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

September 2010



Home Economics Institute of Australia (Qld) Inc.

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Position is vacant

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

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10 Resist the felt bag



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Textiles workshop at Redeemer College



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A celebration of Robyn Somerville's career



HEIA(Q) focus groups have their say

From the President



Those with a keen eye for, or a general interest in fashion and textiles have been blessed with opportunities this year given our recent pre-conference seminar with *dogstar* designer Masayo Yasuki, Sue Going's *Resist the felt bag* felting workshop after the conference, and of course our upcoming tour and high tea at the Valentino Exhibition at GoMA. I would like to express my sincere thanks to our newest committee members Fiona Gunthorpe, Louise Borg, Erin Cleary, Kaitlyn Traise and Rosie Sciacca as they have so gallantly embraced planning

for these exciting functions, and for the introduction of the new online booking system for members. The committee has tried to actively embrace this year's digital theme with the assistance of these IT savvy girls and we appear to have had great success to date.

Congratulations must go to our 2010 conference convenor Michelle Nisbet and her small, but dedicated team of three volunteers (Jan Reynolds, Denise McManus and myself) plus Ian and Lyn at Echo Events, for pulling off such a motivating and entertaining day of learning at this year's annual conference held on August 7th. Discovering how to engage with, protect and inspire digital learning both in oneself and in the classroom, was challenging and amusing to say the least. Personally I left with an urgency to try out new programs, a head full of ideas to use in the classroom, and some great tips to assist my planning and delivery next year. Feedback from the day suggests that other delegates particularly enjoyed the thought-provoking and highly entertaining keynote speakers. Planning and organising in support of 316 delegates, 14 presenters, 13 trade exhibitors and securing record sponsorship levels of \$19,580 in these tough economic times, was a huge achievement for this small but committed group of members.

It was particularly energising to see so many interstate delegates participating at this year's conference. It is reassuring to know that our Division's professional development offerings are considered pertinent and of high enough quality to draw interstate teachers, especially at such a pivotal time in educational history when the Australian Curriculum is being developed.

Planning is currently underway for next year's conference and professional development activities. If, as a member, you would like to have a voice in the direction taken by the association, or to assist in the groundwork of our conference or any of our smaller seminars conducted throughout the year, please consider joining one of our subcommittees. As a volunteer organisation we would gladly welcome your support and time, and it is as simple as sending an email to our website heiaq@heia.com.au stating your contact details and how you might like to assist. In 2011 we will be looking for a new treasurer, so if you have an interest in that area and would like to come on board, simply send an email and we can provide some training and support before current treasurer Debbie Cain departs. Experience is no barrier as we welcome everyone's contributions, no matter how big or small.

Finally, on behalf of the members of HEIA(Q), I wish all QUT graduating students good luck as they embark on internships in the next few months, and as they tackle the realities of flying solo in a classroom. It is wonderful to see so many of our experienced members nurturing and guiding the newest recruits as they enter the professional domain of home economics education, and we hope that strong supportive networks will be forged well into the future. I was enthused and wonderfully reassured by QUT graduating student Melissa Dwyer's passionate response at the pre-conference seminar, as she informed the audience that she and her classmates were intent on ensuring that regardless of the changes ahead of us all in education, the class of 2010 is determined that home economics teachers will never become an endangered species. I think our profession is in excellent hands!

Kylie King
President, HEIA(Q)



L-R: Karen Weitnauer (Tasmania), Kylie King (HEIA[Q] President), (Presenter), Miriam McDonald (Darwin, national Preside



dogstar presenter Masayo Yasuki (C) with HEIA(Q) President, Kylie



Presenting the 2010 graduands



A *dogstar* welcome to the 2010 graduating students

On Friday 6 August the Queensland division of the Home Economics Institute of Australia invited the Bachelor of Education—Secondary (Home Economics) graduating class of 2010 and HEIA members to the annual graduate function and pre-conference seminar. This special event was held at Diana Plaza, Woolloongabba with the unique guest speaker Masayo Yasuki, the brainchild behind Brisbane's edgy fashion label—*dogstar*.

Masayo Yasuki entertained the audience with her fascinating history about how she got to be where she is today, and the trials and tribulations she experienced along the way. Her amazing journey inspired both the HEIA practitioners and the graduates to never give up on their dreams and aspirations, because even during the worst times, things can only get better.

The pre-conference seminar was a celebration and acknowledgement of graduate achievements. The night was filled with shared stories and experiences, which made for great networking opportunities for both the home economic professionals and the graduates.

All in all, the night was a memorable experience for all who came. On behalf of HEIA(Q), the Committee of Management congratulates all 2010 QUT home economics graduates on their enormous achievement in completing four long years of study and wishes each and every graduate great success in their upcoming roles as future home economics educators.

About *dogstar* and Masayo Yasuki

Masayo Yasuki is the creative force behind Brisbane-based design label *dogstar*. Masayo and her design team strive to create beautifully constructed, one-of-a-kind pieces to suit the Australian woman, while also drawing on Japanese (Masayo's cultural heritage) design elements. *dogstar* clothing is distinctive and truly artful with the use of natural fibres and fabrics, Japanese techniques, layering and attention to details such as cut, fit and comfort for the Australian climate.

The label *dogstar* came to be after Masayo completed a marketing degree at QUT. She began creating fashion pieces to sell at local Brisbane markets, and started to learn about the importance that fabrics, fit and quality play in artful designer pieces. As popularity of Masayo's designs grew, the first *dogstar* store was opened in Fortitude Valley in 2000. Masayo and the *dogstar* label have gone from strength to strength over the past decade and currently boast four Brisbane retail stores and a Brisbane-based design studio. The label is stocked in over 70 locations in Australia and New Zealand.

dogstar feats

- The first *dogstar* store opened in Fortitude Valley, Brisbane in April 2000.
- RAQ finalist 1999, 2000, 2001, 2002
- *dogstar* featured in the RNA Natural Fibres & Wool Parades from 2001 through to 2008.
- Feature fashion installation at the Queensland Art Gallery, PRIME, 2002
- One of seven Australian labels invited and sponsored by Austrade to show their collections at G'day LA 2006, Hollywood Palladium, January 2006
- Showed the YASUKI Collection at Mercedes Benz Australian Fashion Week, Sydney, 2006
- Governor General, Quentin Bryce wore *dogstar* clothing during a formal visit to Japan, 2006
- *dogstar* collection shown at the Mercedes Benz Fashion Festival Brisbane, 2007, 2008

You don't know what you don't know until you know it!

An address on behalf of the 2010 QUT graduating students

Melissa Dwyer

The following address was given by Melissa Dwyer on behalf of the 2010 graduating students at a function on 6 August to welcome the graduands to the home economics teaching profession.

Good Evening. I am Melissa Dwyer, and I am representing the Home Economics graduating class of 2010. I'd like to start by thanking the HEIA Queensland Committee of Management for preparing this function tonight; and all the home economics professionals for coming to network with us. Your dedication and warmth are much appreciated and make us, the pre-service home economics teachers, feel like we are joining a family, and in that sense, it is truly a credit to the values of the HEIA organisation. Also thank-you to Masayo Yasuki for sharing your story with us.

It is an absolute honour to be charged with the responsibility of representing this group of young professionals. For some of us the journey to becoming a home economics teacher started only four years ago, when we chanced upon this profession with pleasure. While for others, the fulfillment of this course has been a life-long dream. We have *mostly* fond memories of the past four years, although we are very aware that it is just the beginning of a lifetime of learning.

Tonight I would like to share with you some reflections of the past, as I have learnt that quality, high-order thinking occurs through reflection and evaluation!! In addition, I hope to provide a pre-service perspective of the future for home economics teachers.

Looking at my fellow graduates tonight, I cannot help but cast my mind back to our the first day of uni and reflect on the many changes that have occurred. I am fairly certain that the young professionals sitting in front of me tonight are substantially different to the naive group that began. Not only were there more of us back then but we were also uncorrupted by the 'uni' way. I use the word 'uncorrupted' very deliberately because many of us are now inflicted with the inability to write in any way, other than in third person; while others are unable to read a newspaper without questioning: *Where did this come from? Who wrote it? And what were their motivations?*

We all have been unquestionably changed by our experiences at university and as pre-service teachers in schools. A favourite saying of mine is that '*You don't know what you don't know, until you know it*'. I feel this represents the journey that we have taken, as our eyes have been opened to a whole new realm of knowledge and understanding. Knowledge that has come from textbooks, journal articles, tutors' probing questions and late night epiphanies in computer labs. Plus, of course, we have been allowed to see into the world of teaching home economics as pre-service teachers in your schools.



President Kylie King handing out the 'Welcome' bags



Melissa Dwyer



The 2010 Bachelor of Education (Secondary, Home Economics) graduands

We have also had opportunities to gain particular sets of knowledge and skills that can only be applied and practised in kitchens or textiles rooms, many of which go far beyond text books and Google. For example, some of us now realise that a six-egg omelette is never going to come out of a pan in one piece. While others now understand that compressed oil sprays are never going to produce a desired result when used alongside a gas stove, unless the desired result is an emergency evacuation. From experience we, as a cohort, now know that using oblong-shaped balloons on test-tubes to monitor CO₂ production rates from raising agents are not a good choice, as they mimic an action that may better be left to discuss in a sex education class.

We now have the content knowledge that, believe me, was hard-earned, and although still developing, has progressed well. We now have the QSA and QCT saved in our ‘favourites’ menu on our computers. We have developed some behavioural management strategies, though we understand that theory doesn’t always correlate to practice, and the least expected is often the one thing that occurs. And, most importantly, we are up to the task of advocating for our profession, because we believe in what we teach and in years to come we want home economics teachers to still be valued in schools.

I believe that everyone in this room tonight would agree with me that we are all advocates for the future outcomes of home economics. We will determine whether or not this subject will continue in this globalised and postmodern community. As Pendergast (2001) stated *‘in a metaphorical way, home economics has become Titanic in its behaviour, plunging violently out of sight after horrendous voyages in rough seas’*. Regardless of such setbacks, home economics professionals throughout time have continuously been committed to its practice. Like the Titanic, home economics in Queensland schools has been re-discovered and retrieved, re-treasured and re-explored again and again (Pendergast, 2001).

I know that I am preaching to the converted here tonight, but from personal experience it concerns me that when I tell acquaintances I am a home economics teacher, I am met with the response: *‘Oh, you teach cooking and sewing then’*. As a home economics teacher, I now know that I do have the knowledge and skills to teach cooking and sewing. However, I also know that I teach so much more. With a focus on sustainable living and globalisation, record obesity rates in adolescent Australians, and the many changes that are occurring to the ‘traditional’ family unit, home economics teachers are on the precipice to offer students a platform to negotiate these pertinent issues and so many more.

But, as pre-service teachers with many years to offer this unique subject area, we realise that we must advocate for our profession. We need to remind students, parents, administration and the public, that we have the knowledge, capabilities and determination to help future generations to combat these individual, national and global concerns in an effort to further the wellbeing of individuals and families. Personally I believe our area of expertise should be on the protected species list—or at least the protected subject list, especially now with the competing time and resource pressure from the national streamlining of curriculum.

As emerging home economics teachers, we need to become proactive to ensure education bodies and the wider community understand that we offer students the opportunity to learn and develop relevant, current and valuable knowledge and skills that go far beyond cooking and sewing.

Home economics pre-service education has given us the ability to look at the world through an enlightened, more knowledgeable lens. We have worked hard to gain the content knowledge, to make us useful to the learning of our students. But I would argue that, most importantly, we have worked hard to develop the capacity to inspire change in this inherently moral profession.

As we, the graduates of 2010, step into the classroom each day, we understand that we are not filling empty vessels, but rather we are interacting and constructing knowledge alongside our students. We are informing our practice and personal pedagogy, while enriching our students’ perspectives. This is the legacy that has been passed down from you, the experienced and successful home economics teachers. As new teachers, we will take these understandings and dispositions into the classroom every day.

To the graduates, I would like to remind you that, *‘You don’t know what you don’t know, until you know it’*. So take every moment, good and bad, as a learning opportunity, an opportunity to gain more insight into the world of home economics education, to research further and to readjust the lens, for the benefit of our students. After all, as teachers, learning is what we value.

Melissa Dwyer

2010 Bachelor of Education–Secondary (Home Economics) graduating student

Reference

Pendergast, D. (2001). Placid beginnings/turbulent times: Re-thinking home economics for the 21st century. HEIA 4th Biennial Conference, 1–13.

A graduate perspective

As a final year graduate, the year is rapidly coming closer to the end. To celebrate this milestone, HEIA(Q) hosted a function for the upcoming QUT Bachelor of Education–Secondary(Home Economics)students.Held at the Diana Plaza Hotel in Woolloongabba, everyone took the opportunity to ‘frock up’ for the evening. Upon arrival, we were greeted with drinks and the chance to catch up with our peers as well as our soon-to-be colleagues. Upon finding our seats, we were welcomed by Vikki Potter and introduced to Masayo Yasuki, a Brisbane fashion designer formally from Japan who is the proud owner of the Brisbane-based company *dogstar*.

Masayo discussed the development of her clothing line, *dogstar*, that she started off whilst studying marketing at University. She began to make clothes to provide herself with an income while she was studying. The plan was to attack both the Japanese and Australian clothing markets. However, this did not turn out as planned and now Masayo focuses mainly on the Australian market and, more recently, New Zealand.

Masayo told us her story of the business for which she had high hopes. However, these initial plans ended up proving more difficult than she expected, leading her down a different path and towards the successful business that she has today. Recently *dogstar* fashion has been showcased at the Mercedes Benz fashion show in Brisbane.

To finish the formalities of the evening, we were warmly welcomed into the home economics profession by HEIA(Q) President Kylie King. A fellow graduate, Melissa Dwyer, then reflected on our years studying, during which time we have been able to develop ourselves as home economics professionals.

As graduate teachers I believe we were all able to relate to Masayo’s story of difficult beginnings, resulting later in success. Through the four years we have spent together at University, we have been able to, through trial and error, grow together as a group, giving us key people we know we can trust and call upon at any point in time. As a group we are ready and eager participants of the journey called ‘teaching’.

Kaitlyn Traise

QUT Bachelor of Education–Secondary (Home Economics)

Essentially digital— Impacts and implications for Home Economics

A journey through the HEIA(Q) 2010 conference

Brisbane Convention and Exhibition Centre
7 August 2010

8.00 a.m.

What a buzz. Apparently there are well over 300 delegates here today. So much to do, and the conference hasn't yet started—register, collect my bag, head off to the trade tables with my trade passport. No, stop. I can see the girls I went to college with—I will do the trade tables later. Let's get coffee, have to be quick, the conference starts soon.

8.45 a.m.

Gosh, there are a lot of us. Isn't that the national HEIA President over there? Nice that she has come from Darwin for our conference. Stop, people watching, it's starting. What did Kylie (HEIA[Q] President) say? Did she say Education Queensland is a Platinum Sponsor? Wow, that's big! And Queensland Health a Silver Sponsor? How great that we are valued like that.

Kylie is nervous. She is always nervous to start with. Not surprising though, a big audience. Now she is relaxing and starting to be herself. Sounds like it is going to be a good day. How fabulous to be with all these like-minded people.

9.00 a.m.

Now, who's this (Louise Borg, introducing Michael Henderson)? She's a bit young to be on the stage! Fabulous that our young ones are so involved. So articulate. What a role model. So, who is Michael Henderson? Not heard of him before. I'll sit back and listen. He's so cool! Never thought IT could be cool. Can't wait to have a try at this Prezi when I get home. The students will love this—no more boring PowerPoints from 'Miss'. Wish he would go a bit faster though as he is running out of time. Yes, time up. Pity that he didn't finish, he was good.

9.45 a.m.

Morning tea. Hmm! Not much choice, but plenty of it. Hope I like this cake. That's right, someone told me that when we are given choices all the people out first take one of everything and then there is not enough to go round. Oh, hello, nice to meet you. You're from Adelaide? And you're from Tasmania! What brings you to our conference (so glad we turned on good weather—and a good conference—for these interstate visitors)? Must go, want to make sure I see all the trades, and get my passport filled in. Hear there are some great prizes this afternoon. They were nice people, good to meet interstate members. Wow, there are a lot of trade tables, I wish I had a bit more time as I would like to spend a while at some of them. I'll come back at lunchtime. I am going to suggest that next year maybe the trades could stay on until the cocktail session—but maybe they have to pack up and get out by a certain time. But that would be a long day. Next year I think I will come in earlier as they are set up at about 7.30 a.m.

Overall, delegates rated the conference as follows on a 5-point scale with 5 being the highest score (180 responses):

Rating	% Responses
5	39%
4.5	5%
4	49%
3	3%
2	1%
1	0.5%



Denise McManus organising the HEIA(Q) trade table



We're registered and ready!

8:45 AM



91.4% online survey respondents agreed that the quality of the keynote speakers was a strength of the conference.

10.15 a.m.

Off we go again. Oh, I know this guy (Michael Carr-Gregg). I really like him. He has spoken at our conferences before. But he's always so good. I'll make some notes.

- Whatever you write on Facebook you have shared with the whole world.
- Teachers should not have students on their Facebook.
- 60% of parents allow children online without supervision or restrictions.
- To be a responsible parent: No computers in bedrooms; no Facebook under 12 years of age (90% of Yr 4 children have an illegal Facebook profile); no Internet if the child has a poor track record on decision-making and risk taking; no mobile phone before age 12 years due to risks of abnormal brain development

Lot's more, but this is my favourite: Home economics teachers are a higher life form. Glad that Donna picked up on that at the end.

Oh that every time I go to a conference the speakers were so lively and passionate. He speaks my language.

After completing my ICT Certificate the week prior, ICTs were firmly in the forefront of my mind and Michael Henderson was a definite highlight in my day. Michael Henderson presented an informative keynote that motivated me, and no doubt many others in the room, to delve into web 2.0 unknowns and use Prezi in place of a boring PowerPoint (and my students loved the zooming in and out and flipping to and fro the program delivers!). Personally as a Gen Why? Michael's keynote inspired me to continue to use ICTs in the home economics classroom (and take some calculated risks and try new ICTs). This has resulted in me coming up with an action plan as to how I am going to slowly but surely increase the prevalence of ICTs in my classroom while ensuring that they are used within authentic learning experiences. The count is currently 4/6 theory lessons whereby I have used an ICT to enhance student engagement and to hopefully inspire!

Louise Borg
HEIA(Q)

HEIA(Q) President, Kylie King, welcoming delegates'

9:00 AM



Dr Michael Henderson

10:15 AM



Dr Michael Carr-Gregg

11.10 a.m.

Off to my first workshop. Where is my ticket? They won't let me in without my ticket—good though, as then those who booked are assured a seat and the handouts. Great that people volunteer to help like this, collecting tickets etc. Think I will offer next year. Mmm, this room has a lot of people. Yes, I will be able to see, they have a video camera. How interesting to see how food is styled and photographed in the real world, love it. I'm having a great day. Not sure that I can use this with my Year 11/12 students but it will be great to tell them what happens in the real world and why our photographs are not quite so whizzy bang. Wonder how the others are going in *FoodChoices* and *MenuCoster* workshops—I nearly booked into *MenuCoster* but we (our staff) decided to split up and see as much as we could.

12.30 p.m.

Lunch time. Hope it's like last year, when we sat down and had the buffets served at each table. Yes, it is. I hate standing in a long queue and then standing up to eat my lunch, at the same time juggling my bags and a drink. This is so much more civilised. How did you go in your workshop? Our staff are happy. Seems like most people had good workshops, except that lady who could not get into her preferred choice and she did not like the one she got. That is disappointing for her. I suppose it is hard to predict what will be popular, and some of the hands-on workshops can only take small numbers.

Four workshops scored an average rating of above 4 on a 5-point scale in the online survey:

- 'C into ICT: Communicating and collaborating with wikis
Leanne Compton
- FoodChoices
Dr Janet Reynolds
- iPods and fashion design
Frances Murphy
- Adolescent sex offenders and the Internet
Detective Sergeant Cory Schmidt

1.35 p.m.

Another workshop. I am doing an ICT one this time. Hope that I have chosen well, that it is not too hard. I don't know much about wikis and blogs so hope she doesn't go too fast. Very good. I am following this. I can't do it all—I am a bit slow at it. But that's OK. I'll just move on. I had no idea we could do all these things with a wiki. The presenter is very patient with us, and a good job some of these bright young things can point the rest of us in the right direction. There! I have embedded a video in my wiki! Can't wait until I show my son this! Great that we each had a computer to work on.

11:10 am



The styled food ready for photographing in
The art of food photography in the digital age

1:35 pm



Enjoying the iPod and fashion design workshop

3:00 pm



The Q&A panel, L-R: Dr Michael Carr-Gregg, Dr Donna Pendergast, Robin Cranston, Dr Kristen Lyons, Dr Michael Henderson

As usual, the keynote speakers made me think and set the scene for the conference....love Dr. Carr-Greg
Survey Monkey response



Delegates at the Q&A Forum

3.00 p.m.

Back into the main room for the Q&A session. Good panel (Michael Henderson, Michael Carr-Gregg, Kristen Lyons and Robin Cranston. Plus one of our own, Donna Pendergast). Not sure what Kristen and Robin's main ideas are as I did not go to their workshops and they have not had long to speak on their topic. Great idea that we can text our messages. Much better than standing up and asking questions—that can be intimidating in front of 300 people. Plus some people do not really want to ask a question, just want to express an opinion. Nearly all the questions are to the two Michaels, really interesting what they are bringing up. I have sent in a question. Hope they answer it. No, session is coming to an end. Suppose my question was not really on task and that is why it wasn't answered, it was about national curriculum. Donna is summing up—good that the final word is from a home economics perspective. Not sure about that session. I liked parts of it. Idea was good though.

4.00 p.m.

Prize time. Hope we win one of the major prizes, the *FoodChoices* subscriptions. No, missed out this time. What else is on offer? Wonder why Tupperware didn't feature this year? That's disappointing, I like my Tupperware piece!

4.30 p.m.

Off to cocktails. So many people I want to catch up with. Great idea to have cocktails at the end. Nice way to wind down. Must remember to thank the organisers—it was so well organised. I love that I can come in on the train and not worry about driving, parking and having a glass of wine.



The organising committee

L-R: Jan Reynolds, Denise McManus, Kylie King, Michelle Nisbet



Cocktail time

**Essentially digital—
*Impacts and implications for Home Economics***



Resist the felt bag

A post-conference workshop

Along with 19 other delegates, I had the pleasure of attending the '*Resist the felt bag*' felting workshop at Kelvin Grove State College on Sunday 8th August. Having previously attended one of Sue Going's felting workshops, it was hard to resist the opportunity to '*Resist the felt bag*'. The state conference was held the previous day so participants coming from near and far for the conference, took the opportunity to also attend the post-conference workshop. Participants at the workshop came from as far as Murgon, Miles, Quinalow, Sydney and Tasmania.

This workshop provided not only the opportunity to network with others and gain new skills, but also challenged us creatively and developed our understanding of the design process from a student's perspective.

The day commenced with a display of various felted items to get the creative juices flowing and provide examples for use within our own bag creations. They also provided inspiration for projects that could be adapted and implemented in our classrooms. Sue then took us on an intense creative journey that both challenged and excited. She took us step by step through the process of creating felt from wool fibres using the principle of 'resist' to shape our bag and form pockets. As the day progressed, we not only developed new skills but also gained the confidence to experiment with different materials and techniques. One thing that I really valued throughout the day was the community spirit that was developed, with all participants assisting one another, offering advice and praise and sharing novel ways to use their new-found skills and understandings in the curriculum.

A highlight of the workshop for most participants was the way in which we were all challenged. No matter the skill level and experience with felting, we all faced our own dilemmas and frustrations and had to find ways to deal with them, reflecting what it must be like for students in our own classrooms. As member Di Polson said '*I enjoyed the creative process. It was challenging to learn a new skill and was a bit of a 'wake-up call' and a reminder of how students must feel when they are not sure about what they are doing and seek reassurance!*'.

For many, it was hard to envisage how the process of felting and resisting would work and how our designs would transform from a fluffy pile of fibres to a shaped and secure bag. However, after hours of laying out fibres, selecting embellishments, rolling, shocking and washing our creations, the bags finally took shape and came together, much to everyone's amazement. It was quite rewarding to think that at the beginning of the day we all started out with just a bag of wool and by the end of the day we had created our own unique fabric and shaped it in such a way so as to create a fabulous, embellished bag.

I came away from the workshop inspired. The experience made me reflect on my current practice within the textiles room and the implications of my practice for my students and their creative process. It also instigated a lot of thought as to how these new skills and techniques can be used in current and future textiles units, particularly with the younger cohorts. My students were amazed at the whole process, when I recounted my experiences and showed them my bag the next day. My recount expanded their knowledge and understanding of how fabrics and items can be constructed in different ways. and stirred interest in completing similar projects.

Thanks must be extended to Sue Going for continuing to facilitate such engaging and inspiring workshops. Her passion, enthusiasm and patience make for an enjoyable and rewarding experience for all. A big thank you must also go to Carol Turnbull for hosting the workshop.

Rosie Sciacca

Fashion festival—my thoughts

'Breathtaking, most exhilarating day of my life!'

'Very unique, once in a lifetime opportunity, very inspirational, amazing techniques.'

These were just a few of the comments from my Year 11 Home Economics students as they wandered, open-mouthed, busily sketching the silhouettes and details of the Valentino Retrospective.

What a fantastic piece of stimulus material for their current Criterion Three Task for *Senior Home Economics*. My first preview visit (4 so far!) of the exhibition was the beginning of a wonderful week totally absorbed in fashion. Coping with the late nights (all for professional development, of course!) combined with early starts for school were very bearable!

Some of the highlights (besides dressing up for each event) included:

- Meeting up with Margot Riley (remember Margot from our 2009 pre-conference workshop?) for events, dinner and lots of fashion discussion
- **'Deepen the Conversation' at the State Library**

This event, called 'Fashion and Memoir' was a conversation with Charlotte Smith, author of *Dreaming of Dior* (had my book signed), and custodian of the Darnell Collection, a collection of over 3000 vintage designer garments that she inherited from her godmother. The focus was on the nature of clothing as a personal memoir. It was a fantastic addition to the contents of her book. The opportunity to ask questions was great.

- **QUT 'Fashion After Hours'**

- *Couture—Is it still relevant?*

This was a panel that considered couture as spectacle, its role as 'inspiration' and the resurgence of interest in artisanship and the handmade. Margot Riley, Jonathon Ward and Paul Hunt were part of the panel.

- *The current state of contemporary Australian fashion*

Australia, and Queensland in particular, seem to be gripped in a fashion moment. The panel considered why there are so few publications examining Australian fashion.

- **Mercedes-Benz group shows**

- A fantastic range of new and established, innovative designers from

Queensland and across Australia, demonstrated different design philosophies, silhouettes applied to garments, and accessories. One of Paul Hunt's designs that I really loved included the use of a furnishing fabric—he has promised to source some for me!

- Labels/stores included Lisa Ho, Chloe, Alex Perry, Carmarague, Samantha Ogilvie, Toscanni, Easton Pearson, Pistols at Dawn, Paul Hunt, Darb (spectacular! with Stones jewellery to match), dogstar, George Wu, Sacha Drake, and the list goes on—definitely something for everyone.

- **Australian Fashion Graduate Of The Year Award**

- The students really push the limits between art and wearable fashion. Australia's top six fashion colleges/universities were represented by their chosen graduate, who each presented a comprehensive collection. Our pick, and the winner, was from Sydney TAFE. An amazing range of garments was presented, demonstrating an extensive range of pattern-making and construction skills.

My friend Robyn and I had a wonderful time from the moment I received the emailed program and we sat down to the serious business of event selection, to the last show attended.

I can seriously recommend, as we have done from the first festival, that you set aside in your personal budgets the funds to attend in 2011—it is at South Bank until City Hall has finished current renovations.

Cheryl Conroy
Dakabin State High School



Dakabin State High School students at the Valentino Retrospective exhibition

What's happening in Queensland school kitchens?

High-fibre muffins

Browns Plains High School

Submitted by Leanne Warner



Ingredients (makes 6)

3 tbsp margarine
½ cup caster sugar
1 small egg, lightly beaten
1 cup self-raising flour
½ cup milk
Plus high-fibre ingredients chosen by the student

Method

1. Pre-heat oven to 180°C.
2. Place muffin papers into muffin tray.
3. Cream the margarine and sugar until light and fluffy.
4. Add the egg and beat well.
5. Sift the flour onto a large plate.
6. Measure milk.
7. Add flour and milk alternately. Mix gently.
8. Add high-fibre ingredients. Mix well.
9. Spoon mixture evenly into 6 muffin papers.
10. Bake in a moderate oven 180°C for 15–20 minutes.

Learning context

Year 8

Unit name: Promoting health

Length of practical lessons: 70 minutes

Essential Learnings:

Health and Physical Education

Knowledge and understanding

Health

- Adolescents can meet their specific nutritional needs through eating foods that reflect the dietary guidelines

Ways of working

Students are able to:

- identify issues and inequities and plan investigations and activities
- research, analyse and evaluate data, information and evidence
- draw conclusions and make decisions to construct arguments
- propose, justify, implement and monitor plans or actions to achieve goals, address inequities and promote health and wellbeing, movement capacities and personal development
- identify risks and devise and apply safe practices
- reflect on learning, apply new understandings and justify future applications.

Practical skills developed:

- Use of oven
- Creaming technique
- Knife skills

The Year 8 focus for Home Economics is the promotion of nutritional and financial wellbeing through the development of home-cooking skills. This unit follows the introductory unit on safety, hygiene, knife skills and team work in the kitchen. It acknowledges that the majority of adolescents will continue to consume 'extras' in their daily diet; however, due to the increased use of processed foods, many Australian children and adolescents have health problems related to a lack of fibre in the diet.

This unit encourages students to produce their own healthier snacks through decreasing fat, salt and sugar and increasing fibre content. The focus for this task is to adapt a recipe to increase the fibre content.

In previous lessons the students have observed a demonstration and produced a set recipe for a slice with high fibre content. They have learnt how to adapt a biscuit recipe to decrease fat and sugar and increase fibre, so have knowledge of how to adapt recipes and have practised the practical skills required before attempting this task independently.

Exploring processed foods and lack of fibre

What the Year 8 students do at Browns Plains SHS

Year 8 Task 1: Fibre in food

Resources required:

- Fact sheet: *Fibre in food* ([http://www.betterhealth.vic.gov.au/bhcv2/bhcpdf.nsf/ByPDF/Fibre_in_food/\\$File/Fibre_in_food.pdf](http://www.betterhealth.vic.gov.au/bhcv2/bhcpdf.nsf/ByPDF/Fibre_in_food/$File/Fibre_in_food.pdf))
- Fact sheet: *Fibre content in common foods*

Step 1

Read the questions below.

Fibre in Food

1. What is fibre?
2. Why do we need fibre?
3. How much fibre do Australian experts suggest children consume?
4. What disorders can arise from a low-fibre diet?
5. What are the two types of fibre (names only)?
6. How can high-fibre foods assist in losing unwanted kilograms?
7. How can you increase your fibre intake?
8. What can happen if you suddenly increase your fibre intake?

Step 2

Read the fact sheet *Fibre in food* and **highlight** the points that will help you to respond to the questions in step 1.

Step 3

Use the highlighted main points to **write** an informative paragraph (approximately 300 words) titled 'Fibre in Food'.

Step 4

Using the fact sheet *Fibre content in common foods*, **plan** an eating plan that will ensure an adolescent (aged 13 years) will consume their recommended daily fibre intake.

Optional Challenge Task - Ask your teacher for the 'Fibre Quiz' ([http://www.betterhealth.vic.gov.au/bhcv2/bhcpdf.nsf/ByPDF/Quiz_fibre/\\$File/Quiz_fibre.pdf](http://www.betterhealth.vic.gov.au/bhcv2/bhcpdf.nsf/ByPDF/Quiz_fibre/$File/Quiz_fibre.pdf))

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 *High-fibre muffins*—that is, include a recipe, a photograph of the finished product and the learning context. Email to

Jan Reynolds at jantrey@ozemail.com.au

Please attach photographs as separate jpeg files.

Year 8 Task 2: High-fibre muffins

Challenge:

Due to the increased use of processed foods, many Australian children and adolescents have health problems related to a lack of fibre in the diet. You are to select resources and techniques to alter a basic muffin recipe to produce six muffins that are high in fibre and which will appeal to adolescents. You are to evaluate the process and product and reflect on your learning.

Steps to complete your task

1. Research the term 'fibre' as it relates to food and write 3–5 sentences indicating what it is and why it is important.
2. List at least 10 high-fibre foods.
3. Highlight those suitable to be added to a muffin recipe.
4. Examine each highlighted food and decide on a minimum of two ingredients that you will add to your muffins to increase the fibre content.
5. Justify, giving a minimum of three reasons, your choice. Consider factors like fibre content, colour, texture, combination of flavours, cost, season and family likes/dislikes.
6. Use the basic muffin recipe provided to produce a work plan for your new recipe. Your work plan should include the equipment and ingredients you will need for these specific muffins.
7. Produce the muffins on _____ using efficient methods of production.
8. Present the muffins attractively.
9. Evaluate:
 - your planning—To what extent have you included all the ingredients and correct equipment for the task? To what extent does your plan include all the steps, and is logical and easy to follow?
 - your implementation—To what extent did you show mastery of techniques/skills, keep your production area neat and tidy, and clean your area and equipment? To what extent were you a valuable team member in the cleaning up? How well did you manage your time? To what extent was your presentation appropriate (size, shape, colour) and attractive?
10. Make recommendations for improvements in your planning, implementation and presentation.
11. Reflect on:
 - what knowledge and skills you learnt
 - how you can use these skills in your everyday life
 - how you can use this information to become healthier.

Conditions:

- The task is to be completed in class time.
- It is your responsibility to submit the assessment on or before the due date to ensure course completion and the awarding of a grade.
- It is expected that the work contained in this assessment task is your own work.

Key vocabulary and thinking skills

- Using correct spelling, punctuation, grammar
- Using vocabulary appropriate to a context
- Generalising from information
- Analysing
- Evaluation and making decisions

Cont.

Exploring processed foods and lack of fibre (cont.)

Year 8 Task 2: High-fibre muffins

Exemplary response for steps 1–5 and 9–11

STEP 1

Dietary fibre is found in plant foods such as cereals, fruits and vegetables. Dietary fibre is that part of a plant that is not broken down or changed during the process of digestion. Including dietary fibre in the diet helps keep the digestive system healthy and can also promote good health by reducing the incidence of diseases such as bowel cancer, diabetes and coronary heart disease.

STEPS 2 and 3

Foods high in dietary fibre include the following:

Food source	Qty	Dietary fibre content (grams)	Food source	Qty	Dietary fibre content (grams)
Breakfast cereals			Fruit		
Allbran	½ cup	9.5	Apple with skin	1 medium	3
Muesli	½ cup	8.1	Banana	1 medium	4
Weetbix	2 biscuits	3.2	Kiwi fruit	1 medium	3
Cornflakes	1 cup	0.6	Nectarine	1 medium	2
Nutrigrain	1 cup	0.4	Pear	1 medium	4
Porridge	1 cup	5.0	Strawberries	10 medium	1
Just Right	1 cup	3.0	Apricots, dried	3 small (50g)	3.0
			Blackberries	1 cup	12.0
			Figs, dried	50g	9.0
			Passionfruit	2 medium	9.0
			Prunes	6	7.0
			Sultanas	50 g	8.0
			Mango	1	3.5
			Orange	1 medium	3.0
			Pineapple	1 slice	2.5
Nuts and Seeds			Vegetables		
Almonds	30g	4.5	Beans	1 serve	3.0
Brazil		3.0	Kidney Beans		10.0
Cashews		2.5	Baked Beans		10.0
Hazelnuts		2.9	Broccoli		4.0
Peanuts		2.5	Carrots		4.0
Macadamia		2.0	Corn	1 large cob	7.0
Walnuts		2.0	Peas		5.0
Coconut dried	15 g	3.5	Potato with skin		3.0
			Potato peeled		2.0
			Tomato		2.5
			Zucchini		2.0

STEP 4

Ingredients I will include in my high-fibre muffin recipe are: wholemeal flour, apple and almonds.

STEP 5

Selection of ingredients for this task was based on ensuring that the ingredients were high in fibre, would look appealing, taste good and suit my family's taste. Wholemeal self-raising flour, apple and almonds were the ingredients selected for the high fibre muffin task. These ingredients have been selected because they are high in **dietary fibre** and will improve the food value of the muffins. These ingredients will add approximately 12 grams of dietary fibre; therefore, these muffins will be a healthier snack option for a growing and active teenager.

The **appearance** of the high fibre muffins should be symmetrical with a domed top, and a golden brown colour. The size may be consistent with a similar purchased muffin; however, many of these are over-sized, so care must be taken to ensure the portion is appropriate for the energy requirements of the adolescent. To add to the general presentation, flaked almonds will be sprinkled onto the top of each muffin prior to baking.

Apples have been chosen to ensure that the muffins are moist and tender. Almonds will add a contrasting crunchy **texture** making the mouth-feel quite pleasing to taste. Cinnamon will also be included to add an additional **flavour** to the muffins as the taste of the cooked apples may be too bland.

Apples are usually in **season** during winter, and already many varieties are now on the market. When fruit is in season it will be cheaper to buy, therefore, this will help keep the cost of the muffins within my budget as I will need to purchase almonds and wholemeal self raising flour.

Family likes were considered when making the final ingredient selection. Apples and almonds are ingredients that all the members in my family like, so they should also enjoy the finished product.



STEP 9

The High-Fibre Muffin work plan was completed independently and accurately. It was easy to follow and legible. I brought all of the necessary resources for this task.

While making the muffins I correctly measured all of the ingredients using the appropriate measuring utensils. I correctly creamed the butter and sugar till it was a light colour. I gently folded in the flour and high fibre ingredients to ensure that the mixture was not over beaten, which could lead to tough muffins. My work area was kept clean and tidy, as I wiped up any spills immediately.



One apple and almond muffin was presented for marking. It was dusted with icing sugar and presented on a white bread and butter plate with name tag. Its overall appearance was very pleasing as it looked similar to a purchased muffin.

Our group worked well as a team while we completed our cleaning duties. I washed the dishes and tidied my cupboard and drawer, while the others wiped and put away the dishes, swept the floor and sanitised the benches.

All tasks were completed within the allocated time as I was organised and knew what to do as I had practised at home.

STEP 10

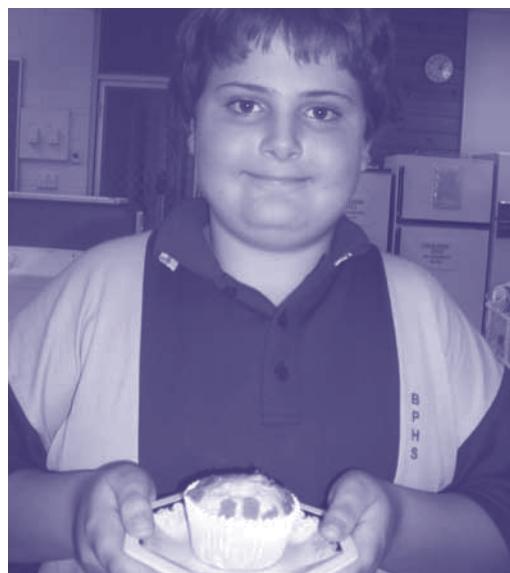
If I were to make these muffins again, I would change the fruit to frozen blueberries, and change the nuts to pecans. These are more expensive ingredients, so I was not able to use them for the class task.

STEP 11

During this task I have improved and developed my cooking skills and knowledge. I am now able to confidently improve the food value of basic muffins by adding high fibre ingredients. This knowledge about dietary fibre will also assist with my selection of foods as I can identify foods that contain fibre and include them in my daily diet.

Experimenting with recipes by adding new ingredients makes cooking fun and enjoyable. This is also an inexpensive way of providing healthy snacks.

By preparing my own foods I am able to take responsibility for the ingredients I use to cook with. These home cooked foods will not contain excessive amounts of fat, sugar, nor preservatives often found in similar purchased items. Proving healthy and tasty homemade snacks and meals will result in a healthier diet and healthier person.



DICTATION—FIBRE

Over the past twenty years, the fibre intake of Australians has decreased because they are eating too many convenience foods. Fibre is found in the woody framework of plants and vegetables. It is also known as cellulose.

Fibre is needed in the body for normal functioning of the bowel. An adult needs 30 grams of fibre each day.

Without enough fibre, by five years of age, a child may have constipation problems. To ensure children have enough fibre each day, they should eat cereals such as Weetbix for breakfast and a piece of fruit.

High-fibre diets reduce the risk of obesity, type-2 diabetes, bowel cancer and heart disease. High-fibre foods include fresh fruit and vegetables and wholegrain cereals.

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Hilton Masterclass Industry Day

Canterbury College

A teachers perspective

On 27 July 2010, 19 Canterbury College Senior Hospitality students attended the Hilton Brisbane Masterclass Industry Day. This followed on from the successful and very enjoyable Hilton Brisbane Masterclass Weekend and utilised the same facilities as the weekend program.

Approximately 160 students from a variety of high schools, as well as other industry 'beginners' such as apprentices and TAFE students, attended the whole-day program. Peter Howard, respected food and wine commentator and author of 18 cookbooks, moderated the first session where a number of internationally acclaimed chefs openly shared their stories about how they started in the industry. Martin Boetz (Longrain in Sydney), Martin Duncan (Freestyle Tout), Michael Caines, MBE (2 star Michelin chef from United Kingdom) and Adriano Zumbo of MasterChef fame, to name just a few, were all very generous in the relaying of their personal journeys and their own perspective of the industry. This session was inspirational as each of the chefs had a unique story that told of their love and obsession for the world of food. The recurring theme was that you need to have passion for food and a passion for people and that anything is possible when you set a goal, no matter how big it is, or how young you are.

The second session, *Native Australian Cuisine*, was presented by two very knowledgeable research scientists from the Department of Employment, Economic Development and Innovation, together with Bryant Wells, Head Chef and Owner of Tukka Restaurant in West End. Students completed sensory evaluations of four native Australian foods: Davidson plum, anise myrtle, quandong and deconstructed wattle seed. This was particularly interesting as the sensory evaluation procedures used by industry were explained alongside Bryant Wells preparing three unique recipes for everyone to taste: anisata damper with Davidson plum chutney, followed by seared pork fillet with glace quandong and chilli jus, and finally, wattle seed and macadamia affogato. All of these ingredients were new to the students and the unusual tastes challenged their palates, with most being well received.

David Pugh, of Restaurant Two, presented the next session, which focussed on some innovative recipes using Queensland prawns. David was very generous in his sharing of stories about his journey to his current position of Chef Owner of one of Brisbane's premier restaurants. Alistair McLeod was highly entertaining as the moderator of this session. The students were awed by the *Ready Steady Cook* star and many lined up for autographs and photographs with him.

Next was a session on the various types of mushrooms and their many uses. Interesting tastings in this session included a mushroom broth made with duck and shiitake, oyster and enoki varieties as well as shiitake mushrooms marinated in sake.

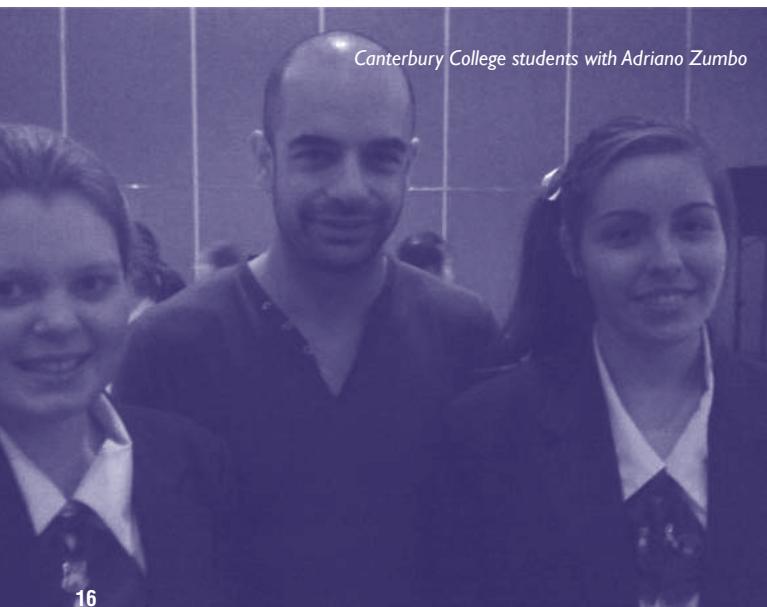
Last, but certainly not least, Javier Codina, from Moda (formally Gianni's) presented an energetic and flavoursome session on vegetables sourced from the Bundaberg region. Tastings in this session included gazpacho salad, creamy guacamole and ceviche. These inventive dishes captured the essence of his cultural influences—Spanish, French and Italian. He was also very generous in his storytelling and was highly engaging for students.

From a teacher's perspective, the experience offered to students for the \$45 registration fee could not be replicated in a school setting. This insider's view of the industry was invaluable and was an authentic method of contributing to the competencies 'Develop and update industry knowledge' and 'Update food and beverage knowledge'.

Overall, the students gained invaluable knowledge about the hospitality industry, as well as having the opportunity to experience a professional conference setting as a delegate. Each one learnt something new about the wonderful, diverse ingredients that are available to Australians from experts in the trade. Although some students will not choose to pursue a career in hospitality, those that do will discover that while it is hard work, it can be highly satisfying and a wonderful career choice if they are passionate about food.

Debbie Cain
Canterbury College

Canterbury College students with Adriano Zumbo



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Browns Plains State High School

A student perspective

It's certainly not every day that students are invited to attend the Brisbane Hilton Masterclass. However, on Monday 26 July 2010, the very lucky Year 11 Hospitality students at Browns Plains State High School were able to step outside the classroom for a day and do just that. An annual event, Masterclass is a fantastic opportunity for those interested in the hospitality industry to come together to celebrate food and the art (and science) of cooking.

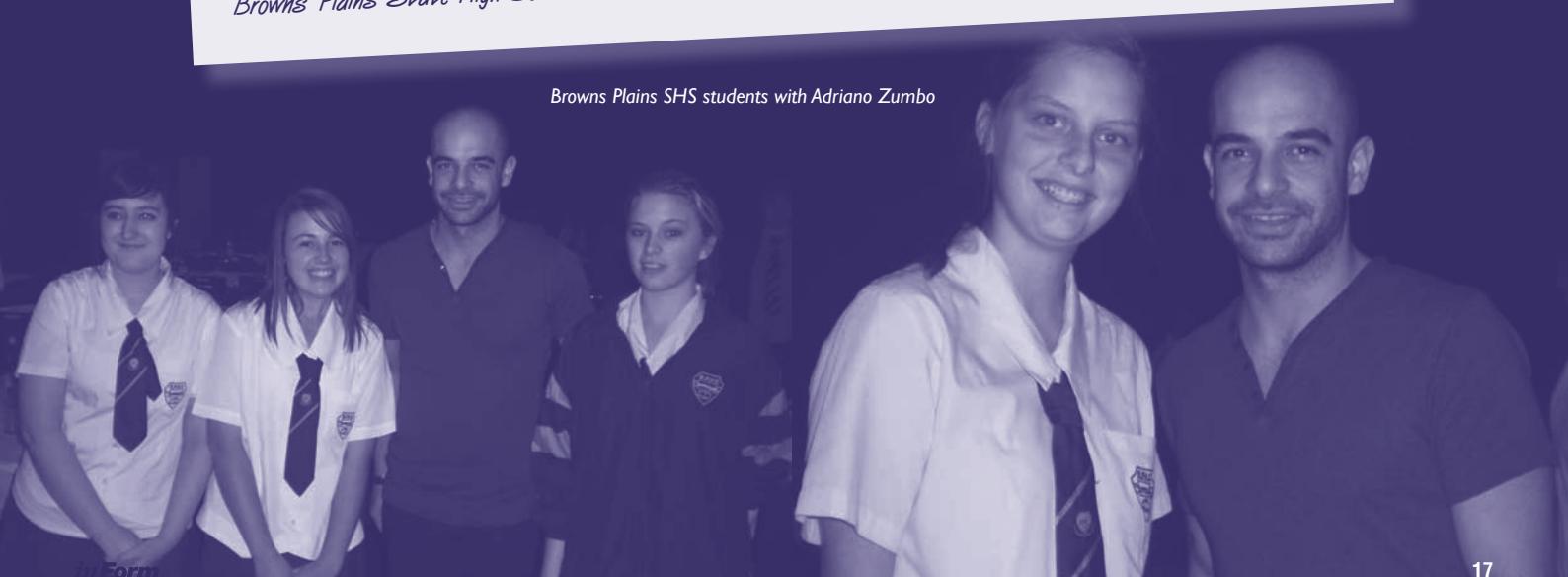
This occasion saw hospitality industry enthusiasts, apprentices and students from five schools (Browns Plains High School, Canterbury College, Christian Outreach College Brisbane, Marsden State High School and St Rita's Clayfield) treated to five sessions of culinary adventure hosted by top Australian chefs throughout the day. Whether it was seafood fresh from Queensland waters, in-season produce or, strangely enough, fungi, each chef and industry professional demonstrated how to use the ingredients to create unique dishes worthy of five stars. We were able to delight our senses through taste, touch and smell of the foods, but undoubtedly the wattle seed ice cream was the most enjoyed amongst students from Browns Plains.

Arguably, the most delightful session came first as we were given a rare insight into how internationally acclaimed chefs fell into an obsession with food and the art of cooking. Recognised food and wine commentator and author, Peter Howard, moderated this session which featured one of the top ten chefs of the millennium Susur Lee, two Michelin star chef Michael Caines MBE, as well as the very original patissier, Adriano Zumbo! Both inspirational and talented, these chefs were very kind to answer questions from students and pose for a photo-or two.

Certainly a recommended experience, the 2010 Brisbane Hilton Masterclass industry day was enjoyed by every attendee and will linger on in our minds as an exceptionally brilliant hospitality lesson.

Grace Cadden
Year 11 student
Browns Plains State High School

Browns Plains SHS students with Adriano Zumbo



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Textiles Workshop Day at Redeemer College

Redeemer Lutheran College is an Independent school located at Rochedale on the southern outskirts of Brisbane. Opening in 1980, the school now hosts 1100 students from Prep to Year 12. Home Economics is offered from Year 8 to Year 10 as *Food and Textile Technology* and as *Senior Home Economics, Hospitality and Early Childhood Studies* in the senior years. The department has four teaching staff: Jenny Ludwig, Janelle Hughes, Kate Wilkinson, Rosemarie Sciacca and teacher aide Susan Hose.

The home economics staff at Redeemer College are a caring and supportive team who aim for students to enjoy the subject and learn skills that will play an important role in their life beyond the subject and school. Within the *Senior Home Economics* course, students are provided the opportunity to develop and refine skills in all areas of the curriculum through a variety of in-class experiences, excursions and a diverse range of instructors, including industry professionals.

The 'Textiles' unit of work of *Senior Home Economics* is situated in second semester of Year 11 and aims to firmly establish quality sewing skills and success for all participating students. Each year, students in Year 11 are involved in a workshop that provides them with the opportunity to work with industry fashion professionals to inspire and develop their interest and skills when working with textiles.

The 2010 'Year 11 Textiles Workshop Day', held at the end of term two, hosted Rosemarie McCall and Dean Brugman from *Megs Concepts*. With over 20 years of fashion designing between them, they had the experience, the passion and the creativeness to inspire students to push the fashion barriers.

The theme of the day was 'Zips and hemlines'—a challenge in itself. The brief was to create a wearable skirt using the resources provided and which would reflect the student's style, creativeness and passion for fashion. The goal of the day was to have fun, to connect with students in an exciting and interesting atmosphere, to introduce them to industry professionals, to challenge their sewing skills, and unbeknown to the students, work through the design process in a practical, hands-on way to create a skirt that they could wear.

The task provided students with a blank canvas for creativity and an opportunity to be introduced to a variety of construction and design techniques that are relevant to any textile task. It allowed students to interact with a variety of textiles, finishes, notions and decorative techniques to create their unique design. Further, it was an opportunity for students to reacquaint themselves with the sewing machine and rediscover their sewing ability, which for some had not been tested since Year 10, and for others not since Year 8.

As students were about to embark on the textiles units 'Consumer textiles' and 'Design for fashion', the workshop was an important re-introduction to textile-specific skills. Instead of approaching the units with trepidation, they could begin with confidence, knowing that they had the skills and creative ability to design.

Year 11 home economics teacher Janelle Hughes and I gathered a team of helpers to support students and direct their creativeness into a finished product. Volunteers included Redeemer parents Theresa Gray, Lyn Murray, Donna Itzstein and QUT Home Economics finest students Molly Poland, Sue Corley, Kaitlyn Traise and Kate Strong.

The day was a success and all students were able to walk away wearing a skirt that was fashionable and showed off their sewing skills and creativity. Most importantly, they had fun and their perceptions of textiles changed as they realised their potential and recognised the pride that they had from designing and sewing a unique piece of clothing.

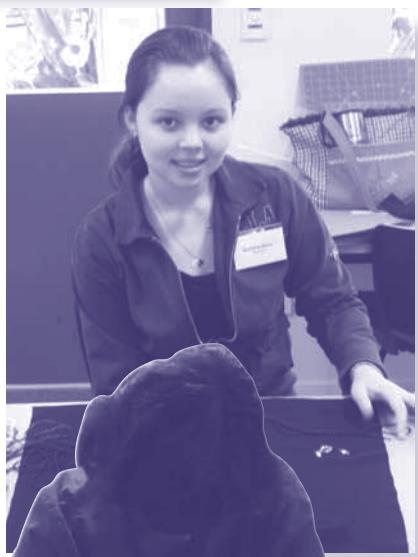
Early in Term 4 the students will model their textile creations at the school's Springboard opening, when the creative Technology subjects including Home Economics celebrate the students' practical work with the community.

Anita Robinson

4th Year QUT Home Economics Pre-service Teacher



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Make and model: An opportunity worth pursuing Chinchilla State High School shows the way

The 2009 experience

In 2009, for the first time, two Year 12 students from Chinchilla State High School—Greta and Brianna—entered the Cotton Creations *Make and Model* competition. This competition was organised by the Queensland Chamber of Agricultural Societies for amateur and semi-professional dressmakers and students. Each entrant first modelled his/her own design at the local show and, if successful, was eligible to enter the State final at the Royal Queensland Show, more commonly known as the Brisbane Exhibition or 'Ekka'. This competition promoted the cotton industry in Queensland. Hence, the entries had to be made from fabric that is cotton or a cotton blend of not less than 50% cotton. The entries also had to be full outfits.

Much of the work to complete the garments was done out of school hours as class time was always at a premium. However, the dedication and effort of the students ensured that they finished the garments in time for the Chinchilla Show—held in late May each year. The two students who entered the competition found it very nerve wracking to model the outfits on stage. However, despite their embarrassment and the gentle encouragement and 'yahooring' from their friends in the crowd, the girls carried it off with the elegance and grace of supermodels. There were only two entries and consequently the students took out first and second places at the local Chinchilla Show, and hence both won the chance to compete at the Brisbane Exhibition

It was exciting to head to Brisbane for this event, even if it did mean an exceptionally early start as the judging commenced at 9am. After another whirl down the catwalk for the judges, the remainder of the day was spent soaking up the entertainment that is part of the Exhibition. They then modelled the outfits in front of an audience and waited for the announcement of the winners. Excitement abounded when one of the entrants was placed third. What a thrill!

Chinchilla State High School is situated approximately 200 km west of the provincial centre of Toowoomba and 370 km from Brisbane.

The school is situated on the edge of town in very pleasant surroundings. The main campus is set in a traditional way on an attractive five-hectare site with a nine-hectare farm established nearby. A large multi-purpose hall, major resource centre, art, machine shop and food and textile wing have been added to traditional buildings in recent years.

And on to 2010

The competition was re-named *Natural Fibres Creations Make & Model Sewing Competition*. It remained, however, essentially a competition to promote natural products and the sewing, designing and modelling skills of people throughout Queensland.

The success of 2009 was exciting enough to encourage 2009's successful entrant, Greta, to enter again in 2010. However, as a university student, she had to step up to a different class. The final results saw her entry gain 'First' at the Ekka. This was a great outcome for her and also served to demonstrate that what is begun at school can continue on to influence students' futures.

The school entrant for 2010 was Wanda, a Year 11 student. Wanda also gained entry to the finals at the Brisbane Exhibition for 2010, but unfortunately was unable to attend the event. However, she was able to use the same dress and design to participate in the Apex Teenage Fashion Awards and is off to the State finals later in 2010.



2010 winner Greta

opening in schools what's happening in schools what's happening in

And in 2011?

Next year the Home Economics Department intends to put in a more concerted effort to build on these past experiences of gaining practical skills to enhance health and wellbeing. In order to promote the competition and to grow the number of entrants, it has been decided to introduce a unit for Year 10 Food and Textiles, Term 1. The students will participate in a Design Challenge to make an outfit from natural fibres. This will encourage entry into this annual competition and will enable many more students the opportunity to develop skills in:

- investigating, designing, producing, evaluating and reflecting on the specifications, standards and processes of a particular human endeavour
- developing personal independence in the preparation for a work role that will influence wellbeing through connections with other people and the broader society.

Through studying Home Economics and taking opportunities when presented, students at Chinchilla State High School have demonstrated achievement at the highest levels.

Judy Keating
Chinchilla State High School



2010 entrants Greta (L) and Wanda

Our P&O Cruise

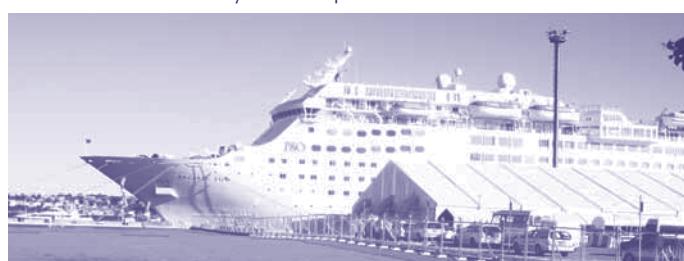
A Year 11 and 12 learning experience for hospitality and tourism students at Sunnybank State High School

On 13 July 2010, two staff members and ten students from the Year 11 and 12 Tourism and Hospitality classes at Sunnybank State High School set off on a two-day P&O cruise from Brisbane to Sydney as part of the Tourism and Hospitality course.

Cruising

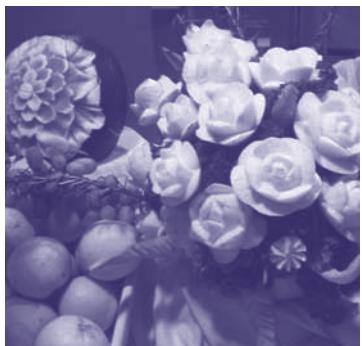
As the first night progressed, the students and teachers were greeted with a 1970s theme night and unlimited amounts of fine food and entertainment. By this time everything about school and their 'other lives' was being forgotten, other than the booklet that had to be completed. On the second day most of the students soaked up the sun and the glorious sight of the open ocean or the coastline.

By the end of the cruise everyone had eaten their fair share of the food, drunk plenty of mocktails and soaked up enough sun. We sailed into Sydney on a cold Thursday morning but the lights and sights of Sydney made up for the weather. We dragged our luggage through Sydney streets (not something to be recommended), visited shopping venues and two intrepid explorers visited the Lindt Chocolate shop (extremely expensive but wow!). After a visit to the Channel 7 building at Martin Place and waving to a new presenter, we experienced the double-decker trains and made our way to the airport for the return to Brisbane.



Why we did it

Now for the serious side of the trip. The cruise allowed us to see the tourism/hospitality industry at work and the various staff positions that were available for future careers after studying tourism and hospitality at school. The cruise was a very worthwhile excursion, lots of work and organisation but everyone enjoyed themselves (even the seasick teacher).



Most excursions are based close to the Brisbane/Gold Coast area and a lot of our students know both areas really well. The cruise was chosen for something different. Members of the home economics staff were looking through some tourist brochures and found the cruise for \$199 per person (accommodation, entertainment and food inclusive). After pricing some other land venues, which were more expensive, it was decided to offer an expression of interest. We were pleasantly surprised by the positive response. Whilst many could not raise the money this year, they expressed an interest if we go again in the future.

The train fare in Sydney was \$10 and the airfare back to Brisbane was \$74. Lunch and dinner in Sydney and some drinks, ice-creams, photos and goods on the ship were the responsibility of the students to purchase.

Teachers Maree Guymer and Karen Chataway
Year 11/12 Tourism/Hospitality students
Sunnybank State High School

SCHOOL PROFILE: Gladstone State High School

About the school and the surrounds

Location: Gladstone State High School is situated on the Queensland coast, approximately 550 km north of Brisbane and 1200 km south of Cairns. The closest major town is Rockhampton, 100 km north, approximately one-hour away.

Nature of the school: Government state high school

Year levels at the school: Years 8–12. All year levels are able to take Home Economics or a home economics related subject. Year 8 students undertake a core term of Home Economics, with three lessons per week.

Number of students at the school: 1150

Nature of the community: Gladstone is an industrial town, with aluminium, coal and cement industries. Gladstone is situated towards the southern end of the Great Barrier Reef with a major shipping channel. As a result of the industry, there is low unemployment and a transient population of workers.

Features of the school: Gladstone State High School reflects the community's needs and offers students many opportunities to gain experience in trades needed in the area. Alongside these trades, there is a strong focus on traditional academic subjects. There is a school of excellence in volleyball, and many Australian champions have attended the school.



About the home economics teachers

We are a small supportive staffroom; we take care to look after each other. People always comment about the positive vibe they feel when they enter our staffroom.

- Ann Tappenden is the co-ordinator. Ann studied at Brisbane College of Advanced Education and has been teaching for 30 years. Ann is also the panel chair for *Senior Home Economics*—she is the local guru of *Senior Home Economics*.
- Jo Dunphy works Monday to Wednesday and has an extra long weekend! Jo studied at QUT and has been teaching for 15 years. She particularly enjoys teaching the areas of family studies in *Senior Home Economics* along with *Early Childhood Studies*.
- Jo Strother specialises in hospitality as she has trained as a chef. She studied at QUT and has been teaching for 4 years.
- Amanda Cooper studied in NSW at Newcastle University and brings a wealth of knowledge in the design technology area. She also works in the ID&T area. Amanda is in her second year of teaching.



About the home economics subjects offered

All Year 8 students complete one term of **Home Economics**, with 3 lessons per week. The course includes an introduction to food and textiles (9 classes per year, average class size 29).

Year 9 Food and you is an elective semester-long subject with a focus on basic nutrition and an introduction into hospitality (4 classes per year).

Year 9 Sew You is also a semester-long elective, when students explore body image, advertising and basic printing and dyeing. Students up-style a men's business shirt into an item of clothing to suit their body shape (2 classes per year).

Year 10 Home Economics is focused on one semester of textiles, when students explore the fashion industry with areas such as design, fabric manipulation techniques and fashion drawing. They also gain a basic understanding of sustainability in their assignment, which requires them to change a pair of jeans into an item of clothing for the current teen market (2 classes, 28 students/class).

Year 10 Hospitality is an introduction into Year 11/12 Hospitality. Students gain basic skills and knowledge such as methods of cookery, restaurant service, development of palette and cultural food and traditions (2 classes, 27 students/class).

Year 11/12 Senior Home Economics looks at core units such as textiles, family and nutrition along with electives. This year we have had so many students interested in *Senior Home Economics* that we have two full Year 11 classes, 20 in each class, as well one class of 24 Year 12 students. In Year 12, students explore some interesting topics such as organic and GM foods, wearable art, additives in food, and leaving home.

Year 11/12 Hospitality students undertake both school-based and TAFE-based courses. This year the Year 11 students are undertaking a new course with the focus on service and Espresso. We have just purchased a commercial coffee machine. All home economics staff have undertaken professional development in Brisbane for prepare and serve Espresso coffee. **Year 12 Hospitality** is delivered at TAFE by Jo Strother who is also a chef. Students undertake a Certificate 2 in *Hospitality kitchen operations*. This is a unique opportunity and as such student numbers are high. There are two classes each Thursday, each class runs for 3½ hours with 14 in each class. Students also travel to Melbourne for a week of full-on hospitality immersion.

Year 11/12 Early Childhood Studies explores the stages of development of the child, food for young children and the importance of play. They also explore intellectual and language development, and social and emotional development. The students work in a variety of child-focussed environments, including the Gladstone Special School.



The positioning of home economics in the school and community

As a whole, home economics has a positive stance among fellow teachers, administration and parents. However, there are of course some who have the old fashioned perception of the subject—that we just cook and sew. We self promote the subject nearly every week when the Year 11 Hospitality class holds a stall to sell their goods, along with regular restaurants for teachers. Year 12 Hospitality students also cater for outside community groups and are often featured in local newspapers.

Home Economics in our school is known for its new and innovative content and delivery and this is apparent in the students wanting to take our subject. Each year, the subject continues to grow bigger and stronger.

One of the things that helps us to maintain our good positioning is that we try to keep up to date with our professional learning. Although professional

development varies from year to year, we always attempt to attend the HEIA(Q) state conference. Last year Jo Strother attended the national conference. We would like to be partaking in more professional learning as we always find ourselves enthused and full of new skills and knowledge after attending such sessions.

If we could change something, we would like to have our Year 8 classes for a full semester, our Year 9 subjects for a full year and another Year 10 Home Economics class for textiles only. We would also love a few extra hours in the day!

Jo Strother
Gladstone State High School

Professional development – 11 of the 12 regional workshop programs complete

Term 3 was a busy time with seven regions hosting professional development workshops. Workshops were held in Mackay, Rockhampton, Gold Coast, Brisbane West, Brisbane North, Toowoomba and Townsville. This article brings reports of some of those workshops.

Whilst Gold Coast and Brisbane West have chosen to hold the two workshops on offer on separate afternoons after school, other regions have opted to hold both workshops on the same day. The relevance of both workshops to the core business of home economics teachers has been appreciated and resulted in no cancellation of workshops to date.

Dr Janet Reynolds is the presenter for *Essentially curricula*. She has a vast knowledge about the home economics curriculum and how to go about assessment in the compulsory years of schooling. She has inspired participants with her enthusiasm and the practicalities of the workshop. Jan begins the workshop with an update of the hot topic 'Home economics and the Australian curriculum'. She then steps delegates through good assessment practices, with the emphasis on using a structured process to develop the *Guide to making judgments* for units developed using the Essential Learnings. Participants work through an approach for developing their task-specific assessable elements and standards descriptors. Delegates have commented on how the links to pedagogy have really made them think about their teaching and how well the messages align with the literacy workshops they have attended. They have related well to the importance of good pedagogy and good assessment as a means to improving student learning, especially for those students

who struggle at school. Workshop participants leave with a raft of resources to help them apply what they have learnt to their own units of work, and thus make their planning a lot easier.

The Nutrition Australia presenters have also been well received for their vast practical knowledge of current nutrition issues in presenting the *Essentially nutritious* workshops and their clear and enthusiastic presentations. The workshops have covered, for example, nutrient reference values (NRVs), mandatory food fortification and an update on fats. Many participants have commented at the workshops that they were unfamiliar with the NRVs until the workshop—we suggest purchasing HEIA's 2nd edition of *Nutrition—The inside story* for a quick reference for teachers and students about the NRVs. One participant noted that she had not realised until the workshop how extensively *Nutrition—The inside story* had been revised. A feature of the workshops has been the taste-testing of a number of dishes used to exemplify the various nutrition principles or issues discussed at the workshop. At the full-day workshop programs that combine both *Essentially curricula* and *Essentially nutritious*, the food tastings have formed part of the lunch menu. The informative handouts and resources are useful for class work and provided insight into the ever-changing information in nutritional research.

The Nutrition Australia presenters are Kellie Hogan, who also coordinates the program, Amelia Webster, Jacqui Plozza and Aloysa Hourigan.

Queensland Health is to be acknowledged for its sponsorship of the *Essentially nutritious* workshops, subsidising the presenter costs.



Dr Jan Reynolds starting *Essentially curricula*



Concentrating at Mt Alvernia

When and where for term 3

Mackay

The 12 July student-free day saw the first Term 3 workshop with 15 teachers from the Mackay region returning from holidays to a full day of professional development. The region seems to attract a stable group of participants so many had previously attended the curriculum alignment workshop, which had laid good foundations for the *Essentially curricula* workshop. Thanks to Mackay North State High School and Therese Rae for her hospitality and organisation to ensure the day ran smoothly.

Rockhampton

Rockhampton Leagues Club was the backdrop for the Rockhampton program on 21 July. The region decided to take a gamble and hold the full-day program on a school day. It did not seem to detract from people attending, with regional co-ordinator, Derryn Acutt welcoming a total of 21 participants from the region.

Gold Coast

Essentially... workshops were getting into the regions and the Gold Coast was not about to miss out. Lorraine Eldridge hosted 16 teachers on the 27 July at Trinity Lutheran College for the *Essentially curricula* workshop. Although held after school from 4 p.m. until 6 p.m., there seemed to be no tiring of the brain as participants mastered the development of the *Guide to making judgments*. The region had already hosted the *Essentially nutritious* workshop in Term 2. Thanks to Lorraine Eldridge and her team for a great afternoon. We know we will always have a few chuckles, regardless of the rigour of the work we are doing.

Quotes from the evaluation forms



Enjoying the view from the balcony at Mt Alvernia College, 21 August



Amelia Webster from Nutrition Australia starting her presentation

Essentially nutritious

- Very informative—lots of reminders about nutrition. We need a reminder at times.
- I hadn't heard of NRV's before today, I now feel much more up to date.
- Relevant—addressed our issues with how to use in classroom situation. Taste testing the foods was great.
- Well constructed, very informative, learnt some new information as well as some great resources for my subject.
- Thoroughly enjoyed both workshops. They were very informative and interesting.
- Information was current and practical ideas tested on students
- Both workshops were very practical and directly related to teaching, learning and assessing.
- Great to see practical examples of recipes to use in the classroom
- Up-to-date nutritional knowledge and latest developments in the industry
- Very current, relevant, at the right level for professionals
- Thank you for the interesting day.

Essentially curricula

- Lots of examples to take away—will assist in writing assessments that are more teacher/student-friendly.
- Explanation of assessable elements made it a lot clearer to write judgment sheets. Thank you. I feel more confident to tackle this!
- This was a very essential workshop that clarified the criteria and how to match assessment with the criteria.
- Clarified my issues regarding the Essential Learnings and assessment pieces.
- Supports the planning requirements mandated by our school admin to reflect best practice for EQ.
- Jan took us through the workshop step by step, explaining each stage very clearly. Handouts will be extremely helpful.
- Excellent. National curriculum update very useful to continue discussion at school with admin. Also excellent was the development of assessment criteria marking sheets.
- Excellent, relevant and informative. Jan is so knowledgeable and such an expert and advocate for home economics. Excellent venue and catering.
- Jan Reynolds is an excellent presenter. The information was very user friendly and easy to use. Extremely useful with Essential Learnings. Best workshop I've been to in a long time.

Brisbane North

As voting booths were opening, 21 home economics teachers from around the Brisbane region were arriving at Mt Alvernia College in Kedron for the Brisbane North *Essentially curricula* and *Essentially nutritious* workshops. Participants were fully engaged and took the opportunity to iron out tricky issues that were arising in schools related to assessment and reporting. Thanks to Julie Nash and Mt Alvernia College for providing such an excellent venue for the workshop.

Toowoomba

On 28 August, Karen Vorpagel welcomed 14 participants to Centenary Heights State High School in Toowoomba. This is a new venue for the Darling Downs region. Participants had travelled far and wide from across the region, driving from Dalby, Kingaroy, Stanthorpe, Gatton, Yarraman, and St George. The long drives did not dampen their enthusiasm as they engaged enthusiastically in the discussions and activities. Thank you to Karen and Centenary Heights SHS for making everyone so welcome.

Townsville

This region also had a new venue for HEIA workshops—St Margaret Mary's College, with the event held in the Hospitality Centre. This was an added bonus for participants as host, Helen Willmett, was more than happy to show them around the fabulous facilities. Again, many participants had travelled from other towns, arriving from Collinsville, Ayr and Proserpine, as well as from the local Townsville schools. Thank you to Helen for opening up your centre and hosting the day.

A celebration of Robyn Somerville's career and retirement

Last semester I had the pleasure of being involved in organising an event celebrating the career and retirement of Robyn Somerville. My association with Robyn is a long one from when we studied Home Science together at Innisfail State High School. Robyn was a devoted Home Science (Economics) student and developed a passion for all things home economics. This has stayed with her through all of her professional journey.

Cheryl Conroy, Dakabin State High School

Robyn's story

This is her story.

Career Outline 1975–2010

- 1972–74 Brisbane College of Advanced Education (now QUT) on a scholarship, meaning a three-year bond to work for Education Queensland upon graduation, as was the process at that time
- 1975 Appointed to a two-teacher Home Economics Department at Tully State High School, where she stayed for 2.5 months
- 1975/6 Transferred to a one-teacher Home Economics Centre at Richmond State School (P–10), where she taught home economics, mathematics and citizenship education
- 1977 Transferred to Oxley State High School, where she taught home economics and science
- 1978 Transferred to Nashville State High School (now Bracken Ridge State High School) where she taught home economics and art
- 1979–2010 Dakabin State High School, where she spent 33 years: 2 years as subject co-ordinator; 20 years as Head of Department; 9 years as Deputy Principal; and 2 years as Acting Principal

The first four years at Tully, Richmond, Oxley and Nashville were a challenge and not always easy, but provided lots of experience that proved useful in later years.

Dakabin State High School was only one-year old when Adele Edwards (now at Hillbrook College) and I were appointed to the school, so the

opportunity to establish the faculty involved lots of work, but also lots of fun. There were approximately 400 students in that first year with all Year 8 students undertaking studies in Home Economics. The school reached 1680 students at its peak and the Home Economics Department at that point had six full-time staff.

Over the years, the building was extended and later renovated with grants to provide a hospitality kitchen, which we were fortunate in being allowed to design within the constraints of the space and budget. As a staff, we also made some improvements internally.

The curriculum we offered also changed, as needed, and has included Home Economics, Home Management, Hospitality (in various forms), Fashion Studies and Early Childhood Studies—all of these are still offered with the exception of Home Management.

I would like to acknowledge the outstanding home economics staff who have worked and continue to work in the faculty. They were, and are, dedicated, inspiring, innovative and hard-working teachers, committed to students. We trialled new ideas and did lots of professional development to update our knowledge and skills. I truly value the professionalism of these people and the lifelong friendships we formed—many are still teaching or in leadership positions as Heads of Department, Deputy Principals, Principals, Business owners and/or managers, whilst also juggling family commitments.

Much of our success I believe was due to lots of discussion, valuing and utilising the knowledge and talents of the individuals, having supportive, positive relationships with each other and with the students, and always gearing our programs to meet the needs of our students, their aspirations and career goals.



Past and present Dakabin State High School Home Economics Department staff with Robyn Somerville at her farewell celebration.

Also important to our success was involvement in all aspects of school life, marketing our curriculum outcomes and successes, and advocating for the inclusion of our subjects in whole-school curriculum plans—a key role for the survival of an elective subject.

Home economics and related studies have always been relevant to the lives of students, both for career aspirations and as family and community members. I think it is as important today as it was when I first took Home Science A and B (as it was then) in Year 8. The opportunity we have to work with students to achieve tangible outcomes and success on a regular basis, and to improve their attitudes to life and beliefs about themselves is special.

Whilst I missed classroom teaching when I became a Deputy Principal, I tried to use the same collaborative and supportive approach that I used in teaching in the new role. It appeared to work—most of the time!

I was fortunate in having wonderful home economics teachers as a student at school, and I acknowledge Emily Bevan, Pam Drew and Lorraine Robertson who were great role models for me. As a beginning teacher, I only wished to teach, but opportunities came along and I was

encouraged and mentored to apply for other positions and so achieved various leadership positions along the way. I am grateful for all the support I received throughout my career.

I would also like to acknowledge the fantastic work that Cheryl Conroy does as Home Economics and Visual Arts Head of Department at Dakabin State High School. Cheryl and I went to school together, and I was delighted when she was appointed to replace me at Dakabin, as she and the staff have ensured the ongoing success of the faculty and enabled me to retain my link to the faculty.

There are and will continue to be many challenges ahead for home economics departments. However, home economics teachers are a creative, innovative and flexible group and will meet and continue to thrive in this environment.

I have been fortunate to have a fantastic career that I loved, and my thanks to all who contributed to that. I look forward to many happy years of retirement ahead.

Robyn Somerville

Home economics and the Australian curriculum Have your say by 21 September 2010!

HEIA(Q) focus groups have their say

Following a meeting between Miriam McDonald (President, HEIA), Dr Janet Reynolds (Convenor, Education Standing Committee) and Australian Curriculum, Assessment and Reporting Authority (ACARA) Curriculum Manager, Rob Randall, the Home Economics Institute of Australia (HEIA) is developing for ACARA a position paper *Home economics and the Australian curriculum*. The first draft of the position paper was released in August 2010 with the HEIA journal. It has also been posted on the HEIA website www.heia.com.au

Members are encouraged to 'have their say' and contribute feedback to the draft paper by completing the hard copy questionnaire sent out with the journal, participating in a web conference, completing the online survey on the HEIA website www.heia.com.au or participating in a Divisional focus group meeting. More information about these avenues for providing feedback was published in the national newsletter sent out at the end of August.

The aim is to put forward a position paper that represents a futures-drive curriculum, where we want to be, not where we have been.

On Wednesday 8 September HEIA(Q) hosted two focus groups, with approximately ten people participating in each. The groups met at the Quality Hotel Airport International in Hamilton, Brisbane. Following some contextual information and progress to date from Jan Reynolds,

participants were divided into two separate groups—one group for students and less experienced teachers (typically less than four years experience) and the other group for more experienced teachers.

At the discussion, the facilitators used open-ended questions to seek deep information about the opinions that participants hold. They encouraged people to talk about what was important to them. Participants were asked what they really liked about the paper overall, and the various sections, things they did not like, how the paper made them feel, what they felt about the paper, what else they wanted to see, what to omit, what surprised them, and so on. Questions became increasingly precise allowing those present to give in-depth responses to specific aspects of the paper.

As a result of the focus groups, HEIA(Q) has a comprehensive picture to present to HEIA with a view to value-adding to the first draft of the paper. The responses will be collated and submitted to the HEIA task group managing the preparation of the final position paper to be presented to ACARA.

Thank you to all who came along at this busy time of the year. Your participation is greatly appreciated.

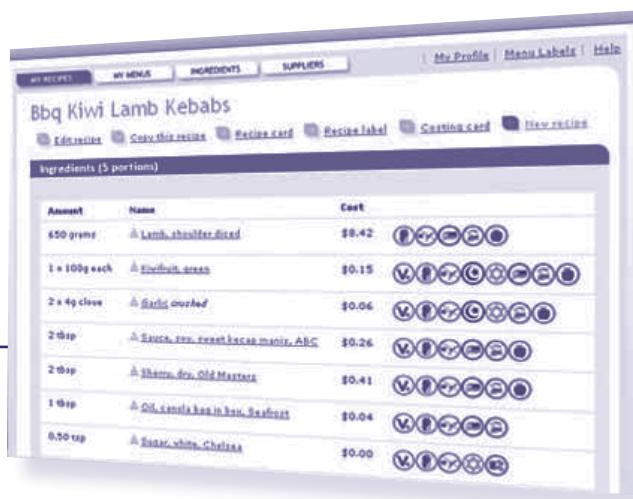
All members are encouraged to complete and submit either the hard copy or online questionnaire.

MenuCoster

Reduced price for members following HEIA(Q) conference

At the 2010 HEIA(Q) state conference, Gareth Carden from Menu Solutions Pty Ltd ran a workshop about *MenuCoster*, a digital tool that assists with menu costing and nutrition analysis. He showed how using prices supplied directly by the wholesalers, it is possible to write a recipe, cost it and establish its nutritional value in minutes. This is the technology being adopted by the commercial catering industry. It is Internet-based so teachers and students can share information and access the tool during class sessions or from home.

Following feedback from conference delegates and an approach by HEIA(Q), Menu Solutions has decided to offer schools the premium version of *MenuCoster*, which includes all *MenuCoster*'s standard usability, including easy recipe costing, plus:



- unlimited logins (so teachers and students can access the service and share recipes)
- advanced nutrition analysis
- order lists for multiple menus.

Menu Solutions is offering this package to members for \$500 +GST per annum—a 50% saving on the regular price.

Members who would like more information are welcome to call
Gareth Carden on 07 33150617 or 0406 066343
www.menucoster.com.au

Are you
IT savvy or
have an
interest in
websites?

Expression of Interest

HEIA(Q) is establishing a sub-committee to progress and manage a new look for its website. The sub-committee will look after, for example:

- recommending an organisation to do the initial design and setting up of the website
- monitoring the website to make sure that it is up to date
- ensuring that all new content complies with the nominated style guide and is grammatically correct
- ensuring that all new content is written in a genre appropriate for a website
- ensuring that the website retains the 'look and feel' as agreed to by the HEIA(Q) Committee of Management
- making ongoing changes to the website as part of keeping it up to date—that is, one person or more will be appointed as the web administrator.

Some work, such as the initial design and setting up of the new website, will necessarily be outsourced. However, it is anticipated that members of the sub-committee will carry out some of the other responsibilities.

If you have expertise and/or interest in contributing to the work of this sub-committee, please email President, Kylie King at heiaq@heia.com.au indicating ways that you would like to contribute to the committee's work. It is not necessary for each committee member to have skills related to all of the tasks of the committee. Members with expertise in one or more areas of the work are encouraged to express interest in being on the sub-committee.

Given the nature of this work, it is not necessary to live in Brisbane and surrounds to be on this committee.



EXPRESSION OF INTEREST CALL

Food, Textiles and Sustainability Tour Scotland 2011 25 June–10 July

The tour is scheduled for the mid-semester break, Saturday 25 June until Sunday 10 July. However, there is opportunity for personal add-on at either end of the tour to see more of the UK or Europe.

The tour includes:

- Glasgow, Edinburgh, Stirling
- Nick Nairn's Cooking School
- Dundee, Glamis Castle
- Arbroath, Montrose, Dunottar,
- Stonehaven, Aberdeen
- Ballater, Balmoral, Braemer
- Huntly, Lossiemouth
- Findhorn Ecological Village
- Cashmere Mill at Elgin
- Dufftown distillery, Grantown on Spey
- Craft workshop in the Highlands
- Isle of Skye
- Loch Ness to Inverness

This will encompass lots of food visits and experiences—for example, shortbread factory, a farm visit, great restaurants, food halls—and a variety of textile opportunities. Take this opportunity to enjoy the majestic scenery, Scottish culture and hospitality with like-minded people.

Interested?

Contact Helen Keith for more details

Email: hkeith1540@bigpond.com

Tel: 07 4098 7429





2010 - 2011 Diary Dates

OCTOBER 2010

- DATE TO BE ADVISED** **HEIA(Q) Regional Workshop**
Essentially curricula and Essentially nutritious workshops
9am–3pm
Bentley Park State High School
Cairns
- 7 **AHPSA 8th National Conference**
Burswood Entertainment Complex,
Perth, WA
Contact: Sue Dimitrijevich
Email: info@wahpsa.org.au
Web Site: www.wahpsa.org.au
- 10–16 **Nutrition Australia Nutrition Week**
Web: <http://nutritionaustralia.org>
- 16 **World Food Day**
Web: <http://www.fao.org/getinvolved/en>

NOVEMBER

- 14 **World Diabetes Day**
Web: <http://www.worlddiabetesday.org>

JANUARY 2011

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

MAY

- 26–28 **7th International Middle Years of Schooling Conference**
Gold Coast Convention & Exhibition Centre.
Email: mysa2011@experevents.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

HEIA(Q)

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