



Oide

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Supporting the Professional
Learning of School Leaders
and Teachers

Junior Cycle Home Economics

PLE Workshop 2024-2025

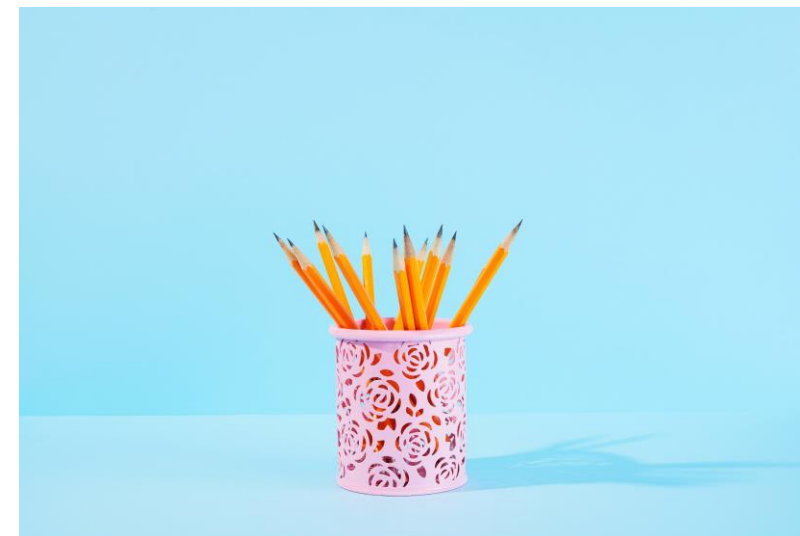




Stop and Jot

What does
Sustainability mean
to you?

What do you think
Sustainability
means to your
students?





Menti



Your selected slide: How can education about sustainability be promoted and supported in the Home Economics classroom?

Thinking Piece Audio Clip

ESRI Report on The Last Word



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Consider the generational values, attitudes and perceptions that are challenged in this piece.



Generational Narratives



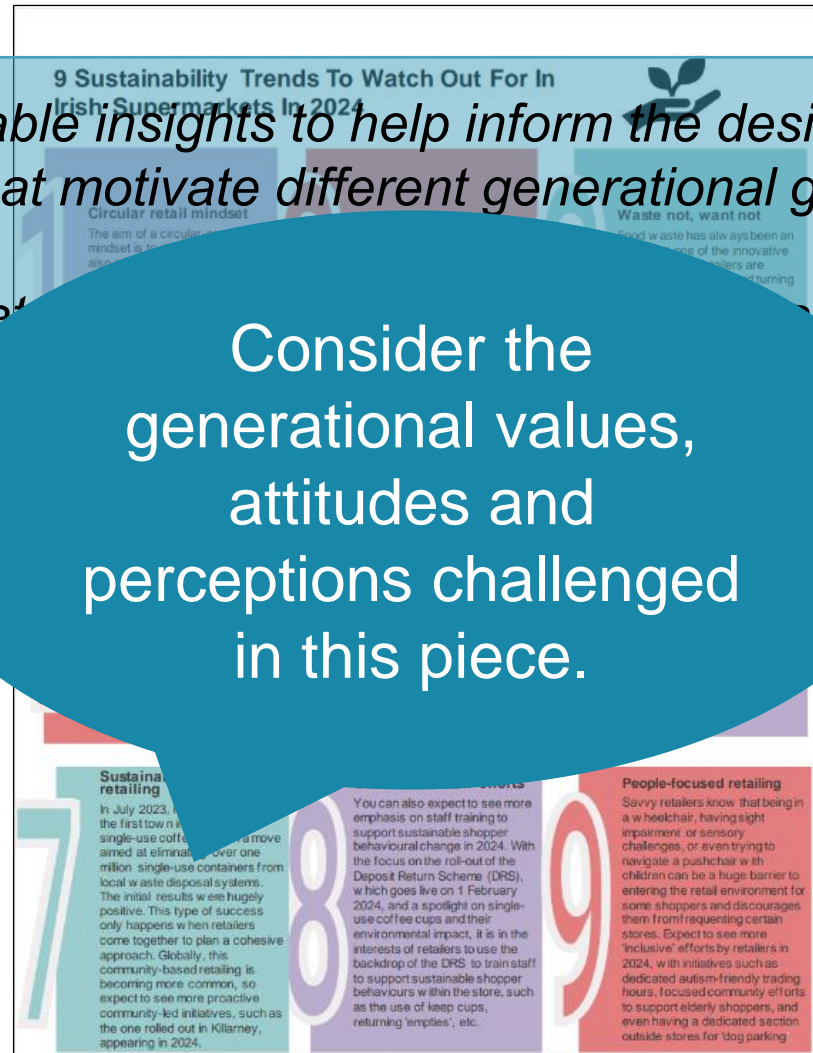
“This research provides valuable insights to help inform the design of effective climate communications strategies that motivate different generational groups to act collectively”.

“Communications about climate change for the population may help to reduce emissions, mitigate and adapt it.”

Consider the generational values, attitudes and perceptions challenged in this piece.

...ties between subgroups of the population and the cooperation necessary to...

... and S. Timmons, ESRI, 2024)



Learning Intentions



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We will ...

- plan for student-centred learning experiences that consider Education for Sustainable Development across the strands and elements of the Home Economics specification
- engage with student-centred approaches to learning, teaching and assessment that support students as active agents in their learning
- explore how formative assessment strategies can support students to become independent, active learners.

Education for Sustainable Development



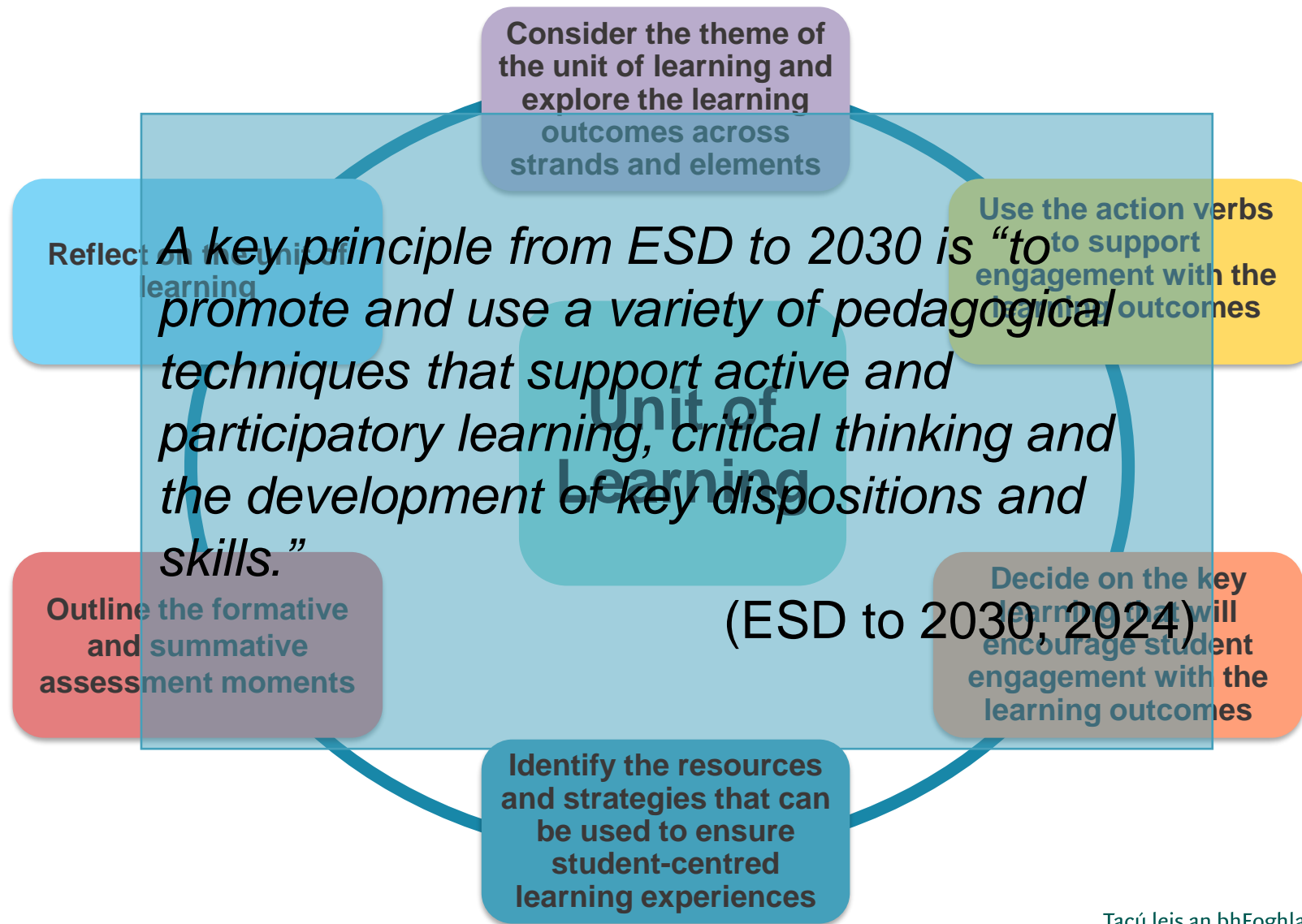
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Planning for Student-Centred Learning

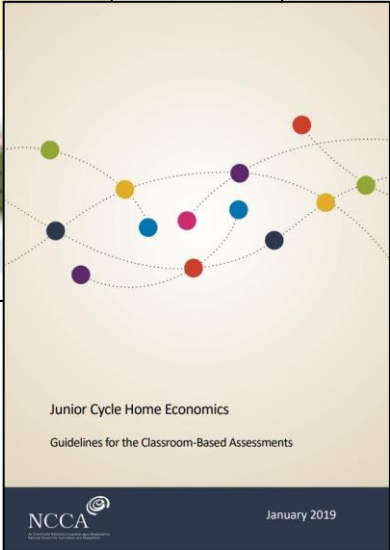
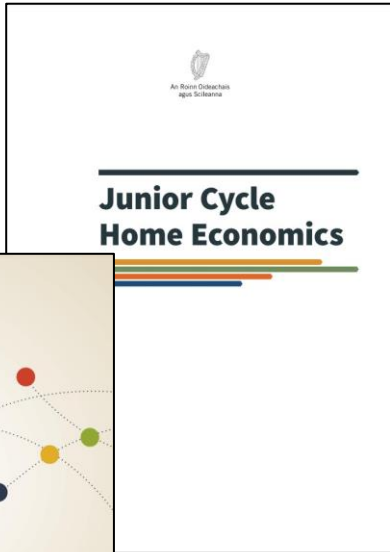
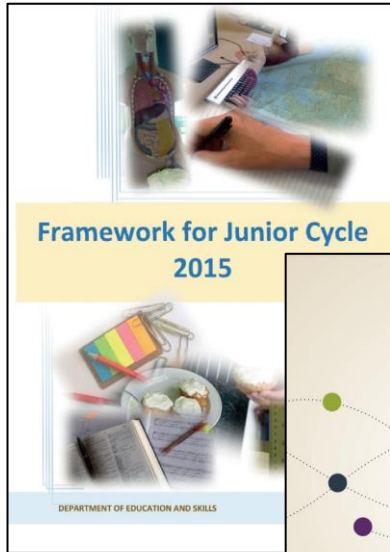


Key Documents

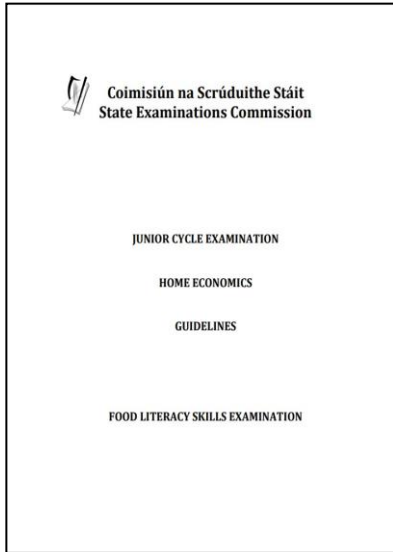
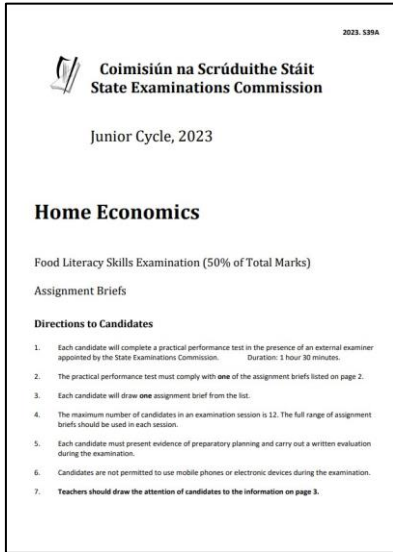


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NCCA



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Learning Outcomes and Action Verbs



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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 plan, prepare, cost and evaluate healthy and nutritious individual and family meals and snacks</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>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 using a problem-based learning approach, apply nutritional knowledge in the planning and preparation of food for the family</p> <p>1.7 use available technology for food</p>	<p>2.1 discuss the different forms of the family</p> <p>2.2 explore the roles and responsibilities of the family</p> <p>2.3 discuss family relationships and the importance of strengthening relationships between individuals and families</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 creative textile item for an individual or the home</p> <p>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</p> <p>3.4 demonstrate fabric embellishment 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 investigate the nutritional requirements at each stage of the lifecycle</p> <p>1.13 plan and prepare meals for individuals with diet-related diseases</p> <p>1.14 apply the nutritional requirements of individuals with special dietary considerations when planning and preparing meals</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 in everyday life</p> <p>2.6 apply the design principles and guidelines to room planning and the design of an interior space in the home</p>	<p>3.5 appreciate the therapeutic and leisure role of participating in textile work</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 material resources</p>	<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>2.9 explore the influence of technology on the management of personal, family and household resources</p>	<p>3.6 demonstrate ways in which clothing and/or textile household items can be repaired, reused, re-purposed, recycled and upcycled</p> <p>3.7 evaluate textile care procedures used in the home from an environmental perspective</p> <p>3.8 discuss the influences of trends and choices on textile and clothing, including ethical and ecological considerations</p>
Element Consumer competence	<p>1.17 compare common foods used in food preparation and how they affect the nutrition and sensory quality of the product</p> <p>1.18 evaluate commercial and homemade food products</p> <p>1.19 interpret the information found on a variety of food products using front-of-pack and back-of-pack food labels</p>	<p>2.10 apply consumer decision-making skills in the management of personal, family and household resources for everyday living</p> <p>2.11 debate consumers' rights and responsibilities</p> <p>2.12 examine how consumers are protected in Ireland by legislation, statutory and non-statutory agencies</p> <p>2.13 apply financial literacy skills in the preparation and evaluation of a budget for independent living</p>	<p>3.8 apply their knowledge of textile care symbols</p>

Junior Cycle Home Economics Action VERBS	
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 judgement; 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	Interpret 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	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



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Supporting the Professional
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Student-Centred Learning Planning Activity



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1. Create a unit of learning by identifying 3-5 learning outcomes, consider the role of the action verbs, and distil the key learning.

Education about Sustainable Development



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“Home economics develops students who are environmentally conscious and dedicated to a sustainable and responsible way of life.”

(HE Specification, 2017, p. 5)

“ESD seeks to build understanding of the interconnections between social, economic and environmental systems and fosters the development of skills and the motivation to take action for a sustainable future.”

(ESD to 2030, p.11)

The Global Goals



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Interlinked Pillars of Sustainability



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Student Centred Learning Planning Activity



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1. Create a unit of learning by identifying 3-5 learning outcomes, consider the role of the action verbs, and distil the key learning.
2. Identify opportunities for Education about Sustainable Development where students engage with the interlinked pillars of Sustainability in your chosen learning outcomes
3. Choose possible supplementary stimuli to support this unit of learning, there is a Padlet wall to support you with this.

Education for Sustainable Development Resources Padlet Wall



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Education for Sustainable Development Resources

Sustainability Education Resources for the Home Economics Classroom

- Social**
 - Guidelines for use: This Padlet wall provides resources to support Sustainability Education within the Home Economics classroom. For the purpose of this planning activity please review and select items that will support the key learning your group is taking into focus. Each item has a brief description outlining its purpose and scope.
 - Sustainable Agriculture Toolkit (PDF) - sustain-ag.com
 - Goal 5: Gender Equality (PDF) - globalgoals.org
- Economic**
 - Home Economics Resource Pack (PDF) - stopfoodwaste.ie
 - Resources in pdf format relating to Food Waste
 - Wellbeing Economy Alliance (weall.org)
 - A Wellbeing Economy is an economy designed to serve people and the planet, not the other way around. Rather than treating economic growth as an
- Environmental**
 - developmenteducation.ie
 - Slow to Change, Quick to Greenwashing - case studies on fast fashion and fossil fuel adverts - DevelopmentEducation.ie
 - epa.ie
 - Carbon footprint calculators
 - CLIMATE, FAIRTRADE AND YOU (PDF) - complicatedcarbon.com
 - Complicated Carbon Lesson Plan
- Interconnected**
 - Repair What You Wear (repairwhatyouwear.com)
 - Fashion generates 10% of global carbon emissions. Mending is an eco action. Mending saves you money
 - Food for Thought (PDF) - This toolkit aims at strengthening learners' ability to deal with the
- Additional Reading**
 - ESD to 2030 (PDF) - Second National Strategy on Education for Sustainable Development
 - School Sector - Climate Action Mandate (PDF) - Sustainability Guidelines
 - Climate Jareon Buster



Support for Subject Specific Language



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SUSTAINABILITY WORD MAP CARDS



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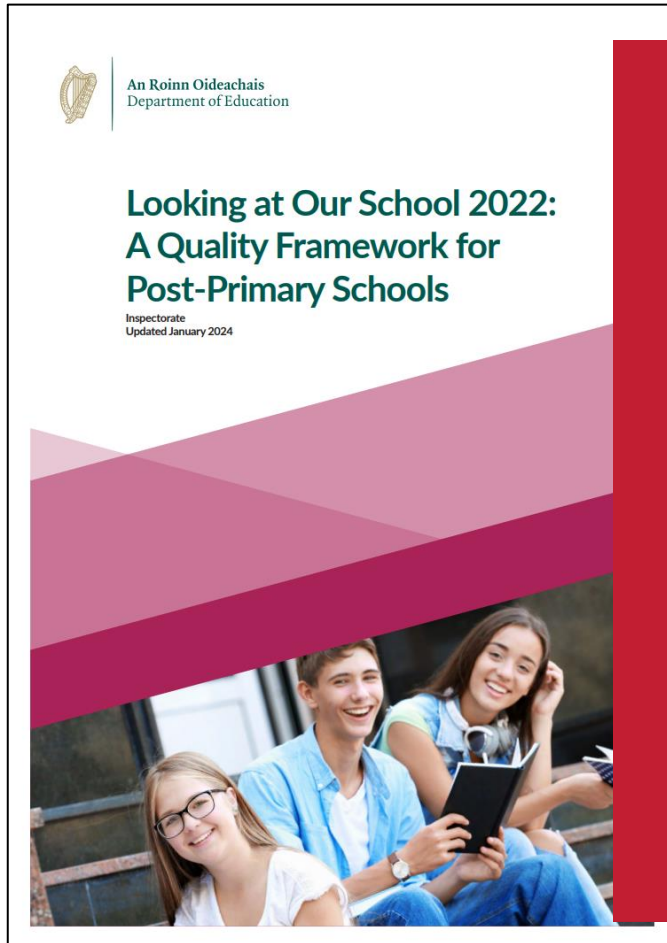
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Quality Education



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4 QUALITY EDUCATION



*...agency of teachers in
...ed and reflective
...sions about learning
...e with the curriculum
...to the abilities and
...people in a variety of
...texts”*

(LAOS 2022, p.9)



Learning Intentions

We will ...

- plan for student-centred learning experiences that consider Education for Sustainable Development across the strands and elements of the Home Economics specification
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- explore how formative assessment strategies can support students to become independent, active learners.

Break



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Learning Intentions

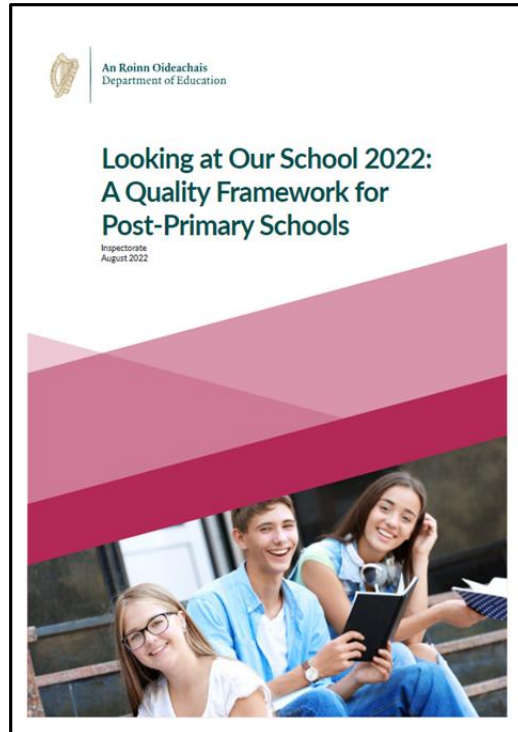
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Students as Active Agents in their Learning



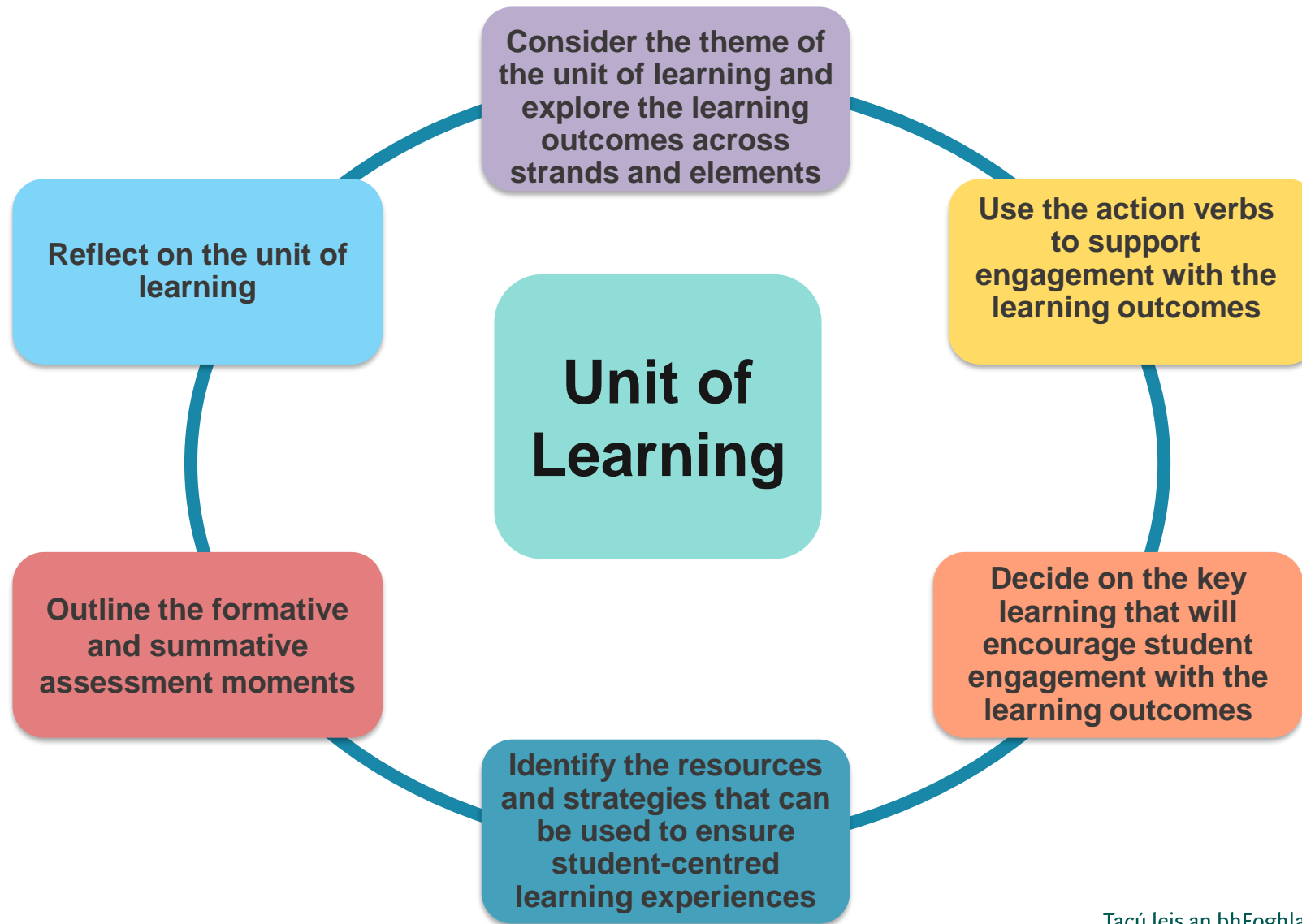
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“The quality framework views students as active agents in their learning who engage purposefully in a wide range of learning activities, who respond in a variety of ways to different learning opportunities, and who are allowed to engage in meaningful discussions with teachers to inform learning and teaching.”

(LAOS 2022, p.9)

Planning for Student-Centred Learning



Student-Centred Learning Experiences...



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Engage with the rich diversity in the classroom

Remove barriers to learning

Establish an inclusive learning environment

Allow for greater enjoyment in the learning

Offer choice and decision-making opportunities

Empower students as active agents in their learning

Encourage reflection on learning to learn

Improve learning for all students

Support Student-Centred Learning



'If learners are to take more responsibility for their own learning, then they need to know what they are going to learn, how they will recognise when they have succeeded and why they should learn it in the first place.' (NCCA, Focus on Student Learning series, 2015)



Learning Intention:
Know, understand
and/or do

Success Criteria:
How to recognise
successful learning



Formative
Feedback: How to
progress students'
learning



Learning Intentions and Success Criteria



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Benefits of Learning Intentions and Success Criteria



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'If learners are to take more responsibility for their own learning, then they need to know what they are going to learn, how they will recognise when they have succeeded and why they should learn it in the first place.' (NCCA, Focus on Student Learning series, 2015)

Benefits for the Student:

- Provides students with an opportunity to reflect on their own work
- Provides a flexible framework for self-assessment

Benefits for the Teacher:

- Identify possible misconceptions in advance
- Provides a scaffold for the task at hand
- Provides a scaffold for formative feedback

Learning Intentions:



Success Criteria:



Describe the classroom experiences that will support students.

How can the key learning be assessed?

Learning Intentions:

A learning intention for a lesson or series of lessons is a statement, created by the teacher, that describes clearly what the teacher wants the students to know, understand, and be able to do following learning and teaching activities.



Ensure assessment aligns with the chosen Learning Outcomes and their associated Action Verbs

Learning Intentions:



Success Criteria:



Describe the classroom experiences that will support students.

How can the key learning be assessed?

Success Criteria:

aligns with the learning intentions and are developed by the teacher or co-created with the students. It describes what success looks like.



Ensure assessment aligns with the chosen Learning Outcomes and their associated Action Verbs

Learning Intentions:



Success Criteria:



Describe the classroom experiences that will support students.



How can the key learning be assessed?

- Describe how the key learning will be brought to life in the classroom.
- Consider what strategies and resources will support students in experiencing the key learning.
- Develop ideas on how the key learning can be assessed.
- Does the assessment align with the learning outcomes and the action verbs?



Ensure assessment aligns with the chosen Learning Outcomes and their associated Action Verbs

Planning a Student-Centred Learning Experience



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What can we include when creating this student-centred learning experience to make it successful?



Student-Centred Learning Experiences



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Engage with the rich diversity in the classroom

Remove barriers to learning

Establish an inclusive learning environment

Allow for greater enjoyment in the learning

Offer choice and decision-making opportunities

Empower students as active agents in their learning

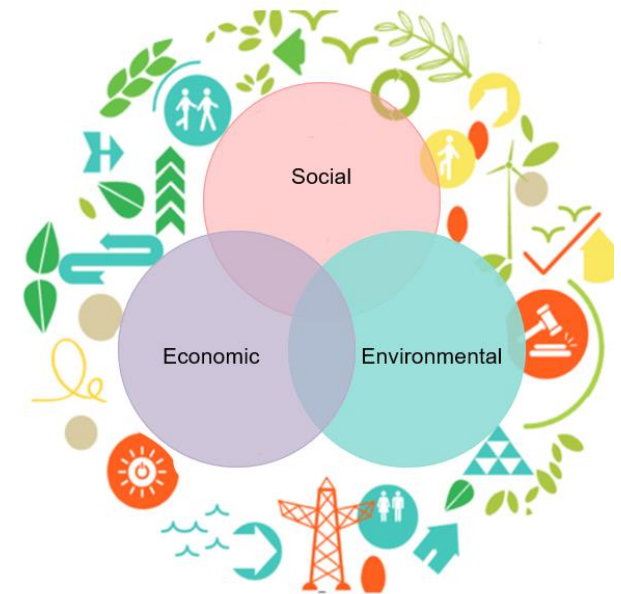
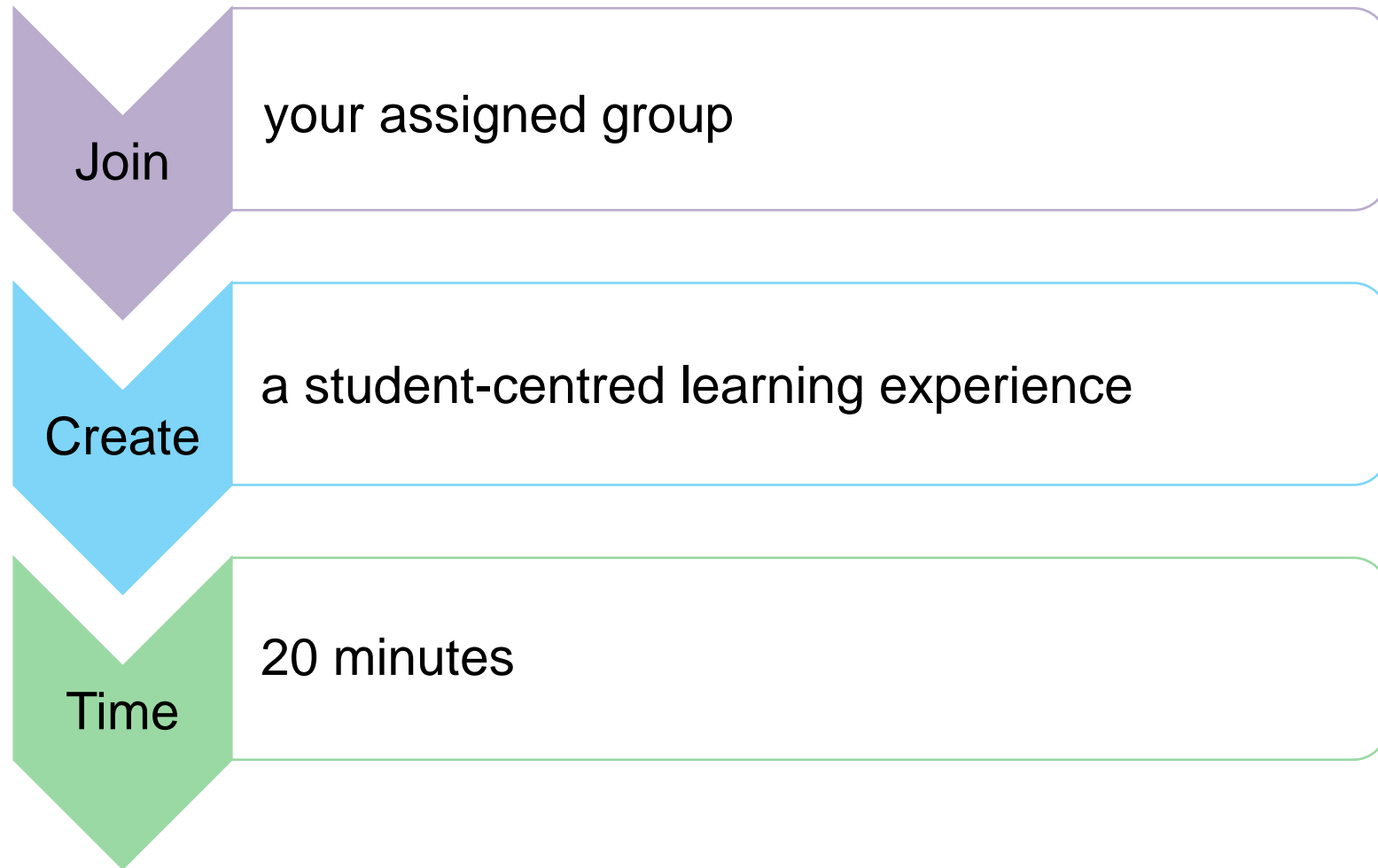
Encourage reflection on learning to learn

Improve learning for all students

Creating Student-Centred Experiences



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Soapbox Activity



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Learning Intentions

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- explore how formative assessment strategies can support students to become independent, active learners.

Lunch



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Learning Intentions



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- explore how formative assessment strategies can support students to become independent, active learners.

Self-Reflection Bullseye



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Supporting the Process of Formative Assessment



'If learners are to take more responsibility for their own learning, then they need to know what they are going to learn, how they will recognise when they have succeeded and why they should learn it in the first place.' (NCCA, Focus on Student Learning series, 2015)



Learning Intention:
Know, understand
and/or do

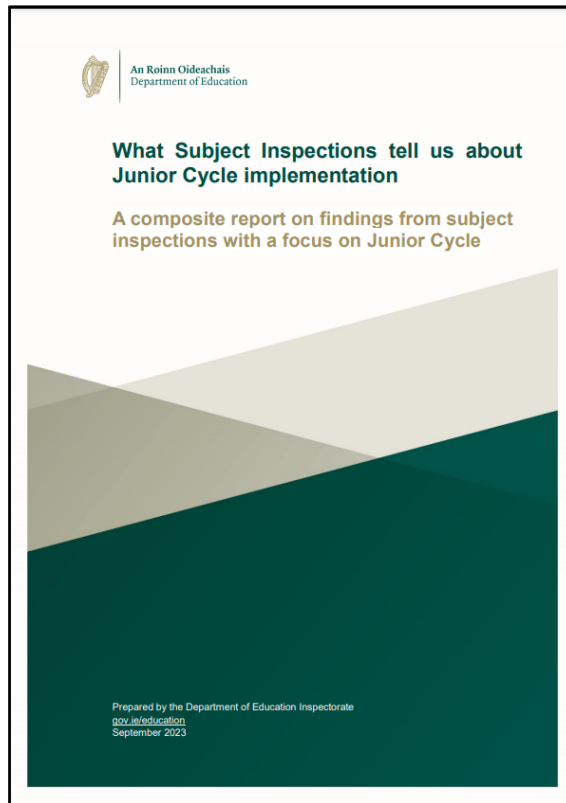
Success Criteria:
How to recognise
successful learning

Formative
Feedback: How to
progress students'
learning

Formative Feedback



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“Teachers should develop and use clearly-expressed success criteria to guide teaching and learning. These success criteria should be developed and/or shared with students and used as reference points for feedback to students on their learning.”

(DE, What Subject Inspections tell us about Junior Cycle implementation , 2023, p. 16)

Sharing of Practice – Supported Gallery Walk



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Supported Gallery Walk

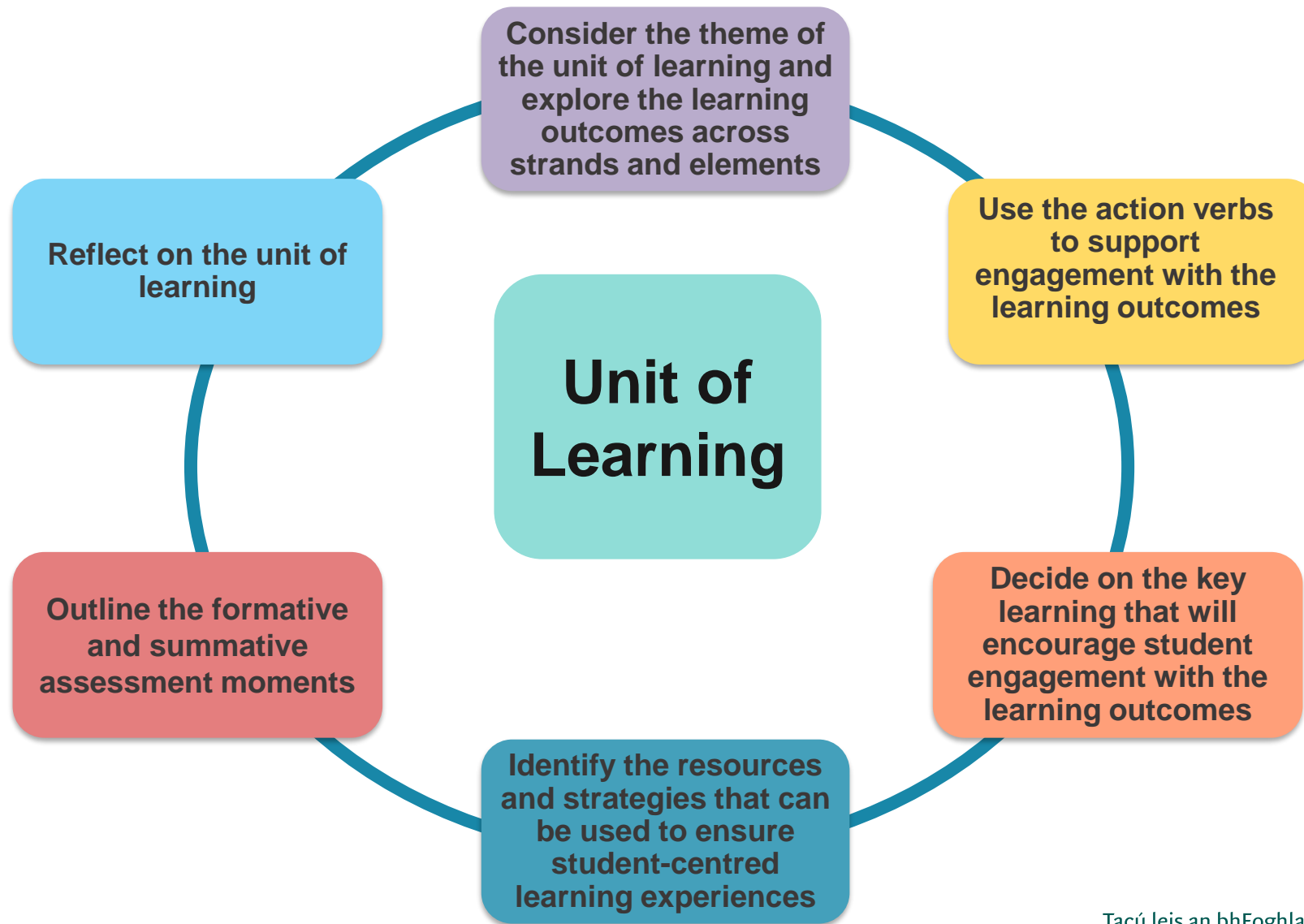
Feedback Reflection



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Planning for Student-Centred Learning





Meaningful Feedback

focuses on the quality of the work

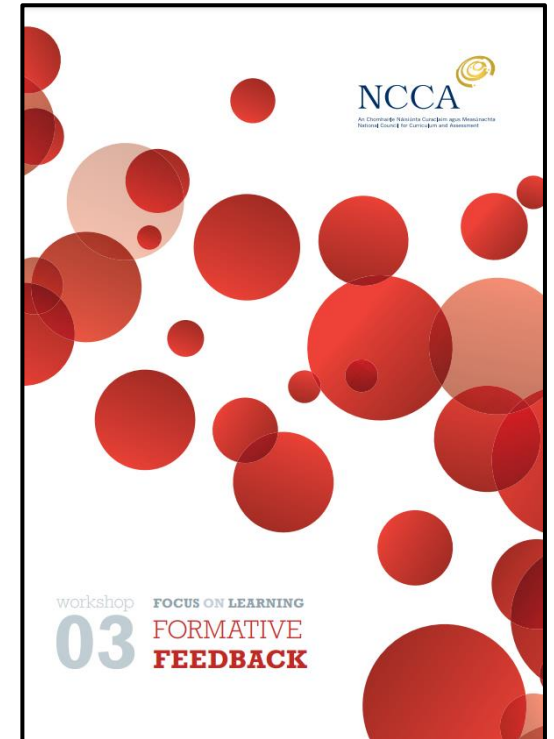
relates to agreed success criteria

identifies success and achievement

indicates suggestions for improvement

prompts student thinking

allows time for improvement to take place



(NCCA, Formative Feedback, 2015, p. 5)



Feedback for All Learners

Feedback Formats



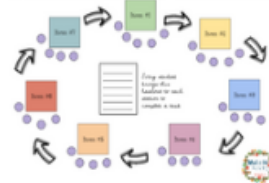
Ways to Feedback



Google Classroom



How to use a GALLERY WALK



Differentiated Feedback

Reminder Prompt

Scaffold Prompt

Example Prompt



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Formative Feedback: Teacher Voice





What aspects of this teacher's use of formative feedback resonate with you?

Student Feedback Loop



Student Voice Video



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Student Voice

Why Formative Feedback is Important



Considerations When Planning Student Feedback



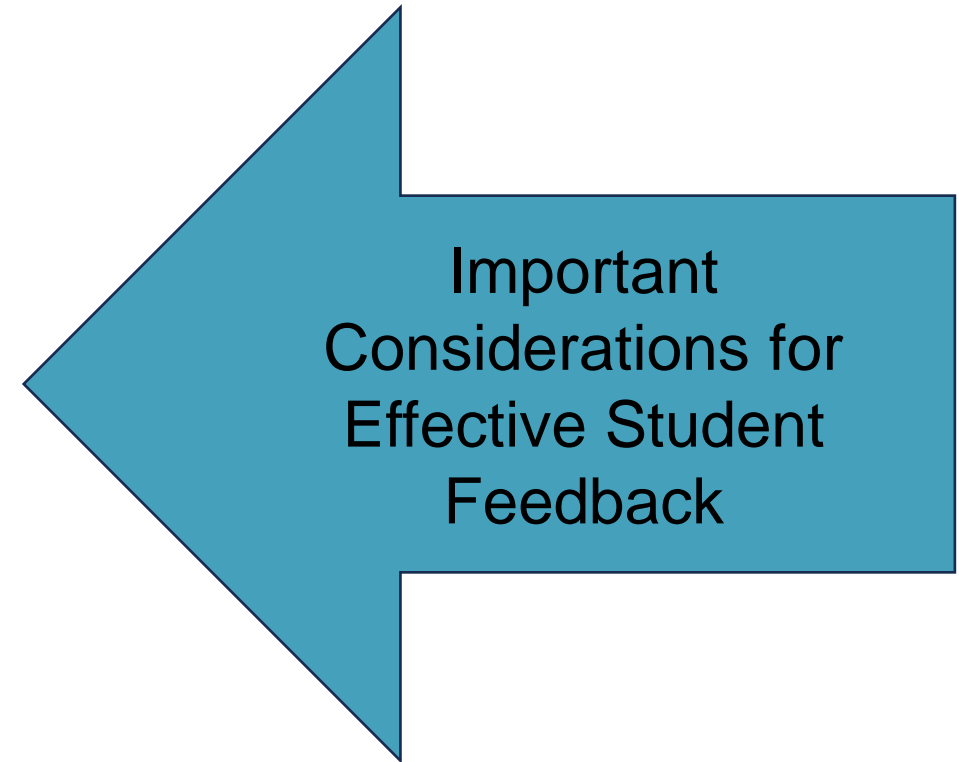
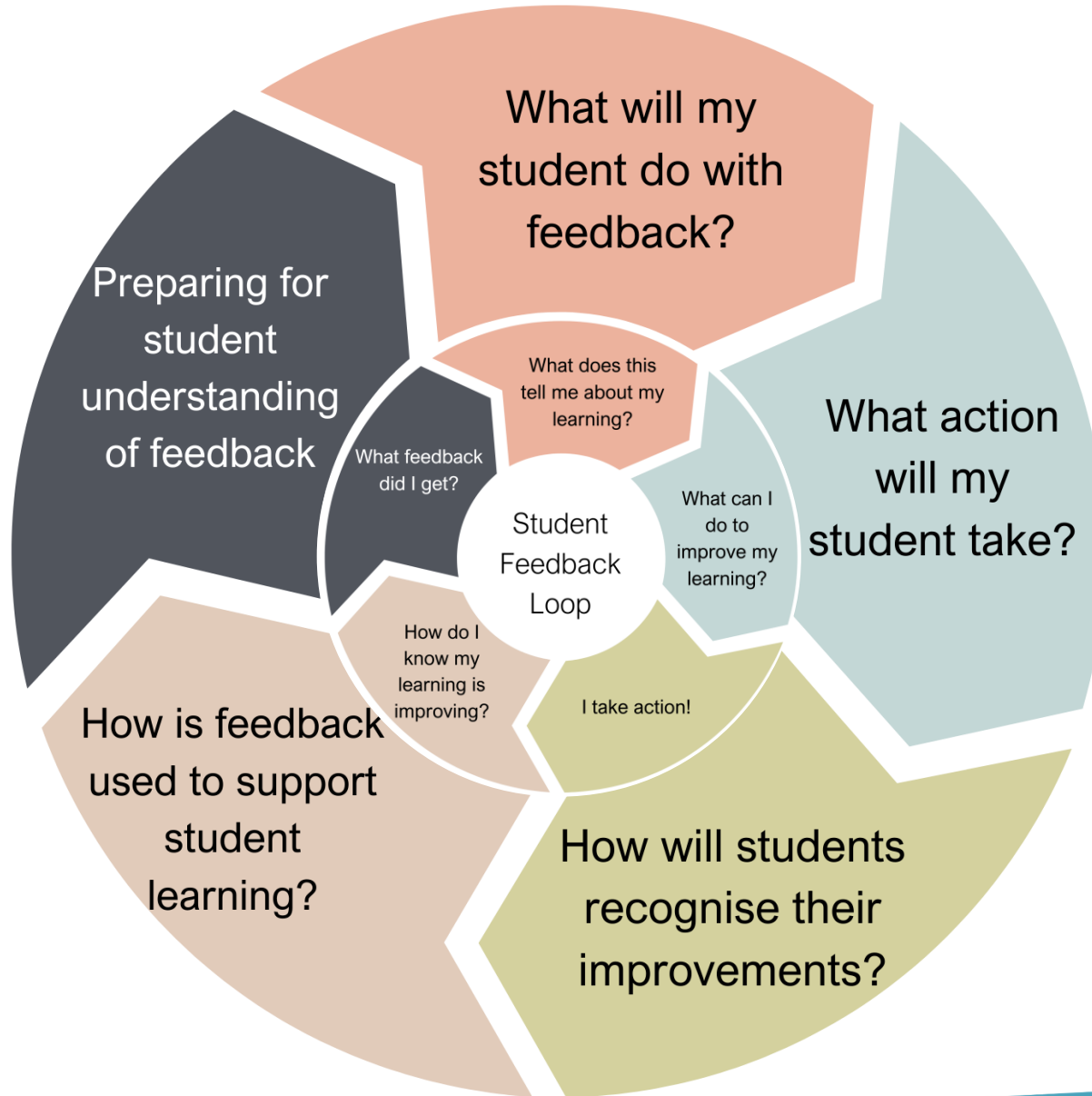
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What are the considerations we need to have when planning student feedback?

Planning for Effective Student Feedback



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Teacher Feedback Loop



How is feedback used in my classroom to support students' learning?



Teacher Feedback Loop



How do I know students understand the feedback given?

What can I do to check this?

Teacher Feedback Loop



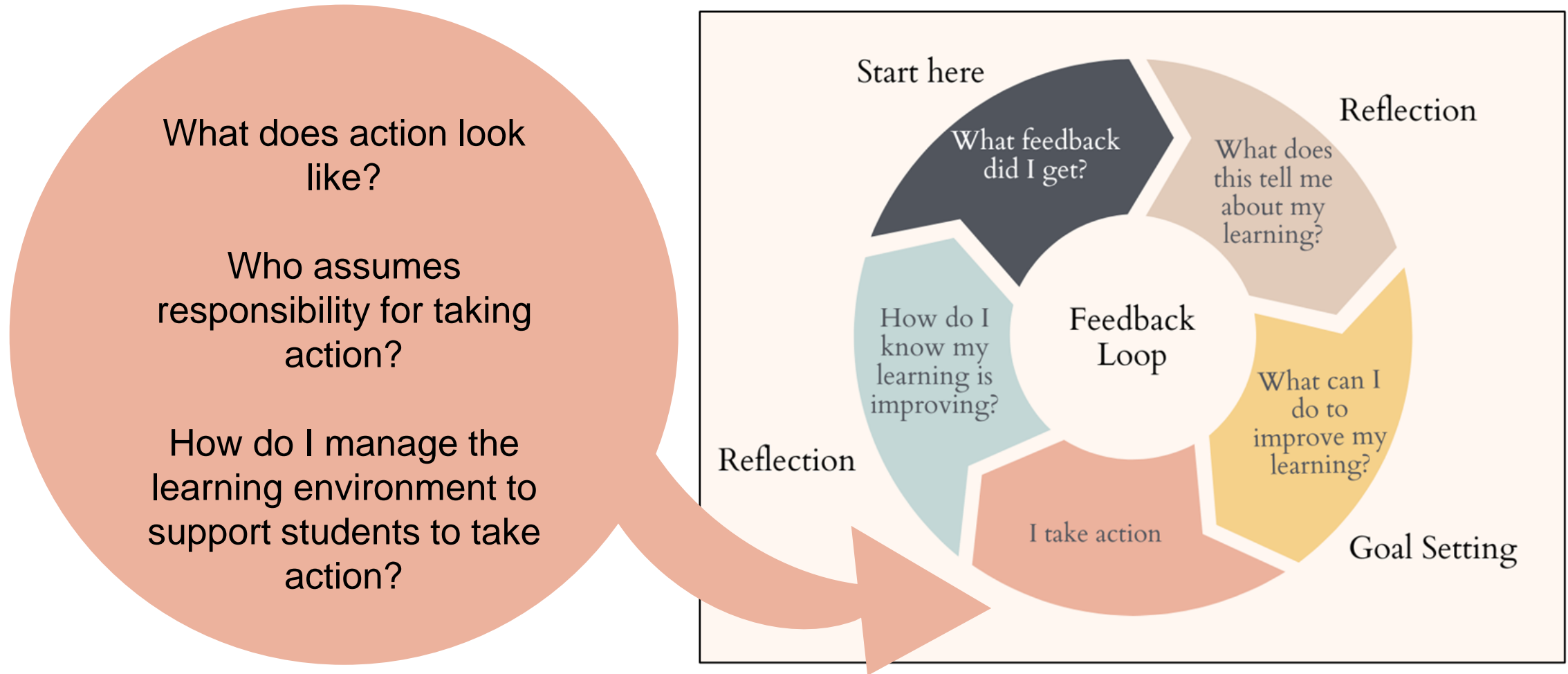
How do my students understand their role in their learning?

How do I support and guide my students in making decisions about their learning?

What strategies have my students developed to support them in their learning?



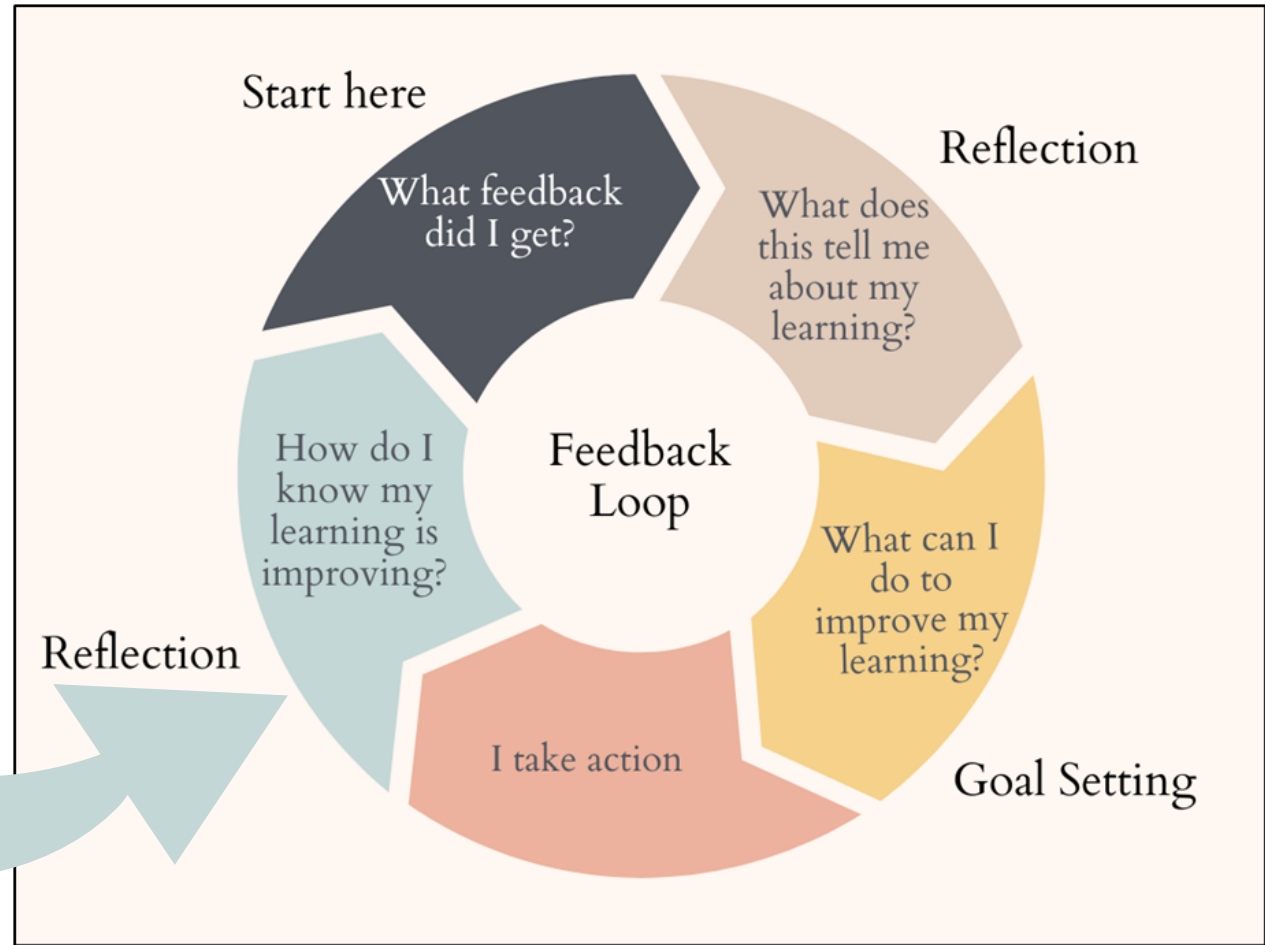
Teacher Feedback Loop



Teacher Feedback Loop



What strategies do I use to support students to recognise improvement in their learning?





ESD Strategy to the Home Economics Classroom

4 QUALITY EDUCATION

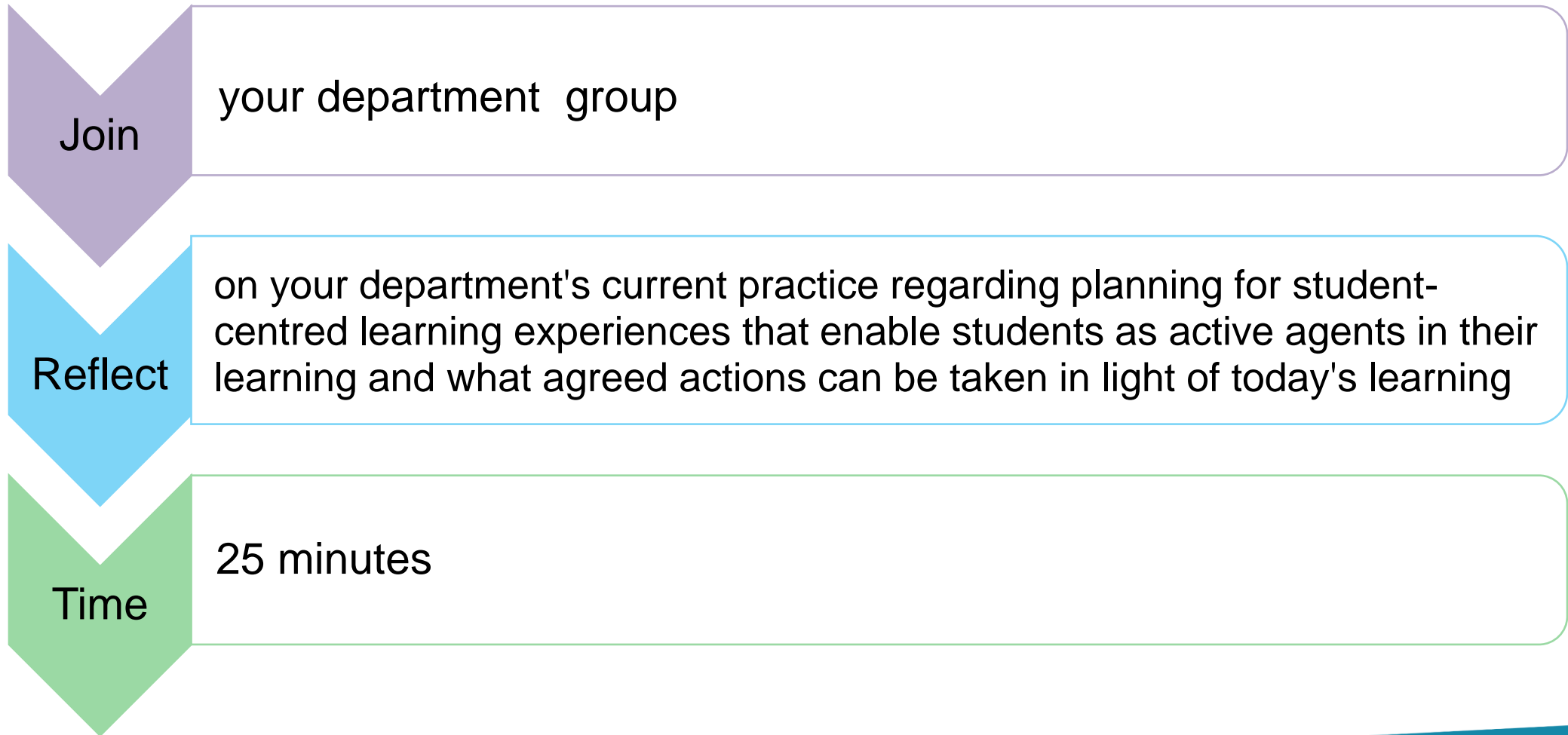


Education about Sustainable Development

“Home economics education uses a systems approach to empower individuals and families with the knowledge and skills to address these real-life concerns of everyday living.”

(HE Specification, 2017, p. 4)

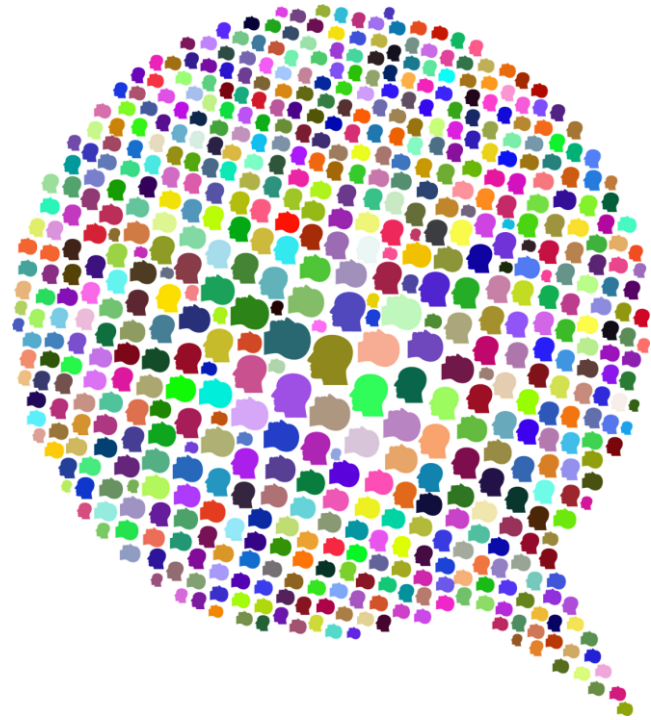
Department Meeting



Share the Learning



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Learning Intentions

We have ...

- planned for student-centred learning experiences that consider sustainability across the strands and elements of the Home Economics specification
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- explored how formative assessment strategies can support students to become independent, active learners.



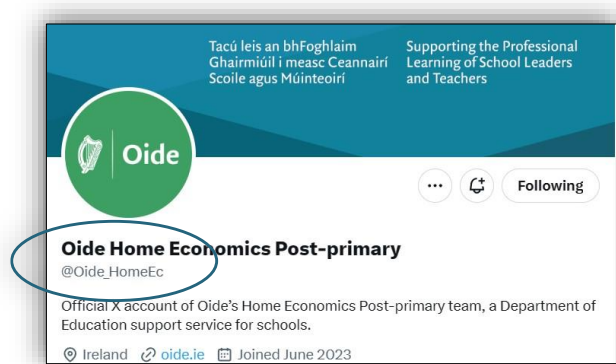
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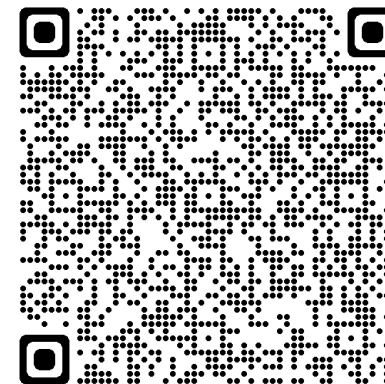
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Thank you
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