

in **Form**

march 2011



**Home Economics Institute of Australia Inc.
Queensland Division**

The 2011 Committee Of Management

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Vice-President

Position vacant

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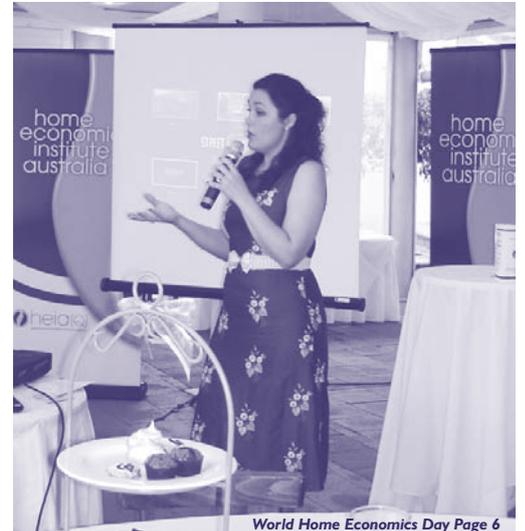
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President's message



It has been a tragically wild and wet start to the Queensland year but, as the outgoing HEIA(Q) President and a member of the Queensland Division, I am truly inspired by the generosity and compassion that ascended upon our many regional and urban communities this summer. The home economics community was no exception with their generosity and compassion. Emails were sent out to members asking if their school or personal professional resources had been affected

by the various disasters. Very few responses were received, which is good news that few of our members have been affected. However, the thoughts of the HEIA(Q) community go out to those who have been affected, whether in the workplace or in the home. But what was inspirational was the number of responses received from those not affected by the adverse weather conditions, offering help to those who might need it.

It seems that the spirit of volunteering has once again emerged and people are putting time aside from their own busy lives to assist others. I am hoping that this rising tide of volunteering spirit might extend to some of the Division's 644 members offering to fill a variety of vacated positions on the Committee of Management, various sub-committees and regional co-ordinator positions. Whilst the Annual General Meeting saw three new members elected to the HEIA(Q) Committee of Management, there are still three places available on the committee. In addition, we are seeking a member to fill the role of Professional Development Coordinator, and are still seeking regional coordinators for Wide Bay and Roma. If you are interested in working alongside other motivated professionals as we strive towards achieving our goals, simply send an email to heiaq@heia.com.au with your details.

The HEIA(Q) year is well under way. March saw the first formal event with a celebration of World Home Economics Day at The Landing at Docks, Kangaroo Point. Through Jean Madden's personal account, delegates were able to see an insider's perspective into the resourcefulness and community spirit required to make a humanitarian dream become a reality. At the event,

the 2011 King and Amy O'Malley Trust scholars were announced and officially congratulated on their academic achievements. During the same morning at the Annual General Meeting we reflected on HEIA(Q)'s achievements in 2010.

HEIA(Q)'s 2011 conference organising committee, led by convenor Michelle Nisbet, is finalising preparations for an inspiring and invigorating conference entitled *Home economics—Action for futures* that is sure to motivate delegates to get beyond just listening, and starting to actually 'walk the talk'. Further details are available in this issue of *inForm* and, in the not too distant future, on the brand new HEIA(Q) website. In addition, the Professional Development sub-committee is organising an exciting series of regional workshops that will ensure our ICT skills are once again challenged and expanded. Keep your eye out for the annual HEIA(Q) poster of the calendar of events with all the details, or shortly you will be able to log on to the new website for more details.

I am very much looking forward to seeing a smooth and successful implementation of the new *Home Economics Senior Syllabus 2011*. It is refreshing to hear that at some local networking meetings, experienced members are already openly sharing resources, ideas and knowledge as they offer valuable support to colleagues looking to adopt new and more modern practices in Queensland schools. It is reassuring to know that collaboration still occurs, even when our workload is overflowing with perpetually increasing professional demands.

Finally as I complete my presidency, I would like to extend a huge thank you to all continuing members of the Committee of Management and the regional co-ordinators. Without your continued enthusiasm, passion and dedicated service, HEIA(Q) could not possibly maintain the variety of professional services offered to our extensive membership. I wish the new committee and all HEIA(Q) members a very successful 2011.

Remember: Teamwork divides the task and multiplies the success!

Kylie King
President, HEIA(Q)

HEIA(Q) Home Economics Teacher Excellence Awards—

It's up to you!

It is time to recognise and celebrate the commitment of teachers within our profession.

Do you have a colleague that you believe deserves this recognition? Please share this with us by completing the nomination form before the closing date of Friday 22 July 2011.

Recipients will receive their award at the state conference on Saturday 27 August 2011.

HEIA(Q) would like to acknowledge these people but finding out about their activities, dedication and achievements is impossible unless you are prepared to share these details with us. So teachers, please recognise your colleagues either at your school or another school, whether fellow teachers or Heads of Department. HODs, please nominate a staff member, or other HODs or professional colleagues from other schools.

**Take the time to nominate—share with others your colleague's accomplishments—
let us all recognise and celebrate the great work done by home economics teachers in Queensland.**

**The nomination form is available inside the back cover of this issue of *inForm*
and will be made available on the HEIA(Q) website.**



Sue Corley, O'Malley Trust scholar and MC at HEIA(Q) World Home Economics Day celebrations



Denise McManus (L) with Yve Rutch

HEIA(Q)

2011 Annual General Meeting

The Annual General Meeting was held 19 March 2011 at The Landing, Kangaroo Point, Brisbane. It formed part of the World Home Economics Day celebrations this year, providing the Committee of Management with the opportunity to report to members who attended the celebration on the achievements and priorities of HEIA(Q) during the 2010 year. The meeting was chaired by member Claire Cobine, with approximately 40 members present.

Reports were presented from the President, Secretary, Treasurer, Council delegate, Newsletter Editor, Membership Secretary and Professional Development Coordinator. All reported very positive outcomes for 2010, with the Division growing in size, being financially stable and activities throughout the year being well received.

The Committee of Management experienced many changes this year, with several members retiring and new members joining. Sadly, we bid farewell to five members: President Kylie King, Vice President Vicki Potter, Treasurer Debbie Cain, Professional Development Coordinator Yve Rutch and member of the Committee of Management Naomi Holley. We thank them for their valuable contributions to the association over the past years and wish them all the best in their future ventures.

Three new members were elected to the Committee of Management: Jennifer Bray was elected Treasurer and Kaitlyn Traise and Stacey Mallett as members of the Committee of Management. They join continuing members Jan Reynolds, Denise McManus, Louise Borg and Erin Cleary. Also returning to their positions are Rosie Sciacca as Secretary and Aileen Lockhart as Delegate to national Council. There were no nominations for President or Vice-President so, as in past years when the Division has not had a President, the Committee of Management will elect a Chairperson for its meetings and the roles of the President will be distributed among the committee members.

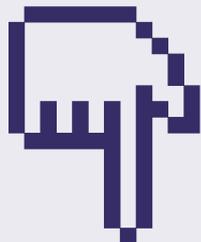
Congratulations to the newly elected members of the Committee of Management. We look forward to working in such a diversely experienced team to fulfill the objectives of the HEIA(Q) constitution.

The efficient operation of HEIA(Q) is reliant on members to participate as active members of the Committee of Management and its sub-committees such as those for professional development, website and the state conference. All members who are interested in contributing in some capacity are encouraged to contact HEIA(Q) to register your interest.

Rosie Sciacca HEIA(Q) Secretary

coming soon!

HEIA(Q)'s new website
www.heia.com.au/heiaq



HEIA(Q) Professional Development Tours

Organised by **Manna Tours**

Expressions of Interest now called for future trips
2012-13

Please contact Helen Keith if you are interested in either of the following trips:

Italy, including Sicily, June 2012

Borneo, 2013

Note: Scotland, June 2011 is almost full

Contact Helen Keith

Email: hkeith1540@bigpond.com

Phone: 07 4098 7429

Farewell to outgoing members of the HEIA(Q) 2010 Committee of Management

As a volunteer team of twelve, the 2010 HEIA(Q) Committee of Management (COM) had worked together for a number of years, becoming not only a group of professional colleagues but also a bunch of extremely good friends. Whilst some of the tasks and roles that need to be performed by the committee are often tedious and we love to debate over big issues and small details, the one thing I loved about being part of the HEIA(Q) COM is that we always left with a well-earned respect for each other and a jolly good laugh after we had swapped stories and tales over dinner. So it is with both sadness and admiration that I publicly thank the following 2010 outgoing committee members for their dedicated service over a number of years.

Treasurer Debbie Cain has spent many long hours over the past four years managing HEIA(Q)'s finances, balancing the books, liaising with the auditor and ensuring that our association remains financially strong and viable for the future. During her time on the committee, Debbie has also contributed to the planning and running of many events and supported the team in tasks wherever needed.

On the committee for four years, Yve Rutch was Professional Development Coordinator for the past two years. In that time she has steered the committee as they planned, organised and delivered a wide range of interactive workshops and seminars led by a variety of expert presenters. She has liaised with regional co-ordinators from 12 regions across Queensland to ensure that members have had access to the wonderful events.

Vicki Potter has, for the past three years, worked tirelessly behind the scenes as Vice President on a variety of tasks to support the team, and was predominantly involved in establishing our mentoring teachers program, maintaining our webmail account, organising our teacher excellence awards and adeptly chairing the monthly Committee of Management meetings.

As for me, during the past two years as President, I have spent many hours writing letters and articles, giving interviews and advocating the benefits of home economics to those in power and anyone else along the way who was prepared to listen. I have actively voiced my concerns with the committee about the barrage of challenges currently facing home economics teachers in schools today, and as a team we have worked extremely hard to support teachers in facing those challenges and promote good practice within the home economics teaching profession.

When Debbie and I first came to the Committee of Management we were relatively new teachers. I hope that we have shown other members that anyone, regardless of age or experience, can volunteer and make a difference. Being a member of the Committee of Management has given me a much wider perspective of my profession, challenged my thinking and allowed me access to a broad and wonderful network of friends and colleagues. I hope that other members will have the courage to step up as we did, join the fun and attempt to undertake one of these roles in 2011.

Kylie King

President, HEIA(Q)

Membership at the end of 2010

As at 31 December 2010, the Queensland Division had 643 members, 17 more than at the end of 2009. Although this is HEIA(Q)'s highest membership ever, generally numbers are very stable, having stabilised at between 600 and 650 members. There have been no changes in the trend of how our membership is distributed across the various categories, with school memberships remaining strong, and steady increases in student membership. This current high membership reflects the value placed on the Institute and positions the Division well for advocating on behalf of its members.

There were new members in almost every month. The kit developed by the Division for new members was sent to all new members to complement the kit sent by the national membership secretary. This kit is to be revamped in 2011 to provide a more professional image.

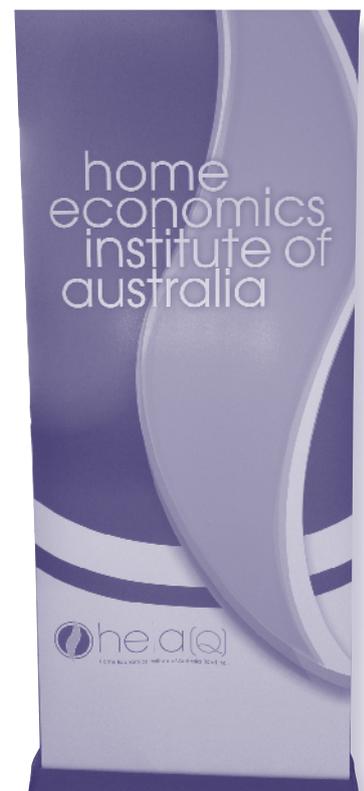
Nationally there were 1544 members at the end of 2010, 18 fewer members than at the end of 2009. By comparison, at the end of 1994, the first full year of HEIA's operation, there were 87 members in the Queensland Division, and 650 members across all Divisions.

Janet Reynolds

Membership Secretary, HEIA(Q)

Member type	HEIA(Q) members 31/12/10	HEIA(Q) members 31/12/09	Nationally 31/12/10
Associate	3	4	9
Full	135	127	376
School contact	111	102	245
School non-contact	346	352	734
Student with journal	32	26	93
Student no journal	3	1	19
NIPE*	13	14	68
TOTAL	643	626	1544

* Not in paid employment



Welcome

to three new HEIA(Q) Committee of Management members

At the 2011 HEIA(Q) Annual General Meeting held Saturday 19 March 2011, HEIA(Q) welcomed three new members to the Committee of Management—Jennifer Bray as new Treasurer, Stacey Mallett and Kaitlyn Traise.



Jennifer Bray

Jennifer currently teaches at St Paul's School, Bald Hills. Prior to returning to Brisbane in December 2010, she taught home economics, hospitality, child studies and nutrition at St Mary's College in Adelaide. After nine years at St Mary's College, Jennifer is enjoying the challenge of teaching in a co-educational school once again. She teaches Year 8 and Year 9 Home Economics and Year 11 Hospitality Studies.

Having trained at Kelvin Grove Teachers College, now QUT, Jennifer has been teaching for approximately 20 years. She grew up in country Queensland, within a family of excellent cooks and women who sewed. She could not wait to do Home Economics at high school and, filled with enthusiasm from her school studies, she chose to study to become a home economics teacher.

Jennifer taught in Queensland city and country schools before and during her mothering years, and returned to full time teaching while living in Adelaide. She is passionate about home economics, and believes that we, as teachers in the field, have a vital role to play in working with young people to develop life skills and knowledge that will sustain them in all aspects of their lives.

When asked why she decided to join the HEIA(Q) Committee of Management, Jennifer responded that at this stage of her career and life, she has the time and energy to work within HEIA. She is passionate about home economics education and looks forward to renewing old friendships and building new ones now that she is back in Brisbane.



Stacey Mallett

Stacey is now in her seventh year as a home economics teacher and decided to join the Committee of Management this year because she thought it would be an excellent opportunity to contribute to home economics education in Queensland, discuss and contribute to new ideas for the profession, and network with other home economics professionals.

At the beginning of 2011 Stacey was transferred to Centenary State High School, after spending six years teaching in Mt Isa at Spinifex State College. She found that teaching in Mt Isa was such a valuable experience as there were so many challenges and opportunities that assisted her to develop as a home economics teacher.

Thus far, Stacey has spent most of her career teaching Senior Hospitality, which is one of her passions. She has particularly enjoyed seeing students running successful restaurants for their parents, teachers and members of the community. However, she is also looking forward to being given the opportunity to teach more classes of Home Economics as she believes that the skills they learn and the knowledge that they acquire in these classes is invaluable for students.

Stacey has been a member of the HEIA(Q) for eight years and has found the Institute to be an invaluable resource throughout her career. It has assisted her in furthering her skills and informing her of professional development opportunities as well as allowing her to network with other home economics teachers. She hopes that during her time on the committee she can contribute to the further development of HEIA(Q).



Kaitlyn Traise

Kaitlyn is a first-year teacher at Brisbane Bayside State College, teaching Home Economics and Hospitality Certificate II.

From a very early age Kaitlyn was a keen sewer and was encouraged by her mother to sew dolls' clothes, patchwork cushions and small quilts. During her high school days she furthered this passion, spending many hours creating textile articles and wearable art. After completing schooling, she still loved 'creating' so completed a Certificate IV in clothing production, which included aspects of fashion design and pattern-making. Throughout those years, she found her love for baking and cooking so also completed Certificate II in Hospitality.

Kaitlyn can always remember wanting to be a teacher and, after realising that she couldn't live without pursuing the creation of food and clothes, she decided that home economics teaching was for her. She moved to Brisbane and completed a Bachelor of Education (Secondary Home Economics) at QUT. Kaitlyn is a passionate advocate for home economics education and feels that this subject is an important part of contemporary schooling.

In 2010, Kaitlyn was an observer member of the HEIA(Q) Committee of Management until a vacancy occurred on the committee, when she took on the role of QUT student liaison. Over the past 12 months she has been actively involved in HEIA(Q), both as student liaison but also as part of the team updating the HEIA(Q) website. In addition she took on the task of coordinating profiles of members across Australia to go in the national newsletter. Kaitlyn says that she looks forward to learning so much more from such a dedicated and hardworking team now that she has been elected to the Committee of Management. She believes that as a teacher, it is so important to continue learning, and nothing can beat learning with a group of people who have the same passion as you. She looks forward to continuing to be part of a passionate team that supports home economics education.

HEIA(Q) World Home Economics Day celebration

The Harbour Room at The Landing at Dockside proved to be an excellent venue to celebrate World Home Economics Day on Saturday 19 March 2011. The morning started with a welcome from King and Amy O'Malley Trust scholar, Sue Corley, and a celebratory toast.

Melinda Service, chair of the Queensland O'Malley interview panel and Cheryl Conroy, the HEIA(Q) representative for this panel, introduced this year's recipients of the King and Amy O'Malley Scholarships. Usually up to five scholarships are awarded in Queensland. However, the standard of applicants this year was impressive and seven scholarships were awarded to Queensland students. The 2011 recipients were Jay Deagan, Fiona Gunthorpe, Sharon Hackman, Erin Hobbins, Emma Pritchard, Tiarni Twyford and Tonita Williams.



Presenter Jean Madden



Cheryl Conroy (L) and Melinda Service



Queensland 2011 King and Amy O'Malley Trust scholars

A short Annual General Meeting followed, appointing Rosie Sciacca as HEIA(Q) Secretary, Jennifer Bray as Treasurer and Aileen Lockhart as Delegate to HEIA national Council, with Jan Reynolds, Denise McManus, Erin Cleary, Louise Borg, Kaitlyn Traise and Stacey Mallett as members of the Committee of Management. Unfortunately the positions of President and Vice President have been left open as no nominations were received. Finally, Denise McManus acknowledged the outstanding contributions made to HEIA(Q) by those retiring from the Committee of Management—Kylie King as President, Vicki Potter as Vice President, Deb Cain as Treasurer, Yve Rutch as Professional Development Coordinator and Naomi Holley as a committee member.

A delightful brunch was served before Jean Madden spoke about her work with 'Street Swags'. Jean described her journey with the swags. From the humble beginnings of her mother sewing Jean's unique design, it has grown to an organisation producing over 15 000 swags.

The design allows the swags to be carried over the shoulder like a bag, avoiding the appearance of carrying bedding around during the day. They provide protection from the elements and can be joined together to make a cover for a mother and her small children. The swags are now produced at several correctional centres around Australia—Woodford, Grafton and Western Australia. In addition, there are two 'work for the dole' schemes making the swags in the Northern Territory. Packaging completes the product with the inclusion of hygiene packs and blankets. The packaging is completed by service organisations and schools such as St Joseph's Nudgee College in Brisbane.

This moving presentation allowed those present to understand some of the reasons there are so many homeless in our society and that whole families may be included. The statistics Jean quoted were shocking. The largest growing section of homeless people are women between the ages of 45 and 60 years, usually divorced. She added that it appears that many women do not know how to manage any longer. She described several personal cases that were heart breaking. It was easy to see what motivates Jean and her many helpers to endeavour to supply a comfortable and durable form of bedding to every person in need. Unfortunately Street Swags is dependent on charity funding. It was a pleasure to donate money for the cost of two Street Swags to Jean on the day.

Jean was very supportive of home economics education and thought that if it was a compulsory subject, there would be fewer homeless.

Julie Nash

Home economics departments escape the ravages of floods, cyclones and an earthquake

As all Queenslanders would know, the year started badly in the context of our weather patterns. We lurched from one flood to another, and before we had recovered from the floods a cyclone bore down on north Queensland and an earthquake followed in neighbouring New Zealand.

HEIA(Q) sent out two emails to members. One was in January to those members living in areas that had been flood affected. The second was at the beginning of March, sent to all members about the wider devastation due to floods, the cyclone and the earthquake. The emails were sent out to express concern for members and families who were affected by one or more of these disasters, but also to ask if their home economics departments had been affected by the adverse weather conditions, and whether professional resources had been destroyed. HEIA(Q) was not sure what it could do to help, but once the extent of the damage was known, felt sure that as a home economics community we could support those affected.

Several responses were received. Unfortunately two emails advised of problems at the members' schools. One was from member Chris Durkin at Theodore State School—you may recall that the whole town of Theodore was evacuated during the flood. Chris's email is reprinted here for you to see. The second was from member Jan Tilley, who lives in Christchurch. At the time of writing, her school was deemed not safe to enter—see insert for Jan's email. HEIA(Q) wishes Chris and Jan well as they recover from the flood and earthquake respectively, and is currently trying to determine what kind of assistance might be of greatest value.

Apart from the two emails to advise of damage, many more emails were received. These were to offer support for those who had been affected, offering materials and resources if needed, but more generally asking what they could do to help. HEIA(Q) would like to thank all those people who responded.

Hello Janet,

Thank you for your inquiry. We did have water go through our sewing room as we did through all of the lower classrooms at school.

In the sewing room, we did lose the tables, some equipment, materials and work samples that were stored in the lower cupboards and drawers but not a great deal. Our sewing machines didn't quite go under water but I am concerned whether the condensation will affect them in the future. Hopefully they will be OK.

The floor coverings have already been replaced and the cupboards will be replaced soon.

Our school is recovering well, and we have had a positive start to our new school year.

Thank you for thinking of us,

Chris Durkin
Theodore SS

Dear Janet

Thank you for your thoughtful message. I am fortunate that my home has escaped with very little quake damage.

However, our school, Avonside Girls' High School, has structural damage and is not deemed safe to enter. Some staff have been able to enter and retrieve personal belongings and teaching materials from the buildings they teach in.

The home ec/textiles classrooms are in the building that suffered the worst damage but it seems we are going to be able to go in and get some of our materials as well. I am not sure how I feel about that, but better to have our stuff than not, so fingers crossed an aftershock doesn't do any more damage.

HETIANZ members from around the country have offered us resources and teaching units, which has been heartwarming.

I hope the rain has stopped in Queensland and that people can start to repair their lives and homes.

Love
Jan

Queensland King and Amy O'Malley Trust scholars



Jay Deagon

Jay Deagon is a mother, partner, home economics professional and researcher—because those are the things she loves. In addition to singing with the Redcliffe City Community Choir,

being QUT's Head Delegate at the Harvard World Model United Nations Conference in Mexico, participating in the *Patches of Green* project, speaking at Parliament House, and presenting her research at the International Federation for Home Economics Congress in Sligo, Ireland, Jay has built a website to connect the worldwide home economics community. *HomeEcConnect* was launched on World Home Economics Day, 2011. Completing her Masters in Education by Research, and upon receiving an Australian Postgraduate Award scholarship, Jay has now embarked on her doctoral journey which unites three unique concepts; spiritual health and wellbeing, home economics curriculum, and digital technology. For the second time, Jay is a grateful recipient of the prestigious King & Amy O'Malley Trust Scholarship. She looks forward to welcoming home economics teachers and students from around the world to www.homeecconnect.com.au—a place to share home economics dreams and realities, and to advocate for home economics as a vehicle for achieving optimal and sustainable futures for all.

Fiona Gunthorpe

Fiona is currently in her third year of studying a Bachelor of Education (Secondary) at Queensland University of Technology (QUT). Her major teaching area is Home Economics, with Business Communication and Technologies (BCT) as her second teaching area. She has been selected as



a Dean's Scholar for 2010 and 2011 for exceptional performance in her studies. She is currently developing and extending her textile skills by private tuition and intends to complete specialised cooking classes later in the year.

Fiona worked in the public service sector for over twenty years and brings valuable skills and life experiences to her new career as a home economics teacher. She aims to combine her passions for home cooking and textiles with her personal strengths and love of helping people learn and achieve goals. Her belief in the philosophy and mission of home economics is what cemented her commitment to the home economics field of study.

Fiona was also an O'Malley Trust scholar in 2010 and is committed to upholding King and Amy O'Malley's belief that '*a satisfying family life was crucial to the welfare of the nation and could not be achieved without effective management of the home*' (O'Malley Trust website, 2009). She is keen to promote home economics and believes it should be an essential curriculum item for all students in Queensland schools.

As a future teacher, she aims to help prepare our youth to make informed choices to enhance their wellbeing in their daily lives, and encourage both genders to be involved in the care and nurturing of their children and maintaining their household. Her career goal is to be an inspirational teacher, to spark interests and passion in her students and help them plan pathways to achieve their career aspirations within hospitality, textile, fashion and early childhood fields.

Fiona is grateful to King and Amy O'Malley for having the vision and providing funding for O'Malley Trust scholarships, which in turn assist so many aspects of the lives of our future young Australians.

Sharon Hackman

Sharon would like to thank the King and Amy O'Malley Trust for choosing her as one of the Queensland recipients of this year's scholarship.

Sharon came to university clear that this was a juncture in her life where she had to step up and move forward, not only for herself but also for her young family. She believes that her choice of a Bachelor of Education (Secondary Home Economics) has been the best she could have made. Sharon notes that, over the last three years, her passion for home economics has grown in much the same way that she has grown. She has come to recognise and understand that she hopes her place in the home economics profession will be as an advocate and supporter of the great

traditions set by the home economics teachers who have come before her, but also as belonging to an innovative, creative and forward-thinking cohort of pedagogical practitioners of excellence.

Sharon believes that as a member of this cohort she knows that she can provide her students with the life skills to alter their own lives, their families' and their broader communities' lives. This will be through high expectations of what they are able to achieve and a focus on improving, not only their wellbeing, but also their understanding of how, through home economics courses of study, they can recognise the implications of their daily life choices and how these choices can alter lives on a local and global scale.

Erin Hobbins

Erin is now commencing her third year of study to become a home economics teacher. She studied several units during 2010 that helped her build her confidence and knowledge in the field of home economics. With two years of study behind her, Erin now has the benefit of being able to reflect on her first field experience and the pleasure it brought her in teaching in a real world context. Erin recalls that during her practicum, she observed and experienced the transformation of students' self-confidence and ability after mastering a simple technique or skill. This gave her a sense of personal satisfaction each time. She felt this regularly whilst teaching her own classes and hopes to experience it every time she teaches in the future. She believes that education is such a powerful tool, that not only do we teach content, but we also guide students through life and assist them to make better decisions for the future. In her opinion, there is no other conduit better suited to this purpose than home economics education. Her goal is to one day reflect on how she has provided this opportunity to every one of the students she has taught.



Erin states that she can honestly say that she has chosen the right profession and is eager to finish her studies and begin her new career as a home economics teacher.

During 2010, Erin received an award for Highest Achieving Student in a psychology unit at the Queensland University of Technology (QUT), and had the honour of attending a luncheon and meeting many of QUT Faculty of Education staff. This occasion allowed her to view our own educators in a different light. It reinforced her belief in the support and passion among the teaching community.

The networking, common philosophies and goals of all home economics teachers that she had the pleasure of meeting and working with, are all aspects that she admires and looks forward to being a part of in the future.

Emma Pritchard



Home economics has been a passion for Emma throughout her life. Many of her earliest memories were days spent in the kitchen preparing and cooking meals with her family. Christmas and birthdays were always full of new cooking equipment and recipe books, as

opposed to the generic range of children's toys on the market. It was evident from the start that she had a passion for cooking—she was always wanting to try out new recipes found in magazines, or try the latest meal cooked on *Ready–Steady–Cook*, which drove her mother mad. She loved the way cooking was creative and experimental.

Over her primary school years, cooking and textiles became a hobby, with school work taking preference. It wasn't until high school that her creative flair emerged through class practical work, undertaking every possible elective related to home economics. It was evident in her grades that she was well suited to the topics and issues surrounding the subject. She found the practical element a highlight of the subject, going on to further her knowledge by working in the hospitality industry. For a brief period of time she undertook an apprenticeship, but realised she wanted to become a teacher. Deciding to be a home economics teacher was an obvious option as it appeared cooking and creating were in her blood.

Through teaching she plans to inspire and prepare students to make informed lifestyle choices and become lifelong learners. She wishes to take her experiences and share her knowledge and skills with future generations of students to come.

Tiarni Twyford

Tiarni has just begun her third year of studying a Bachelor of Education at Queensland University of Technology, majoring in Home Economics and Health Education. When she began this degree over two years ago, she entered with a strong hospitality background but has since developed a passion for everything related to home economics. Whilst she has always enjoyed the practical side of home economics, learning the theory behind these areas of interests has helped her to appreciate her time at university. Studying home economics and health has also made her very aware of the vital role home economics teachers play in supporting the community and this has encouraged her personal involvement with the Pyjama Foundation and the Rotary Club of Parkwood, organisations that recognise a love of learning and strong family values.

Such personal interests, combined with her studies at QUT have made Tiarni passionate about all areas of home economics and she hopes that she can contribute to the profession as a creative and inspiring teacher. Although still in the early stages of her career, Tiarni aims to extend her passion beyond the classroom by playing a vital role as an advocate for this subject area. She looks forward to a time when she is able to inspire her students with a passion for home economics in the same way that her teachers have inspired her.

Tiarni has now reached the half way mark in her studies and believes that it is safe to say it has been the most challenging and rewarding two years of her life. She feels privileged to have been recognised for academic efforts at QUT through receiving a Dean Scholar award and entry to the Golden Key Honour Society, but it is most rewarding to be recognised within the home economics profession by receiving a King and Amy O'Malley Trust scholarship for a second time.



Tonita Williams

Tonita Williams is in her final year of a Bachelor of Learning Management (Secondary/VET) degree at Central Queensland University (CQU), which includes discipline studies in Home Economics, Hospitality and Mathematics. She has found the last two years have been interesting, demanding, exciting, challenging and rewarding and could not have imagined how much she would enjoy being a student again.

It was her childhood dream to become a teacher but instead, after completing high school in 1991, she completed a hairdressing apprenticeship. Hairdressing allowed her to express her creativity and seemed to be the perfect home-based career whilst caring for a young family (two boys now aged eight and ten years). Although life was great, there was a nagging voice telling her to do more with her brain, to challenge herself again. So, her journey at CQU began. It was a natural choice to go into teaching and an even more obvious choice to study home economics. The thing she loves most about home economics is the 'real life' aspect of everything concerned and that it, like everything in life, is constantly evolving. Her passion for life-long learning will be more than satisfied by keeping abreast of all the changes and improvements within this field.

As a child, she was very fortunate to grow up in a loving and supportive environment with parents who encouraged her to do her very best—a skill that she also tries to instill in her own children. Sadly, she says, not all children receive that same level of love and support and Tonita looks forward to providing her students with some of the basic life skills that will help them to deal with the stresses and uncertainties of life. While life has indeed changed throughout the years, she believes the skills that we can share within the areas of nutrition and food, textiles and fashion and individuals, families and communities are more important than ever before.

Tonita says that she is definitely enjoying the journey so far and looking forward to a long and rewarding career of guiding, supporting and educating the youth of today. King and Amy O'Malley's belief 'that a satisfying family life was crucial to the welfare of the nation' is something with which she agrees and will use to maintain her motivation, passion and desire to teach within the field of home economics.



What's happening in Queensland school kitchens?

Vietnamese rice paper rolls

Pine Rivers State High School

Submitted by Penny Braithwaite, Head of Department, Pine Rivers State High School

Ingredients (Serves 1)

- 2 rice paper wraps
- ¼ carrot
- 2 green beans
- ¼ small cucumber
- ¼ red capsicum
- A few bean sprouts
- 1 small piece of chicken
e.g. from one chicken thigh
- 1 tsp teriyaki sauce
- 2 tbs sweet chilli sauce
- Spray oil
- Garnish: Mint or coriander

Method

1. Soak the wraps in a bowl of cool water to soften.
2. Wash all vegetables well.
3. Chop vegetables into long, very thin strips.
4. Chop chicken into strips.
5. Spray frypan with oil and heat.
6. Gently cook chicken until cooked through.
7. Add teriyaki sauce to chicken.
8. Drain off extra sauce.
9. Remove wraps from water, drain on absorbent paper, and lay flat on chopping board.
10. Layer the vegetables and chicken in the middle of the wrap and fold all edges over.
11. Serve on a plate with sweet chilli dipping sauce in a small side dish.
12. Garnish with mint or coriander.



Why this recipe was chosen for Year 8 students

This particular recipe was chosen due to its health components of low fat, low sugar and low salt and was in keeping with Education Queensland's *Smart Choices* policy. The use of knife skills for students beginning in the kitchen was also a consideration. It was felt that this meal helped to develop an awareness of cultural diversity, as do some of the other dishes we have chosen to make with our students. We provide the food for Year 8 cooking experiences and therefore student recipes are for a single serve.

Practical skills developed:

- Knife skills
- Frying
- Garnishing

Please share your good recipe ideas

With the widespread emphasis and political agendas related to healthy eating, it is timely to share and showcase healthy eating practices in Queensland school kitchens. HEIA(Q) would like to make this a regular feature.

If you would like to share and showcase a recipe that is used at your school, please follow the format used for *Vietnamese rice paper rolls*—that is, include a recipe, a photograph of the finished product and the learning context.

Email to: Jan Reynolds at janetrey@ozemail.com.au
Please attach photographs as separate jpeg files.

Learning context

Year 8 Home Economics

Year 8 classes at Pine Rivers State High School have been allocated one term for subjects such as those from the key learning areas of *Technology* and *The Arts*. Our home economics program has been developed around the learning areas of *HPE* and *Technology*. All Year 8 classes study home economics for three lessons per week for ten weeks. During this time the focus is food and nutrition only.

Unit: Food and nutrition

Lessons per week: 3 x 70 minutes

Length of practical lessons: 70 minutes

Unit length: 10 weeks

Unit overview

As obesity levels of people in the western world reach epidemic proportions, especially in young people, it is very important that adolescents understand the need to make healthy food choices a life-long habit. One way to assist the implementation and continuation of healthier food habits is to empower students with the skills to not only choose but also to prepare and store foods that will ensure their health throughout life. Students need to be able to intuitively design, make and appraise the foods they have chosen.

Essential learnings

Health and Physical Education

Knowledge and understanding

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

Ways of working

Students are able to:

- propose, justify, implement and monitor plans to achieve goals.

Technology

Knowledge and understanding

- Product design and production decisions are influenced by aspects of appropriateness and by detailed specifications, constraints and standards of production.
- People can influence decisions made about the design, development and use of technology to change the impact on people, their communities and environments at local and global levels.
- Characteristics of resources are compared, contrasted and selected to meet detailed specifications and predetermined standards of production to best suit the user.
- Techniques and tools are selected, controlled and managed to manipulate or process resources to meet detailed specifications and predetermined standards of production.

Ways of working

Students are able to:

- investigate and analyse specifications, standards and constraints in the development of design ideas
- consult, negotiate and apply ethical principles and cultural protocols to investigate, design and make products
- generate and evaluate design ideas and communicate research, design options, budget and timelines in design proposals
- select resources, techniques and tools to make products that meet detailed specifications

- plan, manage and refine production procedures for efficiency
- make products to meet detailed specifications by manipulating or processing resources
- identify, apply and justify workplace health and safety practices
- evaluate the suitability of products and processes against criteria and recommend improvements
- reflect on and analyse the impacts of products and processes on people, their communities and environments
- reflect on learning, apply new understandings and justify future applications.

Learning experiences and teaching strategies for the unit

- Development of a list of health and safety rules for the kitchen
- Identification and understanding of the various models to select food
- Selection of recipes and classification as healthy according to food models
- Detailed written justification of chosen meals and health benefits
- Development of work plans for use in the kitchen, and preparation and justification of risk assessments for each recipe
- Practising hygiene and safety in practical work, including safe storage of food
- Development of efficient performance in practical work whilst preparing a range of healthy recipes
- Evaluation of design, planning, production techniques and efficient, safe and hygienic practice
- Reflection on practical work for improvement e.g. safety, skill, planning (work plan)
- Research to investigate healthy food choices, interesting healthy meal preparation and storage of lunches for adolescents and foods for sale

Practical cookery

- Vietnamese rice paper rolls
- Anzac biscuits
- Burritos
- Chinese stir fry
- Apple crumble
- Breakfast
- Healthy snacks
- Own lunch menu

Assessment

The assessment for this unit is primarily a process journal that students work on for four weeks of their time in Home Economics. The process journal includes documentation of:

- a research task to investigate healthy foods, healthy preparation techniques and storage of foods for sale
- a practical task where students design, plan, prepare and evaluate healthy foods efficiently and safely
- peer and self-evaluation and recommendations
- reflection on learnings about personal food choices.

2011 World Home Economics Day celebrations at San Sisto College

This year the Home Economics Department at San Sisto College (Carina, Queensland) decided to promote the subject area by hosting a week-long celebration of World Home Economics Day through a series of events lasting the week from Monday March 21 through to Friday March 25.

Monday launch	Home Economics Day prayer Launch of homeroom quiz
Top-Hat Tuesday	Lunch time top-hat fashion competition and parade
Wellbeing Wednesday	Special presentation at assembly
Thirsty Thursday	Lunch time fruit smoothies
Food Science Friday	Trying caramelized treats

Monday's launch

Monday started the week with a challenge to all homerooms to answer home economics-related questions in order to win a class VIP luncheon on Friday. This sparked intense, widespread and, at times, very humorous discussion amongst both staff and students. It was a much greater reaction than anticipated, and encouraged all staff and students to consider the varied and important role that home economics has in our society.

Being a Catholic school, prayer is very important to our everyday activities. In addition, during the season of Lent, the College actively supports endeavours by Caritas to empower people to improve their health and wellbeing. With these facts in mind, the Home Economics Department decided that a prayer was important to launch the week.

Top-Hat Tuesday

The second day of celebrations involved two representatives from each homeroom working with limited resources during the lunch break, to make cardboard top hats. This was a chance to create something to remember, something radical, perhaps even something that will be talked about for generations to come (much like the way the original top hat worn by English tailor John Hetherington caused great discussion). We reminded students that home economists are empowered with skills and creativity to develop and refine products that can enhance the wellbeing of individuals and society. Whilst the top hat was initially a frightening item of clothing, it led to a revolution in head-wear that showed status and wealth—something that had not been achieved since kings and queens began wearing crowns many thousands of years before. Students were given a piece of black cardboard as well as other craft supplies. In half an hour the students created many memorable top hats. Our Acting Year 12 Co-ordinator was the guest judge and all creations were on display in the library for the remainder of Home Economics Week 2011.

Wellbeing and Wordy Wednesday

This day began with a short presentation on assembly discussing the importance of home economics and promoting further the activities that were to follow during the week. The Senior Home Economics class wrote

letters to nearly 50 companies in the weeks leading up to Home Economics Week and this resulted in many generous donations of various food and textiles items to be given as prizes. On *Wellbeing and Wordy Wednesday*, students were asked to come up with various 'w' words that were related to Home Economics in order to receive a sample bag that included sewing kits, patterns and HEIA postcards. This worked well as only students who were really interested in winning a textiles-related prize entered, meaning that the generous donations were not wasted or left lying around the College at the end of the day.

Thirsty Thursday

The fourth day was celebrated by Year 11 and 12 home economics students making their own versions of well-known frozen juice products. These had to be low-fat and incorporate high-calcium and a high content of fresh produce as a means of demonstrating to the huge crowds that took up the offer that healthy food can be fun food. When operating this taste-testing of fruit smoothies, girls from the Social Justice Committee at the College took the opportunity to collect donations from participants. This enabled the event to be promoting both causes simultaneously and efficiently. As expected, the girls struggled to keep up with demand, particularly given the hot weather we have been experiencing here in Brisbane.

Food Science Friday

The final day was a great way to wrap up a hectic and very successful week at the college. Year 12 students, desperate to again demonstrate and experience their practical skills, made small toffees and distributed them around the grounds wearing lab-coats and safety-goggles. They shared with other students the academic but fun nature of the subject area by creating toffees that were quick, easy and inexpensive to produce in large quantities. Students in the winning homeroom of the Home Economics quiz also enjoyed their VIP luncheon comprising of many tasty treats donated by various companies and supermarkets, and towards the end of lunch, the Senior students joined in with the cutting of the cake.

Our staff Madeline Fagan (teacher), Elizabeth Crace (teacher-aide) and myself enjoyed our own celebration at the end of the week by catching up for coffee and cake on the Friday afternoon. This was a wonderful opportunity to sit back and reflect on the week, how much the girls at the College (both home economics students and others) enjoyed participating in the activities, how much conversation about our subject area had been stirred throughout the college, and of course, how we can top this next year! Too often it is all too easy in busy home economics departments to get so caught up in the everyday running of a department with practical demands that we do not afford ourselves time to get together as a team to discuss the bigger picture and not just our immediate curriculum and lesson needs. We certainly enjoyed discussing the bigger picture and the ongoing promotion of home economics.

Reflecting on the week

Whilst we appreciate that there is a level of effort and time required to be successful in a week such as this, I am very passionate about constantly marketing our subject area in schools and communities. I believe that this is very important, especially where the home economics department is located away from the every-day thoroughfares of campuses, meaning that in some cases, home economics can be somewhat forgotten by students and staff not directly involved. In my own experience, World Home Economics Day has only been a date of which home economic teachers are aware, and whilst participating in professional celebrations such as those organised by the Home Economics Institute of Australia, this has not actively and overtly promoted the subject area outside of the converted (although it is most enjoyable and certainly an important part of the home economics calendar). I believe that it is our responsibility as home economics professionals to advocate for our subject by not only promoting official position papers and speaking about home economics education at subject selection nights, but to be a constant presence in the cultures of schools and therefore communities. In the San Sisto College World Home Economics Day celebrations, by creating activities that did not necessarily rely on previous experience in the subject area and by providing a competitive element to the activities, so many more students and staff became involved than we imagined, and this can only lead to a greater appreciation of the subject area.

Promotion of home economics is pertinent across all age groups (not just senior) particularly in a time in which we are fighting as a subject area to be recognised at a national curriculum level. Many of our students have reported that when they mention that one of their subject selections is Home Economics, people respond with a less-than-enthusiastic manner, and that the girls often feel a little embarrassed about choosing such a pathway or feel that they immediately have to justify that choice. Many people in our community need to be re-educated and updated as to the importance of home economics education in providing students with the skills and knowledge to effect positive change in their own lives, and that of others in their communities. We hope that by having a World Home Economics Day celebration at the college, our numbers will continue to grow, our students will develop a greater passion for learning in the subject area, and that the wider community, through the discussion that has taken place over the week, will become more aware of the power that home economists have in changing the world.

We are really looking forward to developing this much further than our own College, and invite any suggestions, comments, and/or opportunities for conversation such that we can all benefit and help keep home economics on the curriculum map.

Michelle Harris
San Sisto College



Top-Hat Tuesday: Teachers (L-R at back) Ms Madeline Fagan, Mr Martin Larsen, Mrs Michelle Harris with students.



Year 8 students making their top hats



Thirsty Thursday: Students enjoying fruit smoothies



Year 9 students making their top hats

HEIA(Q) state conference

Action for futures: A local and global perspective

Saturday 27 August 2011 Brisbane Convention and Exhibition Centre

The theme for the HEIA(Q) 2011 conference is *Home economics: Action for futures—A local and global perspective*, with a focus on moving from the rhetoric to practical actions. We will hear 'the talk' but also start 'the walk' to get us to the futures we value. Let us revisit our practices through a futures-focused lens that is more than mere rhetoric.

About the conference

The conference will take a broad view of 'walking the talk' to include local and global perspectives. It builds on HEIA's commitment to wellbeing, social justice and the sustainability of local and global communities. With a recent history of having taken a serious look at issues of justice and sustainability through HEIA state and national conferences, the 2011 **Action for Futures** conference will empower and challenge delegates to 'walk the talk' with local and global issues as we prepare for new and exciting futures. Delegates will have the opportunity to update understandings of familiar topics and where they are heading in the future, further understandings about some newer topics and begin our journeys towards some unfamiliar territories like the upcoming Australian Curriculum.

The HEIA(Q) 2011 state conference is an important component of the HEIA(Q) 2011 professional learning program. The theme, speakers and workshops are a response to members' feedback to the last conference, when topics such as sustainability/futures, national curriculum and food and nutrition issues were commonly mentioned as ideas for the 2011 conference. Feedback from recent conferences has also indicated a need for more time at the conference. The conference organising committee investigated a two-day conference for 2011 but unfortunately dates that were suitable for members were not available at our preferred venue.

Keynote speakers

The 2011 conference will include keynote speakers Dr Amanda Lee and Dr Erica McWilliams.



Dr Lee will discuss what is happening with the new dietary guidelines and associated resources, why these changes are being made, the links with sustainable food futures and what we hope to achieve in the future as a result of these changes.

Dr Amanda Lee is currently Director of the Nutrition and Physical Activity Unit within the Preventative Health Directorate in Queensland Health. Amanda serves on many national committees, including the Food and Health Dialogue and as Chair of the National Health and Medical Research Council's Dietary Guidelines Review Working Committee. She has worked for over 30 years in population and Indigenous health, in academia where she currently holds a number of adjunct professorial positions, and as a public health consultant in Australia and overseas.



Dr McWilliams will look critically at the new Australian Curriculum as a prelude to delegates hearing what is happening with Home Economics and the Australian Curriculum.

Professor Erica McWilliam is an internationally recognised scholar in the field of pedagogy with a particular focus on workforce preparation of youth in post-compulsory schooling and in higher education. She is well known for her contribution to educational reform and its relationship to 'over the horizon' work futures in the context of the new knowledge economy across the entire spectrum of formal learning environments from early years to doctoral education. Her career has involved four decades as an educator, moving from two decades in the schooling sector to a professorial role as an educational leader in the Queensland University of Technology, Australia. At QUT, she has been instrumental in leading the Creative Workforce 2.0 Research Program in the Centre of Excellence for Creative Industries and Innovation since 2006. She has also performed professorial duties as an educational researcher at the National Institute of Education in Singapore, and has recently worked at Brisbane Girls' Grammar School as a Scholar in Residence. Erica's research and scholarship continues to be well known for its focus on 'low threat, high challenge' teaching in and for the 21st century. Her latest sole-authored book, *The Creative Workforce: How to launch young people into high flying futures*, is published by UNSW Press.



Michelle Nisbet, convenor of the conference organising committee

Conference workshops

A number of quality presenters have already agreed to present at the conference, including inter-state presenters:

- HEIA Past-President, Leanne Compton will be joining us from Melbourne to run two highly-interactive ICT workshops.
- HEIA convenor of the HEIA Public Health Standing Committee, Peta Craig will travel from Canberra to discuss a range of nutrition and food issues—Peta is also Chair of Nutrition Australia (ACT).
- Many will remember effervescent Sue Thomas from Melbourne. Sue will again join us for further instalments related to sustainable textiles.

The interstate presenters will be complemented by local presenters who are well positioned to discuss local issues. For example, Meredith Gleadhill will unpack the 2010 Senior Home Economics Syllabus, presenters from the Global Learning Centre will explore food futures and textiles futures, Jenny Naylor will further understandings about inquiry-based learning and Jan Reynolds will lead a workshop on the Australian (national) Curriculum.

The workshops could include, for example:

- Food futures
- Textile futures
- Using ICT in the classroom
- Unpacking the Senior Home Economics Syllabus
- A futures look at nutrition and nutritional tools
- Inquiry-based learning
- Home Economics and the Australian Curriculum
- FoodChoices

The venue

The Brisbane Convention & Exhibition Centre is a world-class venue over three levels, purpose-built to provide superb flexibility and versatility under one roof. Since opening in 1995 it has received 98 industry awards, making it the most awarded convention centre in Australia. The Brisbane Convention & Exhibition Centre is situated at South Bank, the heart of Brisbane, in a unique riverside, cultural and entertainment precinct—home to Australia's newest and most celebrated Gallery of Modern Art, and only a short walk from the Brisbane CBD.



This is now the fourth consecutive year that we have chosen to hold the HEIA(Q) state conference at the Brisbane Convention and Exhibition Centre (BCEC). Experiences have shown it is perfect for us—it is so accessible, with the train, bus and ferry arriving almost at the doorstep. The Air-Train comes directly from the airport to nearby South Bank station for just \$15. It has ample space for the 300 or so delegates that are expected, and of course we can all be accommodated with a sit-down lunch—no more trying to balance a handbag, conference bag, plate and drink as people edge past you. There is plenty of accommodation close by for those coming from out of Brisbane, whether Rydges hotel or apartments, or the city hotels are just a stroll across the bridge.

Professional standards for teachers

Certificates will be issued noting 7.5 hours' professional development (hours to be confirmed when the program is finalised) that incorporates the following professional standards:

- Standard 1: Design and implement engaging and flexible learning experiences for individuals and groups
- Standard 3: Design and implement intellectually challenging learning experiences
- Standard 6: Support personal development and participation in society
- Standard 7: Create and maintain safe and supportive learning environments
- Standard 10: Commit to reflective practice and ongoing professional renewal

sustainability

communities

wellbeing

social
justice

The choice is ours: form a global partnership to care for earth and one another or risk the destruction of ourselves and the diversity of life. Fundamental changes are needed in our values, institutions and ways of living. We must realise that when basic needs have been met, human development is primarily about being more, not having more. We have the knowledge and technology to provide for all and to reduce our impacts on the environment. The emergence of a global civil society is creating new opportunities to build a democratic and humane world. Our environmental, economic, political, social, and spiritual challenges are interconnected, and together we can forge inclusive solutions.

Source: The Earth Charter http://www.earthcharterusa.org/earth_charter.html

Conference organisation

Lyn Greenfield at Echo Events
 Tel: 07 3272 0950
 Fax: 07 3711 2745
 Mobile: 0423 907 059
 Email: echoevents@optusnet.com.au

Conference information

Michelle Nisbet
 Prince of Peace Lutheran College
 Tel: 07 3872 5600 (W)
 Fax: 07 3872 5783 (W)
 Email: mnisbet@princeofpeace.qld.edu.au

A conference brochure will be sent to all HEIA(Q) members closer to the event.



HEIA(Q) professional development program



Regional workshops

The theme for the HEIA(Q) 2011 professional learning program is *Home economics: Action for futures—Walk the talk* with regional workshops complementing the state conference to this end. There are three workshops from which regions may choose.

WORKSHOP 1

Walking the curriculum talk

2.5 hours

Presenter: Dr Janet Reynolds

What we have talked about

In recent times, Queensland home economics teachers have talked a lot about the curriculum as we have come to terms with current day expectations and have developed expertise in alignment and assessment. So we have talked about and come to understand what curriculum alignment means and about assessment that draws on Queensland's Essential Learnings and Assessable Elements. We know how to design criteria and standards sheets using these curriculum components. And we have read and talked about HEIA's position paper *Home Economics and the Australian (national) Curriculum*.

What the workshop will look like—Walking the talk

Now it is time to 'walk the talk' and pull it all together and design our own unit of work, with the assessment—and yes, we will do it in 2.5 hours. Participants will be given 4–5 prepared unit outlines with the unit overview, key understandings, cognitive processes, literacy demands, ICT capabilities, useful resources and references, some learning experiences, explicit teaching required, an overview of the assessment task, and the criteria and standards for the task. The suite of units will include food and nutrition, and textiles and fashion ideas that reflect HEIA's *Home Economics and the Australian Curriculum* paper. Although they have a focus on sustainability issues, they can easily be adapted for participants' own priorities. The units include:

- Eco-action: From T-shirt to food miles
- Food footprint challenge
- Greening the home kitchen
- Revitalising the wardrobe
- School canteen goes green

Participants will take one or more of the provided units as a starting point and build it up or reconstruct it to suit their own school situation. It is

expected that by the end of the workshop participants will walk away with a unit of work they can use, along with the criteria and standards. In previous workshops, time has often precluded participants from working on their own units. In this workshop, participants will be 'getting into' their own units within the first 15–20 minutes.

Who should come?

This workshop is aimed at anyone who is interested in current curriculum issues and good classroom practice that pertains to contemporary demands. Participants will be working on their own unit of work so all are welcome regardless of the curriculum area in which they are working.

What you will need

Participants should bring:

- A laptop if wishing to work electronically (not essential)

Professional standards

The workshop will focus on the following professional standard for teachers:

- Standard 1: Design and implement engaging and flexible learning experiences for individuals and groups
- Standard 3: Design and implement intellectually challenging learning experiences
- Standard 10: Commit to reflective practice and ongoing professional renewal

Hours of professional development: 2.5 hours

Cost

Members: \$44.00

Non-members: \$66.00

Costs include GST

NOTE: The cost is for attending the workshop when it is presented as a stand-alone workshop. If the workshop is presented as part of a full-day package, then the cost will take into account refreshments. Please consult the specific regional event that you plan to attend for costs for each regional package.

walk the talk

WORKSHOP 2

Walking the ICT talk

2–2.5 hours

Presenters: Leanne Compton and Louise Borg

What we have talked about

The HEIA(Q) 2010 state conference *Essentially digital* provided delegates with the opportunity to explore the impact of the digital world on our professional practice as well as the educational applications of online technologies and virtual worlds.

What the workshop will look like —Walking the talk

This workshop will provide participants with the opportunity to further their journey of 'walking the talk' in their use of information technologies. This hands-on workshop will allow participants to work on a computer to explore how ICT can be easily incorporated into professional lives. Participants will be given the opportunity to develop their own *Prezi* presentation, as well as time to look at how students can use *Photostory* to build a story with commentary to show the different stages in the development of a product and why they did what they did. The session is designed to develop confidence in the use of technology. All skill levels will be catered for.

Who should come?

This workshop is aimed at anyone who is interested in getting up to date with ICTs in both their own professional presentations, and how students can use ICTs in their work.

What you will need

Participants should bring:

- An open mind for exploring new ideas
- The 'I can' attitude!

You might like to bring along an outline for a PowerPoint presentation that could be converted to *Prezi* (not essential).

Professional standards

The workshop will focus on the following professional standards for teachers:

- Standard 1: Design and implement engaging and flexible learning experiences for individuals and groups
- Standard 3: Design and implement intellectually challenging learning experiences
- Standard 10: Commit to reflective practice and ongoing professional renewal

Hours of professional development: 2–2.5 hours

Cost

Members: \$44.00

Non-members: \$66.00

Costs include GST

NOTE: The cost is for attending the workshop when it is presented as a stand-alone workshop. If the workshop is presented as part of a package, then the cost will take into account refreshments. Please consult the specific regional event that you plan to attend for costs for each regional package.

WORKSHOP 3

FoodChoices curriculum resource—So what's new?

This is a 2-hour workshop, or longer if requested by a region.

Presenter: Dr Janet Reynolds

The newly revised *FoodChoices* was released in January 2009 after Xyris Software (Australia) Pty Ltd worked collaboratively with HEIA to revise the resource. The new features include: analyses that reflect the release of the Nutrient Reference Values; an added feature to calculate the percentage energy from saturated fat; the ability to search for foods that are rich or low in a specified nutrient; and the Nutrition Information Panel feature, previously purchased separately, being part of the resource. Changes to the curriculum resources include revisions to the existing curriculum units, including steps to reflect the Nutrient Reference Values along with five new curriculum units. The resource is available online with students and teachers able to access the software program from their home computers. The workshop will explore the new features as well as the resources that are provided as curriculum support.

The hands-on practical section will form the bulk of the workshop. The presenter will demonstrate the features of the resource with participants able to practise the features on either a computer provided at the workshop or their own laptop if preferred.

If your school is interested in hosting a *FoodChoices* workshop for 12 or more participants, please contact Denise McManus with a suggested date and time.

Who should come?

This workshop is aimed at anyone who is interested in dietary analysis software, and in particular, *FoodChoices*.

What you will need

Participants should bring:

Personal laptop if you prefer to use your own computer, but the new version of *FoodChoices* must be loaded on to your laptop prior to the workshop (PCs will be provided at the workshop).

Professional standards

The workshop will focus on the following professional standards for teachers:

- Standard 1: Design and implement engaging and flexible learning experiences for individuals and groups
- Standard 3: Design and implement intellectually challenging learning experiences
- Standard 10: Commit to reflective practice and ongoing professional renewal

Hours of professional development: 2 hours or more, dependent upon the regional program

Cost

Members: \$22.00

Non-members: \$33.00

Costs include GST

NOTE: The cost is for attending the workshop when it is presented as a stand-alone workshop. If the workshop is presented as part of a package, then the cost will take into account refreshments. Please consult the specific regional event that you plan to attend for costs for each regional package.

REGISTRATION PROCEDURES

Dates and venues for all regional workshops will be sent to all HEIA(Q) members in the HEIA(Q) 2011 Professional Development brochure. The brochure will include a registration form for the workshops. It is anticipated that the brochure will be sent out at the end of Term 1.

For further information regarding workshop content or registration procedures contact Denise McManus by telephone on 07 3865 1401 or email: zzdmcm@westnet.com.au To contact your regional coordinator please see the list of coordinators on the inside of the front cover of this newsletter.

school profile

St Aidan's Anglican Girls' School

St Aidan's Anglican Girls School is an independent Prep to Year 12 day school located in the leafy south-western suburb of Corinda in Brisbane. The school has a population of approximately 850 students and was established in 1929 by the Sisters of the Society of the Sacred Advent. To this day, St Aidan's students continue to embrace the strong bond with the Sisters and the values and traditions of the school. Our Junior School provides fully air-conditioned classrooms for girls in Prep to Year 6, and Year 7s, while still leaders of the Junior School, enjoy a transition program and their own precinct adjacent to senior school facilities. St Aidan's students excel through stimulated, balanced, broad and challenging educational programs within the confines of a small supportive school community. Each girl at St Aidan's is nurtured and shaped by the values of the Christian faith and empowered to have the confidence to say 'Yes', have a go, strive to achieve and develop a passion for learning throughout life and achieve her full potential.

Characteristics of St Aidan's Anglican Girls' School

There are a number of characteristics that set St Aidan's apart from many other girls' schools. Active and healthy lifestyle choices are encouraged to provide girls with the knowledge they will need to enjoy life beyond school. This is evident through the girls' involvement within all aspects of their schooling lives—from academic and community-based projects and groups to sports and extra-curricular activities. Within St Aidan's there is a strong sense of community and students in the senior and junior campuses link closely in all aspects of school life. St Aidan's staff forge caring and meaningful relationships with students, and there is explicit recognition by the leadership team of the importance of these relationships and the positive outcomes they can have on students' confidence to grow.

Information Communication Technology is another characteristic that sets St Aidan's apart; and is a strong focus within the teaching and learning context. The school now boasts a Prep to Year 12 one-to-one laptop program that was introduced into the Junior School in 2011. The laptop program enables students to learn within the context of 21st century life and empowers students to make formidable connections with the curriculum.

Subjects offered

St Aidan's offers the following electives within the home economics domain:

Year 8 electives:

Health, Design & Technology

One-year course, 1 x 80 minute lesson per week

- Food for You and Me
- Make it Mine

Years 9 and 10 electives

Health, Design & Technology

One-semester course, 2 x 80 minute and 1 x 40-minute lessons per week

- Food for You and Food for Me
- Around the World in 54 Days
- Sew into Fashion
- Crafty Creations and Fashion

Years 11/12 electives

Two-year course, 2 x 80 minute and 1 x 40-minute lessons per week

- Senior Home Economics
- Hospitality operations:
 - » Certificate I in Hospitality
 - » Certificate II in Hospitality (Completed in partnership with an outside provider)



Year 11 hospitality students making coffees for their school coffee kiosk



Meals created by Year 11 home economics students in their final practical exam.

Home economics staff

Within the school, home economics falls under the Business and Technology Department and consists of four teachers:

Teacher	Subjects taught
Jan Mogg PAR* Home Economics*	Years 8–10 Health, Design & Technology Senior Home Economics Year 11 & 12 Hospitality
Ronelle Ellick PAR* Vocational Education	Year 11 & 12 Hospitality
Catherine Barnett	Years 8–10 Health, Design & Technology Senior Home Economics
Louise Borg	Years 8 and 9 Health, Design & Technology Year 11 & 12 Hospitality

* Position of added responsibility

An interview with the staff

What do you do to promote home economics with your school community?

Within the home economics team we believe strongly in working collaboratively across the year levels at the school. As such, home economics students are fortunate enough to be able to undertake a multitude of tasks while working directly with students in the junior school (Prep to Year 6). This enables them to draw upon real-life, experiential learning and to create ties with the younger students. As a Prep to Year 12 school, the home economics unit makes use of the opportunity to utilise inquiry-based research and learning in assessment by working with a class within the junior school. This semester, both a textile and a food class are fortunate to have this linked into their assessment. For their major assessment, students in the Year 9 *Food for You and Food for Me* class are developing lunch box items for their Year 2 buddies. This has involved spending a number of lunch times with the Year 2 students, eating and discussing lunchbox likes and dislikes, and then researching, developing and designing a new innovative lunch box for their Year 2 buddy class. Students in the Year 10 *Crafty Creations and Fashion* class are creating designer library bags for the Year 6 class as a way to practise their techniques. They must use embellishment techniques ranging from dyeing their own fabrics, stencilling, screen-printing, decorative stitching and even using beads and sequins. Their own individual creativity is their only limit.

A finished designer case designed and created in year 8 HDT

Is the home economics department well supported in terms of professional development (PD) and what do you do to make sure your staff go to appropriate PD?

St Aidan's has a whole-school focus on academic programs and girls' education. This year the staff at St Aidan's and St Margaret's Anglican Girls' schools collectively undertook professional development with Dr Andrew Martin with this focus in mind. All teachers at St Aidan's are furthermore strongly encouraged and supported to undertake continuous professional development both professionally and practically within their specialised fields. Home economics staff identify professional development opportunities they wish to attend for the upcoming year at the commencement of each school year. Professional development undertaken by St Aidan's teachers is documented each semester in the Professional Learning Journal, which encapsulates professional learning sessions attended by all staff.



Year 8 HDT students in the classroom

What is fabulous about Home Economics at your school?

St Aidan's promotes a holistic approach to academic life, and the school characteristics of an active, healthy lifestyle beyond school strongly aligns with Queensland home economics curriculum. The inclusion of home economics within the school enables students to enhance their individual and collective wellbeing, while being given the opportunity to engage in the development of knowledge, skills and dispositions associated with food selection and textile production.

Individual creativity, consumerism, experimentation and designing for a purpose are key elements within Senior Home Economics and Health, Design and Technology (HDT) at St Aidan's. The HDT classrooms are always occupied with enthusiastic chatter of the students sharing their thoughts and ideas. Our aim is to set no boundaries as to what the girls can achieve and what their end product must look like. Instead it is about providing them with the opportunity to explore their own creativity and develop individualised food and textile products that they can call their own.

Catherine Barnett and Louise Borg

Review

HEIA(Q) professional development tour to southern India

Did you read information about the tour to southern India in one of last year's newsletters? The June 2010 issue of *inForm* advertised a professional development tour of southern India, leaving late December 2010 for approximately 15 days. It noted:

Focus of tour: Food, textiles, wildlife and culture.

Contact: Helen Keith for full itinerary and further details.

Cost: Approx. \$4,000 dependent on airfares.

I did and I was interested. So I contacted Helen for the itinerary, paid the deposit and later the balance, received numerous updates and further information via emails, purchased my entry visa online, made sure my vaccinations were up to date, met the other 14 travellers at a local coffee shop in November and embarked on my journey for India after my husband dropped me at Brisbane Airport, 27 December, 2010.

I have to be honest. Ever since I viewed that photograph of Princess Diana contemplating life in front of the Taj Mahal in February 1992, I have had a fascination with that piece of architecture. Hence I was initially attracted by the optional tour to fly into Delhi and travel onto Agra to visit this magnificent tomb. Anything else that India had to offer would be a bonus!

I must also add that Helen Keith, a retired home economics teacher, and a very active member of HEIA(Q) has an impressive reputation and loads of experience in organising tours that appeal to home economics teachers or those who have like interests. Her tours also provide the opportunity for single travellers to see and experience the world without the financial penalty many other organisations impose. So I knew from experience that I wouldn't be disappointed with the itinerary, the organisation or the accommodation. I also knew that Helen's tour would present excellent value for money. As a point of interest, our most memorable accommodation outside of Mysore, Orange County, Kabini, has just been rated Number 5 in India by travellers on the accommodation review site, *Trip Advisor*.

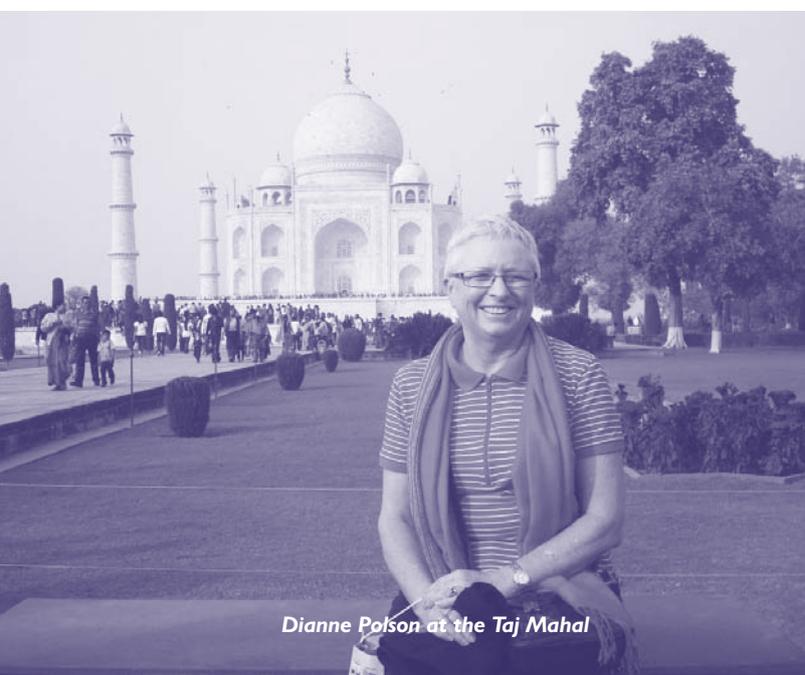
So did the tour meet expectations?

I was a little anxious that maybe the Taj Mahal might be shabby and over-rated and that I had deluded myself with a false mystique. Not so! It was beyond my dreams. The marble was so white and translucent and the detailed inlay design of gold and other precious stones was magnificent. In focussing on the Taj though, I had underestimated the beauty and the architectural significance of the Red Fort and Akbar's Tomb which we also visited. I was already more than satisfied in the first three days of travel. Little did we realise that our few days in the north would also provide us with the opportunity to constantly make comparisons between the north and south and isn't that exactly what we encourage our students to do? What are the similarities and what are the differences in this vast country?

Helen promotes her tours as professional development for home economics teachers so I thought I would take one of the focus areas she featured in her advertisement and reflect upon what I had learnt from travelling on this tour.

A focus on food

Three days after arriving in Delhi for the optional tour, we departed and met up with the other travellers at the airport in Hyderabad and commenced the main tour itinerary that took us to the southern states of Andhra Pradesh, Karnataka, Tamil Nadu and Kerala. From the bus window, I was able to see a range of crops growing around the villages. They were hand planted and harvested and transported on the back of horse- or oxen-driven carts. It soon became very apparent that rice and coconuts were staples compared to wheat and the bread type products of the north. The roads were lined with tamarind trees, a significant sour flavouring in the spicier southern food. We stopped roadside and wandered through early morning farmers' markets in Mysore as well as wholesale and retail fruit and vegetable markets in several towns. For the predominantly vegetarian Hindus I noted such an abundance of colourful tomatoes, eggplant, okra, cucumbers and bunches of green herbs, chillies and curry leaves that form the basis of the wet masalas of the south, as well as different types of peas and beans. I watched in awe as massive weights



Dianne Polson at the Taj Mahal



Mysore vegetable market

in bunches of bananas, sacks of potatoes, baskets of the elephant yam tubers and bundles of cassava were unloaded from delivery vehicles onto the heads of the market workers.

We were confronted by meat carcasses for sale to the small (20%) Christian community in Kerala—mainly goat and chicken hanging in the open air and chopped for customers on untreated wooden blocks. We heard about the concerns related to the use of hormones for the growth of chickens and the increasing popularity of duck as poultry of choice. We made judgements as we saw milk being bailed out of large metal urns carried on the back of bicycles in dirty streets. Then we had our own standards challenged as we listened to our well-educated guide tell us that at home, neither he nor his brother would eat any food if it had been stored in a chiller (refrigerator) because it would be old. In other words, there was the expectation of a family member going to the markets for fresh food each morning.

Because the influence of the meat-loving Moghuls had never reached the south, most of those northern Bengali and Punjabi dishes that we are more familiar with in our local Indian restaurants and takeaways did not feature anywhere in our travels. Impressive buffet breakfasts and dinners gave us the opportunity to try many new foods including puris, parathas, paneer, sambhar, idlis and molees. We drank yoghurt lassis and spicy masala tea; we observed paper-thin pancakes or dosas being prepared with lentil and rice flour; we ate thali style with our fingers and we observed cooking classes then ate at the homes of Nimmy Paul and Dr. and Mrs Chamala as well as at the Phillip Kutty Plantation.

I appreciated the reverence that the south has for its staple crop (rice), and the fact that Kerala rice is served much fluffier than what I would have thought was good practice. I learnt that the perfumed Basmati was the rice of the north and although expensive tended to be made into spicy biryanis. I watched fisherman with their nets scooping small fish from the ocean or the canal back waters and admired the patience required to extricate their small catch from such fine nets. I saw freshly spliced coconuts being sold as a sterile roadside beverage and the coconut flesh consumed as a snack food. In fact, Government billboards that encouraged the local consumption of coconut for positive health outcomes prompted me to further investigate this when I arrived home and I found the information very interesting

I noted not only the barrows of freshly prepared and delicious local red papaya sold as a nutritious street food; but also, the equally well-stocked barrow of packaged junk food and bottles of sweets sitting outside the school gate in one of the villages we walked through. No matter the country, some things are the same!

On several occasions I enjoyed potato masala, a spicy cubed potato dish. I reflected on the number of countries that I have now visited where potatoes are a significant food in the diet—how naïve was I to think that potatoes only had a history linked to the Irish? I sampled carrots served as a dessert in Carrot Halva and I considered how many other cultures have a dessert similar to the deep fried dough and syrup sauce of Gulabjamun

Although I did have a case of ‘Delhi Belly’, I pondered on the dilemma of tourism and the need for visitors to carry water in plastic bottles and its contribution to the absolute cesspool of litter along the Delhi Agra Road.

I was faced with the reality of fair trade when we visited a tea plantation and later passed tea pickers on very steep hillsides in the Nilgiri Hills. It was indicated that the female pluckers were paid 150 rupees per day. The exchange rate at the time of our visit was 43 rupees to \$A1. Was this considered a fair living wage?

Did I learn and experience anything new about Indian food on this trip? I certainly believe I did. I could share with you equally as much information related to what I learnt in the focus areas of textiles and culture to further prove my point.

As for wildlife, how many kangaroos do you see hopping down the main road in rural towns of Australia or how many koalas in the wild have you pointed out to overseas visitors? Viewing wildlife is always going to be a risky promise to make to tourists. To be fair in this review I really did not learn much about wildlife in India on this tour. I do have to report though that we not only had the exceptional good fortune to see elephants drinking at a waterhole; but also, we had a very, very, VERY rare sighting of a tiger in the wild. So special was this that the boat driver and the guide were also taking photos.

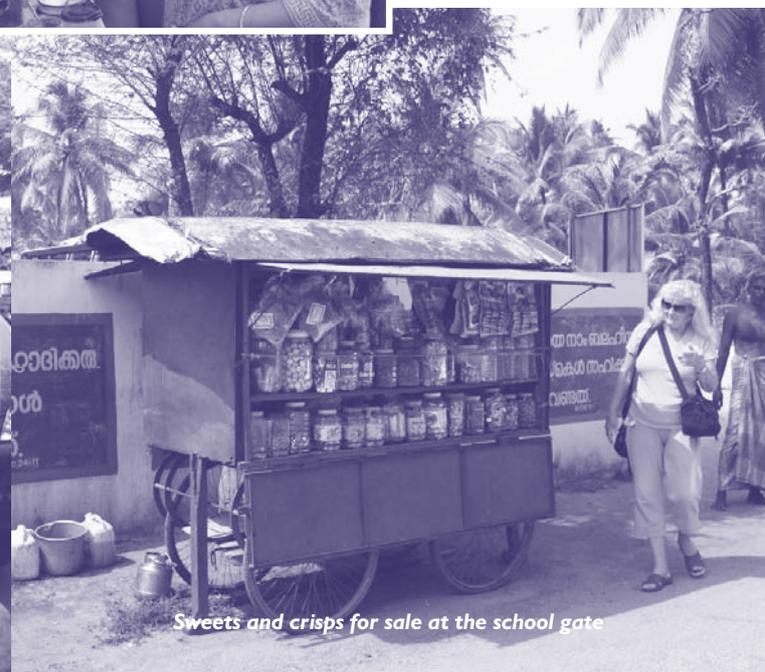


If the opportunity ever presents itself to you again, can I recommend the HEIA(Q) professional development tour to southern India? Many thanks to Helen Keith for her passion, commitment and generosity of time in planning these wonderful travels for our members.

Dianne Polson



Red Papaya Snack at the Mysore Palace



Sweets and crisps for sale at the school gate

Need for Feed after-school program gets underway



Elanora State High School students



Aspley State High School students

As reported in the December 2010 issue of *inForm*, the *Need for Feed* program is a cooking program aimed at Year 8 and 9 students from schools across south-east Queensland, and who do not take Home Economics in their school studies. It is intended that students participating in the program will see an improvement not only in their ability to prepare and cook healthy food, but also in their knowledge of nutrition. The after-school program gives students the opportunity to spend time cooking nutritious meals and learning about healthy eating.

The pilot program, managed by Diabetes Australia–Queensland and funded by Queensland Health, rolled out its first holiday program at Nerang State High School in December 2010. It was run each week-day morning for one week from 9.00 am until 1.00 pm. The program was very well received by both students and their teachers. Thirteen students cooked their way through a variety of challenging dishes, from fabulous fruit kebabs, pasta perfection to award-winning pizzas, with their final graduation session seeing them cook one of the three 'Chef's choices': Sweet paprika chicken served on a bed of pumpkin with rosemary potatoes and green beans; Fish stack with tomato and avocado salsa; or Chilli con carne served with whole baked potato and green beans.

All 13 students successfully completed the course and, upon graduation, were awarded a certificate and chef's pack by Diabetes Australia–Queensland in conjunction with Nerang State High School.

Comments such as 'we got to cook healthy, delicious meals', and 'I enjoyed making different recipes I have never tried' were just some of the positive responses received from students participating in the program. The fabulous success of the Nerang program was attributed mainly to the enthusiasm and expertise of facilitator, Suzanne Dearlove-Britton and teacher aide, Debbie Newnham.

Need for Feed is currently being offered at Aspley State High School and Elanora State High School, and in both cases, achieving some fantastic results. Facilitators are doing a fantastic job running the programs out of school hours. The Aspley program is being run as an eight-week program on Thursdays, and the Elanora program is being run as a Saturday program.

Students participating in the program are getting practical experience when it comes to cooking delicious and nutritious meals. Whether offered as a full-week holiday program or an after-school or Saturday program, students are cooking approximately 15 healthy recipes, some of which are eaten on-site, and some of which are taken home to 'show off' to family and friends. Furthermore, by making smart food choices now, the risk of developing obesity in the future could be significantly reduced. This is why *Need for Feed* is targeting high school students. By getting younger adults cooking again, we are offering them an opportunity to improve their skills and gain more confidence when it comes to preparing a healthy meal.

Michelle Jones
Diabetes Australia–Queensland



Nerang State High School students enjoying the *Need for Feed* program

Queensland transition guide for the SIT07 Tourism, Hospitality and Events Training Package

Queensland transition guides provide information to assist registered training organisations (RTOs), trainers, assessors and administrators in using current nationally-endorsed training packages in Queensland. The transition guide indicates how an updated training package replaces the previous version of the package, or replaces accredited courses. Transition guides are updated regularly in line with amendments to a training package. When this occurs the new guide is placed on the Queensland Department of Education and Training website <http://training.qld.gov.au/training-organisations/ctm/transition-guides/current.html> and the superseded guide is moved to the Supersede Queensland transition guides page.

As the updated training package is a new version and not a new package, RTOs are expected to transition to the new version as soon as possible—there is no two-year 'teach-out' period as there is with a new training package. As stated in Condition 9:

Transition to Training Packages/Expiry of Accredited Courses, the RTO must manage the transition from superseded Training Packages within 12 months of their publication on the National Training Information Service. The RTO must also manage the transition from superseded accredited courses so that it delivers only currently endorsed Training Packages or currently accredited courses.

Please note the wording is 'within 12 months'—please see the AQTF Users' Guide to the Essential Conditions and Standards for Continuing Registration, available at <http://training.com.au> for further information.

In summary, it is expected that RTOs will transition to the updated training package content as soon as practicable, but this must be completed within twelve months from the date of the updated content being published on the national register (currently NTIS) at the outside.

Endorsement dates for SIT07:

- Version 2.1 endorsed March 2010
- Version 2.2 endorsed June 2010
- Version 2.3 endorsed January 2011

Shortly after the release of the current version of the Tourism, Hospitality and Events Training Package (SIT07 Version 2.3), David Garner, Director Training Quality, Training and International Quality and Tertiary and Non-State Education stated: *'In terms of how this would be treated at audit, a lot would depend on the timing—an RTO that is audited next week would not be expected to have made this transition, but would be expected to have plans in place to manage the transition. An RTO that is still delivering a version of a qualification or unit that has been updated past the 12-month date would be considered to be non-compliant. It is desirable from the student perspective that they receive the most up-to-date qualification possible and this perspective should guide the actions of RTOs.'*

I hope this provides some clarity around the transition issue. Any questions can be directed to:

- Robyn Keenan, Skills Link Manager at Queensland Tourism Industry Council by emailing robyn.keenan@qtic.com.au or telephone 07 3236 1445 or
- David Garner at DET by emailing David.GARNER@deta.qld.gov.au or telephone 07 3247 5340.

Robyn Keenan

Queensland Tourism Industry Council

International Federation for Home Economics

Media Release

1 March 2011

IFHE World Congress 2012

Call for Abstracts now open

The International Federation for Home Economics today opened its Call for Abstracts for proposed presenters and exhibitors at the 2012 IFHE World Congress in Melbourne, Australia on 16–21 July 2012. All abstracts should be submitted online at www.ifhe2012.org by 1 September 2011.

IFHE invites the submission of abstracts addressing the theme *Global creativity and innovation: Developing capacities for sustainable futures*. Presentation types on the Congress program will include individual papers, posters, workshops, exhibits, symposia and international collaboration. Submissions are open to IFHE members and non-members, for individuals and for group presentations.

IFHE President Dr Geraldene Hodelin today expressed her enthusiasm for the IFHE World Congress as a global conversation—an opportunity for professionals, scholars and educators in home economics and allied fields

to come together to learn, share and inspire. Dr Hodelin, a passionate advocate for the potential and importance of home economics for individuals, families and communities, reiterated the premise of the first announcement of this world event: *'It's time to speak up for home economics'*.

Full details are available on the Congress website www.ifhe2012.org including guidelines for submission, presentation types, criteria for acceptance, thematic scope of the Congress and the opportunity to submit a full paper for publication in the *International Journal of Home Economics*.

The International Federation for Home Economics is an international non-governmental organisation with consultative status with the United Nations. Its website can be found at www.ifhe.org.



IFHE2012
World Congress International Federation
for Home Economics



INTERNATIONAL FEDERATION
FOR HOME ECONOMICS

Call for research participants:

Digital sights/sites of spiritual health and wellbeing, home economics curriculum, education for sustainable development and active global citizenship

I would like to invite home economics teachers around the world, along with their students, to participate in a research project that focuses on home economics classrooms. The research will use the website, *HomeEcConnect*, which was launched for the purpose of the research.

HomeEcConnect is a virtual research site that will be used to investigate relationships between:

- existing models for spiritual health and wellbeing;
- ideas about education for sustainable development and active global citizenship
- how these concepts may be enacted within home economics curriculum.

Research aims

This research aims to investigate what spiritual health and wellbeing might look like in a home economics classroom that is actively engaged in education for sustainable development initiatives. The project contributes to a doctoral study. Using the concepts under investigation, the outcome of the doctoral study is to construct a model of spiritual health and wellbeing relevant to the field of home economics.

Background

Urgent and global calls for ways of securing human existence through sustainable practices have caused an upsurge of discourses on spiritual health and wellbeing in contemporary literature, curriculum guidelines and other formal and informal communications, including home economics definitions and curriculum frameworks. However, spiritual health and wellbeing is an elusive concept in terms of conceptualisation as well as in identifying an evidence-base to determine its presence or absence. The combination of spiritual health and wellbeing, home economics and digital technology provides a unique space for investigation.

It is believed that spiritual concepts entered home economics as early as 1902 at the Lake Placid conference (McGregor, 2010). Since then, human spirituality, the spiritual dimension, spiritual health, spiritual wellbeing and spiritual wellness have entered home economics rhetoric (Henry, 1995; McGregor, 2010; McGregor & Chesworth, 2005; Nickols et al., 2009). However, current library and database searches reveal that there is minimal secularised education literature and even less home economics specific evidence-based research on the concept of spiritual health and wellbeing. The whole concept remains elusive. Both Henry (1995) and McGregor (2010) believe that spiritual health and wellbeing is worthy of research attention because of its implications for understanding a holistic approach to health and the human condition.

Structured around suggested literature, *HomeEcConnect* is specifically designed to be a virtual community of practice that brings together home economics students, teachers and professionals worldwide to work collaboratively, be inspired and take action on local and global issues that affect everyday lives of individuals, families and communities while respecting diversity and our common Earth home with all its creatures, land, air and water. *HomeEcConnect* is founded on shared ethical frameworks and guidance from the International Federation for Home Economics, The Earth Charter, the United Nations and World Health Organisation recommendations.

Invitation

If you are a home economics teacher, this website may assist you to focus your home economics students on relevant and exciting local and global projects that integrate ICT and digital technology into everyday classroom practice, and actively participate within a community that widens world views and professional horizons. *HomeEcConnect* is a space to share home economics dreams and realities so that we, as a global community, can take positive steps to move the curriculum subject of home economics into the 21st Century while assisting the United Nations with education for sustainable development initiatives.

If you wish to participate in the *HomeEcConnect* project or read more about the research, please register at www.HomeEcConnect.com.au or contact Jay Deagon at j.deagon@griffith.edu.au or Professor Donna Pendergast at d.pendergast@griffith.edu.au for further information.

References

- Henry, M. (1995). *Wellbeing, the focus of home economics: An Australian perspective*. Doctoral dissertation, University of New England.
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- Nickols, S.Y., Ralson, P.A., Anderson, C., Browne, L., Schroeder, G., Thomas, S., et al. (2009). The family and consumer sciences body of knowledge and the cultural kaleidoscope: Research opportunities and challenges. *Family and Consumer Sciences Research Journal*, 37(3), pp. 266–283. doi: 10.1177/1077727X08329561

Jay Deagon

PhD Candidate, Griffith University

Home Economics Teacher Excellence Awards

The Queensland Division of the Home Economics Institute of Australia invites nominations for the *Home Economics Teacher Excellence Awards, 2011*. This is a wonderful opportunity to recognise and celebrate the outstanding work done by home economics practitioners.

Home economics teachers contribute much to education in Queensland and this is one way our profession can acknowledge practitioners who excel.

The Excellence Awards will be presented at the state conference on Saturday 27 August 2011. Regional functions may be arranged to celebrate awardees from regional centres.

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

Nominees considered for this award must be current financial (individual or school) **members of HEIA Inc.**

A member who has received an HEIA(Q) Excellence in Teaching Award is eligible for re-nomination three years after receiving the award.

A **maximum of three awards** will be presented. A panel will review the nominations.

In order to nominate a colleague, please complete the Nomination Form and forward the completed form and supporting details to:

Teacher Excellence Awards

Home Economics Institute of Australia (Q)

PO Box 629, Kallangur Q 4503

Nominations must be received on the HEIA(Q) Excellence in Teaching Nomination Form no later than Friday 22 July 2011.

The nomination form is included in this issue of inForm and will be available on the HEIA(Q) website.

HEIA(Q) Home Economics Teacher Excellence Awards

Nomination Form



Nominee details

Name: _____

Work phone: _____ Home phone: _____ Work fax: _____

Email address: _____

School: _____

School address: _____

Number of years of home economics teaching experience: _____

Please provide full details of how the nominee has demonstrated excellence in recent years (last 2–3 years). Include details of the activities undertaken by the nominee and their professional characteristics that indicate excellence. Where appropriate, include the year of the activity.

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

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

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

Proposed by: _____ Signature: _____ Date: _____

Contact details: Phone (W) _____ Email: _____

Seconded by: _____ Signature: _____ Date: _____

Contact details: Phone (W) _____ Email: _____

The person proposing nomination must be a financial member (individual or school) of HEIA Inc.

The nomination may be seconded by another member or a school representative such as the Principal.

Diary Dates 2011

MARCH

19
WORLD HOME ECONOMICS DAY CELEBRATION
The Landing at Docksider, Kangaroo Point, Brisbane
Email: heiaq@heia.com.au

19
HEIA(Q) ANNUAL GENERAL MEETING
The Landing at Docksider, Kangaroo Point, Brisbane
Email: heiaq@heia.com.au

21
WORLD HOME ECONOMICS DAY

APRIL

9-10
QUEENSLAND ASSOCIATION FOR GIFTED AND TALENTED CHILDREN INC. (QAGTC) 19TH STATE CONFERENCE
Our Lady's College, Annerley, Brisbane
Web: www.qagtc.org.au
Email: webmaster@qagtc.org.au

10-13
20TH NATIONAL AUSTRALIAN HEALTH PROMOTION ASSOCIATION CONFERENCE
Cairns Convention Centre
Email: www.conferenceco.com.au/
AHPA/

13/28
NUTRITION AUSTRALIA WORKSHOP: FOOD & BEHAVIOUR
13 April: Mackay, 28 April: Townsville
Tel: 07 3257 4393
Email: Tracie Hyam at thyam@qld.nutritionaustralia.org

27-29
QUEENSLAND STUDIES AUTHORITY CONFERENCE: VISION TO REALITY: QUEENSLAND'S NEW EDUCATION LANDSCAPE
Brisbane Convention and Exhibition Centre, South Bank, Brisbane
Web: www.qsa.qld.edu.au
Email: qsa.conference@qsa.qld.edu.au
Tel: 07 3864 0471

30 - 1

SPIRIT OF LEARNING CONFERENCE (BEGINNING & ESTABLISHING TEACHERS' ASSOCIATION)
Hilton Hotel, Brisbane
Web: www.beta.asn.au

MAY

MINDMATTERS LEVEL ONE INTRODUCTORY WORKSHOPS
11-12
Riverside Reception Centre, New Farm (Brisbane)
Web: www.mindmatters.edu.au

18
MINDMATTERS FOCUS MODULE: LEADERSHIP
Rydges Tradewinds, Cairns
Web: www.mindmatters.edu.au

19
MINDMATTERS FOCUS MODULE: TRANSITIONS
Rydges Tradewinds, Cairns
Web: www.mindmatters.edu.au

21
AUSTRALIAN WOMEN EDUCATORS' CONFERENCE: WHITE RIBBON DAY EVERY DAY
Brisbane Convention and Exhibition Centre, South Bank, Brisbane
Web: www.awe.asn.au

25
MINDMATTERS FOCUS MODULE: THE WHOLE STUDENT APPROACH
Novotel Brisbane
Web: www.mindmatters.edu.au

26-28
MIDDLE YEARS OF SCHOOLING ASSOCIATION INTERNATIONAL CONFERENCE
Gold Coast Convention and Exhibition Centre
Web: www.mysa.org.au

JUNE

2-3
MINDMATTERS FOCUS MODULE: TEACHING AND LEARNING FOR ENGAGEMENT
Red Earth Boutique Motel, Mt Isa
Web: www.mindmatters.edu.au

7-8

MINDMATTERS FOCUS MODULE: TEACHING AND LEARNING FOR ENGAGEMENT
The Downs Club, Toowoomba
Web: www.mindmatters.edu.au

11-13

TEXTILE ART FESTIVAL
Brisbane Convention and Exhibition Centre, South Bank, Brisbane
Web: www.textileart.com.au

25

CONFERENCE OF THE EARLY CHILDHOOD TEACHERS ASSOCIATION (QLD)
Web: www.ecta.org.au

AUGUST 2011

3
MINDMATTERS FOCUS MODULE: THE WHOLE STUDENT APPROACH
Rydges Tradewinds, Cairns
Web: www.mindmatters.edu.au

4
MINDMATTERS FOCUS MODULE: MEASURING OUR PROGRESS
Novotel Brisbane
Web: www.mindmatters.edu.au

11
MINDMATTERS FOCUS MODULE: THE WHOLE STUDENT APPROACH
Ocean International, Mackay
Web: www.mindmatters.edu.au

16
MINDMATTERS FOCUS MODULE: THE WHOLE STUDENT APPROACH
Lakelands Golf Club, Merrimac
Web: www.mindmatters.edu.au

24
MINDMATTERS FOCUS MODULE: LEADERSHIP
Red Earth Boutique Motel, Mt Isa
Web: www.mindmatters.edu.au

25
MINDMATTERS FOCUS MODULE: THE WHOLE STUDENT APPROACH
Red Earth Boutique Motel, Mt Isa
Web: www.mindmatters.edu.au

26
HEIA(Q) PRE-CONFERENCE SEMINAR

26

QUT GRADUATE FUNCTION

27

HEIA(Q) STATE CONFERENCE
Action for futures: A local and global perspective
Brisbane Convention and Exhibition Centre, South Bank, Brisbane
Tel: (Lyn Greenfield at Echo Events Australia)
07 3272 0950; Mobile: 0423 907 059
Email: heiaqconference@echoevents.com.au

30-31

MINDMATTERS FOCUS MODULE: STUDENTS EXPERIENCING HIGH SUPPORT NEEDS IN MENTAL HEALTH
Riverside Reception Centre, New Farm, Brisbane
Web: www.mindmatters.edu.au

SEPTEMBER

7-8

MINDMATTERS FOCUS MODULE: STAFF METTERS
Mercure Hotel, Townsville
Web: www.mindmatters.edu.au

OCTOBER

16

WORLD FOOD DAY

16-22

NATIONAL NUTRITION WEEK
Web: www.nutritionaustralia.org

19-20

MINDMATTERS FOCUS MODULE: TEACHING AND LEARNING FOR ENGAGEMENT
Surf Club, Mooloolaba
Web: www.mindmatters.edu.au

26-27

MINDMATTERS FOCUS MODULE: TEACHING AND LEARNING FOR ENGAGEMENT
Novotel Brisbane
Web: www.mindmatters.edu.au