



*in*Form

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

April 2007



Home Economics Institute of Australia (Qld) Inc.

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Thank you to the 2006 Committee of Management



Home Economics Institute of Australia Inc.

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*If you have information, news or comments,
InForm would like to hear from you.*

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President's Message

Welcome to the first edition of *InForm* for 2007 and a special welcome to new members receiving their very first edition.

In 2006, our newsletter focussed on *'The way we were'* as well as covering classroom relevant materials, biographies and articles from a range of members, schools and activities undertaken. Whilst this has captured a snapshot of the evolution of home economics in Queensland, the present climate reminds us that it is essential to think about how sustainable our present practices are for home economics and the life chances of future generations. We have an important job, but how do we raise our profile?

2007 promises to be a ground-breaking year that offers the perfect opportunity for this. By now, the 2007 HEIA(Q) professional development program has been distributed to all secondary schools, schools with a secondary department, and members. If you haven't yet sighted it, then please go looking. In addition, we have written to all Education Queensland Regional Executive Directors and the Independent and Catholic sectors requesting them to consider the imperative nature of the conference *EduNation: Nutrition education for a new generation*. In that communication it was suggested that maximum benefit would be gained if systems and schools encouraged and supported teams in their regions to take advantage of this opportunity.

We are encouraging teams across primary and secondary sectors to attend, reinforcing the middle phase of schooling concept. Equally, collaborative action between all sectors and levels of education, administration, health professionals and community agencies is strongly encouraged. Schools alone cannot turn around diet-related health risks faced by our children, but neither can we ignore the situation or make superficial, disparate and ineffective attempts to address them. Home economics teachers can take the lead in these teams and in so doing, through action and outcome, show how important we are. This is why this conference is ground-breaking, but it requires you to tap into the potential offered.

The mission of the home economics profession of Australia is to *educate, inform, and to act as an advocate to government, industry and the community, for families and households, so that individuals can make informed choices in order to enhance their everyday living*. This is 'our' mission, our identifier. No one can advocate for us; that must come from our own actions, commitment and passion being lived and enacted on a daily basis.

I urge you, as an integral part of your school and community team, and of our home economics team, to consider the significance of the *EduNation* conference. The opportunities offered are wide-ranging but there is possibly none as important as the platform for advocating to government, industry and the community. In all that fills our working day, this really is the part of the mission of home economists that needs to be attended to if we are to be valued for what we can, do and should offer.

We are our own advocates; this is a chance to do something about it. I look forward to seeing you in July and reading about your actions in future editions of *InForm*!

Joanne Jayne, President, HEIA(Q)

NB. Helen Johnston was elected President at the 2007 Annual General Meeting. Sincere thanks to Joanne Jayne for outstanding leadership in her term of office.

Turkish Delight

World Home Economics Day celebration

Celebrating 'Turkish style'

HEIA(Q) celebrated World Home Economics Day at various locations throughout the state. In Brisbane it was celebrated 'Turkish style' at Ahmet's restaurant in South Bank on Saturday 24 March. Fifty guests arrived for brunch to a vibrant and colourful setting where they would share a never-ending buffet of Turkish food. The highlight of the day for some was the belly dancer—some members were lucky enough to get lessons! Most though were happy to watch, enjoy and laugh. To end the morning, owners of the restaurant Suzan and Hasan Gencerler shared their love of the Turkish culture and reminded us how incredibly healthy the Turkish cuisine is. Vegetables and spices are all that is needed to create many of the intense flavors we experienced. No trans-fat here!

Presentation of the O'Malley scholars

While the morning was an opportunity to get together with other Home Eccy's in aid of our World Day it also facilitated the Annual General Meeting and presentation of the 2007 Queensland King and Amy O'Malley Scholarship winners. HEIA(Q) would like to congratulate Joanne Spotswood, Bree Richters, Chantelle Robinson, Rosemarie Sciacca and Kate Edgar on this wonderful achievement of being O'Malley scholars.

Annual General Meeting

The Committee of Management reported on the various activities of the past year, giving members reason to be justly proud of their professional association. Sadly the Committee of Management said goodbye to a number of retiring members. Joanne Jayne (President), Michelle Nisbet (Vice President), Claire Cobine (Secretary), Sharon Laidlaw (Minutes Secretary) and Julie Nash. It can never be underestimated the knowledge, loyalty, time and effort these members have generously given to HEIA(Q) over past years. We now look forward to a great year with new Committee of Management members. Helen Johnston was welcomed as President, Julianna Kneebone as Vice-President, Renae Stanton as Secretary and Debbie Cain as Treasurer. Megan Hoble, Sue Going, Kylie King and Jo Spotswood were nominated to join continuing members Helen Keith, Aileen Lockhart, Denise McManus and Jan Reynolds. The combination of young members with experienced members augers well for our future.

As many members stayed long into the afternoon enjoying coffee and Turkish Delight I was reminded of the qualities that home economics teachers share. We love food, culture and opportunities to talk.

Renae Stanton



2006 President Joanne Jayne reading her AGM report



Come on - it's easy!



2007 O'Malley scholars (L-R) Chantelle Robinson, Joanne (Jo) Spotswood, Rosemarie (Rosie) Sciacca, Bree Richters and Kate Edgar with O'Malley panel member Cheryl Conroy

Turkish Delight World Home Economics Day celebration



A token of appreciation to Claire Cobine (left)



Members enjoying 'Turkish Delights' as they celebrate World Home Economics Day



Sorting out the AGM, L-R: Joanne Jayne, Claire Cobine and Denise Mcmanus

Celebrating World Home Economics Day in Townsville



Townsville home economics teachers celebrated World Home Economics Day on Wednesday 21st March at a local restaurant - Casey's Deli Plus. We had a wonderful evening catching up and networking. Two of the ladies even travelled 200km each way from Bowen to join us.

THE 2007 STATE CONFERENCE

eduNation

Nutrition education for a new generation



20–21 July 2007, Brisbane Hilton

The HEIA(Q) professional development program in 2007:

- Focuses on one topic—nutrition education
- Involves a 2-day conference
- Involves a full-day regional workshop

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—how 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. The 2007 program will build the capacity of delegates to engage in effective, action-oriented nutrition education for a new generation 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.

Who will be leading us?

The 2-day conference program has been designed to support the regional workshops by adding depth and breadth to a range of issues confronted by the nutrition educator. The first day has been designed to consider the big picture. We are fortunate to

have **Dr Rosemary Stanton** and **Associate Professor Jenny O'Dea** to start the day and set the scene. They will tell it the way it is, what is happening, how our young people are travelling, the real issues in society, and what that means for the classroom. **Dr Janet Reynolds** and **Dr Fiona Rowe** will look at key approaches to help us engage young people in effective nutrition education. On the second day the focus will be more on the adolescent, when **Dr Michael Carr-Gregg** and **Dr Jenny O'Dea** will outline what makes young people tick, with Michael focussing on brain theory and the implications for learning, and Jenny focussing on the issues related to obesity and being overweight, body image issues and the implications for the classroom. **Lisa Smith** will challenge us all to be creative in how we handle change and indeed create change (and it is certainly needed in some quarters).

The keynote speakers will be backed with another high profile group of presenters who will facilitate small group in-depth sessions that will range across the many important issues and practical applications. The workshops will be run by the keynote speakers along with **Professor Sandra Capra (Newcastle University)**, **Associate Professor Donna Pendergast (University of Queensland)**, **Dr Sue Ash (QUT)**, **Dominique Rizzo (Mondo Organics)**, **Laurie Kelly (Mindworks)**, **Mathew Dick (Queensland Health)**, **Kellie Hogan (Nutrition Australia)** and others. Delegates will have the opportunity to attend six of the many workshops on offer.

Some of the workshops

- Understanding key approaches and processes and their links to the syllabus/Essential learnings
- The role of practical food preparation in nutrition education – Cooking with flair and fun
- Making learning fun and connected
- Modelling strategies to analyse fad diets
- Smart moves to get smart kids – school responsibilities, opportunities and issues
- Nutrition update—Hot topics
- Getting started on my own unit,
- What good practice looks like in Years 8–10
- What about the media?
- Nutrition education in Aboriginal and Torres Strait Islander communities
- Assessment: Do we assess eating behaviours? Well what?
- NutriTion—WebQuests, blogs, learning object and more IT in the nutrition classroom
- Canteens, curriculum and community: Promoting nutrition using a whole school approach
- And if they learn nothing else, I want them to learn (key 'content' etc)
- Further exploration of brain theory
- Generation X and generation Y – where do we fit in?
- Addressing issues of obesity and being overweight—What to do in the classroom
- Big picture planning – pulling it all together, frameworks for good practice.
- What good practice looks like in the primary school
- Nutrient Reference Values
- Promoting and advocating for nutrition education at my school: Making it happen
- Which resources are good resources? How do I tell?
- Body image: What is the researching telling us that works?
- Food Choices the IT Way
- Modelling strategies and examining resources to look at fast food issues
- Has the Pyramid gone? What do we use now? Tools for effective nutrition education

Some of the keynote speakers and workshop presenters

Dr Michael Carr-Gregg is one of Australia's highest profile psychologists. Michael is the author of 4 books, including *Princess Bitchface*. After speaking at the HEIA(Q) state conference in 2006, Michael took a keen interest in adolescent nutrition education and pledged to support HEIA in its work to promote effective nutrition education. Michael was a speaker at the national obesity summit held in Brisbane in 2006. This year Michael will re-examine the adolescent in the context of nutrition education, and in particular the implications of brain theory for motivating and engaging adolescents in action-oriented nutrition education.



Dr Jenny O'Dea is a dietitian, health and nutrition education researcher and Associate Professor in nutrition and health education at the University of Sydney. She is the Associate Editor for Health Education Research (Oxford University Press) and is on the advisory committee of the Center for Weight & Health at the University of California, Berkeley, USA. Jenny's PhD focused on eating attitudes and behaviours among adolescents. Recent research includes a national ARC study titled, *Youth cultures of eating*. Jenny is the author of three books about child nutrition and health and has conducted several large research studies into body image, weight issues, self-concept, self-esteem, and eating issues among children, adolescents and college students. She has authored more than 50 scientific research publications in well-known international journals.



Dr Rosemary Stanton OAM is one of Australia's best known nutritionists and has an Order of Australia Medal for her services to community health. A Visiting Fellow in the Faculty of Medicine at the University of New South Wales, Rosemary is a member of many advisory committees and professional associations. She has authored many scientific papers, 31 books on food and nutrition and over 3,200 articles for magazines and newspapers. Rosemary is widely recognised as a source of reliable nutrition information free from commercial influence. Her aim is to encourage healthier diets, with enjoyable foods that create minimal environmental damage. Rosemary is well known to Queensland home economics audiences, having supported many of our conferences, including 2005 when she was a panel member addressing local and global issues associated with obesity.



Lisa Smith is a big-hearted, agile-minded, pointy-shoed gal with a wealth of ideas and experience. She grew up on a dairy farm, moved to the big smoke, climbed the corporate ladder and then had a much, much better idea half the way up. She's currently the driving force behind the Minds At Work "Creative Problem Solving Program". Over the last few months Lisa has worked with groups of farmers, teachers, principals, corporate high-fliers, 'community builders', truck builders and bull semen traders. She's funny, she's gritty and best of all she's smart (just don't get her started on international trade agreements or Collingwood's last grand final).



Dr Fiona Rowe is a public health nutritionist and lecturer at the School of Public Health, Griffith University. She lectures in the Master of Nutrition and Dietetic and Master of Public Health programs and in 2008 will be the Convenor of the Nutrition Major in the Bachelor of Public Health program. She has completed her PhD in the use of whole school approaches to promote health and nutrition and build students' sense of connectedness to the school environment. Fiona's current research investigates the impact of school food gardens to promote nutrition and access to nutritious foods in socio-economically disadvantaged communities.



Dr Janet Reynolds has a background in and commitment to home economics. Jan completed a Masters Education Studies with a focus on school-based nutrition education and then went on to complete a PhD in the same topic. Jan was heavily involved in the Commonwealth National Nutrition Education in Schools Project and managed Phase 2 of the project. More recently, on behalf of HEIA, Jan has worked with Xyris Software to develop *Food Choices the IT Way* and has managed the development of and edited HEIA's text *Nutrition—The inside story*.



HEIA(Q)'s application for funding to support the conference

HEIA(Q) has made a submission to the Queensland Government Community Partnerships Scheme for a grant to support the conference and the associated workshops. HEIA(Q) recognises that a 2-day conference will involve TRS for some delegates and so it is hoped that, if successful the grant can be used to offset registration costs and overall expenses for delegates. We were expecting to hear by the end of February but still no news (as at the end of March) with indicators that it may be towards the end of April before we hear. We will keep you informed via the website.

How much will it cost?

We wish we could tell you! At the time of going to press (we waited as late as we could) HEIA(Q) had not heard the results of its application to the Queensland government for funding to support the conference under the Community Partnerships Scheme. We are still keeping our fingers crossed that our application is successful and then this money will be used to reduce the registration costs. By the time you receive your newsletter, we might have more news and it will be posted on the HEIA(Q) website.

Working with your feeder schools and community nutritionists

The conference organisers recognise the benefits of developing a holistic approach to nutrition education across the phases of learning. We encourage you to collaborate with your primary school and encourage your colleagues to attend with you. It is intended that we will be able to offer discounts for those delegates who come as teams across the phases. Below is a starting point for an invitation to your colleagues to join you in attending the conference.

Dear (insert Principal's name)

Re: Invitation to attend the conference **EduNation: Nutrition education for a new generation**

On 20–21 July, The Home Economics Institute of Australia is holding a 2-day conference related to school-based nutrition education. The Institute is encouraging attendance of teams from high schools, their feeder primary schools and community health professionals involved in schools. This is a great opportunity to work collaboratively to develop a cohesive approach to this important topic. As the conference notices state—**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**. The related statistics about obesity, overweight and other nutrition-related diseases are alarming.

Our high school is sending along x delegates to the conference and I would like to ask that you consider at least one or two of your teachers joining me. The conference information indicates that there will be practical planning sessions, including assessment, and it would be great to be able to do this collaboratively across our schools. There are excellent speakers to guide us—for example, internationally renowned Dr Michael Carr-Gregg, Dr Rosemary Stanton and Dr Jenny O'Dea so we will have good leaders related to what makes young people 'tick', the obesity issue and general nutrition.

Because I am a member of the Institute, members of my "team" from the feeder primary school are able to attend the conference at Member rates. It would be great to go as a team and after that, keep working collaboratively.

I will call you in a couple of days to discuss my suggestion. Alternatively if you wish to call me, I can be contacted on

Yours sincerely

Horizons in Home Economics

National biennial conference, Sydney, 10–12 January 2007

Reflections of five Queensland delegates:

Angela Custance, Margaret Duncan, Sue Going, Jade Sottile and Renae Stanton

What colour typified the conference and why?

- Orange, because it represents energy, balance, warmth, enthusiasm, vibrancy, expansiveness and flamboyancy.
- Yellow—bright, joyful and *in*. That is the future of home economics! As an establishing teacher, an event such as the national conference offers an array of personal and professional development opportunities.
- The colour blue comes to mind because of the harbour and beautiful weather. Also, because of how I felt after a few of the presenters, but that is not what you wanted to hear!
- Green. Everyone was conscious to adapt 'green' approaches to home economics—right down to saving our banana skins from the takeaway lunches—they were donated to some Sydney rose gardens!
- Purple was the theme of the conference. Purple is the international colour for women and is the colour adopted by the HEIA.

If you could relocate one of the presenters to Queensland, who would it be and why?

- Rose Sinclair from the University of London in the UK. I would choose her for her expertise in CAD, her wealth of knowledge and experience with design and technology, and her passion for teaching textiles.
- Michael Carr-Greg is an engaging speaker who, for me, decodes the XY generation, which allows for greater reflection on professional practice. I seem to have many 'ah-ha' or 'light bulb' moments during his presentations as I link observations and experiences with his relevant and detailed discussions of what makes the next generation tick. Both his keynote and ICT sessions were the highlight for me.
- Definitely Michael Carr-Greg because he is committed to the value of home economics in the curriculum and how home economics teachers can empower students and improve their health and wellbeing.
- Michael Carr-Greg of course. Easy to listen to and entertaining. He seems to understand the issues that teachers face everyday and advocates for real solutions to adolescent problems.
- Dr Don Edgar's keynote speech on the changing nature of work and family life was very timely in this current climate. I would like to discuss with him (or bend his ear) about teenage employment and its impact on being a teen, the concept of education being 24/7 and the drain on the individual both student and teacher to find a balance between work and rest.

What was the best thing you did at the conference?

- Meet a variety of people from Australia and New Zealand and make connections with other home economics teachers/industry professionals.
- Professionally, I have grown as a teacher since my presentation at the conference. As part of a team, I presented at the conference and was overwhelmed at the support and encouragement we received from our highly experienced colleagues in the audience. As a first-year, it was terrifying to present to a room of educators, from whom I have learnt and for whom I have such great admiration. It was without reservation that experienced home economists welcomed, praised and encouraged us 'newies' and it is incredible to think that we have much to offer each other, as new and experienced professionals.
- Network with other home economics teachers from both Queensland and other states. It is always good to be aware of what is happening elsewhere.
- A tour through the David Jones Food Hall by a passionate manager. What a great place to eat and wander. Lots of food, treats, flowers and wine. A home economics teacher's dream. We really need one of these in Queensland!!
- What a wonderful opportunity to network with a variety of educators and women of such interest and passion about education. I particularly enjoyed spending time with the New Zealand delegates whose system of education is not only different to ours, but who work with different cultural groups and yet share similar concerns, difficulties with administration, assessment, pedagogy etc. I developed an appreciation for the shared wisdom of the women who do work in Queensland and furthered those relationships.
- I appreciated being away from family, staying in a sumptuous room all by myself and having the freedom to have some solitude.

What was the best thing that you learnt at the conference?

- That I am still 'officially' an adolescent until I turn 24 later this year! (Thanks Michael Carr-Greg!!) Seriously, apart from the ever-brilliant messages delivered by Michael Carr-Greg about adolescent relationships and development, I found it extremely valuable to learn about the consideration that organisations in industry give to ethical policies and procedures. Hearing about the approaches of the CSIRO, Bonds and Whole Fruit—One



Delegates on the industry visit to the Bonds factory



Enjoying the pre-conference Coastal Tour



Donna Hay at the welcome cocktail party

Harvest got me thinking about the potential that home economics provides for key messages about ethics, the environment and sustainability to be communicated to future generations.

- Sadly, not enough. One valuable comment from Michael Carr-Gregg was that we need a Jamie Oliver in Australia to promote sustainable change for the value of home economics and for the development of healthy eating habits in Australia.
- Home economics teachers around the country have such a diversity of skills. It was great to chat and discuss our future aspirations with people in different situations. Oh and that Myer in Sydney have great sales on dresses in January!
- I have always had an interest in the human condition and how society shapes the individual. This conference was particularly relevant in that it provided an opportunity to listen to and interact with individuals working and researching in these fields. Most of the sessions I attended were human relationship-based e.g. Cyber bullying; Impact of mobile phones on communication; and *MindMatters*. The relevance of these issues in modern education and schooling has allowed me to return to my school with information that I can share with my staff and colleagues.

What was the most beautiful/funniest thing you saw at the conference?

- The most beautiful thing I saw at the conference was the drawing room at Vaucluse House. The furniture and fittings in this lavish entertaining room in the Wordsworth family home exuded style and grace and transported the conference delegates to a world of Victorian charm and romance.
- The beautiful harbour venues for the welcome cocktail party and conference dinner.
- The comedian at the end. It was a great finale and she really had us in stitches. It is an eye opener to hear how others perceive home economics teachers.
- It was just fabulous to end the conference with a hilarious and gorgeous Greek goddess summarising our efforts through the eyes of her Greek family. As a fellow European (Italian), it felt like she was talking about my Nonna (not her Ya Ya), and was just such a bright and joyful end to an intellectually and socially (ha) rigorous three days.

If you had to sit next to someone you met/listened to at the conference all the way home to Brisbane, who would it be and why?

- The comedian at the end for her honesty and humour. I don't think there are many people at the conference who wouldn't agree! She provided an excellent end to a great couple of days with her witty reflection and insight into our profession.
- Renae Stanton, the new subject co-ordinator from Mt St Michaels School in Ashgrove. It is important that vibrant young faces of home economics are seen in our industry as they are the future of our subject.

- I find this question particularly difficult to answer. I could easily have spoken with several New Zealand colleagues about their ideas and achievements in hospitality. I also enjoyed spending time with Louise DuVernet a NSW delegate who is also passionate about textiles and their exploration in the classroom, and I very much enjoyed catching up with fellow Queenslanders and discussing classroom practices. I would also enjoy debating with Michael Carr-Gregg about the impact of cyber life and how it is disenfranchising our youth.

What can HEIA(Q) learn from the conference when developing its own conference?

- At the conclusion of the conference there was a panel of young teachers discussing the future of education and home economics. However, the fundamental issues of technology (computers in the classroom) and the changing nature of work in education were not mentioned. We need to be discussing these issues in forums like the national conference. Not all schools are notebook schools offering 24/7 learning but the changing nature of education, educational pedagogy and digital material will impact on all home economics educators eventually. Maybe something for HEIA(Q) to take up? Other concerns not addressed at the national conference include the impact of the International Baccalaureate, Super Schools and National Curriculum and where home economics fits into these changes.
- The focus groups that we held each morning before the start of conference proceedings were a great way to discuss current issues and absorb the enthusiasm of other conference-goers.
- Some of the pre conference industry visits, excursions etc. were not relevant, not kept to time, and badly organised with regard to transport. From an organisational point of view, I hope that HEIA(Q) would not let this happen.
- To avoid some of the problems we witnessed in Sydney, HEIA(Q) must fully brief presenters so that their area of specialisation has relevance to the audience. Also, we must keep the major hot topics of childhood obesity and sustainability on the agenda as their absence may be interpreted as disinterest.
- There was a sense that people had really taken on board the theme from the last national conference in Tasmania. So it might be nice to keep tapping into our previous themes at the state conferences.
- Queensland home economics teachers are very focussed on empowerment. I think that this was not part of the NSW approach and as such left a gap in the presentations and overall theme of the conference. I hope that HEIA(Q) learns from this.

Other comments?

- All in all, I had a great time and am already planning my trip to the next conference in Northern Territory.



Queenslanders and their interstate colleagues having fun on the pre-conference Opera Australia tour



Delegates on the industry visit to Longina textiles

Welcome to the 2007 Committee of Management



Newly elected 2007 HEIA(Q) Committee of Management, L-R, standing: Helen Johnston (President), Jan Reynolds, Denise McManus, Helen Keith, Debbie Cain, Aileen Lockhart, Julianna Kneebone, Sue Going, Renae Stanton. Seated, L-R: Kylie King, Megan Hobley
But where's Jo (Spotswood)?



Here she is - showing the belly dancer that, yes, it is quite easy!

Queensland Curriculum, Assessment and Reporting (QCAR) Framework Essential Learnings

Draft 2 of the Essential Learnings available for consultation

The second drafts of the QSA Essential Learnings are now available on the QSA website for consultation, and will be trialled by more than 130 schools in Semester 1. Draft 3 will follow later this year with a final set of Essential Learnings ready for schools in January 2008. Standards, Draft 2, will be available for consultation by the end of March.

HEIA(Q) encourages members to provide feedback on the Essential Learnings Draft 2. Either complete the online survey form http://www.qsa.qld.edu.au/qcar/essential_learnings_survey.html or download the form from <http://www.qsa.qld.edu.au/qcar/docs/qcar-el-survey.doc> and submit by mail, fax or email. Feedback is due by 30 April 2007.

HEIA(Q) will be making a submission to QSA about the Essential Learnings and would value members' input into this submission. Please email Janet Reynolds on janetrey@ozemail.com.au with your input no later than 24 April. In your response, please indicate how many teachers your response represents.

The Draft Essential Learnings for Year 9 Health and Physical Education and for Year 9 Technology are reproduced opposite. It is also suggested that you read the Information Statement 2 on the QSA website <http://www.qsa.qld.edu.au/qcar/docs/d2-qcar-feb02-info-statement.pdf> which provides background information about the Essential Learnings.

Queensland Curriculum, Assessment and Reporting (QCAR) Framework Essential Learnings

DRAFT 2 Essential Learnings
Queensland Curriculum, Assessment and Reporting Framework

Health and Physical Education

By the end of Year 9

Students plan and take action on health issues relating to individuals, groups and communities. They apply movement concepts, and develop specialised skills and movement sequences to enhance their performance and confidence to participate in physical activities.

Students understand that identity is influenced by diverse beliefs and values. They acquire and apply a range of skills and strategies to manage interpersonal situations. Students integrate their understandings across health, physical activity and personal development.

WAYS OF WORKING

Ways of working describes processes students use to develop and demonstrate their knowledge and understanding.

Students are able to:

- gather, analyse and evaluate information about health issues and physical challenges for individuals, groups or a community
- set and justify health and physical activity goals for individuals, groups or a community
- develop an action plan that takes account of factors influencing health or physical activity
- implement, monitor and modify an action plan relating to health or physical activity, to maximise benefits
- participate in physical activities applying movement concepts and skills
- reflect on and evaluate the plan, physical performance and outcomes to propose actions that promote the health and physical activity of individuals, groups or communities
- evaluate diverse perspectives to identify values that impact on the health and physical activity of individuals, groups or communities.

KNOWING AND UNDERSTANDING

Knowing and understanding describes essential concepts, facts and procedures.

Students understand that individual, group and community health are influenced by the interaction of personal, social, cultural and environmental factors.

They know and understand that:

- health interventions (e.g. drug and safety campaigns) are designed to take action on issues to enhance health outcomes
- food choices and eating behaviours are influenced by multiple factors (e.g. trends, media, food preparation skills)
- managing unsafe behaviours and situations, including those related to substance use and sexual health, involves assessing risks and options and applying preventive, protective or treatment strategies.

Students develop physical performance by setting goals and applying movement concepts and skills, and understand the relationships between health, physical activity and fitness.

They know and understand that:

- specialised skills and movement sequences (e.g. lay-up in basketball, rescue sequence in lifesaving) are required and applied or modified to achieve a particular purpose in physical activities
- tactics, strategies and conventions can be modified in response to individual factors and features of the physical environment to achieve goals
- personal interests and priorities can be reflected in and achieved through health-related fitness programs.

Students understand that identity, self-management and relationships are enhanced by respect for diversity and responsible behaviours of individuals and groups.

They know and understand that:

- identity, self-concept and self-esteem are influenced by diverse beliefs and values, including those related to gender and sexuality
- establishing and maintaining effective relationships involves valuing differences and showing respect
- conflict resolution strategies are used to manage internal conflicts and interpersonal situations.

DRAFT 2 Essential Learnings
Queensland Curriculum, Assessment and Reporting Framework

Technology

By the end of Year 9

Students critically evaluate the role of technology in local and global contexts from a range of perspectives. They think and work technologically to explore opportunities for product development. Students make and communicate design and production decisions according to predetermined specifications and standards in design proposals. They select and implement

techniques for manipulating materials precisely to make products to specification. Students reflect on their thinking, actions and outcomes, and use predetermined criteria to evaluate the appropriateness of their ideas, products and processes, and recommend improvements.

WAYS OF WORKING

Ways of working describes processes students use to develop and demonstrate their knowledge and understanding.

Students are able to:

- investigate and analyse needs and wants, specifications and constraints from different perspectives to draw conclusions and validate decisions
- generate, assess feasibility and communicate design ideas in detailed design proposals
- plan, monitor and manage resources and production procedures
- make products to specifications and standards by manipulating and processing information, materials and/or systems components, and modifying aspects of production processes to improve accuracy and efficiency
- reflect on and evaluate the suitability of products and processes against predetermined criteria
- reflect on the development of products and processes to examine the impacts of technology and future implications
- examine how social, cultural and political factors influence the design and development of products.

KNOWING AND UNDERSTANDING

Knowing and understanding describes essential concepts, facts and procedures.

Students understand that technology impacts on individuals, communities and environments in local and global contexts.

They know and understand that:

- decisions made about the design, development and use of products impact on individuals, communities and environments
- considerations of context, management, aspects of appropriateness, specifications and standards influence design and production decisions.

Students understand that information, materials and/or systems originate from different sources, exist in various forms and are manipulated to meet specifications and standards to create products.

They know and understand that:

- characteristics of information, materials and/or systems are compared and selected to meet specifications and standards
- equipment and techniques (e.g. use multi-media software packages, mould plastics, add a sub-system to an electronic circuit) are selected, controlled and managed to manipulate or process information, materials and/or systems to meet specifications and standards.

Students understand that creating products that match predetermined specifications and standards involves investigation, ideation, production and evaluation.

They know and understand that:

- workplace health and safety practices are used to ensure the safety of self and others when working technologically
- information is collected and analysed to inform the design and development of products
- design ideas, production procedures and factors influencing decisions can be communicated through detailed design proposals
- production procedures are planned, followed and managed to meet specifications and standards
- predetermined criteria and feedback are used to evaluate and refine ideas, products and processes.

The way we are Uniforms and dress code

Jan Mogg (St Aidan's Anglican Girls' School), Rosemarie Sciacca (4th year student teacher), and others

Teachers

Teacher dress code

The only restrictions are no denim jeans; no spaghetti straps or low necklines but clothes should reflect a standard that is appropriate to the ethos of the school. Shoes must have a back of some sort (a strap is acceptable). However, closed shoes are required for practical lessons in the food, textile and science areas. When teaching in the kitchen, we wear an apron and follow the codes above. The kitchen has just been air-conditioned so it is comfortable.

(Jan Mogg)

Smart professional clothes (having a sense of pride in what you wear and do), not including denim, low cut tops, short skirts and shorts—definitely a no-no. In the kitchen, it is expected that the outfit is comfortable and that you are able to see what is in the bottom of the oven with ease (and not revealing anything). We are also expected to role model with hair pulled back, closed in shoes etc.

(Anonymous)

Changes in teacher dress code

In the late 60s, females were not able to wear pants; skirts had to be an acceptable length and the Principal reprimanded those who wore short minis (very hard when the mini was the fashion!!)—I was at Toowoomba State High School at the time. In 1972/73, permission was given for females to wear a pant suit but the top and bottoms had to match. **(Jan Mogg)**



Teacher Meryn Molloy with a student at Spinnifex College, Mount Isa



Hospitality teacher, chef Shane Tomson at Trinity Lutheran College



Teacher Lorraine Eldridge in the hospitality classroom

Student Teachers

Attending university and going out on 'prac' were completely different. At university I wore casual clothes and thongs. I would never do this at school. When on 'prac' at a school, I always wore smart clothes and made sure that what I was wearing was considered suitable (and slightly above the dress code of the school). **(Anonymous)**

There are very different expectations of dress at university and whilst on prac. The dress code for university lectures and tutorials is quite casual, with many wearing the most comfortable thing they can find. Many wear items such as thongs, sandals, jeans, shorts, singlets, casual T-shirts etc. For home economics students, there are certain dress codes for cooking workshops and sewing studio sessions. Whilst in the cooking area, we are required to wear fully closed-in, non-slip footwear, an apron or long-sleeved lab coat (which can be a fire hazard when cooking with a gas stove), minimal or no jewellery, and in some circumstances a hair net and even a 'beard cover' for men. In one of our units, the workshop coordinator would go as far as checking the uniforms every session before we entered the room in order to ensure everyone was complying with the dress code. For sewing and studio sessions, closed-in, non-slip footwear was also required and a lab coat and goggles were only necessary when dealing with hazardous substances or paints.

Dress expectations for prac differ dramatically from expectations at university. It is expected that we dress conservatively in accordance with school expectations and with minimal 'excess skin' visible (especially with the mirror above cooking demonstration areas!). Much of the clothing items worn at uni would not be appropriate attire for prac. During my first prac experience, a prac student from another university was even reprimanded by the school coordinator as the tops that she was wearing were too high and the skirt/pants too low, leaving her naval area exposed at most times, especially when writing on the whiteboard.

(Rosie Sciacca)



Student teachers in the kitchen at QUT



School Students

School students' dress code

Uniforms are mandatory and hair must be worn tied back, one set of ear-rings only for pierced ears, no other jewellery except for a watch. Hair ribbons and bands must be the uniform colours only. Detentions are given for repeat offenders and notes sent to parents. In the kitchen, students must wear an apron that we provide, school shoes, and their own caps with hair off the face. Tracksuit tops cannot be worn. **(Jan Mogg)**

The student uniform consists of a school T-shirt (unisex) and navy bottoms. However, students usually wear a dark colour on the bottom (black, navy) and some wear patterned shorts (but they are required to get an out-of-uniform pass). In the kitchen, students are expected to be aware of the routines when first entering the kitchen—long hair pulled back, aprons on, wash hands etc. This is reinforced when writing work-plans as these steps are the first to appear on the plan. **(Anonymous)**

As a student of an all-girls Catholic private school who completed Year 12 in 2003, the dress code expectations that I experienced were quite different to those of the students I have taught whilst on field experience. We had a mandatory normal school uniform which consisted of a skirt and blouse, a swimming uniform and a sport uniform which was only to be worn whilst doing sport or on designated sport days. Our school diary stipulated the exact details of what was to be worn and when it was appropriate to be worn.

Jewellery was confined to a thin necklace with a small cross, which should be hidden underneath the blouse, and one pair of small plain studs or sleepers in the earlobes only. Earrings were a particular item over which students tended to try to bend the rules. It was clearly stated that studs were to be plain gold or silver and diagrams were sent out to homerooms and published in newsletters frequently to demonstrate the maximum diameter and thickness of sleepers. Many girls often tried to get away with coloured studs, thicker and larger hoop earring (which were going through a phase at the time), and decorative necklaces and rings.

For the most part, many got away with it, until the periodical 'uniform check' performed randomly in both homeroom and normal classes. My only uniform 'infringement' occurred in my first week of grade 8 when my very frightening (though lovely as the year progressed) English teacher yelled at me, and a few others, for incorrect earrings (which my mother had insisted on me wearing). That was enough to scare me into never breaking the 'uniform code' ever again.

The skirts of our normal uniform were waisted, which was a slight problem for many living in the 'age of the hipster', especially when catching the bus with boys. This led to a trend of folding down the skirt so that it was able to sit on the waist. In order to achieve this look, girls undid the button at the top of the skirt and unzipped the side zip and then folded down the skirt until it sat quite below their hips. Many teachers, especially those on bus duty, worried that one day a girl's skirt would fall down in front of the passing cars or buses. Despite pleading to the girls to 'pull up your skirt before it falls down', the school was unable to stop this trend. This led to a change in uniform a few years after I left, with the skirt now meant to sit properly on the hip and the zip located at the back of the skirt.

Hats were also an issue where undoubtedly all girls bent the rules. The uniform code stipulated that hats were to be worn to and from school, at times it was even asserted that hats should not be taken off until you have arrived home. In order to encourage students to wear their hats, teachers were assigned to after school and bus duty, where they would note down the names of any student not wearing a hat and follow up the issue the next day. As soon as many passed the teachers, off went the hats.

(Rosie Sciacca)



Hospitality students at Trinity Lutheran College



SCHOOL PROFILE: Loreto College

Loreto College is a Religious Institute Catholic secondary day school for girls. It is one of many schools throughout the world under the care of the Religious Congregation known as the Institute of the Blessed Virgin Mary (IBVM) or Loreto Sisters. Loreto College Coorparoo opened in January 1928 with seven pupils. By the following January the numbers had increased to forty, and today the population of seven hundred is the desired maximum for the site. Today Loreto schools are to be found in all mainland states and IBVM sisters work in aboriginal missions, with refugees, in parish ministry, counselling, social welfare, adult faith education, tertiary colleges, universities and seminaries.

Students at Loreto College are mostly from the Eastern and Southern suburbs of Brisbane. With moderately priced fees, we attract a middle socio-economic clientele from mixed ethnic groups who are predominantly from Catholic and Greek Orthodox religions.



L-R: Jenny Strachan, Margaret Duncan, Carla Wood, Karen Hamlet (TA) & Fiona Meecham

We have 4 out of the 64 teaching staff in the Home Economics department (Jenny Strachan, Fiona Meecham, Carla Wood and Margaret Duncan). We share a teacher aide (Karen Hamlet) with the Art department. Whilst our teachers also teach Year 8 Science and Health Education in Years 11 and 12, and Jenny and Fiona are both Year level co-ordinators, we are very busy in our department with eight Year 8 classes, three classes in both Years 9 and Year 10, and two classes in both Years 11 and 12. With facilities consisting of only one kitchen, one sewing room and a multi-purpose room, organisation and flexibility is essential. Collectively, Jenny, Fiona and I have 76 years of experience between us which (makes us sound very old) has proven useful to assist Carla as a relative newcomer with 3 years of teaching and many years of nursing experience under her belt. Karen buys our supplies and prepares our cooking demonstrations and fabric samples. She also takes our photos and has even attended workshops to refine her skills.

The administration of Loreto College is most supportive of the contribution that the subject Home Economics has in being part of a diverse curriculum that meets the needs of our students. Our inclusive fees prevent 'subject levies' and enable equity of subject choice for all students. Our Principal, Carmel Dunne, supports and encourages all interested staff to participate in professional development to maintain currency and ensure professionalism in our role as teachers. Budgeting for PD is done annually which enables all the home economics teachers to attend the state conference and any other workshops run by the HEIA. Attendance at the biennial national conference has also been possible in the past. We are grateful for the opportunity to attend such conferences as our units of work are continually reviewed, updated or changed in accordance with the latest trends in home economics. Workshops run by the QSA are also made possible and as District Review Panel Chair for Brisbane East, these have been most valuable.

Home economics is taught for one full year in Year 8 encompassing two textiles and two food units. Elective choices in Years 9 and

10 allow students to choose home economics for the full two years. This enables the development of food studies, textiles studies and family/consumer studies over the two years. Term units have been developed to provide stimulation and interest to the students and to match the diversity of our subject. Our Year 11 and 12 cohort generally comes from those who have studied home economics in Years 9 and 10.

At Loreto College we have an internal intranet computer program that has subject- and year level-specific pages that contain photographs of the students' sewing tasks, cooking exam tasks and other class activities. Our students are very excited and proud to see their work on display. Assessment tasks and recipes are also available on the intranet, enabling students to access these items from their homes.

Home economics attracts many visual learners and creative students need stimulation and opportunities for challenge. Whilst sewing is sometimes viewed by some as a 'dying art', at Loreto College we try to maintain an interest in sewing through age-appropriate, stimulating tasks. The Year 8s love their boxer shorts and teddy bears, and Year 10 become interior decorators with their embellished 'designer cushions'. Visual displays in the classroom also play an essential part in stimulating creativity and motivation. Mood boards, displays of student work and HEIA food posters in the kitchen keep our department colourful.

It has been evident over the past ten years that teenagers are not learning many basic cooking skills at home due to the working and co-curricula commitments of their families. Cooking demonstrations therefore play a key role in teaching a range of food preparation and cooking skills from Years 8 to 12. They also provide a tasting experience designed to develop an appreciation for quality, healthy food that is cooked from predominantly fresh ingredients. Most cooking units have one demonstration a week, with a few units preferring two demonstrations to cover a range of valuable techniques. Many recipes are original or have been adapted to suit the specific year level and taste preferences of the

cohort. Each unit of work with catchy titles such as *'Happy Meals'* in Year 8 and *'Party Animals'* in Year 10, has a booklet containing relevant notes, class activities and recipes for selection. Worksheets also accompany the recipe used in all cooking demonstrations to ensure active learning.

Our staff members are very accessible to the students. Due to a lack of double lessons for practical work, we are often 'in the kitchen' during breaks. We also open the sewing room four lunchtimes per week to enable the students to seek extra help or extend themselves. Communication with parents is established through letters sent home each term, outlining requirements for practical work and other assessment.

Generally at Loreto College we do not feel compelled to raise our profile or sell our subject to the administration or student population. We believe that the profile of our department is maintained by our enthusiasm and commitment to excellence. We contribute to school activities during the year by preparing morning tea for the parents visiting us for 'a regular school day' on 'Open Day'. We also prepare displays for the school's 'Information Morning' for prospective parents and students. Unfortunately, like many other schools over recent years, we have experienced a slight drop in numbers. This is partly due to an increase in interest in the performing arts departments and partly due to parental perceptions of the lack of educational 'value' of our subject in an academic package. Convincing our parents of the value that home economics has in the education of 'modern' young women appears to be our challenge for the future.

High cognitive rigour is established in all research assignments. Some examples are:

- Year 8—survey children's TV junk food advertisements and write a letter of advocacy to the television station
- Year 9—research sun-smart clothing and design appropriate teenage clothing
- Year 10—research family communication issues and consumer issues including mobile phones
- Year 11—research and assess food safety practices of a food preparation business and make recommendations
- Year 12—research youth debt, family separation and the impact on the child, the use of outworkers in the textiles industry

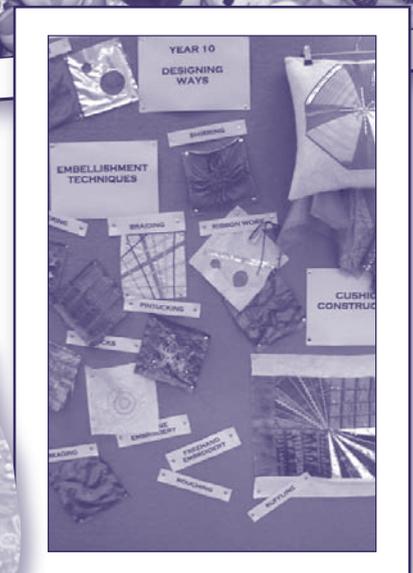
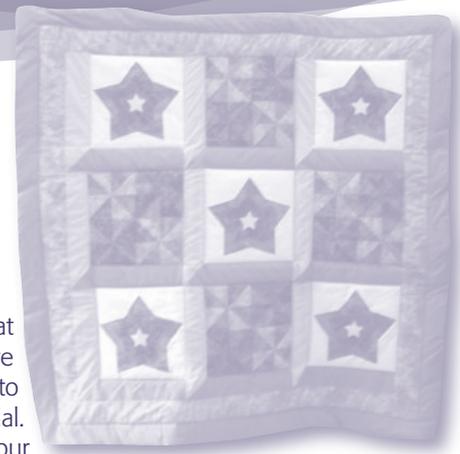
High cognitive rigour is also maintained by developing units of work that keep up to date with nutritional trends. A new Health and Technology focussed Year 9 unit for 2007 titled *'GO Foods'* uses the Smart Choices or Healthy Food & Drink Supply Strategy to examine the nutritional deficiencies of many processed or RED foods. GREEN foods are demonstrated and prepared to promote the easy preparation of healthy foods in the home using fresh ingredients. A revamped Year 10 unit for 2007 uses *The Healthy Living Book* by Nutrition Australia as a text.

Our staff members are high energy people and team players. We work with a shared vision for

our students and that is to provide a positive learning environment to maximise their potential. Home economics is 'in our blood' and is therefore easy to pass on to our students. We are proud of the success of our students, with currently three past pupils completing their Bachelor of Education—Secondary Home Economics, with fourth-year student Rosie Sciacca being a 2007 recipient of the King O'Malley Scholarship.

It is both a pleasure and a privilege to work at Loreto College.

Margaret Duncan, Head of Department



Profiling our overseas members

The Queensland Division of HEIA has a number of members whose principal place of residence is not in Australia. In this issue we bring messages from two of those members: Jo Wilson from New Zealand and Emine Ozmete from Turkey

Profiling Jo Wilson from New Zealand

Greetings everyone from New Zealand. Hi! My name is Jo Wilson and I am Head of Department, Home Economics, at Tauranga Boys' College. Our school has around 1650 students aged between 13–18 years. I have been teaching here since 1991, when I set up the Home Economics department. That was a real challenge, which I relished and feel quite proud of where we are today. Teaching alongside me are two men; one is a chef who went to Teachers' College later in life and the other is a Primary trained teacher—young and vibrant! They are both full-time home economics teachers. Our rooms, two practical rooms and a restaurant, are always humming and there isn't any time in the day that they are not being used by us.

We have several courses that we offer in our department. The junior school is not compulsory for the boys, which is just as well as we wouldn't have the space to get them all through the doors! We look at technology and food and nutrition in the junior school. In the senior school we cater for the students who want to do a full year's work in National Certificate of Educational Achievement (NCEA) as well as those who want to become chefs.

My passion is NCEA. I just love the new curriculum and find it really challenging. My favourite topic to study in Year 12 is *Food Security*—people who can't afford to feed themselves. I feel we make a difference to the poor in our city. In particular, we work with the local food bank, fundraising and helping out wherever we can. I found the HEIA 2005 conference in Hobart so applicable to what we study in the senior levels. I was absolutely pumped when I got home.

We run a restaurant at school, which is very popular with the staff and other schools in our area. We also take bookings from other

groups of people who hear about us. It's a lot of work but great for the boys to learn what goes on in a restaurant environment.

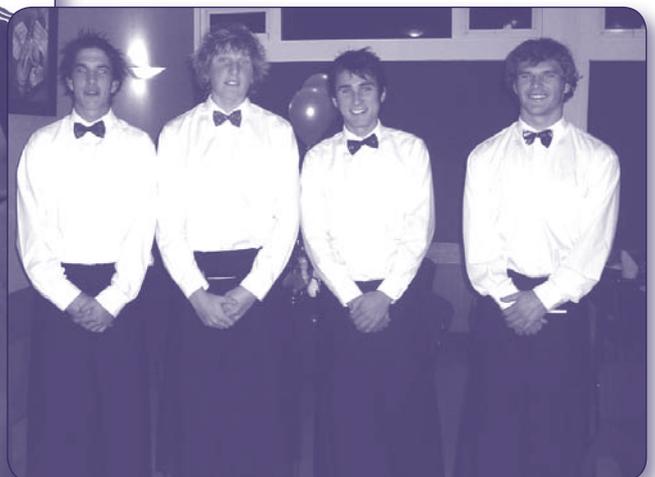
I have my finger in many pies in home economics in New Zealand. I was the National Secretary for the Home Economics and Technology Teachers' Association of New Zealand (HETTANZ) for 4 years, which I thoroughly enjoyed. It kept me up to date with what was happening in home economics and has given me many opportunities since. In New Zealand we have a cluster of teachers called Beacon School Teachers. This is an initiative of our Ministry of Education. We are leading lights and run courses to help other teachers come to terms with NCEA. Presently there are around 8 of us in the country. It is challenging but worth every bit of effort I put into it. I have been doing this for approximately 6 years. I am also a part-time adviser for our University area. This involves travelling many miles to help colleagues. This is also rewarding. The last couple of years have seen me mark Level 1 NCEA—it is the best professional development a teacher can have. Our results have improved tenfold as I now know what the examiner is looking for and can get my boys up to speed to pass with confidence.

Now the important bits. I am married to Gary of 23 years! We have two children. Bevan has just turned 16 and rows for our school (watched him clean up yesterday at a regatta in their U16 Quad) but he also enjoys soccer and clay target shooting. Georgia is our girl and has just turned 14. Her interests are music and swimming. She wants to be a home economics teacher when she finishes school!! When I'm not teaching you can find me in my studio at home teaching card making and scrapbooking. It's a real passion of mine. And I just love the shops in Australia! I joined the Queensland branch of HEIA as my mum and dad live in Brisbane, as does my younger brother, and I am constantly visiting them. Someone needs to find me a job so I can join the rest of my family over there!

Keep up the good work! I just love your publications and conferences—Sydney was awesome. Thanks from a Kiwi girl.



Jo Wilson with 'her boys'



Students in Jo's class

Profiling Emine Ozmete from Turkey

I consider it a privilege to be a member of HEIA. Please let me give you some information about myself. I am associate professor at the School of Home Economics, Ankara University, Department of Family and Consumer Sciences. Between 1989 and 1993, I studied home economics in the same place where I now work, after which I adopted home economics both as a lifestyle and a profession, and this set me off on more studies. My MA thesis was on *'The role of values on quality of life'* and in 2002 I completed my doctorate under the title *'Quality of work life of the women labour force working in the private sector'*. Throughout this period I worked as a research and teaching assistant in the Department of Family and Consumer Sciences—I enjoy teaching practical classes as they provide the opportunity of getting to know students better. I am currently carrying out a project about *'Implementation and development of a life skills education program for youth'* supported by the Scientific and Technological Research Council of Turkey. I have written a book entitled *'Values in work life'*, which is on the way to being published. My other studies about quality of life, values, balancing work and family life, resource management, family studies etc. were published in Turkey and abroad.

I consider international relations to be a very important factor contributing to our profession's power. Therefore, colleagues in my department and I place importance on communication with colleagues abroad. Accordingly, Ankara University, School of Home

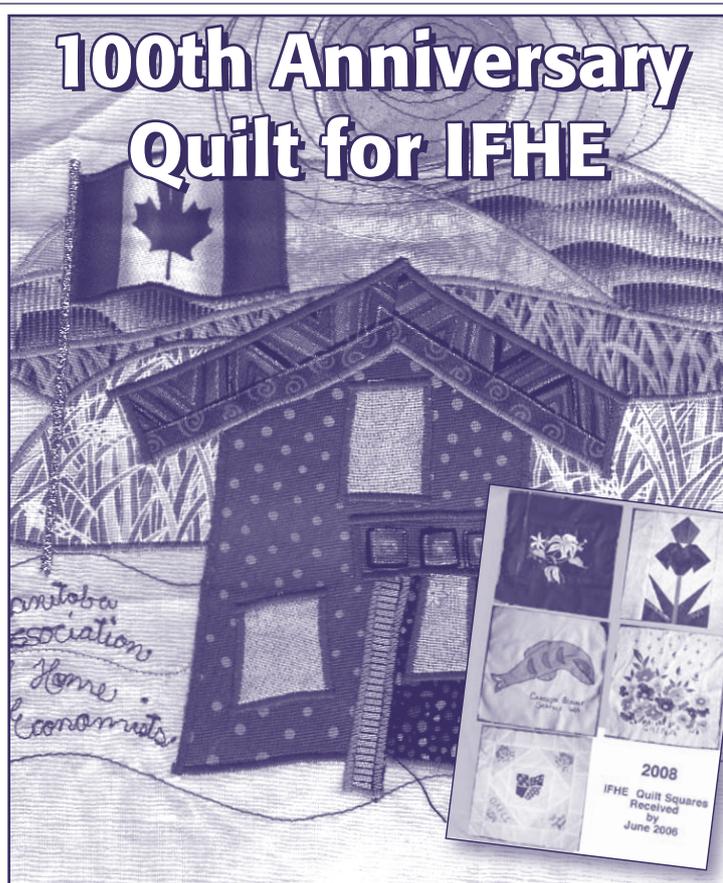


Economics became a member of IFHE and in March 2006 organized an International Congress: *Sustainable Development and Quality of Life*. We celebrated World Home Economics Day with this congress.

I would like to say a little about home economics in Turkey, within the context of my university. Our School of Home Economics currently consists of four departments: Family and Consumer Sciences; Nutrition Sciences; Child Development and Education; and Handicrafts. The programs have been adapted in line with the European Credits Transfer System. The School of Home Economics provides applied learning to students, including nutrition and experimental food preparation, family and consumer

sciences, textiles and carpet work. We have a nursery school, laboratories (for experimental food work), a library and computer unit. Along with the Master's degree and doctorate studies at Ankara University, we contribute to 'lifelong learning' with conferences, congresses, and radio and television programs. In addition to these activities, my department (Family and Consumer Sciences) applies an education-training program aimed at improving the life standards of families, giving knowledge to consumers and increasing the performance of support services in institutions. It strives to contribute to the welfare of the individual, family and society with an applied education-training program that takes vocational training and research as the basis. As you can see, the home economics discipline in Turkey today is keeping up with the world and is drawing its own direction by conserving the fundamental philosophy and essentials of the profession, as is the case in all countries. It is not abandoning the common aim of strengthening families by focusing upon the social problems of the countries.

100th Anniversary Quilt for IFHE



Would you like to contribute?

The following message was received regarding the 100th anniversary quilt to be auctioned in 2008. Please consider developing a quilt square to represent your region of Queensland.

Thirteen squares have already arrived for the 100th anniversary quilt to be auctioned off in Switzerland at the Congress of the International Federation for Home Economics in 2008. Funds earned will be contributed to the IFHE-US Development Fund. Earnings from this Development Fund provide the Development Grant that IFHE will offer again in 2008. The first such grant was awarded to St. Lucia in 2004 in Kyoto for Banana Artistry.

Squares for the 2008 quilt have so far been contributed by the following U.S. States: Ohio, Oregon, Michigan, Minnesota, Washington and Wisconsin. Squares have also been received from or in honor of the following countries: Austria, Korea, Canada (Manitoba), China, Malaysia, Palestine and South Africa.

Be sure that your own state or country is represented by contributing an 11x11 inch (28x28 cm) square, and it's ok to have more than one square from each geographic area. Be sure that your own name and the location it represents is included in the design which may be pieced, patched, appliqued, embroidered, or otherwise embellished. Fabrics should be cotton or cotton/poly blends. A square fits nicely into a standard business envelope and should be mailed before March 2008 to: Carolyn Blount, 2026 Tenth Avenue East, Seattle 98102.

Shirley Jones

Julianna Kneebone has offered to coordinate and send the Queensland squares. Please contact Julianna if you intend to contribute a square so that she can send you the design brief and coordinate our designs. Email jknee12@eq.edu.au or Telephone 07 3816 6333 (W) or 07 3379 7826 (H).

Home economics leadership in Turkey

Prof. Sengül HABLEMITOGLU, Ph.D

Ass. Prof. Emine ÖZMETE, Ph.D.

Department of Family and Consumer Sciences, School of Home Economics, Ankara University

Development of home economics in Turkey has been in line with the process of becoming a modern society, which started with the Republic revolutions. Transition to mixed education, and especially the aim of educating girls for national development and reaching women in rural areas, have facilitated adoption of home economics as a branch of science.

Home economics high schools were opened in order to train home economics leaders capable of providing extension education. University home economics departments opened to coordinate the home economics leadership and provide an advanced level of education. Ankara University School of Home Economics, where we are lecturing today, was the first department to be established with American Marshall Aid in the 1950s, supported with tools, devices and lecturers. A training and education program with agricultural content has been implemented in this department. As the department was established on mutual agreement, it has become an American école in home economics. In the 1970s, a home economics department that focused on housekeeping was opened at another university, and a department that lectured home economics teachers for junior and senior high schools was opened in the 1980s.

The home economics discipline in Turkey today is keeping up with the world and is drawing its own direction by conserving the fundamental philosophy and essentials of the profession, as is the case in all countries. It is not abandoning the common aim of strengthening families.

Home economics in Turkey is still a young professional field of work, trying to find itself a place as a profession and discipline. However, it is perceived with a lower status, taken lightly both as a profession and as a field of science due to the fact that the profession is concentrated more among women and contains the word 'home' in its name. The fact that the activities required for maintenance of the daily life of family and the individual are carried out naturally by people makes it difficult to accept home economics as a science field that is interested in quality and productivity of daily activities. Home economics is considered a home-oriented science in Turkey, and this is weakening the leadership of home economics for social, economic and sustainable development.

Moreover, this situation points at gender discrimination towards the profession. The negative implications of this are observed in the field of employment. While home economists with university degrees can contribute to the establishment of public policies, they have problems gaining employment in public institutions. The profession has a wide field of practice but faces many problems.

The new world order that has occurred with globalisation has increased the need for the profession in Turkey. When the history of home economics in Turkey is considered, home economists in the 1950s and the early 60s gave significance and provided skill development to address the basic needs of the individuals such as clothing, nutrition, shelter, child care and issues related

to family development. From 1965 to the 70s, they researched agricultural extension, home economics extension and the topics of food, nutrition and home production. Importance was given to the solution of social and political problems between the 1970s and 1980s. Support and interest in home economics studies increased between 1980 and 1990 and Master's degree studies were extended. Issues such as quality of life, gender and women studies, consumer education, resource management, poverty, problems of the elders, and environmental issues emerged as of the early 2000s. Currently, issues such as the changes in family structure and roles of the individuals, technological developments and impacts of the economic system on family life, and balancing of work and family life are the focus (Table 1).

Nowadays, the aim of our education is to provide information and skill development to understand the world, which is becoming more complex, and to help families. Home economists are approaching social problems with leadership, searching for solutions in formal and informal education, and in civil society in collaboration with natural and social science specialists who determine public policies concerning economic, political and social issues.

In Turkey, home economics education aims to:

- Improve life standards of families and ensure that they overcome daily problems
- Comprehend existing and changing systems of values
- Ensure correct choice and use of products and services
- Develop income-providing activities for individuals and families
- Enhance sustainability of rural development
- Develop women's roles in society
- Provide home economics leadership to the profession in order to improve the welfare of families.



Emine Ozmete (centre) with her colleagues from the University of Ankara, School of Home Economics

Table 1. Changing agenda of home economics in Turkey

Skills training 1950–1965	<ul style="list-style-type: none"> • Clothing • Nutrition • Shelter • Decoration • Child care
Development of professional 1965–1970	<ul style="list-style-type: none"> • Healthy home conditions • Community-family interaction • Research on food-nutrition, agriculture • Agricultural extension training • Home economics extension training
Solution of economic, social and political problems 1970–1980	<ul style="list-style-type: none"> • Enhance home economics effectiveness • Research • Training for rural families • Specialization in professional studies
New trends 1980–1990	<ul style="list-style-type: none"> • Widespread postgraduate education • Focus on services to families • Support for home economics research
Preparation for the 21st century 1990–2000	<ul style="list-style-type: none"> • Quality of life • Gender and women research • Focus on well-being, quality of life and sustainable development • Consumer education • Resources management • Interdisciplinary cooperative • Inclusion in public politics • Ageing problems • Poverty • Environment problems
Effects of globalisation and new world system	<ul style="list-style-type: none"> • Changing of family structure and individual roles • New approaches and trends to technology, child care, elderly care, food and nutrition, consumption • Value systems • Effects of new economic approaches on quality of family life • Poverty • Balancing family and work life • Groups with disadvantages

But I would like to emphasize this again. Home economics has always existed in a climate of change and the challenge of keeping up with change in Turkey. In a way, it continues to exist as a career and discipline walking on the edge, rather than being included in another field of science. It has been able to realize an academic specialization by making the necessary changes in the education-training programs. For example, our School of Home Economics currently consists of four departments—Family and Consumer Sciences, Nutrition Sciences, Child Development and Education, and Handicrafts. The programs have been adapted in line with the European Credits Transfer System and the school has started an updated education program.

A home economics leader in Turkey is defined as a person who educates families to make productive use of the existing resources (money, time etc.) in order to raise the economic levels and to improve the living conditions of families. Home economics leadership involves responsibilities such as:

- Conducting preliminary studies on the cultural, economic and social situation of urban and rural areas
- Conducting studies on the individuals and groups within the framework of the study
- Teaching new information and techniques to the family members, and contributing to development of existing information and skills
- Conducting studies and training on protection and training of the consumers
- Transferring information to rural families to enable them to make use of their existing resources and facilities in the fields of home management, food and nutrition, child care and family health
- Making recommendations to the families and individuals in terms of selection and use of home tools and appliances, food and clothing.

I regret to say that home economics, with its dynamic and continuously researching structure, is not afforded the interest that it is worthy of in Turkey and has difficulties in reaching the desired level as a profession. This is a result of the inefficiency of solidarity and collaboration between the university departments providing courses related to the profession. I believe that the feedback to be received from home economists in practice shall be valuable in terms of evaluation of future-oriented targets and aims of the discipline.

National and international professional organization and participation in the organizations are required for development of the professional capacities of the home economics leaders. The home economics leaders must be given the chance for inclusion in such a network and opinion-sharing with professionals. As we know, these kinds of organizations shall strengthen both the organization and its members. We are enjoying the happiness of being leaders who are opening a small window for home economics leadership in Turkey.

NEWS FROM OTHER ORGANISATIONS

2 March 2007

Number: 024/07

Syllabuses

Review of syllabuses for the senior phase of learning

Purpose

To:

- provide schools with an update on the review of syllabuses for the senior phase of learning
- correct errors of fact in a story published in *The Courier-Mail* concerning the possible changes to the school subject landscape in Years 11 and 12 in Queensland ("Schools wield axe", 27.2.07).

Background

The review of syllabuses for the senior phase of learning is entering its final stages after an 18-month consultation and research program. This has included consultation with education and training stakeholders, public meetings across Queensland, three conferences and six research papers by leading academics.

The next phase of the project involves developing a set of proposals and a technical paper which outlines the future development of syllabuses for the senior phase of learning. Once that paper is completed we will undertake further consultations with schools and with our education stakeholders.

Issues

On Tuesday 27 February, *The Courier-Mail* published a front page article titled "Schools wield axe".

Contrary to an article which appeared on the front page of *The Courier-Mail* on Tuesday 27 February, the QSA will not be "slashing" subjects such as tourism, manufacturing or retail. The initial results of our consultations suggest that young people completing Year 12 should have a broad general education which effectively prepares them to be active and contributing citizens. They should have the skills and knowledge to move seamlessly into further education, training or the workforce.

Our review is about ensuring coverage in key disciplinary areas and providing opportunities to extend young people's knowledge, skills and engagement in a range of specialised areas.

Consequently, the technical paper on the future development of syllabuses is being shaped around developing an enabling platform of knowledge and skills that opens up maximum flexibility for future choices in further education, training or work. Consideration is being given to:

- a refocusing on a broad and general education in the senior phase of learning
- a shift from a large number of subjects to disciplines as the key organising principle for syllabuses
- a requirement for a common learning experience in Years 11 and 12
- study options in specialised electives including options for more challenging learning experiences in extension courses
- continuity with the Years 1 to 10 syllabuses based on the KLAs and the work of QCAR
- a reconceptualisation of the Common Curriculum Elements as an extension of the capabilities described in the QCAR project which would sit with the discipline "essentials".

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The Chair of the QSA, Professor John Mattick, and I wrote to *The Courier-Mail* responding to some concerns we had with the report in *The Courier-Mail*. The letter is reproduced here in full for your information.

We wish to correct a few misimpressions in the story in today's Courier-Mail concerning the possible changes to the school subject landscape in Years 11 and 12 in Queensland ("Schools wield axe", 27/02/07).

It is correct that the Queensland Studies Authority (QSA) is considering a restructure of the senior subjects, by grouping them into fields of study. This would potentially have two strong benefits. It would allow students to obtain a more comprehensive education in disciplines like Science, The Arts and Business Studies, among others. Secondly, students would more easily access a broader education across a range of disciplines in their final years of high school. This will best equip students to be active and contributing citizens, and to exercise a range of choices in their educational and professional futures. There are over 80 subjects at present, which makes these highly desirable outcomes difficult to achieve.

However, the proposed restructuring is a complex exercise that needs to take into account the abilities and interests of teachers, students and communities, and to allow appropriate flexibility for some degree of extension and specialisation in different subjects. The proposal is still in its formative stages and is yet to be considered fully by the QSA.

These proposals are the result of a two-year-long consultation process with schools, teachers' associations, parents, and other stakeholder groups. Those groups will continue to be involved before any decisions are made. Importantly, there is no suggestion that any existing subjects will be "scrapped" although many may be offered as electives or as specialised extensions within a major field (such as marine science, extending from science). The important thing is that the proposals are aimed at ensuring good coverage in key disciplinary areas while at the same time providing opportunities to extend knowledge in specific areas of interest.

We trust that the community will understand our motivation for considering these proposals, and participate with us in their development, so that we can offer the best possible advice to the Minister.

It is possible there will be new expectations of Queensland senior syllabuses to conform to some level of national consistency. The final model for Queensland senior syllabuses will need to accommodate national consistency positions, if or when they are clear and agreed.

I am very satisfied with the level of engagement of our stakeholders in this process so far and am looking forward to continued important and stimulating discussions as this process nears its conclusion.

Web link

For more information about the review, including research and consultation reports and presentation podcasts, please visit:

www.qsa.qld.edu.au/syllabus_review/index.html

More information

If you would like more information, please email Paul Herschell at Paul.Herschell@qsa.qld.edu.au, or phone 3864 0249.

Kim Bannikoff
Director, QSA

Email from HEIA(Q) President, Joanne Jayne to Paul Herschell, QSA in response to QSA Memo 024/27

Good morning Paul

As President of the Home Economics Institute of Australia (Queensland Division)* I would firstly like to thank QSA for forwarding memorandum 024/07 to schools. This reference point is useful and we trust its intent will be honoured in the technical paper when it is released. We hope this will go some way to alleviating the grave concerns some members have about this situation.

Teachers, families, schools and most importantly, students, are negatively affected when the media, the Education minister and QSA express limited and potentially damaging comments in such a public forum. Whilst the memorandum clearly states intent, unfortunately the public and some school communities are left with these negative and damaging perceptions about the value and status of some subjects over others.

HEIA(Q) has had to request to be included in the work of this project. Some of our concerns have been expressed through feedback in the latter stages and we eagerly await the opportunity for continued involvement in this project and indeed our valuable and valued contribution to the senior phase of learning.

As our AGM will be held in March and there will be changes to our executive, it will be best that any correspondence be forwarded to heiaq@heia.com.au, PO Box 629 Kallangur Q 4503.

Joanne Jayne, President HEIA(Q)

*Our professional association represents approx 630 members, the great majority of whom are Queensland home economics educators. We are a Division of the national professional association (HEIA Inc) and the International Federation of Home Economics (IFHE). Your records will show that we have always contributed significantly and productively to the work of QSA and its forerunners (BSSSS and QSCC) and the quality education of students at middle and senior phases of their education.

NEWS FROM OTHER ORGANISATIONS

Review of syllabuses for the senior phase of learning

The review of syllabuses that is currently being undertaken looks at QSA's senior syllabuses to determine whether they:

- meet the needs of young people and are relevant to their futures
- provide options for flexible delivery in terms of time and location
- meet the expectations of the community, employers, universities and training providers.

The review is led by Professor John Dewar, Deputy Vice Chancellor (Academic), Griffith University. The review will recommend the form that future syllabuses should take. The new syllabuses for Years 11 and 12 are expected to be implemented in Queensland schools from 2008.

The technical specifications for the future syllabuses are currently being developed. Consultation on those specifications will occur throughout April to June, 2007.

Work to date:

- July 2005 to February 2006 – consultation to determine the issues
- Various research reports (see QSA website for these reports)
- 21 November 2006 – Syllabus Review colloquium (Brisbane)
- July 2006, the QSA released the *Proposed blueprint for the future development of syllabuses* (PDF 1.0M) and *A snapshot of the proposed blueprint* (PDF 433K) for public consultation.
- July 2006 to December 2006 – consultation

An invitation from QSA to members HEIA(Q)

Review of the Syllabuses for the Senior Phase of Learning

NOTICE OF FOCUS GROUP MEETINGS

Since 2005, the Queensland Studies Authority (QSA) has conducted extensive consultation on the future direction of the syllabuses for the Senior Phase of Learning. The QSA invites you to continue your involvement in this review. Members of your association are invited to attend a focus group meeting from **3pm to 5pm on 3 May or 16 May 2007**, Level 8, Room 8.2, 295 Ann Street, Brisbane. Teleconferencing is also available. Attendees may park in the Wickham Street Car Park - vouchers for parking will be handed out at the meeting. Please confirm intended attendance by phoning Janice Chee on 07 3864 0457 or emailing janice.chee@qsa.qld.edu.au or syllabusreview@qsa.qld.edu.au. Those advising of their attendance will be sent a copy of the draft technical paper and the issues raised to date.

The purpose of the focus meeting is to inform the development of the specific proposals in the technical paper for the future development of syllabuses for the senior phase of learning.

The draft technical paper is shaped around an enabling platform of knowledge and skills that opens up maximum flexibility for future choices in further education, training or work. Consideration is being given to the following:

- a refocusing on a broad and general education in the senior phase of learning
- a shift from a large number of subjects to disciplines as the key organising principle for syllabuses
- a requirement for a common learning experience in Years 11 and 12
- study options in specialised electives including options for more challenging learning experiences in extension electives
- continuity with the Years 1 to 10 syllabuses based on the KLAs and the work of QCAR
- a reconceptualisation of the Common Curriculum Elements as an extension of the capabilities described in the QCAR project which would sit with the discipline "essentials".

If you require further information, or to arrange teleconferencing, please contact Janice Chee on telephone (07) 3864 0457 or by email at janice.chee@qsa.qld.edu.au.

NEWS FROM OTHER ORGANISATIONS

Food Standards Australia New Zealand

Reproduced with permission from Food Standards Australia New Zealand

Quick Serve Restaurant Roundtable agrees to work on reducing transfats

12 March 2007

A Roundtable of Australian Quick Serve Restaurant industry representatives agreed today to a September timetable to draft plans to remove artificial transfats from their products. The Assistant Minister for Health and Ageing Christopher Pyne, who convened the roundtable, said he was delighted that the Quick Serve Restaurant industry was willing to act on this important public health initiative. *'There is a scientific link between the consumption of transfats and the risk factors for heart disease,'* Mr Pyne said. *'Transfats not only increase bad cholesterol in our blood, a key indicator for heart disease, they may also decrease good cholesterol. Unlike many other countries, Australians consume a low level of transfats, with only 0.6 per cent of their daily kilojoules coming from transfats. And the situation is similar in New Zealand, with 0.7 per cent of daily kilojoules coming from transfats. This is well below the World Health Organization recommendation to consume no more than 1 per cent of your daily kilojoules from transfats. However, we can reduce these intakes even further through continuing the good collaborative work that has already been done by the National Heart Foundation, the Dietitians Association of Australia, major food manufacturers and some of the Quick Serve Restaurant industry. It is important, when we reduce transfats in our food supply, that we do it in the context of a balanced diet. For example, we don't wish to decrease transfats by returning to the use of saturated fats such as palm oil, tallow or lard. The Australia New Zealand Collaboration on Transfats, which consists of Food Standards Australia New Zealand, the National Heart Foundations of Australia and New Zealand, the Dietitians Association of Australia, the Australian Food and Grocery Council, the New Zealand Food and Grocery Council and the New Zealand Food Safety Authority, was formed in October 2006 with the important role of reducing damaging transfats in the food supply. The Quick Serve Restaurant industry will be working with the Australia New Zealand Collaboration on Transfats to reduce levels of transfats in the food supply. In addition to the Collaboration, Food Standards Australia New Zealand is conducting a formal scientific review of transfats in the food supply. They will be reporting back to the Australia and New Zealand Food Regulation Ministerial Council, which I chair, by May this year,'* Mr Pyne said.

The roundtable was attended by the Baking Industry Association, Coffee Club, Domino's Pizza, Eagle Boys Pizza, Hungry Jacks, KFC, Krispy Kreme, McDonalds, Pizza Hut, Pizza Haven, La Porchetta, Oporto, Red Rooster, Michel's Patisserie, and Subway.

A fact sheet on transfats can be found on the Food Standards Australia New Zealand website at <http://www.foodstandards.gov.au/newsroom/factsheets/factsheets2006/transfattyacids24oct3388.cfm>

Food derived from cloned animals and their offspring

(Fact Sheet, January 2007)

Introduction

Cloned animals and their products have been the subject of recent and increasing attention and discussion among government policymakers, research scientists, media and the general public. In late December 2006, the US Food and Drug Administration (FDA) released its draft risk assessment on the safety of food derived from cloned animals.

What is cloning?

Animal cloning is an emerging technology involving a number of species including food producing animals, such as cattle, pigs, sheep and goats. It is a different technology to genetic modification which allows food producers to alter certain characteristics of a food crop by introducing genetic material and proteins from another source—an example of this is a corn plant with a gene that makes it resistant to insect attack.

Cloning animals involves the replacement of all genetic material in an egg with a mature cell containing the complete genetic code from the donor animal to be cloned. The mature egg is then implanted into a surrogate mother who carries the cloned animal to term.

Are there cloned animals in Australia and New Zealand?

In Australia and New Zealand, the cloning of livestock animals is still in the experimental stages and is restricted to very small numbers of elite breeding stock, predominantly in dairy and beef cattle (less than 100), and also in small numbers of sheep.

All cloned animals are currently confined to the research environment

and do not enter the food chain. There is a voluntary agreement in place by Australian and New Zealand researchers and industry on the placing of food from cloned animals or their offspring into the food chain.

What actions are food regulators taking?

The cloned animal itself is unlikely to end up in the food supply as they are expensive experimental animals. However, in the future, their offspring (which are conventionally bred usually from a cloned and a non-cloned animal) will become more common.

Since it is likely that cloning techniques will continue to improve in the future, several countries, including Australia and New Zealand, Canada, Japan and the USA are considering whether there is a need to regulate food from cloned animals and their offspring.

Food Standards Australia New Zealand (FSANZ) has been monitoring international developments on this issue for a number of years and has sought policy advice from the Australian Government on this issue. FSANZ is assessing the food safety evidence contained in the FDA draft risk assessment report and will provide its analysis to the Australian Government for consideration.

For more information see: Review on the Current Status of the Extent and Use of Cloning in Animal Production in Australia and New Zealand 2003

http://www.foodstandards.gov.au/_srcfiles/Cloning_Review_Final_June%202003.doc

NEWS FROM OTHER ORGANISATIONS



CONSUMERS' FEDERATION OF AUSTRALIA Sustainable consumption: A briefing for CFA members to consider

HEIA(Q) is a member of CFA.. The following is an extract from CFA's Newsletter Issue No. 25, March 2007.

In 1998, the *United Nations Human Development Report* focused on sustainable consumption. The report focused on three main areas:

- Production techniques
- Unequal and harmful patterns of consumption
- Expanding consumption for poor nations without following harmful and unequal patterns of developed nations.

The Report estimated that more than 1 billion people lack the opportunity to consume in ways that would allow them to meet their most basic needs. To quote direct from the report:

When consumption erodes renewable resources, pollutes the local and global environment, panders to manufactured needs for conspicuous display and detracts from the legitimate needs of life in modern society, there is justifiable cause for concern.

These are powerful assertions with implications for consumer rights organisations. Sadly, the links between social justice and sustainable consumption have been largely unexplored by the Australian consumer movement. Perhaps access to safe and affordable low interest or no interest loans is an exception. But more can be done to make those links in other areas. Given the renewed focus on the environmental aspects of consumption, the opportunity politically and beyond seems to exist for this to begin.

It may be that CFA can start that conversation in the community through civil society organisations, the media and in the offices of elected officials. The CFA Executive has considered the possibility of how the ideas underpinning sustainable consumption could be brought into consumer organisations in Australia. The Executive has formed the view that the language and ideas outlined above can be used in the way in which CFA lobbies and advocates on issues of concern to its membership. This for example, could include:

- **Access to essential service** (i.e. access to green technology ought to be affordable to low income consumers as a priority)
- **Access to safe and affordable credit** (i.e. predatory lending is not lending within sustainable limits for consumers and the economy)
- **Eco-labelling and access to sustainable produced foods** (i.e. labelling of food that informs consumers of the greenhouse gas emissions/footprint and makes the costs of those items affordable for all consumers)

Undoubtedly, CFA members may have other ideas and examples which the CFA Executive would greatly appreciate receiving views on.

It is important to acknowledge that sustainable consumption potentially poses fundamental questions about the way in which we live. It places a greater responsibility on consumers to monitor their consumption of a range of goods and services, on industry to ensure its production and supply processes are efficient and minimise environmental harm, and on government to create the right policy and regulatory framework. It could also deliver conflicting outcomes. For example:

- The Food miles campaign: this encourages consumers to buy food produced locally in preference to food that's transported as it will have a smaller carbon footprint. This is a campaign that is being picked up by environmental groups here, but it raises issues in relation to how and what is measured. The general principle is accurate but there are exceptions. For example, growing kiwi fruit in New Zealand and shipping them to Europe actually produces less emissions than growing kiwi fruit in Europe in hothouses.

The UK Government has taken what would seem to be a useful approach, characterising sustainable consumption

as the model required to realise the twin goals of:

- Living within environmental limits; and
- Ensuring a strong, healthy and just society.

In identifying how to achieve sustainable consumption, the UK National Consumer Council and Sustainable Development Commission recommended that a beginning framework be one that focuses first on environmental sustainability, and then tests the implication of that activity for social justice. This is a conversation which CFA could initiate in Australia.

Furthermore, neither major political party has articulated a sustainable consumption framework from which its policies could be tested. CFA could also position itself to make comments on this testing.

The main questions for Members to consider arising from this brief are:

1. Given that available resources of CFA are extremely limited, is promoting sustainable consumption an area for CFA to become involved in?
2. If the answer to question 1 is yes, how ought this to be done effectively?
3. If the answer to question 1 is yes, do members agree with the proposal put forward by the Executive above or would members like to propose an alternative strategy?

Members are asked to consider this briefing paper and provide comments and views to Kerry Connors and Amy Kilpatrick as CFA Executive contacts for this matter. In the first instance, please provide those to Angela at angela@consumeraction.org.au

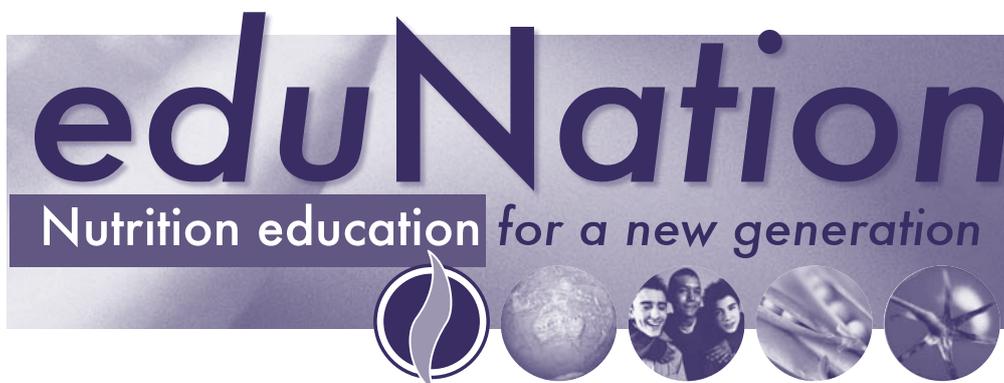
1. I will if you will: Towards sustainable consumption. UK Sustainable Consumption Roundtable, National Consumer Council and Sustainable Development Commission, May 2006

TO MEMBERS OF HEIA(Q)

Please forward your response to this briefing paper to Jan Reynolds at janetrey@ozemail.com.au so that any response to CFA reflects members' views.

Professional Development Update

REGIONAL ONE-DAY WORKSHOPS



The one-day workshops have been designed to complement the state conference *EduNation: Nutrition education for a new generation*. They will be hands-on, full-day workshops to enable teachers to engage critically in learning and teaching that motivates students and develops their skills to have healthy diets and/or address societal issues that are impacting on their eating behaviours. Participants will develop teaching units and/or assessment strategies and/or resources. They will work in small groups with leaders in the field providing frameworks, structures, guidelines and examples to ensure that the products developed are in line with current thinking in nutrition education and meaningfully integrate relevant food skills. Participants will work on units relevant to their own setting and will be able to either start from scratch and develop a unit that takes into account contemporary issues, how adolescents learn and how to motivate students, or they will be able to refine an existing unit (either their own or one provided). Delegates will be able to work on overall planning, learning experiences or assessment, according to their own needs. Teams of teachers could work collaboratively to develop separate components.

WHY?

Good nutrition has long been associated with good health and physical wellbeing and, in particular, the prevention of obesity and being overweight, as well as 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. The 2007 program is designed to empower teachers to engage in effective nutrition education—what to teach, how to teach, what to cook, how to motivate, how to have fun—how to make a difference.

WHAT THE DAY WILL LOOK LIKE

The following is indicative of how the day might look.

Introduction 1 hour

Overview of appropriate approaches for nutrition education and factors to take into account when developing effective nutrition education programs. So, for example, the session will discuss approaches that encourage action (as opposed to just knowing), cognitive development, connecting with students, the role of practical food preparation, connecting with parents (and the community) and external influences. The issue of aligning curriculum demands, pedagogy and assessment will be addressed. The session will include examples.

Big picture planning—Planning that aligns curriculum, pedagogy and assessment 2½ hours

Participants will use current syllabus documents such as the *Years 1–10 Health and Physical Education Syllabus and/or the Home Economics Subject Area Syllabus and Guidelines Level 4 to Beyond Level 6* to identify relevant curriculum intent, and then work towards a program overview that aligns the curriculum intent with the pedagogy and assessment, taking into account the discussion in the Introductory session. At the end of the session each participant should have:

- an overview of a unit that will be motivating to students and engage them in health-promoting behaviours
- an outline of explicit teaching that is needed to ensure the students have the cognitive, practical and affective skills to complete the unit successfully
- an outline of the assessment.

Teaching strategies and/or Assessment 2½ hours

The final sessions will enable participants to springboard from their overall plan and develop either the teaching strategies and/or the assessment, including criteria and standards descriptors that accommodate the current demands to report on A–E.

AND AT THE END

We will all hopefully have a plan for a super unit that is well aligned, and teaches and assesses what students are supposed to be learning. Apart from going home with a practical piece of work, importantly delegates will go home with a process for designing units and assessment that they can use in other contexts. The planning and assessment is in line with current systemic demands in Queensland schools and will also prepare teachers well for the upcoming Queensland Curriculum, Assessment and Reporting Framework—but that is a bonus. The important thing is that together we will build the capacity to engage in effective, action-oriented nutrition education for a new generation 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. But we will be tired!



WHO SHOULD COME?

Work like this is usually more productive when we work in teams, so coming with a colleague from your school would be a good strategy. However, if this is not feasible, we can team people when they arrive (if they wish to be teamed). It would be great if teams from the high school and from one or more feeder schools could come along as an extended team so that we can build networks and develop continuity across the phases of learning. But if your setting does not lend itself to coming as a team, that is fine too—come along by yourself and we will ensure that the set-up works for everyone.

WHAT TO BRING WITH YOU:

- An idea for a unit of work—you may wish to bring along an existing unit, but if this is the case, be prepared to make changes. Use it as a starting point.
- Syllabus documents and support materials such as Initial Inservice Materials, Sourcebook etc.
- Other resources you think might be useful
- A laptop if you wish to work electronically



DATES

(Venues will be advised in the brochure that will be sent to members early in Term 2)

Term 2	May 2007	Roma Cairns	– May 19 – May 26
	June 2007	Brisbane Sunshine Coast	– June 2 – June 9
Term 3	July 2007	Rockhampton	– July 9
	August 2007	Mackay Gold Coast Townsville	– August 4 – August 11 – August 25
	September 2007	Warwick/ Toowoomba	– Sept 8
COST	\$85 for members or groups of 3 or more non-members from the same and/or feeder school;		
	\$115 for non-members		

Gold Coast teachers get skilled in fashion

The Academy of Design (AOD) offers Certificate II in both Fashion Illustration and Sewing. The courses were initially designed to skill build in these two areas of key importance for future training at the college. This course has attracted students from Year 9 to Year 12 and has proven to be very valuable in the new Queensland Certificate of Education. The Academy will organise (with sufficient numbers—at least 10 per class) specialised accelerated Certificate II courses for home economics teachers—visit the AOD website www.academyofdesign.com.au and the Gold Coast Education Campus website www.gcedcamp.com.au for course details. In 2006 a number of home economics teachers from the SE corner, predominantly from the Gold Coast took up the opportunity to complete both the Fashion Illustration & Sewing courses. Due to numbers, the Academy was able to organise special classes exclusively for teachers enabling the teachers to address their own specific needs. Participants found the course relevant and inspiring, with activity and resource folios developed through the courses providing excellent teaching and learning resources. Skills and creativity were stretched with rewarding results. As one participant said: *'These courses stretched me and have given me confidence to introduce new, fun and exciting elements to textiles and fashion. My students are now better equipped to represent design ideas clearly and in forms appropriate to industry and prepare a portfolio. I have sewn all my life but doing the Certificate II in sewing has taught this old dog a few new tricks, and I have a new and up-to-date skills folio which is a great reference for students. We had a lot of fun and formed great collaborative partnerships with other passionate colleagues. A big thank you to Rycki and the team from the Academy of Design.'*

Jill Shehab, All Saints Anglican School



Fashion drawing completed at the course



Home Economics teachers at their graduation

2007 Diary Dates

MARCH 2007

21 March

World Home Economics Day

24 March

HEIA(Q) Annual General Meeting

Ahmet's Turkish Restaurant, Shop 10/164
Grey Street, South Bank
Telephone/Fax: 1800 446 841
Email: heiaq@heia.com.au

24 March

World Home Economics Day celebration

Saturday 24 March, 11.00am
Ahmet's Turkish Restaurant, Shop 10/164
Grey Street, South Bank
Members \$35.00 incl. GST;
Non-members \$40.00 incl. GST
RSVP: 14 March 2007
Telephone/Fax: 07 3865 1401
(Denise McManus)
Email: heiaq@heia.com.au

24 March

C&K Sunshine Coast Early Childhood Seminar

University of Sunshine Coast, Sippy Downs
Telephone: 0428 196 287
(Gail McDonald)
Web: <http://www.candk.asn.au>

24-25 March

Conference of the Queensland Association for Gifted and Talented Children Inc.

Mt Maria Secondary College,
Mitchelton, Brisbane
Telephone: 07 3352 4288
Fax: 07 3352 4388
Email: conference@qagtc.org.au
Web: www.qagtc.org.au/conf2007/

26 March

Education Queensland's Regional Middle Phase of Learning Conference

Southbank Hotel and Convention Centre,
Townsville
Open to Education Queensland participants only.
Telephone: 07 3237 0728 or 07 3235 9072
Web: <http://education.qld.gov.au/curriculum/middle/2007conf.html>

MAY 2007

5-6 May

Spirit of Learning, Conference of the Beginning & Establishing Teachers' Association

Brisbane Hilton
Email: tbrya4@eq.edu.au (Tarmie Bryan)

17-19 May

5th International Conference of the Middle Years of Schooling Association Inc

Conrad Jupiters, Gold Coast.
Telephone: 07 3307 4000 (ICMS P/L)
Email: mysa2007@icms.com.au
Web: www.mysa2007.com

19 May

HEIA(Q) EduNation one-day workshop

Roma
Contact: Denise McManus
Telephone: 07 3865 1401
Email: zzdmcman@westnet.com.au

18-20 May

C&K Centenary Conference

Brisbane Convention Centre,
Southbank, Brisbane
Web: <http://www.candk.asn.au>

26 May

HEIA(Q) EduNation one-day workshop

Cairns
Contact: Denise McManus
Telephone: 07 3865 1401
Email: zzdmcman@westnet.com.au

JUNE 2007

2 June

HEIA(Q) EduNation one-day workshop

Brisbane
Contact: Denise McManus
Telephone: 07 3865 1401
Email: zzdmcman@westnet.com.au

9 June

HEIA(Q) EduNation one-day workshop

Sunshine Coast
Contact: Denise McManus
Telephone: 07 3865 1401
Email: zzdmcman@westnet.com.au

23 June

Conference of the Early Childhood

Teachers Association
Web: www.ecta.org.au

JULY 2007

9 July

HEIA(Q) EduNation one-day workshop

Rockhampton
Contact: Denise McManus
Telephone: 07 3865 1401
Email: zzdmcman@westnet.com.au

20-21 July

**HEIA(Q) STATE CONFERENCE
EduNation: Nutrition education for a new generation**

Brisbane Hilton
Telephone: 07 3272 0950
(Lyn Greenfield at Echo Holistics)
Email: echoevents@optusnet.com.au

AUGUST 2007

4 August

HEIA(Q) EduNation one-day workshop

Mackay
Contact: Denise McManus
Telephone: 07 3865 1401
Email: zzdmcman@westnet.com.au

11 August

HEIA(Q) EduNation one-day workshop

Gold Coast
Contact: Denise McManus
Telephone: 07 3865 1401
Email: zzdmcman@westnet.com.au

25 August

HEIA(Q) EduNation one-day workshop

Townsville
Contact: Denise McManus
Telephone: 07 3865 1401
Email: zzdmcman@westnet.com.au

HEIA(Q) WORKSHOP ON WHEELS

SEPTEMBER 2007

8 September

HEIA(Q) EduNation one-day workshop

Warwick/Toowoomba
Contact: Denise McManus
Telephone: 07 3865 1401
Email: zzdmcman@westnet.com.au

OCTOBER 2007

13 October

Luncheon: Past and present members of HEIA(Q) Committee of Management



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Home Economics Institute of Australia Inc.

2006 in Review



HEIA(Q)

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