

Section A

Being an accomplished food teacher

A characteristic of good practice in secondary schools is that staff have developed the required subject knowledge, skills and effective pedagogy approaches, and demonstrate personal qualities that are important in food teaching.

Key features



Staff have acquired key subject knowledge and skills and have developed an appropriate range of teaching and learning strategies and styles. They are committed to staying up-to-date with the subject and how it is taught and show a passion for food education. Staff balance tasks and priorities, displaying resourcefulness and flexibility. They are team players within the school, putting learners first.



Staff are efficient in their planning and preparation for lessons, developing effective systems, managing time well, and showing excellent organisational skills. They lead support staff effectively to improve the quality of learning.



Resources are created and selected that are up-to-date, evidence-based and high-quality, focusing on achieving learning intent and the needs of different learners. Staff select appropriate ingredients and equipment to support learning intent.



Teaching is always of the highest possible standard enabling learners to apply their knowledge in different contexts, and demonstrate their practical skills accurately and safely.



Staff review and evaluate the success of their teaching regularly. They plan an effective sequence of learning demonstrating progression. Staff review their own knowledge and skills.



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I have a number of roles outside of my classroom that help ensure I am up-to-date and playing an active part in a food teaching community whereby we share good practice, innovation and ideas. I was recently involved in the revalidation of the Consumer Studies degree at the University of Ulster. This was an excellent opportunity to ensure that our subject and recent developments were considered when reviewing course content. I am also an active member of the British Nutrition Foundation Northern Ireland Education Working Group, along with the CCEA Subject Advisory panel for Home Economics and Food & Nutrition. Both of which ensure I keep up-to-date.

An aspect of my job that I absolutely love is developing resources! I am the author and writer of a textbook and online resources, and the specification

writer for the Entry Level GCSE Home Economics and resource writer for GCSE Food and Nutrition. I actively seek opportunities to develop resources to ensure I keep my subject knowledge up-to-date.

LAURA'S TIPS

1. Be a reflective practitioner. Evaluate your current practice, what could you do to enhance the teaching and learning experiences for your learners?
2. Network with a wide range of people and be open to learning and sharing good practice.
3. Keep up-to-date with subject developments and share your passion and enthusiasm with future generations!

CASE STUDY

Putting the characteristic into practice

Staff plan effective lessons and activities for learners

- Set goals that stretch and challenge learners of all abilities.
- Plan well ahead to ensure that lessons run smoothly and all resources are readily available.
- Develop effective systems to ensure all learners can participate fully in lessons.
- Plan timings carefully, particularly for practical lessons.
- Get to know learners' likes, dislikes, interests and food culture.
- Acknowledge that food has social, cultural, religious and emotional attachments that must be addressed with young people when discussing their own eating habits.

Other examples:



Staff demonstrate good classroom organisation and time management, and exhibit and maintain the highest possible standards

- Set high standards and invite professionals and visitors to raise expectations amongst staff and learners.
- Act as a role model and dress appropriately when working in the practical food room. This should reflect the standards expected of learners; for example, hair and/or head covering.
- Set an example by demonstrating neat, methodical working practices in the practical environment.
- Develop effective systems that support learner independence.
- Select and implement an efficient ingredients management system.
- Utilise funding or other strategies to include all learners in the lesson (even those without ingredients).
- Demonstrate a high level of practical skill, know common mistakes in the recipes/skills taught and how to rectify them.
- Create a calm, caring, trusting and open environment for learning.

Other examples:



Staff are flexible and work with other staff and the wider community

- Plan flexibly to account for last minute changes.
- Lead and manage support staff effectively; for example, establish clear ways of communicating with technicians and learning support staff.
- Work collaboratively with teaching colleagues from other curriculum areas and school catering staff.
- Be part of the whole school food approach, the ethos should be reflected in the food and nutrition curriculum.

Other examples:



Putting the characteristic into practice

Staff share good practice and ideas that work well

- Share good practice both in own school and locally. For example, run a workshop, make a presentation, publish a blog or article, or share a teaching resource.
- Establish or take part in an existing subject network to share good practice and ideas that work well.

Other examples:



Staff keep up-to-date with the subject and effective pedagogy approaches

- Follow research into the latest educational developments.
- Demonstrate a critical understanding of developments in the subject.
- Show passion for the subject, including trying new food, exploring where food comes from, using different cooking techniques and highlighting healthy eating.

Other examples:



Staff make use of ICT and use a range of resources to stimulate learning

- Use ICT to develop independent learning. This could include revision apps, nutritional analysis, web searches and videos.
- Embed ICT into lessons to bring teaching to life, supporting differentiation.

Other examples:



Staff are impartial practitioners no matter their own preferences or beliefs

- Use up-to-date, evidence based, impartial resources and information to help plan and implement lessons.
- Include a wide range of learning experiences to encompass varied cultures, traditions, customs and practices so that learners have a wide range of opportunities.

Other examples:



Putting the characteristic into practice

Staff regularly audit, evaluate and review their own knowledge, skills and teaching practice

- Use systematic self-reflection to assess the effectiveness of lessons and the approach to teaching.
- Review skills and knowledge against guidelines for food teaching to help identify any areas that would benefit from further development.
- Encourage and use learner voice to improve and develop teaching and learning styles and practices.
- Shadow or work alongside more experienced practitioners within the school or establish links to other local schools.
- Engage in personal and professional development regularly.

Other examples:



Insights

- Be prepared to address topical issues to which learners relate. Create a 'Facts behind the headlines' display or presentation to stimulate discussion.
- Create an environment where learners are aware that all staff have high aspirations for them and offer encouragement through praise and constructive feedback.
- Establish clear guidelines and protocols when dealing with parents. Provide information in advance about lessons and ingredients; be prepared to deal with issues and be aware of school policy on charging/voluntary contributions. Access funds to support pupils in need of support.
- Organise the food room and/or lessons to facilitate a variety of learning opportunities to maximise learner progress.
- Raise the profile of food and nutrition across the school community. Make the subject visible to others; use displays to communicate the work that learners are engaged with in lessons. Participate in school assemblies, e.g. give a talk on eating and drinking well to maximise exam success. Invite the link governor to visit a lesson to see first-hand the value of the subject.



Going beyond

Become an examiner, moderator, teacher trainer or mentor to gain an insight to the process and assessment of examination courses. Share resources and ideas with other teachers (in accordance with regulations).

Undertake extra-curricular activities that engage the learners and help to raise the profile of food and nutrition in school.

Establish and host subject networking events in your locality/region and work with other subject specialists.

Offer placements for trainee teachers to work with you and develop subject expertise and teaching skills.