

inform

Newsletter of the Home Economics
Institute of Australia (Qld) Inc.
September 2015



The September 2015 issue of InForm again bears evidence of so many exciting things happening in home economics in Queensland at the moment. This issue reports the huge success of the 2015 HEIA(Q) state conference as well as the latest in home economics teacher education and the Australian Curriculum. Many members are also profiled to illustrate the enormous contributions of our members to the profession. Also inside, you will find what's happening in schools along with events in which you can participate. Enjoy!

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From the President



Welcome to the HEIA(Q) September 2015 newsletter. The year is passing at a rapid rate and most of the HEIA(Q) professional development program for 2015 has already been delivered across the state. These professional development opportunities have been well attended and I hope worthwhile to members. To ensure that we continue to offer appropriate and relevant professional development opportunities, please make sure that you let us know what you require.

Members who attended the HEIA(Q) 2015 state conference had a very enjoyable day and the feedback was indeed favourable. The action-packed day commenced with Michael McQueen delivering an energetic keynote address that was very well received, with many delegates agreeing that they had seen in their classrooms what he spoke about. The concurrent sessions seemed to go well with plenty of variety for everyone. That many presenters did not have home economics backgrounds provided additional diversity. Visible Learning expert, Jayne-Ann Young, presented the closing keynote address. Her presentation was realistic, thought provoking and very relevant, all delivered with sincerity and a nice touch of humour. Lunch was a hit with a sit-down meal for all delegates and the full trade-display area was much appreciated. Thank you to the organising committee—Dr Janet Reynolds, Susan Smith and Ngaire Mayo—for such a great conference. It enabled so much learning as well as important networking.

I recently went to Tasmania to speak at the HEIA(Tas) Professional Learning Day. A teacher from Oatlands High School also spoke at the event, explaining her students' involvement in the HEIA/McCormick Recipe Challenge and how she had incorporated it into her schedule. It was very informative and I am sure that the participants were able to see how they too could incorporate the competition into their own teaching schedules. I spoke about aligning assessment to the Australian Curriculum. While the weather was freezing, the reception from the participants was warm and welcoming.

Recently, Queensland HEIA retirees got together at Kerri Craig Emporium and had a lovely catch up over high tea. Thank you to Denise McManus for organising the very successful event.

In October HEIA(Q) will hold its World Food Day event in Sunnybank and I encourage all of you to attend. It promises to be a feast for the senses—see the article on page 5 for more information.

As the end of the year approaches, I am sure that you are all thinking about timetabling for next year. Consider line sharing—where one teacher takes part of the line and another teacher takes the other part. Let me explain. The Health and Physical Education (HPE) Curriculum area has many concepts that home economics teachers can teach well. It might pay to talk to your administration about teaching one or more of the Health focus areas—for example, Food and nutrition or Relationships and sexuality—for one of the HPE lessons each week. Line this up with the Design and Technologies concepts from Food specialisations and incorporate this into your program. We are certainly discussing this at management committee level and would welcome input from any teachers who have good role sharing in their schools and are teaching some of the HPE focus areas.

Kay York

President, HEIA(Q)

Home Economics teacher education

HEIA(Q) is very pleased to announce that it has signed a Memorandum of Understanding with CQUniversity (CQU) to advance the delivery of Home Economics teacher education through the Brisbane campus of CQU. This will complement the program currently offered through CQU's Rockhampton campus. There is a desperate shortage of home economics teachers in Queensland. For Home Economics to be delivered in a professional manner, it is essential that we have qualified home economics teachers in the field. CQUniversity is now the only university in Queensland offering intake into a dedicated Home Economics/Hospitality pathway for secondary teaching. HEIA(Q) urges all members to encourage students to enrol in the CQUniversity Home Economics pathway.

On Monday 14 September 2015, members of the HEIA(Q) Committee of Management met with CQU representatives Senior Lecturer Dr Bill Blayney and Dean of School of Education Dr Helen Huntley (Helen was connected via telephone link up) to discuss how HEIA(Q) and CQU would work together, and to make decisions and take steps in readiness for the 2016 intake of students. Plans were made to promote the course to Year 11 and Year 12 students, for locating facilities and staff for practical workshops in both food studies and textiles studies, for identifying schools for practicum placements and for the appointment of a part-time coordinator for the Brisbane/south-east program.

At the meeting, the structure of the program was clarified and the face-to-face components in Brisbane were identified. Study will be via a supported, flexible delivery mode:

- The theoretical first-year courses will be delivered in distance mode with local Brisbane-based tutorial support.
- All courses will be supported through online classes in real time via Blackboard Collaborate.

HEIA(Q) retirees' high tea 2015



- Four of the Home Economics discipline studies courses will be supplemented with intensive face-to-face residential schools in the Brisbane region or in Rockhampton:
 - EDVT 11021 Food Technology (Year 1)
 - EDVT 11022 Textile Technology (Year 1)
 - EDSE 14001 Fashion Design (Year 3)
 - EDSE XXXX Culinary Science (Year 3).
- There will be four courses specifically dedicated to understanding how to apply the Home Economics curriculum in the Middle Years Learning and Teaching (with a focus on Years 7-10) and Senior Years Learning and Teaching (with a focus on Years 11-12).
- There will be five courses dedicated to School Professional Practice placements, including an Internship enabling pre-service teachers to undertake extended periods of practice in local schools within their chosen teaching areas with specialist Home Economics teachers in south-east Queensland (Brisbane and surrounds) partner schools.

Students should apply through QTAC for the CC13 Bachelor of Education (Secondary) Home Economics/Hospitality Pathway (QTAC code 850235 Distance ed) at www.qtac.edu.au

For further information please contact:

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Dr Janet Reynolds

HEIA(Q) Committee of Management

Congratulations to Denise McManus for gathering together 26 retired home economics professionals on Tuesday 25 August 2015 to share high tea at Keri Craig Emporium in the Brisbane Arcade. There were 12 apologies and more names were added to the mailing list for future events.

I was privileged to share a table with Val Cocksedge (formerly McDonald), Denise McManus and four past students from my days teaching at Kelvin Grove College of Advanced Education (later QUT). Tiered cake stands shared between two gave a delightful choice of savoury and sweet treats while we laughed and chatted about travel experiences with lost luggage, show judging and family life.

Conversations were varied and full of shared memories. As I moved around to other groups, we laughed about transfers to distant places such as Thursday Island and about leaving the city for Toogoolawah, where termites had eaten the walls of the Home Economics and Manual Arts rooms—fortunately, the paint held everything together. We reminisced about mannequin parades, displays of work and the standards achieved by students.

What a special group of broadly educated, intelligent women it was. And they have given so much service to individual students for the benefit of their families in communities throughout Queensland. The bonds were strong as we shared our passion for our work over decades of care and dedication.

Now a serious note for our future—the new style of teacher education for Home Economics will be based at the CQUniversity, at either the Rockhampton or Brisbane campuses. Whilst tutorials, intensive practical workshops and practical school placements will be all be based both in Brisbane and Rockhampton, it is unlikely that students will have such strong shared day-to-day happenings as were experienced in years gone by at Kelvin Grove, when students could have 24 hours per week contact time at college and which gave them an enduring common bond. We need to extend the hand of fellowship through our HEIA(Q) networks and raise awareness of their need to connect with a professional association. We also need to encourage experienced teachers to mentor these new candidates in teaching practice. The future of Home Economics depends on the success of this program.

We are looking forward to the next retirees' gathering on the last Tuesday in August next year.

Audrey Lawrie

HEIA(Q) retired member

Thank you to Dr Lyn Peacock

On Tuesday 25 August 2015, Lyn Peacock was a guest of honour at the HEIA(Q) retirees' high tea. It was an opportunity to thank Lyn for her tremendous contribution to the smooth running of HEIA(Q) through her role as HEIA membership secretary. Although a national role, with HEIA(Q) having approximately 45% of the national membership, Lyn spent a lot of time handling HEIA(Q) membership matters. HEIA(Q) is a very active division so Lyn was repeatedly called on to provide updated membership lists for email mailouts and, prior to electronic communications taking over, to produce sets of labels for the many postal mailouts. Lyn has provided a brief account of her professional history and HEIA involvement; please read on.

About Dr Lyn Peacock

The recipient of a Junior Scholarship at Toowoomba State High School, I attended Teachers' College on Gregory Terrace in 1962-63. After a short period teaching in Queensland, I married and moved to Sydney. There I soon became a member of the Home Economics Association of New South Wales (NSW). I acted as Treasurer, Vice President and President of that organisation in the early 1990s before the formation of HEIA Inc. From 1977 I was actively involved in curriculum development in NSW as a member of the syllabus committees of the Board of Secondary Education and the Board of Studies. I participated in the Higher School Certificate of Education marking of Home Science/Family and Community Studies for over 20 years, at times chairing both the HSC Syllabus Committee and the Examination Committee.

In 1986, I assumed a position as a lecturer to home economics teacher trainees at the Nepean College of Education, later to become the University of Western Sydney (recently renamed as the Western Sydney University). With changes to the NSW curriculum at the beginning of the 1990s, I organised extensive in-service programs to enable secondary teachers to upskill for Design and Technology. During the 1990s I presented at several technology education conferences overseas.

Requirements for the profession dictated my constantly upgrading my initial two-year teacher training from Queensland. A Bachelor



of Arts at the University of New England was followed by a Diploma of Social Science, then a Master of Education in Curriculum at the University of Sydney. My interest in sociology and family studies led me back to study again, this time a Master of Letters at the University of New England, with research into the child support scheme.

The New South Wales disintegration of home economics knowledge at the hands of the design and technology curriculum became the inspiration for both my PhD and for my change of employment—to establish a teacher education program at the Central Coast campus of the University of Newcastle. Alongside Design and Technology, successful Early Childhood Education and Primary Teacher Education programs were developed. I was fortunate to be the recipient of a King & O'Malley Scholarship to assist with my PhD research.

The demands of travelling over 90 kilometres each way to work led to my resigning from HEIA for a period of time. However, I was actively involved in the compilation of *Nutrition—The inside story* for HEIA Inc. Ceasing full-time work in 2002, I lectured and tutored for the University

of Western Sydney for a further 10 years in Educational Psychology and Developmental Psychology until the end of 2011.

In March 2015 I completed approximately 10 years as HEIA membership secretary, being responsible for generating renewals, membership lists and mailing lists for all divisions. During this time, I came to know many members by name and school, if not in person. After relocating to Queensland in early 2012, I joined HEIA(Q).

My career has been varied and while it has always been in education, it has had many twists and turns. An open mind and the willingness to continue learning are invaluable skills for any home economics professional and our basic management skills can be applied to a wide variety of professional and community situations.

Lyn Peacock

PhD; M Litt (Dist); M Ed; Dip Soc Sc; BA; Teacher's Certificate. MACE.

Acknowledging World Food Day 2015 with the HEIA(Q) Food Discovery Tour

Book now for 17 October event



Come along and acknowledge World Food Day with fellow HEIA(Q) colleagues and their friends and families by joining us for Sunnybank Plaza's Food Discovery Tour. Although World Food Day is celebrated on 16 October each year, this year's HEIA(Q) event will be held on Saturday 17 October 2015.

The Food Discovery Tour at Sunnybank Plaza will take you on a journey of the shopping precinct, where you will learn about Asian cuisine and culture. Experienced chef Tony Ching and his team will take you to Asian butchers, supermarkets and restaurants, where you will gain valuable information on how to select the best produce and how to create genuine Asian meals. Throughout the tour Tony will demystify Asian supermarkets and highlight the key ingredients in many of your favourite Asian dishes.

The tour will conclude with yum cha at Landmark restaurant, where Tony will discuss Asian cuisine and culture.

Tessa Lund

Student representative
HEIA(Q) Committee of Management



Saturday 17 October 2015

10 am-1.30 pm

Cost:

- Members: \$65 per person
- Non-members: \$75 per person

Address: Sunnybank Plaza, corner of Mains Road and McCullough Street, Sunnybank (meet outside Kmart)

To book, please go to www.trybooking.com/ISNK

For more information, please contact Tessa Lund tessalund07@gmail.com



HEIA(Q) 2015 regional professional development program

One more opportunity to participate

There is one more opportunity to participate in the HEIA(Q) regional workshop program. The final program for 2015 will be held on Monday 30 November at Mackay North State High School.

The program will run from 8.45 am to 3.15 pm. It will be comprised of two workshops:

Workshop 1: Assessment of Years 7-10 student work in the context of the Australian Curriculum

and

Workshop 2: Connecting Years 7-10 students with inquiry processes and multimodal assessment techniques

For details go to heiaq.com.au/events/workshops/workshops/ and to register go to heiaq.com.au/events/workshops/registration/



2015
State
Conference

The 2015 HEIA(Q) state conference, *Home Economics Connected*, was yet again a triumph, due to careful and considered planning and organisation by the Conference Organising Committee and Expert Events. Congratulations to all concerned for running the day successfully, including all the speakers and delegates who brought such a positive vibe to the event.

The buzz was terrific.

The conference got off to a great start with the announcement of Service Awards to Denise McManus and Cheryl Conroy and the introduction of the 2015 home economics graduands. The opening session provided one of the highlights of the day when keynote speaker Michael McQueen gave delegates the absolute pleasure of listening to a fabulous presenter with the capacity to engage—with serious messages, more than a smattering of humour and real relevance to the audience. This great start set the scene for the day and, for the most part, we didn't look back.

Opening keynote address— Michael McQueen

As noted above, the conference got off to a fabulous start with a keynote address from Michael McQueen. After his success at the HEIA national conference in Perth last year, it was great to hear Michael at the HEIA(Q) state conference. His fascinating work on social research supplied us with much information about the students we teach from Generation Z onwards. Throughout the presentation it was clear that as professionals we will need to employ different strategies to engage this generation of students in learning. Michael explained this and described how these students are different from those of previous generations. Educators often describe this group as being technology addicted, impatient, unfocussed and disrespectful, but the reality is that they learn in different ways. Michael's engaging presentation highlighted how the students in our classes have been moulded to think and act when we ask them to approach specific subject matter.

He also pinpointed the characteristics of students of this generation—they tend to be tech savvy, mature beyond their age, empowered but over-protected, with little desire to take risks for the fear of failing.

I think that all who attended this session will be able to apply this information readily to engage their students in this age group and provide them with increased learning opportunities, due to our better understanding about how they think and their ways of working.

Michael's presentation was rated an amazing average of 4.85 on a 5-point scale by 197 respondents to the online evaluation survey. The following comments from the conference evaluation are representative of the audience's reaction to this presentation:

- Great start to conference and very relevant!
- This was truly excellent. The information was good and he was a wonderful presenter. I certainly learned a lot about Generation Z and techniques for engaging with them.
- Very engaging and inspiring.
- Best keynote [presentation] I have been to. So relevant and entertaining.
- Great opening speech; engaging, lots of laughs and a lot to think about; I've talked about it all week!
- Engaging, fast paced and entertaining. Excellent presenter.
- Presented a balanced, 'right on the money' presentation that was very entertaining.
- Wow! He was fantastic and gave us so many effective tools for learning/teaching.
- Set a great tone for the whole event. Very entertaining and he hit the nail on the head on many topics he covered.
- This guest speaker was outstanding and was 100 per cent in touch with the current world of students and teaching challenges. Loved the presentation.
- Charismatic, prepared and thought provoking. A great choice.
- Excellent speaker—great to get speakers about topics that affect us that are bigger than just 'in the classroom' issues.
- Best presentation I have ever sat through.
- Great way to start the conference. Really good presentation. Complemented Jayne-Ann Young really well as Michael laid out the changing demographics and Jayne-Ann dealt with strategies to deal with the changes in the classroom.
- Energetic, fast paced, informative. Relevant to teaching and learning as well as parenting—something for all.

Registrations

While the conference was fully booked, in the end we were fortunate to be able to accommodate all those on the waiting list.

There were 330 registrations in total:

HEIA members:	260
Non-members:	47
Early bird:	291
Standard:	16
Speakers/sponsors	23

Sponsorship

HEIA(Q) would like to thank its sponsors and exhibitors and to encourage members, in turn, to support them.

- Program Sponsor: Wool4School
- Silver Sponsors: FoodChoices, who have sponsored the HEIA(Q) conference each year for about 10 years
- Teacher Education Sponsor: CQUniversity

And, of course, we would like to thank and support the 15 companies that came and displayed their wares and brought new ideas to the delegates:

- Australian Wool Innovation Ltd
- Bernina
- Buckley's Store
- Cambridge University Press
- Cancer Council Queensland
- CQUniversity
- Days for Girls
- Coolamon Food Creations
- Genesis Creations
- Janome
- McCormick Foods Australia
- Nelson Cengage
- Oxfam
- Oxford University Press
- Sassy Chef
- S&S Wholesale
- Teachers Union Health



Closing keynote address—Jayne-Ann Young

Jayne-Ann Young's presentation on Visible Learning highlighted the need for teachers to break away from some traditional methods of teaching and learning that are antiquated in the 21st century and do not allow students to optimise their learning or to guide their learning environments. She described how creating visibility around student learning can redefine a learner's understanding of the world.

Visible Learning is the science of how we learn and Jayne-Ann's questions to delegates, 'What impact are you having on your students?', and, 'Are you right for your students right now?', prompted much reflection. She challenged us to think about whether our students are 'good learners' or merely 'good students' and the need to move students from a 'surface knowledge of learning to a greater depth of learning'. She highlighted the significance of mind frames to direct the way we and our students think and to give purpose to what we do.

As teachers, our core business is imparting knowledge and knowing our content well but Jayne-Ann challenged us also to think about the way in which we deliver content, whether what we currently do encourages individuality and creativity in our students and about giving them the opportunity to learn and access information that best suits individual learning styles.

Jayne-Ann presented delegates with a number of key questions:

- Are we change agents and do we evaluate what we do?
- Do we see assessment as mere feedback about where a student is at and what they have learnt, or do we also use it as feedback for us to gauge what we may need to do differently or to better optimise student success?
- When we engage in professional discussions, do we talk about learning or teaching and how valuable are those discussions?

Jayne-Ann re-emphasised the importance of feedback to our students and how vital it is in giving clarity and direction.

In concluding, Jayne-Ann described a 21st-century framework that encouraged critical thinking, problem solving and information literacy; was flexible; incorporated social and cross-cultural dimensions; and developed leadership and responsibility.

Jayne-Ann's keynote address was an informative and thought-provoking presentation.



Keynote speaker Jayne-Ann Young



Conference Organising Committee with keynote speaker Jayne-Ann Young
L-R Dr Janet Reynolds, Jayne-Ann Young, Susan Smith, Ngaire Mayo



2015
State
Conference

continued

Reports on some of the concurrent sessions attended by our roving reporters

The concurrent sessions on offer had variety and relevance to all. Here are some snippets from our roving reporters.

Inquiry-based learning: Serving the Australian Curriculum

Dr Jenny Nayler

I had the pleasure of attending Dr Jenny Nayler's session titled, 'Inquiry-based learning: Serving the Australian Curriculum'. Jenny's powerful and energetic approach teamed with hands-on practical examples of IBL was a terrific way to experience and learn. Each person in the session took away multiple strategies that could easily be applied to our classes on Monday morning. The resources she provided were useful and realistic for all who attended.

Well Productivity: Eat well, work well, live well

Louise D'Allura, The Revamp Experience

Louise D'Allura, whom I will title 'the Acronym Queen', led a session on 'Well Productivity™: Eat well, work well, live well'. Her energetic presentation made all who attended consider our own lives, the importance of well productivity and our striving for that elusive balance in our lives. Louise used humour and narrative to engage and excite participants.

From another roving reporter who attended the same session: In the second session I attended the wellness and productivity workshop. The presenter's personality and presence were extremely engaging and motivating. The session helped me to reflect on my current daily practices in relation to wellness and productivity—especially on identifying areas that could use a little improvement. I was able to take away some great tips and strategies that I believe will help me to keep on top of things next year when I enter the teaching profession.

The world is our home: Oxfam Australia resources for home economics

Annalise De Mel, Oxfam Australia

Again, the energy of the presenter was truly infectious. Annalise not only shared the resources in Oxfam's term approach to educational resources, but she also shared her true joy at the capacity to make and endorse change within our world. She is a firm believer in the power of young people. As educators we can tap into this capacity for change.

Using competition to motivate and achieve rigour in the classroom

Belinda Ingram, Canterbury College, Waterford and

Jason McCormick, Morayfield State High School, Morayfield

Belinda Ingram and Jason McCormick both showed their true passion for student engagement and learning while discussing the incorporation of competitions into teaching and school life. I could have listened to a whole hour just on this topic.

Emerging food retailing trends and consumer behaviours regarding food shopping

Dr Gary Mortimer, QUT Business School, Advertising, Marketing and Public Relations

The discussion points from Gary Mortimer around food trends posed questions that I have now thought about for several weeks. These questions will be excellent starting points for my Year 12 Home Economics students in Term 4 and have been great talking points with foodie friends.

Fats and oils

Coral Colyer and Theo Tsiros, Goodman Fielder

The fats and oils session was great. Some of my preconceived myths about margarine were busted and I now have some great resources to use next term with my Year 9 students.

Subject area syllabuses

Shauna Bouel and Jackie Dunk, Queensland Curriculum and Assessment Authority

This session was extremely informative and engaging. Shauna and Jackie expertly delivered the information to enable us to clearly understand the three syllabus documents and addressed all of our burning questions.

Conference evaluation

The conference was evaluated using SurveyMonkey. There were 199 responses when the survey was closed on 15 August 2015. Major points were:

- Keynote speaker Michael McQueen was one of the highest rated speakers we have had with an average rating of 4.85 out of 5.
- Keynote speaker Jayne-Ann Young was also rated well, with an average of 4.0 out of 5 and some very positive comments. Delegates thought her 90-minute presentation was great but too long and perhaps a bit heavy at the end of the day.
- 87% of respondents rated the keynote speakers as a strength of the conference.
- For the concurrent sessions:
 - 14 of the 26 sessions (54%) were rated >4.0 on average, with six of them (23%) rated >4.5.
 - On average, no session was rated <3.3.
- Overwhelmingly (84%) delegates voted for three shorter concurrent sessions rather than two longer ones—that is, they were happy with this year's format—and voted for Brisbane as the preferred destination, with 84% highly likely to attend future conferences held in Brisbane.



Dr William Blayney from CQUniversity





2015
State
Conference

Students at the HEIA(Q) 2015 state conference

At the 2015 HEIA(Q) state conference, the home economics graduating students of 2015 were actively involved in the proceedings. This was a new initiative to connect students with the profession and from the moment they were invited to be actively involved, their enthusiasm was amazing. They willingly offered to take on roles that enabled the profession 'to see our future'. They offered to be masters of ceremonies in front of 300 delegates; they introduced and thanked keynote speakers; they chaired concurrent sessions—and much more.

The students' involvement began by being introduced to the Queensland home economics profession—their home economics colleagues and potential employers—during the opening session. Thirteen of the graduands, from both the Queensland University of Technology and CQUniversity, were present. Each was introduced on stage by HEIA(Q) President Kay York. Nicola Emanuel, one of the graduating students from QUT, responded on behalf of the students, thanking those who assisted in their education and developed their understanding and knowledge of Home Economics, including Melinda Service, Meredith Gleadhill, Margaret Duncan and Renae Bradbury, who had each shared their journey with the graduands.

During the opening session, the students invited each of the delegates to write a tip for them and leave them on the table for the students to collect later. The graduating cohort was overwhelmed by the high level of support and the kind words those in the profession had for them through their informed tips, which were later collated and distributed to the students. Those words of wisdom—some of which are shown on page 20—contain a wealth of information that the students believe will assist them next year. Many revolved around the essential goal of achieving work-life balance, the importance of asking for help when needed and the skills needed to become engaging teachers who will develop a positive rapport with their students. These tips were welcomed with open arms by the graduands, who would like to sincerely thank those who contributed their wisdom and gave advice that will be influential in their future success in Home Economics.

Throughout the day the delegates got to know the students as they expertly chaired sessions, introduced speakers, managed the lucky-door-prize draw and conducted the closing ceremony. As many said—our future is in safe hands. Congratulations to all the students who participated and did such a great job.

Comments from delegates about student involvement in the conference

- Great to see the future of Home Economics is in safe hands.
- Was inspiring to see many new faces.
- Great to provide them with exposure and experience.
- They did a fabulous job and did it with confidence, grace and enthusiasm.
- It was a great opportunity for the graduates to network as well as to get a sense of the people who are passionate about Home Economics and broader education issues.
- Great to see the future home economics teachers in action.
- This is a great initiative for all involved and for the graduating students it must be very exciting and special to be part of such a great annual conference. No doubt these students gain a lot of confidence and support from this activity.
- They did a great job. Fantastic to see the confident young women they were and happy to see them coming into our profession.
- It was a wonderful idea—followed the theme of 'connecting' beautifully!
- A fantastic idea—and great that they were up for the challenge. It was good to see the level of confidence and the professionalism of the group. It was brilliant to have them so involved in the conference and not just 'on show'.

A comment from the HEIA(Q) student representative

The students were extremely excited leading up to the event, with great enthusiasm to hear the latest information from the highly regarded keynote speakers and to be able to attend three concurrent sessions that would complement their learning at university, whilst meeting and mixing with other home economics professionals from Queensland and further afield. This was a great opportunity for the students, many of whom have had limited exposure to the home economics community, to meet with others and discuss the subject that is their passion.

Throughout the day the graduands enjoyed the wide variety of speakers and presenters, finding them both informative and inspiring. For the majority of students, the opportunity to network and meet so many home economics teachers was the highlight of the day. The closing drinks were a great opportunity for the students to speak in a relaxed and informal way to those within the profession, getting a greater understanding of our futures in teaching.

Students from both CQUniversity and the Queensland University of Technology attended the conference. We all share a passion for the subject of Home Economics and are excited to enter the profession at the start of next year. It was also wonderful that there were students who are in their second and third years of study and who were excited to hear great advice from both the graduating students and the experienced teachers who were present. The 2015 HEIA(Q) conference was an outstanding experience for us all and we really appreciate the opportunities that it gave us.

Tessa Lund

HEIA(Q) student representative



Comments from two students about their involvement

- As a graduate, I felt very welcomed and had many teachers approach me and got to have many more conversations with a variety of people. I think that if we weren't introduced, people wouldn't have approached us as much.
- As a graduate I was so honoured to be a part of this. Being recognised like this had so many benefits for us. Being introduced to everyone at the beginning of the conference allowed for really valuable networking with people able to approach us knowing exactly who we were. We felt so welcome because of this. Some of us have struggled with university and with our direction and passion. I know for those girls who have struggled, being recognised like this was so grounding and humbling. It really ignited our passion for the future entering into this wonderful profession. Something like this would never happen at a teacher conference in some other areas as there are far too many graduates and, therefore, it really highlighted the close-knit and caring home economics community.



2015 Queensland graduating home economics students at the HEIA(Q) 2015 state conference



Student Donna Jenkin introducing Michael McQueen



Student Sarah Campbell thanking Keynote speaker Michael McQueen



Student Rebekah Bray introducing keynote speaker Jayne-Ann Young



Student Lisa-Maree Thederan congratulating lucky door prize winner



Student Chevella Coward closing the conference

Presentation of the HEIA(Q) 2015 Dr Janet Reynolds Award

This year, HEIA(Q) awarded the Dr Janet Reynolds Award for service to HEIA(Q) to two longstanding members. The presentations were made at the opening ceremony of the 2015 state conference, *Home Economics Connected*, which was held on 1 August at the Brisbane Convention and Exhibition Centre.

The first award was presented to Denise McManus. Over a long period of time, HEIA(Q) and many of its members, including the Committee of Management, have benefitted from Denise's many fabulous skills and attributes, which include good management, great communication, the ability to provide good counsel to new and established members of the profession and, importantly, sincerity and friendship. Over the 12 years that Denise has been involved with the management of HEIA(Q) she has put these qualities to good use for the benefit of our members. For example, she was the Professional Development Coordinator for 12 years and in 2012, her last year as coordinator, she organised 28 workshops across 12 different regions. Apart from being an active member of three HEIA(Q) conference organising committees, Denise also initiated many new events for HEIA(Q), such as the very popular Student Textile Forums; Workshops on Wheels, in which delegates travelled, for example, to Maleny for a range of home economic-related experiences; and the inaugural retirees' high tea in 2012. Importantly, over these 12 years Denise has served on the Committee of Management, where she has provided wise and balanced judgment as to the best way for HEIA(Q) to move forward to meet the needs of members. Thank you Denise, for your tremendous contribution to HEIA(Q), for your incredible management and communication skills, your empathy and your friendship. HEIA(Q) is all the better for your involvement.

The second Service Award was presented to Cheryl Conroy. Cheryl has been a member of HEIA since January 1996, so has nearly 20 years of membership. After being an active member of the Queensland Association of Home Economics Teachers (QAHE), when HEIA(Q) and QAHE amalgamated, Cheryl became equally active in HEIA(Q). She took on the HEIA(Q) roles of Treasurer (1997-99), President (2000-04) and conference committee member (2006-07). For many years, Cheryl has represented HEIA(Q) on the King and Amy O'Malley Queensland selection panel and she also chaired the panel for several years. Cheryl has contributed articles to the HEIA(Q) newsletter and has always been willing to take on responsibilities at HEIA(Q) events. I am sure that you will agree that Cheryl is also a worthy recipient of a service award.

Kay York

President, HEIA(Q)

HEIA(Q) 2015 recipients of the HEIA(Q) Dr Janet Reynolds Award

Denise McManus

Denise McManus was a member of the Committee of Management of HEIA(Q) for 12 years. On joining she was asked to take the position of Convenor of the Professional Development Committee. She agreed and remained in this position for the next 12 years.

In the early years, this involved planning suitable workshops for the year, finding high-quality presenters and then liaising with the 12 regional coordinators about venues and dates for the workshops. At this time she also managed all registrations.

In the latter years, Denise worked towards making the position of professional development coordinator more manageable. In 2007-08, she documented the role, providing monitoring mechanisms and guidelines for others ready to take on the responsibility.

The Professional Development Committee also had responsibility for organising World Home Economics Day functions. With the assistance of her dedicated committee members, Denise ensured that these were enjoyable and successful occasions.

Denise organised other opportunities for professional development for members, such as the annual Workshop on Wheels, where the group would go on a day-long bus tour to various locations and engage in plenty of networking. Other one-off, whole-day practical workshops were another of her ventures.

Denise initiated the Student Textile Forums, which ran for several years and proved very popular with secondary school teachers and students. Guest speakers were sourced from tertiary institutions that offered fashion and textile courses. The lecturers were very keen to be involved and organised fashion parades, displays of coursework and student speakers. They gave the students an insight into the realities of the courses offered and the institutions an avenue to advertise their courses. Providing morning tea for over a hundred teenagers was no mean feat!

Also Denise was an active member of three conference organising committees. On those committees, Denise was always mindful to focus on what teachers needed from their conferences. She also took on a number of other responsibilities, such as following up suggested speakers, organising session chairpersons, organising the HEIA(Q) trade table and helping out on the registration desk.

As a member of the Committee of Management Denise frequently gave her assistance with HEIA(Q) events and activities. She took on the role of Minutes Secretary for HEIA(Q) to ease the load of the Secretary, keeping thorough and accurate minutes—essential references for future actions.

Importantly, over the 12 years that Denise was on the Committee of Management she provided wise and balanced judgment as to the best way for HEIA(Q) to move forward to meet the needs of members.

Even though Denise has retired from the Committee of Management, she is still involved with HEIA(Q) events. Every year she organises the retirees' high tea. This is an occasion where retired home economics teachers meet to renew acquaintanceship with previous colleagues. It has proved very popular and Denise now has a database of over 60 names for the event.



A word from Denise

I feel very honoured to receive this award. It is especially significant that it is the Dr Janet Reynolds Award, as I have such admiration and respect for Jan and remain in awe of all she does for HEIA and HEIA(Q). My service pales in comparison. However, it is a thrill to have one's efforts recognised in this way. Of course nothing is achieved alone. Many wonderful colleagues have encouraged, supported and assisted me along the way. I thank them sincerely. I am proud that I have been able to contribute in this small way to the continuation of my professional organisation and hence my profession.

Cheryl Conroy

Cheryl's passion for teaching began in primary school when not only did she want to take her teachers home but she would also plead with her mum not to make her stay home with the occasional childhood illness—never mind the contagious nature of chicken pox etc.!

This desire to become a teacher was reinforced at Innisfail State High School by two inspiring home economics teachers, who, no matter how many times a request for the creation of a new fashion item was put forward, were always ready to show her how to draft the latest designs. The excitement of this creative process was enhanced by the possession of her first Vogue pattern after they became available at the local haberdashery store. These were the days when Home Economics (two subjects: strands A and B) was the core of an otherwise traditional academic course of study. The students, all girls, lived and breathed the subjects and spent all their spare time from early in the morning completing the fantastic practical tasks that were loved by all.

Many graduates of this well-nurtured learning environment became home economics teachers. This required the girls to leave home and travel to Brisbane, spending many happy hours on the Sunlander—sometimes in un-air-conditioned carriages with no sleepers if they had been too late to book the free train travel provided by the teacher scholarship program. Cheryl enjoyed the support of a loving family who did everything to make sure her studies were enhanced in any way possible. She is also sure that her teachers' dedication and seeming inability to say no to her many requests for creative engagement shaped her philosophy to provide as many opportunities as possible for her students to enjoy and, as a consequence, develop the same passion for the subjects as she did.

Once at teachers' college, Cheryl developed many long-term friendships. She rekindled a lot of those relationships along the way through the fantastic opportunities enabled by a teaching career and involvement in professional associations. Along with many others, Cheryl was especially appreciative to have had Margo Miller as one of her textiles lecturers. Margo inspired many and was one of those lecturers who was always ready to grant special requests for help with the latest fashion project.

Cheryl's 40-year (so far) teaching career has taken her to Ravenshoe, Herberton, Dimbulah, Mareeba, Redcliffe, Pine Rivers and Dakabin, where she is currently Head of Department for Home Economics and Visual Art at Dakabin State High School.

For Cheryl some of the best parts of her career have been:

- the opportunity to nurture many students to not only become Home Economics teachers (two of these currently are part of her wonderful team) but also to follow pathways into the fashion industry, hospitality industry and other allied careers
- the amazing colleagues and special friends she has worked with from Australia and around the world
- the incredible experiences and social life of a country teacher—these were enhanced by the many British, American and Canadian teachers who were recruited to teach in Queensland when we had a serious shortage—and the fantastic relationships built with country families who included her as part of their family circles; many debut dresses, wedding cakes and dresses later, accompanied by boots full of farm produce to be made into tomato sauce etc.!
- the 'out of the blue' and unexpected statements of support and appreciation from past and current students and colleagues from around the state during both happy and sad times
- the long-term friendships she has developed
- the opportunities to be part of a variety of state syllabus and district project writing teams
- being a Teachers' Union and gender equity advocate.

Cheryl's involvement with home economics associations began as soon as she arrived at Redcliffe State High School, when she applied to join Queensland Association of Home Economics Teachers (QAHET) and was appointed secretary. Upon the amalgamation of the two associations, Cheryl began her involvement with HEIA(Q). During this very joyous involvement of 19 years, Cheryl served as:

- an advocate for Home Economics on many forums for HEIA and within schools
- President 2000-04
- Treasurer 1997-99
- a member of the Committee of Management
- a member of the conference committee
- an O'Malley Panel member and chair
- a contributor to the HEIA(Q) newsletter, *InForm*.

This involvement has enabled Cheryl to work with and develop friendships with many amazing people in Queensland and around Australia. Meeting the needs and wants of members and education authorities has often been challenging, but it has always been rewarding. Cheryl is constantly amazed at the great work that all our very competent home economics educators do to academically engage and develop strong relationships with their students.

A word from Cheryl

I would like to acknowledge the dedication and enthusiasm that all the past and current members of HEIA(Q) have demonstrated on behalf of their colleagues. I would also like to pass on my appreciation to Janet Reynolds, who constantly challenges us all to take our thinking to a higher level on behalf of our wonderful teaching area. The working lives of the committee members sometimes become seven-day-a-week opportunities to be fully engaged in all the wonderful and worthwhile elements that constitute home economics education.

I would also like to acknowledge my husband of 35 years, David, who has been my honorary Home Economist, supporting me in my every endeavour as a teacher and in my many duties as a member of HEIA.

Food and Agricultural Organization of the United Nations World Food Day 2015

World Food Day is held 16 October each year. 'Social Protection' has been chosen as the theme of this year's World Food Day (WFD) to highlight its importance in reducing rural poverty and granting access to food or means to buy food. Social protection can be defined as a range of solutions, often combined with others—such as work opportunities, provision of food, money and services—that are designed to support the vulnerable and help the poor in society move out of hunger and poverty.

WFD communication toolkit and promotional materials

www.fao.org/world-food-day/resources-2015/en/

This year's World Food Day communications toolkit provides materials and suggestions for informing and engaging the public in social protection related activities. Read through the texts provided in this section of the World Food Day website for key messages and tips. Use the promotional materials to increase awareness and understanding of the crucial importance of social protection in breaking the cycle of rural poverty. Share these materials with community institutions such as schools, local farmers' associations, and businesses. Make them available to local or national media outlets and government offices. Spread the word!

Student poster competition

www.fao.org/world-food-day/contest/2015/en/

The Food and Agriculture Organization (FAO) is organizing a student 2015 World Food Day (WFD) poster contest. It is one of the oldest FAO outreach projects involving students across the globe. Since its launch, the WFD poster contest has inspired thousands of children and young people to put their creativity and talents to work and figure out ways to fight poverty and hunger in their countries.

FAO has prepared a brief that includes background information, ideas and suggestions to familiarise teachers and students with the concept of social protection and help with the design of their posters. The brief has been developed in the form of Question and Answers and explains key concepts related to social protection. For convenience, this is reproduced below.

From HEIA(O)

Perhaps consider holding a school or regional World Food Day poster competition. We would love to publish what you do in the newsletter—please email the editor, Janet Reynolds, at janetrey@ozemail.com.au

Understanding social protection

www.fao.org/fileadmin/user_upload/wfd_contest/docs/Briefing_Note_for_Teachers_EN.pdf

1. I learnt that the theme of 2015 World Food Day Poster is 'Social Protection and agriculture: breaking the cycle of rural poverty', but what is social protection exactly?

When a poor household is in distress due to illness or an external shock or when a family doesn't earn enough to provide for its members, social protection helps to move the family out of poverty or prevent it falling into the cycle of poverty and hunger.

Social protection can therefore be described as a blend of policies, programs and interventions aimed at protecting poor and food insecure people or those who may be vulnerable to poverty and food insecurity. People are food insecure when they don't have regular access to sufficient nutritious food needed to lead active and healthy lives. Access to food not only depends on food availability but also on people's ability to produce or purchase food.

2. I understand, social protection can help poor and vulnerable people, but how?

Social protection translates into a variety of programs that provide financial or in-kind support to poor and vulnerable people in order to enhance their income, capacities and rights.

Social protection programs are broadly classified as follows:

- **Social assistance programs**

These programs distribute cash or vouchers or in-kind contributions to vulnerable families. In some cases, entitlement to aid, means that families need to fulfil specific requirements such as agreeing to send children to school and ensuring their education.

In other cases, families are entitled to the support without being obliged to follow any specific action or condition.

School feeding is a form of social assistance. Thanks to regular meals offered to schoolchildren, school feeding programs encourage children attendance while enhancing their diets—due to better calorie and macronutrient intake—and improving their ability to concentrate. In some cases the meal offered to schoolchildren is purchased from local farmers. This helps farmers earn additional income.

When social assistance programs are able to provide regular and reliable cash transfers, they also provide some security in the face of health contingencies or shocks of different nature. When households feel more secure, they are more likely to invest and improve their incomes. Social assistance programs can, therefore, prevent households from selling their assets or taking their children out of school as a strategy to cope with a shock of any nature—when a storm, for instance, hits their crops or livestock.

Social protection and agriculture: Breaking the cycle of rural poverty

Adapted from www.fao.org/world-food-day/home/en

- **Social insurance programs**

These programs are typically financed by contributions from employees, employers and from the state. In this scheme, people protect themselves against risks (sickness, accidents, etc.) by pooling resources with a larger number of similarly exposed individuals or households. Insurance programs address life cycle, employment and health contingencies.

- **Labour market programs**

These programs provide unemployment benefits, build skills, and enhance workers' productivity and employability.

3. Why is social protection so important?

Social protection is critical because it not only prevents people from going hungry in the short run, but also stimulates production and provides greater income stability in the longer-term, thus reducing food insecurity and poverty.

In 2013, for example, up to 150 million people worldwide were helped out of extreme poverty thanks to social protection programs.

4. I understand but what is the relation between Social Protection and Agriculture?

More than 75 percent of the extreme poor and chronically undernourished in developing countries live in rural areas. Agriculture is an important part of their livelihood.

However, most family farmers and agricultural workers face a variety of challenges—such as limited access to productive means, agricultural inputs and services—that make it hard for them to use agricultural production as a pathway out of poverty. In the absence of social protection, they may be forced to cope with the effects of a shock with measures that further increase their vulnerability or undermine their future income generation capacity. For example, they may have to sell livestock, or opt to grow crops that are more hardy but less remunerative.

Social protection programs can raise farm incomes, crop yields and livestock productivity. They are more effective when supported by complementary interventions such as support to soil improvements, resilient water management, better connectivity to markets and storage capacity, and access to higher-yield inputs.

5. Can you provide some concrete examples of programs that have been successful?

The Ethiopian Productive Safety Net Programme (PSNP) is a public works program that provides wage employment and uses this labour to build community assets and infrastructure. The program assists about 75 million people and is the largest safety net program in Sub-Saharan Africa after South Africa. The program facilitated the rehabilitation of over 167,000 hectares of land and 275,000 kilometres of stone and soil embankments and saw the planting of more than 900 million samplings. Participating households invested in livestock, with the impact stronger among households that participated for longer periods of time. The impact of the program was also stronger in those cases where households were targeted by agricultural support programs providing credit, tools, seeds, support to irrigation. The program lowered national poverty by about two percent and helped reduce the length of beneficiaries' hungry seasons by a third.

In Mexico, the Programa de Educación, Salud y Alimentación provides cash transfers to mothers in households living in extreme poverty in rural areas. Cash transfers are conditional on regular school attendance of their children and visits to health care centres. Today, the program reaches about 32.9 million individuals and is credited with having reduced poverty by about 10 percent, and the poverty gap¹ by about 30 percent in the span of two years. Recipients have also increased food expenditures, especially of fruits, vegetables and animal products. It is also considered to have been



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instrumental in reducing deficiencies in height-for-age, stunting and overweight, and in improving physical, cognitive and language development.

Through the years the program has been enriched with new components to ensure that families living in poverty continue to invest in their children's human capital development.

In many countries the positive experiences with large-scale programs that help the poor and vulnerable, have given impetus to a reassessment of the value and role of social protection in combating poverty and hunger.

1. How much money they would need to reach the poverty line.

Member profile

Derryn Acutt

My passion for Home Economics began at home, watching my mother cook and sew for me and my seven brothers and sisters. As we grew up on a small crop farm just outside of Gatton, Mum made all our clothes and school uniforms and cooked some amazing food. I enjoyed Home Economics at high school and turned my love of cooking and sewing into a career.

After graduating from Kelvin Grove Teachers' College, my teaching career began at Dysart State High School in 1984. Being a two-teacher department, I was fortunate enough to be able to teach both junior and senior Home Economics in my first year. This experience provided me with a broad grounding in this subject area. In those days, during their second year of teaching, teachers underwent an inspection by a home economics specialist before gaining full registration. Teacher inspection was a daunting experience, but at least those who passed knew that they had met the standards required to be a competent teacher.

In 1986, I transferred to North Rockhampton State High School. Teaching there holds many challenging and fond memories. I remember students back then having to wash up in plastic tubs with trays beside them. In 2013 the school was fortunate to secure funding for a trade centre. This centre provides first-class facilities that match hospitality industry standards. This is a true indication of how far our subject area has come in the past thirty years.

I had a short break from teaching to start a family. Not wanting a full-time job, I worked part time in retail, combining this with supply and contract teaching, which reignited my passion for education.

In 1994, I undertook a one-year contract with The Cathedral College (TCC) in Rockhampton. At the end of this contract I was offered a permanent teaching position, which I happily accepted. In 2015 I celebrated 20 years of commendable service to Catholic education. During those years, I have been Panel Chair, Regional Coordinator for HEIA(Q) and Academic Dean of Hospitality/Home Economics/Early Childhood.

From humble beginnings as a two-teacher department offering only sewing and cooking, our department currently consists of four teaching staff and one teacher aide and offers a wide range of subjects. TCC not only caters for academic students but also offers alternative educational pathways for students wishing to start a career straight from high school.

The hospitality and tourism industry has also grown over this time and students now see this as a viable and long-term career pathway. To address this trend, it was important that I update and improve my knowledge and skills to better accommodate the needs of TCC students in the ever-changing educational environment. I enrolled in several TAFE courses to upgrade my skills. Now Hospitality is entrenched as a subject in the school with multiple classes from Years 9 to 12, alongside traditional Home Economics in each year level. The textile side of our subject has also continued to grow strongly and we currently run a Fashion course in Year 10. We hope to continue this into Year 11 by offering the Fashion Subject Area Syllabus.

I have several students doing not only Hospitality and Home Economics but also Early Childhood Studies, giving them another career option. With both parents in many families needing to work to make ends meet and mothers returning to work earlier, many students see their future in childcare and even primary school teaching. I have always enjoyed taking the students to childcare centres, watching them implement the theory learnt during class



time and seeing them become responsible young adults in charge of young children. However, the highlight of the course has always been the baby simulators. Watching the girls and an ever-increasing number of boys cope with a screaming baby is always interesting.

Like many of you, I have a Year 7 class for the first time this year. The Year 7 cohort completes a term of studying both food and textiles. We are fortunate to have been allocated this time with them.

In Term 4 of 2015, work will commence on building two modern kitchens, fitted out with up-to-date commercial equipment, a restaurant and other facilities. An injection of \$3.25m into this project demonstrates the commitment of the Catholic Education Diocese of Rockhampton and Principal Rob Alexander to further enhancing educational outcomes for all TCC students in Hospitality and home economics subject areas.

The ultimate in job satisfaction, for me, is seeing students take the skills I have taught them and apply them as chefs, front-of-house staff, childcare workers, primary school teachers and home economics teachers.

These are very exciting times for us at The Cathedral College.

Derryn Acutt

The Cathedral College, Rockhampton
HEIA(Q) Rockhampton regional coordinator

Under Eights' Day at Springfield Central State High School 2015

Theme—The Voices of Children

As a new school, the establishment and development of potential partnerships in our local area is on the increase at Springfield Central State High School. So too is the availability of practical experiences for students of Early Childhood Practices (ECP). The school is lucky to be surrounded by three primary schools—Springfield Central State School, Good Shepherd Catholic Primary School and St Peters Lutheran College—all of which are within easy walking distance.

In 2014, Springfield Central State High School began developing new partnerships by providing classroom 'helpers' at the primary schools. Staff and students of Early Childhood Practices visited the schools each week in class time to help with reading groups, craft activities and completing a toy-building assignment with the students. Primarily, students went to St Peters Lutheran College each Thursday from 1.30 pm until 3 pm. The high school students were placed in each classroom from Kindergarten to Year 3 and were used by each classroom teacher as aides, similar to parent helpers. Teaching staff accompanied the students, monitored ECP students' performance from a distance and followed up performances via email and phone calls. The emphasis was on helping the primary school teachers and not creating extra work or being a burden. The administrators of all the primary schools were apprehensive about having a whole class of high school students in their schools at one time, but as the high school students became more and more useful, they were keen to have more 'helpers' and said, 'Yes', willingly when asked each term.

This year, the partnership has been strengthened by inviting the Year 1 students from all surrounding schools to Springfield Central State High School to participate in Under Eights' Day activities including a picnic. The day formed part of Early Childhood Australia (Queensland) Under Eights' Week, which ran 15-22 May 2015. Under Eights' Week provides an opportunity for children to learn through experiences that acknowledge the importance of supporting young children's rights. This year's theme—Voices of Children—Look, Listen, Hear and Respond!—encourages exploring the many ways children deliver messages and responding to them in the most appropriate and respectful ways. It is an opportunity to find ways of representing children's views about their community and the world they live in.



The day was based on assessment related to the Early Childhood Practices unit concerning physical development, which required all Year 12 students to design and run an activity that represented the Early Childhood Australia's theme 'Children's Voices'.

Some 140 Year 1 students participated in the activities in groups of 10, rotating through 10 different activities. Each Year 12 student was individually responsible for setting up and running one activity. Each Year 12 student was buddied up with a Year 11 student to mentor, preparing the Year 11s for their turn next year and making the event sustainable for the long term. Activities included using parachutes, musical chairs, Simon says, ball games, relay racing, mural painting and sack races. Each activity required the Year 1 students to use their voice in some way.

Alongside students from ECP, hospitality students catered for the event. They provided each Year 1 student with a sandwich, a muffin and piece of fruit. This activity helped Certificate 2 students work towards multiple competencies including 'Sandwiches' and 'Work with others'.

The day was well received by the participating schools and their students and the Springfield Central State High School senior students thoroughly enjoyed themselves.

Joanne Andrews

Home economics teacher
Springfield Central State High School

What's cooking in schools?

Canterbury College, Waterford

Oven-steamed fish with mixed roasted potato wedges

Preparation time: 15 minutes

Cooking time: 25-30 minutes

Makes: Two serves

Ingredients

- 1 cm piece fresh ginger, peeled and grated
- ½ garlic clove, crushed
- 1 teaspoon sweet chilli sauce
- 1 tablespoons reduced-salt soy sauce
- 2 fish fillets (basa or ling)
- 2 spring onions, thinly sliced
- 1 lemon, thinly sliced
- 1 sprig of lemon thyme (any dried herb will work)
- ½ sweet potato/kumara, washed and peeled
- 1 dutch cream potato, washed and peeled
- 1 teaspoon olive oil

A side of garden salad is optional when serving.

Nutritional information per serve:

Energy:	980 kJ
Calories:	234 cal
Protein:	19.7 g
Fat:	3.2 g
- saturated:	0.7 g
Carbohydrates:	28.7 g
- sugars:	1.7 g
Dietary fibre:	3.1 g
Sodium:	217 mg
Calcium:	157 mg

Method

1. Preheat oven to 220 °C.
 2. Line a baking tray with baking paper.
 3. Cut the potato and sweet potato in half then into 5cm wedges. Microwave for 3 minutes on high or boil in a pot of water for 15 minutes. Cool, pat dry and place on baking tray. Lightly coat with olive oil and sprinkle generously with lemon thyme and pepper.
 4. Place in the oven and bake for 15-20 minutes.
 5. Place ginger, garlic, sweet chilli sauce and soy sauce in a small bowl. Stir to combine.
 6. Cut two 40-cm lengths of foil and two 40-cm lengths of baking paper. Place a piece of baking paper on top of each piece of foil. Place one fish fillet in the centre of each piece of baking paper. Spoon over the marinade. Top with spring onions and lemon slices.
 7. Fold foil edges to encase fish and turn upwards to seal and form parcels. Place on a baking tray. Bake in the same oven as the wedges for 10-15 minutes or until the fish is just cooked through. Remember it will keep cooking in its parcel.
- Serve warm with a fresh garden salad or sautéed Asian greens.



Learning context— Year 10 Food and Textiles Studies

- Unit name:** Healthy Bodies, Healthy Communities
- Duration:** 9 weeks, 2 x 70-minute lessons per week
- Practical lesson:** 70 minutes

Essential learnings: Health and Physical Education—Knowledge and Understanding

Health

- Health outcomes are influenced by the interrelationships between health determinants.
- Healthy eating improves performance in all areas of life.

Relevant ways of working

- Trial actions and strategies.
- Examine risk and decide upon and apply safe practices.

Practical skills developed

- Steaming
- Baking
- Knife skills.

This recipe, a modern take on the somewhat unhealthy deep-fried fish and chips, fits into our Year 10 unit: Healthy Bodies, Healthy Communities. The aim of the unit is for students to gain an understanding of the current Australian climate of adolescent health and to be able to identify specific issues relating to young Australians. Throughout the unit, students investigate how effective current health promotion messages and preventative

health approaches are in improving the overall health and wellbeing of the community. Students examine what knowledge and skills teenagers need to improve their own health outcomes. Healthy fast food alternatives and food preparation methods are a key focus.

The learning experience is based around identifying foods that the students enjoy eating—typically junk food or fast food—then demonstrating that, through a simple alteration in either cooking method or portion size, those foods can be incorporated into a healthy, balanced diet. The school provides all ingredients and equipment for the students and this recipe can easily be prepped, cooked and the kitchen cleaned within a 70-minute lesson.

As teachers we find that many students are sceptical at first about eating steamed fish and baked chips instead of the better-known deep-fried version. However, once the aroma of the fish fill the kitchen and the wedges are out of the oven, most students are keen to try something new.



CANTERBURY
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Hot tips for graduates

At the beginning of the 2015 HEIA(Q) conference, all participants were invited to write some 'words of wisdom' for the new graduates. Thousands of thoughtful words were compiled and given to the graduates. What follows is just a small sample of the words shared, most of which relate to all teachers.

Work-life balance

- Remember to do your best at having a work-life balance.
- Enjoy your teaching.

Relationships with students

- Get to know your students well. Build relationships with them based on mutual respect.
- Show passion for the subject—it is infectious!
- Enjoy the opportunity to learn from the students while they are in your care. Time passes all too quickly. Enjoy. It's a great profession.
- Be positive and allow your students' abilities to be displayed through the work they do.
- Find a link with each student and enjoy the differences between them. By building relationships with them your behaviour management issues will decrease.
- Remember, you are the teacher, they are the students. You must draw a distinguishing line between you and the students. While you can be friendly, you are not their peer (even though the age difference may not be that much). Start out tough and then relax as your students begin to appreciate and respect you.

Working with colleagues

- Talk about your day to a small group of teacher friends; know the whole staffroom.
- My advice is to share all your recent, fresh ideas you have studied with your new department and dive in and become involved in everything Home Economics. Your enthusiasm and excitement is contagious and you will be inspiring to those of us who have been teaching for a while. All the best and congratulations again.
- Look after your team. We all need each other; we all have good and bad days and need to value each other's strengths (+ weaknesses). Nobody has it all together—even though it may look like that to you.

- People to get onside from day one include your head of department, cleaner, teacher's aide, janitor and tuckshop convener. They will all be a huge help in your first year.

Importance of Home Economics

- Believe in what home economics stands for and inspire your students to believe the same. We have a unique place in the curriculum and we need to keep that alive. Keep the students at the heart of what you do. They are our future. Keep abreast of what they are interested in, the way they think and what makes them tick. They are our best advocates. Keep it real!
- Always remember the importance of boys' involvement in Home Economics, right up to Year 12 level. We need male home economics students because we need male home economics teachers. Good luck for your futures.
- Stay positive and keep educating people about what home economics teachers do, including administrative staff and parents. Ask for help from HEIA(Q), other schools, heads of departments and network with those in your own and other home economics departments.

Behaviour management

- Always follow through with what you say to your students, so in the long run students will know that what you tell them will happen. They are more likely to behave. Have very strict classroom rules and always refer back to them. Make sure you don't agree to more than you can handle or you'll burn out.
- Remember behaviour management and know your school's processes. Stay organised and celebrate your successes, no matter how big or small.
- Your presence in the classroom is so important. Be strong—behaviour management is so important and having control of the classroom means that you can teach.
- When dealing with difficult students remember—unhappy people do unhappy things.

- Never give up on your students. You may be the only one that can make a difference. Challenging students can make you tear your hair out but they can be the most rewarding. Good luck!

Lesson preparation

- Be organised. Be passionate! Don't be afraid to ask for help. The profession is a supportive one—look around and someone will always lend a hand.
- Be confident and keep smiling! Know your technology. It will fail you at times, so have a backup plan.

Practicals

- Sometimes your demonstrations won't work even though you have done them 100 times before. Be quick with banter, as those students will bring it up forever! Have a laugh. It happens to us all.
- Cook your recipe before you demonstrate it, using the copy of the recipe you will give students.
- Not all students can afford to purchase ingredients for cookery. Try to find a way within your budget to allow them the discovery of cookery.
- Seventy-minute periods go quickly so don't overextend your known capabilities.
- Don't do too many functions—it is not your job.

First couple of years/general tips

- There are no mistakes—just first attempts.
- Enjoy the subject. Involve yourself. Remember to try to balance life and work (as it is all consuming). Students will challenge you every day. You need to find ways to inspire them to reach their potential and to maintain your integrity.
- Education is an evolving career. There will be times you feel frustrated. However, remember why you came into the profession. Feed your passion; allow time to look after yourself. Students first, program second.
- Maintain a sense of humour.
- The first term is tough. It is very hard going in the beginning but totally worth it. Make the most of every opportunity and don't take anything to heart. Sometime students will let you down but it's not personal. You will be amazing.

McCormick/HEIA 2015 Flavour Forecast Recipe Design Challenge

Still time to enter



There is still time to enter the 2015 Flavour Forecast Recipe Design Challenge, with entries open until Monday 26 October. Please contact Neredith Comrie at Neredith@marketmaker.com.au for a competition pack or for further information.

And for those schools currently underway with the competition, hopefully your students are enjoying the challenge.

There was fantastic feedback last year from schools that entered, with many teachers commenting on the increased knowledge and awareness of flavours gained by students. It certainly sparked some creativity and passion for food and flavours within the classroom. And this year's themes and flavours are tipped to be equally inspiring.

Last year, a Queensland school, Morayfield State High School, took out the top honours. Can a Queensland school do it again?

And while the learnings and experiences of the Flavour Forecast Challenge are invaluable, don't forget there are some amazing prizes for your school and your students. Excitingly, this year's challenge has prizes worth over \$12,000, including a national prize of a \$2,000 voucher for the winning school from the Chef's hat and a HEIA one-year school membership (for up to six teachers). In addition, the winning group in each state will receive an amazing pack of Tupperware products and McCormick herbs and spices, valued at \$1,999.

And of course, all participants will receive a certificate of participation.



School profile

Earnshaw State College

Earnshaw State College is a P-12 college located in Banyo, a growing business district situated within the Brisbane Airport Development Precinct. The college was established in 2003 as a result of a merger between Nudgee State School and Banyo State High School. Although quite a young school, Earnshaw State College has continued to grow in numbers since its opening and currently has over 700 enrolled.

Despite being a smaller school, the college offers a diverse number of subjects for students to provide them with opportunities both within the school and in the wider community. The college is well known for its business partnerships with local organisations, which are further strengthened by a partnership with the Beacon Foundation. The school also enjoys a close relationship with the local university, Australian Catholic University, where our senior students can apply to begin their university subjects in Years 11 and 12. These partnerships strengthen teaching and learning across the college, providing industry knowledge and experience on a range of subject areas.

While the focus of the curriculum at Earnshaw State College is centred on the development of numeracy and literacy skills, elective subjects are also highly valued, resulting in a range of unique learning experiences for students. Home Economics has remained a highly valued and popular subject amongst students at the college, with numbers increasing every year.

Home economics staff

Currently, the Home Economics department at Earnshaw State College consists of one teacher, Tiarni Twyford, and one very committed teacher aide, Sally Baguley. While Tiarni only started at the college this year, Sally has worked at the school for a number of years, alongside a number of committed home economics teachers who made the department thrive. As numbers within the school continue to grow, it is expected that the department will grow with them. Many of the junior classes are already at capacity.

The Home Economics curriculum

Home Economics at Earnshaw State College is currently studied from Year 7 to Year 10. In Year 11 and Year 12 both Hospitality Studies and Hospitality Practices are offered.

Years 7-10

In Year 7 and Year 8, students complete eight-week rotations across a range of subjects, with both food and textiles being taught over the course of two years.

In Year 9, students may choose the elective Home Economics, in which they have two lessons per week for the duration of the year. Over this time, they complete three units of work—Yummies for our Tummies, Sew in Fashion, and Food and Fashion for Thought. In these units, students learn about healthy food choices through the Australian Guide to Healthy Eating, how to use a commercial pattern for sewing, basic fixing and mending skills, and how to make sustainable and ethical food and fashion choices.

Year 10 Home Economics combines Home Economics with Hospitality, with students spending the first half of the year completing a Certificate I in Hospitality and the second half completing two units—You are What You Wear and Life Beyond School. These units build on courses studied in Year 9 and allow students to choose their own patterns for sewing, based on their skills and abilities. The final Home Economics unit deals with the implications of living out of home and enables students to gain skills in planning, budgeting, communicating and evaluating.

Years 11/12

Years 11/12 Hospitality offers students both an OP and a non-OP pathway, with similar units studied in both subjects over the course of two years. Students in both subjects work together on events, alternating front- and back-of-house roles. Over the two years, students study four units—International Cuisine, Formal Food, Café Culture and Celebrity Food.



What is great about Home Economics at Earnshaw State College

One of the great things about Home Economics at Earnshaw State College is the passion that students have for the subject area. Although it is a small department, all Year 9 and Year 10 classes are full. Students at these year levels are particularly passionate about cooking healthy family meals—and eating them, of course! The senior students also love using the school's Icafe as this gives them an excellent opportunity to showcase their skills to other students and parents in the school community. It also enables them to generate profits that are used to buy further resources for the department.

What is so valuable about Home Economics at Earnshaw State College is the distinct link it provides between school and career pathways, with many of our students going on to work within the food, textiles and family services industries, based on their experiences in the subject at school. As teachers, it is very rewarding to see the differences we can make. We would love to have a larger department at Earnshaw so that more students can have the opportunity to partake in such a valuable subject.



Australian Curriculum: Endorsed and improved

Media release from the Australian Curriculum, Assessment and Reporting Authority, 8 September 2015

Today the Education Council has endorsed Australian Curriculum in eight learning areas.

The Australian Curriculum that was endorsed includes:

- the revised Foundation-Year 10 Australian Curriculum: English, Mathematics, Science, Humanities and Social Sciences, The Arts, Technologies and Health and Physical Education
- Foundation-Year 10 Australian Curriculum: Languages for Arabic, Chinese, French, German, Indonesian, Italian, Japanese, Korean, Modern Greek, Spanish and Vietnamese
- Australian Curriculum: Work Studies, Years 9-10 (an optional subject designed to ready young people for work).

Revisions have been made to previously available Australian Curriculum to make the curriculum easier to manage, particularly for primary schools, simplify the curriculum's presentation and strengthen the focus on literacy.

For over two decades, Australia has been moving towards a national approach to schooling, including a national curriculum. After all this time, and through collaborative efforts led by the Australian Curriculum, Assessment and Reporting Authority (ACARA) and involving all Australian states and territories, the first truly Australian Curriculum is now available for use in Australian schools.

It is a national curriculum built on the best state and territory curricula and shaped by comparison with the best from overseas.

But curriculum is only one part of the story of school learning. The Australian Curriculum does not specify how content must be taught. Schools and teachers have flexibility to make decisions about how they teach the curriculum in accordance with the needs of their students, the requirements of their school and local curriculum authorities.

Robert Randall, ACARA CEO, said today, "I welcome today's endorsement of the Australian Curriculum by the Education Council. It is too early yet to see the true benefits of the national curriculum, but I am confident that young people and the nation are better off as a result of the work done by tens of thousands of people during the last few years. The Australian Curriculum, along with ACARA's national assessment and reporting programs, are foundations for improving learning outcomes for all young Australians, regardless of where they live or the socio-educational advantages or disadvantage they may have".

From late October, the newly endorsed Foundation-Year 10 Australian Curriculum: English, Mathematics, Science, Humanities and Social Sciences, The Arts, Technologies, Health and Physical Education; the eleven Foundation to Year 10 Australian Curriculum for Languages and the Australian Curriculum: Work Studies, Years 9-10 will be made available on the Australian Curriculum website as version 8.0. Further information will be provided at that time.

Comment from Dr Janet Reynolds, Convener HEIA Education Standing Committee

It is great news that the Health and Physical Education (HPE) and Design and Technologies curricula have finally been approved. As soon as the specific changes for HPE and for Design and Technologies are made available, HEIA(Q) will inform members of the changes. This will probably be late October. But in the meantime, please be sure to keep advocating for the contribution of Home Economics to both of these learning areas.

If you are not already doing this, please consider strengthening your work in respectful relationships through the HPE learning area as a means of working towards violence prevention. Supporting resources are now starting to appear on the website—see, for example, the Victorian Department of Education and Training website for Respectful Relationships Education at www.education.vic.gov.au/school/teachers/health/Pages/respectrel.aspx, providing teaching and learning activities planned around key themes of gender, power, violence and respect. With a discipline base that has as its focus the wellbeing of individuals and families, surely the home economics teaching profession must play its part in an era of unprecedented domestic violence?



Why are we showing you photographs of Melbourne?



Did you guess? Melbourne is the venue for the next HEIA national conference in January 2017



heia(Q) Diary Dates

 16 OCTOBER 2015

WORLD FOOD DAY

www.fao.org/world-food-day/home/en/

 17 OCTOBER 2015

**HEIA(Q) WORLD FOOD DAY FOOD
DISCOVERY TOUR**

10 am - 1.30 pm

Sunnybank Plaza

Corner of Mains Road and McCullough Street, Sunnybank

Contact: Tessa Lund tessalund07@gmail.com

 30 NOVEMBER 2015

HEIA(Q) REGIONAL WORKSHOPS

*Workshop 1: Assessment of Year 7-10 student work in the
context of the Australian Curriculum*

and

*Workshop 2: Connecting Year 7-10 students with inquiry
processes and multimodal assessment techniques*

8.45 am - 3.15 pm

Mackay North State High School

Valley Street, Mackay North