

An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE** for teachers

Home Economics Workshop 2019-2020

www.jct.ie



Junior Cycle Home Economics:

Glossary of Home Economics Terms

This glossary is designed to clarify the terminology as used in the Junior Cycle Home Economics Specification to enable teachers and students to understand how the terms are interpreted and applied.

Term	Interpretation
Design brief process (DBP)	An open brief is used to outline the requirements of a particular task. The DBP is ideally cyclical and reflective and may involve the following stages: defining the problem/task; investigation/research; generating ideas; developing possible solutions; presenting ideas to others for feedback; refining the design; production of product; evaluation.
Food literacy	Food literacy involves the inter-related knowledge, skills, attitudes and behaviours which are required to plan, prepare and cook food.
Practical perennial problems	Practical perennial problems are concerns endured from generation to generation by families, both locally and globally, which require thoughtful action and reflective, critical decision-making skills to resolve.
Systems approach	A systems approach looks at the interrelatedness of contexts and no one situation in isolation. It considers multiple contexts affecting the complexities of life and family life in the twenty-first century.
Food skills	Food skills refers to the broad range of knowledge and skills applied during the planning, preparation, implementation and evaluation of a meal/dish/product.
Diet-related diseases	Diet-related diseases (or nutrition-related chronic diseases) are diseases that may result from dietary intake that deviates from population dietary recommendations. These include chronic diseases such as obesity, diabetes, cardiovascular disease, osteoporosis and dental disease.
Special dietary consideration	Although there is no legal definition, people with 'special dietary considerations' would include those who are advised to, or choose to deviate from population dietary recommendations. This could be for both medical (e.g. coeliac disease, food allergies, food intolerance, inflammatory bowel disease) and non-medical reasons (e.g. vegetarian diets, religious or cultural reasons).

(Junior Cycle Home Economics Specification, NCCA, p.26)

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Junior Cycle Home Economics: Assessment Timeline



Junior Cycle Home Economics: Aim

Home economics aims to develop students' knowledge, attitudes, understanding, skills and values to achieve optimal, healthy and sustainable living for every person as an individual, and as a member of families and society. Students develop practical food and health literacy skills so that they are enabled to adopt a healthy lifestyle and make informed decisions that positively impact their health and wellbeing as individuals as well as within their families and society. Home economics nurtures students' resourcefulness, innovation, adaptability, and competency as consumers. It develops students' creative design and textile skills. Home economics develops students who are environmentally conscious and dedicated to a sustainable and responsible way of life.

(Junior Cycle Home Economics Specification, NCCA, p.5)

Is the aim of Junior Cycle Home Economics being realised in my classroom?



What areas require further development?



Junior Cycle Home Economics: Assessment

The junior cycle places a strong emphasis on assessment as part of the learning process. This approach requires a more varied approach to assessment in ensuring that the assessment method or methods chosen are fit for purpose, timely and relevant to the students. Assessment in Junior Cycle Home Economics will optimise the opportunity for students to become reflective and active participants in their learning and for teachers to support this.

(Junior Cycle Home Economics Specification, NCCA, p.18)

Why do I assess, what do I assess and how do I assess student learning in Junior Cycle Home Economics?



Notes

Sample Unit of Learning

Year Group: 1

Duration of unit: 3-4 weeks

Department Planning

Theme: Healthy Snacks

Task: Carry out research on healthy snacks that could be served in your school canteen. Plan, prepare and serve a healthy snack of your choice. Suggest suitable packaging materials and how the snack could be labelled. Cost the snack and compare to a similar commercial product.

Learning Outcomes

- 1.18 evaluate commercial and homemade food products
- 1.19 interpret the information found on a variety of food products using front-of-pack and back-of-pack food labels
- 1.16 apply sustainable practices to the selection and management of food and material resources
- 1.2 plan, prepare, cost and evaluate healthy and nutritious individual and family meals and snacks
- 2.5 assess the importance of making informed and responsible decisions in everyday life

Action Verbs

Evaluate (data) collect and examine data to make judgments and appraisals; describe how evidence supports or does not support a conclusion in an inquiry or investigation; identify the limitations of data in conclusions; make judgments about the ideas, solutions or methods

Interpret use knowledge and understanding to recognise trends and draw conclusions from given information

Apply select and use information and/or knowledge and understanding to explain a given situation or real circumstances

Prepare make something ready for use or presentation

Assess judge, evaluate or estimate the nature, ability, or quality of something

Key Learning

- investigate popular commercial healthy snacks (cost, nutritional value, origin, packaging)
- understand the important information that should be found on packaging
- appreciate the function of packaging and the impact it could have on the environment
- plan, prepare, present and evaluate a similar homemade healthy snack
- determine the cost and compare to a similar commercial product
- create a functional and sustainable packaging for the homemade healthy snack
- apply the design brief process to a task (defining the task; investigation/research; generating ideas; developing possible solutions; presenting ideas to others for feedback; refining the recipe; production of product; evaluation)

Assessment

Department planning

Year: 1st year

Term: After Easter

Unit 5

Duration: 3-4 weeks

Theme: 'How can our diet and lifestyle choices impact on our health and wellbeing?'

Learning Outcomes

1.13 plan and **prepare meals** for individuals with **diet-related diseases**

1.6 using a **problem-based learning approach**, **apply** nutritional knowledge in the planning and preparation of **food** for the family

1.10 **explain** the **role of the nutrients** in contributing to a healthy balanced diet

2.5 **assess** the importance of making **informed and responsible** decisions in everyday life

1.2 **plan, prepare, cost** and **evaluate** healthy and nutritious individual and family meals and **snacks**

Action Verbs

Prepare make something ready for use or presentation

Assess judge, evaluate or estimate the nature, ability, or quality of something

Apply select and use information and/or knowledge and understanding to explain a given situation or real circumstances

Explain give a detailed account including reasons or causes

Key Learning

- recognise additional factors that affect our food choices: dietary requirements, skills, availability of ingredients
- state how too much or too little of a nutrient may contribute to diet-related diseases
- identify and explain the following diet-related diseases (obesity, heart disease)
- identify suitable recipes for individuals with diet related diseases
- plan and prepare a breakfast menu for individuals with diet-related diseases
- determine the unit cost of a breakfast item and compare with similar commercial product
- evaluate the role of food labels when planning and preparing meals
- evaluate the importance of nutritional knowledge when making informed food choices
- apply the design brief process to a task (defining the task; investigation/research; generating ideas; developing possible solutions; presenting ideas to others for feedback; refining the recipe; production of product; evaluation)

Assessment

Storyboarding Template

1

2



3



4

5

Source of Information:

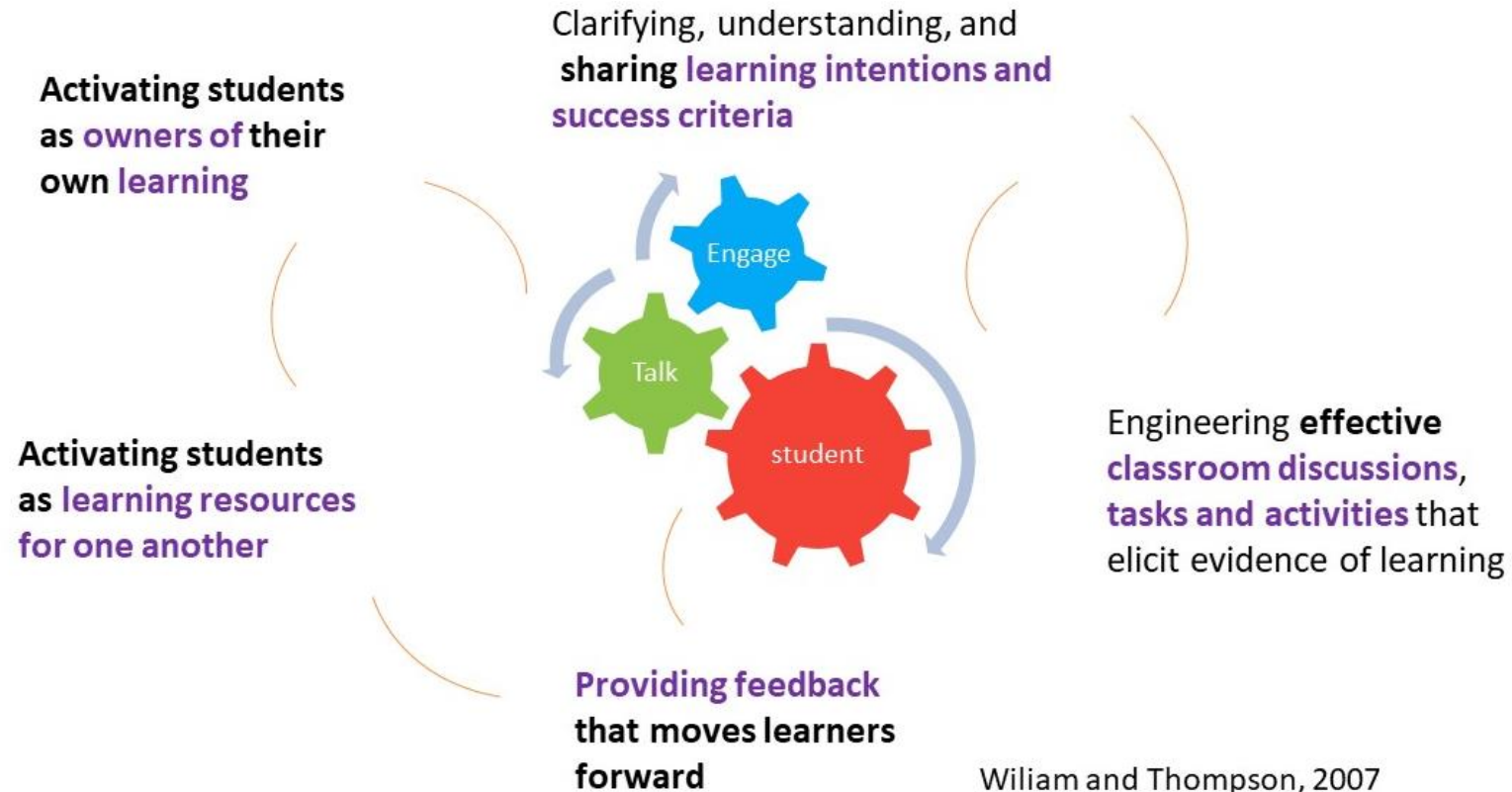
How can students be supported in the incremental development of “analysis”?



Design Brief Process



Reflecting on Formative Assessment



Reflecting on Formative Assessment

Reflecting on the pillars of formative assessment, what would you incorporate into your own practice?



Feedback

Providing focused feedback to students on their learning is a critical component of high-quality assessment and a key factor in building students' capacity to manage their own learning and their motivation to stick with a complex task or problem.

(Junior Cycle Home Economics Specification, NCCA p.18)

How can we make feedback effective?



Food Literacy

Food literacy involves the inter-related knowledge, skills, attitudes and behaviours which are required to plan, prepare and cook food.

(Junior Cycle Home Economics Specification, NCCA p.26)

Extract 1:

Based on Health Literacy concept “...the degree to which individuals have the capacity to obtain, process, and understand basic health information and services needed to make appropriate health decisions” (1). Food Literacy can be considered as a set of inter-related competencies, skills and abilities regarding a functional, relational and critical level: to know, to do, to sense, to want, to be. Food Literacy includes a set of knowledge, skills and attitudes concentrated into six domains: skills and behaviours (physical actions or abilities involving food), food/health choices (actions associated with informed choices around food use), culture (societal aspect of food), knowledge (ability to understand and seek information about food), emotions (the influence of attitudes and motivation), and food systems (the ability to understand the complexity of food system) (2). The most cited definition (3) describes Food Literacy as “...the scaffolding that empowers individuals, households, communities or nations to protect diet quality through change and strengthen dietary resilience over time. It is composed of a collection of inter-related knowledge, skills and behaviours required to plan, manage, select, prepare and eat food to meet needs and determine intake”. These elements represent the key factors – not at all easy and simple to translate in actions in everyday life - that pragmatically influence eating habits and, consequently, health and well-being.

(An Added Value for Health. This is an European Federation of the Associates of Dieticians (EFAD) Fact Sheet developed by the European Specialist Dietetic Network for Public Health (ESDN-PH) March 2018)

(1) Baker D.W. The Meaning and the Measure of Health Literacy. *Journal of General Internal Medicine* 2006, 21: 878-883

(2) Truman E, Lane D, Elliott C. Defining food literacy: A scoping review. *Appetite*, 2017;116:365-371

(3) Vidgen HA, Gallegos D. Defining food literacy and its components. *Appetite*, 2014;76:50-9

Extract 2:

5.3 Food and health literacy

The health and wellbeing of the Irish population continues to be of concern. According to the Department of Health (2013) the current health status of people living in Ireland and their lifestyle trends are leading us toward a costly and unhealthy future (p. 9). Specifically looking at diet related issues, the prevalence of overweight and obesity continues to be a major public health concern in Ireland. According to the National Adult Nutrition Survey (2011) 37% of adults (aged 18-64) are overweight and 24% are obese. The Healthy Ireland Survey (2015) found that 25% of 3 year olds are overweight or obese and 26% of 9 year olds have a BMI outside the healthy range. Furthermore, many children are not meeting the current dietary recommendations for fruit and vegetable intake or saturated fat and sugar consumption (Safefood, 2014). Globally, the WHO has declared that by 2025, obesity will be a more serious problem than malnutrition. The term ‘food literacy’ has emerged recently, linking literacy to food skills, and is now widely used in policy, practice and research. According to Vidgen and Gallegos (2014) food literacy can be defined as scaffolding that empowers individuals, households, communities or nations to protect diet quality through change and strengthen dietary resilience over time. It is composed of a collection of inter-related knowledge, skills and behaviours required to plan, manage, select, prepare and eat food to meet needs and determine intake (2014, p. 54). Food Literacy is essentially the skills needed to sustain a healthy lifelong relationship with food.

(Background Paper Home Economics, NCCA, May 2016 p.33)

Extract 3:

The definition of food literacy below was developed from the findings of this research study. Food skills that are necessary to provide regular, healthy meals for one's household and/or one's self comprise a combination of techniques (ability to use cooking implements and appliances, handle food ingredients); knowledge (nutrition for good health, interpreting food labels, following/understanding instructions, ingredients and recipes; food safety; awareness of food origins and characteristics, and growing foods if possible); and planning ability (organizing meals; food budgeting, shopping and storage). Food literacy is a set of skills and attributes that help people sustain the daily preparation of healthy, tasty, affordable* meals for themselves and their families. Food literacy builds resilience, because it includes food skills (techniques, knowledge and planning ability), the confidence to improvise and problem solve, and the ability to access and share information. Food literacy is made possible through external support with healthy food access and living conditions, broad learning opportunities, and positive socio-cultural environments. The potential outcomes of food literacy, as expressed by young people who live in at-risk situations, include a greater likelihood of consuming a healthier diet; feeling better both physically and mentally; connecting more with others (transferring skills, eating together); improved response to changes and challenges; a feeling of satisfaction in preparing food for themselves and others; attraction to food-related career opportunities (for some); and improved household food security.

("Making something out of nothing" Food Literacy for Life A locally driven collaborative project funded by public Health ONTARIO, 2013 Technical Report LEAD INVESTIGATORS: Ellen Desjardins, RD, PhD Haliburton, Kawartha, Pine Ridge District Health Unit: Elsie Azevedo, RD, MSc)

https://foodsecurecanada.org/sites/foodsecurecanada.org/files/food_literacy_study_technical_report_web_final.pdf

Extract 4:

Food literacy has emerged as a term to describe the everyday practicalities associated with healthy eating. The term is increasingly used in policy, practice, research and by the public; however, there is no shared understanding of its meaning. The purpose of this research was to develop a definition of food literacy which was informed by the identification of its components. This was considered from two perspectives: that of food experts which aimed to reflect the intention of existing policy and investment, and that of individuals, who could be considered experts in the everyday practicalities of food provisioning and consumption. Given that food literacy is likely to be highly contextual, this second study focused on disadvantaged young people living in an urban area who were responsible for feeding themselves. The Expert Study used a Delphi methodology (round one n = 43). The Young People's Study used semi-structured, life-course interviews (n = 37). Constructivist Grounded Theory was used to analyse results. This included constant comparison of data within and between studies. From this, eleven components of food literacy were identified which fell into the domains of: planning and management; selection; preparation; and eating. These were used to develop a definition for the term "food literacy".

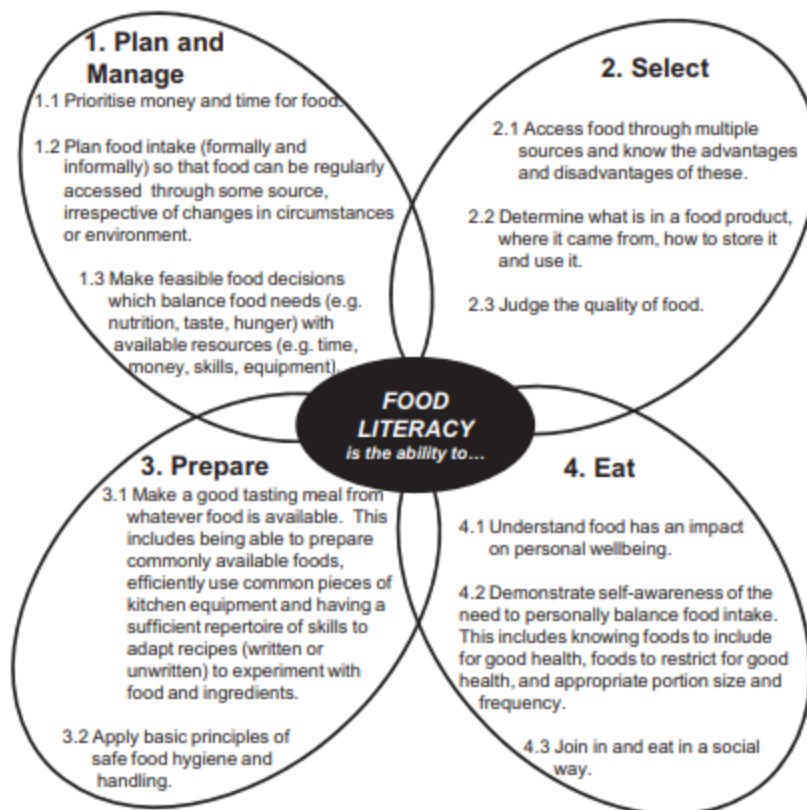


Fig. 3. The eleven components of food literacy derived from the Expert and Young People's Studies.

https://blogs.deakin.edu.au/apfnc/wp-content/uploads/sites/119/2015/06/Vidgen_2014_food-literacy-Appetite.pdf

Food Literacy

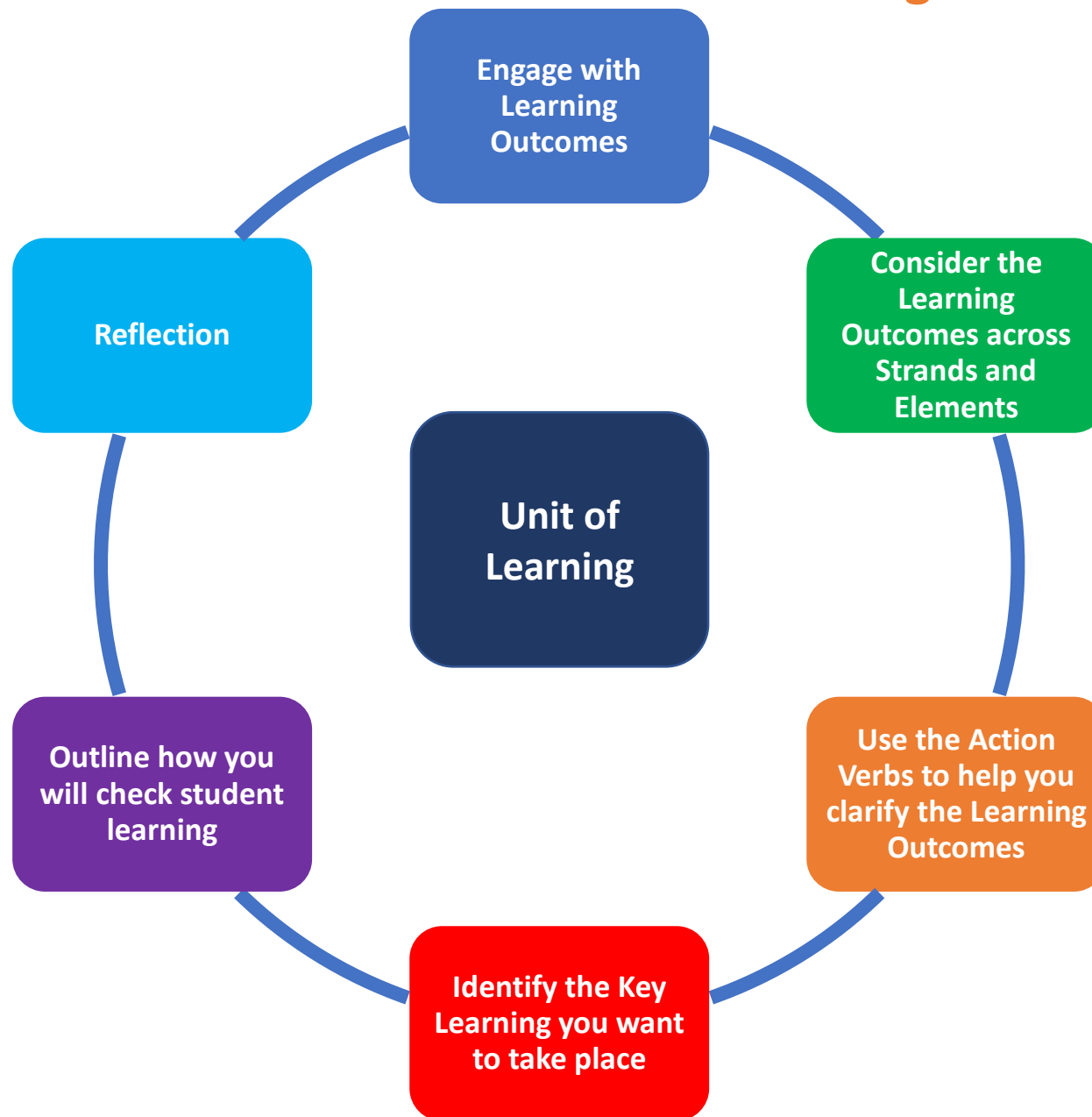
Notes



How can students be supported in the incremental development of food literacy skills?



Effective Collaborative Planning



Junior Cycle Home Economics Action VERBS

Analyse

study or examine something in detail, break down in order to bring out the essential elements or structure; identify parts and relationships, and to interpret information to reach conclusions

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

Assess

judge, evaluate or estimate the nature, ability, or quality of something

Classify

group things based on common characteristics

Compare

give an account of the similarities and (or) differences between two (or more) items or situations, referring to both (all) of them throughout

Complete

finish making or doing; bring to a successful conclusion

Conduct

organise and carry out

Consider

describe patterns in data; use knowledge and understanding to interpret patterns, make predictions and check reliability

Construct

develop information in a diagrammatic or logical form; not by factual recall but by analogy or by using and putting together information

Convert

change to another form

Create

to make or bring into existence something new

Debate

argue about a subject, especially in a formal manner

Demonstrate

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

Describe

develop a detailed picture or image of, for example a structure or a process, using words or diagrams where appropriate; produce a plan, simulation or model

Determine

ascertain or establish exactly by research or calculation

Develop

progress or improve to become more mature, advanced, or elaborate

Devise

plan, create or formulate a procedure or system by careful thought

Differentiate

recognise or ascertain what makes something different

Discuss

offer a considered, balanced review that includes a range of arguments, factors or hypotheses; opinions or conclusions should be presented clearly and supported by appropriate evidence

Distinguish

make the differences between two or more concepts or items clear



Junior Cycle Home Economics Action VERBS

Evaluate (data)

collect and examine data to make judgments and appraisals; describe how evidence supports or does not support a conclusion in an inquiry or investigation; identify the limitations of data in conclusions; make judgments about ideas, solutions or methods

Evaluate (ethical judgement)

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

Examine

consider an argument or concept in a way that uncovers the assumptions and relationships of the issue

Explain

give a detailed account including reasons or causes

Explore

systematically look into something closely; to scrutinise or probe

Identify

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

Interpret

use knowledge and understanding to recognise trends and draw conclusions from given information

Investigate

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

Justify

give valid reasons or evidence to support an answer or conclusion

Prepare

make something ready for use or presentation

Present

promote or propose an idea; deliver or illustrate evidence; show something for others to examine

Propose

put forward a plan or suggestion for consideration

Recognise

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

Recommend

put forward something with approval as being suitable for a particular purpose

Relate

associate, giving reasons

State

provide a concise statement with little or no supporting argument

Suggest

propose a solution, hypothesis or other possible answer

Understand

have and apply a well-organised body of knowledge

Use

apply knowledge or rules to put theory into practice

Verify

give evidence to support the truth of a statement



Junior Cycle Home Economics Learning Outcomes

An tSraith Shóisearach do Mhúinteoirí
JuniorCYCLE
for teachers

Strand 1: Food, health and culinary skills

Strand 2: Responsible family living

Strand 3: Textiles and craft

Element Individual and family empowerment

- 1.1 identify the factors that affect personal food choices
- 1.2 plan, prepare, cost and evaluate healthy and nutritious individual and family meals and snacks
- 1.3 apply a range of cooking principles and techniques in the preparation of healthy individual and family meals incorporating budgetary considerations
- 1.4 demonstrate culinary and creative skills in relation to the preparation, cooking and presentation of food
- 1.5 apply safe and hygienic practices in food handling, preparation, storage and serving
- 1.6 using a problem-based learning approach, apply nutritional knowledge in the planning and preparation of food for the family
- 1.7 use available technology for food planning and preparation

- 2.1 discuss the different forms of the family
- 2.2 explore the roles and responsibilities of the family
- 2.3 discuss family relationships and the importance of strengthening relationships between individuals and families

- 3.1 demonstrate basic hand and machine sewing techniques
- 3.2 apply the design brief process and principles to the making of a creative textile item for an individual or the home
- 3.3 apply basic hand sewing and/or machine sewing techniques to the making of a textile item for an individual or the home in a safe and appropriate way
- 3.4 demonstrate fabric embellishment techniques

Element Health and wellbeing

- 1.8 discuss the elements of a healthy lifestyle
- 1.9 recognise the importance of nutrition and diet in contributing to health and wellbeing
- 1.10 explain the role of the nutrients in contributing to a healthy balanced diet
- 1.11 describe the basic structure and basic functions of the digestive system
- 1.12 investigate the nutritional requirements at each stage of the lifecycle
- 1.13 plan and prepare meals for individuals with diet-related diseases
- 1.14 apply the nutritional requirements of individuals with special dietary considerations when planning and preparing meals

- 2.4 discuss the requirements of a safe and nurturing home environment
- 2.5 assess the importance of making informed and responsible decisions in everyday life
- 2.6 apply the design principles and guidelines to room planning and the design of an interior space in the home

- 3.5 appreciate the therapeutic and leisure role of participating in textile work

Element Sustainable and responsible living

- 1.15 investigate the impact of their food choices from an ecological and ethical perspective
- 1.16 apply sustainable practices to the selection and management of food and material resources

- 2.7 identify how individuals, families and households can contribute to sustainable and responsible living
- 2.8 describe sustainable everyday practices in the home to include energy efficiency, waste management and water conservation
- 2.9 explore the influence of technology on the management of personal, family and household resources

- 3.6 demonstrate ways in which clothing and/or textile household items can be repaired, reused, re-purposed, recycled and upcycled
- 3.7 evaluate textile care procedures used in the home from an environmental perspective
- 3.8 discuss the influences of trends and choices on textile and clothing, including ethical and ecological considerations

Element Consumer competence

- 1.17 compare common foods used in food preparation and how they affect the nutrition and sensory quality of the product
- 1.18 evaluate commercial and homemade food products
- 1.19 interpret the information found on a variety of food products using front-of-pack and back-of-pack food labels

- 2.10 apply consumer decision-making skills in the management of personal, family and household resources for everyday living
- 2.11 debate consumers' rights and responsibilities
- 2.12 examine how consumers are protected in Ireland by legislation, statutory and non-statutory agencies
- 2.13 apply financial literacy skills in the preparation and evaluation of a budget for independent living

- 3.9 apply their knowledge of textile care symbols



Extracts from Junior Cycle Home Economics Guidelines for the Classroom-Based Assessments

Appendix 1: Subject Learning and Assessment Review Meeting

Subject Learning and Assessment Review meetings enable teachers to collaboratively reach consistency in their judgments of student work against common, externally set Features of Quality. Greater understanding of standards and expectations will develop over time as teachers come together in professional discussion to reflect on the quality of their own students' work, informed by the subject specification, assessment guidelines and other support material including annotated examples of students' work provided by the NCCA.

Overview

The review process is centred on teachers discussing student work at structured meetings. It will play an important role in helping teachers to develop an understanding of standards and expectations by enabling them to reflect on the evidence of students' work and to share the learning and teaching strategies supporting that work.

The objectives of the review process are to achieve:

- greater consistency of teachers' judgement
- better feedback to students
- greater alignment of judgements with expected standards,
- and to assure parents and others that students are receiving appropriate recognition of their achievements in line with standards and expectations.

The time for review meetings will be provided for in the school calendar from the allocated 22 hours of professional time for each full-time teacher each year. One teacher of each subject will be allocated two additional hours by school management to prepare for and coordinate each review meeting. This role will normally be rotated among the relevant teachers.

Each meeting will:

- be subject specific
- be approximately two hours long
- take place at a time as near as possible to the completion of the Classroom-Based Assessment
- involve the review of student work related to a specific Classroom-Based Assessment.

Where there is a single teacher of a subject in a school, the teacher can be facilitated to participate in a Subject Learning and Assessment Review meeting in another school. In the case of an Irish-medium school, the single teacher of a subject can participate in a Subject Learning and Assessment Review meeting in another Irish-medium school.

Facilitator's Guide

Teachers will fulfil the role of facilitator during Subject Learning and Assessment Review meetings on a rotational basis. The facilitator will model effective questioning during the discussion of the samples of student work focusing on how well students' work matches the Features of Quality. During review meetings, where it is not clearly evident which descriptor should apply, the group should look for the evidence in the student's work that matches all or nearly all of the Features of Quality associated with a particular descriptor. This 'best fit' approach allows teachers at the review meeting to select the descriptor that 'on-balance' best matches the work being assessed. The facilitator will submit a short report of the review meeting to the school principal.

Teachers should not assume that the results of a group of students being assessed will follow any particular distribution plan as the student's work is being judged only against the Features of Quality rather than other students' performance.

Before the meeting

As a first step, teachers may find it helpful to review some of the relevant NCCA annotated examples prior to coming to decisions about their own students' work.

Once students have completed their Classroom-Based Assessment, the teacher will carry out a provisional assessment of the students' work based on the Features of Quality. These provisional assessments may be modified in light of the discussions that take place at the Subject Learning and Assessment Review meeting.

The teacher will make a note of the descriptor allocated to each student and any other point they may wish or find useful to refer to during and after the Subject Learning and Assessment Review meeting.

This note will be for the teacher's own use.

In preparation for the Subject Learning and Assessment Review meeting, each teacher will identify one sample of student's work for each descriptor, where feasible, and will have these available for discussion at the meeting.

During the meeting

The facilitator leads the meeting and keeps the record of the decisions made in a template, which is used to generate the report of the meeting (see Appendix 2). It is recommended that the meeting should generally follow this sequence:

- The facilitator explains that the purpose of the meeting is to support consistency of judgement about students' work and to develop a common understanding about the quality of student learning. The value of the meeting in providing feedback to students on how they might improve their work should also be highlighted.
- The facilitator asks one member of staff to introduce a sample of work they have assessed as Yet to reach expectations. Following a short introduction by the teacher, the facilitator leads a general discussion on the extent to which the student's work matches the relevant Features of Quality. If the meeting affirms the judgement, this is noted in the meeting record by the facilitator.
- Where there is a lack of agreement, the facilitator should refer to relevant annotated examples of student work provided by the NCCA and, if appropriate, a couple of examples of student work that other teachers in the group have assessed and awarded that descriptor to.
- The facilitator should look to establish consensus during the discussion of examples but the emphasis should be on developing teachers' professional knowledge and skills rather than on seeking unanimous agreement over every Feature of Quality in every example.
- The emphasis in affirming judgements during the review meetings should always be on a 'best fit' approach which allows teachers to agree the descriptor that 'on-balance' is most appropriate for the work being assessed.
- While reasonable time should be allowed for discussion, the facilitator should use his/her professional judgement to decide when it would be appropriate to proceed to the next sample.
- If possible, there should be discussion of at least two samples for each descriptor and the facilitator should ensure that each teacher has at least one of their samples discussed during the meeting.
- The process is repeated, in turn, with samples assessed as In line with expectations, Above expectations and Exceptional being discussed and shared in the group. At the end of the meeting, the facilitator briefly summarises the key points from the discussion.
- It's important that each teacher notes the implications of the decisions made during the meeting for the rest of the student work they have already assessed, particularly in the case of descriptors where their judgement did not align with the view of the majority of teachers at the meeting.

After the meeting

After the meeting, each teacher considers the assessment of their students' work based on the outcomes of the meeting and, where it is considered necessary, makes the appropriate adjustments to their provisional assessments.

Following the Subject Learning and Assessment Review meeting, the facilitator submits their report from the meeting focusing on the outcomes of the discussion of student work at the meeting and submits it to the school principal.

The facilitator may also ask teachers, should they wish, to contribute some student work to a bank of examples:

- To support the induction of new teachers
- To support future Subject Learning and Assessment Review meetings
- To use with students and parents in demonstrating the standard of work achieved.

Appendix 2: Subject Learning and Assessment Review Meeting (SLAR) Facilitator's Report

Subject:	Date/time:
Attendance	
Key decisions taken	
Points of note for future review meetings	
Any further comment?	
<p>Facilitator</p> <p>Date</p>	

(Junior Cycle Home Economics: Guidelines for the Classroom-Based Assessments January 2019, NCCA p.28-32)

The SLAR Process - Before, During and After

Before the SLAR Meeting	
<i>Teachers will ...</i>	<i>Facilitator will ...</i>

During the SLAR Meeting	
<i>Teachers will ...</i>	<i>Facilitator will ...</i>

After the SLAR Meeting	
<i>Teachers will ...</i>	<i>Facilitator will ...</i>

Using Features of Quality

Applying Features of Quality Before the SLAR Meeting

Sample Identifier	Notes	Provisional Descriptor

Applying Features of Quality During the SLAR Meeting

Sample Identifier	Notes	Descriptor

Effective Questioning

Some useful questions to use are:

- Tell us more about that ...
- What has worked well here in terms of the Features of Quality?
- What are the strengths of this piece of work?
- How could this work be improved?

Descriptor Definitions

Teachers use the Features of Quality to decide the level of achievement in each Classroom-Based Assessment. The Features of Quality are the criteria used to assess the student work, as best fitting one of the following descriptors:

Exceptional describes a piece of work that reflects the Features of Quality for the Classroom-Based Assessment 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.

Above expectations describes a piece of work that reflects the Features of Quality for the Classroom-Based Assessment very well. The student shows a clear understanding of how to complete each area of the task. Feedback from the teacher 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.

In line with expectations describes a piece of work that reflects most of the Features of Quality for the Classroom-Based Assessment 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.


Yet to meet expectations describes a piece of work that falls somewhat short of the demands of the Classroom-Based Assessment and its associated Features of Quality. 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 shortcomings that need to be addressed.

When using the Features of Quality to assess the level of student achievement in a Classroom-Based Assessment, teachers use 'on-balance' judgement. The teacher should read the Features of Quality (starting with Yet to meet expectations) until they reach a descriptor that best describes the work being assessed. While it should be noted that none of the descriptors imply faultless achievement, evidence of work for the award of Exceptional should closely match the criteria for that level within the Features of Quality. Where it is not clearly evident which quality descriptor should apply, teachers must come to a judgement, based on the evidence from the student's work, to select the descriptor that best matches the student's work overall. This 'best fit' approach allows teachers to select the descriptor that 'on balance' describes the work being assessed.


Teachers should not assume that the results of a group of students being assessed will follow any particular distribution pattern, as the work is being judged only against the Features of Quality rather than other students' performances.

(Junior Cycle Home Economics: Guidelines for the Classroom-Based Assessments January 2019, NCCA p.14-15)

Reflecting on the SLAR Process

	<p>How do the Features of Quality support a shared understanding of standards?</p>	<p>How might a SLAR experience develop student learning?</p>	<p>How might a SLAR experience develop teacher learning?</p>
<p>Notes</p>			

Subject Learning Assessment Review Meetings

<p>Establishing Ways of Working Together</p> 	
<p>What might support?</p>	<p>What might hinder?</p>

Sharing Samples of Work for the SLAR Meeting

Each teacher should submit 4 samples of student work for the Subject Learning and Assessment Review (SLAR) Meeting. Where feasible, these samples should contain an example at each of the four descriptor levels. The information will be used to create a running order for our upcoming SLAR meeting. As we may not have time to discuss all the samples, please number the pieces 1 to 4 where 1 should indicate the sample you would most like to discuss.

Classroom-Based Assessment no. _____

Please return form by: _____ Date of SLAR meeting: _____

Name of Teacher _____

Sample 1	Provisional descriptor Preference for use at SLAR <input type="checkbox"/> Format
Sample 2	Provisional descriptor Preference for use at SLAR <input type="checkbox"/> Format
Sample 3	Provisional descriptor Preference for use at SLAR <input type="checkbox"/> Format
Sample 4	Provisional descriptor Preference for use at SLAR <input type="checkbox"/> Format

Greatest Learning Moments

Session 1

Session 2

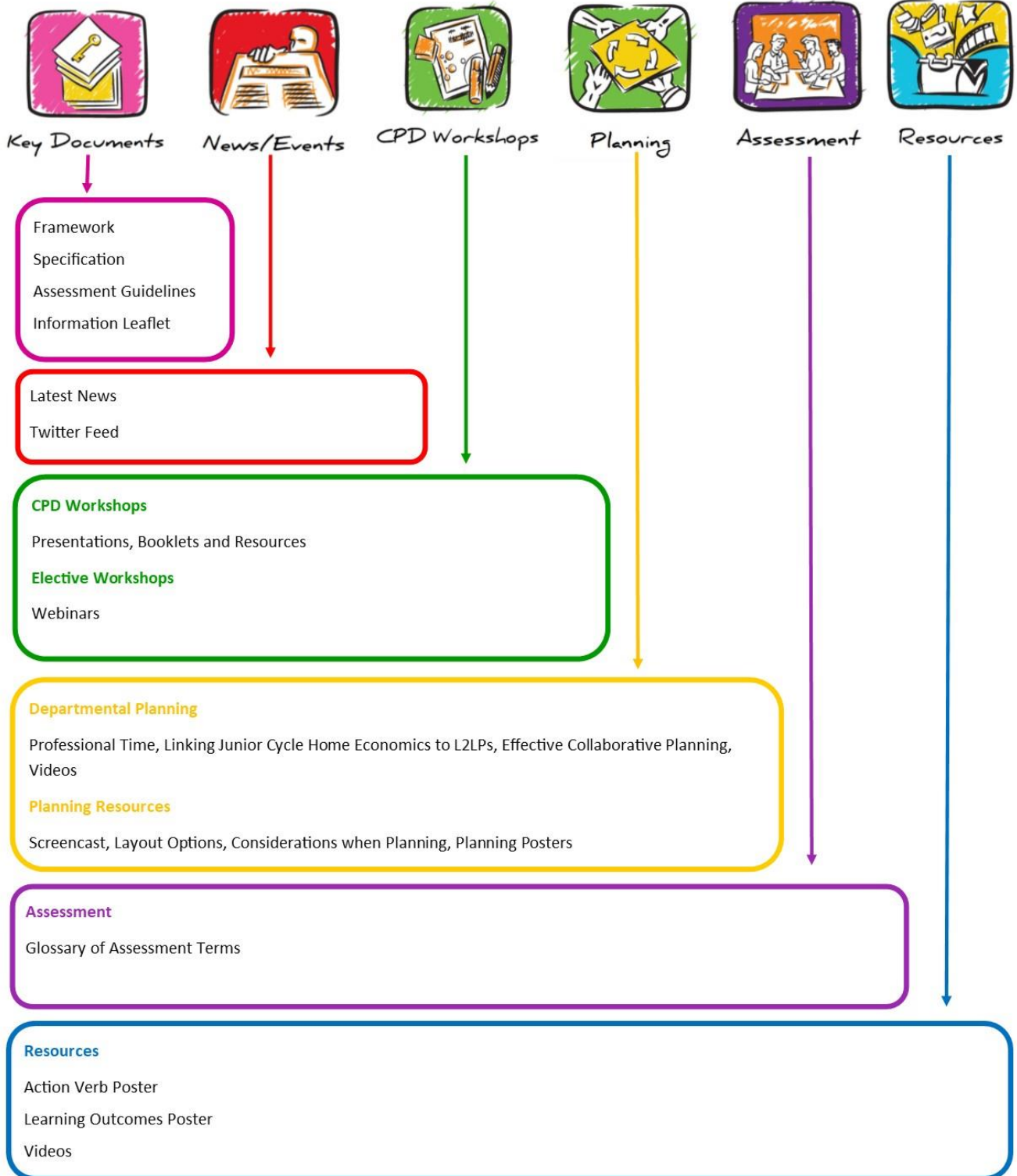
Session 3

Notes

Map of the Website

An tSraith Shóisearach do Mhúinteoirí
JuniorCYCLE
 for teachers

Map of Home Economics Section
 of www.jct.ie



Glossary of Junior Cycle Terms

Classroom-Based Assessments (CBA)	Classroom-Based Assessments are best described as the occasions when the teacher assesses the students using the specific tasks set out in the subject specification. The tasks are clearly described, as are the criteria for assessment to support teacher judgement. The criteria are found in the features of quality linked to each Classroom-Based Assessment. Although the assessment is similar to the formative assessment that occurs every day in class, in the case of Classroom-Based Assessment the teacher's judgement is recorded for Subject Learning and Assessment Review and is used in the school's reporting to parents and students.
Features of Quality	The features of quality support student and teacher judgement of the Classroom-Based Assessments and are the criteria that will be used by teachers to assess the pieces of student work.
Formative Assessment (Framework p. 35-36)	The junior cycle will be underpinned by the further integration of formative assessment as a normal part of teaching and learning in classrooms. Formative assessment involves teachers and students reflecting on how learning is progressing and deciding next steps to ensure successful outcomes. A vital part of formative assessment is the feedback that teachers provide to their students. Through a range of assessment activities the teacher helps the student to identify what has been achieved and where there is room for further learning and development. To facilitate the type of learning envisaged above, the role of the teacher and the dynamics of the teacher-student relationship will evolve. Teachers will place a greater emphasis on integrating assessment into their teaching so they can better monitor students' progress in learning and identify how they can support students to reflect on and critically analyse their own learning.
Junior Cycle Profile of Achievement (JCPA) (Framework p. 46)	The JCPA will reward achievement across all areas of learning as applicable: Subjects, Short Courses, Wellbeing, Priority Learning Units, other areas of learning. The JCPA will draw upon and report on achievement across all elements of assessment including ongoing, formative assessment; Classroom-Based Assessments; and SEC grades which include results from the state-certified examinations and the Assessment Tasks. The JCPA will have a nationally determined format. It will be compiled by the school and received by students in the autumn following third year, when all assessment results from the SEC and the school are available and confirmed.
Subject Learning and Assessment Review (SLAR) Meetings (Framework p. 39-40)	In Subject Learning and Assessment Review meetings, teachers will share and discuss samples of their assessments of student work and build a common understanding about the quality of student learning. Each Subject Learning and Assessment Review meeting will be subject-specific and will focus on the Classroom-Based Assessment undertaken by the particular year group.
Success Criteria (NCCA Glossary of Terms)	Success criteria are linked to learning intentions. They are developed by the teacher and/or the student and describe what success looks like. They help the teacher and student to make judgements about the quality of student learning.
Summative Assessment (NCCA Glossary of Terms)	Assessment is summative when it is used to evaluate student learning at the end of the instructional process or of a period of learning. The purpose is to summarise the students' achievements and to determine whether and to what degree the students have demonstrated understanding of that learning by comparing it against agreed success criteria or features of quality.
Learning Intentions and Learning Outcomes (NCCA Glossary of Terms)	Learning Intention: A learning intention for a lesson or series of lessons is a statement, created by the teacher, which describes clearly what the teacher wants the students to know, understand and be able to do as a result of the learning and teaching activities. Learning Outcomes: Learning outcomes are statements in curriculum specifications to describe the understanding, skills and values students should be able to demonstrate after a period of learning.
Unit of Learning	A unit of learning links learning outcomes which clearly set out what the students should know, understand, and be able to do as a result of the learning and teaching activities within that unit.

Further information and resources can be found on the JCT website: www.jct.ie

An tSraith Shóisearach do Mhúinteoirí

JuniorCYCLE

for teachers

To provide feedback please visit <http://jctregistration.ie/>
Click on Feedback (as below), select **Cluster Day**, identify your subject as **Home Economics** and follow the feedback prompts.



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Useful Websites:

www.jct.ie

www.jctregistration.ie

www.ncca.ie

www.curriculumonline.ie

www.schoolself-evaluation.ie