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

December 2011

The 2011 Committee Of Management

PRESIDENT

Position vacant

Tel: 1800 446 841 (HEIA)
Email: heiaq@heia.com.au (HEIA(Q))

VICE-PRESIDENT

Position vacant

SECRETARY

Rosie Sciacca

Tel: 07 3348 8490 (H)
0418 775 142 (M)
Email: heiaq@heia.com.au (HEIA(Q))
r_sciacca@hotmail.com (H)

TREASURER

Jennifer Bray

Tel: 07 3359 4035 (H)
0421 317 793 (M)
Email: j.bray@stpauls.qld.edu.au

PROFESSIONAL DEVELOPMENT COORDINATOR

Stacey Mallett

Tel: 07 3373 4555 (W)
0421 342 357 (M)
Email: small17@eq.edu.au

NEWSLETTER EDITOR

Janet Reynolds

Tel: 07 3393 0575 (H)
Email: janetrey@ozemail.com.au (H)

NATIONAL DELEGATE

Aileen Lockhart

Tel: 07 3820 5888 (W)
07 3369 1130 (H)
Fax: 07 3820 5800 (W)
Email: ablockhart01@optusnet.com.au (H)

OTHER MEMBERS OF THE COMMITTEE OF MANAGEMENT

Louise Borg

Tel: 0430 458 114 (M)
Email: l.borg@connect.qut.edu.au (W)

Erin Cleary

Tel: 0449 009 022 (M)
Email: erinc2@gmail.com (H)

Denise McManus

Tel/Fax: 07 3865 1401 (H)
Email: zzdmcman@westnet.com.au (H)

Kaitlyn Traise

Tel: 07 3893 5333 (W)
Email: ktrai17@eq.edu.au

Kay York

Tel: 07 3380 4117 (W)
Email: kayyork@optusnet.com.au

Regional coordinators

BRISBANE NORTH

Julie Nash

Mt Alvernia College
Tel: 07 3357 6000
Fax: 07 3857 2231
Email: nashj@mta.qld.edu.au

BRISBANE SOUTH

Sue Smith

Clairvaux MacKillop College
Tel: 07 3347 9200
Fax: 07 3347 9211
Email: sues@cvxmck.edu.au

BRISBANE WEST

Sue Booth

Ipswich State High School
Tel: 07 3813 5777
Fax: 07 3813 5700
Email: sboot12@eq.edu.au

BUNDABERG/WIDE BAY

Mandy Lindsay

Bundaberg State High School
Tel: 07 4154 5333
Fax: 07 4154 5300
Email: mlind71@eq.edu.au

CAIRNS

Jenny Walker

Mareeba State High School
Tel: 07 4092 1399
Fax: 07 4092 3915
Email: jwalk118@eq.edu.au

DARLING DOWNS

Karen Vorpapel

Centenary Heights State High School
Tel: 07 4636 7500
Fax: 07 4636 7501
Email: kvorp1@eq.edu.au

GOLD COAST

Lorraine Eldridge

Trinity Lutheran College
Tel: 07 5556 8200
Fax: 07 5556 8215
Email: lorraine.eldridge@tlc.qld.edu.au

MACKAY

Romana Wallace

Mackay North State High School
Tel: 07 4963 1666
Fax: 07 4963 1600
Email: rwall113@eq.edu.au

ROCKHAMPTON

Derryn Acutt

The Cathedral College
Tel: 07 4999 1300
Fax: 07 4927 8694
Email: acutttd@tcc.qld.edu.au

SOUTH WEST

Kimberley Challinor

St John's School, Roma
Tel: 07 4622 1842
Email: Kimberley.Clarke@twb.catholic.edu.au

SUNSHINE COAST

June Robertson

St Teresa's Catholic College, Noosaville
Tel: 07 5474 0022
Fax: 07 5474 0266
Email: jrobertson@bne.catholic.edu.au

TOWNSVILLE

Helen Willmett

St Margaret Mary's College
Tel: 07 4726 4900
Fax: 07 4726 4989
Email: hw@smmc.qld.edu.au

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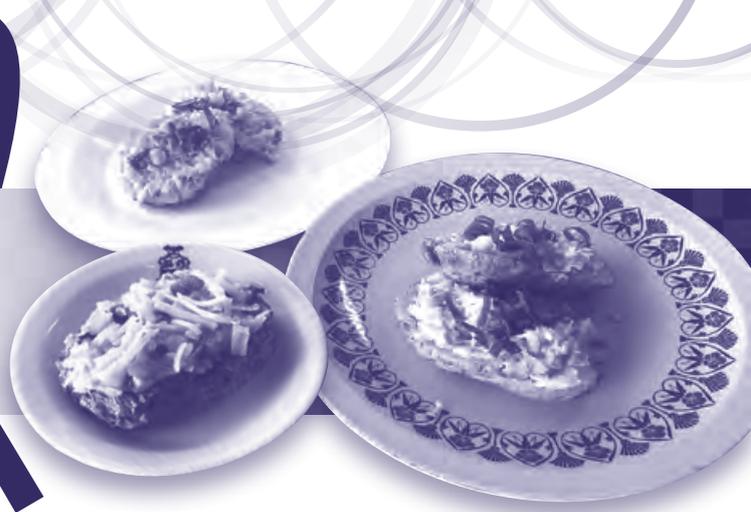
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NEED FOR FEED



An Ipswich State High School perspective

Need for Feed—What is it?

(adapted from <http://www.needforfeed.com.au/parents-and-schools.php>)

Need for Feed is a program that provides practical, healthy cooking classes for Queensland teenagers. The program is conducted in state secondary schools during weekends, school holidays or after school and is taught by trained facilitators, usually home economics teachers, in home economics rooms.

Developed by Diabetes Australia—Queensland in conjunction with the Queensland Government, the *Need for Feed* program focuses on improving food preparation and cooking skills along with nutrition knowledge, attitudes and behaviours associated with healthy eating. The program was initially developed by HEIA(Q) members Jan Reynolds and Leanne Warner, with Diabetes Australia—Queensland adapting it to suit the diverse implementation modes. It delivers consistent healthy messages in line with the Dietary Guidelines for Children and Adolescents in Australia.

Offered for the first time in 2011, the *Need for Feed* program aims to teach students life-long skills that can be shared with their family and friends in a safe, supportive and relaxed environment. *Need for Feed* believes cooking should be an enjoyable and rewarding experience for all participants.

For a nominal fee of only \$20, students participate in 20 hours of nutrition education and practical cookery using

a variety of nutritious foods and tasty recipes. All ingredients are supplied and the program is conducted under the guidance of paid, qualified staff.

Need for Feed at Ipswich SHS

Ipswich SHS was one of the first ten schools to participate in the *Need for Feed* program in Queensland. With my assistant, Stephanie, a wonderful hard-working Year 12 Senior Home Economics student, we opened the school kitchens on Tuesday afternoons for eight weeks during Term 2. From 3.00 pm–5.30 pm, fourteen Year 8 and Year 9 students participated with enthusiasm in the hands-on program.

Each afternoon students cooked something for afternoon tea and something to take home. They made muffins, raspberry loaf, noodle boxes, gourmet sandwiches, salads and pizzas. As not all students had experienced cooking in the school kitchens, the first few sessions were very busy with Stephanie and me teaching and demonstrating various techniques and explaining the food and recipe terminology required for success. As the program progressed, not only did students' cooking skills improve, so did their confidence and their food presentation ability. It became quite a competition to see whose food dish looked the best!

The program wasn't all practical cooking. Each session also offered quizzes and discussions about food topics such as fibre, fat, fruits, vegetables and balanced diets. It was difficult to get through the amount of theory recommended

From students' mouths —here are a few comments:

'I got to try foods I have never heard of.'

'I learnt that healthy foods can be tasty.'

'My family never sits down to dinner like this—it's fun.'

'I made that raspberry loaf on the weekend.'

'Hey this is good, is it really good for me?'

'The Need for Feed program is very important. We are learning cooking skills, trying new foods and finding out all about diabetes and other diseases that are related to food.'





in the program as our students are quite slow workers in the kitchen. However, we managed to highlight the main points and took the opportunity to discuss things informally whilst students were eating or cooking. They did get to keep their booklets with their notes and recipes.

The final evening of the course was a graduation when students cooked a dinner for themselves and sat down to a formal meal in the dining room. After dinner, Michelle Jones from Diabetes Australia–Queensland presented students with a certificate of participation and a 'goodie' pack containing a shirt, various utensils, and food items. This was a terrific evening. The students worked together to ensure their meals were ready on schedule so they could sit down at the same time. (If I do the program again I think I will do a brief information session on table manners.)

Another highlight of the program was the 'cook off'. Two students were selected to participate with students from other Brisbane schools that offered the program. Held at Jamie's Ministry of Food, Ipswich, our two students made mint pea and feta risotto and baked apples. They did themselves and the school proud. A fabulous opportunity for them.

The *Need for Feed* program was definitely a success: the principal and deputies visited at various times and were suitably impressed with the high standard of work; parents regularly popped in to see what was on the students' menu for the evening; the cleaners would often stop by early to see if there were any leftovers; and most

importantly, the students kept coming back each week and are still asking when the next program is happening!

Would I do it again? Absolutely! Would I recommend it to other home economics teachers? Absolutely!

The *Need for Feed* program was a wonderful experience for me and the students. Students enjoyed themselves; they picked up new knowledge and facts, learnt lots of new skills and got to eat tasty and nutritious foods. They even wrote a few articles for the school newsletter. The program is clearly written and easily followed; there is some flexibility in it that allows facilitators to make adjustments to suit their students. The recipes were easy to follow and even though not every student liked every food dish, they all tried and tasted them and could clearly articulate their opinions. The program does require facilitators to put together a list and go shopping, but nowadays with online ordering and home/school delivery, it's an easy job.

I hope Diabetes Australia–Queensland can keep funding this program because I know that I would like to offer it again at Ipswich SHS.

Sue Booth

Ipswich State High School



Cooking classes for secondary school students

An update from Diabetes Australia-Queensland on the *Need for Feed* program

After a successful pilot program, Diabetes Australia-Queensland is on the lookout for Queensland high schools and facilitators to participate in the Need for Feed cooking program over the following four years. Programs are commencing immediately, so if you would like to get involved please contact Diabetes Australia-Queensland for further information.

About the 2010/2011 pilot program

During 2010 and 2011 Diabetes Australia-Queensland, with the support of the Queensland Government, ran the *Need for Feed* pilot program. The program focused on improving participants' food preparation and cooking skills, basic nutrition knowledge, and attitudes and behaviours associated with healthy eating.

The pilot program was available to state schools in the south-east corner of Queensland. Eleven schools participated, with some offering the program over five mornings in the school holidays, others over five Saturday mornings and others as an 8-week after-school program. The emphasis was on empowering young Queenslanders with skills that enabled them to prepare and cook healthy food for themselves and others.

The course aimed to create an ambience of 'we want to learn this'; 'we can learn this'; 'I enjoyed learning this'. Throughout the program, students worked independently, in pairs and in small groups within a spirit of collaboration and support for each other.

The recipes chosen used 'everyday' foods that participants could and would like to eat at home, and that would fit within most household budgets. At the same time, the recipes and approach were chosen to extend the students' repertoire of foods and to illustrate how everyday cost-effective foods can taste great and look appealing when plated up.

The program commenced with relatively simple food preparation and cooking skills, with related development of nutrition and food concepts. Learning built to the final week when each student cooked one of the three 'Chef's Choice' recipes that demonstrated their strengthened skills base and confidence in cooking. One of those Chef's Choice recipes is reproduced as part of this article.

The pilot program was finalised with the grand finale at Jamie's Ministry of Food, Ipswich. Two students, their parents and the facilitator from each school were invited to attend the event held over two sessions. The grand finale provided students with the opportunity to showcase their learnt skills to their parents and to fellow Queensland students. Students tackled recipes such as risotto with chopped salad, and baked apple, and were awarded certificates and goodie bags.





Program report

The pilot program report has been finalised, with the key achievements in regard to program satisfaction and change in students' knowledge and behaviours being as follows:

- All facilitators rated the program from excellent to good and would be happy to run it again.
- All students rated the program from excellent to good.
- The parental feedback received highlighted the importance and value of such a program.
- There was an increase in students' knowledge of fruit and vegetable guidelines.
- There was an increase in students' confidence in how to cook and the number of students cooking each week.
- There was a very small increase in students' fruit and vegetable intake.
- There was a small decrease in the amount of sugary drinks and junk foods being consumed.

Feedback from students

- *'I enjoyed cooking, eating and most of all, having so much fun.'*
- *'I enjoyed cooking different things that were unique, healthy and tasted great.'*
- *'It was a great experience and I would love to do it again.'*

Further rollout of the program

Diabetes Australia–Queensland is excited to announce the continued rollout of the cooking program for schools throughout Queensland with ongoing funding to 2015. As with the pilot, the classes will be held within schools outside of school hours—on weekends, school holidays or after school.

The number of schools that will be involved over the following four years is reflected by the funding, and will consist of:

- 2011/2012 – 16 schools
- 2012/2013 – 42 schools
- 2013/2014 – 42 schools
- 2014/2015 – 20 schools

Each program will have 15 to 20 students (in the pilot it was up to 15) which will increase the number of students that will be reached by the program.

The program uses a hands-on approach to cooking to expose students in Years 8 to 10 to a variety of basic skills involved in preparing and cooking a range of snacks and meals from scratch and improve students' nutrition awareness and attitudes towards healthy eating. The program aims to provide a complementary experience to the existing Home Economics curriculum, and allows the participants to further develop those life skills that can be shared with their family and friends in a safe, supportive and familiar environment.

Programs are commencing immediately and will consist of a total of 20 hours of lessons. Each student is asked to pay a small contribution fee of \$20 to help cover some of the costs of the program; however this may be negotiated if it deters or excludes students from participating.

The program will be rolled out using different delivery formats:

1. Cooking classes run over five days during the school holidays (each session 4 hours)
2. Cooking classes run on a weekend over a 5-week period (each session 4 hours)
3. Cooking classes run after school for 8 weeks across the school term (each session 2.5 hours)

The program will provide all students with an opportunity to develop their cooking skills with the guidance of qualified staff, making the cooking experience both safe and enjoyable for students. Our aim is to recruit qualified teachers or health professionals to be the course facilitators to provide a quality experience for all participants. A teacher's assistant will also be recruited to provide additional support in the delivering of the classes.

If you are interested in participating in the program as a course facilitator or know of a school that may be interested in running the *Need For Feed* program please advise Diabetes Australia–Queensland by contacting Rachel Latimore, Project Coordinator at rachel@diabetesqld.org.au or 07 3506 0948. Teachers, health professionals and teacher assistants who facilitate these cooking classes will receive payments for their time working on the program. The Department of Education and Training has expressed their support for teachers to participate in this initiative.

Rachel Latimore

Project Coordinator
Need For Feed program

NEED FOR FEED

One of the
Chef's Choice recipes

Sweet paprika chicken served
on a bed of pumpkin with rosemary
potatoes and green beans

Serves: 1
Preparation time: 20 mins
Cooking time: 10 mins

1 Collect ingredients

Spray oil

- 1 small chicken fillet
- 2 tablespoons olive oil
- ½ teaspoon paprika
- ½ teaspoon ground turmeric
- 1 clove garlic
- ¼ lemon

Vegetables:

- 1 piece pumpkin (70–100 g)
- 3–4 small washed potatoes
- 8–10 green beans
- 1 sprig rosemary
- 1 teaspoon margarine
- Cracked pepper

2 Collect utensils

- Measuring spoons
- Board
- Cook's knife
- Grater
- Small flat dish (big enough for chicken fillet)
- Small to medium non-stick frypan
- Small baking dish
- Tongs
- Shallow microwave container
- Small bowl
- Masher
- Spoon

To serve:

- Dinner plate
- Knife and fork

3 Preparation

- Pre-heat oven to 180 °C.
- Peel and finely chop or crush garlic.
- Wash lemon and finely grate lemon rind.
- Peel pumpkin, remove seeds and chop into 5 cm pieces.
- Wash potatoes and cut in half lengthwise.
- Wash and trim beans.

4 Method

1. Spray baking dish with oil, place potatoes in dish and spray potatoes. Lay sprig of rosemary across the potatoes. Bake in oven for approximately 30 minutes until potatoes are soft.
2. Combine olive oil, paprika, turmeric, garlic and lemon rind in a small flat dish.
3. Add chicken fillet and coat both sides. Set aside to stand for at least 10 minutes.
4. Place pumpkin and green beans in a microwave container with a small amount of water.
5. When the potatoes have been cooking for approximately 15–20 minutes, begin cooking chicken and other vegetables.
6. Spray frypan with oil and heat.
7. Cook chicken until browned on one side.
8. Turn over and cook the other side until the chicken is cooked through.
9. Whilst chicken is cooking, cook pumpkin and beans in microwave on high heat for 3 minutes or until tender.
10. Transfer pumpkin to small bowl and mash with ½ teaspoon margarine and cracked pepper.
11. Serve when all elements are cooked.

To serve:

- Spoon mashed pumpkin on to serving plate and top with chicken.
- Arrange potatoes and beans alongside the pumpkin and chicken.





Walking the ICT talk

—A P.S. from presenter

LOUISE BORG

Some ICT food for thought for the holidays

After what was a successful second half of 2011 presenting the professional development workshop *Walking the ICT talk*, I thought it would be apt to revisit some of the wonderfully engaging ICT tools that I find useful in my classes, and that should be readily available to use in your classrooms. I have responded to things that I hear quite often when teachers are using or thinking about using digital technologies with their students.

I want to create my own video

Louise recommends **Animoto**
www.animoto.com

Animoto is a free online software tool that is simple to use if you want to create professional-looking presentations from photographs and/or videos. They take only a matter of minutes to create and look as though it has taken much, much longer. This is a personal favourite of mine!

I want to create an online survey

Louise recommends **SurveyMonkey** and **SurveyBob**
www.surveymonkey.com
www.surveybob.com

You've no doubt heard of SurveyMonkey, but SurveyBob is another online survey I like to use. It's user friendly and great for students when creating polls for assignments.

I want to inspire students to design their own garments and to sew

Louise recommends **Burda**
www.burda.com

This is a great site to inspire students to create, sew and learn new skills. You will find mini tutorials, user patterns, tips, upcoming trend alerts, and patterns from Burda magazine.

I want my students to have individual tuition to catch up on a range of basic sewing skills

Louise recommends **Threads Magazine**
www.threadsmagazine.com/teach-yourself-to-sew

This is a great site for students to take control of their learning and practise their skills.

I would like to be able to share photos with my students online

Louise recommends **Flickr** and **Photobucket**
www.flickr.com
www.photobucket.com

This is an easy way for students to have access to photos, for example for assessment purposes. All they need to know is your username or url (www). It is a simple way to have access to photos without relying on a school system or needing to individually email students.

I want my students to be able to make online moodboards

Louise recommends **Polyvore**
www.polyvore.com (WARNING... this is seriously addictive!)

Polyvore is a great tool for students to create online moodboards using text and images. Retailers upload images of fashion items and the drop and drag canvas means users can create looks that can be printed and used by students in design briefs.

I hope that some of these sites come in useful as you move towards finding simple yet effective ways to incorporate technology into the lives of your home economics students.

If you have any useful sites that you can recommend and are happy to share, please email them to heiaq@heia.com.au and we will share them through HEIA's newsletter, *InForm*.

Louise Borg

Presenter, *Walking the ICT talk*



Use Of Digital Technologies

in Year 9 multimodal assessment



2011 has been a year of starting afresh and embracing new opportunities for me, including starting in a new school, adapting to the constant use of laptops in the classroom, and trying to understand and implement a new senior syllabus. It is within this spirit of embracing the new that I have embarked on my journey towards the effective use of digital technologies (sometimes referred to as Information and Communication Technologies (ICTs)) within classroom learning and assessment.

I am currently teaching at John Paul College, an education facility rich in technology. As such, it is prudent that digital technologies play an integral role in students' learning experiences and assessment.

This year, I attended the HEIA(Q) *Walking the ICT talk* workshop. I also commenced working with the 2010 Senior Home Economics syllabus, which incorporates multimodal responses as a form of assessment. Plus of course, the Australian Curriculum has as one of its general capabilities the use of Information and Communication Technologies (ICTs). As a result, I decided to focus the assessment and pedagogy of an upcoming Year 9 unit around ICTs and multimodal responses in order to start preparing the Year 9 students for multimodal responses as a form of assessment in Senior Home Economics. The Year 9 unit was a multicultural foods unit.

Snapshot of the multicultural foods unit

Unit context

Students at John Paul College come from diverse backgrounds. The multicultural foods unit was developed in order to facilitate students' awareness of the differences in societies, cultures and food choices around the world, thus enabling them to make meaningful connections with their peers and in future global liaisons. The unit provides ideal opportunities for students to use digital technologies to access and communicate information and for them to provide evidence of their learning via a multimodal response.

Assessment

The assessment task asks students to research a country's food culture and its influence on Australian culture and cuisine and present a multimodal presentation to their peers about their findings.

How the unit was delivered

The unit was taught with the commitment to delivering unit content and learning experiences through digital technologies to facilitate and develop students' knowledge, understanding and skills with regard to ICTs and multimodal responses. This was done to ensure students had a repertoire of skills from which they could draw in order to create their multimodal response. The focus of the unit was not the technology itself. The technology was merely the vehicle used to access and deliver information, enabling students to both collect information with ICTs and communicate with ICTs.

So that the technology did not overrun the global aims of the unit, the assessment task and the digital technologies aspect were addressed at the beginning of the unit. I created and showed students a detailed PowerPoint about digital technologies. The PowerPoint was used to identify the technologies that would be used in the unit, explain how to access and use them, provide an example of each of them, and provide some suggestions for how they could be incorporated into a multimodal response. I was able to briefly go through the opportunities available to the students and widen their perception of multimodal responses. Students were given access to the PowerPoint and could refer back to it at any time in the unit—in short, it was their digital technologies instruction manual.

In order to steadily develop students' ICT skills, digital resources were incorporated into learning experiences and homework tasks throughout the first weeks of the unit. For example, instead of students writing a paragraph to explain what multiculturalism is, students were invited to define multiculturalism using either a Voki (a speaking avatar), a Tagul (an interactive word cloud) or an Animoto clip (video of images, text and sound). Prior to setting students the task, each of these technologies was briefly explained again and students had access to the Digital Technologies PowerPoint in order to assist them with the tools.

Students found this quite engaging as it offered differentiated styles of communicating their responses and was fun. They particularly enjoyed the Voki and have since been sending me messages via the avatars they create. The key to ensuring successful use of digital technologies was demonstrating the use of the technology and selecting tools that were simple for students to use. When students

Noteworthy resources used

Some resources that I found useful in delivering this unit include:

Prezi <http://prezi.com/index>

Prezi can be used to create interactive presentations using a mindmap layout and paths to connect each section of the mindmap. It offers the ability to embed media and YouTube clips and is quite simple to use.

Tagul <http://tagul.com>

This is an interactive word cloud in which users are able to click on words that are automatically hyperlinked to a definition. Good for providing a visual overview of the issue/topic.

Voki <http://www.voki.com>

Voki creates a speaking avatar with the option to add text for a computer to vocalise or record your own voice and use that.

GoAnimate <http://goanimate.com>

GoAnimate allows users to create an animated scene with audio. Quite easy to use, especially if a sample setting is used.

Animoto <http://www.animoto.com>

Animoto is an online tool to create an interactive video using a theme, images, audio and text. It is free to create a 30-second clip; however, there is a charge to produce a longer clip.

PhotoStory <http://www.microsoft.com/download/en/details.aspx?id=11132>

This program can be used to create a video using images, labels, audio and voice recording. It is particularly useful to document the design journey.

MovieMaker <http://explore.live.com/windows-live-movie-maker?os=other>

MovieMaker creates movies using images, audio and video clips. It allows users to edit the length and properties of each media item.

Wix <http://www.wix.com>

Wix is a free 'Flash' website builder with thousands of Flash design templates and layouts to create a website. Very easy to use as it offers a variety of templates and is easy to embed images and media into the site.

Glogster <http://edu.glogster.com>

Glogster allows users to create interactive online posters or glogs (graphical blogs) that allow text, images, audio and video to be used.

Dipity <http://www.dipity.com>

This is an interactive online timeline that allows text, images and videos to be embedded. This is a great tool to use to set up a self-paced online series of activities in which students need to interact with the information provided to answer tasks, then move onto the next section of the timeline.

who were initially reluctant to try certain tools watched a demonstration of creating the response or actually tried using it, they then became less sceptical and more embracing of its use.

I also used these technologies to communicate information. For example, Prezi was used to explore inequities in access to food, and then a GoAnimate animation was embedded into the Prezi to define a certain concept.

How students engaged with the multimodal response assessment task

By demonstrating to students a range of digital technologies and identifying potential uses as part of a multimodal response, this opened up new possibilities for students. Where initially they had simply thought they would use PowerPoint, they then considered linking together technologies to create an engaging multimodal response. For example, in creating a television program as their response, they used Animoto to create the opening title sequence to set the mood, videos of themselves and others presenting the information, PowerPoint slides as images of information and key points throughout their video, and GoAnimate to create a small animation to include in their video.

Many students were particularly impressed with Prezi and used it as part of their assessment. They have since transferred this experience with Prezi and have applied it

to another multimodal assessment in a different subject. Some have discovered how to video their laptop screen whilst clicking through the Prezi and record their voice at the same time. The end result is a video in which the student is discussing their issue and using Prezi to highlight the key points.

My reflections

As I embarked on this digital technologies journey, it was important to remember that students are digitally literate, even more so than I. The infusion of digital technologies within the curriculum requires a collaborative approach in which students and teachers share their experiences in order to enhance their capabilities. There is nothing wrong with not knowing all the answers as there is usually someone in the class who has a suggestion. When I saw these new and improved Prezi videos, I was amazed at how the students actually created them as I did not know it was even possible. I was even more enthused by their initiative to extend their skills and independently find new ways and tools to improve. The use of digital technologies and multimodal responses in the curriculum truly offers a range of opportunities for students and teachers.

Rosie Sciacca

John Paul College, Brisbane

FoodChoices—A few

At the recent *FoodChoices* workshops conducted in Queensland, participants have commented on a few things about which they were unaware when using *FoodChoices*. Some of these are outlined below.

Pea not peas, bean not beans

Foods are entered in singular, not plural so if you type in peas, or other plurals, *FoodChoices* will not recognise the food.

Spelling problems

Some foods are a bit tricky in their spelling, especially for students. Just type in the first few letters and the computer will do the rest e.g. typing 'avo' brings up avocado, 'mand' will bring up mandarin. This can be useful when typing in brand names e.g. typing 'weet' will bring up Weet-bix and avoid problems of knowing whether or not there is a hyphen in it.

Fast foods

There is a wide selection of commercial fast foods such as McDonalds, KFC, Pizza Hut etc. in the database. Just type in the brand name and all the products will be listed. Try typing a few options into the same meal plan. Then click on one at a time by selecting the selector button to the left of the food. Once that food is highlighted, the analysis pane only shows the analyses for that food. Have a quick look at each and see how they compare.

The other way to do a quick comparison is not to highlight the food, but in the analysis bar, click on any one nutrient and the amount of that nutrient in each of the foods will show up alongside the food. So you can immediately see how much, for example, saturated fat is in each of the fast food options, then sodium etc.

Don't forget the samples

The samples (click on Samples in the navigation pane on the left of the screen) are there as teaching resources so that all students have the same data on screen without having to type it in themselves. Students can practise analysing the data, developing graphs etc without first having to enter all the data themselves (time consuming).

Making changes

In trying to balance a meal, students might be tempted to delete a food. It might be better to just reduce the quantity to zero in case they change their minds and want the food back in again (saves typing it in).

Finding a food rich in a nutrient

Click on the Query button (right hand yellow icon in toolbar). Click the tab 'By weight' and select the nutrient in question. The foods (thousands of them) will probably come up listed alphabetically. Click '100g' at the top of the columns and the foods will be rank ordered according to weight of nutrient in the food. Click again to get it from highest to lowest. When you have finished, click the query button again.

Entering new foods

Remember that you can enter a new food if there is a commercial food on the market that you use and it is not in the database (there are heaps of commercial foods in the database already). You can enter the data from the nutrition information panel, but that is limiting and skews your data for other nutrients as there are usually only a few nutrients listed on the label. Try going to the internet and getting a full analysis from the food company.

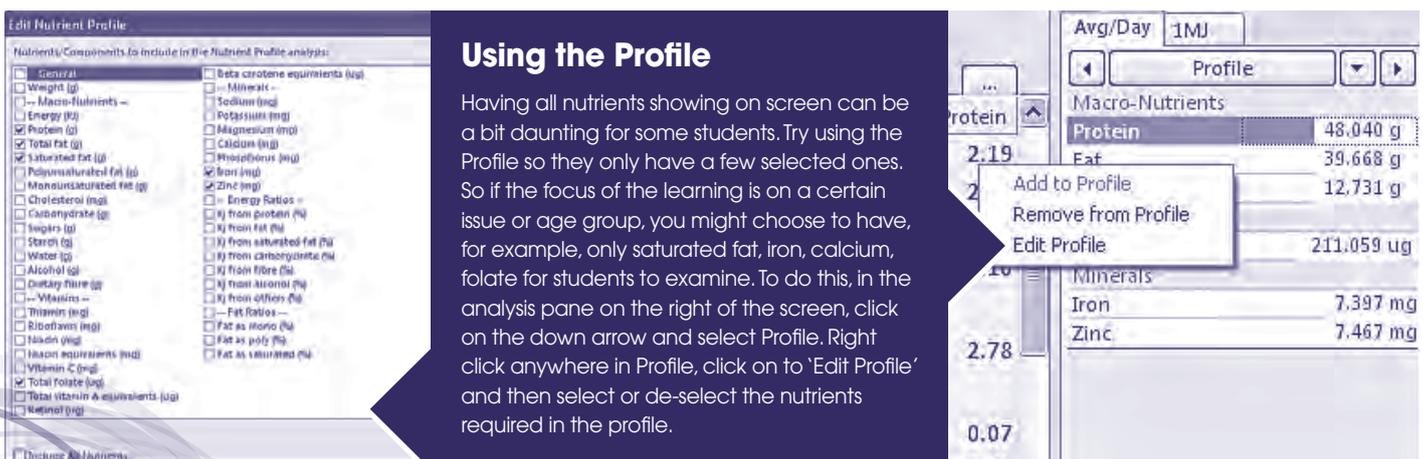
Yes, *FoodChoices* does work on a Mac

You can run *FoodChoices* on a Mac using other software and there are different products available to do this. One is Boot Camp (included with the Mac), which allows you to install Windows in a separate partition and to run it instead of the Mac operating system. As this defeats some of the advantages of having a Mac, a better option is to create a virtual machine on the Mac using software such as Parallels (<http://www.parallels.com/au/>) or VMWare Fusion (<http://www.vmware.com/products/fusion/overview.html>).

PS from Jan Reynolds: I have had *FoodChoices* on my Mac ever since I bought the Mac. I use VMWare Fusion and have no problems at all (Boot Camp sounded a bit technical for me, installing Windows in a separate partition). VMWare Fusion also enables me to use other programs.

Janet Reynolds

FoodChoices workshop presenter



Using the Profile

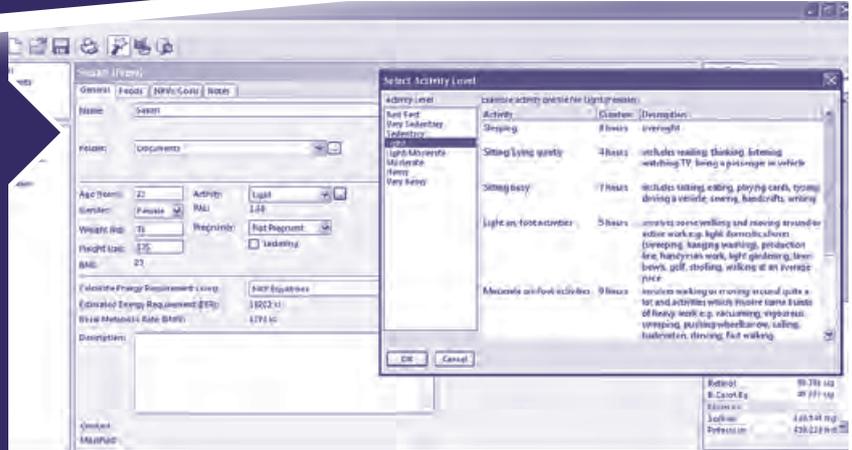
Having all nutrients showing on screen can be a bit daunting for some students. Try using the Profile so they only have a few selected ones. So if the focus of the learning is on a certain issue or age group, you might choose to have, for example, only saturated fat, iron, calcium, folate for students to examine. To do this, in the analysis pane on the right of the screen, click on the down arrow and select Profile. Right click anywhere in Profile, click on to 'Edit Profile' and then select or de-select the nutrients required in the profile.

tips for

new users

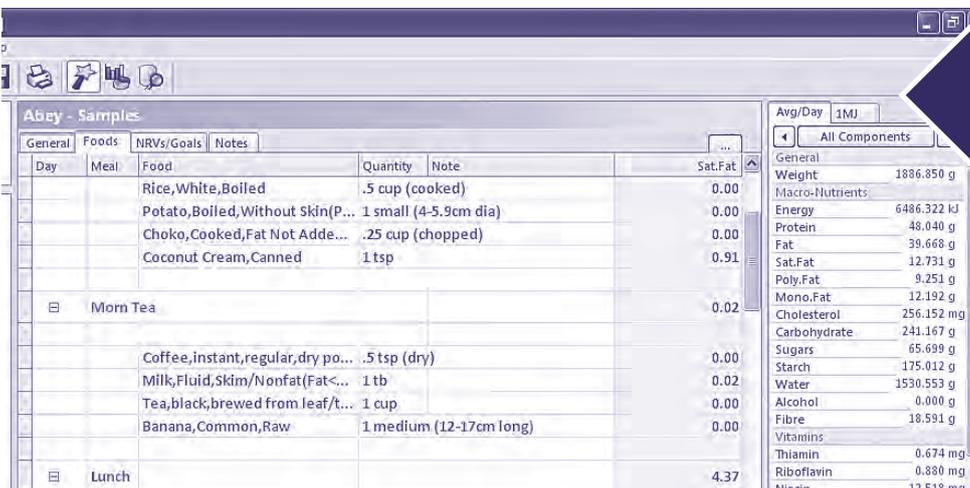
Activity levels

When entering your personal data, the program asks you to enter your activity level. Obviously if you don't get this right, it will skew your results. If you are not sure what each of the activity levels mean, click on the ellipses alongside where you enter the activity level. It will give you a profile of what each one means in terms of typical hours sleeping, sitting quietly, sitting busily, light on-foot activities, moderate on-foot activities, strenuous activities and very strenuous activities, and examples of each of these. You need to enter your gender into the personal data prior to doing this.



Seeing where the fat is, or where any other nutrient is

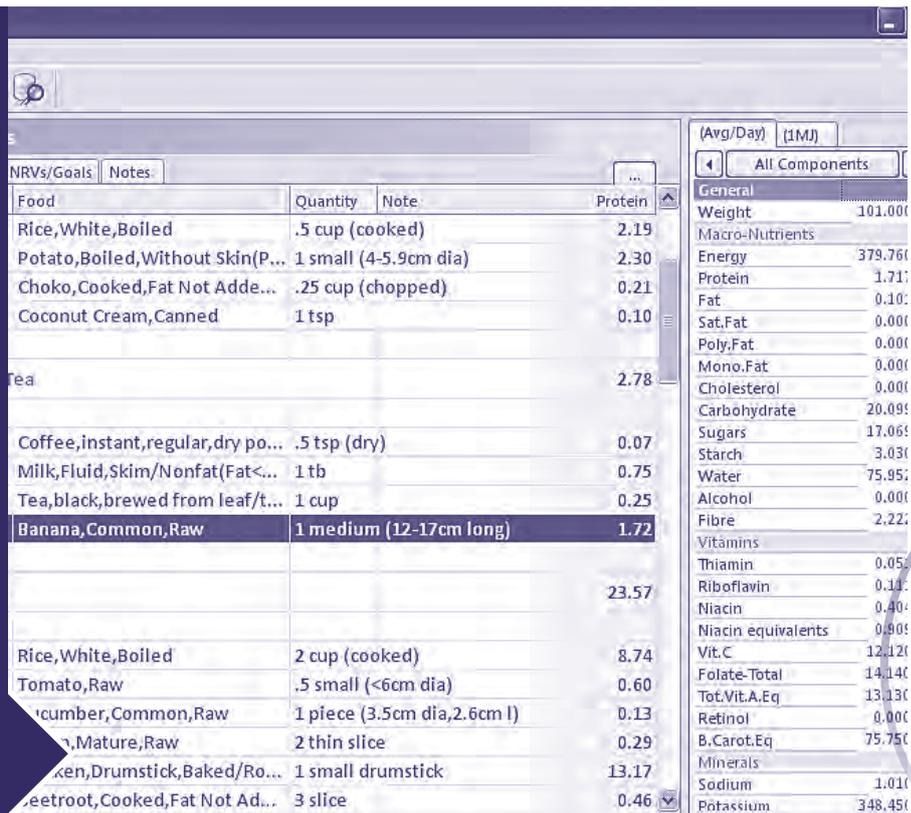
When trying to balance a day's meal plan, it is useful to know just where certain nutrients are hiding, especially when we are trying to decrease the amount of that nutrient in the plan. In the analysis pane, click on the nutrient in question. The amount of the nutrient in each food will then be shown on the right hand side of the main grid.



Analysing a single food or a set of foods

If you wonder what is in a particular food, what it is contributing to the overall meal plan, click on the left hand selector button adjacent to the food in question and the analysis pane will show only the nutrients in that food. A good wake-up for students is selecting one fast food and then clicking on RDIs in the analysis pane and seeing what the fast food contributes to the RDI.

Similarly you could select a set of foods such as breakfast. Click on the selector button next to the first food and drag down over the foods you want to select. Then you could, for example, go to the analysis pane and see the RDIs for this set of foods. Great for 'Breakfast' activities when students can see what percentage of their RDI has been met by breakfast. It is also an idea to ask students to enter all their snacks as one set when they type in their daily food intake—they can then scroll down over the snacks and see the contribution to RDI, or amount of energy, fat etc. in this set of foods.



THREADS 2011

www.trybooking.com/14754 - \$10 ticket - asas - hpe



fashion parade - years 9-12 - 6:15 for 7:00 start

Heart & Soul

MONDAY 10 OCTOBER

Threads

Celebrating the achievements of home economics students

at All Saints Anglican School

THREADS is the middle and senior school combined fashion parade and awards night when students present the garments they have designed and constructed in response to the range of design challenges offered in the Home Economics course of study. As an event, THREADS has grown and we now have an audience of over 500 attending the evening. The Health and Physical Education Centre is transformed by a catwalk and media screens that allow the students to watch the parade while they wait for their sections.

Sustainability has shaped the context for a number of design challenges in 2011. The Year 11 students have embraced this concept in the 'Discarded to Divine' design brief. Responses see students creating beautiful, practical and contemporary designs from table cloths, curtains and remnants found at home or charity stores. The aim is to reduce unnecessary landfill and repurpose discarded items. Madison Dover (Yr11) designed and created a stunning wearable art entry for Green Day 2012 from an old red sheet. Ellie Morley (Yr11) transformed a 1941 silk parachute and 1960s retro table cloth, purchased for \$12 from a charity store in Roma, into an edgy two piece.

Students from Year 12 whose Australian Wool Awards entries were selected for the presentation evening at the Sydney Royal Easter Show are also presented to the school community at Threads.

Year 12 students have the opportunity to enter an independently designed mini collection. Six students entered collections this year, with the winning collection judged and announced on the evening by the director of the Academy of Design fashion school. Other student awards presented on the night include Student Designer of the Year, Most Outstanding Eco Designer, Spotlight Encouragement Awards and, of course, Student Collection. Local businesses sponsor the awards and provide prizes.

The journey from design challenge to research, fashion illustrations and trade sketches, pattern selection and development, cutting and construction reach their goal at Threads—a night of celebration.

Jill Shehab & Skye Daniel

All Saints Anglican School

School:	All Saints Anglican School
Event:	THREADS
Aim:	To celebrate the achievements of all home economics students
When:	October, Term 4
Where:	Health and Physical Education Centre
Year levels:	9-12
No of students:	150
Number of garments:	230 APPROX





Conference



heia

Home Economics Institute of Australia Inc.

The HEIA(Q) 2012 state conference
has been booked for

Saturday 11 August 2012

at the

BRISBANE
convention
& exhibition
CENTRE

South Brisbane.

*Hope to see
you there!*

If you are interested in being on the conference
organising committee, please let the HEIA(Q)
Committee of Management know as soon as
possible by emailing heiaq@heia.com.au



Manna Tours

A week living in a Tuscan villa with daily tours to enjoy the local culture, food and wine, with:

- cooking classes in the homes of the 'Italian Mamas'
- a week in sun-drenched Sicily.

2012 Food & Wine Tour of Italy

Cost

\$5250

plus airfares (airfare depends on time of booking)

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

Dates

There are two tours. They leave Brisbane

Monday

14 May
2012

(20 days)

Saturday

2 June
2012

(20 days)

The tour will spend a week in magical Sicily and then travel to a rural villa in Tuscany for a week, taking in some other areas of Italy on the way. These rich, cultural, food and wine experiences include cooking classes in Sicily and Tuscany, visits to wineries, specialised food places (balsamic vinegar production, butcher shop, cheese production, olive oil, meat curing) and an opportunity to wander and shop in local villages.

Experience
the real food and
culture of Italy

Interested?

Please contact Helen Keith to express your interest in joining the tour, or to obtain a full itinerary with details or information on other tours.

Helen Keith

Email: hkeith1540@bigpond.com

Tel: 07 4095 2230 or 0417 199 529

Wallumbilla State School

About Wallumbilla

Wallumbilla is in the Warrego District of Queensland, located 600 kilometres west of Brisbane on the Warrego Highway. It is near the major centre of Roma, which is 40 kilometres west of Wallumbilla. Wallumbilla is a rural community based on the farming of crops such as wheat, sorghum, chickpeas and mung beans and the grazing of beef cattle. Many students live on rural properties and catch buses into town daily to attend school.

Within the township of Wallumbilla there is a post office, general store, police station and pub. For shopping and banking, we usually travel to Roma. However, our town is changing in dynamics because of the coal seam gas coming into the district. The population has increased with these workers and, as such, the town has seen the building of new houses, a cabin park and a temporary donga style accommodation set up behind the local pub.

About Wallumbilla State School

Wallumbilla State School is a small government rural school offering an education to students from Prep to Year 10. The school has a total enrolment of 99 students at present, 64 in the primary school and 35 in the secondary department. Most year levels from Years 8 to 10 only have, on average, ten students.

The school offers the traditional range of key learning areas from Prep to Year 10 (English, Mathematics, Science, Studies of Society and the Environment, Health and Physical Education, Information and Communication Technologies, The Arts, and Languages other than English (LOTE) (French) and has a range of electives that includes Home Economics, Agricultural Science and Industrial Technology and Design from which secondary students choose. Students typically attend composite classes—for example, Prep/ Yr 1—during their primary years of education and then move into single year level classes for their secondary years. Some elective subjects in the secondary years may have multi-year level groups.

The staff are currently a mix of experienced teachers and those who are early in their teaching careers. They all bring a unique set of skills and passions to their classrooms on a daily basis. All staff strive daily to develop our students as 'learners for life'. We have a total of 23 staff: five primary school teachers, six high school teachers with the remainder being our auxiliary staff of teacher aides, office managers, cleaners and a grounds person.



Year 8 parent morning tea and the goodies the students baked



Students on excursion at a restaurant kitchen



Year 9 and 10 students on excursion outside the 5-star restaurant



Jo Wills with the Year 10 class in the kitchen

About Home Economics at Wallumbilla State School

Home Economics is available to students in the secondary department. During Year 8 all students study Home Economics for a term. Home Economics is then offered as an elective in Years 9 and 10. Needless to say, with 35 students in total in Years 8–10, I am the only home economics teacher at the school. Currently, I have five students in Year 9 Home Economics and five students in Year 10 Home Economics. Home Economics content is taught through Food Studies and Textiles units.

For many years before this year, I was able to offer Home Economics to the Year 6 and 7 class. I would have them for a double lesson (80 minutes) each week and we did six months of simple sewing tasks and six months of cookery. This was an excellent springboard into secondary studies and was highly anticipated by all students. With Languages Other Than English and the core subjects being allocated more time, I sadly no longer have these classes. This is disappointing for those students who excel in practical situations.

As I am the only home economics teacher at Wallumbilla State School, I am therefore responsible for the curriculum, budgeting/running of the department and teaching the subject. I have lived in Wallumbilla for 21 years and taught at Wallumbilla State School for 13.5 years. This was my first teaching position after I graduated from Brisbane College of Advanced Education, Kelvin Grove. During my first years of teaching I completed a Bachelor of Education externally through Queensland University of Technology.

Promotion of Home Economics

The following are typical of what I do to promote Home Economics:

- At the end of each Year 8 cookery term I invite parents and grandparents into the Home Economics classroom to watch the students cook and then have morning tea hosted by the students and myself.
- I regularly write 'Home Ec Happenings' segments for the school newsletter to make the community aware of what we have been doing in the classroom.
- I encourage students to enter local health and cookery contests. I make sure I publish the results in the newsletter. This year, my students have won places in the local Country Women's Association cookery contest, the local show and a 'Make Me Drool' competition, run by the school health nurse.
- I ensure that students participate in an excursion to a 5-star restaurant in Roma to look through a commercial kitchen, talk to the chef and wait staff, and order and eat at the restaurant. A first-time experience for many students. This excursion demonstrates the exciting world of hospitality to students.
- I promote Home Economics as a valuable life-skill subject, exposing the students to possible careers and ensuring they participate in extra-curricular activities and excursions.

Opportunities for professional development

As I am a member of HEIA, I always know when professional development is coming up. My principal is supportive of me attending home economics workshops. It is fantastic that they are available to us in our region. Attendance is low compared to other regions, typically eight to ten participants, but we all come enthusiastically from many miles around into Roma. Participants drive into Roma from centres such as St George (200 km), Miles (140 km), Mitchell (90 km), Taroom (230 km), Chinchilla (190 km) and Wallumbilla (40 km) to attend the workshops and network with other teachers.

What is fabulous about Home Economics at Wallumbilla State School?

Everything is fabulous, especially the enthusiasm that students show for making and creating various items. However, if I could change something at the school, it would be that more students take Home Economics and that the exciting opportunities of Hospitality and Home Economics were more valued in our school by staff and students.

How is Home Economics perceived?

Unfortunately, I feel that the perception of Home Economics has changed over the years that I have been teaching. Once the skills of being able to feed and clothe ourselves was a highly valued skill, particularly in a rural community. However, now that the mining and gas industry is taking hold in our district, students are choosing Industrial Technology and Design over Home Economics so that they can gain appropriate skills and go into high-paying jobs in the mining and gas industries. Speaking to the students who currently study Home Economics, there is a feeling that they have learnt how to plan and make nutritious, healthy meals that will be invaluable when they have to live on their own. They are also glad that they can fix and alter textile garments if necessary.

Jo Wills

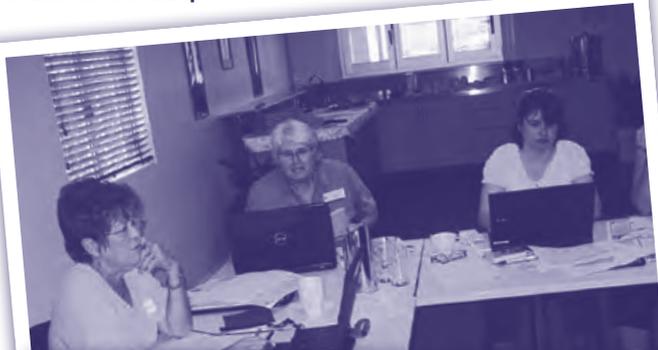
Wallumbilla State School

HEIA(Q) 2011

Professional development program

A frenzy of activity as 17 HEIA(Q) workshops go north, south and west

Townsville workshop



Term 4 has seen a frenzy of activity in Queensland as the Queensland Division of the Home Economics Institute of Australia surged towards the finishing line to complete its 2011 professional development program. In October and November, Dr Janet Reynolds and beginning teacher Louise Borg facilitated 17 workshops across Queensland.

What happened where?

There were 11 *Walking the curriculum talk* workshops, held in Brisbane North, Brisbane South, Brisbane West, Cairns, Gold Coast, Mackay, Rockhampton, Roma, Sunshine Coast, Toowoomba and Townsville. Four regions also offered the *Walking the ICT talk* workshop—Cairns, Mackay, Roma and Townsville—with these regions also choosing to hold both the curriculum and ICT workshops on the same day, making it a full-day program. Two regions that had offered their ICT workshop in Term 2 chose to also finish the year with a full-day program, so combined *Walking the curriculum talk* with *FoodChoices*.

Unfortunately the Wide Bay workshop was postponed due to low registrations, only to find out on the day that an extra five people turned up to the workshop but their school had not submitted their registrations. The Wide Bay workshop will be rescheduled for 2012 in liaison with coordinator Mandy Lindsay.

Interestingly, three of the regions chose a Monday (and not a student-free day) to hold their one-day programs, with excellent attendance at all three. Other regions chose to hold their one-day programs on a Saturday and others chose to hold after-school workshops. The regional coordinators advise the most appropriate timing for their region.

These 17 workshops complemented the 7 workshops offered in Term 2, making a total of 24 workshops during the year. Nine regions offered two workshops and two regions offered three workshops across the year (Well done, coordinators and professional development manager, Denise McManus). Attendance at the workshops in 2011 has been very high with a total of 449 participants at the 24 workshops—an average of 19 people per workshop. The highest number was 35 at Rockhampton, and the lowest was 8 at Roma—however, as a percentage of people in the region attending, Roma probably had the highest ratio with participants travelling from St George (200 km), Miles (140 km), Mitchell (90 km) and Wallumbilla (40 km) to attend the workshop held at St John's School in Roma.

How did the program go?

Attracting 449 participants is a great recognition of HEIA(Q)'s contribution towards the professional learning of teachers. But were the participants happy with the workshops? It seems so. 268 participants submitted evaluations and, across all 24 workshops, there was an average rating of 4.40 on a 5-point scale. This includes the five workshops facilitated by HEIA(V) member, Leanne Compton. Out of the 268 evaluations, only one person rated a workshop as '2' and 15 rated as a '3' leaving 252 who rated the workshops as '4' or '5'.

Checking in from Toowoomba

Term 4. What comes to mind for many home economics teachers when this is mentioned? Verification? Exams? Stock-take? Busy, busy, busy!!! BUT, it also brought 15 ladies together to Centenary Heights State High School for a full-day regional workshop for professional development on two very relevant and important topics: *Walking the curriculum talk* and *FoodChoices curriculum resource—What's new?* And 'talk' was the order of the day with these interactive workshops, where conversation and discussion were encouraged and embraced!

The morning saw our group receive excellent units of work as resource material from Dr Janet Reynolds. These were to be a starting point for our own units. When the presenter has to tell everyone to stop working and go and have morning tea and then lunch, this is certainly evidence of the success of the morning session! Best wishes everyone, as we continue working on the units we all started, putting all aspects together in line with Essential Learnings and Assessable Elements.

After a lovely lunch (thank you Centenary Heights teachers!) we relocated to the school library and after the initial (often expected!!) computer hiccups we were off and running with new look *FoodChoices*. What a wonderful resource for teaching and exploring diets, food and nutrition. All we need now is more time to experiment with the basics that Jan took us through. A very worthwhile teaching tool for your school; look into it if you haven't already!

Finally, thank you Jan for your ongoing dedication to Home Economics and keeping us up-to-date with all the latest developments. Although we may hear stories of schools where Home Economics is being reduced in student contact hours, let's all of us be more proactive in being heard voicing our pride at the many great changes taking place in our subject and the positive impact it is having on the wellbeing of individuals, families and community. Who knows, maybe our hours will then be increased??!

Sandy Feldman

Centenary Heights State High School



Toowoomba workshop

Checking in from Brisbane South

On 17 October 2011, Clairvaux Mackillop College hosted a regional workshop titled *Walking the curriculum talk*, presented by Dr Jan Reynolds. Approximately 25 colleagues took advantage of this workshop and all found it to be very useful. Once again, Jan inspired us with her practical and helpful advice on how to improve our teaching and thus student learning.

Jan provided us with a wide range of visually-appealing and user-friendly materials that gave us something to work on. Several sample units were provided and, while giving us food for thought, also inspired us to be more creative in planning for the new directions needed in a 21st Century curriculum. A copy of HEIA's position paper *Home Economics and the Australian Curriculum* was also provided in our pack of materials. Jan explained how the information in this document could be applied to planning and implementing new units of work.

Jan encouraged us to be more political and proactive in promoting our subject within our school, furthering this by saying that the best way we can ensure our place in the curriculum is to make sure that our subject is current, innovative and indicative of the general capabilities as cited in the ACARA documents. Critical and creative thinking, ethical behaviour, personal and social competence, literacy, numeracy and ICTs were some of the capabilities we found modelled in the sample units. These capabilities should be clearly evident in our planning documents, as well as in delivery.

We thank Jan for her knowledge and expertise and the friendly, open and succinct manner in which she presented this workshop.

Sue Smith

Head of Home Economics, Hospitality and Childcare
Clairvaux Mackillop College



HEIA(Q) 2011

Professional development program

continued



Roma workshop



Brisbane West workshop

Thank you, Lorraine



Lorraine Eldridge has been regional coordinator for the Gold Coast for so many years that the HEIA(Q) Committee of Management cannot remember a time when it was not Lorraine! However, Lorraine has a number of things planned for 2012 and has decided that it is an ideal time to pass the baton. One

of her colleagues, Belinda Ingram at Trinity Lutheran College has agreed to take on the role.

Belinda has certainly had a good role model and has been able to see first hand how Lorraine has ensured that anyone attending HEIA(Q) professional development at Trinity finds it a very friendly and professional experience (and she does it with such style). Lorraine and her team at Trinity have always made everyone so welcome, spoil everyone with superb, delicious catering and at the same time participated in the professional discussions thoughtfully, enthusiastically and openly.

The HEIA(Q) Committee of Management, and no doubt the Gold Coast home economics community, thank Lorraine for a superb contribution towards the professional standing of home economics in Queensland. The Committee also thanks Belinda for taking on the role and welcomes her to the HEIA(Q) professional development team.



So what did the participants say?

Below are ten comments from the evaluation forms for each workshop that were typical of what was noted as being the strengths of the workshops:

Walking the curriculum talk

- Presenter's knowledge of curriculum and examples to be used. Presenter's pack of documentation enabled participants to 'get on' with planning. Facility quite central and easy to locate.
- Practical application of Australian curriculum at a time of year when planning for next year. Electronic resources.
- Leaving with a unit ready to use.
- Practical 'hands-on' approach. Gave us time to think, question and design. Great guidance given.
- Hand outs PLUS availability of facilitator to help with individual needs.
- Jan is an amazing speaker and fountain of knowledge. Jan is inspirational. The afternoon tea was excellent and room environment soothing.
- Innovative ideas to stimulate us. Rejuvenate thinking to improve teaching. Thanks.
- Hands on. Jan very knowledgeable/helpful. Assessment tasks given to us by Jan—the best.
- Being able to work on own unit and have Jan there to help.
- Example units (and set out) to take home with us. Good amount of time to work on our units.

Walking the ICT talk

- Great ideas. Louise gave relevant examples for use in the classroom. Very motivating.
- Enthusiasm for topic. Lots of new ideas!!
- Didn't realise that I can do this!
- Excellent range of resources.
- Excellent.
- Easy to follow. Well organised.
- Excellent to see new ideas and ways to integrate technology into the classroom.
- Amazing.
- Presenter had a very good knowledge about the ICT world and how to make Home Ec fun.
- Good knowledge by presenter for such a young age.

FoodChoices

- Well worth the time. I should know more than the students now in how to do some things.
- Just great!
- Hadn't had any hands-on with this program previously so this was fantastic.
- Hands on, not just watching.
- Step by step on the ins and outs of the program and knowledge of access to resource sheets to use in conjunction with the program.
- Great to be shown all the 'tricks'. Thank you Jan.
- All the quick and varied uses I would not have found.
- Need more time!! (but will have to practice!!)
- Loved it.
- Concise, covered topic without unnecessary asides. Jan is interesting and passionate and really helpful with individual needs and perspectives.

Thank you to the coordinators and professional development manager

In 2011 we have seen three new regional coordinators: June Robertson (Sunshine Coast), Romana Wallace (Mackay) and Mandy Lindsay (Wide Bay), plus Elyce Canning (Roma) stepped in to lend a hand whilst Kimberley Chalinor was on leave. Thank you to the new recruits and also to our ongoing coordinators: Julie Nash (Brisbane North), Sue Smith (Brisbane South), Sue Booth (Brisbane West), Jenny Walker (Cairns), Karen Vorpagel (Darling Downs), Lorraine Eldridge (Gold Coast), Derryn Acutt (Rockhampton) and Helen Wilmett (Townsville). Without the regional coordinators, the professional development offered would be very much reduced.

Denise McManus has managed the professional development program in 2011. This has involved liaising with regional coordinators and presenters, managing registrations, contacting participants with confirmations of registrations, preparing certificates and much more! And what a superb job she has done! Thank you Denise, and congratulations from everyone involved in the program—whether coordinators, participants or presenters—for being so super organised.

And, of course, thank you to the presenters

In 2011 we have had three workshop presenters, all HEIA members: Leanne Compton from the Victorian Division of HEIA, and Louise Borg and Jan Reynolds from the Queensland Division. Leanne and Louise presented the *Walking the ICT talk* workshops, and Jan presented *Walking the curriculum talk* and the *FoodChoices* workshops. As noted above, the evaluations indicated that all three workshops were very well received and no doubt the presenters are happy to know that. In addition to the time spent preparing for and presenting the workshops, all three presenters have spent a considerable amount of time in airports, aeroplanes and motels as they travelled extensively to meet the commitments of the 2011 professional development program. All presenters have 'normal' jobs—Louise teaches at Saint Aidan's Anglican Girls' School in Brisbane and Jan and Leanne work for the Education Departments of Queensland and Victoria respectively—but not in the area of Home Economics. Hence, to present at the workshops, the three presenters were required to do them in their own time, necessitating taking leave, usually recreation leave. The HEIA(Q) Committee of Management thanks these three presenters for enthusiastically and passionately giving up their time and sharing their expertise.

Time allocations for the Australian Curriculum

At the workshop about Home Economics and the Australian Curriculum conducted at the HEIA(Q) 2011 state conference, there was much discussion about time allocations, advice from Queensland

Studies Authority (QSA) about time allocations, and the implications for the home economics curriculum. This article outlines QSA's position and answers some of the questions raised at the workshop.

In July 2011, the Queensland Studies Authority (QSA) released a paper *Time allocations and entitlement—Implementing the Australian Curriculum F(P)–10*. The paper is available on the QSA website http://www.qsa.qld.edu.au/downloads/early_middle/ac_time_alloc_entitlement_report.pdf

The paper includes:

- the Australian Curriculum, Assessment and Reporting Authority (ACARA) guidelines for time allocations and required learning areas—the paper notes that, to date, all references to time allocations provided by ACARA have been described as a tool to support curriculum writers when shaping the curriculum content, and that school authorities make decisions about allocation of time for school timetabling purposes
- advice from QSA on time allocations for Queensland schools based on information available in July 2011. The advice may be subject to change and does not represent mandatory requirements for Queensland schools.

Time allocations advice from QSA

The advice from QSA on time allocations for Queensland schools is based on information available in July 2011 and includes indicative times for learning areas that have not yet been developed. The advice may change as decisions about the Australian Curriculum learning areas are finalised. The paper states (p.8): *'It is provided as advice and is not intended to be a mandate for schools'*.

The paper includes a table (reproduced in this article) that was developed by QSA in collaboration with the school sectors as a starting point for discussions about timetabling decisions. The table presents a range of times expressed as hours per year that QSA believes should provide reasonable flexibility. The hours provided in the table are presented as two minimums that take account of the activities that impact on the available teaching time, basing the number of available hours for:

- F(Prep)–Year 9 on 37–40 weeks
- Year 10 on 35–38 weeks.

Table 1: Advice on time allocations to aid timetabling decisions

Learning area	Hours per year over 37–40 weeks per year					35–38 wks/yr	
	P–2	3–4	5–6	7–8	9	10	
English	250–270	203–220	185–200	111–120	111–120	105–114	
Mathematics	166–180	166–180	148–160	111–120	111–120	105–114	
Science	37–40	64–70	64–70	92–100	111–120	105–114	
Health & PE	74–80	74–80	74–80	74–80	74–80	70–76	
Humanities & Social Science	History	18–20	37–40	37–40	46–50	46–50	43–48
	Geography	18–20	37–40	37–40	46–50	46–50	43–48
	Economics & business			18–20	18–20	46–50	43–48
	Civics & citizenship		18–20	18–20	18–20	18–20	17–19
The Arts	37–40	46–50	46–50	74–80	74–80	70–76	
Languages		46–50		74–80	74–80	70–76	
Technologies	Design & Technology	18–20	37–40	55–60	74–80	37–40	35–38
	ICT					37–40	35–38

Table 2: Total percentages of time allocations

	P–2	3–4	5–6	7–8	9	10
Total percentage of allocated time (approx.)	72%	72%	79%	79%	49%	49%
Total percentage of unallocated time (approx.)	28%	28%	21%	21%	51%	51%

These minimums are based upon the emerging Australian Curriculum and provide a guideline for schools taking into account the variation of weeks per school year. They do not assume how schools should organise the learning and schools may decide to cover more hours of a learning area.

The learning areas are in two broad groups:

- learning areas taught to all students in each year of F(Prep)–Year 10: English, mathematics, science, history, health and physical education
- learning areas taught to all students but not necessarily in each year of F(Prep)–Year 8 and where the teaching of the curriculum is optional in Years 9–10: the arts, geography, business and economics, civics and citizenship, technologies, and languages. (The arrangements for these learning areas are to be confirmed following consultation on the relevant shape papers.)

In the table of time allocations developed by QSA, the shaded areas represent the learning areas taught to all students. Those learning areas that are not shaded indicate that study will be optional. If the learning area is offered, the curriculum will be developed using the Australian Curriculum content descriptions and achievement standards.

The languages learning area is shaded with diagonal lines. This indicates flexibility about when languages learning can begin, and demonstrates a focus on developing proficiency.

Huge concerns were expressed at the HEIA(Q) conference workshop that QSA has allocated 74–80 hours per year for Design and technology and ICTs in Yrs 7/8 (that is, 2 hours per week for both) and then 37–40 hours for Design and technology in Years 9 and 10—that is, one hour per week. It is acknowledged that only 49% time has been allocated for these year levels, but there were huge fears that the rest would go to English and Mathematics. (Maybe QSA is reserving a chunk for Home Economics!)

Answering workshop questions

At the HEIA(Q) conference workshop on the Australian Curriculum, delegates raised a number of questions that presenter, Jan Reynolds, said she would clarify with ACARA. The questions were put to ACARA General Manager, Rob Randall. The questions and responses are found below—the responses were received 21 October 2011 so the information was current as at that time.

Q1. The QSA sheet on time allocations seems quite clear, but I would like to run a few things past you in case we are missing something. I told delegates that the Australian Curriculum would account for <80% of total teaching time, peaking Yrs 7 & 8, and reducing significantly in Yrs 9 & 10 as core expectations are reduced.

- Is the 80% just for the mandated subjects or all subjects?
- So in Years 7 and 8, Technology and HPE will be included as part of this 80%? (This is how it looks from the QSA time allocations sheet).

Ans: <80% is for the areas for which ACARA will develop Australian Curriculum. YES, the <80% will include Technology and HPE.

Q2. When ACARA states that time allocated to Australian Curriculum will peak in Years 7/8, is 80% the peak or will it go above that for years 7/8? (QSA currently has it peaking at 79% in Years 7/8 which seems consistent with what you are saying.)

Ans: YES, it is the peak.

Q3. Then in Years 9/10, the percentage for core will drop? Do you know what it will drop to, approximately? QSA has it dropping to about 50% so presumably this takes into account the ACARA advice and is about right?

Ans: YES

Q4. So HPE will be in that percentage for Years 9/10 but not Technology? (Consistent with QSA time allocations sheet).

Ans: YES

Q5. With the times e.g. the 80%, will ACARA be sending that information to systems/has sent it out? (Looks as though it has been sent to systems and QSA is complying).

Ans: Times will be in our next version of our Curriculum Design document. Not a question of complying. The times are to guide our writers (only) although they may also inform decisions by school authorities e.g. QSA.

Q6. Presumably the ACARA times are only guidelines?

Ans: YES

Q7. In Years 9/10, what will the core subjects be, and what else will be elective other than Technologies? QSA has English, Maths, Science, HPE, History as core. Is this correct?

Ans: YES

Q8. Is Agriculture in Technology? Science? Bit of both like Home Economics?

Ans: Both



Home Economics Institute of Australia (Queensland) Inc.

2012 ANNUAL GENERAL MEETING

The Annual General Meeting will be part of the celebratory **World Home Economics Day** function.

Friday
16 March
2012

7pm for 7.30pm
Colmslie Hotel

Cnr Wynnum and
Junction Roads,
Morningside

AGENDA

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

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

NOMINATION OF PROXY:

I, (print name in full) of
..... (print full address)

being a financial member of the Home Economics Institute of Australia Inc., am not able to be present at the HEIA(Q) Annual General Meeting to be held Friday 16 March 2012.

I hereby appoint (print full name),
also a financial member of HEIA Inc. as my proxy to vote on my behalf at the Annual General Meeting to be held Friday 16 March 2012, and at any adjournment of that meeting.

.....
Signature of member appointing proxy Date

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



DIARY DATES

MARCH 2012

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WORLD HOME ECONOMICS DAY CELEBRATION

Colmslie Hotel, Cnr Wynnum and
Junction Roads, Morningside

Email: heiaq@heia.com.au

16

HEIA(Q) ANNUAL GENERAL MEETING

Colmslie Hotel, Cnr Wynnum and
Junction Roads, Morningside

Email: heiaq@heia.com.au

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WORLD HOME ECONOMICS DAY

Theme: Home Economics beyond
one hundred years—Empowering for
the digital world

APRIL 2012

26-27

QUEENSLAND STUDIES AUTHORITY CONFERENCE

Shaping teaching and learning:

The assessment factor

Brisbane Convention and
Exhibition Centre

Email: www.qsa.qld.edu.au/

JULY 2012

16-21

XXII INTERNATIONAL FEDERATION FOR HOME ECONOMICS WORLD CONGRESS 2012

Global wellbeing

Melbourne Convention and
Exhibition Centre

Web: www.ifne.org/

AUGUST 2012

10

HEIA(Q) PRE-CONFERENCE SEMINAR

Email: heiaq@heia.com.au

10

QUT GRADUATE FUNCTION

Email: heiaq@heia.com.au

11

HEIA(Q) STATE CONFERENCE

Brisbane Convention and Exhibition
Centre, South Bank, Brisbane

Email: heiaq@heia.com.au

OCTOBER 2012

16

WORLD FOOD DAY