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Newsletter of the Home Economics
Institute of Australia (Qld) Inc.
June 2014



In this issue, we report on the exciting events that truly make this a celebratory year—for example, the HEIA 20th anniversary celebrations in Canberra, the regional workshops that have been so well received, and of course the upcoming conference, which promises to be fabulous. Classroom practice is celebrated with schools reporting on what they are doing, where they are going and what they are cooking, with Marg Duncan providing her new practices in teaching design. Plus we report on the developments at QUT regarding Home Economics teacher education, and conclude the newsletter with encouragement to nominate colleagues for the HEIA(Q) Teacher Excellence Awards. Please enjoy!

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From the President



Thus far, this year has been exciting, with many of you (approximately 300) having already attended HEIA(Q) workshops on Home Economics the Australian Curriculum. HEIA(Q) member, Dr Janet Reynolds, has ably facilitated these workshops and they have been very well received. This is testament to Jan's knowledge and skills and the dedication of our members to making sure that they are up to date with curriculum trends. Congratulations to all who have attended—as a member of the HEIA(Q) Committee of Management, it is very satisfying when we get the Professional Development program so close to our members' needs.

The HEIA(Q) annual conference *Celebrating Home Economics* is fast approaching and I encourage you to attend. The speakers are again sensational with many of your favourites and some new presenters. If you haven't yet put in your registration, don't wait. The speakers are again a testament to the talents of Dr Janet Reynolds and the conference committee, who work tirelessly behind the scenes to ensure that the theme is met and delegates are happy with their conference experience.

I also encourage you to fly to Perth to attend the HEIA national conference—these conferences are held every three years and the Perth 2014 conference, *Trending—Home Economics*, looks to be a great experience. This is an opportunity to not only visit a capital on the other side of the continent, but also to attend three days of jam-packed learning and professional dialogue. The program is out and I look forward to seeing a great number of Queenslanders at the conference.

The annual retirees function will be held on Tuesday 26 August and I encourage all the retired home economists to attend. We are Celebrating Home Economics' this year with a flourish and will be having high tea at the Keri Craig Emporium. See the calendar for more details.

This year, HEIA(Q) is trying a new experience for World Food Day. The College of Tourism and Hospitality (COTAH) at Southbank TAFE has been booked for a 2-course meal cooked and presented to us by the students. I am sure that the experience will be excellent and the cost is very reasonable. It will be held on Thursday 16 October, and again I look forward to you spending some time with colleagues around the dinner table while we remember those who are less fortunate than ourselves.

Each of you should congratulate yourselves for being involved in such a dynamic organisation. We are only as good as our members and I encourage you to be actively involved in your organisation. Let me know if you would like to be more involved than you currently are.

Kay York President, HEIA(Q)



Welcome to the 2014 graduands

Come along and catch up with friends or meet new colleagues and meet the 2014 graduands. A great opportunity for graduands and those looking for new staff to meet up.

Please contact Kaitlyn Follett by email at kfoll18@eq.edu.au if you have any queries.



Venue:	Pav Bar, Stamford Plaza Hotel, Edward Street, Brisbane
Date:	Friday 8 August 2014
Time:	4.30 pm - 6.30 pm
Cost:	Members no charge Non-members \$25.00
Drinks:	Nibbles and one glass of bubbles or wine included, after which it will be a cash bar
Bookings:	Go to TryBooking: www.trybooking.com/EKFZ

Hope to see you there!

Home economics teacher education at QUT under threat

In April this year, the HEIA(Q) Committee of Management was made aware that the Bachelor of Education (Secondary, Home Economics) was under threat.

The Committee decided that it would try to meet with the Executive Dean of Education at QUT to discuss the matter.

Prior to the meeting, the Committee collected data to present at the meeting—for example, statistics related to the number of students studying Senior Home Economics, the number of home economics teachers in Queensland and the place of Home Economics in the Australian Curriculum. It was also decided to collect data related to anticipated retirement dates of practising home economics teachers to determine the need over the medium term.

All HEIA(Q) members were invited to respond to a survey related to their age and anticipated date of when they were likely to leave the profession. 375 responses were received, which was fabulous—they provided excellent data. Thank you most sincerely to all who responded to the survey. Following is a summary of the results.

HEIA(Q) survey of members, May 2014

Q1. Do you currently teach home economics and/or hospitality?

Answered: 375 Skipped: 0

Answer choices	Responses n	Responses %
Yes	365	97.33%
No	10	2.67%
Total	375	

Q2. What is your age group?

Answered: 375 Skipped: 0

Answer choices	Responses n	Responses %
20-35 years	71	18.893%
35-45 years	84	22.40%
45-55 years	148	39.47%
55-65 years	68	18.13%
Over 65 years	4	1.07%
Total	375	

Q3. Within how many years do you think you will retire or resign from teaching home economics and/or hospitality?

Answered: 375 Skipped: 0

Answer choices	Responses n	Responses %
Up to 2 years	26	6.93%
2-5 years	53	14.13%
5-10 years	97	25.87%
10-15 years	73	19.47%
>15 years	126	33.60%
Total	375	

As can be seen, if there is no continuity of home economics teacher education courses, there will be a desperate shortage in 5-10 years.

On 27 May 2014, three members of the HEIA(Q) Committee of Management Committee—Kay York (President), Aileen Lockhart and Janet Reynolds—met with four QUT staff involved with Home Economics teacher education: Professor Wendy Patton (Executive Dean, Faculty of Education), Professor Nan Bahr (Assistant Dean, Teaching and Learning, Faculty of Education), Professor Ross Young (Executive Dean, Faculty of Health), and Professor Robyn Nash (Assistant Dean, Teaching and Learning, Faculty of Health).

The meeting was very productive, with the QUT representatives very understanding of the need for home economics teachers. The main issue is the lack of enrolments in the home economics teacher education program, making the course financially unviable. As a result, there will be no intake of students in 2015. While the 4-year degree program has been cancelled, the degree plus graduate entry option is a possibility that is being considered.

There was much discussion as to various ways to make the course viable and resolve the matter. The outcome of the meeting was that QUT will look into the various options and ideas that were put forward, and possibly others, with a view to trying to resolve the matter in time for an intake in 2016 and onwards. If they are able to offer an intake in 2016, HEIA committed to promoting the course amongst our members, and for our members, in turn, to promote the course to students. It is quite possible that the promotion of home economics teaching has not been that prominent in recent times, with many wondering what might happen with Home Economics and the Australian Curriculum. However, we now know that Home Economics is very secure in the Australian Curriculum.

QUT will keep in touch with HEIA(Q) about this matter and hopefully, QUT, the HEIA(Q) Committee of Management and all HEIA(Q) members will be able to work collaboratively to attract students to the profession, provided that QUT can see a way to ensure the course is viable.

Once again, thank you to all members for your support and interest in this important matter.

HEIA(Q) Committee of Management

HEIA 20th anniversary celebrations

On Friday 4 April 2014 a weekend of celebration in Canberra began, as HEIA marked its 20th anniversary. Colleagues and friends from across Australia gathered at the home of Carol Kotz, the HEIA treasurer and HEIA(ACT) delegate on national council, for an evening of scrumptious food, fine wine and warm reminiscences. Many hands made light work of the catering as Carol, her husband Geoff, and a team of HEIA(ACT) members cooked up a storm. For those who attended the HEIA 10th anniversary in 2004, it was a case of revisiting the scene of a previous joyous celebration. We are now all a little older and wiser, but still as energetic and passionate about the mission of HEIA as a decade before.

Kay York (HEIA(Q) President), Delia Stecher (HEIA(Q) Secretary), Rosie Sciacca (HEIA(Q) Treasurer), Aileen Lockhart (HEIA(Q) delegate) and Dr Janet Reynolds (HEIA(Q) committee member) attended the three days of events and ensured that HEIA(Q), whose membership makes up over 40 per cent of the total membership of HEIA, was represented at this memorable occasion.

The 2014 HEIA Annual General Meeting (AGM) was held on Saturday 5 April at The Brassey of Canberra in Barton, the same venue as that of the inaugural AGM in 1994 and the 2004 AGM that marked the 10th anniversary of the association. At the 2014 AGM, Peta Craig (HEIA(ACT)) commenced her term as President as Karen Weitnauer (HEIA(Tas)) completed her term as President and took on the role of Past-President.

On the Saturday morning, while Council conducted general HEIA business, Dr Janet Reynolds and Leanne Compton (HEIA(V)) presented a seminar on Home Economics and the Australian Curriculum at St Clare's College, a short distance from The Brassey. Twenty years on, advocacy for home economics education in the curriculum of schools across Australia continues to be a top priority for the association.

The celebratory dinner, held in a private function room at The Brassey on the evening of Saturday 6 April, was the main event for many who came together to join with friends, new and longstanding, to celebrate 20 years of HEIA. The event saw the presentation of HEIA Service Awards to longstanding members Carol Kotz and Betty Smith from the Australian Capital Territory and to Carol Elias from Western Australia for their significant contribution to HEIA. At the dinner, HEIA Fellow Marilyn Yates (HEIA(WA)) reflected on the past 20 years, followed by Dr Janet Reynolds, HEIA President 1994-1996, HEIA Treasurer 1996-2003 and HEIA Fellow, who

extended an invitation to all those in the audience to embrace the challenges that lie ahead for HEIA and accept the opportunity to shape our preferred future.

It was poignant that, on this special night, the lectern was draped in the HEIA embroidered podium banner—*an integration of artistry, craftsmanship and practicality; a symbol of commitment and caring* (HEIANews, Volume 6(3), 1999)—made by and presented to HEIA by HEIA(Q) member Margo Miller in 1999. It was with deep fondness that those in attendance remembered Margo, a dedicated and passionate advocate for home economics and HEIA, a highly respected HEIA Fellow, and a dear friend who sadly passed in 2013.

A commendatory pendant specially crafted for the event by the Canberra Glassworks was produced to mark the occasion. On Sunday morning some ventured on a tour of the Glassworks, with HEIA(Q) member Delia Stecher bravely 'having a go', and producing her own hand-made glass paper weight. Sunday afternoon marked the end of a memorable weekend and provided an opportunity for all to explore the sites of Canberra, taste the fares of some of Canberra's finest restaurants and collect even more souvenirs from the markets and galleries.

Over 20 years ago, in 1993, the associations of the different states and territories were brought together to establish HEIA as a national entity. It must be with immeasurable pride that those involved now look back on the achievements of our highly respected association. Thank you to those who had that vision, and thank you to those who volunteer to carry on the mission 'to educate, inform, and to act as an advocate to government, industry and the community for families and households, so that individuals can make informed choices in order to enhance their everyday living.'

Aileen Lockhart

HEIA(Q) Committee of Management and
HEIA(Q) delegate to national council



In April I was privileged to attend the HEIA 20th anniversary celebrations in Canberra. The dinner was a well-organised event, which made me proud to be a member of HEIA. I was able to network with members of HEIA from around Australia as we shared our experiences as home economics professionals and HEIA members. It also allowed me to get to know the Presidents from other divisions and ensure that we have a shared understanding of the positive future direction for Home Economics.

Kay York HEIA(Q) President

Attending HEIA's 20th anniversary celebrations and national council meeting has been one of the highlights of my association with HEIA. It was a privilege to attend the celebratory dinner. I learnt more about the history of the association and developed a greater respect for those instrumental in establishing HEIA and ensuring that it has continued to thrive over the past 20 years. The passion and dedication of the long-serving contributors to HEIA presented on the night is to be admired. Their advocacy and vast contributions are a legacy for us to draw inspiration and courage from, particularly in these times of curriculum change.

Rosie Sciacca HEIA(Q) Committee of Management



1 L-R: HEIA(Q) members Rosemarie Sciacca, Delia Stecher, Kay York
 2 L-R: HEIA(Q) members Alleen Lockhart, Kay York, Rosemarie Sciacca, Delia Stecher, Janet Reynolds
 3 Dr Janet Reynolds presenting an address at the celebration dinner



save the date

Retirees' High Tea

After such successful events over the past two years, HEIA(Q) has organised another function to enable retirees to catch up with former colleagues and acquaintances. Come along and catch up over a delicious high tea at Keri Craig Emporium.



Date: **Tuesday 26 August 2014**

Time: **11.30 am**

Venue: **Keri Craig Emporium
Brisbane Arcade
Brisbane City**

Cost: **\$40.00, including high tea,
with a glass of
sparkling on arrival**

RSVP: **Tuesday 19 August
to Denise McManus**

Tel: **3865 1401**

Email: **zzdmcman@westnet.com.au**

**Please advise of dietary
requirements when replying.**

Something special this year!
Make sure that you are there!



Brisbane Bayside State College takes on the 2014 Junior Secondary Schools Culinary Challenge

Brisbane Bayside State College has entered two teams in the 2014 Junior Secondary Schools Culinary Championships (JSSCC). The competition is co-ordinated by the Australian Culinary Federation and is designed to establish and develop links between school and industry in an effort to encourage more students to enter the commercial cookery industry.

The JSSCC is for Year 10 students of Home Economics or Hospitality. The competition's objective is to give culinary students an indication of the pleasures, challenges, excitement and gravity that can accompany a career as a cook or chef.

The teams consist of two students, teamed with an industry mentor to develop a dish containing a starch food, vegetables, a protein food, a sauce and a garnish.

This year, the dish is also required to have an indigenous product. The inclusion of an indigenous product opened up an exciting opportunity for students to explore the burgeoning world of indigenous ingredients, their inclusion in top restaurant menus and their role as a sustainable food source. With this brief in mind Bayside State College decided that paying lip service to one indigenous ingredient lacked depth in terms of learning experiences. Hence, Dale Chapman was invited to mentor the students. Dale is a Kooma woman based on the Sunshine Coast. She is a passionate advocate of indigenous ingredients and travels nationally and internationally, educating people on indigenous cuisine and ingredients. Amongst many other things, Dale's business 'Dilly Bag' Bush Tucker Learning Programs and Coolamon Food Creations actively promote both indigenous and non-indigenous to feel comfortable in learning from and about each other. Dale is generous with



her time, passionate and knowledgeable—a great mentor for eager students.

The students have committed one afternoon each week outside of school hours to work on the criteria of accuracy of written submission, nutritional balance, presentation and cleanliness, preparation, workflow and correct methods, hygiene, safety and wastage, presentation and taste, flavour and composition.

The competition opens up a world of ingredients, industry professionals, cultural diversity and cooking techniques. The students have thoroughly enjoyed being involved and are proud of their achievement thus far. Now we look forward to showing our hard practiced skills and knowledge in the regional heat on July 26.

Claire Stanic Brisbane Bayside State College



SECONDARY SCHOOLS
CULINARY
CHALLENGE

Member profile

Ngairé Mayo

As far back as I can remember I've loved to cook (and to eat!). I've always wanted to be a teacher. I have this crystal clear memory of teaching my Year 4 class how to bake with Mum, and that was it—I'd found my career. However, after I graduated from QUT in 1999 with a Bachelor of Education (Secondary), I chose to expand my knowledge and skills and pursue a career in hospitality and retail management instead of teaching.

After years in the industry (seeing my husband for what felt like only a few hours a week), I knew it was time for a change. I loved the hustle of the hospitality industry and I wanted to use my background, skills, and knowledge to make a difference in the lives of students—it was time to use my degree.

I started teaching part time at Beenleigh State High School, and was soon offered a full time position. In my time at Beenleigh, I progressed to subject coordinator, and am proud to have played a part in the successful application for the Beenleigh/Loganlea/Windaroo Hospitality Trade Training Centre. I moved on to my current position as Subject Area Coordinator (SAC) of Home Economics at Marsden SHS in 2011, just before the centre was built.

Marsden State High School has a student population of over 1800 students. Working as part of the Health and Physical Education department, the Home Economics faculty offers a wide range of subjects from Years 8 to 12. As SAC, I am responsible for managing curriculum and resourcing for 23 Home Economics, Hospitality, Early Childhood and Fashion classes over all 5 year levels.

One of my personal and professional passions is food. To me, there is nothing like the joy on a student's face when they master a new technique, or discover fresh and healthy ingredients for the first time. This year I'm teaching four senior Certificate II in Hospitality and one subject area specification (SAS) Hospitality class. Projects we've taken on in the last six months include:

- Culture Day Food Bazaar for the whole school
- weekly Cafés open to staff and students
- a Gourmet Pantry Fair design project in which the Year 11 SAS class had to trial and design their own shelf-stable pantry item based on their knowledge of herbs, spices, oils and vinegars—I believe these sorts of assessment tasks encourage students to apply their skills in a safe 'real world' environment.

Outside of school hours, I keep my industry currency by working for a private catering company as a waiter and bartender. This allows me to keep my skills current, while working in an industry that I love.

In addition to my position in Home Economics, I coordinate the student wellbeing arm of the Flying Start group at Marsden State High School. My role is to ensure the new Year 7s and 8s feel safe and at home when they join us in 2015. This role aligns beautifully with the focus on student wellbeing in the new Health and Physical Education (HPE) Australian Curriculum document, and I have been presented with the exciting opportunity to work across the curriculum to help the HPE team embed wellbeing into all of their junior classes.

As well as my roles within the school, I am also the chair of the ENABLE Home Economics Head of Department (HOD) group. ENABLE allows heads of department and coordinators from state schools in the local area the opportunity to meet once a term to discuss topics of particular relevance to their curriculum area. Topics in our group have included the Australian Curriculum, VET updates and new syllabi, to name a few.

In 2013 I had the privilege of serving on the HEIA(Q) conference committee for *Food! Nutrition! Futures! An Education Perspective*—it was an experience I enjoyed so much I had to repeat it. The committee has been busy this year planning the 2014 conference. I'm very much looking forward to catching up with everyone in August at this year's *Celebrating Home Economics* conference.



Ngairé Mayo Marsden State High School

Annual HEIA(Q) 2014 Regional Professional Development Program

The 2014 program of nine full-day workshops, and eight afternoon workshops nears to a close, with all except the Mackay workshop to go. What an exciting year—we did say the theme this year was 'Celebrating Home Economics', and we have certainly done that.

Almost three hundred Queensland home economics teachers have completed either the full-day program or the equivalent by attending two afternoon workshops. This is a great critical mass that will ensure approximately half our members have the same message. The feedback has been superb, with members empowered to participate in decision making at their schools, and ready to prepare overall plans for what units they will offer when implementing the Australian Curriculum, as well as equipped to develop unit plans using the Australian Curriculum content descriptions from *The Australian Curriculum: Health and Physical Education* and *The Australian Curriculum: Technologies*. Importantly, at the workshops, participants were able to get started on plans to negotiate to deliver to all students those aspects of the curriculum that are best taught by home economics teachers.

Congratulations to all those who gave up their time to attend, participate enthusiastically, and leave empowered to 'march boldly into the future', as the program had envisaged.

And if you missed out?

Apologies from the HEIA(Q) Committee of Management if you missed out - many workshops were full to capacity and we just had to close them to ensure that all participants had a quality experience. One extra full-day program was put on at John Paul College in Logan, but it also filled quickly. If you did miss out, there are still spaces in similar sessions being offered at the state conference.

Rural workshops reach Roma!

On Friday 16 May 2014, the HEIA(Q) workshop 'Home Economics and the Australian Curriculum' travelled 600km west of Brisbane to the small town of Roma. After hosting a number of full workshops across Queensland, Dr Janet Reynolds was welcomed to a room of six eager teachers. The majority of these teachers had already travelled several hours themselves to attend the session.

Workshops participants included Marilyn Caldwell from Cecil Plains State School (310km from Roma); Julie Worboys from St George School (195km); Dianne Hawton from Jandowae State School (250km); Denise Pointon from Surat State School (80km); as well as Tiarni Twyford from Roma State College and Katie Nelson from St John's School in Roma.

Throughout the workshop, we learnt about the future of Home Economics within the ACARA framework for both HPE and Technologies. While the common topics such as timetabling, mandatory hours per subject and department negotiation were discussed, there were a number of issues that arose due to our own schools' location and needs. For example, Marilyn discussed how she would work with her 10 students total in Years 8-10. Or that practical Home Economics lessons are taught in a kitchen with one sink. When it came to the ACARA guidelines, some small school teachers found that their Home Economics department will be relied on to teach the majority of the Technology guidelines as departments such as Agriculture or Manual Arts are not located within the school.

The group really benefitted from creating a network of teachers in similar situations and discussing the future of Home Economics in our individual schools. Each teacher found the workshop to be very informative and practical. It definitely gave plenty to think about on the long drive home. We thank Jan for travelling to Roma to deliver the rural workshop, especially since our situation is quite different to those teachers attending a Brisbane or Toowoomba session.

Katie Nelson

Home Economics/Hospitality Teacher
and Indigenous Coordinator
St John's School, Roma

Regional Workshop - Toowoomba 31 May 2014

The fact that these workshops have had waiting lists for attendees, is an indication of the importance that home economics teachers are placing on being informed about current changes to what and how we teach. Toowoomba's workshop followed this trend, with fully booked attendance for the whole day at Centenary Heights State High School, with teachers coming from as far as Quilpie, Murgon, Cleveland, Tara and Stanthorpe to name a few places.

As she always does, Dr Janet Reynolds delivered clear, comprehensive information on what is happening with the National Curriculum for our faculty, and provided us with bold plans of action for 'Where to from here?'

We are all so thankful that Janet navigated the 200+ page document into 70 relevant pages about the HPE and Technologies curriculum; this can be conveniently found on HEIA website.

During the hands-on workshops throughout the day, there was lots of animated talk (which added to the 'talk' outside by the numerous lorikeets in the flowering bottle brush trees!)

So, overall, a very worthwhile day's professional development! As well as enjoying good food, it was great to catch up with colleagues and network. This is a key factor for our success—to work collaboratively within faculties and schools.

Dr Reynolds strongly encourages us all to be proactive and take ownership, to have confidence in ourselves that we are the best skilled people to teach our students some of the mandatory Content descriptions.

Some final words for all home economics teachers could be taken from the popular song by Sarah Bareilles in *BRAVE* - "Say what you wanna say ... Honestly, I wanna see you be brave!" So let's all of us, go for it and make it happen and be ready for 2016! Claim the strands and focus areas for F to Year 10 that are tailor made for our subject area and, as well as mandatory units, let's offer electives for Years 9/10 Band!

"Game on, we say!!"

Sandy Feldman

Centenary Heights State High School





Sunshine Coast professional development workshops

The Sunshine Coast region opted to have the 'Australian Curriculum and Home Economics' workshop spread over five hours on two afternoons, and this proved to be a good decision. About 30 home economics teachers from Caloundra through to Kilcoy met for the first session on unpacking the new ACARA documents for *The Australian Curriculum: Health and Physical Education* and *The Australian Curriculum: Technologies* on 7 May 2014 and were guided very ably through this process by Dr Janet Reynolds. Jan has such an intimate knowledge of the documents and was really able to focus those present on what was involved in advocating for the opportunity to deliver those areas of HPE and Technology that we are most qualified to deliver. We left the first day feeling that we had a very good understanding of the Content descriptors, the mandatory components of both ACARA documents and general planning considerations.

Over the next two weeks we were able to go back to our schools, armed with the knowledge of what we could be offering and the amount of time that the ACARA documents suggested would be required to deliver the mandatory components of both HPE and Technologies. When we next met on 22 May, we were ready to do a master plan mapping where and what we could offer in our schools, and to actually start creating possible new units of work.

All those present agreed this was one of the most rewarding workshops we had attended and we came away feeling confident to go back into our schools to advocate for what we felt would deliver the best outcomes for students. Our thanks must go to Jan for making the trip north on two occasions and for providing us with such a clear and concise summary of what we needed to know.

June Robertson

St Teresa's Catholic College, Noosaville



- 1 Toowoomba workshop
- 2 Presenter, Dr Janet Reynolds
- 3 Sunshine Coast workshop

- 4 Roma workshop
- 5 Brisbane North workshop
- 6 Logan workshop

Curriculum into the Classroom (C2C) materials for Health and Physical Education— **Watch this space**

Curriculum into the Classroom (C2C) is the strategy employed by Education Queensland to support its schools with the implementation of the Australian Curriculum. Designed as a starting point for school curriculum planning, C2C is essentially a digital resource that can be adopted or adapted to meet individual student learning needs and to suit local school contexts.

Band plans and frequently asked questions related to C2C materials for Health and Physical Education will be available to state school teachers on OnePortal from the beginning of Term 3—a band plan is a snapshot of the units across a band e.g. Year 1 and 2 band. Band Plans relating to C2C materials for Health and Physical Education will be available for all school teachers on the Queensland Studies Authority website from the beginning of Term 3.

Unit 1 for Health will be available for all Queensland schools via Oneschool or Scootle from Term 4 this year. Queensland non-state school teachers can access materials by registering at Scootle with their school email address. Once registered, they are able to search and access C2C materials by typing 'C2C' into the search bar.



Exploring new approaches to teaching design

For many years, Loreto College has included a Year 10 sewing unit that focusses on the design and construction of a cushion. Whilst it has changed over recent years from a patchwork cushion, with an emphasis on patterning and sewing precision, to a 'designer' cushion that stimulates creativity, the decision to move the semester unit to Year 9 provided the perfect time for a fresh approach to teaching and learning in the textiles classroom.

Loreto College has recently committed to incorporate The Habits of Mind as part of our teaching and learning framework. This year, staff members have been privileged to work with experts in visible thinking and learning. These experts have challenged and motivated us to use new pedagogical practices, including a range of 'thinking routines' to engage our students in independent and successful habits for life-long learning. I immersed myself in such pedagogy to consider how a unit on design can be taught effectively through the utilisation of inquiry-based learning to promote creative thinking, textiles skill development and independent problem solving and learning. While the learning outcome was to utilise a technology model to develop knowledge and understanding of design for the production of a cushion, a new approach to the 'ways of working' in the classroom was needed to motivate a culture of thinking, creativity, risk taking and independence. I considered what habits of learning would encourage students to manage their impulsivity and not jump to the end product too quickly, and which ones would motivate them to strive for accuracy when sewing. Most of all though, I reflected on how to create a culture of enjoyment for the subject of Home Economics through productive, valuable learning.

In considering what visible thinking and learning in the textiles classroom would look like, sound like and feel like, I reflected on the processes of learning that enable production. Using a 'backwards design' approach to identify the key steps of learning, I considered how new thinking routines could be used effectively to utilise appropriate habits of mind for knowledge and skill development. I considered the evidence of learning in the classroom that I would hear, see and read, and designed suitable activities to enhance such learning.

Evidence of visible thinking and learning when understanding design

The Essential Learnings for Technology suggest that Year 9 students should be able to 'generate and evaluate design ideas'. The challenge for teachers is in providing the stimulus and thinking habits appropriate for such generation, as students of this age are accustomed to copying designs or being instructed on one that is provided for them. Teaching design through the lens of inquiry requires students to gather data, for example, from their visual senses, in consideration of what constitutes aesthetic appeal and effective design.

In order for students to describe what they considered to be effective design, they explored a variety of landscape, fashion and patterned images to develop an understanding of beauty and judgements of effective or ineffective design. Figure 1 summarises how Habits of Mind were used to structure one of the learning activities, and the resultant student response. The students were encouraged to communicate with clarity, when describing the aesthetic appeal of their images, and this developed both literacy skills and subject specific knowledge and understanding of the elements and principles of design.

Figure 1. Using Habits of Mind to gain evidence of student visible learning and thinking about design

Habits of Mind:

What are the students seeing and thinking?

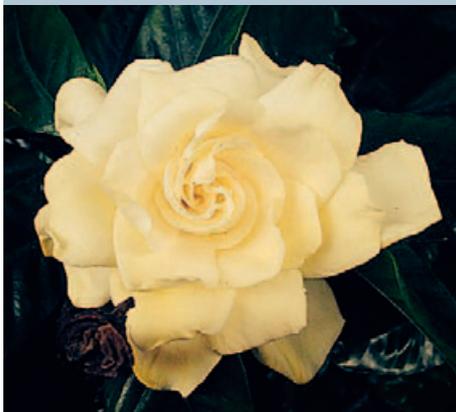
How can they communicate with clarity the terminology of design to describe the image?

Activity to provide evidence of the habit of mind:

The students were asked to 'capture' an image of beauty from the school grounds and describe its aesthetic appeal.

Evidence of learning:

The student work below shows evidence of literacy development to demonstrate effective and accurate use of the elements and principles of design.



This image is aesthetically appealing. The cream coloured petals on the flower contrast well with the dark green leaves. The curved edges and shaping of the petal also contrasts with the sharp edges and straight line pattern in the leaf. The swirl pattern in the rose is emphasised in this image as it is the centre of attention.

Evidence of visible thinking and learning through practical skill development

Using the 'backwards design' approach to the design and construction of a cushion, time was allocated for the development of knowledge and skills for a range of hand and machine sewing processes. Setting up sewing technique work stations around the classroom, complete with handouts with instructions, allowed the students to interpret instructions, use new equipment and experiment with a range of techniques whilst working collaboratively and independently. The internet was most helpful for the production of instruction sheets on a range of techniques—video clips on the use of specialised sewing techniques were easy to find and the students found the Youtube clip on how to applique using vliesofix most useful.

During this process of skill development, I moved from group to group, refining techniques, clarifying instruction sheets and modelling hand and machine sewing techniques. Throughout this process, the students had to think for themselves and learn through experimentation and practice. Busy students engaged in new learning that would provide the foundation to enable appropriate selection of techniques for their own product. Their folio of samples with instruction sheets produced a valuable resource for easy future reference.

Evidence of visible thinking and learning for creative design

The design brief for the practical performance task is shown in Figure 2

Figure 2. The design brief for the practical performance task:

Think creatively to design a cushion from a chosen theme to complement a room of your choice. Strive for accuracy when trialling, refining and executing a range of sewing techniques and processes to create your design. Manage impulsivity and resources to construct an aesthetically appealing cushion designed from a chosen theme. Reflect on personal progress and success.

To develop an understanding of the stages of creation to production, a pictorial stimulus sheet with three examples, modelled the steps of theme selection, pattern design, sewing technique refinement and construction required for the completion of the task. These examples are shown in Figure 3.

The mood in the classroom was one of excitement as the students were finally able to apply their learning and create an original design. Themes for their mood boards included Paris/fashion, autumn, records, love, geometric patterns, a butterfly, flowers, fruit and elegance. Such diversity demonstrated their independent thinking and creativity.

When translating their theme into a pattern for construction, it was possible to hear the evidence of thinking and learning and the application of knowledge and skills in a new situation. Their conversations included:

- "I could use the braiding foot and wool to create the tree branches."
- "I think I'll applique the shoe in the centre."
- "I could use machine embroidery to create the pattern."
- "The gathered ribbon would add texture to the surface."
- "I could sew on buttons for the eyes."

Figure 3. Stimulus material to show movement from selecting the theme to the finished product

Stimulate your creativity to select a theme	Translate ideas from the theme into designs for a textiles product	Trial, select and sew a range of techniques to create the desired effect	The completed product should link to the initial creation and theme

Exploring new approaches to teaching design (cont)

Evidence of visible thinking and learning during construction

The evidence of learning was also clear during the stage of construction. The students were able to apply their knowledge of and experience with a range of sewing techniques to develop accurate construction methods. The students sought my advice, rather than my instruction. Instead of hearing the familiar 'what do I do now?' I heard 'I've pinned the ribbon in place, but am not sure how to turn the corner' or 'I'm going to experiment with a range of embroidery stitches to create the watermelon skin'. This was a significant change in student behaviour and evidence of independent learning and problem solving. I guided the students and encouraged further experimentation and refinement of techniques. The students always hurried to be first into the room to ensure that their music could provide the background for our active classroom. They were cheerful, positive and responsive, even when difficulties arose. Teaching the final skill of zip insertion was a challenge as the students were now used to independent learning. So, producing my own pictorial instruction sheet allowed the students to progress through the steps with some guidance. Peer teaching also helped to develop collaborative learning.

Evidence of visible thinking and learning in students' process journals

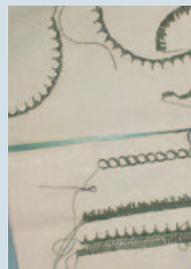
The students used their phones to photograph the stages of construction and complete their weekly reflections in their process journals. Whilst there was a school camera available, the use of personal phones was a valuable educational tool in the classroom. Student reflections provided accurate evidence of learning and problem solving. Examples of student visible thinking and learning are shown in Figure 4.

Figure 4. Examples of extracts from students' process journals

I successfully finished my braiding along the second seam and pinned my pom poms in place. Using a red thread and foot number 4, to stop the pom poms from being crushed, I sewed pom poms along the top and bottom of the front of my cushion.



I tested many embroidery patterns on a calico sample to see which one would look like the skin of a watermelon trying them out curved as well.



I used embroidery number 64 in lime green thread and sewed it on around the curved edge of each watermelon.



This week I continued cording on butterfly wings and also cording the antenna onto the background. I cut out all the wings along the cording line. I decided to use three strands of wool cording the wings and the antenna, as it made the curved lines larger.



Evidence of the journey of learning

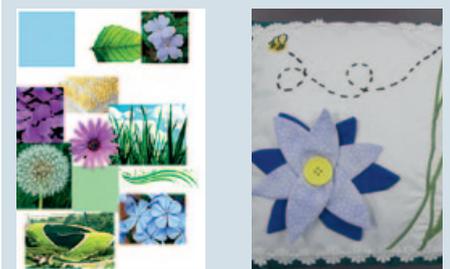
The students' process journals commenced with their themed mood boards and progressed to reflections and evaluations, aided by photographs capturing stages of construction. They provided evidence of their creative design, skill development, decision-making and problem solving as well as an accurate story for their journey of learning—see, for example, figure 5.

Figure 5. Examples of students' journeys of learning

In my design, I wanted it to have a timeless black and white colour scheme, with a contrast of colour such as red or maybe silver. I think it incorporates a few techniques without being crowded and is simple but aesthetically appealing. My room of choice is my bedroom and my room is a French provincial theme with a black, white, cream and silver colour scheme. I wanted the cushion to have a bit of an antique feel and I think this can be achieved through my fabric choice.



The black bee trail fits in with the theme of the garden as bees land on the inside of flowers, as well as the colour black balancing out the greens, purples and yellows. The features will appear out of proportion, as the flower is much larger than the green tree, which enhances the 'abstract garden' appearance.



I have constructed an aesthetically appealing cushion designed from a garden theme. I chose this theme because it includes nature such as how I have depicted flowers and vines within my design. This specific design is meant to convey a feeling of joy and contentment. The vibrant colours that I have used in my cushion are shades of pink, orange, green and purple. The 'vines' that I have sewn in light and dark green weave within each other using cording. For my big flower I used applique and for my small flowers I buttoned black buttons in the centre of the flowers.



The pillow design is aesthetically pleasing because of the colour scheme, the balance of the design, the realness of the design and the range of design elements. In the design the red, yellow and orange of the leaves complement each other and the vibrant colours contrast well with the brown background. Additionally, the leaves being sewn on without the use of applique also gives a more 3D effect, making the design more in a realistic sense. This is supported by the use of sequins as stems and the use of stitch 6 (on the blue machines) making the design seem more realistic. The design is also very balanced, even though there are an odd number of leaves they are different shapes and sizes



My personal reflection

To produce creative, independent learners, we as teachers must provide the landscape for their journey. Upon reflection, I believe that I effectively intertwined the trends in curriculum on technology and design, with the best practice approaches to effective teaching and learning to provide a unit of work that produced creative thinking, independent learning and successful production. Whilst some refinement of activities or process journal steps is required for future implementation, I am very pleased with the quality of learning generated for and achieved by the students. I have been rejuvenated through the use of new teaching strategies and have been very impressed with the results. This new focus on visible thinking and learning has provided insight into alternate methods of teaching inquiry-based learning for Home Economics.

Margaret Duncan Head of Home Economics
Loreto College, Brisbane





let's celebrate!

20 years
HEIA(Q) 1994-2014

celebrating home economics

heia(q) 2014
state conference

Brisbane Convention and Exhibition
Centre Saturday 9 August 2014

We are ready to celebrate

- 5 keynote speakers
- 27 concurrent sessions
- 4 conference committee members
- 2 conference managers
- and about 300 delegates

Yes, we are all ready to celebrate. We hope that you are too! We hope that you are registered or about to register to ensure that you secure your preferred sessions.

Tim Costello



Melinda
Tankard Reist



Dr Rosemary
Stanton



Kathleen Horton



Guests of honour (in order of appearance)

There are actually many guests of honour, all who attend will be guests of honour. But let's look at those who are speaking at keynote sessions.

Tim Costello, AO

Tim Costello is one of Australia's most sought after voices on social justice issues, leadership and ethics, having spearheaded public debates on gambling, urban poverty, homelessness, reconciliation and substance abuse. Trained in economics, law, education and theology, Tim has practised law, served as a Baptist minister, and has been active in church and community leadership, local government and national affairs.

Melinda Tankard Reist

Melinda is an author, speaker, Fairfax Media columnist and media commentator, blogger and advocate for women and girls. She is well known for her work on the objectification of women and sexualisation of girls and efforts to address violence against women.

Dr Rosemary Stanton, OAM

Dr Rosemary Stanton has been regarded by the media for over 45 years as a source of reliable nutrition information and was awarded an Order of Australia for her contributions to public health through nutrition. She has been an invited member of many national committees related to nutrition and sustainable food futures and is the author of many scientific papers, 33 books and over 3500 articles for magazines and newspapers.

Kathleen Horton

Kathleen Horton is Head of Discipline and Senior Lecturer (Fashion) in the Creative Industries Faculty at Queensland University of Technology. Kathleen is author of papers such as *Design innovation and the 21st century fashion blur* and *I dress therefore I am*.

Holly Brennan, OAM

Holly Brennan is the Manager, Research and Program Development at Family Planning Queensland (FPQ). She is responsible for the development of FPQ's sexuality and relationships education programs, prevention of childhood sexual abuse programs and sexual behaviour programs. Holly is the author and coordinator of numerous resource and research projects and has been the recipient of several awards including the 2012 Medal of the Order of Australia.

**For further information and to register Please go the
conference website at www.heiaq.com.au/evvents/conference**

Conference management enquiries

Please contact Expert Events

Tel: 07 3848 2100

Fax: 07 3848 2133

Mob: 0418 210 432

Email: heiaq2014@expertevents.com.au

Holly Brennan



Professor
Janeen Baxter



Eric Frangenheim



Michelle Harris



Gaylene Jackson



Alice Payne



Jeff Thompson



And other distinguished guests

Altogether we have 22 conference presenters, including the five keynote speakers. The following introduces some of the speakers who have not presented previously at HEIA(Q) conferences.

Professor Janeen Baxter, University of Queensland

Janeen is an Australian Research Council Professorial Fellow in the School of Social Science and the Institute for Social Science Research at the University of Queensland. Her research focuses on gender inequality in families and households and the links between paid and unpaid work. She is currently working on a project investigating changing patterns and experiences of marriage in Australia. Other research interests include the relationship between earnings and housework, trends in attitudes to gender and patterns of unpaid work over the lifecycle. At the conference, Janeen's topic will be '21st Century families: Continuity and change over time'.

Michelle Harris, San Sisto College

Michelle's session at the conference is 'Advocating for Home Economics'.

Jeff Thompson, QSA

Jeff taught for 17 years in nine schools before joining the Queensland Board of Senior Secondary School Studies in 1996. He has been a Review Officer and a Key Learning Area Officer and is currently Principal Project Officer in the Senior Resources Unit. He has been active in the development of senior syllabuses since 2005 and is currently leading the development of the Fashion Subject Area Syllabus. At the conference, Jeff will co-present with Kerri Gorman on 'The redevelopment of study area specifications into subject area syllabuses—Taking a look at Early childhood, Hospitality and Fashion'.

Eric Frangenheim

Eric Frangenheim started teaching in 1970 and has been a teacher, head of Department and Deputy Principal and is an educational consultant (since 1989). He is committed to providing teachers with the skills and strategies to create thinking classrooms and engaging learning environments. Eric has published such books as *Reflections on Classroom Thinking Strategies*, now in its 10th edition, and is co-author of the innovative teachers' companion, a diary for Early Years, Primary and Secondary teachers that incorporates a vast range of educational ideas and literature on classroom practice. Eric will be presenting two sessions at the conference: 'Thinking outside the square' and 'Strategies for critical thinking'.

Gaylene Jackson, LiteBulb Moments

Gaylene provides professional development in digital teaching and learning for P-12 schools through her consultancy LiteBulb Moments. She has had over 25 years experience teaching in a primary classroom and for the 10 years prior to starting her own consultancy, has been involved in the delivery of professional development for teachers and principals in government schools across Queensland through roles such as Program Manager, ICT Learning Innovation Centre, Sippy Downs. In 2010 Gaylene was named the QSITE Outstanding Leader of the Year for the way she uses leadership qualities to mentor teachers to begin and continue their digital journeys. Gaylene will be presenting two sessions at the conference: 'Using your iPad to make and present units of work that your class will enjoy' and 'Using social media and Web 2.0 tools as valid teaching resources'.

Alice Payne, Creative Industries, QUT

Alice Payne is a designer and lecturer in Fashion at Queensland University of Technology. Her research interests include the fashion design process, the Australian mass-market fashion industry, and the problem of design for sustainability within the fashion context. She has published a number of journal articles and book chapters on these themes. She is also an award-winning designer and has exhibited in Australia and overseas. At the conference, Alice will present 'Jumping into the design process—and making a map of where you have been' and, with Kath Horton, 'Fashion, ethics and sustainability—A wicked problem to explore using the lifecycle thinking'.

Returning guests

In addition, we are delighted to welcome back ten presenters who have presented at previous conferences: Renae Bradbury (QUT), Leanne Compton (Victorian Curriculum and Assessment Authority), Tara Diversi (Bond University), Margaret Duncan (Loreto College), Kerri Gorman (QSA), Chef Martin Latter (BCEC), David Pugh (Restaurant Two), Dr Janet Reynolds, Rosemarie Sciacca (John Paul College), Bryant Wells (Tukka) and Kay York (State Schools Queensland).

Last few weeks to register

To register, visit the conference website at www.heiaq.com.au/events/conference

Don't miss out on another fabulous conference. A great professional opportunity to enhance your professional capacity as well as an opportunity to network with like-minded people.



What's happening in Queensland school kitchens?

St Pauls School, Brisbane



Quinoa Salad

Submitted by Jennifer Bray

Ingredients

- 100 g quinoa
- 250 mL salt reduced vegetable stock #
- ½ red onion, peeled & cut into 1 cm thick slices
- 1 red or yellow capsicum, cut into chunky long wedges
- 200 g zucchini, halved lengthways
- Olive oil spray #
- 20 mL olive oil #
- Zest and juice of 1 small lemon (need zest and 20 mL juice)
- 1 clove garlic, crushed
- 20 mL balsamic vinegar #
- ¼ teaspoon sugar #
- Freshly ground pepper #
- 100 g reduced-fat feta cheese, crumbled
- 1 small bunch fresh parsley or a mix of herbs, washed and finely chopped

school provided ingredient

Students bring a take home container.

Method

1. Preheat oven to 200°C.
2. Line a baking tray with baking paper.
3. Steam the quinoa in the vegetable stock for 20-25 minutes over low heat. Stir occasionally, fluff with a fork and allow to cool.
4. Place vegetables on the lined tray and spray lightly with olive oil spray.
5. Bake for 30 minutes until golden brown. Allow to cool, then chop roughly.
6. In a small bowl whisk olive oil, lemon juice, garlic, vinegar & sugar.
7. In a large bowl, combine all ingredients except feta cheese, mix gently to combine. Season with fresh pepper.
8. Divide to serve 4 portions & top with crumbled feta & extra parsley to garnish.



**St Paul's
School**



World Food Day

Come along and enjoy the collegiality of your home economics colleagues. Maybe make up a group to come along and relax, or come along by yourself and meet some new colleagues.

Please contact Coral Early by email at cear15@eq.edu.au if you have any queries.



WORLD FOOD DAY-OCT 16

Date:	Thursday 16 October 2014
Time:	6.00 pm - 9.00 pm
Venue:	College of Tourism and Hospitality, Ernest Street, Southbank
Cost:	2 courses, \$35
Drinks:	Cash bar
Parking:	On site
Bookings:	An email will be sent out closer to the event, with booking details through TryBooking.

Hope to see you there!

Learning context

Year level

Year 8

Unit name

Fast Food Renovation (2 weeks)

Length of practical lesson

90 minutes

Essential Learnings for the unit

Health and Physical Education

Knowledge and understanding

- Adolescents can meet their specific nutritional needs through eating foods that reflect the dietary guidelines.

Ways of Working—Students are able to:

- identify issues and plan investigations and activities
- research, analyse and evaluate information and evidence
- draw conclusions and make decisions
- propose, justify and implement plans or actions to achieve goals and promote health and wellbeing
- identify risks and devise and apply safe practices
- reflect on learning, apply new understandings and justify future applications.

Practical skills developed:

- Safe food handling
- Knife skills
- Stove top cookery
- Recipe modification & multiplication.

St Paul's School Home Economics learning area has been rebranded as Health & Lifestyle Technology (HLT) for the 2014 school year. The structure of our courses has changed:

- Year 7 students have a compulsory one-term 'taste' of HLT
- Year 8 students enjoy an elective, two-term course of study in the areas of Food & Nutrition and Food Technology, with a focus on healthy lunches and snacks that students can prepare for themselves, over 7-8 practical cookery double lessons per term. Students bring the main ingredients for their practical lessons, and food is taken home to share with family and friends.

In collaboration with the Health & Physical Education staff, we worked on HPE week this term, and the Year 8 HLT students examined fast food, its influence on teenagers, and its place in a healthy diet. Students prepared food to share with the school community, promoting healthy fast food and offering an alternative to the usual suspects! Students discussed sustainable packaging options for the tastings, so that no extra rubbish was created, and used paper napkins and bamboo boats to serve 2 of the items for tasting. Promotional posters were created and orders placed. Food scraps were collected by a staff member for chicken food, and recycling encouraged where possible. Herbs are grown in pots outside.

Students were provided with a choice of recipes for a Mini Burger, a Sticky Honey Chicken Noodle Salad, & a Quinoa Salad, offering opportunities for a range of skill levels and tastes. Interestingly, the Quinoa Salad was selected by two groups, who identified that older girls often choose salads for lunch. This recipe is also gluten free, vegetarian, and a really flexible base to adapt and develop different flavours. In making the Quinoa Salad, students could choose to use raw or roasted vegetables, and needed to work out their time management—for example, cooking the quinoa while preparing the vegetables and the dressing.

The Year 8 students enjoyed the experience of cooking for others, promoting our learning area, and exploring fast, delicious, nutritious food.

School profile

Lockyer District High School



Lockyer District High School (LDHS) has a highly respected reputation within the Lockyer Valley and abroad that is built on success and excellence. The school is located in Gatton, a rural community approximately 90 minutes from Brisbane. It is a government, co-educational school with approximately 1100 students from Year 8 to Year 12. The region is growing, which is evident in the rich, cultural diversity that now makes up the school and community.

The Head of Department for Practical Arts and Vocational Education and Training, Simone Edbrooke, is in her seventh year at the school and oversees the management of Home Economics, with home economics related subjects being offered from Year 8 to Year 12.

Home economics subjects offered

A wide range of subjects are offered under the Practical Arts Home Economics banner:

Years 8-10:

- Year 8 Home Economics (3-4 classes each semester of 25-28 students)
- Year 9/10 Home Economics composite class (15-18 students)
- Year 9 and Year 10 Food Studies (3 classes at each year level)

Years 11-12:

- Hospitality Studies (OP)(16-20 students).
- Hospitality Study Area Specifications (16-20 students)
- Certificate II in Hospitality (18-24 students)
- Early Childhood (20-24 students).

Currently, Senior Home Economics is not running due to smaller numbers.

The introduction of Year 9/10 Food Studies, which has been very popular and loved by students, has made numbers in Year 9/10 Home Economics smaller but increased the number of classes and diversity of Hospitality classes now offered in Years 11/12. Perhaps this has also been influenced by the current climate, with the huge range of cooking and lifestyle shows now on the television along with the students desire to learn to cook.

Home economics staff

The four staff working in Home Economics have been at the school a long time and are highly skilled and very competent in what they do. Together, the staff makes a supportive and loyal team that is very committed to the exciting future of Home Economics with the planning and implementation of the Australian Curriculum.

Robyn Cunner, who was a past student at Lockyer District High School (LDHS), has now been a Senior teacher at LDHS since 1993. She currently teaches Food Studies and has a passion for Hospitality Studies (OP). Robyn has a lot of involvement with hospitality through the Queensland Studies Authority panel for Hospitality Studies and a strong coaching and mentoring role within the school.

Sue Fraser has been teaching at Locker for 17 years and currently teaches Year 8 Home Economics, Year 9/10 Food Studies and the Hospitality (SAS) in Year 11/12.

Fiona Taylor has been working part time at Lockyer for nearly 8 years. She teaches Year 9/10 Food Studies and her forte is with Year 11/12 Early Childhood. Her classes are usually full with waiting lists to get in as soon as a vacancy arises.

Simone Edbrooke currently teaches the composite Year 9/10 Home Economics and Year 11 and 12 Certificate II in Hospitality. Simone's strength is her passion for the hospitality industry and wealth of knowledge and experience working in vocational education and training, especially Hospitality, for many, many years and the ability to get students working to the high standard expected by the industry.



An interview with Head of Department, Simone Edbrooke

How is Home Economics perceived at Lockyer District High School?

Lockyer District High School has great, enthusiastic students who choose Home Economics and Food Studies. They come from diverse backgrounds, each bringing their knowledge, skills and experiences of food and the textile area. The students enjoy being in these classes and help and support each other in the practical experiences that they do.

Hospitality has a strong community profile as students work regularly at school and community functions such as Seniors Week Luncheon, Art Exhibition, Mother-daughter dinner, Chaplaincy breakfast and any other opportunities that arise. Many students are offered casual, paid employment with private caterers or organisations in the local area outside of school hours. These opportunities, as well as the school website, regular articles and photographs in the school newsletters and magazines help to showcase the great work happening in the Practical Arts Department in Home Economics.

The Home Economics team, supported by their teacher aide, Chris Crighton, is highly valued by other staff in the school for the work that they do that benefit the whole school, not just the department. Other staff admire the successes that the department often has with the more challenging, and perhaps disengaged students in the school. The commitment and passion of the home economics staff for their subjects, and the multitude of experiences and opportunities they provide for the students so they can have positive outcomes in their classes, ensures successful outcomes for all students.

What Professional development opportunities are available for home economics staff?

As Head of Department, I try to ensure that the staff in Home Economics regularly attend professional development opportunities for both Home Economics and Hospitality, especially the annual HEIA(Q) state conference and hospitality industry activities. Staff welcome these opportunities for professional development with enthusiasm and see them as necessary for their professional growth as dynamic teachers.

If you could change one thing at your school, what would it be?

We would love to have a Senior Home economics class again if numbers would support it. The biggest challenge is the timetabling structure. The students in Years 9 and 10 currently choose two electives. The majority of Year 9/10 students who select a home economics related subject, select Food studies not Home Economics. Our challenge is to promote and lift the profile of Home Economics, especially the enthusiasm and passion for the textiles component so that Home Economics is seen by the students and their parents as a worthwhile pathway to consider.

Together with ACARA and the Lockyer Valley being the 'salad bowl' of Queensland, we are looking forward to changes to our courses to better reflect the current community growth with nutritious foods that still taste great. The concept of 'paddock to plate' is what the Lockyer Valley is all about. It is both exciting and challenging times for Lockyer.

LOCKYER DISTRICT
HIGH SCHOOL



belong...believe...achieve...



2014

National Conference

30 September - 2 October
Novotel Perth Langley,
Western Australia

join the conversation

Trending

Home Economics



The program is now finalised

With approximately three months to go until the HEIA national conference, the academic program has been finalised, the conference brochure printed, the satchels purchased and ready to be filled, and many HEIA members have their flights booked ready to learn, engage, be extended—and explore Perth and surrounds. Yes, members are getting ready to trend!

Why not take advantage of the school holidays and head off to Western Australia with friends or family and combine a holiday with a professional conference? Apart from what promises to be an exciting program, Western Australia has so much to offer in terms of things to see and do—Perth is such a beautiful city and the surrounding districts such as Margaret River, Swan Valley, Rottneest and Fremantle are legendary.

The three-day conference will include:

- five keynote sessions, with some being individual speakers and others being panels
- six blocks of concurrent sessions, with a total of 31 presentations from which to choose
- site visits, with each delegate able to choose one from the eight on offer
- special interest group meetings for the early risers.

Through these sessions, delegates will have the opportunity to explore what is trending in home economics and related fields—that is, the direction in which home economics and related fields are moving, and how home economics is extending its practice and spheres of influence.

Nine speakers will deliver keynote addresses, either as individuals or as part of a panel. Whilst four of these speakers have addressed HEIA divisional conferences (Professor Martin Caraher, Dr Janet Reynolds, Dr Rosemary Stanton and Melinda Tankard Reist), the other five are new to the HEIA stage—Professor Mike Daube, Michael McQueen, Dr Christina Pollard, Professor Samina Yasmeen and Jayne-Ann Young. The keynote speakers hail from Australia (New South Wales, Queensland, Victoria and Western Australia), New Zealand and the United Kingdom.

Similarly, the presenters of concurrent sessions come from far and wide across Australia, with both members and non-members submitting abstracts to present their work. A rigorous process was undertaken to ensure that these presentations are worthy of a national conference, and they are complemented by a number of invited speakers. Presenters are travelling from New South Wales, Northern Territory, Queensland, Victoria and Western Australia to share their ideas about what is trending in home economics. A unique aspect of the conference is 'Teacher sharing', whereby practising teachers will share their practice. Another unique aspect is the site visits where delegates will leave the conference venue to explore what is happening in, for example, industry settings such as a mushroom farm or a lupin processing plant, a fashion designer's studio, the West Australian Institute of Fashion and Textiles, the school-based '5000 meals' project or Foodbank—or indeed, visit the One-World Centre or get creative by participating in a hands-on textiles upcycling workshop.

Social program

Conference dinner

The conference dinner will be held on Wednesday 1 October in the magnificent Fraser's Restaurant, located in the unique surrounds of Kings Park and perched high above the city of Perth. You will enjoy a sumptuous three-course meal whilst overlooking Perth and the beautiful Swan River by night.

Cost \$100 per person

Welcome function

A welcome function will be held on the evening of Monday 29 September at Mercedes College, Perth.

Conference registration

Registration will be online via the HEIA website. Online registration enables payment of your registration fees via MasterCard or Visa. Alternatively, you may nominate to send payment via cheque or EFT.

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

Registration type	Earlybird (up to Friday 1 August 2014)	Standard (after Friday 1 August 2014)
HEIA member registration	\$595	\$695
HEIA full-time student/ retired member registration*	\$495	\$595
Non-HEIA member registration	\$695	\$795
Non-member full-time student registration*	\$595	\$695
HEIA member day delegate	\$240	\$325
Non-HEIA member day delegate	\$325	\$375

Payment at the earlybird rate must be received by 1 August 2014, otherwise standard fees will apply.

Entitlements

All registration categories include:

- attendance at the welcome reception on Monday 29 September 2014
- attendance at all plenary, concurrent sessions, site visits and/or special interest group meetings for the day(s) of registration
- refreshments upon arrival, morning tea and lunch for those days for which the delegate is registered
- a delegate satchel that will contain conference information and various sponsor materials
- access to the Trade Exhibition.

Keynote speakers

Michael McQueen, leading specialist in demographic shifts, change management and future trends

Professor Martin Caraher, Professor in Food and Health Policy at the Centre for Food Policy at City University, London, with extensive experience working on issues such as food poverty, cooking skills, local sustainable food supplies, retail concentration and globalisation

Dr Rosemary Stanton, one of Australia's leading nutritionists, who was awarded an Order of Australia for her contributions to public health through nutrition

Professor Mike Daube, Professor of Health Policy at Curtin University and Director of the Public Health Advocacy Institute and the McCusker Centre for Action on Alcohol and Youth

Dr Christina Pollard, Curtin University, whose work aims to improve the translation of important public health food and nutrition research into policy and practice

Melinda Tankard Reist, writer, speaker and media commentator, blogger and advocate for women and girls, well known for her work on the objectification of women and sexualisation of girls

Professor Samina Yasmeen, Director of the Centre for Muslim States and Societies, lecturer in Political Science and International Relations at the University of Western Australia (UWA), Perth

Jayne-Ann Young, Consultant at Cognition Education Ltd, specialising in Visible Learning, which involves presenting internationally the Visible Learning research

Dr Janet Reynolds, Convenor, HEIA Education Standing Committee who represents HEIA on the Australian Curriculum, Assessment and Reporting Authority's national panels for HPE and for Technologies



Trending

Home Economics



join the conversation

For further information, please go to www.heia.com.au/events-conference

HEIA/McCormick 2014 Flavour Forecast Recipe Challenge



The Home Economics Institute Australia Inc. (HEIA), together with McCormick Foods Australia are excited to announce that the Years 9 & 10 Flavour Forecast® 2014 Recipe Challenge is well and truly officially launched.

With some amazing prizes on offer, there has been some great feedback already, with many schools re-entering for a second time, and many new schools getting involved for the first time.

About the competition

The design brief, which is grounded in the curriculum and has a real-world context, models some of the key features of the Australian Curriculum, including critical and creative thinking, ICT capability, and Australia's engagement with Asia.

The challenge is for students, individually, or in teams, to develop four original recipes that support the McCormick® Flavour Forecast® 2014. Entrants are required to submit:

- four original recipes inspired by the Flavour Forecast 2014 report (see table on opposite page)
- two or three supporting images of each dish
- a costings breakdown
- a justification of, and reflection on the resolution to the recipe challenge.

Judges will be looking for:

- adherence to the design brief
- appeal of the recipes
- point of difference
- justification of, and reflection on the resolution to the recipe challenge
- presentation of final food product.

Entries are required by last mail received on 27th October 2014.

If you have not requested your Competition Entry Pack, please do so by emailing Neredith at Neredith@marketmaker.com.au



The prizes

The national prize for the winning school is a \$2,000 voucher from ExecutiveChef.com.au to stock up the school kitchen, plus an HEIA one-year school membership (for up to 6 teachers at the school), valued at \$330.

In addition, the winning school from each state/territory (ACT/NSW, NT/SA, QLD, VIC/TAS, WA) will receive the following prizes, valued at \$1442:

- Tupperware Compact Cookware Set (RRP \$379). This set nests together for space-saving storage and includes:
 - 1 x 1.5L saucepan with cover
 - 1 x 2.5L saucepan with cover
 - 1 x 3.5L saucepan with cover
 - 1 x removable handle
- Tupperware Kitchen Preparation Tools (RRP \$97)—six essential kitchen tools (KP serving spoon, KP whisk, KP master tongs, KP skimmer, KP slotted turner and KP ladle) that are heat resistant to 200°C
- Tupperware Universal Series Knife Set (RRP \$241)—a seven-piece stainless steel knife set with ergonomic handles and protective sheaths and includes paring, utility, serrated utility, filleting, bread and chef knives, plus a sharpener
- Tupperware Modular Mates® Mixed Pantry Set (RRP \$225)—modular in design, virtually airtight containers that will save space and protect your food
- A supply of McCormick herbs and spices for the classroom (valued at \$500).

There are also student prizes and each entrant receives a participation certificate.



Subject Area Syllabus documents

As we move closer to subject selection time, just a reminder that the new Study Area Syllabuses for Early Childhood Studies, Fashion and Hospitality are to be implemented in 2015. These are new syllabus documents, not revised Study Area Specifications (SAS), and so are very different to the previous SAS documents. Students will be required to use an abundance of higher order thinking skills. The premise behind this may be that these subjects contribute the same number of credit points to the Queensland Certificate of Education and, therefore, there should be closer alignment of assessment expectations and standards, along with the current emphasis on improved literacy and numeracy skills.

Queensland Studies Authority (QSA) is producing DVDs that will focus on:

- who the learner is who engages with the Subject Area Syllabuses
- the value of the Subject Area Syllabuses
- how the underpinning factors are evidenced in the different parts of the syllabus—each factor will be:
 - explained and unpacked with reference to important resources
 - referenced through the syllabus template
 - shown with examples
- the need for core and elective?
- how to plan using the Subject Area Syllabuses.

Assessment workshops are to be held in Term 3, so watch the QSA website for this information.

Leanne Warner Browns Plains State High School

Flavour trend (select four from below)	Flavour combination and instructions	Optional alternative ingredients and tips	
CHILLI OBSESSION	Food lovers everywhere are seeking out their next big chilli thrill. Beyond just discovering new chilli varieties, this obsession has extended into using techniques like grilling, smoking, pickling and candying to tease out the flavour potential of chillies.	Chilli obsession—Students are to deliver a dish that includes two different types of chillies such as guajillo, chilli de arbol, tien tsin and aji amarillo, and use two different techniques for cooking their chillies e.g. grilling, smoking, pickling, fermenting or candying.	Refer to the handy recipe sheet for chilli cooking techniques#.
MODERN MASALA	Indian food is finally having its moment, breaking free of its traditional confines with modern interpretations. People around the world are taking their appreciation for this richly-spiced cuisine to the next level, and exploring more flavours in new ways.	Modern masala—Students are to deliver a dish that includes two different types of chillies such as guajillo, chilli de arbol, tien tsin and aji amarillo, and use two different techniques for cooking their chillies e.g. grilling, smoking, pickling, fermenting or candying.	Paneer cheese —use firm creamed cottage cheese (available in fridge section of most supermarkets) or queso blanco or queso fresco (available from gourmet food delis). Kashmiri masala —Refer to recipe for Kashmiri masala #.
CLEVER COMPACT COOKING	Proving that big flavours can come from small spaces, cooks across the world are making the most of space that is available to them. They are discovering creative ways to prepare flavourful meals in a single appliance.	Clever compact cooking—Students are to deliver a dish that is prepared in only one kitchen appliance such as a microwave oven, blender etc., and uses tea, noodles and coriander.	Noodles —use any variety of dried or fresh noodles e.g. egg noodles, glass noodles, rice stick noodles or miso noodles. Tea —use loose tea or tea bags. Any variety of tea may be used, including herbal infusions. Coriander —use ground coriander, coriander seeds or fresh coriander leaves, or a combination.
MEXICAN WORLD TOUR	Mexican flavours are on the move around the world. From a growing taste for regional Mexican food in the United States to early exploration of typical Mexican cuisine in China, cultures across the world are embracing authentic elements of this cuisine.	Mexican world tour—Students are to choose at least two authentic Mexican ingredients from tomatillos, chamoy sauce or recados, and deliver a dish that would be served in a foreign country e.g. an authentic Mexican dish using tomatillos served Japanese style.	Tomatillos —use fresh or canned tomatillos or use green or unripe tomatoes. Chamoy sauce —refer to recipe for Chamoy sauce #. Recado rojo —refer to recipe for recado rojo#.
CHARMED BY BRAZIL	The world's attraction to Brazilian cuisine is heating up, thanks to its enticing mix of global and native influences.	Charmed by Brazil—Students are to pick at least two ingredients from black eye peas, guava, cassava and tempero baiano, and prepare a dish that is a melting pot cuisine of Amazonian influences and one other influence – either European, African or Asian.	Guava —use fresh or frozen red or green guavas or use guava juice or guava jam or preserve. Cassava —use flour or root, or tapioca, corn or rice flour, or arrowroot. Black eye peas —use fresh, canned, frozen or dried chick peas, pigeon peas, red kidney beans, black beans, white beans. Tempero baiano —Refer to recipe for Tempero baiano #.

a recipe to create this ingredient in the competition pack.





Home Economics Teacher Excellence Awards

**Nominations
must be received
no later than**

**Friday
27 July 2014**

The Queensland Division of the Home Economics Institute of Australia invites nominations for the **HEIA(Q) Home Economics Teacher Excellence Awards 2014**. This is an invaluable opportunity to recognise and celebrate the outstanding work done by home economics practitioners. Home economics teachers contribute much to education in Queensland and this is one way the profession can acknowledge practitioners who excel.

The Excellence Awards will be presented at the HEIA(Q) state conference on Saturday 9 August 2014. Regional functions may be arranged to celebrate awardees from regional centres.

Home Economics Teacher Excellence Awards

Nominations are invited for **currently practising** teachers who have, in recent times, **demonstrated excellence** consistently in several facets of **home economics education** (e.g. quality teaching practice, innovative teaching practice, exemplary curriculum development, quality student outcomes and success, outstanding professional commitment...)

- Nominees considered for this award must be **financial members of HEIA Inc** (individual or school).
- A member who has received an HEIA(Q) Home Economics Excellence in Teaching Award is eligible for re-nomination three years after receiving the award.
- A **maximum of three awards** will be presented annually. A panel will review the nominations.

To nominate a colleague, please complete the **Nomination Form** and forward the completed **form and response to selection criteria** to:

Teacher Excellence Awards
Home Economics Institute of Australia (Qld)
PO Box 629
Kallangur QLD 4503
or scan and email to heiaq@heia.com.au

Who Are You Going To Nominate?

HEIA(Q) would like to acknowledge quality teachers within our profession, but we need your help.

It's time to share with others the exemplary work done by home economics teachers. Please tell us about their activities and achievements.

Closing date for nominations is **Friday 27 July 2014**.

Be proud to be a home economics teacher in Queensland!

Home Economics Teacher Excellence Awards

Nomination Form

Nominee details >

(person being nominated for the award)

Name: _____

Work Phone: _____ Home Phone: _____

Email Address: _____

School: _____

School Address: _____

Number of years of home economics teaching experience: _____

Nominator details >

Please note that the person proposing the nomination must be a financial member (individual or school) of HEIA Inc. The nomination must be seconded by another member or a school representative such as the Principal.

Proposed by:

Signature: _____ Date: _____

Phone: _____ Email: _____

Seconded by:

Signature: _____ Date: _____

Phone: _____ Email: _____

Response to Selection Criteria

Please provide details of how the nominee has demonstrated excellence in **home economics teaching** in recent years (1-3 years). Include details of the activities undertaken by the nominee and his/her professional characteristics that indicate excellence. Where appropriate, please include the year of the activity.

Details of the nominee's activities/characteristics must address a **minimum of two** of the following selection criteria:

- Teaching practice e.g. student-centred learning, use of productive pedagogies, integration of ICTs
- Curriculum development e.g. innovative school-based curriculum development that relates to contemporary syllabuses, development of work programs, contribution to syllabus development
- Student outcomes/success
- Professional activities

Primary focus should be given to activities relating directly to **home economics**, but may also include activities relating to, for example, hospitality and early childhood. Nominations should be comprehensive but clear and concise, occupying **no more than two A4 pages**.



heia(q)

Diary Dates

AUGUST 2014



**WELCOME TO THE 2014
QUEENSLAND HOME
ECONOMICS
GRADUANDS**
4.30 pm - 6.30 pm
Stamford Plaza Pav Bar
www.trybooking.com/EKFZ



HEIA(Q) STATE CONFERENCE
8.30 am - 4.45 pm
Brisbane Convention and
Exhibition Centre



RETIRES' HIGH TEA
11.30 am
Keri Craig Emporium
Brisbane Arcade
Brisbane City

SEPTEMBER 2014



HEIA NATIONAL CONFERENCE
30 September - 2 October
Novotel Langley Perth,
Western Australia

OCTOBER 2014



WORLD FOOD DAY
6.00 pm
College of Tourism and Hospitality
Ernest Street
Southbank

DECEMBER 2014



**THE AUSTRALIAN CURRICULUM
AND HOME ECONOMICS: PART 1
AND PART 2**
9.00 - 3.30 pm
Mackay North State High School
Valley Street, Mackay North