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

June 2012

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2012 State Conference

The Australian Curriculum:

Opportunities and challenges for Home Economics

The HEIA(Q) 2012 state conference is just about ready to hit the stage. The keynote speakers are confirmed, as are all the concurrent session presenters. The line up is fabulous! We have keynote speakers who will update, challenge and inspire us with regard to the Australian Curriculum and what it means for the home economics profession. The concurrent sessions will update our disciplinary knowledge as well as continue to stretch our thinking in relation to pedagogy. And when the brain has absorbed just as much as it can for one day, we can relax over the customary glass of wine at the end of the day.

Look forward to seeing you there.

And the really good news—

you are invited to the party also!

Registration will be totally online this year, with delegates able to pay by cheque, EFT or credit card. Registration costs have only increased marginally this year (\$5 for members) and are available on the website www.heiaq.com.au/Events/Conference. Registration will open in June and all members will be sent an email advising when it is open.

We look forward to you joining the party and getting excited and inspired about what the future brings. See you on the 11th August.

Look who is coming to the party—the guests of honour



Key staff and writers from the Australian Curriculum, Assessment and Reporting Authority are coming to the party. General Manager (Curriculum),

Rob Randall is all set to tell us the way it is for Health and Physical Education (HPE), Technologies—and of course, Home Economics.



Writer of the HPE Shape paper,

Professor Doune McDonald will explore how the HPE learning area is shaping up, and ACARA Technologies Senior Project Officer, **Julie King** will lead the way through the Technologies Shape Paper. Three key people from ACARA, as far as Home Economics is concerned!



Professor Robert Lingard will analyse and situate Australian policy developments such as the Australian Curriculum within globalization and specifically within global educational policy developments and competing models of reform—on the one hand, focussing on literacy and

numeracy, prescribed curriculum, test-based accountabilities, school choice and market-based policies, as opposed to reform based on trust in teachers, enhancement of the professionalism and status of teachers, rich intelligent forms of accountability, and addressing of inequality. Are we travelling in the right direction? Bob will conclude by raising some issues for educators generally, more specifically for home economics teachers and indeed for Home Economics as a subject in the school curriculum.



Dan Haesler will wind up the party with a lively and passionate address about Teaching for the 21st Century. He will argue that, whilst the world continues to change at a pace never before seen and the economy that schools were created to serve no longer exists, our educational leaders are

yet to catch on. For all the talk of an Educational Revolution, most educational reform centres around standardisation, assessment and accountability. Dan will explore how teachers can create mini-revolutions in their own classrooms, schools and communities. Using examples from real schools and his own experience, you'll be compelled to challenge what you take for granted about education.

Saturday
11 August 2012

8.30 am–4.30 pm

Conference organisation

For further information about conference organisation, contact:

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And other distinguished guests

All the following presenters were invited to the party, and all graciously accepted, bringing us both local and interstate expertise and perspectives.



Renae Bradbury will present *Encouraging an inspired journey in design and technology*. Whilst keeping an eye on what is being proposed in the Technologies Shape Paper, Renae will look at strategies to encourage inspired solutions in the classroom and engage students in authentic design tasks. She will navigate some of the commonly held misconceptions that surround using the design process for learning and assessment.



University of Queensland lecturer **Dr Louise McCuaig** will look at *Strengths-based approaches to classroom-based health education in schools*. One of the five proposals in the HPE Shape Paper is for a strengths-based approach. Louise will provide practical examples of this approach, particularly with respect to healthy eating and family relationships. She will draw upon a recent Queensland health literacy project, and make links to future school-based health education programs.

In the workshop *The happy school*, **Dan Haesler** will introduce the basic concepts that underpin Positive Psychology, the branch of psychology that aims to optimise wellbeing. Whilst the focus of the workshop will be on how to embed Positive Psychology in your workplace, Dan will encourage delegates to look beyond the walls of the school to day-to-day life. In particular, this session will look at concepts such as strengths, relationships, resilience and engagement.

Tony Ching will encourage us to continue bringing intercultural understandings, one of the ACARA General Capabilities, into the classroom. Tony, a 'character in the kitchen' and professional chef at Grass Tree Cooking School will take us on a journey exploring the ever evolving influence that Asian foods have on Australian menus whilst showing us *How to perfect crispy skin duck and handmade noodles*.



Consultant and writer **Tony Ryan** will bring us *Practical strategies for promoting higher order thinking and deep understanding*. To explicitly involve students in higher order thinking experiences is the single most effective way to advance their learning in all fields. Based on the

Thinkers Keys program, this entertaining and practical workshop will provide you with everyday strategies for enhancing the intellectual quality of your teaching.



Leanne Compton from HEIA(V) invites you to come along to this hand-on session to explore *Apps on the iPad*—this time addressing another ACARA General Capability, ICTs. There will be lots of opportunities for participants to explore and play with a range of apps and discuss ways these apps can be used for communicating, collaborating and creating in the home economics classroom.



Well known to many Queensland home economics teachers, **Kellie Hogan** from Nutrition Australia will explore *The new Australian Dietary Guidelines and Australian Guide to Healthy Eating—what does it mean for you as an educator?* Kellie will also explain how the 'total' and 'foundation' diets and the Nutrient Reference Values underpin the new Guidelines. There will be interactive opportunities to examine the relevance of these changes for nutrition education professionals.



Senior Marker for the Higher School Certificate (HSC), Textiles and Design in NSW and co-author of four textiles textbooks, **Christine Castle** from St George Girls High School, Sydney is travelling to the conference to present two workshops. Participants in *Creating fabulous textiles design folios* will have the chance to view and review exemplar projects in Textiles and Design from the NSW HSC. Christine will share her knowledge and expertise in all areas of portfolio presentation and development. In the workshop *Creating a paperless Food Technology* unit Christine will focus on critical digital literacy as advocated in the Australian Curriculum ICT General Capability. She will guide delegates through a series of technology applications for the 21st century learner resulting in a paperless Food Technology unit.



India Pembroke from the Butterfly Foundation will outline the *Positive Body Image Role Modelling* health promotion program. She will cover topics that are important in the HPE Shape paper such as self-esteem, body image, media literacy and communication that can be easily incorporated into existing curriculum. Participants will receive a complimentary resource that includes information, lesson plans and learning activities.

Kerrie Gorman, Queensland Studies Authority, will update delegates with *Hospitality Studies goes VETless*. She will elaborate on how the recently revised authority subject Hospitality Studies no longer includes an embedded VET qualification and how schools no longer need to meet the human and physical resources associated with the delivery of Certificate I. Good news for schools to consider implementing Hospitality Studies.

12-16 March 2012

Celebrating World Home Economics

How can you encapsulate a subject as multi-dimensional as Home Economics in one day of celebration? You can't! So in what is becoming a San Sisto College tradition, we decided to celebrate World Home Economics Day 2012 with a week of activities. These were aimed at promoting Home Economics to the wider school community and allowing students who may not have studied it before, or perhaps only did it in



Mysterious Monday

Have you ever wondered how bread is made? How flour, water and yeast transform into the delicious miracle of fresh, crusty soft bread? Well, for many students this mystery remains unsolved as time constraints often don't allow for bread making as part of the curriculum. We decided to unlock these mysteries forever with the help of a special guest demonstrator who led a lunchtime cooking demonstration and tasting of delicious, traditional ciabatta bread. Mrs Bruna Reedman took the students through sourdough breadmaking with the help of her own family starter culture, 'Herman' (2 years old). The students watched and participated in activities, including kneading and tasting. The yeast wasn't the only thing budding, and we hope to have empowered and inspired some young bakers to begin their own tradition.

Smoothy Toosday

Many fast food chains are now marketing 'healthy' beverage options, including fruit smoothies. But how healthy are they really? On Tuesday Year 9 and 11 Home Economics students blitzed up some delicious banana and berry fruit smoothies during morning tea. They sold over 100 smoothies to eager, thirsty, health-conscious students! Whilst there, the students had the opportunity to compare the ingredients and nutritional content of the home-made smoothies with the commercial product, and found some significant results. The students saw how quick and easy it is to whip up a nutritious snack and hopefully may now consider making their own version of this 'fast food' at home.



Re-work it Wednesday

We asked the students, 'How often do you open your cupboard or drawers and see them bursting with clothes but think "I've got nothing to wear?"' With fast fashion and our disposable clothing industry, this scenario is all too familiar to many of us. So on Wednesday at lunchtime, we ran a number of workshops showing students how to re-vamp an old t-shirt or transform it completely into a cool new accessory. With the use of a rotary cutter, ruler and scissors and sometimes machine stitching, the students produced amazing necklaces, t-shirt bags and hacked Ts. They were inspired to find other ways to re-vamp and recycle old clothing and experienced how easy it is to reduce waste and consumption while creating their own completely unique textiles item.



Day at San Sisto College

Year 8, to get involved. It also gave our current home economics students the opportunity to act as ambassadors for the subject, representing current and future home economists. Just like the subject area, these activities were interesting, fun, tasty, exciting, empowering, creative and informative. Each day of the week had a different focus, covering some of the different areas studied in Home Economics.



Tasty Thursday

Have you ever wondered what flavour 'red' is? Would a potato chip without crunch taste as sweet? Have you ever heard the phrase 'fat equals flavour'? Eating is an experience that requires gathering data through all senses. On Tasty Thursday, students were able to test their taste buds, as well as their perceptions of food. For one test, blindfolded students were given jelly to sample and identify, but could only tell that it tasted 'red' or 'purple' while tasting a strawberry or grape yielded clear and correct answers. One sample of potato chips the students were given was said to be 'off', while another was delicious! Whilst they were actually identical kinds of chips, the difference was the first batch had been opened to go stale and students perceived the poor texture as a taste issue. The session included looking, smelling, touching, tasting, and even listening (crrrrunch, or thud?) to food. Overall, students were challenged to re-evaluate some of their food perceptions and engage their senses to become savvier consumers.

Freedom Friday

With Easter approaching, many of us were ready to indulge in that delicious, beloved, sweet treat: C H O C O L A T E. As consumers, we have a right and responsibility to know where the products we buy come from and the conditions under which they are produced. On Friday at lunch time we ran an information session on fair trade chocolate. The students learnt about human rights abuses in the cocoa industry, including child labour. They gained an understanding of what fair trade means, why it is important and how they can make a difference. With major supermarkets now stocking many fair trade products, the students were empowered to make choices which can help make a difference for enslaved cocoa farmers, sustaining social justice and human capital.



A final comment

Overall, World Home Economics Week 2012 at San Sisto College was a great success. We hope we have inspired many students to continue celebrating Home Economics, both at school and by the informed and empowered choices they make in their everyday lives.

Madeline Fagan

Home Economics and Hospitality Curriculum Coordinator

Emily Wyse Moore

Home Economics and Hospitality teacher
San Sisto College
Carina, Brisbane

curriculum priorities for HEIA(Q) Regional workshops



It took many weeks of negotiating with presenters and regional coordinators to finalise dates for this year's 28 workshops over 21 workshop dates. Hence, the professional development poster and brochure were distributed to HEIA members and schools later than hoped. This meant a short time line to register for the May 2012 workshops. Even so, the first workshops were well attended with only one having to be cancelled due to an insufficient number.

Kay York's schedule saw her off to a racing start, presenting three workshops in the space of two weeks. Kay presented *The differentiated classroom* at Clairvaux Mackillop College in Brisbane South, Trinity Lutheran College on the Gold Coast and at Ipswich State High School in Brisbane West. Participants gave the workshop the 'thumbs up' saying it was great to have the topic customised for Home Economics. They were shown new techniques and given 'easy to implement' ideas and lots of lesson samples and activities.

The program stalled a little when *The creative classroom* hit a few hurdles. One workshop was cancelled due to insufficient numbers (except in exceptional circumstances we require 12 participants at a workshop), and the other could not proceed due to presenter Alice Nelson's flight being delayed for four hours. It is hoped this won't happen again! Alice was very excited about the workshops and was very well prepared. She was very disappointed when she finally boarded the flight to find that it was delayed even further, putting her into Brisbane in the very wet Friday night rush hour and with no hope of getting to Northside Christian College anything close to a suitable time. I must express my appreciation to the teachers who attended the Brisbane North workshop for their patience and understanding. It was pleasing to receive feedback that they enjoyed lots of networking over a delightful afternoon tea provided by Leonie Purcell and the teachers of Northside Christian College, after which colleague Sue Going took the initiative and led a discussion and activities on what the schools were doing to encourage creativity in their students. At least all was not lost on a wet and miserable Friday afternoon. Another date will be organised as participants are still keen to do this workshop.

Despite the program stalling due to delayed flights, Term 2 ended on a high note with 24 participants at the Brisbane West workshop for *The differentiated classroom*. This is the highest number of participants in Brisbane West for a long time.

There are no more workshops now until Term 3. However, **I would encourage you to register for your desired workshops as soon as possible.** This enables workshops to be confirmed when the minimum number is reached. The earlier this happens the easier it is for presenters, coordinators, participants and organisers to plan. Presenter flights can be booked early and a cheaper price paid. Registration is easy to do online via the website.

Denise McManus

HEIA(Q) Professional Development Coordinator

The differentiated classroom— Quotes from the evaluation forms

- Good interaction and involvement with other teachers.
- Thoroughly enjoyed the presentation. Great to get the Home Economics perspective on a topic that we have been 'bombarded' with.
- Able to take digital copies of ideas home.
- On the money!
- Presenter was knowledgeable and relevant.
- Workbook very detailed.
- Lots of strategies to use in the classroom.

development program

Off to a racing start, stalls and kick starts again in high gear



Presenter, Kay York enjoying the Brisbane West workshop



Checking in from Brisbane West

The differentiated classroom—A very successful HEIA(Q) Professional Development workshop at Ipswich SHS

As the day of the workshop drew closer, I wondered if we would have enough people for it to run. Sometimes we teachers are just so busy; it is easy to forget to register on time. However, an email from HEIA(Q) PD Coordinator Denise McManus informed me that there were 15 registered participants. Great, we're on!

Kay arrived and set up for the workshop. People started arriving and it was wonderful to catch up with everyone over some afternoon tea. Our PD sessions are just as important for networking as they are for the actual knowledge gained and learning experiences at the workshops. People continued to arrive. We needed another page for the registration sign ons! I had to photocopy more handouts! I love a busy workshop.

I introduced Kay and the workshop got underway. Kay provided us with the confirmation that, as home economics teachers, we already differentiate in our classrooms. The workshop helped us to clarify our understanding of differentiation and to gain the confidence to improve further on our practice. We learnt that there are many definitions of differentiation and that we can differentiate content, process and product. We moved through a range of activities, all of which modelled a differentiation strategy. These activities were great discussion starters and were wonderfully practical ideas for us to take back to our classrooms. Kay also highlighted the need for planning and learning as much about our students as we can, so that we can develop more appropriate learning experiences for them.

Kay not only provided us with the means to improving our teaching, we also came away with a variety of useful documents downloaded to our USB sticks. Thank you, Kay, for your hard work and dedication to home economics and to teaching. We appreciate your knowledge and expertise and the warm and friendly way in which you shared with us.

Sue Booth

Ipswich State High School

Checking in from Brisbane South

On 16th May, 2012, Clairvaux Mackillop College welcomed 19 home economics teachers to *The differentiated classroom*, a workshop presented by home economics teacher Kay York from Park Ridge State High School.

Kay's passion and interest in effective classroom practice was more than evident and she willingly shared her knowledge and expertise in this area with us. For those of us for whom this was unfamiliar territory, the exploration of various terms and definitions was helpful in getting our head around the jargon and focusing on the topic.

We soon realised that, in fact, we all differentiate to some degree in some way. However, focusing on this issue in more depth allowed us to see the possibilities for creating a more interesting and equitable classroom, where outcomes for students could be greatly enhanced by some planning and openness to new ideas.

Many of us felt the time spent investigating and discussing this pertinent issue allowed us to just scratch the surface and that other follow-up workshops that provide the opportunity to practise planning for a differentiated classroom would be of great benefit.

We would like to thank Kay for sharing her experience with us.

Susan Smith

Head of Home Economics, Hospitality and Childcare
Clairvaux Mackillop College
Brisbane South

What's happening in

Cooking with
Vegetables

VEGETABLE Korma

Submitted by Maria Learmonth **Emmaus College, Rockhampton**

3
TOP
TIPS

FOR PREPARING THIS MEAL:

- Chop vegetables such as pumpkin, sweet potato or potato into even-sized pieces.
- Cook the spices in the pan for a minute to bring out their flavour.
- Don't overcook the vegetables.

Serves 2

Preparation time: 20 minutes

Cooking time: 30 minutes

Safety hazards

- Cutting vegetables (particularly pumpkin) into small pieces
- Heating oil
- Opening cans
- Transferring food from frying pan into container

Ingredients

Ingredients provided by each student

- 1 small brown onion, peeled and sliced
- 350 g sweet potato/potato/pumpkin, peeled and cut into 3 cm dice
- 150 g green beans, trimmed and sliced diagonally
- 1 carrot, peeled and sliced diagonally

Note: Alternative vegetables such as cauliflower, corn, turnip, broccoli or leek may be substituted to suit family preferences and the seasonality of vegetables.

Ingredients provided per pair for sharing

- 1 400 mL can light coconut milk
- 1 400 g can chickpeas, drained and rinsed

Ingredients provided by school

- 1 tb oil
- 2 tsp garam masala
- ½ tsp turmeric
- 1 clove garlic, crushed
- ½ cup vegetable stock
- Garnish: 2 tb coriander, roughly chopped

To serve:

- 100 mL natural yoghurt
- 1 tb chutney (optional)
- Pita bread or rice

Equipment

- Measuring cup and spoons
- Chef's knife
- Vegetable peeler
- Chopping board
- Measuring jug
- Wooden spoon or non-stick utensil
- Soup ladle
- Frypan (Electric or stove top)
- To serve: Dinner plate

Method

1. Heat oil in frypan and sauté onion for 5 minutes.
2. Add garam masala, turmeric and garlic and cook for 1 minute.
3. Add carrots, potato and stock and bring to the boil.
4. Reduce heat, cover and cook for 5 minutes.
5. Add beans, chickpeas, pumpkin and coconut milk and bring to the boil.
6. Reduce heat and simmer uncovered for 10–15 minutes.
7. Garnish with coriander and serve with pita bread or rice, and with natural yoghurt and chutney (optional) as accompaniments.

queensland school kitchens?



Learning context

Year 9

Unit: Beans, Greens and Crispy Things

Length of practical lessons: 85 minutes



Essential Learnings: Health and Physical Education

Knowledge and Understanding

- Health is multidimensional and dynamic and influenced by actions and environments.
- Adolescents can meet their specific nutrition needs through eating foods that reflect the dietary guidelines.

Ways of Working

Students are able to:

- identify issues and plan investigations and activities
- research, analyse and evaluate information and evidence
- draw conclusions and make decisions
- propose, justify and implement plans or actions to achieve goals and promote health and wellbeing
- identify risks and devise and apply safe practices
- reflect on learning, apply new understandings and justify future applications

Practical skills developed

- Measuring
- Slicing
- Dicing
- Frying

Cooking Vegetable Korma is part of the Year 9 Term 2 unit called, 'Beans, Greens and Crispy Things'. This unit requires students to explore the importance of consuming a diet high in fruits, vegetables and legumes, which is necessary for good health in relation to the Australian Guide to Healthy Eating. Students critique their meal in terms of the variety of vegetables included as well as the various colours that can add to the appearance of the meal.

In theory classes, students focus on the many varieties of these foods, classification of fruits and vegetables, nutritive value and various health benefits obtained from eating these foods.

The unit commences with a tasting session of a variety of fruits and vegetables with the vegetables served with a savoury dip such as hummus that is made with legumes. We discuss how to buy fresh fruits and vegetables, highlight the different methods of preparation to best retain their flavour and nutritive value and introduce their link to sustainability.

This particular meal is a healthy and interesting option for families as it includes a variety of vegetables and can be an accompaniment to a main meal or it could become the main meal when served with rice or a type of naan or roti bread.

To save time, a curry paste could be substituted or a combination of fresh and frozen vegetables could be used.

Mackay North State High School



Home economics staff (L-R):
Katie Frize, Romana Wallace, Michelle Shailer, Karen Cridland, Teacher aide Robyn Iorio and Sandra Batterham.

Home economics teachers

Mackay North State High School (MNSHS) has five full-time home economics teachers and three teachers with part loads in the home economics department. These staff members are needed in order to meet the increasing number of classes, especially in VET subjects.

Romana Wallace has been Acting Head of Department for Home Economics and Vocational Education for the past year, and has been teaching at MNSHS for over six years. She currently teaches:

- Year 8 Home Economics
- Year 11 Certificate III in Children's Services
- Year 12 Certificate II in Hospitality

Karen Cridland has been teaching Home Economics for 27 years including country service at Clermont. She has been teaching at MNSHS for 12 years and is also one of the Senior School Co-ordinators. Karen is currently teaching:

- Year 11/12 Home Economics
- Year 11 and Year 12 Certificate II in Tourism
- Year 12 Certificate III in Children's Services

Michelle Shailer has been teaching for more than 20 years across three different states: Queensland, Victoria and Northern Territory, and has been at MNSHS for three years. She currently teaches:

- Year 8 Home Economics
- Year 9 and Year 10 Home Economics Core

- Year 10 Foods Major
- Year 12 Certificate II in Hospitality

Katie Frize has been teaching for nine years and has experience in both the private and public sector. She has been teaching at MNSHS for 9 months and currently teaches:

- Year 9 Foods Major
- Year 11 Certificate III in Hospitality

Sandra Batterham, has been teaching at MNSHS for over four years and is currently teaching:

- Year 8 Home Economics
- Year 9 and Year 10 Foods Major
- Year 11 and Year 12 Certificate II in Hospitality



Above: Café set up

Below: Year 11 Home economics students



Situated in the northern suburbs, Mackay North State High School is the largest secondary school in the Mackay Region with a student population in excess of 1500 in Years 8–12 and staffed by more than 100 teachers and 50 support staff. The school is in close proximity to many feeder schools and enrolments continue to be pleasing. Mackay North SHS is a co-educational state school catering to a wide range of students with a variety of learning styles and needs from diverse cultural backgrounds. The school motto is 'Meliora Sequimur', which translates to 'We strive for the best' and is reflected in all aspects of school life.

The mining and farming industries are widely known to be the driving force of the economy in Mackay, with many of our students coming from these family backgrounds. Community involvement in the school environment has always been

cherished and continues to be an integral part in the continued success of many of our school programs and endeavours.

With a large indigenous student population and students from numerous countries, our student base is one of diversity, and finds our school catering for students from all walks of life. 55 students are supported in our school by the Special Education Unit with a varying range of needs. Our learning support unit provides assistance and encouragement for a large number of students from Year 8 through to Year 12. There is a First Year Centre that is dedicated to the transitioning Year 8 students and a Senior Centre which offers refuge and a more mature learning environment for the Year 11 and 12 students as they come to the end of their high school careers.

The Year 8 cohort is given a taste of all subject areas, studying art, manual arts, music and home economics for a semester each as well as mathematics, science, English, studies of society and environment and health and physical education. In Years 9 and 10, students are allowed to study the core subjects as well as two elective subjects, three of which are Home Economics subjects: Home Economics Core, Home Economics Food Major, and Textiles and Design. With a commitment to student success and future pathways, Mackay North SHS offers a broad range of Overall Position (OP) and non-OP subjects

An interview with Romana Wallace

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

Home Economics is an important part of the learning environment at Mackay North State High School, with the school community acknowledging the value in our subject for students and their futures. The VET offerings have opened up numerous pathways for senior students and this is shown in the growth of our subject over the years.

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

Subject information sessions offer the opportunity to share the value of Home Economics with parents and encourage students to elect to do this subject. Our hospitality partnership with Grinders Corporate Catering and many other hospitality businesses in the region allows our students the opportunity to not only develop skills and meet the practical

requirements of certificate courses, but to raise the profile of both the school and subject within the community. Our students are offered the opportunity to work at the school fair showing their dedication to their learning and school community. Displays of practical items in the library show younger students what they could be making in the future and running of the café, which is open to all year levels, introduces younger students to what Hospitality classes involve.

Is the home economics department well supported in terms of professional development (PD) and what do you do to make sure your staff go to appropriate PD?

All staff are offered numerous opportunities to attend PD, with all of us being released for HEIA workshops, staff attending state conferences, textiles workshops, literacy workshops, differentiation and inclusivity workshops, IT workshops, VET information sessions, moderation for MOM, industry visits

and placement, coffee workshops and consistent upgrading of qualifications in VET. As a department we try to spread the load and get as much information from PD as we can and then pass the information on to others during our regular home economics meetings.

What is fabulous about Home Economics at your school?

The staff are all highly skilled, passionate and dedicated to student outcomes. In most instances the students choose our subjects because they really want to be there. High student success rates and knowing that students are developing skills for life inspires the home economics staff to continue their work.

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

We recently refurbished one of our junior kitchens; it would be great to find the money to do the other one.

in the senior years. Vocational education plays an important role in senior subject selection with many students graduating with a qualification as well as an OP and Queensland Certificate of Education. Senior subjects offered through the Home Economics Department include Senior Home Economics, Certificate III in Children's Services, Certificate II in Hospitality and Certificate II in Tourism.

In 2010 the school commenced its laptop program and this has opened up new and exciting teaching and learning opportunities, with staff continually trying to adapt to the curriculum in effective and positive ways to enhance the learning opportunities of our students.

Mackay North State High School has seen many changes to the education system in its 48 years and continues to evolve with each new offering, with all staff striving and motivated to ensure that the students are given every opportunity for success in their education.

Home economics subjects offered and numbers of students

At the crux of our home economics curriculum remains the desire to help students develop basic life skills, have an understanding of global perspectives, be able to analyse information and demonstrate their knowledge,

understanding and practical skills within the home economics field. Fortunately Home Economics is a compulsory subject in Year 8, allowing students an opportunity to sample some of the key concepts of the subject. As a result of this program, high numbers of students select Home Economics subjects in Years 9 and 10.

Year 8 Home Economics is studied for one semester, including a term on food and nutrition focusing on analysing student diets in relation to the Australian Guide to Healthy Eating. Students enjoy practical cookery each week with recipes based on basic skills and healthy eating. Textiles and clothing is studied for the other term, when students make a pair of shorts, enabling them to develop basic sewing skills and a knowledge of the textiles industry. Global perspectives are also embedded in the planning for these units.

Year 9 and 10 students are able to elect two subjects from an extensive list from all departments. The Home Economics Department offers the following:

- **Home Economics Core**, which includes food and nutrition and textiles components. This subject is very strong with a class group of 24 students in Year 9 and 22 in Year 10. Year 9 Core students study the textile unit *Fashion in the Sun* and foods unit *Nutrition in Focus*. In Year 10 students look at *Teenage Fashion*,

when they make a hoodie jumper and the food unit *Let's Get Healthy*, focusing on teenage health and nutrition.

- **Foods Major**, a subject always well received by students and continuing to have large enrolments with 4 classes in both Year 9 and Year 10. Year 9 students study *Food on Budget*, *Food for Life* and *Food and Fitness* over the one-year course. Year 10 students study *Cultural Cuisine* and *Food as a Small Business*.
- **Textiles and Design**, although sadly this year we were unable to offer this as numbers were not strong enough to warrant running the class. However, we are hoping to get our numbers back up for next year.

Senior subjects are continuing to grow, necessitating more classes, especially in Hospitality. There is a composite Year 11/12 Home Economics class, seven Hospitality classes, two Tourism classes and four Certificate III in Children's Services classes. The Home Economics Department works in partnership with TAFE and Grinders Corporate Catering to offer the Certificate II in Hospitality. TAFE is also used to deliver some of the units for the Certificate II in Tourism. We work with MOM Training College based in Cairns to offer the Certificate III in Children's Services. Hospitality classes run our Catering4Futures café on a weekly basis, preparing and serving food items, coffees and milkshakes for staff and students.

World Food Day event

St James College, Spring Hill
12.30 pm–5.30 pm (approximately)

Cheese making... and more

Come along and enjoy a fun afternoon of cheese making with experienced cheese maker Graham Redhead. We will start off by making cheeses such as haloumi, Greek feta and ricotta and conclude with wine and cheese tasting and a reflection on World Food Day (official date 16 October).

DATE
CLAIMER

Saturday
13 October
2012

DATE
CLAIMER

Friday
10 August
2012

Pre-conference seminar

Integrating technology and health through the world of the Thermomix

This year's pre-conference seminar will enable delegates to consider how the 'world's smallest, smartest kitchen'—the Thermomix— can be used in both school kitchens and the home kitchen as a means of promoting good nutrition, sustainable practices and good time management. Come along and see for yourself at this non-promotional seminar.

Diana
Plaza Hotel

Annerley Road,
Woolloongabba
4.30 pm–6.30 pm
(approximately)

CLASS OF 82

Home Economics
at Kelvin Grove
CAE in 1982

Please help!

Please pass this on to all your networks to let the Class of 82 know about the reunion.

Picture it...Brisbane...1982, the year our city hosted the Commonwealth Games.

The city came alive, the Queen Street Mall was developed, and a group of over 90 fresh-faced young home economics teachers graduated from Kelvin Grove College of Advanced Education.

In December 2012 the *Class of 82* will celebrate with a reunion of the group, 30 years after our graduation ceremony at Brisbane's historic City Hall.

Maybe you are one of that illustrious alumni...maybe you teach with someone...

Please pass this on to all your networks to let the *Class of 82* know about the reunion.

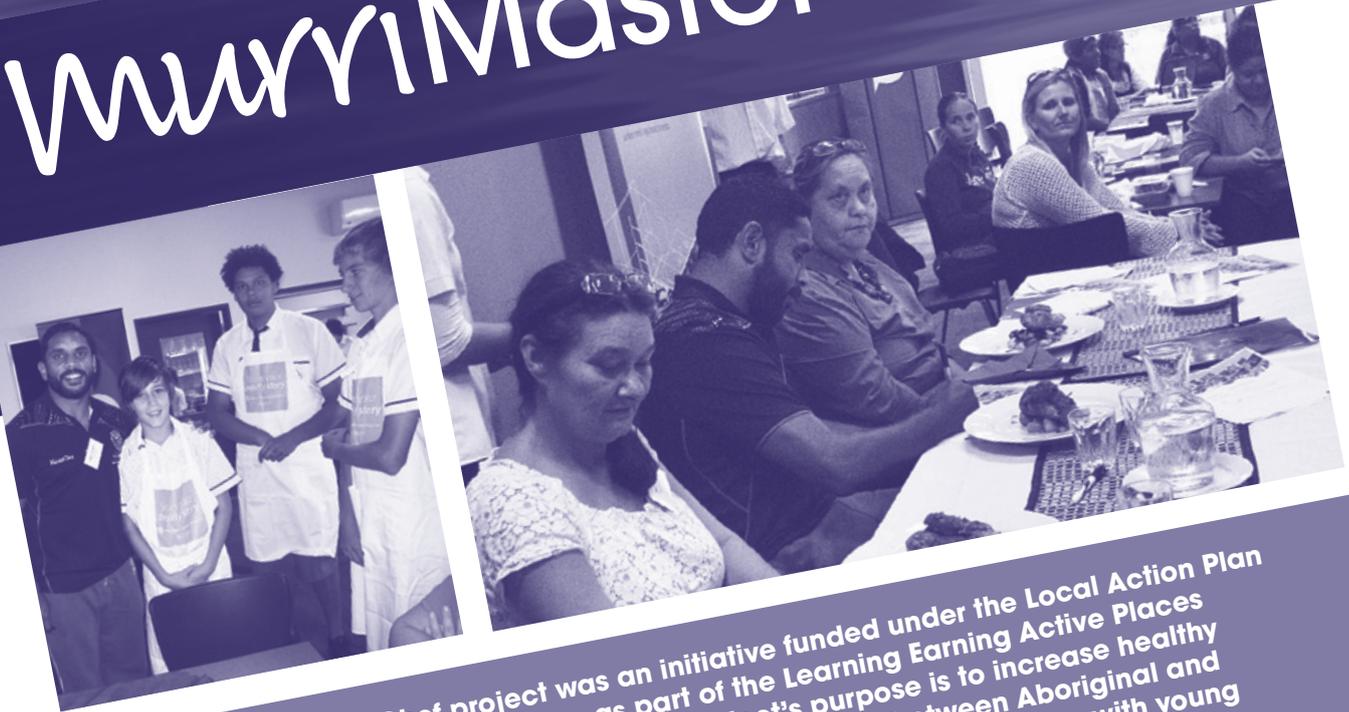
Please contact

Jenny Bray (Williams) at
j.bray@stpauls.qld.edu.au or
0421 317 793

to be a part of this fantastic milestone celebration.

Embedding Aboriginal and Torres Strait Islander perspectives

MurriMaster Chef



The MurriMaster Chef project was an initiative funded under the Local Action Plan (LAP) for the South East Region, as part of the Learning Earning Active Places (LEAP) Strategy. The MurriMaster Chef project's purpose is to increase healthy eating options and encourage positive engagement between Aboriginal and Torres Strait Islander Elders and/or respected community members with young people in schools, through the delivery of seven cooking workshops.

MurriMaster Chef involved five Elders/respected community members and fifty Aboriginal and Torres Strait Islander secondary students, representing five high schools within the Logan region.

- The five schools participating in the program are:
- Browns Plains High School
 - Centre Education Program (High School)
 - Kingston College
 - Loganlea State High School
 - Woodridge State High School.

Students were provided with a recipe book that included a variety of nutritious, everyday recipes that are easily prepared and served. At each weekly workshop, students prepared and shared meals from the recipe book, working with a home economics teacher, Indigenous liaison officers and an Elder from the local community. These workshops provided opportunities for interaction and rich conversations among the participants.

The final 'cook off' event was an all-day affair held on Thursday 24th May 2012 at Loganlea State High School in the new Hospitality Training Centre. This brought all participating schools together to showcase the skills developed throughout the workshops. The event involved preparing meals that had been produced in the workshops; these were available for guests, parents and teachers to taste.

Two selected students from each school then prepared a meal using only five main ingredients. This was presented to a celebrity panel for feedback. The panel for MurriMaster Chef included:

- Preston Campbell, Titans Football/Indigenous All Stars
- Dale Chapman, business owner of Dilly Bag Bush Tucker and who featured in the Department of Communities Deadly Stories campaign;
- Maria Doblo, Deputy Principal, Loganlea State High School
- Aunty Robyn, Yugumbir Elder

The day was a great success with enthusiastic participation from all students involved. Students were presented with a beautiful wall plaque for the school and an individual gift of cooking utensils. The day was a great success also due to the efforts of the staff of Loganlea State High School, particularly the Head of Department (Senior Schooling) Alison Jordan, and the home economics teachers, plus Deputy Principal, Maria Doblo.

Leanne Warner
Browns Plains High School



Recipe for success in embedding



Before I start I will acknowledge all of the Aboriginal and Torres Strait Islander peoples whom I have met and who have supported my growth and development in understanding, respecting and developing units of work, work programs and classroom experiences for all students I have taught over the last 25 years.

Please note that in this article, 'Indigenous' refers to all Aboriginal and Torres Strait Islander people.

At present I am the Home Economics Co-ordinator at Loganlea State High School. The school proudly has a cohort of 650 students, 90 of whom are Indigenous—that is, Aboriginal and Torres Strait Islander students.

Having taught in multiple settings within Queensland, I am certain that, as educators, it doesn't matter where we are and who we teach, understanding our students and their community is part of our professional and personal accountability. At the same time, we have to keep growing as individuals and constantly remind ourselves of our own cultural capacity.

The easiest analogy I can give to my approach to embedding Aboriginal and Torres Strait Islander perspectives in my school and classroom is to think of it as visiting a friend's house for a meal. I try to be myself but also try to blend this with the behaviours and protocols already established in the home I am entering. I would do this to maintain respect and harmony for the space in which I am present. Similarly, I believe that when we teach and educate in schools, we need to understand that we are actually doing this in someone else's space.

Aboriginal and Torres Strait Islander people have set cultural protocols that must be acknowledged, adhered to, understood and valued if we are to successfully embed Indigenous perspectives in our teaching. There are similar but very distinct protocols, values and knowledge frameworks for both Aboriginal and Torres Strait Islander people and therefore it is critical that anyone dealing with either community understands and shows respect for these differences and the respective protocols that are required. Failure to acknowledge this distinction not only enables people to breach the protocols that apply but it also allows people to undermine and disrespect the distinction between the two and, most importantly, it also undermines and disrespects the unique position that Aboriginal people have as the first peoples of Australia.

I have developed my own formula that I follow when completing any task, whether it be a work program, unit of work, or project application. I have found it successful in addressing the protocols of the Aboriginal and Torres Strait Islander people who might identify with the work I do.

Aboriginal and Torres Strait Islander perspectives

I call this my:

Recipe for Success in Embedding Aboriginal and Torres Strait Islander Perspectives (EATSIPS)

Ingredients

- Find out what stage/level of EATSIPS your school is at. Gain an understanding of any resources or community links already in place.
- Identify clearly with community links and source the protocols of the Traditional Owners or Custodians of the area. If your school is positioned on the border between two different communities, protocols and language may differ between these groups.
- Understand different teaching and planning strategies such as Uncle Ernie's Framework (see *Resource for the perfect recipe* in this article) or the Engoori process. Whilst from different areas, both these strategies have been traditionally used within their communities by the Traditional Owners in teaching and making decisions.

Mise en Place

- Discuss your unit theme with an Elder of the community to assist with linking the content with the past, present and future situations within the community. This applies to all topics, but obvious topics for the home economics classroom are related to nutrition and family studies.
- Identify learning styles of the students in your class and identify the strategies that would enhance and those that will potentially inhibit learning in the cohort.
- Identify, if possible, the background of the Aboriginal and Torres Strait Islander students in your class as this will assist you in addressing different protocols.
- Don't generalise about protocols as they vary greatly from group to group.
- Check protocols for males and females in the community.
- Be aware of totems that students may have and how this affects activities you are doing—for example, making kangaroo burgers for someone who has kangaroo as a totem may not be appropriate.
- Be aware of when it is not appropriate to ask certain questions that might be sensitive to the Elders or community. For example, sensitivity may be needed around the roles that the Elders hold, and, of course, related to people who have passed away.
- Maintain the idea that you are the facilitator and not the expert.

Method:

- When developing your unit plans and work programs you need to take into consideration the learning environment, resources, teaching approaches, assessment programs and pedagogy that you will be using. It is important to accommodate the diversity of the cohort.
- Develop and use strategies that are inclusive of Aboriginal and Torres Strait Islander people—for example, using the Yarning



Circle (sometimes called a Dialogue Circle—see QSA website http://www.qsa.qld.edu.au/downloads/approach/indigenous_res_dialogue_circ.pdf). If done well, and in accordance with the strict protocols, this strategy allows for equal voice by all and has the strength to quieten the outspoken and give a voice to the hidden students in the class. I have used this very effectively to revise and summarise for Year 11/12 nutrition examinations. All students within the circle commented on the revision questions and as such developed their understandings. The outcome of this process was a 100% success rate for all students in the class.

- If appropriate, ask permission to invite an Elder into the school to sit in or run your Yarning Circle. This brings authenticity and a clearer understanding of protocols into the classroom and the school, giving a clearer cultural understanding to the process.
- Review and seek feedback on the unit of work with an Elder from within the community with which you are working. Discuss the history of the area in relation to the impact of change that has occurred over time. This develops your professional and personal accountability when bringing information into the classroom.
- Yungaporta (n.d.) presents a number of Aboriginal pedagogy models, one of which is the dynamic cycle of observation, experience, introspection and inquiry, as identified by Wheaton (2000). This is a very successful process to use in the classroom when embedding Aboriginal and Torres Strait Islander perspectives. Culturally, Aboriginal and Torres Strait Islander students respond well to this learning process, as this is one of the traditional ways of learning. It is also very pertinent to the home economics classroom, where tactile, kinaesthetic learning is very prominent. In the classroom, I have used the model in both Food Studies and Textiles Studies. In foods units the students observe the product, experience it by tasting it and exploring its textures, think about its value to them, and then create their own approach to constructing the product.
- Invite Elders and parents into the classroom as this builds trust and respect among students, Elders, teachers and the school process. The experience they bring to the classroom is extremely powerful and should be respected professionally. Respect this time given and offer your gratitude and celebration with the participant in a meaningful way. Students taking the time to write a letter of thanks outlining what they have learnt or sharing in the food or product students have produced from the guidance and information they have received is appreciated by the Elders involved.
- If engaging Elders or Traditional Owners in a school activity, it is important that students and the school adopt a protocol that respects and protects the intellectual and cultural property rights and knowledge of the Elders and Traditional Owners. It is important that students learn this right from the start in order to develop a great foundation for their ongoing involvement with Aboriginal and Torres Strait Islander people.

You may well be thinking 'Well, what is so different? Shouldn't we be doing a lot of this with all of our students?' If you are thinking this, you might be interested in the following note.

Bairnsdale's Koorie Education Plan says: '*Although desirable, it is not essential for teachers to know about Aboriginal culture. It is far more important to deliver quality teaching. If teachers believe the child will learn, then the child will learn. The most important place is in the classroom. For some students, the classroom may be the one place that is demanding, challenging and supporting, where the children are believed in.*'

The school Principal says that teachers sometimes ask, 'What strategies are available to effectively teach Indigenous students?'

He says his answer is always to quote Dr Chris Sarra: 'The answer to this is quite clear. They are the *same* as we use for all other students'. (Blackley, 2012)

Good teaching provides good outcomes in students.

Resources for the perfect recipe

- Queensland Studies Authority. *Hospitality Studies 2012. Developing Aboriginal and Torres Strait Islander perspectives*. Retrieved 4 June 2012 from http://www.qsa.qld.edu.au/downloads/senior/snr_hospitality_12_indigenous.pdf
- Uncle Ernie's Framework retrieved 4 June from <http://education.qld.gov.au/schools/indigenous/docs/uncle-ernies-framework.pdf> or for a video see <http://mediasite.eq.edu.au/eq/Viewer/?peid=c0f1f6fb-b305-4c1f-a541-06d0d8706d25>
- Queensland Studies Authority. *Dialogue circles*. Retrieved 4 June 2012 from http://www.qsa.qld.edu.au/downloads/approach/indigenous_res_dialogue_circ.pdf
- Queensland Studies Authority. *Indigenous perspectives support materials*. Retrieved 4 June 2012 from <http://www.qsa.qld.edu.au/3035.html>
- Queensland Government Department of Aboriginal and Torres Strait Islander and Multicultural Affairs. Retrieved 4 June 2012 from <http://www.indigenous.qld.gov.au/atsis/>
- Gorringer & Spillman. (2008). *Creating stronger smarter learning communities: The role of culturally competent leadership*. Retrieved 4 June 2012 from <http://www.strongersmarter.qut.edu.au/resources/ielipapers.jsp>

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- Blackley, G. *Our focus is in the classroom*. Retrieved 4 June 2012 from <http://www.strongersmarter.qut.edu.au/stories/index.jsp>
- Davis, J., & Grose, S. (2008). *Which way? What happens when embedding Aboriginal and Torres Strait Islander perspectives in schools meets the professional standards for teachers and an accountability matrix?* Retrieved 4 June 2012 from <http://www.strongersmarter.qut.edu.au/resources/ielipapers.jsp>
- Wheaton, C. (2000). An Aboriginal pedagogical model: Recovering an Aboriginal pedagogy from the Woodlands Cree. In Neil, R. (Ed.) *Voice of the drum*; Kingfisher Publications; Canada.
- Yungaporta, T. K. (n.d.). *An overview of Aboriginal pedagogy models and a proposal for a workable common-ground framework* Retrieved 4 June 2012 from 8ways.wikispaces.com/file/view/Aboriginal+pedagogy+paper.doc

Robyn Gooley

Loganlea State High School

Dialogue circles

Reproduced from the website of the Queensland Studies Authority

www.qsa.qld.edu.au/3035.html

Introduction

The use of dialogue circles is an important process within Aboriginal and Torres Strait Islander cultures. This process has been used by Indigenous people from around the world for centuries to **build respectful relationships, learn from a collective group** and to **preserve and pass on cultural knowledge**.

By using dialogue circles as a teaching and learning strategy, student understandings of Indigenous knowledge and ways of working with this knowledge are enhanced. This strategy is suitable for students across all phases of schooling.

Dialogue circles as a process

Dialogue circles are a process that allows collective learning to take place and often results in a sense of increased harmony, fellowship and creativity.

As this process strongly resembles Indigenous ways of interacting with knowledge, it is advisable to discuss the use of dialogue processes with the local Indigenous community and learn about how it is implemented in their community.

What is a dialogue circle?

A dialogue circle is a process:

- that is the interface between Indigenous knowledge and Indigenous communication
- that demonstrates respectful interactions among participants
- that provides a forum which allows honest communication and shared responsibility
- where people sit in a circle and listen deeply while taking turns to talk.

What can a dialogue circle offer?

A dialogue circle can:

- enrich the school curriculum and learning experiences of students
- promote student/student and student/school/community connectedness

- allow people to explore other viewpoints with mutual respect
- provide a safe environment for people to speak honestly and to be heard
- give a sense of empowerment and inspiration while promoting habits of respect, responsibility and accountability
- be used as a tool for reciprocal sharing and learning.

What is the process of a dialogue circle?

A dialogue circle process includes:

- participants sitting in a circle (nothing in the centre)
- a facilitator, who must introduce the process
- no hierarchy—all participants are considered equal
- a 'power instrument' that is passed around clockwise and only the person with the item speaks
- the group choosing a 'power instrument' of significance to them
- everyone listening intently to the person talking
- each participant having a chance to speak in turn—clockwise around the circle
- in the first round, participants introducing themselves and sharing something about themselves that others may not know
- in the second round, participants talking about a focus question
- discussion or debate occurring only in sequence and not across the circle
- participants showing care, understanding and respect
- the facilitator allocating time for participants to write their thoughts or evaluations
- the final round focusing on reflecting
- the facilitator ensuring that everyone leaves the circle feeling calm with no unfinished business.

An effective dialogue circle

To ensure the dialogue circle runs smoothly and is effective, it is recommended that:

- the group is kept to a manageable number—if the group is too large to manage, engage other staff or parent assistance
- the local Indigenous community is consulted about their use of dialogue circles
- a community member is invited to be involved
- community members or other staff involved are given instruction in the process
- a focus question is discussed or there is a clear purpose
- a 'power instrument' is used (see dialogue process).

When is a dialogue circle useful?

Dialogue circles can be used for many purposes including:

- hearing people's views on a topic
- reciprocal sharing and learning
- building trusting relationships
- dealing with conflict before it leads to other disciplinary measures.

Further reading on this topic

Bohm, D, Factor, D, & Garrett, P. (1991). *Dialogue — a proposal*, www.david-bohm.net/dialogue/dialogue_proposal.html

Bennet-McLean, D (2000), *The yarning circle*, www.rilc.uts.edu.au (select Resources > CPE Projects and Papers > Community Cultural Development, then download Conference papers from Education and Social Action Conference and scroll to page 4).

An example for Hospitality Studies

Extracts from the website of the Queensland Studies Authority

www.qsa.qld.edu.au/downloads/senior/snr_hospitality_12_indigenous.pdf

The Queensland Studies Authority (QSA) has a specific site for helping teachers embed Aboriginal and Torres Strait Islander perspectives into their planning and teaching, with many supporting resources. Among the resources available is a unit of work for Hospitality Studies. The unit is very comprehensive. This article brings you extracts of the unit, but you are encouraged to go to the website at www.qsa.qld.edu.au/downloads/senior/snr_hospitality_12_indigenous.pdf to read the full intent of the unit and all the associated protocols and resources. The extracts brought here are, to a large extent, those learning experiences that explicitly show the embedding of Aboriginal and Torres Strait Islander perspectives. The many other learning experiences on the website are more generic to hospitality learning experiences and have not been included.

Following appropriate protocols is of the utmost important, and QSA commences the unit with the following advice:

Specific advice for Hospitality Studies

A unit that embeds Aboriginal and Torres Strait Islander perspectives must comply with local Indigenous community protocols and guidelines. The school must therefore first build relationships with local Aboriginal and Torres Strait Islander communities. There are protocols for engaging with Aboriginal people and Torres Strait Islander people and the Queensland Government has protocols for engagement documents. These can be found at www.atsip.qld.gov.au/everybodys-business.

Resources are also available at the Queensland Studies Authority (QSA). Of special help is a guide to establishing connections with the local Aboriginal and Torres Strait Islander community and this can be found at www.qsa.qld.edu.au/3035.html.

When developing units of work, it is essential to consult with Indigenous school staff or sector regional officers and local Elders or community members for input, advice, guidance and approval. It is important to adopt their input and advice into the unit of work, and to understand and be guided by local protocols.

The following unit overview and teaching and learning experiences are extracts from the website.

Unit of work

Unit title: Planning and implementing a community morning tea

Time: 25 hours (a term unit in Year 11)

Topic 1: Kitchen production integrating core hospitality management practices

Overview: For thousands of years Aboriginal and Torres Strait Islander communities have been coming together for community gatherings such as births, deaths, initiation ceremonies and a variety of other reasons. Community gatherings involve particular cultural methods, skills and protocols to ensure their success. Sharing food plays a large role. The school can offer this unit of work to embrace these Aboriginal and Torres Strait Islander processes and principles for coming together.

When implementing this unit it is important to connect with the local Aboriginal and Torres Strait Islander community in order to source specific local processes and protocols. There are a number of Aboriginal and Torres Strait Islander processes and frameworks that can be used to help with planning the hospitality event. Uncle Ernie Grant's Holistic framework and Dialogue Circles are used in this unit of work (see www.education.qld.gov.au/schools/indigenous/educators/cultural-aware-localstory.html and www.qsa.qld.edu.au/3035.html, scroll to resources). Another example is available in the Senior Aboriginal and Torres Strait Islander languages syllabus—Community Models of Knowing.

For this hospitality event students create and implement a community morning tea. This involves creating a planning document that supports the working processes required to implement the hospitality event and includes: analysis of contextual factors, principles and procedures; justified decisions; plans for implementation; evaluation of the planning and implementation; and recommendations for improvement for future events.

Extract of teaching and learning experiences

Note that this list is not the complete list of learning experiences for the unit of work. It is, in the main, those that explicitly link to Aboriginal and Torres Strait Islander perspectives.

Students should be provided with opportunities to work individually and in teams.

Teacher

- Use the dialogue circle process www.qsa.qld.edu.au/downloads/approach/indigenous_res_dialogue_circ.pdf to find out what students already know about the local Aboriginal and Torres Strait Islander community and local area, including traditional custodians, taboos in food selection (e.g. eating totems), significant flora and fauna, and food use and preparation techniques.
- Provide students with a tasting and sampling session using a range of local foods to identify where foods come from, what foods are grown, seasonal availability and what influences the selection of foods from the local community.

Students

- Investigate the traditional bush tucker food from the local area by using Uncle Ernie's framework, www.education.qld.gov.au/schools/indigenous/docs/uncle-ernies-framework.pdf and inviting an Elder or local Aboriginal and Torres Strait Islander community member to the school to share information.
- Investigate the foods served at a high tea, a traditional bush tucker morning tea (local area) and an informal morning tea; this will become the basis for planning for the community morning tea.
- Translate a menu item from one style to another. Observe a demonstration of food presentation techniques used in a morning tea and traditional bush tucker morning tea. Describe a list of garnishes and then practise and produce garnishing and decorating techniques for morning tea using traditional bush tucker.
- Using a dialogue circle, examine the local languages with a Traditional Owner or community Elder of the area, to translate ingredients used and foods prepared for the community morning tea.
- Define culinary terms, e.g. *mise en place*, traditional bush tucker terms (relates to any food native to Australia). Identify ingredients according to standard recipes. Describe basic use and storage of food products. Identify equipment and its uses in a commercial kitchen (video). Identify types of knives and their uses (video).
- Explain the principles and methods of cookery related to preparing for a morning tea using traditional bush tucker food, e.g. wattle seed damper, smoking of kangaroo, preparing chutney or native plum jam, lemon myrtle and macadamia biscotti.
- Describe Workplace Health and Safety (WHS) legislation for food production, particularly hygiene regulations and environmental safety and traditional cultural practices in food preparation.
- Compare and contrast the expectations of WHS legislation and traditional cultural practices, considering preparation, hygienic handling and cleaning of service equipment.
- Communicate with customers from diverse backgrounds by interviewing the Elders to determine the expectations of the community morning tea and understand the protocols and cultural expectations for the event e.g. using a dialogue circle to understand the relationship between totem and food items.
- Interact with Elders to gather knowledge about cultural practices and write a paragraph analysing the findings and predicting the way forward for the community morning tea.
- Analyse the aspects of meal planning that need to be considered for special groups, such as dietary, cultural preference, religious practice.
- Review menus and interpret them in traditional languages of the local area.
- Develop a visual presentation of the menu to be displayed on the day of the event, using traditional language and English language to describe the foods in the local area.
- Identify the beliefs, values and cultural influences of local Aboriginal and Torres Strait Islander peoples using Uncle Ernie's framework. They use the information gathered to determine staff attributes required to work in a local bush tucker restaurant.
- Identify situations that may cause cultural conflict or misunderstanding in the workplace and examine ways in which these can be addressed by kitchen production staff.
- Describe cross-cultural understandings and the relationship with the anti-discrimination policies by e.g. viewing samples on YouTube and ClickView.
- Use a dialogue circle to check understanding.

Hospitality event Students

Create, plan and implement the community morning tea:

- Individually explain and analyse contextual factors—e.g. client needs such as theme, customer expectations, cultural and religious factors.
- Implement the community morning tea:
 - Produce standardised recipe cards, trial recipes, decide on items to be presented at the community morning tea, justify the choice of items, prepare a food requisition list, prepare a list of equipment, decide on presentation and plating techniques.
 - Produce and issue invitations, record reservations, collate RSVPs.
 - Produce and photocopy the menu, produce the visual presentation of the menu to be displayed on the day of the event, using traditional language and English language to describe the foods in the local area.
 - Produce a client feedback sheet; produce a 'sequence of events' for the food service and for the food production for the community morning tea. Justify all decisions.
 - As a team, serve products (adhering to hygiene and safety policies) and gather client feedback sheets.
- Use the dialogue circle process www.qsa.qld.edu.au/downloads/approach/indigenous_res_dialogue_circ.pdf to revisit earlier learning about the local Aboriginal and Torres Strait Islander community and local area, including traditional custodians, taboos in food selection (e.g. eating totems), significant flora and fauna, food use and preparation techniques.

HEIA(Q) assists

Education Queensland with its

HEIA(Q) was asked to review Education Queensland's Home Economics Curriculum Activity Risk Assessments for Child-related studies, Cookery, Food handling, Food experimentation, Maintaining a safe kitchen, and Textiles. HEIA(Q) member Leanne Warner took responsibility for this task—thank you Leanne.

The updated guidelines for each risk assessment will be available from Semester 2, 2012 located under Home Economics (or Arts for the Textiles assessment) at education.qld.gov.au/strategic/eppr/health/hlspr012/index1.html.

These guidelines support the decision-making process for teachers managing the risks involved in various school curriculum activities. The guidelines for each risk assessment outline the risk level, qualifications required and identified hazards. It is important to note that the actual risk level varies according to the specific circumstances of the activity and these **must** be considered when planning curriculum activities. For example, in the Cookery risk assessment, it is suggested that, as a starting point, you ask the following questions (examples are not in the Cookery risk assessment, they have been added in this article to assist clarity):

- Which students will be involved? (e.g. how old are they, what are their capabilities?)
- Where will the students be? (e.g. in the home economics kitchen, at a market stall)
- What will the students be doing? (e.g. microwaving vegetables, stir-frying, using hot oil)
- Who will be leading the activity? (e.g. a teacher experienced in managing this age group of students in this activity)
- What will the students be using? (e.g. stove top, microwave, electric frypan)

What this means for home economics practice

Below is a commentary from Leanne about teachers' responsibilities with regard to managing risk in the home economics classroom.

All staff have a responsibility to be familiar with all policies and procedures for their education sector. There are guidelines that teachers need to follow on a frequent

basis and many others that should be consulted for the particular curriculum areas or activities with which teachers are involved.

If the teacher has followed the Education Queensland guidelines for each risk assessment and there is an incident, then there should be no case to answer in relation to any compensation if a child is injured in the incident. If the teacher has not followed these guidelines, then the teacher is personally responsible for compensation (i.e. if found negligent, the teacher may be required to pay the compensation). It is therefore crucial that home economics teachers are aware of the policies and guidelines.

Guidelines are provided for Child-related studies, Cookery, Food handling, Food experimentation, Maintaining a safe kitchen, and Textiles.

Test your knowledge on risk assessment

Are you able to answer the following?

- What qualifications do teachers need to supervise students when they are cooking?
- What do you say to colleagues who organise students to cook a barbecue at the Swimming Carnival for fundraising, or who ask to use your kitchen facilities for sweets making for the school fete, or to cook Indonesian food?
- The Deputy Principal (DP) has timetabled 28 students into the kitchen that was built for 24. You know it is overcrowded and possibly dangerous. You advise the DP verbally, but he/she states that there is nothing they can do about it. How do you deal with this?
- A student carrying a glass bowl trips on the vinyl flooring that is uneven and severs a tendon on her little finger and can no longer use it. Who is responsible for the compensation?
- You have two special needs students in your class who, because of their disabilities, have a teacher aide assist them with practical work each practical lesson. On this occasion the teacher aide advises she has a dental appointment, therefore leaving the special needs students without aide assistance. What do you do?
 - a. Allow the students to cook and you assist them constantly rather than supervising the other 22 students in the class.
 - b. Tell them they can't cook, opening yourself up to allegations of discrimination.

What would be the possible outcome of choosing (a) if a student was injured?
- There are six stove tops in the kitchen but you have been allocated 24 students to the class. What are your options?

IT IS THE LEGAL RESPONSIBILITY OF THE INDIVIDUAL TEACHER TO BE AWARE OF THE GENERAL RESPONSIBILITIES FOR EACH ACTIVITY CONDUCTED.

Curriculum Activity Risk Assessments

Staff room discussion starters

Consider the following scenarios (based on real situations) and:

- Present your viewpoint as the teacher
- Present your viewpoint as a parent or prosecutor

In what ways are the viewpoints different?

Scenario 1

Kristy is in a Year 11 Hospitality class and is chopping butter to weigh on the scales. She holds the butter in the air and slices a lump off so it lands on the tray of scales. In doing so, Kristy slices through her little finger. The teacher had her back to Kristy as she was assisting another student. Kristy and her parents have signed a Safety Contract stating that Kristy can comprehend instructions. The teacher had demonstrated how to use a knife safely, the class had viewed a video on knife skills and the class had practised knife skills in a dedicated formal lesson procedure. The teacher had reminded the students of the need to use a 'spider grip' each practical lesson. Kristy has not been absent for any Hospitality classes. She is referred to the First Aid office at school, then to the doctor, then the hospital and finally a specialist. She has to be hospitalised to have microsurgery where sinew is taken from her leg and used to repair her little finger.

Scenario 2

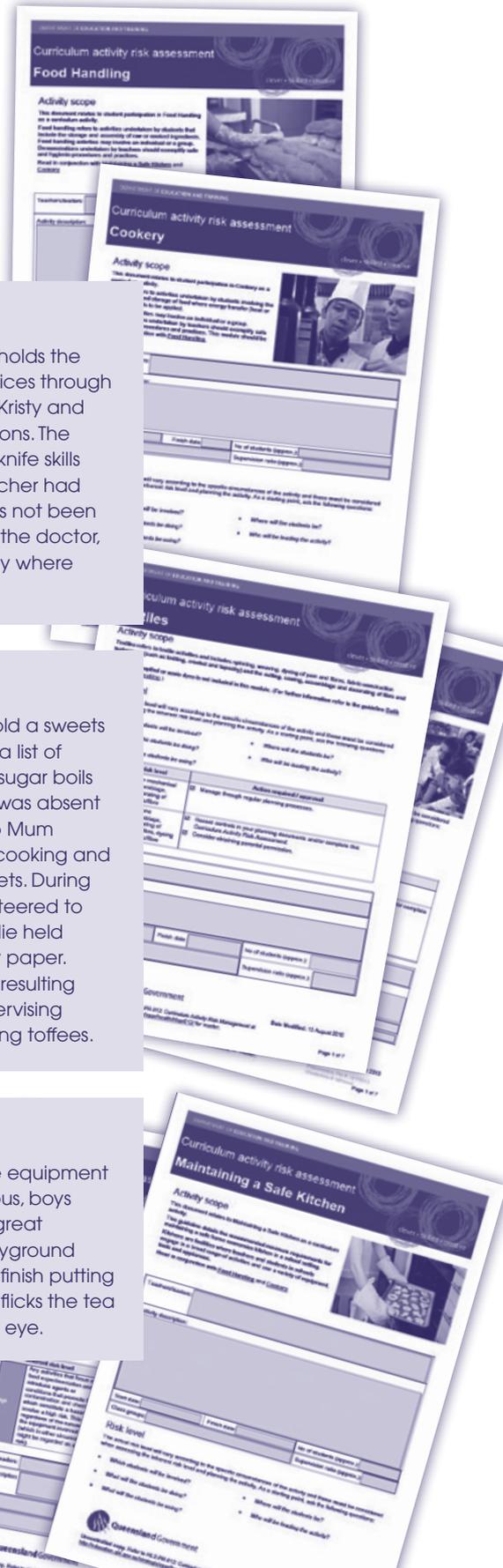
Courtney is in Year 10 studying Hospitality. The students have been told that they can hold a sweets stall for a Market Day being hosted by the business students. The teacher has provided a list of recipes from which the students can choose. As making toffee is considered 'high-risk' (sugar boils at 160°C), the teacher advises the students that they are not to make toffee. Courtney was absent on this day; she didn't have the ingredients at home to make the recipes suggested, so Mum suggested she take ingredients to make toffee. The teacher was absent on the day of cooking and left instructions for the qualified supervising teacher that the students were making sweets. During the food production lesson, Courtney was running late, so another student, Jodie, volunteered to help her pour the toffee using a spoon, into the patty cases. As they were in a hurry, Jodie held the spoon over the top of Courtney's hand, waiting to put the toffee into the next patty paper. Courtney accidentally bumped Jodie, spilling the toffee directly onto Courtney's hand resulting in 3rd degree burns, ongoing medical treatment and loss of feeling in her hand. The supervising teacher was unaware that the students had not been given safety instructions for making toffees.

Scenario 3

Jodie is a first year hospitality teacher. Her Year 11 class is running late in packing up the equipment from a lesson on Food and Beverage Service because the high-spirited, but not malicious, boys keep trying to flick the girls with tea towels instead of polishing the cutlery. The girls get great enjoyment out of squealing and complaining about the boys' behaviour. Jodie has playground duty and is very aware of her Duty of Care in relation to this. She leaves the students to finish putting the equipment away and hurries to her area for playground duty. Nathan accidentally flicks the tea towel into Megan's eye, scratching the retina and Megan is left with partial sight in that eye.

Leanne Warner

Browns Plains High School



HEIA(Q) responds to ACARA's HPE and Technologies Shape Papers

In May 2012, the Queensland Studies Authority (QSA) invited HEIA(Q) to contribute to its responses to the Health and Physical Education (HPE) and Technologies Shape Papers developed by the Australian Curriculum, Assessment and Reporting Authority (ACARA). Below is the essence of what was sent to QSA. HEIA(Q) also contributed to the national HEIA response that went directly to ACARA.

Health and Physical Education

A nine-page HEIA(Q) response to ACARA's *Draft Shape of the Australian Curriculum: Health and Physical Education, March 2012* was sent to QSA to be included in its submission. It provided a very detailed analysis, undertaken by HEIA(Q) members Margaret Duncan, Michelle Nisbet and Dr Janet Reynolds. The following are the major points in the response:

- A strengths-based approach is supported. However, whilst the strengths-based approach is essential for the efficacy of learning, the foundation of content derived from the HPE document should reflect an evidence-based approach to the current health issues impacting on the personal health of school-aged children in Australia.
- There is insufficient acknowledgement of the dimensions of health that represent a holistic view of health and insufficient acknowledgment of positive mental health through positive body image messages.
- There is a lack of guidance regarding Australia's health priorities and when these should be taught—for example, food and nutrition, tobacco, drugs, sun safety etc.
- It is a concern that families are mentioned so little.
- There is inappropriate, dominant reference to the enhancement of physical health through activity, to the detriment of other contexts for learning about health.
- The paper does not acknowledge the valuable contribution that other subjects such as Home Economics can make to HPE, where issues such as family, relationships, preparing food, consumer issues about food, and examining identity and body image through areas such as fashion etc. can be explored.
- The proposal to integrate the two strands (Personal, social and community health, and Movement and physical activity) is a huge concern. It is entirely inappropriate for all health and personal development issues/topics to be linked with physical activity contexts. This makes student learning

artificial and marginalises the opportunities for secondary school students to take advantage of the specialists other than traditional HPE teachers delivering this curriculum. Many traditional HPE teachers do not have the expertise to teach in the full range of contexts that appeal to all students, and they cannot be expected to do so. A range of specialists should complement each other in the delivery of the HPE curriculum.

- When looking at a number of key health issues in Australia e.g. cancer, heart disease, diabetes, the two key messages that come from key organisations are related to food and nutrition, and physical activity. Physical activity has been addressed very well and this is supported. It is very disappointing that food and nutrition has not been afforded the same emphasis. The research on healthy food behaviours, which requires effective nutrition education and food selection and preparation skills, has been underplayed in its role in promoting and enhancing personal health. Food literacy is key in health education.
- The structure would be much more logical if split into three strands: Health; Personal Development; and Movement and Physical Activity.
- Whilst there is mention of using information, taking action, personal and social skills, there is no sense of the underlying approach to the learning area. There is no process or processes that seem to form the backbone of the learning area (but without making it so dogged that teachers slavishly follow a set process). An action-oriented empowerment approach is suggested to support students enhancing their health in a positive way.

The Technologies

Similarly, a comprehensive HEIA(Q) response to ACARA's *Draft Shape of the Australian Curriculum: Technologies, March 2012* was sent to QSA. It was completed by HEIA(Q) members Renae Bradbury, Michelle Nisbet and Dr Janet Reynolds. The following are the major points:

- On the whole, as a generic document it is a well-written, comprehensive technology document. Overall, a positive and compelling example to the value of Design and Technologies in the broader curriculum. While ideally there would be reference and links directly to Home Economics, the potential to stimulate new and invigorated approaches to food and textile contexts is clear.
- Whilst the overall directions are clear and appropriate for years F to 8, they are not at all clear for Years 9 and 10.
- There was agreement with the two sub-strands Knowledge and understanding; and Processes and production.

- There is strong support for the concept of 'preferred futures', but, there is concern that there may not be a common understanding of what is preferred. The section implies that preferred futures are sustainable futures, the concept of which is well supported. At minimum there needs to be a definition of preferred futures, but if we are really talking about sustainable futures, why not state as engaging in creating sustainable futures?
- The broad definition of sustainable futures to include economic, environmental and social sustainability is supported, although environmental might be better written as 'ecological' or 'natural' as that is probably what is intended (or maybe not?).
- Further clarification of some of the terms is needed, for example, the differences between Technologies processes and Design processes needs to be clearer.
- **Years 7-8 structures**
The proposed structure of having one Technologies subject with two strands (Design and technologies; and Digital technologies) in Years 7/8 is not appropriate. There is the potential in some schools to see more time allocated to Digital technologies at the expense of Design and technologies. At Years 7-8 there needs to be two subjects (Design and technologies; and Digital technologies) to prevent marginalisation of either one. There needs to be explicit mention that the Design and technologies subject can be delivered through a range of subjects including Home Economics. There needs to be stand-alone subjects e.g.: Food Technology, Textiles, which are taught by specialist teachers. Hence the proposal to have one subject with two strands at years F-8 is inappropriate.
- **Years 9-12 structures**
The intended structures for Years 9-10 are not at all clear. It seems that a framework in Years 9-10 that can be adapted to any specialisation would be the most appropriate structure so that a school can choose which specialisations it will offer within that framework. The wording that subjects at Years 9-10 (and Years 11-12) must complement and not duplicate the Australian Curriculum is very confusing and causing concern. A structure that allows subject specialisation without a generic Design and technologies course is very much preferred. There is not time in the curriculum for a generic course and specialised courses, and neither is a generic course necessary (if indeed that is what is proposed—as stated, it is very confusing).

- **Timing**

Specific timing is needed for each Design and technologies and Digital technologies in Years F-8 so that Digital technologies is not favoured to the detriment of Design and technologies.

The timing for Years F-2, 7-12, and in particular 7-10 is inadequate. The Melbourne Declaration on educational goals for schooling is clear about the skills that individuals will need to succeed in contemporary society. The time allocation for Technologies does not reflect this. The subjects that identify with the contexts of Design Technology in secondary schools, in particular, will be left to fight about time allocation and debate their value. This leads to concern about the integrity and future of some technology-based subjects in the secondary years of schooling. These subjects are essential for many students in our schools and provide opportunities and practical experiences that do not exist in many other learning areas. For many students, these subjects are the only reason they engage in school and we must be careful that those opportunities are not lost. The learning area needs to cater for both academic and non-academic students.

Analysis of the overall picture (not submitted to QSA)

In analysing both the Technologies and HPE Shape Papers developed by ACARA as part of the Australian Curriculum, it has become clear that a 21st century curriculum will be more valuable with the addition of guidelines for Home Economics education where the intentions of both documents can be integrated in a meaningful way. For example, students can learn about growth and development (from HPE) and/or nutritional and other needs, and link this learning to developing appropriate resolutions to design briefs. Similarly, in Home Economics, students can integrate learnings about body image and self-esteem with fashion and clothing, and then go on to design and produce either design folios or garments that match their body needs. In so doing they can design and produce sustainable fashion products e.g. by recycling. Home Economics embodies in the most natural and meaningful of ways an integrated curriculum. In addition, teachers will be able to integrate valuable aspects of learning such as consumerism that are not currently addressed in either document.

In some states/schools, the subject 'Home Economics' is 'placed' in one learning area and this precludes home economics teachers doing justice to the breadth of their subject if they operate within the confines of that learning area. For example, if Home Economics is under the umbrella of Technologies, it jeopardises the teaching of valuable curriculum components such as an in-depth study of nutritional health. Similarly, important learnings about family, relationships, identity, body image and growth and development do not sit comfortably in Technologies. However, within the home economics classroom, these topics can be integrated, where appropriate, with technologies learning. If home economics teachers are precluded from teaching these aspects of the curriculum, then it is highly unlikely they will be addressed at all and this will be at great detriment to student learning in an era when understanding the importance of nutritional health, developing positive identities and body image, and developing meaningful relationships within and outside of the family is so critical for adolescents.

If Home Economics Guidelines are developed and endorsed by ACARA, school principals will have the green light to continue with the valuable subject of Home Economics. Importantly, student learning will be integrated in a meaningful way.



Home Economics Institute of Australia (Queensland) Inc.

Home Economics Teacher Excellence Awards

The Queensland Division of the Home Economics Institute of Australia invites nominations for the *HEIA(Q) Home Economics Teacher Excellence Awards 2012*. This is an invaluable opportunity to recognise and celebrate the outstanding work done by home economics practitioners. Home economics teachers contribute much to education in Queensland and this is one way our profession can acknowledge practitioners who excel.

The Excellence Awards will be presented at the HEIA(Q) state conference on Saturday 11 August 2012. Regional functions may be arranged to celebrate awardees from regional centres.

Home Economics Teacher Excellence Awards

Nominations are invited for **currently practicing** teachers who have, in recent times, **demonstrated excellence** consistently in several facets of **home economics education** (e.g. quality teaching practice, innovative teaching practice, exemplary curriculum development, quality student outcomes and success, outstanding professional commitment...)

- Nominees considered for this award must be **financial members of HEIA Inc** (individual or school).
- A member who has received an HEIA(Q) Home Economics Excellence in Teaching Award is eligible for re-nomination three years after receiving the award.
- A **maximum of three awards** will be presented annually. A panel will review the nominations.

To nominate a colleague, please complete the **Nomination Form** and forward the completed **form** and **response to selection criteria** to:

Teacher Excellence Awards
Home Economics Institute of Australia (Qld)
PO Box 629
Kallangur QLD 4503

Who Are You Going To Nominate?

HEIA(Q) would like to acknowledge quality teachers within our profession, but we need your help.

It's time to share with others the exemplary work done by home economics teachers. Please tell us about their activities and achievements.

The nomination form is included in this newsletter or on the website at **www.heiaq.com.au**

Closing date for nominations is **Friday 13 July 2012**.

Be proud to be a home economics teacher in Queensland!

Nominations must be received no later than

Friday
13 July 2012



Home Economics Institute of Australia (Queensland) Inc.

Home Economics Teacher Excellence Awards

NOMINATION FORM

Nominee details

(person being nominated for the award)

Name: _____

Work Phone: _____ Home Phone: _____

Email Address: _____

School: _____

School Address: _____

Number of years of home economics teaching experience: _____

Nominator details

Please note that the person proposing the nomination must be a financial member (individual or school) of HEIA Inc. The nomination must be seconded by another member or a school representative such as the Principal.

Proposed by: _____

Signature: _____ Date: _____

Phone: _____ Email: _____

Seconded by: _____

Signature: _____ Date: _____

Phone: _____ Email: _____

Response to Selection Criteria

Please provide details of how the nominee has demonstrated excellence in **home economics teaching** in recent years (2–3 years). Include details of the activities undertaken by the nominee and his/her professional characteristics that indicate excellence. Where appropriate, please include the year of the activity.

Details of the nominee's activities/characteristics must address a **minimum of two** of the following selection criteria:

- Teaching practice e.g. student-centred learning, use of productive pedagogies, integration of ICTs
- Curriculum development e.g. innovative school-based curriculum development that relates to contemporary syllabuses, development of work programs, contribution to syllabus development
- Student outcomes/success
- Professional activities

Primary focus should be given to activities relating directly to **home economics**, but may also include activities relating to, for example, hospitality and early childhood. Nominations should be comprehensive but clear and concise, occupying **no more than two A4 pages**.

DIARY DATES

JULY 2012

16-21

XXII INTERNATIONAL FEDERATION FOR HOME ECONOMICS WORLD CONGRESS 2012

Global wellbeing

Melbourne Convention and Exhibition Centre

Web: www.ifhe.org/

24

THE CREATIVE CLASSROOM

3.30pm-5.30pm

Ipswich State High School

1 Hunter Street, Brassall, Brisbane West

Email: zzdmcman@westnet.com.au

Web: www.heiaq.com.au/events/workshops

24

MINDMATTERS MEASURING OUR PROGRESS

Ocean International, Mackay

Web: www.mindmatters.edu.au

25

THE CREATIVE CLASSROOM

3.30pm-5.30pm

Clairvaux Mackillop College

Klumpp Road, Upper Mt Gravatt, Brisbane South

Email: zzdmcman@westnet.com.au

Web: www.heiaq.com.au/events/workshops

25

MINDMATTERS TRANSITIONS

Ocean International, Mackay

Web: www.mindmatters.edu.au

26

THE CREATIVE CLASSROOM

3.30pm-5.30pm

Northside Christian College

Flockton Street, Everton Park, Brisbane

Email: zzdmcman@westnet.com.au

Web: www.heiaq.com.au/events/workshops

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ONENOTE and FOODCHOICES

9.00am-3.30pm

St Margaret Mary's College

1-9 Crowle Street, Hyde Park, Townsville

Email: zzdmcman@westnet.com.au

Web: www.heiaq.com.au/events/workshops

30

ONENOTE and THE CREATIVE CLASSROOM

9.00am-3.30pm

Rockhampton Leagues Club,

George Street, Rockhampton

Email: zzdmcman@westnet.com.au

Web: www.heiaq.com.au/events/workshops

July 31 & August 1

MINDMATTERS STAFF MATTERS

Rydges Tradewinds, Cairns

Web: www.mindmatters.edu.au

AUGUST 2012

3

ONENOTE and THE CREATIVE CLASSROOM

9.00am-3.30pm

Centenary Heights State High School

60 Ramsay Street, Toowoomba

Email: zzdmcman@westnet.com.au

Web: www.heiaq.com.au/events/workshops

4

THE DIFFERENTIATED CLASSROOM and ONENOTE

9.00am-3.30pm

Across the Waves Sports Club

1 Miller Street, Bundaberg

Email: zzdmcman@westnet.com.au

Web: www.heiaq.com.au/events/workshops

10

HEIA(Q) PRE-CONFERENCE SEMINAR

4.30pm-6.30pm

Dianna Plaza Hotel, Woolloongabba

Email: heiaq@heia.com.au

10

QUT GRADUATE FUNCTION

4.30pm-6.30pm

Dianna Plaza Hotel, Woolloongabba

Email: heiaq@heia.com.au

11

HEIA(Q) STATE CONFERENCE

The Australian Curriculum:

Opportunities and challenges for

Home Economics

Brisbane Convention and Exhibition

Centre, South Bank, Brisbane

Contact: Lidia Dalton, Expert Events:

Tel: +61 7 3848 2100

Fax: +61 7 3848 2133

Mob: 0418 210 432

Email: lidia@expertevents.com.au

15

THE DIFFERENTIATED CLASSROOM

3.30pm-5.30pm

St Teresa's Catholic College

Sea Eagle Drive, Noosaville,

Sunshine Coast

Email: zzdmcman@westnet.com.au

Web: www.heiaq.com.au/events/workshops

17

THE DIFFERENTIATED CLASSROOM and THE CREATIVE CLASSROOM

9.00am-3.30pm

St John's School, Roma

Email: zzdmcman@westnet.com.au

Web: www.heiaq.com.au/events/workshops

25

THE DIFFERENTIATED CLASSROOM and ONENOTE

9.00am-3.30pm

Cairns, Venue TBA

Email: zzdmcman@westnet.com.au

Web: www.heiaq.com.au/events/workshops

SEPTEMBER 2012

3

THE CREATIVE CLASSROOM

3.30pm - 5.30pm

Keppnock State High School

Keppnock Road, Bundaberg

Email: zzdmcman@westnet.com.au

Web: www.heiaq.com.au/events/workshops

6

THE DIFFERENTIATED CLASSROOM

3.30pm-5.30pm

Northside Christian College

Flockton Street, Everton Park,

Brisbane

Email: zzdmcman@westnet.com.au

Web: www.heiaq.com.au/events/workshops

OCTOBER 2012

13

WORLD FOOD DAY EVENT

12.30pm-5.30pm approx.

St James College

Boundary Street, Spring Hill

Email: heiaq@heia.com.au

15

FOODCHOICES

2.30pm-4.30pm

Keppnock State High School

Keppnock Road, Bundaberg

Email: zzdmcman@westnet.com.au

Web: www.heiaq.com.au/events/workshops

16

WORLD FOOD DAY

16

THE CREATIVE CLASSROOM

October, 3.30pm-5.30pm

Trinity Lutheran College

Ashmore Road, Ashmore, Gold Coast

Email: zzdmcman@westnet.com.au

Web: www.heiaq.com.au/events/workshops

24

ONENOTE

3.30pm-5.30pm

Clairvaux Mackillop College

Klumpp Road, Upper Mt Gravatt,

Brisbane South

Email: zzdmcman@westnet.com.au

Web: www.heiaq.com.au/events/workshops

NOVEMBER 2012

1

ONENOTE

3.30pm-5.30pm

Ipswich State High School

1 Hunter Street, Brassall, Brisbane West

Email: zzdmcman@westnet.com.au

Web: www.heiaq.com.au/events/workshops

DECEMBER 2012

3

THE DIFFERENTIATED CLASSROOM and THE CREATIVE CLASSROOM

9.00am-3.30pm

Mackay North State High School

Valley Street, Mackay North

Email: zzdmcman@westnet.com.au

Web: www.heiaq.com.au/events/workshops