resources</p> | <p>2.10 Identify how individuals, families and households can contribute to sustainable and responsible living</p> <p>2.11 Evaluate consumer rights and responsibilities</p> | <p>3.8 Apply their knowledge of waste care symbols</p> |
| Element: Consumer competence | <p>1.17 Compare common food used in food preparation and how this affects the nutrition and sensory quality of the product</p> <p>1.18 Evaluate commercial and homemade food products</p> <p>1.19 Compare the advantages found in a variety of food products using the product and best-of-each food tools</p> | <p>2.10 Compare consumer decision-making skills in the management of personal, family and household resources for everyday living</p> <p>2.11 Define consumer rights and responsibilities</p> <p>2.12 Examine how consumers are protected in Ireland's legislation, regulatory and non-regulatory agencies</p> <p>2.13 Apply financial literacy skills in the preparation of a budget for the purchasing plan</p> | <p>3.9 Apply their knowledge of waste care symbols</p> |

Junior Cycle Home Economics Action VERBS In Learning Outcomes

| | |
|--|--|
| Apply select and use information and/or knowledge and understanding to explain a given situation or real circumstances | Evaluate (ethical judgement) collect and examine evidence to make judgments and appraisals; describe how evidence supports or does not support a judgment; identify the limitations of evidence in conclusions; make judgments about ideas, solutions or methods |
| Appreciate recognise the meaning of, have a practical understanding of | Examine consider an argument or concept in a way that uncovers the assumptions and relationships of the issue |
| Assess judge, evaluate or estimate the nature, ability, or quality of something | Explain give a detailed account including reasons or causes |
| Compare give an account of the similarities and (or) differences between two (or more) items or situations, referring to both (all) of them throughout | Explore systematically look into something closely to scrutinise or probe |
| Debate argue about a subject, especially in a formal manner | Identify recognise patterns, facts, or details; provide an answer from a number of possibilities; recognise and state briefly a distinguishing fact or feature |
| Demonstrate prove or make clear by reasoning or evidence, illustrating with examples or practical application | Inferpret use knowledge and understanding to recognise trends and draw conclusions from given information |
| 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 | Investigate observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions |
| 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 | Prepare make something ready for use or presentation |
| 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 | Recognise identify facts, characteristics or concepts that are critical (relevant/ appropriate) to the understanding of a situation, event, process or phenomenon |
| | Use apply knowledge or rules to put theory into practice |

Breakout Room Instructions

Planning Overview



Join

breakout room, unmute audio and start video camera

Access

Google Slides

Complete

a planning overview for first year Home Economics

Time

25 minutes

Share the Learning



Oide



Planning Overview Template

Reflection on Planning



| 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 | | | | | | | | | | | |

Breakout Room Instructions

Reflection on Planning



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

25 minutes

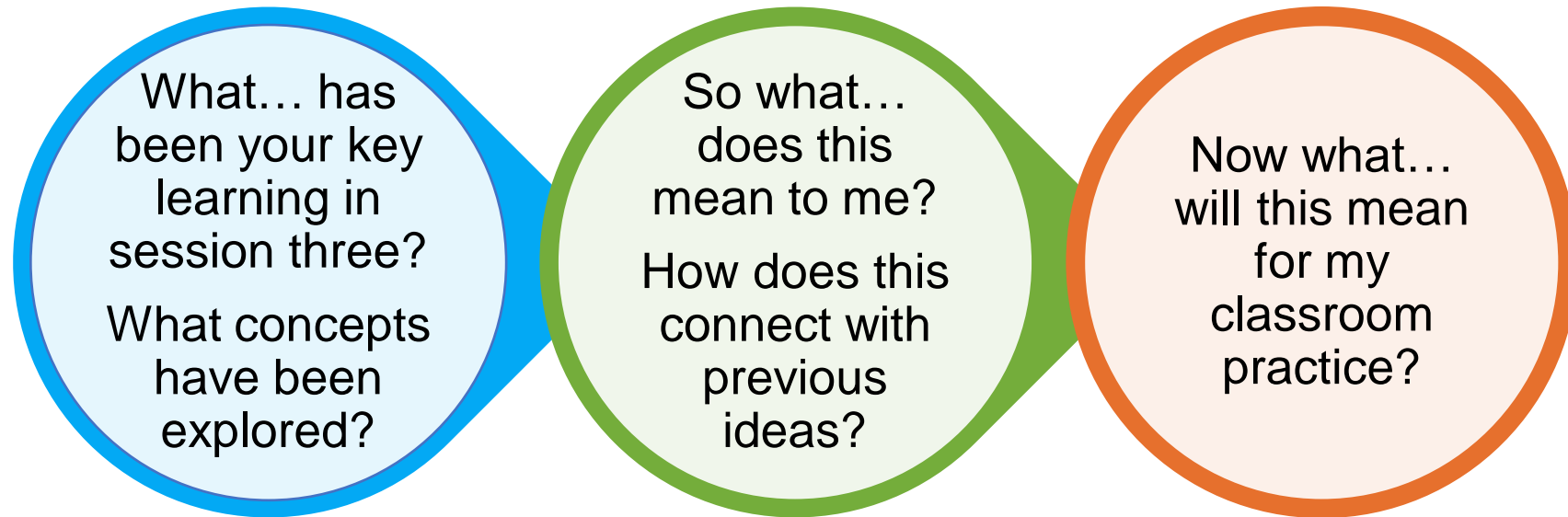
Share the Learning



Oide



End of Session 3 Reflection



Learning Intentions



- ❖ To plan for learning using a student-centred approach
- ❖ To align assessment with teaching and learning activities to enhance learning for all students
- ❖ To consider how we can facilitate and support peer feedback
- ❖ To consider the importance of teacher reflection throughout the planning process