



# *in*Form

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

**December 2006**



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If you have information, news or comments,  
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## President's Message

This year our newsletter has dedicated space to exploring our history as well as including up-to-date information that will help shape our future. It is interesting to contemplate what people in the historical photographs would have made of terms like *roll-ups* or *eating green*. Despite this, much remains the same. Although, over the years home economics has had numerous names and syllabi have shifted in their emphases, a great deal has not changed. One constant has been our professional bonds and the friendships cemented at college/university, in the variety of staffrooms and classrooms in which we have worked, and at the functions we have attended. These shared and precious connections are our strength.

On the professional development front, 2007 is shaping up to be yet another exciting year. The sub-committee responsible for organising the 2007 HEIA(Q) nutrition conference has been meeting regularly over the past three months to bring together a conference of great benefit to members, teaching and community colleagues, and most importantly, our future generations.

The Commonwealth government's reporting requirements for schools will mean further changes. Some members have already started to develop their ideas and some have been generous enough to share with others. Out of this, it is hoped more collaborative approaches and shared understanding will be nurtured between home economics teachers, so hopefully, we can work professionally and smarter, rather than harder. In these challenges are opportunities to turn around a culture of isolation and individual hard slog, to one where learning from each other, and most importantly peer praise, support and recognition can be grown, confidence built and positive outcomes for our students achieved.

In the last newsletter I raised concern that we did not receive any nominations for the 2006 HEIA(Q) Excellence in Teaching Awards and suggested that we try to change the culture and ensure we ourselves, acknowledge the essential contribution we make to wellbeing—our own as well as future generations. Perhaps over the break when you have a chance to collect your thoughts and reflect on this very special association that we have, you may have an idea of ways of staying connected through celebration. Please email, mail or phone your ideas to HEIA(Q). We also hope that you will consider nominating for a position on the HEIA(Q) Committee of Management. It is important to complement existing experience and expertise with new people who can introduce a greater range of ideas and approaches. There is no right or proven way to nurture and/or improve situations, but it is a task made easier when the leadership is shared.

Very best wishes for a safe, happy, healthy and memorable (for all the right reasons) end to 2006 and may 2007 bring you, all you could wish for yourself.

**Joanne Jayne**  
**President, HEIA(Q)**

## 2007 HEIA(Q) State Conference Brisbane, 20-21 July 2007



### It's new, it's different, we need to be ready for this one!

This ground-breaking conference is both timely and critical in terms of building the capacity of delegates to engage in effective, action-oriented nutrition education for a new generation—nutrition education for a new generation by a new generation. The conference will support a new generation of professionals working together so that our younger generation can 'break out' of unhealthy eating patterns and join the cohort that is already reaping the benefits of a healthy lifestyle. Educating a new generation of professionals to educate a new generation of healthy Australians.

#### WHY

Good nutrition has long been associated with good health and physical wellbeing, and in particular the prevention of obesity and being overweight, and associated diseases. Educators are repeatedly reminded of the links between nutritional health and young people's ability to learn, with good nutrition maximising the body's and brain's potential for learning. But for many of our young Australians, the going is tough—they live in well-intentioned but often misinformed environments, where a lack of and/or incorrect nutrition information plays out in eating cultures that are not supportive of their wellbeing. They live in a consumer culture fuelled by rampant advertising of unhealthy foods, where everyday practices are sabotaged by the, some would say unethical, practices of some sections of the media and corporate enterprises. Schools, alone, cannot turn all this around but neither can they ignore the situation. They have a pivotal role, and must work with students themselves, their families, and the broader community in addressing the influences on, and impacts of, eating habits.

#### Start planning now!

#### Plan to release all teachers

#### Plan to secure funding

The HEIA(Q) 2007 conference is a 2-day conference that takes in a Friday and Saturday. The venue is to be confirmed but it will be in Brisbane. HEIA(Q) is mindful that this conference hits at the core of our work and we would like our profession to stand strong and for as many as possible to be part of a conference that is making a bold statement about the place of home economists in leading the nutrition education agenda. We recognise the issues surrounding schools releasing staff on a school day but it can be done!

Submit your professional development requests now! Plan to release your teachers. Seek financial support to attend the conference.

The conference program encourages teams of teachers to attend, including teams with colleagues from feeder primary schools. Use the Middle Phase of Learning philosophy, which supports transition from primary to secondary school, as part of your argument for funding.

HEIA(Q) will actively pursue the sponsorship needed to keep the costs down but we ask you to also pursue whatever avenues are open to you to get the support you need to attend en masse!

**Good luck!**

#### The Priority Country Area Program (PCAP)

Are you 75km from a centre of 20,000 people within defined shire boundaries? Then apply for PCAP funding NOW, so that your application goes into the next round in Term 1, 2007.

The PCAP brochure, available on the website <http://www.pcap.org.au/> notes professional development as an area for funding, saying PCAP funds may be used to cover course costs, the supply of relief staff and travel costs. Read the brochure to make sure you address the principles for funding, or call the area coordinator for advice.

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## 2007 HEIA(Q) State Conference Brisbane, 20-21 July 2007

# eduNation

Nutrition education for a new generation



### ABOUT THE CONFERENCE

Knowledge about nutrition is a necessary but by itself an insufficient dimension of nutrition education. Processes and approaches are needed that empower young people, their families and the community with the motivation and skills to take control of their own health. But what to do? **EduNation: Nutrition education for a new generation** will focus on the 'what to do' in schools, with strong and coherent messages for principals and administrators, primary and secondary teachers, community health professionals who work with schools, and parents.



### KEYNOTE THEMES AND SPEAKERS

Whilst the program has yet to be finalised, key players informing good practice have already committed to the conference—**Michael Carr-Gregg, Rosemary Stanton, Jenny O'Dea**—and we are still to confirm if **Jamie Oliver** will participate in a conference video-link-up. Other key speakers are currently being approached. These leading specialists will help us to understand and teach the whole child in context: brain theory and its relationship to nutrition education; understanding the multiple and complex relationships that the new generation experiences that go way beyond (but include) the family; understanding the impacts of, and sometimes exploitation by electronic, corporate and global connections. It is about a new generation of professionals understanding the multi-faceted world of the new generation of young people, and understanding how we must work together in the interests of this new young generation.



**Michael Carr-Gregg, Rosemary Stanton, Jenny O'Dea have confirmed—and we are still to confirm if Jamie Oliver will participate in a conference video-link-up. Other key speakers are currently being approached.**

**eduNation—putting the N for Nutrition into education for a new generation... a healthy nation.**



### THE WORKSHOPS

The program of workshops will further explore the specialists' ideas as well as address practical implementation strategies, such as:

#### The nuts and bolts

- Understanding key approaches and processes that motivate and empower the learner to have a healthy diet
- Assessment: Do we assess eating behaviours? Well what?
- Getting started on my own unit

#### Connecting with the learner

- A further exploration of brain theory
- Generation X, Generation Y—understanding their multi-faceted world and how 'we' fit into it
- IT in the nutrition education classroom
- Teaching the overweight/obese child
- Making learning fun yet connected
- Modelling strategies to look at fast food issues
- Body image: What is the research telling us that works?
- Modelling a strategy to analyse fad diets

#### Administrators

- Smart moves to get smart kids—responsibilities and issues for principals
- Promoting and advocating for nutrition education



#### The What

- If they learn nothing else, I want them to learn ....
- Nutrition updates
- Has the Pyramid gone? What do we use now?
- Which resources are good resources? How do I tell?

#### Good practice look-alikes

- Big picture planning that connects it all together: brain theory, inter-generational theory, IT, media, corporate and global connections .....
- What good practice looks like in a nutrition classroom
- The role of practical food preparation

#### Connecting with the wider society

- A whole school approach, Health Promoting Schools
- What is the best way for classroom teachers/schools to address obesity and overweight issues?
- Using the media to advantage in the nutrition classroom

# The way we were what we made

Contributions by Denise McManus, Donna Pendergast, Debbie Cain and Jan Reynolds

## AT SCHOOL

### 1915–1918

'In many schools the syllabus requirements for needlework were totally ignored between 1915 and 1918 in favour of patriotic work, while in others the making of socks, mufflers, washers and pyjamas for soldiers in the trenches formed a practical supplement to the ordinary school work' (Logan, 1981, p.23).



A collection of preserves made by the Gayndah Rural School girls in the 1930s (Logan, 1981).



Needlework exhibits at Kingaroy State School Project Club Day in 1939 (Logan, 1981).

### 1950s (Jan)

#### *Killing the interest before it got started!*

At age 11/12 years, first year high school (sooo exciting), the first thing that I made for sewing class was a bag to put my sewing into! They were all the same, only made different by embroidering our names in chain stitch. The excitement was diminishing rapidly. I wanted to make something exciting. Then I made an apron and cap for cookery classes next term, and I had to embroider my name in chain stitch again—maybe the teacher only knew how to do chain stitch. In cooking class, I can only remember making fruit salad, and packing it into a jar with some kind of syrup, and that it was not as nice as the stuff that came in cans that we had for Sunday tea. Plus I could not understand why we went to all that trouble and made such a mess when it was so much easier to just eat an apple or banana. Three useless products! That was enough for me! I did not do any more home economics at school. But I was a champion at chain stitch.

### 1960s (Denise)

#### *Liver custard—and more!*

At Domestic Science High School in the 1960s, students were destined to be either teachers or nurses. This could account for the fact that, as well as the academic curriculum, all students had to complete 'Invalid Cookery', a technical college subject. Recipes were prepared and eaten even though students were not sick! They also had to be memorised. Particular delights that will never be forgotten are Beef Tea, where the beef had to be scraped from the cut before being infused in hot water, and Liver Custard. Those words do not go together, I agree. Nor did the ingredients of liver and milk cooked together—a grey colour the result. Brains were also suitable for the invalid, it seemed, and they were prepared in a number of ways after skinning. Needless to say, I don't think any of us have indulged in these dishes since!

#### *Soap and hats!*

In Laundry work we learnt to make soap and memorise the formula, how to remove stains, (watch out Shannon Lush), and assessment was the correct ironing of a linen table cloth. It should be ironed so that it forms a zig zag when unfolded. Millinery involved sewing stitched hats and shaping straws. This stood us in good stead as Millinery was continued at Teachers' College where we graduated to felts and shaping and stitching our own designs.

#### *Dressmaking and drafting (Subtitle: Perfection)*

As the Sixties fashions involved fitted waists, full gathered or pleated skirts, plackets and zippers, fitted set-in sleeves and self-fabric belts and buttons, it was no wonder students got a good grounding in dressmaking and drafting. The teachers were perfectionists—one fellow student having to unpick and reinsert her sleeve six times. Then she had to do the other one!

Practical work in Year 11 and 12 home economics included cake icing in cooking and smocking of a baby's dress in sewing. What ever happened to these?

### 1970s (Donna)

#### *Oslo sandwiches and cultural cooking in western Queensland*

The first food experience in Year 8 was Oslo sandwiches. I thought this was the most fabulous creation. We brought ingredients from home, carried in a shopping bag hanging off the bike handles, and sitting in the port rack until we were allowed into the room after roll call; in retrospect, a risky scenario in the 40 degree temperatures, even at 9 a.m.! We weren't allowed to eat these at school and so they returned home on the handle-bars that afternoon. My first sewing experience was a skirt. It was black with small white whales with red eyes. We took our measurements and drafted our patterns. Quite an achievement really! I wore the skirt to a school dance—it was a good fit!

I recall being amused about making food from other cultures. Here we were in western Queensland with no television, no

internet, no students with obvious signs of belonging to any culture that might actually consume these foods. Our only sources of inspiration were dated recipe books and encyclopaedias. We started off thinking we'd cook Chinese food, but could not buy soy sauce or any other fairly important ingredients in town. In the end the teacher took a trip 600 kilometres down the road to buy the ingredients for us!

## 1980s (Debbie)

### *Smocking the baby's dress*

I went to school in New South Wales in the 1980s and can recall making a baby's dress with smocking and embroidery. That, coupled with the Home Science text book that had various chapters on how to be a good homemaker as well as the roles and

responsibilities of the mother, leaves little to the imagination as to what message they were trying to send!!

## 1990s (Denise)

### **Board shorts**

More recently, board shorts were a saviour when they came into fashion. It was about the same time that more boys were doing home economics. At one school, I had a particularly keen boy. He was a trouble in most of his other classes and quite the sportsman. Then he discovered how easy it was to sew board shorts. He did not make a sound in my class as he was at the machine churning out shorts. After the first pair, he made a pair a week and gave them to his family or sold them. A real success story.

## TEACHERS' COLLEGE

### 1960s (Denise)

At Teachers' College, drafting was a whole morning session, as was dressmaking, so a substantial amount was achieved in a session. Glamorous garments were completed like evening dresses and matching theatre coats. I doubt they were ever worn as we couldn't afford to go to the theatre. Mine was a stunning gold silk number with a padded standup collar and rouleaux buttons and loops. Cookery seemed to focus on morning tea cookery for some reason. It meant that we had some fantastic morning teas. The same recipes were used each lesson but prepared by different people. I am sure my fellow students could still remember the names of most today—Apricot Nut Bread, Sampans, Savoury Slice etc. Cake icing was another feature and students completed some spectacular decorated cakes.



*Domestic science trainees at the Kelvin Grove Teachers College in the 1950s, with some of the results of their work (Logan, 1981).*



### 1970s (Jan)

I remember spending a whole semester (or maybe it was shorter) on embroidery—blackwork, cross stitch, hardanger, drawn thread work, drawn fabric, it was great. Well, great therapy, I loved it, but not sure I ever used it at schools. I made the most beautiful set of white linen drawn fabric placemats. I could not get them finished so I just completed one side of each mat and then packaged them so that the unfinished sides were tucked under the cardboard. I mounted them on a board and covered them in Gladwrap so (I thought) no-one knew they weren't finished. I must finish them one day, I still have them. Plus I made some useless stuff (if there can be anything more useless than unfinished placemats—but I did love them), like a big black rag doll. Wonder why I did that! I did macramé as well—I had samples of all the different knots, all beautifully mounted and illustrated. Didn't use those either. I made a macramé pot holder—that was good, one less Christmas present to buy. I made samplers of inkle loom weaving as well. Never used those either—maybe I could dig them out (I throw nothing away) and use them as identifiers on my suitcase. Now that would be useful. And if anyone is interested I have a box of samplers of all different curtain headings. I actually enjoyed making these beautiful samplers.

### Anonymous

We weren't encouraged to be creative in my day so it was heads down trying to be perfect and always failing to get there!



# The way we were

## A gallery of Inspectors

### 1909–1938

#### **Superintendent of Technical Education. Mr Leonard Morris (Inspector of Technical Colleges, R.M. Riddell)**

Following the Technical Instruction Act of 1908, a Superintendent of Technical Education, Mr Leonard Morris was appointed in 1909. As noted by Logan (1981, p.16): ‘After a brilliant career at Sydney Technical College and Sydney University, where he took an engineering degree, Morris was appointed Superintendent in 1909 at the young



Leonard Cantor Morris

age of 30. ... Until his sudden death in 1938, Morris was responsible for the overall development of domestic science education in Queensland’. His colleague, R.M. Riddell was Inspector of Technical Colleges. In 1915, Morris addressed the annual Teachers’ Conference, from where he was reported in the Daily Mail (20 January, 1915) as saying ‘...in the past, manual work had been looked upon merely as a training for the hand and eye, and to a great extent its true utility in the development of the mind had been overlooked’ (Logan, 1981,

p.13), and seven years later was reported as claiming that it was commonly believed that ‘only those girls incapable of taking ordinary subjects of the Junior examination entered upon the study of domestic science subjects’ (Annual Report, 1922, p.100 in Logan, 1981).

### 1919–1932

#### **Mrs Marianne Helena Brydon, Inspectress of Women’s Work**

Mrs Marianne Helena Brydon was the first Inspectress of Women’s Work. Born in 1864, she began teaching at the age of 12 years at Charters Towers State School. She left the service after 10 months and returned after a 25-year break in 1903 as a maths-science teacher. After teaching English, physics and French at the Central Technical College (CTC), in 1912 Mrs Brydon was appointed Supervisor of the Domestic Science and Commercial Day Schools at the CTC, before becoming the Inspectress of Women’s Work in 1919. She was particularly keen to appoint teachers with a science background as a means of raising the standard of teaching in domestic science (Logan, 1981). Harriet Marks, a later Inspector, noted Mrs Brydon’s interest in the quality and welfare of domestic science teachers.

### 1934–1953

#### **Miss Ann Douglas, Inspectress of Women’s Work**

Miss Ann Douglas became the second Inspectress of Women’s Work following a 2-year vacancy after the retirement of Marianne Brydon. Ann Douglas was born in 1886, began her teaching at age 19 years at Bunya Creek Provincial School, and was later transferred

to Eagle Junction State School. In 1924 she began a career as assistant teacher at the Central Technical College in the Department of Women’s Work until her appointment in 1934 as Inspectress. She had a strong interest in physiology and so ensured a strong presence of physiology in the home science curriculum. She introduced a lot of science into Home Science A, which enabled it to be included as a matriculation subject (counting towards tertiary entrance).



Miss A. E. Douglas

### 1953–1966

#### **Miss Harriet Marks, Inspectress of Women’s Work**

Harriet Marks was born in 1900 in Charters Towers and won an open scholarship to study physics at the University of Queensland. She was a lecturer at the Central Technical College and appointed Head of Domestic Science High School prior to becoming Inspectress of Women’s Work. She recorded life as an inspectress in her manuscript *A history of home economics* (Marks, 1977 in Logan, 1981). Logan (1981, p.56) records one of Marks’ reflections:

*Physically it was very difficult. Train timetables to Cunnamulla were so odd, for example, that I used to arrive at the town at 9.20 at night. The Head Teacher and Domestic Science teacher would meet me, and I’d be taken straight away to the school where the children’s work, stock books, roll books, and other records would be laid out for me to examine. Then there was the stove and other equipment to examine, and the teacher’s requirements to make note of. One time, at about 12.45 in the morning, I said ‘I really must be going home, as I’ve got to see the children in the morning’. And they replied: ‘You’re going already!?’ At 8.00 the next morning the children would be waiting for me, and the teacher would give them a lesson. At 9.20 a.m. the train would be off to Charleville, and I had to be on it. That was the way I inspected Cunnamulla for several years.*

In 1959, Miss Marks, as she was known, participated in a refresher course at the University of Otago, Dunedin in New Zealand. The visit inspired her to consult a group of home economics teachers, as a result of which the Home Economics Association of Queensland was founded. The visit also inspired her to start thinking about a degree course in home economics, although this did not eventuate until the early 1980s. Harriet Marks was honoured as a Fellow of the Australian College of Educators and a Fellow of the Home Economics Association of Australia.



Miss H. E. Marks

## 1966–1972

### *Miss Margaret Hegarty, Inspectress of Women's Work, and later Inspector of Schools (Home economics)*

In April 1966 Margaret Hegarty joined Harriet Marks as an Inspectress of Women's Work. Previously she had taught French and English for 30 years at Warwick High School, and immediately prior to becoming an Inspectress was the Principal of Maryborough Girls State High School. She was recognised for using her administrative experience and professionalism to support and encourage home economics teachers across the state.

## 1967–1988

### *Miss Audrey Lawrie, Inspector of Schools (Home Craft subjects)*

When Harriet Marks retired at the end of 1966, Audrey Lawrie was appointed as inspector, but with the different title—Inspector of Schools (Homecraft subjects). Audrey was educated at Gympie State High School, and then accepted a scholarship to study Home Science at Kelvin Grove Teachers College. She taught in country schools and lectured at the Kelvin Grove Teachers College. Early in her career, she obtained a Diploma in Home Science, and as such was the first person formally trained in home economics to be appointed as an Inspector. She was Chief Moderator for Home Craft subjects in Years 10, 11 and 12. Audrey was President and a member of the Executive Committee of the Home Economics Association of Australia in 1974 when Queensland hosted the national conference. Audrey's attendances at the International Federation for Home Economics Congresses in 1972 (Helsinki) and 1976 (Oslo) were springboards for curriculum development in Australia, in particular putting a stronger focus on families, relationships and nutrition, decreasing the emphasis on craft, and changing the name from Home Craft to Home Economics. Audrey was made a Fellow of the Australian College of Educators and a Fellow of the Home Economics Association of Australia, with the award being recognised by the Home Economics Institute of Australia when the Institute was formed in 1993. Audrey is a current member of HEIA.



In 1944, domestic science classes for girls from the armed services were organised by the Army Education Service and Department of Public Instruction. Above, Miss Harriet Marks, the teacher-in-charge, gives a lesson in dissection (Logan, 1981).

## 1972–1981

### *Miss Jan Hannant*

When Margaret Hegarty retired, she was replaced by Jan Hannant. Jan was educated at Townsville State High School and then studied Home Science at Kelvin Grove Teachers College, after which she taught in Gladstone and Dalby before returning to the college as a lecturer. Jan took up the position as Inspector of Schools (Home Economics) in 1972. Whilst lecturing she completed a Bachelor of Education and then completed a Masters of Science (Home Science) at Texas University. Following her role as Inspector (Home Economics), she was transferred in 1981 to Brisbane North as Inspector of Schools (a more general appointment, mainly staffing) and then in 1991 and 1994 as Regional Executive Director for the South West and Toowoomba respectively. She retired in 1997. Jan was honoured as a Fellow of the Australian College of Educators, and was awarded an Order of Australia Medal and a QUT medal.

## 1975–1988

### *Miss Shirley Weir*

A third inspector was appointed to join Audrey Lawrie and Jan Hannant following the rapid growth of enrolments and students studying home economics. Shirley attended Townsville State High School and then studied Home Science at Kelvin Grove Teachers College. She taught at Bowen State High School and was then supported by the Commonwealth to teach in the Northern Territory and to work as a teacher educator in Ghana and Malawi. She lectured at the Kelvin Grove College of Advanced Education before taking up the appointment as Inspector. She had a strong interest in nutrition and obtained a Masters of Science (Nutrition) from London University. She was also passionate about improving teaching conditions, particularly in aboriginal communities in far-north Queensland.

## References

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# 'Education need' in use of home economists

THE NEW president of the Home Economics Association of Australia (Miss Joan Tucker) said yesterday the community needed to be educated in the use of home economists.

She was speaking at the H.E.A. regional meeting at Kelvin Grove High School, attended by delegates from all states.

Miss Tucker, the regional education officer of the Australian Federation of Polytechnic Education Departments, said it was time home economists were recognised. T.H.P. 12/12

"There are too often misunderstandings by the public as to what we do. Once our professional expertise has been recognised and accepted," she said.

South Australia now has one of the best state of the H.E.A. A. A. The regional president, Mrs Shirley Weir, said previous Miss Lawrie reported that



RETRIMING Home Economics Association of Australia president, Miss A. Lawrie (left), of Queensland, with the incoming president, Miss J. Tucker, of South Australia.

industry fails to make a profit. People are asked to consider what they are buying. Incentive advertising can be used to stimulate sales.

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## Smart choices

# Healthy Food and Drink Supply Strategy

In the last issue of inForm we brought you some of the challenges and opportunities that Smart Choices presents for the home economics profession, as identified at the HEIA(Q) 2006 state conference. We promised to elaborate in a future issue of the newsletter. The following is a more detailed listing of the challenges and opportunities, and the strategies that were identified to 'make it work'.

### Challenges

#### Challenges from the students and their families

- Family influence on what they will/can provide in the way of ingredients
- Family attitudes and resistance to the strategy
- Family and student resistance to unprocessed foods
- Perceptions that healthy food must be expensive
- Perception that healthy food is tasteless
- Parental expectations, in some cases expecting traditional cooking that does not comply with *Smart Choices*
- Resistance from students
- Maintaining student interest
- Students not caring about their future health, more concerned about the here and now
- Promoting healthy eating whilst respecting students' and families' values

#### Challenges to bring about change, in some cases, to some home economics practices

- Adapting traditional techniques and recipes that are associated with 'red' food
- Broadening the repertoire of cookery skills and recipes so they are more modern and more health-promoting
- Making healthy foods look appetising
- Finding recipes for healthy ideas that can be prepared within the limits of classroom conditions
- Choices made when teaching hospitality
- Teachers modelling healthy eating and an ability to stay within the Healthy Weight Range
- Technology may be the focus with no attention to the Health (and Physical Education) curriculum
- Critiquing and rewriting programs so they reflect current thinking about health promotion

#### More broadly

- Educating students and their families who do not choose home economics

### Opportunities

#### For the home economics profession to be a leader

- By educating families, the school and broader community on healthy, delicious and attractive ways to introduce green (and amber) foods, and why it is important to do so
- By influencing future directions of the *Smart Choices* policy
- By working with primary school teachers and students to reflect on and revise their programs
- By developing publications to support *Smart Choices*

#### For increased status of

- Home economics
- Nutrition education
- Theoretical learnings related to food and nutrition

#### For support

- To improve our nutrition education practices

#### For improved practice

- By reviewing our own practices and programs
- By making theory relevant through practical work
- By being more modern
- By being more proactive in promoting nutritional health and promoting home economics

#### For classroom ideas

- Research questions for Years 11/12 students so they gather data that can assist the canteen, thus creating an authentic and rich assessment task
- Enabling students to try new flavours



## We shared—will you? I guess the answer was 'NO'. Or was it?

In the last issue of inForm, members were invited to share, through this newsletter, their ideas about healthy cookbooks, with a view to this issue including ideas of healthy cookbooks that home economics teachers are finding useful in the classroom. But it just did not happen. Not even one idea. It would be easy to be disheartened, and somewhat dispirited to think that whilst some people share their ideas and expertise willingly, as a group we were not prepared to share our ideas for cookbooks. However, there might have been a multitude of reasons why you might not have shared—including that you might have thought that everyone already knows about 'that book'. But please remember that we have a number of teachers who are new to the profession, many are in relatively remote communities and do not have easy access to what is new on the market, and in some cases in small schools may not have been trained to teach home economics. I will hand it over to you now. Maybe someone in a region or cluster might be proactive and spark some enthusiasm with your peers and come up with a group effort. Please email (preferably) to [janetrey@ozemail.com.au](mailto:janetrey@ozemail.com.au) or fax to 1800446841 if you are prepared to share.

## Smart choices

# Healthy Food and Drink Supply Strategy

### Strategies to address the challenges and take up the opportunities

#### Working with parents

##### About the school program

- Involve parents from the start
- Letter home to explain the objectives of the program and how families can be involved
- Send home a planner; provide choice but within a Smart Choices framework
- Colour code recipes
- Ask parents to be part of the solution—for example, ask them to evaluate and provide feedback on recipes
- School to provide ingredients, or to provide the ingredients that parents may not have/cannot afford
- Invite parents to a culminating activity that showcases knowledge about nutrition not just practical skills—for example, graphs and labels that show the nutritional value of dishes prepared, oral presentations by students

##### About healthy lifestyles

- Regular health tips from the Home Economics department re Smart Choices in the school newsletter or school website—for example, information about lifestyle and balanced choices, how traditional recipes have been modernised so they are more health-promoting—how and why, helping parents understand the pressures for the new generation
- Inform parents of *Smart Choices*
- Parent education program about health, culture, traditions etc.
- Parent information evenings and/or demonstration/cooking classes

#### More broadly

- Develop a faculty policy on food and nutrition with a rigorous justification that supports healthy eating
- Develop a faculty action plan that promotes healthy eating outside the home economics classroom—advocate for time for a staff member to do this and funding
- Engage a media person to promote our messages
- Re-do the Smart Choices poster so that it is more attractive, more vibrant, really reflects ‘traffic light’ concept
- Encourage TV soapies like ‘Neighbours’ and ‘Home and Away’ to model the Smart Choices philosophy. Who is to do this? Students maybe?
- Advocate for community education that encourages families to get behind the strategy, not to sabotage it—home economics teachers to play a key advisory role

#### In the classroom

##### About recipes

- Keep recipes enticing and exciting: use modern cookery books and magazines with attractive photography (some Supermarket magazines have great ideas); if possible give out the recipes with colour photographs; use recipe books that promote health

- Rewrite some favourite recipes so they are compliant (the students could do this)
- Colour code recipes (again, could be a student activity) in line with *Smart Choices*
- Involve students in changing recipes—use a software program such as *Food Choices the IT Way* to compare nutritional value

##### About practical work

- Taste-testing to try out new flavours
- Make healthy food appetising and fun (slinkies, purple cauliflower etc.)
- Make demonstrations exciting; show a range of ideas to demonstrate the concept or principle, not just one thing
- Be more specific as to what students are to cook to ensure the choices stay within the *Smart Choices* framework, but allow flexibility
- Involve students in comparative studies of foods with the healthier ingredients compared to the originals
- Build on what the students like to eat, not too many changes all at once

##### Other

- Develop a school vegetable and herb garden or work with the Agriculture Department to do same
- Students analyse fast foods and their alternatives; identify healthy options that are ‘fast’
- Students analyse soapies to see if the families act out a Smart Choices philosophy (hypothesise first and then test out the hypothesis)
- ‘Hero’ guest speakers to promote healthy eating
- Empower the students to make the decisions
- Promote a strong and healthy image for the body

#### Home economics teachers ‘Walking the Talk’

- Teachers model healthy eating, especially when in the presence of students
- Teachers model healthy cooking techniques
- Teachers model analysis of eating behaviours using their own eating behaviours, and working with the students to also try to bring about positive changes to their own diet so that it is a real collaborative effort with the students supporting the teacher and the teacher supporting the students.
- Students analyse teachers’ lunches and make recommendations for change.

### What have you been doing?

What have you done? Anecdotally, we hear of home economics teachers and faculties doing some fabulous work to promote *Smart Choices*, or developing new classroom ideas that support the strategy. Please send us a paragraph to share your good work with others. Doing good work can have very powerful effects outside of your classroom if we share ideas. You never know who reads about our work! Plus a photograph if you have one.

## Smart choices

# Healthy Food and Drink Supply Strategy

### SNACK FOODS

Comparing foods against the criteria from Smart Choices - Healthy Food and Drink Supply Strategy for Queensland Schools. p. 17-18

Comparing a snack food item against the criteria

The example below illustrates how to check the per serve column on the Nutrition Information Panel.

#### Example 2: Baked Savoury Biscuits

##### Step 1

You have determined this food belongs in the category: SNACK FOODS AND DRINKS – Savoury snack foods and biscuits.

Snack Foods and Drinks are assessed per serve, therefore look at the per serve column on the Nutrition Information Panel.

##### Step 2

Look at the 'Quantity per serve' column for ALL these nutrients:

- Energy (kilojoules)
- Saturated fat
- Sodium

##### Step 3

Determine your serving size: At your flicksheet you will 24 biscuits as a serve. This is one and a half times the serve size on the label, that is,  $16 + 1.5 = 24$  biscuits.

##### Step 4

Compare the Nutrition information Panel per serve with the criteria from the 'Occasional' Food and Drink Criteria table (see page 20).

- Energy:  $730 \text{ kJ} \times 1.5 \text{ serves} = 11.55 \text{ kJ}$  as served
- Saturated Fat:  $3.9 \text{ g} \times 1.5 = 5.8 \text{ g}$  as served
- Sodium:  $238 \text{ mg} \times 1.5 = 357 \text{ mg}$  as served

You have now determined that at this serving size, these savoury biscuits ARE an 'Occasional' food or drink (RED) category and should be limited to no more than two times per term.

Nutrition Information Panel for Baked Savoury Biscuits

Servings per package: 8 Average serving size: 16 biscuits (35 g)		
	Quantity per serve 16 biscuits (35 g)	Quantity per 100 g
ENERGY	730 kJ	2390 kJ
PROTEIN	5.2 g	14.8 g
FAT		
- Total	8.8 g	29.2 g
- Saturated	3.9 g	13.2 g
CHOLESTEROL	26.0 mg	84.3 mg
- Sugars	3.2 g	9.2 g
DIETARY FIBRE	3.4 g	11.2 g
SODIUM	238 mg	670 mg



### Nutrition information and serve size

Comparing a hot food item against the criteria

When making a decision about the suitability of a product to be supplied in a school, the Nutrition Information Panel on the package needs to be compared to the 'Occasional' Food and Drink Criteria table. The example below illustrates how to check the per 100 g column on the Nutrition Information Panel.



Nutrition Information Panel for crumbed chicken fillet burger

Servings per package: 8 Average serving size: 120 g		
	Quantity per serve	Quantity per 100 g
ENERGY	1178 kJ	988 kJ
PROTEIN	17.4 g	14.3 g
FAT		
- Total	15.8 g	13.2 g
- Saturated	6.1 g	5.4 g
CHOLESTEROL	18.3 mg	15.3 mg
- Sugars	0.7 g	0.2 g
SODIUM	734 mg	612 mg

### HOT FOODS

Comparing the Nutrition Information Panel per 100 g with the criteria from the 'Occasional' Food and Drink Criteria table (see page 19).

You have now determined that this crumbed chicken fillet burger is in the AMBER food category and NOT in the RED category.

CATEGORY			
Food or Drink	Energy (kJ/serviced) per 100 g	Saturated Fat (g) per 100 g	Sodium (mg) per 100 g
Crumbed and coated meat, sausages	(1000 kJ)	(1 g)	(100 mg)



# Addressing environmental issues in Japan

During the visit of HEIA(Q) members to Japan in July 2006, members became very aware of the importance of environmental issues in this country. Examples that were evident included recycling of water, rubbish disposal, air conditioning usage, and recycling of fabrics.

## Water conservation in public toilets

Many public toilets in Japan now feature a music-playing function. You may well ask, 'What on earth does this have to do with the environment or recycling?' Many Japanese women are in the habit of flushing the toilet constantly during use so as to camouflage any bodily function noises. In order to prevent this, and thereby reduce the amount of water used, they can place their hand on a wall panel at their side, and this plays music sounding like running water and only flush when finished, thus extensively reducing the amount of water used. In public men's toilets, bulls-eyes have been painted onto urinals to encourage greater accuracy when aiming. This procedure has greatly reduced cleaning costs, saving water and cleaning chemicals. The Osaka Gas Company's large building in Osaka recycles all of its water.

## Rubbish disposal

Rubbish bins have been removed from a lot of public space. People are expected to carry a bag with them and take their rubbish home. Heavy fines are in place for those found leaving rubbish behind. Where bins are used in places like food court areas, the bins are divided into separate sections, which are clearly marked to assist in the separation of rubbish, ready for recycling. In some places the bins are divided into as many as eight different sections.

## Electricity

In order to reduce the amount of electricity used for air conditioning, the Japanese government has urged businesses to adopt their 'Cool Biz' and 'Warm Biz' concepts. By implementing this concept, in 2005 the nation reduced carbon-dioxide emissions by 460,000 tons, the same amount that a million households create each month.

### • Cool Biz

In summer, corporate Japan is encouraged to set office temperatures at a steamy 28° Celsius and for workers to leave jackets at home, wear open neck shirts and choose light clothing for work. In a nation noted for both its buttoned-up, dark-suited work force and sticky summers, the message was clear—be cool. Japan's fashion houses are rolling out a dizzying array of form-flattering shirts, jackets and trousers in ultra-lightweight fabrics to keep 'salary men' from sweating too much during the day. This has helped arrest a long-term decline in menswear sales, which rose 0.6% in 2005. The upscale department store Takashimaya Co. forecasts menswear sales will jump 10% over last year during the summer months because of Cool Biz. The fashion industry has even rolled out underwear designed to go with the cooler styles. This includes V-neck undershirts and moisture-wicking briefs. Most striking though is the Triumph International (Japan) men's girdle. Made of a super thin nylon-and-polyurethane weave, the girdle runs from midthigh to midtorso, promoting a more slender silhouette and shapelier behind. An initial production run of 2,000 flew off the shelves.

- **Warm Biz**

Warm Biz calls on companies during winter to set heaters at 20° Celsius, encouraging workers to wear more warm clothing to work. Tokyo Electric Power Co., Japan's biggest producer of electricity, supports the campaign to slash their carbon dioxide emissions 20 per cent by 2010. Autumn store displays are tagging onto the Warm Biz catchphrase and dressing mannequins with attire for cooler offices. Both men's and ladies' fashion sales have increased during Warm Biz. The menswear floor at one department store displayed orange banners proclaiming Warm Biz-friendly clothing. A few months previously, the floor was in sky blue for Cool Biz.



## Transport

Before purchasing a car, the buyer must show written evidence of owning garage space, which is extremely expensive to buy or rent. Narrow streets do not allow for car parking, so garage space could be two train stations away from home. This requirement easily gets people onto public transport.

## Textiles

The HEIA(Q) tour group was fortunate to meet a very interesting lady, Keiko Akamura, who is a champion of recycling, particularly fabrics. Going shopping with Keiko meant taking your own bag and refusing to accept any carry bags for your purchases. You carry your own chop sticks with you so you do not need to use the wooden take away variety so freely handed out. Keiko showed the group some wonderful examples of her work, which included beautiful patchwork quilts made from second-hand clothing, recycled kimonos and obi sashes, and using the backs of old business shirts as the backing. Keiko had been invited to take her recycled quilts to display in overseas countries. She had also made some lovely handbags by weaving the waistbands of old denim jeans and a drink bottle holder from packaging tape. Soap was made by recycling cooking oil and adding perfume by including orange rind and rice bran.

A visit to a Kyoto organic farm that produces a variety of beautiful vegetables for the restaurant trade, emphasised the interest Japan has in healthy food production.

Like most countries, while Japan is making a real effort to reduce green house emissions, anomalies were very evident. Everything purchased in Japan was beautifully packaged and presented. This cultural trait would be very difficult to change. Their positive efforts, especially with rubbish control, make this fascinating country one of the cleanest you could ever wish to visit.

**Marion Holland and Helen Keith**

## Profiling members of the HEIA(Q) Committee of Management

In previous issues in 2006 we have brought you profiles of the new members of the Committee of Management (COM), and our student observers. In this issue, we bring the profiles of those who have been on the COM for a while.



### Aileen Lockhart

As I listen to the current dialogue in the media in relation to concerns about the health and wellbeing of Australia's youth it gives me some satisfaction to know that for 25 years of teaching Home Economics (and with an EQ 'bronze' medallion to

prove it...not sure what I have to do to get 'gold')... I have always been teaching what really matters. Once I had sampled Year 8 Home Economics, there was never any hesitation that being a Home Economics teacher was what I wanted to do. They say variety is the spice of life—studying nutrition, cooking, sewing, patternmaking, laundry work, consumerism, housing, interior design and human relationships and development all in one subject was certainly variety. From my first posting to Craigsea SHS in north-west Brisbane in 1981 to Mount Morgan, Shailer Park, Indooroopilly, Roma Middle School and currently Everton Park SHS, as well as a stint teaching in Edinburgh, I have never had a boring day! I have taught Home Economics, HRE, Science (still gives me some street cred with the 'academics' in the schools), Introduction to Fashion, Early Childhood Studies, and performed the roles of HOD Home Economics, Art and Student Welfare and acting Deputy Principal. After one too many *My philosophy of education* assignments, I studied for a Certificate in Apparel Production, a PADI Dive Certificate, a Certificate in Holistic Massage, Transcendental Meditation and a Masters of Business Administration, and have used lessons from all in teaching young people. I am currently HEIA(Q) Treasurer and Delegate to Council, and HEIA Secretary. I have seen schools from the bottom up (I am still the one to clean the bins and fridges when no one else will) and the top down, and can say without any doubt that the Home Eccies are on target when it comes to teaching what's important. And I'm proud to be one!



### Michelle Nisbet

I am a bit reluctant to write this article, because you probably already know lots about me. My name is Michelle Nisbet, and I am a member of a fantastic team of teachers at Trinity Lutheran College. I began my teaching career at Trinity, and

I still feel blessed to be there many years later. In 1997, I was the recipient of a King and Amy O'Malley Scholarship, when I was completing some postgraduate study. Due to the generosity of King and Amy O'Malley, I felt I had some responsibility to give something back to the profession, thus my association with HEIA began. My association began with my membership of the Newsletter Committee under the tutelage of Dr Margaret Henry, the then Newsletter Chair. When she retired, she asked if I would take over from her as Editor, which I agreed to, and thus I became a member of the Committee of Management. During my time serving HEIA, I have had wonderful opportunities to grow professionally, being part of planning groups for State and National Conferences, and curriculum writing teams. I have had the privilege to serve with some truly inspiring colleagues and mentors, who always support and challenge. In many ways, I have found my contribution to HEIA to be akin to professional development, as you are made aware of the latest issues and implications for you as an educator. While it may be a challenge to balance the demands of family, work and a professional association, if you are prepared to take the challenge the rewards are worth it. Thanks to all those colleagues, many of whom I now call friends, and family who have supported me.

### Past and present members of the Committee of Management catching up for lunch



L-R: Helen Keith, Cherie Mullins, Margo Miller



L-R: Aileen Lockhart, Jenny Larsen



L-R: Joanne Jayne, Renae Stanton, Cheryl Conroy

# Profiling members of the HEIA(Q) Committee of Management



## Denise McManus

I am a member of the Committee of Management who has recently retired from full-time teaching. I have no difficulty filling in my time to answer the next question. Being the Convenor of Professional Development for HEIA(Q)

has taken care of the danger that I may be bored! I still look forward to spending time doing all those things I didn't have time for while teaching, such as sewing and craft, reading and cooking. Although I don't miss some things about teaching, I do miss the relationships with staff and students. I have always loved the classroom and found the students so interesting, and of course challenging at times, but I enjoyed the banter, and parry and thrust of the battle. Teaching practical classes allows the opportunity to get to know students better and in a different way. To see them feel good about themselves when they achieve something no matter how small is great reward. Over the years I have had many surrogate daughters.

My first experience of Home Economics was in primary school. We had to travel on public transport to another suburb to where the facilities were. The classes were very practical and the teachers seemed to have such a good time, so my interest was piqued. After that, all I wanted to be was a Home Economics teacher. Others thought I was capable of more, and I probably was, but that is what I had my heart set on and I have never regretted the decision. Teaching has taken me to all corners of the state from Mackay to Sandgate, Charleville, Stanthorpe, Biloela, Nashville, Cairns, and Brisbane, including special schools and private schools. This has given me a broad experience as the subject has undergone so many changes over this time, some for better and some for worse. My passion for the subject and belief in its importance hasn't waned as I have seen its benefits in students' lives.

As home economics teachers we have been fortunate in maintaining a strong professional association whose leaders are dedicated to keeping its members at the forefront of initiatives so that they are not seen as the poor cousins of other subjects. It is imperative that this continue so I would encourage you to become involved in some way, no matter how small.

## Committee of Management in action



L-R: Michelle Nisbet, Claire Cobine, Julianna Kneebone (student observer)



## Janet Reynolds

I did not study home economics at school, other than when I was 11 years old—and what I did was not inspiring! But I was not allowed to take it anyway—we were 'tested' at age 11 and only the 'bottom' class could do 'domestic science'. But I

loved textiles from a young age. My grandmother was a tailor who specialised in bridal wear (and Harris tweed overcoats, but they were not very interesting for a little girl). So each Sunday morning when I visited her with my dad, I would sit patiently waiting for the invitation to 'see the dresses'—I was allowed to go and look (more like, stare in awe) at the bridal outfits being made, and if I was really lucky I would be given a paper bag with scraps of left-over little pieces of fabric that I would take home and treasure. I went on to be an industrial chemist and that is what I did for the first five years or so when I came to Australia. Then I decided that I would be a teacher and, although my friends thought I would be a science teacher, I wanted to do what I still loved—textiles. I went to Kelvin Grove and asked about being a Textiles Teacher. The people in the office did not know what it was, and suggested I do Home Economics. I didn't know what that was, but thought it would be OK. But it was nearly all over before it began. I had a difference of opinion with officers of Education Queensland, and ended up telling them that they could take me off their lists and I would find my own job. Not a smart move for a non-Catholic single mother! But in retrospect it was probably one of the smartest moves I ever made. Australian Volunteers Abroad was looking good! A few twists and turns and after working in a Catholic girls' school for 2 years, I took off to Papua New Guinea for 5 years, England for 2 years and back here. I tried EQ again—lasted a bit longer this time, a whole term in fact. Then to QUT for 5 years, and finally—you guessed it—back to EQ as the Senior Policy Officer (Home Economics) in the early 90s. In that time I have been walkabout a few times on various projects and secondments—Sri Lanka for 6 months setting up home economics teacher education for the World Bank, and Fiji for 6 months on a similar project for Ausaid. Plus a couple of years or so at the Queensland School Curriculum Council working on the Years 1–10 HPE syllabus.

When I returned to Australia in the mid 80s I was a passionate member of the Queensland Association of Home Economics Teachers that operated alongside, although not always in harmony with, the (then) Home Economics Association of Queensland. When HEIA was formed in late 1993, I was the inaugural elected President—I remember Margo Miller asking if she could nominate me. I thought I was making up the voting card and did not imagine for one minute that I was a serious nomination. And I guess I have been actively involved in HEIA ever since. As a postscript, whilst the passion for textiles did not subside, I recognised other important aspects of Home Economics and did my PhD in my new passion, nutrition education.

## Unit of Work: EATING GREEN

**Unit Overview:** This unit provides opportunity for students to become more ethically and practically responsible with regard to their food choices, and understand the impact of these choices, both locally and globally, on the broader environment and on wellbeing. They use home economics practices of social inquiry and working technologically to investigate and take action regarding 'eating green'. Students use a social inquiry approach to build a deep understanding of the issue by drawing on a range of perspectives related to 'green' approaches to food production, packaging, distribution, purchase and preparation of food for consumption. These understandings support students in the development of a company's food policy about 'eating green', including identification of implementation issues based on community consultation. Using the food policy work as a basis, students assume roles in the Communications and Marketing Branch of the same company to use technology practice to develop a food product(s) and accompanying information that promote 'eating green'. The unit aims to better equip students to think critically about the appropriateness of their own decisions and actions and to value a sense of responsibility, care and compassion for self and others, respect for others and integrity of decision making.

### Curriculum Intent (From Home Economics Education Subject Area Syllabus and Guidelines, QSA, 2005)

#### Curriculum outcomes:

HP 6.2 Students explore a range of influencing factors and positions when using social inquiry practice in home economics contexts.

HP 6.3 Students use technology practice (as described in the Level 6 core learning outcomes of the Years 1 to 10 Technology Syllabus) in home economics contexts.

BI 6.2 Students propose and implement strategies that support healthy eating behaviours in response to the impact of current trends in eating behaviours and planned diets.

BI 6.3 Students select and use specialised techniques to prepare and present health-promoting foods that reflect current food trends.

BI 6.6 Students evaluate the impacts of consumer decisions in home economics contexts on local, national and global communities.

LW 6.4 Students develop preferred futures scenarios that promote individual, family and community wellbeing and are socially and ethically responsible.

**Key Processes:** Social inquiry practice; Technology practice

**Values for Australian schooling being addressed:** Responsibility, Care and compassion, Integrity, Respect

#### If the desired result (deep understandings) is for learner to understand that:

- Social inquiry practice offers a framework for collecting diverse viewpoints and establishing if certain practices are ethical.
  - Viewpoints (& practices) about 'green food' vary because of e.g. economic, environmental, social & cultural interests.
  - A critical analysis of a range of viewpoints on 'green food' can inform ethical, everyday practices.
- Technology practice offers a framework for developing new or improved products to promote the concept of eating green.
  - A critical component of this practice is the formulation and use of specifications.
  - Eating green can be promoted by practical food preparation.
- Working collaboratively & collectively is a powerful way of effecting change.

#### Then you need evidence of the student's ability to:

- Use social inquiry practice to question assumptions in society and how these impact on consumer decision making
- Think critically about 'eating green' beliefs, practices and issues, and sustainability
- Propose functionally, aesthetically and socio-ecologically appropriate solutions to design challenges that promote eating green via practical food preparation
- Develop and use specifications to guide appropriate/viable solutions
- Work collaboratively and collectively to develop and promote food products that advocate for the concept of eating green.

#### So a suitable set of assessment strategies/techniques would be:

- Formulation of a validated food policy on 'eating green' for a hypothetical supermarket
- Development of a new or improved food product and accompanying information that promotes eating green through a particular food or food product. This will require the submission of:
  - A folio — to evidence designing, an activity that involves making informed decisions based on critical & creative thinking
  - The resolution — food and information product
  - A management plan that records the planning and implementation record, including a self-assessment of working collaboratively based on the record of the implemented plan.

#### Then the learning activities need to help students learn:

- Ways to investigate, for example, collecting data, researching information and drawing on existing knowledge
- What to investigate, for example, problem/challenge identification, existing solutions and their shortcomings, restrictions
- How to conduct qualitative research that canvasses a range of viewpoints (community consultation)
- How to think critically about collected information in order to transform it to accommodate and address prescribed situations.
- The genre and use of food policies
- Ways to communicate thinking as a designer—for example, ideas development, evaluation, investigating (consider the use of storyboards, histograms, sensory evaluations, prototypes etc.).
- How to develop design specifications as an integral part of the design process
- Stages of group work (e.g. forming, storming, norming etc.) and strategies for effective collaborative work
- Possible frameworks for planning and actioning management plans.

# Unit of Work: EATING GREEN

## Student Assessment Task

**Eating Green** is a term used to encompass those behaviours and practices related to the production, distribution, preparation and consumption of food that minimize environmental impact. It is acknowledged that there are choices about the food we consume and that the choices we make can directly affect individual and community (local & global) wellbeing.



### Design Challenge

Your company has been commissioned by a supermarket to help them promote *eating green*.

The supermarket requires your company to produce for them:

- a food policy for *eating green*
- a promotional campaign for *eating green*, but in particular, your team is responsible for the development of a novel food product(s) and accompanying information product(s) to inspire customers to 'eat green'.

### You are to submit:

- (i) The resolution to the Design Challenge:
  - a. The Food Policy (Maximum of 2 pages)
  - b. The food product(s) (or visual evidence of same)
  - c. Accompanying information product (for the food product)
- (ii) Thinking folio or process journal where you capture the way your design work evolved and the critical & creative thinking involved in that evolutionary process.
- (iii) Group and individual management plan and implementation record

**Time Allocation:** 8 weeks, class and own time.

Due date:

### Resources:

You have access to the Internet and library. See separate resource list for further support. Remember that an important part of working technologically is consultation and collaboration.

### This task offers you the opportunity to demonstrate:

- Working independently and collaboratively
- Thinking critically and creatively about 'green food'
- Use of critical and creative thinking to design and create
  - a food policy
  - a novel food product
  - accompanying information product.

### The desired result is for you to understand that:

- Social inquiry practice offers a framework for collecting diverse viewpoints and establishing if certain practices are ethical.
  - Viewpoints (and practices) about 'green food' vary because of, for example, economic, environmental, social and cultural interests.
  - A critical analysis of a range of viewpoints on 'green food' can inform ethical and practical practice.
- Technology Practice offers a framework for developing new or improved products to promote the concept of 'eating green'.
  - A critical component of this practice is the formulation and use of specifications.
  - 'Eating green' can be promoted by practical food preparation.
- Working collaboratively & collectively is a powerful way of effecting change.

## Unit of Work: EATING GREEN

### Guidelines for Assessment Task

#### PART (i)a: Food policy for eating green (max. 2 pages)

Work individually to create your food policy

- The introduction to the policy should include the context for the policy—that is, something to explain the nature of the supermarket and its clientele.
- Each major policy point should be accompanied by a justification.
- The policy should include an Appendix that identifies potential implementation difficulties based on community consultations that represent a range of viewpoints.
- The policy should suit typical food policy genre, and be clear, concise and practical.
- Acknowledge sources of information.

#### PART (i)b: Food product

In teams of 2-3, work technologically so that your food product(s)

- is original i.e. it is a new &/or improved product
- demonstrates the use of specialised food preparation techniques
- is suitable for distribution in the supermarket
- highlights one particular food or aspect associated with 'eating green' e.g. eco bananas
- suits the particular supermarket's customers
- supports a persuasive case for convincing customers to 'eat green'
- promotes the spirit of the new policy to the broader community.

#### PART (i)c Accompanying information product

Continue to work technologically so that the accompanying information product (e.g. flyer, card, powerpoint, brochure etc)

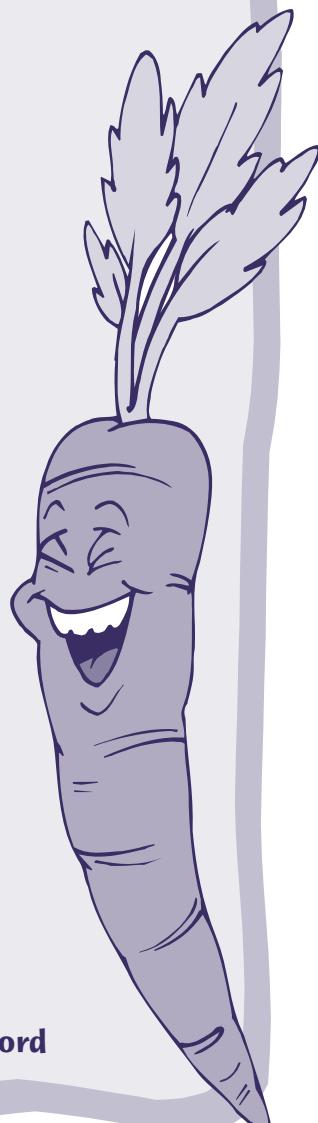
- complements the food product and the food policy (see above)
- promotes 'eating green' to the customers
- is a quality production suited to the intended audience and purpose
- is no more than one page, including visuals.

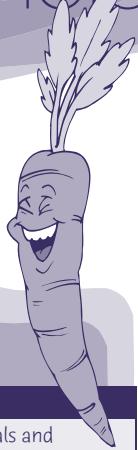
#### PART (ii): Thinking folio or process journal

Work individually on your thinking folio so that it:

- identifies the target market for your policy and promotional product(s)
- records and collates investigation findings on a range of viewpoints on 'eating green'.
- includes market research undertaken to determine client needs in terms of the types of food products and accompanying information that are appropriate to them
- shows the development and use of detailed design specifications for both the food product and the accompanying information, based on the brief, your investigation and research.
- captures the iterative nature of working technologically
- shows how you have worked technologically in the development, refinement and production of the final product and accompanying information product, it will show how you used the information you acquired, and with critical and creative thinking and informed decision making, transformed it into a valid, exciting and persuasive product and accompanying information.

#### PART (iii): Group and individual management plan and implementation record





# Unit of Work: EATING GREEN

## Eating green

## Making judgments about student learning:

	<b>Knowledge use</b>	<b>Social Inquiry</b>	<b>Resolution of technology challenge</b>	
	Knowledge of relationships between green food, wellbeing and sustainability  (Evident in food policy and information products)	Investigation techniques <ul style="list-style-type: none"><li>• Data collection methods</li><li>• Organisation of information</li><li>• Acknowledgement of sources</li></ul> (Evident in policy and journal)	Critical thinking <ul style="list-style-type: none"><li>• Analysis of practices related to 'green food'</li><li>• Identification of justice issues associated with the practices</li><li>• Conclusions that link 'green food' to wellbeing and sustainability</li><li>• Development of policy points</li></ul> (Evident in policy)  Resolution <ul style="list-style-type: none"><li>• Critique of research findings to inform idea and product development</li><li>• Interpretation of client needs and demands of the brief</li><li>• Rationalisation of decisions</li></ul> (Evident in journal)  Use of texts, materials and techniques  (Evident in food and information products)	
<b>A</b>	<ul style="list-style-type: none"><li>• Builds and documents comprehensive, detailed, succinct and accurate relationships among 'green food', wellbeing and sustainability</li></ul>	<ul style="list-style-type: none"><li>• Appropriate methods of inquiry used to collect relevant information from a range of perspectives</li><li>• Findings categorised in a valid, systematic manner</li><li>• Sources of information referenced using an acknowledged referencing system</li></ul>	<ul style="list-style-type: none"><li>• Through insightful analysis, develops a range of cause and effect relationships based on different perspectives</li><li>• Clearly, comprehensively and accurately identifies justice issues associated with 'eating green'</li><li>• Evaluates and synthesises findings to draw valid, viable and persuasive conclusions</li><li>• Develops insightful policy points that are audience appropriate and provides coherent rationalisation for decisions</li></ul> • Demonstrates critical insights in linking research findings, specifications, ideas and product development	<ul style="list-style-type: none"><li>• Critically and creatively interprets client needs and demands of the brief</li><li>• Coherently rationalises decisions in terms of client, purpose and context.</li></ul> • Skilfully communicates 'eating green' messages via creative, original products that show flair and mastery in use of texts, materials and techniques
<b>B</b>	<ul style="list-style-type: none"><li>• Builds and documents detailed and accurate relationships among 'green food', wellbeing and sustainability</li></ul>	<ul style="list-style-type: none"><li>• Relevant information collected from a range of perspectives</li><li>• Findings organised in a systematic manner</li><li>• Sources of data recorded in a systematic manner</li></ul>	<ul style="list-style-type: none"><li>• Logical analysis that discusses key impacts of practices related to 'green food' from different perspectives</li><li>• Clear, detailed and accurate identification of justice issues</li><li>• Credible links made to synthesise findings into a clearly validated conclusion</li><li>• Develops and rationalises major policy points in terms of value stance of the company.</li></ul> • Logically links research findings, specifications, idea development and product development	<ul style="list-style-type: none"><li>• Credibly (realistic, believable) interprets client needs and demands of the brief</li><li>• Coherently rationalises decisions in terms of client, purpose and context.</li></ul> • Skilfully communicates 'eating green' messages via well crafted food product and accompanying information showing accurate and appropriate use of texts, materials and techniques.
<b>C</b>	<ul style="list-style-type: none"><li>• Documents accurate information related to 'green food' and shows relevant links to wellbeing or sustainability</li></ul>	<ul style="list-style-type: none"><li>• Relevant information collected, organised and recorded</li><li>• Sources of data acknowledged</li></ul>	<ul style="list-style-type: none"><li>• Analysis identifies key impacts of practices related to 'eating green'.</li><li>• Clearly and accurately identifies major justice issues.</li><li>• Obvious links made to findings to draw a feasible conclusion</li><li>• Develops relevant policy points linked to findings</li></ul> • Links research findings, idea development, specifications and product development	<ul style="list-style-type: none"><li>• Explains ways in which clients' needs and demands of the brief have been accommodated</li></ul> • Successfully communicates 'eating green' messages via a viable food product and accompanying information that show appropriate use of texts, materials and techniques.
<b>D</b>	<ul style="list-style-type: none"><li>• Documents relevant information related to 'green food'</li></ul>	<ul style="list-style-type: none"><li>• Relevant information collected and recorded</li></ul>	<ul style="list-style-type: none"><li>• Identifies relevant impacts of practices related to 'eating green'</li><li>• Justice issue(s) identified</li><li>• Develops relevant policy points that are, in part, a response to the issue.</li></ul> • Links some aspects of research findings, ideas, and the brief and uses them to inform product development.	<ul style="list-style-type: none"><li>• Communicates 'eating green' messages via either the food product or accompanying information that show ability to use texts and/or materials and/or techniques.</li></ul>
<b>E</b>	<ul style="list-style-type: none"><li>• Documents information related to 'green food'</li></ul>	<ul style="list-style-type: none"><li>• Information related to the topic collected</li></ul>	<ul style="list-style-type: none"><li>• Identifies impacts of practices related to eating green, Or</li><li>• Presents some policy points.</li></ul> • Generates ideas for a solution, or part thereof, to the challenge	<ul style="list-style-type: none"><li>• Creates a product or aspects of a product related to the challenge.</li></ul>

## A High Societea celebration

On Saturday 11 November, 2006 twenty-six members of HEIA(Q) came together to celebrate, not only the retirement from full-time classroom teaching, but also the contributions that Helen Johnston, Helen Keith, Jenny Larsen, Denise McManus, Irene Phillips and Libby Davies have made to the home economics profession beyond the classroom. This celebration was marked with an afternoon of style and sophistication at High Societea in Clayfield. On arrival, an exquisite table set with fine china, silver cutlery and a glass of Pimms set the scene for a happy, celebratory afternoon. It was an informal occasion with a very brief welcome followed by the arrival of cake stands laden with three tiers of savouries, scones, pikelets, jam, cream and petit fours. Those in attendance commented on how much they enjoyed their afternoon and the welcome change of being able to socialise on a personal level. The only break in the chatter was the reading of heartfelt congratulations and happy memories by colleagues who were unable to attend.

Reminiscing about the past has made everyone look forward to the next opportunity we have to celebrate similar significant milestones of HEIA(Q) members. It is hoped that this will be the first of many celebratory, self-funding events that members may wish to organise for their colleagues. The intention is that members who are organising celebratory events for their HEIA(Q) colleagues may wish to send a small notice or article to be placed in InForm, request a letter of congratulations from the President or request that a notice of the event be emailed to members. Our congratulations to those members who organised this occasion and most importantly, the contribution that our retirees have and continue to make to home economics.



Above: Colleagues listening to the tributes



Above L-R: Colleen McDermott, Denise McManus



Above L-R: Joanne Jayne, Helen Keith, Denise McManus, Helen Johnston



Above L-R: Jenny Larson, Geraldine Sleba, Colleen McDermott, Libby Davies, Marion Rogers, Dianne Polson

### Cacti

The retirees were given a small cactus plant from President Joanne Jayne, with the following message:

The cactus, like a home economist, can come in many different shapes and forms but all belong to the same family.

Like a home economist, cacti are found worldwide and have thousands of species.

The cactus, like a home economist, possesses long established roots that are used to stop erosion and help it withstand extreme conditions.

Like a home economist, the cactus makes an important contribution to ecology.

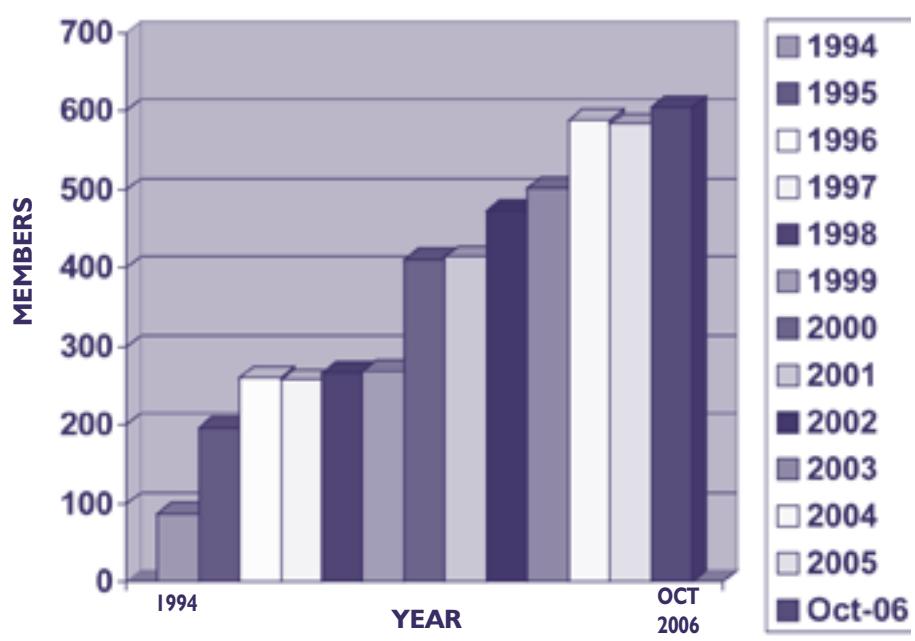
The cactus, like a home economist, nourishes people and communities.

Sometimes, others say disparagingly, 'they're cactus', but irrespective of such claims, like the cactus, we just keep on keeping on. In fact, a cactus can live for 200 years.

We wish you a healthy and happy future and longevity... but the real reason why we have given you this cactus, is so you can travel for months and never have to worry about finding someone to water the plant that the Home Eccies gave you today. Think of us.

# HEIA(Q) Membership at all time high

Since HEIA(Q) was formed at the end of 1993, membership has increased from 87 at the end of 1994 to 605 at the end of October 2006. This is a tremendous achievement and a statement of a profession standing together and working together. A strong membership has endless benefits, including a strong platform from which the Institute can advocate for home economics. Plus, of course, a stable financial base enables the Division to offer a greater range of products and services that meet members' professional needs. I wonder who the original 87 members were? Are they still members?



YEAR	MEMBERS
1994	87
1995	196
1996	260
1997	257
1998	266
1999	269
2000	411
2001	414
2002	473
2003	502
2004	588
2005	583
October 2006	605

We have a diverse membership and one of the challenges for the professional association is to provide for that diversity. Twelve voluntary members from the south-east corner cannot hope to meet all members' needs and be in a position to know when achievements need to be celebrated. With 600 members spread across the State and beyond (greetings to our members in New Zealand and Turkey), we are keen to find ways to keep connections and celebration of achievements and transitions on the agenda. Next year we hope more members will take the opportunity to use InForm to keep us in contact with what is happening in individual schools and regions and most importantly to inform us of colleagues deserving recognition. We thank those schools and members who have started this process.

**Joanne Jayne**  
President, HEIA(Q)

## SCHOOL PROFILE: Taroom State School

### Taroom P-10 State School

Taroom State School is located in a small rural community in South-Western Queensland. With a student population of approximately 150 across years P-10, we only have one home economics teacher—me, Dawn Adcock. I have been teaching at this school for many enjoyable years since 1978, although I was first transferred here as a home economics teacher in 1971.

Home economics subjects currently offered:

Year 6 Home Economics	1 hour per week
Years 7/8 Home Economics	1 trimester each group, 3 hours per week
Years 9/10 Certificate II in Hospitality	3 hours per week

Home Economics is compulsory for Year 6 and for Year 7/8 students, with approximately 10 students in each group. This year the focus has been on food studies for the Year 7/8 students.

This is the first year that we have offered Certificate II in Hospitality, with 11 students taking it (there are approximately 30 students in total in Years 9/10). It is completed through SQIT, Roma Campus and we visit them one day each term using a PCAP bus to provide the transport for the day, which usually starts at 6.15 a.m. returning home by 6.15 p.m. This is a long day for some students who do not live in the town area but it provides them with valuable practical learning activities, both in the kitchen and restaurant, which they are able to use when assisting with preparation and service of food at local functions in our town. Back at the school site we have 5 stoves and this year have spent quite a lot of money on upgrading the other equipment, mainly small items.



#### What makes our department work?

I guess a passion for home economics, and teaching in general, ensures that I am continually evaluating what we do to provide the best we can for the students in the school setting. Also, the professional development that has been offered to home economics teachers by HEIA(Q) in our region has always allowed me, I believe, to keep up-to-date with change in the subject area of Home Economics and education in general, something I have been very grateful for over the years.

#### What do I enjoy most about teaching home economics?

I really enjoy the practical components of the subject and its strong links to everyday life. It is so rewarding to see students enjoying what they are doing, the progress they make in the practical components of the subject and hearing about how they use the skills that they have learnt. I am also blessed because as I live and work in a small town, I am able to see the success that students make of their lives, long after they have completed their formal years of education.

#### Favourite Unit of Work or Subject:

I don't have a favourite unit of work as change is always with us. However, I am enjoying the implementation of our Certificate II in Hospitality this year. Even though we do not have a catering kitchen at school, we have been able to purchase other catering resources that have assisted us in running our coffee shops for the public at school and we plan to expand on this next year.

**Dawn Adcock, teacher**

Taroom SS  
students at  
the Roma  
SQIT

# Seminar: Reporting on A-E in Years 8–10, what does an A look like?

**Wednesday 8 November, 2006**

Education Queensland schools are required by the Australian Government to provide twice yearly from 2006, a student report for each learning area studied, using a five-point A–E scale or equivalent. Education Queensland has produced a matrix with descriptors to describe how well the student has demonstrated what they have learned. As a result of this, HEIA(Q) held a seminar **Reporting on A–E in Years 8–10, what does an A look like?** on Wednesday 8 November 2006. The seminar was designed to:

- Outline briefly the relationship of criteria and standards descriptors to the Years 1–10 outcomes-based syllabuses, and the Years 8–10 Home Economics subject area syllabus and guidelines
- Outline the Commonwealth's requirements with regard to reporting in A–E
- Discuss the descriptors provided by Education Queensland and how they can be used to guide planning about curriculum and assessment, guide discussions about consistency of teacher judgment, and make explicit to students what is required of them
- Provide examples of criteria and standards descriptors for home economics assessment tasks
- Discuss how this links to the upcoming Queensland Curriculum, Assessment and Reporting Framework.

Although the seminar provided materials developed for Education Queensland schools, teachers in non-government schools were encouraged to attend as they may have found the seminar very useful in terms of reaching shared understandings about consistency of standards.

Despite violent storms hitting the coast that day, the seminar was full to capacity. The seminar was introduced by President Joanne Jayne and presented by Dr Janet Reynolds. The following is a summary of the points that were made in the seminar.



Above: Joanne Jayne (L) and Jan Reynolds getting it started

## Critical issues for Years 1–10

- Student work lacks rigour.
- There are gaps between the intended curriculum and the enacted curriculum. That is, many students are not being given the opportunity to learn what they are supposed to be learning, which for Education Queensland schools is determined by the Years 1–10 outcomes-based syllabuses. For example, there is evidence of telling students to 'analyse', but not teaching them how to analyse; setting design challenges that challenge students to be creative, but not teaching them how to be creative; and in some cases, key syllabus processes are being ignored. All of this impacts on the standards being achieved by students. An issue fuelling this situation is when the curriculum is planned using only the core learning outcomes and does not consider the underpinning processes, values and concepts. For home economics, for example, this means considering social inquiry, empowerment practice, working technologically, and/or for HPE: understanding, planning, acting and reflecting.
- Some teachers do not possess high levels of specific conceptual discipline knowledge, and the processes that sit behind/are a part of that discipline knowledge.
- Some teachers are not familiar with or using their syllabuses.
- Some teachers are not confident about assessment, and do not understand how to move from a set of outcomes that are intended for planning to criteria and standards for making judgments about student work.
- There is generally poor alignment between curriculum, pedagogy and assessment. That is, there are many examples of assessing what has not been taught—see earlier examples re analysis and creativity.



Above: Delegates at the A-E seminar

## Seminar: Reporting on A-E in Years 8-10, what does an A look like? (continued)

### What has been happening on the assessment front?

- Education Queensland has been running a number of workshops and assessment leaders' programs in relation to assessment in years 1–10. It has also made clear its position that criteria and standards are to be used for making judgments about student learning, not 'ticking off' core learning outcomes. Core learning outcomes are for planning. EQ schools do not have to report on core learning outcomes, and should not do so.
- The Commonwealth agenda on reporting has determined that schools will report on a 5-point scale (in Queensland this will be A–E), and this will start in Semester 2, 2006. Education Queensland has developed support materials (Achievement Codes) to support teachers in their work.
- A Queensland Curriculum, Assessment and Reporting Framework is being developed with implementation due some time after 2008. This has been reported on previously in *inForm*, so will not be elaborated here.

### About criteria and standards descriptors

- Core learning outcomes and subject area outcomes are used for planning, not for making judgments about student work.
- Criteria and standards descriptors are used for making judgments about student work.
- There are not pre-determined criteria for a syllabus, but rather, the teacher determines the criteria that are specific to the task that students are undertaking.
- Reported judgments of student achievement are based on sound evidence and a shared understanding of standards. At the moment these standards are derived from Education Queensland's Achievement Codes, and for QCAR trial schools the draft Essentials and Standards. Plus of course, teachers' own experiences that link to these interim and draft standards.

### About the Achievement Codes from Education Queensland

A document *Using the Achievement Codes* is available on the Education Queensland website

[http://education.qld.gov.au/strategic/accountability/pdf/achievementcodes.pdf](http://education.qld.gov.au стратегич/accountability/pdf/achievementcodes.pdf) The following are extracts from that document.

To assist teachers to make judgments about the achievements of their students, and how those achievements are represented using the five Achievement Code ratings, a matrix for Years 1–3 and a separate matrix for Years 4–10 have been developed. Each matrix contains *standards criteria* for the Achievement ratings and their descriptors.

#### How each matrix can be used by schools

Each matrix provides descriptions for each of the Achievement Codes that exemplify the quality of student achievement required for each rating. Schools may also use it to:

- guide their curriculum planning and assessment to ensure that students are given appropriate opportunities to demonstrate their achievements

- guide discussions about the consistency of teacher judgment and comparability of reported results
- make explicit to students the standard of work required by them in order to be awarded particular ratings
- guide discussions with parents and students about the ratings achieved by students.

#### What teachers should remember in using a matrix

- Each Achievement Code matrix applies to **overall** achievement in each learning area. The knowledge, understanding and processing skills will not necessarily be evidenced in every individual assessment task. Teachers should continue to use a range of assessment strategies (open-ended tasks, Rich Tasks, tests, observations etc.). Judgments will be made across many assessment tasks in the learning area over time and in various contexts, to arrive at the final rating.
- The overall rating should be reflective of 'Knowledge and Understanding' and 'Processing Skills' and 'Level of Application'. It is inappropriate for the rating to be reflective of only one of these components. It is not intended that a teacher select an independent rating for each of the three criteria but that an 'on-balance' judgment is made across all three.

#### How the standards criteria can support teachers

Education Queensland's interim Achievement Codes and supporting *standards criteria* support schools with student reporting in the following ways:

- Teachers will become familiar with using *standards criteria* from the relevant matrix to make judgments about student achievement.
- The *standards criteria* will assist teachers to write their own criteria for individual assessment tasks.
- The *standards criteria* provide a framework for discussion when teachers are working collaboratively to ensure consistency of teacher judgments and comparability of reported results.

#### The standards criteria

*Knowledge and understanding:* means that students know and understand facts, concepts and procedures. Deep learning requires knowledge with understanding, which contributes to the level of confidence and independence with which it is applied.

#### Processing skills:

'Critical, creative and reflective thinking' means that students, for example:

- question, hypothesise, investigate, design, plan
- find, select and organise data and information
- analyse, generate, synthesise, evaluate
- solve problems and make decisions
- reflect on thinking and strategies.

'Communication and presentation' means that students use texts, materials, tools, technologies and techniques to communicate and present knowledge and understanding for a range of purposes and a variety of audiences.

*Level of application:* means the degree of independence in demonstrating achievements, and the ability to apply their knowledge, understanding and skills in different contexts. This range of contexts could be from simple to complex, from familiar to unfamiliar.

## Seminar: Reporting on A-E in Years 8-10, what does an A look like? (continued)

### What this looks like in home economics

A number of draft examples developed specifically for home economics were examined in the context of a five-point scale, keeping in mind that the D and E descriptors should still be written in terms of what the students do know and can do, not what they can't do. The examples were presented as a starting point for teachers for writing their own task-specific criteria and standards, keeping in mind they were draft materials. The examples related to home economics, specific components of the Home Economics Subject Area Syllabus (for example, social inquiry and practical performance), as well as those aspects that are also covered in the HPE syllabus (for example, food and nutrition), and the Technology syllabus; and an example that integrates technology and social inquiry (this is reproduced in this newsletter—see Unit of Work: Eating green).

**Discussion question:** Which of the following sets of criteria are appropriate for a task related to the technology syllabus?

**Case 1:**

- Working technologically

**Case 2**

- Investigating
- Ideating
- Producing
- Evaluating

**Case 3**

- Creativity
- Communicating design ideas
- Collaboration

**Answer:** All three could be correct, it depends on what the teacher had been teaching, what the focus of learning was, and as a result, what the teacher needed evidence of. The same teacher/faculty might use all three sets at different times of the course/program.

**Table C. Technology (Based on Education Queensland's achievement codes)**

Descriptor	A	B	C	D	E
	The student consistently demonstrates a very high level of knowledge, skills and understanding and is able to apply them independently in a wide range of contexts.	The student demonstrates a high level of knowledge, skills and understanding and is able to apply them independently in most contexts.	The student demonstrates a sound level of knowledge, skills and understanding and is able to apply them, in some contexts.	The student demonstrates limited knowledge, skills and understanding and is able to apply them, with support, in some contexts.	The student demonstrates very limited knowledge, skills and understanding.
Knowledge and understanding	Comprehensive, detailed and accurate knowledge of facts, procedures and concepts.	detailed and accurate knowledge of facts, procedures and concepts	accurate knowledge of main facts and concepts and uses appropriate terms	knowledge of some facts and concepts	has knowledge of facts and/or ideas

**Table A. Food and nutrition/Health/HPE (Based on Education Queensland's achievement codes)**

Descriptor	A	B	C
Construct	Criteria		
Knowledge and understanding	The student consistently demonstrates a very high level of knowledge, skills and understanding and is able to apply them independently in a wide range of contexts.	The student demonstrates a high level of knowledge, skills and understanding and is able to apply them independently in most contexts.	The student demonstrates a sound level of knowledge, skills and understanding and is able to apply them, in some contexts.
Processing; Planning, acting and reflecting	<p>Comprehensive, detailed and accurate knowledge of facts, procedures and concepts</p> <ul style="list-style-type: none"> <li>• Through insightful analysis, develops a range of cause and effect relationships</li> <li>• Clear, comprehensive and accurate identification of issues</li> <li>• Evaluates and synthesises data to draw valid, viable and persuasive conclusions</li> <li>• Develops and implements insightful actions and/or recommendations with coherent rationalisation of decisions</li> </ul>	<p>Detailed and accurate knowledge of facts, procedures and concepts</p> <ul style="list-style-type: none"> <li>• Logical analysis that discusses key impacts of practices</li> <li>• Clear, detailed and accurate identification of issues</li> <li>• Credible links made to synthesise data into a clearly validated conclusion</li> <li>• Develops, implements and rationalises key actions and/or recommendations</li> </ul>	<ul style="list-style-type: none"> <li>• Accurate knowledge of main facts and concepts and uses appropriate terms</li> <li>• Analysis identifies impact of practice</li> <li>• Clearly and accurately identifies major issues</li> <li>• Obviously links data to draw a logical conclusion</li> <li>• Develops and implements relevant actions and/or recommendations</li> </ul>
Practical performance	<p>High quality products/performances that meet audience need and purpose through form and function in the reflection</p>	<p>Quality, well-crafted products/performances that meet audience needs and purpose through form and function</p>	<p>Viable products in part, meet audience needs and purpose through form and function</p>

## NEWS FROM OTHER ORGANISATIONS

### Eating out with the Heart Foundation tick

The following information was retrieved 26 November 2006 from [www.thetick.com.au](http://www.thetick.com.au)

The Tick is the Heart Foundation's guide to help people make healthier food choices quickly and easily. Whether it's food on the supermarket shelf, or grabbing a quick bite out for lunch or dinner, the Tick is your independent guide to healthier choices. Australians are eating out more than ever before so it's vital that real healthier choices are available and easy to spot. That's why the Heart Foundation has introduced the Tick into meals eaten out of the home.

Meals with the Heart Foundation Tick are healthier choices because they meet our strict standards for saturated fat, trans fat, salt, vegetable or fibre content and size of meal. That's guaranteed because they have been independently tested – no exceptions! Tick is there to signpost healthier choices for everybody, and you can expect to start seeing the Tick on popular lunch and dinner meals in places where Australians eat out everyday—whether you're hungry for a sandwich, a savoury pie, or a sit-down meal. Just as it does with food on the supermarket shelf, the Tick on food eaten out must be earned. To earn the Tick, food outlets have to meet tough nutrition and quality standards. The Heart Foundation ensures that these tough standards are maintained by subjecting food outlets to regular random audits. These audits are carried out by an independent team of experts who also test behind the scenes for meal preparation, staff training, food safety and quality control systems.

#### **Tick's tough standards for meals eaten out of home** **Nutrition standards, independently tested**

All meals have to meet our standards limiting the unhealthier saturated and trans fats and salt. Tick meals will also have to contain at least one serve of vegetables, or meet a minimum level of fibre. Finally, all Tick meals will be monitored for the size of the serve. Wherever you can purchase Tick meals, there'll be a Nutrition Information Panel (NIP) available, and a statement telling you which nutrients we have tested for. To test the nutrient levels in meals, food outlets must submit their meals to an independent laboratory for analysis. (Analyses provided by food companies are not accepted.) Once the analysis is complete, the result is then compared to the Tick criteria standards to determine if the meal is suitable to carry the Tick.

#### **Quality standards, independently tested**

Not only does the Heart Foundation Tick look at the type of food and its nutritional content, we look at the way the food is produced. For example, we ensure that the kitchen uses the Tick ingredients that they are meant to be using in our approved meals by monitoring that outlet's ingredient buying and usage lists. We need to be sure that meals with the Tick always meet our strict standards—no exceptions! Before a food outlet can offer Tick approved meals, they are subject to an audit process to make sure they have the necessary systems and processes in place that will enable them to consistently produce meals that meet our tough nutrition standards. Once a food outlet has earned the right to display the Tick, we ensure that our tough standards are maintained by subjecting food outlets to regular random audits. These independent audits are carried out by Australia's leading business compliance organisation, SAI Global, based on international food safety standards. Working to Tick's criteria they will ensure consistency in nutrition and quality on all Tick approved meals.

#### **Food safety standards, independently assessed**

We want to make sure that Tick approved meals are always safe to eat. That's why all food outlets with meals carrying the Tick have to have a HACCP based food safety program (HACCP is an internationally recognised system for keeping food safe). Yet another of Tick's tough standards.



#### **Frequently Asked Questions**

##### **What is the goal of the Heart Foundation Tick?**

The 'Tick' is the Heart Foundation's guide to help people make healthier food choices quickly and easily. It also encourages food manufacturers and food outlets to develop or modify products and meals that meet the Heart Foundation's nutrition standards. In general, Tick approved foods and meals have met strict standards for saturated fat, trans fat, salt and where appropriate, kilojoules and fibre, and with meals we also monitor serve size.

##### **What does the Tick on food mean?**

All Tick approved products represent a healthier choice. For example, the Tick Program approves some meat pies, as they are lower in saturated and trans fats, and sodium than their regular counterparts. In the supermarket, bread with the Tick is a healthier choice of bread. Cheese with the Tick is a healthier choice of cheese. When eating out, a meal with the Tick is a healthier choice of meal.

##### **Where will I find the Tick when eating out?**

Only food outlets with strong systems in place to always meet our strict nutrition and quality standards will be able to apply to earn the Tick. That's why, over time, you're most likely to find the Tick in places like salad and sandwich chains, venues served by contract caterers, fast food restaurants, and hotels and clubs. As our emphasis is on getting it right and ensuring Tick's tough standards are always met, initially the Tick will only appear in a very limited range of outlets. But availability will increase over the coming months.

##### **What sort of meals will Tick be on?**

To make a real difference to the nutritional health of Australians, the Tick needs to be highlighting the healthier choices on the lunch and dinner meals that people eat most—that quick bite or family meal out. You're likely to see the Tick on sandwiches, burgers, Chinese takeaway, pizzas, pies, and many 'sit-down' type meals in outlets where specific meals have been submitted for testing against Tick's criteria and passed. In time, you're likely to see the Tick on many types of lunch and dinner meals as the Program expands.

Given that Australians consumed 3.8 billion meals and 1 billion snacks out of home in 2004, it makes sense that Tick targets meals, not snacks, for approval. The most popular time for eating out is lunch time, closely followed by dinner, so Tick will target lunch and dinner meals in order to have the biggest possible impact on healthier choices for Australians eating out. Some examples of the types of meals that you might see the Tick on over time:

- Sandwiches, rolls, burgers, wraps and focaccia
- Stir fries

# NEWS FROM OTHER ORGANISATIONS

- The more traditional meat and veg (of course the meat will be lean)
- A vegetarian dish with tofu or egg for example
- Rice- and noodle-based meals
- Pastas—maybe from your favourite Italian place
- Bowl type meals like soup or Laksa
- Main meal salads—for example a summery salad with grilled chicken
- Healthier meal combo's
- Savoury pies, quiches and frittatas
- Pizzas, calzones and pies

And what types of meals will the Tick not be on?

- Meals that don't meet our tough nutrition standards
- Snacks and desserts
- Meals served buffet-style or self-served are not eligible for approval because all Tick approved meals are controlled for serve size

## Is the Tick on meals the same as the Tick in Supermarkets?

Yes. It's the same Tick and it means a healthier choice. There's just one and it looks like the logos you see in this article. Always look for the words 'National Heart Foundation Approved' so you know it's the real Tick.

## How are the nutrition standards set?

Guidelines for Tick Approval are developed and reviewed by the Tick Criteria Working Group which has expertise in human nutrition and public health. This Working Group uses a range of information when setting criteria, such as Heart Foundation nutrition policies, Australian Dietary Guidelines, consumption data, nutrient functionality and market data of similar food products.

## What about fresh foods?

About one third of the foods in the Tick Program in the supermarket are fresh foods. The range includes milk, fish, meat, poultry, grains, legumes, nuts and seeds. All fresh fruit and vegetables qualify for the Tick.

## Does Tick make a difference?

The Guidelines for Tick Approval represent a nutrition benchmark for food manufacturers and food outlets. Many products or meals have been intentionally formulated or reformulated to meet the nutrient criteria. Our tracking data over the years has shown that the Tick

Program significantly reduces the amount of saturated fat and sodium in the food supply each year.

## How can we be sure that Tick standards are maintained?

Foods and meals with the Heart Foundation Tick are subject to random testing. This ensures that the strict Tick standards are always maintained. Failure to meet Tick standards will result in foods or meals being expelled from the Tick Program.

## Why don't all healthy foods have the Tick?

As the Tick Program is a voluntary program, companies can choose whether or not to have their products or meals tested. Some companies choose not to participate, even though their products or meals would qualify for the Tick. Others simply don't meet the nutrition guidelines. Only foods with the Heart Foundation Tick have been independently tested to ensure they meet our standards.

## Why are food companies charged a fee to use the Tick?

As a non-profit, non-government organization, the Heart Foundation uses these fees to run the Tick Program. They are the sole source of income for the Tick. Fees contribute towards:

- Educating consumers and health professionals about the Tick and its role in good nutrition
- Randomly testing Tick foods or meals to ensure they continue to meet Tick's tough standards
- Supporting national nutrition research and education
- Running the Program

Every cent that comes into Tick goes back into ensuring our standards are met, making the foods we eat healthier and funding nutrition research for the Heart Foundation. It's a Program that benefits all Australians.

## What other standards must be maintained?

In addition to meeting Tick's nutrition standards, all packaging and advertising material for Tick foods must be approved by the Heart Foundation. This means that all Tick foods must have, either on packaging or at point of sale, a nutrition information panel, as specified in the Australian New Zealand Food Authority Code, and comply with the Code of Practice on Nutrient Claims in Food Labels and in Advertisements (NFA, 1995). Tick foods offer not only a healthier choice but truth in food labelling too.



## Consumer Federation of Australia

As a member of CFA, HEIA(Q) receives newsletters from CFA. The following are extracts from the Issue No. 23, October 2006 newsletter.

### ACCC in the media

#### Uncle Tobys stops claims Roll Ups are 'made with 65% real fruit'

The Australian Competition and Consumer Commission (ACCC) has obtained court-enforceable undertakings from Uncle Tobys Foods Pty Ltd in relation to the way they advertise their *Roll Ups* snack food. Uncle Tobys has undertaken that it will not: represent that *Roll-Ups* (as currently composed) are 'Made with 65% real fruit'; list on the ingredients panel that a *Roll-Up* (as currently composed) is equivalent to a specified percentage of fresh fruit; run an advertisement which showed images of an apple being flattened into a *Roll-Up*; and represent that *Roll-Ups* are made by converting a piece of fruit into a strip with minimal processing or without further processing or other ingredients added. Uncle Tobys will also publish an article for the food industry on the importance of accurate advertising and will review its trade practices law compliance program in relation to *Roll-Ups*.

<http://www.accc.gov.au/content/index.phtml/itemId/762460/fromItemId/2332>

## HEIA(Q) 2006 PROFESSIONAL DEVELOPMENT OPPORTUNITIES WHAT HAPPENED IN TERM 4

The following reports capture what we heard about some of HEIA(Q)'s Term 4 professional development opportunities.

### Tony's Trends in the Kitchen

From Brisbane South (Holland Park SHS),  
Thursday 26 October 2006

Tony Ching, guest chef and Hospitality Training Association teacher, inspired a group of twenty home economics teachers at a workshop conducted on Thursday 26 October at Holland Park State High School. Tony demonstrated the latest trends in food plating and presentation using a range of plates, spoons and small bowls. We were reminded of the need to make food preparation lessons fun at the secondary level. So in a 'hands-on' session, some of the participants trialled this state of 'fun and revelry' when they were given the opportunity to create sea dioramas shaped in melted and piped chocolate. The 'piece de resistance' was the final draping of their chocolate reef in slithers of fine gold leaf that flowed and floated in the currents of the evening breeze.



Tony Ching inspiring teachers at Holland Park SHS

Tony Ching creating with chocolate at Holland Park SHS



Leisa Norgaard and Michelle Ferdinand (Warwick State High) engaging in the hands-on Tony's Trends workshop at Assumption College, Warwick on Thursday 12 October 2006



It looks so easy—Fashion Illustration at Loreto College



It wasn't as hard as I thought—participants' results at the Fashion Illustration workshop at Loreto College

### Fashion Illustration with Nila Oreb

From Brisbane South (Loreto College),  
Thursday 16 November 2006

What a fantastic workshop. I am so pleased that this went ahead. Nila Oreb, designer and lecturer of design and marketing showed us a selection of the most outstanding and inspirational student (TAFE) fashion illustration folio work. Nila comes from an industry background and was able to outline the typical flow chart from overseas—from inspiration, moodboards and concepts to design collection (including story boards, flats and technical drawings) to the production of samples and the agents look book. She was very generous in sharing many ideas and templates for possible student drawing exercises, including texture rubbings, printing and painting fabric swatches in different colourways, and using flowers as an inspiration for designing fashion clothing. With the assistance of templates, Nila was able to guide us through a series of drawing exercises that included drawing facial features and extending the body of a fashion magazine photograph (8 heads high) into a fashion model drawing (10 heads high). We were able to experiment with Faber Castell watercolour pencils to produce professional-looking colour creations and Tria or Pantone markers to shade body skin colours. I don't have a Fashion Design Course as such at my school but I will be sharing what I have learnt with my students because the results (my attempts attached) speak for themselves—the outcomes were achievable, sketching was a very relaxing activity in what has been a very busy and demanding week and it was FUN. I am sure that when the word gets around every one will want to do this workshop.

Dianne Polson



**Home Economics Institute of Australia (Queensland) Inc.**

## **2007 ANNUAL GENERAL MEETING**

Saturday 24 March 2007 11.30 a.m.–12.00 noon • Ahmet's, Grey Street South Brisbane

## AGENDA

1. Welcome and apologies
  2. Correspondence
  3. Confirmation of minutes of previous Annual General Meeting
  4. Business arising from minutes
  5. President's Report
  6. Secretary's Report
  7. Treasurer's Report
  8. Auditor's Report
  9. Appointment of Auditor
  10. Reports from Committees
  11. Appointment of Committee of Management

NB The AGM will follow a celebratory function for World Home Economics Day.

**RSVP:**

NAME: \_\_\_\_\_ Ph: \_\_\_\_\_

I would like to indicate my attendance at the following:

World Home Economics Day celebration prior to the AGM

Yes  No

#### **Annual General Meeting**

Yes  No

or

I am nominating a proxy for the meeting

Yes  No

**PROXY:** Should you wish to appoint a proxy, please complete the proxy form below and forward to the Secretary. Proxies must be in the hands of the Secretary before the meeting commences.

of

(print name in full)

(print full address)

being a financial member of the Home Economics Institute of Australia Inc., am not able to be present at the HEIA(Q) Annual General Meeting to be held 24 March 2007. I hereby appoint

(print full name), also a financial member of HEIA Inc., as my proxy to vote on my behalf at the Annual General Meeting to be held 24 March 2007, and at any adjournment of that meeting.

---

**Signature of member appointing proxy**

\_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Date

Please return to: Secretary HEIA(Q), PO Box 629, KALLANGUR 4503, or Fax 3865 1401



**Home Economics Institute of Australia (Queensland) Inc.**

## **2007 ANNUAL GENERAL MEETING**

Saturday 24 March 2007 11.30 a.m.–12.00 noon • Ahmet's, Grey Street South Brisbane

### **NOMINATION FORM**

Nominations for the following positions can be made on the form below. Nominations may be submitted before or at the Annual General Meeting.

#### **Committee of Management**

- President
- Vice President
- Secretary
- Treasurer
- Delegate to National Council
- Member of the Committee of Management

I, \_\_\_\_\_, being a financial member of the Home Economics Institute of Australia Inc.,  
wish to nominate \_\_\_\_\_ (print full name of Nominee)  
for the position of \_\_\_\_\_ (print position to be filled).

\_\_\_\_\_  
Signature of Nominator

\_\_\_\_\_  
Signature of Seconder

I, \_\_\_\_\_, being a financial member of the Home Economics Institute of Australia Inc.,  
accept nomination for the position of \_\_\_\_\_

\_\_\_\_\_  
Signature of Nominee

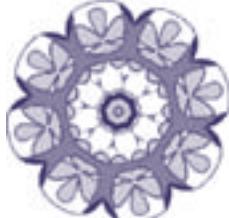
\_\_\_\_\_  
Date

#### **Sub-committees**

Sub-committees include: newsletter, professional development, conference, webpage, student liaison. It is not necessary to be a member of the Committee of Management to participate in a sub-committee and there is no need to be nominated, just express your interest.

I, \_\_\_\_\_, being a financial member of the Home Economics Institute of Australia Inc.,  
wish to express an interest in being a member of the \_\_\_\_\_  
Sub-committee and can be contacted by telephone on \_\_\_\_\_  
or by email on \_\_\_\_\_

Please return form to: Secretary HEIA(Q), P.O. Box 629, KALLANGUR QLD 4503 or Fax 3865 1401



*The Home Economics Institute of Australia  
(QLD) takes great pleasure  
in inviting you to*

**BRUNCH AT  
AHMET'S  
to celebrate  
World Home Economics Day  
... and more**

- Experience the Turkish culture and cuisine
- Presentation of the 2007 O'Malley Scholars
- Annual General Meeting
- Networking
- Take the opportunity to visit South Bank Craft Markets & Parklands or get in the swing of things and come suitably attired for a morning of Turkish delights

When: Saturday 24th March, 10.30 a.m.

Where: Ahmet's Turkish Restaurant,  
Shop 10/164 Grey Street, South Bank

Cost: Members \$35 incl.GST;  
Non-members \$40.00 incl. GST

**OFFICIAL INVITATIONS OUT EARLY 2007**



**HEIA(Q)**

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