



Teacher Professionalism in Learning for Sustainability

“Bringing discrete areas of food, science and health together to form a coherent programme.”



Gaining Professional Recognition



To gain professional recognition in a specific area of expertise you will be required to demonstrate:

- (i) Enhanced, significant and sustained professional learning, aligned to the Standard for Career-Long Professional Learning or other appropriate standard, leading to the development of expertise and accomplishment in the specified area.
- (i) Professional expertise/accomplishment within a specific curricular/ educational context.
- (i) Professional learning and development related to the area of expertise/accomplishment.
- (i) Professional reading and research related to area of expertise.
- (i) Professional action evidenced within a portfolio.
- (i) Critical reflection and analysis of Impact on professional practice, learners and learning.
- (i) Evidence of how you have shared this expertise and what the impact of this was on your colleagues and/or the wider educational community.
- (i) Summary of professional discussion with line manager.

embedded in the curriculum international education ethos
equality and fairness values-based understanding interdependence improving attainment and achievement
outdoor learning resilience critical thinking health and wellbeing
sustainable energy and water use local to global eradicating poverty and inequity
responsible use of our planet's resources play **children's rights** skills for work
problem solving links between environment, society and economy creativity contact with nature
fair trade **learning for sustainability** school linking
peace and conflict **learning for a better world** respect
social justice engaging with democracy human rights addressing discrimination and prejudice
sustainable buildings and grounds discussing controversial issues
sustainable development education learners as leaders protecting biodiversity
developing political literacy tackling climate change growing food
culture community partnerships systems thinking **global citizenship** ethical issues
social and cultural diversity cooperative, collaborative and active learning waste reduction and recycling

What is Good Food Champions?



Good Food Champions is an interactive hands-on course; offering you :

- the opportunity to meet, network, and learn with other participants
- online seminars,
- visits to food producers and manufacturers
- input from a range of guest speakers.
- chance to hear from local experts and organisations;
- helping with setting up links in your area
- opportunity to undertake self-study activities, and share good practice through our dedicated GLOW site.



Course aims

- Explore the journey and heritage of our food ‘from soil and sea to plate’; helping you to reconnect with and understand more about what you eat and where it comes from.
- Investigate the use of food as an interdisciplinary context for learning across the curriculum; and how it can add value to key strategies such as the National Performance Framework; Skills for Learning, Life and Work; Learning for Sustainability; Health & Well-being; Developing the Young Workforce; and Better Eating, Better Learning.
- Provide resources, ideas, practical skills, and inspiration from a range of experts to help you confidently deliver food growing, preparation, eating and enterprise activities with your learners.



What the course looks like?

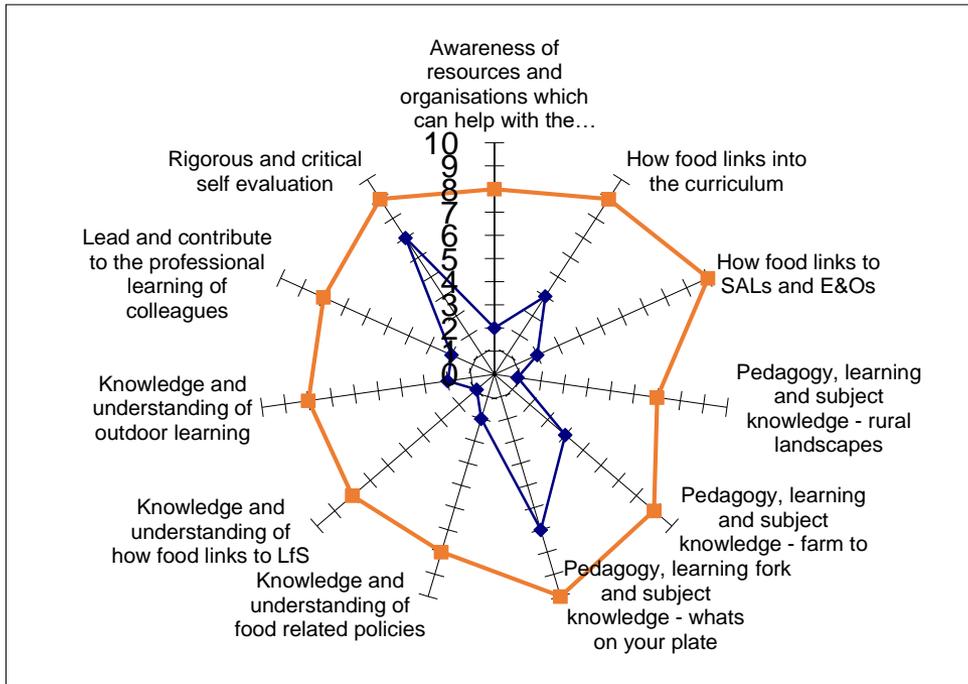
ONLINE sessions	8
Twilight face to face sessions	5
Saturday sessions	4
Assessment day	1
Self study guide	30 hours over the academic year

“Learned lots of new things and coming from a farming community was surprised by how little I actually knew”





Theme 1: Scotland's Food Story



“New knowledge gained eg soil, farming, pgi good links and networking”





Land Use

- The study of land use forced a second look at areas that were considered highly urban.
- Clydebank – borders on to Old Kilpatrick and on the hills sheep are reared.
- Renfrew is directly across the River Clyde and although it is an urban area and developing daily. The Asparagus Hut provides a new business in food production.
- There is also beef farms in Renfrew bordering the airport.

Wild Food in Scotland

- Rowan Berries -High in Vitamin C and can be made into jelly
- Plantain – edible leaves and seeds beneficial for scrapes, stings and bites.
- Brambles- useful for making jams or the leaves as astringents for mouth ulcers.
- Nettles my first taste of nettles was at this course. Nettles can be used to make soup and pesto.



Theme 2: Land and Sea to Plate



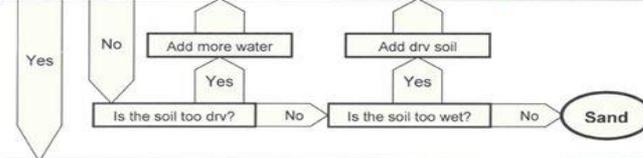
“Good Food Champions was successful because it made tangible links between the soil, sea, production, land, waste in the teaching of Food Education. It was also able to link theory with practice.”



Soil Sampling

Soil Texture by Feel

Start: Place soil in palm of hand. Add water drop-wise and knead the soil into a smooth and plastic consistency, like moist putty.
Does the soil remain in a ball when squeezed?



Place ball of soil between thumb and forefinger, gently pushing the soil between with the thumb, squeezing it upward into a ribbon. Form a ribbon of uniform thickness and width. Allow ribbon to emerge and extend over the forefinger, breaking from its own weight.
Does the soil form a ribbon?



What kind of ribbon does it form?

		Forms a weak ribbon less than 1" before breaking	Forms a ribbon 1-2" before breaking	Forms a ribbon 2" or longer before breaking
		LOAM	CLAY LOAM	CLAY
Moisten a pinch of soil in palm and rub with forefinger				
Does it feel very gritty?	Yes	Sandy Loam	Sandy Clay Loam	Sandy Clay
Does it feel equally gritty and smooth?	Yes	Loam	Clay Loam	Clay
Does it feel very smooth?	Yes	Silt Loam	Silty Clay Loam	Silty Clay

Additional Resources

The World beneath our feet Level Early- Second
Science on the menu
BNF
Soil Association
Fighting Against food waste



Developing Expertise: Raised Beds

- Wildflower seeds – attracting bees and butterflies to the playground, encouraging biodiversity.
- Courgettes, lettuce, leeks and carrots in raised beds
- Potatoes in grow-bags
- Kitchen staff involvement
- Children working with other classes to care for the vegetables.



Theme 2: What's on your plate



“How to do things...practical cookery. Fantastic. Thinking about things food, sustainability in a very different way. This has had an very profound effect on me, how global warming, political changes and the way we eat and how it is interlinked has been extremely interesting for me.”

Love Food Hate Waste

- Huge impact across 3 classes
- Journey from farm to fork – time, effort, energy, money
- Lack of food recycling bins – the affect this has
- Cafeteria bin autopsy – shocking
- Letters to Mr Hamill (HT)
- Planned session at assembly
- Partner for Food for Thought funding
- BEBL Section 4: Where food comes from, how it is produced and the impact it has on the environment.







Good Food Champions blog

EDIT

Our expanding orchard!

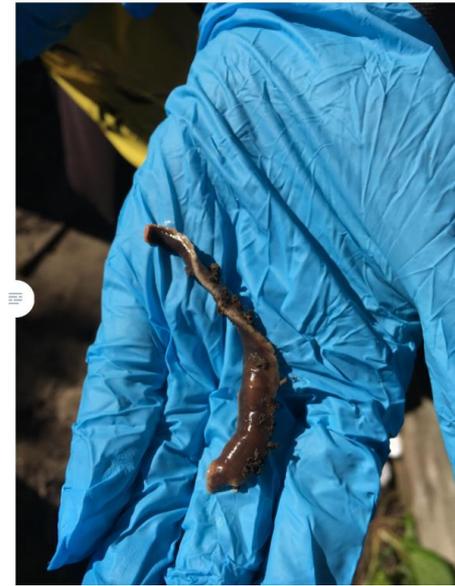
The children of the Sow it, Grow it, Eat it club and the parents and carers at APPS were out planting 8 new fruit trees on the grassy bank behind the schools pitch. We now have 14 fruit trees in our school grounds! We are currently waiting on the delivery of a fruit press and are very excited...

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Eco Warriors On The Case

After telling the whole school about the invasive New Zealand Flatworm, I was inundated with "sightings". So at the School Eco Club after Picking Up Litter for our Spring Clean Campaign and enjoying a Litter Chat over hot juice and Treats, donated by Greggs who sponsor these mini-events, the children were desperate to begin another Hunt. Loads of...

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Good Food in Helsinki

I (Jen) am currently in Kessu Comprehensive in downtown Helsinki, with a home economics class. They are cooking beef stroganoff. Earlier I was with a crowd making Indonesian chicken satay and banana fritters. They learn to cook then eat. I've also just been down at the dinner school. Everyone eats the same thing unless veggie/allergens...

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<https://goodfoodchampions.wordpress.com/>



Sharing new skills

“Having just returned from the final presentations I would like to say that I found it so interesting to see what everyone else is doing and their plans for the future. The collegiality and collaboration within the group is excellent.”



How is the course assessed?

1. GTCS form

All sections to be completed

2. Presentation

A clearly structured overview of how you will use and build on your learning

Teaching resource folder



“As a teacher, my aim was to develop my competences in Health and Wellbeing and to provide lessons which were sustainable and would impact my pupils’ long-term future.”