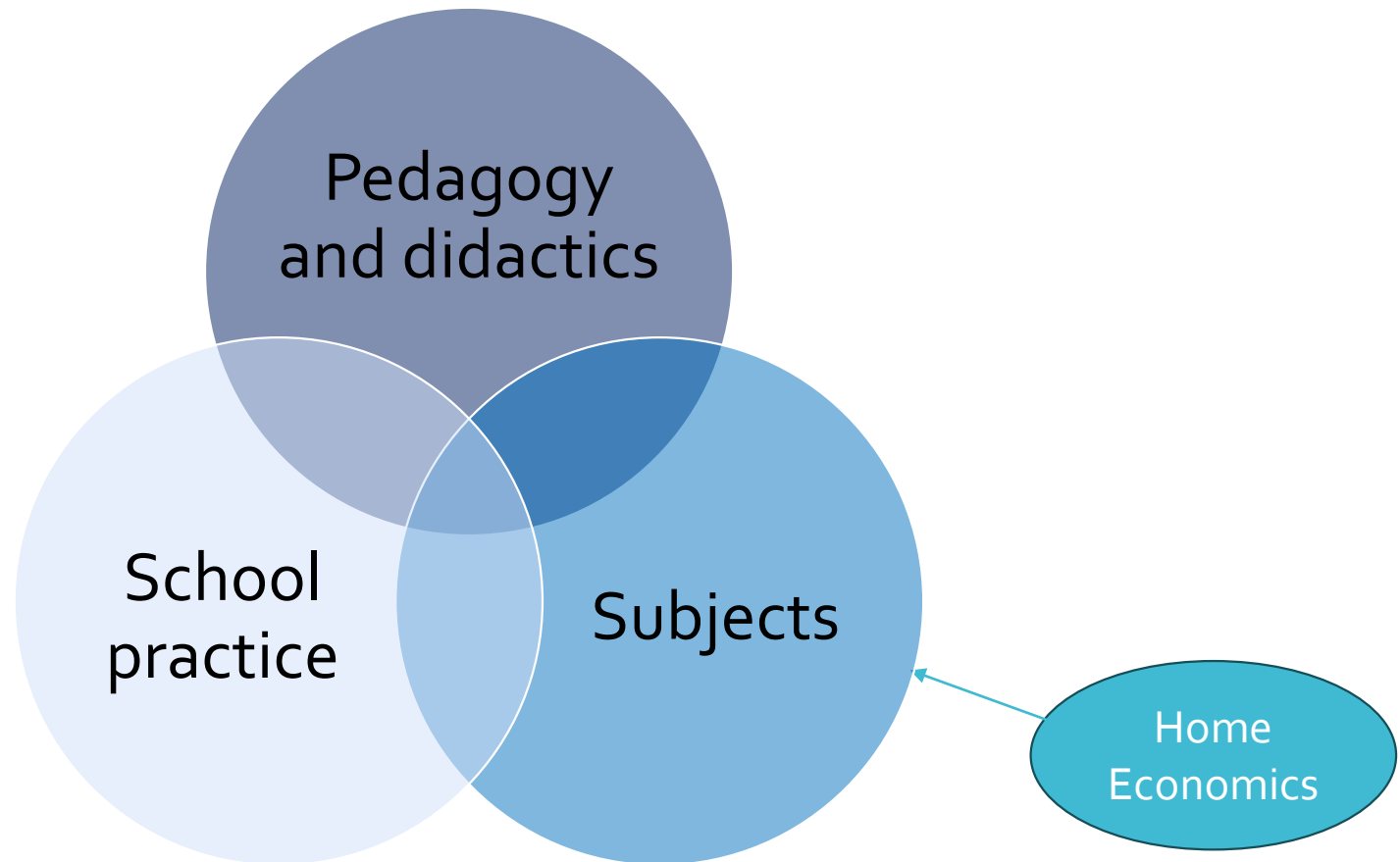




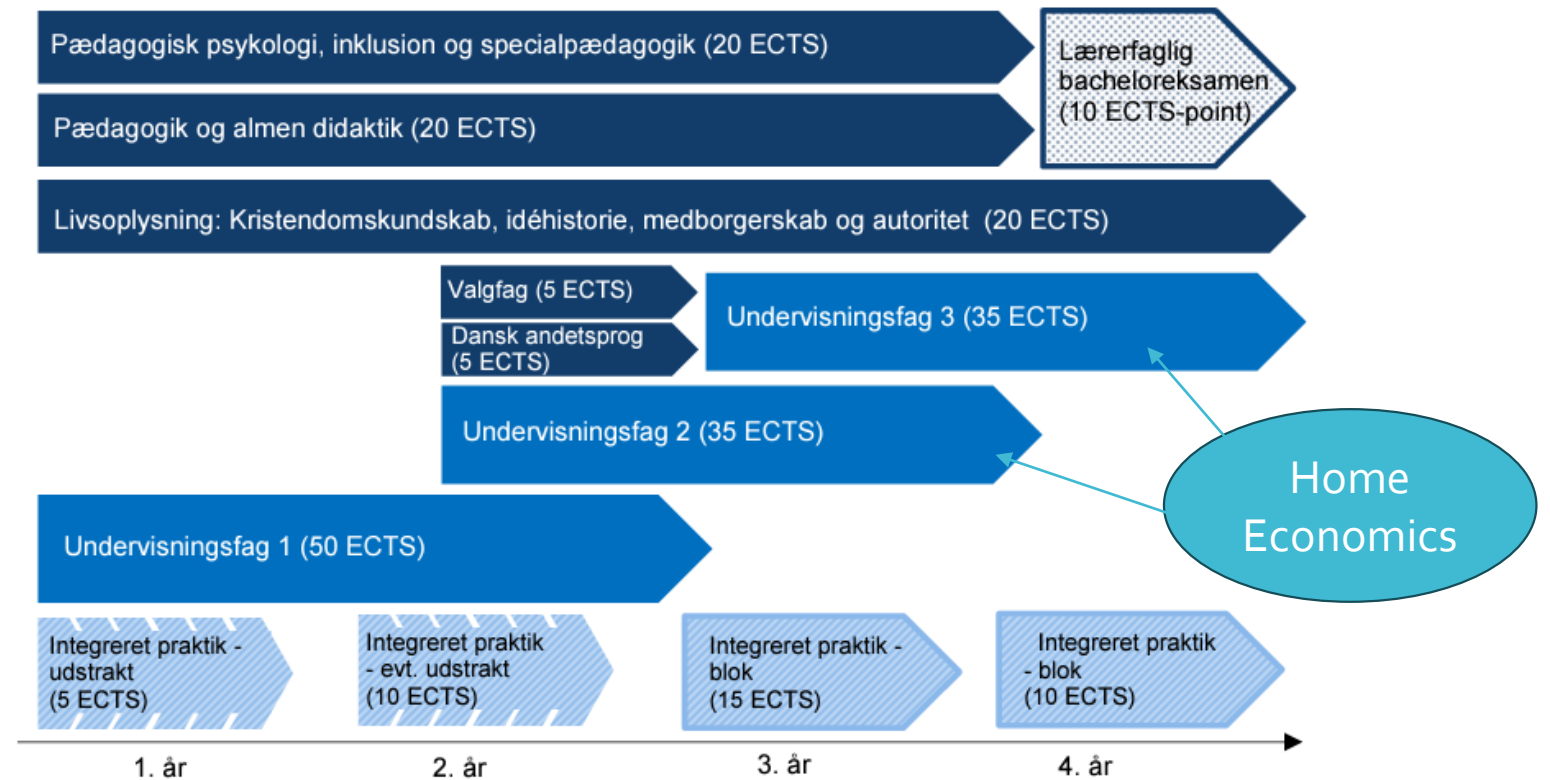
***How the new Teacher  
Education integrates  
food diversity in Home  
Economics***

# The new teacher education



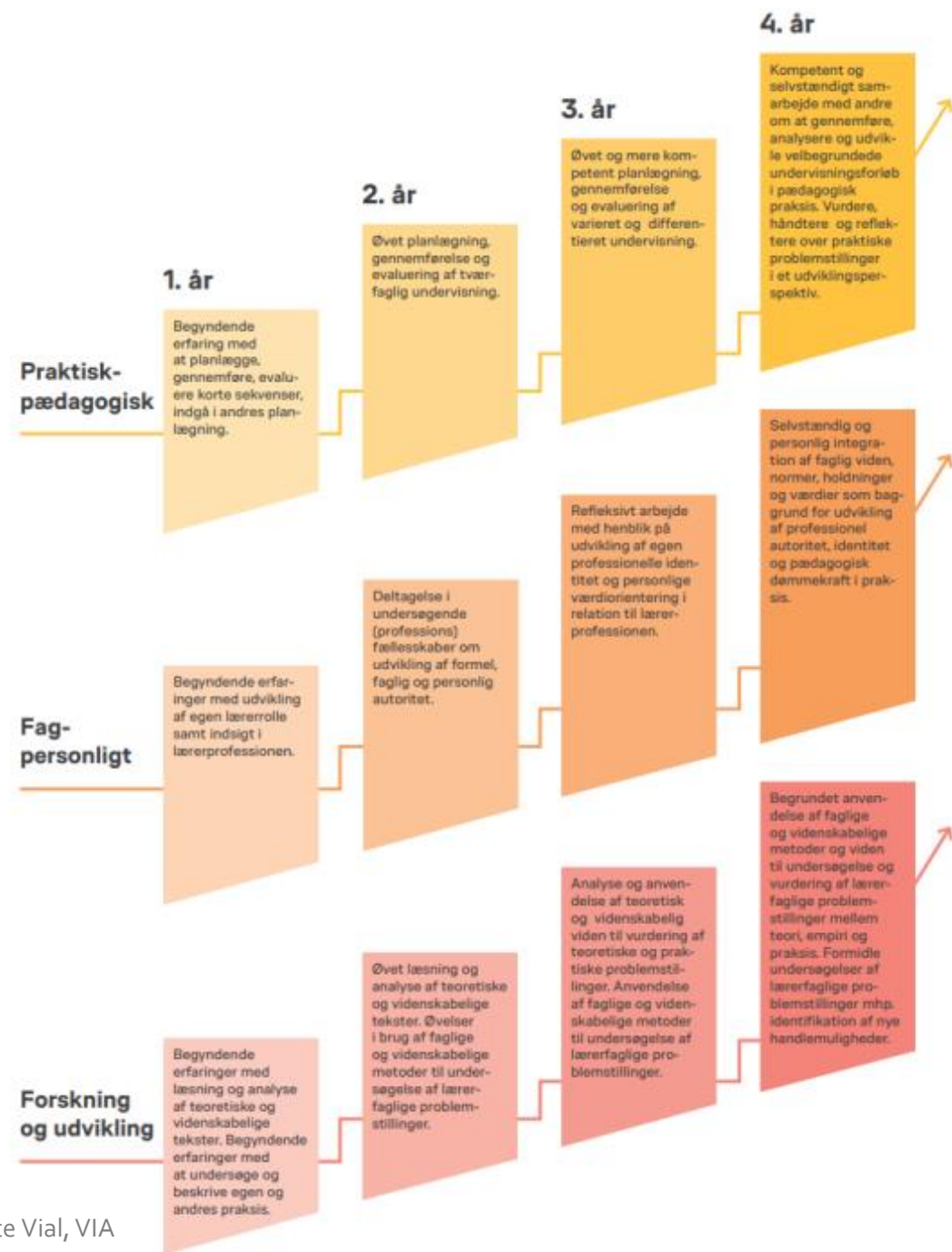
# The new teacher education

## Bilag 1 Illustration af elementerne i og en mulig tilrettelæggelse af en ny læreruddannelse



Kilde: <https://ufm.dk/lovstof/politiske-aftaler/aftale-om-reform-af-laereruddannelsen-13-september-2022.pdf>

# Progression



# The purpose for Home Economics

Formålet med undervisningsfaget madkundskab er, at den studerende gennem **praktisk og teoretisk fordybelse** opnår forudsætninger for at kunne varetage en varieret og inkluderende undervisning i faget i skolen, der sigter mod elevernes dannelse til at kunne foretage kritiske, reflekterede og begrundede valg og handlinger i relation til mad og måltider. **Undervisningen skal afspejle fagets vidensgrundlag**, der hentes fra det natur- og samfundsvidenskabelige samt det humanistiske område i tæt tilknytning til det **håndværksmæssige**. Faget kvalificerer den studerende til at **udvikle sig til professionel madkundskabslærer med forståelse for sammenhænge mellem fagets indholdsområder** – koblet til tids- og samfundsrelevante forhold og problemstillinger og formålet for faget i skolen.

The purpose of the teaching subject Home Economics is that, through **practical and theoretical immersion**, the student obtains the prerequisites to be able to provide varied and inclusive teaching in the subject at school, which aims at the pupils' building to be able to make critical, reflected and reasoned choices and actions in relation to food and meals. **The teaching must reflect the subject's knowledge base, which is drawn from the natural and social sciences as well as the humanities in close connection with the craft of cooking.** The subject qualifies the student **to develop into a professional Home Economics teacher with an understanding of connections between the subject's content areas** - linked to time- and society-relevant conditions and issues and the purpose of the subject in school.

# The aims for Home Economics

Ved fagets afslutning skal den studerende:

- have tilegnet sig kundskaber og færdigheder nødvendige for at kunne **begrunde, planlægge, gennemføre, udvikle og evaluere madkundskabsundervisning** i en materielt tilknyttet praksis i folkeskolen,
- kunne analysere og kritisk reflektere over faglige problemstillinger inden for **madlavning, sundhed, fødevarerbevidsthed og madkultur samt fagdidaktik** i relation til fagets formål og mål i skolen,
- kunne undervise i og formidle fagets indhold gennem **varierede arbejdsformer**, et bredt udvalg af **læremidler** samt anvendelse af **fagsprog**,
- kunne varetage en undervisning, som bidrager til at udvikle **elevernes erkendelse, livsduelighed, ansvarlighed, identitet og lyst i relation til mad og måltider**, og med afsæt i fagets vidensgrundlag og fagdidaktik kunne indgå i tværfagligt samarbejde.

# The aims for Home Economics

At the end of the course, the student must:

- have acquired the knowledge and skills necessary to be able to **justify, plan, implement, develop and evaluate Home Economics teaching** in a materially related practice in primary school,
- Be able to analyze and critically reflect on professional issues within **cooking, health, food awareness and food culture as well as subject didactics** in relation to the purpose and goals of the subject at school,
- be able to teach and convey the content of the subject through **varied teaching/learning methods**, a wide selection of **teaching/learning aids** and the use of **professional language** related to the subject,
- Create a learning environment which contributes to developing **students' awareness, life skills, responsibility, identity and desire in relation to food and meals**, and based on the subject's knowledge base and subject didactics,
- be able to participate in interdisciplinary collaboration.



# Content of Home Economics

Fagets undervisning og den integrerede praktik beskæftiger sig med følgende områder:

- **Håndværk og madlavning**, herunder grundmetoder og teknikker, madens og madlavningens fysik og kemi, fokus på smag og smagsperspektiver og madens æstetik.
- **Sundhed**, herunder sundhedsbegreber, kost- og ernæringslære samt hygiejne og mikroorganismer.
- **Fødevarebevidsthed**, herunder fødevareproduktion, forbrug, bæredygtighed og fødevareetik.
- **Madkultur**, herunder måltider i tid, sted og anledning.
- **Fagdidaktik og metodik**, herunder madkundskabs betydning i skolen og samfundet samt bidrag til elevernes dannelse, undervisningstilrettelæggelse og klasseledelse i faglokalet, eksperimenterende og alsidige undervisningsformer, fagsprog og faglig læsning, læremidler samt læringssyn og fagsyn.

# Content of Home Economics

The teaching of the subject and the integrated practice deal with the following areas:

- **Cooking**, including basic methods and techniques, the physics and chemistry of food and cooking, focus on taste and taste perspectives and the aesthetics of food.
- **Health**, including health concepts, diet and nutrition as well as hygiene and microorganisms.
- **Food awareness**, including food production, consumption, sustainability and food ethics.
- **Food culture**, including meals in time, place and occasion.
- **Didactics and methodology related to Home Economics**, including the importance of being knowledgeable about food in general. Home Economics should contribute to the pupils' bildung. The student should be able to promote that through classroom management and different ways of organizing the lessons using experimental and versatile forms of teaching. The students should be able to reflect upon the subject including different teaching and learning views.

# A model



# School practice in Home Economics

- **Home Economics** is placed between second and fourth year.
- School practice is a period of 6 weeks. The student will meet different expectations during the periods according to the progression of the teacher education.
- 1. year: Insight and testing. **The participant observer**
- 2. year: Insight and investigation. **The investigative participant**
- 3. year: Experience and understanding. **The reflective participant**
- 4. year: Assessment and innovative thinking: **The independent and well-reasoned initiator.**

# School practice in Home Economics

## **Practical implications:**

- School practice is integrated in Home Economics at the University College. The students will plan and organize the school practice in collaboration with other students, lecturers and teachers.

## **The University College ensures that:**

The school practice teachers must have relevant and necessary competences to carry out guidance tasks in connection with the school practice. They must be educated “School practice teachers” and have skills to teach Home Economics.

In school practice the student works with all parts of the teaching role, for example school-home collaboration, cooperation with other professionals and colleagues in a progression which is unfolded in the institution's local rules.

# Food diversity

- Food diversity will be taught at the University College.
- Students will collaborate with pupils, parents, teachers and lecturers to ensure the proper measures when dealing with food diversity in the classroom.
- The topic must be discussed and reflected upon prior and after the school practice period. Thus, enabling the students to become reflected practitioners who are able to include all pupils in the Home Economics classroom.