



in **Form**

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

December 2010



Home Economics Institute of Australia (Qld) Inc.

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Position is vacant

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Coralie Williamson

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SUNSHINE COAST

Jenny Randall, Mountain Creek SHS

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Position is vacant

TOWNSVILLE

Helen Willmet, St Margaret Mary's College

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

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St. Mary's Catholic College

From the President



It seems we are once again on the cusp of change as the year draws to a close and we begin contemplating our professional goals for not only 2011, but also further into the future with the imminent changes occurring in education.

As you no doubt know, on Thursday 9 December the Ministerial Council on Education, Early Childhood Development and Youth Affairs (MCEECDYA) endorsed the publication of the Australian Curriculum in English, mathematics, science and history. Curriculum in other learning areas is currently being developed, including

that in Technologies and Health and Physical Education. In light of this, HEIA recently submitted a powerful position paper to MCEECDYA and to the Australian Curriculum, Assessment and Reporting Authority, arguing the importance of Home Economics in the curriculum and requesting that, as part of the Australian Curriculum, national guidelines be developed for home economics education. I would like to thank all Queensland members who responded to the draft position paper, as well as those who attended focus groups to discuss and provide feedback on the draft paper. I am sure that you will agree with me that the final paper, published in the latest issue of the HEIA journal, is excellent advocacy for Home Economics.

Queensland Studies Authority (QSA) has released its revised Home Economic Senior Syllabus, giving enormous scope to re-energise our curriculum and pedagogies with a much more global approach than in the past.

Change is also on the way for the HEIA(Q) website which is undergoing a major reconstruction. We have given the designer the brief that the new site is to be a fresh, modern site that will offer members more services to assist them in remaining abreast of their profession, and more opportunities to communicate and collaborate in ways we have not utilised before.

The theme for the 2011 conference on Saturday 27 August is also related to change—it will explore action for futures, both local and global. Planning is underway after wide consultation with our members via electronic surveys. We are welcoming the shift in the ways in which we communicate and conduct our core business, and members appear very keen to engage in these mediums. As you would have noticed, we are increasingly using email to communicate with members.

Enormous change is around the corner for the Queensland University of Technology (QUT) and Central Queensland University (CQU) graduates completing their studies and preparing to embark on new careers. Many have secured rural postings already. We wish each graduate a smooth entry into their new vocation as they begin the intense but exciting transition from student to teacher. Remember HEIA(Q)'s mentoring program!

It has been a delight working with the HEIA(Q) Committee of Management this year. We have had a fabulous mix of personalities, ages and stages of career, with all the committee sharing an equal passion and enthusiasm for the work we undertake. I would like to personally thank the entire team for their professionalism and dedication during the year as our business for 2010 comes to a close. Members looking for professional challenges and interested in joining the team are encouraged to contact me or express your interest on the Annual General Meeting Nomination Form in this issue of the newsletter (see inside back cover). We welcome all who wish to be involved, regardless of experience.

So, as the festive season draws near and we all prepare to celebrate the achievements and successes of 2010, HEIA(Q) Committee of Management would like to wish all of our members a very merry Christmas and a happy New Year in 2011.

Kylie King,
President, HEIA(Q)

Regional Co-ordinators Positions Vacant

The following regions have HEIA(Q) Regional Co-ordinator positions vacant:

- Sunshine Coast
- Maryborough/Hervey Bay
- Toowoomba
- Roma

Become involved in coordinating professional development in your local region and providing teachers with avenues for worthwhile quality training in Home Economics. If we do not have a coordinator for a region, it is highly likely that there will be no workshops in that region for 2011.

If you are interested in the position of HEIA(Q) Regional Co-ordinator or hosting/facilitating workshops in your region please contact **Yve Rutch** by emailing rutchy@northside.org.au or telephoning **1800 446 841**

Janet Sullivan graced with a street name

Adapted from <http://www.abc.net.au/local/stories/2010/10/12/3036157.htm>

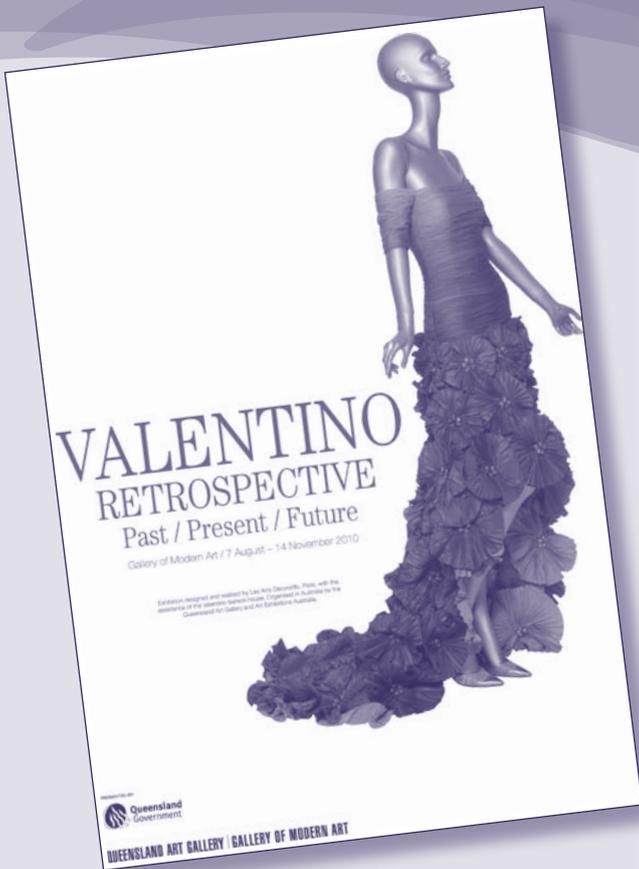
As part of the ABC radio broadcast from Ipswich, the morning team ran a competition, in conjunction with the Ipswich City Council, to name a street in Ipswich. The many fantastic nominations were notable for their recognition and celebration of Ipswich people who put their community first.

The judges were Madonna King, Paul Pisasale and Councillor Paul Tully. They selected *Jellett Drive* as the winning entry to celebrate the contribution of Dr Leon Jellett who, although in his seventies, continues to work tirelessly to care for his patients. His name will now grace the newest street sign in Ipswich.

The Council was so impressed with the shortlisted nominations that they decided to use all seven names. They will grace street signs in Ipswich over the next few years. One of these is **Janet Sullivan Street**, nominated by Tanya McKenna from Ipswich State High School. Janet Sullivan was a home economics teacher who went above and beyond for students and, sadly died from cancer last year at age 55 years.



'Valentino retrospective' tour and high tea



On 11 September 2010, an eager group of fashion lovers awaited the guided tour of *Valentino Retrospective—Past/Present/Future*, which was held at the Gallery of Modern Art, Brisbane. It was with great anticipation that the 60 HEIA(Q) guests viewed this fashion exhibition.

A personal guide met each small group and explained Valentino's history and extraordinary fashion talents. Special garments were highlighted—they were viewed with awe and amazement. The exquisite attention to detail was evident with every item of apparel. Valentino's renowned sophistication, timeless design and mastery of elegant line and classic form, could only be admired throughout the entire display.

Time was also given for independent viewing. People could read individual plaques describing the elaborate features, the combination of fabrics and the famous celebrities who wore each haute couture garment. Particular themes of geometric patterns and graphic prints were reflected in Valentino's fashions. His skilful use of fabric to create dramatic silhouettes and the distinctive incorporation of black, white and 'Valentino Red', were extremely impressive and inspirational for any young fashion designer.

The tour ended with an enticing walk through the Gallery Shop, which offered mementos, books, posters and giftware displaying Valentino's glamorous styles. A beautiful high tea with champagne was the finale to this fashion exhibition. Guests had a chance to catch up with fellow home economics teachers, past and present, and exchange reviews of the magnificent Valentino's creations.

A sincere thank you is extended to HEIA(Q) for organising this tour and providing the opportunity to view this 100-piece exclusive Valentino collection. A true fashion experience will be treasured by all who were present.

Stephanie E. Wright,
Head of Department, Home Economics,
Helensvale State High School



Profile

HEIA Life Member

Valerie J. Cocksedge



Val Cocksedge with daughter Fiona (also a home economics teacher) at the HEIA(Q) Valentino high tea

My family's contact with former teachers and their enthusiasm led me into this field of home economics. My home economics teaching background started as a Senior student at Kelvin Grove Teachers' College in 1945. Due to a shortage of home science teachers (as we were then known), some students were appointed in March/April 1946. My appointment was to Dalby State High School. We completed our exams externally whilst 'teaching on probation' and earning £155 pounds (approximately \$300) per annum. I taught there until 1951, including evening classes for adults and invalid cookery for nurses.

In the 1950s I began lecturing at the (then) teachers' college. The student band in the 1960s incorporated 3-year scholarship holders after Junior Public Exam and 2-year scholarships for those following Senior. The opportunity to be part of these young lives, to guide, inform and educate these future leaders, to see them graduate and go on to contribute to the satisfying lives of others was memorable. I treasure the contact I still have with many of these students.

As time progressed, in order to gain recognition of the value of the subject area and to advance its standing to University level, more emphasis was placed on the broader framework of an integrated syllabus—the theoretical aspect and all it encompassed to keep the subject relevant to a complex and changing society. Conferences, in-service and regional workshops enabled teachers across the state to focus on the issues of the time, to gain information and have face-to-face contact and share ideas

My background in Home Economics led to my involvement with the National Council of Women (NCW) at state, national and international levels, particularly in the fields of nutrition and consumer affairs. This background led to consumer representation on various government boards and industry committees.

Through my association with HEIA and its predecessors I have been most fortunate to be associated with talented, dedicated people, sharing their dreams and encouraged to help find ways to advance the mission and focus of home economics. I have enjoyed it all.

Val Cocksedge
HEIA(Q) Life member

PROFESSIONAL HISTORY

Educational achievements

1955 Diploma Home Science, Honours

Career achievements

- 1951–56 Teacher in charge, Home Science Centre East Brisbane State School
 - 1956–59 Lecturer, Home Science Department, Teachers' College Gregory Terrace.
 - 1959–66 Senior Lecturer, Teachers' College Gregory Terrace and new Home Science Building, Kelvin Grove (first purpose designed building on campus) opened by J.C. Pizy, Minister for Education on 30 November 1965
 - 1959–65 Part-time lecturer, Board of Adult Education and again 1975–82.
 - 1964–65 Chief Junior Examiner (Home Science B), Education Department and Assessor, Senior Home Management.
 - 1966 Married and, due to the Education Department's ruling that on marriage a female teacher had to resign, I tendered my resignation.
 - 1972 Title *Home Economics* officially adopted in line with overseas.
 - 1975–92 Served on numerous syllabus sub-committees, boards and panels at Junior, Senior and tertiary levels.
 - 1982–92 Secondary course writer, teacher, School of Distance Education (Brisbane)
- #### Awards and involvement with professional associations
- 1960 Foundation and committee member, HEAQ (now HEIA(Q) Inc.)
 - 1960–82 Foundation and committee member Home Economics Alumni.
 - 1972–75 and 1990–93 Editor, HEAA (now HEIA) newsletter
 - 1977 Queen's Silver Jubilee Medal.
 - 1992 Member Australian Delegation, International Federation of Home Economics Conference, Hanover
 - 1993 Life Membership HEAQ
 - 1999 Honorary Life Vice President N.C.W.A
 - 2002 OAM Queen's Birthday Honours
 - 2004 Life Membership HEIA Inc.
 - 2005 Life Membership National Council of Women, Queensland

Profile

HEIA Life Member



Margo Miller

Teaching was always my chosen career. On my first day at school I decided that I wanted to be a teacher. It was after my first day in Home Science in Grade 7 that I developed a love for Home Science/Home Economics. I have always loved learning and doing and my teachers, lecturers and family have always inspired and supported me to be the best that I can be. Home Economics develops so many living skills that it becomes a way of life.

My father inspired and fostered my love of clothing and textiles. He made many of our clothes and was very gifted with embroidery. He loved to make something new and so I was introduced to craft skills at a very early age. I have never lost my fascination for millinery and still make a hat for a special occasion. I particularly enjoyed the display of *Hats through the Ages* that was recently exhibited at the Gallery of Modern Art.

Textiles and clothing has always been my favourite area of home economics and I am still sewing, making patterns and doing all manner of crafts. It was a treat to see the Valentino Collection after having only seen drawings of the garments in fashion books. It is always a challenge to be able to produce a garment of the highest quality in design, fit and finish. It is interesting to me to see a number of people offering haute couture dressmaking, I have also been amazed at the number of people attending cooking schools. Perhaps we have come the full circle and the skills available in Home Economics will be truly valued again.

I have taught every level of Home Economics—primary, secondary, tertiary and adult classes at TAFE. The changes that have taken place in the home economics curriculum have been many. I think the introduction of the 1972 syllabus brought about the biggest changes to the teaching of Home Economics. Time allocations in schools were cut and the introduction of school-based assessment gave a very different focus to the curriculum. Over time we have learnt to use our time more efficiently and effectively. When I went to school in 1945 I spent a full day every week at Home Science; no such luxury now. The changes that have taken place in teacher preparation have also been far-reaching. Teachers now graduate with a Bachelor of Education. The emphasis has changed from developing advanced practical skills in all areas of Home Economics to a limited number of chosen Home Economics units. One of my great disappointments was the discontinuing of the Bachelor of Applied Science (Home Economics).

I enjoyed teaching in schools, but being a lecturer at 'College' was so much more demanding and rewarding. The students were young men and women following their chosen careers and I felt very privileged to be part of their journey. At this time I felt the need to upgrade my qualifications and I think one of my proudest achievements was to receive my Bachelor of Education award. My six months as Acting Inspector of Schools was also a wonderful experience as it allowed me to renew relationships and see these young teachers at work. Another challenge for me was to undertake a 6-month exchange with a teacher from Kingston State High School. It gave me invaluable experience of teaching in a large Brisbane high school, how things had changed from my previous classroom experience.

In 1960 I became a foundation member of the Home Economics Association of Queensland (HEAQ). I feel very proud of the part I have played in our professional associations over the years. In 1992 at the HEAA Conference in Brisbane, the states voted for the national body to become the Home Economics Institute of Australia and that the states, while still retaining their independence, would all belong to HEIA, with each state being known as HEIA(Q) for Queensland and HEIA(NSW) etc. This change has allowed for the development of a very strong professional body. HEIA(Q) offers wonderful support to teachers through its in-service programs and annual state conferences.

As part of my role in the professional body I became interested in the international association, IFHE (International Federation for Home Economics). I have attended many international

conferences and have developed lasting friendships with other members. I filled the role of International Vice President (Pacific Region) for only a short time as I developed a pulmonary embolism on my way home from Paris. I am hoping to attend the IFHE Conference in Australia in 2012.

I am honoured to be a Life Member of HEIA. I thank the profession for the wonderful life that home economics has given me.

PROFESSIONAL HISTORY

Educational achievements

1948	Junior Teacher's Scholarship (3 years)
1951	Graduated as a Home Science teacher
1960	Diploma of Home Science
1977	Diploma of Teaching
1979	Bachelor of Education

Career achievements

1952	Home Science teacher, Cairns SHS
1954	Home Science teacher, Woolloowin Primary School
1955/56	Home Science teacher, Mount Isa SHS
1957	Home Science teacher, Salisbury SHS
1958–60	Home Science teacher, Banyo SHS
1963–65	Lecturer (part-time), Teacher's College, Gregory Terrace
1969–88	Lecturer, Kelvin Grove College of Advanced Education, now QUT
1980	Acting Inspector of Schools (Home Economics) 6 months

Awards and involvement with professional associations

1960	Foundation member of the Home Economics Association of Queensland (HEAQ), where I held positions of committee member, Treasurer and President
1989–92	President of Home Economics Association of Australia (predecessor to HEIA)
1994	Vice President International Federation for Home Economics (IFHE) (Pacific Region)
1995	Fellow of HEIA
1999	Service Award HEIA
1999	Certificate of Honour HEIA International Year of Older Persons
2001	Australia Day Award for Service to Home Economics

What's happening in Queensland school kitchens?

Stir-fry assignment

Corinda State High School

Submitted by Kaitlyn Traise and Ellen Graham
4th Year internship students, Corinda State High School

Ingredients

100–125 g meat or alternative
100 g noodles or rice
2 cups vegetables (choose a variety of colours)
2 tablespoons marinade ingredients

Exemplar stir-fry

Meat or alternative	100 g chicken
Noodles or rice	100 g flat rice noodles
Vegetables	1 bunch bok choy
	¼ cup bean sprouts
	¼ red capsicum
	½ medium carrot
	6 baby corn spears
	1 shallot
Marinade	2 cm piece of fresh ginger
	2 teaspoons honey
	2 teaspoons soy sauce
	2 teaspoons sweet chilli sauce
	1 teaspoon oil for cooking



Method

1. Prepare marinade—combine all ingredients in a small dish or cup.
2. Prepare meat (or alternative)—trim, cut into bite-sized pieces and set aside in a bowl.
3. Cover the meat with half of the marinade.
4. Prepare the noodles or rice—follow packet directions, the instructions below are a guide:
 - Hokkien noodles—cover with warm water, soak 5–10 minutes until tender, separate with a fork and drain.
 - Egg noodles—cook in boiling water for 2 minutes and drain.
 - Rice noodles—cover with boiling water, soak for 10 minutes, separate with a fork, drain and rinse under cold water.
 - Rice—wash rice in a strainer or colander until water runs clear, cook in boiling water for 12 minutes, drain.
5. Prepare vegetables—wash, trim, cut into bite-sized pieces and set aside.
6. Heat 1 teaspoon oil in a frypan.
7. If using onion, ginger or garlic, cook in the frypan.
8. Add the meat (or alternative) and cook until browned and cooked through.
9. Add vegetables, adding the hardest first and those that can be eaten raw last.
10. Add noodles or rice.
11. Add remaining marinade.
12. Serve in a noodle box.

Please share your good recipe ideas

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

If you would like to share and showcase a recipe that is used at your school, please follow the format used for *Stir-fry assignment*—that is, include a recipe, a photograph of the finished product and the learning context. Email to Jan Reynolds at janetrey@ozemail.com.au

Please attach photographs as separate jpeg files.

Learning Context

- Year 9
- **Unit:** Food technology
- **Lessons per week:** 2 x 70 minute
- **Length of practical lessons:** 70 minutes
- **Unit length:** 10 weeks

Overarching unit concepts

- Literacy focus—in the resources used, use of exemplars and annotated work for guided practice
- Principles of maintaining health and wellbeing.

Essential learnings for the unit

Technology

Knowledge and Understanding

- Product design and production decisions are influenced by aspects of appropriateness and by detailed specifications, constraints and standards of production.

Ways of Working

Students are able to:

- investigate and analyse specifications and constraints in the development of design ideas
- generate and evaluate design ideas and communicate design options and timelines in design proposals
- plan, manage and refine production procedures for efficiency
- make products to meet detailed specifications by processing resources
- identify, apply and justify workplace health and safety practices
- evaluate the suitability of products and processes against criteria and recommend improvements
- reflect on learning and apply new understandings and justify future applications.

Practical skills developed

- Knife skills
- Marinating
- Stir-frying

Assessment

- **Assignment One:** Design, produce and package a healthy breakfast muffin
Task: Using a set of guidelines, design a recipe for a healthy breakfast muffin. Prepare and present the recipe in class. Produce a supermarket recipe card to promote the fresh ingredients that are being used.
- **Assignment Two:** Design, produce and package a stir-fry
Task: Using a set of guidelines, design a recipe for a stir-fry. Prepare and present the recipe in class. Design and prepare a stir-fry box that will use relevant marketing strategies and a nutrition information label.

Assessable elements for the unit

Students demonstrate and provide evidence of their learning related to the following Assessable Elements:

- Knowledge and understanding
- Investigating and designing
- Planning
- Evaluating
- Reflecting

The focus of Year 9 Food Technology at Corinda State High School is developing an understanding of food technology practice. Students explore the role of technology and food in society from a range of perspectives. Students build knowledge of the skills required to work with food, food groups (as outlined in the *Australian Guide to Healthy Eating*), food principles and nutrition. They consider appropriate breakfast and dinner choices and produce products to meet two design briefs. The *Australian Guide to Healthy Eating* is used to guide serving sizes and range of vegetables while *FoodChoices* software is used to develop a nutrition information label for the noodle box. Students also refer to information on vegetables on the 'fresh for kids' website <http://www.freshforkids.com.au/>

The first assignment includes producing a healthy breakfast muffin suitable for adolescent consumption, while the second assignment addresses healthy dinner options. The second assignment focuses on stir-fries as a healthy dinner option when students design, produce and package a stir-fry suitable for adolescents. The three components of the assignment are the design and development of their chosen stir-fry, the production of the stir-fry, and the production of a suitable package for a stir-fry in the form of a noodle box.



Caboolture students get their hands dirty



Students of Caboolture State High School are in the process of developing a food garden and fruit and nut orchard in the grounds of the school. Thus far, this project has been an excellent example of the school community's esprit de corps with active student input from the Manual Arts, Special Education, Art, Agriculture and Home Economics departments.

This project will have long-term benefit to our food studies students, impressing on them the origins of the food that most of us take for granted. The garden and orchard will also provide an opportunity for students to experience raising food from seed and preparing it for the table.

The idea of food gardens for education is not a new thing; however, every school has different challenges to meet. For example, Caboolture SHS considered the following:

- Suitable space—the garden must be central and easily accessible to the kitchens
- A northern aspect—important for sunlight and optimum growing conditions
- Security
- Water supply and power—most schools are blessed with an abundance of untapped roof area perfect for collecting rain water
- Soil quality—drainage and nutrient content will determine whether the beds should be raised or simply dug into the existing ground.

It took a while to realise the perfect spot was right under our noses. The cage for securing students' bikes is located directly adjacent to the home economics building and was easily three times larger than needed.

The area has a northerly aspect and backs the manual arts shed, with considerable unused roof area and a wall perfect for the art students to design and paint a mural. Furthermore, the western boundary of our school was under-utilised and an eyesore—perfect to establish the fruit orchard.

Consultation with all possible interested parties was the next focus of the process. I started with the groundsman and asked for his opinion about the site and the project in general.

I was rewarded with an enthusiastic response and a raft of practical advice on making this happen.

The plan was to bring onboard as many faculties as possible in order to create a whole-of-school project. The more students directly involved with the planning and implementation, the greater the student ownership and the more likely the long-term success. I met with representatives from the Agriculture, Manual Arts, Science, Special Education and Art departments to discuss ways in which they would like to be involved in the planning and construction and what would be needed to incorporate the garden into their curriculum.

The Science Department intends to use the garden for their everyday science program. The Art students studied artistic garden design and offered plans as well as designing an avocado-shaped garden chair to be an aesthetic feature in the centre of the space. The VET construction team took on the task of constructing the physical area while the Agriculture Department offered expertise and an almost endless supply of compost. The Special Education Unit has engaged its workplace readiness students in the planning, implementation and maintenance of the garden. I undertook to coordinate the construction, find the funding and seek approval from the school administration team.

With most of the ground work done, the school principal was happy to give in-principle agreement to the project but informed me there was no money in the budget to help this happen. Discussions with our school business services manager revealed potential funding avenues from larger school grants for sustainability, including water tanks. I also applied to Landcare for a Coles grant of \$1000, which took 3 months to come through. In the interim we scrounged, begged and borrowed materials from throughout the school and anything that we did not have on hand, I purchased and kept receipts, with hope of reimbursement from future grants.

The first seeds were planted in Term 3 and already the garden has produced fresh herbs and leaves for two of the senior hospitality functions in Term 4. Our tuck shop has received boxes of fresh lettuce and Year 9 food studies students have had first-hand experience in learning about various vegetables and how to prepare them. In future, the garden will be planted on a term-to-term rotation, ensuring a continuous supply of useable produce for our kitchens. No pesticides are needed as few destructive insects can escape the collective eyes and fingers of a class of 24 food studies students.

The garden is a work in progress and will continue to grow in years to come. I feel it is important, once a project like this has been started, to keep the momentum rolling. There will be many obstacles but perseverance and enthusiasm will prevail and the benefits are immediate and long-term. By the end of the school year, 20 grafted fruiting trees will be planted on the western boundary to provide our students with fresh, cheap and wholesome produce for their studies of food and nutrition.

It seems that every school has ample expertise across the entire spectrum of skills needed to establish a long-term sustainable, educational garden. The trick is to bring these skills and people together.

Robin Branch, Caboolture State High School



Excursion to Di Bella

Corinda State High School

Corinda State High School is a co-educational secondary school located in the western suburbs of Brisbane. The school now hosts 1550 students, and recently celebrated its 50th anniversary. Corinda's Applied Studies Department consists of seven full time teachers: Meredith Gleadhill (Head of Department), Kylie Barnett, Louise Brier, Vicki Edwards, Bree Hackett, Patsy Irving, Melinda Wells and teacher aide Lorraine Loudon.

The Applied Studies Department offers a range of subjects from the Home Economics suite for students in Years 8 to 12, including studies related to food, nutrition, health and wellbeing, textiles, fashion, early childhood, hospitality, tourism, as well as Senior Home Economics. Across all curriculum areas, students participate in a range of learning experiences, including competitions, guest speakers, and excursions.

As part of their Certificate I in Hospitality, the Year 10 Hospitality students investigate the processing and art of coffee. The school is now home to a new coffee machine and, as part of their competency, the students work as baristas, making and selling coffee to the staff. Recently the students visited a local coffee-roasting warehouse, Di Bella Coffee, located in Bowen Hills, where students learnt to master the art of making the 'perfect' coffee.

Tour guides Brooke, James, and Morgan explained the process of coffee production from crop to cup. Behind the scenes, the students were shown the coffee plant, the roasting warehouse and the packaging of the coffee. Front-of-house, students were shown how to make the 'perfect' cup of coffee from grinding through to silking milk, and then of course tasting their creation accompanied by gourmet biscotti.

The students gained invaluable knowledge and understanding of the process of coffee production. The excursion enabled students to gain the experience in producing a quality cup of coffee

The Corinda State High School staff have already appreciated the skills that have been developed, and are looking forward to their next cup of coffee made by the budding baristas!

Kaitlyn Traise and Ellen Graham

4th Year QUT Home Economics internship students



I enjoyed the excursion to Di Bella because I was able to learn about how coffee was packaged, how to steam milk properly, and the smell of coffee when entering the building was most enjoyable. I also learnt about the growth, production, roasting, exporting and making of coffee and was surprised about how many stages undergo a cup of high-class coffee (Student 1).

Yr 10 Student responses

The staff at Di Bella coffee have an extraordinary amount of knowledge and expertise in coffee. They were able to give me a hands-on experience, which helped me feel what it was like to make a good coffee (Student 2).



SCHOOL PROFILE: St. Mary's Catholic College (Woree)

Background information

Demographics

Location:	Cairns
Nature of school:	Catholic, coeducational
Year levels:	Years 8–12
Number of students at school:	850
Nature of community:	Tourism is a major employer in Cairns, with the surrounding districts producing a wide range of foods. We capitalise on this with Year 10 and 12 programs having a focus on local foods and sustainability.



Features

- St. Mary's has a culturally diverse student population with many students of Asian, Aboriginal/ Torres Strait Islander, European and African backgrounds. Although a Catholic school, our students are of diverse faiths.
- St. Mary's offers a broad range of OP subjects, as well as a vocational program in which students undertake school-based traineeships and apprenticeships.
- St. Mary's is known for its excellent music program and its high standard of school musicals.

Home economics teachers

Sheri Mills (Coordinator)

Sheri completed a Diploma of Education (Secondary Home Economics) at (now) QUT and then a Bachelor of Education externally through QUT. She began teaching at Weipa North State School where she was the only home economics teacher (4 years), taught for 2 years at Smithfield State High School and then left for London where she taught Food Technology for 3 years (very valuable in-service). On returning to Cairns, she was appointed to her present role of Home Economics Coordinator at St. Mary's, which she has held (between 2 babies) since 2001. Sheri is a member of the Cairns District Home Economics panel and treasurer of the Peninsula Home Economics Network, which coordinates competitions for home economics students and runs professional development for teachers.

Janet Bellerio

Janet completed a Diploma of Teaching (Secondary Home Economics) at (now) QUT. She started her teaching career at Trinity Bay State High School in Cairns where she worked until she had children. This was a great way to start a teaching career as there were seven home economics teachers all willing to help the newcomer. While her children were young she taught adults at the TAFE. She then had a change of career and owned and operated her own business for seven years, but teaching called her back. She returned to Trinity Bay State High School in the early nineties and transferred to St. Mary's Catholic College a short time later where she is still teaching today.

Kylie Kickbusch

Kylie is our Gen Y member of the department, which balances Sheri (Gen X) and baby boomers Janet and Linda. Kylie completed a Bachelor of Applied Science at (now) QUT and a Graduate Diploma of Education (Secondary)/Graduate Certificate Religious Education at the Australian Catholic University. Kylie also teaches Health and Physical Education and Science. This year she has taught the HPE staff to use *FoodChoices* software. Kylie and Sheri recently found out they both were taught Home Economics by Cheryl Conroy at school!

Linda Prideaux

Linda Prideaux graduated from Kelvin Grove College of Advanced Education (now QUT). Linda has also completed her Bachelor of Education and a qualification in Special Needs teaching, which means that she often gets the more challenging English classes to teach! She taught in Bamaga for her first year, then three years at Cairns State High School and three years at Heatley State High School in Townsville.



Home economics subjects offered and numbers of students

- Year 8 Food and Textile Technology for one term only (22–25 students per class)
- Year 9 Food Technology for a semester or a whole year (usually 24 students per class)
- Year 9 Textiles is run for a semester only—but no class this year due to insufficient numbers
- Year 10 Food Technology (elective) but unlike Year 9, students usually complete a year of study. We generally have two full (24 students per class) Food Technology classes. A highlight of the year is the

‘Sustainable foods’ excursion to the Atherton Tablelands. This year we visited the Mungalli Creek Biodynamic Dairy and Tarzali Lakes fish farm, where the students went fishing.

- Year 11/12 Senior Home Economics—we presently have a small class of only nine students, with 14 students just finishing Year 12. Our senior course is a Food major to reflect the current skills base and interests of our students.
- Hospitality—the school has just received a grant to upgrade the old kitchen to a Hospitality grade kitchen as part of the new Trade Centre, so we expect to be able to offer Hospitality in the next couple of years.

An interview with coordinator Sheri Mills

How is Home Economics perceived amongst other teachers, admin, students, parents etc.?

As we have a compact building arrangement with our classrooms, cooking smells are enjoyed by a lot of people when students cook something aromatic! There is always a lot of interest in what we cook with many leftovers being enjoyed in the staffroom kitchen. Parents are very supportive of their teenagers being taught how to cook, although I often think that we are overlooked as a valuable subject in the senior school.

What do you do to promote home economics at your school and in the community?

This year we have run a Year 10 MasterChef competition, with prizes given out at assembly. Subject selection evenings and school open days are where we display to parents and students what we do in our subjects.

Is the Home Economics Department well supported in terms of professional development (PD)?

I generally go to the state HEIA(Q) conference every year, and Linda has been with me twice. We access in-service here in Cairns provided by HEIA(Q) and the Peninsula Home Economics Network. Plus the Business Liaison Association often organises chef workshops run by visiting high profile chefs from Brisbane. We have a budget allocated for professional development which means that minimal cost is incurred to teachers.

What is fabulous about home economics at your school?

Our students!! We have lots of enthusiastic students who love to learn to cook. We have a focus on practical skills in the junior school—lots of healthy cooking skills that will enhance their wellbeing for life. We encourage students to be creative in their interpretation of recipes, and add vegetables, vegetables, vegetables!!

In the senior school, I love our new Ethical Foods unit that examines food practices from multiple perspectives. I love the interest of the senior students in issues surrounding food and nutrition, and their wanting to make a difference.

We also have a fabulous teacher aide, Mary Shepherd. Mary sees what we need before we do, and ensures that our rooms are kept in pristine order.

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

Our old kitchen—although that will happen in the next 12 months. I would also really like to see the Food Studies course become a compulsory HPE unit, with students rotating through the course. This way, we could really have a holistic health program. I would also like to get our Home Economics numbers in the senior school back to what they were about five years ago.



CQU Graduates— *Welcomed to the profession*

It was an unusually cold and very wet spring day, but this did not dampen our spirits as Rosie Sciacca and I travelled to Rockhampton on 21 September. Our mission was to introduce 20 home economics undergraduates from Central Queensland University (CQU) to our peak professional association, and to discuss the benefits of joining such an influential organisation as HEIA.

As relatively new teachers, Rosie and I were able to attest to the pitfalls and frustrations of first year teaching, and we shared openly the role that HEIA(Q) played for each of us in supporting our professional growth in the classroom during that time. Networking with like-minded professionals, access to classroom resources, stimulating and current reading stimulus and a variety of workshops, seminars and conferences relevant to the subject area, were all part of the attraction for us when university ended and our teaching careers began.

Many of the students at CQU study externally from all over the state, so they are faced with distance and isolation on a regular basis, making them quite ICT savvy as we discovered on the day. The students come together in Rockhampton for a series of intensive units during the vacation and thrive on the interaction and opportunity to work together and collaborate. Rosie and I were lucky to visit them during a week-long Fashion Design unit delivered by the creative and passionate Frances Murphy from Rockhampton State High School.

The unit included a video conference with expert visual merchandiser Len Horidge from the United Kingdom and a guest appearance by Kathleen Berry from the University of South Australia. Kathleen shared her industry experience of the fashion design process with particular focus on pattern-making, sizing and measurements. Students also undertook classes in silk painting, fabric science and fashion drawing using live models. They

also engaged with Photoshop and iPods to explore ways that digital technologies can be aligned with curriculum, pedagogy and assessment.

The graduates were eager to interact with us as HEIA(Q) representatives and as practising teachers. They welcomed us into the activities of the day and openly engaged in critical discussion about the typical concerns of beginning teachers looking for employment. Our visit wasn't just a goodwill gesture though; it was a genuine attempt to tackle some of the issues raised in HEIA(Q)'s strategic plan for 2010. In the plan, HEIA(Q) has identified that, in order to ensure the future success and sustainability of our association, the following areas (amongst others) required greater investment:

- Provide more equity for regional, rural and/or remote members accessing professional development
- Establish support networks for regional, rural and/or remote teachers
- Continue to work on mentoring beginning teachers
- Increase our annual membership
- Encourage more members to join and participate on subcommittees

The 2010 HEIA(Q) Committee of Management would like to wish all of the CQU graduates success in their final year of study. We look forward to working alongside these passionate and enthusiastic teachers in staffrooms and subcommittees across Queensland in the near future.

Kylie King
President, HEIA(Q)



HEIA(Q) 2011 state conference

Home economics: *Action for futures* A local and global perspective

Brisbane Convention and Exhibition Centre
Saturday 27 August 2011

The theme for the 2011 HEIA(Q) state conference builds on HEIA's commitment to wellbeing, social justice and the sustainability of local and global communities. With a recent history of having taken a serious look at issues of justice and sustainability through HEIA state and national conferences, the *Action for futures* conference will empower and challenge delegates to 'walk the talk' as we prepare for new and exciting futures. We will have the opportunity to update our understandings of familiar topics and where they are heading in the future, further our understandings about some newer topics (perhaps go beyond the wiki this time), and begin our journeys towards some unfamiliar territories like the upcoming Australian Curriculum. We will hear 'the talk' but also start the 'walk' to get us to the futures we value. Let us revisit our practices through a futures focused lens which is more than mere rhetoric.



DATE CLAIMER
HEIAQ state conference
Saturday 27 August 2011
Mark your diaries now
Put in your budget bid

Remember:

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

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

2010 Essentially...workshops: A review

Overview of the year's 2010 *Essentially...* workshops

During 2010 HEIA(Q) has completed 12 *Essentially...* regional workshops. Without a doubt these workshops have been well received and it is inspiring to see the enthusiasm of so many home economics teachers. Approximately 250 teachers in Queensland schools are now armed with new knowledge about curriculum and nutrition after this year's workshops.

Queensland Health's Gold sponsorship of the *Essentially nutritious* workshops has helped to fund presenters from Nutrition Australia to deliver the workshops. The Nutrition Australia presenters have certainly given many teachers 'food for thought' to address relevant nutritional issues within the classroom.

The chance for teachers to also do some taste testing helped to reinforce this new information. Teachers' feedback indicated that the workshop was not only interesting but also well constructed, informative, very current and very relevant to the home economics environment.

Jan Reynolds presented the *Essentially curricula* workshops in 12 regions across the state. Her vast knowledge about the home economics curriculum and 'what teachers must do and what is mandated' helped to make for an informative and hands-on workshop. Teachers found that the workshop will assist in writing assessments that are more teacher/student-friendly, especially the guide to making judgments (criteria sheet).

The feedback from the *Essentially curricula* workshops has been very positive. Teachers felt confident to be able to utilise the theory and skills learnt when designing assessment tasks. Teachers particularly loved the availability of resources from Jan and that has added to their motivation to relook at their assessment and learning in Years 8–10.

The Professional Development Committee is committed to providing opportunity for all teachers in the state to attend the workshops. Without a doubt the biggest dilemma has been improving the attendance rates at some workshops to ensure that they are viable. HEIA(Q) has felt the need in particular to support regional areas and, as a consequence, decided this year to run workshops with less than the normal requirement of 12 participants. During 2010 the Gold sponsorship by Queensland Health enabled the decision. Knowing that HEIA(Q) has helped to inspire

teachers has helped to validate the decision.

Feedback

There has been much feedback from all of the 2010 workshops. Feedback has indicated that teachers:

- would like more time to explore QCAR issues
- are eager to understand how Home Economics fits into the Australian Curriculum
- feel the need for more practical type workshops with emphasis on both food and textiles.

Feedback from evaluation forms has been encouraging, constructive and helpful for the Professional Development Committee and we thank you for your honest views on workshops. The commitment of HEIA(Q) is to provide quality professional development for all teachers and this is enhanced when participants complete their evaluation forms. Thank you to all who completed the form—we really do try to take all of your comments into account.

A recurring issue raised in the feedback is related to whether to have a weekend workshop or an afternoon workshop. The decision is a regional decision.

Thanks

Can I take this opportunity to thank Denise McManus for her continued professionalism in serving the members and non-members in facilitating the administration for workshops in 2010. May I say a big thank you to all of the regional co-ordinators and hosts for 2010. Special thanks must go to those regional co-ordinators and hosts who are not continuing in this role in 2011: Rosemary Gilby (Hervey Bay); Jenny Randall (Sunshine Coast) and Coralie Williamson (Roma). We thank you for your support in 2010 and wish you all the best for the future.

Thanks must also go to the following members of the Professional Development Committee for 2010: Louise Borg; Julie Nash; Denise McManus and Carol Turnbull, who have taken the time and effort to facilitate professional development in 2010.

Professional development in 2010 has been of a high quality, both academically and practically, for all members and non-members of the association. HEIA(Q) is committed to keeping these same high standards of quality in 2011 and with your continued support I know we will achieve the best possible outcome for both members and your students.

It has been a good year for workshops in 2010 and it has been made possible because of quality speakers such as Jan Reynolds, Kellie Hogan and the Nutrition Australia team, and Sue Going, who conducted the post-conference feeling workshop. Without quality speakers and facilitators, HEIA(Q) would not be able to keep members up to date with current issues that will enhance teaching and learning in Queensland schools.

Yve Rutch
Convenor, Professional Development Committee



UNDER CONSTRUCTION

www.heia.com.au/heiaq

**Watch out for an
exciting new site in 2011**

Validation process for National Professional Standards

The Ministerial Council on Education, Early Childhood Development and Youth Affairs (MCEECDYA) asked the Australian Institute for Teaching and School Leadership to validate the newly developed National Professional Standards for Teachers. As part of the validation process, HEIA was asked to participate in focus groups being run in each state and territory for practising teachers. There were twelve places available at each focus group for professional association representatives so places were allocated on a first come, first served basis. In addition, there were 8 practising teachers nominated by the Australasian Teacher Regulating Authorities. HEIA was able to secure a place at each state and territory meeting. The Queensland focus group was held in Cairns. HEIA regional coordinator Jenny Walker represented HEIA at the Cairns focus group.

The full-day focus group was run in workshop format. Firstly, the participants worked in groups and discussed how well the standards were sequenced from graduate to lead teacher. There were many

changes since the February version as a result of widespread consultation on the February version.

The participants were then placed in groups representing stages along the career continuum. HEIA's representative was in the 'graduate' group. They looked at what evidence graduates would have in their portfolio on completing university.

The last group session was on the implications for teachers, school departments, schools and Education Queensland with regards to supporting the standards, with a focus on solutions and suggestions for the supporting materials that will be part of the introduction and implementation phase.

There was another opportunity for teachers to have more input via Survey 2. The timelines were very short for this survey.

Jenny Walker
Mareeba SHS

Need for Feed

Holiday cooking classes for secondary school students

Diabetes Australia–Queensland is excited that, with the support of the Queensland Government, it will roll out a new out-of-hours cooking program for schools in south-east Queensland. The *Need for Feed* program will focus on improving participants' food preparation and cooking skills, basic nutrition knowledge, and attitudes and behaviours associated with healthy eating. The classes will be held outside of school hours—on weekends, school holidays or after school. The title, *Need for Feed* is derived from a much-loved car racing game, '*Need for Speed*'. The name has certainly caused some comment amongst the adults, but the teenagers love it!

hands-on approach to cooking

There will be approximately 15 participants in each group. The hands-on approach to cooking will enable students in Years 8 and 9 to develop basic skills involved in preparing and cooking meals from scratch and to develop nutrition awareness and attitudes towards healthy eating. The program aims to provide an experience complementary to the existing home economics curriculum. It allows participants to develop, in a safe, supportive and relaxed environment, those life skills that can be shared with their family and friends. All those involved will receive a *Need for Feed* T-shirt and starter pack.

The 20-hour program will be rolled out using different delivery formats:

1. Over five days during the school holidays, beginning at 9.00 am and finishing at 1.00 pm each day
2. On a weekend for 4 hours over a 5-week period
3. After school for 8 weeks across the school term.

A small fee of \$20 will be charged for participation.

nutrition awareness

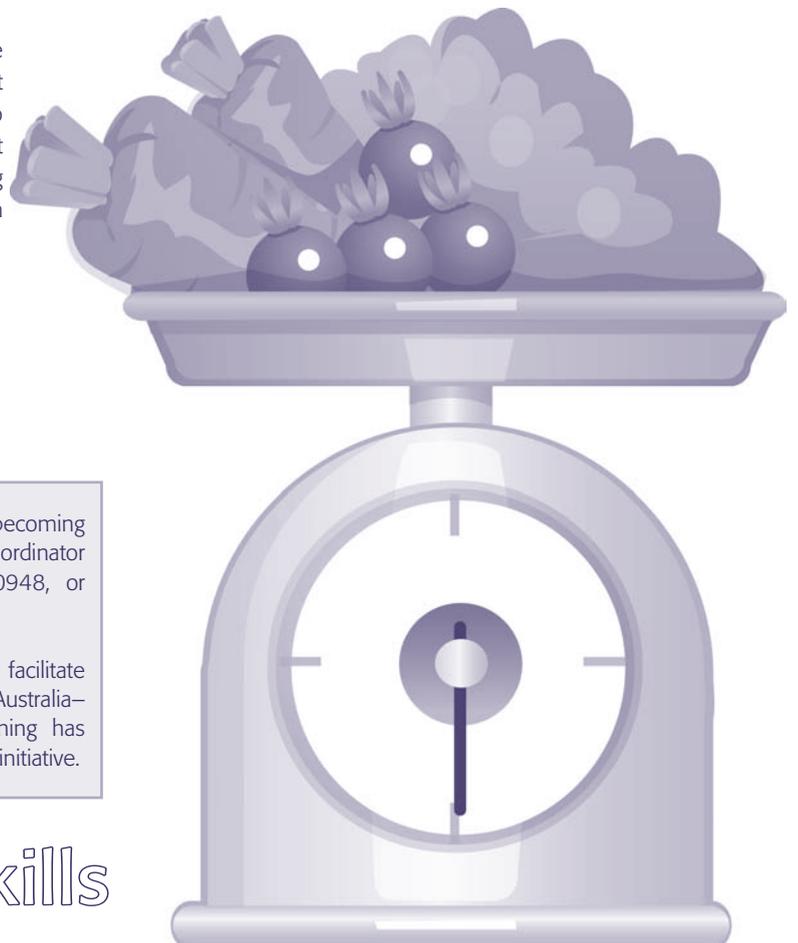
With only 15 students in each group, the cooking experience will be both safe and enjoyable for students. The program is seeking to recruit qualified home economics teachers to be the course facilitators to provide a quality experience for all participants. A teacher's assistant will also be recruited to provide additional support in the delivering of the classes. Please see information below if you are interested in participating as a course facilitator.

healthy eating

If you are interested in learning more about this program or becoming a facilitator please contact Michelle Jones, Project Coordinator at michellej@diabetesqld.org.au, phone 07 3506 0948, or mobile: 0405 769 627

Home economics teachers and teacher assistants who facilitate these cooking classes will be employed by Diabetes Australia–Queensland. The Department of Education and Training has expressed their support for teachers to participate in this initiative.

cooking skills



HEIA(Q) 2011 World Home Economics Day Celebration

The Home Economics Institute of Australia (QLD)
takes great pleasure in inviting you to

A Celebration of World Home Economics Day

The celebration will include a toast to World Home Economics Day, presentation of the 2011 King and Amy O'Malley Trust Scholars and a delicious brunch.

Guest speaker will be Jean Madden. Jean Madden is the founder of 'Street Swags', a Brisbane-based ministry to the homeless to ensure they have warm and waterproof covers while they sleep. Jean's idea has been so successful that she had to reduce her time in the paid workforce as a teacher to enable her to juggle the not-for-profit company as well as her young family. She was a finalist in the Australian of the Year Awards 2008 and a winner in the ABC television New Inventors competition. Her journey is sure to be a fascinating story.

Program

9.00am – 9.15am	Welcome and Toast
9.15am – 9.45am	Presentation of King and Amy O'Malley Trust Scholars
9.45am – 10.15am	Annual General Meeting
10.15am – 11.30am	Brunch
11.30am – 12.15pm	Guest Speaker
12.15pm – 12.20pm	Response
12.20pm – 12.30pm	Finish

When: Saturday, 19 March, 9.00am

Where: **The Harbour Room**
The Landing at Dockside
44 Ferry Street, Kangaroo Point, Brisbane

RSVP: 11 March to heiaq@heia.com.au
or Tel/Fax: 07 3865 1401 (Denise McManus)
Please advise of any special dietary requirements

Cost: Members \$40.00 incl. GST; Non-members \$45.00 incl. GST
Payment: By mail (cheque or money order)
HEIA(Q), PO Box 629, Kallangur, Q 4503

Closer to the event, TryBooking will open to enable payment by credit card.

Parking: Parking is available in Darragh and Goodwin Streets.
Alternatively there is a public car park in Ferry Street (approximately \$5).

Textile, clothing and

The following list is indicative of useful websites related to textiles, clothing and fashion.

CSIRO Textiles

CSIRO, the Commonwealth Scientific and Industrial Research Organisation, is Australia's national science agency and one of the largest and most diverse research agencies in the world. This textiles link provides recent studies, news releases, events, publications, experts, resources (fact sheets), and science surrounding textiles in Australia.

Link: www.csiro.au/science/Textiles.html

Cut Out and Keep

Cut Out and Keep is an online community for crafty and creative people to make and share step-by-step tutorials. You can post your own tutorials, show off things you've made or have a go at creating someone else's project.

Link: www.cutoutandkeep.net/

DIYStyle

DIYStyle is a weekly vodcast (video podcast or web video), a project database, an online community, sewing world and much more. DIYStyle creates an upbeat, fashion-forward show for a fresh audience of sewers and fashion-minded people. This website features sewing projects, how to design, sewing tips, designer interviews, and handy resources to help with textile projects.

Link: www.diystyle.net/

Ethical Fashion Forum

ETHICAL FASHION FORUM (EFF) is a not-for-profit network focusing upon social and environmental sustainability in the fashion industry. It provides support and promotes sustainable practices. It also provides tools and resources needed to reduce poverty, reduce environmental damage and raise standards in the fashion industry.

Link: www.ethicalfashionforum.com/about-eff/partners-international

Fairwear Australia

The FairWear campaign actively encourages Australians to think critically about where the clothes we wear are produced and under what conditions.

Link: www.fairwear.org.au/engine.php?SID=1000016

Fashion and Ethical Industry (Behind the Label project)

FEI operates with the financial assistance of the European Union. This page is aimed at students in fashion-related courses. It aims to raise awareness about working conditions in garment supply chains, company practices and initiatives to improve conditions. The website also aims to equip students to play an active role in raising standards in the supply chains of the companies they might work for in the future.

Link: www.fashioninganethicalindustry.org/resources/

Fashion Futures of 2025 Report

Fashion Futures is a call for a sustainable fashion industry. It is designed to help organisations and educators to take action that will safeguard the future, protect our environment and improve the lives of customers, workers and suppliers around the world. The report explores four vivid scenarios about how climate change, resource shortages, population growth and other factors will shape the world of 2025 and the future of the fashion industry within it. The scenarios are designed as a tool to challenge companies' strategies, inspire them with new opportunities and help them plan for the future.

Link: www.forumforthefuture.org/files/FashionFutures_2025_FINAL_SML.pdf

FIDM—Just for educators

The Fashion Institute of Design & Merchandising (FIDM) 'Just for educators' website focuses on creative and innovative skills to develop students' skills in fashion, visual arts, interior design, and entertainment. The website provides educators with presentations, projects, activities and classroom resources surrounding industry-based skills and knowledge.

Link: <http://educators.fidm.edu/educators/>

Levi Strauss

Levi Strauss & Co is all about creating sustainable futures for their products, people and for the world. This link shows how Levi Strauss incorporates sustainability into their everyday business. The link is a great resource to show how Levi Strauss reaches beyond the boundaries of their company to influence, not only what people wear, but the way people think and act.

Link: www.levistrauss.com/sustainability

fashion websites

Made—A creative collection blog

Made is a blog by a mother who loves textiles and has created a blog that has lots of tutorials, home improvement ideas, recipes and design ideas. This website can inspire new and fresh DIY textile projects.

Link: www.dana-made-it.com

Nuffield Curriculum Centre Textile Technology

The Nuffield Design & Technology Project has produced various teaching resources and assessment/project tasks to support the teaching of Textiles.

Link: www.secondarydandt.org/designing-at-ks4/resources/textiles/

SEW-lutions Guidelines

SEW-lutions Guidelines are educational articles in pdf format. They cover all aspects of sewing, from beginner and learn-to-sew instructions to advanced sewing techniques. The Guidelines project is ongoing and new Guidelines are added on a regular basis.

Link: www.sewing.org/html/guidelines.html

Sew, Mamma, Sew

Sew, Mamma, Sew is a modern blog website that has sewing tutorials, project ideas and giveaways. You can also join the supportive sewing community in a forum to share skills and learn something new.

Link: www.sewmamasew.com/index.php

Social Alterations—Ethical Fashion Design Lesson Plans

Social Alteration lesson plans are designed with the hope that educators will take the information they have learned on this page and incorporate it into their design curriculum to share and educate students.

Social Alterations also hopes to serve as a networking platform for anyone interested in social responsibility in fashion design. The site aims to explore and discuss the interconnectedness of design and social responsibility, with the hopes of further understanding the relationship between both ethical issues surrounding working conditions and environmental concerns within the supply chain of the textile and apparel industry.

Link: www.socialalterations.com/category/curricula/

Sustainable Fashion

Sustainable Fashion is a guidebook for educators. It was organised and created by Fashioning an Ethical Industry. This guidebook brings sustainability and ethics into your teaching and, by doing so, motivates students to consider the people and environment when making decisions in their future careers.

Link: www.labourbehindthelabel.org/resources/item/750-sustainable-fashion-a-handbook-for-educators

Textile and Food Technology Teaching Resources

This website has been provided to collect together resources which can be used and adapted by teachers and trainees within schools. All resources have been provided willingly and free of charge by the original creators so we can build a wide selection of helpful material.

Link: www.helenhudspith.com/textiles.html

Link: www.helenhudspith.com/food.html

UK Handmade Online Magazine

UK Handmade is a design-led online magazine committed to showcasing and promoting the best creative talent the UK has to offer. UK Handmade provides advice and resources to its members as well as collaborating and connecting with businesses to further the handmade cause for the benefit of all through the online magazine, website and forum.

Link: www.ukhandmade.co.uk/magazine/

2011 ANNUAL GENERAL MEETING

Saturday 19 March 2011
'The Landing' at Dockside
44 Ferry Street, Kangaroo Point

The AGM will be part of the celebratory function for World Home Economics Day,
commencing 9:00 am

AGENDA

1. Welcome and apologies
2. Correspondence
3. Confirmation of minutes of previous Annual General Meeting
4. Business arising from minutes
5. President's Report
6. Secretary's Report
7. Treasurer's Report
8. Auditor's Report
9. Appointment of Auditor
10. Reports from Committees
11. Appointment of Committee of Management

If you are not attending the World Home Economics Day and AGM function and you wish to appoint a proxy, please complete the proxy form below and forward to the Secretary. Proxies must be in the hands of the Secretary before the meeting commences.

NOMINATION OF PROXY:

I, (print name in full)

of (print full address)

being a financial member of the Home Economics Institute of Australia Inc., am not able to be present at the HEIA(Q) Annual General Meeting to be held 19 March 2011. I hereby appoint

.....(print full name), also a financial member of HEIA Inc., as my proxy to vote on my behalf at the Annual General Meeting to be held 19 March 2011, and at any adjournment of that meeting.

.....
Signature of member appointing proxy

.....
Date

Please return to:
Secretary HEIA(Q), PO Box 629, KALLANGUR 4503, or email heiaq@heia.com.au



2011 ANNUAL GENERAL MEETING

Saturday 19 March 2011
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commencing 9:00 am

NOMINATION FORM

Nominations for the following positions can be made on the form below. Nominations may be submitted before or at the Annual General Meeting.

Committee of Management

- President
- Vice President
- Secretary
- Treasurer
- Delegate to National Council
- Member of the Committee of Management

I,, being a financial member of the Home Economics Institute of Australia Inc., wish to nominateprint full name of Nominee) for the position ofprint position to be filled).

.....
Signature of Nominator

.....
Signature of Seconder

I,, being a financial member of the Home Economics Institute of Australia Inc., accept nomination for the position of

.....
Signature of Nominee

.....
Date

Sub-committees

Sub-committees include: Newsletter, Professional Development, Conference, Website and Student Liaison. It is not necessary to be a member of the Committee of Management to participate in a sub-committee and there is no need to be nominated, just express your interest.

I,being a financial member of the Home Economics Institute of Australia Inc., wish to express an interest in being a member of the Sub-committee and can be contacted by telephone on or by email on



2011 Diary Dates

JANUARY

19–21 **HEIA(SA) State conference**
From Dreams to Reality
www.heia.com.au/heiasa

23–30 **Healthy Weight Week**

MARCH

19 **World Home Economics Day Celebration**
The Landing, Dockside
Email: heiaq@heia.com.au

19 **HEIA(Q) Annual General Meeting**
The Landing, Dockside
Email: heiaq@heia.com.au

21 **World Home Economics Day**

APRIL

10–13 **Australian Health Promotion Association 20th National Conference**
Cairns Convention Centre
Tel: 02 6292 9000; Fax 02 6292 9002
Email: ahpa@confco.com.au

MAY

26–28 **Middle Years of Schooling Association (MYSA) 7th International Conference**
Gold Coast Convention & Exhibition Centre.
Contact: Expert Events
Tel: 07 3848 2100
Email: mysa2011@expertevents.com.au

JUNE–JULY

25 June–10 July **Food, Textiles and Sustainability Tour Scotland 2011**
Contact: Helen Keith
Email: hkeith1540@bigpond.com
Tel: 07 4098 7429

AUGUST

27 **HEIA(Q) State Conference**
Home Economics: Action for futures—A local and global perspective
Brisbane Convention and Exhibition Centre
Contact: Lyn Greenfield
ECHO Events Australia
Tel: 07 3272 0950
Fax: 07 3711 2745
Mob: 0423 907 059
Email: heiaqconference@echoevents.com.au

HEIA(Q)

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