

TRANSDISCIPLINARY PARTNERSHIPS FOR FOOD LITERACY EDUCATION RESEARCH AND PROFESSIONAL DEVELOPMENT

Kerry Renwick, Lisa Powell, Andrea Nolan, Christel Larsson,
Alison Booth, and Claire Margerison

Abstract

Food literacy education is directly linked to global issues, such as social inequity in food access, environmental degradation, and economic imbalances in trade and corporate consolidation. While food literacy education fosters informed consumers who prioritize sustainability and ethics in their food choices, while also empowering them to engage in community and political action for transforming food systems, it currently is over-theorised and under-practiced. The Food Literacy International Partnership (FLIP) is a project that brings together scholars from four countries - Australia, Canada, Sweden and the US - to create partnerships that are focused on food literacy practices and outcomes, and on supporting educators. In this paper, we describe the development of these transnational, transdisciplinary partnerships, noting the affordances and challenges that emerged and how these were addressed. As part of implementing these partnerships, we published a website that hosted resources, held webinars, worked directly with educators, supported junior scholars, convened a symposium, and presented at conferences; through all of these, we added individuals and groups to our partnership network. The development of these partnerships highlights the need and potential for more discourse and collaboration around food literacy across national borders, enabling this work to have the most impact in contributions to more sustainable and socially just food systems worldwide.

Keywords: food literacy, food systems, inter-disciplinary partnership, sustainability, transnational partnerships, transformative partnership

Copyright: ©2025 Renwick et al. This is an open access article distributed under the terms of the Creative Commons Noncommercial Attribution license (CC BY - NC 4.0), which allows for unrestricted noncommercial use, distribution, and adaptation, provided that the original author and source are credited.

Food literacy education has explicit connections to global issues, including social inequity in food access and agricultural labor; environmental degradation such as biodiversity loss and pollution; and economic imbalances that can be seen in import/export relationships and corporate consolidation (Chakori, 2017). Food can be seen in a number of ways: as a public good, in that it contributes to the health of a population; as a consumer good mediated by trade and financial rights; and through citizenship where we and our communities have a right to adequate, safe, and nutritious food from sustainable food systems. Food literacy education can help address these multiple aspects of food and the accompanying issues, not only by creating more informed consumers who consider sustainability and ethics in their food choices, but also by building capacity for engagement in community and political action supporting food systems transformation.

The Canadian Social Sciences and Humanities Research Council (SSHRC) offers funding opportunities for partnerships, and the Food Literacy International Partnership (FLIP) has been supported by a Partnership Development Grant (PDG). The grant supports developing “a formal partnership (that) is grounded in trust and mutual respect, with partner organizations contributing in a meaningful way to the success of the endeavor” (SSHRC, n.d.). This may include, for example, “sharing in intellectual leadership or providing expertise” (SSHRC, n.d.). There is a recognition that partners may not contribute in the same ways, but contributions are made for the success of the partnership (SSHRC, n.d.). This expectation is described by Davis et al., (2017) as a “generative reciprocity” (p. 30) that benefits university-community partnerships, that increases effectiveness, and that is a democratic act.

This paper considers the emerging work of food, health, and education scholars at universities in Australia, Canada, Sweden and the US in partnership. The paper is positioned in work with students enrolled in Bachelor of Education programs, also known as pre-service teachers, practicing teachers known as in-service teachers, and other educators, as well as the professional associations representing them, and higher education-based members of the partnership team. The partnership team, the six authors of this paper, saw an opportunity to form an international community around food literacy education in 2020. The FLIP represents multiple types of

partnerships: first, among the faculty at the participating universities, to expand transnational collaborations on food literacy; second, with practicing early childhood through to Grade 12 (i.e. EC-Grade 12) pre- and in-service teachers and other educators for research informed by their interests and needs; and third, to facilitate conversations and collaboration among community-based organizations to translate and disseminate the research.

In this paper we describe what led us to form the FLIP; the process by which our initial group coalesced; our work so far in developing and implementing these partnerships; research outcomes that have emerged from our partnerships; and the potential we see in these outcomes for contributing to food systems change, given the growing urgency for professionally organized food education to promote human and planetary health (Chakori, 2017; Renwick & Powell, 2019). Addressing these needs has guided our partnership formation and our efforts to mobilize food literacy research. The first section of the paper provides background about food literacy and how we assembled the FLIP. This is followed by a description of the theoretical framing underpinning our partnership, how we developed the partnership over three years, and examples of outcomes of our work. For example, work in Hub A indicated that educators are motivated to engage in food literacy education because they want to know more about environmental, economic, and social aspects of sustainability (Renwick et al., 2024). One of the research projects at the University of Gothenburg identified a need for a more systematic and integrated approach to food education with children ages 5 to 8 in early primary school settings (Hård et al., 2024).

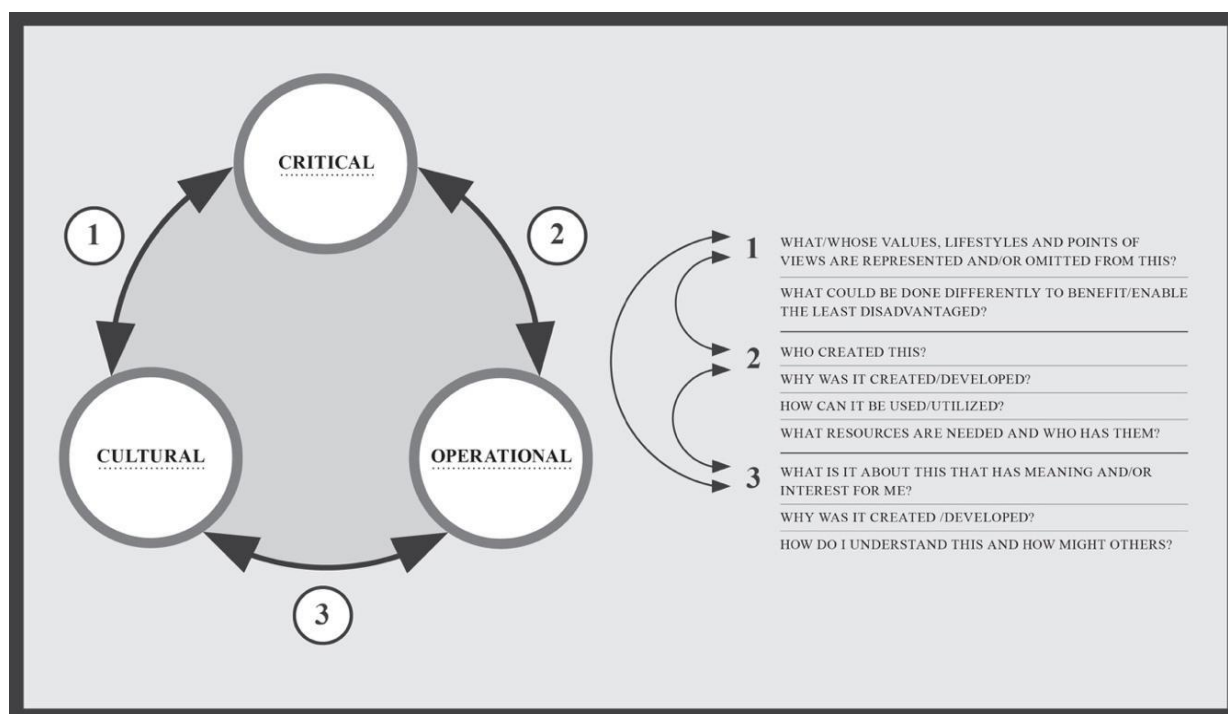
Food Literacy: Background

While there are many definitions of “food literacy” across scholarly literature, the definition that best aligns with the work of the FLIP is from Cullen et al. (2015):

Food literacy is the ability of an individual to understand food in a way that they develop a positive relationship with it, including food skills and practices across the lifespan in order to navigate, engage, and participate within a complex food system. It’s the ability to make decisions to support the

achievement of personal health and a sustainable food system considering environmental, social, economic, cultural, and political components. (Cullen et al, 2015, p. 143)

Food literacy programs in schools take multiple forms, ranging from school gardens to classroom cooking programs to guest speakers and special events such as harvest festivals, to dedicated courses covering animal science, horticulture, food and culture, and food justice. Some of the scholarly literature on food literacy (Farrell, 2021; Renwick & Powell, 2019; Renwick & Smith, 2020) has been heavily focused on developing food growing and preparation skills; our work includes cultivating understanding of broader social and environmental concerns as key aspects of food literacy. The theoretical approach underpinning our work draws from a number of fields underscoring the inter- and multi-disciplinary nature of food literacy research, including public health, home economics, consumer studies, public policy, geography, sociology, and food studies (e.g., Cullen et al., 2015; Nanayakkara et al., 2017; Powell & Wittman, 2018; Renwick, 2013; Sumner, 2013a; Truman et al., 2017). Interest in this work lies in the impact of variations in food availability, access, stability, and utilization knowledge on public health, environment, and economy (Lawrence & Friel, 2019). In order to encapsulate the multiple components of food literacy, we use a three-dimensional framework (See Figure 1) built from broader critical literacy models, comprising interrelated operational, cultural, and critical dimensions (Green, 2012; Renwick, 2013; Renwick 2017; Renwick & Powell, 2019; Renwick & Smith, 2020). The operational dimension involves basic facts and skills; the cultural dimension positions facts and skills in social context and everyday experience; and the critical dimension offers ways to read social practices and their meaning systems to understand how they are subjective and shaped by power relations. The three-dimensional model reflects Green's work (2012) in viewing literacy as a practice that is socially situated and therefore a practice that affects how we read the world around us.

Figure 1. *Critical Food Literacy*

Source: Renwick, 2017. Used with permission.

Despite an increasing body of literature theorizing food literacy, more research is needed to understand the mechanisms of food literacy education; furthermore, a comparative analysis of food literacy education practices and outcomes in different geographical contexts would enable global and multidimensional understandings for how it might be advocated. That said, educator prioritization of food literacy goals is situated within local contexts to enable authentic practice (Renwick et al., 2024; Swan & Flowers, 2015) and understandings about how educators are working to achieve these goals in early childhood (birth-8 years of age) and through schooling up to and including grade 12 (i.e. EC-12) classrooms and other settings. According to Kreber et al., (2007) authenticity in teaching includes being genuine, bringing parts of one's self into interactions with students, and critically reflecting on self, others, relationships, and contexts. Our work acknowledges the diversity within these contexts. Attending to this diversity meant that we acknowledged the varied frameworks that guided practice that was locally responsive to government education policy in each location.

Assembling Four International Universities to Create the Food Literacy International Partnership

The four partner universities initializing the FLIP are described as *Hubs*, each taking leadership for food literacy activities within the various locations. This enables each Hub to be informed by and responsive to local contexts and needs. Across these locations are different geographical locations of members, with diverse epistemological stances, including teacher educators, community dietitians, and agricultural systems experts. Each Hub has a lead person responsible for ensuring that Hub activities are channelled into the FLIP to enable sharing of ideas and approaches as well as contributing to a public-facing website about activities and building a repository of materials for educators interested in food literacy. The following descriptions provide some insights into the focus and available resources being brought to bear at each Hub.

Canadian Hub – University of British Columbia (Lead: Kerry Renwick)

The University of British Columbia (UBC) positions itself as research-intensive, with typical learning spaces as well as farms in both rural and urban settings (UBC, n.d.). The Vancouver campus is home to the Center for Sustainable Food Systems at the UBC Farm, which hosted the *Think&EatGreen@School* (TEGS) program described in the next section, and serves as a centre for food production as well as global food systems education and research. The university has an Indigenous Strategic Plan (UBC, n.d.) and engages in ongoing conversations with Indigenous students, staff, and academics to implement meaningful reconciliation. This is a tangible response to Canada's Truth and Reconciliation Commission (2015) and contributes to the Hub's work of supporting educators' professional development that focuses on Indigenous understandings and knowledges about food in respectful ways.

United States Hub – Sweet Briar College (Lead: Lisa Powell)

Sweet Briar College is a small liberal arts college in Virginia with a tradition of engaging with local K-12 educators through its undergraduate and master's programs in education. The college has regularly placed graduates as public school and non-

profit sector environmental and agricultural educators in Virginia. In 2019 the college initiated agricultural production in several areas including a 26,000-square-foot greenhouse, an 18-acre vineyard, a 20-hive apiary, and a new Leadership in Sustainable Agriculture and Food Systems certificate program, available to students in all majors.

Australian Hub – Deakin University (Lead: Alison Booth)

Deakin University has four campuses across regional and urban Victoria, Australia, and is committed to building a sustainable world through innovative research. The FLIP brings together two strands of work at Deakin University: food and health, and teacher practice and education. The Food Practices Group undertakes solutions-focused research and adopts a stakeholder approach to food and nutrition issues for children, teachers, and parents. The second strand is represented by a colleague within the School of Education whose interest and expertise consider the professional learning of educators and the impact of reform on professional identities, and educator and reflective practices.

Swedish Hub – University of Gothenburg (Lead: Christel Larsson)

The University of Gothenburg is the second-largest university in Sweden, and aims to contribute to society and a better world by educating the next generation. The university has a focus on sustainability development, and an open, non-hierarchical academic culture, which is traced back to Sweden's fundamental, democratic tradition. The Food & Meal research environment at the Department of Food and Nutrition, and Sport Science, Faculty of Education, serves as the Swedish Hub for food and nutrition research within the FLIP.

Genesis of the Food Literacy International Partnership

Several separate but simultaneous threads of work were woven together to create the initial transnational partnership of university researchers. The Canadian Hub team providing the administrative home for the FLIP was born partially out of a university-community partnership called *Think&EatGreen@School* (TEGS), that the Canadian and U.S. leaders (and many others) had been working on together for

several years. TEGS helped members of the Canadian and U.S. Hubs to understand the needs of K-12 education communities and the barriers they experienced in establishing and sustaining food literacy education efforts in their communities (Rojas et al., 2011; Orrego et al., 2017). Bringing together partners from around the globe was the result of connections and engagements coalescing at an opportune time.

In April 2020, a food literacy seminar was planned in connection with a conference in Brisbane, Australia, by partners in what became the Swedish and Australian Hubs. The COVID-19 pandemic disrupted this event, and through discussions about developing a shared project, Canadian and Australian Hub members identified the need for funding to support further work. They convened an online meeting in May 2020 of people who subsequently became the Hub leaders. The group collectively decided to develop an application for a Canadian SSHRC PDG. The community-based research on food literacy, facilitated by the leaders in the Canadian and U.S. Hubs and supported by a prior SSHRC grant, served as a base for the new group's application.

Given that the core focus of the partnership has been to contribute to the professional development of teachers both pre- and in-service, there was a need to prioritise this aspect. Professional development for teachers has been a focus of work undertaken by both the Canadian Hub leader and an Australian education scholar who had previously worked together in teacher education. While they continue this focus of work in their respective Hub locations, this expertise enables ongoing reference to and alignment with strategies to support and enhance teacher practice through a capability lens (Loughran, 2012; Renwick et al, 2024). Thus, any consideration of teachers' capabilities is based on the premise that they can "reach valuable states of being or do valuable acts" (Sen, 1993, p. 30) and any professional development builds from understandings of teachers' abilities, aspirations, and contexts.

Development of the PDG application began in June 2020, and was anchored by twice-monthly meetings with the university- and college-based team members. Individuals

worked on writing and reviewing grant application documents and on engaging with educators and groups in their home countries developing Hubs. The transcontinental nature of the partners presented challenges in scheduling meetings across time zones, as well as public-facing events such as webinars; this challenge was addressed by providing recordings of the webinars.

Theorizing Partnerships

Partnership is a term that is widely used, but given its use in diverse settings its meaning is often unclear and assumed (Tomlinson, 2005). Partnerships are frequently spoken about in positive ways, as something worth engaging with, such as tapping into a “reservoir of resources, expertise, and knowledge” (Ainscow 2015, p. 15). Hadar and Brody (2021) suggested that “knowledge and ideas emanate from interaction with others, while individuals learn, change, and develop as they negotiate meaning through collaboration” (p. 599). These ideas of partnerships have been positioned as part of “collaborative professionalism” (Hargreaves & O’Connor, 2018, p. 20). Working collaboratively harnesses a group’s collective thinking, experience, and creativity to address problems of practice (Preskill & Brookfield, 2009). However, as Montuori and Conti (1995) argued, a partnership is more than just working together; it is based on a win-win stance that fosters equity and mutually beneficial outcomes. The relations within partnerships can also lead to descriptions of the experiences being characterised “as competitive, adversarial or hierarchical” (Tomlinson, 2005, p. 1169), the dominator style of partnership that Eisler (2002a, b) argued against.

By thinking about partnerships in more equitable ways (Eisler, 2019), they can be seen as relational and dynamic through stages of development and evolution over time (Velotti et al., 2012; Waddock, 1989). In thinking about successful partnerships, what emerges consistently is that they rely on shared purposes, respectful relationships, and communication, as well as a dedication to achieving something greater because of the partnership (Eisler, 2002a). Possible challenges may be in moving beyond the brainstorming and discussion phases and into coordinated and purposeful action (Briscoe et al., 2015). Rincón-Gallardo and Fullan (2016) caution

that the “excitement” of the potential of partnership networks has moved faster than knowing what makes them effective. They warn that this can lead to “superficial and even harmful practices” (p. 8) that can include hierarchical power structures, a lack of accountability, and low levels of trust. In spite of the challenges to define and participate in partnerships, they remain a strategy for use by governments, businesses, and other organizations as a way to attend to social challenges. Eisler (2002b) posits that there is a need to integrate ‘stereotypically “feminine” values’ (p. 163) of ‘compassion and peacefulness’ (p. 162) as a way “to find solutions to our escalating environmental, economic, and social problems.” (p. 159).

University Partnerships

In neoliberal contexts, the value of partnerships is cited as a way to build central-local government and state-private partnerships, creating a hybrid governance to achieve efficiency through entrepreneurial approaches (Andonova, 2017; McQuaid, 2000; Velotti et al., 2012). Strier (2014) observes how structural changes to the higher education sector have resulted in permeable boundaries to enable university-community collaborations to address “pressing social issues” (p. 2). A rationale for universities promoting partnerships with communities is to counter the perception that universities are somehow removed from their social context (Renwick et al., 2020; Silka, 2004). This is in spite of universities having existing partnerships within their professional programs, such as law, medicine, and education, where there is a need for experiential engagement. Practicum placements give entry-level specialists the opportunity to apply theoretical understandings within actual work contexts. However, to facilitate this, supportive relationships are needed between workplaces and experienced people who are prepared to mentor those at the entry level (Ewertsson et al., 2017; King & Baxter, 2023; Mena et al., 2017).

The intention of the FLIP is to explore ways to improve educational practice through praxial collaborations between practitioners and researchers (Coburn & Penuel, 2016), in which reflections about practice are put into action. In contrast, research partnerships between universities and schools are largely positioned as a way to address perceived deficiencies within education as a social system (Gul et al., 2019).

However, this is at odds with the concerns of both EC-12 teachers and researchers whose work reflects a motivation to improve schooling experiences for all young people.

About the P in FLIP

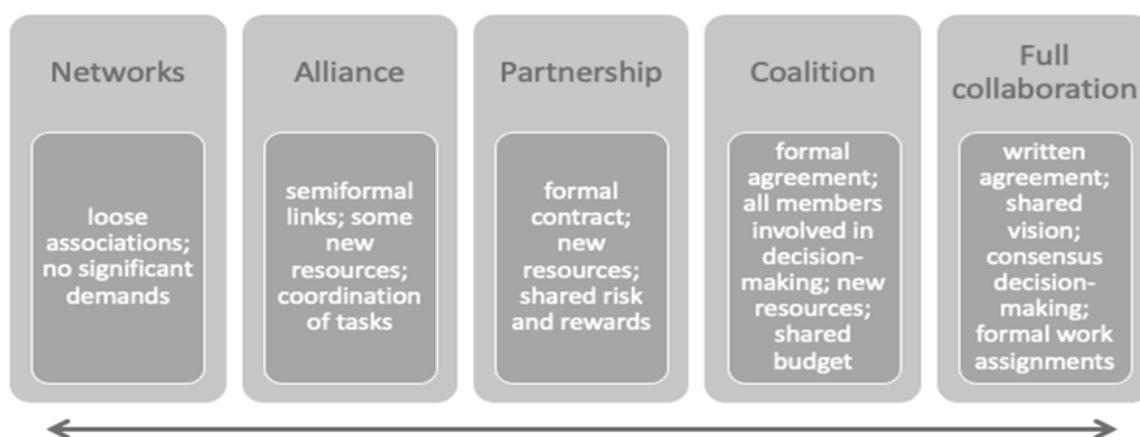
Establishing a partnership that brings together academics, educators, and community-based practitioners with a range of experience and expertise from four countries requires attention to the constituent relationships (Drahota et al., 2016; Hardy et al., 2003; Wildridge et al., 2004). There are a number of factors that determine if it is possible to continue past the initial agreeing-to-work phase; crucial among them is articulation of the partnership's intent. Drawing on democratic principles calls on the partners to contribute what and how they can do so, but in equitable ways (Eisler, 2002a, b, 2019). Interpersonal relationships are important, including being prepared to listen and work respectfully through numerous points of view (Drahota et al., 2016; Eisler, 2019; Hardy et al., 2003; McQuaid, 2000; Wildridge et al., 2004).

The partners in the FLIP project share an interest in food and education and in the professional development of educators who were drawn to engage in research specifically about food literacy. Montuori and Conti (1995) note that being willing to work together is not a sufficient basis for a successful partnership. Establishing a formal partnership requires a shared vision, respectful engagement with each other, and recognition of what contributions each party can offer, both financial and in-kind. There are a number of factors that determine whether it is possible to continue past the initial agreement to work together. For the FLIP, the articulation of the partnership's intent requires clarity around various roles and what is to be achieved and when (Drahota et al., 2016; Hardy et al., 2003; McQuaid, 2000; Wildridge et al., 2004). Attending to the quality of the partnership focuses on how the partners work together through consideration of likelihood of mutual benefit (Dubois et al., 2015; Montuori & Conti, 1995), cultivating sustained solidarity (Eisler, 2019; Hargreaves & O'Connor, 2018).

Interpersonal relations and resources are one component to consider within a partnership, but there is also a need to consider who the partners are together, given the experiential and epistemological diversity. Intersectoral collaborations invite interest from partners due to the potential to engage, and can lead to varied understandings about particular experiences and activity (Dubois et al., 2015; World Health Organization [WHO], 2021). The intention is to engage with a shared issue or challenge because of the possibilities for diverse understandings and because the collaboration has the potential to amplify actions (Dubois et al., 2015), particularly around complex and wicked problems (Eisler, 2019; Gilbertson et al., 2019; Lönngren & Van Poeck, 2021) such as in food systems (Renwick & Powell, 2019).

Our approach to building the partnership among university/college partners and to inviting educator/community partners is based on Nutbeam et al.'s (2010) model of partnerships. The model's continuum (see Figure 2) offers insights into how organizations and the individuals who represent them are positioned and relate to each other to create supportive organizational practices. Clearly there are variations in the levels of alignment and associated formal commitments and strategies. For example, no one method of working is better than another, as suitability is dependent on intentions as well as familiarity about the focus of the partnership and compatibility between members.

Figure 2. *Continuum of Ways Organizations Work Together*



Source: Adapted from Nutbeam et al., 2010, p. 55. Used with permission.

Nutbeam et al.'s continuum identifies five different levels of engagement; at least three could be viewed as different types of partnerships. Characteristics such as an agreed purpose, mutual effort, equitable contribution, and beneficial utilization of resources all fit the scope of a partnership described by the SSHRC for the purposes of its partnership grants (SSHRC, n.d.). Thus, we argue that the FLIP aligns with the full collaboration category on the continuum. Our initial funding application is our written agreement in which we are not just accountable to the SSHRC but also to one another, delivering our shared and individual work at each location. The application was developed in a collaborative way, such that the initial shared interest evolved into a shared vision around possibilities for a project focused on supporting teachers working across the range of early childhood to Grade 12 contexts. While the four countries involved in this partnership all have distinct frameworks for public education (state/province and/or national), there is a consistent intention for young people to develop the skills, capabilities, and attributes necessary to participate in their social contexts as informed citizens. Food literacy is necessary for young people everywhere in the world. It is integral to a comprehensive education where young people can grow to consider sustainability and ethics in their food choices and have capacity for engagement in community and political action supporting food systems transformation (Powell & Wittman, 2018; Renwick & Powell, 2019).

Food Literacy International Partnership as a Model for Creating and Developing a Partnership

Our partnership brings together people with diverse but complementary interests in food literacy; from their multiple positions and epistemologies these guiding principles emerged:

- Acknowledging different epistemological stances, research, and practice
- Responding to generalized and normative knowledges and understandings
- Remaining responsive to local perspectives.

These principles were identified very early in the partnership, given the complex focus of people's work and academic lives. Additionally, being located in four countries meant avoiding a one-size-all approach. As we developed these guiding

principles, we identified potential challenges in the partnership, including managing the different epistemological stances; dealing with consequences when one partner's decisions and actions affects other partners; and engaging proactively with conflict resolution and consensus building.

In developing the initial grant proposal, to assist us in working through these challenges, the partners committed to a statement of values and objectives:

We, the partners on this project, are collectively and individually committed to: (1) Carrying out research that engages with food literacy education that includes curriculum and pedagogical approaches within formal contexts -- early childhood-12; (2) Engaging in practices that promote social justice, food sovereignty and sustainable food supply; and (3) Supporting educators to provide socially just, inclusive and engaging educational experiences that develop food literacy.

Being in partnership requires understanding that members will not all view issues and ideas in the same way. This is not in and of itself unusual or insurmountable; rather, identifying ways of being together respectfully is important. Most conversations considered sustainable food systems, food sovereignty, and critical food studies as central areas of consideration within the partnership. Given the interest to develop professional development opportunities for educators, there was a deliberate intention to work with educators as professionals rather than 'over' them.

Nutbeam et al. (2010) posited that while individuals and organizations may have advantages from being engaged in previous partnerships, any partnership needs to begin somewhere. We needed to build our connections and affiliations to the project in ways that connected everyone. Identifying guiding principles and ways of being were key to this process. Establishing these principles in a transparent way and building consensus about these ideas were intended to foster trust (Frerichs et al., 2017; Giesecke, 2012). Articulations of location-specific projects and tasks are possible because each site has autonomy over the work that it does. The work

undertaken at each Hub is expected to be directed into the whole partnership; findings and assets are shared and are used to inform the work of the partnership.

In developing the partnership, a key element has been to engage with difference as a positive attribute. Each Hub has a particular set of skills and expertise that underscores the interdisciplinary nature of the project. A visual representation of the partnership arrangements is provided in Figure 3. This figure illustrates the work of the Canadian Hub to showcase the level of detail undertaken by a Hub; however, there are similar arrangements in place at the other three Hubs. For example, for Canada the focus of the work was largely with teachers' professional associations -- local, national and international, and with the local school district.

Figure 3. *The Food Literacy International Partnership Relational Arrangements*

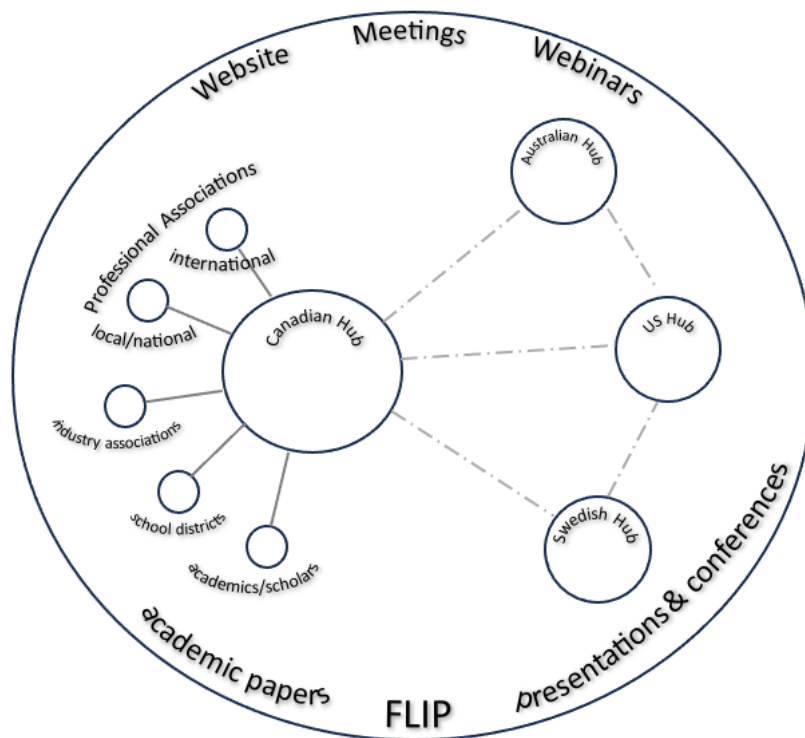


Figure by K. Renwick

Regular meetings across the three years provided ongoing opportunities to discuss initiatives and share updates about progress. Each Hub was also responsible for contributing to the FLIP website that included hosting webinars and providing information about publications and presentations. Such engagements and activities

undertaken by the FLIP are specific to the overall research project, but they also encourage a feeling of being part of a partnership. For example, the frequent meetings enabled building respectful relationships and communication within and across the partnership and commitment to inquiry and shared action.

Our Partnership Progress

FLIP partners have advanced food literacy research, action, and pedagogy through initiatives organized collectively and those conducted at the Hubs with community partners. When thinking about food literacy education, three key questions need to be asked:

- What knowledge about food and literacy needs to be considered?
- Why is this knowledge about food and literacy important?
- How can teachers teach, and students learn, about food literacy?

In responding to these questions, the FLIP has offered a number of strategies and resources:

Website

The transnational nature of the FLIP has meant that the necessity for a public-facing element for the project was identified at an early stage. The website (<https://food-literacy-research.ca/about>) has become a space to showcase the work undertaken by the partnership. The website features a video about the achievements of the partnership over its three years of existence, and is a repository for inquiry materials to support an educator's professional development.

Webinars

Given the global nature of the project, webinars were deemed an effective way to share understanding about food literacy and the project. Webinars have been hosted by three of the Hubs and two invited organizations. A provocation paper about food literacy was made available to all presenters, encouraging them to “bring to light or uncover implicit understandings and practices, but it also aim(ed) to generate new insights and knowledge” (Pangrazio, 2016, p.227). This provocation paper is available

on the website (<https://food-literacy-research.ca/>). Offered between February 2022 and May 2024, six webinars attracted 843 registrants. Feedback from the participants is used to identify possible future webinars and topics.

Participants in the webinars shared that the impact ranged from appreciation of a “broader perspective of food literacy education and good practices in other countries” to reinvigorating teachers so that they gained both “new updated information” and “case studies with real-life application.” The importance of food literacy was recognized by one participant who commented that “it is remarkable that food education is not prioritized to a higher degree and funded to a larger extent even though it’s important to both human and environmental health.”

Focusing on Teachers’ Needs

Understanding teachers’ professional development needs has been an important component of action and outreach by FLIP members. Food literacy is an area of interest to teachers wanting to teach specific content about food and how best to convey it to their students as they develop lifelong skills (Renwick et al, 2024). The following descriptions of each Hub express the work undertaken with teachers and their professional associations, and government departments of education.

Canadian Hub – University of British Columbia

The focus of the work at UBC has been to develop a scope and sequence of food literacy within the state/province K-12 curriculum. The extent of how food literacy is represented led to conversations with teachers to determine how best to support their professional development and to build capacity around food literacy. An inquiry template has been trialled with more than 30 teachers to date to determine its useability. From this work, a small group of experienced teachers used the template to produce more than 20 inquiry materials for teachers as a model for what can be done. These completed materials are accessible on the FLIP website. To support educators using the template and the inquiry materials, short videos that describe inquiry as a pedagogical tool for working with young people in classrooms and with educators are available. Within the workshops teachers describe how they used the

template to develop an inquiry they could use as a food literacy experience with their students.

U.S. Hub – Sweet Briar College

Sweet Briar College has offered educational tours of its greenhouse and other agricultural areas to K-12 students, students from other colleges, and teachers who work with K-12 students, and presented to elementary school students on topics such as native pollinators and beekeeping. The college has also started providing food grown by its students to some area K-12 schools, worked with educators at K-12 schools on food systems projects, and collaborated with organizations that support K-12 agriculture teachers and students. Through several courses, students learn how to apply concepts such as sustainability, environmental justice, and seed sovereignty to food systems; after graduation, some of these students go on to take either formal roles in schools (e.g., high school teacher of agriculture) or other roles that have education as a component (e.g., Girl Scouts or programming for public gardens).

Australian Hub – Deakin University

Researchers from the Faculty of Health at Deakin University have explored teacher practices, experiences, barriers, and facilitators to delivering food and nutrition education in schools (Foundation to Grade 6, ages 5-12). A project was started to co-design (with teachers) a scope and sequence for food and nutrition education for Foundation to Grade 6 teachers, and it will evaluate the use of the co-designed resources in the classroom. Through this work, schools and local communities have shown interest in working with the team at Deakin University on implementing nutrition education and food provision programs to support students' food-related knowledge and behaviors.

Swedish Hub – University of Gothenburg

Researchers at the University of Gothenburg have collaborated with staff members at a primary school to co-design teaching and learning opportunities for subject-integrated food education. The co-design consisted of an abductive approach to knowledge development that combined theoretical and practical perspectives. Furthermore, the co-design entailed collaboration between teachers and researchers

to create new teaching methods and develop education through “collective thinking” and “collective creativity.”

The primary school is an independent school (not municipally owned, but free of charge, available for every student by queue, or waiting list, because there is more demand than space available) located in an urban area in southwest Sweden. Approximately 500 students attend the school, and the collaboration involved primary school teachers of Grades 1-5 and pupils ages 6 to 11. The teachers’ experiences and perceptions of the opportunities and challenges of subject-integrated food education were explored. The co-design process enabled creating, implementing, and evaluating subject-integrated food education, and results have been shared at conferences and in scientific publications. The results show that consciously and systematically using food and school meals as pedagogical tools facilitated the teacher’s role as a food educator (Hård et al., 2024). Furthermore, it was shown that the preconditions for successful subject-integrated food education include an understanding in common of what food-related knowledge entails. A school organization that promotes subject integration was also needed, as well as professional teacher competence in food pedagogy.

In addition, researchers within the Swedish and Australia Hubs have collaborated in a transnational study exploring approaches to food and nutrition education in primary schools, with 388 participating teachers in each country. An individual who was a PhD student in the Canadian Hub is now doing a postdoctoral fellowship within the Swedish Hub, and an international early research career network has been initiated, indicating how this partnership is preparing additional academics to contribute to research and action supporting food literacy education.

Scholarship

Engaging in scholarship has been an ongoing aspect of the FLIP. Scholarship is considered in several ways, depending on the work being undertaken by and with whom. In this partnership, scholarship can be seen within the university sector through the professional development of teachers and moving beyond our individual

perspectives. Inviting students to work within the partnership has been a key element in developing emerging scholars and building possibilities for a robust future through intergenerational transfer. Through their work, students have been able to garner data about food literacy education that has been utilized to develop resources and identify new understandings of what is both needed and possible. To date, the PDG for this project has supported two undergraduate students, two master’s students, five doctoral candidates, and two post-doctoral scholars. Table 1 provides a summary of scholarship activity achieved to date.

Table 1. Summary of Scholarship Activities

Activity	Hub	Canadian	Australian	Sweden	US
Invited talks		1	1		3
Conferences		5	4	2	
Publications					
Proceedings			3	2	
Papers		4	3	2	2
Book				1	

The scholarship activities undertaken by the FLIP members are varied, reflecting different ways and means of knowledge dissemination. Reaching others with an interest in food literacy included opportunities to connect with K-12 teachers, community activists, and university educators. Conferences attended included those aimed at education practitioners, and active networking resulted in being invited to share. Proceedings, journal papers, and contributions to a book reflect expected publications for those with academic positions.

Community Workshops

After three years of the FLIP, a workshop was held in Canada where all the partners met in person for the first time. This was an opportunity to share achievements to date and to consider what needs further exploration, as well as new and emerging aspects. Emerging from this workshop was a shared desire to continue the work to support teachers through professional development. There was also discussion around strengthening possibilities for Indigenous knowledges and understandings at

the Canadian and Australian Hubs, and engaging with the United Nations Sustainable Development Goals, which are relevant to the context of all four Hubs, though they had not been a prominent part of earlier FLIP conversations.

The non-Hub participants in this workshop all had a professional interest in food, coming from sectors such as public health nutrition, community dietetics, Indigenous studies, school district administration, teacher professional associations, EC-Grade 12 education, educational policy, and agricultural systems. While the participants held a common interest in food, they offered an eclectic range of experience and expertise providing different perspectives about food literacy, and identified possibilities for inviting in new partners.

Workshop participants were provided with a background about the partnership and its focus, and a summary of the work that occurred at each Hub. Reflecting on this information, participants were invited to share their growing understanding about the work of the partnership building from what they knew, noting what they would be wondering about, and then moving to considerations about food literacy that they wanted to know or learn more about. Lastly, they were asked to respond to four provocations about food literacy. The feedback and ideas they provided will be used to craft ongoing work within the partnership. In addition, participants expressed interest in joining the partnership in its ongoing work.

Conclusion and Ongoing Work

In conversation with the SSHRC's expectations of a partnership grant, the FLIP set in place its own aspirations. This new partnership was predicated on a shared interest in food literacy, and drew on existing connections. Each Hub was responsible not only for work in its location, but also for contributing to the partnership through activities such as facilitating webinars, sharing research about food literacy education with practicing EC-Grade 12 pre- and in-service teachers, and disseminating the work of the partnership through conference presentations and journal papers.

The FLIP provides an example of how a partnership dedicated to transformational food literacy research, action, and pedagogy can form and grow. In its first years, in the context of the SSHRC Partnership Development Grant supporting the FLIP, the focus was on setting up the structure of the partnership, and through these initial three years of FLIP activities and outreach, the team now has interest from food literacy scholars and practitioners in Ireland, Japan, and South Africa to enable more Hubs to join. The FLIP team intends to apply for further funding for a full SSHRC Partnership Grant involving many of these new partners. Even if this grant application is not funded, the work that the FLIP has started will continue, and outcomes of the partnership will persist. Educators will continue to use and build on the capacities developed through FLIP activities, and graduate students working with educators (or directly with the initial FLIP partners) will do the same.

Our partnership development offers a unique perspective on food literacy education, while also expanding the understanding of food literacy beyond practical skills to include engagement in food systems informed by social and environmental concerns. We are examining the pedagogical practices used by educators that offer possibilities for teaching and learning experiences that support informed, active, and transformative participation in food systems. Embedded in the aspirations of the FLIP are the promises of what a world with more sustainable and just food systems would look like. In such a world, everyone can access food that meets their nutritional and cultural needs in a dignified manner (Chakori, 2017); producers and other laborers in the food system are treated fairly and equitably; and the health of the environment (e.g., clean water, clean air, biodiversity, and climate change mitigation) is prioritized. Transnational and interdisciplinary partnerships such as the FLIP have the potential to make meaningful contributions toward a revitalised global future.

References

- Ainscow, M. (2015). *Toward self-Improving school systems: Lessons from a city challenge*. Routledge.
- Andonova, L. B. (2017). *Governance entrepreneurs: International organizations and the rise of global public-private partnerships*. Cambridge University Press.

- Briscoe, P., Pollock, K. E., Campbell, C., & Carr-Harris, S. (2015). Finding the sweet spot: Network structures and processes for increased knowledge mobilization. *Brock Education Journal*, 25(1), 19-34. <https://ir.lib.uwo.ca/edupub/127>
- Chakori, S. (2017). Building a sustainable society: The necessity to change the term 'consumer'. *Interdisciplinary Journal of Partnership Studies*, 4(3), article 9. <https://doi.org/10.24926/ijps.v4i3.178>
- Coburn, C. E., & Penuel, W. R. (2016). Research-practice partnerships in education: Outcomes, dynamics, and open questions. *Educational Researcher*, 45(1), 48-54. <https://doi.org/10.3102/0013189X16631750>
- Cullen, T., Hatch, J., Martin, W., Higgins, J. W., & Sheppard, R. (2015). Food literacy: Definition and framework for action. *Canadian Journal of Dietetic Practice and Research*, 76(3), 140-145. <https://doi.org/10.3148/cjdpr-2015-010>
- Davis, K. L., Kliever, B. W., & Nicolaides, A. (2017). Power and reciprocity in partnerships: Deliberative civic engagement and transformative learning in community-engaged scholarship. *Journal of Higher Education Outreach and Engagement*, 21(1), 30-54. ISSN 1534-6104, eISSN 2164-8212
- Drahota, A. M. Y., Meza, R. D., Brikho, B., Naaf, M., Estabillo, J. A., Gomez, E. D., Vejnaska, S. F., Dufek, S., Stahmer, A. C. & Aarons, G. A. (2016). Community-academic partnerships: A systematic review of the state of the literature and recommendations for future research. *The Milbank Quarterly*, 94(1), 163-214. doi: [10.1111/1468-0009.12184](https://doi.org/10.1111/1468-0009.12184)
- Dubois, A., St-Pierre, L., & Veras, M. (2015). A scoping review of definitions and frameworks of intersectoral action. *Ciência & Saúde Coletiva*, 20(10), 2933-2942. <https://doi.org/10.1590/1413-812320152010.01222014>
- Eisler, R. (2002a). Partnership education for the 21st century. *Encounter*, 15(3). <https://www.scribd.com/doc/116424375/EISLER-Partnershipeducation>
- Eisler, R. (2002b). The dynamics of cultural and technological evolution: Domination versus partnership. *World Futures: The Journal of General Evolution*, 58(2-3), 159-174. DOI:[10.1080/02604020210684](https://doi.org/10.1080/02604020210684)
- Eisler, R. (2019) Envisioning a partnership future. In G. Hanlon (Ed.) *Voicing power: Conversations with visionary women*. (2nd edition, pp. 143-160). Routledge.
- Ewertsson, M., Bagga-Gupta, S., Allvin, R., & Blomberg, K. (2017). Tensions in learning professional identities - nursing students' narratives and participation in practical skills during their clinical practice: An ethnographic study. *BMC Nursing*, 16, 48. <https://doi.org/10.1186/s12912-017-0238-y>
- Farrell, P. (2021). Conceptualizing food literacy: A literature review. *Comité Canadien des Etudiants Diplômés en Education [Canadian Journal for New Scholars in Education]*, 12(2), 126-134. <https://core.ac.uk/download/490673064.pdf>
- Food Literacy International Partnership. (n.d.) About. <https://food-literacy-research.ca/about/>
- Frerichs, L., Kim, M., Dave, G., Cheney, A., Hassmiller Lich, K., Jones, J., Young, T. L., Cene, C. W., Varma, D. s., Schaal, J., Black, A., Striley, C. W., Vasser, S., Sullivan, G., Cottler, L.

- B., Brown, A., Burker, J. G. & Corbie-Smith, G. (2017). Stakeholder perspectives on creating and maintaining trust in community - academic research partnerships. *Health Education & Behavior*, 44(1), 182-191. <https://doi.org/10.1177/1090198116648291>
- Giesecke, J. (2012). The value of partnerships: Building new partnerships for success. *Journal of Library Administration*, 52, 36-52. <https://digitalcommons.unl.edu/libraryscience/294>
- Gilbertson, M., Craft, M., & Potter, T. (2019). Planetary grand challenges: A call for interdisciplinary partnerships. *Interdisciplinary Journal of Partnership Studies*, 6(1), 1-17. <https://doi.org/10.24926/ijps.v6i1.1976>
- Green, W. (2012). Subject-specific literacy and school learning: A revised account. In W. Green and C. Beavis (Eds.) *Literacy in 3D: An Integrated Perspective in Theory and Practice* (pp.2-21). ACER Press.
- Gul, T., Demir, K., & Criswell, B. (2019). Constructing teacher leadership through mentoring: Functionality of mentoring practices in evolving teacher leadership. *Journal of Science Teacher Education*, 30(3), 209-228. <https://doi.org/10.1080/1046560X.2018.1558655>
- Hadar, L. L., & Brody, D. L. (2021). Interrogating the role of facilitators in promoting learning in teacher educators' professional communities. *Professional Development in Education*, 47(4), 599-612. <https://doi.org/10.1080/19415257.2020.1839782>
- Hård, L., Palojoki, P., & Larsson, C. (2024). Swedish primary school teachers' experiences of subject integrated food education. *International Journal of Home Economics*, 17(1), 32-47. ISSN (print):1999-561X
- Hardy, B., Hudson, B., & Waddington, E. (2003). *Assessing strategic partnership: The partnership assessment tool*. Nuffield Institute for Health. <https://www.conservationgateway.org/ConservationPlanning/partnering/cpc/Documents/AssessingStrategicPartnership.pdf>
- Hargreaves, A., & O'Connor, M. T. (2018). Solidarity with solidity: The case for collaborative professionalism. *Phi Delta Kappan*, 100(1), 20-24. <https://doi.org/10.1177/0031721718797>
- Holloway, J. (2021). *Metrics, standards and alignment in teacher policy: Critiquing fundamentalism and imagining pluralism*. Springer Nature.
- Kreber, C., Klampfleitner, M., McCune, V., Bayne, S., & Knottenbelt, M. (2007). What do you mean by "authentic"? A comparative review of the literature on conceptions of authenticity in teaching. *Adult Education Quarterly*, 58(1), 22-43. <https://doi.org/10.1177/0741713607305939>
- Lawrence, M. A., & Friel, S.. (2019). An introduction to healthy sustainable food systems. In M. A. Lawrence & S. Friel (Eds.). *Healthy and sustainable food systems*. (pp.1-8). Routledge.
- Lönngrén, J., & Van Poeck, K. (2021). Wicked problems: A mapping review of the literature. *International Journal of Sustainable Development & World Ecology*, 28(6), 481-502. <https://doi.org/10.1080/13504509.2020.1859415>
- Loughran, J. (2012). *What expert teachers do: Enhancing professional knowledge for classroom practice*. Routledge.

- Mackintosh, M. (1992). Partnership: Issues of policy and negotiation. *Local Economy: The Journal of the Local Economy Policy Unit*, 7(3), 210-224. <https://doi.org/10.1080/02690949208726149>
- King, P. M. & Baxter, M. B. (2023). Creating learning partnerships in higher education: Modelling the shape, shaping the model. In M. B. B. Magolda, & P. M. King (Eds.). *Learning partnerships: Theory and models of practice to educate for self-authorship*. (pp. 303-332). Taylor & Francis.
- McQuaid, R. W. (2000). The theory of partnerships -- Why have partnerships? In S. Osborne, (Ed.) *Public-private partnerships: Theory and practice in international, an international perspective* (pp. 9-35). Routledge.
- Mena, J., Hennissen, P., & Loughran, J. (2017). Developing pre-service teachers' professional knowledge of teaching: The influence of mentoring. *Teaching and Teacher Education*, 66, 47-59. <https://doi.org/10.1016/j.tate.2017.03.024>
- Montuori, A., & Conti, I. (1995). The meaning of partnership. *Vision/Action*, 1, 7-10. https://www.academia.edu/168816/The_Meaning_of_Partnership
- Nanayakkara, J., Margerison, C., & Worsley, A. (2017). Food professionals' opinions of the Food Studies curriculum in Australia. *British Food Journal*, 119(12), 2945-2958. <https://doi.org/10.1108/BFJ-02-2017-0112>
- Nutbeam, D., Harris, E., & Wise, W. (2010). *Theory in a nutshell: A practical guide to health promotion theories*. McGraw Hill.
- Orrego, E., Kemshaw, M., Read, N., & Rojas, A. (2017). The Think&EatGreen@ school small grants initiative: How the distribution of resources supported the project's community of learners and contributed to community engaged scholarship. *Engaged Scholar Journal: Community-Engaged Research, Teaching, and Learning*, 3(2), 23-37. <https://doi.org/10.15402/esj.v3i2.329>
- Pangrazio, L. (2016). Exploring provocation as a research method in the social sciences. *International Journal of Social Research Methodology*, 20(2), 225-236. <https://doi.org/10.1080/13645579.2016.1161346>
- Powell, L. J., & Wittman, H. (2018). Farm to school in British Columbia: Mobilizing food literacy for food sovereignty. *Agriculture and Human Values*, 35(1), 193-206. <https://doi10.1007/s10460-017-9815-7>
- Preskill, S., & Brookfield, S. D. (2009). *Learning as a way of leading. Lessons from the struggle for social justice*. Jossey-Bass.
- Renwick, K. (2013). Critical reading in health literacy. *International Journal of Literacies*, 19(2), 99-107. DOI:10.18848/2327-0136/CGP/v19i02/48777
- Renwick, K. (2017). Critical health literacy in 3D. *Frontiers in Education*, 2(40), 1-5. <https://doi.org/10.3389/feduc.2017.00040>
- Renwick, K., & Powell, L., (2019). Focusing the literacy in food literacy: Practice, community and food sovereignty. *Journal of Family and Consumer Sciences*, 111(1), 24-30. <https://doi.org/10.14307/JFCS111.1.24>

- Renwick, K., Powell, L.J., & Edwards, G. (2024) Understanding practice architectures in food systems education: A case study. *Teaching and Teacher Education*, 142, 104531. <https://doi.org/10.1016/j.tate.2024.104531>
- Renwick, K., Selkrig, M., Manathunga, C., & Keamy, K. (2020). Community participation is...: Revisiting Boyer's model of scholarship. *Higher Education Research & Development*, 39(6), 1232-1246. <https://doi.org/10.1080/07294360.2020.1712680>
- Renwick, K., & Smith, M.G. (2020). The political action of food literacy: A scoping review. *Journal of Family and Consumer Studies*, 112(1), 14-22. <https://doi.org/10.14307/JFCS112.1.14>
- Rincón-Gallardo, S., & Fullan, M. (2016). Essential features of effective networks in education. *Journal of Professional Capital and Community*, 1(1), 5-22. <https://doi.org/10.1108/JPCC-09-2015-0007>
- Rojas, A., Valley, W., Mansfield, B., Orrego, E., Chapman, G. E., & Harlap, Y. (2011). Toward food system sustainability through school food system change: Think&EatGreen@ School and the making of a community-university research alliance. *Sustainability*, 3(5), 763-788. <https://doi.org/10.3390/su3050763>
- Sen, A. (1993). Capability and wellbeing. In M.Nussbaum & A. Sen (eds.) *The quality of life*, (pp.30-53). Clarendon Press.
- Social Science and Humanities Research Council. (n.d.) <https://sshrc-crsh.canada.ca/en/funding/opportunities/partnership-development-grants/2025/competition.aspx>
- Silka, L. (2004). Partnerships within and beyond universities: Opportunities and challenges: Commentary on "conducting interdisciplinary research to promote healthy and safe employment in healthcare: Promises and pitfalls. *Public Health Reports*, 119(1), 73-78. <https://doi.org/10.1177/003335490411900113>
- Strier, R. (2011). The construction of university-community partnerships: Entangled perspectives. *Higher Education*, 62(1), 81-97. <https://doi.org/10.1007/s10734-010-9367-x>
- Sumner, J. (2013). Food literacy and adult education: Learning to read the world by eating. *Canadian Journal for the Study of Adult Education*, 25(2), 79-92. <https://doi.org/10.56105/cjsae.v25i2.1410>
- Swan, E., & Flowers, R. (2015). Clearing up the table: Food pedagogies and environmental education—contributions, challenges and future agendas. *Australian Journal of Environmental Education*, 31(1), 146-164. <https://doi.org/10.1017/aee.2015.27>
- Tominson, F. (2005) Idealistic and pragmatic versions of the discourse of partnership. *Organization Studies*, 26(8), 1169-1188. <https://doi.org/10.1177/0170840605055338>
- Truth & Reconciliation Commission of Canada. (2015). *Canada's residential schools: The final report of the Truth and Reconciliation Commission of Canada* (Vol. 1). McGill-Queen's Press-MQUP.
- Truman, E., Lane, D., & Elliott, C. (2017). Defining food literacy: A scoping review. *Appetite*, 116, 365-371. <https://doi.org/10.1016/j.appet.2017.05.007>
- University of British Columbia. (n.d.). Shaping UBC's next century. <https://strategicplan.ubc.ca/>

Velotti, L., Botti, A., & Vesci, M. (2012). Public-private partnerships and network governance: What are the challenges? *Public Performance & Management Review*, 36(2), 340-365.

<https://doi.org/10.2753/PMR1530-9576360209>

Waddock, S. A. (1989). Understanding social partnerships: An evolutionary model of partnership organizations. *Administration & Society*, 21(1), 78-100. <https://doi.org/10.1177/009539978902100105>

<https://doi.org/10.1177/009539978902100105>

Wildridge, V., Childs, S., Cawthra, L., & Madge, B. (2004). How to create successful partnerships—a review of the literature. *Health Information & Libraries Journal*, 21, 3-19.

<https://doi.org/10.1111/j.1740-3324.2004.00497.x>

World Health Organization (2021). *Health promotion glossary of terms 2021*.

<https://www.who.int/publications/i/item/9789240038349>

Kerry Renwick, PhD IPHE, is a professor at the University of British Columbia, Faculty of Education, Department of Curriculum & Pedagogy. She has teaching experience in Australian secondary schools in the government, catholic and independent systems in the State of Victoria, Australia; in vocational education and training; and higher education. Kerry also has experience working in public health nutrition with Statewide responsibility for nutrition education in P-12 schools. Within her role at Victoria University, Kerry successfully introduced Home Economics as a secondary specialisation for pre-service teachers. She has undertaken leadership in teacher professional associations including roles President, Treasurer and Editor of journals. Kerry is an associate editor for the International Journal of Home Economics and the Journal of Family and Consumer Sciences, and held the position of Vice President, Pacific Region, for the International Federation of Home Economics (IFHE) 2018 - 2022. She is certified as an International Professional Home Economist by IFHE.

Lisa Powell, PhD, is an interdisciplinary scholar of environments and food systems, whose research, teaching, and program development work weaves together her training in the natural sciences, social sciences, and humanities, as well as her life-long involvement in her family's farm. In her role as director of Sweet Briar's Center for Human and Environmental Sustainability, Dr. Powell collaborates with students, faculty, staff, and surrounding communities on sustainability initiatives. She leads the academic and community-focused aspects of SBC's agricultural areas, including the greenhouse, apiary, vineyard, garden, and forests. She also supervises the amazing teams of students who work in the greenhouse, apiary, and garden both during the school year and as Willits Summer Food Systems Fellows. Dr. Powell is on the board of Sweet Briar College Farm, LLC, and is currently providing leadership in the College's efforts to build our wine and produce businesses. Sweet Briar College, Virginia, US, Centre for Human & Environmental Sustainability.

Andrea Nolan, PhD, is Professor of Early Childhood Education in the School of Education, Faculty of Arts and Education at Deakin University in Melbourne, Australia. She is a member of Deakin University's Strategic Research Centre (SRC) - Research for Educational Impact (REDI). Andrea is the founder and Chair of the Victorian Early Childhood Research Consortium (VECRC), a group of 90 cross-disciplinary researchers from a number of Victorian universities with some interstate university attendees who come together to support research capacity building in early childhood.

Christel Larsson, PhD, is a Professor in food and nutrition at the University of Gothenburg, Sweden, and works as vice head of the Department of Food and Nutrition, and Sport Science, with responsibility of research. She is a trained nutritionist (MSc) at Stockholm University, gained a Masters degree in Public Health at the Karolinska Institute and also has a Masters degree in Food and Nutrition at Umeå University. In 2001 she became the first doctorate in Food and Nutrition in Sweden with a thesis on young people's food habits and health. Christel has received the Kungliga Skytteanska samfundets prize for young researchers and the food company Dr. Pers Food's research prize. She is engaged in the steering committee of the national research network in epidemiology and nutrition (NEON).

Alison Booth, PhD, is a Senior Lecturer in Nutritional Science in the School of Exercise and Nutrition Sciences at Deakin University in Melbourne, Australia. She is the current Associate Head of School (Teaching and Learning) (Food, Nutrition and Dietetics). Alison is a Registered Nutritionist and co-leads the School Food and Nutrition research group within the Institute for Physical Activity and Nutrition (IPAN). Her research specialises in nutrition promotion and focuses on food and nutrition education in schools, food literacy education, the school food environment, teacher professional development, and young adult food behaviours.

Claire Margerison, PhD, is a Senior Lecturer in the area of Nutrition and Dietetics in the School of Exercise and Nutrition Sciences (SENS) at Deakin University in Melbourne, Australia. She is also an Advanced APD and Deputy HDR Coordinator for SENS. Claire is a member of the Institute for Physical Activity and Nutrition (IPAN) and has a strong interest in dietary research.

Correspondence about this article should be addressed to Kerry Renwick at kerry.renwick@ubc.ca