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Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Home Economics Learning for All

December 3rd, 2024
5:00 pm – 6:30 pm

Home Economics Support Team



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PP Home Economics Team

Learning Intentions

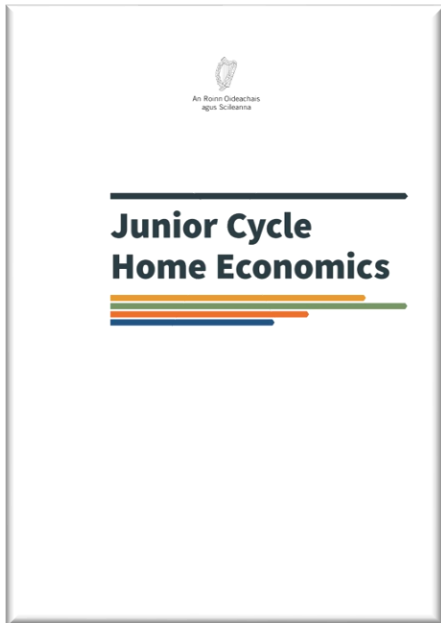


- To embrace the rich diversity in the Home Economics classroom
- To explore how we can create a student-centred learning and teaching environment in the Home Economics classroom.

Junior Cycle Home Economics



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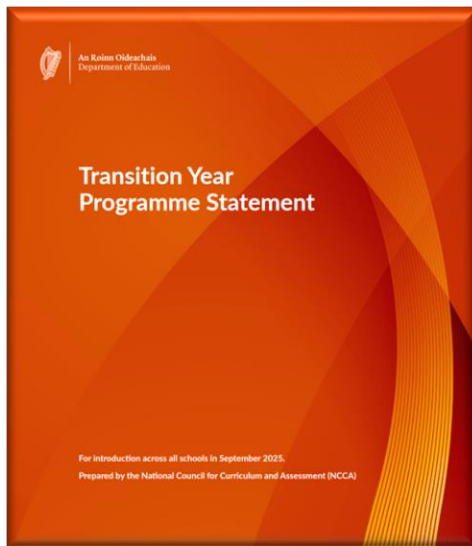
“Junior cycle is inclusive of all students and contributes to equality of opportunity”

(JCHE Specification, NCCA, 2017, p.3)

Transition Year Programme



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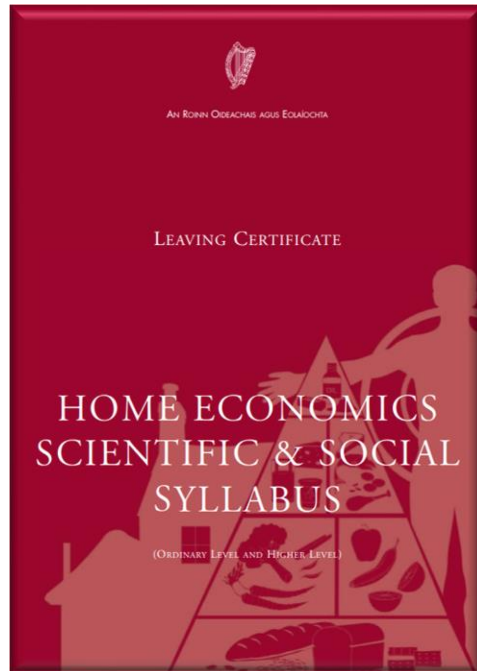
“Students vary in their family and cultural backgrounds, languages, age, ethnic status, beliefs, gender, and sexual identity as well as their strengths, needs, interests, aptitudes and prior knowledge, skills, values and dispositions.”

(TY Programme Statement, NCCA, 2024, p.6)

Leaving Certificate Home Economics



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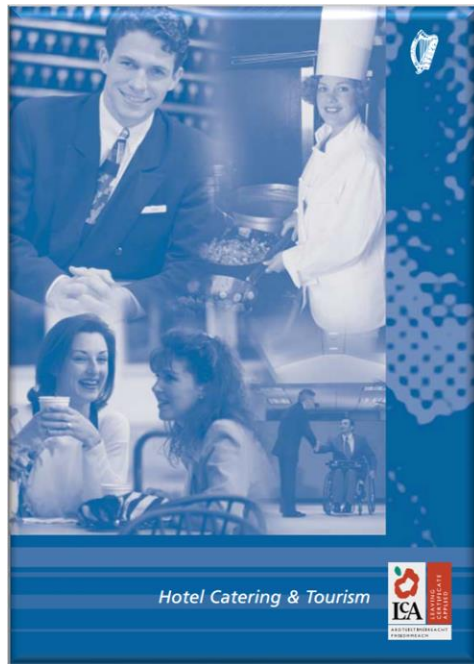
“The wide range of learning experiences to which the students are exposed will allow them to be flexible and adaptable in the changing situations of modern life.”

(LCHE Syllabus, NCCA, 2001, p.2)

Leaving Certificate Applied



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“The Hotel, Catering, and Tourism ...Emphasis is placed on social inclusion, teamwork, quality consciousness, interpersonal skills, creativity, and dexterity.”

(LCA, HCT Descriptor, NCCA, 2000, p.6)



Join at menti.com | use code 2903 8670 Mentimeter

How do you provide rich learning activities to support student centred learning?

23 responses

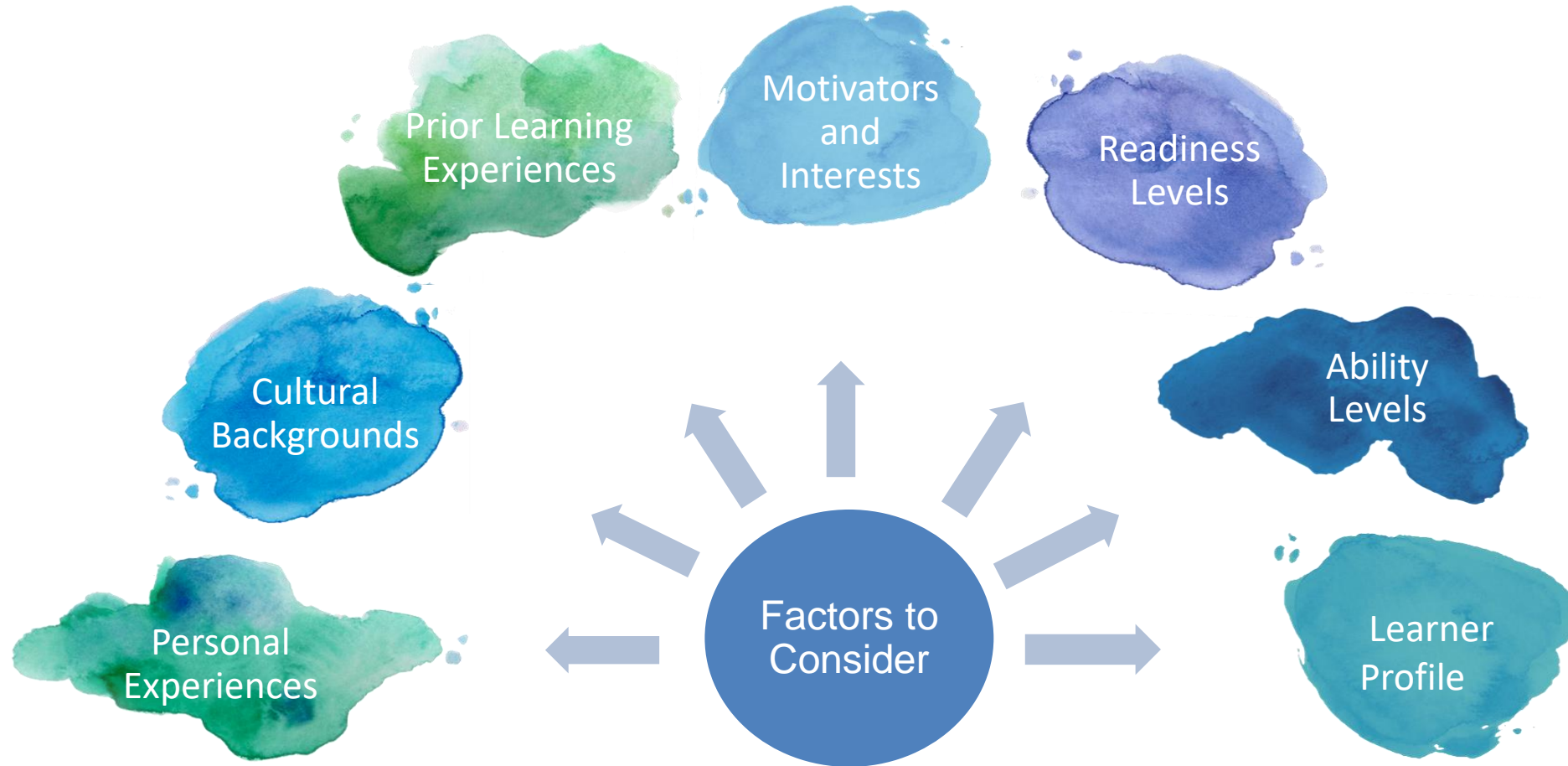
Using mini white boards to garner prior knowledge. Carousel activity with 5th years	Peer teaching	Food literacy skills practical
Case studies	Active learning methodologies to ensure students are engaged with the content e.g think pair share, peer teaching	Mystery Box Activity
Pair and group work activities.	Star baker voted by peers	Case studies
Group work	project based learning	mini white boards

👍 👤

Learning For All



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Adapted from Tomlinson (2014)

Recognising Diversity in the Classroom



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Universal Design



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What is Universal Design?

“Consider the needs of the broadest possible range of users from the beginning”

Architect, Ron Mace



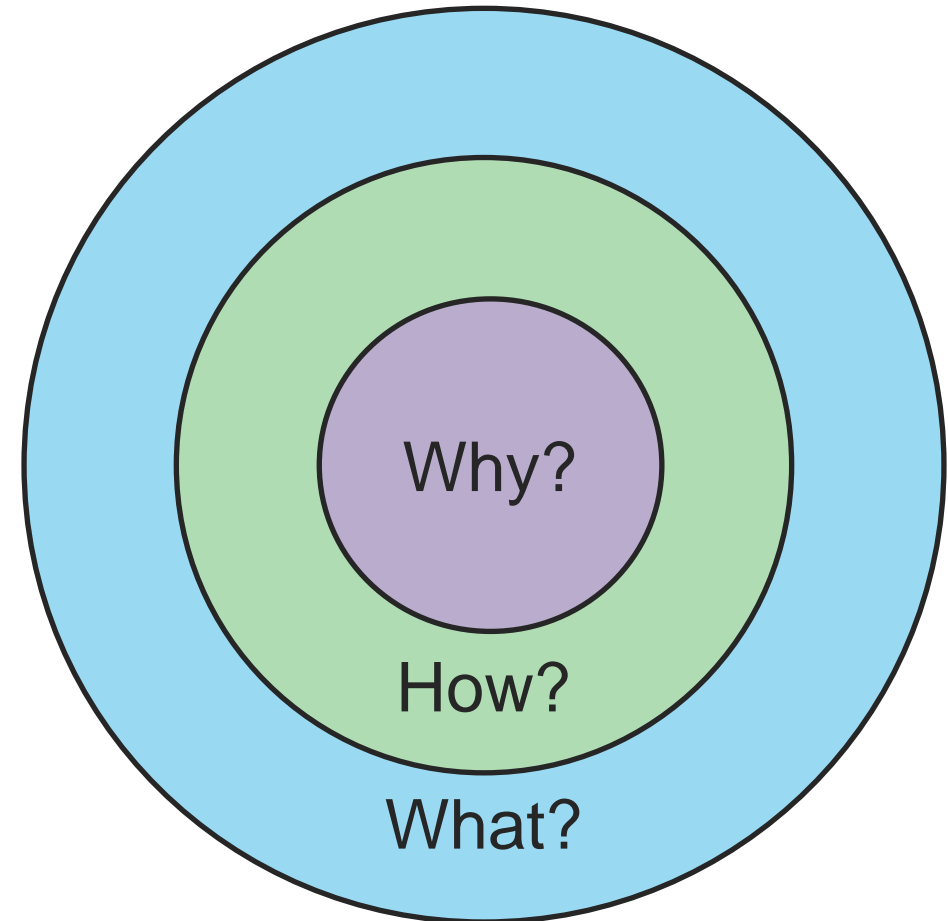
The Why? How? and What? of UDL



Universal Design for Learning

(UDL) is a framework

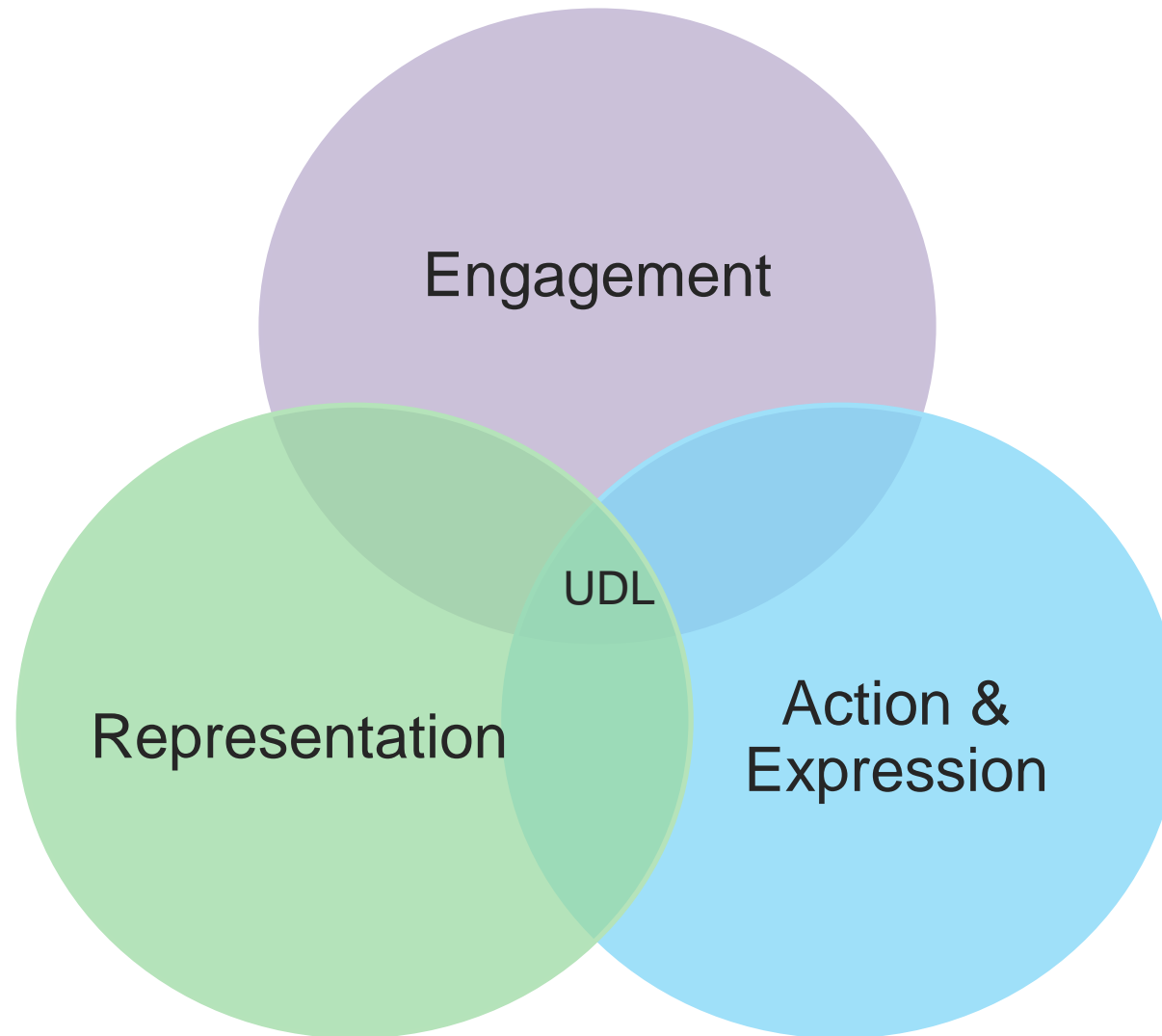
developed by CAST



Universal Design for Learning as an Approach to Student-Centred Learning



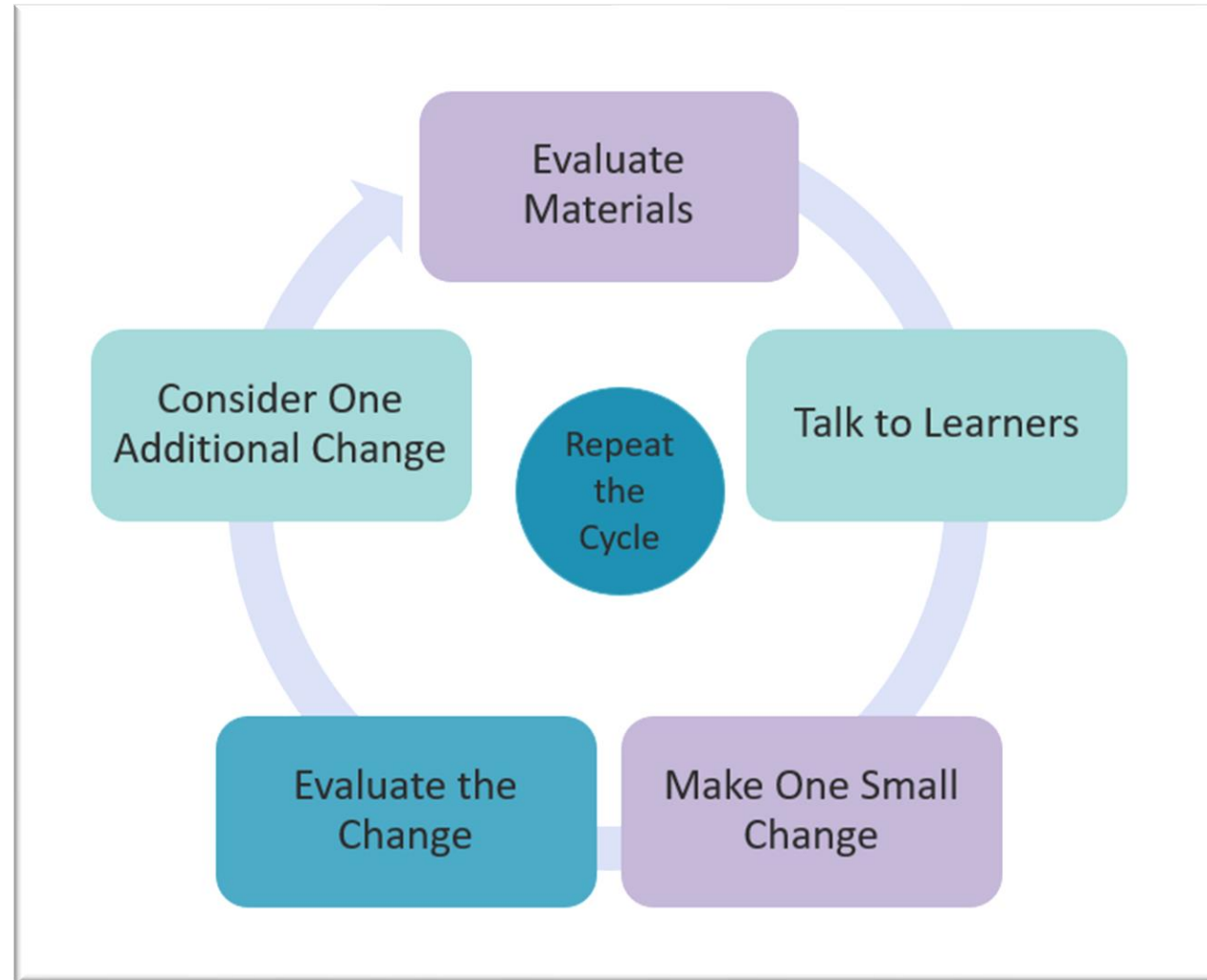
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Five Points for the Practical Application of UDL in the Home Economics Classroom



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What does an inclusive, student-centred classroom feel and look like?

Share the Learning



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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



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Students share their experiences of an
inclusive, student-centred classroom

Learning for All Activity



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Join

a breakout room, unmute audio and start video camera

Consider

a learning experience that has taken place in each of your classrooms. Record 'one change' you could make to one of these learning experiences to make it more student-centred and inclusive.

Share

the experience as it was and the change you could make

Share the Learning



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Supports for Learning, Teaching and Assessment



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Supports for Student-Centred Learning, Teaching and Assessment in Home Economics

<p>Assessment stations - students move around a series of testing stations.</p> <p>Anticipation Exercise - used to connect new information to prior knowledge about a topic, teaching students to make, anticipate, and verify predictions.</p>	<p>Book Creator - digital book-making tool.</p> <p>Blue Sky Thinking - compels students to provide a limitless variety of ideas.</p>	<p>Comment - only marking to help students consider their progress and support formative feedback.</p>
<p>Discussion and debate to create a more dialogical classroom.</p> <p>Dotmocracy - students work together through group voting to make informed decisions, to prioritise and reach consensus.</p>	<p>Exit/entrance slips - written student responses to questions teachers pose at the end or start of a class.</p>	<p>Formative Feedback - to help students think about where they are in their learning, where they need to go and the next steps to get there.</p>
<p>Graphic organisers to record and organise information.</p>	<p>Homework choice and options. Hands down for answers and hands up for questions.</p>	<p>Four Corners - ask students to make a decision about a problem or question by moving to one of the four corners of the classroom, each of which is labelled with a different response.</p>
<p>Jigsaw - students form a home team and are set a home team problem. They break up into "expert groups" and gain expert knowledge and return to the home team to respond to the problem.</p>	<p>Kahoot! quizzes as a formative assessment tool.</p> <p>KWL - What I Know? What I Want to know? What I have Learned, can support students taking greater ownership of their learning.</p>	<p>Scored Answer Discussion - an exemplar of work is given to the students and the students are asked to improve and develop it.</p>
<p>Media profile - use pictures or headlines from newspapers or magazines to illustrate the public perception/profile of a particular aspect of the subject area.</p>	<p>Names - using name cards and picking from a hat when looking for student response.</p>	<p>Movie - digital movie making tool.</p>
<p>Patchwork Texts - students write a number of small pieces of work, which they later "stitch" together in a reflective commentary.</p>	<p>Question bank - students are assessed on their ability to produce a certain number of questions on a topic.</p> <p>Question quadrant - to support the use of closed and open-ended questions.</p>	<p>Learning log - to capture the flow and progress of students' learning.</p>
<p>Placemat - page divided in 4, groups write and share ideas and can swap around.</p> <p>Peer Feedback Strategy TAG: T= Tell me something you like, A= Ask a question, G= Give me a suggestion for improvement.</p>	<p>Think Pair Share - students think about a given topic, develop individual ideas, and share ideas with a peer.</p> <p>Through the Lens - students interpret, summarise, compare, and contrast information using different forms of representation, generating new knowledge by adapting, designing and representing information rightly.</p> <p>Thinking Hats - a role-playing model that serves as a team-based problem-solving and brainstorming technique that can be used to explore problems and solutions and uncover ideas.</p>	<p>Oral communication - students can orally share their learning to their peers in small groups or to the full class group.</p>
<p>Student voice - listening to and involving young people in decision making about matters that affect them in school.</p> <p>Self-reflection moments for students on what and how they learned.</p>	<p>WALT (we are learning to), WILF (what I'm looking for), to support student engagement in the learning.</p>	<p>Ranking Ladder - students place items on rungs of a ladder in order from least to most important.</p> <p>Randomisers - enables a "no hands up" approach with students chosen at random when student participation is required in a talk, respectful learning environment.</p>
<p>Venn Diagram - students graphically display the similarities and differences between two items or themes.</p>		<p>Upcycling - conversion of waste materials to something useful or valuable.</p> <p>X-ray - what is the skeleton of the idea or topic, what are the bones? Use with a fishbone template to record key points and make connections.</p> <p>YouTube videos - to illustrate or bring to life an idea or an example of something central to the learning.</p> <p>Zebra Crossing - White questions are lower order questions, and the black questions are higher order questions.</p>

Note: This list is not exhaustive




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UDL Bookmark



Five Points for the Practical Application of Universal Design for Learning in the Classroom

- 01 EVALUATE MATERIALS**
Consider the accessibility. Can we remove a barrier to the learning? For example, with text heavy material providing an alternative such as audio or video supports may help.
- 02 TALK TO THE LEARNERS**
How do they prefer to access material? What do they find engaging and why? How do they best demonstrate their knowledge?
- 03 MAKE ONE SMALL CHANGE**
Consider one change that you could make to the class materials to support inclusion and student-centred learning.
- 04 EVALUATE THE CHANGE**
After implementing the change, evaluate if it was successful based on the change and the objective.
- 05 CONSIDER ONE ADDITIONAL CHANGE**
Consider one additional change based on the evaluation and repeat the cycle.

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Learning Intentions



- To consider the rich diversity of our students
- To explore how we can create a student-centred learning and teaching environment in the Home Economics classroom.

Reflection



What... has been your key learning in this event?
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?



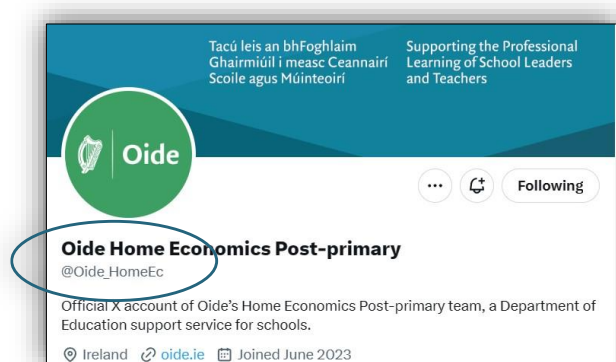
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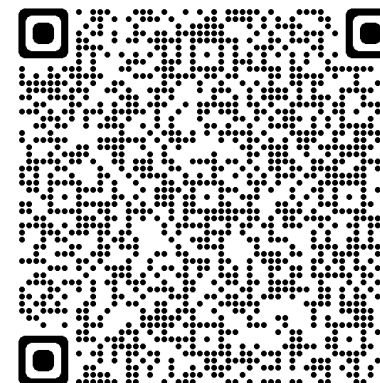
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