

ROVING LARDER

COOKING SCHOOL EST 2020

DUKE OF EDINBURGH SKILLS PROGRAM

Real Skills. Real Confidence. Real Life.

We're not teaching cooking. We're teaching independence.

A premium, experiential program designed to equip students with **lifelong cooking skills, wellbeing practices, and real-world confidence** — fully aligned with the Duke of Edinburgh Skills framework.

Why This Matters

In a world dominated by screens and convenience, many students are losing connection with essential life skills.

Cooking restores that connection.

It builds **confidence, independence, resilience, and routine** — all through tangible, hands-on experiences.

This program supports not only Duke of Ed participation, but also broader **student wellbeing and life readiness**.



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Program Overview

Roving Larder delivers a **structured, Duke of Edinburgh–aligned Skills program** tailored for private schools.

Students:

- Develop practical cooking abilities
 - Build independence and confidence
 - Engage in a meaningful, screen-free activity
 - Meet official Duke of Edinburgh Skills requirements
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Program Pathway & Options

Students can enter at the level appropriate to their Duke of Edinburgh stage and may choose to complete one level or progress through the full pathway.

- **Bronze — Foundations (3 months / 12 sessions)**
- **Silver — Progression (6 months / 24 sessions)**
- **Gold — Mastery (12 months / 48 sessions)**

✓ Minimum commitment: **1 hour per week**

✓ Delivered after school or via intensive formats

Learning Outcomes

Students will:

- Master essential cooking techniques (knife skills, sauces, baking, meal preparation)
- Develop food literacy and understanding of nutrition and sourcing
- Build independence, confidence, and resilience
- Strengthen teamwork and social connection
- Experience structured, mindful routines that support wellbeing

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Curriculum Pathway (Bronze → Silver → Gold)

Bronze — Foundations (Confidence)

- Kitchen safety & hygiene
- Knife skills & basic techniques
- Simple recipes & flavour fundamentals
- Introduction to baking
- Understanding ingredients

Outcome: Students can cook simple meals independently

Silver — Progression (Independence)

- Multi-step recipes & timing coordination
- Protein cookery (meat, fish, vegetarian)
- Menu planning & meal structuring
- Introduction to nutrition & balanced meals
- Working under time constraints

Outcome: Students can plan and execute complete meals

Gold — Mastery (Leadership)

- Advanced techniques & presentation
- Hosting & cooking for others
- Creativity and menu design
- Budgeting & sourcing ingredients
- Leadership in the kitchen

Outcome: Students can confidently lead, create, and host

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Delivery Options

- **At Roving Larder (North Head)**
An immersive, premium off-site experience designed to inspire engagement, independence, and connection in a unique coastal setting
- **Eat Well Live Well (EWLW) — Duke of Edinburgh Stream**
A structured, after-school format integrating cooking, wellbeing, and life skills within the Duke of Ed framework
- **Holiday Intensive Program — *The Young Chefs Kitchen***
A week-long, accelerated pathway allowing students to complete a significant portion of their Bronze Skills requirement in a condensed format
(subject to Duke of Edinburgh supervisor approval)

Excursions & Real-World Learning

To complement practical kitchen skills, the program includes **optional, structured excursions** designed to deepen students' understanding of food systems, sourcing, and community connection.

These experiences reinforce learning outcomes and provide valuable **evidence for Duke of Edinburgh logbooks**.

Types of Excursions

- **Local Markets & Producers**
Exploring seasonal produce, meeting suppliers, understanding sourcing and sustainability
- **Food Businesses & Kitchens**
Behind-the-scenes exposure to professional environments (where appropriate)
- **Community & Wellbeing Connections**
Opportunities to engage with initiatives such as food preparation for community programs
- **Coastal / Nature-Based Learning (North Head)**
Understanding environment, seasonality, and connection to place

Learning Outcomes from Excursions

Students will:

- Understand where food comes from and how it is sourced
- Develop awareness of seasonality and sustainability
- Build confidence interacting with producers and professionals
- Connect cooking with community, culture, and environment
- Strengthen reflection and observation skills

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Integration with the Program

- Excursions are integrated into the **Bronze, Silver, and Gold pathways**
- Can be delivered as:
 - Part of scheduled sessions
 - Optional add-ons for schools
 - Enrichment experiences during holiday programs
- All excursions are:
 - **Supervised and structured**
 - Aligned with **Duke of Edinburgh Skills requirements**
 - Documented in student logbooks (photos, reflections, learnings)

“Students don’t just learn how to cook — they understand food, where it comes from, and their place within it.”

Assessment & Validation

- Students maintain a **logbook with photos and reflections**
 - Progress is tracked weekly
 - All sessions are **supervised and signed off** by qualified instructors
 - Fully compliant with **Duke of Edinburgh Skills validation requirements**
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Investment

- **\$89 per session** paid ahead of term, or

Structured packages at preferential rates for school partnerships

- Bronze: **\$1,150**
- Silver: **\$2,100**
- Gold: **\$4,100**

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Sample Curriculum — Bronze (12 Weeks)

Foundations | Building Confidence & Core Skills

Weeks 1–3: Kitchen Foundations & Knife Skills

Focus: Safety, control, and confidence in the kitchen

Skills Developed:

- Kitchen safety & hygiene (DoE + life skill alignment)
- Correct knife handling and cutting techniques
- Understanding basic equipment and workspace organisation
- Introduction to key ingredients (vegetables, herbs, pantry staples)

Sample Activities:

- Preparing a fresh seasonal salad with multiple cuts (julienne, dice, chiffonade)
- Simple vegetable-based dishes (soups, sautés)
- Herb prep and flavour pairing basics

Outcome:

Students gain **confidence handling tools safely** and working independently in a kitchen environment.

Weeks 4–6: Simple Meals & Flavour Building

Focus: Understanding how flavours come together

Skills Developed:

- Building flavour (salt, acid, fat, heat balance)
- Cooking simple, complete dishes from scratch
- Timing basics (managing 2–3 elements at once)
- Introduction to proteins (eggs, chicken, vegetarian options)

Sample Activities:

- Omelettes and egg-based dishes
- Simple pasta with handmade sauces
- Stir-fries and balanced one-pan meals

Outcome:

Students can **prepare simple, balanced meals independently** and understand flavour combinations.

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Weeks 7–9: Baking, Timing & Precision

Focus: Accuracy, patience, and process

Skills Developed:

- Measuring techniques (weight vs volume)
- Understanding baking fundamentals (heat, structure, timing)
- Following multi-step recipes
- Managing oven timing and sequencing

Sample Activities:

- Muffins, brownies, or simple cakes
- Basic pastry or dough work
- Structured baking with timing coordination

Outcome:

Students develop **precision, patience, and attention to detail**, essential for both cooking and broader learning.

Weeks 10–12: Meal Planning & Execution

Focus: Bringing it all together

Skills Developed:

- Planning a simple menu
- Coordinating multiple dishes simultaneously
- Basic plating and presentation
- Working independently with minimal guidance

Sample Activities:

- Designing and cooking a 2–3 dish meal
- Group cooking challenge
- Final “Cook & Present” session

Outcome:

Students can **plan, prepare, and present a complete meal**, demonstrating independence and confidence.

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Final Outcome (Bronze Level)

By the end of the program, students will be able to:

- Safely navigate a kitchen environment
- Prepare a range of simple meals from scratch
- Understand fundamental cooking techniques
- Demonstrate independence, organisation, and confidence
- Contribute meaningfully to meal preparation at home

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Sample Curriculum — Silver (24 Weeks)

Progression | Building Independence, Coordination & Real-Life Capability

Weeks 1–4: Refining Techniques & Kitchen Confidence

Focus: Sharpening core skills and working with greater control

Skills Developed:

- Advanced knife skills (speed, consistency, efficiency)
- Heat control (sautéing, roasting, pan management)
- Working cleanly and efficiently under light pressure
- Introduction to seasoning with intention

Sample Activities:

- Vegetable-based dishes with precision cuts
- Pan-seared dishes with controlled heat
- Layered salads with texture and balance

Outcome:

Students demonstrate **confidence, efficiency, and improved technical control** in the kitchen.

Weeks 5–8: Proteins & Balanced Cooking

Focus: Cooking complete, nutritionally balanced meals

Skills Developed:

- Cooking proteins correctly (chicken, fish, vegetarian proteins)
- Understanding doneness and texture
- Building balanced plates (protein, vegetables, carbohydrates)
- Introduction to simple sauces and accompaniments

Sample Activities:

- Pan-seared chicken or fish with sides
- Vegetarian protein dishes (lentils, tofu, legumes)
- Simple emulsified or reduction sauces

Outcome:

Students can **prepare well-balanced meals with confidence and accuracy.**

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Weeks 9–12: Multi-Step Cooking & Timing Coordination

Focus: Managing complexity and timing multiple elements

Skills Developed:

- Cooking 2–3 components simultaneously
- Time planning and sequencing
- Understanding workflow and kitchen organisation
- Problem-solving during cooking

Sample Activities:

- Main + side dish combinations
- Timed cooking challenges
- Coordinating oven + stovetop cooking

Outcome:

Students can **manage multiple dishes at once with growing independence.**

Weeks 13–16: Menu Planning & Nutrition Awareness

Focus: Thinking beyond recipes

Skills Developed:

- Designing a balanced menu
- Understanding basic nutrition principles
- Ingredient substitution and flexibility
- Cost awareness and simple budgeting

Sample Activities:

- Creating a 2–3 course menu
- Adapting recipes for dietary needs
- Planning meals for a small group

Outcome:

Students begin to **think like planners, not just cooks.**

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Weeks 17–20: Creativity & Personal Style

Focus: Confidence in decision-making

Skills Developed:

- Flavour pairing and experimentation
- Adapting recipes independently
- Presentation and plating techniques
- Developing personal cooking style

Sample Activities:

- “Create your own dish” sessions
- Plating and presentation challenges
- Ingredient-led cooking (mystery box style)

Outcome:

Students show **creativity, confidence, and ownership** in their cooking.

Weeks 21–24: Full Meal Execution & Hosting

Focus: Real-life application

Skills Developed:

- Planning and executing a full meal
- Working independently or in small teams
- Hosting mindset (timing, serving, flow)
- Communication and teamwork

Sample Activities:

- Planning and cooking a 2–3 course meal
- Group cooking and service simulation
- Final “Cook, Host & Present” experience

Outcome:

Students can **plan, prepare, and deliver a complete dining experience** with minimal supervision.

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Final Outcome (Silver Level)

By the end of the program, students will be able to:

- Cook a variety of balanced meals confidently
- Manage multiple dishes and timing independently
- Plan menus and adapt recipes
- Demonstrate creativity and problem-solving
- Work collaboratively and take initiative in the kitchen

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Sample Curriculum — Gold (48 Weeks)

Mastery | Leadership, Creativity & Real-World Application

Weeks 1–8: Advanced Techniques & Precision

Focus: Elevating technical ability to a high standard

Skills Developed:

- Advanced knife work (speed, finesse, consistency)
- Precision cooking (temperature control, timing accuracy)
- Advanced techniques (emulsions, reductions, pastry elements)
- Refining seasoning and balance

Sample Activities:

- Complex multi-component dishes
- Sauce work (beurre blanc, reductions, emulsions)
- Pastry or structured dessert work

Outcome:

Students demonstrate **high-level technical control and consistency.**

Weeks 9–16: Menu Design & Culinary Thinking

Focus: Thinking like a chef, not just executing

Skills Developed:

- Designing cohesive menus (entrée, main, dessert)
- Understanding flavour architecture and balance across a meal
- Seasonality and ingredient sourcing
- Adapting menus for dietary requirements

Sample Activities:

- Creating themed menus
- Designing menus for specific audiences (family, events)
- Ingredient-led menu creation

Outcome:

Students can **design thoughtful, balanced, and purposeful menus.**

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Weeks 17–24: Efficiency, Workflow & Kitchen Management

Focus: Operating like a professional

Skills Developed:

- Advanced time management and workflow planning
- Kitchen organisation under pressure
- Delegation and teamwork
- Managing multiple dishes simultaneously

Sample Activities:

- Timed cooking challenges (multi-dish execution)
- Team-based kitchen scenarios
- Simulated service environments

Outcome:

Students can **operate efficiently and confidently in complex cooking situations.**

Weeks 25–32: Leadership & Mentoring

Focus: Stepping into leadership roles

Skills Developed:

- Leading small teams
- Mentoring junior participants (e.g. Bronze students where possible)
- Communication and instruction
- Responsibility and accountability

Sample Activities:

- Leading parts of a session
- Supporting less experienced participants
- Demonstrating techniques to peers

Outcome:

Students develop **leadership, communication, and mentoring capability.**

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Weeks 33–40: Creativity, Innovation & Personal Style

Focus: Developing identity and confidence

Skills Developed:

- Creating original dishes
- Advanced flavour pairing
- Presentation and plating at a high level
- Adapting and refining ideas

Sample Activities:

- Signature dish creation
- Mystery box challenges
- Plated presentation work

Outcome:

Students demonstrate **creativity, originality, and personal expression.**

Weeks 41–48: Real-World Project — Cook, Host & Deliver

Focus: Full ownership and execution

Skills Developed:

- Planning and delivering a full dining experience
- Budgeting and sourcing ingredients
- Managing timing, service, and presentation
- Reflecting on outcomes and improving performance

Sample Activities:

- Designing and delivering a full event (e.g. family dinner, small group experience)
- End-of-program showcase
- Reflection and evaluation

Outcome:

Students can **plan, execute, and deliver a complete culinary experience independently.**

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Final Outcome (Gold Level)

By the end of the program, students will be able to:

- Cook at an advanced level with confidence and consistency
- Design and execute full menus independently
- Lead and support others in a kitchen environment
- Manage time, workflow, and resources effectively
- Deliver a real-world cooking or hosting experience

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A Final Note

From our kitchen to your students' future.

At Roving Larder, we believe that learning to cook is about much more than food.

It is about:

- confidence
- independence
- connection
- *and creating meaningful moments that stay with students for life*

We would be honoured to be part of your students' journey.

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Chef Marie CLEMENT

Fuelled by a tireless work ethic, insatiable appetite for learning, and endless curiosity within the kitchen, Marie is an enthusiastic tutor who is full dedicated to help you reach your highest potential in the kitchen.

She was most recently a key member of the 3 hatted team at Pilu at Freshwater and was recruited to form part of the establishment team for the new Boathouse Restaurant at Rose Bay, a position she did not pursue so that she could maintain appropriate focus on her Cooking School.

Her qualifications compliment many years in the food industry, including operating her own French patisserie business, Chez Marie Clément.


She is thrilled to share with you what she's gathered in her journeys.

Welcome to her kitchen!

Marie Clément

Founder & Principal Chef
Roving Larder Cooking School

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