

# *inform*

Newsletter of the Home Economics  
Institute of Australia (Qld) Inc.  
**September 2019**



Once again, this edition of *InForm* brings to the fore all the exciting things happening in the Queensland home economics professional community. Every year at this time we honour our peers with a range of awards for professional achievement. This year is no different—the newsletter reports on awards made to five members. Congratulations to each and every one of you. This edition also showcases HEIA(Q)'s major professional-development event for the year—the state conference, which was attended by nearly 350 delegates—as well as what has been happening in the regional professional-development program. The reports of these events are complemented by news about our members, and details of the upcoming HEIA 2020 national conference and the recently released revision of *Fashion for the Sun*, now available as an online resource. Please enjoy!

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# Contents

From the President	2
NESLI Scholarships	3
Dr Janet Reynolds Award: Awarded to Derryn Acutt	4
Teacher Excellence Award	5
Welcome to the 2019 Queensland home economics graduating students	6
HEIA(Q) Member profile—Nikki Boswell	7
<i>Nutrition—The inside story 3rd Edition</i> to be released soon	8
HEIA 2020 national conference Home Economics: Igniting critical agendas	10
HEIA(Q) Retirees High Tea	12
HEIA(Q) 2019 state conference	12
A STEAMD approach to Fashion & Textiles	18
Welcome to the new, updated and online <i>Fashion for the Sun</i>	19
Wool4School 2019 Winners	22
HEIA(Q) 2019 Regional Professional Development Program	23
Diary Dates	Back cover

# From the President

It seems that the months have flown since the last issue of *InForm*, yet within that time, so many things have happened! One of the key events for HEIA(Q) in that time was our state conference.

For those who were at the conference, thank you for attending and for working collectively to build the capacity of our professional body. It was wonderful to greet you and to meet so many of you, both new and familiar faces. I appreciated sharing experiences with you, celebrating our successes and discussing ways to move forward. It was exciting also to welcome the graduating students to our fold during the opening ceremony and to share learning opportunities with them throughout the day. I wish them all the best in their futures as they venture into the realm of Home Economics education.

The conference program was crafted to provide a variety of valuable learning opportunities for all delegates. I sincerely hope it was a rewarding professional learning experience for you and that you had ample opportunities to network, along with moments of being challenged, flashes of inspiration and connection, chances to have fun and opportunities to grow. Thank you to all the fabulous presenters and to our two keynote speakers. HEIA(Q) and the conference delegates very much appreciated the time, thought and effort that all of you applied to designing and delivering your engaging presentations. Thank you also to everyone who assisted in organising and running the conference, no matter the task. It is a great strength of our organisation that we can work altruistically as one big team in this way.

Without a few key organisers, the conference would not have come to fruition. Thank you to the team at Expert Events for facilitating a smoothly run conference and for supporting the conference organising committee. I would also like to acknowledge the tireless work of the committee – convenor Ngaire Mayo, Lyn McErlean, Michelle Harris, Janet Reynolds and Sue Smith. Without their foresight and leadership, the conference would not have been the success that feedback from delegates indicated it to be.

I noted at the conclusion of the conference that next year HEIA(Q) will not hold a state conference. Instead we will host the 2020 HEIA national conference at the Brisbane Convention & Exhibition Centre from 28 to 30 September,



coinciding with Queensland school holidays. This is shaping up to be a fantastic conference, so make sure you make arrangements to engage in this not-to-be-missed national event. If you have never attended a HEIA national conference, 2020 is the year to do so! Be sure to take advantage of fantastic networking opportunities and plethora of academic and social activities on offer to conference delegates.

As we venture through the remainder of 2019, there is still one regional workshop on offer. This year's program has received outstanding feedback from attendees at all sessions. If you are yet to enrol in this final session, register now to avoid disappointment. Soon the committee will be making plans for our 2020 program. We strive to ensure the program is responsive to member needs, so, if you have any suggestions, please let us know.

For those engaging with the redeveloped senior syllabuses, I acknowledge the great effort and shifts in practices required to work towards endorsement and developing units, assessments and study plans. We have a fantastic professional community that is always willing to go above and beyond to help colleagues—please ensure you reach out to others if you need help. I also recommend that those involved with the General syllabuses consider applying for the confirmer positions that have been advertised by the Queensland Curriculum and Assessment Authority (QCAA). Speaking from experience, engaging in QCAA assessor roles builds capacity and provides invaluable professional learning opportunities.

Along with the HEIA(Q) Committee of Management, I look forward to continuing to support your professional needs as we surge forward. Please do not hesitate to contact any of us should you need assistance or have suggestions for improvements to our member services.

**Rosie Sciacca**  
President, HEIA(Q)



NESLI winners R-L Tina Sketchley (NT), Ngaire Mayo

Between the two programs, NESLI awarded nine scholarships to HEIA members across Australia—one full scholarship (valued at \$4609) and four partial scholarships (\$2000 each) for the Advanced Leadership Program; and one full scholarship (\$3069) and three partial scholarships (\$1500 each) for the Middle Leaders Program.

Three of these nine scholarship winners were from Queensland, including the recipient of the full Advanced Leadership Program scholarship. HEIA(Q) is proud to have the efforts of its members acknowledged in this way. The successful Queensland candidates who were announced, introduced and celebrated at the HEIA(Q) state conference were:

# NESLI Scholarships

In 2019, HEIA continued its partnership with the National Excellence in School Leadership Initiative (NESLI), which offered full and partial scholarships for HEIA women to undertake leadership development. This year, NESLI expanded its program options, offering scholarships for two of their programs: the Advanced Leadership Program, for those wanting to transition to senior leadership, and the Middle Leaders Program, aimed at those seeking middle-leadership opportunities.



(Qld) and Nikki Boswell (Qld) with HEIA President Kay York



NESLI winner Tina Sketchley (2nd from right) with her colleagues from the Northern Territory

## NESLI Advanced Leadership Program—HEIA(Q) scholarship recipients

- Full Scholarship: Nikki Boswell from Hervey Bay State High School
- Partial Scholarships:
  - Ngaire Mayo from Woodcrest State College
  - Danielle Gibson from Coolum Beach Christian College (unfortunately, Danielle could not attend the conference).

The significant contingent from HEIA(NT) who attended the conference celebrated their member Tina Sketchley from Darwin State High School being awarded a partial scholarship for the Middle Leaders Program.

The awards made to other scholarship recipients will be acknowledged in celebrations organised by their respective divisions.

Thank you to NESLI for continuing to provide opportunities for powerful and effective leadership professional development opportunities for HEIA women members. Congratulations to all scholarship winners. We trust you will find participating in the NESLI programs valuable and look forward to hearing about how the opportunities have supported your leadership journeys.

# Dr Janet Reynolds Award: Awarded to Derryn Acutt

The Dr Janet Reynolds Service Award is made to acknowledge outstanding service to the Queensland division of the Home Economics Institute of Australia over a considerable period of time. The 2019 award was presented to Derryn Acutt of The Cathedral College in Rockhampton, in front of over 350 of her peers at the HEIA(Q) state conference.

Derryn Acutt has taught at The Cathedral College in Rockhampton since 1995. Whilst at the college, Derryn has held various positions such as Dean of Technology and Academic Dean (Hospitality). In the broader community she has been a panellist and then chair of the Home Economics Rockhampton District Review panel and Regional Representative for round five of accreditation for Early Childhood school programs.

But the Dr Janet Reynolds Award is for outstanding service to HEIA(Q) over a period of time, and that is what was celebrated at the conference. In her role of Rockhampton Regional Co-ordinator for the HEIA(Q) Professional Development Program, Derryn has made a significant contribution to our members' ongoing professional development. She has held this role for a substantial period—15 years or so—and is recognised not only for the length of time in the role but also for the aplomb with which she has carried out this role. We recognise the huge commitment that this has been, thank you Derryn.

Those who have presented at or participated in workshops organised by Derryn have experienced first hand the expertise with which she carries out her role. From the perspectives of participants, presenters and the professional development committee, Derryn is known for her extremely efficient, calm and professional way of operating. Thanks to her efforts, professional development in Rockhampton has all just happened so smoothly. HEIA(Q) concurs with her colleagues' comments that her no-fuss way of dealing with matters really drives things—in a good way—and that her attention to detail makes her a great coordinator. HEIA(Q) wholeheartedly endorses the comment made by another of Derryn's colleagues, who said that she is super organised!

With this approach, Derryn has actively embraced the new ideas presented in the regional workshop programs and enthusiastically supported the entire program. She was one of the first to pioneer holding an HEIA(Q) regional full-day workshop on a weekday, rather than on a Saturday. In the first year of this initiative, participant numbers went through the roof and they have never looked back. Rockhampton workshops are now firmly scheduled as a weekday program—as are those for Mackay and Townsville.

Sadly, after more than 15 years of service Derryn is leaving the Rockhampton Regional Co-ordinator for the HEIA(Q) Professional Development Program this year. While we are sad to lose Derryn's expertise in this role, we are happy to honour her with the Dr Janet Reynolds Award for outstanding service to HEIA(Q) in her last year in it. Congratulations Derryn and thank you for all that you have done!



*Derryn Acutt responding to the announcement of her award with HEIA(Q) President Rosemarie Sciacca (R) and Dr Janet Reynolds*

# Teacher Excellence Award



Romana Wallace (L) with colleague Karen Cridland

Each year, HEIA(Q) calls for peer nominations of practising teachers who have consistently demonstrated excellence in teaching Home Economics and its related subject areas. Such excellence might be demonstrated across a range of activities, including teaching practice, curriculum development, student success, and professional contributions and activities.

Successful nominees are decided by a HEIA(Q) subcommittee on the basis of peer nominations that must address at least two of the following criteria:

1. demonstrated ability of the nominee to implement high-quality and/or innovative teaching practice to ensure maximum learning outcomes within a context of Home Economics
2. development of high-quality and/or innovative curriculum within a school-based environment—this could include the development of programs that relate to syllabus documents, work programs or a contribution to syllabus development
3. contribution to professional activities by developing, facilitating or being involved in the implementation of professional development opportunities for colleagues.

This year, the recipient of the HEIA(Q) 2019 Teacher Excellence Award is Romana Wallace from Mackay North State High School. Romana was recognised for excellence in her profession by more than 350 delegates as part of the opening ceremony of the HEIA(Q) state conference on 10 August 2019.

Romana is not only a curriculum leader within Home Economics, but also across other subjects at her school. She actively seeks out new subject offerings to meet the needs of students and is a trailblazer within her school, mentoring her colleagues to align their teaching practices with the school's pedagogical model.

As Head of the Home Economics Department, Romana has taught, contributed to the review of and prepared units of work across the gamut of subjects under her supervision. She is a driver both in her school and her district for the development of high-quality programs and resources. Romana is the person people turn to for help and she often reaches out to beginning teachers in remote schools within her district to share resources with them and provide support.

Romana has been a long-term HEIA(Q) Regional Co-ordinator for the Mackay region and is well known for her engaging presentations and excellent organisational skills. She is a colleague who leads with her heart, always considering what is best for her students and her staff. Congratulations Romana!

# Welcome to the 2019 Queensland home economics graduating students

As has been the tradition for many years, the graduating students were introduced to the profession at the opening ceremony of the HEIA(Q) state conference on Saturday 10 August 2019. Nine home economics students will graduate from Central Queensland University this year, with three of them attending the HEIA(Q) 2019 conference. President Rosemarie Sciacca welcomed all nine graduands to the profession and invited graduands Lucy Botton, Georgia Holden and Phoebe Hanau to the stage. The graduands stood tall and proud as Rosie welcomed them to the profession. Graduand Georgia Holden responded on behalf of the students.

Congratulations to all graduands. HEIA(Q) wishes you a very warm welcome to the profession.



*Graduand Georgia Holden responding to the graduands' welcome on behalf of the graduands*



*Graduands (L-R) Georgia Holden, Lucy Botton, and Phoebe Hanau*

# HEIA(Q) Member profile—Nikki Boswell

Hi, my name is Nikki Boswell. I am new to the HEIA(Q) committee this year, although I have been a member of HEIA(Q) since 2015, at which time I was the editor of the national HEIA digital newsletter.

I completed my Home Economics teacher training at Central Queensland University in 2016, so I am pretty fresh faced in terms of my teaching career.

Prior to teaching I worked as a public health nutritionist, after completing a master's degree at Deakin University.

More recently I completed a PhD through the Children's Nutrition Research Centre at The University of Queensland. My research looked at children's eating behaviours and weight status within the family food environment (please see the text box for more information). Recently, the *Journal of the Home Economics Institute of Australia* published an article that I wrote related to my PhD work.

The core philosophies of my PhD are well entrenched with those of home economics, wherein the family environment is pivotal to the holistic health and wellbeing of children.

From this perspective, moving into the home economics profession was a natural career progression, as it is important to me that children are given the opportunity to develop food-literacy skills and self-efficacy, and have the capacity to act as advocates in attaining health and wellbeing for themselves and their communities. As I teach in a lower socio-economic area of regional Queensland, these skills are particularly important for my students, which makes this aspect of my career very rewarding.

When I am not planning lessons or driving my three children to various after-school activities, I love spending time at the beach. I have been involved with the Public Health Association and Health Promotion Association for many years. I look forward to making similarly rewarding and useful contributions to HEIA(Q) as a committee member.

## Thesis title:

**The family food environment and its relationship with eating behaviours in Early Childhood (2.0–5.0 years) and the implications for obesity development**

**Background and Method:** The family food environment is the central context in which young children learn to negotiate eating occasions and to develop sociocultural understandings of food. This thesis conducted two cross-sectional surveys to develop a comprehensive understanding of the array of variables conceptualised within the family food environment which, individually and collectively, interact with children's eating behaviours to contribute to obesity status.

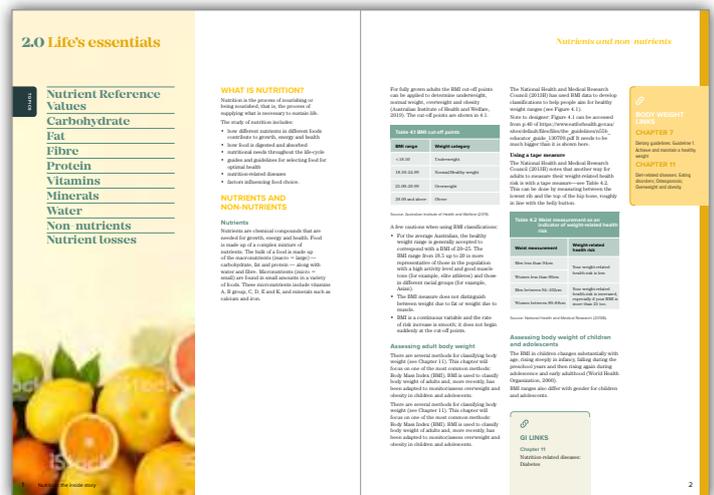
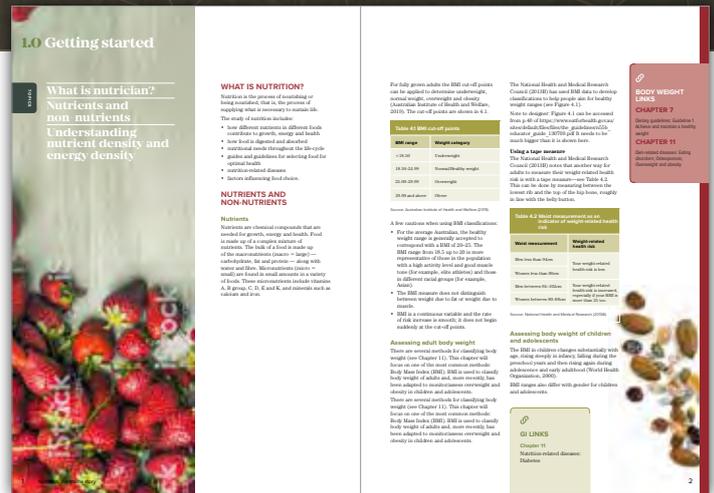
**Results and Discussion:** While the family food environment (FFE) of Australian children from survey 1 (n=977) can generally be considered conducive to healthful behaviours, differences in FFE were seen to relate to variations in children's eating behaviours and obesity status. Furthermore, differences in eating behaviours were seen based on psychosocial and demographic factors, which may assist to explain differing rates of obesity among subpopulation groups. Recognising and understanding differences in FFE and the influence these differences have on children's eating behaviours provides valuable information from which childhood obesity can be addressed. Parents' use of nonresponsive feeding strategies, poor nutrition-related beliefs and insufficient food-utilisation skills were prominent factors within the FFE that related to obesogenic eating behaviours in children. Future obesity-prevention initiatives that target these variables are likely to be beneficial in supporting healthful eating behaviours that reduce obesity risk. In targeting such eating behaviours, parents from survey 2 (n=310) appeared more inclined to engage with child-feeding interventions that frame core messages around fussy eating behaviours, as opposed to dealing with obesity directly. Barriers such as lack of time and money, and child tantrums should be addressed in future child-feeding interventions. While technology-based interventions seem well accepted by parents, face-to-face components still hold appeal, particularly among lesser-educated parents.



**Conclusion:** In addressing the major aims of this thesis, a comprehensive understanding of the role of the FFE in shaping children's eating behaviours and obesity status in early childhood has been established. These findings have important applications in the public health sector by suggesting that attention on obesity prevention extends beyond the current focus on *what* children are fed but to also encompass *how* children are fed within the context of the FFE.

# 3rd Edition to be released soon

HEIA is proud to announce that its third edition of *Nutrition—The inside story* will be released at the end of 2019/beginning of 2020. After repeated requests for an updated edition we can now say that it is on its way.



While most of the chapter titles will remain the same, the third edition has been significantly updated, taking into account:

- the 2013 Australian Dietary Guidelines
- the 2009 Australian Physical Activity Guidelines
- the Australian Bureau of Statistics 2017-18 *National Health Survey* report and related statistics
- the Australian Institute of Health and Welfare report, *Australia's health 2018*.
- The National Heart Foundation of Australia's 2019 release on heart healthy diets

And lots more besides.

Many of the chapters, or sections of chapters, have been reviewed by organisations such as Cancer Council Australia, Collective for Action on Obesity, National Heart Foundation of Australia, Eating Disorders Victoria, Osteoporosis Australia, Diabetes Queensland, Meat and Livestock Australia, Australian Eggs, Australian Oilseeds Federation, Foundation for Alcohol Research and Education, Grains and Legumes Nutrition Council, Fisheries Research and Development Corporation, as well as individuals from universities and private practice. As such, the content, latest research and language used in relation to a number of nutrition-related topics have all been updated.

Aimed primarily at Years 10-12 students and suitable for first year undergraduate students, as with the first two editions, it is anticipated that the book will be popular with anyone who has an interest in food and nutrition. As one of the reference committee notes: 'It is so stylish and apart from using it as a student 'must-have' text, it will be an excellent coffee table book in my home'.



### 3.0 Digestion

#### Overview

#### The digestive tract

#### What happens in the mouth?

#### What happens in the stomach?

#### What happens in the small intestine?

#### What happens in the large intestine?

#### Summary of where nutrients are digested and absorbed

#### WHAT IS NUTRITION?

Nutrition is the process of obtaining food and using its energy and nutrients to support life. The study of nutrition includes:

- how different nutrients are absorbed into the body
- how food is digested and absorbed
- nutrients and their role in the body
- how the body uses nutrients to support life
- how nutrients are absorbed into the body
- how nutrients are used in the body

#### NUTRIENTS AND NON-NUTRIENTS

#### Nutrients

Nutrients are chemical compounds that are needed for growth, energy and health. They are divided into two main groups: macromolecules (protein, lipid, carbohydrate, fat and glycogen) and micronutrients (vitamin and mineral). Nutrients are absorbed into the body through the digestive tract. The body uses nutrients to support life. Nutrients are absorbed into the body through the digestive tract. The body uses nutrients to support life.

#### GI LINKS

Chapter 11: Nutrition and Health  
Chapter 12: Diet and Health

#### Body weight

Body weight is a measure of the mass of the body. It is determined by the amount of muscle, fat, bone and other tissues in the body. Body weight is an important indicator of health and fitness. It is used to assess the risk of chronic diseases such as obesity, diabetes and heart disease. Body weight is also used to determine the appropriate dosage of medications and to monitor the progress of weight loss programs.

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#### GI LINKS

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Chapter 12: Diet and Health

### 4.0 Energy, body weight, physical activity and fat diets

#### Body weight

#### Energy in and energy out

#### Weight loss

#### Bulking

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#### GI LINKS

Chapter 11: Nutrition and Health  
Chapter 12: Diet and Health

#### Food labelling requirements

#### Exemptions from the food labelling laws

#### Nutrition content and health claims

#### The Health Star Rating system

#### The Heart Foundation Tick

#### Food labelling requirements

Food labelling requirements are designed to provide consumers with information about the nutritional content of food products. This information is used to make informed choices about what to eat. Food labelling requirements include:

- Nutrient content: Energy, protein, fat, carbohydrate, fibre, sodium, potassium, calcium, iron, zinc, vitamins A, B1, B2, B6, B12, C, D, E, K, and folate.
- Health claims: Claims that a food product has a beneficial effect on health, such as 'low fat', 'high fibre', or 'heart healthy'.
- Nutrition content: Information about the amount of nutrients in a food product, such as '100% whole grain' or 'no added sugar'.
- Health Star Rating: A system of ratings that indicates the overall nutritional quality of a food product.
- Heart Foundation Tick: A logo that indicates that a food product is heart healthy.

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#### GI LINKS

Chapter 11: Nutrition and Health  
Chapter 12: Diet and Health

## What is in it?

As already noted, the chapters will essentially remain the same as the ones that were so well received in the 2003 and 2008 editions. A reference committee comprising practising curriculum officers, teachers and nutritionists reviewed each chapter and advised on what should stay, what should go and what new material needed to be added. The chapters are:

1. *Getting started*—Nutrients and non-nutrients; Understanding energy density and nutrient density
2. *Life's essentials: Nutrients and non-nutrients*
3. *Digestion*, with the latest on the gut biome, resistant fibres and fermentable oligosaccharides, disaccharides, monosaccharides and polyols (FODMAPs)
4. *Body weight*, with a much more expansive section on bulking
5. *Foods in Australia*, now reflecting the latest research on, for example, seafood, red meat, eggs, fats and vegetables
6. *Food labelling*, reflecting revised regulations related to country of origin labelling and the Health Star Rating system
7. *Dietary guidelines*—a totally new chapter reflecting not only the latest *Australian Dietary Guidelines* but also the research and statistics on how Australians are meeting the guidelines
8. *Tools for food selection*, with the revised *Australian Guide to Healthy Eating* taking centre stage, and two alternative versions for specific groups also being showcased, along with new tools such as the Health Star Rating system
9. *Mealtime snippets*
10. *Special needs*
11. *Diet-related diseases*—with the assistance of academics, consultants and a number of government and non-government organisations, this chapter now has comprehensive coverage from A to O, alcohol-related abuse to overweight and obesity
12. *Factors influencing food choices*
13. *Food processing*
14. *Sustainable food futures*.

## Cost

With school budgets being prepared for 2020, now is the time to set aside money for this much-anticipated text. HEIA does not have a set price but plan for about \$65–\$70. The exact price will be released later in the year.

These layouts are indicative concepts only and will vary from the actual final book.

# 2020 National Conference

28-30 <sup>Sept</sup> Brisbane Convention & Exhibition Centre 

home economics

*Speak out*

*Get fired up!*

# igniting critical agendas

*Critical agendas*

*Keynote speakers*

*Site visits*

*Pre- and post-conference hands-on workshops*



When this newsletter arrives in your mailbox, it will be less than 12 months until the HEIA national conference heads to Brisbane. While a HEIA Steering Committee and a HEIA Academic Committee are managing the big-picture items such as the date, venue, registration fees, sponsorship and, of course, the academic program, a Host Committee and a Welcome Reception Committee are in full swing with their efforts to make the conference a memorable occasion for all delegates.

Although HEIA(Q) has a one-day conference annually, the three-day national conference will allow for a host of additional features such as a welcome reception, afternoon site visits, practical pre- and post-conference workshops, pre- and post-conference tours, a conference dinner—and much more.

The HEIA(Q) Host Committee has met and is all fired up to make HEIA 2020 the best show in town. And we hope that Brisbane Riverfire will light up the skies to set the scene on the Saturday night prior to the conference starting on the Monday.



## Conference registration

### Registration will open on Monday 10 February 2020

Registration fees are based on the **date of receipt of payment** (not the registration date). All amounts are in Australian dollars and are inclusive of GST.

Registration type		Early bird (up to Friday 19 June 2020)	Standard (from Saturday 20 June 2020)
Full 3-day registration	HEIA member	\$740	\$880
	HEIA member: full-time student/not-in-paid employment	\$620	\$740
	Non-member	\$870	\$990
Day delegate, per day	Non-member full-time student/not in paid employment	\$740	\$890
	HEIA member	\$290	\$350
	HEIA member: full-time student/not in paid employment	\$230	\$280
	Non-member	\$380	\$450
	Non-member full-time student/ not in paid employment	\$290	\$350

Payment at the **early-bird rate** must be received by **Friday 19 June 2020**, otherwise standard fees will apply.

### Entitlements

#### Full registration includes:

- attendance at the welcome reception on Monday 28 September 2020
- attendance at all plenary sessions, and at **six** concurrent sessions (to be confirmed when program is finalised) and **one** site visit
- refreshments on arrival, and at morning tea and lunch each day
- closing drinks.

#### Day registration includes:

- attendance at the plenary and concurrent sessions on the day of attendance and, for Tuesday day registrations, **one** site visit
- refreshments on arrival, and at morning tea and lunch on the day of attendance.

### Welcome reception

Cost: Included for all registered conference delegates (additional guests: \$25 per person).

### Conference dinner

Cost: Ticket price to be advised (if applying for funding, budget for \$100 per person).

### Closing drinks

Cost: Included for all registered conference delegates (additional guests: \$25 per person).

HEIA 2020 Conference Secretariat  
Expert Events

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Email: [heiabrisbane2020@expertevents.com.au](mailto:heiabrisbane2020@expertevents.com.au)  
PO Box 351, Hamilton Central QLD 4007 Aust.

**Be prepared. Lock in your leave, and get your approvals and your funding!**

*It is less than 12 months away!*



# HEIA(Q) Retirees High Tea

On Tuesday 27 August a highly successful function was held at Keri Craig Emporium coffee shop in the city—the annual HEIA(Q) Retirees' High Tea. This is a chance for us to enjoy a delicious high tea and a glass of bubbles, while catching up with friends and colleagues, many of whom we only see at this event each year—or maybe some we have not seen since we retired.

There is certainly plenty of talking and laughing each year as we reconnect and share our stories.

I want to say big 'Thank you!' to Denise McManus for once again organising this great event for us.

## Judith Byrne



Thanks to Beryl Malmberg for reminding me to block out 27 August in my diary so that I would have the pleasure of attending (for the first time) the HEIA(Q) Retirees' High Tea. What an enjoyable few hours it was, catching up with fellow retirees. I was also thrilled to meet Val McDonald again, who was our college principal when I attended in 1964-65.

Instead of a nightmare car journey we took a stress-free train ride from Ipswich to Brisbane and back. This made for a relaxing few hours at the Keri Craig Emporium—a haunt from my past from which I would borrow some fashion ideas! We were served a delicious high tea and also had time to peruse the eye-catching fashion pieces and the wonderland of fine gifts in a very relaxing atmosphere.

I was fortunate to win the lucky door prize of some beautiful serviettes. Now I am tempted to break out my high-tea set—from where it's hidden at the back of the cupboard for decades—and begin to celebrate. First up will be some cherry ginger custard scones—and then all the other recipes that bring back so many memories.

Before or at the next high tea, I am hoping also to catch up with Audrey Laurie, my first Home Economics teacher at Warwick State High School, who inspired me to follow the home economics teaching path.

Thanks again for the invitation, and hugs aplenty.

## Rhelma Nuttall (nee Hunt)



## HEIA(Q) 2019 state conference

The annual HEIA(Q) state conference was held on Saturday 10 August 2019 at the Brisbane Convention & Exhibition Centre, with 370 delegates, exhibitors and presenters attending from all over Queensland, as well as from New South Wales, the Northern Territory, South Australia, Victoria and Western Australia. There were 33 presenters of concurrent sessions, in addition to two fabulous keynote speakers. As has become the custom, apart from the academic program HEIA(Q) took the opportunity to present a number of awards and, of course, to present the 2019 graduating students.

## Registrations

As can be seen from the table, in 2019 there were:

- 335 registered delegates, five of whom also presented
- 15 additional speakers
- 20 exhibitors.

The overwhelming majority of delegates (79%) were HEIA members and, as in previous years, early-bird registrations were very popular (78%).

The following table shows the breakdown of registrations over the last six years.



	2014	2015	2016	2017	2018	2019
HEIA members	226	224	217	259	251	210
HEIA members, student					3	2
HEIA members, retired/not in paid employment	9	24	9	6	5	4
Graduating students			8	5	1	1
Non-members	32	40	54	43	50	40
Non-members, student/retired	1	3	1	1	2	0
<b>Total early-bird registrations</b>	<b>268</b>	<b>291</b>	<b>289</b>	<b>314</b>	<b>312</b>	<b>257</b>
HEIA members	15	12	9	21	30	39
HEIA members, student/retired					1	1
HEIA members, retired/not in paid employment	3	0	0	0	0	2
Graduating students	0	0	0	3	3	2
Non-members	10	3	1	10	10	18
Non-members, student/retired	2	1	0	0	0	1
Sponsored by The University of Queensland	0	0	0	0	20	10
<b>Total standard registrations</b>	<b>30</b>	<b>16</b>	<b>10</b>	<b>34</b>	<b>64</b>	<b>73</b>
Speakers who registered for the day (not itemised separately for 2015 and 2016)	9	0	0	7	6	5
Registrations as part of sponsorship packages				2	1	0
Speakers who attended only their own sessions				17	33	15
Exhibitor registrations/extra passes	17	23	19	22	29	20
<b>TOTAL</b>	<b>316</b>	<b>330</b>	<b>318</b>	<b>396</b>	<b>447</b>	<b>370</b>

## Opening keynote speaker— Catherine Saxelby

Opening keynote speaker Catherine Saxelby brought her vast knowledge of nutrition and current-day diets to help make sense of the many confusing cult diets around today, to examine who or what drives them, and to look ahead to the trends likely be popular in 2020.

Catherine wasted no time getting to the very crux of the fad diet phenomenon—their endorsement by celebrities and social media influencers. She highlighted the fact that often the messages about food, nutrition and dietary requirements from these celebrities and influencers are not backed by scientific research but rather adhere to current trends. Catherine argued that many of these influencers provide unfounded information or misinformation to their many thousands of followers on social media, which could potentially harm the consumer but could also cause serious backlash in the media and beyond. Catherine gave illustrations of the negative publicity Australian celebrity chef Pete Evans received over his recipe for chicken liver and bone broth for infants and Australian self-styled wellness guru Belle Gibson's legal predicament over her claims of curing her brain cancer with wholefoods.

Self-appointed online influencers are ready to provide advice on all aspects of our lives regardless of their expertise, or rather, lack thereof. They take away trust from educated professionals in a variety of legitimate research-based fields, including nutrition and dietetics.

Catherine stressed that it has never been more important than it is now that as teachers in home economics we are equipped to discuss fad diets and online influencers with our students and to give them access to accurate, easily understood information.

Her presentation was well received by delegates with many asking questions to clarify information on fad diets and seeking further knowledge on the upcoming trends.

### **Nicole Stanway**

Forest Lake State High School

## Closing keynote speaker— Jane Martin

The closing keynote speaker for the 2019 HEIA(Q) conference was Jane Martin, the Executive Manager of the Obesity Policy Coalition (OPC). The OPC is a partnership between Cancer Council Victoria, Diabetes Victoria, VicHealth and GLOBE (Global Obesity Centre) at Deakin University. It advocates for policy and regulatory reform to improve diets and to address overweight and obesity, particularly in children.

Jane's background is in tobacco control and she opened her presentation with an excerpt of a 1962 report on smoking and health by the Royal College of Physicians. The report contained guidelines for government restrictions on tobacco consumption. These reflected very closely Australia's current tobacco control measures. The point made by Jane—often when it comes to health, we know what to do but we don't do it.

The change in smoking behaviour in Australia has come about through what Jane referred to as the magic combination of increased product price, smoke-free laws and hard-hitting anti-smoking campaigns. The OPC strives to bring about similar change in food consumption by using the law to try to change food policy.



*Catherine Saxelby delivering the opening keynote address*



An example concerned a successful case against the manufacturer of a food product for toddlers, which was being falsely marketed as healthy. The product, claimed to be 99 per cent fruit and vegetables was, in fact, made with concentrates and contained more than 60 per cent sugar. After the OPC lodged a complaint, the Australian Competition and Consumer Commission (ACCC) took legal action resulting in a Federal Court ruling that the marketing of the food product for toddlers had misled consumers.

Jane reminded delegates that the need for government leadership on food policy is pressing, with overweight and obesity rates for Australian children, adolescents and adults continuing to rise. Changes to the food environment, including marketing, labelling, and composition of food are needed to support individuals to make healthier choices.

It was noted that there are several areas in which Australia is currently performing well when rated internationally. The highest-rated policy areas include monitoring of population body weight, the lack of Goods and Services tax (GST) on fresh fruit and vegetables maintaining lower prices, the Health Star Rating scheme, regulations on health and nutrition claims, the *Australian Dietary Guidelines* (currently due to be updated) and governance.

One of OPC's significant achievements has been producing the *Tipping the Scales* report. Produced through collaboration of over 35 leading health, medical, academic

and community groups, the report identifies eight clear actions to reduce poor health and improve diets, consequently reducing strain on economic and health-care systems. Two of the recommendations—creating a health levy on sugary drinks and restricting junk food marketing—were aligned within the Australian Health Policy Collaboration as priority policy actions to prevent and reduce chronic diseases in Australia. Progress has also been made at the state level, with Queensland hospitals banning sugary drinks and the Queensland Government planning to ban junk-food advertising on government-owned outdoor sites such as bus stops, train stations and roads. It is hoped that this will support not only adults to make healthier choices but also children commuting to and from school.

It is hoped that changes made to food policy within Australia will lead to a reduction in obesity and chronic diseases in the same way that the reduction in advertising and use of hard-hitting anti-smoking campaigns has helped to reduce Australian smoking rates. Jane's work with the OPC has already made steps toward this, at both national and state levels. Jane concluded her presentation with a reminder that just as a reduction in smoking has been successfully marketed in recent decades, so too can a change to more healthy food choices. It is hoped that OPC's work will continue to bring this about through policy change.

**Madeline Fagan**

Chisholm Catholic College



## Opening ceremony

Yet again, there was an excited buzz in the room as delegates filed into the plenary room, with many having to rush as they had spent ages having fun at the new photo wall! Master of ceremonies and conference committee member Michelle Harris enthusiastically greeted everyone and got the show under way. HEIA(Q) President Rosemarie Sciacca welcomed the delegates to the conference, including HEIA national President, Kay York, along with past HEIA past presidents Dr Janet Reynolds from Queensland, Marilyn Yates from Western Australia, and Leanne Compton from Victoria. Three other past and present HEIA council members were also acknowledged—Carmel Glasgow (Northern Territory), Aileen Lockhart (Queensland) and Robert Ford (Victoria). Rosie welcomed HEIA(Q) delegates from as far away as Cairns and as near as inner-city Brisbane, along with 14 delegates from interstate.

Rosie then announced the recipient of the first of many awards to be presented—the HEIA(Q) 2019 Teacher Excellence Award—awarded to Romana Wallace from Mackay North State High School. As Romana moved to the stage to accept her award, Rosie read out her many achievements and her worthiness to be honoured in this way became obvious.

Next, Rosie announced Derryn Acutt from The Cathedral College in Rockhampton to be the very worthy recipient of the Dr Janet Reynolds Award for Service to HEIA(Q).

In 2019, HEIA again partnered with the National Excellence in School Leadership Initiative (NESLI), resulting in nine NESLI scholarships being awarded across Australia. At the conference, scholarships were presented to two of the three Queensland winners (Nikki Boswell and Ngaire Mayo) along with the winner from the Northern Territory (Tina Sketchley). Six of Tina's colleagues had travelled from Darwin to support her enthusiastically. HEIA(Q) President Rosie Sciacca introduced the three recipients who were able to be present and HEIA national President Kay York presented them with their certificates and trophies.

After a great celebration of the awards achieved by the five HEIA members, HEIA(Q) President Rosie Sciacca announced the 2019 graduating home economics students, three of who were present—Lucy Botton, Georgia Holden and Phoebe Hanau. The three graduands were invited to the stage to be introduced to the profession, after which graduand Georgia Holden responded on behalf of the three graduands.

## Conference sponsors

Our sponsors are a very important part of every conference. While we greatly appreciate the invaluable financial support they provide for the proceedings, HEIA(Q) also recognises the importance of forming partnerships with organisations we respect, such as our sponsors. Thank you to our four 2019 sponsors, all of which also participated in the conference's trade show:

- **Program Sponsor**

A special welcome was extended to our program sponsor, Blueprint Career Development, an organisation with a 16-year history of working with Queensland schools, which means that they understand the complexities and unique needs of students and teachers. Thank you, Blueprint Career Development for supporting our conference.

- **Teacher Education Sponsor**

Thank you to CQUniversity (CQU) for your ongoing support of home economics education.

- **Food Science Education partner**

Thank you again to The University of Queensland (UQ). We value this partnership and the generous support of UQ as, no doubt, do the 10 delegates from UQ Ambassador schools who received UQ's support to attend the conference as part of its commitment. Thank you, The University of Queensland.



heia(Q) State  
Conference 2019

Home Economics:  
**Creative**  
cultures

## Concurrent sessions

The surveys completed by conference delegates showed that, in general, the concurrent sessions were a great success. However, a very small number of sessions did not meet the expectations of a relatively small number of delegates. The success of the concurrent sessions was particularly notable given that the high number of conference delegates resulted in some sessions having very high numbers of attendees.

Of the 25 sessions, seven (nearly 30%) received outstanding average ratings of 4.5 or more out of 5:

- Session 11: *Traditional versus contemporary plating for the 21st century*—Alison Taafe
- Session 13: *Food safety, spoilage and preservation*—Associate Professor Mark Turner
- Session 16: *Get in touch with your creative side—Printmaking*—Jill Shehab
- Session 17: *Developing excellence in teaching and learning for Years 7-10*—Margaret Duncan
- Session 25: *Fashion illustration*—Rycki Symons
- Session 28: *Culture weave*—Nadine Foley and Rosie Fatnowna
- Session 35: *How to teach design sketching skills*—Stephanie Lawther.

The following may be of interest to members:

- In addition to the seven sessions rated 4.5 or higher, a further 13 sessions were rated on average 4.0-4.5, meaning that 20 (80%) of sessions in total were rated an average of 4.0 or higher.
- Five sessions were rated 3.6-3.9 and no session rated less than 3.6.
- Ten of the 25 sessions received no unsatisfactory (1 or 2 out of 5) ratings from any of the survey respondents.
- This year there were 10 sessions presented by speakers new to the HEIA(Q) stage; four of these sessions were rated 4.5 or higher and another four were rated 4.0-4.4.

Almost three quarters (74%) of delegates saw the concurrent sessions as one of the strengths of the conference, second only to those who saw the venue as one of its strengths (75%).

## A student's perspective

As a university student, I have always felt nervous and, to some extent, underprepared in my knowledge to attend days such as the annual HEIA(Q) state conference. I also did not feel that it was my place, as a student, to be mingling among those with years of experience and expertise in the home economics world—when all I had was my Year 12 knowledge and a handful of home economics-based university subjects to my name. However, now having attended the conference for the past two years, I can safely say that my preconceived notions—of the day and of the knowledge I thought I needed—were all false.

Through attending the conference, I have been able to build on my university knowledge in a more classroom-orientated manner. This is because not only are many of the concurrent sessions hosted and presented by classroom teachers, but also because the social nature of the conference day truly allows everyone to mingle among the most creative, brilliant and engaging home economics professionals in Queensland. From discussions about classroom strategies and home economics pedagogies, to how one most creatively and engagingly delivers their content/curricula, everyone I talked to was a wealth of knowledge—and very willing to share anything that might help improve my practise as a student. It is through these professional discussions, that occur right from 7.30 am, that students like me are able to gain an honest outlook on what life as a home economics teacher is really, truly like—in the least nerve-racking way possible.

The huge variety of concurrent sessions offered meant that I could tailor my professional learning to further expand my understanding on topics that are best suited to my needs as a student. This ranged from topics that have been briefly discussed in my university classes (such as how to teach design sketching skills) to sessions that allowed me to gain new knowledge (and appreciation) for topics I am still trying to grasp—such as curriculum and assessments.

As a university student, I could not advocate more for other students to engage in the brilliant learning experience that the annual HEIA(Q) state conference offers. Through attending professional development days like this I have been able to learn (and have a deeper appreciation for) the Home Economics world—and the home economics teachers who have inspired me to embark on this career journey.

### Bronte Wills

Student, CQUniversity



Conference committee (L-R) Ngaire Mayo, Michelle Harris, Sue Smith and Janet Reynolds



# A STEAMD approach to Fashion & Textiles



This term the Townsville network for food, textiles, fashion and hospitality teachers in the region caught up after school for a fabulous look at a STEAMD (Science, Technology, Engineering, Arts, Mathematics and Design) approach to fashion and textiles. The STEAMD education approach naturally appealed to this networking group.

Marianne Milani and Rachel Bond, both teachers at St Anthony's College, Townsville presented the STEAMD approach to Fashion & Textiles. These teachers have been doing some amazing things in their classrooms: ranging from digitally printing fabric; growing vegan leather using SCOBY (symbiotic culture of bacteria and yeast) and kombucha; moulding thermoplastics to make millinery items; and using laser-cutting materials, natural-vegetable dyes and photoreactive dyes; as well as CAD (computer-aided design) to construct prints. The list of their creative endeavours seemed endless.

Marianne and Rachel have embraced the concept of STEAMD and have shown how it can be applied to textiles and fashion to model the inclusion of 21st-century skills. As a testament to their expertise in this area, they recently presented their work at a national science conference in Darwin.

### **Wendy Owen**

St Margaret Mary's College, Townsville



**STEAMD**  
science / technology / engineering / arts / mathematics / design

# Welcome to the new, updated and online *Fashion for the Sun*

[www.fashionforthesun.com.au](http://www.fashionforthesun.com.au)

# Fashion for the Sun

It has been a long time coming but finally the updated *Fashion for the Sun* curriculum resource, developed by HEIA(Q) with funding from Queensland Health, is now available as an online platform.

## Who made it happen?

HEIA(Q) members:

- Kylie King
- Janet Reynolds
- Rosemarie Sciacca
- Jill Shehab
- Kay York.

## About the resource

*Fashion for the Sun* is a fabulous, modern online resource for use in Australian secondary schools, with all Years 7-10 resources aligning with the Australian Curriculum. It provides fact sheets and learning experiences to enable students to develop an understanding of the dangers of overexposure to the sun and to show their creative flair when choosing, designing or promoting cool sun-savvy clothes and accessories.

The resource includes a number of curriculum support materials that align with the Australian Curriculum, for students in Years 7-10 (aged 12-16 years, approximately) as well as materials for students in Years 11 and 12 (aged 16-18 years, approximately). The materials include teacher notes, two PowerPoint presentations on skin cancer and sun safety, design challenges, research tasks, assessment guides, fact files, guidelines and student response (activity) sheets. The Teacher Notes for each Years 7-10 design challenge or research task show clearly how the specific task aligns with both content descriptions and achievement standards in the Australian Curriculum.



Home Skin Cancer About Skin Cancer Prevention Resources

## Welcome to Fashion for the Sun!

Fashion for the Sun is a resource for use in Australian secondary schools. It provides fact sheets and learning experiences to enable students to develop an understanding of the dangers of over-exposure to the sun and to show their creative flair when choosing, designing or promoting cool sun-savvy clothes and accessories.

### Skin cancer in Australia

Just want the key points?  
[Read here.](#)

Want to know more about skin cancer?  
[Read here.](#)

Want to know more about skin cancer statistics?  
[Read here.](#)

### About Fashion for the Sun

For an overview of the resource  
[Read here.](#)

For curriculum links  
[Read here.](#)

For overviews for each band level  
[Read here.](#)

### Skin cancer prevention

Just want the key messages?  
[Read here.](#)

Want to know more about sun-savvy fashion?  
[Read here.](#)

Want to know the best fabrics?  
[Read here.](#)

### Fashion for the Sun resources

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Establishing introductory knowledge about skin cancer and sun safety (Years 7-12)	Resources for Years 7/8	Resources for Years 9/10	Resources for Years 11/12
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heia(q) Queensland Government

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**About**  
About Fashion for the Sun  
Fashion for the Sun curriculum links  
Fashion for the Sun at each band level

**Resources**  
Resources for years 7-8  
Resources for years 9-10  
Resources for years 11-12  
Establishing introductory knowledge

**Skin cancer prevention**  
Skin cancer prevention  
Sun-savvy fashion  
Sun-savvy fabrics

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**Skin cancer and sun safety**

The website section *Establishing introductory knowledge about skin cancer and sun safety* describes and provides links to teacher and student resources to help students to develop their prior understanding about skin cancer and sun safety before they embark on design challenges or research tasks. These materials are generic for students in Years 7-12, with teachers able to select those most appropriate for their students.

**Design challenges and research tasks**

For Years 7/8, Years 9/10 and Years 11/12 the website describes the support materials available for each design challenge or research task within the band and provides links to download them as PDF files. To accommodate teachers who might wish to mix, match and adjust resources for a particular student cohort, all resources for all year levels are listed on the 'All resources' page.

**Years 7 and 8 suite of materials**

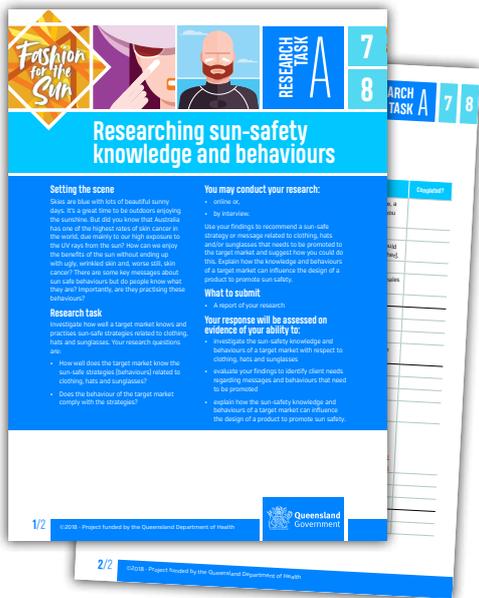
The Years 7 and 8 suite of materials from which teachers can select include:

- a design challenge that requires students to design a slogan or logo to promote sun safety with respect to clothing, and to communicate the design on a (ready-made) textile item such as a bag or T-shirt by, for example, printing, using fabric pens etc.
- a research task that requires students to explore the knowledge and behaviours of a target market in relation to sun-savvy clothing and accessories
- many fact files, student response (activity) sheets and guidelines, which can be used either to support the design challenge or research task, or can be used as stand-alone resources to suit a program designed by the teacher—it is expected that the teacher will select those resources that are most appropriate to the task, taking into account the students' abilities, time available and other considerations
- teacher notes, which include connections to the Australian Curriculum and suggested learning experiences
- an assessment guide that is linked to the Australian Curriculum achievement standards.

**Years 9 and 10 suite of materials**

The Years 9 and 10 suite of materials include:

- three design challenges:
  - **Holiday in the sun** requires students to design and present fashion illustrations for a sun-savvy outfit for an activity associated with a holiday to a sun-drenched location of their choice. Students are not required to make any of the designed items, but they could do so if there is time and the teacher wishes to develop students' production skills related to textiles.
  - **Dazzling dyes, powerful prints** requires students to design an on-trend, sun-savvy outfit to protect a client of their choice from the harsh Australian sun. The outfit must incorporate a garment such as a pair of board shorts, or a kimono, wrap or sarong, the fabric for which they must have printed or dyed themselves. Students are required to make the printed or dyed garment.
  - **Junior health correspondent** requires each student to produce an article for a magazine of their choice to promote sun-safe behaviours to the magazine's readership. There are two optional topics for the article. The article must contain annotated images of sun-safe fashion. Students are not required to make any of the designed items, but they could do so if there is time and the teacher wishes to develop students' production skills related to textiles.
- many fact files and student response (activity) sheets, which can be used to either support the design challenges, or can be used as stand-alone resources to suit a program designed by the teacher
- teacher notes, which include connections to the Australian Curriculum and suggested learning experiences
- for each design challenge, assessment guides that are linked to the Australian Curriculum achievement standards.



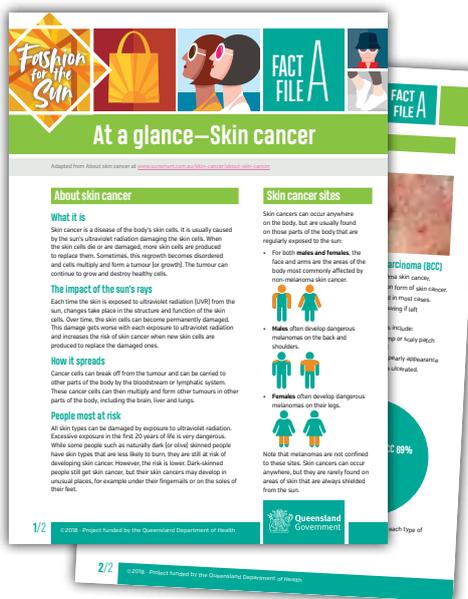
## Years 11 and 12 suite of materials

The Years 11 and 12 materials include:

- two design challenges and a research task:
  - The design challenge **Making sun-safe clothing fashionable** requires students to design, present fashion illustrations of, and make a sun-safe garment or outfit in accordance with the demands of one of four design options:
    - Indigo magic
    - Daywear–Digital print
    - Streetwear–Embellished bomber jacket
    - Resort wear–Dyeing for the sun.
  - The design challenge **Sun savvy with style** requires students to develop a folio that shows their design processes when they investigate and design three mix-and-match garments to help Australian teens stay safe in the sun. Whilst they provide suitable fabric samples for their designs, they are not required to make the garments, although they could do so if the teacher decides that it is appropriate.
  - The research task **Australian teens embrace the sun-safe message** requires students to research and provide a response to the statement, 'Australian teens embrace the sun-safe message'. In their responses, students must conclude with recommendations to the key stakeholders on how to improve teen behaviours in relation to sun-protective clothing choices.
- many fact files, student response (activity) sheets and guidelines, which can be used to either support the design challenges or research task, or can be used as standalone resources to suit a program designed by the teacher
- teacher notes including suggested learning experiences.

## An array of student learning experiences and worksheets related to textiles and fashion

Each design challenge and research task is accompanied with a vast array of fact files and student task sheets to help them complete their tasks. These include resources that can be used in developing, or modelling how to develop resources that relate particularly to Design and Technologies (D&T) processes and production skills—for example, project management plans; developing criteria to evaluate design solutions and processes, including evaluation of processes such as investigating, generating design ideas, communicating etc.; and how to evaluate design solutions. Many resources related to textiles and fashion complement those that support D&T processes and skills—for example, fashion illustration templates; investigating fabric characteristics; evaluating fashion design features etc..



## Background to the development of Fashion for the Sun (2019)

In 2014, HEIA(Q) was contracted by Queensland Health to review and update the secondary school home economics curriculum resource 'Fashion for the Sun', originally developed in 2003, to be consistent with the Australian Curriculum.

As part of the update, HEIA(Q) was to develop design challenges or projects for students to research and apply effective clothing design principles to optimise the level of protection from ultraviolet radiation from the sun provided by clothing while still being on trend for the target age group.

Necessarily there were delays, as the Australian Curriculum for *Design and Technologies* was not signed off until October 2015.

When HEIA(Q) delivered the updated materials, due to other priorities within Queensland Health at that time, funding was not available to convert these resources into a professionally published online platform at that time.

In 2018 funding became available to develop an online platform for the updated *Fashion for the Sun* curriculum materials. HEIA(Q) quickly set about having the materials professionally designed and converted into an online resource.



# Wool4School 2019 Winners



WOOL4SCHOOL  
DESIGN COMPETITION

In 2019, the Wool4School competition challenged students to design garments or outfits that embrace the use of technology to enhance garment performance or function. This year's participants took on this challenge and applied their talents to their designs that went above and beyond expectations.

An esteemed panel of judges, including leading Australian fashion designer Jonathan Ward and key industry representatives, carefully assessed each submission before deciding on the winners and runners-up.

'I was impressed with this year's entries', said Wool4School Project Manager Ashley Hollis. 'They were very diverse from previous years and it really shows how students are absorbing the information. I was most impressed with Year 8 and Year 11 entries; some designs were university level. Congratulations to all the finalists and winners, I'm looking forward to next year's competition.'



**Madison Harris**

Year 12 winner (New South Wales)

*Do you have any advice for students who are thinking of entering next year?*

'To just do it; commit yourself to enter the competition. You will be amazed how much you learn through the experience and how rewarding it is.'



**Holly Hyde**

Year 11 winner (South Australia)

*What was your favourite part about the competition?*

'If I had to pick it would probably be right at the end. You are at the stage where you get to pull everything together: your sketches, mood board and the total visual presentation. Writing about your design, explaining your reasons as to why the fabrication and textiles chosen are appropriate for your end user. I always love this selection process, as some of the new wool technologies are just incredible!'



**Prue Spencer**

Year 10 winner (Victoria)

*What made you enter the competition?*

'This was a great opportunity to emphasise the collaboration between design and disability. There is no reason why fashion cannot have a positive impact on society by being a lens on popular culture and at the same time providing a practical aid to those with a disability.'

To find out more information on this year's winners and finalists, go to [wool4school.com](http://wool4school.com)

# Home Economics: Creative cultures

## Roving regional reports

### Brisbane North (Term 1)

Monday 1 April 2019

*A fresh approach to Design Technologies and food*, presented by Michelle Harris

Michelle's enthusiasm, knowledge, skills and resources provided positive and engaging support for her presentation. She highlighted how we could empower our students to use the design process effectively for both Food & Nutrition as well as Design classes.

Michelle's experience with her own students has allowed her to create valuable ideas and resources that she generously shared with us. The teachers at the workshop enjoyed participating in several activities to gain understanding of not only how to instruct students when administering these activities, but also of how our students feel as they complete each set task.

Each with a booklet of resources to take home, I am sure we all left with improved confidence to use many of Michelle's creative and classroom-ready ideas. Thank you, Michelle!

#### Julie Nash

HEIA(Q) Brisbane North Coordinator

### Brisbane North (Term 2)

Monday 27 May 2019

*Delving into design*, presented by Rosemarie Sciacca

If you are offering the Years 11/12 subject Design or hoping to teach this subject next year, this is a must-attend workshop. Rosie's enthusiasm for her content and professional presentation made this an enjoyable and informative session.

Throughout the session, hands-on activities helped to guide and reinforce participants' understanding of the syllabus and content. The final pedagogy segment resulted in lots of classroom-ready ideas to implement. Making fairy bread was one activity with a twist that we all enjoyed.

Thank you, Rosie. This was a Monday afternoon well spent!

#### Julie Nash

HEIA(Q) Brisbane North Coordinator



## What has happened so far this year

The program began with four different workshops available to the regions. However, unfortunately, one workshop had to be withdrawn.

Of the 22 workshops planned for 2019, only one remains—the Brisbane South workshop *Delving into design* to be presented by Rosemarie Sciacca on 31 October at Clairvaux Mackillop College, Upper Mount Gravatt. Of the other 21 workshops on the program, five had to be cancelled because of insufficient registrations. Collectively, the other 16 were outstanding, with amazing success stories. Congratulations to presenters Margaret Duncan, Michelle Harris, Rosemarie Sciacca and Jill Shehab and to all the regional coordinators, without whom the workshops would not have been able to be offered.

## Terms 2 and 3

All four workshops, each lasting 2.5 hours, were offered across terms 2 and 3:

- *Textiles and fashion—Building capacity and creativity in Years 10, 11 and 12*, presented by Jill Shehab of All Saints Anglican School was offered in Cairns and on the Gold Coast. (The Brisbane West and Wide Bay workshops were cancelled.)
- *Delving into design*, presented by Rosemarie Sciacca of John Paul College was offered at Brisbane North, Gold Coast and Mackay. (The Sunshine Coast workshop was cancelled.)
- *A fresh approach to Design Technologies and food*, presented by Michelle Harris of San Sisto College was offered in Brisbane West, Cairns and on the Sunshine Coast. (The Wide Bay workshop was cancelled.)
- *Developing excellence in teaching and learning for Years 7-10*, presented by Margaret Duncan of Loreto College, was offered in Mackay.

The Brisbane West, Gold Coast and Sunshine Coast workshops were held on weekdays after school. Continuing with tradition, Mackay held its full-day programs on Mondays, and Cairns held its program on a Saturday. The following table shows the attendance at each workshop. There were 120 participants in Terms 2 and 3, adding to the 153 from Term 1, making 273 to date. This is higher than the number of participants in 2018, but lower than in 2017, when numbers (357) were particularly high due to the focus on sessions related to the new syllabus.

Region	Workshop	Date and time	Attendees
Brisbane North	<i>Delving into design</i>	Monday 27 May 2019 3.45-6.15 pm	15
Brisbane West	<i>A fresh approach to Design Technologies and Food</i>	Wednesday 26 June 2019 3.45-6.15 pm	16
Cairns	<i>A fresh approach to Design Technologies and Food</i>	Saturday 20 July 2019 9.00 am-3.30 pm	12
	<i>Textiles and Fashion—Building capacity and creativity in Years 10, 11 and 12</i>	10	
Gold Coast	<i>Delving into design</i>	Tuesday 7 May 2019 4.00-6.30 pm	11
	<i>Textiles and Fashion—Building capacity and creativity in Years 10, 11 and 12</i>	Monday 29 July 2019 4.00-6.30 pm	14
Mackay	<i>Delving into design</i>	Monday 3 June 2019 9.00 am-3.30 pm	11
	<i>Developing excellence in teaching and learning</i>	11	
Sunshine Coast	<i>A fresh approach to Design Technologies and Food</i>	Wednesday 28 August 2019 4.00-6.30 pm	20
TOTAL for terms 2 and 3 (with one workshop still to run in October)			120

### Terms 2 and 3 workshop evaluations

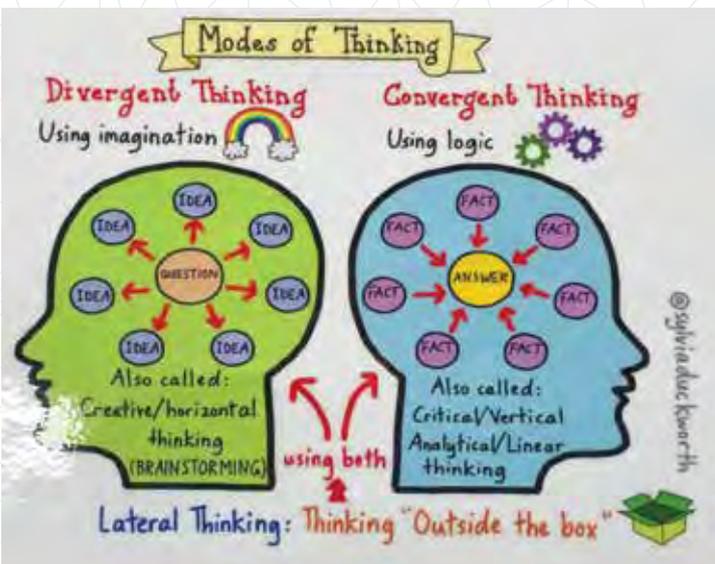
In order to inform the workshops still to be offered and to guide future planning, HEIA(Q) asks all participants to evaluate the workshops they attend. This year for the first time, participants used SurveyMonkey to complete their evaluations.

Evaluations have been completed at all workshops to date. Continuing the trend from Term 1, the responses have been amazing, as shown in the table below. Most sincere congratulations and thanks to presenters Margaret Duncan, Michelle Harris, Rosemarie Sciacca and Jill Shehab. Collectively, these are probably the highest ratings that have been received for a HEIA(Q) annual professional development program.

It is worth noting that of the 16 workshops presented thus far, every workshop has been rated an average of 4.6 or higher, with two receiving the top rating of 5 from every participant in those workshops.

#### Dr Janet Reynolds

HEIA(Q) Professional Development Coordinator



Venue	Workshop	Participants	Ratings					Avg.
			1 Very poor	2 Poor	3	4 Good	5 Very good	
Gold Coast	<i>Delving into design</i>	11				2	3	4.6
Brisbane North	<i>Delving into design</i>	15				1	4	4.8
	<i>Delving into design</i>	11				1	9	4.9
Mackay	<i>Developing excellence in teaching and learning</i>	11				4	6	4.6
Brisbane West	<i>A fresh approach to Design Technologies and Food</i>	16					7	5.0
	<i>A fresh approach to Design Technologies and Food</i>	12					8	5.0
Cairns	<i>Textiles and Fashion—Building capacity and creativity in Years 10, 11 and 12</i>	10			1	1	7	4.7
Gold Coast	<i>Textiles and Fashion—Building capacity and creativity in Years 10, 11 and 12</i>	14				3	6	4.7
Sunshine Coast	<i>A fresh approach to Design Technologies and Food</i>	20				2	10	4.8





# heia(Q) Diary Dates



OCTOBER 2019

**WORLD FOOD DAY**

[fao.org/world-food-day](http://fao.org/world-food-day)



OCTOBER 2019

**HEIA(Q) REGIONAL WORKSHOP  
WORKSHOP 2: DELVING INTO DESIGN**

Brisbane South  
3.45-6.15 pm  
Clairvaux Mackillop College  
Upper Mt Gravatt

**2020**



28-30 SEPTEMBER 2020

**HEIA 2020 NATIONAL CONFERENCE  
HOME ECONOMICS: IGNITING CRITICAL  
AGENDAS**

Brisbane Convention & Exhibition Centre  
[heia.com.au/events-conference](http://heia.com.au/events-conference)