



*in*Form

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

April 2009



Home Economics Institute of Australia (Qld) Inc.

THE 2009 COMMITTEE OF MANAGEMENT

President Kylie King

Tel: 07 3347 3519 (W); 0404 576 477 (M)

Fax: 1800 446 841

Email: heiaq@heia.com.au;
kking128@optusnet.com.au

Vice-President Vicki Potter

Tel: 07 5562 3429 (W)

Email: vpott3@eq.edu.au; vppotter@bigpond.net.au

Secretary Rosie Sciacca

Tel: 07 3380 6152 (W); 0418 775 142 (M)

Fax: 1800 446841

Email: heiaq@heia.com.au; r_sciacca@hotmail.com

Treasurer Debbie Cain

Tel: 07 3299 0806 (W); 0412 300 633 (M)

Fax: 1800 446841

Email: debcain100@hotmail.com

Professional development coordinator

Yve Rutch

Tel: 07 3353 1266 (W); 07 3261 2861 (H)

Email: rutchy@northside.org.au

Newsletter Editor Janet Reynolds

Tel: 07 3393 0575 (H)

Fax: 07 3237 1956(W)

Email: janetrey@ozemail.com.au

National delegate Aileen Lockhart

Tel: 07 3354 0222 (W); 07 3369 1130 (H)

Fax: 07 3354 0200 (W)

Email: ablockhart01@optusnet.com.au

OTHER MEMBERS OF THE COMMITTEE OF MANAGEMENT

Sue Going

Tel: 07 3826 3339 (W); 07 3352 7065 (H)

Fax: 07 3826 3486 (W)

Email: sgoing@jpc.qld.edu.au

Denise McManus

Tel/Fax: 07 3865 1401 (H)

Email: zzdmcman@westnet.com.au

Louise Borg

Tel: 07 3264 1958 (H); 0401 246 211 (M)

Email: l.borg@student.qut.edu.au

Naomi Holley

Tel: 07 3203 0066 (W); 0403 939 506 (M)

Email: naomi_holley@glc.qld.edu.au

Deanna Dean

Tel: 0422 799 649 (M)

Email: ddean22@eq.edu.au

REGIONAL COORDINATORS

BRISBANE

Yvonne Rutch, Northside Christian College

Tel: 07 3353 1266 Fax: 07 3353 4628

Email: rutchy@northside.org.au

BUNDABERG/WIDE BAY

Rosemary Gilby, Urangan SHS

Tel: 07 4125 5440 Fax: 07 4125 5436

Email: rgilb31@eq.edu.au

CAIRNS

Jenny Walker, Mareeba SHS

Tel: 07 4092 1399 Fax: 07 4092 3915

Email: jwalk118@eq.edu.au

DARLING DOWNS

Nerelle Goodwin, Assumption College, Warwick

Tel: 07 4661 1739 Fax: 07 4661 5576

Email: nerelle.goodwin@assumption.twb.catholic.edu.au

GOLD COAST

Lorraine Eldridge, Trinity Lutheran College

Tel: 07 5539 3833 Fax: 07 5539 6497

Email: lorraine.eldridge@tlc.qld.edu.au

MACKAY

Therese Rae, Mackay North SHS

Tel: 07 4963 1666 Fax: 07 4963 1600

Email: Tra12@eq.edu.au

ROCKHAMPTON

Derryn Acutt, The Cathedral College

Tel: 07 4999 1300 Fax: 07 4927 8694

Email: acuttd@tcc.qld.edu.au

SOUTH WEST

Lesley Cormack

Roma State College – Senior Campus

Tel: 07 4620 4212 Fax: 07 4620 4219

Email: lcorm4@eq.edu.au

SUNSHINE COAST

Jenny Randall, Mountain Creek SHS

Tel: 07 5477 8555 Fax: 07 5477 8500

Email: jrand32@eq.edu.au

TOOWOOMBA

Yvonne Bidgood, Harristown SHS

Tel: 07 4636 8700

Email: Ybidg1@eq.edu.au

TOWNSVILLE

Janet Curran, Ryan Catholic College

Email: jjcurran@bigpond.net.au

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King & Amy O'Malley Scholars



Annual General Meeting



Workshops



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

HEIA(Q)
PO Box 629,
Kallangur Qld 4503
Tel/Fax 1800 446 841
Email: heiaq@heia.com.au
Website: www.heia.com.au/heiaq

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School profile

Northside
Christian
College

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President's Message

It may be dull and wet outside this Easter but, as the newly elected President of the Queensland Division of HEIA, I am truly excited as the 2009 Committee of Management begins planning for the year ahead. This year the Committee of Management has successfully attracted a group of young passionate members relatively new to the profession, who bring with them a fresh enthusiasm ready to tackle some of the many tasks ahead of us. Guided and mentored by the small group of valuable, dedicated and experienced committee members who our association so often relies on, the potential for our profession this year is boundless as we work together towards achieving our goals.

We started 2009 with the celebration of World Home Economics Day at the delightful 'Mu'Ooz' cafe in Moorooka. Delegates gained an insider's perspective into the diversity, resourcefulness and community spirit required to make the dream of a sustainable self sufficient community project a reality. The O'Malley scholars for 2009 were announced and officially congratulated on their academic achievements, before conducting the Annual General Meeting where we reflected on the many achievements of HEIA(Q) in 2008.

As the Queensland Department of Education, Training and the Arts' *Year of Creativity* is unfolding, HEIA(Q)'s conference committee is preparing an inspiring and invigorating 2009 conference titled '*Home economics—Creativity at work*' that is sure to motivate everyone and keep our thinking fresh and innovative in the face

of the economic gloom that surrounds us at present. Also aligning with the *International Year of Natural Fibres*, our professional development team is preparing to deliver a series of '*Fabulous Felting*' workshops across the expansive regions in the state, designed to reinforce the theoretical underpinnings of creativity with an exciting hands-on application. Keep your eye out for the 2009 Professional Development poster that has been mailed out to all members in recent weeks.

Having no President during 2008 increased significantly the burden on our management team and I would like to publicly thank the outgoing members for the dedication and professionalism they displayed in ensuring that our functions and services continued to members without ever compromising quality. It was a pleasure to work with you all.

With our membership remaining so strong at over 600 delegates, it still astounds me that attracting volunteers to our leadership team is so challenging. So I encourage all of our members to become involved with the association at some level. Join committees, sub committees, volunteer for functions, write articles for publication or join the mentoring project and support our aspiring teachers. We all have something valuable to offer. As Helen Keller so aptly put it, "*Alone we can do so little; together we can do so much.*"

Kylie King
President, HEIA(Q)

2009 King and Amy O'Malley Scholars



The future of Home Economics seems very safe in the hands of our 2009 O'Malley Scholars. Kate Stevanovic, Sue Corley, Jenny Svehla, Caitlin Murray, Ellen Graham and Natahlia McGrath are all Home Economics students at the Queensland University of Technology. The collective life experience and passion they embody serves as further motivation for us to also 'keep the passion' for our subject.

HEIA(Q) 2009 Annual General Meeting

The Annual General Meeting was also held as part of the World Home Economics Day celebrations on Saturday 21 March 2009. It provided an opportunity for the Committee of Management to report on the achievements of HEIA(Q) in the 2008/2009 year. Fortunately we have secured a new President Kylie King and Vice President Vicki Potter. Congratulations and thanks in advance to both these women who will play an important role in the advocacy of home economics in our community and schools over the next two years.



The newly elected 2009 Committee of Management in action at the April meeting



Louise Borg, Student Representative on the Committee



President Kylie King (R) with Vice-President Vicki Potter



2008 Secretary Renae Bradbury chairing the Annual General Meeting

World Home Economics Day 2009 – 21st March 2009

Home Economics beyond 100 years: Empowering for the Digital World

Home Economics Education supports Education for Sustainable Development—Using Information and Communication Technologies

The key theme of the World Home Economics Days 2009–2012 reads: 'Home Economics beyond 100 years: Empowering for the Digital World'.

From the beginning—at the end of the 19th century—the aim of Home Economics education was to empower and strengthen the wellbeing of individuals, families and communities, and to facilitate the development of attributes for lifelong learning and living situations. The International Federation for Home Economics (IFHE)—a global network of home economics experts—is an International Non-Governmental Organisation (INGO), having consultative status with the United Nations (ECOSOC, FAO, UNESCO, UNICEF) and with the Council of Europe. Home Economics content draws from multiple disciplines, synthesizing these through interdisciplinary and transdisciplinary inquiry. This coalescing of disciplinary knowledge is essential because the phenomena and challenges of everyday life are not typically one-dimensional.

Based on these facts and with the view to the current global challenges IFHE supports the UN Decade of Education for Sustainable Development DESD (2005–2014).

The UN Decade of Education for Sustainable Development has the following main thrusts which guide IFHE in the implementation of relevant plans:

- Public understanding of the principles behind sustainability
- Mainstreaming *Education for Sustainable Development* into all sectors
- Life-long learning for all, considering the phenomenal rate of change in knowledge while also ensuring that education reflects local culture and social needs
- Relevance to all nations, particularly in addressing the social, environmental, and economic knowledge, skills, perspectives, and values inherent in sustainability
- Specialised training programmes.

The International Federation for Home Economics (IFHE) is convinced that Home Economics education has to play a decisive role for the *Education for Sustainable Development* especially in the following fields:

Gender equality

The pursuit of gender equality is central to sustainable development where each member of society respects others and plays a role in which they can fulfil their potential. The broader goal of gender equality is a societal goal to which education, along with all other social institutions, must contribute.

Health promotion

Issues of development, environment and health are closely entwined—ill-health hampers economic and social development. Hunger, malnutrition, malaria, water-borne diseases, drug and alcohol abuse, violence and injury, unplanned pregnancy, HIV & AIDS and other sexually transmitted diseases are just some of the problems that have enormous implications for health.

Environment

Environmental perspectives cover several major themes, reflecting diverse goals and audiences, including: water, climate change, biodiversity and disaster prevention.

There can be no long-term economic or social development on a depleted planet. Teaching society how to behave responsibly and respect the environment lies at the core of education for sustainable development.

World Home Economics Day 2009

World Home Economics Day for 2009 was another great opportunity for members to get together and celebrate our connections and values as home economics teachers as well as congratulate the 2009 King and Amy O'Malley Scholars. This year the celebration was held on Saturday 21 March at Mu'Ooz Eritrean restaurant in Moorooka with 45 members and guests present. Given the economic instability Australia and the world is experiencing at the moment HEIA (Q) felt that Mu'Ooz was a venue with benefits. It is a restaurant that promotes training and employment for African refugee women and their families. What a worthwhile establishment! It is our responsibility to support and connect with communities such as these in Moorooka. I think it is a perfect example of our ideals, home economics ideals, in action. Mu'Ooz was established in 2003 as a catering company by a group of refugee women from war-torn Eritrea and the restaurant itself was opened in 2008. And as you can expect, profits go straight back to the community through the Eritrean Australian Women and Family Support Network. I hope our members experienced and loved what the restaurant has to offer and might even consider bringing students on an excursion here.

Members viewed traditional coffee roasting which left the room filled with a beautiful smoky aroma and listened to the personal experiences of Saba, the restaurant manager and founder, and Bernadette Beasley the hospitality trainer for the restaurant. The story proves that a simple goal for the women to be financially independent, educated and active in their new Australian communities has led to a fulfilling and inspiring journey for all those involved. HEIA(Q) would like to sincerely thank Saba, Bernadette and all the women working at Mu'Ooz for sharing their story and their restaurant with us.



Yve Rutch sampling traditional Eritrean foods



Bernadette Beasley



Saba and the Coffee Roasting Demonstration



World Home Economics Day from afar

Whilst Queensland colleagues celebrated World Home Economics Day at Mu'Ooz Restaurant, newsletter Editor Jan Reynolds celebrated in Sri Lanka. On that day, Jan was running a workshop with Sri Lankan principals. The standard fare of sandwiches and paninis with which we are all so familiar was replaced with the standard fare of rice and curry. But rice and curry looked very different to what it does at the local Brisbane Indian restaurant. There were always about six different dishes as part of the routine—rice, dahl or potato curry, chicken or fish, green beans (EVERY day!), other vegetables only seen in market places and not the typical cook book, salad and steamed vegetables (which seemed so bland compared to all the other tasty dishes).

The pictures below capture some of the 'foody' events of that day, plus two of principals in action at the workshop.



'Doing' De Bono's 6 Thinking Hats—guaranteed a winner once they donned those hats!



Doing a KWL out in the garden



Stopping roadside for a drink of king coconut



Eating the rice and curry with the fingers (Jan never did quite come at that)



Lunch served buffet style in clay pots

wanted:

Experienced teachers to join our team of ‘mentors’ to provide support for beginning teachers

**Currently our demand is
outstripping our supply of ‘mentors’.**

Q. Who can be part of this program?

A. Experienced classroom teachers who have a passion for teaching, have ready access to a computer and are willing to volunteer their time to provide online support.

Q. I am currently teaching in a rural/remote area in Queensland, can I be part of this team?

A. Yes, access to a computer is all you need. In fact we need teachers from all regional areas to support graduates who have accepted rural/remote positions.

Q. What is required of a mentor?

A. One evening per week, mentors will need to check a web site and respond to queries posted by beginning teachers.

Q. How can I be a part of this?

A. If you are interested in becoming part of this team please register your interest by contacting Vicki Potter on vpott3@eq.edu.au or Ph 5562 3429 (W)

2009 PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR QUEENSLAND HOME ECONOMICS PROFESSIONALS

Home economics: Creativity at work



What?

Creativity is generally thought of as the kind of thinking that leads to new insights, novel approaches, fresh perspectives, whole new ways of understanding and conceiving of things. The products of creative thought are obvious, but there are some not so obvious examples such as ways of putting a question that expand the horizons of possible solutions. Others think of creativity as an Ability (to imagine or invent something new, to generate new ideas), an Attitude (to accept change and newness, a willingness to play with ideas and possibilities, a flexibility of outlook, the habit of enjoying the good, while looking for ways to improve it), and a Process (to continually improve ideas and solutions).

Why?

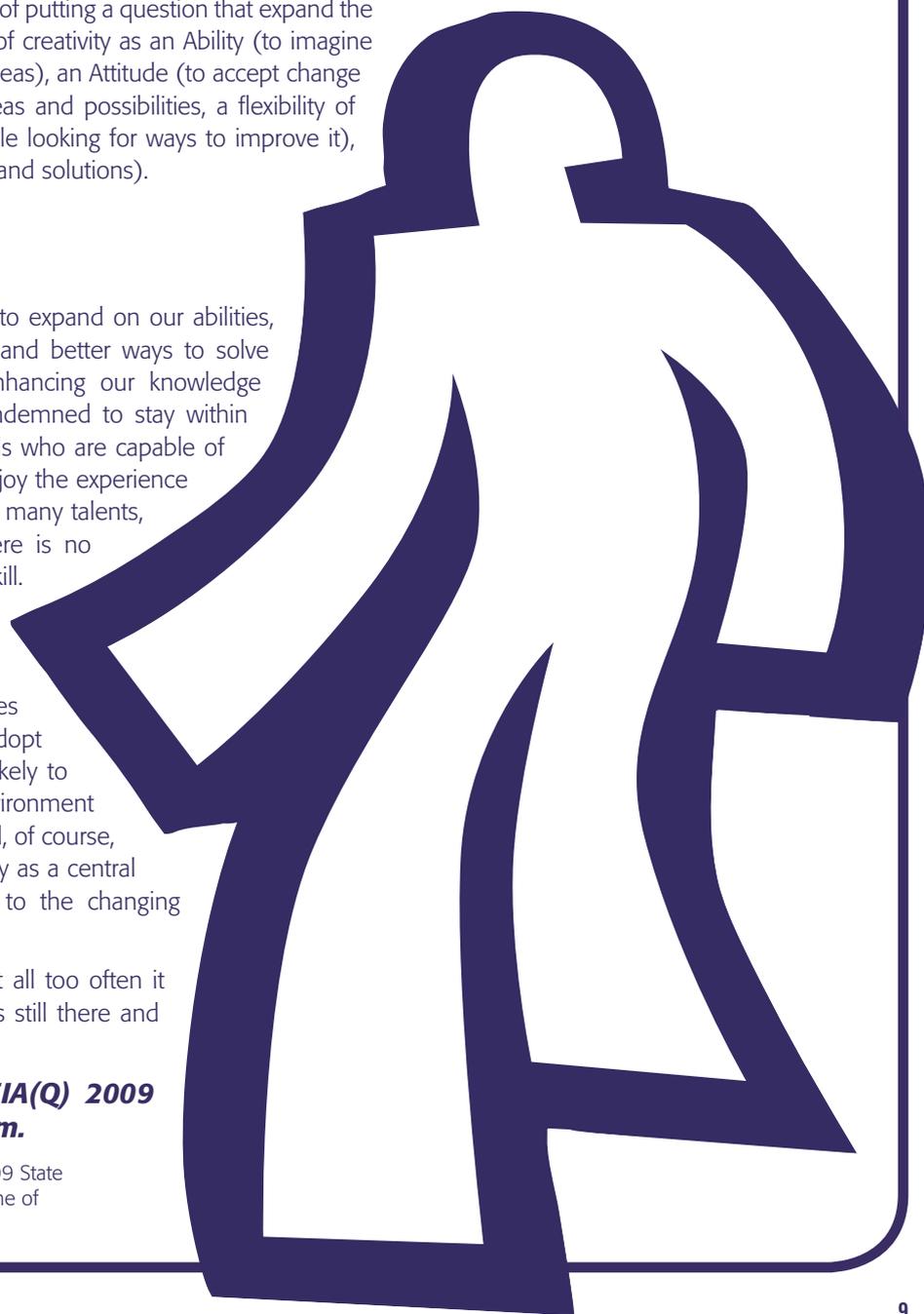
Being creative helps us (and our students) to expand on our abilities, develop all of our potential, discover new and better ways to solve problems. Creativity skills can assist in enhancing our knowledge base—without creative thinking, we are condemned to stay within the knowledge base as it is given. Individuals who are capable of incorporating creativity into their lives can enjoy the experience of discovering, developing, and utilizing their many talents, including coping with life's challenges. There is no doubt that creative thinking is a critical life skill.

Creativity contributes to effective leadership, distinguishing a manager who maintains the status quo from a leader who supplies a new direction or vision. Creativity enhances the process of learning. Educators who adopt a creative approach to teaching are more likely to deliver content and create a learning environment that develops higher order thinking skills. And, of course, creativity helps in the development of society as a central factor in our ability to continue to adapt to the changing environment.

Everyone has substantial creative ability, but all too often it has been suppressed by education, but it is still there and can be reawakened.

Let's do it! Welcome to the HEIA(Q) 2009 professional development program.

This issue of *inForm* brings news of the HEIA(Q) 2009 State conference and regional workshops, all with the theme of *Home economics: Creativity at work*.

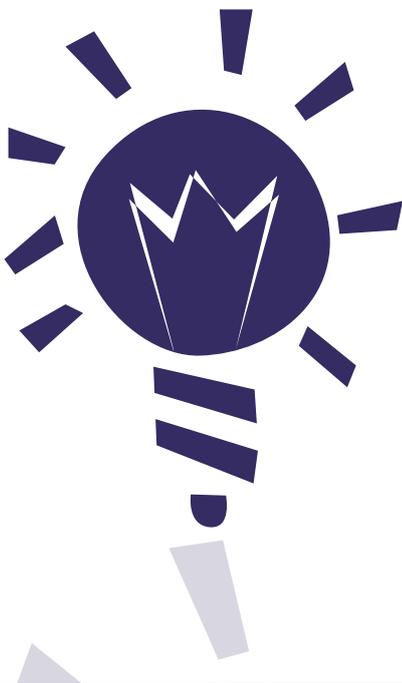


THE CONFERENCE:

Home economics: Creativity at work

Saturday 8 August 2009

Brisbane Convention and Exhibition Centre



The *Home economics: Creativity at work* conference will provide opportunities to explore creativity as it pertains to home economics—that is, across a range of contexts related to everyday living. It will examine how we can develop and apply creative minds in both our personal and professional lives, including the development of students' creative minds. It aims to raise awareness of the importance of creativity and disseminate good practice.

The program is not yet finalised but we are working hard to bring you a range of national and local speakers who are experts on creativity. The committee is planning to bring you a blend of theoretical and practical workshops which all are underpinned by the creative process.

Lisa Smith from *Minds at Work* will both entertain and inform us as our morning keynote speaker. She will explore how the creative mind works and new thinking tools and techniques. Lisa has earned a reputation as both a creative midwife and a social irritant, and is funny and smart. Her presentation will enable delegates to discover their creativity and how to harness it for innovation.

Other experts include:

Donald Welch, Senior Lecturer, Design Department,
Queensland College of Art

Wendy Armstrong, Lecturer in Fashion, QUT

Margot Riley, Dress Historian

The conference includes workshops such as:

Creative thinking – Lisa Smith

Learning to be creative – Donald Welch

Teaching in a creative classroom – Frances Murphy
and Alice Nelson

Creativity in design – Kay Harch and Robyn Gooley

Brain-based learning – Janette Planck

Creativity in the kitchen – Bruno Gentile



For further information: Please visit the HEIA(Q) website at www.heia.com.au/heiaq

Or contact the conference manager: Lyn Greenfield, Echo Events Australia Telephone: 07 3272 0950; Mobile: 0423 907 059
Email: heiaqconference@echoevents.com.au



Introducing some of the conference presenters

KEYNOTE SPEAKER

Lisa Smith

Lisa Smith is one of the 'Minds' at 'Minds at Work'. Minds at Work is a commercial collective of professional thinkers dedicated to nurturing independent and free thought among those of us with the passion, the power and/or the position to re-invent the world, or at least some part of it. Their mission is to help ordinary people do extraordinary things by freeing their minds, to see beyond 'What Already Is' to create 'What Might Be'. Lisa Smith is profiled by *Minds at Work* as a big-hearted, agile-minded, pointy shoed gal with a wealth of ideas and experience. She's funny, she's gritty and best of all, she's smart (just don't get her started on international trade agreements or Collingwood's last grand final).



PRESENTER

Donald Welch

MVA (Griffith), BA(Hons) (Coventry), DipT (BCAE), FDIA.

Donald is Senior Lecturer & Convenor of the Design Department and Convenor of the Master of Design at the Queensland College of Art, Griffith University. Don has worked as a graphic designer in the United Kingdom and in Australia where he was an Associate of Minale Bryce Design Strategy. He began teaching full-time at the Queensland College of Art in 1987. Don introduced the course Creative Thinking in 2003 and has taught it every semester since. In this course students learn a wide range of creative strategies such as accepting the benefits of risk-taking and randomness, relying more on intuition, trusting others and engaging with students from other disciplines and other cultures. He recognises that attempting to overcome emotional and cultural barriers, and getting students to loosen up, are always a challenge. The focus of Donald's work is on experiential learning. Theory is examined, but active engagement is central to learning and using creative strategies. Don's research interests include developing a methodology for divergent creative problem solving applied to visual communication.

Regional Workshops

One-day Workshop

Working a creative classroom— Fabulous Felt

Presenter: Sue Going

This one-day workshop will combine the theoretical underpinnings of creativity with hands-on development of skills in felt-making. 2009 is the Year of Creativity for the Queensland Department of Education, Training and the Arts. It is also the International Year of Natural Fibres, which aims to promote the benefits of natural fibres as contributing to a greener planet. Felt is considered the ultimate in eco-chic. Following an introduction to creativity and the concepts and strategies that underpin creative thinking, participants will learn the basic skills of felt-making, experiment with processes and materials (as part of the development of creativity) and develop a fabulous felt accessory—for example, a scarf. The day will include exploration of what creativity might look like in the home economics classroom, whether in foods, textiles or creative problem solving, along with assessment issues.

WHO SHOULD COME?

This workshop is aimed at anyone who is interested in creativity, textiles, felt making, creativity in the classroom, or in developing skills/knowledge of their students and themselves. This workshop is ideal for unleashing your own creative talents. As Anna Craft said at the 2009 Ideas Festival, young people's creative abilities are more likely to be developed in an atmosphere in which the teacher's creative abilities are properly engaged. To put it another way, teachers can not develop the creative abilities of their pupils if their own creative abilities are suppressed.

WHAT YOU WILL NEED:

The workshop organisers will provide wool in basic primary colours, bubble wrap, broomstick, tulle, and soap.

Participants should:

- bring several old towels
- bring some scrap ribbons, lace, novelty wools and threads
- wear old clothes.

WHAT THE DAY WILL LOOK LIKE

The following is a guide to how the day might look:

Session 1 Introduction

The intent of the introduction is to explore some of the latest thinking on 'Creativity'. What is creativity? What makes a person creative? What does it look like in our classrooms? Is creativity the same in all cultures? How much structure is needed? What is the role of skill and knowledge? How can the creative thinking process be taught?

This morning session will involve the presentation of research, followed by a group discussion on creative thinking strategies.

Session 2 Fabulous felt (this is where you will get your hands wet)

Delegates will be instructed in the basic skills and principles of wet felting and have the opportunity to work with wool. From this basic foundation, delegates will experiment with techniques and effects to create a functioning aesthetically pleasing product—for example, a fabulous, unique scarf.

Throughout this hands-on session the group will experience a creative process in action, as well as discuss good practice for creative classrooms (textile, food and theoretical problem solving), design briefs and share ideas.

Session 3 Making links

An important component of the creative process is reflection and evaluation. In this way creative thinking always involves some critical thinking. This session will link back to the curriculum practices, assessing creative dimensions of student work and reflection on the day's learning.



Costs

WORKSHOP 1

Members: \$115.00 (\$95.00 + \$20.00 materials fee)
 Non-members: \$160.00 (\$140.00 + \$20.00 materials fee)
 Morning tea and lunch are provided. Costs include GST

One-Day Workshop Dates & Venues

Term 2

MAY 2009

Cairns

Saturday 16 May 2009
9.00 am–3.30 pm
Cairns (school to be advised)

Toowoomba

Saturday 23 May 2009
9.00 am–3.30 pm
St Ursula's, 38 Taylor Street
Toowoomba

JUNE 2009

Bundaberg

Saturday 13 June 2009
9.00 am–3.30 pm
Urangan SHS
Robert Street, Hervey Bay

Brisbane South

Saturday 20 June 2009
9.00 am–3.30 pm
Our Lady's College
Chester Road, Annerley

Term 3

JULY 2009

Rockhampton

Monday 13 July 2009
9.00 am–3.30 pm
The Cathedral College
William Street, Rockhampton

Gold Coast

Saturday 25 July 2009
9.00 am–3.30 pm
Trinity Lutheran College
Ashmore Road, Ashmore

AUGUST 2009

Darling Downs

Saturday 1 August 2009
9.00 am–3.30 pm
Assumption College
Locke Street, Warwick

Brisbane North

Thursday 13 August 2009
9.00 am–3.30 pm
Northside Christian College
151 Flockton St, Everton Park

Roma

Saturday 22 August 2009
9.00 am–3.30 pm
Roma State College
Timbury Street, Roma

Brisbane West

Saturday 29 August 2009
9.00 am–3.30 pm
Ipswich Girls' Grammar School
Queen Victoria Parade, Ipswich

SEPTEMBER 2009

Townsville

Saturday 5 September 2009
9.00 am–3.30 pm
(school to be advised)

OCTOBER 2009

Sunshine Coast

Saturday 17 October 2009
9.00 am–3.30 pm
Mountain Creek SHS
Lady Musgrave Dr, Mountain Creek

Mackay

Saturday 24 October 2009
9.00 am–3.30 pm
Mackay North SHS
Valley Street
Mackay North

Short Workshop

FoodChoices curriculum resource— So what's new?

Presenter: Janet Reynolds

This is a 1.5 hour workshop, or longer if selected as a hands-on workshop.

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: the analyses 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, including some background on the changes—for example, Nutrient Reference Values and what they mean for the home economics classroom.

DATES

No dates have been set for this workshop. If you think your region would like this workshop organised, please contact your regional coordinator immediately.

Costs

WORKSHOP 2

Members: \$22.00 Non-members: \$33.00
Afternoon tea will be provided. Costs include GST

For further information regarding workshop content,

contact Yve Rutch by telephone on 07 3353 1266 or email: rutchy@northside.org.au

For questions regarding registration,

contact Denise McManus on telephone 07 3865 1401 or email: zzdmcm@westnet.com.au

2009 International Year of Natural Fibres

Wild and woolly 2009

Reproduced from www.naturalfibres2009.org

The launch , 22 January 2009, Rome

(Media Release)

On 22 January 2009 the UN Food and Agriculture Organization (FAO) officially launched International Year of Natural Fibres (IYNF) 2009 to celebrate the virtues of cotton, flax, sisal and hemp, but also of wool, alpaca, camel hair and angora. And, why not, cashmere too.

IYNF—quickly dubbed Wild and Woolly 2009—follows on IYP (International Year of the Potato), while 2004 was International Year of Rice and 2002 International Year of Mountains. All were coordinated by FAO at the request of the UN General Assembly to help promote and raise public awareness of the importance of familiar natural resources that are often taken for granted.

At a ceremony launching Natural Fibres Year, Hafez Ghanem, FAO Assistant Director-General for Social and Economic Development, said production of animal and vegetable fibres was a major agricultural sector, worth some \$40 billion annually to the world's farmers.

Fibres, he noted, could in some cases account for up to 50 percent of a developing country's exports. *"Farmers and processors in these countries depend on proceeds from the sales and exports of these natural fibres for their income and food security."*

King Cotton

Every year, some 30 million tonnes of natural fibres are farmed from animals and plants across the globe from China (cotton, wool, hemp, sisal, ramie silk etc) to the Andes (alpaca). The biggest crop is cotton, with an annual production of some 25 million tonnes while 2.2 million tonnes of wool is produced every year in almost 100 countries, with Australia accounting for roughly a quarter of that.

In volume terms, jute, which comes from the bast, or skin, of *Corchorus* plants, is the world's second biggest fibre crop (2.3–

2.8 million tonnes) but is worth far less than wool in terms of cash. Main producers are India and Bangladesh.

Sisal, henequen and similar hard fibres are produced from the leaf of the Agave mainly in Africa, Latin America and China. Coir, the fibre from the husk of the coconut, is used in upholstery and mattresses but is finding new applications in geotextiles and composite materials.

Sausages and bank notes

Abaca, from the leaf stalk of a plant closely related to the banana, is produced almost entirely in the Philippines and Ecuador and, while traditionally used for rope-making, is now pulped for a range of speciality papers for sausage casings, tea bags, coffee filters and bank notes.

Once of strategic economic importance—England's rise as a world power was built on wool and textiles, while silk for centuries held a central role in international trade—natural fibres have increasingly been displaced by synthetic materials.

The main objective of the International Year of Natural Fibres is to raise the profile of these fibres and to emphasise their value to consumers while helping to sustain the incomes of the farmers. Wild and woolly, in other words, is wonderful.

Celebrations of IYNF will include conferences, exhibits, and fashion shows in many countries, including an International Mohair Summit in South Africa and a Creative Fibre Festival in South Canterbury, New Zealand.

FAO needs funding in order to coordinate activities and provide support to partner organizations around the world and is appealing to member countries and natural fibres industries to provide support. International Year of the Potato was made possible by \$800 000 in donations.

Why are natural fibres important?

Some 30 million tonnes of natural fibres are produced annually. Natural fibres form an important component of clothing, upholstery and other textiles. Many of them also have industrial applications—in packaging, papermaking and in composite materials with many uses, including as parts in automobiles. In many developing countries, proceeds from the sale and export of natural fibres contribute significantly to the income and the food security of poor farmers and those working in fibre processing and marketing. For some developing countries, natural fibres are of major economic importance: for example, cotton in some West African countries, jute in Bangladesh and sisal in Tanzania. In other cases, fibres are of less significance at the national level

but are of major local importance, as in the case of jute in West Bengal (India) and sisal in north-east Brazil.

Why an International Year of Natural Fibres?

Since the 1960s, the use of synthetic fibres has increased, and natural fibres have lost a lot of their market share. Producers and processors of natural fibres face the challenge of developing and maintaining markets in which they can compete effectively with synthetics. In some cases, this has involved defining and promoting market niches. In others, where their natural advantages allow them to compete effectively with synthetics, basic research and development is needed to facilitate the use of natural fibres in new applications.

The main goal of the International Year of Natural Fibres is to raise the profile of these fibres and to emphasise their value to consumers while helping to sustain the incomes of the farmers. In addition, the International Year will:

- promote the efficiency and sustainability of the natural fibres industries
- encourage appropriate policy responses from governments to the problems faced by natural fibre industries
- foster an effective and enduring international partnership among the various natural fibres industries.

Who decided that 2009 would be the International Year of Natural Fibres?

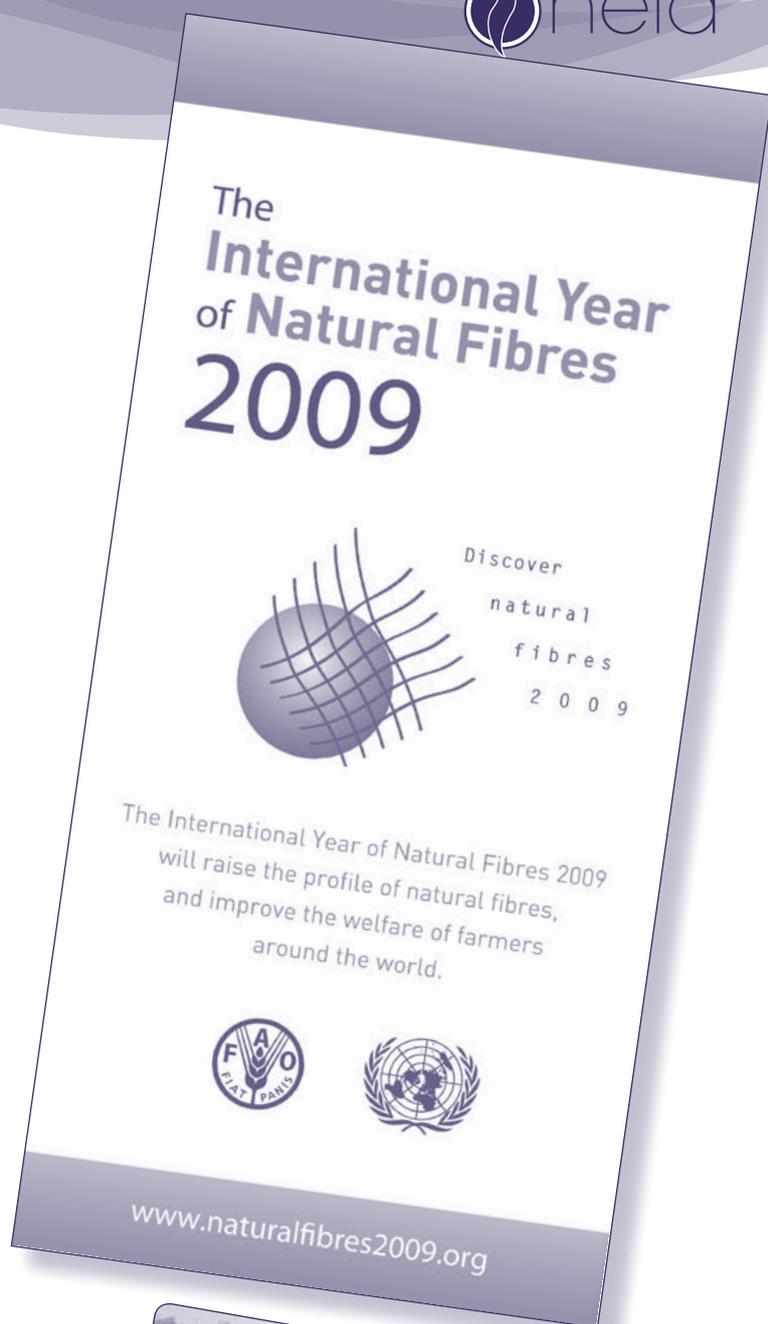
The idea came from a meeting of fibre producing and consuming countries in FAO. At the request of FAO, the declaration of 2009 as International Year of Natural Fibres was made by the General Assembly of the United Nations on 20 December 2006.

Who will coordinate the International Year?

There is a coordinating unit in FAO, but a great many other organizations and people will be involved. An International Steering Committee, with representatives from various fibre organisations, consumer bodies, and funding agencies, will meet from time to time to guide the program. Most of the activities will be organized by IYNF partners, some at the international level, and many more within individual countries.

What will happen in 2009?

The program of events is now filling out. One or more large international conferences will be held. There will be displays and fashion shows and many other events in many countries, run by a variety of different national organisations.



Home Economics Teacher Excellence Awards

The Queensland Division of the Home Economics Institute of Australia invites nominations for the 'Home Economics Teacher Excellence Awards, 2009'. 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 8 August 2009. 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

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 no later than Friday 24 July 2009.



**HEIA(Q)
Home
Economics
Teacher
Excellence
Awards**

Who are you going to nominate?

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

It's time to share with others the great work done by Home Economics teachers. Please tell us about their dedication, activities and achievements in promoting Home Economics to the students and teachers in Queensland schools.

The nomination form can be found on the web site at www.heia.com.au/heiaq and in this edition of *inForm*.

Closing date for nominations is Friday 24 July, 2009.

Recipients will receive their award at the state conference on Saturday 8 August, 2009.

Be proud to be a Home Economics teacher in Queensland.

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. Additional text may support this nomination.

Please provide details of the nominee's activities/characteristics on any two of the following headings:

- 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, 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

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

SCHOOL PROFILE: Northside Christian College

Northside Christian College is located in the northern Brisbane suburb of Everton Park. The college is a co-educational Prep to Year 12 Christian College that provides quality education for 1200 students. Northside Christian College exists to challenge students to achieve their highest academic potential. Our vision is to graduate young people of strong Christian character.

We desire to see our students develop a longing to pursue learning and a love for God and for others that will provide the foundation for becoming leaders in the service of those around them.



Above: Year 12 work

Staff

In total the three teaching staff, Shân Wilson, Leonie Purcell and Yve Rutch have 73 years of teaching experience, with 23 years, 34 years and 19 years respectively. This is invaluable to students from both Middle and Senior School. In addition to the teaching staff, the Home Economics area could not operate without our wonderful, creative and talented Teacher-Aides who help in classroom situations and maintaining resources.

Promoting Home Economics

During the year, all areas of the Home Economics department have opportunities to promote the subject.:

HOME ECONOMICS: Musical Costumes; Subject Selection Night; Creative Textile workshops

HOSPITALITY: Sport Carnival Catering; Grandparents Day Tasters; Coffee on the Deck

Cert III Children's Services: Under 8s Week; Playgroup Days; Out of the Box



Above (L-R): Teachers Shan Wilson, Yve Rutch, Leonie Purcell



Above: Parents making the costumes for the School Musical



Above (L-R): Teacher Aides Kaye Armstrong, Lesley Collier, Linda Begg



Humble beginnings

From humble beginnings, the Home Economics department began with one part-time teacher in 1993 and has now expanded to a three-teacher department.

Home Economics at Northside Christian College

In Years 7 and 8 Home Economics is compulsory for both boys and girls, providing a foundation in food, nutrition and textiles studies. Year 7 students are excited about being able to 'taste' subjects such as Home Economics outside the usual curriculum offerings of other schools in this year level.

From Years 9–12 Home Economics becomes an elective subject with the department attracting good sized classes across all areas of Home Economics, Hospitality and Cert III Children's Services.

Professional development opportunities

The Principal and administration of Northside Christian College support the continuous development of Home Economics staff both professionally and practically. Attending the annual State conference, having two Panel members, and attending HEIA workshops, enable staff to keep abreast of curriculum changes and initiatives.

Northside Christian College also supports teachers in their teaching roles through additional professional development programs such as: *Habits of Mind*, *Creative Thinking and Design*, and *Thinking Pedagogies*.



NEWS FROM OTHER ORGANISATIONS

Age 14, skin age 25: sun damage camera never lies

From QUT News <http://www.news.qut.edu.au> 8 April 2009

Pictures from a unique new camera that gives instant images of skin sun damage proved a wake-up call for a group of Year 10 students who had their faces photographed at Queensland University of Technology's new health clinic.

The camera, which is the only one of its type in Australia, gave the 14-year-old students from Dakabin State High School graphic images on a big screen of the damage to the lower layers of their facial skin, Associate Professor Michael Kimlin of QUT's AusSun Research Laboratory, said.

'Many had early signs of photo ageing—wrinkles and spots and blemishes. I was surprised to see some had the skin age of a 25-year-old,' Professor Kimlin said. He said the students found it interesting to see the signs of visible damage which appear as black areas in the photos. *'None of the students said they were using sunscreen so it gave them a reason to rethink their attitude to the sun. The take-home message was to check their skin regularly and to protect it from the sun and further damage,'* he said.

'The benefit of the new facial imaging camera is that people can see the damage there and then, they have irrefutable evidence that not protecting their skin is having consequences.'

Professor Kimlin said all the students said they now intended to use sunscreen. *'We hope that we have given them reason to become sun-safe because they are entering the age when, unfortunately, young people still spend hours sunbaking on the beach and think a tan is a fashionable accessory. These photos showed them that wrinkles, sun spots and blotches are already starting because the sun has caused changes in the lower layers of their skin.'*

Members of the general community may also take advantage of this camera and be part of a wide-ranging skin cancer study. *'People who come in will be asked to fill out a short questionnaire, have pictures of their face taken and have a look at their sun damage. They will receive a print-out of their results and have their progress tracked over time,'* he said. *'Participants can take the print-outs to their doctor and talk to them about what they can do if they like.'*

Professor Kimlin said while genes played a major part in skin cancer risk, with the olive-skinned at less risk than the fair, behaviours such as not wearing sunscreen, being exposed to the sun for long periods, and smoking, all damaged the skin.

To take part in the study and have images taken of your sun damage, phone Naomi Westwood on 07 3138 0004 or email naomi.westwood@qut.edu.au.



Dakabin State High School student Brooke Menzel has her photograph taken to show the amount of sun exposure to her skin.

Why do lost kilos come back? New study gets to bottom of it

From QUT News <http://www.news.qut.edu.au>
19 February 2009

Chronic dieters, mystified as to why they never keep their hard-won weight loss, have a chance to join a groundbreaking study to find out why, and in the process help design effective, sustainable weight loss strategies.

Energy metabolism researchers at QUT's Institute of Health and Biomedical Innovation are embarking on a 16-month study to find out why most people who lose excess weight through diet and exercise put it all back on within two years.

'It could be that different people need to lose weight in different ways in the first place,' said exercise physiology researcher Associate Professor Nuala Byrne, who is leading the study. *'We know the body responds to reduced calories with a series of compensatory changes in metabolism to*

conserve energy—the famous "plateau" effect where weight is lost consistently for the first few weeks and then weight loss slows or even stops. But we think metabolism could be only half the reason because changes in behaviour such as a drop in incidental exercise levels are also well-documented during dieting.'

The crucial questions the study will ask are: which is more important—metabolism or behaviour during and after weight loss? do different dieting regimes have different effects?

'We suspect that a problem during and after weight loss is that people consciously or unconsciously start modifying their behaviour to compensate for reduced calories or more structured exercise by either eating more or dropping some

NEWS FROM OTHER ORGANISATIONS

Shopping centres are key to older people's health

From QUT News <http://www.news.qut.edu.au> 27 February 2009

They may be loud, bustling, and crowded, but shopping centres are vital social hubs that help many older people to feel connected to their community and happy to get up in the morning.

This was a key finding in a detailed study of older people's perception of wellness by Queensland University of Technology PhD nursing researcher Jenneke Foottit who said the study demonstrated social connectedness could be a critical factor in wellness in older people because it contributes to positive social and emotional health.

'Older women use shopping centres as a way of connecting with society. They go there for social activity, to see people, they use it for safe exercise and, sometimes, they mention doing the shopping,' Ms Foottit, from QUT's Dementia Research and Training Centre, said.

'This has implications for the building and refurbishment of shopping centres. As our population ages, we must make sure they stay mobile by creating social environments that are safe for them to move around in. We need to remember shopping centres are meeting places for older people and provide appropriate health services, spaces where they can gather socially, and make sure they can accommodate walkers and have access to public transport.'

Ms Foottit used multi-dimensional surveys to study 263 Queenslanders aged 65 years and over, how well they perceived themselves to be and their health-related quality of life.



Jenneke Foottit

After finding a sharp dip in perception of wellness and in health-related quality of life in women aged 85 to 90, Ms Foottit conducted focus groups with 24 women and four men aged 85–90 to determine possible reasons for this dip. *'I found that older people perceive themselves as being well when they can do the things they want to do despite having health issues,'* Ms Foottit said. *'The interesting thing is women class themselves as well when*

they can manage their health. If they can do what they want to do, they think of themselves as being well. For example, one woman had had heart bypass surgery, heart valve surgery and cancer treatment but she saw herself as well because she could still go out.'

Ms Foottit said that being able to do the things they want to do was a key factor in combating loneliness. *'The women said they tried to tire themselves during the day by doing as much as they could so they would sleep at night. They talked about "5 o'clock syndrome" when they shut their door against the world as they see it as not safe or easy to go out and then they must manage their loneliness. While some people say they are alone but not lonely because they are happy to potter about doing craft, others find it difficult being alone in the evenings and do puzzles, read and listen to the radio. One thing that came out in the study was that women use the phone for social contact and long conversations whereas men use it for brief conversations to arrange meetings. The men actually said they saw the fact they don't talk to other men as a drawback.'*

activities of daily living,' she said. *'For example, when starting an exercise program, some people may go on their prescribed 30-minute walk, feel tired and decide to take the lift instead of the stairs as they'd normally do, or they may sleep longer. Thus, their daily energy expenditure would not increase as much as you would expect from the 'extra' 30-minute walk; so they do not actually get ahead in energy use.'*

Professor Byrne said the study needs more male volunteers aged between 25 and 55 who are overweight, and who are mainly sedentary i.e. who have done less than an hour of intentional moderate physical activity a week. *'Our study participants will need to be able to stick to a prescribed, nutritionally-balanced diet for up to 42 weeks and commit to attend several testing sessions over a 16-month period,'* she said. *'They will be divided into two groups with the aim of finding out which type of program produces the best weight loss by minimising the changes to metabolism, and which one is less likely to cause people to compensate by changing diet and physical activity.'*

To find out more or participate in the study email Associate Professor Nuala Byrne n.byrne@qut.edu.au or 3138 6088 or Dr Rachel Wood at re.wood@qut.edu.au.



NEWS FROM OTHER ORGANISATIONS

New technologies in food processing

Reproduced with permission of Food Standards Australia New Zealand (FSANZ)
from the Autumn Edition of *Food Standards News 2009*, available at

http://www.foodstandards.gov.au/newsroom/foodstandardsnews/foodstandardsnews68a4301.cfm#_new

Consumers' expectations of fresher, tastier and safer food with less additives, yet with all the convenience of a longer shelf life, are providing commercial incentives for manufacturers to create new foods. Pursuing consumers' desires means manufacturers are seeking new technologies to apply to foods. FSANZ is keeping a watchful eye on these technologies to ensure that they are as safe as their traditional counterparts.

Consumers appear to be happy to pay extra for these 'designer' foods, which cost more because the developers and users of the technology need to overcome technical obstacles to make the food as safe and as appealing as possible while using less additives.

Many of the new technologies have been around for up to ten years but have yet to be applied commercially due to ongoing research and development and the need to meet regulatory requirements. As new technologies appear, it is clear to the scientists at FSANZ that continuing regulatory oversight is required.

So what are these technologies that are being developed to apply to foods before, during and after processing? Well, some of them have genuinely 'space age' appeal.

An example of a technology applied to a food before processing involves growing celery with a high level of natural nitrate. When the dried celery is added to processed meats it may negate the need for added sodium nitrate.

Other examples include high pressure processing, initially developed as a non-thermal antimicrobial process, which can be used to manipulate a food's protein structures before traditional processing to enhance yield or specific characteristics. Then there are pulsed electric fields, which kill bacteria by disrupting their cell membranes.

During processing or in the period immediately afterwards, manufacturers have available a number of new thermal and non-thermal technologies. Traditional thermal technologies include baking, frying, or, for liquids, the use of heat exchangers. The new technologies are designed to be more energy efficient and to cause less change to the food—in some cases replacing heating (thermal) with other processes altogether (non-thermal).

New thermal technologies include ohmic heating, radio frequency and microwave heating. Ohmic heating is an advanced thermal processing method in which the food, which serves as an electrical resistor, is heated by passing electricity through it. Unlike conventional heat processing, which tends to heat only from the outside, ohmic heating heats the entire mass of the food material, resulting in a food of far greater quality than its counterpart.

Non-thermal technologies, especially those used to control microorganisms, can be used to treat bulk foods or just their surfaces. These technologies include high pressure, pulsed electric fields and ultrasound. Interestingly, while the food industry has only recently adopted high pressure processing, scientists reported in 1899 that milk could be pasteurised with high pressure, which inactivates microorganisms by disrupting their cellular functions. US company Hormel says its Natural Choice high pressure processed (HPP) deli meats have six less additives than they would if they were processed conventionally. HPP foods generally have longer shelf lives and retain their original characteristics.

However, HPP has a major disadvantage in that it does not inactivate microbial spores, so manufacturers may have to use other technologies with some foods.

Surface treatments, which involve ultraviolet light, pulsed light (with pulses of light 80,000 times brighter than sunlight for a few hundred microseconds) and gaseous processes, such as cool plasma, have an antimicrobial effect just on the surface of a food.

Until recently, plasma gas could only be created at high temperatures in a vacuum, such as in fluorescent lights. Now it can be created at 60 degrees Centigrade at atmospheric pressure, and is called 'cool' plasma. Manufacturers see it as a replacement for existing surface treatments like ethylene oxide or irradiation.

Then there is smart packaging. Active or intelligent packaging systems allow food to be stored longer by continually modifying or monitoring it. There are many examples of active packaging but among them are those that scavenge oxygen from the food to inhibit mould and ethylene-scavenging systems, that limit fruit and vegetable ripening or ageing.

Examples of intelligent packaging include sensors that target microbial pathogens and films that change colour when a package is ruptured.

But while many manufacturers are investing in these new technologies, with nanotechnology seen as having perhaps the greatest potential for developing new intelligent packaging systems, they realise they are breaking new regulatory ground too.

When considering risk management of new technologies, a critical component is equivalence of outcome of processes, particularly where the traditional process is operating specifically for food safety reasons.

NEWS FROM OTHER ORGANISATIONS

Bisphenol A (BPA) and food packaging

Food Standards Australia New Zealand (FSANZ) Fact Sheet, March 2009

Reproduced with permission of Food Standards Australia New Zealand from the Autumn Edition of *Food Standards News 2009*, available at <http://www.foodstandards.gov.au/newsroom/factsheets/factsheets2009/bisphenolabpaandfood4218.cfm>

Food Standards Australia New Zealand (FSANZ) keeps a close eye on issues related to the migration of chemicals from packaging and into food, and over the past few years has become aware of a number of reports claiming that chemicals in plastic containers may contaminate the food or liquid inside.

What is BPA?

Bisphenol A (BPA) is an industrial chemical used as the starting material for the production of polycarbonate plastics and synthetic resins. BPA is found in items or containers that come into contact with foodstuffs such as drinking vessels, baby bottles, plastic tableware and the internal coating on tins for tinned-food. In some circumstances, chemicals in food packaging can migrate into the food product, and vice versa, depending on the nature of the packaging and the food contained within.

What are the health effects of BPA?

Bisphenol A does not cause cancer. BPA belongs to a group of substances which can act in a similar way to some hormones and as such are sometimes called 'endocrine disruptors'. Some studies in laboratory animals suggest that low levels of (consumed) BPA may have an effect on the reproductive system. Similar consequences in consumers at these low concentrations are considered unlikely because BPA is rapidly inactivated and then excreted in the urine.

Are very low levels of BPA in food of a concern?

The European Food Safety Authority (EFSA) recently completed a review of the scientific literature for BPA and determined a maximum daily 'safe limit' for BPA. They concluded that the estimated total daily intake of BPA by a bottle-fed baby would be less than 10% of the 'safe level' for babies, when the bottles were cleaned using normal domestic conditions, and about 20% of the 'safe limit', when the bottles were cleaned

under exaggerated conditions including the use of boiling water or strong solvents. In adults, the estimated daily intake from canned foods and beverages would be about 5% of the 'safe limit'. Also a draft review by the US Food and Drug Authority (FDA) determined that intakes of Bisphenol A for the most vulnerable segments of the population were well within the safe level.

FSANZ has assessed the risk to infants from exposure to BPA and concurred with the conclusions reached by the US FDA and the EFSA that the levels of exposure are very low and do not pose a significant health risk.

The move by overseas manufacturers to stop using BPA in baby bottles is a voluntary action and not the result of a specific action by regulators. However, FSANZ would support the use of alternatives to BPA in baby bottles provided they are safe.

FSANZ will continue to examine reviews from regulatory agencies and papers in the peer-reviewed literature, as they become available, and determine whether any further action is required.

How is food packaging regulated?

FSANZ regulates food packaging materials through *Standard 1.4.3 –Articles and Materials in Contact with Food*. Standard 1.4.3 deals with food contact materials in general terms, and does not specify individual packaging materials for food contact or how they should be produced or used.

However, with respect to plastic packaging products, the standard refers to the Australian Standard for Plastic Materials for Food Contact Use, AS 2070-1999. This Standard provides a guide to industry about the production of plastic materials for food contact use. AS 2070, in turn, refers to regulations of the United States and European Economic Community directives relevant to the manufacture and use of plastics. In addition, the various Australian state and territory Food Acts make reference to food packaging issues.

FoodChoices® Curriculum Resource

The FoodChoices® Curriculum Resource is an ICT-based resource for secondary schools. The resource aims to increase students' food literacy by engaging them in rich and challenging tasks, while making lesson preparation and delivery easy for the busy teacher.

Announcing the new edition

The FoodChoices® Curriculum Resource is the successor to the popular Food choices the IT way used in over 1000 Australian secondary schools for more than 5 years. Fully revised and updated in collaboration with the Home Economics Institute of Australia (HEIA), this new edition is inspired by feedback from practitioners.

The FoodChoices® Curriculum Resource is now delivered online. This entire website, including access to the secure area for subscribers, will be ready for use from 31 January 2009.

Highlights of the new FoodChoices® resource include:

- Topical new teaching ideas for teachers
- Updated FoodChoices® software
- New Australian food data (latest AusNut)
- The new Nutrient Reference Values (NRVs) for Australia
- Full-colour graphical designs for the student resource sheets
- Student resource sheets (fillable PDF forms) can be filled in electronically
- Free download of the FoodChoices® software for students to use at home

About your subscription

A subscription to the FoodChoices® Curriculum Resource includes:

- 12 months access to the FoodChoices® Curriculum Resource subscriber site
- A license to install an unlimited number of copies of the FoodChoices® software on the computers at your school site. (Please note the software is also freely available for you and your students to install on your home computers.) At the end of the 12 month period you must either renew your subscription or remove FoodChoices® from your school computers.

Once you subscribe to the FoodChoices® Curriculum Resource you will receive:

- a User name and Password by email for accessing the FoodChoices® Curriculum Resource subscriber site
- instructions on downloading and installing FoodChoices® to your school network.

From HEIA

HEIA has been delighted to work with Xyris Software on this resource. HEIA's role has been to write the curriculum components in consultation with practising teachers and curriculum officers across Australia. Many of those consulted have used the first edition 'Food choices the IT way' for years. This experience, along with their knowledge of the demands of the contemporary curriculum, means they have been able to add considerable value to the resource.

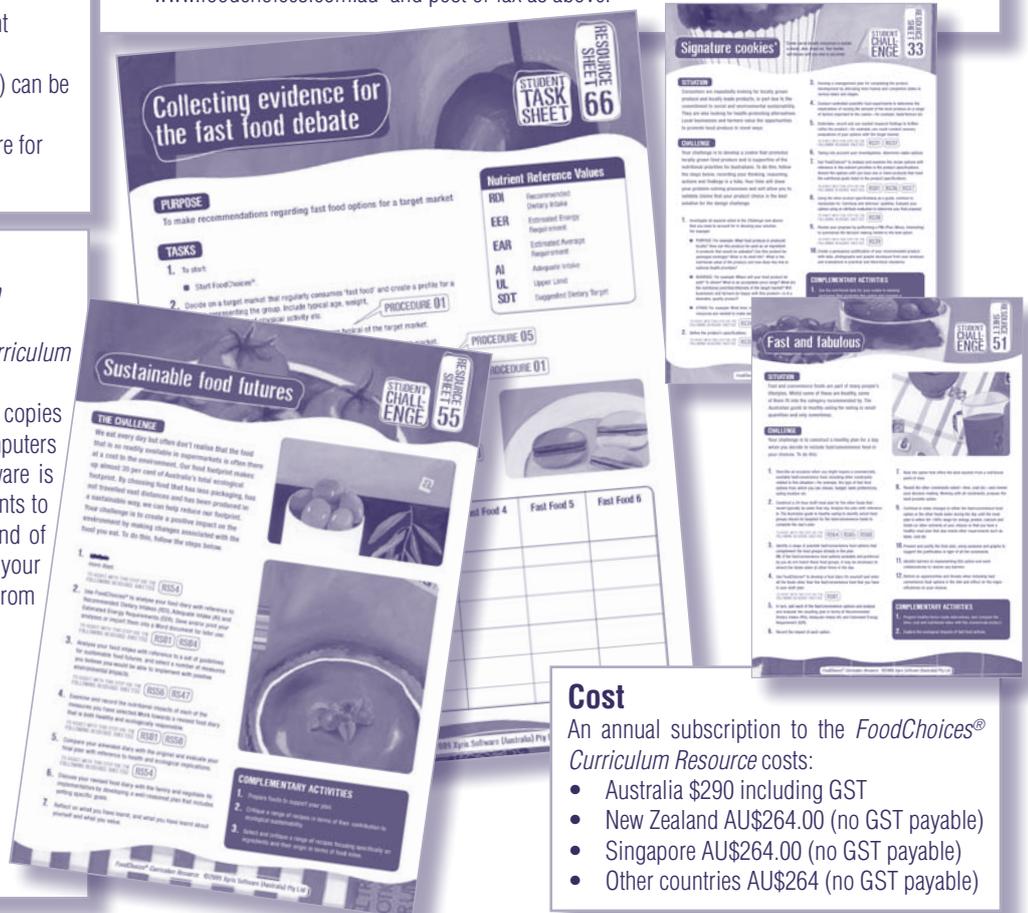
Students have also provided input resulting in the colourful new designs — how quickly we found out that adult ideas are so different to student ideas!

We look forward to providing reviews on the new resource in 2009. Early feedback indicates they will be just as positive as for the first edition.

How to subscribe

Subscribe to the FoodChoices® Curriculum Resource in any of the following ways:

- Post your school order form to: 20 Westbourne Street, Highgate Hill, QLD 4101 Australia
- Fax your school order form to 07 3223 5399 (from within Australia) +61 7 3223 5399 (from overseas) Note: Alternatively, download and complete the order form from www.foodchoices.com.au and post or fax as above.



Cost

An annual subscription to the FoodChoices® Curriculum Resource costs:

- Australia \$290 including GST
- New Zealand AU\$264.00 (no GST payable)
- Singapore AU\$264.00 (no GST payable)
- Other countries AU\$264 (no GST payable)

Please provide all of the following information with your order:

School or college name, Contact person's name
Contact person's email address, Postal address, Telephone number

Our ABN is 86 010 953 312

If you require any assistance when subscribing to the FoodChoices® Curriculum Resource please contact Geoffrey at Xyris Software (Australia) P/L.

Email: geoffrey@xyris.com.au, Telephone: Australia 07 3223 5300
New Zealand (free call) 0800 230 007, Singapore (free call) 800 6161 751

Daring to dream

Preferred futures through Home Economics



HEIA

National Conference

Darwin 2009 July 8-11



About the conference

The 2009 HEIA conference *Daring to dream* will explore visions for preferred futures for all individuals and families, locally and globally, especially as they relate to a socially just society.

We are *Daring to dream* that, one day, everyday practices related to home and family living will spontaneously be actions that are supportive of preferred futures for socially just, local and global communities.

The conference will examine global issues concerning social justice as they pertain to home economics—that is, in the context of everyday living. As such it will explore family, relationships, housing, food and textiles through a lens of promoting ethical practices.

educate
socially just society
fairness for all
inform
equal opportunity
advocate
rejection of discrimination



heia

Home Economics Institute of Australia Inc.



2009 Diary Dates

APRIL 2009

- 4 **Full-day workshop presented by the Queensland Association for Gifted and Talented Children Inc.,**
led by Professor Francoys Gagné
QUT, Kelvin Grove Campus (S Block), Brisbane
Email: secretary@qagtc.org.au
Web: www.qagtc.org.au/conf2009

- 30 April–1 May **P–10 Educators' Conference (Queensland Studies Authority)**
Brisbane Convention and Exhibition Centre,
South Bank, Brisbane
Email: events@qsa.qld.edu.au
Web: www.qsa.qld.edu.au

MAY 2009

- 2–3 **Spirit of Learning, Conference of the Beginning & Establishing Teachers' Association**
Brisbane Hilton
Email: eventregistration@deta.qld.gov.au
Web: www.beta.asn.au

- 14–23 **Heart Foundation 2009 Conference: Hearts in focus—Celebration, collaboration and challenges**
Brisbane Convention and Exhibition Centre,
South Bank, Brisbane
Email: heartfoundation2009@tourhosts.com.au
Tel: 02 9265 0700

- 21–23 **The 6th International Conference of the Middle Years of Schooling Association Inc**
Brisbane Convention and Exhibition Centre,
South Bank, Brisbane
Email: mysa2009@expertevents.com.au
Tel: 07 3848 2100

JUNE 2009

- 27 **Conference of the Early Childhood Teachers Association (Qld)**
John Paul College, Daisy Hill, Brisbane
Website: www.ecta.org.au

AUGUST 2009

- 8 **HEIA(Q) State Conference**
Brisbane Convention and Exhibition Centre,
South Bank, Brisbane
Web: www.heia.com.au/heiaq
Lyn Greenfield at Echo Events Australia
Tel: 07 3272 0950; Mobile: 0423 907 059
Email: lyn@echoevents.com.au

HEIA(Q)

PO Box 629, Kallangur Qld 4503 Tel/Fax 1800 446 841
Email: heiaq@heia.com.au Website: www.heia.com.au/heiaq