



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Teicneolaíocht Adhmaid

EFG 2023/2024



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Theicneolaíocht Adhmaid

EFG 2023/2024

Scoláirí i gCeartlár
na Foghlama





Do comhthéacs?



Roinn



5 nóiméad



Comhthéacs do scoile?



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Is seirbhís tacaíochta nua í Oide do mhúinteoirí agus do cheannairí scoile, maoinithe ag an Roinn Oideachais,

A seoladh an 1 Meán Fómhair, 2023.

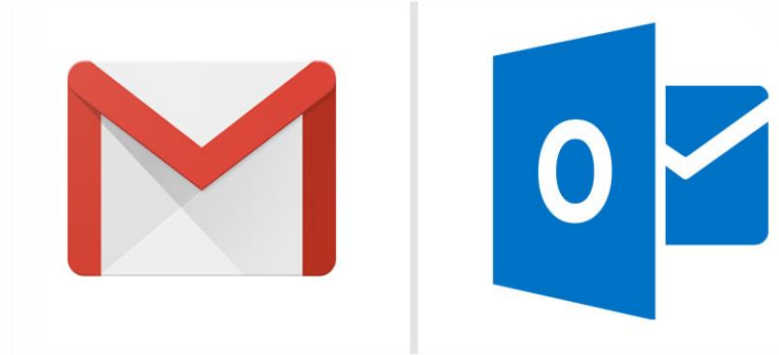
A bunaíodh ar chomhtháthú ceithre sheirbhís tacaíochta atá ann cheana:

- An Lárionad Ceannaireachta Scoile (LCS)
- An tSraith Shóisearach do Mhúinteoirí (SSM)
- An Clár Náisiúnta Ionduchtaithe do Mhúinteoirí (CNIM)
- An tSeirbhís um Fhorbairt Ghairmiúil do Mhúinteoirí (SFGM)





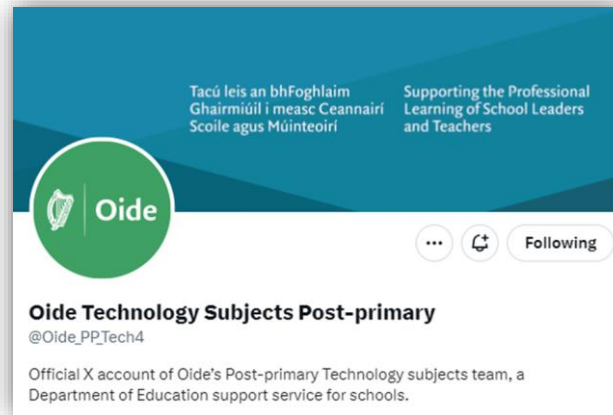
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Foireann Tacaíochta Teicneolaíocht Adhmaid

- Seirbhís Tacaíochta
- Foireann Cheannairí Foghlama Gairmiúla Iánaimseartha
- Foireann chomhlaigh pháirtaimseartha



Barry Nolan
Ceannaire Sinsearach



Declan Regan
PLL



Patrick Kelly
PLL



Seamus O'Connell
PLL



Tacaí Theicneolaíocht Adhmaid

Tacaí sa todhchaí



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Comhpháirtithe



An Roinn Oideachais
Department of Education

www.education.ie



NCCA

An Chomhairle Náisiúnta
Curaclaim agus Measúnachta
National Council for
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www.ncca.ie



State Examinations Commission
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www.examinations.ie



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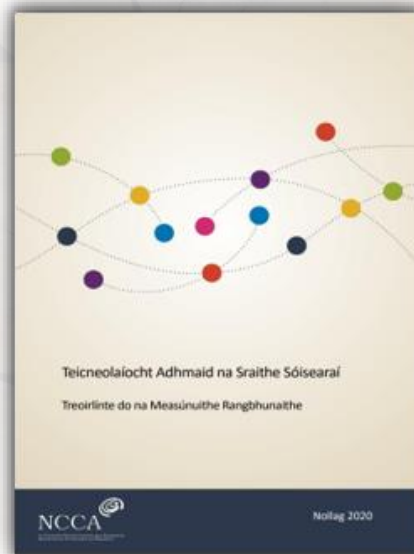
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Príomhdhoiciméid



Sonraíocht,,
NCCA



Treoirilnte do na
MRB,
NCCA



Socruithe
Measúnachta
2023/2024,
An Roinn Oideachais



Socruithe
Athbhreithnithe maidir
2023/2024,
NCCA



Nóta eolais faoi scrúduithe na Sraithe Sóisearaí i réimse ábhar, Márta 2023, C.S.S.



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Cycle Examinations 2022

Information note on
Junior Cycle examinations
in a range of subjects

March 2023

Wood Technology

Wood Technology is examined at Common level and consists of two components – a written examination and coursework. The written examination represents 30% (120 marks) of the total marks (400 marks) and is 1 hour 30 minutes in duration. The coursework component represents 70% (280 marks) of the total marks and comprises two elements: a folio entitled *My Design Journey* and an artefact. The adjusted assessment arrangements for the 2022 examinations stated that for Junior Cycle Wood Technology: "Candidates will be required to complete and present two specified headings only, of the six headings in the Design Folio, for 2022."

Some good practice observed in the written examination

The following good practices were observed with varying degrees of frequency in the material presented by candidates for the 2022 examinations. Where they occurred, they assisted candidates in scoring well.

- Candidates frequently gave accurate and relevant answers to the questions asked, indicating that they had paid close attention to the specific requirements of each question.
- Candidates displayed a very good knowledge and understanding of the tools, equipment and fittings presented. The associated health and safety precautions associated with the tools were also recognised and well explained.
- The questions relating to trees and their growth were very well attempted by candidates.
- Candidates demonstrated a good appreciation and knowledge of traditional methods of jointing wood in their answering.
- A wide variety of poster formats were presented by candidates to explain the process of photosynthesis, such as mind maps, word diagrams, sketches and notes.
- In general, a good knowledge of the environment and sustainability in Wood Technology was displayed throughout the answering by candidates. In particular, the reasons why the Tree Council promotes the planting of trees and the use of veneers instead of solid wood were well answered.
- Where candidates were asked to describe the steps in a process, those that communicated distinct steps, which were clear, concise and to the point, with correct terminology used, achieved higher marks.

Advice on engaging with the written examination

The following advice will assist with ensuring that candidates demonstrate their levels of achievement to full effect when engaging with the written examination.

- Candidates should attempt all questions on the examination paper. No marks can be awarded for parts that are not attempted.

in the subject. Every opportunity to in the classroom should be taken. Sketching joints, joints, design ideas, processing and fittings were appropriately selected and integrated into everyday classroom practice.

se strands of the Wood Technology curriculum planning allows opportunities for candidates to investigate the identification of materials for the use of each, based on their practical aspects of the subject.

to investigate the identification of materials for the use of each, based on their practical aspects of the subject.

using a straight edge to demonstrate interpretation of drawing views.

exposed to all aspects of the Wood Technology curriculum. All the craft skills such as marquetry and integrated into classroom teaching and

holder to store coasters were often a very good example. Candidates should be encouraged to be

work

with varying degrees of frequency in the material presented by candidates for the 2022 examinations. Where they occurred, they

ted both a *My Design Journey* folio and an artefact, as required.

ues were used by candidates to produce their artefacts in A4 or A3 format with good use of ICT skills to communicate their design solution.

each design brief to develop and present their artefacts. There was good evidence of creativity and

woods in the construction of their artefacts. Candidates showed a good knowledge and understanding of the properties of different solid woods.

vel of craft, skills and techniques in their work in areas such as traditional jointing,

and lamination were exhibited by many

of modern technologies such as CNC routers and laser cutters and how they enhance their finished artefacts for final presentation. Candidates embedded and fittings were appropriately selected and

some surface preparation of their chosen materials and techniques when planning the construction of the artefact. Candidates selected an appropriate surface finish depending on the candidate. For example, most candidates whose artefacts had a smooth and safe applied finish.

ork component in Wood Technology, the artefact should be carefully read and all instructions followed. Candidates should ensure that their *Design Journey* folio and artefact. Candidates should ensure that their folio is in line with the instruction given in the

freehand sketches is an essential communication tool. Emphasis should be placed on the use of freehand sketches to communicate design solutions. Well-rendered freehand sketches should be shaded, rendered in black ink and practice to develop the necessary

design decisions in the folio section *My Preferred* should be clearly considered and justified. Candidates should ensure that their design decisions are clearly placed on describing the justifications for the

learning proved challenging for most candidates. Candidates who showed good work and showed what they had learned from their work. Candidates should discuss their work and show how they have taken from completing their work more easily to them if such evaluation and their way of working throughout the three years of

to reflect on what they have learned and to include a Learning Journey over the course of their engagement with

read each of the design briefs carefully. Consideration of requirements and constraints presented within each brief in the solution.

given to the selection of sustainable and appropriate materials and sustainable use of materials contributes to the practice in Wood Technology.

uraged to use a range of crafts, skills and techniques in and construction of their artefact. Traditional jointing skills like scroll-saw work, carving, woodturning, laminating should be an integral part of their completed

ments created using a CNC router or laser cutter are not to be used as a replacement for the demonstration of hand tools. It is also recommended that the design needs or embellishments should be presented.

allowed at the end of the process for good surface preparation and an appropriate surface finish properly to the artefact. A good surface finish should be achieved by carefully following the application of finish.

to submit authentic coursework, duly validated by the class teacher. All coursework must be the candidate's own work and should be submitted under the supervision of their teacher.

Nóta Eolais

Teicneolaíocht Adhmaid, lth. 28.



Oide

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Scoile agus Múinteoirí

Supporting the Professional
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Seisiún 1

Forbairt Incriminteach Scileanna
Adhmadóireachta



Ag breathnú chun cinn, is é a dhéanfaimid...

Seisiún 1



Iniúchadh a dhéanamh ar fhorbairt incriminteach scileanna ceardaíochta



Aonad foghlama a phleanáil i gcomhar le chéile tar éis comhthéacs an scoláire a bhreithniú



Iniúchadh ar eispéiris foghlama atá gníomhach agus scoláire-lárnach



'Teist na mBlianta a shárú'



Sonraíocht Theicneolaíocht Adhmaid na Sraithe Sóisearaí

'Tá go leor nuálaíochta agus athraithe tagtha ar adhmad mar acmhainn ábhair.

Chruthaigh dul chun cinn teicneolaíochta deiseanna suntasacha chun úsáid adhmaid a leathnú mar acmhainn do réimse leathan feidhmeanna.

Mar sin féin, is é uathúlacht an ábhair agus na ceirde seo go bhfuil luach fós ag baint le go leor de na feidhmeanna agus de na próisis thraidisiúnta, rud a sháraíonn teist na mblianta.'

Sonraíocht Theicneolaíocht Adhmaid, lth 4.



Scileanna Adhmadóireachta



Aon eile?





Forbairt Scileanna Adhmadóireachta



Oide

Ag machnamh ar do chleachtas...

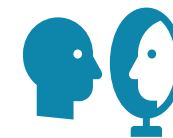
Cén chaoi a n-éascaíonn tú
forbairt réimse scileanna
adhmadóireachta le do chuid
scoláirí?



Ina n-aonar



1 nóiméad



Déan machnamh
ar do chleachtas



Forbairt Scileanna Adhmadóireachta



Roinn na Teicneolaíochta
Adhmaid,
Cill Náile,
Co. Thiobraid Árann.

Cur Chuige na Roinne Ábhair:

Cad é?

Cén fáth?

Conas?

Conas a éascaíonn tú forbairt réimse
scileanna adhmadóireachta i seomra na
Teicneolaíochta Adhmaid?



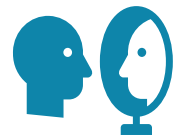
Ina n-aonar



5 nóiméad



Breathnaigh ar an
bhfíseán



Déan machnamh
ar do chleachtas



Forbairt Scileanna Adhmadóireachta

Cur Chuige na Roinne Ábhair



Oide



Breathnaigh ar an bhfíseán



Forbairt Scileanna Adhmadóireachta

Ag machnamh ar do chleachtas...

Cén chaoi a n-éascaíonn tú forbairt réimse scileanna adhmadóireachta le do chuid scoláirí?



Plé Oscailte



5 nóiméad



Roinn



Féidearthachtaí & Deiseanna



Oide

Cothromaíocht a aimsiú

**Sonraíocht
Theicneolaíocht
Adhmaid na
Sraithe Sóisearaí**

‘Tá sé d’aidhm ag an tsonraíocht seo cothromaíocht a bhaint amach idir an fhairsinge féidearthachtaí a chuireann staidéar ar an ábhar i láthair a fhiosrú agus deiseanna a chur ar fáil d’eispéiris dhoimhne de réimsí áirithe de réir mar is cuí.’

*Sonraíocht Theicneolaíocht Adhmad, Forbhreathnú: Cúrsa,
Leathanach 10.*



Forbairt Incriminteach Scileanna Adhmadóireachta



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Plé Grúpa:

- Sannfar scil adhmadóireachta do gach grúpa.
- Pléigí conas a d'fhéadfaí cabhrú le scoláirí an scil adhmadóireachta a fhorbairt go hincriminteach thar thrí bliana na Sraithe Sóisearaí?
- Léirígí smaointe an ghrúpa go grafach.



Plé Grúpa:



15 nóiméad



Cuirigí na smaointe ar bhileog ghníomhaíochta



Oide

 Oide <small>Tacaíocht do Ghairneoirí Gairneoirí Ceartaíochta Scoil agus Múinteoirí</small> <small>Supporting Professional Learning of School Leaders and Teachers</small>	 Forbairt Incriminteach Scileanna Adhmadóireachta	Ceird(eanna) roghnaithe:						
Smaointi:	Feasacht, Léirthuisint, Feidhm?		Deiseanna chun dearadh agus cruthú?		Seiceamhú na foghlama?		Doimhneacht an phlé?	



Oide Incremental Development of Woodcraft Skills Chosen craft(s):

Some considerations: Awareness, Appreciation, Application? Opportunities to design and create? Sequencing of Learning? Depth of Treatment?

Laminating

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100.

Hand-drawn sketches and diagrams illustrating the process of laminating wood. The sketches show various components and stages of construction, including a 'Clock' with 'straps', a 'Tube' (12" x 300mm), and '3mm birch ply'. The word 'Laminating' is written in large, stylized letters at the top.

Oide Incremental Development of Woodcraft Skills Chosen craft(s): *Lothe Work*

Some considerations: Awareness, Appreciation, Application? Opportunities to design and create? Sequencing of Learning? Depth of Treatment?

Hand-drawn sketches of a wooden object, possibly a clock or a decorative piece, showing various views and details. Annotations include: 'HORIZONTAL OR PARALLEL WOOD TURNED TO OWN DESIGN', 'SHAPED TO OWN DESIGN', 'RIBS OF PARALLELITY', 'TURNED TO OWN DESIGN', 'SHAPED', 'RIPPLE PAPER', 'PLANNED', and 'Ply of PARALLELITY'. The sketches show a complex, multi-faceted design with curved surfaces and a central circular element.

Oide Incremental Development of Woodcraft Skills Chosen craft(s):

Some considerations: Awareness, Appreciation, Application? Opportunities to design and create? Sequencing of Learning? Depth of Treatment?

CARVING

Woods: Poplar, Red Deal, Lime

Blind Background

to 1/6 Spoons

Use rasp to shape

Line Carving

Relief Carving

3-D Carving

Hand-drawn sketches illustrating the progression of carving techniques. The sketches show a piece of wood being carved into a 'Line Carving', then a 'Relief Carving', and finally a '3-D Carving'. Annotations include 'Blind Background', 'to 1/6 Spoons', and 'Use rasp to shape'. The word 'CARVING' is written in large, bold letters at the top.

Oide Incremental Development of Woodcraft Skills Chosen craft(s):

Some considerations: Awareness, Appreciation, Application? Opportunities to design and create? Sequencing of Learning? Depth of Treatment?

Carving

Progression

Step 1

Step 2

Step 3

Line Carving

Relief Carving

3-D Carving in The Round

Project Extension wood turn base

Hand-drawn sketches illustrating the progression of carving techniques. The sketches show a piece of wood being carved into a 'Line Carving', then a 'Relief Carving', and finally a '3-D Carving in The Round'. Annotations include 'Progression', 'Step 1', 'Step 2', 'Step 3', 'Filler Spill', 'having', and 'Project Extension wood turn base'. The word 'Carving' is written at the top left.



Oide

Táiríocht na hÉireann
Gairneoireacht, Ceartaíocht
Scoláirí agus Múinteoirí



Forbairt Incriminteach Scileanna Adhmadóireachta

Ceird(eanna) ro

JOINERY



Oide

Smaointi:

Feasacht, Léirthuisicint,
Feidhm?



Deiseanna chun
dearadh agus cruthú?



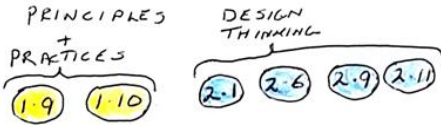
Seicheamhú
na foghlama?



Doimhneacht
an phlé?



LEARNING OUTCOME



SOME CONSIDERATION.

1st Yr

1. SAWING + TRENCHING

- SAWING ACROSS THE GRAIN
 - PARING ACROSS THE GRAIN
 - HALVING / HOUSING JOINTS
 - DIMENSIONS + PROPORTIONS
 - ALLOW FOR INDIVIDUAL DESIGN
- BASIC MARKING OUT SKILLS

2. VERTICAL SAWING + VERTICAL PARING

- BRIDGE / MOULTRÉ + TENON JOINTS
- ALLOW FOR INDIVIDUAL DESIGN
- ADVANCED MARKING OUT SKILLS

3. EDGE JOINTS

- MULTIPLE JOINTS (3 PIECES)
- DOVETAIL / FINGER / HOUSING JOINTS
- JOINT DESIGN / ALTERNATIVES
- JUSTIFICATION OF CHOSEN SOLUTION

3rd Yr.

OPPORTUNITIES TO DESIGN + CREATE

TO BE INCORPORATED IN EACH PROJECT

• HOW TO INCORPORATE EAR PHONES?

• SHAPING OF CORNERS TO BE DECIDED BY STUDENT

• POSITION OF DOWER TO BE DECIDED BY STUDENT

• ALTERNATIVE MATERIAL??

1 SAWING + TRENCHING.

MOBILE PHONE STAND/DOCK

3 EDGE JOINTING.

• DESIGN + JUSTIFY POSSIBLE JOINT AT EACH CORNER.

DEPTH OF TREATMENT

- HIGH LEVEL OF SKILL (1.9)
- HEALTH & SAFETY PRACTICES - REFLECT + EVALUATE (1-10)
- EVIDENCE OF DESIGN PROCESS (2.1)
- QUALITY SKETCHES 2D / 3D (2.6)

• LOCK THEME??

• JOINT TYPE / PROPORTION, TO BE DECIDED FOR EACH CORNER

• SHAPING OF EDGES

RATHMORE

CROKE PARK

NEW YORK

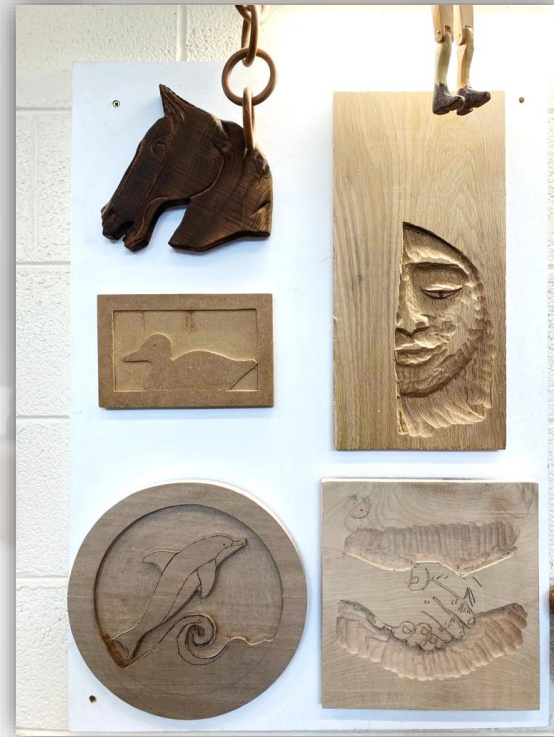
2 VERTICAL PARING VERTICAL SAWING



Forbairt Incriminteach Scileanna Adhmadóireachta



Oide





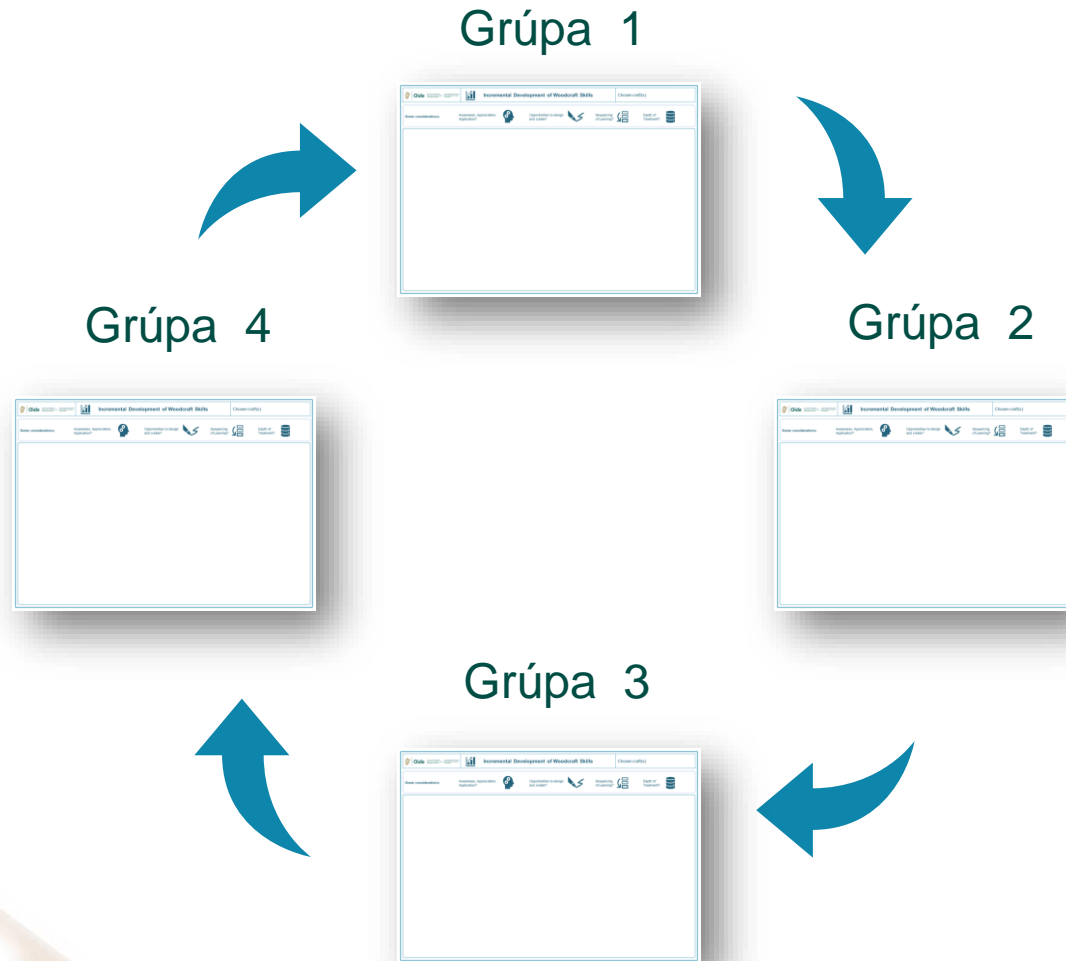
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Cleachtais a Chomhroinnt:

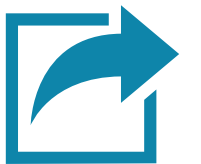
Ag baint úsáid as straitéis áit mhargaidh, roinnfidh gach grúpa a gcuid smaointe leis na grúpaí eile



Cleachtais a Chomhroinnt



15 nóiméad



Roinn



Forbairt Scileanna Adhmadóireachta Eispéireas an Scoláire



Oide



Breathnaigh ar an bhfíseán



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Cycle Examinations 2022

Information note on
Junior Cycle examinations
in a range of subjects

March 2023

[Information Note](#)

'Tá sé tábhachtach go mbeadh blaiseadh iomlán do gach gné de shonraíocht na Teicneolaíochta Adhmaid ag iarrthóirí thar na trí bliana. Ba chóir na scileanna ceardaíochta uile amhail maircíneacht agus deileoireacht a phleanáil agus a chomhtháthú i gcleachtas teagaisc agus foghlama an tseomra ranga.'

Scrúduithe na Sraithe Sóisearaí 2022 Nóta eolais, lth. 29.



Tacaí & Acmhainní Ceardaíocht Adhmaid

An Cheardlann Deileadóireachta

Rinneadh an tsraith fiseán seo a leanas a thabhairt leis an deileoir móréilimh Willie Creighton. Dearadh na hacmhainní seo chun deis a thabhairt do mháistircheardaí a thaití ollmhór a roinnt, ionas gur féidir a chuid eolais agus scileanna a chur ar aghaidh chuig múinteoirí agus chuig scoláirí. Cabhróidh sé seo leis an gceird a choinneáil beo agus cuirfidh sé ar chumas scoláirí a gcruthaitheacht i dTeicneolaíocht Adhmaid a léiriú a thuilleadh.

Scanar na cóid MF nó cliceáiltear ar na hiomhánna thíos chun rochtain a fháil ar na fiseáin ghaolmhara.

- Codanna den Deil agus cúrsaí Síbháiteachta
- Piosa a ghléasadh ar an Deil
- Soróir a chasadh
- Gearrthacha Bunúsacha Fearsaíde
- Gearrthacha Forbartha Fearsaíde
- Gos Boird a chasadh
- Casadh Pláta Fásáil
- Lampa a Chasadh (Inseacht Ama)
- Poll Fada a Tholladh ar Dheil

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Snoimis!

Rinneadh an tsraith fiseán seo a leanas a thabhairt leis an gceardaí Adrian Taylor-Finley. Dearadh na hacmhainní seo chun ligean d'Adrian a thaití ollmhór a roinnt, ionas gur féidir a chuid eolais agus scileanna a chur ar aghaidh chuig múinteoirí agus scoláirí. Cuirfidh sé seo ar chumas scoláirí a gcruthaitheacht i dTeicneolaíocht an Adhmaid a chur in iúl a thuilleadh.

Scanar na cóid MF nó cliceáiltear ar na hiomhánna thíos chun rochtain a fháil ar na fiseáin ghaolmhara.

- Roghnú Snoidóireacht Síeíl
- Íomhá a Aistriú ar Adhmad
- Snoidóireacht a dhéanamh ar Bunphróifil
- Doimhneacht agus Scáth a chur leis
- Uigeacht a chur leis

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Máistir-rang Maircineachta

Dearadh an tsraith fiseán seo a leanas chun deis a thabhairt do scoláirí agus do mhúinteoirí dul i dtaití ar mhodh Fuinneige na Maircineachta. Cabhróidh sé seo le ceird na Maircineachta a chur chun cinn agus cuirfidh sé ar chumas na scoláirí a gcruthaitheacht a chur in iúl tuilleadh i dTeicneolaíocht an Adhmaid.

Scanar na cóid MF nó cliceáiltear ar na hiomhánna thíos chun rochtain a fháil ar na fiseáin ghaolmhara.

- Teimpléad a Chruthú
- Íomhá a Aistriú ar Adhmad
- Fuinneog a Ghearradh
- Fuinneog a Lionadh
- An Painéal Maircineachta a chomhlánú
- Cóimeáil an Phainéil Maircineachta

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Seisiún 2

Scoláirí i gCeartlár na Foghlama



Ag breathnú chun cinn, is é a dhéanfaimid...



Iniúchadh a dhéanamh ar fhorbairt incriminteach scileanna ceardaíochta



Aonad foghlama a phleanáil i gcomhar le chéile tar éis comhthéacs an scoláire a bhreithniú



Iniúchadh ar eispéiris foghlama atá gníomhach agus scoláire-lárnach



Scoláirí i gCeartlár na Foghlama



**Sonraíocht
Theicneolaíocht
Adhmaid na
Sraithe Sóisearaí**

In oideachas na sraithe sóisearaí cuirtear an scoláire ag croílár an eispéiris oideachasúil, á chumasú le páirt ghníomhach a ghlacadh ina phobal féin agus sa tsochaí, agus á chumasú freisin le tabhairt faoin bhfoghlaim go seiftiúil agus go muiníneach i ngach gné agus ag gach céim dá shaol.

Tá an tsraith shóisearach uileghabhálach i dtaca le gach scoláire. Sa tsraith shóisearach cuirtear le comhionannas deise, rannpháirtíochta agus torthaí do chách'

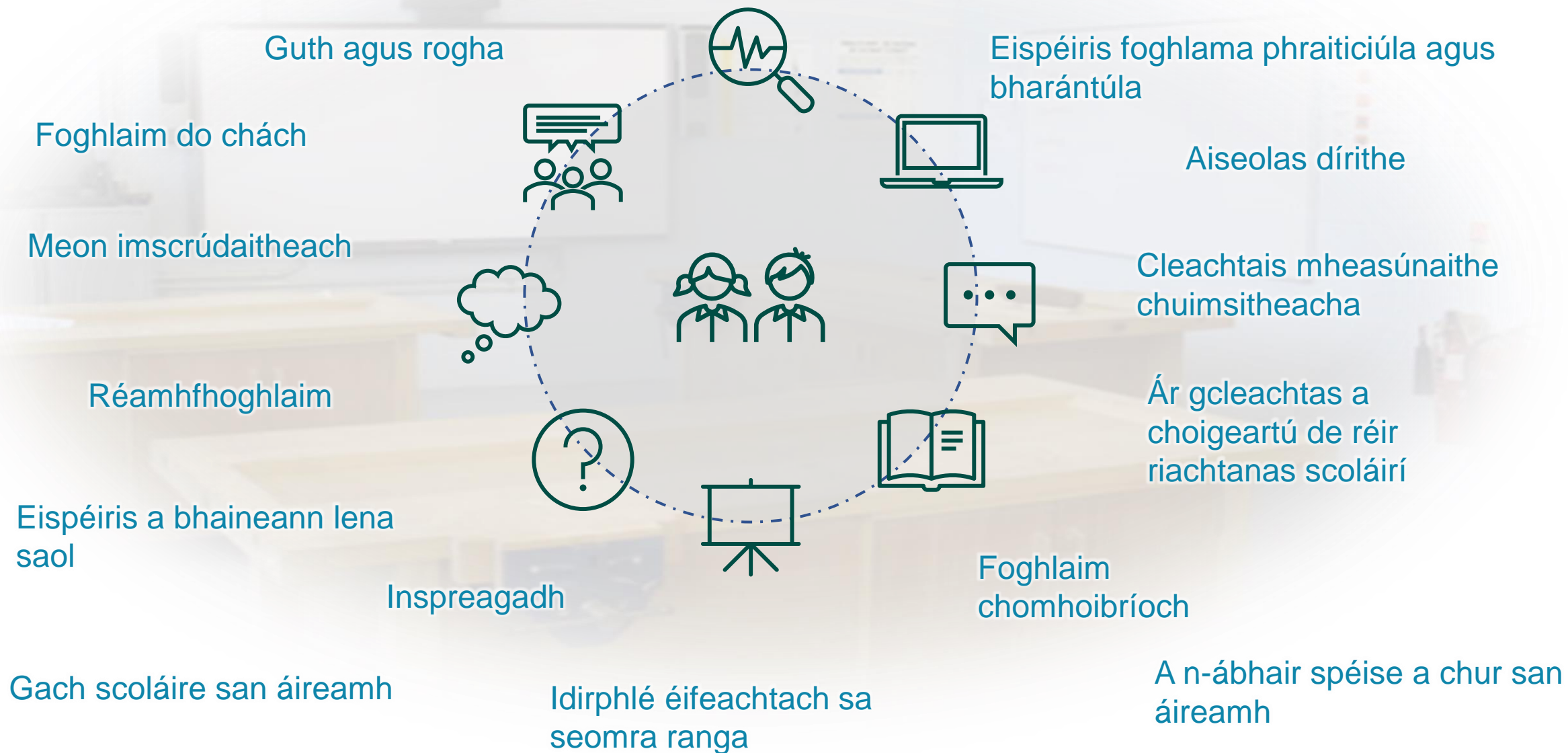
Sonraíocht Theicneolaíocht Adhmad, Forbhreathnú: Cúrsa, Leathanach 3.

Scoláirí i gCeartlár na Foghlama



Oide

⏸ Cad é a chiallaíonn sé sin duit?





Breithniú a dhéanamh ar Chomhthéacs an Scoláire



Oide

Pleanáil don Teagasc agus don Fhoghlaim i dTeicneolaíocht an Adhmaid



Breathnaigh ar an bhfíseán



Scoláirí i gCeartlár na Foghlama

Plé Grúpa – Comhroinnt Cleachtais:

Cad iad na nithe ar gá cuimhneamh orthu agus tú ag pleanáil do chur chuige scoláire-lárnach i leith an teagaisc, na foghlama agus an mheasúnaithe?



Plé Grúpa



5 nóiméad



Roinn



Aonad Foghlama Samplach



Grúpa na Chéad Bhliana,
Co. Thiobraid Árann

Comhthéacs:

- Scoláirí na chéad bhliana – tús théarma 2
- Foghlaim roimh ré – D'fhorbair na scoláirí bunscileanna binse trí roinnt tionscadail bheaga

Fócas na foghlama:

Réamhrá bunúsach do scileanna adhmaadóireachta éagsúla



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scolaire agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Aonad Foghlama:

Grúpa ranga:

Foghlaim roimh ré:

Torthaí Foghlama:

Príomhfhoghlaim: Na briathra gnímh a úsáid chun tacú le do smaointeoireacht.

Fócas na Foghlama:

Fianaise ar an bhFoghlaim

Conas is féidir le scoláirí dul i ngleic leis an bPríomhfhoghlaim?

Conas is féidir an Phríomhfhoghlaim a mheas?

A chinntiú go bhfuil an measúnú ag teacht leis na Torthaí Foghlama roghnaithe agus a gcuid briathra gnímh



Prior Learning:

The students have developed basic bench skills through a number of small projects. Students are familiar with the safe use of hand tools to complete tasks.

Focus of Learning:

To provide students with a basic introduction to a variety of woodcraft skills for example marquetry, carving, etc.

Learning Outcomes:

- 2.2 manage** information and thinking to support an iterative design process
- 2.6 produce** sketches, drawings and models/prototypes to explore design ideas
- 1.9 demonstrate** principles of craft excellence through the design and realisation of tasks and artefacts
- 3.8 utilise** the natural aesthetics and properties of wood to enhance the appearance and function of an artefact.
- 1.7 explain** the function and application of a range of tools, equipment, fixtures and fittings

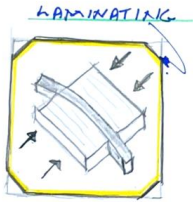
Key Learning:

Use the action verbs to support your thinking
 Develop design skills through **producing** sketches, carrying out and documenting research, justifying choices.
 Explore and **demonstrate** basic woodcraft skills, such as: carving, marquetry, pyrography, and lamination.
 Use sketching to communicate and **explain** the function and application of tools and equipment in these crafts
 Understand the properties of different types of wood, and their suitability for various crafts and processes.

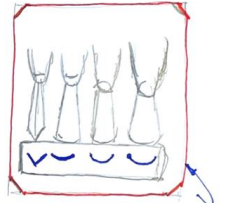
Evidence of Learning

How can students experience the **Key Learning**?

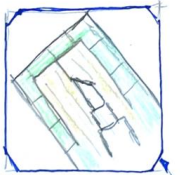
POSSIBLE CRAFTS STUDENTS MAY EXPLORE.



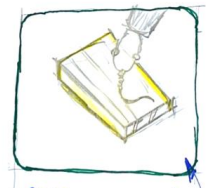
LAMINATING



CARVING CHISELS



MARQUETRY



PYROGRAPHY



WOOD CRAFT SKILLS

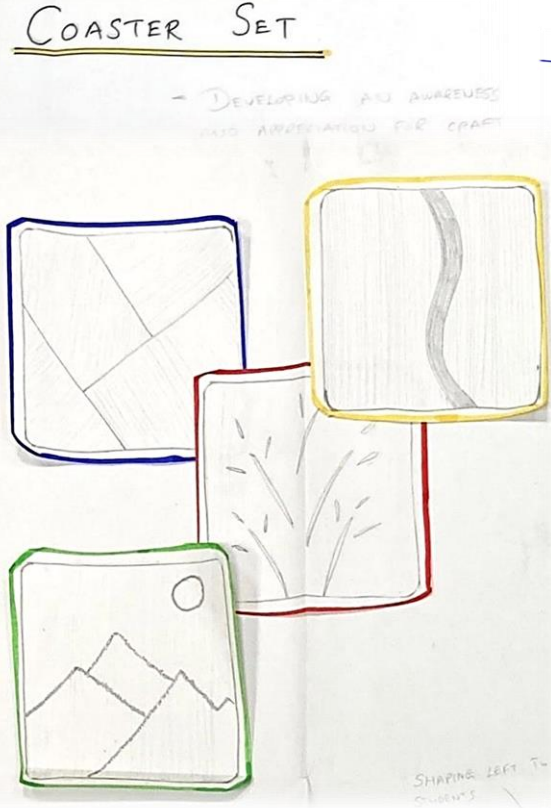
- BASIC: LAMINATING, CARVING, MARQUETRY, PYROGRAPHY SKILLS.
- FINISHING TECHNIQUES TO COMPLEMENT CHOSEN CRAFTS/WOODS

DESIGN SKILLS

- SKETCHING, IDENTIFYING THEMES
- CARRYING AND DOCUMENTING RESEARCH
- JUSTIFYING CHOICES

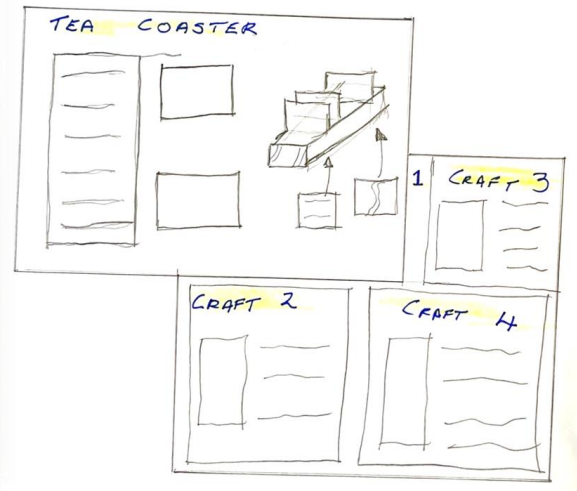
APPRECIATION OF CRAFT.

- IDENTIFYING LOCAL CRAFT EXAMPLES. (HOME, SCHOOL, PUBLIC BUILDINGS)
- EXPLORING CREATIVITY
- POSSIBLE TYPES OF MATERIAL.



How can the **Key Learning** be assessed?

- LEARNING LOG
- DEVELOPED TO CAPTURE RESEARCH INTO CHOSEN CRAFTS
 - CAPTURE DESIGN IDEAS
 - EXPLAIN PROCESSES
 - REFLECT ON LEARNING



Ensure assessment aligns with the chosen Learning Outcomes and their associated action verbs.



Oide





Oide





Oide



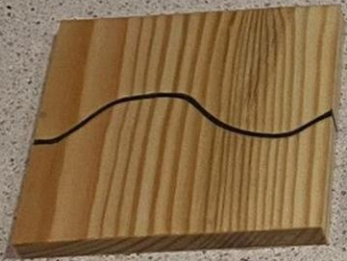


Oide





Oide



Logaí Foghlama Samplacha do Scoláirí



Oide

Wood Technology – Coaster Set Name: _____ Class: _____

Wood Technology – Coaster Set Name: _____ Class: _____

Wood Technology – Coaster Set Name: _____ Class: _____

Cups containing hot drinks could damage the surfaces they rest on. Coasters can help to protect these surfaces, while also being an attractive addition to a table or countertop.

Using the crafts introduced to you by your teacher, design and make a set of coasters for your home. Each coaster should show a different craft skill.

Analyse the above Design Brief and identify all the areas you need to

Plastic materials - wood metal Coaster Craft Marquetry Curv Pyrography Lamin

Materials selection and justification
What materials or types of wood has your teacher made available to you? What properties are you looking for in these materials for use as a coaster? Which one would suit each craft? Why?

My teacher is letting us use pine for our coasters. The veneers are hardwood. For carving future projects, pine is a good wood to use because it has close grain but still soft.

Design Ideas – Sketch your final design idea for each coaster on the images below. Explain why you chose your design idea for each craft.

Inlaid Carving
When you are in the side of the ship to make the outside smooth.

Relief Carving
Carving the background to make the middle stand out to look 3D.

Processes
Using notes and sketches, describe how you completed the following processes while creating the Marquetry coaster.

Transferring an image from paper to the veneer.
We used carbon paper to transfer the image from paper onto the wood with my pen and ruler.

Carbon Paper
design carbon paper veneer

Safely using the knife to cut the veneer.
we used ruler to keep the blade straight.

Have a mat under your veneer and take a ruler and use the ruler + knife to make a straight line.

Sticking the veneers together before gluing to the coaster.
Use masking tape to have your piece still. So it's easier for you to glue it, put paper onto the veneer and used a waste piece of wood and clamped it.

Self Evaluation
This is to be completed throughout the process, not just at the end.

What?
What skills or crafts am I focusing on?
Carving and marquetry

What am I enjoying or not enjoying about this task?
I didn't enjoy marquetry because it was hard to get the pieces right.

So what?
What feedback did my teacher give me during this project to improve my skills?
Told me to hold the scalpel a different way & stick masking tape on the back.

What are my strengths and/or weaknesses?
I am good at taking out the pieces from the marquetry.

Now what?
What have I learned?
I learned how to use a scalpel correctly and about hardwoods.

What can I do to further improve these skills?
I can improve on using my time.



Nóta Eolais CSS



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Cycle Examinations 2022

Information note on
Junior Cycle examinations
in a range of subjects

March 2023

[Information Note](#)



'Ba cheart comhtháthú na foghlama ó na trí shnáithe den tsonraíocht maidir le Teicneolaíocht Adhmaid a phleanáil.

Tugann pleanáil chúramach deiseanna d'iarrthóirí uirlisí agus ábhair a fhiosrú agus foghlaim fúthu agus scileanna dearaidh agus cumarsáide a fhorbairt in éineacht le gnéithe praiticiúla an ábhair.'

CSS, Nóta eolais faoi scrúduithe na Sraithe Sóisearaí i réimse ábhar, Márta 2023, Teicneolaíocht an Adhmaid, lch 29.

Pleanáil i dTeicneolaíocht Adhmaid



Oide

Aonad foghlama a phleanáil i gcomhar le chéile tar éis comhthéacs an scoláire a bhreithniú

| | | | | |
|---|-------------------|---|--|--------------|
| Oide | | Aonad Foghlama: | | Grúpa ranga: |
| Foghlaim roimh ré: | Torthaí Foghlama: | Príomhfhoghlaim: Na briathra gnímh a úsáid chun tacú le do smaointeoiracht. | | |
| Fócas na Foghlama: | | | | |
| Conas is féidir le scoláirí dul i ngleic leis an bPríomhfhoghlaim? | | Fianaise ar an bhFoghlaim | Conas is féidir an Phríomhfhoghlaim a mheas? | |
| A chleiteo go bhfuil an meastún ag teacht leis na Torthaí Foghlama roghnaithe agus a gcuid briathra gnímh | | | | |



Ag pleanáil



5 nóiméad



Déan iniúchadh ar na hAcmhainní



Oide

Pleanáil i dTeicneolaíocht Adhmaid

Déan iniúchadh ar na hAcmhainní



Ag pleanáil



Sonraíocht,,
NCCA

| Wood Technology – Learning Outcomes | | | |
|---|---|--|--|
| <p>Strand 1: Principles and practices</p> <p>In the strand, students learn about and apply the fundamental principles and practices associated with the study of Wood Technology. They learn to work safely, use appropriate tools and equipment, and understand the environmental, social and economic implications of wood technology.</p> | <p>Strand 2: Design thinking</p> <p>In the strand, students explore design ideas and the process of design. They learn to use the natural properties and processes of wood to create functional and aesthetically pleasing objects. They also learn to use the principles of design thinking to generate ideas and develop solutions to design problems.</p> | <p>Strand 3: Wood selection and materials</p> <p>In the strand, students explore the natural and artificial materials used in wood technology. They learn to use the natural properties and processes of wood to create functional and aesthetically pleasing objects. They also learn to use the principles of design thinking to generate ideas and develop solutions to design problems.</p> | <p>Strand 4: Wood selection and materials</p> <p>In the strand, students explore the natural and artificial materials used in wood technology. They learn to use the natural properties and processes of wood to create functional and aesthetically pleasing objects. They also learn to use the principles of design thinking to generate ideas and develop solutions to design problems.</p> |
| <p>Planning and managing</p> <p>This learning outcome is in the strand of knowledge, skills and attitudes. It is a key component of the curriculum and is essential for the successful completion of the course. It involves the student in the planning and management of their learning and work.</p> | <p>Communicating</p> <p>This learning outcome is in the strand of knowledge, skills and attitudes. It is a key component of the curriculum and is essential for the successful completion of the course. It involves the student in the communication of their ideas and work.</p> | <p>Problem Solving</p> <p>This learning outcome is in the strand of knowledge, skills and attitudes. It is a key component of the curriculum and is essential for the successful completion of the course. It involves the student in the application of their knowledge and skills to solve problems.</p> | <p>Reflection and Evaluation</p> <p>This learning outcome is in the strand of knowledge, skills and attitudes. It is a key component of the curriculum and is essential for the successful completion of the course. It involves the student in the reflection and evaluation of their work.</p> |

Torthaí Foghlama

Teicneolaíocht Adhmaid

Téarmaí an amaid

Grúpa ranga:

Aonad Foghlama: Torthaí Foghlama:

Foghlaim roimh ré:

Fócas na Foghlama:

Fianaise ar an bhFoghlaim

Conas is féidir le scolaití a i nglé: leis an bhFiontrophoghlaim?

Conas is féidir le scolaití a i nglé: leis an bhFiontrophoghlaim?

Conas is féidir le scolaití a i nglé: leis an bhFiontrophoghlaim?

A cheistiú go bhfuil an meaisínú ag teacht leis na Torthaí Foghlama roghnaithe agus a gcaid brathra brathra

Pleanálaí Digiteach Excel



5 nóiméad



Déan iniúchadh
ar na
hAcmhainní



Wood Technology – Learning Outcomes



Action Verbs:

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

Collaborate: work jointly with others or together on an activity or project

Communicate: use visual, gestural, verbal or other signs to share meaning or exchange information; interaction between sender and recipient; both work together to understand

Compile: to build up gradually

Consider: think carefully about something, typically before making a decision

Create: process and give form to the topic of what is to be created using selected methods and material and/or to give the material used a new form

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

Devise: to plan or invent with careful thought

Discuss: offer a considered, balanced review that includes a range of arguments, factors or hypotheses; opinions or conclusions are supported by appropriate evidence

Evaluate: (data) collect and examine data to make judgements 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 judgements about the ideas, solutions or methods

Evolve: to develop through experience

Planning and managing

The learning outcomes in this element encourage students to develop a range of project management skills while evolving their designs to the creation stage. Students develop the necessary knowledge and skills that will enable them to effectively solve contextual problems.

Communicating

The learning outcomes in this element encourage students to select and use appropriate media to communicate design ideas and technical information. Students will use technical language associated with wood science and technology. They learn about the important role that communication plays in addressing global and local environmental issues.

Students will plan and narrate their design evolution highlighting critical features of their solutions to design problems.

Creating

The learning outcomes in this element encourage students to be creative and to explore ways in which they can apply their knowledge and skills and appreciate the practices needed to produce purposeful, functional, appealing artefacts. Students develop their creativity across the three strands and use the natural aesthetics and properties of wood to enhance the appearance and function of their artefacts.

Environment and sustainability

The learning outcomes in this element encourage students to appreciate the environmental benefits and impacts of using wood as a natural and renewable resource, and to use sustainable practice throughout their learning. Students explore the role of forestation and wood in terms of global and local ecology and sustainability.

Strand 1: Principles and practices

In this strand, students learn about and employ the fundamental principles and practices associated with the study of Wood Technology. They learn to work safely and efficiently with equipment and materials, and apply principles of craft excellence through design and manufacture. They will investigate the environmental benefits and impacts of using wood as a natural and renewable resource and learn about sustainable practice.

Students should be able to:

- 1.1 explore key elements required for the completion of tasks
- 1.2 justify the selection of plans, processes and materials for the completion of tasks
- 1.3 collaborate effectively in a workshop learning environment
- 1.4 manage themselves and their resources

Strand 2: Design thinking

In this strand, students explore design briefs and their solutions. They use key principles of design and produce sketches, drawings, models/prototypes and artefacts that illustrate their design thinking. Students consider factors such as materials, cost, time resources and skills to produce purposeful, functional, appealing artefacts. They also consider the environmental and social impacts of design decisions and investigate how to minimise material use and manage waste.

Students should be able to:

- 2.1 explore design problems
- 2.2 manage information and thinking to support an iterative design process
- 2.3 evaluate their own progress to inform future learning
- 2.4 understand key principles of design and ergonomics

Strand 3: Wood science and materials

In this strand, students explore the natural and physical properties and characteristics of wood. They learn how to use the natural aesthetics and properties of wood to enhance the appearance and function of artefacts. They explore the role of forestation and wood in terms of local/global ecology and sustainability and recognise the importance of considering the impact on the natural environment when sourcing materials.

Students should be able to:

- 3.1 identify common species of trees
- 3.2 evaluate the characteristics and properties of common species of trees
- 3.3 understand the properties associated with a range of materials applicable to Wood Technology
- 3.4 evaluate the use of wood in comparison to alternative materials



Scan or click on the QR code to access the Junior Cycle Wood Technology specification at curriculumonline.ie

Action Verbs:

Explain: give a detailed account including reasons or causes

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

Explore: to think or talk about something in order to find out more about it

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

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

Justify: give valid reasons or evidence to support an answer or conclusion

Manage: to work upon or try to alter for a purpose

Produce: make or manufacture from components or raw materials

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

Represent: bringing clearly and distinctly to mind by use of description or imagination

Understand: have and apply a well-organised body of knowledge

Utilise: make practical and effective use of



Aonad Foghlama a Phleanáil



Oide

| | | |
|---|--------------------------|---|
|  Oide <small>Foras na hOideolaíochtaí
An t-Éireann</small> <small>Foras na hOideolaíochtaí
An t-Éireann</small> | Aonad Foghlama: | Grúpa ranga: |
| Foghlaim roimh ré: | Torthaí Foghlama: | Príomhfhoghlaim: Na briathra gnímh a úsáid chun tacú le do smaointeoireacht. |
| Fócas na Foghlama: | | |
| Fianaise ar an bhFoghlaim | | |
| Conas is féidir le scoláirí dul i ngleic leis an bPríomhfhoghlaim? | | Conas is féidir an Phríomhfhoghlaim a mheas? |
| A chinntiú go bhfuil an measúnú ag teacht leis na Torthaí Foghlama roghnaithe agus a gcuid briathra gnímh | | |



Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí
Supporting the Professional Learning of School Leaders and Teachers

Aonad Foghlama:

Grúpa ranga:

Foghlaim roimh ré:

Torthaí Foghlama:

Príomhfhoghlaim: Na briathra gnímh a úsáid chun tacú le do smaointeoireacht.

Fócas na Foghlama:

Conas is féidir le scoláirí dul i ngleic leis an bhPríomhfhoghlaim?

Fianaise ar an bhFoghlaim

Conas is féidir an Phríomhfhoghlaim a mheas?

Foghlaim roimh ré:

Smaoinigh ar aois, céim agus réamhfhoghlaim do chuid scoláirí.

A chinntiú go bhfuil an measúnú ag teacht leis na Torthaí Foghlama roghnaithe agus a gcuid briathra gnímh



Oide



Pleanáil na Roinne Ábhair



10 nóiméad



Ag pleanáil:
Foghlaim roimh ré:



Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí
Supporting the Professional Learning of School Leaders and Teachers

Aonad Foghlama:

Grúpa ranga:

Foghlaim roimh ré:

Torthaí Foghlama:

Príomhfhoghlaim: Na briathra gnímh a úsáid chun tacú le do smaointeoireacht.

Fócas na Foghlama:

Conas is féidir le scoláirí dul i ngleic leis an bPríomhfhoghlaim?

Fianaise ar an bhFoghlaim

Conas is féidir an Phríomhfhoghlaim a mheas?

Fócas na Foghlama:

Cén fhoghlaim ar mhaith leat díriú uirthi?

A chinntiú go bhfuil an measúnú ag teacht leis na Torthaí Foghlama roghnaithe agus a gcuid briathra gnímh



Oide



Pleanáil na
Roinne Ábhair



5 nóiméad



Ag pleanáil:
Fócas na
Foghlama

Pleanáil i dTeicneolaíocht Adhmaid



Oide

Wood Technology – Learning Outcomes



Scan or click on the QR code to access the Junior Cycle Wood Technology specification at curriculumonline.ie

| Strand 1: Principles and practices | Strand 2: Design thinking | Strand 3: Wood science and materials |
|--|---|---|
| <p>In this strand, students learn about and employ the fundamental principles and practices associated with the study of Wood Technology. They learn to work safely and efficiently with equipment and materials, and apply principles of craft excellence through design and manufacture. They will investigate the environmental benefits and impacts of using wood as a natural and renewable resource and learn about sustainable practice.</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> 1.1 explore key elements required for the completion of tasks 1.2 justify the selection of plans, processes and materials for the completion of tasks 1.3 collaborate effectively in a workshop learning environment 1.4 manage themselves and their resources | <p>In this strand, students explore design briefs and their solutions. They use key principles of design and produce sketches, drawings, models/prototypes and artefacts that illustrate their design thinking. Students consider factors such as materials, cost, time resources and skills to produce purposeful, functional, appealing artefacts. They also consider the environmental and social impacts of design decisions and investigate how to minimise material use and manage waste.</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> 2.1 explore design problems 2.2 manage information and thinking to support an iterative design process 2.3 evaluate their own progress to inform future learning 2.4 understand key principles of design and ergonomics | <p>In this strand, students explore the natural and physical properties and characteristics of wood. They learn how to use the natural aesthetics and properties of wood to enhance the appearance and function of artefacts. They explore the role of forestation and wood in terms of local/global ecology and sustainability and recognise the importance of considering the impact on the natural environment when sourcing materials.</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> 3.1 identify common species of trees 3.2 evaluate the characteristics and properties of common species of trees 3.3 understand the properties associated with a range of materials applicable to Wood Technology 3.4 evaluate the use of wood in comparison to alternative materials |
| <p>1.5 represent key information graphically</p> <p>1.6 create sketches and working drawings to recognised standards using a variety of media</p> <p>1.7 explain the function and application of a range of tools, equipment, fixtures and fittings</p> | <p>2.5 communicate relevant information</p> <p>2.6 produce sketches, drawings and models/prototypes to explore design ideas</p> <p>2.7 communicate a suitable approach to solving a problem</p> <p>2.8 compile a folio through appropriate media</p> | <p>3.5 explain the properties associated with the classification of wood</p> <p>3.6 discuss the use of wood in comparison to alternative materials</p> <p>3.7 justify the use of materials based on characteristics and properties within a context</p> |
| <p>1.8 apply knowledge of and skills in a range of appropriate existing and emerging principles, processes and techniques</p> <p>1.9 demonstrate principles of craft excellence through the design and realisation of tasks and artefacts</p> <p>1.10 apply recognised health and safety practices in the use of tools, equipment and materials</p> | <p>2.9 evolve their solutions based on critical reflection</p> <p>2.10 devise templates and models using various media</p> <p>2.11 produce purposeful, functional, appealing artefacts</p> <p>2.12 create an artefact having considered factors such as materials, cost, time resources and skills</p> | <p>3.8 utilise the natural aesthetics and properties of wood to enhance the appearance and function of an artefact</p> <p>3.9 create an artefact that demonstrates an understanding of the properties associated with a range of materials applicable to Wood Technology</p> |
| <p>1.11 investigate the environmental impacts of using wood as a natural and renewable resource</p> <p>1.12 appreciate sustainable practice throughout their learning</p> | <p>2.13 recognise the environmental and social impacts of design decisions</p> <p>2.14 investigate how to minimise material use and manage waste</p> | <p>3.10 appreciate the role of forestation and wood in terms of local/global ecology and sustainability</p> <p>3.11 investigate the journey of wood from forest to end use</p> <p>3.12 consider the impact on the natural environment when sourcing materials</p> |

Action Verbs:

Explain: give a detailed account including reasons or causes

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

Explore: to think or talk about something in order to find out more about it

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

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

Justify: give valid reasons or evidence to support an answer or conclusion

Manage: to work upon or try to alter for a purpose

Produce: make or manufacture from components or raw materials

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

Represent: bring clearly and distinctly to mind by use of description or imagination

Understand: have and apply a well-organised body of knowledge

Utilise: make practical and effective use of

Oide

Tacaíocht i bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí Supporting the Professional Learning of School Leaders and Teachers

Junior Cycle Wood Technology

Action Verbs:

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

Collaborate: work jointly with others or together on an activity or project

Communicate: use visual, gestural, verbal or other signs to share meaning or exchange information; interaction between sender and recipient; both work together to understand

Compile: to build up gradually

Consider: think carefully about something, typically before making a decision

Create: process and give form to the topic of what is to be created using selected methods and material and/or to give the material used a new form

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

Devise: to plan or invent with careful thought

Discuss: offer a considered, balanced review that includes a range of arguments, factors or hypotheses; opinions or conclusions are supported by appropriate evidence

Evaluate: (data) collect and examine data to make judgements 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 judgements about the ideas, solutions or methods

Evolve: to develop through experience

Planning and managing

The learning outcomes in this element encourage students to develop a range of project management skills while evolving their designs to the creation stage. Students develop the necessary knowledge and skills that will enable them to effectively solve contextual problems.

Communicating

The learning outcomes in this element encourage students to select and use appropriate media to communicate design ideas and technical information. Students will use technical language associated with wood science and technology. They learn about the important role that communication plays in addressing global and local environmental issues.

Students will plan and narrate their design evolution highlighting critical features of their solutions to design problems.

Creating

The learning outcomes in this element encourage students to be creative and to explore ways in which they can apply their knowledge and skills and appreciate the practices needed to produce purposeful, functional, appealing artefacts. Students develop their creativity across the three strands and use the natural aesthetics and properties of wood to enhance the appearance and function of their artefacts.

Environment and sustainability

The learning outcomes in this element encourage students to appreciate the environmental benefits and impacts of using wood as a natural and renewable resource, and to use sustainable practice throughout their learning. Students explore the role of forestation and wood in terms of global and local ecology and sustainability.

“Baineann Teicneolaíocht Adhmaid úsáid as cur chuige idirdhisciplíneach a spreagann comhtháthú na dtrí shnáithe i dteagasc agus i bhfoghlaim an ábhair”

Sonraíocht Theicneolaíocht Adhmaid, Forbhreathnú: Cúrsa, Leathanach 9.



Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí
Supporting the Professional Learning of School Leaders and Teachers

Aonad Foghlama:

Grúpa ranga:

Foghlaim roimh ré:

Torthaí Foghlama:

Príomhfhoghlaim: Na briathra gnímh a úsáid chun tacú le do smaointeoireacht.

Fócas na Foghlama:

Conas is féidir le scoláirí dul i ngleic leis an bPríomhfhoghlaim?

Fianaise an bhFoghlaim

Conas is féidir an Phríomhfhoghlaim a mheas?

Torthaí Foghlama:

Iniúchadh a dhéanamh ar na snáitheanna agus ar na gnéithe agus Torthaí Foghlama á roghnú.

Torthaí Foghlama do d'aonad foghlama a shainaithint.

A chinntiú go bhfuil an measúnú ag teacht leis na Torthaí Foghlama roghnaithe agus a gcuid briathra gnímh



Oide



Pleanáil na
Roinne Ábhair



10 nóiméad



Ag pleanáil:
Torthaí Foghlama



Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí
Supporting the Professional Learning of School Leaders and Teachers

Aonad Foghlama:

Grúpa ranga:

Foghlaim roimh ré:

Torthaí Foghlama:

Príomhfhoghlaim: Na briathra gnímh a úsáid chun tacú le do smaointeoireacht.

Fócas na Foghlama:

Conas is féidir le scoláirí dul i ngleic leis an bPríomhfhoghlaim?

Fianaise ar an bhFoghlaim

Conas is féidir an Phríomhfhoghlaim a mheas?

Príomhfhoghlaim:

An príomhfhoghlaim a aithint don scoláirí ag úsáid na mbriathra gnímh chun cabhrú le do chuid smaointeoireachta.

A chinntiú go bhfuil an measúnú ag teacht leis na Torthaí Foghlama roghnaithe agus a gcuid briathra gnímh



Oide



Pleanáil na
Roinne Ábhair



10 nóiméad



Ag pleanáil:
Torthaí Foghlama



Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí
Supporting the Professional Learning of School Leaders and Teachers

Aonad Foghlama:

Grúpa ranga:

Foghlaim roimh ré:

Torthaí Foghlama:

Príomhfhoghlaim: Na briathra gnímh a úsáid chun tacú le do smaointeoireacht.

Fócas na Foghlama:

Conas is féidir le scoláirí dul i ngleic leis an bPríomhfhoghlaim?

Fianaise ar an bhFoghlaim

Conas is féidir an Phríomhfhoghlaim a mheas?

Fianaise ar an bhFoghlaim

- Forbair smaointe ar an taithí a d'fhéadfadh a bheith ag scoláirí ar an bPríomhfhoghlaim.
- Forbair smaointe ar an gcaoi ar féidir an Phríomhfhoghlaim a mheasúnú.
- Breithnigh na straitéisí agus na hacmhainní a chabhróidh le scoláirí dul i ngleic leis an bPríomhfhoghlaim.
- Cinntigh go bhfuil an Measúnú ag teacht leis na Torthaí Foghlama agus lena mbriathra gnímh.

A chinntiú go bhfuil an measúnú ag teacht leis na Torthaí Foghlama roghnaithe agus a gcuid briathra gnímh



Oide



Pleanáil na Roinne Ábhair



10 nóiméad



Ag pleanáil:
Fianaise ar an bhFoghlaim

Pleanáil i dTeicneolaíocht Adhmaid Roinn



Oide



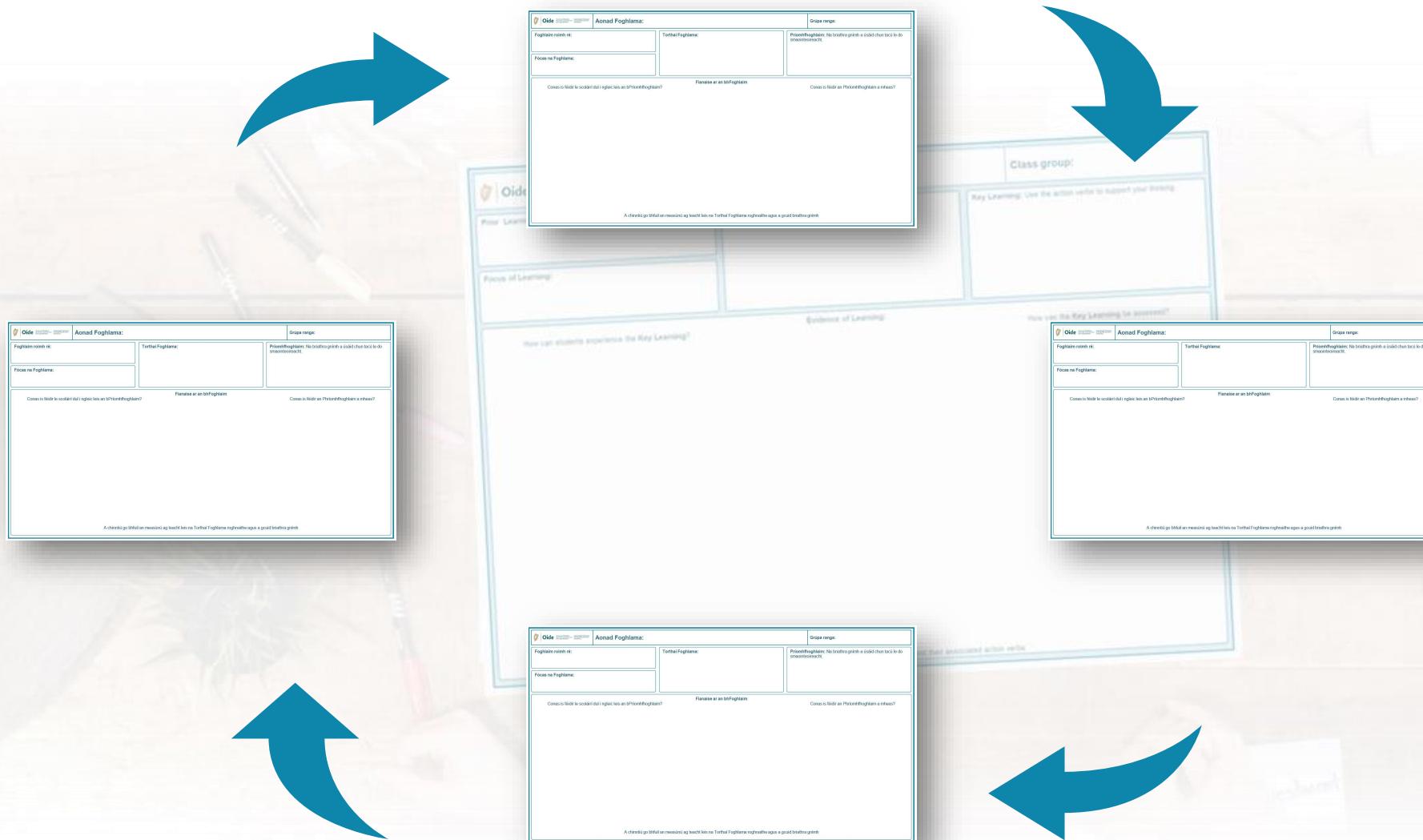
Pleanáil na Roinne Ábhair



10 nóiméad



Roinn



Scoláirí i gCeartlár na Foghlama



Oide

⏸ Cad é a chiallaíonn sé sin duit?





Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers



Seisiún 3

Eispéiris Foghlama Scoláire-Lárnacha



Ag breathnú chun cinn, is é a dhéanfaimid...



Iniúchadh a dhéanamh ar fhorbairt incriminteach scileanna ceardaíochta



Aonad foghlama a phleanáil i gcomhar le chéile tar éis comhthéacs an scoláire a bhreithniú



Iniúchadh ar eispéiris foghlama atá gníomhach agus scoláire-lárnach



'Cuireann oideachas na sraithe sóisearaí scoláirí i gcroílár an eispéiris oideachais, agus cuireann sin ar a gcumas páirt ghníomhach a ghlacadh ina bpobail agus sa tsochaí agus a bheith ina bhfoghlaimeoirí seiftiúla agus muiníneacha i ngach gné agus ag gach céim dá saol.

CNCM, Sonraíocht Teicneolaíocht Adhmaid, Réamhrá don tSraith Shóisearach, leathanach 3

Oideachas ETIM: Plean Forfheidhmithe go dtí 2026



Oide



Riálas na hÉireann
Government of Ireland

STEM Education Implementation Plan to 2026



*Is í fíís an Ráitis Bheartais d'oideachas ETIM:
Aithneofar go hidirnáisiúnta go soláthraíonn Éire
eispéireas oideachais ETIM den chaighdeán is
airde d'fhoghlaimoirí a chothaíonn fiosracht,
fiosrúchán, réiteach fadhbanna, cruthaitheacht,
iompar eiticiúil, muinín agus marthanacht, mar
aon le spleodar na nuálaíochta comhoibríche.*

Plean Forfheidhmithe Oideachais ETIM go dtí 2026, leathanach 4.



Scoláirí i gCeartlár na Foghlama



Ag machnamh ar do chleachtas...

Smaoinigh ar eispéireas foghlama a bhí agat le déanaí.

An raibh sé scoláire-larnach?



I d'aonar



1 nóiméad



Déan Machnamh
agus Roinnt



Eispéireas Foghlama



Grúpa na Céad Bhliana
Meánscoil Bhalla,
Balla, Co. Mhaigh Eo.



Comhthéacs:

- Scoláirí na chéad bhliana i dtéarma a trí...
- Tréimhse ranga amháin...

3.5

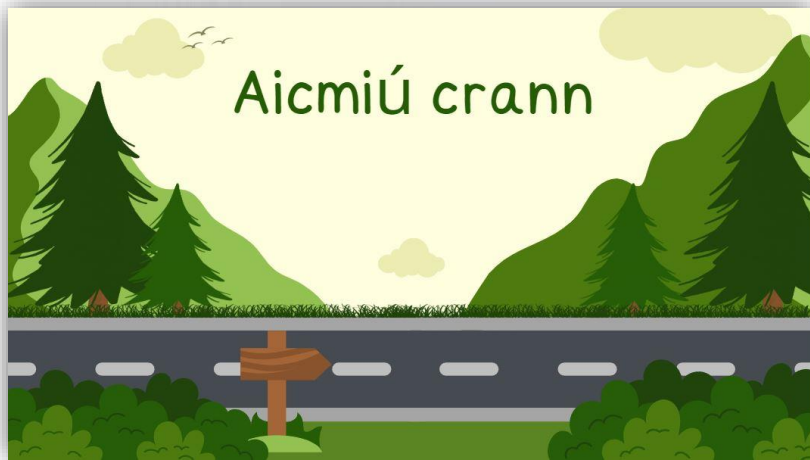
míniú a thabhairt ar na hairíonna a bhaineann le haicmiú adhmaid

Príomhfhoghlaim:

Déan comparáid idir na hairíonna / saintréithe a bhaineann le crainn dhuillsilteacha agus bhuaircíneacha



Straitéis Aicmithe



Gníomhaíocht ghrúpa



15 nóiméad



Déan iniúchadh ar na hAcmhainní



Roinn



Eispéireas Foghlama Scoláire-Lárnach



Grúpa na Céad Bhliana
Meánscoil Bhalla,
Balla, Co. Mhaigh Eo.



I d'aonar



5 nóiméad



Breathnaigh ar an
bhfíseán



Déan machnamh
ar do chleachtas

Cad iad na gnéithe den fhoghlaim scoláire-lárnach atá le feiceáil san eispéireas foghlama seo?



Eispéireas Foghlama Scoláire-Lárnach

Straitéis Aicmithe Crann



Oide



Breathnaigh ar an bhfíseán



Eispéireas Foghlama Scoláire-Lárnach



Grúpa na Céad Bhliana
Meánscoil Bhalla,
Balla, Co. Mhaigh Eo.



Plé grúpa



5 nóiméad



Roinn

Cad iad na gnéithe den fhoghlaim scoláire-lárnach atá le feiceáil san eispéireas foghlama seo?



Scoláirí ag Gabháil a gcuid Foghlama

| GROUP A: Deciduous
Hardwood | GROUP B: Coniferous
Softwood |
|--|--|
| <p>Semicircle Hemisphere</p> <p>Warmer climate</p> <p>Mahogany</p> <p>Beech</p> <p>used to warmer conditions</p> <p>Triangle Core</p> <p>leaves stay on and they're green Ever Green</p> <p>Don't grow back leaves and grow quickly so don't need as much rainfall</p> <p>Ash</p> <p>Cooler climate</p> <p>Scotts pine</p> <p>Flat wide symmetrical</p> <p>Slow growing</p> <p>Douglas fir</p> <p>EDIBLE, Smooth, Colourful</p> <p>Lines are more compact which means it takes longer to grow</p> <p>Birch</p> <p>Uneven, Hard, Pointy</p> <p>Fast growing</p> <p>COST
More expensive</p> <p>Sycamore</p> <p>The Lines are more spread out</p> <p>Larch</p> <p>Natural tree growing looks light, change shape, change size, change shape</p> <p>CHEAPER
Cheaper</p> <p>Holly</p> <p>Cone shaped Spiky leaves (hard because it leaves it's leaves)</p> <p>Deep roots</p> <p>Frosty fall off</p> <p>Needs more rainfall because that's how they grow back leaves and is bigger</p> | <p>Chillier roots</p> <p>leaves stay on and they're green Ever Green</p> <p>Don't grow back leaves and grow quickly so don't need as much rainfall</p> <p>Cooler climate</p> <p>Scotts pine</p> <p>sharp, straight, thin</p> <p>need to cut conditions</p> <p>Douglas fir</p> <p>Uneven, Hard, Pointy</p> <p>Fast growing</p> <p>Larch</p> <p>Natural tree growing looks light, change shape, change size, change shape</p> <p>Cone shaped Spiky leaves (hard because it leaves it's leaves)</p> <p>COST
More expensive</p> <p>Holly</p> <p>Cone shaped Spiky leaves (hard because it leaves it's leaves)</p> <p>CHEAPER
Cheaper</p> <p>Holly</p> <p>Cone shaped Spiky leaves (hard because it leaves it's leaves)</p> <p>COST
More expensive</p> <p>Holly</p> <p>Cone shaped Spiky leaves (hard because it leaves it's leaves)</p> <p>CHEAPER
Cheaper</p> |



Flat, wide, symmetrical

More expensive

• Takes longer to grow and is better quality so it is more expensive

Slow growing

Lines are more compact which means it takes longer to grow.

Semicircle Hemisphere



Cosaintí an scoláire dá chinntí

grain is tighter together

Leaves are flat.

Sycamore

The tree is semi-circle

The leaves are flat

The tree is a

There is berries on

Larch

The leaves fall off in winter but its spikey and triangular which makes it group B.

COST
More expensive

grains more better quality less wood

Holly

Takes longer to grow
It's a better quality of wood

The leaves stay on in the winter and it has berries.

Mahogany

tight grains



Eispéireas Foghlama



Grúpa na Céad Bhliana
Meánscoil Bhalla,
Balla, Co. Mhaigh Eo.



Comhthéacs:

- Scoláirí na chéad bhliana i dtéarma a trí...
- Tréimhse ranga amháin...

3.5

míniú a thabhairt ar na hairíonna a bhaineann le haicmiú adhmaid

Príomhfhoghlaim:

Déan comparáid idir na hairíonna / saintréithe a bhaineann le crainn dhuillsilteacha agus bhuaircíneacha



Nóta Eolais CSS



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Cycle Examinations 2022

Information note on
Junior Cycle examinations
in a range of subjects

March 2023

[Information Note](#)

'Príomhscil chumarsáide san ábhar is ea sceitseáil. Ba chóir gach deis a thapú chun scileanna sceitseála a spreagadh agus a chothú sa seomra ranga.

Ba chóir sceitseáil a dhéanamh ar ghnéithe adhmaid, crainn, ábhair, uirlisí, ailt, smaointe dearaidh, teicnící próiseála, agus mar sin de a chomhtháthú i ngnáthchleachtas laethúil an tseomra ranga.'

CSS, Nóta eolais faoi scrúduithe na Sraithe Sóisearaí i réimse ábhar, Márta 2023, Teicneolaíocht an Adhmaid, Ich 29.



An Fhoghlaim a Ghabháil



Oide

Tacaíocht le h-ath-fhoghlaim
Chairdeannaí, Meitheal Crannán
Scolaire agus Máinteoirí



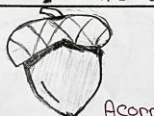



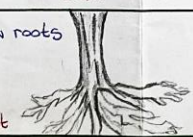
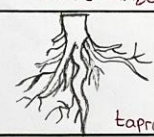
Supporting the Professional
Learning of School Leaders
and Teachers









Aicmiú Crann

| | Duillsilteach | Buaircíneach |
|-----------------------------|---------------|--------------|
| Duilleoga | | |
| Síolta | | |
| Maidí
adhmaid/
Adhmad | | |
| Fréamhacha | | |



Scoláirí ag Gabháil a gcuid Foghlama

| | Deciduous | Coniferous |
|--------|---|--|
| Leaves | Maple Leaves

Maple Leaf | Pine needles

Pine needle Leaf |
| Seeds | Acorns

Acorn Seed | Pine cones

Pine cone seed |
| Timber | Oak

Oak timber | Spruce

Spruce timber |
| Roots | Birch trees : shallow roots

Shallow root | Taproots

taproot root |

| | Deciduous | Coniferous |
|--------|--|---|
| Leaves | Flat (symmetrical)
 | Long (spiky)
 |
| Seeds | Edible (symmetrical)
 | Hard (uneven)
 |
| Timber | Dark, slow growing,
Dense
 | Vertical grain,
Soft, knots
 |
| Roots | Deeper roots
Cause: Takes longer
to grow
 | Shallow roots
Cause: Grow fast
 |



Cad é a dúirt na scoláirí...

• I enjoyed today's activity, I liked working in a big group.

• It was unique and different from a normal class.

• It made it easy to understand

• I loved the ~~work~~ ~~at~~ hard wood and soft wood exercise.
• I liked working in groups.

• Easier and preferable learning
• I learnt new things

• Easier to understand and I went at my own pace

It was a better way of doing the day and working in a group easy to understand. Figuring things out.

• I liked today's class
• It was interactive
• You could discuss a lot
• Learned a lot on the differences between hard and soft wood.
• Easier to understand

• I know what type of trees are around where I live now.

I liked this class because it was a better way of learning, and I liked working in a group rather than myself. I learned better this way rather than writing loads of things down.

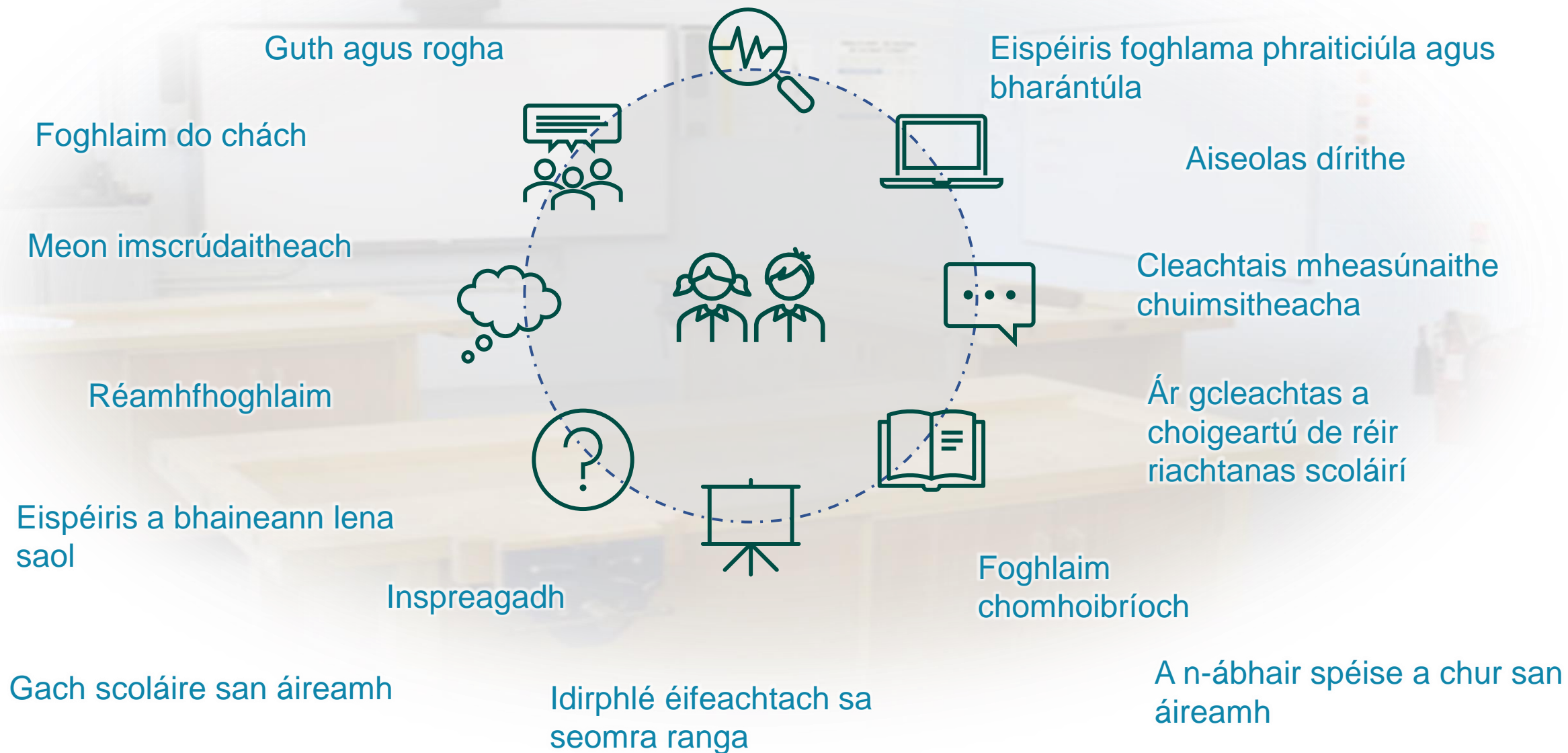
The activity was good. I learnt how to identify if a tree is coniferous or deciduous. It was more fun than taking down notes. It was fun.

Scoláirí i gCeartlár na Foghlama



Oide

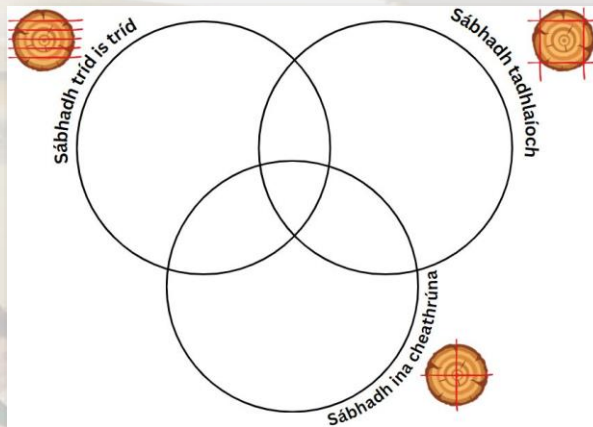
⏸ Cad é a chiallaíonn sé sin duit?





Tacaí agus Acmhainní

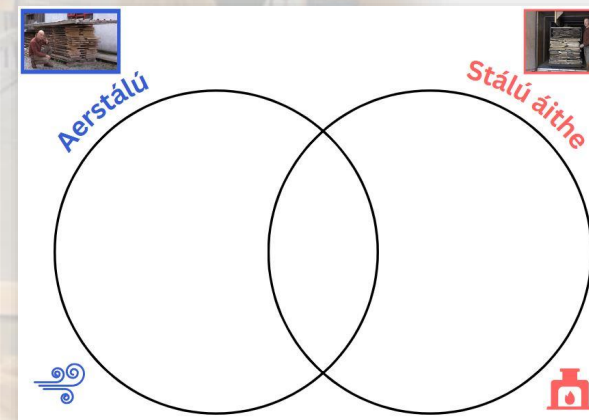
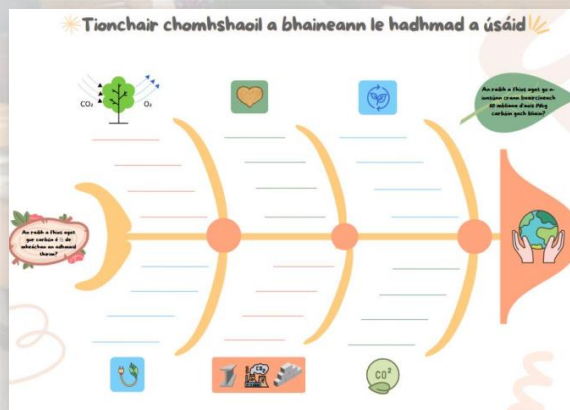
Táirgí Adhmaid
Straitéis aicmithe



Sraithadhmaid **SMD**

Slisclár **Adhmaid lannaithe**

Labels include: *Volúil*, *Calcaí adhmaid*, *Sabhadh adhmaid*, *In amannam bíonn a bhí d'athraigh air*, *O thuas náidítha*, *Déanais i monarca*, *An Oidhcheall - comhleáil oisín-adhmaid aithneaithe*, *le fóirín aithneaithe a dhéanamh de*.





Tacaí agus Acmhainní

<https://tinyurl.com/4pvkbjrm>





Acmhainní a chomhcheangal

Táirgí Adhmaid
Straitéis aicmithe

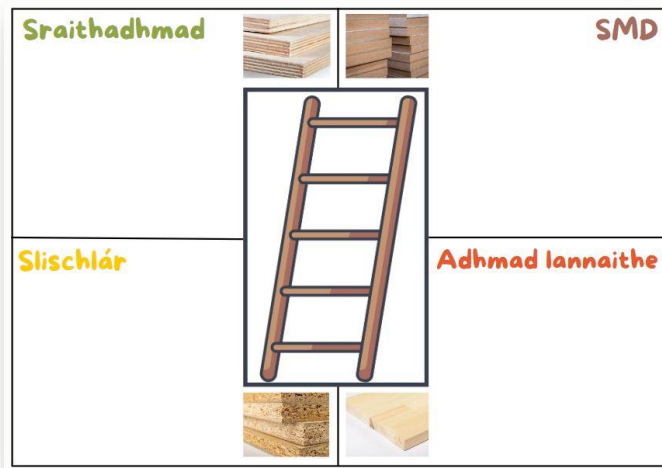
Grúpa A **Grúpa B**

Sraithadhmaid **SMD**

Slisclár **Adhmaid lannaithe**



Na hacmhainní a Iniúchadh



Táirgí Adhmaid Dréimire Rangaithe

3.7

úsáid ábhar a chosaint bunaithe ar shaintréithe agus ar airíonna laistigh de chomhthéacs

Príomhfhoghlaim:

Comparáid a dheanamh idir táirgí adhmaid éagsúla, údar a thabhairt le táirge adhmaid a roghnú, sceitseáil a úsáid chun cumarsáid a dhéanamh

Léirigh do chuid eolais go léir ar gach táirge adhmaid i ngach réimse a thaispeántar. Ag baint úsáid as an dréimire, déan cinneadh cén táirge adhmaid is fearr a d'oirfeadh chun deasca scoile a dhéanamh. Míneigh cinntí do ghrúpa.



Na hacmhainní a Iniúchadh

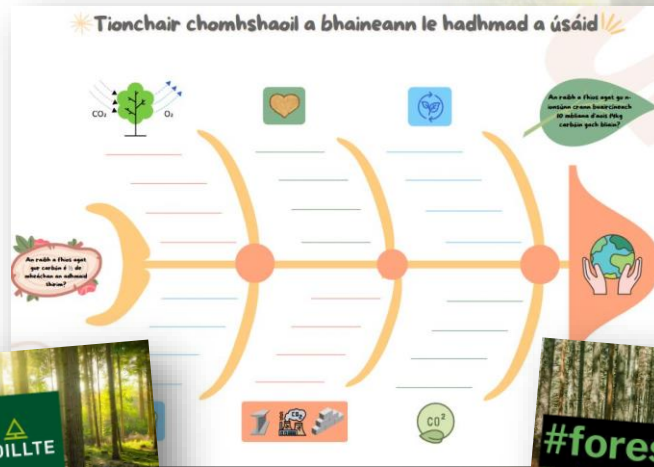
Táirgí Adhmaid In-athnuaite
Straitéis Chnámh an Éisc

1.11

imscrúdú a dhéanamh ar na tionchair chomhshaoil atá le hadhmad a úsáid mar acmhainn nádúrtha agus in-athnuaite

Príomhfhoghlaim:

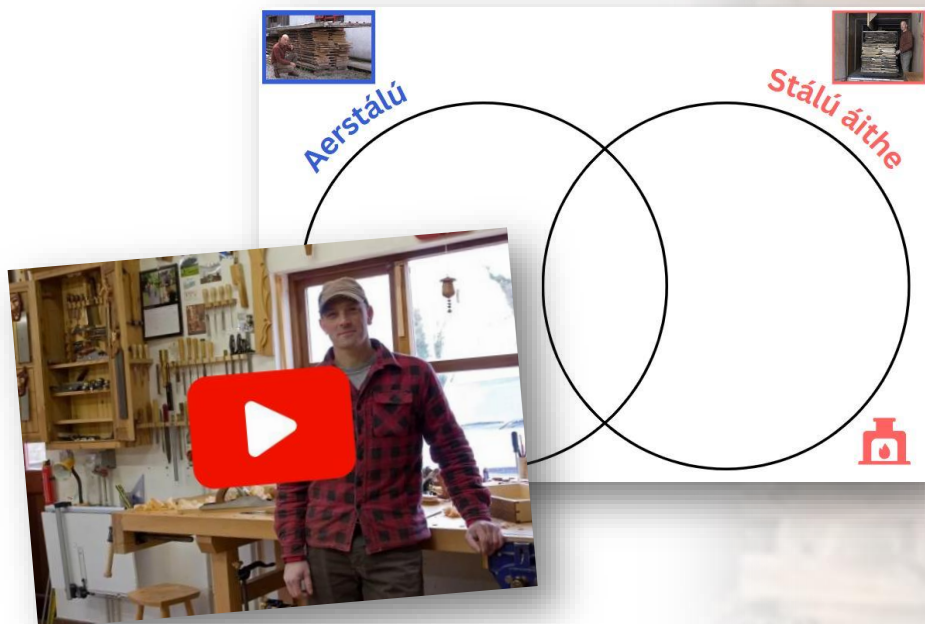
Iniúchadh a dhéanamh ar an gcaoi a gcabhródh úsáid táirgí adhmaid in-athnuaite le dul i ngleic leis an athrú aeráide



Ag baint úsáid as na deilbhíní ar an mbileog ghníomhaíochta agus as na hábhair spreagtha a chuirtear ar fáil, na buntáistí a aithint agus a phlé a bhaineann le táirgí adhmaid in-athnuaite a úsáid.



Na hacmhainní a Iniúchadh



Modhanna Stálaithe
Léaráid Venn

3.11

imscrúdú a dhéanamh ar thuras
adhmaid ó fhoraois go húsáid
deiridh

Príomhfhoghlaim:

Comparáid a dhéanamh idir modhanna
stálaithe, réasúnaíocht taobh thiar de
stálú a mhíniú, sceitseáil a úsáid chun
cumarsáid a dhéanamh

Déan comparáid agus codarsnacht idir an dá mhodh stálaithe seo. Bain úsáid as íomhánna, siombailí, dath agus nótaí chun do chuid smaointe a chur in iúl go grafach.



I d'aonar



10 nóiméad



Déan iniúchadh
ar na
hAcmhainní

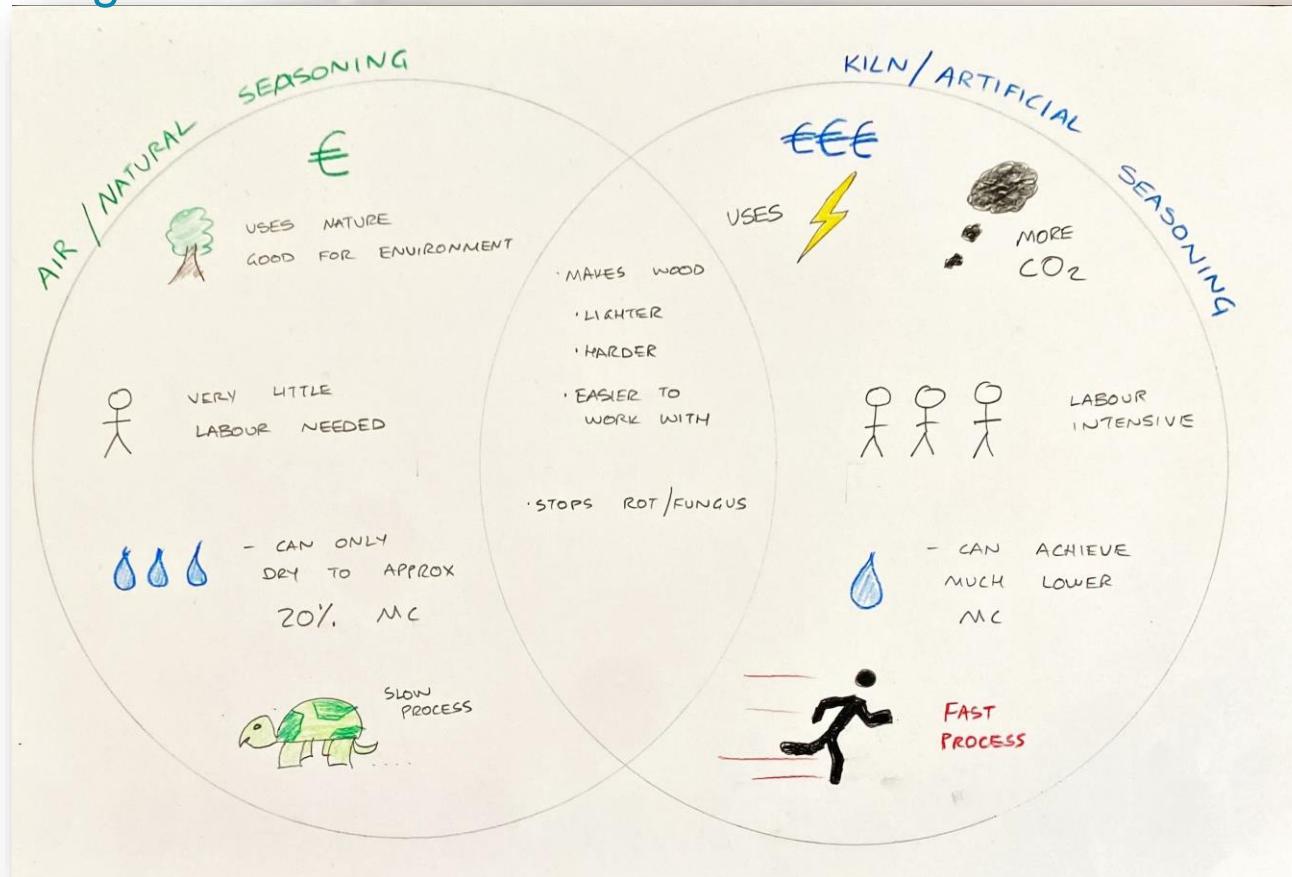


Déan machnamh
ar do chleachtas



Eispéireas Foghlama Scoláire-Lárnach

Cad iad na gnéithe den fhoghlaim scoláire-lárnach atá le feiceáil san eispéireas foghlama seo?



I d'aonar



3 nóiméad

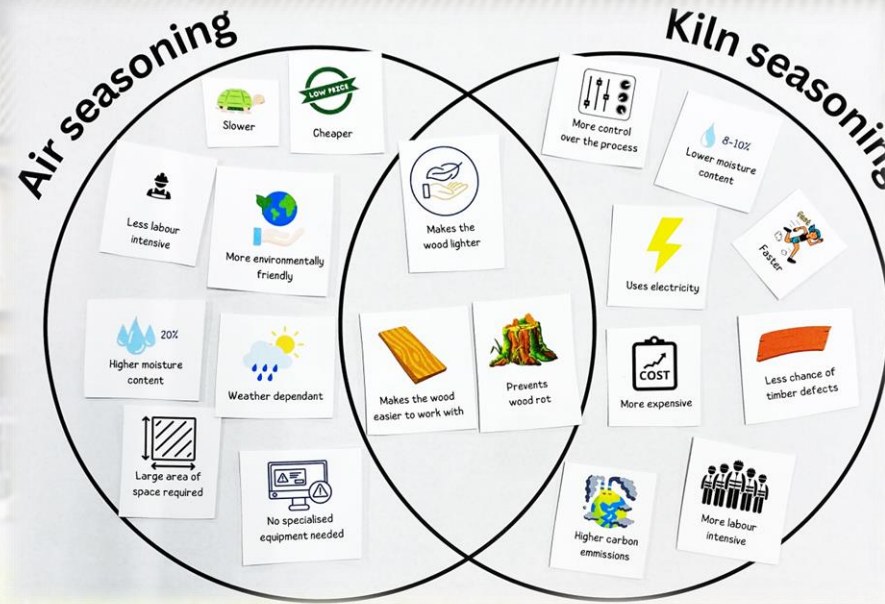


Roinn

Conas a d'fhéadfaí an cur chuige seo a chur in oiriúint do chomhthéacs do scoláirí?



Eispéireas Foghlama Scoláire-Lárnach



Grúpa na Céad Bhliana
Meánscoil Bhalla,
Balla, Co. Mhaigh Eo.



I d'aonar



3 nóiméad



Breathnaigh ar an bhfíseán



Déan machnamh ar do chleachtas



Eispéireas Foghlama Scoláire-Lárnach

Gníomhaíocht Léaráid Venn a bhaineann le Modhanna Stálaithe



Oide



Breathnaigh ar an bhfíseán

Eispéiris Foghlama Scoláire-Lárnach a Phleanáil



Oide

Gníomhaíocht na Roinne Ábhair:

Smaoinigh ar an gcaoi a bhféadfaí cuid de na straitéisí a roinneadh níos luaithe a oiriúnú agus a mhodhnú chun freastal ar do rang-ghrúpa.



Cruthaigh eispéireas foghlama gníomhach, scoláire-lárnach a bhféadfadh do chuid scoláirí tabhairt faoi nuair a fhillfidh tú ar scoil.



Gníomhaíocht
ghrúpa



10 nóiméad



Déan na smaointe
a ghabháil ar
pháipéar
smeachchairte



Roinn

Eispéiris Foghlama Scoláire-Lárnach a Phleanáil



Oide



‘Beidh foghlaim san ábhar seo gníomhach agus scoláire-lárnach, agus beidh na foghlaimoirí ag obair i gcomhair le chéile i dtóraíocht an léinn’

Sonraíocht Teicneolaíocht Adhmaid, Réamhrá don tSraith Shóisearach, leathanach 4.



Ag féachaint siar, is é a rinne muid...



Iniúchadh a dhéanamh ar fhorbairt incriminteach scileanna ceardaíochta



Aonad foghlama a phleanáil i gcomhar le chéile tar éis comhthéacs an scoláire a bhreithniú



Iniúchadh ar eispéiris foghlama atá gníomhach agus scoláire-lárnach



Foirm aiseolais





Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Teicneolaíocht Adhmaid

EFG 2023/2024

Go raibh maith agat

