

JCT Home Economics Webinar FAQ

I was unable to attend the Home Economics CPD Day 1 this year. Will I be able to attend this day at a later stage in the future?

Yes. You will have an opportunity to engage with CPD Day 1 early in term 1 of the next academic year. Details of these dates and locations will be made available to schools over the coming weeks. Ask your school management to register you for this day on www.jctregistration.ie

How do I or my department unpack learning outcomes for our students?

It is essential that you read the learning outcome and consider what it means for your students thinking about their age and their stage in the learning journey.

Use the action verbs to identify what students should be able to do having experienced the learning outcome.

Unpack the learning outcome into knowledge and understanding, skills and values as this will help you to identify the key and relevant learning for your students. Ask, what do I want the students to know and understand, be able to do and value having experienced this learning outcome?

Discussing learning outcomes with colleagues at department level will result in a common and shared understanding of the types of learning experiences that the learning outcomes could potentially create.

How long should I spend on a learning outcome with my students?

There is no specific length of time indicated in the Specification.

The length of time you spend on learning outcomes will vary depending on your students, as students have different learning abilities and learn at different paces.

The learning outcomes are for three years and therefore the learning outcomes focused on at a point in time will not have been 'completed' but will continue to support the students' learning in Home Economics up to the end of junior cycle.

What does the integrated approach mean when creating units of learning?

The integrated approach involves the linking of learning outcomes from different strands. Consider the learning outcomes under each strand and select learning outcomes that naturally complement each other.

When a learning outcome is experienced by students in more than one unit of learning they are given the opportunity to explore that learning outcome from different perspectives which deepens student learning and broadens their knowledge and understanding, skills and values.

Is this webinar counted as CPD?

It is elective CPD. The recognition of this is a decision for school management.

Do I need to teach the learning outcomes that are linked to the CBA separately to the CBA?

To focus on the learning outcomes solely from a CBA perspective will not provide students with a broad experience of those learning outcomes. Students should experience learning outcomes in their own right without tailoring them specifically to a CBA. As we become more familiar with the learning outcomes and the assessment guidelines which will outline the specific requirements of each CBA, we will then be able to identify the learning outcomes that may provide students with the prior knowledge or skills required for the completion of a CBA. This may help to scaffold the students learning before commencing the CBAs. However, it is important to note that CBAs are intended to both capture and develop student learning.

We only have taster modules in 1st year, how do we plan for these?

Learning outcome-based education lends itself to devising taster modules. As teachers we have choice and flexibility to create exciting, relevant and rich learning opportunities through taster modules. It is important to consider the following two questions when devising taster modules:

- what learning might your students find relevant in this taster module? (this will ensure that the student is at the centre of their learning as it will allow you to consider their needs and interests)
- what do the students need to know? (this question will take you back to the specification and this will ensure that the requirements of the specification are met as the learning outcomes provide direction for us)

If you can marry those two questions you will provide a very rich relevant taster module suitable for your students' needs, whilst also fulfilling the requirements of the specification.

We will have a 4-week taster. Is it best practice to have a unit of learning that is based on a theme or should we try to include a number of small units to try to give students a sense of the whole subject?

This will be a departmental decision and will depend on your school context. Consider the aim of the taster module and what learning might your students find relevant in this taster module? What is important is that the taster module should be devised using the learning outcomes.

We do a taster course until Christmas of first year, this is included in our 198 timetabled hours but we tend to really only start on the course in January which leaves us short on time. Is this ok?

The Home Economics Specification has been designed for a minimum of 200 hours of timetabled student engagement across the three years of junior cycle. This should remain a key consideration for local school management when planning the curriculum.

How should teachers approach CBAs considering students with special educational needs?



This specification supports inclusive assessment practices whether as part of ongoing assessment or Classroom-Based Assessments. Where a school judges that a student has a specific physical or learning difficulty, reasonable accommodations may be put in place to remove, as far as possible, the impact of the disability on the student's performance in Classroom-Based Assessments. The accommodations, e.g. the support provided by a special needs assistant or the support of assistive technologies, should be in line with the arrangements the school has put in place to support the student's learning throughout the year.

Regarding planning will there be a suggested template available to help plan for the new specification?



Our plans are now made up of units of learning. We recognise that each department may capture their planning conversations differently depending on their school context. However, outlined below are the essential factors to consider when planning a unit of learning:

- consider your students - their age, stage in their learning journey, ability, and also consider your school context and the resources you have available
- look at your school calendar - what events are occurring in your school / what time of the year are you planning for etc., as this may give you an area of focus (an area of focus may become a theme for your unit of learning)
- select the learning outcomes that you would like students to experience as part of this unit
- consider the action verbs and outline the key learning that you would like to take place by asking what do I want the students to know, be able to do, and value?
- identify check in points that will allow you to assess the learning. These may be a formative check in point or summative to close the unit of learning or a combination of both

Remember, planning is a process, and it is important to reflect at the end of each unit of learning as this will help to strengthen thinking around future planning for your students.

Will we have access to a sample unit of learning?



We are currently developing resources in relation to planning, the Home Economics Team will be providing sample units of learning but it is important to remember that each school may capture their planning conversations in different formats.

Following the factors to consider that we have outlined above may help to provide clarity on a unit of learning.

How many class periods are students expected to have in each year of the course?



Junior Cycle Home Economics is to be allocated a minimum of 200 timetabled hours. The amount of class periods may vary from school to school depending on the length of each class period.

What level of planning is required for September 2018?



Planning is a process and plans are working documents that will change and evolve. Plan each unit of learning at a time, reflecting before you begin the next unit. We have outlined factors to be considered when planning which is a starting point for September 2018.

How do you decide on a unit of learning?



Consider your students – their ability, stage in the learning journey and what learning might your students find relevant, also consider your school context. Select the learning outcomes that naturally complement each other across the strands and devise a unit of learning that is relevant to your students.

How many units of learning should you cover in a year?



The number of units of learning will depend on your students and your school context i.e. timetabling, resources and school calendar. The duration of a unit of learning may vary from 4-6 weeks.

Are all JCT posters (learning outcomes and action verbs) available through Irish?



Tá leagan Gaeilge de gach póstaer ar fáil ar an leathanach Eacnamaíocht Bhaile. Is féidir leat iad a íoslódáil ó www.jct.ie/leagangaeilge nó cliceáil anseo.

Will tonight's slides be available as Gaeilge?



Tháinig an chuid is mó de na sleamhnán ón lá FGL a bhí againn i mbliana. Tá siad ar fáil ar www.jct.ie/leagangaeilge nó cliceáil anseo.

Are there any additional support for teachers who are working on their own in a school with no colleagues on site?

It is important to make links with colleagues on cluster days for future collaboration. Digital technology platforms may prove useful for linking with colleagues in other schools. The JCT Home Economics team are also home economics teachers and are here to support you.

Can you go through and explain the breakdown of the final 3rd year assessment e.g. is there a practical exam with weighting towards the final exam?

The final examination consists of a practical food skills examination and a written examination, these are both worth 50% and will be marked by the State Examinations Commission. The specification provides information on assessment in Home Economics on pages 20-25.

Will there still be a practical cookery exam that will be externally examined in third year?

There will be a practical food skills examination in 3rd year that will be assessed by the State Examinations Commission. The specification provides information on assessment in Home Economics on pages 20-25.

Is there a sample JC Home Economics Paper?

Currently there is no sample JC Home Economics final examination paper. Sample final examinations papers are typically released by the SEC one year ahead of when the exam is due to take place.

What type of exam questions will be used in the JC exam?

The specification states that in any year, the learning outcomes to be assessed will constitute a sample of the relevant outcomes from the tables of learning outcomes. The final examination will be set and marked by the State Examinations Commission.

Will schools receive hard copies of the specification?

The specification is an online document and is issued by the NCCA. It is available at www.curriculumonline.ie (click [here](#))

Would you recommend any specific book for 1st year students starting in September?

As a support service for teachers, JCT emphasise the central importance of the new subject specifications for teachers when planning for teaching, learning and assessment with their students. We do not comment on or give endorsements to any private publications. The new subject specification for Junior Cycle Home Economics can be found on www.curriculumonline.ie (click [here](#))