



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Wood Technology

Professional Learning Booklet

2024-2025



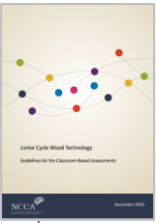
Consider the role of reflection and self-evaluation as an integral part of the student learning journey



Explore strategies to support students on a design journey



Experience authentic practical learning experiences that enhance knowledge, understanding, skills and values



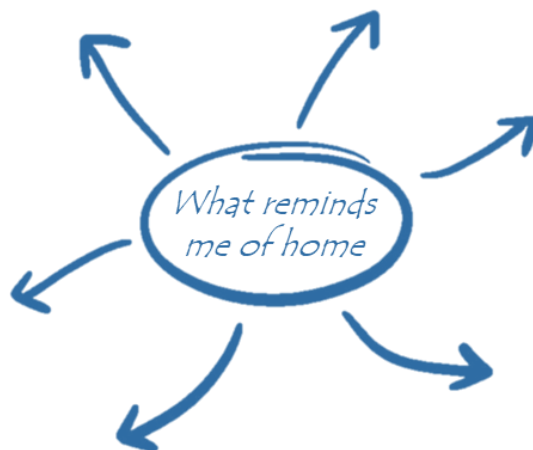
<p>Features of Quality: Self Analysis and Evaluation</p>	
<p>Exceptional</p> <p>A piece of work that reflects these Features to a very high standard. While not necessarily perfect, the strengths of the work far outstrip its flaws, which are minor. Suggestions for improvement are easily addressable by the student.</p>	<ul style="list-style-type: none"> ▪ The student has identified a broad range of coursework elements, that allowed them to make insightful detailed observations and a comprehensive self-analysis on the development of their skills to date. ▪ Critical judgements were made on areas of strengths and areas for improvement and demonstrated an exceptional level of awareness of how these would inform future work. ▪ The presentation of the findings is of an excellent standard; using a highly effective medium which allowed for a critical consideration of what information best communicates their Classroom-Based Assessment.
<p>Above expectations</p> <p>A piece of work that reflects these Features very well. The student shows a clear understanding of how to complete each area of the task. Feedback might point to the necessity to address some aspect of the work in need of further attention or polishing, but, on the whole the work is of a high standard.</p>	<ul style="list-style-type: none"> ▪ The student has identified a broad range of coursework elements, that allowed them to make detailed observations and some in depth self-analysis on the development of their skills to date. ▪ Judgements made on areas of strengths and areas for improvement were detailed and demonstrated a very high level of awareness of how these would inform future work. ▪ The findings are presented to a very high standard, using an effective medium, with careful consideration of what information accurately communicates their Classroom-Based Assessment.
<p>In line with expectations</p> <p>A piece of work that reflects most of these Features well. It shows a good understanding of the task in hand and is free from significant error. Feedback might point to areas needing further attention or correction, but the work is generally competent and accurate.</p>	<ul style="list-style-type: none"> ▪ The student has identified a range of coursework elements, that allowed them to make valid observations and some relevant self-analysis on the development of their skills to date. ▪ Judgements made on areas of strengths and areas for improvement were clear and demonstrated some awareness of how these would inform future work. ▪ The findings are well presented, using an appropriate medium, with careful consideration of what information best communicates their Classroom-Based Assessment.
<p>Yet to meet expectations</p> <p>A piece of work that falls somewhat short of the demands of the Classroom-Based Assessment and its associated Features. Perhaps the student has made a good attempt, but the task has not been grasped clearly or is marred by significant lapses. Feedback will draw attention to fundamental errors that need to be addressed.</p>	<ul style="list-style-type: none"> ▪ The student has identified a very small range of coursework elements, providing a limited observation and self-analysis on the development of their skills to date. ▪ Judgements made on areas of strengths and areas for improvement were unclear and demonstrated limited awareness of how these would inform future work. ▪ The findings are presented in an unsuitable format resulting in an ineffective communication of their Classroom-Based Assessment.

Design Brief:

Design and make a decorative marquetry panel that represents where you are from, reminds you of home, or reflects your interests.




Explore the design problem in the space provided below.
Document your thinking as you explore the design brief.



Discover **RESEARCH** – The search for new knowledge

Think broadly



Some questions you might use to help you think...

WHY?



- Why does this problem exist? Why is a solution needed?
- Why has it not been solved already?
- Why is it designed and made in this way?

WHAT?



- What do you need to know more about?
- What is it used for? What problems exist?
- What other solutions exist? Are they effective?
- What materials and components are currently used?

WHEN?



- When is it used?
- Can it be used at a different time, for a different purpose?

WHERE?



- Where is it used?
- Can it be used at a different location, for a different purpose?
- Where can I look for more information? Are there other sources?

WHO?

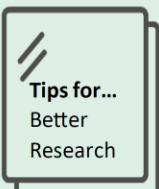


- Who uses this product, service or system and what are their needs?
- Are there reasons why more people can't use it or interact with it?
- Are users happy with it? If so how, if not why.

HOW?



- How does it work? How is it made? How is it controlled?
- Are there other materials, components and processes which could be used to create a solution?
- How might I create a better solution?



Ask Questions. Be curious. Be open to new ideas. Test and experiment with new ideas.

Use a broad range of primary and secondary sources. Reference your sources and question whether they are reliable sources

Sketch any ideas or solutions that come to mind all the way through your project, no matter how basic.

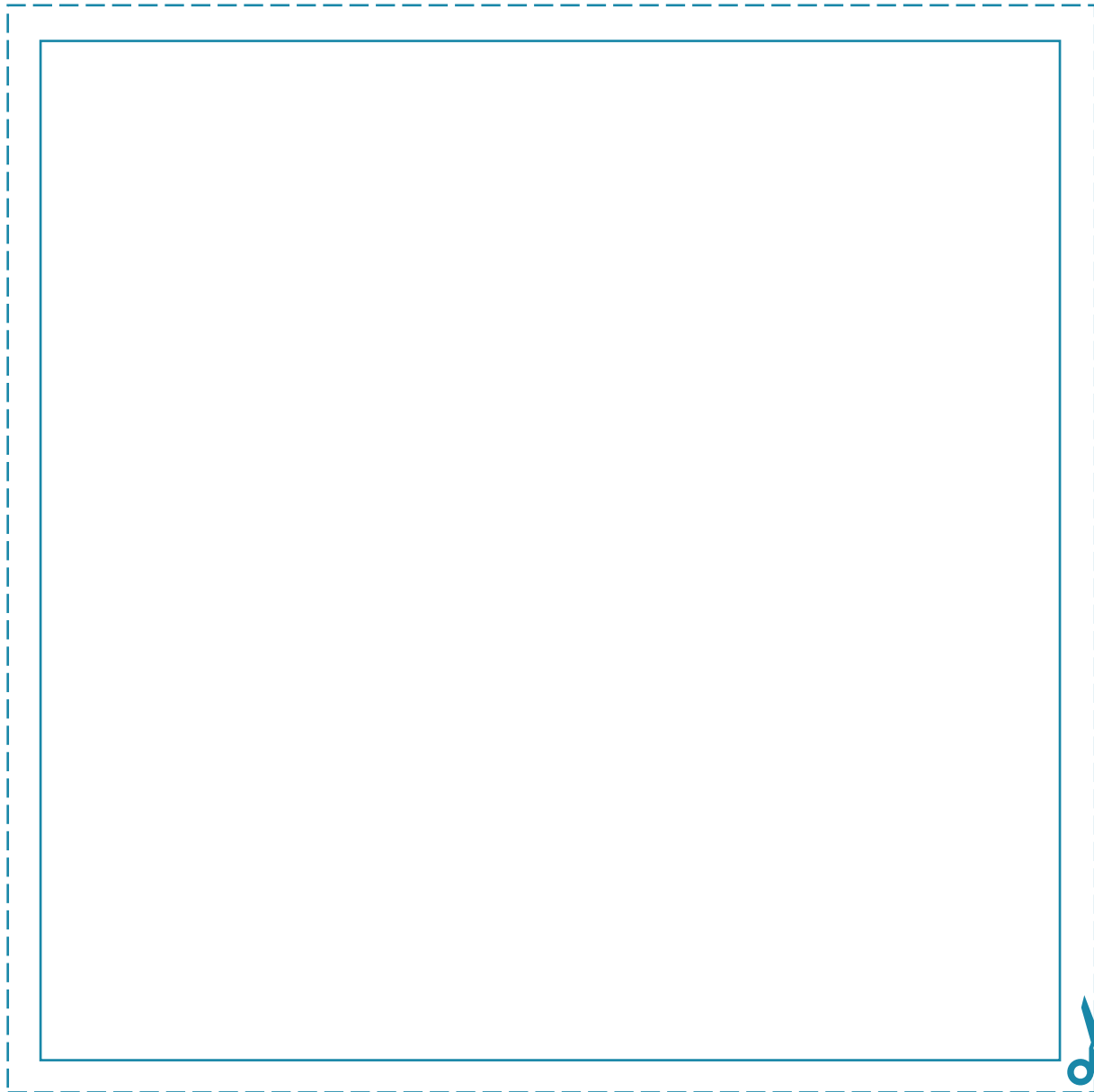
Look at people and notice how they use and access the spaces and products in the world around them.

Refining your Design Idea

Having critically reflected on your design ideas, refine your ideas to sketch a final solution.

Sketch your final solution in the 150 x 150mm space provided below.

Your final sketch can be used as a template to transfer your idea onto the wood veneer.





Health and Safety Check-in Moment

Item / Activity:		
Hazard(s): A hazard is anything that has the potential to cause harm.	Risk(s): Risk is the harm that can be caused by the hazard.	Control Measures: Control measures are the precautions taken to ensure that the risk is eliminated or reduced.

Capturing Learning

1. The image on the right shows a tool used to produce a marquetry panel.

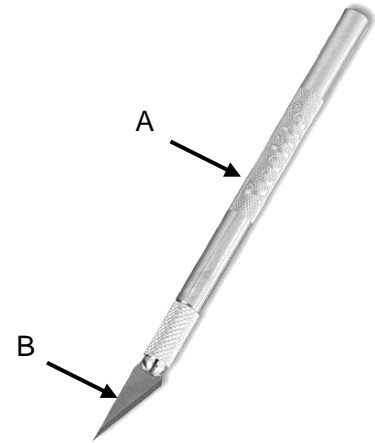
(i) Name the tool shown.

Tool Name:

(ii) Label the parts labelled **A** and **B** on the tool.

A.

B.



(iii) Create a neat freehand sketch of the tool in the space provided.

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2. Health and safety when using tools in the Wood Technology room is important.

(i) Give **one** reason why health and safety is important.

(ii) Identify the part of the tool which could be considered a safety hazard.

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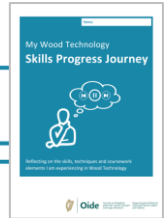


(iii) Describe **one** potential risk when using the tool.

(iv) List **two** precautions that should be observed when using the tool.

1.
2.

'My Wood Technology Skills Progress Journey' – Reflecting on your Skills



Coursework Element:

What?
What have I learned?

So what?
What does this tell me about my strengths and areas for improvement in this skill?

Now what?
What can I do to improve in this skill?
What are my targets and goals for moving forward?

Project:	Skill:
Picture/Sketch:	What?... So What?... Now What?...

Project:	Skill:
Picture/Sketch:	What?... So What?... Now What?...

Project:	Skill:
Picture/Sketch:	What?... So What?... Now What?...

My Project Footprint



How could you be more sustainable in the next project?



Why might using veneers in these items be better for the environment than using solid wood?



Identify and sketch items in school and at home that use veneer.



How did you try to avoid unnecessary waste of materials during this project?



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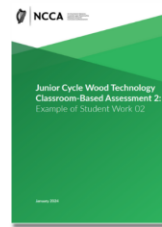
Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

Scan the QR codes to access the resources from today's session



Guidelines for the Classroom-Based Assessments



Classroom-Based Assessments Examples of Student Work



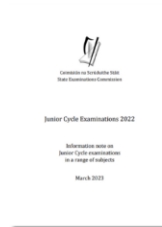
CBA 2 Interactive Poster



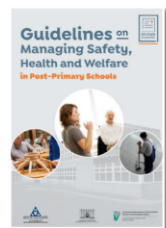
My Skills Progress Journey



My Design Guide



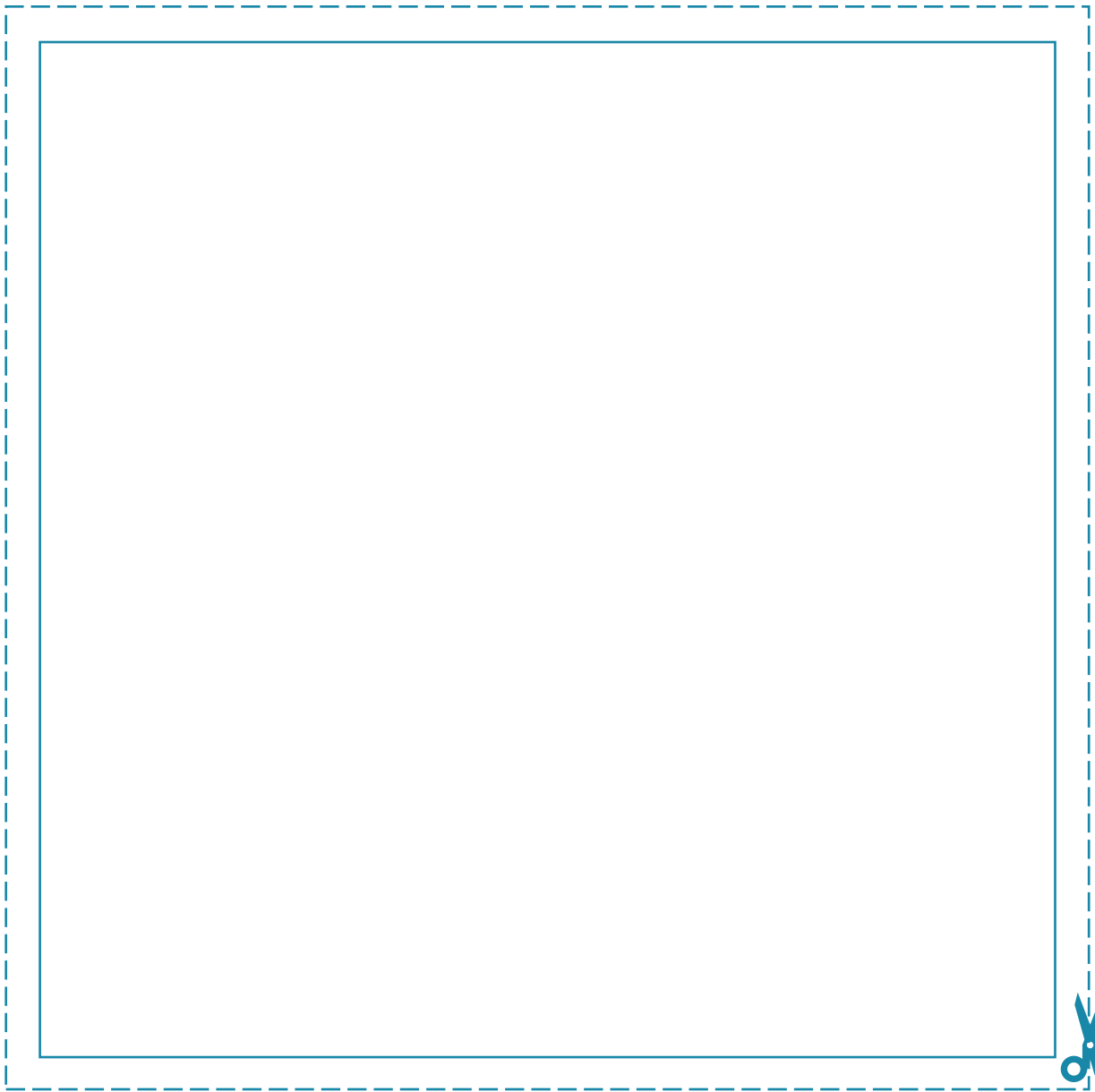
SEC Information Note Junior Cycle 2022



HSA Guidelines on Managing Safety, Health and Welfare



The Marquetry Masterclass Interactive Poster





Seirbhís Tacaíochta de chuid na Roinne Oideachais
A Department of Education Schools' Support Service

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