



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

2023-2024



Table of Contents

Learning Intentions for this Event	2
Notes	2
Development of Skills Group Activity	3
Share the Learning	3
Reflection on Culinary Skills Specialist	4
Reflection on Textiles Skills Specialist	4
Rationale	5
Cognitive, Practical, and Procedural Skills	5
Reflection on School of Home Economics	6
Reflection on Enhancing the Teaching and Learning of Practical Home Economics	6
Integration and Development of Skills Padlet Wall	8
Reflection on Sessions One and Two	9
Sharing of Practice	10
Rationale	10
Student Reflection on Progress as Learners Padlet Wall	11
Reflection on Session Three	12

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

Notes

Development of Skills Group Activity

Consider and record the skills that are developed in the Home Economics classroom that enable students to make this textile item/to prepare, cook, and serve this dish.

Share the Learning

What are the obstacles to students developing these skills?

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

Reflection on Culinary Skills Specialist

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?

Reflection on Textiles Skills Specialist

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

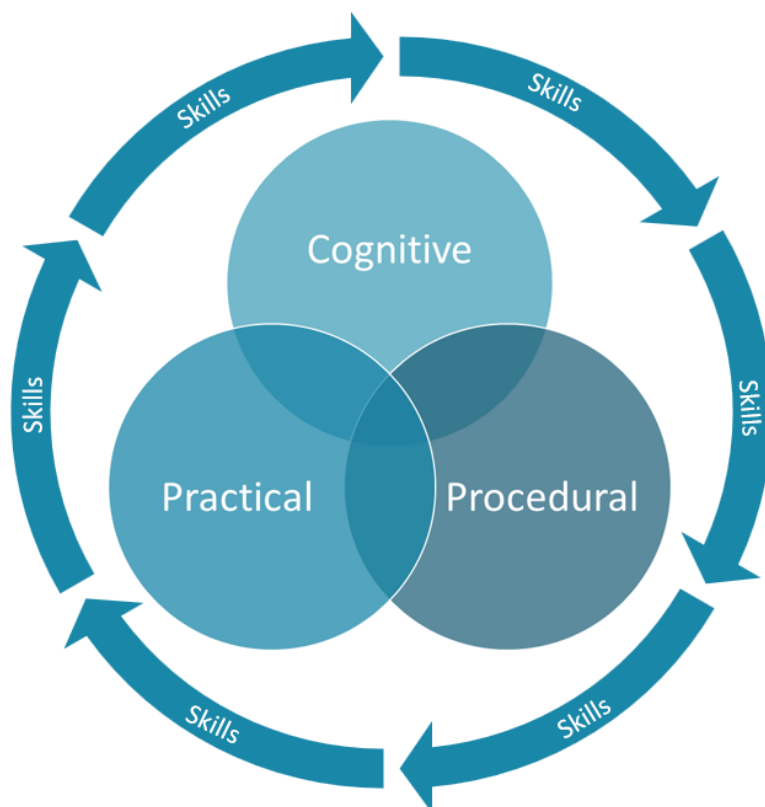
How can we nurture students' attitudes and values to support textile practical and procedural skills development?

Rationale



“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




Reflection on School of Home Economics

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

Reflection on enhancing the Teaching and Learning of Practical Home Economics

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

Junior Cycle Home Economics: Unit of Learning Department Planning			
Year: 1 st Year	Term: 2	Unit: 3	Duration: 4 weeks (8 x 60 mins or 4 x 80 mins and 4 x 20 mins)
Theme: Let's get sustainable			
Learning Outcomes	Key Learning		Assessment
<p>2.7 identify how individuals, families and households can contribute to sustainable and responsible living</p> <p>2.8 describe sustainable everyday practices in the home to include energy efficiency, waste management and water conservation</p> <p>2.10 apply consumer decision-making skills in the management of personal, family and household resources for everyday living</p> <p>1.16 apply sustainable practices to the selection and management of food and material resources</p> <p>1.3 apply a range of cooking principles and techniques in the preparation of healthy individual and family meals incorporating budgetary considerations</p>	 <p>Knowledge Understanding Skills Values</p>		
Action Verb	<p>Sustainable living in the home - efficiency, waste management and water conservation</p> <p>Responsible decision making - food selection – how we select food considering our budget, our skills and our resources</p> <p>Cooking principles that can improve our energy efficiency, reduce our water usage</p> <p>Reducing waste when shopping for food and when using food</p> <p>Modify recipes for healthy individual and family meals to reduce their cost and make the cooking process more energy efficient, to use less water and to reduce food and material waste</p> <p>Cook and serve a number of the modified dishes</p> <p>Evaluate the dishes considering their cost, the cooking process, energy efficiency, water use and reducing food and material waste</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>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</p> <p>Apply: select and use information and/or knowledge and understanding to explain a given situation or real circumstances</p>			
Resources			



Integration and Development of Skills Padlet Wall

Consider how using an integrated and incremental approach to planning for learning and teaching supports student learning:



Reflection on Sessions One and Two

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

Sharing of Practice

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

Rationale



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

(Looking at Our School, 2022, p.29)

Student Reflection on Progress as Learners Padlet Wall

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?

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?

