

# Section A

## Developing professional competence

A characteristic of good practice in secondary schools is that subject specialist teachers are well qualified for their role through initial training or professional development, take an active part in the wider food teaching community, have a passion for food education and are willing to develop their knowledge and skills.

### Key features



Staff are active professionals in the subject, take part in consultations that impact their work, contribute to discussions and represent food and nutrition education in their school. They are up-to-date and play an active role in the food teaching community. Staff share their own good practice, innovation and ideas within food teaching networks. They make effective use of subject specialist help, knowledgeable colleagues and a wide range of training activities to support their personal and professional development.



Staff are up-to-date with the curriculum requirements, legislation, professional standards, and good practice in food and nutrition education, and adopt these in their teaching preparation, planning and delivery.



Resources are developed and selected to support learning intent, based on evidence based sources. Subject specialist help is accessed to enhance resource provision.



Staff develop effective pedagogical approaches, which demonstrate inclusivity and are relevant to food and nutrition education. They share good practice, supporting colleagues.



Staff review their knowledge and skills, linking these to performance management objectives, and take responsibility to develop a professional development plan for themselves, and other staff they support.



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Throughout my journey I have had incredible support and encouragement from my department colleagues as well as full support from Senior Leaders within my school. I started as a technician in 2008 and was awarded Higher Level Teaching Assistant status in 2011 – I see this as the start of my teaching career. The next year I started teaching two classes a week, increasing over time. So, in 2016 I enrolled on a teacher training course, qualifying in July 2018. It's certainly a different route into teaching!

I regularly undertake CPD to increase my subject knowledge and skills through courses and reading material, social media sites and forums. It's important to stay up-to-date in my field. I have learnt that sharing good practice and resources makes the job easier and more enjoyable, and that reflection of my practice is key to improving my own professional development.

#### TONI'S TIPS

1. Don't be afraid to change something if it is not working. Reflect and adapt, or try something completely new.
2. Attend as many face-to-face events as you can, chat with other teachers and share good practice.
3. Keep up-to-date with curriculum and qualification changes, join a food teacher's forum to gain valuable information.



## Putting the characteristic into practice

### Staff underpin planning and learning activities with national standards and best practice

- Reference key food and nutrition curriculum, qualifications and framework documents in school planning and policies and share the research and evidence base used.
- Use website alerts, newsletters from key organisations and social media to stay up-to-date.

#### Other examples:



### Staff use effective pedagogy approaches

#### Approaches could include using class, group and individual work to:

- develop safe and effective practical skills through whole class and spot demonstrations, pre-recorded video instruction, step-by-step photo recipes and masterclasses;
- undertake practical investigations using a scientific approach to understand the functional and chemical properties of ingredients;
- plan and cook meals taking into account lifestyle, consumer choice, nutritional need, cost, time and portion size. Learners explain, justify and present their work to others;
- explore a range of ingredients and processes from different culinary traditions.
- create new, or modify existing, recipes for a specific desired need;
- use sensory evaluation to explore the choices that people make;

- carry out nutritional analysis to evaluate the contribution of food and drink to a diet, considering dietary changes that may be required;
- use comparative testing to evaluate ready-made and home-made dishes in terms of taste, cost and nutrition;
- review the provenance of different food commodities, including aspects of seasonality, food security and sustainability;
- debate and discuss current food issues and topics to draw conclusions and consider actions.

#### Other examples:



### Staff take an active role in the food education community

- Mentor staff in school, trainee teachers, newly qualified teachers and others.
- Participate in good practice networks with other professionals.

#### Other examples:



## Putting the characteristic into practice

### Staff have a personal action plan for professional development based on a needs analysis audit

- Review skills/knowledge and identify areas of development. For example, against the *Food teaching in secondary schools: a framework of knowledge and skills*.
- Develop a personal action plan.
- Bid for funding, explaining the benefits of training for your school and learners.
- school visits;
- practical training in food skills;
- updating subject knowledge through face-to-face events and/or online training;
- completing a CPD portfolio.

#### Other examples:

Further professional expertise by selecting appropriate professional development activities, such as:

- shadowing other teachers;



### Staff share good practice and ideas that work well, as well as support others

- Run a workshop, make a presentation, publish a blog or article, share a teaching resource.

#### Other examples:



## Insights

- Do not be afraid to ask for help. Working with other specialist colleagues in school, locally and nationally, is a great way to share expertise and ideas and learn from others. Use subject networks and organisations to share good practice.
- Practice! Practice! Practice! Learn from mistakes. This is particularly important if food is not your main area of expertise. Knowing and understanding when and where learners may make mistakes in practical lessons is a key to success.
- Take time to reflect on lessons and activities. What went well and what could be improved?
- Develop expertise and knowledge through engagement with other experts. Link with a local catering college, chef, dietician or farmer/grower to learn new skills and knowledge that can be used in the classroom.



## Going beyond

Attend courses to gain extra experience and/or qualifications.

Provide specialist support for non-specialist staff to upskill and promote confidence and competence.

Widen experience through working with industries/agencies that are relevant to the curriculum.

Take part in a mentoring programme to help others and further your own professional skills.