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Teaching Primary Food and Nutrition

Professional Portfolio

This portfolio belongs to

Date



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Introduction

Teaching Primary Food and Nutrition

Welcome to the Teaching Primary Food and Nutrition (TPFN) programme, which has been developed to equip you with the necessary knowledge and skills to teach high quality food and nutrition lessons, and inspire you to champion a whole school approach to food.

TPFN is a Continuing Professional Development (CPD) programme just for you, the busy primary teacher, trainee or teaching assistant. While teaching food and nutrition may take up a relatively small part of the curriculum, it does have some unique management issues and teaching approaches which need to be carefully considered (for example, managing and teaching practical cooking lessons).

Through this programme, the overall aim is to build your confidence and competence in teaching food and nutrition, whether you are new to the profession, or have been teaching, or working in schools, for a while (we can all learn something new!). This programme formalises and supports professional learning around food and nutrition teaching.

What is the purpose of the portfolio?

This physical portfolio (folder and booklet) offers a place for you to gather everything you need to plan, implement and evidence your learning journey. The four main sections of the portfolio are described on page 4.

The purpose of the portfolio is to provide a summary of your strengths, areas for development, and professional development experiences, regarding food and nutrition teaching. It's a working document to be added to and used to suit you.

The portfolio allows you to collect evidence of your professional learning in one place. This might include:

- a record of courses, meetings or presentations you have attended;
- conversations with other teachers;
- articles or research you have read;
- practical skills or recipes you have tested at home;
- new teaching resources and techniques you try.

The portfolio has been developed to aid reflection and evaluation of the impact of different activities on your performance. Therefore, it can also be used to support performance management. Importantly, this is your portfolio and is owned by you. Its sole intention is to help you reflect and develop your career in any way you choose. As such, the information it contains is completely confidential and can only be used or shared by you.

How will the TPFN programme help you?

Working through the programme will allow you to:

- identify and build on your strengths;
- determine areas of development and training;
- plan your own professional development against national documents;
- take responsibility for your own professional development.

In relation to food and nutrition teaching, it will:

- build on your food skills and practical classroom management;
- update food and nutrition subject knowledge, such as that around healthier and more sustainable diets and where food comes from;
- increase your confidence and competence.

Why CPD?

- CPD is a planned, ongoing process of professional learning, which allows you to maintain, update and enhance your knowledge and expertise, in order to ensure that you are able to teach effectively.
- CPD stimulates thinking and ensures that practice is informed and up to date.
- If teachers and teaching assistants 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 experiences, enabling learners to achieve their best.
- CPD 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, trainee teachers, stakeholders and professional organisations, such as the British Nutrition Foundation, CLEAPSS, and the D&T Association.

The structure of your portfolio

Your physical portfolio is divided into four sections:



1. Direction - where you are now

In this section, you should keep a copy of your registration form (which includes your *Food and nutrition experience audit*), analysis of your strengths and areas for further development, your learning priorities, and ideas for your professional development, such as online learning courses.



2. Reflection - where you want to be

In this section, you should reflect on your own professional development journey.

(a) Reflect on key successes you have had when teaching.

You are encouraged to keep ongoing reflections on your teaching, learning and impact. For example, reflections on training attended, impact of training or other professional activities on your teaching, and reflections to prepare for, or as a follow up to, webinars and activities.

(b) Summative reflection

You are also encouraged to reflect towards the end of your professional development cycle (for example, every 12 months) and summarise any changes to your teaching, impact in the classroom and developments that have helped you.

You may find the *Characteristics of good practice in teaching food and nutrition in primary schools audit documents* useful for planning and reflecting on your development. These can be accessed here: <https://bit.ly/3govr8s>



3. Connection - where you support others

In this section, you should keep evidence of how you have been able to share good practice. You are encouraged to share new ideas and what you learn with other teachers/teaching assistants. This might be in school or within online community forums.

In addition, you are encouraged to collaborate with others, such as co-developing new resources, or taking an existing resource, developing it further and sharing it with colleagues. You may like to put copies of example activities, and evidence of input and comments from others, in this section of your portfolio.



4. Celebration - where you recognise your achievements

This section should be a celebration of your achievements. These can be certificates from your courses and other items, such as appraisal forms and exemplar work.

A completed *Professional learning experiences record*, comprising a wide variety of categories such as work-based learning, professional activities and formal educational courses, could be used as evidence. You can find this document on pages 10 and 11 of this booklet, or an editable version here: <https://bit.ly/3XDLLTH>

You are encouraged to map your achievements against the *Food teaching in primary schools: A framework of knowledge and skills* and the *Characteristics of good practice in teaching food and nutrition in primary schools* documents (see page 5).

How to use your portfolio

Step 1: Audit Undertake your own personal audit (see page 8).

Step 2: Plan Based on your audit, write a development plan (see page 8).

Step 3: Action Undertake your development activities/training.

Step 4: Reflect Consider what you've done and how it will help in your teaching (see page 9).

Step 5: Record Keep a record of all the different types of professional development you undertake in your portfolio and celebrate your successes (see pages 10-11).

Teaching food and nutrition

To support food and nutrition teaching in primary schools, two key documents have been developed:

- *Food teaching in primary schools: A framework of knowledge and skills (2015)* - a government checklist of key knowledge and skills;
- *Characteristics of good practice in teaching food and nutrition in primary schools (2020)* - a guide to exemplify what good food teaching looks like in primary schools.

These two documents set out knowledge and skills to be developed over time, in order to deliver high quality food and nutrition lessons. The concept for both documents is to set standards and provide helpful, practical guidance for the classroom. There is no expectation for you to master every aspect – the documents are there to help you feel more confident and competent about delivering food lessons to pupils in your school.

The two documents cover the following eight areas of practice, which are the basis of the TPFN programme.

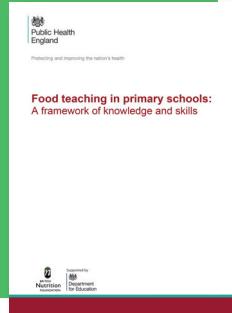
Area of practice	Food teaching in primary schools: A framework of knowledge and skills	Characteristics of good practice in teaching food and nutrition in primary schools
Teaching the food curriculum	Section 3	Characteristic 3
Running practical food lessons	Section 4	Characteristic 4
Good food hygiene and safety	Section 9	Characteristic 5
Developing food skills	Section 5	Characteristic 6
Where food comes from	Section 8	Characteristic 7
Healthy eating	Section 7	Characteristic 8
Making informed choices	Section 8	Characteristic 9
Whole school approach	Section 2	Characteristic 2

Both documents also cover developing professional competence, which you are demonstrating by being involved in this programme. The TPFN programme is built on these two important documents - providing a firm foundation to support your professional development.

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

The document comprises nine sections and individual criteria are stated for each, focusing on top-line knowledge, skills and experiences. These are helpful to review as part of an audit.

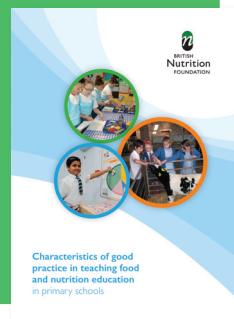
Access the framework here:
<https://bit.ly/3GxWkBq>



Characteristics of good practice in teaching food and nutrition in primary schools (2020)

This document, which was developed from the 'framework', seeks to exemplify its nine characteristics through practical advice (related to the primary classroom), exemplary practice and case studies. While comprehensive, it provides a user-friendly foundation to teaching food and nutrition.

Access the good practice document here:
<https://bit.ly/3govr8s>



What makes a great food lesson?

Any great lesson comprises many moving parts. The magic is putting everything together in the right order at the right time, so pupils learn and progress.

Think back to great lessons that you experienced as a child. What made them great? Consider the teacher, the subject content, organisation, resources used and the classroom environment. Great lessons, like great teachers, are defined as that which lead to improved pupil progress.

In your portfolio, you may wish to add a reflective statement about your personal philosophy on what makes a great food lesson - from being prepared, organised, and managing a room safely, to using interesting and engaging learning materials.

What makes great teaching?

1. Knowledge of food and nutrition as a subject

It is important to have a strong understanding of the subject being taught, but also to understand the ways children think about the content. It is also about being open to new food experiences, being creative and having a passion for the subject.

2. Good instruction

Good instruction includes effective questioning and use of assessment by teachers and teaching assistants. Specific practices, like reviewing previous learning, providing model responses for pupils, giving adequate time to practise embedding 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, teaching assistants and pupils, and teacher expectations. It also includes the need to create a learning environment that is constantly demanding more, but that still recognises pupils' achievements, involves attributing pupil success to effort rather than ability, and values resilience to failure.

4. Classroom management

The ability to make efficient use of lesson time, to coordinate classroom resources and space, and to manage pupils' 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. Professional behaviours

Teachers who reflect on and develop professional practice, participate in professional development, support colleagues, and liaise and communicate with parents.

Ten tips for a great food lesson

1. Plan lessons that meet curriculum requirements and shows progression in learning outcome.
2. Ensure lessons build on pupils' prior knowledge of healthy eating, cooking and where food comes from.
3. For practical lessons, consider the knowledge and skill you want to develop first - then select a recipe to help deliver what you intend.
4. Ensure that all adults are aware of the learning objectives and food hygiene and health and safety procedures.
5. Make sure all ingredients, equipment and other resources are available and ready to use.
6. Use resources that are up to date and evidence based. Make use of displays to support learning.
7. Go through the learning objectives and your expectations carefully.
8. Establish routines for practical lessons, such as 'getting ready to cook' and how/ where to access ingredients and equipment.
9. Reward and motivate children for their work and effort.
10. Reflect on the lesson - what went well, what could be improved next time.

Source: What Makes Great Teaching, (2014 Coe, Aloisi, Higgins and Elliot Major) <https://bit.ly/3Vjmg80>

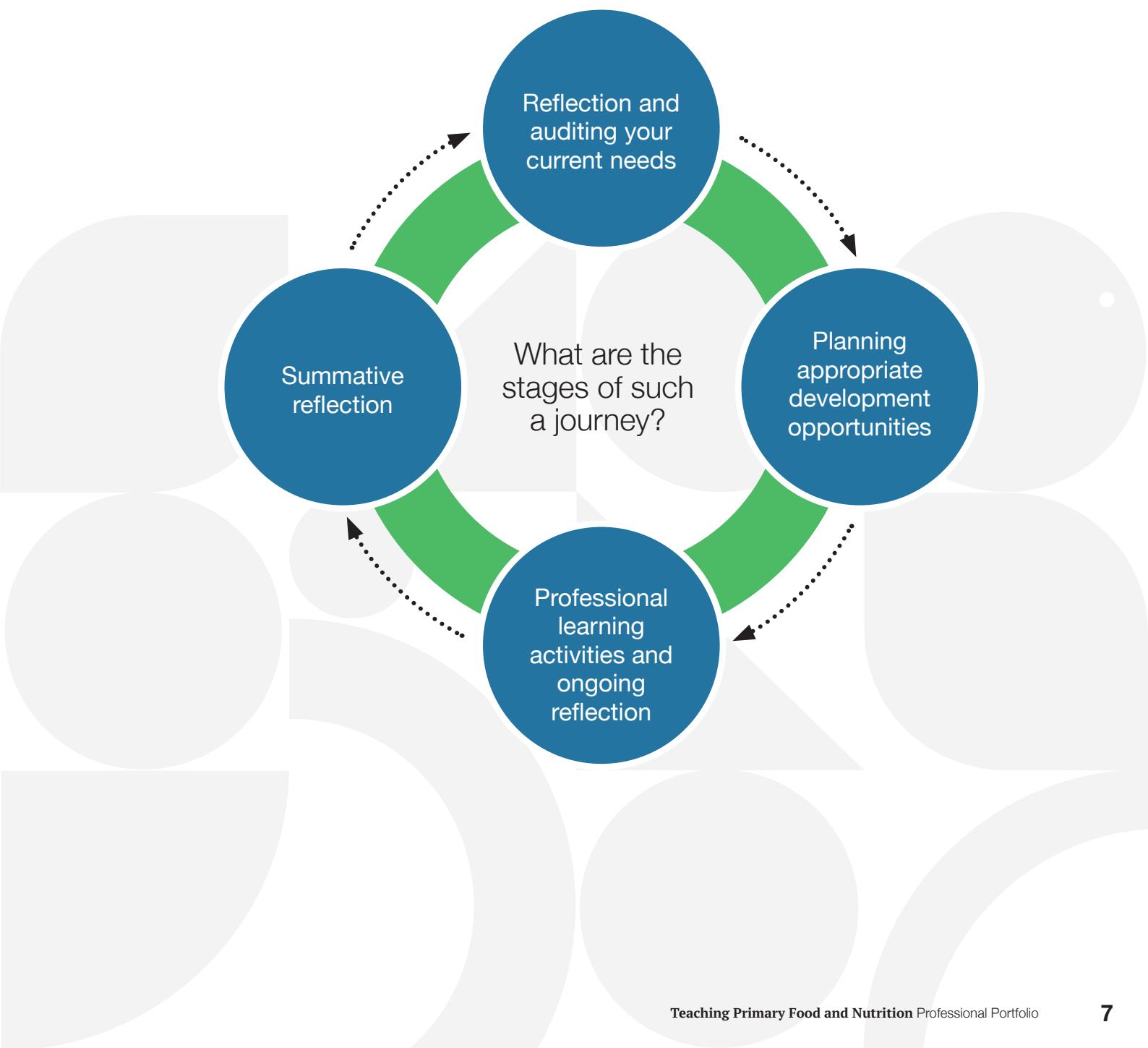
What is a professional development journey?

A professional development journey can be characterised by someone:

- recognising that a high standard of practice is developed and acquired cumulatively, over time;
- being more productive in the longer term;
- being more efficient, for oneself as well as for others, again over the longer term;
- gaining new approaches, building on existing and new practices;
- supporting learning and learners better, through feedback and self-monitoring.

Think about your food and nutrition learning journey

You may wish to start with 'Reflection and auditing your current needs' and then move around the stages of the cycle from there. Remember, the cycle is continuous and personal to you.



Your CPD journey – self-audit and development plan

Self-audit

A useful way to plan your CPD journey is to undertake a self-audit (you completed the *Food and nutrition experience audit* as part of the registration process). An audit allows you to identify your areas of strength, areas that need refreshing and areas where you have little or no experience. You can use the insight from the audit to plan what training and support you require. *Note: It is important to be truthful about your experience and capability when you complete any self-audit, as this helps you plan professional development that is most relevant to you.*

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

For reference, you can find a copy of the *Food and nutrition experience audit* document here: <https://bit.ly/3XDLLTH>. The version you completed when you registered has been emailed to you.

Development plan

Once you have identified your development requirements from your self-audit, you will need to prioritise these to form a manageable plan. Match your requirements to the sources of learning and funding available to you. You can use the *Your development plan* document to help. This can be found here: <https://bit.ly/3XDLLTH>. Consider the points below as you put your plan together.

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 explore to learn more.
2. Collaborative learning? Working with colleagues underpins models of professional learning and can help achieve transformational change. For example, planning lessons and developing new resources.
3. Experiential learning? Structured, relevant and meaningful activity that enables you to question, try out, develop and enhance practice, e.g. experiencing a practical food lesson from the pupil's perspective.
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. For example, having a deeper understanding of the scientific background to nutrition and/or allergies.

Want a more detailed self-audit?

- A *Needs analysis audit* can be found in the *Food teaching in primary schools: A framework of knowledge and skills* on pages 12-13 (Appendix 1). This is a checklist where you can rate your current competency against the numbered statements in the framework document. This can be accessed here: <https://bit.ly/3GxWkBq>
- Use the *Characteristics of good practice in teaching food and nutrition in primary schools* audit documents. You can see which of the audit documents are most appropriate by checking the table on page 5 of this booklet (where the TPFN Areas of practice are matched to each characteristic). These can be accessed here: <https://bit.ly/3govr8s>

It is helpful to discuss your plans with a senior colleague, preferably someone who can help you access the appropriate opportunities. Indicate how your professional development will support the school and pupils, to help them to excel.



Reflection – continual self-improvement

Ongoing self-reflection of your practice provides useful insight that should fuel the process of self-discovery and teaching improvement. Below are two forms of reflection. These could be useful to your teaching overall, not just within food and nutrition.

To support reflection of your food and nutrition teaching specifically, you could use the *Characteristics of good practice in teaching food and nutrition in primary schools audit documents*, as a guide. These provide room for your personal reflection, as well as follow-up actions. The audit documents can be accessed here: <https://bit.ly/3govr8s>

Ongoing reflection

- Keep a journal, blog or note in a digital diary to provide insight into what you do and develop your self-awareness.
- You are encouraged to reflect on each experience (e.g. webinar, course) and consider how you can apply what you have learned in the classroom.

Ongoing 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 or demotivates them;
- developing your knowledge and understanding of resources, teaching approaches and the forms of assessment available to you.

Questions to ask yourself:

- What do you expect to learn and 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 additional needs, or more appropriate assessment and monitoring strategies.
- What do you need to know and be able to do before you plan and teach?
- What aspect of your teaching would you like to improve, feel clearer and/or more confident about?
- Is there an area where the pupils need more help, in order to do better, and where you need more help in order to understand their difficulties?
- What can you do that will provide you with information and insight into what pupils need and how they learn, along with ideas about resources and methods that will motivate, support, and challenge them?



Summative reflection

Looking back over a period of time on the TPFN programme (for example, at least six months), review the *Food teaching in primary schools: A framework of knowledge and skills* and *Characteristics of good practice in teaching food and nutrition in primary schools* (see page 5 for links to these documents), as well as your audit and development activities. Write a summary that answers the following questions:

- How do you know your pupils are learning?
- What do your Schemes of Work/Learning say about your teaching style?
- How has your teaching changed in the last six months to two years? (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? If so, how have they developed?
- How has your own learning from professional development and training impacted upon your teaching? How might this affect future classroom practice?

The bottom line

1. Your involvement in the TPFN programme is to equip you with the necessary knowledge and skills to teach high quality food and nutrition lessons and inspire you to champion a whole school approach to food. *Has it? If so, how? If not, why?*
2. The aim of the programme is to build your confidence and competence in teaching food and nutrition. *Has it? If so, how - what can you do now that you could not do before? If not, why - what have been the barriers to your development?*



Professional learning experiences record

Use this *Professional learning experiences record* to capture your personal development. It can help to showcase your progress, as well as your achievements. Example activities are provided as prompts, but feel free to add your own. A digital version of this document is available here: <https://bit.ly/3XDLLTH>

Work-based learning

Activity (examples)	Date and number of hours	Summary of what you did	Short reflection – how was the learning used?
Observing or shadowing a colleague			
Visiting another school			
Reflecting on own food and nutrition lessons			
Expanding role, for example whole school food issues			
Involvement in local community (and bringing into school)			
Creating a new food project and lessons			
Developing and sharing food teaching tips with others			
Trying something new			
Other			

Professional activities

Activity (examples)	Date and number of hours	Summary of what you did	Short reflection – how was the learning used?
Giving a presentation about food and nutrition education			
Being a member of a special interest or working group			
Mentoring another teacher			
Networking with colleagues			
Other			

Formal/education activities

Activity (examples)	Date and number of hours	Summary of what you did	Short reflection – how was the learning used?
Higher/further education courses			
Attending training, workshops and/or webinars			
Attending a course or working to enhance food skills			
Planning and running a course for other teachers			
Other			

Informal activities

Activity (examples)	Date and number of hours	Summary of what you did	Short reflection – how was the learning used?
Increasing experience of different types of food and food skills			
Cooking dishes from a range of countries and cultures			
Opening your mind to different tastes and ingredients			
Other			



Further Information



You can find useful links to sources of further information on page 33 of the *Characteristics of good practice in teaching food and nutrition in primary schools*, available here: <https://bit.ly/3govr8s>

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