

inform

Newsletter of the Home Economics
Institute of Australia (Qld) Inc.
June 2015



The June 2015 issue of *InForm* is evidence of so many exciting things happening in Home Economics in Queensland at the moment. The regional professional development program is well under way and the arrangements for the state conference almost completed. The issue shows how many schools are participating in special days associated with Home Economics such as the International Day of Families, Food Revolution Day and Fashion Revolution Day. At the same time, this issue of the newsletter reports on plans that are underway for the HEIA(Q) retirees' function and the World Food Day excursion. Enjoy!

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2016 Scholarships

Undergraduate and Postgraduate for study in Home Economics or a related field, such as Family and Consumer Studies, Food and Nutrition or associated Teacher Education

The application form and further information can be found at www.omalleytrust.org.au

Completed applications must be sent to enquiries@omalleytrust.org.au by **5pm on Friday 31 July 2015.**

 Find us on Facebook



As many of you know, I have been visiting various areas of the state delivering workshops that form part of the HEIA(Q) professional development program. It has been pleasing to see many colleagues that I know and to meet new ones. I am always overwhelmed by the support and enthusiasm of the workshop participants, as many give up their own time to be involved.

I have been surprised by the number of participants who do not access or have not accessed the C2C materials, whether it is via OnePortal for state schools (Download Manager on your desktop), or through Scootle for non-state schools (register and then log in). There are assessment tasks, model responses, topic outlines and resources there for you to take a look at and use.

It is disappointing to note that many home economics teachers across the state are being relegated totally to Technologies with no chance of teaching Health and Physical Education (HPE). Please note that the Australian Curriculum documents for HPE (p.17) and Technologies (p.18) both state that Home Economics draws from both HPE and Technologies. The Australian Curriculum, Assessment and Reporting Authority, in designing the Australian Curriculum, made a policy decision not to repeat discipline-area content in more than one learning area. Therefore, nutrition is rightly found in the Health and Physical Education syllabus, whereas practical food preparation is found in Technologies. However, the Technologies document makes it quite clear that it is intended that food and nutrition education be integrated from the two learning areas, stating, 'Food specialisations includes the application of nutrition principles (as described in Health and Physical Education) and knowledge about the characteristics and properties of food to food selection and preparation; and contemporary technology-related food issues' (p.10).

Similarly, there are many other aspects of the HPE curriculum that are best suited to Home Economics. It is important that we sell ourselves as being those best equipped to teach these areas.

The workshops have been so well attended that some have been closed due to the large numbers. If you have not been to one, register for the next one coming up in your area. Be aware that many areas have held both workshops already because teachers wanted the information early so they could plan for the year. HEIA(Q) members can attend workshops in regions outside their residential areas if they wish to.

Places for the HEIA(Q) state conference on Saturday 1 August 2015 have been filling fast. Some teachers have told me that they were unable to get their first preferences for concurrent sessions. If you intend to go, it's best to register soon.

Don't forget to nominate your colleagues for the Teacher Excellence Awards to be presented at the state conference.

Kay York
President, HEIA(Q)

Jane Milburn shares her '365 Fashion upcycled' project with Moreton Bay College students



Jane Milburn came to Moreton Bay College as part of a workshop experience for the Year 12 Home Economics students.

Jane shared her expertise in a two-part workshop where the students were given hands-on experience in upcycling.

For the students, the process of 'cutting into' an existing item to change its form and context was a somewhat daunting one, but with their major textile item for Grade 12 being an upcycled project, Jane helped them overcome their doubts. The students worked in groups to produce upcycled outfits from jeans and business shirts, creating unique new garments and/or accessories. There were mixed reactions in the room, with students finding the process both enlightening and challenging.

As part of the workshop, Jane shared her '365 Fashion upcycled' project and some of the important points related to why and how consumers can play a role in the overall impact that the fashion industry has on the environment.

Jane is a big advocate for the Fashion Revolution program and Fashion Revolution Day. The program started in response to the Bangladesh

textile factory collapse in 2013. On 24 April each year, the organisers of Fashion Revolution Day aim to bring everyone in the fashion value chain together to help raise awareness of the true cost of fashion, to show the world that change is possible, and to celebrate all those involved in creating a more sustainable future.

Through Jane's advocacy for Fashion Revolution, students were exposed to some of the thinking and advocating that they can do. Jane's session was entertaining, informative and thought provoking.

As an added bonus Home Economics was given external exposure, with the event being reported in the local media.

Delia Stecher

Head of Home Economics
Moreton Bay College

OCT
17 save the date

HEIA(Q)'s World Food Day Food Discovery Tour



Come along and acknowledge World Food Day with fellow HEIA(Q) colleagues and their friends and families by joining us for Sunnybank Plaza's Food Discovery Tour. Although World Food Day is celebrated on 16 October each year, this year's HEIA(Q) event will be held on Saturday 17 October 2015.

The Food Discovery Tour at Sunnybank Plaza will take you on a journey of the shopping precinct, where you will learn about Asian cuisine and culture. Experienced chef Tony Ching and his team will take you to Asian butchers, supermarkets and restaurants, where you will gain valuable information on how to select the best produce and how to create genuine Asian meals. Throughout the tour, Tony will demystify Asian supermarkets and highlight the key ingredients within many of your favourite Asian dishes.

The tour will conclude with yum cha at Landmark restaurant, where Tony will discuss Asian cuisine and culture.

This is a great chance to expand your knowledge and opportunities within multicultural Brisbane. It is also a fantastic opportunity to learn about

embedding Asian literacy within the home economics classroom whilst developing exciting learning experiences that could be readily integrated into the curriculum through your new-found knowledge and understanding of Asian cuisine and culture. The tour will also be a great way for you to meet others who are interested in supporting World Food Day in the context of Asian cuisine.

Tessa Lund

Student representative
HEIA(Q) Committee of Management

Saturday 17 October 2015

10 am - 1.30 pm

Cost:

- Members: \$65 per person
- Non-members: \$75 per person

Address: Corner of Mains Road and McCullough Street, Sunnybank

For more information, please contact Tessa Lund <tessalund07@gmail.com>

AUG
25 save the date

Retirees' High Tea

This historically well-attended event will be held again in 2015. The venue, Keri Craig Emporium, is popular with attendees due to its central position and ease of transport. It is quiet (until the retirees get there), private and the ambiance seems to fit the occasion.

If you are in contact with any retired colleagues, please alert them to this event and urge them to contact Denise McManus so they can be added to the database and receive information.



HEIA(Q) retirees enjoying the 2014 high tea

Date:	Tuesday 25 August 2015
Time:	11.30 am
Venue:	Keri Craig Emporium Brisbane Arcade Brisbane City
Cost:	\$40.00 approx. (final cost to be advised) including high tea, with a glass of sparkling wine on arrival
RSVP:	Tuesday 18 August to Denise McManus
Tel:	07 3865 1401
Email:	zzdmcman@westnet.com.au
	Please advise of dietary requirements when replying.

Hope to see you there!

International Day of Families 15 May

How HEIA(Q) members got involved

The International Day of Families celebrates the importance of families as the most fundamental units of society, but also provides an opportunity to show concern about and promote awareness of family issues, both locally and globally.

The Home Economics Institute of Australia (Qld) invited members to submit ideas for activities that we, as individuals, or with our families, or with our students, if we are teachers, could do to acknowledge the International Day of Families on 15 May 2015, which was also the start of Australia's National Families Week. Prior to the day, many ideas were submitted and shared with members via email, to inspire us to be reflective on this day/week. HEIA(Q) thanks all those who took the time to share their ideas. Clearly, lots of great things were planned. These ideas are listed below, along with specific activities from two schools on the two pages that follow.

Ideas for school

- Our department is celebrating this significant event by hosting a community breakfast.
- Dedicate a cooking lesson to family recipes and invite family members to join the students for brunch or afternoon tea.
- Share family recipes in class with others.
- Make a collection of family recipes in the form of a recipe book.
- Role-play and compare and contrast how families operated historically and how they do now.
- Play a board game or similar as a family and then have a class discussion about what happened and the benefits of doing things together as a family.
- For older students—have them consider and discuss the following statement: 'Despite advancements in technology and the "busyness" of everyday life, families today still fulfil the same basic functions as those of 100 years ago.'
- For younger students—have them share with the class or a smaller group of peers why

their families are important to them and their favourite family activities.

- Have each student make his or her family's favourite food and share with classmates both the food and the story behind its importance.
- Sell little red and green (the colours of the International Day of Families symbol) bows on pins to raise money for the Smith Family.
- Give students the symbol for the International Day of Families and ask them to interpret the symbol—there are no right or wrong answers. Then share its meaning from the United Nations—the image combines simple drawings of a heart and a house into an image that symbolises that families are the centre of society and provide a stable and supporting home for people of all ages.
- Have students explore the concept of 'family'—friends and family. Ask each student to identify between one and five people they can truly rely on, then trace his or her hand and write the name of each of those people on a different finger.

Ideas for home

- Plan a family 'date' night once a week for the next six weeks, for example, having a picnic, going for a walk, riding bikes or going bowling.
- Organise a Family Fun Activity Week—have each member of the family write a family fun activity on a paddle-pop stick and take a turn to submit the idea until there is an activity chosen for each day of the week.
- Celebrate with a favourite meal and activity together but also share what each person thinks is great about their family as well as things that need to work better. Make this a time for celebration and reflection.
- Schedule an electronic-device-free meal or day to encourage conversation.
- Skype Grandma (or someone else you love) and tell her you love her.



International Day of Families

15 May

www.un.org/en/events/familyday/

The International Day of Families, held annually on 15 May, celebrates the importance of families and the work started during the International Year of Families in 1994. It marks the significance to the international community of families as the most fundamental units of society, as well as to show concern about their situations in many parts of the world.

The symbol of the International Day of Families consists of a solid green circle containing an image in red, which combines simple drawings of a heart and a house. This indicates that families are the centre of society and provide a stable and supporting home for people of all ages.

The theme for the 2015 international day was: *Men in charge? Gender equality and children's rights in contemporary families.*

The United Nations International Day of Families on 15 May 2015 was supported by Australia's National Families Week, which aims to celebrate the vital role that families play in Australian society.

International Day of Families 15 May (cont.)

Celebrating at Redlynch State College, Cairns

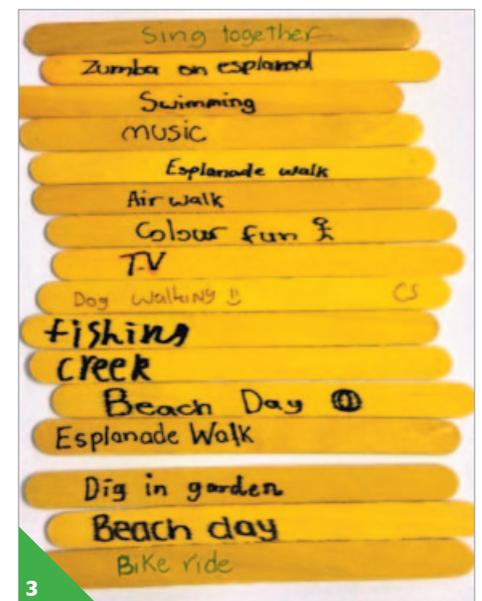
1. Year 7 student at Redlynch State College choosing her family fun activities
2. Redlynch State College students designing their weekly timetable for Family Fun Activities
3. Free family fun activities identified by Year 7 students at Redlynch State College



1



2



3

This year's federal budget is squarely focussed on families, with the announcement that one of the prime movers for economic growth will be the implementation of affordable childcare policies aimed at increasing workforce participation rates. The fiscal benefits derived from such policies are invaluable, including the assurance that an ageing Australian population will have a workforce capable of delivering a standard of living no less than we experience now. However, there is an ever-present challenge in achieving the elusive work, life and family balance. A notable Australian Bureau of Statistics (ABS) study has demonstrated the complexities of this juggling act, revealing that '55% of respondents cited the demands of family as the main reason they felt rushed' (ABS, 2009). So how can we lessen time pressures on working parents and simultaneously free up enough time to foster high-quality family relations?

The Year 7 students at Redlynch State College in Cairns have been busily testing a strategy to promote work-life balance by factoring fun into family life. They have explored the notion that scheduling a daily fun activity to be shared with the family can, paradoxically, save time and facilitate spontaneity.

The objective of the learning experiences was to generate a list of fun family activities that ranged in price—some were free, others cheap

and a few were expensive. No stone was left unturned during the brainstorming process. The possibilities ranged from an air walk in the airport mangrove forest to Zumba on Cairns Esplanade. The ideas were transferred to colour-coded paddle-pop sticks—yellow for free activities, green for cheap activities and red for expensive—and thrown in a hat. Students drew out a nominated number of paddle-pop sticks and were rewarded with fun family prizes in their hands. The focus was then on timetabling the events into a weekly schedule that suited their families' lifestyles. Then there was no more to do except let the fun begin!

In completing the task, students developed a strategy to relieve some time pressures and have actively participated in the creation of routines to help put family front and centre. Families are the fabric of society and piecing together ways to strengthen these constructs has been plenty of fun.

Nikki Vass

Redlynch State College, Cairns

Reference

ABS (2009). Work, life and family balance. *Australian social trends 41020*, September 2009. Accessible at www.abs.gov.au



International Day of Families 15 May (cont.)

Celebrating at Good Counsel College, Innisfail



4

The significance of family and community has never been so important than in today's society. The theme for this year's International Day of Families was: *Men in charge? Gender equality and children's rights in contemporary families.* Secretary-General Ban Ki-moon (United Nations, 2015) states: 'Equitable social and economic development depends on fair legal frameworks and social norms that support the rights of women and children. Discriminatory laws and practices that do not give equal rights to all, and that suppress women's and children's rights, have no place in contemporary families, communities, societies and nations.'

To celebrate the International Day of Families, the college hosted an International Day of Families breakfast for approximately 60 people from the school community. Promotional goodies supplied by Families Australia helped to make the event very memorable. The resources provided included posters, balloons (which we filled with helium), stickers, notepads and painting sheets for the younger children who attended with their parents. The Year 11 Hospitality students prepared a buffet breakfast as part of their practical assessment for the term.



5



4. Enjoying Good Counsel College's International Day of Families community breakfast
5. Healthy choices for the Good Counsel College International Day of Families breakfast

Home Economics teacher education in Queensland

Help put the myths to bed—we have, and need, a home economics teacher education course in Queensland

A plea from the heart! Please spread the word far and wide that home economics teachers are still very much needed and we have a full-time Bachelor of Education (Secondary) Home Economics/ Hospitality pathway that is offered through Central Queensland University.

As you would have read in the HEIA(Q) March 2015 newsletter, HEIA(Q) has entered into a Memorandum of Understanding with Central Queensland University (CQU) to help promote home economics teacher education in Queensland. The course is up and running. It promises to be very exciting and to meet the needs of future home economics teachers. The online course includes residential schools and practicum placements that can be undertaken in either Brisbane or Rockhampton. A detailed report was published in the March 2015 issue of HEIA(Q)'s newsletter, *InForm*.

However, if CQU does not receive a sufficient number of enrolments to make this course viable, it will be cancelled, as was the QUT course. So please, spread the word. I urge you to do two things:

1. If you have aspiring home economics teachers among your Year 11/12 students, please encourage them to enrol in this course at CQU.
2. Please let your careers/ guidance officer know about the course. HEIA(Q) has emailed all careers/guidance officers but reinforcement would be great.

Let's see those numbers soar—there are certainly jobs out there for home economics teachers in Queensland.

We need home economics teachers to teach the Australian Curriculum

This leads to another point. Home Economics very much has a place in the Australian Curriculum so it is unlikely that Home Economics is going anywhere—except upwards—in the near future. We need to promote home economics teaching as a profession to our students.

In the Australian Curriculum, it is expected that Home Economics will:

- play a key role in implementing both Health and Physical Education (HPE) and Technologies
- integrate HPE and Technologies
- deliver a raft of programs such as Home Economics, Food for Life, Textiles and Fashion, etc.—that is, it does not have to be a holistic Home Economics program.

Some quotes about Home Economics from the Australian Curriculum documents

The following quotes are useful to show administrators how the Australian Curriculum, Assessment and Reporting Authority (the organisation that develops the Australian Curriculum) perceives the role of Home Economics in the curriculum:

From *The Australian Curriculum, Health and Physical Education* (2014, p.18):

Organisation of learning

...schools organise learning depending on local needs, resource availability and timetabling structures. ... the content from the Health and Physical Education curriculum can be organised and delivered in a range of ways, through a number of different school subjects, such as Home Economics or Outdoor Education.

Home Economics

Home Economics supports students to develop the capacity to make decisions, solve problems and respond critically and creatively to practical concerns of individuals, families and communities in local and global contexts. Elements of learning in home economics will draw from content in both Health and Physical Education and Technologies in the Australian Curriculum. The primary content

drawn from the Health and Physical Education curriculum is in relation to food and nutrition, growth and development, identity and connecting to others.

From *The Australian Curriculum: Technologies* (2014, p.32):

... Home Economics subjects support students to develop the capacity to make decisions, solve problems and develop critical and creative responses to practical concerns of individuals, families and communities in the local and global context. ... elements of learning will be drawn from content in both Health and Physical Education and Technologies in the Australian Curriculum.

When teaching food and nutrition, it is necessary to draw from and integrate:

- The Australian Curriculum HPE
 - Focus area—Food and nutrition (mandatory to Year 10)
- The Australian Curriculum Technologies
 - Context—Food specialisations (mandatory to Year 8).

As stated in *The Australian Curriculum Technologies* (2014, p.32):

In the Australian Curriculum students will be taught about food and nutrition in Health and Physical Education (HPE) from Foundation to Year 10 and in the Technologies learning area through Design and Technologies from Foundation to Year 8. In the HPE curriculum students develop knowledge and understanding of nutrition principles to enable them to make healthy food choices and consider the range of influences on these choices. In Design and Technologies students learn how to apply knowledge of the characteristics and scientific and sensory principles of food, along with nutrition principles (as described in HPE) to food selection and preparation through the design and preparation of food for specific purposes and consumers.

If you have any doubt about the relationship of Home Economics to the Australian Curriculum HPE, examine the points that describe the food and nutrition focus area for years F-10:

- Food groups and recommendations for healthy eating (including the Australian Guide to Healthy Eating)
- Nutritional requirements and dietary needs (including the Australian Dietary Guidelines)
- Food labelling and packaging

2015 World Food Day



- Food advertising
- Personal, social, economic and cultural influences on food choices and eating habits
- Strategies for planning and maintaining a healthy, balanced diet
- Healthy options for snacks, meals and drinks
- Sustainable food choices.

This list has not been edited—it is the full set of what has to be taught to all Australian students and is mandatory from Years F-10. Isn't that exactly what Home Economics teaches in its food and nutrition programs? We need to collaborate with HPE departments and probably school administrators to ensure that home economics teachers do teach this focus area.

HEIA has fought the big policy battles to ensure that Home Economics is represented in the Australian Curriculum. But now it is time to drive the agenda from the ground up—let's not stumble at the final hurdle. Don't give up now; we have come too far. It will just take time, determination, passion and belief.

At the HEIA national conference in Perth in 2014, I opened my presentation with the following main points:

1. Home Economics is part of the Australian Curriculum and will draw from both HPE and Technologies.
2. Home Economics is in a great space from which to engage all students in learnings about home economics.
3. Without HEIA being a strong and united body, this would not have happened.
4. The opportunities are huge.
5. The challenges can be overcome.
6. We are nearly there.

I concluded with this quote:

'Never doubt that a small group of thoughtful, committed, citizens can change the world. Indeed, it is the only thing that ever has.'

Margaret Mead

Go make it happen! You are the best people to do it.

Dr Janet Reynolds

Convenor, HEIA Education Standing Committee

The theme for 2015 World Food Day, marked 16 October, is 'Social protection and agriculture: Breaking the cycle of rural poverty'. Social protection has been chosen as the theme of this year's World Food Day (WFD) to highlight its importance in reducing rural poverty and granting access to food or means to buy food.

What is social protection exactly?

When a poor household is in distress due to illness or an external shock or when a family doesn't earn enough to provide for its members, social protection helps to move the family out of poverty or to prevent it falls into the cycle of poverty and hunger. Social protection can therefore be described as a blend of policies, programs and interventions aimed at protecting poor and food insecure people or those who may be vulnerable to poverty and food insecurity. This is particularly important for the more than 75 percent of the extreme poor and chronically undernourished in developing countries who live in rural areas, and where agriculture is an important part of their livelihood. In the absence of social protection, if there is a severe event such as drought or heavy storm that ruins their crops, they may be forced to, for example, sell livestock, or grow crops that are more hardy but less remunerative.

How can social protection help poor and vulnerable people?

Social protection translates into a variety of programs that provide financial or in-kind support to poor and vulnerable people in order to enhance their income, capacities and rights, for example:

- programs that distribute cash or vouchers or in-kind contributions to vulnerable families. In some cases, entitlement to aid, means that families need to fulfill specific requirements such as agreeing to send children to school and ensuring their education.
- school feeding programs that encourage children to attend school while enhancing their diets, with meals sometimes purchased from local farmers
- Social assistance programs can, therefore, prevent households from selling their assets or taking their children out of school as a strategy to cope with a shock of any nature - when a storm, for instance, hits their crops or livestock
- labour market programs provide unemployment benefits, build skills, and enhance workers' productivity and employability.

Social protection is critical because not only prevents people from going hungry in the short run, but also stimulates production and provides greater income stability in the longer-term, thus reducing food insecurity and poverty.

2015 World Food Day student poster contest is now open

Every year, in recognition of World Food Day, the Food and Agriculture Organization of the United Nations (FAO) organises a poster contest for students aged 5-17 years. Students worldwide are encouraged to draw a poster illustrating the World Food Day theme. Since its launch in 1991, the FAO poster contest has inspired thousands of children worldwide, making them aware of the work undertaken to eradicate hunger and poverty in the world.

The winning posters will be displayed on the FAO World Food Day website (the 2014 winning entries are currently displayed). The top three

entries in each age group will also be displayed at Expo Milano 2015, where the World Food Day will be celebrated this year with the participation of the Secretary-General of the United Nations, Ban Ki-moon. Award winners will also receive a commemorative medal to mark the FAO 70th anniversary.

The WFD poster content website <http://www.fao.org/world-food-day/contest/2015/en/> provides further information about the 2015 WFD theme, including a range of cartoons and other materials to assist teachers and students gain a more comprehensive understanding of social protection.

The contest closes on 30 September 2015.

HEIA responds to the proposed changes to the Australian Curriculum

Background

As many HEIA members would know, *The Australian Curriculum: Health and Physical Education* (HPE) and *The Australian Curriculum: Technologies* were finalised in late 2013—at about the same time that there was a change in the federal government. The new government ordered a review of the development and implementation of the Australian Curriculum and, as a result, endorsement of the Australian Curriculum for HPE and for Technologies by the Australian education ministers was put on hold. The review of the curriculum took place in 2014, with the final report being submitted to the Minister for Education in August 2014.

HEIA's response to the Review

In December 2014, the Home Economics Institute of Australia sent all Australian education ministers a response to the 2014 review of the Australian Curriculum, with a copy to the Australian Curriculum, Assessment and Reporting Authority (ACARA). The HEIA response outlined recommendations that HEIA believed would enhance the Australian Curriculum. It also raised concerns about the following:

1. the recommendation (p. 211) related to Technologies not being introduced until Year 9 being inappropriate for effective food and nutrition education in an era of massive diet-related diseases in Australia
2. the recommendation (p. 211) related to Technologies not being introduced until Year 9 being inappropriate in relation to the development of critical and creative design thinking and the ability to use practical skills to solve problems
3. the recommendation (p. 207) that core content in Health and Physical Education be reduced, potentially resulting in the focus areas not being up front for teachers, when they are already difficult to locate.

Further work by ACARA

In response to the Review of the Australian Curriculum, the Australian education ministers agreed that ACARA should undertake work to resolve the overcrowded primary curriculum;

to rebalance the curriculum; to improve accessibility for all students; and to improve parental engagement around the curriculum. As a result, ACARA developed draft changes to the Australian Curriculum to reduce the volume of content descriptions and/or achievement standards across the learning areas, in particular for Foundation to Year 8. These draft changes related to two of the themes agreed to by the Education Council—resolving the overcrowded primary curriculum and rebalancing the curriculum.

HEIA's response to the draft changes

In April 2015, HEIA was invited to participate in a limited consultation on draft changes to the F-10 Australian Curriculum content descriptions and achievement standards for HPE and for Technologies. The consultation was limited to state and territory curriculum and school authorities, key stakeholders and a sample of practising primary teachers. HEIA submitted its response on 13 April 2015.

The HEIA response addressed proposed changes for Bands 5/6, 7/8 and 9/10 for HPE and Technologies, with particular emphasis on Band 7/8. HEIA's response addressed not only the proposed changes to the curriculum, but also suggested further changes, especially to the Design and Technologies content descriptions for Years 7/8, which generally were thought to lack clarity and to be overly complex at times. Concerns were raised about the lack of alignment of the content descriptions with the achievement standards.

What next?

ACARA is currently working on the responses to the proposed changes. It is envisaged that no further news will be forthcoming until September 2015. ACARA will recommence work on advice related to Home Economics and the Australian Curriculum once the revisions have been approved.

Dr Janet Reynolds

Convenor, HEIA Education Standing Committee

\$16.9 million to help lift teacher quality

According to a media release on 7 May 2015 from the Commonwealth Department of Education and Training, the Australian Government will provide an additional \$16.9 million over four years to the Australian Institute for Teaching and School Leadership (AITSL) to improve initial teacher education and to ensure teacher graduates are 'classroom ready'.

Minister for Education and Training, the Hon Christopher Pyne MP said the funding would equip AITSL to implement the recommendations of the Teacher Education Ministerial Advisory Group (TEMAG) report, starting with the first recommendation of supporting the government to implement a literacy and numeracy test for initial teacher education students from 2015.

Mr Pyne said the extra funding would enable AITSL to seek better quality information from teacher training institutions so that a more accurate assessment could be made of course quality and, therefore, of graduate readiness to teach.





Food Revolution Day

15 May 2015

The following are extracts from the Food Revolution website

www.foodrevolutionday.com/#P544RjOM6WPdJMus.97

Fighting for food education for every child

Food Revolution Day is a global campaign to put compulsory practical food education on the school curriculum.

With the prevalence of diet-related diseases rising at an alarming rate, it has never been more important to educate children about food, where it comes from and how it affects their bodies.

My wish is to create a strong sustainable movement to educate every child about food, inspire families to cook again and empower people everywhere to fight obesity.

(Jamie Oliver, Food Revolution Day website)

Jamie passionately believes that by educating children about food in a fun and engaging way, we can equip them with the basic skills they need to lead healthier, happier lives, for themselves and their future families.

What's the answer?

By educating children about food in a practical, fun and engaging way, we can provide them with the knowledge and skills they so urgently need to lead healthier, happier lives. We need to make practical food education a compulsory part of every school curriculum across the world, and that's why I've launched a petition calling on all G20 countries to action this. With enough support from millions of people around the world, I truly believe that we can create a movement that's powerful enough to make governments take action.

(Jamie Oliver)

We can do this. We know it works.

There have already been hugely positive steps in the right direction. Here are some examples:

- In England, The School Food Plan made cooking lessons and food education a compulsory part of the curriculum.
- In Mexico, all schools promote healthy eating through compulsory nutrition education, thanks to the General Law on Education.
- In Brazil, the School Health Programme has made food and nutrition education a fundamental part of their basic curriculum.
- Food education has also been part of the curriculum in Japan since 2005, and Finland has a long history of home economics.

But we still have a long way to go. Good, practical and compulsory food education should be available in every school for every child.

WORLDWIDE, THERE ARE MORE THAN
42 MILLION CHILDREN
UNDER THE AGE OF FIVE WHO ARE
OVERWEIGHT OR OBESE

DIET-RELATED ILLNESSES
ARE AMONG THE WORLD'S
BIGGEST KILLERS

CHILDREN TODAY
ARE THE FIRST GENERATION PREDICTED TO
LIVE SHORTER LIVES
THAN THEIR PARENTS

Squash it sandwich

from the Food Revolution Day website



This 'Squash it sandwich' was promoted on the 2015 Food Revolution Day website to encourage young people to prepare healthy food from a range of fresh ingredients.

Ingredients

- 4 seeded wholegrain rolls
- 4 radishes
- 5 cm piece of cucumber
- ½ a small carrot
- 2 cauliflower florets
- ½ a small red pepper
- ½ a small apple (core removed)
- 1 tablespoon balsamic vinegar
- 1 tablespoon extra virgin olive oil
- 4 sprigs fresh soft herbs, such as dill, flat-leaf parsley or basil, or 2 sprigs of fresh mint
- ½ a punnet or 1 handful of salad cress or sprouting herbs
- 1 handful of fresh podded peas
- 1 tablespoon sunflower seeds
- 2 tablespoons quality cottage cheese or cream cheese
- 2 tablespoons quality houmous

Method

1. On a chopping board, carefully halve the rolls across the middle using a bread knife, to give you a top and a base for each sandwich. Put to one side.
2. Using an eating knife, cut each radish in half lengthways, then slice each radish half into 3 pieces and place into a large bowl.
3. Cut the cucumber in half lengthways, scoop out the watery seeds with a teaspoon and discard.
4. Slice each cucumber half into 4 pieces, then add to the bowl.
5. Trim the carrot, then cut into 8 even-sized pieces and add to the bowl.
6. Click apart the cauliflower florets and place into the bowl with the stalks.
7. Pull out the pepper's stalk, tearing out the core, then discard.
8. Scoop out the seeds and white pith with a teaspoon, then discard.
9. Cut the pepper into 4 slices, then cut each slice into 4 pieces. Add the pieces to the bowl.
10. Place the apple half, flat-side down, on the board.
11. Cut the apple into 6 even-sized pieces, then add to the bowl.
12. Place a clean tea towel onto the chopping board and place the vegetables and chopped apple in a pile in the middle.
13. Fold over each corner of the tea towel so your ingredients are wrapped up like a parcel—make sure there are no gaps to stop the vegetables from escaping.
14. Carefully crush and squash the vegetables with a rolling pin until broken down into little pieces.
15. Open up the parcel—if your pieces are still too big, wrap it back up and crush and squash again.
16. Measure the balsamic vinegar and extra virgin olive oil into the empty bowl to make your dressing.
17. Pick the herb leaves, discarding the stalks.
18. Tear the leaves into small pieces, adding them to the bowl as you go.
19. Using scissors, snip the cress or sprouting herbs into the bowl.
20. Add the peas and sunflower seeds to the bowl.
21. Add the squashed vegetables to the bowl, then using the tips of your fingers, carefully toss them in the dressing so they're nicely coated.
22. Spread the base of each roll with the cottage or cream cheese.
23. Spread the soft side of each top with the houmous.
24. Equally divide the vegetable mixture between the base of each roll.
25. Place the lids on top, houmous-side down, press lightly, then tuck in!

Nutrition detail

Kcal	463.5 [kJ 19406]
Fat	21.9 g
Saturated fat	4.3 g
Protein	17.1 g
Carbohydrate	46.9 g
Sugar	19.7 g



Reporting from Brisbane Bayside State College

At Brisbane Bayside State College (BBSC), Year 9 Home Economics builds on nutrition knowledge gained in Years 7 and 8. In Year 9, students investigate lifestyle diseases and how diet impacts on our health. As part of engaging in the wider community and providing students with connections to the global community and, this year BBSC students participated in Jamie Oliver's Food Revolution Day. This enabled them to link the lifestyle disease of obesity to the global community and, at the same time, to become advocates for structures in society that promote the concept of healthy choices being easy choices.

As we know, Jamie Oliver is a global advocate for children's health. The BBSC students signed and shared his worldwide petition to ask governments to stand up and face the shocking fact that there are more than 42 million children under the age of five years who are overweight or obese.

With this in mind, the Year 9 students made one of the recipes from the Food Revolution Day website—a vegetarian squashed sandwich—as a way to showcase how more fresh vegetables can be incorporated into the diet. They used fresh herbs from the school vegetable garden to add extra flavour. It was a fun lesson and the students really got into the spirit of bashing the vegetables for the sandwich.

Claire Stanic

Junior Home Economics and Hospitality
Brisbane Bayside State College

Reporting from Moreton Bay College, Brisbane

Jamie Oliver's Food Revolution is a program that encourages young and old to consider where food comes from and how it is prepared—rather than always opting for premade options. He has a strong passion for educating youth in order to make changes for the long term.

Moreton Bay College took a slightly different approach to recognising the day this year, with a 'come and try' stall for the students. The secondary school had healthy snacks and recipes set out as a buffet all day, with a view to encouraging students to eat healthy snacks and to take away the recipes to try at home. The buffet was set up outside the Home Economics classrooms. The Home Economics and Food and Textile Technology students were engaged in media conversations and practical tasks that embodied Jamie Oliver's Food Revolution.

As educators we now have more opportunities than ever to involve students in a variety of learning opportunities that are beyond our classroom walls. At Moreton Bay College we are endeavouring to engage students in a variety of experiences to ensure lifelong learning and enthusiasm within our field.

Delia Stecher

Head of Home Economics
Moreton Bay College, Brisbane

Reporting from Good Counsel College, Innisfail

Good Counsel College had a very busy day on 15 May 2015, with students celebrating the International Day of Families and participating in Jamie Oliver's Food Revolution Day. Approximately 100 students and teachers were involved in Food Revolution Day. Students prepared the Squash It Sandwich, Jamie's recipe for 2015, together with other healthy lunch options. Individuals were also able to make their own roll, wrap or bowl for lunch using other healthy alternatives such as carrot, raw beetroot curls, lettuce, tuna, grated cauliflower, mint, tomato and cucumber.

Both the International Day of Families and Food Revolution Day will become annual events on the Good Counsel College event calendar.

Loretta Kreis

Good Counsel College, Innisfail





2015
State
Conference
Saturday 1 August

Ready, set ...

- 2 keynote speakers
- 26 concurrent sessions
- 3 conference committee members
- 2 conference managers

are all set and organised in readiness for, we hope, up to 300 delegates to attend the HEIA(Q) 2015 state conference. The line-up is outstanding!

Saving some money

Remember, conference registration fees are tax deductible if you pay your own registration and associated costs. If you pay before 30 June 2015 you can claim it back this tax year.

Something for everyone

The HEIA(Q) Conference Committee recognises the diverse needs of its members in terms of professional development and the importance of being able to show administrators how the program warrants the funding of members' attendance at the conference. We believe the committee has addressed those needs in the 2015 conference program.

Industry and business perspectives

So often, home economics professionals who do not actually work in industry or business, do not have the opportunity to engage with industry and/or business personnel to hear different perspectives about food and nutrition. In 2015, delegates will have the opportunity to engage with Coral Colyer from Goodman Fielder, Dr Gary Mortimer from the QUT School of Business (and who also has extensive experience working at Coles) and Dr Jason Wu from the George Institute. Respectively, they will explore fats and oils, emerging trends in food retailing and the app FoodSwitch. What fabulous opportunities!

Reporting on PhD research

This year will see three presenters either reporting on or building on their PhD research. Dr Jay Deagon will report on her findings related to spirituality and Home Economics; Margaret Anderson will outline her current

studies and the cookery book she is writing about how the survival and preservation of Islander culture links to traditional knowledge and customs around food and its preparation; and Dr Helen Vidgen will build on her PhD studies and provide an overview of the term 'food literacy' and its use, and then go on to present an empirically derived definition including identification of its components.

Curriculum

Maybe you or your school has a particular interest in the Australian Curriculum—in this case, head off to hear Kay York explore assessment in the Australian Curriculum, or go to Kay's session on the Curriculum to Classroom resources being prepared by Education Queensland to support the Australian Curriculum. Madonna Thomson's session should be full of ideas to support the cross-curriculum priority of Aboriginal and Torres Strait Islander histories and cultures. As well, Dr Jenny Naylor's session on inquiry learning will support both the HPE and Technologies curricula. Those with particular interest in senior schooling have not been forgotten. Officers from the Queensland Curriculum and Assessment Authority will update delegates about assessment in the context of the new subject area syllabuses.

Pedagogy

Rosemarie Sciacca and Margaret Duncan's sessions are sure to inspire with ideas for effective pedagogy, while Professor Donna Pendergast will discuss issues related to transitioning Year 7 students into high school. On a different tack, Belinda Ingram and Jason McCormick will consider how competitions can be meaningfully integrated into the curriculum, while Oxfam project officer Annelise de Mal will bring to life some of Oxfam's resources to make the home economics classroom a great place of learning.

What works

A number of facilitators bring with them insights into what is working in terms of programs or strategies to engage people in health-promoting behaviour. So, for example, dynamic Louise D'Allura will look at strategies to help delegates get on board with Well Productivity™, whilst equally dynamic Dr Tara Diversi will look at strategies to engage in health-promoting behaviour, and Professor Rebekah Russell-Bennett will explore how to use mobile technology to promote behaviour change.

Have a leaning towards textiles?

In that case, check out Jane Milburn's session, especially if you would like to learn more about how everyday actions—including sewing!—can lead to greater sustainability in the fields of textiles and fashion. On a different theme, Ashley Hollis and Katrina Wheaton will explore designing with wool, along with the great school-based resources from the Wool4School™ competition. And if you would like to wind down with a hands-on practical session at the end of the day, head to Kay York's upcycling fabrics workshop.

Contemporary tables

Two sessions (with one of them repeated to make three opportunities) will be dedicated to those with a particular interest in food preparation and the industry in general. Two chefs who are new to the HEIA(Q) stage will take their places this year. Dale Chapman from The Dilly Bag will demonstrate how to create eclectic fusion cuisine using Australian native foods and Alison Taafe, the Sassy Chef, will demonstrate how to cook a variety of 'free' foods (gluten free, dairy free, etc.), while at the same time opening a discussion on the Paleo Diet.

Registration costs

(All prices include 10% GST)	After 19 June 2015 \$A per person
HEIA member	\$290
HEIA member: student/ not in paid employment	\$210
Non-member	\$375
Non-member: student/ not in paid employment	\$260

Conference convener

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Conference organisation and registration enquiries

Expert Events:
T. +61 7 3848 2100
E. heiaq2015@expertevents.com.au
PO Box 351, Hamilton Central, Qld 4007, Australia

Who are our 2015 presenters?

This year, the HEIA(Q) conference committee has liaised with a whole raft of speakers to bring 29 presenters to the conference.

Here are their backgrounds:

- 6 curriculum/assessment officers, two of whom have home economics backgrounds
- 5 university academics
- 5 practising home economics teachers
- 5 consultants
- 3 industry representatives
- 3 researchers
- 2 chefs.

Of these:

- 11 practise, or have a background in, home economics
- 7 have a background or special interest in food and/or nutrition
- 3 have a background or special interest in textiles
- 6 specialise in education more broadly
- 2 have backgrounds in social research/ social marketing.



Annalise De Mel



Ashley Hollis



Belinda Ingram



Coral Colyer



Dale Chapman



Dr Gary Mortimer



Dr Jenny Nayler



Jane Milburn



Katrina Wheaton



Kay York



Margaret Duncan



Professor Donna Pendergast



Professor Rebekah Russell-Bennett



Rosemarie Sciacca

HEIA members invited to participate in FoodSwitch food nutrition label study

The George Institute for Global Health, based at The University of Sydney, is recruiting volunteers to participate in a five-week study on food nutrition labels. In recognition of their efforts, on completion of the study, participants will each receive two \$50 online-shopping vouchers for groceries.

The study will compare the way food labels display nutrition information. The aim is to find out which type of label is best at helping people to make healthier food and drink choices.

If you are aged 18 years or over and are the main shopper for your household, you may be eligible to participate. You will need to have a smartphone and have no plans to travel away from your usual residence for five consecutive weeks, so that your normal shopping patterns will not be affected. If you plan to travel in the next couple of months, you will be very welcome to participate in the study when you return. Study recruitment will not be completed until September 2015. The study will start as soon as participants download the app and consent to participate using the app.

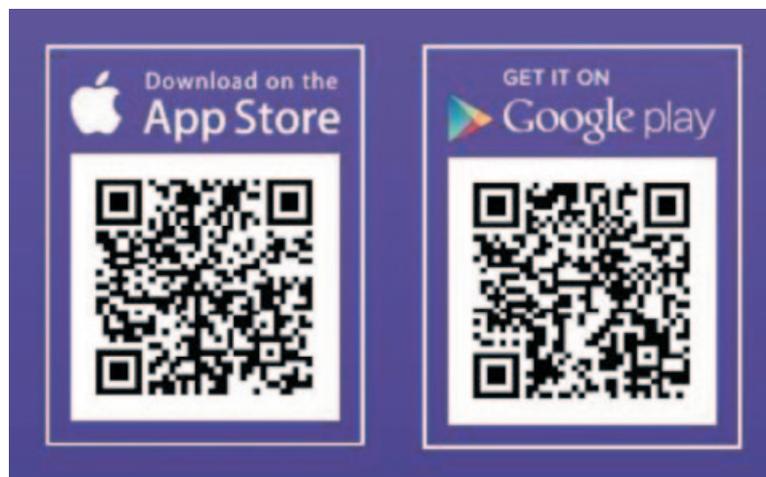
Once recruited, participants will use their smartphones to access food nutrition labels in a format assigned by the trial. They will be asked to send in information about what they buy throughout the study.

If you are interested in finding out more, please visit the George Institute for Global Health website, which includes a set of FAQs, at www.georgeinstitute.org.au/news/take-part-in-our-food-label-trial-now-0 OR contact foodlabeltrial@georgeinstitute.org.au to request further information.

To get started, visit the app store, search for 'Label Trial', download the app and follow the instructions. You may also scan the QR codes on this page.

You can drop out at any time if this is not for you.

If you have any queries, please contact Nicole Li at nli@georgeinstitute.org.au.



Member profile

Romana Wallace

I've always been drawn to the concept of family and how, for many people, it can be defined so simply as 'the people who love you and look after you'. I've been lucky in that, as I grew up, all my needs and wants were met by my family and friends.

I can reflect and say my mum is a true home economist. When I was young:

- our plates had to have at least five colours on them
- takeaway food was for special occasions
- processed biscuits were rarely in our pantry, it was always home baking
- soft drink was a treat
- the scrap bin was taken out to the compost heap every night
- buttons were sewn back on to clothing
- hems that were too long were blind stitched
- we were taught to value diversity
- physical activity was supported with enthusiasm
- the fruit bowl was where we went for a snack
- 'big shops' were based around meal planning
- 'top-up shops' were done to buy fresh produce
- a trip to the farmers' market was part of the routine
- knowing where our clothes came from and who made them was part of life (as I write this I am remembering two ladies who made clothes for my three siblings and me out of the same fabric in which we would all happily pose for photos).

I could go on and on and on, but it was my mum and dad who engrained the values of home economics in me. Then I was lucky enough to have really great home economics teachers at high school.

I was in Year 11 when I decided that I wanted to help make others passionate about family, nutrition, health, textiles, design, fashion, sustainability, technology, cooking, hospitality and everything else that home economics encompasses.

In schools, Home Economics is a subject for life—the skills and knowledge learned will never be wasted. The delight when a student tells you that they went home and made a nutritious dinner for the family, read a food label instead of just throwing something in the trolley or mended a pair of jeans instead of throwing them out is proof that our profession is helping the future adult population, and that the future population may just be able to sustain our world. Our young people need to have a voice; Home Economics is a subject that helps them understand what they need to be saying.

For the people who know me, they know that my family—now my very supportive husband and my wonderfully precious three-year-old girl—are my passion, which makes teaching Home Economics the best job possible for me.

I graduated from Ferny Grove State High School in 2001, graduated from QUT in 2005 with a Bachelor of Education Secondary (Home Economics Major) and said 'yes' to a position at Mackay North State High School, which is where I have spent the last ten years.



I currently teach junior Food Major, Certificate III in Early Childhood Education and Care, and Certificate II in Hospitality. In 2011, I was given the awesome opportunity to step up to the Acting Head of Department position for Home Economics and Vocational Education and Training. Apart from a six-month maternity leave stint, I have been in that position ever since. This also brought with it the role of HEIA(Q) regional coordinator. This gives me the chance to organise workshops and to network with all the amazing home economics teachers in this region—and to have my name on the HEIA(Q) posters is very cool 😊

In 2014, Mackay North State High School identified three core values that we hope to have entrenched in our students before they leave—respect, resilience and confidence. Check out the HEIA(Q) wordles. They say it all.

Hope to see lots of you at State Conference.

Romana Wallace

Mackay North State High School

School profile

St John's School, Roma

Welcome to Roma, a town well known for its bottle trees, mining industry, football legends and Ace Drapers—the local haberdashery store that has absolutely, and I mean absolutely, everything! Tourists come to Roma, having heard of this store, to find pieces that they can't find anywhere else. Some of these items still have prices on them in pounds! If you are ever passing through our small town, 500 kilometres west of Brisbane with a population of approximately 7000, then this is a place where you must stop!

St John's Catholic School is a co-educational school that was started by the Mercy sisters in 1881 and now educates over 750 students from Prep to Year 12. Roma is surrounded by smaller towns such as Mitchell (west), Wallumbilla (east), Injune (north) and Surat (south). Students from these smaller towns travel up to and over an hour each way to attend school in Roma. Some of their families live on cattle properties and others are a part of the mining industry, which has been a major driver in Roma over the past ten to fifteen years.

Home Economics is a strong subject at St John's School, starting in Year 7 and continuing through to Senior. The school is very supportive and values the role Home Economics plays in preparing students for life after school. Each of the home economics-related subjects from Year 7 to Year 12 is given three lessons per week—one double (100 minutes) and two single lessons (50 minutes each). This is a considerable amount of time so we are very lucky!

The Technology and Health and Physical Education Essential Learnings are used for the Years 7-10 Home Economics programs. The units are currently being matched or adjusted to suit the Australian Curriculum.

In Year 7, students do an introductory course, where they complete a five-week block of each non-core subject: Textiles, Foods, Drama, Dance, Outdoor Education, Robotics, Visual Art and Graphics.

In Year 8, students revisit each of these subjects for another five-week block and build on the skills developed in Year 7. Both Year 7 and Year 8 classes have approximately 12-15 students in each.

In Year 9, students have the option to study Home Economics or Food Studies. The Food Studies class currently has 15 students studying units in:

- Cooking through the Food Groups (nutrients, Australian Guide to Healthy Eating, cooking methods, etc.)
- Gourmet Foods (herbs, spices, garnishes, presentation styles, etc.)
- Independent Living (social side of cooking for friends, identity, etc.)
- Different Teens, Different Diets (lifestyle diseases and nutritional choices, etc.)

Junior Home Economics has only just been re-added to the subject selections this year, with a combined class of Year 9 and Year 10 students. This class currently has five Year 9 students and eight from Year 10. They study the following units:

- Australian Adolescent Nutrition
- Sustainability and Adolescent Identity
- Fashion for Design
- Cooking around the World.

We have found, in the past, that students enjoy textiles once they are in the course, but it is not a strong drawcard for the subject.

Year 10 students also have the option of studying Hospitality. This is still written from the Essential Learnings for Technology and is a Food Studies course with a hospitality focus. This year there are only eight students in the class, studying the following units:

- Kitchen Operations
- Multicultural MasterChef
- Restaurants
- Café Cookery.

Years 11 and 12 students participate in a combined Senior Home Economics class. It is very strong this year, with nearly 20 students studying the subject (in previous years, there were six to ten students). This group has always enjoyed the Home Economics subject in junior high school and has followed it through into senior, which is very pleasing.

Students also have the option of studying Hospitality in Years 11/12. Again this is a combined class, working off the Queensland Curriculum and Assessment Authority's Hospitality Practices (2014).

Prior to my arrival at St John's, the subjects of Home Economics and Hospitality were taught by teachers without home economics backgrounds. This meant that Home Economics was taught without the strong wellbeing, inquiry or design focus—the Home Economics 'eye'. I took over the department in 2012, teaching a full load of Home Economics—Year 8, 9, 10 and 11/12 Home Economics, as well as Year 9/10 Food Studies.

After working in the department by myself for the past two years or so, I have taken on a position of extra responsibility within the school this year. My new role as Academic Dean allows me to work closely with senior students, assisting them with their career and pathway options. This role also means that I assist with timetabling, reporting and curriculum requirements.

We now have four teachers working within the department:

- Lisa Kynoch—English and Additional Language or Dialect [EALD] support teacher. Lisa is a former primary teacher and is teaching the Year 7 and Year 8 Food subject.
- Denise Mulligan—Assisting Deputy Principal for Primary School. Denise is teaching the Year 7 and Year 8 Textiles subject.
- Emma Podbury—Dance and Physical Education teacher, who is teaching both the Year 9 Hospitality and Year 9/10 Home Economics classes. Emma has previous experience teaching some classes in Home Economics in Melbourne.
- Katie Nelson—a graduate with a Bachelor of Education majoring in Home Economics and Health in 2011 from QUT. Katie currently teaches Year 10 Hospitality, Year 11/12 Senior Home Economics and Year 11/12 Hospitality classes.

St John's School is very supportive of professional development and staff members are encouraged to participate in as many professional learning opportunities as they can.

The Home Economics department tries to promote the wonderful things we do as much as possible. The textiles projects, identity capes, wearable art and various clothing articles are

shown at Enrichment Night, Subject Selection Evenings and the Roma Show. The textile room, which is used for other theory classes throughout the week, has a photo wall so people are reminded of various projects that are taking place throughout the year. We have just started a vegetable garden and members of the school community are encouraged to access and use the garden just as much as we do.

Home Economics is a strong subject at St John's School, with both boys and girls continuing to choose the subject. The challenge is to now work out a system that meets the ACARA guidelines. We are lucky that our Health and Physical Education Department is supportive. Together, we will plan the best possible program for our students.

You are more than welcome to pop in for a visit anytime.

Katie Nelson

St John's School, Roma



2



1



3



4

- 1. Year 7 student getting started with her textiles project
- 2. Healthy two-course meal
- 3. Teacher Katie Nelson with the Year 11/12 students
- 4. Teacher Denise Mulligan helping with a textiles project
- 5. Teacher Lisa Kynnock with her Food Studies students



5





home
economics
connected

**2015 Professional
Development
Program**

What happened in Term 2

In Term 2 of 2015, HEIA(Q) offered regional workshops in Brisbane North, Brisbane South, Brisbane West, Bundaberg, Cairns, Gold Coast, Roma, Sunshine Coast and Toowoomba. The term did not start well, with severe weather causing presenter Kay York's flight to Cairns to be cancelled after she had sat at the airport for several hours waiting for that magical 'we are boarding' announcement. But the only announcement made was for passengers go home and come back the next day. After much reorganisation of flights and accommodation, plans were made to get Kay to Cairns as soon as possible after 9 am the next morning. Regional coordinator Kathryn Savina reports that delegates happily spent the time waiting for Kay by engaging in valuable networking. This is so crucial in all regions, but especially in north Queensland where the HEIA(Q) regional workshop is one of the few times when teachers from all around the region come together.

After the disruptive start to the program, all was plain sailing, with three of the workshops being fully booked. Reports from three of the workshops offered in Term 2 appear below.



Cairns

Workshop 1: Assessment of Years 7-10 student work in the context of the Australian Curriculum

and

Workshop 2: Connecting Years 7-10 students with inquiry processes and multimodal assessment techniques

The Cairns full-day workshop was held on Saturday 2 May 2015 at St Andrew's Catholic College. Participants in the Cairns workshops always enjoy the opportunity to catch up and network with teachers from other schools in the region. Some participants had travelled quite a distance—from Innisfail, Cooktown, Dimbulah and Normanton.

In the first workshop, Kay York shared information with participants regarding assessment for Years 7-10 in the context of the Australian Curriculum. Not only was the detailed presentation relevant to the Australian Curriculum Health and Physical Education, but also everyone was able to draw correlations with the Australian Curriculum Design and Technologies. In this workshop, Kay facilitated a range of discussions among participants regarding matching assessment to achievement standards. After the workshop, all participants are now able to amend/write units of work following the techniques Kay guided us through.

Rosie Sciacca presented the second workshop of the day. She shared her wealth of knowledge regarding the inquiry process and how she uses it in her daily teaching in a range of age groups. Participants in the workshop were also able to share ways they make use of the inquiry process in class activities and assessment. The second part of the workshop shared a lot of interesting ways of using technology in the classroom and how to use these for multimodal assessment. Rosie shared a range of ideas of how she uses multimodal techniques in her classroom and removed a lot of the fear associated with using these in our own classrooms. We were very appreciative of how open Rosie was about sharing her knowledge with us.

All of the teachers involved in the workshop were very appreciative of the lengths that both Kay and Rosemarie went to after the wild weather in Brisbane whereby flights were cancelled or they couldn't make it home due to flooding. The day of workshops was very beneficial for all attendees.

Kathryn Savina

St Andrew's Catholic College, Redlynch



Roma

Workshop 1: Assessment of Years 7-10 student work in the context of the Australian Curriculum

and

Workshop 3: Adopt, adapt, align—C2C Health and Physical Education

On Friday 22 May 2015, Kay York travelled to Roma to conduct two workshops with some of our western Queensland staff: Workshop 1: Assessment of Years 7-10 student work in the context of the Australian Curriculum AND Workshop 3: Adopt, adapt, align—C2C Health and Physical Education.

The knowledge that Kay shared was incredible. It was extremely helpful that Kay has been a part of writing the C2C Health and Physical Education and Design and Technologies units, which were often referred to. She answered our questions with ease. All participants ended the day knowing that a lot of work needs to be carried out and implemented so that we are up to speed with ACARA.

Thanks very much to Café 54 for catering for the day; the food was delicious.

Danielle Gillam

Sports Coordinator
St John's School, Roma

Toowoomba

Workshop 1: Assessment of Years 7-10 student work in the context of the Australian Curriculum

and

Workshop 3: Adopt, adapt, align—C2C Health and Physical Education

What better way to begin a full Saturday's HEIA(Q) professional development workshop on 16 May 2015 at Centenary Heights State High School, Toowoomba, than with a hot, freshly made cappuccino or latte courtesy of our resident barista/hospitality teacher Amanda MacNellie? Many of our early birds enjoyed a social catch-up over a coffee before the workshop began.

Kay York skilfully navigated us through assessment of Years 7-10 in the HPE/ Design and Technologies Australian Curriculum. Many of us felt confused and overwhelmed at first, but by the end of the session, the parts of the jigsaw were coming together and we all felt encouraged to keep working collaboratively across curriculums, to continue being proactive in getting it right, and to try, try again—as is our reputation as home economics teachers! Kay provided great resources to head us in the right direction.

The second session was focused on C2C materials with 'adopt, adapt, align' for HPE Years 7-10. Fragments, aspects, mapping, standards, elaborations, units, resources and Scootle—these took on new meanings for us all, culminating in a new appreciation of the C2C Download Manager icon we found on our laptops!

Many thanks to Kay for her valuable instruction on all these new teaching directives. There are so many to navigate through and eventually implement. We were so thankful to leave with our starter packs for unit development.

The food was delicious, the company always great, the teaching spot-on and the facilities very comfortable. Thank you Karen Vorpagel for your organisational skills to make it all happen.

To sum up, it was a successful HEIA(Q) professional development workshop! See you all at Conference to learn even more!

Sandy Feldman

Centenary Heights State High School, Toowoomba

Brisbane North

Workshop 2: Connecting Years 7-10 students with inquiry processes and multimodal assessment techniques

On Tuesday 9 June, over 30 busy home economics teachers took time out from end-of-term assessment and reporting to take part in Brisbane North's first workshop for 2015. This practical workshop had two parts. Firstly, Rosie focussed on connecting Year 7-10 students with the inquiry process. Rosie encouraged participants to use the Home Economics Senior Syllabus inquiry process throughout the learning and assessment of all levels of Home Economics. Rosie demonstrated a range of group activities she uses to engage students in critical thinking in relation to the use of sources. These activities could be especially useful for guiding students through the critical thinking required for students to analyse and synthesise research effectively for research journals.

The second part of the workshop was an overview of multimodal assessment responses and using these to enhance student engagement and learning. I think all participants would have loved more time to really explore Rosie's extensive list of multimodal tools. Perhaps that will be a great topic for a future workshop.

Leonie Purcell

Northside Christian College



Summary of HEIA(Q) 2015 workshops

The following are summaries of the 2015 workshops. For further information please go to the HEIA(Q) website <www.heiaq.com.au/events/workshops/>.

Workshop 1: Assessment of Years 7-10 student work in the context of the Australian Curriculum

2.5 hours

Presenter: Kay York

This workshop builds on HEIA(Q) workshops offered in 2014. The focus of the workshop is on assessment and structuring it to meet the achievement standards for the Australian Curriculum. It leads participants through a process to backward map the curriculum from achievement standard to content descriptions to provide direction for units of work. The workshop looks at the inquiry approach used in the Australian Curriculum HPE, the design process used in Design and Technologies and possible assessment techniques to incorporate both aspects. Participants unpack the achievement standards for Years 7/8 and 9/10 to write assessment tasks on which to build units of work.

Workshop 2: Connecting Years 7-10 students with inquiry processes and multimodal assessment techniques

2.5 hours

Presenter: Rosemarie Sciacca

This practical session explores two components related to connecting students with cognitive processes: inquiry processes and multimodal assessment techniques.

In the first part, participants explore strategies to guide students through an inquiry process that supports research tasks. Participants examine the critical thinking required for students to analyse and synthesise research effectively, and how to engage students in such thinking. Examples of journal entries are examined in order to assist teachers in making judgements about student work.

In the second part of the session, participants look at how to integrate multimodal ways of working into classroom practice and assessment. Participants delve into creating and reporting on multimodal assessment tasks and what is involved in a multimodal response, both from a

student and a teacher perspective. Participants also explore how to align curriculum and pedagogy, not only to ensure quality multimodal responses for assessment, but also to enhance student engagement and learning. The focus is on developing skills in Years 7-10 in order to facilitate quality learning in those years and improved outcomes in Years 11 and 12.

Workshop 3: Adopt, adapt, align—C2C Health and Physical Education

2.5 hours

Presenter: Kay York

This workshop unpacks and explores the C2C (Curriculum to Classroom) resources developed for Health and Physical Education, and focuses on resources developed for Years 7-10 units of work related to the Personal, social and community health strand. During the workshop, participants review the structure of the materials, from whole-school planning to classroom planning. They unpack a unit, exploring the assessment task, teacher notes and model response, and the resources that support the implementation of the unit. Participants then use the unit plan, topic overview, topic outlines and resources to plan a unit of work to implement in their particular context. They are encouraged to adopt the resources that fit their context, adapt the ones that need to be adapted and align the materials with their students' needs and learning styles.

Workshop registration

Please register online at the HEIA(Q) website at <www.heiaq.com.au/events/workshops/>.

Workshop registration and general enquiries

Expert Events:
T: +61 7 3848 2100
E: heiaqpd@expertevents.com.au
 PO Box 351, Hamilton Central, Qld 4007, Australia

Costs

2.5-hour afternoon program, including afternoon tea:

- Members: \$50.00
- Non-members: \$70.00

Full-day program, including morning tea and lunch:

- Members: \$115.00
- Non-members: \$155.00

Terms 3-4 regional workshops, venues and dates

Term 3

Gold Coast

Workshop 1: Assessment of Years 7-10 student work in the context of the Australian Curriculum

Monday 20 July 2015, 4.00 pm - 6.30 pm
 All Saints Anglican School
 Highfield Drive, Merrimac

Sunshine Coast

Workshop 2: Connecting Years 7-10 students with inquiry processes and multimodal assessment techniques

Tuesday 11 August 2015, 4.00 pm - 6.30 pm
 Sienna Catholic College
 60 Sippy Downs Drive, Sippy Downs

Brisbane South

Workshop 3: Adopt, adapt, align—C2C Health and Physical Education

Wednesday 19 August 2015, 3.45 pm - 6.15 pm
 Clairvaux Mackillop College
 Klumpp Road, Upper Mt Gravatt

Brisbane North

Workshop 3: Adopt, adapt, align—C2C Health and Physical Education

Tuesday 25 August 2015, 3.30 pm - 6.00 pm
 Northside Christian College
 Flockton Street, Everton Park

Term 4

Mackay

Workshop 1: Assessment of Years 7-10 student work in the context of the Australian Curriculum

and

Workshop 2: Connecting Years 7-10 students with inquiry processes and multimodal assessment techniques

Monday 30 November 2015, 8.45 am - 3.15 pm
 Mackay North State High School
 Valley Street, Mackay North

Looking for great ideas for educational excursions?

Check out IndigiScapes

Students at Brisbane Bayside State College recently went on an excursion to IndigiScapes at Capalaba. Home economics teacher Kaitlyn Follett filed this report as a way of sharing ideas about an excursion that had great educational value.

Information from IndigiScapes

Take your Home Economics and Hospitality students on a wild excursion to IndigiScapes to learn about the local Quandamooka people's bush tucker. Students take a tour of the bush tucker garden; taste local bush tucker, including lemon myrtle tea; and participate in cooking demonstrations that combine modern cooking with local indigenous foods. Please contact IndigiScapes by email to <indigiscapes@redland.qld.gov.au> or phone 3824 8611 to find out more. Each program can be tailored to visiting groups' needs. Prices differ depending on food inclusions.

Feedback from staff at Brisbane Bayside State College

The excursion was really useful for senior students to learn about indigenous perspectives and modern ways of using bush ingredients and flavours in our food. It was affordable and students were able to participate in practical activities such as making lemon myrtle scones and a simple lunch. Although particularly good for senior students, the centre is suitable for students in any year level. The staff members at the IndigiScapes centre were flexible and easy to deal with.

Feedback from the students

We had a great day! We learnt about other people's views and experiences and it was really fun to see how people use different ingredients. We tasted different jams and I know now to be careful of Davidson plums.

Kaitlyn Follett

Brisbane Bayside State College



McCormick/HEIA 2015 Flavour Forecast Recipe Challenge

There is still plenty of time to enter the 2015 HEIA/ McCormick Flavour Forecast Recipe Challenge. Aimed at Year 9 and Year 10 home economics students around Australia, this challenge is an ideal opportunity for students to showcase their creativity and flair.

Now in its third year, the challenge is again based on the current McCormick® Flavour Forecast® report, which highlights enticing trends that will shape the future of flavour. And this year's flavours and themes are truly inspiring.

HEIA has developed the criteria and brief to ensure this challenge continues to achieve excellence in the curriculum.

Excitingly, this year's challenge has prizes worth over \$12000, including a national prize of a \$2000 voucher for the winning school and a HEIA one-year school membership (for up to six teachers). In addition, the winning group in each state will receive an amazing pack of Tupperware products and McCormick herbs and spices, valued at \$1999. The Tupperware products would be a wonderful addition to any Home Economics kitchen. They feature the Turbo Chef, the Smooth Chopper, the Extra Chef, a full range of knives, kitchen utensils, the Tupperware Modular Mates® Mixed Pantry Set, a set of digital scales, Bake 2 Basics bakeware and many other Tupperware essentials for the classroom.

And of course, all participants will receive a certificate of participation.

Full competition details, handy resource sheets and information are available from <Neredith@marketmaker.com.au>. The competition closes Monday 26 October 2015.

McCormick 2015 flavour trends for the student Recipe Challenge

Sour + salt	Combining coarse salt with surprising sours like pickled ginger, sour cherry, dried mango and lemon zest results in a lively finishing flavour that lends brightness and texture to dishes.
Liquid revolution	Fresh purees blended with bold spices and herbs intensify sauces, pasta, dressings and more—providing a fun, delicious way to enjoy an extra serving of fruits and veggies.
Cookies reimaged	Classic spiced cookie flavours take new forms in decadent, imaginative desserts that redefine 'milk and cookies'.
Smoked spices	Smoking spices and herbs deepens their flavour and aroma, adding richness to meals and drinks.
Middle Eastern mezze	These distinctive dips and spreads, packed with zesty herbs and seasonings, offer an approachable and delicious introduction to a vibrant global cuisine.



Textiles resources

The following list of resources has been adapted from, and adds to, the reference list of Jane Milburn's article 'Making a material difference' to be published in the Journal of the Home Economics Institute of Australia, 22(1).

Books and reports

- Allwood, J. (2006). *Well dressed? The present and future sustainability of clothing and textiles in the United Kingdom*. Cambridge: University of Cambridge.
- Baptist World Aid Australia. (2015). *Ethical fashion guide: April 2015*. Retrieved 1 June 2015 from www.baptistworldaid.org.au/assets/Be-Fair-Section/Ethical-Fashion-Guide.pdf
- Brooks, A. (2015). *Clothing poverty: The hidden world of fast fashion and second-hand clothes*. London: Zed Books.
- Brown, S. (2010). *Eco Fashion*. London: Laurence King Publishing.
- Cline, E. (2012). *Overdressed: The shockingly high price of cheap fashion*. USA: Penguin Portfolio.
- Fletcher, K. (2014). *Sustainable fashion and textiles: Design journeys* (2nd ed.). Oxon: Routledge.
- Food and Agriculture Organization of the United Nations and International Cotton Advisory Committee. (2013). *World apparel fiber consumption survey*. Retrieved 31 May 2015 from www.icac.org/cotton_info/publications/statistics/world-apparel-survey/FAO-ICAC-Survey-2013-Update-and-2011-Text.pdf
- Ketteler, J. (2010). *Sew retro: A stylish history of the sewing revolution*. Minneapolis, USA: Voyageur Press.
- Minney, S. (2012). *Naked fashion: The new sustainable fashion revolution*. Oxford, UK: New Internationalist Publications Ltd.
- National Association of Charitable Recycling Organisations (NACRO). (2013). NACRO submission to the National Waste Report. Retrieved 1 June 2015 from www.nacro.org.au/policy/
- Nimbalkar, G., Mawson, J., Cremen, C., Wrinkle, H., & Eriksson, E. (2015). *The Australian fashion report 2015*. Retrieved 1 June 2015 from www.baptistworldaid.org.au/assets/Be-Fair-Section/FashionReport.pdf
- Roth, G. (2014). *Australian grown cotton sustainability report 2014*. Cotton Australia & Cotton Research and Development Corporation. Retrieved 3 June 2015 from cottonaustralia.com.au/uploads/publications/Sustainability_report_201114.PDF
- Sanders, A. & Seager, K. (2009). *Junky styling: Wardrobe surgery*. London: A & C Black Publishers Ltd.
- Siegle, L. (2011). *To die for: Is fashion wearing out the world?* London: Fourth Estate (GB).
- Singer, R. (2011). *Sew Eco: Sewing sustainable and re-used materials*. London: A&C Black
- Trindall, J., Roth, G., Williams, S., Wigginton, D., & Harris, G. (Eds.) (2012). *The Australian cotton water story: A decade of research & development 2002-12*. Narrabri, NSW: Cotton Catchment Communities CRC Limited. Retrieved 3 June 2015 from www.crdc.com.au/sites/default/files/pdf/Australian_Cotton_Water_Story.pdf
- WRAP. (2012). *Valuing our clothes: The true cost of how we design, use and dispose of clothes in the UK*. Retrieved 1 June 2015 from www.wrap.org.uk/content/valuing-our-clothes

Websites

- Australian Fashion Report www.baptistworldaid.org.au
- Castle, J. (2014). Ethical clothing. *Choice* (July 2014). Retrieved 1 June 2015 from www.choice.com.au/shopping/everyday-shopping/clothing/articles/ethical-clothing
- Council of Textile and Fashion Industries of Australia Ltd. (2013, September 30). Media release: *The solution for the clothing stain may be in the nursery*. Retrieved 1 June 2015 from www.wtfa.com.au/media-releases
- Do Something Near You. (2013). *New research shows huge potential for women to donate unworn clothing to op shops*. Retrieved 1 June from www.dosomethingnearyou.com.au/articles/media/new-research-national-op-shop-week-2013
- Ethical Clothing Australia www.ethicalclothingaustralia.org.au
- Fairtrade Australia fairtrade.com.au
- Fashion Revolution fashionrevolution.org
- Let's Clean up Fashion Report www.labourbehindthelabel.org/issues/itemlist/category/243-report
- O Ecotextiles. (2013). *Climate change and the textile industry*. Retrieved 1 June 2015 from ecotextiles.wordpress.com/2014/10/15/climate-change-and-the-textile-industry/
- Redress. (2011). *The 3% mountain*. Retrieved 1 June 2015 from redress.com.hk/the-3-mountain/
- Shop Ethical! www.ethical.org.au/get-informed/clothing/
- Wells, K. (March 2011). *Sustainability—the future for fashion textiles*: interview with Jo Kellock. Craft Australia Library Series (March 2011). Retrieved 1 June 2015 from craftaustralia.org.au/library/interview.php?id=jo_kellock_textile_fashion_industry

Journal articles

- Bond, M. (2014, March 30). Stuff: The psychological power of possessions. *New Scientist*, 2962. Retrieved 31 May 2015 from www.newscientist.com/article/mg22129620.900-stuff-the-psychological-power-of-possessions.html
- Browne, M., Crump, P., Niven, S., Teuten, E., Tonkin, A., Galloway, T., et al. (2011). Accumulation of microplastic on shorelines worldwide: Sources and sinks. *Environmental Science and Technology*, 45(21), 9175-9179.
- George, A. (2014, March 30). Stuff: Humans as hunters and mega-gatherers. *New Scientist*, 2962. Retrieved 31 May 2015 from www.newscientist.com/article/mg22129620.700



heia(Q) Diary Dates

20 JULY 2015

HEIA(Q) REGIONAL WORKSHOP

Workshop 1: Assessment of Year 7-10 student work in the context of the Australian Curriculum

4:00 pm - 6:30 pm

All Saints Anglican School
Highfield Drive, Merrimac

1 AUGUST 2015

HEIA(Q) STATE CONFERENCE:

Home Economics Connected

8:30 am - 5:00 pm

Brisbane Convention and Exhibition Centre

1 AUGUST 2015

WELCOME TO THE 2015 HOME ECONOMICS GRADUANDS

Part of the HEIA(Q) state conference:

Home Economics Connected

8:30 am - 5:00 pm

Brisbane Convention and Exhibition Centre

11 AUGUST 2015

HEIA(Q) REGIONAL WORKSHOP

Workshop 2: Connecting Year 7-10 students with inquiry processes and multimodal assessment techniques

4:00 pm - 6:30 pm

Sienna Catholic College

60 Sippy Downs Drive, Sippy Downs

19 AUGUST 2015

HEIA(Q) REGIONAL WORKSHOP

Workshop 3: Adopt, adapt, align - C2C Health and Physical Education

3:45 pm - 6:15 pm

Clairvaux Mackillop College

Klumpp Road, Upper Mt Gravatt

25 AUGUST 2015

RETIRES' HIGH TEA

11:30 am

Keri Craig Emporium, Brisbane Arcade

25 AUGUST 2015

HEIA(Q) REGIONAL WORKSHOPS

Workshop 3: Adopt, adapt, align - C2C Health and Physical Education

3:30 pm - 6:00 pm

Northside Christian College

Flockton Street, Everton Park

16 OCTOBER 2015

WORLD FOOD DAY

www.fao.org/world-food-day/home/en/

17 OCTOBER 2015

HEIA(Q) WORLD FOOD DAY FOOD DISCOVERY TOUR

10 am - 1:30 pm

Sunnybank Plaza

Corner of Mains Road and McCullough Street,

Sunnybank

Contact: Tessa Lund <tessalund07@gmail.com>

30 NOVEMBER 2015

HEIA(Q) REGIONAL WORKSHOPS

Workshop 1: Assessment of Year 7-10 student work in the context of the Australian Curriculum
and

Workshop 2: Connecting Year 7-10 students with inquiry processes and multimodal assessment techniques

8:45 am - 3:15 pm

Mackay North State High School

Valley Street, Mackay North