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

September 2012



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HEIA(Q) welcomes the Queensland 2012 graduands to the profession



The future of home economics: Six of the 2012 graduands



Molly Poland responding on behalf of the 2012 graduands

The 2012 QUT Bachelor of Education (Secondary, Home Economics) graduands are a small group this year, with just nine students ready to graduate at the end of the year. HEIA(Q) was delighted to welcome six of these bright and enthusiastic students to the profession at a function held on Friday 10 August 2012 at the Diana Plaza Hotel at Woolloongabba.

The function was held on the eve of the HEIA(Q) 2012 state conference, thus allowing conference delegates from country areas to attend the function and meet the graduands (and potentially find a new recruit for their department).

Prior to welcoming the graduands, HEIA(Q) member, Suzanne Zillman, presented a seminar showing the integration of technology (in the form of the Thermomix, advertised as the world's smallest, smartest kitchen) with nutrition and sustainability. Schools using these appliances speak highly of their speed, retention of nutrients and the fact that there is no food wastage. Third year QUT Home Economics student and HEIA(Q) student representative Megan Goss acted as assistant, accomplishing the task with great panache.

Then it was the important time to welcome the students. What they lacked in number, they certainly made up for in quality, friendliness, confidence and enthusiasm. HEIA(Q) Committee of Management member, Kay York, formally welcomed and introduced the graduands, after which Megan presented each with a bag of resources to help get started in their new profession. Molly Poland responded on behalf of the graduands and left the audience in no doubt that there is a bright future with such quality graduands in our midst.

Graduands and home economics teachers finished the evening by getting to know each other over drinks and savouries and, for the teachers, catching up with long-standing friends.

Welcome to the 2012 QUT home economics graduands. We wish you well as you embark on an exciting and rewarding career.

curriculum priorities 2012

HEIA(Q) 2012
State Conference

Saturday 11 August

The Australian Curriculum: Opportunities and challenges for Home Economics

Brisbane Convention and Exhibition Centre



The Brisbane Convention and Exhibition Centre was once again graced by the presence of nearly 300 home economics delegates as they converged on the Centre on a sunny winter's morning for the HEIA(Q) 2012 state conference. A busy day was had by all, with delegates treated to three keynote addresses and two concurrent sessions as well as the customary beautiful lunch and associated networking. Delegates submitted their evaluations by Survey Monkey, with 172 submissions being made—nearly 60% response rate. So how did it all go? The majority of delegates had a great day—read on to find out what they said in the evaluations.

About the keynote addresses

The day began with Rob Randall, acting CEO of the Australian Curriculum, Assessment and Reporting Authority (ACARA) outlining what is happening with those aspects of the Australian Curriculum that are particularly relevant to Home Economics, and what it all means for Home Economics. Whilst not able to give a definitive answer as to whether or not there will be ACARA-endorsed guidelines for Home Economics, he made it very clear as to how he sees Home Economics contributing to the education of young Australians. He also reinforced the point that education systems and schools will ultimately make decisions about how the curriculum is implemented.

Rob Randall was followed by Professor Bob Lingard from The University of Queensland. Bob set the scene for current educational change that is occurring in Australia, and located the change in the context of the world stage. He worked from the big picture and brought it back to what is happening locally and how there are currently ideal opportunities to advocate for

Home Economics. Delegates really enjoyed Bob's video on the curriculum for whaling—Check it out at http://www.youtube.com/watch?v=POi4rvN_Yts and have a good laugh. Like Rob Randall, Bob also articulated the place of Home Economics in the curriculum, with both speakers referring to the Melbourne Declaration as a point of reference.

Delegates were very appreciative of having such relevant speakers who had their fingers on the pulse with regards to what is happening locally, nationally and globally and felt empowered to engage in school debates about the Australian Curriculum, particularly about timetabling, back at the school site. Having said that, some delegates did find the session a bit heavy to start the day and would have liked more definitive answers about the future of Home Economics to help them fight their school battles.

Note: Please see the article in this newsletter regarding further commentary on what we learnt from the conference about the Australian Curriculum and Home Economics.

Dan Haesler, the afternoon closing keynote speaker, was new to the Home Economics stage. Typically, delegates found him engaging, inspirational, entertaining and said that he had great messages that were delivered with humour, and generally was a great way to finish the conference day. Many commented on his fabulous Prezi presentation and the messages he conveyed, such as: who you are will be more important than what you know and what you can do; it's not about finding the right answers, it's about finding the right questions; let kids design the curriculum; and forget competition—and many more besides.



The concurrent sessions

The concurrent sessions presented a range of topics for delegates to explore, whether about the Australian Curriculum, teaching strategies, health matters, food preparation, or the 'happy' school. There were some excellent sessions, with the following receiving outstanding comments.

- Tony Ryan's *Practical strategies for promoting higher order thinking and deep understanding*
(Link to presentation <http://bit.ly/TpFRPG>)
- *Tony Ryan was very inspiring and I have already used one of his strategies in the classroom.*
- *I found Tony Ryan was an engaging, dynamic and enjoyable speaker who gave me many new strategies and thoughts for my classroom.*
- *Tony Ryan made me feel inspired and motivated to teach. Excellent presentation, enthusiastic and held our interest and attention the whole time.*
- Christine Castle's *Creating a paperless Food technology unit*
- *Fabulous presentation with some great ideas for us to adopt or adapt. Thanks Christine, you were a great presenter with loads of ideas and resources to show us.*
- *Great unit, very interesting and demonstrated some excellent IT programs.*
- *Thoroughly enjoyed my session with Christine and have already implemented the program into my classroom on return to school today! I love it!*

- Kellie Hogan's *The new Australian Dietary Guidelines and Australian Guide to Healthy Eating—What does it mean for you as an educator?*
- *Excellent presentation. Easy to listen. Very relevant and applicable to our teaching.*
- *The activity was excellent ... the section comparing the two students with the old and new system was very telling and an excellent way to illustrate the changes. Congratulations on a fabulous workshop Kellie!*
- *Great to have this information now so that we can be prepared for next year when planning the curriculum.*
- Dan Haesler's *The happy school.*
(Link to presentation <http://danhaesler.com/heia/>)
- *Dan was as engaging as he was interesting. He had a lot of common sense.*
- *This was inspirational and thought provoking*
- *Dan's fantastic. He is motivating, engaging, thought provoking, and on the student's side as well as on the teachers side.*
- *Dan really got me thinking, especially in terms of why I became a teacher.*

Unfortunately one concurrent session did not hit the mark and the technology failed in the *Apps on the iPad* session. This was very disappointing for those who were in those sessions.

What made you smile

- Bob Lingard's video clip on whaling
- The audacity of Brit Dan Haesler rubbing it in that the Brits had more Olympic medals than the Aussies!
- Being handed a glass of champagne at the end of the day
- Louise McCuaig's beautiful coat dress
- My bright yellow conference bag—love it!

About the food

The food was yet again a great success, especially the lunch. Delegates loved the sit-down lunch and the variety of food presented. Whilst some delegates liked to get up and move for dessert, most would have preferred to stay at the table. The logic behind serving dessert upstairs was to encourage delegates to visit the trade display. A couple of people queried the need for such a comprehensive lunch in light of the budgetary implications, but a stand-up sandwich/wrap lunch is not that much cheaper and delegates have indicated that this is not what they want.

We have noted the call from some delegates to include fruit in morning tea and will investigate this next year, but it does take us into the next price bracket for our catering package. One of the committee went to BCEC a couple of weeks later and had a lovely morning tea that included fruit, but it was \$14.90 per person.



Keynote speaker,
Professor Bob Lingard



Catching up over morning tea

About registration

This was the first year that we have had totally online registration—a big move! It was very well received with delegates saying that it was easy once they worked out what to do. We have noted not to clash early bird cut off with the holidays. Apologies, it was not intentional.

Strength in numbers to ensure a well-oiled machine

Well over 60 HEIA members helped out on the day—chairing sessions, checking name badges, assisting on the registration desk, ushering at the plenary, and similar tasks. Some were quite small but all contributed to ensuring that the day ran smoothly. And it did run smoothly, so thank you all. This is what some said:

- I helped out on the registration desk and it was great to briefly catch up with so many people I haven't seen in a while.

Sue Booth

- I saw the opportunity to chair a session at the conference as a great opportunity for continued professional growth. It enabled me to interact and meet with my colleagues and share new ideas.

Glenn Amezdroz

- I enjoyed chairing a session as I was able to catch up with long standing peers including the presenter and met some new faces to Home Economics. I was proud to be involved with such a professional group of people who could also be relaxed enough to be involved in the presentation.

Sue Going

- I enjoyed chairing a session because it was a small way to say thank you to the hardworking team who always make the bigger picture unfold. I may not be able to do the big stuff, but I appreciate that it happens.

Brad Barlow

- Helping to check nametags before a session is an enjoyable way that members can be involved on the day of the conference. It is a great way to catch up with the other delegates as they come into the room.

Angela Custance

- I acted as Chairperson for one of the first round of concurrent sessions and I found that many people began conversations with me at the second session and over lunch as they were familiar with my face and who I was. This simple role proved to be a fantastic networking opportunity.

Melita Watts

The willingness and grace of members to contribute in this way demonstrates what a force we are as a collective and what we can achieve as a professional community.

An interview with the Conference Organising Committee

The Conference Organising Committee was a very small group this year—Jan Reynolds (Convenor), Michelle Nisbet and Renae Bradbury—all volunteers and all leading busy lives outside of the world of HEIA. With Jan not returning from working for several months in Sri Lanka until April, it was all systems go from April until August. The professional conference organisers who managed the event, Expert Events, were invaluable in making sure everything was done effectively and efficiently. This is what the committee had to say in response to some questions put to them:

- You always get such a sense of satisfaction in seeing all your plans come together on the day. The lead-up work is really valuable because of the professional dialogue and cutting edge knowledge that you gain. I was really pleased with the program we put together; it was really difficult to choose my concurrent as there were multiple in each session that were useful and interesting. Working on the conference was well worth the effort. It is easy when you are working with a great team. Please consider how you can contribute.

Michelle Nisbet

- The program—it was great! We got all the speakers we wanted and were very happy that we were able to put together such a valuable set of speakers and workshops. On the day, the wheels fell off a couple of sessions, which was disappointing as these sessions had sounded so promising. But the large number of concurrent sessions that received excellent reviews was fabulous. We were very happy with the organisation on the day, with the conference running very smoothly. Expert Events had been meticulous in their management, plus we had the help of 60+ HEIA members doing small but very important jobs on the day. Another positive was the graciousness of the delegates—everyone is always so appreciative of what is done on their behalf and even if they have a bad session, delegates are generally understanding. On the other hand, it is always disappointing when some delegates have a bad session. Although this was the minority, we do look carefully at the cause of the problem and try to make sure it doesn't happen again.

Janet Reynolds

And about 2013?

Delegates were excited about the prospect of a 2-day food and nutrition conference. Lots of ideas for speakers and topics were submitted—thank you. Plus it was wonderful that we have a number of people who have offered to help with the 2013 conference—planning will start very soon. So mark the date in your calendar—Friday 2nd and Saturday 3rd August, 2013. Look forward to seeing you there when, yet again, we will come together to learn, share, talk and shape our futures.

The Australian Curriculum: Opportunities and challenges for Home Economics

So what did we learn about Home Economics and the Australian Curriculum?

Nearly 300 delegates attended the HEIA(Q) 2012 state conference with the promise of hearing first hand what was happening with regard to Home Economics and the Australian Curriculum. So did the conference deliver? Yes it did—we certainly heard first hand from ACARA Acting CEO, Rob Randall, from ACARA Senior Project Officer (Technologies), Julie King, and from the writer of the HPE Shape Paper, Professor Doune Macdonald.

It was clear from the evaluations that most delegates got exactly what they were hoping for from these sessions, but others were frustrated that we did not have a definitive answer from Rob Randall as to what will happen with Home Economics once the Australian Curriculum is in full swing. When asked about how she felt about the non-committal responses from Rob, convenor of the HEIA Education Standing Committee Dr Jan Reynolds, responded as follows:

I am not disheartened at all. Maybe delegates were expecting to hear that we will definitely have Home Economics Guidelines. This won't happen quickly—the political wheels turn very slowly for decisions such as this. The decision has to go to the Standing Council on School Education and Early Childhood (SCSEEC), which is the Council with all the state and territory education Ministers. And that takes time. I am taking the 'glass half full' view, and saying that neither did Rob Randall say that we are NOT getting the Guidelines. Instead, he acknowledged the importance of Home Economics and articulated quite clearly where we best make a contribution to the education of young Australians. If Rob Randall had no respect for Home Economics, he would not have attended the conference, and would have sent someone further down the line in his place.

Plus we have to remember that it is systems (e.g. Education Queensland) and schools that will make decisions about the implementation of the Australian Curriculum and how it gets packaged. So even if it transpires that we do not have our own guidelines, we can be totally confident that Home Economics will continue. With 650 Queensland HEIA members, as well as those home economics teachers who are not members, and with many schools having six to eight home economics teachers, it is clear that Home Economics will not be leaving the stage any time soon.

Whilst we did get some of the political spin, we also gave some. Do you not think it political, as well as practical, that three ACARA officers were invited to the conference? Do you not think they will compare notes as to what happened in all three ACARA sessions? From where I was standing on that stage, it was a powerful political message that delegates were sending as well as receiving—three hundred professional (in every sense of the word) home economics educators, dedicated enough to attend a conference on a Saturday, all listening intently was an awesome political message to decision makers.

However, most delegates read between the lines and felt they had plenty of ammunition to engage in the timetabling battle. If I was in a school, I think there are three major things to be pleased about:

1. *Home Economics is clearly valued by Rob Randall, CEO, ACARA and by Professor Bob Lingard, Chair QSA P-12 Curriculum Committee. They both made points about the value of home economics education in contemporary society. At no point was there any indication that foreseeable future schooling would not include Home Economics.*

2. *No decision has yet been made as to whether there will be Home Economics Guidelines endorsed by ACARA. That decision will be made once the processes for writing the HPE and Technologies curriculums are further down the line. But even if that does not happen, it is clearly expected that Home Economics will continue.*

3. *By its sheer presence, HEIA gave its own very strong political message.*

So where to from here? This has to be discussed at a national level but it is probably time for another letter to the Ministerial Council, SCSEEC.

Health and physical education

Professor Doune Macdonald gave an excellent presentation on the key messages from the HPE Shape Paper, the connections between Home Economics and HPE, and new directions/emphases that might be adopted in home economics programs as a result of the HPE Shape Paper. This session was extremely professionally presented and very clear.

In the session, delegates challenged Doune about the disconnect between good practice in food and nutrition education and what is in the Shape Paper—the Shape Paper will guide the syllabus writers. It was acknowledged by the delegates that the paper had changed considerably as a result of feedback from HEIA and other stakeholders with an interest in food and nutrition education, but it had not gone far enough. It is worth noting that both the revised (August 2012) HPE and Technologies Shape Papers state:

In order to influence student behaviour in terms of healthy eating and nutrition it is important to provide students with opportunities to learn about where their food comes from, how it is produced, why they choose it, the benefits of healthy eating, what food is nutritionally sound and how they can prepare it. In the Australian Curriculum students may be taught about food and nutrition in both Health and Physical Education and in the Technologies learning area through Design and technologies. (see relevant Shape Papers e.g. The Shape of the Australian Curriculum: Health and Physical Education, 2012, page 11)

The HPE paper concludes the paragraph with:

The focus in the Health and Physical Education curriculum will be on understanding healthy choices in relation to nutrition, understanding the range of influences on these choices, and developing and applying the knowledge, understanding and skills to make healthier choices in relation to food and nutrition.

whereas the Technologies paper concludes with:

In Technologies students will learn how to apply nutrition knowledge through the preparation of food. Beyond Year 8, students may choose to study a food-related subject offered by states and territories. (The Shape of the Australian Curriculum: Technologies, 2012, page 5).

Delegates expressed major concerns regarding the failure to address the importance of practical food preparation in encouraging healthy eating behaviours via the HPE learning area as well as Technologies. Strong disappointment was expressed by some at the lost opportunity to totally rethink the way that health education is offered in schools, enabling learning about health from perspectives that differ from those presented in the traditional HPE setting. Whilst Doune was challenged regarding the lost opportunities and inappropriateness of the directions for a 21st century curriculum, it was recognised that Doune's writing is guided by an advisory group, and not necessarily her own philosophy. Afterwards, Jan Reynolds said:

The nutritional health of young people in Australia is very alarming and the lost opportunities, thus far, are very disappointing. This is not about Home Economics, it is about what is right for students—their entitlement to a good education. It is a total nonsense to expect students to engage in healthy eating behaviours as a result of learning the theory of nutrition. The research shows that it just doesn't work. A bit like winning a Gold medal for the 100 metre sprint by just reading about exercise physiology and not actually practising. However, the HPE Shape Paper does say that students 'take action', and to me that means practical food preparation. But it would be good if it was more explicit. However, the tide is turning—look at all the millions being spent on programs such as Need for Feed (Diabetes Australia) teaching students to cook in programs run after school hours. Eventually the decision makers will realise that an easier, cheaper and more sustainable way to teach it is as part of the curriculum. Not that Home Economics is just about food and nutrition education, but it is certainly the part that we do better than any other teacher in the school.

Fortunately many teachers teach the health side of Home Economics anyway even if technically locked into the Technologies learning area. It just shows the stupidity of the system. It really maddens me when key educators get up and extol the virtues of an integrated curriculum and then try to pigeon hole all subjects into one learning area.

Technologies

Julie King, Senior Project Officer (Technologies) at ACARA provided an overview of the Technologies Shape Paper in her concurrent session. She reiterated the information available on the ACARA website, that Technologies is providing a very real position for the study of Home Economics. Delegates also engaged in a worthwhile activity to find common knowledge themes in one of three topic options, with many choosing 'Food and nutrition'. This gave delegates opportunity to reflect on what is valued, as well as an opportunity to reflect on what knowledge colleagues value.

In brief, the Australian Curriculum: Technologies comprises two mandatory subjects from Foundation to Year 8: Design and Technologies and Digital Technologies. At Years 9 to 10, there will be two optional subjects, also to be named Design and Technologies and Digital Technologies. States and territories may offer additional technologies specialisations that do not duplicate the subjects in the Australian Curriculum. The Shape Paper notes:

Technologies contexts ...the focus and opportunities for students in Design and Technologies to use Technologies processes and production skills to design, produce and evaluate products, services and environments, for example ... focusing on specific materials such as electronics, food, metal, textiles or timber ... focusing on an area of specialisation (for example, architecture, engineering, food and fibre production). (The Shape of the Australian Curriculum: Technologies, August 2012, page 34)

In commenting on the Technologies Shape Paper, Jan Reynolds said:

It is great that there is a real acknowledgment of the role that Home Economics will play in the delivery of the Technologies curriculum. It is also interesting to note that the recently released final Shape Paper acknowledges the links with HPE. However, this does not allay my concerns as to how this will be managed in a practical sense at a school level. That is why Home Economics Guidelines are so important—to show schools how this would/could work.

Planning for implementation

When asked to comment about planning for implementation, Jan said:

If I was in a school I would be organising my units so that they link strongly with both the HPE and the Technologies learning areas. But I would probably keep them quite distinct. In my HPE units, I would be including practical work, especially practical food preparation—this is part of the 'taking action' that is advocated in the HPE Shape Paper. I would also be preparing units on body image, self-esteem, identity etc. and link these to, for example, fashion studies. The table below is what I presented at the 2011 HEIA(Q) conference as a framework to start thinking about planning. I have heard of at least one school that has started such planning. At that school the department is known as the Home Economics faculty and under that faculty has developed a range of electives (2 Food technology, 2 Textile technology, 2 Personal Health—Food, 1 Community Health—Early Childhood) for Years 9 and 10 e.g. Home Economics: Food technology 'Masterskills', Home Economics: Personal health 'Food matters', Home Economics: Textile technology 'Street wear'.

	Basis of modules for all students	Basis of extension elective modules to be packaged according to school needs
HPE	Yr 7–10 Food and nutrition	Yr 7–8 Food and nutrition
		Yr 9–10 Food and nutrition
Technology	Yr 7–10 Identity, relationships	Yr 9–10 Identity, relationships, families
	Yr 7–8 Food technology	Yr 9–10 Food technology
	Yr 7–8 Textiles	Yr 9–10 Textiles

As we move towards implementation, it is important that teachers read the ACARA documentation and know where we are heading. For example, page 8 of the Curriculum Design Paper (March 2012) [http://www.acara.edu.au/verve/_resources/Curriculum_Design_Paper_version_3_\(March_2012\).pdf](http://www.acara.edu.au/verve/_resources/Curriculum_Design_Paper_version_3_(March_2012).pdf) states:

The Australian Curriculum content for any learning area should be 'teachable' within the indicative time allocation that ACARA sets for its curriculum writers, to avoid overcrowding and to allow for the inclusion of other content. Such an approach is not designed to establish time allocations for education systems and sectors, schools or teachers. Rather, it is a design assumption about relative emphasis given to curriculum areas and is intended to guide writers on the teaching/learning time that they can assume as they write the curriculum. Decisions relating to the organisation and delivery of the Australian Curriculum, including such matters as time allocations, rest with education authorities and schools. School and curriculum authorities can specify more teaching time.

A table in the Design Paper shows that, for Years 9 and 10, the mandatory subjects of English, Mathematics, Science, History and HPE have 49% allocated time. The remaining time is for electives—Economics and Business 5%; Geography 5%; Civics 2%; The Arts 8%; Design and technologies 4%; Digital technologies 4%; Languages 8% = 31%. So the mandatory and elective time adds up to 80%, and hence the school can use the remaining 20% as it wishes—increased time for either core or electives.

HEIA(Q)

2012 Professional development



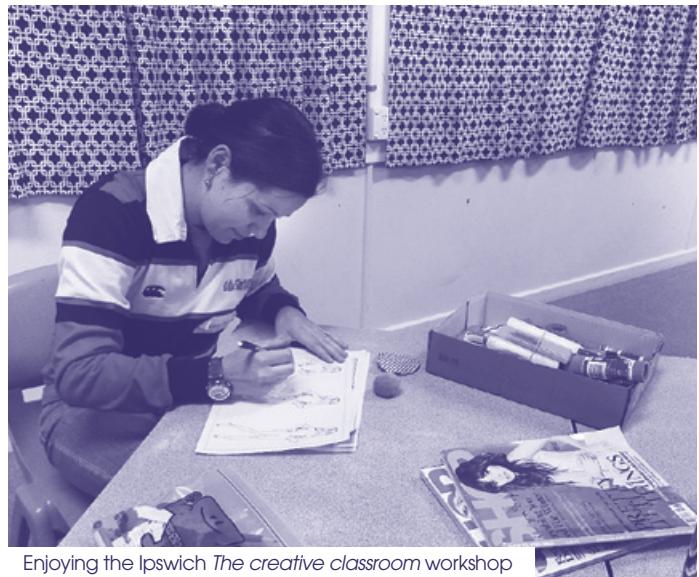
It has been a whirlwind of workshops in Term 3 with 15 being run in total. Only one has had to be cancelled, thus far, due to lack of numbers.

HEIA(Q) member Kay York has presented *The differentiated classroom* and *OneNote* workshops from Brisbane North to Rockhampton, Townsville and Cairns and west to Toowoomba and Roma. Another member, Alice Nelson, who resides in Gladstone, usually has to fly to Brisbane before embarking on another flight to regions like Toowoomba and Roma to present *The creative classroom*. Both have travelled an incredible number of kilometres. Just imagine doing this as well as your teaching load! We are very grateful to them for their commitment to furthering the skills of home economics teachers across the state.

There have been rave reviews for all the workshops. The evaluations show that the workshops have been valuable and thoroughly enjoyed. 50% of respondents have rated the workshop they attended as a '5' (the highest rating), 43% rated it a '4', and 7% rated it a '3'. It is encouraging for everyone involved when a workshop participant admits that they attended with little expectation and some trepidation and left feeling enthused and with the confidence to try some new things. A few examples of the many positive comments written about the workshops are shown here.

The differentiated classroom

- Some new techniques I haven't seen before/and are going to be useful and easy to implement.
- Learnt various strategies regarding implementing differentiation. Came with very little knowledge on the topic.
- I found this workshop clarified my views on differentiation and has pointed me in the right direction for future classroom strategies.
- I have learnt how to differentiate in the classroom. Although I have been doing this I have learnt extra skills.
- Thoroughly appreciated the information provided in a practical, usable way. Also that the information was in relation to Home Economics.



OneNote

- Excellent because of its home economics focus and the expertise of a home economics presenter.
- This was an excellent, engaging workshop. Learnt new ways of presenting information to the classroom for all my subjects and year levels.
- Thoroughly enjoyable workshop. Full of fantastic practical ideas for the classroom. Very empowering for someone like me who is not very familiar with full use of OneNote.
- Expanded my capability with utilising OneNote.
- Never having used OneNote I found this a stress-free way to be introduced to it.
- Very informative and gave me a lot of new ideas/ formats for future use within the classroom. Relaxed and encouraging presentation. Thank you!

program a great success



Alice Nelson explaining how it's done



Exploring OneNote in Toowoomba



Presenter, Alice Nelson

The creative classroom

- The enthusiasm of the presenter for her topic. The breadth of coverage of the topic. The variety of activities and examples
- Relevant. Resources provided. Enthusiastic presenter!! Inspiring—can't wait to share ideas with colleagues and my classes!!
- Excellent delivery and fantastic food for thought. Such great ideas. Thank you so much—a breath of fresh air!
- Great ideas for creative activities and classroom strategies, behaviour management, positive teaching.
- Enthusiastic and energetic presenter. Refreshing...the future of Home Economics is in good hands if recent graduates have as much energy.
- Makes me feel very old and staid but have been motivated by the enthusiasm and great ideas that Alice has demonstrated.
- Loved it all! Very inspiring, informative. Fantastic to see such an advocate for the subject. We need to sell it! Loved the challenge of the activities.

It is heartening to the presenters to receive such positive feedback. It means their efforts are worthwhile. They report that they sometimes get unexpected experiences along the way. Kay York was informed by an Economics HOD who attended her workshop that HEIA(Q) was running the most relevant and up-to-date professional development available this year. High praise indeed!

Then Alice Nelson was treated to a visit to the local fabric store in Roma. Anyone who has been there will understand. If you haven't been there then make it a definite if you are out that way. This is what Alice wrote—the last reference to corduroy is for me who has been trying unsuccessfully to buy corduroy over winter.

After the session and before my flight, the teacher who hosted the session, Katie Nelson, took me to the local fabric store. I'm not sure if you've ever been there, but it is an experience like no other. The owner of the shop is a hoarder and as a result the stuff that is in there is AMAZING. Aisles have been cut off completely as they are too full of stock and goodness knows what else, I'm sure there would have been corduroy in there somewhere.

I must take this opportunity to thank all those who have attended the workshops as without your interest and support the PD program would not progress. Keep supporting your professional organisation in this way. This is how we can show that home economics teachers are keen to keep in step with current trends and that we are serious about having a place in the curriculum.

Remember, if you wish to attend a workshop in Term 4, get in and register now to ensure that it has the numbers to be confirmed. This helps enormously with costing and planning for the organisers and presenters. Look on the website to see which workshops are coming up.

Denise McManus

Convenor, Professional Development

HEIA(Q)

2012 Professional development



The creative classroom at Brisbane North

After a day of teaching it is sometimes hard to confront professional development. However, on the afternoon of 26 July at Northside Christian College, approximately 20 teachers braved the afternoon and attended *The creative classroom* workshop with presenter, Alice Nelson.

As a young vibrant teacher, Alice was inspiring and stimulating as she expressed her love and passion for all things related to Home Economics. She allowed us into her world of creative thinking and provoked us as teachers to step out of our 'comfort zone of creativity' and allow students to think creatively regardless of our ideas.

Alice shared her many resources that she utilises in the classroom and gave us an opportunity to think creatively through a hands-on application to design. Her thought-provoking workshop was a breath of fresh air to each of us and energised us to rethink our WHAT? for students in both food and textiles classes in order to rejuvenate our subject.

Yve Rutch

Northside Christian College

St John's School Roma hosts two workshops

Differentiation and creativity were on the cards at the regional workshop held in Roma on Friday 17th August at St John's School. Our small cluster group welcomed Kay York during the morning session for an informative presentation about differentiation in our classrooms. The group discussed their ideas regarding tiered assessment, resources and planning tools as well as the importance of documentation. The second workshop welcomed the quirky and enthusiastic style of Alice Nelson who challenged our ideas about creativity in the classroom. The use of on-the-spot activities meant that there was little time to think and the adrenaline to just do. Her presentation, along with her suitcase of goodies, provided ideas that challenged and/or inspired our way of thinking. Thank you to both Kay and Alice for a very relevant and motivating professional development day.

Katie Nelson

St John's School, Roma



reports from the regions



The creative classroom— A reflection by Boo Rodrigues

Totally inspiring and creative is the only way to describe *The creative classroom* workshop that was held at Ipswich State High School on 24 July, 2012. Presented by Alice Nelson and attended by approximately 14 teachers, we were encouraged to think outside the square and let our creative minds take over. Alice provided activities and a fresh insight into creativity within the classroom.

Whilst presenting a fabulous workshop, Alice also revealed her deep passion for textiles. She presented samples of work, developed by herself and her students, clearly demonstrating that what is sometimes thought of as impossible, with a little imagination can become possible. She clearly emphasised that our classroom needs to become the place where students are not only allowed but are strongly encouraged to develop their individual pieces of creativity.

To keep our subject of Home Economics alive, Alice strongly suggested that we need to become more proactive in promoting our subject within the school and, to do so, we need to make sure the subject is current, innovative and creative. To do this we need to make sure that our planning takes into account critical and creative thinking, personal competence, literacy and numeracy and the use of ICTs.

A huge thank you to Alice for not only sharing her enthusiasm for Home Economics but also for providing resources and her time to help us as teachers create a classroom whereby students know no boundaries to their creativity but only those they create.

Boo Rodrigues

Ipswich State High School

Centenary Heights SHS hosts the Toowoomba regional workshop

On 3rd August, it was a cold and windy morning in Toowoomba but the atmosphere in the Centenary Heights State High School (CHSHS) home economics meeting room was warm and friendly. 23 educators arrived, in anticipation of Kay York from Park Ridge SHS inspiring us with how to use *OneNote* successfully in our classrooms. The majority of us had heard about *OneNote* but were not sure how best to incorporate it into our lessons. Once again, thank goodness for typed copies of the presentation—we were quite in awe of what Kay was showing us and knowing we had a copy of the information meant we were free to experiment with the activities she was taking us through. Such diversity! From web-accessed diagrams, magazine articles, U-Tube snippets, Ted Talks, Glogster and Tagxedo—there was a lot to take in! By the end of the workshop, we had all started some *OneNote* pages and were creating pages suitable for student access. Many thanks to Kay for guiding us through another technology journey to help us in our classrooms.

After a delicious lunch (thanks to Karen Vorpagel, CHSHS) we settled back into the meeting room—this time with Alice Nelson, who had flown in that morning from Gladstone. Alice delivered a very passionate workshop, *The creative classroom*. We all decided we'd like to be a student in her classes! Her unashamed confession of her love of all things textiles came through loud and clear. Alice encouraged us to explore our creative sides by participating in some of her classroom activities. 'Organised chaos' was mentioned a few times, but underpinning it all is a platform for students to dare to test the boundaries and be themselves.

'There's always a risk in doing things differently but it is a risk worth taking', Alice said. Food and nutrition was not forgotten either, and after listening to all the ideas on both content areas, very positive comments were given in feedback. How appropriate that a 'Voki avatar' finished our session! Thank you Alice for encouraging us all to dare to risk it!

Sandy Feldman

Centenary Heights State High School

Clockwise from top left:

Yve Rutch (L) introducing the Brisbane North workshop

Hands on at *The creative classroom* workshop

Getting ready for the Brisbane North workshop

Toowoomba delegates exploring *OneNote*

Enjoying *The creative classroom* at Ipswich

Ipswich delegates having fun at *The creative classroom* workshop

Alice Nelson presenting at the Brisbane North workshop



17-20
July 2012

IFHE Congress 2012



The buzz and colour of

Melbourne Convention and Exhibition Centre

Among the 750 participants from over 50 countries from around the world who attended the Congress, 34 were from Queensland. Not all were able to stay for all four days, but amongst them they attended opening and closing ceremonies, approximately eight keynote presentations from speakers from a range of countries, a selection of workshops, symposia and short papers, a welcome reception and the conference banquet. Delegates were offered opportunities for technical tours and cultural experiences, including a home visit and school visits for international delegates. The trade displays were also a popular attraction, with delegates meeting and networking with associated businesses. So many things on offer. This report is a collation of thoughts from four Queenslanders who attended the Congress—the title of the article is how one Queenslander summed up the event.

Delegates were offered a truly Australian welcome with Indigenous dancers, sand art and greetings from Chuckles, a hand-reared Kookaburra. This set the scene for an exciting week of local and international speakers, challenging us to participate in an ongoing global conversation. The Victorian Minister for Education, the Hon Martin Dixon MP officially opened the Congress and President Professor Geraldene Hodelin welcomed delegates.

The Congress program was designed to facilitate delegates moving between concurrent sessions, and hence able to experience a wide variety of presenters along with changing displays and cookery demonstrations. A few comments from Queenslanders about the concurrent sessions they enjoyed:

One speaker that I particularly enjoyed spoke about parental indulgence, and terms such as helicopter parenting, tiger moms, concierge parenting, and the relationship between parents' own childhood experiences.

Another presenter spoke of manufactured nostalgia and the renewed interest in home baking, trends symbolised by the cupcake, and encompassing vintage or retro-look cookware,



the world coming together for our profession

cake tins and recipes. According to her research, the trend originated in the USA rather than in the UK, and it was stated that people are buying into the ideal as an indulgence.

One concurrent session with an Australian flavour I really enjoyed was Improving the health and wellbeing of at-risk farmers by Susan Brumby. Her study showed how our main food producers, due to the hard economic times of the latter years, were often depressed and overweight. In an effort to help them exercise for health improvement, most did not know how to exercise for a positive outcome, even though their work was physical. On organising workshops on healthy food preparation for farmers and partners, it was found that most did not understand the language of food labels.

As with all conferences, the delegates had very different views about what was inspirational/good/ great and what was disappointing/terrible/waste of time. However, there seemed to be one point on which all agreed—that Dr Shiva's keynote presentation was a spellbinding address that basically said that we had to bring home the economy from greed to need. Delegates were captivated by her ability to articulate such a complex issue in such a straightforward and impassioned way. As one Queenslander said:

There is no doubt that the talk given by keynote speaker Dr Vandana Shiva held my attention from start to finish. Her knowledge, passion and remarkable insight on agricultural practices and food supply was incredible. She is an inspiration to us all and we should feel privileged to know that Dr Shiva will continue her campaign to challenge the practices of others and endeavour to make our world a better place.

Dr Shiva was certainly the hot topic of conversation throughout the Congress, and for some delegates contrasted strongly with some other keynotes:

She was wonderful. That is the standard I expect at an international conference. Some of the other keynotes were a bit disappointing as some lacked communication skills and others spoke on topics that were hard to take.

For many the conference banquet was a highlight:

The conference dinner on the final night was a highlight. It was a joyous, uplifting affair with many delegates wearing their most beautiful National Dress and everyone joining in the singing and dancing with the community choir who were performing. I felt a little embarrassed that we Aussies don't have a beautiful outfit we could wear at a similar function.

The Congress offered opportunities to meet and network with home economists from across the world, with delegates feeling very much a part of a global community, primarily women, who are able to make a difference in the lives of the people with whom we connect, be that as educators, home economists, nutritionists, whatever the role. To quote two Queensland delegates:

Being with motivated, positive, happy like-minded people who are passionate about Home Economics was a very exciting and inspiring experience. I thoroughly enjoyed making new friends in the International and Australian Home Economics family.

Being at a World Congress affirms your belief in Home Economics. Throughout the whole world, Home Economics is empowering so many people to survive daily living.

Clockwise from bottom left:

International delegates

The opening ceremony

Queensland members Claire Cobine (L) and Doreen Bengston

Queensland members Jan Reynolds (L) and Donna Pendergast with Pacific Island delegates

The opening ceremony

Dr Shiva presenting her keynote address

Delegates in one of the many concurrent sessions

IFHE CONGRESS 2012

*Reflections from three HEIA(Q) members
who presented at the Congress*

HEIA(Q) members were among the many Australians who had their abstracts accepted to present at the IFHE 2012 Congress. The following are the reflections of three such members:
Kay York, Donna Pendergast and Jan Reynolds.



Donna Pendergast (L) with (then) IFHE President Geraldine Hodelin (C) and co-author Yvonne Dewhurst



Donna Pendergast

My colleague—Yvonne Dewhurst from The University of Aberdeen in Scotland—and I presented a refereed paper at the Congress. The paper reported a global study about the role of home economics in developing food literacy. Data were collected using an online survey with respondents from around the world replying to a series of questions about this topic. A total of 1188 respondents from 36 different countries in the world shared their views. The differences in understandings of 'food literacy' were presented along with recommendations for future action as a conclusion to the paper.

Yvonne and I were delighted when it was announced we were awarded the 'Best Refereed Paper Award' for the Congress, which was the first time this recognition has occurred. This aligns with the inclusion of peer reviewed full papers for the first time at Congress, which lifts the academic standing of the congress from being non-research compliant to meeting all credentials for research points aggregations internationally. This means congress delegates who have peer-reviewed papers can claim their papers are research outcomes and, for many, they are able to seek funding support and their institutions will receive research funding based on their paper publication. We had very strong attendance at our session and very much enjoyed the collegiality of the event. Our paper is available on the IFHE website and will also be published in the IJHE, which is a real benefit for us. Yvonne and I plan to work together to submit a paper for the next world congress. We see this as the best space in the world for our professional work and four years gives us plenty of time to work collaboratively to pursue this goal. We would not miss it and encourage you to do the same.

Professor Donna Pendergast

Dean, Education and Professional Studies, Griffith University



Jan Reynolds (L) with Marilyn Yates (C) and Leanne Compton at the 'Speaking out for Home Economics' symposium



Robyn Gooley setting up the Recreating textiles best practice exhibit

Kay York's best practice website exhibit



Kay York

I was very proud to be selected to present two best practice exhibits at the International World Congress.

One exhibit highlighted a website www.homeec.info I have developed and built for home economists across the world to share their ideas, information and resources and thus create a worldwide virtual network. The website has a range of ideas and resources for teachers to use. Currently the site has about 850 members with 200 content ideas and is growing continuously as more members share their ideas and resources. At the Congress, the website was, at first, carefully scrutinised from a distance. However, once delegates approached and realised that it was a service for home economists and there was no cost involved, many questions were asked and enthusiasm prevailed. Many delegates stated that they would be happy to send worksheets and resources to be posted on the website. The membership numbers have increased significantly since the congress and it now has a truly worldwide membership.

The *Recreating textiles—recycle and reuse* best practice exhibit was co-presented with Robyn Gooley from Loganlea SHS. The exhibit highlighted up-cycling textile articles in order to increase their value. A series of up-cycled articles was displayed. These articles had been sourced from second-hand shops and the Logan Dump Shop. We spent the afternoon showing colouring techniques that were used to up-cycle them. Finally they were embroidered using a Brother computerised embroidery machine. The completion of the articles made them reusable and saved them from being placed in landfill. The exhibit was a buzz from the moment we set up to the moment we pulled down. The amount of interest in what we were doing was overwhelming and as soon as the delegates saw how simple the techniques were and the effects that could be achieved on fabric, they were excited and enthusiastic. We had delegates wanting to purchase items from the exhibit!

Kay York

Park Ridge State High School



Janet Reynolds

Congress week was a busy week for me as I did five presentations at the Congress as well as a nutrition education workshop at the Education Conference on the Monday. The set-up was quite different to the HEIA(Q) and national HEIA conferences. At the Congress, there was one symposium per concurrent session and one workshop, each for 1.5 hours. However, the majority of the concurrent sessions each comprised 6–8 short papers, with each presenter having approximately 12–15 minutes to present. You have to be super organised! I presented two individual 15-minute papers (not refereed), participated on the panels of two symposia, and helped present a 15-minute paper organised by HEIA Council.

Even if only speaking for 15 minutes, the presenter really needs to have a paper of substance that is then summarised in 15-minutes. One of the papers I presented was an overview of HEIA's position paper regarding Home Economics and the Australian Curriculum and the other was a framework for sustainability education in home economics classrooms. I enjoyed both sessions, but would have liked more time to discuss the sustainability framework. It was a new piece of work and I was keen to improve it through discussion. However, with 15 minutes including question time, that didn't happen—or at least not to the extent that I would have liked. One of the good things about the short papers was that there was a theme for each block so it was good to hear what others were saying on that topic. The theme for the session when I presented on the HEIA position paper was '*Rethinking dimensions of home economics education*'. I was delighted when I found that one of the other presenters was a Fijian lecturer I had worked with in 1994 when I was there to help develop a new tertiary home economics program. It was great to hear what had happened since that time.

The symposium *Speaking out for home economics*, presented on behalf of HEIA Council, generated a lot of interest, and being for 1.5 hours we could take plenty of questions—and there were plenty! It was very lively! Many people made contact afterwards to say how great it is that HEIA is so organised, clear and cognisant of the real issues. I think it is the interactions that make presenting all worthwhile—it is a two-way process with the presenter learning and being challenged as much as the audience.

Dr Janet Reynolds



Corinda State High School, located in the western suburbs of Brisbane, provides a traditional Year 8 to 12 co-educational experience. The current enrolment is 1620 students.

In addition to its extensive outdoor and indoor sporting facilities and well-equipped visual, digital and performing Arts Centre, the school occupies spacious grounds incorporating an agricultural farm as part of the outdoor learning laboratory. The agricultural farm is a unique resource for a large school in close proximity to the city centre of Brisbane.

Corinda State High School enjoys a well-deserved reputation of academic excellence, a tradition that has spanned many years. High standards and expectations of students are considered an essential element in maintaining this reputation. The school is committed to the pursuit of educational expertise in order to confront the challenge of educating young people in a constantly changing world. The curriculum seeks to reflect both traditional and contemporary aspects and its design takes into account current educational trends and societal issues such as changing employment patterns, technological advances and global influences.

Every opportunity is made available for students to prepare themselves for their desired futures while equipping them with highly competitive qualifications. These qualifications are beneficial for both academic and vocationally-bound students.

SCHOOL PROFILE:

Corinda State High School

About Home Economics

Home Economics is taught in the Applied Studies Faculty. The faculty is well resourced with three kitchens, two textile rooms and three other classrooms. Innovation and the refurbishment of the home economics teaching spaces have been funded through applications and grant money over the past few years. In 2013, a Trade Training Centre in laboratory technology and food testing will open, adding to the academic and vocational opportunities for students.

Applied Studies has diverse curriculum offerings to support the students' needs and pathways. However, home economics practice and its underpinning philosophy is present in all studies within the faculty. Keeping activities relevant and up to date, and the development of theoretical understandings through practical applications are major foci within the faculty.

Home economics practice promotes students' knowing, thinking, investigating, creating, communicating, participating and reflecting. It helps to develop students who think critically and creatively, who can work independently and collaboratively, solve problems and consider a range of perspectives when making informed decisions related to meeting the needs of individuals, families and communities.

Subject and curriculum offerings

Year 8 Health and Nutrition (16 classes) is a compulsory ten-week unit where students develop and implement strategies for optimising personal diet decisions based on nutritional needs for growth, energy and health. They are introduced to the preparation of simple healthy meals, food safety, the Australian Guide to Healthy Eating, and ways to improve adolescent food habits. The activities in this unit are designed to develop understandings and provide practical experiences for adolescents to make informed healthy food choices.

Year 8 Textiles (4 classes) is a ten-week elective unit when students build textile and design skills to make an embellished hold-all. Extension activities are available.

Year 9 Food and Technology (2 classes) is a one-semester elective unit when students develop an understanding of technology practice, food preparation skills required to make healthy meals, and core food groups

food principles. The skills and knowledge developed are used to produce practical food solutions to two design challenges.

Year 9 Textiles and technology (2 classes) is a one-semester elective unit. Students investigate fabric characteristics and uses, target markets, embellishments, environmental impacts and use the technology process to produce sleepwear and a suitable carry bag.

Year 10 Health and Nutrition (3 classes) is designed to further develop students' knowledge and understanding of food, health and nutrition. Units are based on adolescent personal diets and lifestyles, courting teenage tastes and food courts, meals in a minute and sustainable food practices.

Year 10 Fashion Studies (2 classes) is the foundation for Year 11/12 Fashion. Students investigate trends in fashion, develop skills in textile construction and use a folio to present solutions to design challenges. The folio includes students' evaluations throughout the design and production process.

Years 10 Certificate I Hospitality

Year 11 and 12

- Senior Home Economics
- Fashion
- Hospitality (SAS Approach B, six classes)
- Certificate IV Hospitality in partnership with Sarina Russo Institute
- Certificate III Children's Services (Myothermum)
- Certificate II Tourism
- Certificate II Sampling and Measurement

Curriculum planning and the alignment of teaching, learning and assessment are integral for the best learning outcomes. All unit plans are collaboratively developed and include strategies for implementing literacy, numeracy and ICTs, higher order thinking, differentiation requirements and application of the Dimensions of Learning pedagogical framework. The focus on effective teaching strategies is encouraged through cooperative and collaborative planning, faculty meetings, moderation, professional dialogue and a culture of learning. There is an emphasis on explicit or intentional teaching—student data are used to inform teaching and learning processes and instructional models. This, along with mentoring and coaching, develops an expert team of highly effective teachers.



About the home economics teachers

Meredith Gleadhill is Head of Department, Applied Studies. She studied at BCAE and QUT, and has approximately 28 years teaching experience. Meredith is State Review Panel Chair for Senior Home Economics and currently teaches Year 11 and 12 Home Economics and Certificate IV Hospitality.

Louise Brier studied at QUT and has eight years' teaching experience. She currently teaches Year 8 Food and Nutrition, Year 10 Certificate I Hospitality, Year 11 Hospitality and Certificate III in Children's Services.

Vicki Edwards graduated from Kelvin Grove Teacher's College in 1987 and worked in various schools around the state—Kepnock, Murgon, Gin Gin, Charleville, Bundaberg, Charters Towers and St George—before heading to Corinda. She currently teaches Year 8 Health and Nutrition, Year 9 Textiles, Year 10 Fashion, Year 10 Health and Nutrition and Year 11 Hospitality.

Kylie Barnett studied at QUT and has six years' teaching experience. She teaches Year 8 Health and Nutrition,

Year 10, 11 and 12 Fashion and Year 11 Certificate II Tourism.

Laura Wood studied at QUT and The University of Queensland and has five years' teaching experience. She teaches Year 10 Health and Nutrition, Year 10 Certificate I Hospitality, Year 12 Hospitality, Certificate II Tourism, and Certificate III in Children's Services.

Michelle Shearer (part time) studied at QUT and graduated 1999. She teaches Year 8 Textiles, Year 11 and 12 Hospitality and Year 10 Health and Nutrition.

Patsy Irving (part time) trained at The College of All Saints, University of London in 1973–1977. She has taught at Corinda State High School for 6 years after emigrating from the UK (and loves every minute of it!). She teaches Year 9 Food and Technology and Year 11 and 12 Hospitality.

Sue Thiele (part time) began teaching in 1974 and has taught for 34 years in Education Queensland and private sector schools. She teaches Year 8 Health and Nutrition.

PROJECT
trendy
tuckshops

What's happening in

VEGETABLE Frittata



Serves 1

Ingredients

- ½ small zucchini, grated
- ¼ small carrot, peeled and grated
- ¼ small potato, peeled, rinsed and finely diced
- ¼ small onion, finely diced
- ½ teaspoon garlic, crushed
- 1 egg
- 1tb 'light' evaporated milk
- 1tb grated low-fat cheese
- 1tsp curry paste
- 1tb chives, chopped
- Pepper if desired
- 2 tsp oil

Method

1. Preheat oven to 180°C.
2. Collect utensils and ingredients.
3. Brush foil baking container with oil.
4. Prepare vegetables.
5. Combine egg, milk, cheese, curry paste, chives and seasoning in a small jug. Mix with a fork.
6. Heat oil in frying pan. Sauté onion for 1 minute.
7. Add potato and cook a further 4 minutes.
8. Add other vegetables and cook until just tender. Pour into greased container.
9. Pour topping ingredients over the vegetables and spread evenly with a spoon.
10. Bake in oven until set—approximately 10 to 15 minutes.

Note: Alternative vegetables can be incorporated into this recipe to suit individual preferences.

Submitted by
Stephanie Wright & Glenys Kelly.
Helensvale State High School



Queensland school kitchens?



Learning Context:

Year 9 Home Economics

Unit: Food for Life

Length of practical lessons: 70 minutes

In 2012, Helensvale State High School has five classes of Year 9 Home Economics. Students study the unit *Food for Life* for six months and *Funky Fashion* for the other six months of the year. The *Food for Life* unit is the focus of this article. In this semester unit, students have three lessons per week to learn their theoretical principles, observe a teacher demonstration and practise their own skills in their independent cooking. The focus of the unit is adolescence, and in particular adolescent food choices, healthy eating habits, and related food and nutrition principles, food preparation and food safe practices. The students' work is assessed using a variety of strategies, including a theory examination, written report and a practical examination with a process journal.

At the end of the semester, Year 9 students complete a project, Trendy Tuckshops. Here, students investigate the eating habits of teenagers and survey the students' food choices from the school tuckshop. The food sold at the tuckshop is also analysed in terms of its nutritional content and against the 'Smart Choices in Schools' program.

Conclusions are drawn, after which students use their data to develop their 'own' savoury meal item that they believe could be introduced into the school tuckshop for students to buy.

To begin this process, students research numerous recipes. They trial two of them in class time in order to test the viability of their new product. Modifications are made in relation to improving the nutritional value of each recipe and cookery methods are adjusted as needed. A selection is made for the practical cookery examination, with the justification and decision-making process recorded in the written process journal.

An example of a food item made for the 'Trendy Tuckshop' project is the recipe, Vegetable Frittata. This recipe is for an individual serve and has been modified to lower the salt content by using spices and herbs instead. It also lowers the saturated fat content and boosts the intake of vegetables for fibre in an extremely flavoursome way. If preferred, lean ham, bacon or chicken could also be added to this recipe. An additional simple side salad could also be served with this new tuckshop item. In the evaluation, this recipe proved to be very popular amongst the Year 9 students.



Practical skills developed

- Grating • Peeling
- Combining • Sautéing
- Measuring
- Dicing
- Baking

HEIA(Q)

You are invited
to attend

World Food Day celebration and cheese-making workshop

The workshop, hosted by Graham Redhead, will introduce participants to the cheese-making process by making cheeses such as Greek feta and haloumi. Graham is the founder of *Cheesemaking* and has 30 years of cheese-making experience to share.

Come along and enjoy this workshop, where we will also celebrate World Food Day for 2012.

Numbers are strictly limited so book early!
To register visit www.trybooking.com/BTKY

When:	13th October 2012
Time:	12.30 pm – 5.30 pm, registrations from midday
Cost:	Member \$55; non-member \$65
Where:	James Street College, 201 Boundary Street, Brisbane, 4000
What to bring:	An apron and enclosed shoes.

Please help!

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

CLASS OF 82

Home Economics at
Kelvin Grove CAE in 1982

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.

Australian Culinary Federation Secondary Schools' Culinary Competition

The Australian Culinary Federation (ACF) is the national organisation representing professional chefs, cooks and apprentices and seeks to participate and advise in the establishment, maintenance and improvement of national and international culinary standards. ACF supports competitions for chefs, apprentices and students.

The Secondary Schools competition was held on 4th August at the Gold Coast Institute of TAFE, Benowa. Students were required to produce and present four servings of a main course within a one-hour time limit. Congratulations to the **Marymount College** Hot Cookery team who were awarded a Silver medal and chosen to represent Queensland in Canberra at the **International Secondary Schools competition**. Congratulations also to the

Runcorn State High School team who were awarded the only other Silver medal (no gold medals were awarded). Several schools were awarded Bronze and all others received a Certificate of Merit.

The trophy for 'Catering Student of the Year' was once again awarded to a student from **Helensvale State High School** for the tenth consecutive year! This student must perform well in the 'hot cookery' section, but also present food in the static displays —main meal, dessert or cake—to gain the highest aggregate score.

Congratulations to all students, teachers and mentors who competed in the competition. There were some excellent skills demonstrated and a high standard of food presented.

HEIA(Q) 2013 state conference:

A focus on food and nutrition education

DATE
CLAIMER
2-3 August
2013

Remember the 2007 2-day state conference *EduNation: Nutrition education for a new generation?* What a fabulous two days of learning and networking. It was with great trepidation that HEIA(Q) embarked on its first ever two-day conference, not confident that teachers would be able to be released from school on a Friday—the conference was on a Friday and Saturday. But we need not have worried—the conference had the greatest attendance ever.

Since that time we have had many requests for a two-day conference, and many requests for a focus on nutrition.

So it is time again
to plan for

mark it in your
diaries now.

HEIA(Q)'s 2013 two-day food & nutrition education **conference**

BRISBANE CONVENTION AND EXHIBITION CENTRE

It has been five years since the last nutrition education conference, and there have been a lot of changes since that time. By August 2013 we will (surely?) have the revised Dietary Guidelines for Australians and the revised Australian Guide to Healthy Eating. The national Australian Curriculum Health and Physical Education and Technologies syllabi should be marching towards

completion. There is new and important research coming to light about food literacy and what that means for classroom teaching and learning. And what can we learn from programs such as Need for Feed from Diabetes Australia and Jamie Oliver's Ministry of Food? What new resources are available—amongst others, we will be able to explore HEIA's new Cooking—The inside story

which will be released by then. Importantly, what are the key messages and strategies that will empower our students to become food literate as part of the broader picture of working towards food security for all? And how do we do this within a context of promoting sustainable futures? Yes, so much to think about.

DIARY DATES

OCTOBER 2012

13

HEIA(Q) World Food Day celebration
and cheese-making workshop
12.30 pm–5.30 pm approx.
St James College
Boundary Street, Spring Hill
Email: heiaq@heia.com.au

15

FOODCHOICES
2.30 pm–4.30 pm
Kepnock State High School
Kepnock Road, Bundaberg
Email: zzdmcmman@westnet.com.au
Web: www.heiaq.com.au/events/workshops

16

THE CREATIVE CLASSROOM
3.30 pm–5.30 pm
Trinity Lutheran College
Ashmore Road, Ashmore, Gold Coast
Email: zzdmcmman@westnet.com.au
Web: www.heiaq.com.au/events/workshops

16

WORLD FOOD DAY

24

ONENOTE
3.30 pm–5.30 pm
Clairvaux Mackillop College
Klumpp Road, Upper Mt Gravatt,
Brisbane
Email: zzdmcmman@westnet.com.au
Web: www.heiaq.com.au/events/workshops

NOVEMBER 2012

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ONENOTE
3.30 pm–5.30 pm
Ipswich State High School
1 Hunter Street, Brassall, Brisbane West
Email: zzdmcmman@westnet.com.au
Web: www.heiaq.com.au/events/workshops

DECEMBER 2012

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THE DIFFERENTIATED CLASSROOM and
THE CREATIVE CLASSROOM
9.00 am–3.30 pm
Mackay North State High School
Valley Street, Mackay North
Email: zzdmcmman@westnet.com.au
Web: www.heiaq.com.au/events/workshops

AUGUST 2013

2-3

HEIA(Q) STATE CONFERENCE
Brisbane Convention and Exhibition
Centre
Email: heiaq@heia.com.au