



in **Form**

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

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*If you have information, news or comments,
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From the Editor

This is the last 'From the Editor' that I will be writing. As I reflect on my time as Newsletter Editor, I believe I can feel satisfied with what I have achieved. If my memory serves me correctly, the first edition of *InForm* that I edited was produced at the same time as my daughter Elysee was born. I had just arrived home from hospital with her and we got the call to say that the Newsletter was ready to be packed and posted. The production of *InForm* has been a family endeavour and I would like to pay tribute to the support of my husband Tony, who has been of great assistance to me—he knows all the ins and out of the Print Post method. Thanks to Pam and Chris at Arundel Desktop who have been responsible for the design and printing. Thank you also to those that have supplied copy for the last five years. Often I would think "*This edition is going to be a bit light on*" and then miraculously copy would arrive via email. Special thanks to Jan Reynolds who always has her finger on the pulse, and has supplied many articles or ideas over the last five years. I could not have done it without her support. Thanks to Sharyn Laidlaw who has supported me over the last two years in being part of the editorial team. *InForm* looks a little different to the way it did, when I assumed the role from my mentor Dr Margaret Henry—but I hope the essence of what it stands for remains as a means of keeping our members informed. Best wishes and thanks for the opportunity to carry out this role.

Michelle Nisbet



President's Message

Welcome to 2006. We all know that a variety of initiatives and changes will yet again inform and impact on our work but it is already evident that we will continue to work collaboratively so that our work is smarter rather than harder.

Change will also affect this newsletter. For the past six years Michelle Nisbet, as editor of *InForm*, has ensured that there has been adequate, interesting and varied copy as well as instigating a range of initiatives to improve this publication for members. This will be Michelle's final edition and we are indebted to her for the incredible number of voluntary hours she has given to our newsletter. In fact, at times, getting *InForm* to you has been a family activity, with Michelle's husband, Tony, responsible for anything from putting sticky labels on envelopes to taking photographs and caring for babies, born at the same time as the quarterly edition was due at the publishers. I am sure each and every member will join with me in thanking Michelle for the incredible contribution she has made to our newsletter and for keeping us InFormed. If anyone has an interest in taking on the role of editor or working as a member of a small sub-committee on the newsletter, we would be most grateful for any contribution you could offer.

Ways of participating in change have already been mailed to every member. By now, you will have received mailouts concerning professional development for 2006 and a request for comment on the Healthy Food and Drink Supply Strategy. The material contained in each mailout is the result of many, many hours of work on the part of Denise McManus and her professional development sub-committee and Jan Reynolds (Strategy mailout). Over the coming months Denise and her team will be sending confirmed dates for professional development in each region. These dates are presently being finalised by our regional co-ordinators who do a great job organising their region's choices and dates.

Positive change comes from individuals sharing ideas and visions and acting on these ideas. This edition has two examples of this in action. As part of the Technology Education Professional Alliance project, HEIA(Q) was able to secure funding to partly support



Joanne Jayne (centre) with the 2006 O'Malley scholars at the World Home Economics Day celebration

four regional members to attend the Technology Education Alliance Conference held March 16–18 in Brisbane. Chosen at random from the HEIA(Q) members' database, we were delighted that Stacey Mallet (Mt Isa), Helen Hill (Tannum Sands, Gladstone), Maria Learmonth (Rockhampton) and Therese Rae (Mackay) accepted the offer to participate in 3 days of activities. A snapshot of some of their thoughts is included later in this publication. Also included in this edition is a short article about Libby Davies' and Janet Curran's nominations in the NIQTSL Teaching Excellence Awards. Please consider, very seriously, nominating your Home Economics colleague for this award. As professional educators, we do offer our students knowledge, skills and experiences that are essential for making a positive difference to personal, family and local and global communal wellbeing.

Finally, to our members and their communities affected by Cyclone Larry, our thoughts are with you. We are here to help you in anyway we can. Please don't hesitate to ask.

Joanne Jayne

There are still places on the HEIA(Q) Food and Textile Tour of Japan

24 June – 8 July 2006

The tour will include opportunities to participate in a wide range of activities designed around food and textiles. These will include food seminars and cooking classes, a visit to a college to work with students in cookery lessons, a shibori dyeing workshop, excursions to an amazing textile factory, a rural vegetable growing area and a fantastic food market. Experience some traditional Japanese culture by spending two nights at traditional Japanese hotels, visit historical towns and relax in the mountains at the hot springs.

There will be ample free time to sightsee and shop.

Cost for 13 days (including airfare) \$4,755.00 (members), \$4,805.00 (non-members)

Friends and partners welcome.

For further details contact Tour Organiser - Helen Keith

Email: khkeith@bigpond.net.au Phone: 33455223 (H)



Dr Michael Carr-Gregg accepts our invitation to present at the state conference

The planning committee for the state conference, to be held Saturday 12 August at the Brisbane Hilton, is delighted to report that Dr Michael Carr-Gregg has accepted an invitation to present at the conference. He will be the keynote speaker, as well as a workshop presenter, at the *Three Es* conference—what better speaker to start the day at a conference concerned with ‘Engaging, Educating and Enhancing’.

Our invitation was extended after feedback from many members who had seen Michael, either at other conferences, or on TV. The following provides an outline of some of Michael’s background—it is easy to see why he is a great choice for a professional conference that is concerned with the wellbeing of individuals and families, and whose members are primarily involved with the education of adolescents. Read on!

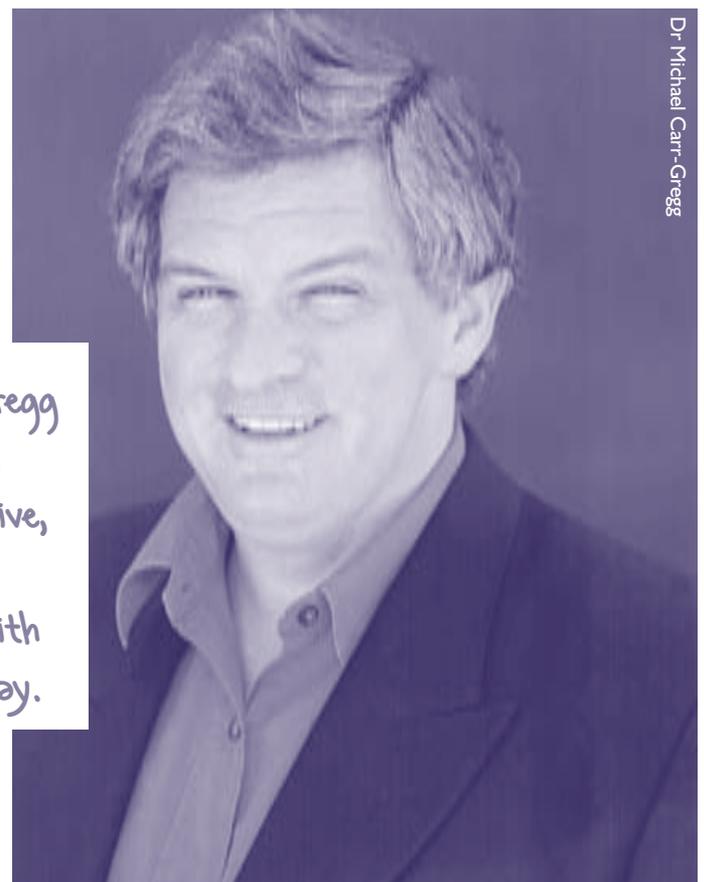
Described by the *Sunday Age*, as one of the country’s leading authorities on teenage behaviour, Michael is an adolescent psychologist working at the Albert Road Centre for Health in Melbourne. He specialises in the area of parenting adolescents and adolescent mental health. He has worked in private practice as a family therapist, child psychologist and clinical psychologist, as an academic and researcher, and has spent 4 years working as a political lobbyist.

Michael founded the world’s first national teenage cancer patients support group, CanTeen. He is a founding member of the National Coalition Against Bullying and became one of their national spokespersons. He is an official ambassador for *beyondblue* and *Mindmatters*, one of 16 youth suicide prevention programs run by the Federal Government. In 1997, he was made a Paul Harris Fellow by Rotary International in recognition of his work in the prevention of youth suicide. In 2000 he was the subject of a ‘This is Your Life’ program.

Michael has extensive experience in the media having spent almost 2 years as Channel 7’s health psychologist on “I I AM”, and is currently a regular on the ‘Today Show’. In 2002 Michael was asked to be the ‘Agony Uncle’ for Girlfriend Magazine, the largest selling magazine for young women in Australia. He has also recently been asked to advise the script writing team for the teenage soapy ‘Neighbours’.

He is the author of 4 books: *Adolescence: A Guide for Parents*, (co-written with Erin Shale and now in its sixth printing), *Surviving Year 12: A Sanity Kit For Students and Their Parents*, *Surviving Adolescents* and a fourth one nearing completion.

Those who have heard or seen Michael present, know that in Michael we will have a speaker who will engage us as he addresses some of the most critical issues in our society today in a way that is both rigorous yet entertaining. Whilst Michael’s brief is still to be finalised, his keynote will explore how we ‘Engage, Educate and Enhance’ with respect to adolescents and their families, including demystifying and engaging with the ‘Click and Go’ generation. His workshop that follows will explore ICTs and relationships.



Dr Michael Carr-Gregg

Michael Carr-Gregg was outstanding. He was informative, entertaining and really hit home with what he had to say.

Dr Michael Carr-Gregg appears by arrangement with Queensland Speakers Bureau.

He has the wonderful gift of being able to communicate to his audience with humour, compassion, relevant knowledge and practical strategies.

The way we were Teacher training 1910–1980

Margo Miller, Val Cocksedge and Denise McManus

During 2006, *InForm* hopes to bring you a series of articles that reflects on 'The way we were'. This first article looks at teacher training. If you would like to contribute to this section, please contact Jan Reynolds by email janetrey@ozemail.com.au

What we got when we graduated, and how long it took

In 1910 the Diploma of Cookery course was established and provided the qualification necessary for those wishing to teach cookery. The Diploma in Domestic Science and Art followed this in 1926. In the early 1930's the importance of domestic science was recognized by the introduction of the Diploma of Domestic Science in 1934. After nearly forty years, the Diploma of Science/Home Science was phased out in 1970 to be replaced by a new course leading to the award of Diploma of Teaching. By 1972 the whole intake of students was engaged in a three-year course. In 1980, the Bachelor Applied Science (Home Economics) was introduced, with many teachers taking this course followed by a one-year Diploma of Education—the first four-year graduates.

What we needed to 'get in'

With the introduction of the Junior Public Examination in 1923–24, a pass in this examination was then made the entrance standard. The first senior students were accepted in 1940 and for many years, the yearly intake was made up of senior students taking a two-year course and junior students taking a three-year course. 1960 saw the last Junior intake.

Times were when:

- All students attended Teachers College on a Teachers Scholarship.
- All graduate teachers were assured of a teaching position in a Queensland school.
- All teachers under the age of 21 years were posted to their hometown for their first year of their teaching service.
- All graduate teachers were bonded to the Department of Education for the number of years of their scholarship.



Cookery professional display, Home Science College 1962. L-R: Brenda Trickett, Beverley Toll, Robyn Willmott

The way we were - Teacher training 1910-1980



The Home Economics Building (H Block)—the first effectively purpose-designed building on campus, 1965.

Where we went and who was leading us

In 1934 the Diploma of Domestic Science was available at the Domestic Science High School, Brisbane and at the Regional Technical Colleges and High Schools—that is, students were trained as teachers while they themselves studied. This system was followed until 1938 when the training of Home Science Teachers came under the direction of the Teachers' Training College in Turbot Street, Brisbane. There followed a period of transition where various locations were used for home science classes viz. Milton State School, Central Technical College (now Gardens Point QUT) and North Brisbane Intermediate School (now Kelvin Grove QUT).

In 1945, after the war, the Home Science Department moved into the then vacant American Officers Club on Gregory Terrace where it remained until 1965. Miss Muriel Staeheli was the lecturer in charge of Home Science classes until she retired in 1956, to be followed by Miss Thea Dowser and later by Miss Val McDonald in 1959. In 1965 the Home Science Department was moved from Gregory Terrace to a new building at Kelvin Grove. Miss Una Bosworth as Senior Lecturer, guided the department through the next 10 years. Kelvin Grove was granted full autonomy as a College of Advanced Education in 1972 and in 1975 the name was changed to Kelvin Grove College of Advanced Education. With the start of a new decade came the change of name of the department to Home Economics. Miss Kathleen Byrne became Head of Department in 1976 and held this position until her retirement in 1979. Miss Byrne was succeeded by Mrs Mary Cooper.



Left: Val Cocksedge, Pam Gray

Things I remember about College, 1949 - 1951

- Attention to detail - perfection required
- Morning tea and lunch preparation and service
- Work for display each year
- Making beautiful hats
- Period dolls and costume design books
- Iced cakes - the outstanding novelty and traditional cakes
- Pattern making

- Very fashionable garments based on French fashion design
- Jacaranda trees heralding the examination period
- Some practical exams of 8-hour duration
- When attending Prac School, having to wear stockings, hat, gloves and high-necked dress or blouse
- The roster for the ironing of the table cloths

Margo Miller

The way we were - Teacher training 1910-1980

Some memorable highlights of the 1960s

- Morning teas prepared by the class each week and then of course had to be consumed
- Embroidery class spent doing hand embroidery samplers for hours
- A challenge for those who were not artistic was the Costume Design books. These were large art books with drawings of period costumes from past centuries. Hours were spent tracing, drawing, penning in Indian ink, colouring, and copying copious notes.
- Millinery classes that produced hats of all types for everyone in the family to wear
- Designing and icing many cakes to practise all sorts of skills
- Making and dressing the dolls in period costumes using designs derived from a particular decade
- Graduation was a big event with the showing of work completed. There was a fashion parade, displays of the dolls and iced cakes, and a huge banquet prepared by the students
- A white graduation dress was mandatory and, of course, made by the student.

Denise McManus

Teachers' College in the sixties — a student perspective

Denise McManus

Teachers College in the 60's was a continuation of school. Lectures were timetabled similarly to school but were for a longer period of time to accommodate their very practical nature. Sport and PE, cross country and sports days were still a part of the yearly program.

All students were on scholarships. Some students had received a Junior teachers scholarship and had been paid a small amount since Year 11. Others obtained their scholarship after Year 12. This would mean they would be 'bonded' to teach in the state system. Students sat for Technical Education Examinations held by the Department of Education. First Year subjects were Biology, Cookery III practical, Dressmaking III practical, Dressmaking III theory, Laundry work, Millinery I, Nutrition I, together with College subjects of Art, Home Science Method and Psychology. Second year subjects were Hygiene and Home Nursing, Millinery II, Nutrition II, Organic Chemistry, Physics II, as well as the College subjects Education, First Aid, Costume Design I and Costume Design II. A very different spread from those of today. Teaching practice was completed one day a week for most of the year. The first year was in a primary school where basic teaching skills were learned and practised before confronting the secondary school with specialist skills in the second year. The teaching certificate was completed in 2 years, the contact hours being all day, every day. Some students then even continued onto the University of Queensland at St Lucia for evening lectures to work towards a degree!

When the college was situated in the building on Gregory Terrace, students had to walk across the golf course to Kelvin Grove for the more academic subjects like biology, art, speech and teaching theory etc, which were taught by the Kelvin Grove lecturers. The move to the new building at Kelvin Grove meant that students had to make different transport arrangements. Train travellers still walked from Brunswick St Station across the golf course. Facilities in this new building were considered state of the art, with plenty of storage space for the many practical items that were being produced-hats from the millinery class, iced cakes and garments.

The college years in the 60's were conducive to enjoyable learning, being very 'hands on' and giving students confidence in the skills they would require for successful teaching in the classroom of the time. In hindsight, they also gave students the skills that they have been able to use throughout their life, apart from teaching.



Left: Denise McManus

The way we were - Teacher training 1910-1980



Above: Bellevue Hotel, George St. 1960. Hills Hoist Homemaker of the Year Presentation (L-R): Lyn McCracken, Noreen Noack, Meryl Kimber, Judy Richardson, Hills Hoist Rep. 1, Miss H. Marks, Hills Hoist Rep. 2, Marie Wagner (Winner), Janet Gowland, Ailsa Nibloe, Miss Jan Little (Lecturer).

Below: 1962-Kay Benham (left) and Dawn Couch (centre) at a last minute rehearsal of the Home Science Teachers' Training College's Open Day Fashion Parade. (Both designed and made their outfits.)



Above: Staff - Home Science Training College 1956. Mrs Brook, Joan Crampton, Sadie McPherson, Beatrice Larkin, Dawn Thatcher, Mrs Routh, Val Cocksedge, Thea Dowyer, Clair McGovern, Mrs Zerner.



Dress code/Uniforms We need your help!

We would like to run a feature on dress code and uniforms, going as far back as we can. Do you have memories and/or photos about your dress code as a teacher or of student uniforms, especially in the home economics classrooms?

We would love to hear from you.

Please contact Jan Reynolds janetrey@ozemail.com.au or tel 07 3235 9539 (W) or 07 3393 0575 (H).

Technology Education Alliance Conference: Creating Alliances – Inspiring Futures

March 16-18 - Bardon Professional Development Centre, Brisbane

March 16-18 saw the inaugural Technology Education Alliance Conference held in Brisbane. The conference was organised by Education Queensland and aimed at creating and encouraging alliances across subject areas and levels (primary, middle, upper secondary and industry) with regard to the implementation of the Technology Education KLA syllabus.

HEIA(Q)'s supported delegates: As part of HEIA(Q)'s successful application for funding through the Technology Education Professional Alliance Project, it has been possible to offer eight regional members some financial assistance for them to attend technology related workshops. The September edition of *InForm* included comments from the four delegates who were supported in attending the 2005 HEIA(Q) State Conference. Another group of four regional delegates were randomly chosen from the HEIA(Q) membership database and offered financial assistance for them to attend the Technology Education Alliance Conference. The four regional HEIA(Q) members who attended this conference were: Stacey Mallett (Spinifex Junior College, Mt Isa), Therese Rae (Mackay North SHS), Maria Learmonth (Emmaus College, Nth Rockhampton) and Helen Hill (Tannum Sands SHS, Gladstone). It was also great to see so many other Home Economics teachers as delegates, many of whom attended as part of a team from their school.

Reflections: The following points were noted as some of the key messages that Helen, Maria, Therese and Stacey took from their three day experience.

- Keynote speaker Liza Smith challenged delegates to consider the importance of creativity and creative approaches to our work.
- A useful strategy that Liza used to demonstrate how creative thought could be sparked was brainstorming with a difference. At first she elicited what essentials were needed to set up a successful restaurant. Delegates soon compiled a long list of factors e.g. kitchen, staff, equipment, experience, money, food, tables and chairs etc. Sections of the audience were then assigned a particular essential that was missing e.g. set up a restaurant that does not have a kitchen or does not buy in food. Each group then had to suggest how they could have a successful restaurant without that essential. It was amazing to hear the imaginative ways the absence of an essential could not only be overcome but in fact could present interesting options and innovative approaches.
- Key phrases such as 'dreamers make it wonderful' and 'doers make it happen' are worth remembering in our approaches to teaching and learning and working as a team.
- The bus tours (conducted on the first day of the conference) were interesting. They showed how technology practice was alive and active in primary and secondary education and industry – it just differed in complexity at different levels.
- A purpose built sustainable house was interesting to see.
- Whilst some schools have purpose built centres which are well equipped and were ideal environments to support technology practice, equally, you do not have to have special buildings to get quality technology practice happening. It is the planning and approach you take and the scaffolding of students' learning that engages students and supports them in creative pursuits.
- Creating alliances is important. We could and should make better use of the resources around us – both human and non-human. We could consider partnerships more carefully especially linking schools with the community and industry.
- Sharing ideas is important and very helpful.
- We felt reassured that our practices are on track. We don't throw out what we are already doing but we can build on what we are doing well and build in improvement.
- It was good to have a session where students (from three different schools) presented what they were doing, from a student perspective.

HEIA(Q)'s units: Renae Stanton, Angela Custance and Jade Sottile presented an overview of the units their teams have developed as part of this project: Eating green, Teen watch and Organics, the big stitch up. These units are presently being finalised and will be available on The Learning Place, will be presented in a workshop at the HEIA(Q) State Conference. More information will be available through future editions of *InForm*.

It makes you proud to see and hear the collective knowledge, contribution and participation of Home Economics educators in this type of forum.

A salute to our history

On Saturday 3 December at the Queen Victoria Markets Cooking School, fine food and cocktails accompanied the launch by the Past-President of the Home Economics Institute of Australia Inc, Gill Ginn, of 'A 10- year his/herstory 1993-2003', the history of the Institute. Guests included many members who played a part in the formation and journey of the Institute.

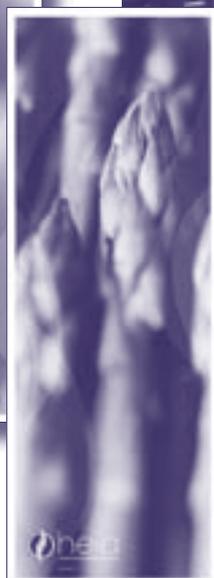
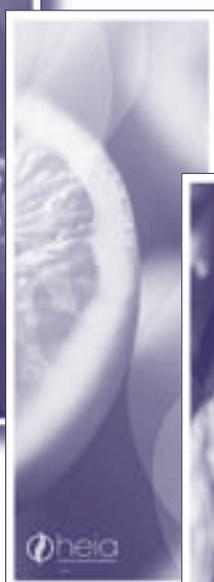
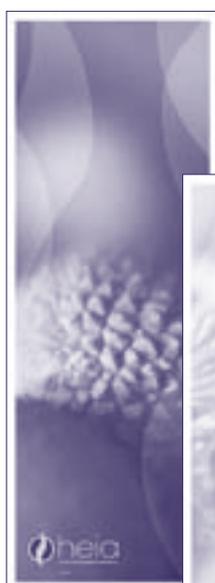
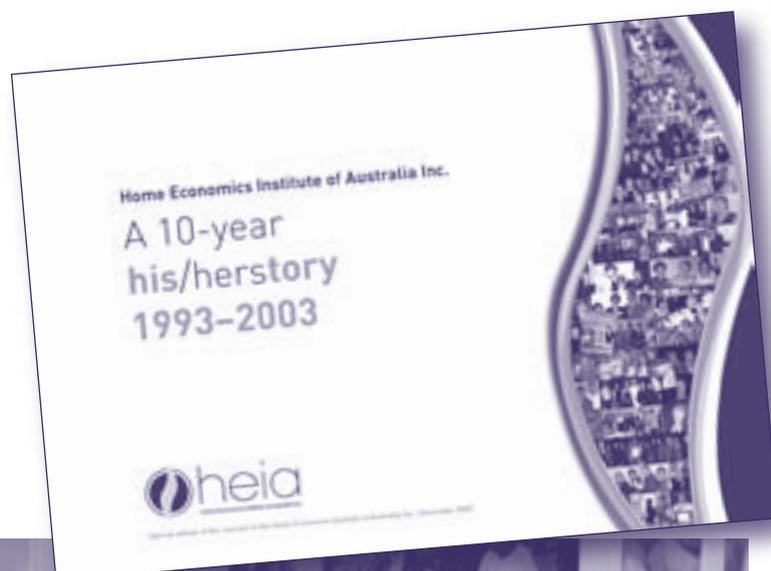
This special edition of our journal was the result of much effort from journal editor, Dr Janet Reynolds. The delight of those present was felt as the professional document whose cover design encapsulated the many snapshots of a ten-year journey of the Institute was presented. The Past-President congratulated Jan on another accomplished task and expressed her appreciation on behalf of all members.

A glance through this impressive document reminds us of the professional input of many people. The formation of the Institute in 1993 gave home economics professionals a national focus of power to encourage, enhance and lobby for our profession with a force previously not experienced. Before 1993, many colleagues gave of their time to attend meetings to formulate firstly a process of action and then founding guidelines to establish the Institute. Photographs capture the combined input of many wonderful stalwarts from all States who believed in a future that could improve the lives of individuals and families, as Australia was to enter a new century.

As we scan the achievements of the Institute over ten years, the writing of governance statements, the development of the corporate look, the growth in membership, the successful conferences, the consultancies and grants for projects and publications to provide quality resources for members and the contribution of each Council member representing their division, we can toast those colleagues who have given so much to the profession. Each member has strengthened his or her division by active participation.

Take time out to read your inheritance as a professional.

Helen Keith



Smart choices: Healthy Food and Drink Supply Strategy

In August 2005, the Queensland Government released its Healthy Food and Drink Supply Strategy (the Strategy) for Queensland schools. Copies have been sent to all schools. Information, Fact Sheets and Frequently Asked Questions related to the Strategy are available at the website <http://education.qld.gov.au/schools/healthy/food-drink-strategy.html> This strategy will be mandatory for government schools and recommended for non-government schools. It relates specifically to the supply of food and drink to students at school and in school settings. Generally, the Strategy is welcomed by home economics teachers as supporting their philosophical base of wellbeing of individuals and families.

However, concerns have been raised about the implications of the Strategy for those curriculum areas that deal with food and drink—for example, home economics and hospitality (as well as in the primary school, although these concerns have not come to HEIA(Q)). Some teachers are concerned that the Strategy will impinge on their food-related curriculum as the Strategy states that 'red' foods (that is, the less healthy foods) can only be supplied twice per term. There are also concerns about the implications for the Hospitality curriculum in terms of limiting the students' experiences—although again, there are opportunities for us to 'lead the way' by showing how healthy foods can be delicious and attractive.

Following an approach by HEIA(Q), the Chair of the Implementation Committee, Lesley Englert, who is also Assistant Director General, Education Queensland has invited HEIA(Q) to provide advice in relation to implications for curriculum when implementing the Strategy.

To date, HEIA(Q) has:

- Held an open meeting on Wednesday 9th November. Over 50 people attended this meeting, when issues were canvassed and possible solutions discussed
- Consulted with a small group of leading school-based hospitality educators
- Prepared a draft position paper in readiness for providing advice to the Implementation Committee and sent this paper to all members HEIA(Q) for their comment

The consultation is now complete and a final position will be developed and presented to the Chair of the Implementation Committee.

Future editions of *InForm* will bring further advice to members on implementation.

The following page shows excerpts from the Draft Position Paper that was sent to members, and which generally has been supported by the membership.



Meeting 9 November 2005

Smart Choices: Excerpts from HEIA(Q) Draft Position Paper Food used in curriculum activities (DRAFT)

The basic principle is that ‘red foods’ be included as part of the curriculum experiences in line with the Australian Guide to Healthy Eating (AGHE)—that is, on limited occasions and in small amounts across the total course of study.

- Teachers are in an ideal position to model healthy eating practices and demonstrate, by a variety of ways, how healthy foods can be introduced into the diet. The formal curriculum is an ideal place for this to happen. Teachers can engage students in curriculum activities that promote the Australian Guide to Healthy Eating (AGHE), and a powerful way to do this is to engage students in preparing and tasting nutritious foods that are also attractive in taste and presentation.
- Engaging students with practical foods is an opportunity to promote the notion that food for a range of situations can be nutritious, tasty and attractive, whether sweet or savoury.
- The formal curriculum does not indicate a need for students to engage with the ‘red’ foods in a practical way, and it is recommended that they do not do so. For the secondary subject area of home economics, engagement with these foods would be against the philosophical basis of the discipline in that the discipline promotes the wellbeing of individuals and communities.
- There would seem to be little reason to engage students in preparing foods that fit into the ‘Choose these foods sometimes or in small amounts’ (AGHE) or the ‘red’ category of the Healthy Food and Drink Supply Strategy. If these foods are to be considered from a curriculum perspective, they should only be considered ‘sometimes’ or ‘in small amounts’. That is, little time should be given to student engagement with these foods. So, for example, if a class prepares a Christmas hamper that includes ‘red’ foods, it would be expected that all other foods prepared that semester would be from the ‘green’ (or ‘amber’) categories.
- When engaging students in comparative studies that involve ‘red’ foods, if they are tasted at all, then it should be in small taste-testing experiences.
- If the food is to reflect a particular cultural context eg Oktoberfest or Bastille Day, it is acknowledged that some of these foods may be ‘red’ foods. However, it is expected that these occasions would be limited.
- Demonstrating the preparation and presentation of ‘red’ foods can indirectly be promoting consumption of these foods and should be avoided.
- If some ‘red’ foods are prepared to illustrate a food technology concept, the class could consider donating the foods to the school fete, or other ‘red’ occasion in the school.

Special considerations for hospitality classes

Where the hospitality curriculum requires students to work with a range of foods and use different cooking techniques, teachers should use the following guidelines:

- The basic principle is that ‘red foods’ be included as part of the curriculum experiences in line with the Australian Guide to Healthy Eating (AGHE)—that is, on limited occasions and in small amounts across the course of study. This would mean that:
 - Where electives are chosen (eg Sweet making, Gateaux and tortes) no more than one of these electives should have a focus on ‘red’ foods. If an elective such as Sweet making was chosen, very careful consideration would need to be given to other electives to ensure that across the course of study, the balance is correct.
 - In a unit/elective etc whereby a ‘variety’ of techniques is called for, then techniques that are associated with red foods eg deep frying should be balanced by a focus on techniques that encourage use of green (and amber) foods.
 - If techniques such as deep frying are essential for the curriculum, the technique should be used only on limited occasions, recognising that some students may require to engage with the technique more than once in order to gain competence.
 - For all categories of food eg appetisers, main course, dessert, the focus should be on healthy foods, recognising that in order for students to prepare and serve a range of foods and use a range of techniques, they will, on limited occasions, be preparing and serving ‘red’ foods and/or preparing foods in such a way that renders them ‘red’ foods.
- Foods supplied to other **students** in the school (eg as part of a function, coffee shop etc) must comply with the Strategy (this is a must, unless the occasion is one of the school’s ‘red’ occasions).
- Hospitality students planning and preparing foods for adults in the school (eg catering for a teachers’ seminar or principals’ meeting) should take the opportunity to model good practice in presenting healthy food options (although in this case they do not have to comply with the Strategy as they are not supplying food or drink to **students**).
- As the future generation of people involved in the hospitality industry, students should be equipped with attitudes and skills that will ensure a future of healthy foods being the ‘norm’ for the hospitality industry.

Make mine a fairtrade skinny latte

Dr Janet Reynolds

So a skinny latte has almost become the norm in the downtown coffee shops. Maybe a skinny decaf latte stills gets 'the look', and asking for a skinny decaf latte on soy milk—well, if you have sensitive teenagers with you, maybe not.

But have you asked for your Fairtrade skinny latte? For most of us, probably not—my experiences in Brisbane are that I have not yet located a coffee shop that sells Fairtrade coffee. Surely they are there, just waiting for me to discover (in West End I think, but not sure where). So at the moment I treasure my Melbourne memories where I can go to Jaspers for my Fairtrade (and delicious) coffee, and buy enough to bring home to last me until my next trip.

So why bother?

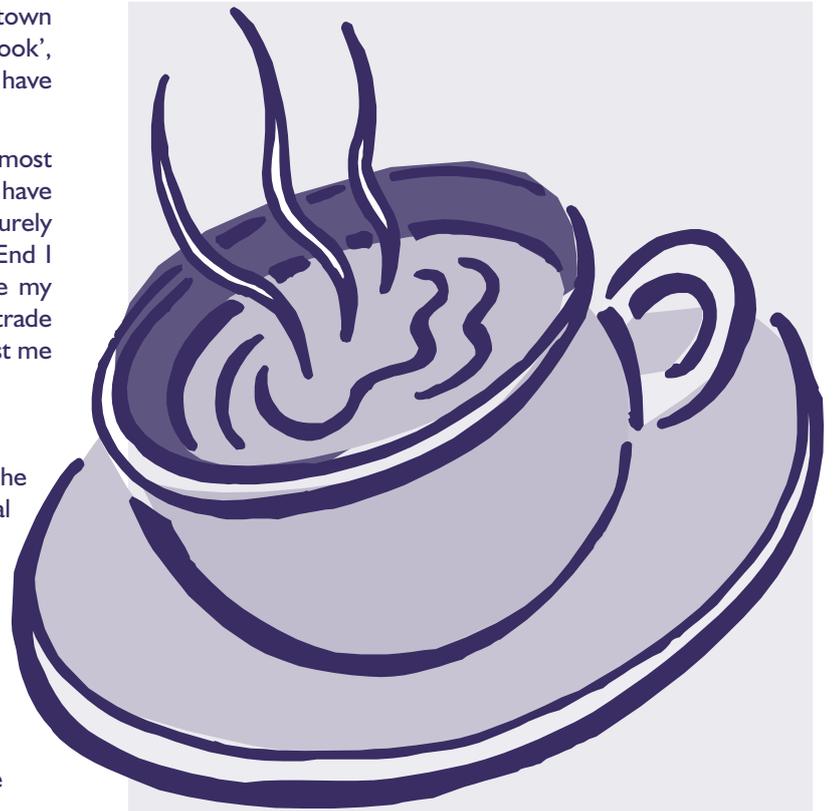
As home economics professionals continue to consider the relationships between local consumer decisions and global issues such as sustainability and the wellbeing of people in local and global communities, it is well worth giving some thought to Fairtrade agreements.

The benefits of international commodity trade are not shared by all. Many producers and workers in developing communities struggle to meet their basic needs. They endure long hours, low pay, unsafe working environments and poor living conditions. Fairtrade provides a more equitable alternative by:

- Paying producers a fair price, and ensuring workers a decent wage
- Paying a premium to be used to invest in projects that benefit families, the local community and the environment
- Creating direct and long-term trading relationships between farmers and traders.

This means improved housing, healthcare, education and work practices.

The other day I wrote, in the context of a school-based unit of work, that "Everyone can make a positive difference to global issues, even if only in a small way". Maybe my Fairtrade coffee is a small way that I might be helping—if nothing else, it raises the consciousness of my family and friends who see the packaging.



Fairtrade Standards: The Five Guarantees behind the Fairtrade Label

The core standards and practices behind the Five Guarantees are:

1. The FAIRTRADE Label guarantees farmers a fair and stable price for their products.
2. The FAIRTRADE Label guarantees extra income for farmers and estate workers to improve their lives.
3. The FAIRTRADE Label guarantees a greater respect for the environment.
4. The FAIRTRADE Label guarantees small farmers a stronger position in world markets.
5. The FAIRTRADE Label guarantees a closer link between consumers and producers.

Resources for the classroom

Fairtrade website www.fta.org.au

'Fair Trade For All' Education Kit

If you are interested in raising these issues with your students in the context of consumer decision making, you may be interested to visit the Fairtrade website www.fta.org.au where you will find the 'Fair Trade For All' Education Kit for use with young people aged 10 - 13 years (maybe a bit older, I thought). The free resource, which can be downloaded from this website, uses easy activities to teach young people about fair trade. Of particular interest to home economics teachers are three of the modules:

- The Coffee Trade
- Sweatshops
- Avenues for Empowerment

Oxfam website www.makefairtrade.com

Visit Oxfam's [Maketrade.com](http://www.makefairtrade.com) website for further information about:

- Fairtrade
- Real lives - stories of the people involved in coffee, cocoa, cotton
- Who's who in the coffee chain
- The Coffee Calculator, an interactive session where students can estimate and then check their knowledge of how much of their coffee money goes to the farmer, the roaster etc

COFFEE CALCULATOR

http://www.maketrade.com/en/index.php?file=coffee_chain06.htm&cat=2&subcat=3&select=7

There are five main links in the chain of people who bring coffee from the bush to the table. This is where the money goes:

2%	Farmer/grower
3%	Exporter
6%	Shipper
64%	Roaster (Kraft, Nestle etc)
25%	Retailer (Coffee shop, supermarket etc)

**For the Hospitality classroom:
What has this got to do with us?**

Poverty and coffee farmers

From the Oxfam website www.makefairtrade.com

About 25 million people and their families depend on growing coffee. The price of coffee is therefore hugely important for these people - when it is high they can make a decent living but a low price can leave many of them undernourished and desperate.

After hitting a 30-year low, the price of coffee has begun to recover. But the extra money earned from coffee in no way signals an end to the coffee crisis. Despite higher prices, 25 million coffee-producing families still cannot rely on a decent income. Oxfam campaigns for farmers to receive a decent price for their coffee, regardless of the booms and busts in the international marketplace.

Between 1999 and 2000, the price of coffee fell by 50% to a thirty year low. Taking inflation into account the 'real' price of coffee is now at just 25% of its level in 1960. This is probably its lowest real price in 100 years.

Low coffee prices also have long-term and widespread effects on whole communities and countries where coffee is a major export:

- Children miss out on their education because parents can't afford school fees.
- Less foreign currency coming into the country means that the government is less able to pay off foreign debt.
- The country has fewer educated people for administration, politics, and business.
- Men move to cities to find work, leaving women and children to work on farms.
- Widespread poverty is a major cause of conflict and civil war. For example, in Burundi, where the economy is dependent on coffee for 80% of its income from exports.



The Queensland Curriculum, Assessment and Reporting (QCAR) framework

The Queensland Curriculum, Assessment and Reporting (QCAR) Framework presents the strategies to define essential learnings and set new standards for assessing and reporting student achievement in the early and middle years of schooling in Queensland. It will improve student learning and increase comparability of assessment and reporting across all Queensland schools from P–10. The framework will help schools deliver more cohesive learning programs and help students achieve deeper levels of understanding.

Essential Learnings

- Identify a set of knowledge and processes that promote participation in contemporary social, civic, economic and cultural life.
- Should be the focus of learning, teaching and assessment.
- Will be a common priority for schools but will not make up the entire curriculum. They provide the focus around which a school plans learning opportunities for students and guide schools in providing balance in depth and breadth of learning.

Clear and practical statements of the essential learnings will be written for each key learning area at the end of Years 3, 5, 7 and 9.

All students in Years 1 to 10 should be given the opportunity to develop the essential learnings.

The essential learnings maintain the integrity of the key learning areas as expressed through the key learning area outcomes and the identified knowledge, processes and values identified in the syllabuses. Schools should draw on other resources including key learning area syllabuses to develop their whole of school curriculum plan.

Standards

Standards descriptors will be written for essential learnings.

They will provide the means of judging how well students have demonstrated what they have learnt and will provide students, teachers and the community with clear statements of the expected qualities of student work.

Differences in the qualities of the student work will be described using a five point scale.

The Essential Learnings, Standards Map & Assessment Bank + 1-10 KLA Syllabuses will provide teachers with a complete set of resources to plan, teach, assess & report on student achievements.

This information has been gathered from the QSA website (www.qsa.qld.edu.au/qcar). Questions can also be directed to the QCAR project team at QCARadmin@qsa.qld.edu.au

Timeframe

The next 2 years will be a time of transition so that

- (a) Schools can adjust their curriculum to include, (but not limit their curriculum to) the essential learnings and standards.
- (b) Support can be provided to schools to improve the professional capabilities of teachers in assessment—the capability to form sound and comparable judgements of student achievement using the standards.

February 2006 QSA will release a draft of Essential Learnings & Standards Map for all KLAs to be trialled.

From second half 2006 An assessment bank will be developed progressively. Support for assessment practices in schools will be made available, giving teachers access to tools & strategies to improve their assessment tasks & strategies, & to trial different ways of improving the comparability of teacher judgements and student achievement.

2006 & 2007 Assessment tasks and strategies developed.

From 2008 - Implementation.

Do they know it's Christmas?

From the website:
<http://www.80smusiclyrics.com/artists/bandaidthm>

Band-Aid (1984)

A little something about Band Aid.
There was this terrible famine in Africa, you see, and Midge Ure and Bob Geldof didn't like the idea of people starving in Africa while people were getting fat in England. So they wrote a nice Christmas song and they called up their friends to help them record it, and the money they made went to African famine relief. This was followed by a huge concert to raise further funds.

Do they know it's Christmas?

It's Christmastime,
 there's no need to be afraid
 At Christmastime,
 we let in light and we banish shade
 And in our world of plenty
 we can spread a smile of joy
 Throw your arms around the world
 at Christmastime

But say a prayer,
 pray for the other ones
 At Christmastime it's hard,
 but when you're having fun
 There's a world outside your window,
 and it's a world of dread and fear
 Where the only water flowing
 is the bitter sting of tears
 And the Christmas bells that ring there
 are the clanging chimes of doom
 Well tonight thank God it's them
 instead of you

And there won't be snow in Africa this Christmastime
 The greatest gift they'll get this year is life (Oooh)
 Where nothing ever grows
 No rain or rivers flow
 Do they know it's Christmastime at all?

Here's to you raise a glass for everyone
 Here's to them underneath that burning sun
 Do they know it's Christmastime at all?

Feed the world
 Feed the world
 Feed the world
 Let them know it's Christmastime again
 Feed the world
 Let them know it's Christmastime again

Unit of Work: Feed the world

Planning a unit of work from *Home Economics Education Level 4 to Beyond Level 6 Subject Area Syllabus and Guidelines (QSA, 2005)*

The unit planner shown overleaf is the planner for a unit of work suitable for students in Years 9/10, leading to the culminating assessment task 'Feed the World'. The planner presents only a plan for the unit, with the learning experiences and assessment all needing detail. It is presented as a model for initial planning to ensure the alignment of curriculum, pedagogy and assessment.

Some considerations when planning the unit:

1. There was a focus on the alignment of curriculum, pedagogy and assessment. So, for example, the learning experiences focus on the 'how to' of the knowledges and skills to be developed—the 'how to' analyse relationships, how to predict, how to work collaboratively etc. The students develop these skills as they explore a number of consumer and corporate practices related to sustainability and the global food supply, and then apply their skills in the assessment task.
2. The unit was interrogated for intellectual rigour—both its development in the learning experiences, and opportunities for students to demonstrate higher order thinking and performance in the assessment task.
3. The unit includes a balance of practical food preparation and rigorous cognitive skills.

Useful resources:

Books

Millstone, E. & Lang, T. (2003). *The atlas of food*. London: Earthscan

Lang, T. & Heasman, T. (2004). *Food wars—The global battle for mouths, minds and markets*. London: Earthscan.

NB Both books are available through HEIA Inc.

Websites

- The Fair Trade Association of Australia www.fta.org.au has an education kit for 10–13 year olds, including a module on the coffee trade.
- Oxfam's Coffee Calculator http://www.maketradeair.com/en/index.php?file=coffee_chain06.htm&cat=2&subcat=3&select=

Journal article

Caraher, M. & Reynolds, J. (2005). Sustainable food futures: Lessons for home economics pedagogy and practice. *Journal of the Home Economics Institute of Australia*, 1292), 2—15.

Unit of Work: Feed the world

UNIT OVERVIEW

This unit looks at the links between food-related consumer (and corporate) behaviours, and global issues such as a sustainable environment, and wellbeing. A number of issues are considered, such as organic food, eating local foods, genetically modified foods, transport miles, meat-based/grain-based diets etc. Students prepare food in accordance with principles associated with sustainability and the global food supply and compare them with foods prepared by more traditional approaches, in terms of taste, cost, impact on sustainability and impact on global issues. They investigate consumer attitudes towards one or more of the principles they have examined, and use empowerment practice to promote the principle(s). The unit includes consideration of why two billion people suffer from under nutrition when there is enough food to feed everyone in the world (See Millstone & Lang, 2003).

Curriculum intent

From Home Economics Education Level 4 to Beyond Level 6 Subject Area Syllabus and Guidelines (QSA, 2005)

Syllabus learning outcomes

HP 5.1 Students analyse the relationships between home economics concepts when using empowerment practice to take action on matters of personal and societal significance in home economics contexts.

LW 5.4 Students describe current trends in home economics contexts and predict the future impacts of these on individuals and communities.

BI 5.2 Students devise and implement for themselves and others health-promoting strategies which recognise the influence of a range of factors on personal dietary behaviours, now and in the future.

BI 5.6 Students analyse influences on and impacts of consumer decision-making in home economics contexts and propose strategies to promote responsible decisions.

Key concepts

Home Economics practice

(Using empowerment practice) involves taking personal actions and advocating for actions by others that promote preferred futures for individuals, families and communities.

Living in the Wider Society

Wellbeing is influenced by connections with other people and is interdependent with the broader society.

Becoming independent

Becoming independent involves making informed decisions and taking actions to enhance personal independence and wellbeing, taking account of personal and societal influences in relation to food, nutrition and health.

Syllabus process: Empowerment practice (see Syllabus, page 37)

- * Collecting, analysing and evaluating information
- * Setting goals
- * Identifying barriers and enablers to goals
- * Planning to achieve goals
- * Taking action to achieve goals
- * Reflecting on what has been learnt.

The desired result is for learners to understand that...

(DEEP UNDERSTANDINGS)

- Actions and beliefs of people in developed communities impact on the wellbeing of those in developing communities.
- Research provides a platform for predicting future impacts and for planning and acting to bring about change.
- Global issues require long-term change in attitudes and practices.
- Everybody can make a positive difference to global issues even if it is only in a small way.
- Trends with respect to food-related consumer (and corporate) practices, their impacts on global issues, and choice of health promotion strategies are all inter-related.
- Current trends in consumer (and corporate) practices related to 'eating green' are influenced by consumer knowledges and values.
- Working collaboratively and collectively is a powerful way to effect change.

Unit of Work: Feed the world

So the teacher needs evidence of the student's ability to:

- Research the relationship between eating green principles/actions, sustainability and wellbeing in their own and other communities
- Analyse corporate practices and consumer decision-making with respect to those practices that do and those that do not promote sustainability and wellbeing in their own and other communities
- Predict the future impacts of current food and nutrition trends on global issues such as sustainability and wellbeing
- Work collaboratively and collectively when using empowerment practice to devise strategies and take action to bring about change with respect to consumer and/or corporate food responsibilities related to sustainability and/or other global issues

So the assessment task(s) could include:

An Action Diary that, for 2–3 'eating green' behaviours (organics, local foods etc), includes

- research, analysis, predictions and recommendations related to the impacts of the behaviours on a sustainable environment and global wellbeing
- a comparison of foods prepared using the 'eating green' principles and foods prepared by other methods
- an investigation of consumer reaction to the eating green behaviours
- engagement in empowerment practice to promote the eating green behaviours to consumers.

Then the learning activities need to help students learn:

- **How to research** global issues related to food—for example, consumer practices related to meat consumption, organic foods, eating locally grown foods, advertising, marketing to developing countries etc and their impact on the environment and on communities

- **How to analyse** consumer and corporate actions and beliefs in terms of those that do and those that do not promote sustainability and wellbeing in their own and other communities
- **How to predict** future impacts eg using statistics, research findings
- **How to use** and document empowerment practice
- **How to work** collaboratively and collectively.

One way to approach the unit is for students to develop these skills by exploring some topics in class—for example, genetically modified foods, eating local foods etc and then providing students with the opportunity to demonstrate their skills in the new context of the assessment task, which looks at other topics such as meat-based/grain-based diets, organics etc.

Assessment task outline:

Students research the impacts of 2–3 consumer or corporate behaviours (organic food, local food, grain-based diets etc) on the environment and on the wellbeing of individuals and communities, both local and global. They analyse these relationships to identify those consumer and corporate practices that are, and those that are not, supportive of the environment and wellbeing. They predict future impacts should these trends continue. They work in small teams to investigate consumer reaction to these behaviours/practices and engage in empowerment practice to promote the practices.

Constructs

Knowledges

Processing

Self and others

Criteria

- Knowledge of relationships between consumer and corporate actions, sustainability and wellbeing.
- Analysis and recommendations
- Prediction
- Use of empowerment practice
- Working collaboratively

Practical food preparation

It is useful to consider the links between practical food preparation and global issues such as those being considered. So, for example, students could prepare and draw comparisons of:

- *transported and stored versus fresh, locally grown foods (maybe from the school garden)*
- *dishes with reduced meat content or no meat content compared to their traditional counterparts with meat*
- *organic versus non-organic foods with the comparison taking into account taste, nutritional value, cost and implications for the environment and for the wellbeing of people in their own and other communities.*

Greetings all from Timor Leste!

Therese Curran (tcurran@maristmelb.org.au)

For the last year I have been volunteering in Timor Leste with Australian Volunteers International, whilst on leave from Education Queensland. I am on a two-year contract as an International Adviser for Professional Development at a Catholic Teacher Training College. I am fortunate enough to be working with a group of amazing Timorese professionals, hoping to provide them with many opportunities and skills so as to ensure that the College becomes self-determined by 2010.

More recently I was approached by the Director of a Secondary School in Venilale, a school for girls where they have the opportunity to complete high school and learn vocational skills in Catering or Tailoring. Madre Angelita asked if I could assist with the teaching of a few classes as they did not have a teacher.

Below is a small story about my experience over two weekends and what I learnt. I hope you enjoy reading it as much as I enjoyed sharing my time with these fantastic young women.

Hospitality Venilale style

In they came with baskets of utensils, dressed immaculately in their simple uniforms, with smiles that resembled split watermelons. I was excited to be back in a classroom again, one of the things that I have truly missed in my new role being that interaction with students and young people. However, I also knew that I was in for a challenge, as the handful of sentences that they spoke in English were far superior to my handful of words that I have managed to learn in Tetun.

These young girls are involved in a three-year program of study in Hospitality and Catering, as well as numerous other subjects. In addition to theory and practical classes, they also have the opportunity to

complete work placement in second and third year.

What I discovered would probably be of no surprise to you all, the language of food and hospitality is an international language. With the help of one of the Timorese Sisters and a lot of miming and demonstration, we prepared and created a world of culinary experiences with limited resources.

In the end, I suppose this story is about what I believe every Hospitality student should remember, 'hospitality'. 'Hospitality' is not just about preparing, presenting and serving divine looking and tasting food, rather it is in fact, about 'hospitality'.

The ability to provide a client/ customer

with that magical feeling that their dining experience was so amazing that it would be impossible to be experienced again. Some of the best hotels in the world aim to achieve it and yet I was lucky enough to find it in Venilale. Not in a five star restaurant in Europe, but in a hospitality kitchen in Timor Leste.

I have been shown the true spirit of hospitality, where a group of young girls who are seeking a career that has the potential to liberate their family in some small way from poverty: these young women work together to learn, create and transcend the human spirit, with the barest of essentials.



National Awards for Quality Schooling

Teaching Australia is responsible for the National Awards for Quality Schooling, which celebrate the achievements of Australian schools, teachers, principals and school support staff. The Australian Government provides over \$1 million in prize money for awards in the following categories: Excellence by a Teacher; Excellence by a Principal; Excellence by a School Support Staff member; Excellence by School(s) in School Improvement.

Prizes to individual teachers, principals and support staff are accompanied by funding to their school to foster professional collaboration and development.

In 2005 HEIA(Q) nominated Libby Davies and Janet Curran for the category of Excellence by a Teacher. Teaching Australia believes being nominated for an award is, in itself, a significant achievement and shows the high regard in which the nominee is held.

An excerpt from Libby's nomination

The nominee is a teacher who not only strives with passion and advocacy for her own personal excellence, but equally, she encourages and supports this pursuit of excellence in her colleagues and students. She is committed to community networks and the relevance of school to community wellbeing. She has a passion for the subjects that she teaches, as she firmly believes that the content, practices and dispositions underpinning Home Economics education empower her students to be enterprising and productive citizens in an interdependent, global society. Her advocacy for Home Economics hinges on her belief that every human being must have the skills and knowledge to provide for themselves the basic human needs - clothing, shelter and food. If one's basic needs are not met then the wellbeing of the individual, the family and the community is affected. Home Economics education, embracing the additional subject areas of Food Studies and Hospitality, teaches students to work collaboratively, to be enterprising, to negotiate, to make informed decisions, to be resilient - all vital life skills. The nominee believes that Home Economics education therefore closely resembles the charter of the Sister's of Charity whereby the 'poor' in our community must be given the skills and knowledge to improve their wellbeing and the well-being of the community.

The nominee has been committed to raising the profile of Home Economics at the College and in the wider community. Her promotion, advocacy and belief in Home Economics education at her school has meant that the number of students accessing subjects in her department have trebled over the past nine years. She has reviewed the junior and senior curriculum and introduced a broader range of topics and aligned curriculum, pedagogy and assessment. The authenticity of the tasks included in the work programs for both junior and senior students provides students with the opportunity to pursue not only a topic area of personal relevance, interest and community significance, but also supports community and global needs (i.e. student-centred, problem-based learning). Working collaboratively with the Business Department and the Art Department to engage students in enterprise education, has been one of the highlights for her students and for her as a teacher this year. The nominee searches for opportunities to showcase her department and her students in the public arena including industry related experiences.



An excerpt from Janet's nomination

Janet is passionate about teaching and learning and this passion comes through in the classroom. She continues to focus on innovative approaches to curriculum planning and to network within the professional and local community to ensure her students' learning is closely aligned with real-life experiences. In particular, Janet has attempted a more integrated approach where the practical and theoretical aspects of the area under study are combined into intellectually challenging but student-centered, engaging learning experiences.

Within and beyond the classroom, Janet's approach to learning has meant that the study of Hospitality and Home Economics is not seen as a "soft option", but rather valued for its contribution to social and economic capital. This dedication to the subject area, the school, the students, the community and national productivity is acknowledged by Janet's colleagues as inspirational. Janet has been called upon to mentor other teachers in the school. She shows compassion, concern and support for colleagues in her region who work in rural and isolated areas. She co-ordinates the Townsville region of HEIA(Q), organising in-service opportunities for other Home Economics teachers.

The nominee appreciates that learning is connected to prior knowledge, to real world practices and issues and to other discipline areas. This belief has driven a review and constant updating of courses of study and opportunities offered to students, from Years 8–12. Through practical and theoretical approaches, all experiences are underpinned by engagement and intellectual rigour. Programmes offered to students offer a balance of VET approaches as well as opportunities for creativity, social inquiry and design.

The nominee believes learning needs to be connected to the real world and that links with local industry and business are similarly nurtured. The nominee encourages students to compete in Industry competitions. These practices and relationships have led to some students gaining employment in the Hospitality Industry. The nominee also established the Hospitality Expo (with other teachers), which has now become an annual event, visited by 600 students from around the region.

Through Janet's dedication to learning, students are given the opportunity to participate in exciting, challenging and real-life experiences as part of their assessment. Examples include running a Theatre Restaurant, Dining-in Nights and functions for outside establishments such as Rotary. Integral to and complementing the success of such ventures has been the introduction of Certificate I (Kitchen Operations), followed by the introduction of Certificate II (Kitchen Operations).



2006 Awards - Closing date will be mid October

Full details will be posted on the Teaching Australia website www.teachingaustralia.edu.au towards the end of April.

World Home Economics Day

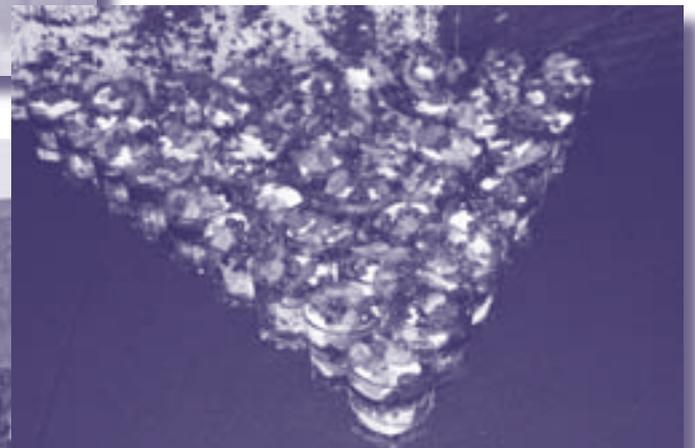
What a lovely day we had on Saturday 25th of March as almost eighty members and guests gathered to celebrate World Home Economics Day. It was a crisp, sunny autumn morning when we arrived and were ushered to the rooftop terrace of the Brisbane Powerhouse in New Farm Park, where we sipped champagne and gazed over the Brisbane River.



The sun shining on the opening and welcome on the Rooftop Terrace



Champagne ready on the Rooftop Terrace



Breakfast berries at the ready



The 2006 Annual General Meeting

Still on the terrace, former O'Malley scholar Andrew McVittie, our MC for the day, welcomed guests and made the connections between the day's program, the location (a disused powerhouse), the setting (the Farmers' Markets in the surrounding park were in full flight), and the theme for World Home Economics Day as set by the International Federation for Home Economics (IFHE)—Home Economics Supporting Sustainable Development and Quality of Life for all. President Joanne Jayne proposed a toast to World Home Economics Day, and launched the new Gorgeous Images posters, colourfully and proudly displayed on the terrace. We were so proud to be home economists on that bright, sunny morning, feeling a sense of unity, especially when we remembered our colleagues in cyclone-stricken north Queensland.

Breakfast was served and the Powerhouse did a magnificent job. A colourful individual serving of muesli was presented in a glass, topped with yoghurt and berry coulis. This luscious and light starter was followed by fruit platters and freshly toasted sourdough bread with slices of red organic trussed tomatoes and a slice of lovely white soft buffalo mozzarella with cracked pepper. Or an avocado alternative. Very Italian, very fresh and very yum! All served with fresh coffee and tea. A great time for talking, laughing and catching up.



Merryn Molloy responding on behalf of the O'Mally scholars



The O'Malley scholars L-R: Kylie King, Jo Andrews, Joanne Spotswood, Merryn Molloy

As we ate our way through our breakfast feast, Kathy Holzeimer took great pleasure in introducing the four Queensland O'Malley scholars for 2006. Joanne Spotswood, Jo Andrews, Kylie King and Merryn Malloy were the four lucky recipients of the \$5000 scholarships from the King and Amy O'Malley Scholarship fund. Jo, Kylie and Merryn are all in their final year of study at the Queensland University of Technology, with Joanne the relative newcomer in her second year of study. All students expressed their gratitude, both for the professional recognition of the award and of course the welcome cash contribution to the cost of their studies.

Dominique Rizzi, from Mondo Organics, was our special guest speaker for the morning, exploring the topic of 'Eating Green, Cooking Green'. Dominique took us through her personal journey of bringing organic foods into the mainstream restaurant scene and the many challenges along the way. From setting out to change the world with a restaurant, weekend market, catering, cooking classes and the production of a line of retail products it took some time for the amazing team at Mondo Organics to realize that so much effort was making very little money. A more streamlined operation is now in place with less emotion and more of a sustainable business focus, but the Mondo Organic's message of 'Eating Green, Cooking Green' is still a priority.

The morning moved towards a close with the Annual General Meeting (AGM), chaired by Claire Cobine. It was great to have so many people at the AGM. Events concluded with the draw of the raffle, with the major prize being breakfast for two at Mondo Organics. Nearly \$300 was raised by the raffle, with the proceeds going to IFHE.

Thanks to MC Andrew McVitte, our adherence to a strict timetable meant everybody was out on time to enjoy the myriad of offerings at the Powerhouse food markets. A great morning! A great way to start our 2006 professional calendar! Thank you to everyone who played a part in organizing it.



Taking it all in

SCHOOL PROFILE: Trinity Lutheran College

Region: Ashmore, Gold Coast

School student population: 1600 - P-12

Home Economics staff:

Lorraine Eldridge (HOD), Michelle Nisbet, Melinda Pascoe, Jackie Skoien, Shane Thomson, Royce Obst (Food and Beverage Coordinator), Helene Buchaan (Aide), Tracey Burge (Aide)

Collective years of teaching experience: 80

Subjects taught:

Middle School	Senior School
Year 6 Foods	Year 10 Home Economics
Year 6 Textiles	Year 10 Foods
Year 7 Foods	Year 11 Home Economics
Year 7 Textiles	Year 11 Hospitality Practices
Year 8 Home Economics (Foods)	Year 11 Hospitality Studies
Year 8 Home Economics (Textiles)	Year 11 Tourism
Year 9 Home Economics	Year 12 Home Economics
Year 9 Foods	Year 12 Hospitality Practices
	Year 12 Early Childhood



What makes our department work?

We are a team that work well together, share resources and help each other out as required. We know that there is always someone who we can depend upon in times of need. Melinda Pascoe

A commercial and licensed facility that is functional and well equipped. This facility allows our teaching to be very diverse, and utilised for real life experience for our students to cook and serve to paying customers on a regular basis. Plus the cross section of academic and industry specialists within our teaching staff. Shane Thomson

Team members have a passion for their subject area. They believe they can make a difference in people's lives. Members have the best interests of students at heart. Lorraine Eldridge

What do Staff enjoy the most about teaching in our Subject Area?

I enjoy the fact that our subject is closely linked to everyday life and experiences. Balance of practical and theory. Jackie Skoien

I love when a student reminds you of something they made when they were Year 8, or you see students' using the bags they make in Year 6 and 7. I even had one student say years after she had graduated that she is still making "Pizza Loaf" using her workplan – that is a real buzz. Michelle Nisbet

The variety and regularity of functions that allows us to integrate our theory and practical classes in a holistic and realistic fashion. Shane Thomson

Favourite unit of work:

I don't really have one, as we keep changing them. Gain lots of satisfaction from the looks on the faces of Year 6 Foods students as their muffins come out of the oven. They try so hard to do everything perfectly. Jackie Skoien

Playgroup each week is always a highlight. Melinda Pascoe

I don't have any favourite but I do enjoy practical work in both foods and textiles and the adrenalin rush that comes with pulling off a big function. Lorraine Eldridge

HEIA(Q) 2006 Professional development opportunities

ENGAGE, EDUCATE, ENHANCE

Posters have been sent to all members with details of professional development opportunities for 2006. Towards the end of Term 1, a brochure will be sent with dates of all workshops in the regions, and a registration form. Below is a snapshot of workshops on offer in 2006.



WORKSHOP 1 MULTI-MEDIA IN THE HOSPITALITY CLASSROOM

This workshop will explore a number of hospitality concepts through the interactive, multi-media package developed by Futura Training. Experience the reality of the hospitality industry at the click of a button. Through these nationally accredited training CD-ROM and book packages, participants will explore concepts in a new and innovative way. They will take a 'hands on' guided tour of the latest resource and experience the uniqueness of these packages.

WORKSHOP 2 FASHION ILLUSTRATION

Have you ever wished that you and your students could present design ideas in a more professional manner? Then this workshop is for you. Nila Oreb is a TAFE lecturer and a presenter with a Bachelor of Design – Fashion Design. She specialises in teaching fashion illustration. Participants should come away from this workshop with new skills, many ideas, and valuable industry knowledge.

WORKSHOP 3 MANIPULATING FABRIC SURFACES (Full day)

This workshop is a 'hands on' introductory workshop that focuses on various ways of manipulating fabric in order to modify texture, colour and/or shape. Both technique and design will be explored. The class will cover hand and machine techniques including beading, cording, mock smocking, and twin needle work. These techniques can then later be combined into larger samples which can be incorporated into garments, or used as textile art pieces.

WORKSHOP 4 TONY'S TRENDS IN THE KITCHEN

Master Chef Tony Ching will demonstrate techniques and give tips for the cooking and presentation of the latest trends in modern cuisine. Regions can choose the topic in which they would like more expertise or leave it to Tony to suggest an interesting workshop topic.

WORKSHOP 5 FOOD CHOICES THE IT WAY

Food Choices the IT Way is a curriculum resource designed to encourage students to use IT to make healthy food choices by quickly and accurately making in-depth dietary analyses of the foods they eat, the recipes they use and the foods they purchase. The workshop includes a demonstration of the software program, plenty of hands-on experience for all participants, and an analysis of how to use such a resource in the classroom. The workshop now includes a demonstration of, and participants practise using the Nutrition Panel Calculator.

WORKSHOP ON WHEELS Saturday 6 May

The increasingly popular bus trip will, this year, visit the Gold Coast Hinterland. Professional development opportunities will include some or all of the following – cheese making, winery, chocolate making, lavender farm, lemoncello factory. A delectable lunch is also a highlight. Mark the date in your diary and look out for the flyer with all the details.

From the regions: Townsville

What wonderful workshops we experienced in 2005. Thank you to Jan Reynolds and Joanne Jayne for sharing their expertise and inspiring us.

Food Choices the I.T. Way

Jan provided us, again, with knowledge and wisdom on how to use the computer program "Food Choices the I.T. Way". Those of us who attended could clarify some problems we were experiencing using this excellent resource in the classroom, and learnt many more practical uses for the program. Thank you Jan for offering your time to educate us on this great program. It is insightful for us to be able to use the program as the students would be using it.



Thanks, Jan.

Creativity: from couch potato to missing link

When we finished this workshop the chatter that it generated was wonderful. Here are some of the comments I noted: 'Thought provoking', 'Informative', 'The examples/modelling - how wonderful were they?' 'What wonderful ideas' 'How good is Joanne Jayne?' 'Can we do a vocational course to engage ourselves in tasks like these?'

This workshop really got us thinking how we can use this new knowledge to inspire our students. I feel the difference with this workshop was not only giving us ideas on how to use technology but Joanne also showed us how to engage our students in practical activities to enhance learning experiences.

Thanks, Joanne.

Janet Curran
Regional coordinator for professional development in Townsville

2006 DIARY DATES

MARCH 2006

15-17 March

Middle Years of Schooling Association Regional Conference (Rockhampton): From Action to Excellence in the Middle Years

Rydgcs Capricorn Resort, Yeppoon.
Susan Hearfield: office@mysa.org.au
Tel: 07 3720 8711; Fax: 07 3720 8744
www.mysa.org.au

16-18 March

Creating Alliances-Inspiring Futures - Technology Syllabus Implementation

Bardon Conference Centre, Brisbane
Michael.Berry@qed.qld.gov.au
Tel: 07 3237 0424 Mob: 0438 178 981

18-19 March

Queensland Association for Gifted and Talented Children Association Inc. 15th State Conference

Yeronga State High School, Brisbane
conference@qagtc.org.au
Tel: 07 3352 4288 Fax: 07 3352 4388
www.qagtc.org.au/conf2006

21 March

World Home Economics Day

25 March

HEIA(Q)'s World Home Economics Day celebration

7.45am - Terrace Restaurant, Powerhouse,
New Farm Park
Tel/Fax: 07 3865 1401

APRIL 2006

21-22 April

Conference on the Educational 'Big issues' Wollongong University

Australian College of Educators
http://www.austcolled.com.au/proff.
php?id=573

28-30 April

3rd International Conference on Healthy Ageing & Longevity

Melbourne Exhibition and Convention Centre
www.longevity-international.com

29 April

Spirit of Learning Beginning Teachers' Conference

Carlton Crest, Brisbane
Contact: Tarmie Bryan tbrya4@eq.edu.au

MAY 2006

6 May

HEIA(Q)'s Workshop on Wheels

A visit to the Gold Coast Hinterland to explore
cheese making, winery, chocolate making,
lavender farm, lemoncello factory.
Te/Fax: 07 3865 1401

9-11 May

Dimensions of Learning

3rd Annual Conference of Hawker Brownlow
The Heath, Melbourne
http://www.hbe.com.au/Dimensions/
Dimensions_conference_06.html

25-26 May

Urbanism, Environment and Health

The Shine Dome, Gordon Street, Canberra
http://nceph.anu.edu.au/Fenner2006/

25-27 May

Australian College of Educators (ACE) Annual Conference

Holiday Inn on Hindley, Adelaide
www.ace

JUNE 2006

13-16 June

Lifelong Learning Conference

Rydgcs Capricorn International Resort,
Yeppoon
Tel: 07 4930 6310
http://lifelonglearning.cqu.edu.au/2006/

16-18 June

Quality and sustainability: Creating the balance

Twin Towns Service Club, Tweed Heads
Country Children's Services Association of
NSW
Tel: 02 4782 1470
www.ccsa-nsw.au

24 June

Early Childhood Teachers Association Annual Conference

John Paul College, Daisy Hill, Brisbane
www.ecta.org.au

AUGUST 2006

11 August

HEIA(Q)'s pre-conference bus tour

Designed particularly for country visitors
who may arrive on the Friday before the
conference. Visits will be organised to kitchen
equipment outlets, fashion houses, and food
outlets. Brisbane members are also welcome.
Tel/Fax: 07 3865 1401

AUGUST 2006

12 August

3Es conference: Engage, Educate, Enhance

Annual conference of the Queensland Division
of the Home Economics Institute of Australia Inc.
Brisbane Hilton
Email: lorelei@associationsupport.com.au
Tel: 07 3211 3399 Mob: 0419 759924
Fax: 07 3211 4900 www.heia.co.au/heiaq

14-15 August

The Vision Splendid

Adelaide
13th national conference of the Curriculum
Corporation, with a focus on transforming
school education through the use of ICTs
www.curriculum.edu.au

SEPTEMBER 2006

3-8 September

10th International Congress on Obesity

Sydney
http://www.ico2006.com/

27-29 September

Gifted 2006-Concepts, Challenges, Realities

Esplanade Hotel, Fremantle WA
conference@gifted2006.org.au
http://www.gifted2006.org.au/

OCTOBER 2006

21 October

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

NOVEMBER 2006

27 November

Australian Association for Research in Education Conference-Engaging pedagogies

Adelaide. www.aare.edu.au

29 November-2 December

Nutrition Society of Australia 30th Annual Scientific Meeting

University of New South Wales, Sydney
nsa@fcconventions.com.au

DECEMBER 2006

7-9 December

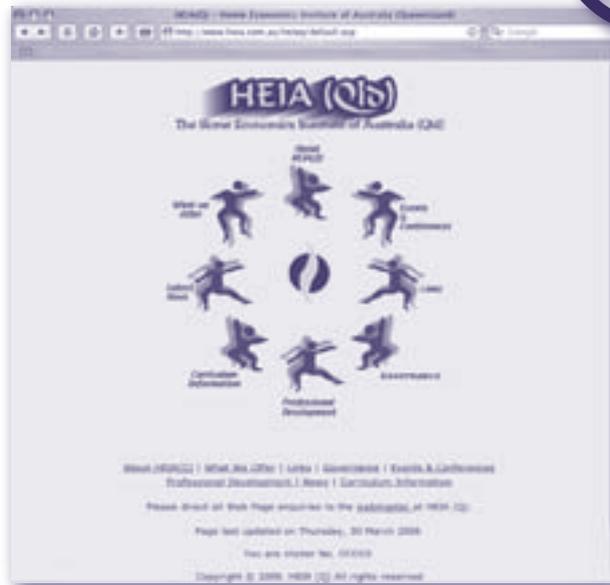
Values in Technology Education

4th biennial international Conference on
Technology Education Research
Crowne Plaza Hotel, Surfers Paradise,
Gold Coast, Qld
Tel: Dick Roebuck 07 3735 5862
Fax: 07 3735 6868 r.roebuck@griffith.edu.au

www.heia.com.au/heiaq/

When was the last time you visited the HEIA(Q) website?

It's worth a visit . . .



and so easy to find at [http://www/heia.com.au/heiaq/](http://www.heia.com.au/heiaq/)

Go to the site if you:

- need a membership application form
- have lost that PD flyer on your desk
- want to know about upcoming conferences.

Also available from the 2005 HEIA(Q) state conference:

- Rosemary Stanton's Power-Point – Advertising and it's effect on children
- Tim Gill's Power-Point – The extent of the obesity epidemic
- Matthew Dick's Power-Point – Obesity prevention in Queensland.

These are really valuable resources for the classroom.

Plus there is more . . .

- news and reports about HEIA Events
- Diary Dates
- contact details with email links
- Annual General Meeting reports
- links to the national HEIA website

**Visit <http://www/heia.com.au/heiaq/>
and find out what is available for yourself.**

