Tools for review

Food technology

- **tools for reviewing teaching and assessment plans, units of work and assessment tasks in Stage 4/5 technology subjects**

- **key resources and specific policy links**

FOOD TECHNOLOGY YEARS 7 - 10 SYLLABUS

OVERVIEW

Food Technology is an elective 100 or 200-hour course that develops students' knowledge, skills and understanding of the importance of food in ensuring the well being of all Australians. Students develop food skills and an understanding of food properties, processing, preparation, nutrition and consumption. Students learn to evaluate food choices in a range of contexts and to consider technological, cultural, economic, social and environmental factors.

TEACHING AND ASSESSMENT PROGRAM

Does the teaching program (including course plan and units of work):

- demonstrate how all syllabus requirements are met?
    - for both the 100 hour and the 200 hour course
        - all core content will be covered – " Food preparation and processing" and "Nutrition and consumption" (syllabus page18)
        - core content will be integrated with the content of selected focus areas (syllabus page 22)
        - practical experiences will occupy the majority of course time (syllabus page 18)
        - for 100 hour course, program 2 – 4 units which cover all core content and 2 – 4 focus areas (syllabus page 15)
        - for 200 hour course, program 4 – 8 units of work which cover all the core content and 4 – 8 focus areas (syllabus page 15)
    - Students will engage in a variety of ICT activities (syllabus page 15) including word processing, using spreadsheets to generate graphs, digital technologies, analysing nutritional database information.
- focus on the deep and significant skills and understandings of the course and clearly articulate key concepts?
- recognise and build on student interests and prior learning?
- related learning activities that will be significant, engaging and challenging to students and allow for student negotiation and self directed learning?
- allocate the majority of course time to practical work including exploring and defining tasks, generating, developing and testing ideas and producing solutions
- demonstrate a logical flow of relevant learning and ideas within each unit and from unit to unit?
- reflect the available school resources (staff expertise, facilities, equipment, organisational structure)?
- demonstrate a progression of student learning over the course towards more sophisticated, deeper understandings and skills?
- identify appropriate assessment opportunities for students to demonstrate the skills and conceptual understandings that are significant in the course? (assessment will occur throughout the course and address learning related to both the design process and the final product or solution).

Does the assessment program/plan/scheme for the course:

- outline the assessment tasks to be used in each reporting period and directly link to school reporting requirements?
- use a balanced range of assessment strategies that reflect the most significant learning in the syllabus?
- specify the targeted syllabus outcomes/content?
- include a timeframe?
- demonstrate student progression over the course?
- facilitates consistent teacher judgement across the year?
- appear to be manageable for students and teachers?
- addresses the school assessment and reporting policy and supports the allocation of course performance descriptors for the School Certificate?

Does each assessment task:

- focus on specific syllabus outcomes and content?
- focus on depth of understanding and skill of a manageable number of key concepts?
- focus on significant learning in the course?
- assess knowledge and skills that students have had an opportunity to learn?
- provide students with clear expectations about requirements?
- include explicit assessment criteria that identify the features of successful student work?
- allow students to demonstrate achievement at each level of performance?
- allow for meaningful feedback to be provided to the student?

TEACHING PRACTICE

In an effective Food Technology classroom the following features may be evident:

Students

- each student will be engaged in their unit of work and may be working on different aspects of their task at different times to other students
- students will be asking for regular feedback from peers and teachers and at times will be having conversations about the directions and decisions required by their unit of work
- students will be applying safe work practices to all practical activities
- students may be moving around the classroom as they get resources, move to different activities or seek feedback from the teacher
- mistakes may be made as students test new ideas and evaluate how these learnings can be applied to units of work
- students are responsible for their own work areas and manage their time to leave the room ready for the next class.

Teachers

- the teacher can clearly articulate what they want the students to learn and why this learning matters
- the teacher can identify the relationship between the lesson and the teaching program and justify any variations to the program
- the teacher is aware of what students know and can do, how student learning is progressing and adjust teaching in relation to this understanding
- the teacher can justify their choice of learning activities in relation to the needs and interests of their students and the programmed learning
- the teacher uses a variety of senses and experiences to monitor the classroom and to inform their practice including the look, sounds and smells etc of the classroom
- the teacher assesses risks in an ongoing manner and if a particular student is identified as unsafe then immediately takes action to change or modify the activity for that student
- the teacher is aware of and provides feedback to students about their progress in the unit of work. the teacher allows some student direction of ideas and decisions and uses questioning to challenge and identify issues that the student may need to consider
- the teacher may be instructing individual students, small groups or the whole class or may be circulating about the room observing and interacting with students as they work.

Learning environment

- the classroom has available resources such as materials, chemicals, equipment and information that are appropriate to the project
- equipment, materials and or equipment that may present hazards has been risk assessed and relevant DET policy and guidance advice followed
- the relationship in the classroom between teacher and students is productive and the teacher promotes constructive relationships and feedback between students about their unit of work.

REFERENCES

- **Board of Studies advice:**
  Syllabus and support document, assessment advice
  http://www.boardofstudies.nsw.edu.au/syllabus_sc/#foodtech
  Assessment Resource Centre
  http://arc.boardofstudies.nsw.edu.au/go/sc/food-technology/
- **Curriculum K-12 Directorate programming and assessment advice:**
  Programming tools and templates, sample course plans, units of work, assessment plans, assessment tasks and teaching ideas
  http://www.curriculumsupport.education.nsw.gov.au/secondary/technology/index.htm

DET POLICIES/GUIDELINES

- Teaching and assessment programs and practice should reflect relevant DET policies available at:
  https://detwww.det.nsw.edu.au/policiesintra/atoz/search.do?level=
- Specific policies and related support materials to note include *Occupational health and safety* policy, *Chemical safety in Schools* and *Animal Welfare guidelines*, *Voluntary School Contributions.*