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

March 2010



Home Economics Institute of Australia (Qld) Inc.

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

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4 World Home Economics Day celebration in Queensland



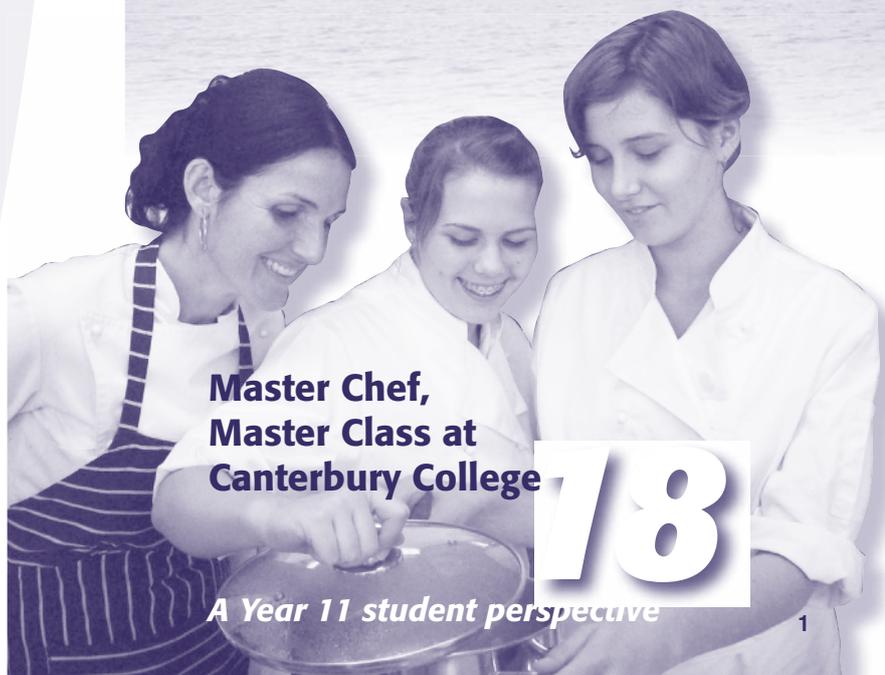
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Master Chef, Master Class at Canterbury College

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A Year 11 student perspective



From the President

I am pleased to start off the new year by reporting that the Queensland Division of the Home Economics Institute of Australia (HEIA) finished 2009 with a record high number of members (626). It was great to start the year knowing that we are a strong division. This strength will no doubt be called upon as we work together to share good practice and support each other in our work. 2010 may well be the year when we need to stay strong as HEIA advocates for its preferred positioning of home economics education in the Australian (national) curriculum.

In thinking about the place of home economics education in the Australian curriculum, I am reminded that the subject 'Home Economics' presents opportunities to cover more than 31 of the common curriculum elements in the Queensland Studies Authority core skills test. It is well positioned to extend students on a daily basis in, for example, many forms of literacy and numeracy, the application of meta languages, and deep investigations to ultimately engage in rigorous, higher order thinking. Food, nutrition and health are essential parts of every person's daily life, as are

human relationships and our reliance on textiles throughout society. The unique lens through which home economics education filters these areas of learning leaves me in no doubt that if any subject belongs in the suite of 'essentials', surely Home Economics is it. HEIA(Q) will continue to advocate for our subject, and I strongly encourage members to actively advocate at a school and community level, with one of the best forms of advocacy being good classroom practice. When HEIA has developed its position paper on the place of home economics education in the Australian curriculum, members will be encouraged to support that position at a variety of levels.

Our various sub-committees have commenced the year in full swing with the state conference and regional workshop programs coming to finalisation. The theme for the 2010 program is 'Essentially ...!'. For the 2010 state conference, *Essentially digital*, we have a strong digital flavour as we explore the impacts and imperatives that sit within and around new technologies. The theme of 'Essentially' is taken into the workshops with *Essentially curricula* and *Essentially nutritious*. Don't forget to check the fabulous poster recently mailed out for details of all upcoming events.

It is that time of year again when Committee of Management and sub-committee members retire and fresh new faces prepare to sign up and volunteer their time. As we say farewell to Sue Going and Deanna Dean, I would like to thank them for their efforts and dedication to numerous tasks throughout the past year. I would also like to thank our outgoing member of the Professional Development sub-committee Kaylene Gleeson, as well as retiring regional co-ordinators Narelle Goodwin (Darling Downs region), Janet Curran (Townsville region) and Lesley Cormack (South West region). These members, along with their other regional counterparts, have ensured that quality professional development is accessible to members in all regions regardless of distance and locality; and for that we genuinely thank them. As a result of these members moving on to take on other responsibilities, we prepare to welcome new faces to the management of HEIA(Q). At the Annual General Meeting on Saturday 20 March we welcomed student members Erin Cleary and Fiona Gunthorpe to the Committee of Management. I hope that that they will, like other committee members before them, find that involvement in HEIA(Q) is a great way to build supportive relationships, expand their skills and knowledge, and contribute towards shaping the future of Home Economics.

Remember - Nobody can do everything, but everyone can do something!

Kylie King
President, HEIA(Q)

HEIA(Q) Annual General Meeting 20 March 2010

There was a welcome response to the Committee of Management's invitation to become involved in the association at this year's Annual General Meeting. More nominations to be part of the Committee of Management were received than there were positions available. To those not elected, we look forward to your contributions though sub-committees and in other positions.

The Committee of Management has experienced a transformation this year, with some members exiting and new members joining. Sadly, we bid farewell to two retiring members, Sue Going and Deanna Dean. We thank them for their valuable contributions to the association and wish them all the best in their future endeavours. Two new members have been elected as members of the Committee of Management, Fiona Gunthorpe and Erin Cleary. They join continuing members Jan Reynolds, Denise McManus, Yve Rutch, Louise Borg and Naomi Holley. Also returning to their positions are Kylie King as President, Vicki Potter as Vice-President, Rosie Sciacca as Secretary, Debbie Cain as Treasurer and Aileen Lockhart as Delegate to National Council.

The Committee of Management now comprises a diversely experienced team, in which young, establishing members and experienced members will come together to create an effective and sustainable Committee of Management dedicated to supporting its members and advocating for home economics.

Rosie Sciacca, Secretary, HEIA(Q)



New HEIA(Q) Committee of Management members



Fiona Gunthorpe

I am currently in my second year of studying a Bachelor of Education (Secondary) at Queensland University of Technology (QUT), majoring in Home Economics. My belief in the philosophy and mission of the home economics profession is what cemented my commitment to the field of Home Economics. I am also attempting to combine my passions for home cooking and textiles with my personal strengths and love of helping people learn and achieve goals.

I feel privileged and honoured to be awarded a King and Amy O'Malley Scholarship for 2010 and I am committed to upholding their beliefs and advocating for the home economics field of study and profession. This is also the reason I joined HEIA as a student member in my first year of studies. It allows me to be part of a professional association, and to establish a network and avenue from which I can help advocate for the future of home economics education.

As a starting point, I volunteered to be a member of the 2009 HEIA(Q) Conference Committee and assisted with the pre-conference function. I feel privileged to have already worked alongside members of the HEIA(Q) Committee of Management (COM) when we worked together on the Conference Committee. This provided valuable experiences, including opportunities to network with experienced home economics professionals.

I am looking forward to my involvement with the HEIA(Q) COM as a student member, helping to promote HEIA membership to fellow students and liaising on issues of concern and interest.



Erin Cleary

I am currently in my final year of study at QUT, studying a Bachelor of Secondary Education (Home Economics and Business). As my time as a university student comes to an end, I feel a building anticipation and excitement with the knowledge that I am so very close to fulfilling an ambition that I have held for as long as I can remember. While the road of study to being a teacher has been rewarding and enlightening on many levels, my first love of home economics has energised my enthusiasm for the teaching profession and echoed the message that I can and will make a difference in the lives of the students I teach.

Being engaged in a subject area that is so fundamental to empowering the individual in terms of life skills, drives my passion to get out there and promote the very significant opportunities that home economics brings to our community and broader society. So I feel privileged to be able to say I am a member of this organisation and will proudly work for its continued success and its aspirations.

As Eleanor Roosevelt once said *'One thing life has taught me: if you are interested, you never have to look for new interests. They come to you. When you are genuinely interested in one thing, it will always lead to something else'* This quote by Eleanor Roosevelt embodies my transition from high school to university and my continued path to lifelong learning. Fundamental to this journey is the need for a pro-active contribution to the profession. As such, my contribution to the Committee of Management as a new professional will be my enthusiasm and passion. In return I hope to find inspiration as well as a wealth of knowledge and experience, but most of all I will seek to experience the sense of collegial support and collaboration.

In conclusion, I thank you for honouring me with the opportunity to serve as a student member on the Committee of Management for 2010 and I look forward to an exciting year working alongside such a passionate team of home economics professionals.

World Home Economics Day

This year HEIA(Q) hosted an exciting and informative event for World Home Economics Day at The Landing at Dockside, Brisbane. Nearly 60 guests began the morning with a toast to this special occasion before enjoying a delicious and decadent brunch. As can be imagined, it would have been quite daunting for the host venue to prepare a brunch for 60 home economics professionals, all with a keen eye and a keen sense of taste for beautifully presented and deliciously tasting food. We were not disappointed and noted with interest how a modern-day brunch has transitioned into a fusion of Western and Asian delights.

Cheryl Conroy officially introduced and congratulated the King & Amy O'Malley Trust Scholarship winners for 2010. HEIA(Q) would like to congratulate QUT students Ellen Graham, Susan Corley, Erin Hobbins, Fiona Gunthorpe and Tiarni Twyford on their prestigious achievements. It was inspirational to hear the aspirations of these newcomers to the profession—their introductions are reported elsewhere in this newsletter. Susan Corley responded on behalf of the scholars, expressing their sincere thanks and pledging their commitment to the future of the home economics profession.

Guest speaker Helen Vidgen, a senior public health nutritionist at Queensland Health, captivated our members with a thought-provoking presentation that explored the new *Food Literacy Project* being undertaken in South East Queensland. Helen explained that the venture seeks to identify the food literacy skills required by young people exposed to social disadvantage and disconnection in an effort to improve basic nutritional practices in their daily lives, to ultimately improve long term health outcomes for this demographic.

During the presentation Helen engaged the audience's views as she unpacked the interactions that exist between food literacy skills and healthy eating behaviours, and critically we examined the debate that exists around food literacy definitions and its various interpretations. Finally, we looked at a proposed set of recommendations emerging from the study, regarding critical success factors and strategies designed to improve food literacy competencies with young people. The session stirred much debate amongst members, and the project was received

by home economists present from all fields of employment with interest. We look forward to hearing more about the project's final conclusions. The findings regarding the link between food literacy skills and health promoting behaviours will have huge implications for the marketing of home economics education in schools.

Following the guest presentation, some essential social networking took place amongst members outside in the lovely gardens of the venue.

The day concluded with the hosting of the HEIA(Q) Annual General Meeting, where members and guests reviewed and acknowledged the roles and tasks carried out by the Committee of Management during 2009.

Kylie King



celebration in Queensland



Queensland 2010 King and Amy O'Malley Scholars

Sue Corley

Sue Corley is a fourth year education student at Queensland University of Technology, majoring in Home Economics with a secondary teaching area of Health. Sue has been rewarded in 2007, 2008 and 2009 for her academic performance by receiving the QUT Deans Scholar award. She was also awarded the King and Amy O'Malley Scholarship in 2009. Sue has come to university with a background in banking, parenting and community involvement. Sue is a parent of a child with a disability and this life-changing event provoked a questioning of what she wanted from life. This led Sue to pursue her lifelong ambition to teach and to teach something that she is passionate about—textiles and the importance of families and their wellbeing. Sue hopes her passion will instil a hunger in her students to learn and extend themselves to gain new knowledge as she has done herself.

Being part of a minority group has brought to the forefront her values of social justice, empathy and advocacy, and personal attributes that align with those of King and Amy O'Malley's vision. Being an advocate is a role with which Sue is comfortable and which she believes will continue in her capacity as a teacher in voicing the importance of home economics education within schools. Combining her life experience and the home economics three-fold focus of individual, family and community wellbeing, she hopes to provide students with an understanding of their place in their community and the world and, by doing so, develop an understanding of their personal responsibilities.

Ellen Graham

Ellen Graham is currently a fourth-year student at QUT studying a Bachelor of Secondary Education majoring in Home Economics and Health Education. Ellen has always had an interest in home economics-related fields, including design, fashion, cooking and nutrition and has always displayed natural aptitude and creative flair in these areas. She attributes her creative abilities to her artistic upbringing with a heavy involvement in the arts, particularly music and dance. A career as a home economist or home economics teacher was her dream career throughout high school. Her passion for the subject stemmed from an inspirational senior home economics and hospitality teacher and has since significantly evolved as a result of a myriad of inspirational university lecturers and tutors.

Ellen highly values learning and academic achievement, driving and motivating her to succeed academically at university. Her values are reflected in her high Grade Point Average and awards she has received whilst at QUT. She received a Deans Scholar award for her achievements in 2008 and 2009 and also received two Vacation Research Experience Scholarships within the past two years. Over the 2009/2010 Summer Semester she worked as a research assistant on the NOURISH trial. The NOURISH trial, funded by the Australian National Health and Medical Research Council,

is a randomised-controlled trial to implement and evaluate a community-based intervention to promote early feeding practices that will foster healthy food preferences and intake and preserve the innate capacity to self-regulate food intake in young children. Her awards and subsequent experiences have provided Ellen with an insight to the world of academia, something to which she hopes to aspire in the future.

Ellen is passionate about all three areas of home economics education: textiles, nutrition and food, and living environments. She maintains a firm belief that these three areas are reciprocal and create a holistic subject. She hopes to contribute to the home economics profession primarily through teaching, using her creative teaching practices to ignite a passion for the subject within her students. Ellen also has a drive to extend her contribution beyond the classroom with her ultimate career goal being to work towards a PhD.

Ellen feels privileged to have received a King and Amy O'Malley scholarship for a second time, and would like to sincerely thank the State Assessment Panel and Managing Trustees.

Queensland 2010 King and Amy O'Malley Scholars

(L-R): Tiarnu Twyford, Erin Hobbins, Fiona Gunthorpe, Ellen Graham, Sue Corley



Fiona Gunthorpe

Fiona Gunthorpe is currently in her second year of studying a Bachelor of Education (Secondary) at Queensland University of Technology (QUT). Her major teaching area is Home Economics, with Business Communication and Technologies (BCT) as her second teaching area. Fiona has worked in the public service sector for over twenty years and brings valuable skills and life experiences to her new career as a home economics teacher.

Fiona has been inspired to make a career change for a variety of reasons. These include the attractiveness to balance her career aspirations, family commitments to her husband and three small children, and her desire to participate in higher education. She also wishes to combine her passions for home cooking and textiles with her personal strengths and love of helping people learn and achieve goals. Her belief in the philosophy and mission of the home economics profession is what cemented her commitment to the field of home economics.

Fiona's decision to apply for a King and Amy O'Malley scholarship is based on her admiration and respect for King and Amy O'Malley and she is committed to upholding their belief *'that a satisfying family life was crucial to the welfare of the nation and could not be achieved without effective management of the home'* (O'Malley Trust, 2009). Fiona is keen to promote the discipline of Home Economics and believes it should be an essential curriculum item for all students in Australia. As a future in-service teacher, she aims to help prepare our youth to make informed choices to enhance their wellbeing in their daily lives, and encourage both genders to be involved in the care and nurturing of their children and maintaining their household. Her career goal is to be an inspirational teacher, to spark interests and passion in her students and help them plan pathways to achieve their career aspirations within hospitality, textile, fashion, and early childhood fields.

Fiona is a student member of HEIA and was involved in the planning of the HEIA(Q) 2009 pre-conference seminar and intends to be an active member and advocate for the field of home economics.



Erin Hobbins

Erin Hobbins is embarking on her first career change. She has been working as a chef since graduating from school in 2000. She decided to change her lifestyle and priorities to become a home economics teacher, given her experience as a chef and love of good food. Erin has worked in many areas of the hospitality industry, from cafes and pubs to five star hotels.

Erin has worked for, and met many, incredible people from all walks of life around the world. These experiences have made her more self confident and more tolerant towards people and work situations. She discovered, along her journey as a chef, that many people are dependent on advancing technologies for everyday needs, such as a healthy meal. She personally knows people, her age and younger, who cannot boil an egg. The health and obesity of Australians is something that is constantly brought to the attention of the population by the media, and for good reason. Something needs to be done, and Erin believes she can contribute towards this much-needed improvement, even if only starting at a high school level.

The choice of home economics education as a career change was an easy decision for her, as it entails her passion and love for good food, and sharing this love to help educate people. Cooking is her craft and she is most comfortable in this environment. Erin has always enjoyed helping others develop and foster a love for healthy cooking, rather than seeing it as a chore in this fast-paced modern world.

The challenge of educating young people about the benefits of a good diet, and helping to adjust their mindsets from one where 'healthy food is boring,' is something she is eager to accomplish. Erin believes very strongly in re-establishing the capability of the next generation to be more self-sufficient and more responsible for their future health. She believes this capacity has diminished with the introduction of fast food since her parents' and grand parents' eras.

She is, as always, ready for a challenge and seems to be finding them regularly along her study path; this particularly includes textiles. Whilst Erin is not confident in the area of fashion or design, she is very willing to learn. She proudly sewed her first dress over the Christmas break under the wise tutelage of her mother, who has retained these life skills from her own home economics studies.

Twenty or thirty years ago, the tasks of cooking for a family, sewing clothes and mothercraft were all basic skills required for the 'real world'. Erin believes these skills are needed now more than ever, and she hopes to do her part in helping future students re-acquire some of them, just as she has.

Tiarni Twyford

Tiarni Twyford was lucky enough to grow up in a very supportive environment, where she was encouraged to develop a number of life skills from two of the best teachers she ever met—her parents. Although her parents provided Tiarni with the best care and opportunities for the future, they also provided her with the opportunity to see that not everyone was as lucky as she had been, through fostering programs.

By her family fostering kids throughout her childhood, Tiarni was able to see the impact that teaching basic life skills could have on a person's life. Despite the fact that she was very young at the time, it was clear to see the joy her parents got from making a difference in children's lives, and it became something she too, one day, hoped to achieve.

After moving to the Gold Coast several years later, Tiarni attended Aquinas College, where she developed a passion for hospitality and lifestyle studies. During her senior years of study she further developed this passion with the intent of following a career in the hospitality industry. After completing a Certificate III in Hospitality Operations, she realised the late hours and weekends were not something to which she was willing to commit for the rest of her life.

It was after this realisation that her hospitality teacher pointed Tiarni in the direction of a Home Economics degree. The more she looked into the degree, the more it seemed like the only suitable one. It appealed to her, largely because it combined a love for food, health and sewing, as well as allowing Tiarni to incorporate her strong family values. However, the most encouraging factor in choosing this career path was the inspiration from her hospitality teacher, who constantly encouraged, supported and left Tiarni in awe with her knowledge and the way she could captivate a class.

Tiarni is now just over a year into her studies to become a home economics educator, and she feels as though she has grown significantly and learnt a great deal. She has really enjoyed everything along the journey so far and, despite the enormous work load, is excited to see what the rest of the course has in store. Tiarni looks forward to the day when she is able to teach and pass on her passion for home economics to her own students, and inspire them in the same way her family and teachers did for her.

Curricula

Digital

Nutritious

HEIA(Q) 2010 State Conference

Essentially digital— Impacts and imperatives for Home Economics

Saturday 7 August • Brisbane Convention and Exhibition Centre

Essentially—the word conjures up many images. But for HEIA(Q) in 2010, it is what will essentially make a difference to home economics in Queensland—whether to our professional status, our members, or our students of Home Economics.

'Essentially digital' will look at how the digital world is impacting positively and negatively on major home economics interest areas—food, textiles, personal relationships and teachers' professional practice, including effective pedagogies using digital media. The theme will be explored from two main angles:

- How the digital world is impacting on teachers' practice and the implications for moving forward, considering for example, the digital world and how young people learn. Practical dimensions will be covered in the workshops so that some workshops may even look like training sessions for using various tools in the classroom.
- The impact and implications of the digital world and the 'content' areas of Home Economics—a critical look at the impacts of the digital world on food, textiles, relationships and families, and the likely futures.

The 2010 conference will include a thought-provoking panel discussion of how the digital world will impact on futures, whilst the workshops could include, for example:

- Impacts of the digital world on food and food security, including the nutritional value of organic foods and GM food
- Digital textiles
- Young Australians and the cyberworld—Keeping them safe
- Digital menu costing
- Digital technology in the textiles classroom
- Are we getting the most out of our microwave—New ideas
- Creative Web 2.0 tools that can be employed in education, from online cartoon creators, to video debating
- E-learning in Home Economics
- *FoodChoices*
- Interactive whiteboards
- Food photography

For further information about the conference:

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



We are looking forward to sharing this professionally enriching experience with you. Check out the website for more information as our plans come to fruition. See you on the 7th August.



Whilst you are in Brisbane for the conference, check out:

**Valentino, Retrospective:
Past/Present/Future**
Gallery of Modern Art, Southbank
7 August – 14 November 2010

'Valentino, Retrospective: Past/Present/Future' is a major exhibition developed by Paris's renowned decorative arts museum, *Les Arts Décoratifs*. It explores the work of the celebrated Italian fashion house Valentino, known the world over for its sophisticated, timeless design and glamorous clientele.

HEIA(Q) is proud to be sponsored as follows:

Platinum Sponsor:

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Keynote speakers

The two keynote speakers will bring to the conference different perspectives on the impacts and implications of the digital world for the home economics profession. Dr Michael Henderson will look at how young people interact with digital technologies from a learning perspective, and how home economics teachers can capitalise on this in planning their own learning experiences using a range of digital technologies. The second keynote speaker is Dr Michael Carr-Gregg, author of *The real wired child*. Known well to Queensland home economics teachers, Dr Michael Carr-Gregg will bring new ideas to our profession in 2010. He will look at young people and digital technologies from the perspective of how these technologies are impacting on the relationships between young people and their parents and teachers, and the implications for practice of those relationships. He will also look at how digital technologies impact on the relationships adolescents form among themselves.

Dr Michael Henderson

Michael is a lecturer in Information Communication Technologies in Education at Monash University. He is the co-leader of the Monash Centre for Educational Multimedia (CEMM), which provides leadership in rigorous empirical research for the advancement of our understanding of teaching and learning and the various roles of technologies. His research lies in the use of ICTs in teaching and learning in schools and higher education contexts. Current projects include:

- the role of identity in mediating teacher pedagogy and student learning
- issues of engaging middle phase learners through meaningful online collaborative activities
- sustaining teachers' (school and university) engagement in professional learning through online communities of practice
- improving student learning outcomes through designing for online community cohesion.



Some of Michael's contributions to the research community have been (1) demonstrating that identity is a critical factor in the way in which teachers shape their beliefs and practices about teaching, learning, students and using technology, and (2) that effective and sustained teacher professional development is best achieved through a focus on teacher values and identity within multiple communities of practice. Michael has presented at international conferences and published both professional and academic articles in the fields of eLearning and online professional development.

Dr Michael Carr-Gregg

Michael is one of Australia's highest profile psychologists. For 7 years he worked as an Associate Professor in the Department of Paediatrics at the University of Melbourne. He has a high media profile working on national TV on Channel 7's Sunrise and The Morning Show as well as Fairfax Radio 3AW. He has written six books, including *The real-wired child*, which includes a summary of what the latest research says kids are doing online and how to keep them safe, and a discussion of the digital generation gap of 'digital natives' and 'digital immigrants'. He refers to American promoter of online education Marc Prensky, who coined the term 'digital natives' to describe today's youth, who have always experienced ubiquitous access to digital media. There is a genuine cultural difference between those of us born before interactive media was so prevalent and those brought up with computers, the internet, hundreds of channels of cable TV, mobile phones, MP3 music players, game consoles and more. Michael notes research showing that of those participating in daily internet use, 70 per cent were aged 12–14 years, followed by those aged 9–11 years (23 per cent) and 5–8 years (7 per cent).



Q&A Forum:

Where are digital technologies taking us?

A panel of leading thinkers will participate in a Q&A Forum: *Where are digital technologies taking us?*

- Where are we headed in the 21st century?
- How will emerging technologies affect our society?
- What will they offer education and training?

In addition to Dr Michael Henderson and Dr Michael Carr-Gregg, the forum will include Mr Robin Cranston from CSIRO, Melbourne and Dr Kirsten Lyons from Griffith University.

Mr Robin Cranston

Mr Robin Cranston is at the forefront of biomedical textile research. He has been active in CSIRO's research for the textile, clothing and footwear industries for more than 37 years and is developing new textile applications for a range of industries. Robin oversees a number of projects with medical, military and sports applications, including:

- the sensor sock, wireless human-computer device capable of logging real-time foot activity for pressure and temperature changes for use in medical and sports applications
- creating combinations of fibres, coatings and materials to produce novel yarns with improved properties, such as wearability.

At CSIRO, Robin has led the development of new approaches aimed at changing the surface properties of wool fibres and exploring opportunities for wool in high technology fibre markets. He also has a major interest in the role of advanced textiles in the rapidly growing medical textile field. CSIRO's textile arm and leg sleeves for preventing skin tears in the elderly and bed-ridden are an example. Robin and his team are extending their research into 'smart textiles'— materials able to respond to external stimuli. Robyn says: *'In advanced wound management we can conceive textiles that will be able to sense and respond to biological or physical changes like temperature, pH, wound inflammation or vital life signs like heart rhythm. In other areas, there are materials that can alter their form and allow a textile to go from being a flat, cool fabric to a high-bulk insulating material as the temperature drops.'*

Dr Kristen Lyons

Kristen is a lecturer at the School of Biomolecular and Physical Sciences at Griffith University. Her research interests include:

- science, technology and society
- sociology of food and agriculture
- organic food and agriculture movements
- gender and environment.



Essentially...

Heia(Q)'S 2010 Regional Workshops

The HEIA(Q) 2010 professional learning program, 'Essentially ...!', comprises the one-day state conference along with regional workshops offered in ten regions throughout the year. The regional workshops will centre around:

- **Essentially curricula**—assessment and standards for the Essential Learnings
- **Essentially nutritious**—contemporary issues related to nutrition and food
- **Foodchoices curriculum resource—So what's new**

Workshop 1 **Essentially curricula—Addressing the curriculum and assessment demands for Queensland home economics teachers**

2–3 hours, dependent upon regional demands

This workshop is a practical hands-on workshop with a focus on assessment, but all located in the context of both current QCAR and upcoming national curriculum demands. The introduction will provide an update on the Australian (national) curriculum and what that means for the Queensland curriculum, and in particular home economics education. Participants will then move into workshop mode and enhance their skills in developing quality assessment tasks and associated guides to making judgments. The 'take-home' product will be an assessment task and guide to making judgments that has been, to an extent, quality assured. The workshop will include a discussion of 'hot topics' in assessment—for example, reflection and how to make on-balance judgments. With a focus on assessment, this workshop will build on previous workshops offered by HEIA(Q) in this area of professional learning.

WHAT THE WORKSHOP WILL LOOK LIKE

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

Part 1 QCAR, Australian (national) curriculum and Home Economics

The intent of the introduction to the workshop is to provide an update of and discussion about the current curriculum landscape in Queensland in light of the Australian curriculum. It will outline the curriculum priorities in light of the Australian curriculum and what it means for the current Queensland Curriculum, Assessment and Reporting (QCAR) framework, and in particular what it means for Home Economics in the compulsory years of schooling.

Part 2 Assessment

The focus of the workshop will be on participants developing rich assessment tasks based on the Essential Learnings and associated standards. Specific guidance will be given on the construction of guides to making judgments that align with the QCAR assessable elements and descriptors of quality. Assessments will be developed that are in line with Queensland's curriculum for Years 1–9 and the concomitant focused teaching to improve the standards of student learning

Presenter: Dr Janet Reynolds

discussed. Participants are encouraged to bring along an idea for a unit of work for which they wish to develop or refine an assessment task, or the unit itself if they have this.

Part 3 Discussion

Participants will discuss assessment issues such as how to assess reflection, and how to make on-balance judgments in the context of QCAR.

WHO SHOULD COME?

This workshop is aimed at anyone who is interested in current curriculum issues and good practice, especially as it pertains to assessment in the compulsory years of schooling. Participants will be working on their own assessments so all are welcome regardless of the curriculum area in which they are working.

WHAT YOU WILL NEED:

Participants should bring:

- A unit of work or curriculum idea for which they wish to develop the assessment task
- The curriculum intent (typically the Essential Learnings) for the unit/curriculum idea
- A laptop if wishing to work electronically (not essential)

PROFESSIONAL STANDARDS

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

S5: Assess and report constructively on student learning

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

COST

Members: \$44.00 Non-members: \$66.00 Costs include GST

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

DATES AND VENUES Dates and venues for all regional workshops will be sent out to all HEIA(Q) members in the HEIA(Q) 2010 Professional Development brochure. It is anticipated that the brochure will be sent out at the end of Term 1.

FURTHER INFORMATION 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 by telephone on 07 3865 1401 or email: zzdmcm@westnet.com.au.

Workshop 2 *Essentially nutritious—Addressing contemporary issues related to nutrition and food*

2 hours

Presenter: Kellie Hogan, Aloysa Hourigan and/or Jacqui Plozza, all from Nutrition Australia

The continued state and national agendas related to food and nutrition make this area a priority for Home Economics. Whilst the 2007 nutrition education conference gave us the 'how to' messages, in 2010 HEIA(Q) will deliver an **essentially nutritious** update—an update of our disciplinary knowledge related to food and nutrition, along with fresh ideas for how 'essentially nutritious' concepts can be played out in practical foods classes.

WHAT THE WORKSHOP WILL LOOK LIKE

The following is a guide to how the workshop might look.

Part 1 Nutrition update

This part of the workshop will be an update of topics such as nutrient reference values, the nutritional value of organic foods versus non-organic, mandatory food fortification, trans fats, essential fatty acids, plant sterols etc. There will be opportunity to discuss the relevance of these to our everyday lives and/or to the school curriculum and the 'where and how' they might be included.

Part 2 Playing out good nutrition in the kitchen

The presenter will introduce food ideas that complement the theoretical nutrition update. Participants will be able to taste the foods, as well as discuss their own ideas for 'walking the talk' when it comes to preparing food, whether in the home kitchen or in the professional environment, that reflects current thinking in nutritional health.

Gold Sponsorship HEIA(Q) is proud to announce that this workshop is sponsored by Queensland Health.



WHO SHOULD COME?

This workshop is aimed at anyone who is interested in food and nutrition.

WHAT YOU WILL NEED:

Participants should bring:

- Ideas for 'healthy' food preparation that you are prepared to share with the group. Try to bring ideas that are fabulous, healthy and don't take too long to make. If possible, bring along a print copy of your idea/recipe for everyone in the group (approximately 18).

PROFESSIONAL STANDARDS

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

- S1 Design and implement engaging and flexible learning experiences for individuals and groups
- S10 Commit to reflective practice and ongoing professional renewal
- Hours of professional development: 2 hours

COST

Members: \$44.00 Non-members: \$66.00 Costs include GST

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

Workshop 3 *FoodChoices curriculum resource—So what's new?*

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

Presenter: Dr Janet Reynolds

The newly revised *FoodChoices* was released in January 2009 after Xyris Software (Australia) Pty Ltd worked collaboratively with HEIA to revise the resource. The new features include: analyses that reflect the release of the nutrient reference values; an added feature to calculate the percentage energy from saturated fat; the ability to search for foods that are rich or low in a specified nutrient; and the nutrition information panel feature, previously purchased separately, being part of the resource. Changes to the curriculum resources include revisions to the existing curriculum units, including steps to reflect the nutrient reference values along with five new curriculum units. The resource is available online with students and teachers able to access the software program from their home computers. The workshop will explore the new features, including some background on the changes—for example, nutrient reference values and what they mean for the home economics classroom.

Part 1 Introduction

A brief introduction will outline why the resource was revised and introduce the new features

Part 2 Hands-on exploration of the resource

This section will form the bulk of the workshop. The presenter will demonstrate the features of the resource with participants able to practise all the features on either a computer provided at the workshop or their own laptop if preferred. This will include analysing a diet in terms of the nutrient reference values, making a nutrition information panel, importing analyses into a Word document and developing and printing graphs of the analyses.

Part 3 Curriculum support

The new resource includes a wealth of resources for classroom use. They are all in full colour and can be filled in electronically. There are 16 Student Challenges, nine Fact Files and 44 Task Sheets, all designed to complement each other to form at least 16 units of work that can be used across Grades 8–12. This session will explore these resources.

WHO SHOULD COME?

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

WHAT YOU WILL NEED:

Participants should bring:

Personal laptop if you prefer to use your own computer (PCs will be provided at the workshop)

PROFESSIONAL STANDARDS

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

- S1 Design and implement engaging and flexible learning experiences for individuals and groups
 - S3 Design and implement intellectually challenging learning experiences
 - S10 Commit to reflective practice and ongoing professional renewal
- Hours of professional development: 2 hours or more, dependent upon the regional program

COST

Members: \$22.00 Non-members: \$33.00 Costs include GST

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

How are you involved in the development of home economics curriculum in your school?

A new study into home economics and curriculum management

Background

Home economics teachers have long promoted the benefits of teaching the real-life knowledge and skills of home economics. In today's complex consumer-driven society, home economics is more relevant than ever in helping develop skills to resolve issues concerning family, health, technology and sustainable living. Federal and Queensland curricula, however, do not reflect this need, leaving it to home economics teachers to continue with little support or recognition. As a result, teacher involvement in developing school and department curriculum is essential. Recent curriculum changes and focus have restricted some teachers from opportunities to be actively involved in curriculum decision-making at a school and department level.

These developments have led me to seek to explore, as part of my PhD study, what home economics teachers' perceptions are of their engagement in curriculum development in their schools and the impact that different contextual factors have on this engagement.

home economics
is more relevant
than ever

The curriculum context

Curriculum operates at three levels: formal, enacted and hidden. The *formal curriculum* refers to the official government or authority documents, frameworks and syllabi produced. The *enacted curriculum* refers to the curriculum developed and enacted by schools and school departments. The *hidden curriculum* describes the unintentional and often unstated learning that takes place in the school. This study is interested in exploring home economics teachers' perceptions of their capacity to plan for and implement the *enacted curriculum* and the contextual factors that are affecting them in a changing curriculum environment.

Major *formal curriculum* changes have occurred in Queensland over the last twenty years, which have had profound effects on teachers. Since the development and implementation of the key learning areas (KLAs) in the 1990s, curriculum change has affected all areas of schooling, including teaching content and knowledge, school organisational frameworks, pedagogy, assessment and reporting. Since then, there has been a rolling wave of complex, interrelated changes to the formal curriculum including the Queensland Curriculum Assessment and Reporting (QCAR) framework, culminating in the new Australian (national) curriculum. All curricula impact on teachers and their teaching subjects, and any change

to the formal curriculum will result in unintentional and unanticipated changes to the enacted and hidden curricula.

There are limited opportunities for most teachers to be involved with formal curriculum development. However, at the school and department level, significant decisions are made by teachers in these schools. Curriculum decision-making at all levels involves selecting, emphasising and valuing some aspects or knowledge, whilst ignoring others, resulting in unanticipated or unintentional consequences for teachers, and this may not necessarily be the intent of the formal curriculum. The consequences can include:

- the creation of privileged subjects
- power struggles for resource allocation, including time and staffing
- lack of voice for some teachers within the school, resulting in some subjects disappearing from the school curriculum.

Power struggles between subject areas and KLAs are often related to the allocation of resources. Subjects that have less status and bargaining power often receive fewer resources and, increasingly, are less likely to be retained in an already tightly packed school curriculum.

To date, there has been little research into the effect of curriculum change on Queensland home economics teachers. Recent evidence of what is happening in the home economics curriculum in schools has been anecdotal, and as a result it is difficult to understand what is happening in schools and to ascertain what can be done to assist teachers. Currently there appear to be three ways that home economics education has been organised in the *enacted curriculum*:

1. Maintaining the traditional Home Economics department structure prior to the KLAs
2. As one subject within a KLA subject department (generally Health and Physical Education or Technology)
3. As units, split among a variety of other discipline areas across the KLA departments (HPE, Technology and Visual Arts).

Each of these ways of organising home economics in the school curriculum has different ramifications on the home economics curriculum and the teacher.

About the study

I plan to ask a number of home economics teachers for their perceptions of their role in school and department curriculum development and the contextual factors that are affecting their participation. It is hoped this study will provide relevant and current data that will enable the development of in-service and resource opportunities specifically targeted at the current and future needs of home economics teachers.

Gayle Jenkins
Lecturer, School of Public Health, QUT

Opportunity to be involved

I am seeking a number of home economics teachers who would be interested in being interviewed about this topic. If you would like to have some input and assist in developing an understanding of what is happening with home economics education in Queensland, please contact Gayle Jenkins:
 Telephone: 0423 325 954
 Email: g4.jenkins@qut.edu.au
 Further details of the study are provided below.



Queensland University of Technology
 Brisbane Australia

PARTICIPATE IN RESEARCH Request Information for Prospective Participants
The following research activity has been reviewed via QUT arrangements for the conduct of research involving human participation. If you choose to participate, you will be provided with more detailed participant information, including who you can contact if you have any concerns.

Title of Project

An exploratory study of the contextual influences on home economics teacher agency when engaging in school and department curriculum development.

Research Team Contact

Gayle Jenkins

Phone: 0423 325 954

Email: g4.jenkins@qut.edu.au

Please contact the researcher to have any questions answered or if you require further information about the project.

What is the purpose of the research?

The research questions for this study are:

- a. What are home economics teachers' reported beliefs of their current role and experiences in department curriculum development?
- b. How do contextual influences impact teacher agency during this time?

This study will explore home economics teachers' beliefs as expressed through interview and focus groups.

Are you looking for people like me?

The researcher is looking for home economics teachers in Queensland secondary schools.

What will you ask me to do?

Your participation will involve two 1-hour interviews, and one 1–1.5 hour semi-structured focus group session consisting of 3–4 home economics teachers. The first interview will be in March, and the second interview will be in November. The semi-structured focus group session will take place some time after the second interview at a time and place suitable for the group.

Are there any risks for me in taking part?

The researcher does not believe there are any risks for you if you choose to participate in this research, or where risks exist they have been reviewed and suitable plans put in place. It should be noted that if you do agree to participate, you can withdraw from participation at any time during the project without comment or penalty.

If you would like to participate in this study, please contact Gayle Jenkins through email or telephone.

Email: g4.jenkins@qut.edu.au

Mobile telephone: 0423 325 954

You will be provided with further information to ensure that your decision and consent to participate is fully informed.

Thank you

SCHOOL PROFILE: Browns Plains State High School

Background information

Demographics

Location: The school is situated in Logan City, one of the fastest growing cities in Australia.

Nature of school: Education Queensland state high school

Year levels at the school: Years 8–12. All year levels have the opportunity to study Home Economics.

Number of students at school: 1200

Nature of community: Browns Plains is on the outskirts of Brisbane and, when developed during the late 1980s, provided 'value for money' housing for young families to purchase. Large shopping centres have been established in recent years.



Features

- The student population is varied with over 30 different cultures represented, including Polynesian, Slavic, Hmong, Vietnamese, Cambodian and many New Zealanders. The indigenous students are well catered for with all scoring above the state average on the NAPLAN testing in 2009. The school offers 'Excellence' programs in volleyball and touch football as well as Special Interest Programs in art, music, sci-tech and Indonesian in Year 8. The school is well known in the region for its success with increasing student literacy levels during Year 8 with a combination of a dedicated program plus a focus on across-curriculum literacy.
- While a wide range of Overall Position (OP) subjects (three offered through the Home Economics faculty) maintain a strong academic focus, the school also has a strong offering of Vocational Education and Training (VET) subjects (three offered through the Home Economics faculty) combined with a varied range of traineeships. Almost seventy per cent of Year 11-12 students opt for a VET pathway.
- The school has a heart!

Home economics teachers

This year there are six home economics teachers, with another on maternity leave—the perfect team with a range of generations represented: Baby Boomers to respect the protocols and plan, Gen X to do the work, and Gen Y to manage the data projector and DVD player!

Name of teacher	Year and place of graduation	Commenced at BPSHS
Louise Borg	2009, QUT	2010
Karin Downing	1979, Sydney Teachers College	1999
Dianne Furlonger	1989, Kelvin Grove Teachers College 1992, University of Queensland	1999
Anna Papasavas	1989, Kelvin Grove Teachers College	2000
Sharon Pearson	1988, Kelvin Grove Teachers College	1996
Jade Sottile Pinder	2005, QUT	2006
Leanne Warner	1974, Kelvin Grove Teachers College 1982, Brisbane College of Advanced Education 1988, QUT	1986



Home Economics subjects offered and numbers of classes in each

Year 8 Home Economics – 12 classes
 Year 9 Home Economics Major – 2 classes
 Year 9 Home Economics Minor – 2 classes
 Year 9 Sports Nutrition Minor – 1 class
 Year 10 Home Economics Major – 1 class
 Year 10 Home Economics Minor – 1 class
 Year 10 Sports Nutrition Minor – 2 classes

and 1 class in each of the following:

Year 11 Health Education
 Year 11 Home Economics
 Year 11 Hospitality Studies
 Year 11 Early Childhood
 Year 11 Certificate 3 in Children's Services (partnership with MSIT)
 Year 11 Certificate 1 in Hospitality (Kitchen Attending)
 Year 12 Health Education
 Year 12 Home Economics
 Year 12 Hospitality Studies
 Year 12 Early Childhood
 Year 12 Certificate 3 in Children's Services (partnership with MSIT)
 Year 12 Certificate 1 in Hospitality (Kitchen Attending)

Interview questions

How is Home Economics perceived amongst other teachers, administration, students and parents?

The Home Economics department is well respected and considered by the school community to be one of the stronger departments. The teachers are highly professional, co-operative, efficient, effective and enthusiastic, accessing professional development opportunities often, and always contributing to school community events. Restaurant functions provide simulated learning and assessment options for students; participating in competitions and work experience opens doors for students; excursions provide contextual learning—our excursions are legendary with the students and parents—for example, lunch at the Hilton, high tea at Joseph Alexanders, breakfast at the Stamford, dinner at Versace, Jupiters tour and show, Mondo Organics, Merlo Coffee, James Street, Brisbane Ekka, QEII Hospital, Freestyle, Alla Moda. Excursions are not compulsory, are expensive, most are not in school time, and students have to wear correct school uniform—yet students save their wages to attend because these are all new experiences. The Rainbow Connection playgroup, hosted by Early Childhood students, opened in 1992 and has continued to offer a valued service to the wider community. Several past students now attend with their children. As Renae R, a student in 1992, said 'Playgroup allows us time to spend together in an environment with other children of various ages. Playgroup has enabled my children to develop confidence in a social environment. It also provides opportunities for me to speak to other parents. It has been great to be able to participate in playgroup with my children.'

What do you do to promote Home Economics at your school and in the community?

World Home Economics Day is always celebrated with students speaking on parade, badges for students who are in the Home Economics block on the day, plus a gala morning tea for staff and a vote of thanks to the home economics teachers for the work done every minute, every day. We freeze our demonstration food each week so the staff feast on a range of *SmartChoices* foods—low fat pizza, muffins, Weetbix slice—but they don't complain! There is an article from the Home Economics faculty in the school newsletter every fortnight and articles in the local newspaper featuring students entered in competitions. We often share the food production for school events with the canteen operators and Parents and Citizen' Association. Hospitality functions are held at times when parents can attend and we maintain communication with letters home on a regular basis.

Is the Home Economics department well supported in terms of professional development (PD) and what do you do to make sure staff attend appropriate PD?

The school administration has always supported staff who wish to engage in PD. Karin, Anna and Leanne are panel members for three different OP subjects; Sharon and Dianne are representatives for 'moderation' meetings for Hospitality and Early Childhood. Staff members are advised of PD opportunities through the Head of Department, who promotes professional development that accommodates family commitments. All attend the annual HEIA(Q) state conference and maintain currency for VET as required. We also try to do something 'fun' every second year—for example, a cooking class together.

What is fabulous about Home Economics at your school?

The Home Economics department at Browns Plains is certainly, in our minds anyway, the heart and soul of our school. We pride ourselves on nurturing and caring for one another along with each and every student who undertakes a subject within the department. We believe in the power that cooperative learning can bring to the classroom and model this to students, with all staff involved and contributing equally in day-to-day aspects of the department as well as demonstrating consistent dedication to improving student outcomes.

It's a team effort! The team includes our very valued teacher aide, Julie Schultz, who is our 'memory' and 'economic manager' and Helen Jenkins, our 'will do anything to help out' cleaner who also paints walls, decorates and gardens. If there is an event on, then all staff members are involved. This flows on to the students who often comment that they like coming to home economics classes because the staff are happy and friendly and like each other. Teachers have high expectations with regard to behaviour and manners but are always generous with their time and money when it comes to students in need. There is a strong commitment to giving to others with students encouraged to sew for charity organisations, missions, etc.

If you could change something at your school what would it be?

Until 2010, every Year 8 student studied Home Economics for three double lessons per week for one semester. Due to the focus on literacy, student wellbeing programs, *Smart Moves*, middle schooling philosophy, and timetabling demands, the allocation for practical areas has been reduced to two double lessons per week and two classes of students who have chosen a special interest area do not study Home Economics at all in Year 8. The Australian curriculum will further impact on this in 2011.

**Leanne Warner and Louise Borg,
Browns Plains State High School**



HEIA(Q) tour to India, January 2010

Reflections on 'Incredible India'

A group of 21 HEIA(Q) members, friends and partners ventured forth to India in January 2010, under the guidance of HEIA(Q) member Helen Keith. The reflections below capture some of the incredible and magical moments of the tour.

'An attack on the senses, from the vibrant colours of the saris, houses and piles of pigment in the markets to the exotic aromas of the spice bazaars and fragrant and spicy food. The relaxed attitude of the people (time). Their sense of humour, friendliness and pride in their country and culture. The overwhelming choice of textile items.' (Marion)

'Myriad of colours, flavours and sights! Elegant, silky sarees and spicy snacks, polite and friendly locals, lessons re Indian culture and green countryside, so much shopping and honking horns and loads of laughs in congenial company have made an excellent travel experience. Thanks Helen K.' (Pamela)

'We particularly enjoyed Kerela with its unique traditions and food. Highlights were the Kathakali dancers and the brilliant vegetarian breakfasts. We were inspired by the friendliness of the South Indians in contrast to those of the North.' (A & A)

'Helen's professional and flexible guidance offers exquisite insights into an ancient culture, its fragrant food and its colourful tolerant people. Love the buzz of the street, the colour and smells, the dancers and stall holders in the markets and misty vistas in the mountains.' (Rod & Sue)

'The trip has been great. I have never been overseas and touring India has really opened my eyes as to the diversity of another culture. The food, I thought, may be a little too spicy but it has been delicious and I think I have actually put on weight. The opportunities for shopping are endless and the people are so friendly and helpful.' (Deryn)

'Food has been the highlight—flavours varied across areas. A land of contrasts. Nimmy's cooking school—fantastic. Love the saris and need a lesson on how to wear one. Great to see the vegetable market. Our 'three musketeers' have been wonderful. Must have a ride on a local bus! Love the travel. Honk! Honk! Honk!' (K & P)

'Exotic India is a country in transition. The older generation are sticklers for tradition while the young are anxious for modernisation. The British have obviously left their mark here—with the lovely old colonial buildings and the well-rounded Oxford accent in the speech of the people. It is a large land of many contrasts. Large areas of open parklands contrast sharply to the somewhat crowded cities. One only has to look beneath the rubble and somewhat disorganisation to see people strongly attached to their religious beliefs and keen to progress.' (B Mc)

'Travelling through southern India was like taking a step back in time as the general population eke a living from their simple lifestyle. The bullock-ploughed fields, the community hand-harvested crops, the hand washing of clothes in nearby waterways, the use of timber saplings or bamboo for scaffolding in major building construction work, and roadside cottage industries were common sights in India. Most of the people of India continue to wear their traditional dress with women in their beautiful colourful saris and the men wearing the traditional loin-cloth (a mundo). The exotic foods with their flavoursome spices were fantastic and the people were very warm and welcoming towards us. Many of the highlights during this trip for me were the houseboat cruise on the backwaters of Kerela, driving through the rich green tea plantations around Coonoor, visiting the spice plantation in Periyar and experiencing the traditional Kathakali dance performance in Cochin. In addition to these exotic experiences, seeing elephants, bison, deer and monkeys by the roadside in their natural habitat confirmed that we were in a land far away from Australia.' (Jan)

If you are interested in the 2011 January tour to India, please contact:

Helen Keith, Manna Tours Tel: 07 4098 7429 Email: khkeith@bigpond.net.au





HEIA(Q) PROFESSIONAL DEVELOPMENT TOUR

Italy 2010

Food, Wine and Culture Tour of Italy September 2010

- A week living in a Tuscan villa with Italian families, sharing meals in Italian homes and daily tours to enjoy the local culture, food and wine
- Cooking classes in the homes of the 'Italian Mamas' plus a cooking class in Sicily
- Travelling through at least two other regions of Italy, including Sicily.

The tour leaves Brisbane on the evening of Saturday 18 September for the 20-day tour. It is also possible to do the first two weeks and return on Sunday 3 October.

The tour includes five days in eastern Sicily looking at the Sicilian culture and food specialities, then travels through Umbria, visiting Assisi, on the way to a rural villa in Tuscany for a week. This rich cultural, food and wine experience includes cooking classes in Sicily and Tuscany, visits to wineries and specialised food places (balsamic vinegar production, butcher shop, cheese production, olive oil tasting, meat curing), meals specialising in truffles and saffron, and opportunities to wander and shop in local villages. We then visit Florence, the cultural centre of Italy, and stay at Porto Venere on the beautiful Ligurian Sea with a tour to Cinque Terre, the charming heritage-listed five fishing villages, in order to experience the cuisine of coastal Italy before flying out through Milan.

For those teachers teaching in other areas such as Studies of Society and Environment, there is ample opportunity to experience the ancient culture of the Romans and Greeks in Sicily and historic sites such as St Francis Chapel in Assisi and Saint Catherine of Sienna's church. English speaking guides will give us a full historic tour in the cities we visit.

Cost: \$4850 plus airfares
(airfare depends
on time of booking).

Cost includes all land travel,
good accommodation, most
meals (including wine with
meals in Tuscany), cooking
classes and entry to organised
specialty food places, English
speaking guides and tips.

For full itinerary and details,
please contact Helen Keith
Email: khkeith@bigpond.net.au
Tel: 07 4098 7429

Master Chef, Master Class at Canterbury College A Year 11 student perspective

On Tuesday 16th March, Canterbury College was privileged to have the presence of Dominique Rizzo as a guest presenter to our Year 11 class. Presenter of the popular television series, 'Ready, Steady, Cook', Dominique showed the Year 11 Hospitality class a range of expert knife skills, and some quick and easy recipes that were packed full of flavour. Both the students and the Hospitality teacher, Mrs. Kerrie Hurford, were ecstatic at this wonderful opportunity to learn new cooking skills as well as more up-to-date information on the hospitality industry, adding to the experience they had already gained in class. Dominique gave some excellent advice on the hospitality industry with regard to career opportunities, which was definitely taken to heart by the students, with the many important decisions to be made in the near future.

Dominique helped the class to prepare and cook an Asian Chicken Salad, Italian Minestrone, Vegetable and Basil Risotto, Spiced Baked Chips and a basic vegetable stock, all of which the students enjoyed—when the time came to clean up the leftovers, only empty plates remained. For the one and a half hour session, the class was split into three groups, all taking on a recipe or two, allowing everyone to be involved in the different processes. The students learnt a range of knife skills including how to 'julienne' a carrot and how to 'macedoine' a zucchini. We also learnt about the wonderful fusion of flavours that can be developed by the creative mind of an experienced chef.

All in all this was a wonderful and invaluable opportunity for the Year 11 students to experience working with a well-respected industry expert and something that we would recommend to any school that has the opportunity to provide this experience for their students.

Kate Stocker and Rhianna Blackler
Year 11 students
Canterbury College



Ready, Steady, Cook

Introducing Jo Butterworth, QSA Senior Education Officer

It is HEIA(Q)'s pleasure to introduce you to Jo Butterworth, the current Queensland Studies Authority (QSA) Senior Education Officer (SEO) for Home Economics, Physical Education, Hospitality Studies and Hospitality (SAS). Jo has been teaching for 15 years in a variety of capacities, with a background in science and physical education, which she studied at the University of Queensland. Jo has taught in mostly Catholic Education schools across Queensland including St Ursula's Yeppoon, Emmaus College Rockhampton, St Ursula's Toowoomba and most recently All Hallows' Brisbane. She has experience in single-sex and co-educational, regional and city schools.

It was while she was a first-year teacher at a school where she was the only physical education staff member that Jo started to develop an interest in curriculum development. Put in a position to write a work program, she had to explore the questions 'What is a work program? How does the syllabus work? What are its components?'

Over the years, Jo has developed her leadership skills through being a Head of Department (Physical Education) to Head of Department (Health, which included Physical Education, Home Economics, Hospitality and Fashion). The broader curriculum focus at All Hallows' School highlighted the cross curricular similarities. The processes of designing assessment and making judgements about the standards achieved by students is the same across a range of subjects. This interest in curriculum development and student achievement lends itself to the role of a SEO as these are the core areas of responsibility and communication with schools.

Experience on District and State Panels, as well as being on the syllabus review sub-committee for Physical Education, gave Jo an insight into the roles and responsibilities of QSA. Since beginning at QSA, she has immersed herself in the final consultation stages of the *Senior Home Economics* syllabus review, reviewed 2009 Forms R6 for Home Economics and begun the process of communicating with *Senior Home Economics* panellists and teachers from around the state. Each of these experiences has provided an insight into the strengths of the syllabus and areas for development. Much of the assistance that schools require revolves around research and analysis skills, drawing conclusions and making recommendations.

Jo is looking forward to creative discussions as we consider the general implementation of the new syllabus. She is encouraged to observe and work with Home Economics teachers who demonstrate a passion for the future of their subject.



MEMBERSHIP in 2009

As at 31 December 2009, the Queensland Division had 626 members, 9 more than at the end of 2008. Whilst there was only one new school membership, there were 20 new school members, indicating that at least some Home Economics departments are growing. Whilst the numbers of members in the different membership categories vary, the overall membership has remained constant at above 600 for approximately four years. This current high membership reflects the value placed on the Institute and positions the Division well for advocating on behalf of its members. Nationally, at the end of December 2009, there were 1550 members, an all-time high. By comparison, at the end of 1994, the first full year of HEIA's operation, there were 87 members in the Queensland Division, and 650 members across all Divisions.

Member type	HEIA(Q) members 31/12/09	HEIA(Q) members 31/12/08	Nationally 31/12/09
Associate	4	5	8
Full	127	132	408
School contact	102	101	218
School non-contact	352	332	714
Student with journal	26	27	114
Student no journal	1	7	12
NIPE	14	13	76
TOTAL	626	617	1550

There were new members joining in almost every month. The kit developed by the Division for new members was sent to all new members to complement the kit sent by the National Membership Secretary.

Janet Reynolds



NEWS FROM OTHER ORGANISATIONS

FIDO (Australian Securities and Investments Commission website for consumers and investors)

Two sections of this website www.fido.gov.au that may be interesting to HEIA(Q) members are:

- FIDO News
- Teacher Resources

Examples from *FIDO News* are shown below.

FIDO News

Issue 123, January 2010

Leaving home

This page of the website notes how leaving home is a significant change that brings with it new financial decisions and responsibilities. It discusses:

- Setting yourself up, how to budget for new costs such as:
 - rent or board plus a rental bond
 - gas, electricity and phone bills, including connection fees or bond
 - transport—are you moving closer to work or university or a train line or do you need to buy a car and pay for registration, insurance and petrol?
 - a fridge or washing machine or some furniture
 - home contents insurance
 - as well as money to cover ordinary living costs for food, clothes, education, health care, and entertainment after you've moved in.
- Managing new expenses, including a comprehensive budget planner to help sort out income and expenses after moving in.
- Choosing home contents insurance
- Telling people you've moved, remembering to tell the bank, building society or credit society of the new address.

Issue 124, February 2010

Going to uni?

This page provides financial advice for those undertaking further study. It notes that study can be expensive, and may have an impact on finances in the short term.

It provides advice on:

- Costs to consider, and provides a budget planner to help work out how much is coming in and what's going out. It also discusses tax deductions and government assistance.
- Borrowing a personal loan to pay your fees
- What happens to your super?

AUSTRALIAN COMPETITION AND CONSUMER COMMISSION (ACCC)

Dangerous children's toys stopped at border

In a pre-Christmas strike, Customs & Border Protection and the ACCC tested targeted shipments of imported toys. More than 500 tests were conducted on 165 samples and thousands of toys have been seized. Excessive lead levels were discovered in counterfeit 'Ben 10' figures, camouflage tommy guns, boxing gloves and a ride-on motorcycle. In total, 4918 toys were seized and will be destroyed, demonstrating the effectiveness of cooperation between agencies to protect the Australian community. The ACCC has confirmed that genuine 'Ben 10' toys sold through major department stores comply with the law and are safe. Evidence indicates that well-known toy brands are now making sure their toys are safe, after major recalls in 2007–2008. However, since then, unsafe levels of lead in toys have been detected in Australia and overseas at the discount end of the market.

Issued by ACCC: 27th November 2009 Release # NR 293/09

See www.accc.gov.au for further information.

NEWS FROM OTHER ORGANISATIONS



CONSUMERS' FEDERATION OF AUSTRALIA

The following is an extract from CFA's Newsletter Issue No. 38, March 2010

New Australian standard big plus for organic consumers

For the first time, Australian consumers (and industry) have a single national organic and biodynamic standard. In October 2009 Standards Australia published *Australian Standard AS 6000-2009 Organic and biodynamic products*. The publication of *AS 6000-2009* comes at a time when organic and biodynamic products have been accepted by mainstream Australia and is expected to provide significant benefits for consumers of organic food and other organic products. Developed over several years by Standards Australia Committee FT-032, *AS 6000-2009* was accomplished by the organic industry (Organic Federation of Australia (OFA), certifiers and organic experts) working together with representatives of the non-organic industry, consumers and regulators.

Australian organic and biodynamic organic food exports are currently regulated by the Australian Quarantine and Inspection Service (AQIS) through the *Commonwealth Export Control Orders*. Under these *Orders* it is illegal to export organic and biodynamic produce without a certificate stating the food complies with the existing *National Standard for Organic and Biodynamic Produce* which covers processing, transportation and labelling. This National Standard is only mandatory for the export market and offers little protection for the domestic market. Its main focus is on food production and processing and it provides insufficient guidance to retailers.

Some protection is offered to consumers by certifiers who set minimum standards and audit certified domestic suppliers in a similar way to exporters. Over the years most certifiers have developed their own standards based on the *National Standard*.

Under the Commonwealth *Trade Practices Act* and State and Territory fair trading legislation, suppliers must not mislead or deceive and it is an offence to call food organic when the claim is untrue. It is also an offence to use a certifier's logo unless the product complies with the requirements of the certifying organisation.

To date there has been limited legal action in relation to organic food and to the best of my knowledge no traders have been prosecuted in relation to misleading 'organic' claims. Previously there has been no clear definition of 'organic' and enforcement agencies were reluctant to take legal action that could result in lengthy (and expensive) debate in the courts. The lack of clear definition was clearly illustrated in 2007 when the Australian Competition and Consumer Commission (ACCC) and an egg producer and retailer, G O Drew Pty Ltd, unsuccessfully sought consent orders under the *Trade Practices Act* to prevent the company from labelling eggs as 'organic' which were not organic. The judge found, in effect, the meaning of 'organic' was imprecise and there was no general agreement on precisely what inputs may be regarded as artificial or chemical and to be avoided in the production of organic foods.

AS 6000-2009 enables certifiers to certify to one standard giving consumers, producers, distributors and regulators a clearer definition of 'organic' and 'biodynamic' and providing a consistent and national approach. Under the umbrella of Standards Australia, recognised nationally and internationally by Governments and industry as Australia's peak standards making body, *AS 6000-2009* increases the level of confidence in the true status of products labelled organic or biodynamic. *AS 6000-2009* introduces new requirements; establishes a certification process; places new obligations on the retail and restaurant industry, and includes new labelling, marketing, cosmetics and skincare requirements.

An operator—virtually anyone trading in the industry—is not permitted to use logos, business names, labelling, menus or the media to claim organic, biodynamic or in-conversion status where the claim is false or may mislead consumers or other operators. Under *AS 6000-2009* products labelled organic, biodynamic or in-conversion, are also required to have been produced or prepared by an operator whose activities are subject to a certification system.

AS 6000-2009 will benefit industry by establishing practices and benchmarks with which they can comply and has the advantage of being able to be updated and amended to meet their changing needs.

Calling up the *AS 6000-2009* as regulations under the *Trade Practices Act* would be the best outcome for consumers. Even without this endorsement *AS 6000-2009* will still benefit consumers. As a 'Standards Australia Standard', it has an acknowledged standing in the community and could form the basis for legal action.

CFA members will be aware that there are some suppliers supplying 'organic' products who may not be able to substantiate that the products they supply are genuinely organic. Consumers can assist in encouraging the ACCC to take action by reporting any misleading, deceptive or false organic claim to the ACCC Infocentre – Tel: 1300 302 502.

John Furbank

John Furbank is an Executive Member of CFA, CFA representative on FT-032 and is the author of 'Buying and Selling Organic Food'.

NEWS FROM OTHER ORGANISATIONS

AUSTRALIAN COMPETITION AND CONSUMER COMMISSION

Introducing Unit Pricing

Reproduced from <http://www.accc.gov.au/content/index.phtml/itemId/878180>

What is unit pricing?

Unit pricing means displaying the price of grocery items for a certain unit of measurement in addition to the items' selling price. On 1 December 2009 large grocery retailers will have to display a unit price on labels and in advertising where a selling price is displayed. This will make it easy for you to compare the price and value of similar types of products when you do your grocery shopping.

For example, with unit pricing you do not have to make complicated calculations to work out what is better value—a 2.5 litre container of laundry liquid costing \$7.62 or a 1.5 litre container costing \$5.74.

Price label 1: Laundry detergent X 2.5L \$7.62 = \$3.05 per litre

Price label 2: Laundry detergent Y 1.5L \$5.74 = \$3.83 per litre

You can see that the unit price of \$3.05 per litre for brand X is better value than brand Y at a unit price of \$3.83 per litre.

Will I see unit pricing in all grocery stores?

No. From 1 December unit pricing is mandatory for some grocery retailers and optional for others. It is also mandatory for large grocery stores and online grocery retailers. Under the Code, store-based grocery retailers are used primarily for the sale of food-based grocery items, have a floor space of greater than 1000 square metres and sell the minimum range of grocery items. Online retailers are captured under the Code if they sell the minimum range of grocery items. That means that you might not see unit pricing in smaller supermarkets, or shops that are not mainly food retailers (such as some department stores) or sell only a small range of food types. Grocery retailers with smaller premises can choose to opt in to the unit pricing rules or not to participate at all.

Where will the unit price be displayed?

The unit price must be displayed with the selling price. You will see unit pricing in stores where a selling price is displayed, such as shelf price labels, promotional signs and print-based advertising (such as catalogues, newspaper advertisements or online price listings). Not all grocery items have to be unit priced, such as stationery, kitchen appliances, hardware and computer equipment. Grocery retailers do not have to use unit pricing in television and radio advertisements. Also groceries advertised in online video and audio advertisements are exempt from unit pricing. Grocery retailers must also make sure the unit price is easily seen and close to the selling price for the grocery item.

How will items be unit priced?

Most unit prices you will see in stores are based on standard units of measure—per 100 millilitres, per 100 grams or per item. However, some grocery items use different units of measurement. These include fruit and vegetables (per kilogram or per item); meat, seafood and poultry (per kilogram or per item); and eggs (per 100 grams).

How are unit prices calculated?

Unit prices must be worked out to the nearest 1 cent (rounding up for 0.5 cents or more and rounding down for 0.4 cents or less). This means that when you multiply the unit price by the quantity of the item, you may get a retail price that is a few cents different from the retail price on the label.

Will unit pricing be displayed on all grocery items in my supermarket?

No. Some items do not need to be unit priced—such as kitchen appliances, stationery, hardware and alcoholic beverages. Also marked-down grocery items that are perishable, damaged or discontinued are exempt from unit pricing. Combinations of different grocery items sold together (or 'bundled') for a single price do not have to be unit priced. For example, an offer that enables you to buy a packet of frozen potato chips and a separate packet of frozen fish fillets for a single price would not require unit pricing. Promotions where different items are offered at the same price—that is, a single price is displayed for multiple items that differ in type or weight—do not need to be unit priced. For example a range of chocolate bars of different kinds and weights for \$1.50 would not require unit pricing.

Items sold from vending machines and meals prepared at the retail premises for immediate consumption do not have to be unit priced.



Where can I get more information?

- Download a copy of the ACCC publication for consumers *Introducing unit pricing*.
- Visit the Unit Pricing Code page on the 'For business' section of the ACCC website or download our industry guide *Unit pricing: a guide for grocery retailers* for more detailed information on business obligations.
- You can also call the ACCC's **Unit Pricing Hotline on 1300 746 245** for more unit pricing information.

NEWS FROM OTHER ORGANISATIONS



CONSUMERS' FEDERATION OF AUSTRALIA

The following is an extract from CFA's Newsletter Issue No. 37, December 2009

Grocery Unit Pricing

The Federal Regulation establishing a national mandatory code of conduct under the Trade Practices Act for large supermarkets became enforceable on 1 December 2009. Most supermarkets vigorously opposed making unit pricing compulsory and some were even against, and not prepared to implement, voluntary provision. So, achieving a compulsory national system is a great victory for consumers.

However, the system has several serious flaws for consumers. For example, because minimum standards are not specified, the Australian Competition and Consumer Commission (ACCC) must decide what constitutes 'prominent and legible' presentation of unit prices. The ACCC guidelines say 'prominent' means that it must stand out so that it is easily seen, and 'legible' means that it must not be difficult to read. But, in most supermarkets unit prices are not prominent enough. And, in parts of some supermarkets almost 50% of the unit prices are difficult or impossible to read. The causes include:

- print being too small
- too close together
- badly angled labels.
- not dense enough
- obscured by label holders

These, and other flaws will greatly reduce consumer awareness and use. Unless, consumers can easily NOTICE, READ and USE unit prices,

the system will fail to achieve its considerable potential to save consumers money and time and increase competition between manufacturers and between supermarkets.



Supermarkets ensure that consumers can easily notice and read ALL selling prices. They easily can, and should, do the same with ALL unit prices.

Action is required by the ACCC to obtain full compliance with the Code's prominence and legibility requirements, and with all other requirements (provision, accuracy, units of measurement, etc).

Anyone dissatisfied with how supermarkets display unit prices, or any other aspects of unit pricing should ring the ACCC's Unit Pricing Hotline 1300 746 245.

Ian Jarratt,
Queensland Consumers Association

FOOD STANDARDS AUSTRALIA NEW ZEALAND

Thinking about getting pregnant in 2010? Vital information about what you eat and drink

In a media release in January 2010 the Food Standards Australia New Zealand released seven tips for safe eating and drinking before and during pregnancy as part of its launch of a multi-media information package about eating and drinking during pregnancy.

1. Eat a healthy balanced diet with plenty of fruit and vegetables, cereals including bread, rice, pasta and noodles (preferably wholegrain); lean meat, poultry and fish; low or reduced fat milk, yoghurts and cheeses; and plenty of water.
2. Ensure you get enough folic acid – in addition to eating foods with added folic acid (such as bread) and naturally rich in folate, health professionals recommend taking a supplement of at least 400 micrograms every day one month before and three months after conception to reduce the risk of neural tube defects such as spina bifida
3. Ensure you get enough iodine – in addition to eating foods with added iodine (such as bread) and naturally rich in iodine, health professionals recommend taking iodine supplements of at least 150 micrograms every day during pregnancy and breastfeeding because mild to moderate iodine deficiency can result in learning difficulties and affect your baby's development of motor skills and hearing.
4. Eat two to three serves of fish a week but avoid those fish with high levels of naturally occurring mercury: shark, broadbill, marlin, swordfish and orange roughy.
5. Avoid foods that could contain listeria such as soft and semi soft cheeses like brie, camembert, ricotta, blue, feta; soft serve ice cream; unpasteurised dairy products; pâté; chilled seafood; salads and fruit/vegetable that are prepared, pre-packaged or served from smorgasbords or salad bars and cold cooked meats from sandwich bars, and packaged ready-to-eat meats.
6. Don't drink alcohol during pregnancy or while breastfeeding.
7. Limit your caffeine intake to four cups of tea, or three cups of instant coffee, or four cola drinks or one espresso coffee a day.

There is detailed information on the FSANZ website at <http://www.foodstandards.gov.au/consumerinformation/adviceforpregnantwomen/> including brochures, fact sheets, web videos (including translations into Thai, Mandarin, Cantonese, Vietnamese and Khmer) and a web seminar.

What's been happening nationally? A look back at 2009

2009 saw the efforts and collaboration of HEIA delegates, standing committees and members culminate in new and highly successful events and structures. Council welcomed Miriam McDonald (NT) as President-Elect and is confident that, under her leadership, HEIA will continue to deliver a quality service to our members. Memberships continued to climb in 2009, reaching 1550 at the end of December. School memberships form the bulk of membership.

The national conference *Daring to dream—Preferred futures through Home Economics* held in Darwin from July 8–11 2009, delivered a thought-provoking program of presentations and workshops by local, interstate and international presenters who explored the diversity of issues related to social justice, equity and sustainability in the home economics context. The HEIA(NT) conference task group, convened by Miriam McDonald and Penny McIntyre, ensured that the uniqueness of the Northern Territory emanated throughout the conference with choices of exquisite locales, cuisine, entertainment and warm hospitality.

Peta Craig (ACT) continued to work energetically as Convenor of the Public Health Standing Committee and coordinated HEIA's responses to the discussion paper *Australia: The healthiest country by 2020*, and to the Department of Health and Ageing paper regarding the development of a new women's health policy. HEIA is now a member of the Butterfly Foundation, which coordinates the National Eating Disorders Collaboration, of which HEIA is a member.

As Convenor of the Education Standing Committee, Dr Janet Reynolds (Qld) continued to ensure that HEIA is kept in the loop with all matters pertaining to the national curriculum through representation at National Education Federation and Teaching Australia meetings. Highlights of the Education Standing Committee for 2009 included the highly successful development and launch of *FoodChoices* as an online subscription-based resource and the continued partnership with Xyris, as well as a 'Train the Trainer' workshop enabling all divisions to run workshops related to the resource. As Convenor of the Education, Publications, Journal and Newsletter Standing Committees, Janet ensured that our membership was informed in matters pertaining to HEIA, the national curriculum and Home Economics education.

The work of Melinda Williams (Tas) as Convenor of the Merchandise Standing Committee was supported by the tireless support of Carol Elias (WA), Gill Ginn (Tas) and Janet Reynolds (Qld). HEIA's best-seller continues to be *Nutrition—The inside story*.

Miriam McDonald (NT) and Penny McIntyre (NT) worked tirelessly on the long awaited and highly anticipated release of the HEIA online shop, enabling the online purchase of HEIA resources with payment through PayPal. The benefits are yet to be realised, but optimism abounds that the streamlining of this process will not only improve efficiencies for our customers, but save the valuable time of the volunteers who support this HEIA service.

The Strategic Plan 2009–2011 was finalised. It articulates strategic and future-focused goals as well as operational goals that direct the day-to-day business of Council. Convenors of standing committees have been asked to use the Strategic Plan to develop their Management Plans for 2010, with the document to be used by divisions to guide their own goals and plans.

The work of Council is only possible through the energies and support of the divisions and Council extends its thanks to the Divisional Committees of Management and their teams in the states and territories and wishes them well in their endeavours in 2010.

Aileen Lockhart



FoodChoices facilitator training



Enjoying the launch of FoodChoices



Welcome to the conference



L-R: Judy Ryles, Ian Reynolds, Donna Pendergast, Marilyn Yates, Leanne Compton, Pam Williams

“Totally Gorgeous Textiles”

The Totally Gorgeous Textiles posters are designed to create an environment that is modern, professional and just plain “gorgeous”. Whilst designed primarily for use in school and TAFE classrooms, no doubt the posters will find their way into many settings where beautiful images of textiles and dress are appropriate. There are six posters in each collection.

To view the posters online and access the order form online, visit www.heia.com.au

Collection One, 'The Colours of Culture' is a set of six posters of traditional dress in six different cultures that capture the totally gorgeous richness and vibrancy of cultural dress. Whilst chosen to illustrate the diversity and beauty of global textiles, they equally tell many stories about our cultural diversity.

Collection Two, 'Touching Textiles' is so called because the images inspire the love of textiles for their tactile beauty. The collection of six posters shows fabrics of different colours and textures at close range so that you can almost feel their sumptuous gorgeousness.

The two collections can be purchased separately, but they are designed to complement each other with their beautiful colours and shapes.

The sturdy 300gsm posters are 840mm x 297mm (yes, long, skinny and modern), are celluglazed for protection, and packaged in a mailing tube.

For further information or queries, email heia@heia.com.au or telephone or fax 1800 446 841.



\$40 for one collection (incl. GST and postage)	or	\$65 for both collections (incl. GST and postage)
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New Zealand and Hong Kong: \$50 for one collection, \$75 for both collections (incl. postage).

ORDER FORM

Upon payment this becomes your Tax Invoice. ABN 89 610 419 939. Payment is by cheque made payable to HEIA Inc. or by credit card (Mastercard and Visa only)
Mail to HEIA Inc., PO Box 779, Jamison Centre, MACQUARIE, ACT 2614.

Description	Cost (incl. GST and postage)	No. Copies	Cost
Collection One, 'The Colours of Culture'	\$40.00		
Collection Two, 'Touching Textiles'	\$40.00		
Both Collections One and Two	\$65.00		
TOTAL			

Name		Company/School	
Address			
		State	Postcode
Phone		Email	
<input type="checkbox"/> I enclose a cheque for above amount made payable to HEIA Inc. or			
<input type="checkbox"/> Please charge my <input type="checkbox"/> Mastercard <input type="checkbox"/> Visa			
Name on card:			
Card Number: <input type="text"/>			
Signature of Cardholder:			Expiry Date:

2010 Diary Dates

APRIL

- 28–30 **Queensland Studies Authority conference**
 Shred vision: An Australian curriculum
 Brisbane Convention and Exhibition Centre, South Bank, Brisbane
 Web: www.qsa.qld.edu.au
 Email: qsa.conference@qsa.qld.edu.au
 Tel: 07 3864 0471.

MAY

- 1–2 **Spirit of Learning, Conference of the Beginning & Establishing Teachers' Association**
 Brisbane Hilton
 Email: info@beta.asn.au
 Web: www.beta.asn.au
- 18 **HEIA(Q) Regional Workshop Essentially nutritious**
 4pm–6pm
 Trinity Lutheran College
 Ashmore, Gold Coast
 Email: heiaq@heia.com.au
 Tel: 07 3865 1401

JUNE

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

JULY

- 12 **HEIA(Q) Regional Workshop**
Workshop 1 Essentially nutritious
Workshop 2 Essentially curricula
 9am–3pm
 Mackay North State High School
 Mackay
 Email: heiaq@heia.com.au
 Tel: 07 3865 1401
- 27 **HEIA(Q) Regional Workshop Essentially curricula**
 4pm–6pm
 Trinity Lutheran College
 Ashmore, Gold Coast
 Email: heiaq@heia.com.au
 Tel: 07 3865 1401

AUGUST

- 7 **HEIA(Q) State Conference**
Essentially digital—Impacts and imperatives for Home Economics
 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

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