

Section B

Managing the subject

A characteristic of good practice in secondary schools is that the subject is well managed and resourced, teaching areas are maintained, and the environment stimulates learning and an excitement for the subject.

Key features



Staff demonstrate competence in delivering food and nutrition education, with robust Schemes of Work in place, well thought out room layouts for efficient and safe practical work, and up-to-date resources to support learners.



Staff manage the teaching environment to ensure that learners are able to successfully undertake the range of activities set. The room is well maintained, clean and tidy. Risk assessments and procedures are effective and enforced.



Resources, equipment and ingredients are available which support learning intent, learner number and capability, and recipe demand. Displays, posters and learner work act as learning resources in the classroom.



Learners follow established routines and procedures, ensuring time is more efficiently used on achieving the learning intent, e.g. getting ready to cook, where equipment is stored, recycling. There is clear communication of learning intent and learners understand the expectations.



The planning and delivery of the subject, as well as the practical work and teaching environment, is continually monitored for improvement. Learner voice is considered.



Heather Kettyle

Enniskillen Royal Grammar School

County Fermanagh, Northern Ireland

A well organised practical lesson can be an enriching and rewarding experience for both learner and teacher. The main driver behind our success is organisation.

Good organisation is not a time consuming, burdensome task – it is an integral strand of the day-to-day running of the department.

Here's our key steps:

- Build a team.
- Meet and greet learners.
- Agree and display classroom routines.
- Store basic equipment in each learner unit.
- Store additional equipment in labelled cupboards around the room.
- Plan teaching resources meticulously.
- Ensure learner resources are attractive and engaging.
- Organise food practical resources on a trolley.
- Pre-weigh ingredients, especially if a more complex dish is being prepared.

- Consider and cater for allergies in advance of lessons.
- Interact with learners and act as facilitator.
- Manage time carefully, making use of on-line timers.
- Evaluate prepared dishes.
- Formally dismiss the class and employ an exit strategy.

HEATHER'S TIPS

1. Employ set routines at the beginning and end of the lesson and continually reinforce these until learners assume responsibility without being prompted.
2. Short, skilful spot demonstrations by the teacher will keep the learners on track and to time.
3. Label learners A and B to share tasks and complete them quickly and efficiently, e.g. A collects equipment and B collects ingredients.



Putting the characteristic into practice

Staff set a range of activities, based on well planned learning objectives

- Plan Schemes of Work and lessons that are based on learning intent.
 - Be aware of, and build on, prior learning.
- Ensure that learners understand expectations and the learning intent is defined, for example:**
- all learners will use a knife safely to chop carrots;
 - most learners will use a knife safely to cut carrots into dice;
 - some learners will use a knife safely and precisely to cut carrots into fine dice.
- Use questioning effectively; for example, C3B4ME (see three others before asking me) or question cards.
 - Make effective use of ICT, e.g. nutritional analysis to support and enhance planned learning activities.
 - Use a range of teaching and learning styles and activities, e.g. demonstrations, presentations, food tasting, practical skill challenges.

Other examples:



Staff set-up routines and procedures to ensure hygiene, safety, time efficiency and desired learning intent

- Establish routines, set clear expectations and ensure all staff are consistent in applying these in every lesson.
- Define and establish roles and responsibilities, for teachers, teaching assistants, technicians, learners and other staff as appropriate.
- Establish guidelines and procedures for using tools and equipment. Ensure all staff are aware of, and apply, these procedures and access appropriate risk assessments.
- Establish a routine for learners to ensure that ingredients are stored safely and hygienically before use.
- Establish and maintain the process for storing completed dishes in school.
- Prepare equipment and/or ingredients in advance where appropriate to facilitate planned learning intent.
- Implement lesson plans effectively, using strategies to ensure learners achieve the learning intent, e.g. time reminders in practical lessons.

Plan to help learners achieve dishes that require more time than is available, for example:

- partly prepare dishes, make pastry and freeze until the next lesson when it can be used to prepare a dish;
- prepare and assemble dishes which can then be completed/cooked at home where appropriate, e.g. lasagne or cottage pie;
- use pre-prepared ingredients such as sliced vegetables or ready-made pastry;
- learners work in pairs or groups to reduce time and ingredients used.

Other examples:



Putting the characteristic into practice

Staff plan effective and efficient food rooms

- Anticipate and understand the flow of the practical food room, e.g. fridge access, cookers, sinks, equipment, to create an effective, efficient workspace for learners.
- Plan the placement and storage of equipment carefully and ensure learners are familiar with procedures, e.g. depending on the room layout it may be better to have equipment centrally stored.
- Ensure there is sufficient, appropriate and hygienic storage space for ingredients and finished dishes.

Other examples:



Staff select appropriate equipment for learners, which is easily available and effectively managed during lessons

- Ensure that appropriate equipment is available to enable learners to achieve the learning intent identified in the Scheme of Work/lesson plan.
- Check the resources and equipment that are required by specific recipes, and are aware of demands that may be made on specialist equipment, e.g. are there enough woks for a complete group to use?
- Make sure that equipment is in good working order and is stored safely. Establish procedures that are used by all staff to monitor the safety and use of equipment.
- Anticipate when and where there may be a 'bottleneck' and work out a solution, e.g. learners may need to use liquidisers to blend soup, so a member of support staff could be tasked to do this for them. Alternatively a chunky soup could be made.
- Make sure the room is well labelled so that learners can work independently.
- Plan ahead to help practical lessons run smoothly, e.g. pre-cut greaseproof paper, have pre-printed labels with name, date, cooking/storage instructions.
- Make sure that ingredients, for general use, are topped up regularly, e.g. flour dredgers.

Other examples:



Staff create and use a well set-out, maintained and stimulating learning environment

- Provide a range of books, recipes, ICT resources and other stimulus materials to encourage learners to investigate and plan activities.
- Create displays that engage learners and provide a stimulating, bright environment.
- Use posters, learner's work and other resources to assist learners and stimulate discussion.
- Plan and create a sensory tasting kit which can be used by learners. Establish clear guidelines for hygiene standards when sampling food and drink.

Other examples:



Putting the characteristic into practice

Staff demand safe and hygienic working before, during and after practical cooking, investigation and sensory activities

- Establish procedures for checking equipment in/out, especially sharp equipment such as knives and processor blades.
- Establish and maintain rigorous standards of hygiene and safety (based on best practice) that are monitored and reviewed regularly.
- Complete effective risk assessments that are specific to the learners and the environment they are working in. Make sure all staff have access to the risk assessments and have a process in place to review and update as necessary.
- Make sure that all staff working in the practical food room understand the school first aid procedures and that these must be followed.
- Ensure that laundry is regularly washed and stored correctly.
- Make sure that routines are established with learners, e.g. 'clean as you go' procedures. These should also be demonstrated by staff.
- Establish cleaning schedules for the practical food room; these should be monitored and reviewed as necessary.
- Plan to ensure that food waste is minimised and recycled where possible.
- Recycle where possible and organise disposal of rubbish carefully.

Other examples:



Insights

- Organise the food room to make the best use of storage space and reduce the movements around the room during a practical activity. For example, store the equipment commonly used by the learners in each working area (section) rather than in a main store room.
- Build in time to check equipment and work areas before the end of the lesson.
- Decide where each learner will work at the beginning of term/rotation. Produce a plan to refer to when checking areas once learners have left if necessary.
- Colour code each working area and equipment to make checking easier.
- Prepare as much as possible in advance of the lesson: weigh and measure ingredients, if appropriate; pre-cut greaseproof paper; get out baking trays and additional equipment, such as electric whisks or flour dredgers; pre-print labels with cooking/heating instructions for finished dishes.
- Have clear and effective routines and risk assessments to ensure sharp



equipment can be monitored in use and storage. Storage blocks can be used for sharp knives; they provide a quick visual way of checking all knives have been returned and can be locked away for safe storage.

Going beyond

Use senior learners/prefects before and after school to support the teacher (preparation of equipment, resources and lessons).

Make composting and recycling facilities available and encourage use by staff and learners.

Develop information videos and/or reference cards to explain the use of more specialist equipment. Learners can access the videos/cards encouraging independent learning.

Create a suitable area and/or photo booth for photographing the learners work. Set up guidelines for use and how the images will be stored and made accessible to learners.