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Introduction

Professional and Personal Development (PPD) is a planned, systematic on-going process of professional learning, which allows individual teachers to maintain, update and enhance their knowledge and expertise in order to ensure that they are able to teach effectively. This stimulates thinking and professional knowledge and ensures that practice is critically informed and up-to-date. If teachers undertake a wide range of high-quality, sustained professional learning experiences, they are more likely to inspire pupils and provide high quality teaching and learning, enabling pupils to achieve their best.

Most teachers engage in a range of professional learning experiences – they attend courses and meetings, talk to other teachers, read articles and research, practice new practical skills at home, experiment, develop new teaching resources and try different teaching techniques they have heard about. PPD does not only relate to formal training courses, it is important to recognise the wealth of professional learning experiences found in day-to-day practice and through engagement with pupils, student teachers, stakeholders and professional organisations (such as British Nutrition Foundation and Food Teachers Centre), particularly with current budget cutbacks and study time limits. This document formalises and supports professional learning, with tools to help to gather evidence to use to aid auditing, planning and reflection.







Planning your own PPD will help you:

- identify and build on your strengths;
- engage in purposeful dialogue about the strengths and areas for development of your teaching and managerial responsibilities;
- identify, prioritise and plan for your own professional development against structured frameworks and guidelines;
- take responsibility for your own professional development by establishing the practice of target setting and review;
- recognise the requirements expected of you at different stages of your professional careers, and thereby help plan for individual career development;
- develop your skills in such a way that you are in a position to develop your career in the way that you desire;
- provide a means of evaluating the impact of professional development activities that are undertaken.

This is your professional journey and is wholly owned by you; this document's sole intention is to help you reflect on your professional experiences, and help you to develop your career in any way in which you choose.

The structure of your professional development

Below is an example of a structured approach to planning, implementing and monitoring your own professional development.

<p>1. Direction</p>  <p>DIRECTION</p>	<p>Undertake an audit of your knowledge and skills – be honest.</p> <p>Analyse your strengths and areas for further development, set learning priorities, and collect ideas and alternatives for your development, such as course brochures and on-line learning course descriptions.</p>
<p>2. Reflection</p>  <p>REFLECTION</p>	<p>Reflect on your own professional development journey.</p> <ul style="list-style-type: none"> (a) Reflect on some key successes in your current role. Undertake on-going reflection on teaching and learning, and your impact. Reflect on training attended and the impact of training or other professional activities. (b) Summative reflection – reflect towards the end of your professional development cycle (perhaps every 12 months) and summarise changes to your teaching, impact in the classroom and developments that have helped you.
<p>3. Connection</p>  <p>CONNECTION</p>	<p>Keep evidence of how you have been able to share good practice. Share new ideas and what you learn on food teacher forums; these can be on-line or face-to-face.</p> <p>Collaborate with others, perhaps co-developing a new resource, or taking an existing new resource and developing it further, and sharing again.</p> <p>You may also work with other colleagues to prepare for examinations or standardise teacher-assessed coursework.</p>
<p>4. Celebration</p>  <p>CELEBRATION</p>	<p>Celebrate your achievements. This can be certificates from your courses and other items, such as appraisal forms.</p> <p>Use the checklist in this document (page 11) to record and celebrate your success – it has a wide variety of categories such as work based learning, professional activities, formal educational courses.</p> <p>Map your achievements against advised standards. You may like to collect evidence, such as exemplar work, curriculum development, being an assessor, presenting at a conference, learning and development certificates and courses attended.</p>

Food teaching in secondary schools – what knowledge and skills are required?

In addition to general teaching standards, there are two documents that detail the knowledge and skills required to teach food and nutrition in secondary schools. These can be used to audit your knowledge and skills, set targets for development and review progress.

Food teaching in secondary schools: A framework of knowledge and skills (2015)

This framework is a guide to the knowledge and skills expected of secondary school food teachers. It outlines the knowledge and skills that would be developed over time – resulting in exemplary food teaching.

The framework can be used to:

- review and plan courses for trainee teachers, and set out expectations for qualified teacher status;
- audit current practice by existing teachers, supporting performance related development;
- support professional reviews with colleagues;
- plan and run professional training courses to support best practice.

The framework:

- sets standards, expectations and requirements for qualified teachers teaching food in secondary schools;
- highlights key areas for development, presented in a manageable, easy to convey way with clear expectations;
- provides aspirational goals which will be developed over time (describing accomplished food teaching);
- stipulates distinctive descriptions of food teaching, rather than generic teaching standards (which they may be used alongside).

The publication is available on-line at: <https://www.foodafactoflife.org.uk/professional-development/ppd-toolkit/secondary/food-teaching-in-schools-a-framework-of-knowledge-and-skills/>

Characteristics of good practice in teaching food and nutrition education in secondary schools (2019)

The *Characteristics of good practice in teaching food and nutrition education in secondary schools* guide sets out a series of characteristics of good practice, determined via consensus building exercises with the secondary school food teaching community from the UK, which can be adopted as part of a good practice approach by all those that teach food and nutrition.

This publication aims to:

- define the key characteristics of good practice that are specific to teaching food and nutrition;
- exemplify these characteristics of good practice in UK secondary schools;
- highlight the key features of achieving these characteristics, showing how these can be put into practice, with teacher insights and suggestions of how to develop these for the future;
- support the food and nutrition teaching community, especially trainee, newly qualified and non-food specialist teachers;
- enable practising teachers to audit their own practice to plan and implement personal and professional development goals.

The publication is available on-line at: <https://www.foodafactoflife.org.uk/professional-development/ppd-toolkit/secondary/characteristics-of-good-practice/>

What makes a great food teacher?

Great teaching is defined as that which leads to improved student progress.

To start, you may want to write a reflective statement about your personal philosophy on good teaching and learning in food. Your philosophy statement can provide a clear sense of purpose during times of instability or ambiguity, such as those during curriculum change.

In your view:

- What is the function of food teaching?
- What should its objectives be?
- What views and approaches inform your beliefs about good food teaching?
- What personal goals do you have for teaching development?
- Why do you conduct lessons in the way you do?
- Why do you model certain behaviours?
- Why do you try to establish a particular kind of classroom climate?

Consider

Think back to those teachers that you have experienced as very good teachers.

List the qualities, skills and attributes that you think makes a good teacher.

What makes great teaching?

1. A deep knowledge of food as a subject

It is important to have a strong understanding of the subject being taught, but also to understand the ways students think about the content, be able to evaluate the thinking behind students' own methods, and identify students' common misconceptions. It is also being open to new food experiences, being creative and having a passion for the subject.

2. Good instruction

Good instruction such as effective questioning and use of assessment by teachers. Specific practices, like reviewing previous learning, providing model responses for students, giving adequate time for practice to embed skills securely and progressively introducing new learning (scaffolding) are also elements of good quality instruction.

3. Classroom climate

This covers the quality of interactions between teachers and students, and teacher expectations: the need to create a classroom that is constantly demanding more, but still recognising students' self-worth. It also involves attributing student success to effort rather than ability and valuing resilience to failure (grit).

4. Classroom management

A teacher's abilities to make efficient use of lesson time, to coordinate classroom resources and space, and to manage students' behaviour with clear rules that are consistently enforced, are all relevant to maximising the learning that can take place. For food lessons, this is often through practical work.

5. Teacher beliefs

Why teachers adopt particular practices, the purposes they aim to achieve, their theories about what learning is and how it happens and their conceptual models of the nature and role of teaching in the learning process all seem to be important.

6. Professional behaviours

Teachers who reflect on and develop professional practice, participate in professional development, support colleagues, and liaise and communicate with parents. They keep up-to-date with latest developments in teaching, as well as their subject area. They support the learner.

Source: What Makes Great Teaching, (2014 Coe, Aloisi, Higgins and Elliot Major). <http://www.suttontrust.com/researcharchive/great-teaching/>

What is a teacher's professional development journey?

A teacher's professional development journey should be characterised by a teacher:

- recognising that practice is acquired cumulatively, and that some pedagogical processes are harder to adopt and use than others;
- being more productive in the longer term, considered over a period of at least five years;
- being more efficient, for oneself as well as for others, again over the longer term;
- gaining new approaches, successively building forward on existing and new practices;
- supporting learning and learners better, and finding out how this is being done through feedback and self-monitoring.

What are the stages of such a journey?



Embarking on your journey

Reflection, auditing and planning

Using the *Needs analysis audit* from the [*Food teaching in secondary schools: A framework of knowledge and skills*](#) (pages 11-15), undertake an audit of your personal professional skills and competences against the guidelines and your current job description and requirements (and future ones).

Alternatively, the reflection documents developed to support the *Characteristics of good practice in teaching food and nutrition education in secondary schools* guide could be used to reflect on one or more of the 11 competences identified.



(Note: copies of these audit tools are available here: <https://www.foodafactoflife.org.uk/professional-development/ppd-toolkit/secondary/your-professional-development/>)

From this process you will identify:

- areas of strength;
- areas which need refreshing;
- areas where you have little or no experience and will need further training and development;
- areas that are the highest priority as this stage in your development.

Using the above as prompts, you may then wish to reflect on:

- the parts of your job in which you excel;
- particular contributions that you have made to the school;
- an important initiative that you have recently led;
- aspects of your work that prevent you from achieving your goals;
- the main challenge in your present or future role;
- the parts of your present role that you want to develop;
- the skills and qualities that you have, but are not fully utilised;
- the skills and qualities that you need to develop;
- the sort of support that would enable you to make more of your role.

You may also want to think about what you have learned from previous development experiences. Focus on how these key experiences have made an impact on you and hence what you have learnt. Few people think systematically about what they have learnt and done and often undervalue their knowledge and experiences.

Your development plan

You will have identified your development requirements. You will need to prioritise these to give you a manageable plan and then match these to the sources of learning available to you.

You will find it helpful to have some notes, such as:

Targets	What you hope to learn
Action	What will you do?
Timescale	When will you undertake the activity?
Personnel	Whose support will you need?
Success criteria	How will you know you have achieved your target?
Progress	How did you do?

It will be helpful to discuss this with a senior colleague - preferably someone who can help you access the appropriate opportunities.

Planning professional learning experiences that will meet your needs

Do you need opportunities for ...

1. Reflection on practice?

Not just a chance to think about things that did or did not work for you, but an opportunity to be curious and critically explore to learn more.

2. Collaborative learning?

Collegiate and collaborative practices underpin models of professional learning and can help achieve transformational change.

3. Experiential learning?

Structured, relevant and meaningful activity that enables you to question, try out, develop and enhance practice.

4. Cognitive development?

Extend knowledge and skills and deepen your understanding of the subject to a level where you can challenge and develop ideas, inform and question assumptions and practices.

Tools for reflection

Reflection provides the analysis and insight that fuel your process of discovery and teaching improvement.

On-going reflection includes:

- analysing the pupils' learning, responses and reactions;
- increasing your knowledge and understanding of your pupils, their attitudes, difficulties and potential, what they need, what helps or hinders their learning, what motivates and demotivates them;
- increasing your knowledge and understanding of resources and teaching approaches and the forms of assessment available to you.

Questions to ask yourself

What do you expect to learn, become more confident and competent at doing as a result of this professional learning experience?

- Where do you feel you could do better if you knew more? For example, supporting those with SEN, more appropriate assessment and monitoring strategies.
- What do I need to know and be able to do before I plan and teach?
- What aspect of my teaching would I like to improve, feel clearer and/or more confident about?
- Is there an area where the pupil(s) need more help in order to do better and where I need more help in order to understand their difficulties?
- What can I do that will give me information and insight into what children need and how they learn, along with ideas about resources and methods that will motivate, support and challenge children?

On-going reflection

Keeping a journal or a blog is useful in providing insight into self-awareness. Reflect on each experience (webinar, course, community experience) and consider how you can apply what you have learned back in the classroom.

Summative reflection

Looking back over a period (for example 12 months – a school year); review the framework/guide, your audit and development activities and write a summary that reflects:

- How do you know your students are learning?
- What do your Schemes of Work say about your teaching style?
- How has your teaching changed in the last 12 months? (This will be different, depending on your career stage.) Are these changes for the better? How can you tell?
- Have your own professional values and beliefs changed? How have they developed?
- How has your learning from the professional development and training influenced upon your teaching? How might this affect future classroom practice?

You may want to refer to the stated competences, background information and discussions with colleagues that challenged and extended your thinking.

Note: For more information on reflection, go to: <https://www.foodafactoflife.org.uk/professional-development/ppd-toolkit/secondary/your-professional-development/>

Professional learning experiences

Use this professional learning experiences grid to record your personal development. It can help to highlight your progress, as well as your achievements.

Work based learning

Activity	Date (No. of hours)	Summary of what you did	Short reflection – how was the learning used?
Peer observation, work shadowing a colleague			
Visiting another school			
Record and reflect on your own lessons			
Visiting an industry partner			
Shadow an individual child, young person or a class			
Expanding your role – for example, whole school food			
Involvement in the local community (business, food banks, holiday hunger clubs)			
Creating a new Scheme of Work or project			
Developing and sharing a new teaching technique or idea			
Developing a section of school or student website			
Supervising trainee teachers			
Supervising an NQT			
Supervising a non-specialist teacher			
Present a case study			
Leading internal moderation			
Trying something new			
Working towards a 'mark' or award within the school			
Other			

Informal activities

Activity	Date (No. of hours)	Summary of what you did	Short reflection – how was the learning used?
Increasing experience of different types of food and food preparation			
Opening your mind to different tastes and ingredients			
Other			

Professional activities

Activity	Date (No. of hours)	Summary of what you did	Short reflection – how was the learning used?
Giving a presentation or facilitating a workshop at an event			
Being an assessor, examiner or moderator			
Being a mentor for another teacher			
Engaging in research, supervising research, editorial board member			
Membership of a special interest or working group			
Engaging in curriculum and/or qualification development work			
Contributing to government consultations			
Networking			
Other			

Formal/educational activities

Activity	Date (No. of hours)	Summary of what you did	Short reflection – how was the learning used?
Higher/further education courses			
Attending professional conferences, workshops or seminars			
Attending a course or workshop to enhance practical food skills and/or knowledge			
Writing articles or papers			
Distance learning			
Planning and running a course			
Lecturing or teaching other teachers			
Gaining an award or national recognition			
Other			

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