

# inform

Newsletter of the Home Economics  
Institute of Australia (Qld) Inc.  
**March 2015**



Again, the March 2015 issue is a bumper issue. The year has started with a buzz of exciting HEIA(Q) events—the Annual General Meeting, World Home Economics Day celebrations, presentation of the 2015 Queensland King and Amy O'Malley Trust scholars and regional workshops in three regions. All these events are reported in the newsletter.

The O'Malley scholars are profiled, as are the four new members of the HEIA(Q) Committee of Management. Of great importance is a report on negotiations with CQUniversity to expand its home economics teacher education program—great news here. We also hear more of what is happening in schools and the workplace and news of the 2015 conference and regional professional development program.

So much happening! Please enjoy!

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## From the President



### Welcome to 2015

2015 has certainly started at a fast pace for HEIA(Q). It is only the end of March and the professional development program is well under way and workshops have already been implemented in three regions. The conference program is almost finalised and World Home Economics Day has already been celebrated at the Emporium Hotel.

This year saw the HEIA national Council increase the HEIA membership fees, which have not been increased for 20 years. Hence, this year more than ever, the HEIA(Q) Committee of Management is making sure that HEIA(Q) members get good value for the fees that they pay. We have kept the fees for both regional workshops and for the state conference the same as 2014. The Committee of Management will endeavor to ensure that there is an extensive and quality program for members to continue their professional growth but at no increased cost compared to 2014.

Following advice that QUT will not be offering home economics teacher education programs in the foreseeable future, Dr Janet Reynolds and I have been in negotiations with Central Queensland University to expand its teacher training program for home economics teachers. We are pleased to announce that the negotiations are going well, with plans to run a distance education program for some components, but for this to be supplemented with practical workshops and professional placements in the south east of the state—and in particular, in the Brisbane area. Students need to search for Bachelor of Education Secondary specialising in Home Economics, Hospitality and Early Childhood. The University is putting together materials for HEIA(Q) to send to members for students and guidance officers. As a profession, we need to encourage students to choose home economics teaching as a career for this to go ahead. Start spreading the word with the first of the materials in this newsletter.

Please remind your colleagues to renew their membership—this will both keep the profession strong as well as enable them to keep up to date with their professional learning at a reduced price compared to non-members. At the many different events, they will hear the latest about Home Economics and related fields.

Thank you for your continued support of HEIA(Q). Without your support, HEIA(Q) cannot deliver the programs and events that it does. If you have something happening at your school, do not hesitate to contact us with some pictures and a story. We are always looking for ways to promote your work to other members. We all have a lot to offer.

### Kay York

President, HEIA(Q)

# HEIA(Q) 2015 Annual General Meeting

HEIA(Q)'s 2015 Annual General Meeting (AGM) was held 21 March 2015 at the Emporium Hotel, Fortitude Valley as part of the World Home Economics Day celebrations. The AGM afforded the Committee of Management the opportunity to report to members with an overview of the work and priorities of HEIA(Q) over the past year and to celebrate the achievements.

HEIA(Q) President, Kay York, chaired this year's AGM, with approximately 30 members present. Reports were presented from the President, Secretary, Treasurer, Auditor, National Council Delegate, Newsletter Editor, Membership Secretary and Professional Development coordinator. The reports celebrated the achievements and vast activities for 2014, highlighting the successful year that it was. Key elements to note from the reports included financial stability, a solid membership base that returned to numbers more reflective of 2012, strong advocacy in relation to securing home economics teacher education in Queensland, a successful state conference, and a diversity of high quality professional development opportunities throughout the regions that were very well attended by members.

The Committee of Management again experienced renewal this year with the retirement of two committee members at the Annual General Meeting. We bid farewell to Coral Early for health reasons, and to Pep Bennett, the student representative who has secured a position at Tagai State College on Thursday Island. We thank both Coral and Pep for their support of the association and wish them all the best for their future endeavours.



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Despite the loss of two members of the Committee of Management, to a large extent, there was stability with regards to the roles on the Committee of Management, with the following continuing the same roles as in 2014:

- President, Kay York
- Vice-President and Treasurer, Rosemarie Sciacca
- Secretary, Delia Stecher
- Delegate to national Council, Aileen Lockhart
- Newsletter editor, Dr Janet Reynolds
- Committee members, Jennifer Bray, Kaitlyn Follett.

Four new members were elected to the Committee of Management—Jo Andrews, Belinda Ingram, Tiarni Twyford and student Tessa Lund. These new committee members are gladly welcomed to the committee, bringing the committee almost to its maximum capacity. No doubt these new committee members will inject new ideas and new ways of doing things into the work of HEIA(Q). The collective experiences amongst the team places the committee well to advocate for Home Economics and fulfil the objectives of the HEIA(Q) Constitution.

The efficient operation of HEIA(Q) is reliant upon members taking an active role as members of the Committee of Management and its sub-committees such as those for professional development, website and the state conference. Active involvement in the association provides an array of invaluable opportunities and networking prospects. All members who are interested in contributing in some capacity are encouraged to contact HEIA(Q) to register your interest.

### Kay York

President

### 2014 Membership

As at 31 December 2014, the Queensland Division had 638 members, which is 47 more than at the end of 2013.

Member type	HEIA(Q) members 31/12/14	HEIA(Q) members 31/12/13	HEIA members, all Divisions 31/12/14
Associate	1	2	5
Full	137	126	378
School contact	111	103	249
School non-contact	353	326	763
Student with journal	15	12	56
Student no journal	4	5	15
NIPE	17	17	74
<b>TOTAL</b>	<b>638</b>	<b>591</b>	<b>1540</b>

Nationally there were 1540 members at the end of December 2014 compared to 1385 at the end of 2013. HEIA(Q) had 41.4% of the membership as at the end of the year. Nationally, there was an increase of 11%, compared to HEIA(Q) with an increase of 8% compared to 2013. The national increase is probably due to members joining to get the discount for the national conference.

1. HEIA committee members (L-R) Delia Stecher, Kay York, Kaitlyn Follett

2. Relaxing after the HEIA(Q) 2015 Annual General Meeting

3. Jennifer Bray (L) and Belinda Ingram

# Celebrating World Home Economics Day



This year's celebration was held at the Emporium Hotel, Brisbane on Saturday 21 March when Jen Bray and other HEIA(Q) committee members warmly welcomed everyone to the Emporium cocktail bar for a Saturday afternoon of high tea, frocks, fascinators and terrific collegial company.

The international theme for the 2015 World Home Economics Day is *Home Economics Literacy—skills for families and consumers*, which includes food, financial, consumer and environmental literacy. The occasion reminded us all that this is a great time to reflect on the importance of home economics literacy.

As the Annual General Meeting unfolded, committee members reminded us that it is more than 20 years since the founding of our professional organisation and it still going strong, with healthy and strong membership numbers and the commitment to offering both metropolitan and regional areas strong connections with professional learning opportunities. This caused each and everyone of us who have been teaching for some time, as well as those still in their course of training, to reflect on the great work that HEIA(Q) does in promoting the home economics profession and, more recently, working with both QUT and CQU to ensure home economics teacher education and hence the future survival of our subject area. It is timely also for all members to consider the important role that we all play in making the organisation strong and protecting our future. It is important to remember that even if we cannot play an active role or be part of the committee of HEIA(Q), we

can certainly play our part by, for example, being members, participating in events such as this, attending the conference and other professional development events, and encouraging others to become members of HEIA(Q).

The committee presented the reports of the President, Secretary, Treasurer, delegate to HEIA national Council, newsletter editor and professional development coordinator. Nominations for 2015 committee memberships were announced and endorsed.

A lively afternoon ensued with a delicious high tea that included a selection of petit fours, an assortment of mini quiches, cucumber finger sandwiches, smoked salmon and crème fraiche mini bagels, home-baked scones with fresh cream and jam and sparkling wine, tea and coffee. The scrumptious selection of treats was thoroughly enjoyable.

As the lovely afternoon tea came to an end, Meredith Gleadhill introduced and acknowledged the Queensland 2015 King and Amy O'Malley Trust scholars and the number of students who had come along to attend the celebration of World Home Economics Day. The scholars displayed characteristics that King and Amy O'Malley would have been very proud to support with the scholarship fund that is in their name.

The scholars told stories of how they have developed their practical skills within their families and their desire to help others

through their home economics education. We congratulated Kylie Akeroyd, Cheyanne Conroy, Chevelle Coward, Amanda Robertson and Lisa Maree Thederan, all honoured recipients who will endeavour to uphold the value and ethics of the O'Malley Trust scholarship. They all demonstrated their passion for promoting and advocating the health and wellbeing of the individual, family and community within the realms of home economics education.

Johanna Darlington, home economics teacher from Wavell State High School, was awarded 'best dressed' at the afternoon's high tea. Congratulations to Jo, who went home with a bottle of Mumm champagne.

All in attendance would agree it was a lovely afternoon of high tea, the AGM and introduction of the Queensland 2015 King and Amy O'Malley Trust scholars... even the wild storm that raged during the afternoon could not dampen our spirits or those of the wedding party also sharing the Emporium Hotel venue with us for the afternoon.

## Kerry Deery

Wavell State High School

1. 'Best dressed' Jo Darlington
2. L-R O'Malley scholars Lisa Maree Thederan, Chevelle Coward, Cheyanne Conroy, Kylie Akeroyd and Amanda Robertson with panel chair, Meredith Gleadhill
3. Celebrating World Home Economics Day at the Emporium Hotel

# Year 7 Home Economics at Brisbane Bayside State College



At Brisbane Bayside State College, Year 7 Home Economics has got off to an exciting start. Under the Technology umbrella, Year 7 students have been able to elect to study *Textile Studies* and *Food Studies* that run for two lessons per week for a semester, broken into one term of *Textiles Studies* and one term of *Food Studies*. The focus for the semester's work is Asian influences on textiles and food.

While there are some complexities in running three Year 7 classes in a semester, it has been none-the-less an exciting move and it is wonderful to see younger students engaging in subjects they may not have been able to experience at primary school.

Starting with *Textiles Studies*, students have been excited to learn how to thread a sewing machine and complete mini projects such as

phone cases and pincushions. Students have now commenced the main project of making a cushion and then dyeing it using Shibori (Japanese indigo) dyeing techniques. They have cut out their patterns and begun marking with tailor's chalk. So far, not too many mistakes have been made. However, it was a wonderful feeling for some when there was a magic tool (unpicker) that could fix some of those little slipups.

During the *Food Studies* term, students will be looking particularly at the Asian influences on food and how these influences fit with the Australian Guide to Healthy Eating. Students will cook a variety of Asian-influenced foods such as fried rice and teriyaki chicken.

So how are the Year 7 students responding to Home Economics? Here are some of their responses to the question: What is the best thing you have learnt in Home Economics so far?

- How to tie dye a cushion and make a cushion
- Indigo dyeing
- The best thing I learnt was indigo dyeing.
- How to make a cushion and I like the dyeing part the best
- Sewing on a sewing machine is so much fun.
- How to use a sewing machine and changing the type of stitching
- Sew using a sewing machine and all the friends I have made in this class
- How to use the dyeing materials and how to sew a pillow
- Working a sewing machine
- New things about sewing and dyeing a cushion
- How to thread and operate a sewing machine
- The most important thing so far has been how to use a sewing machine.

**Kaitlyn Follett**

Brisbane Bayside State College

## Home Economics teacher education in Queensland

# HEIA(Q) partners with CQUniversity to expand home economics teacher education

As has been reported in previous issues of *InForm*, the Queensland University of Technology did not offer the Bachelor of Education (Secondary, Home Economics) to the new intake of students in 2015. Members of the HEIA(Q) Committee of Management met with the Deans of Education and Health at QUT to try and work through a way forward, but despite many ideas being discussed, HEIA(Q) has been advised that QUT will not be able to offer a Home Economics pathway in the foreseeable future.

However, following fruitful discussions with Dr Bill Blayney at CQUniversity in 2014—many of you may remember that Dr Blayney spoke at the HEIA(Q) 2014 state conference about the Home Economics/Hospitality pathways at CQUniversity—HEIA(Q) has formed a partnership with CQUniversity in order to expand the residential schools and professional placements in schools in the CQUniversity Home Economics/Hospitality pathway in order to make the course more viable for students in a wider range of Queensland locations.

On 19 March 2015, HEIA(Q) President Kay York and HEIA(Q) committee member Dr Janet Reynolds met via teleconference with the Dean of School, School of Education and the Arts, Dr Helen Huntly, Senior Lecturer Dr Bill Blayney and Head of Program Dr Rickie Fisher to discuss a way forward. The CQUniversity delegates were just as enthusiastic as Kay and Jan, resulting in some very positive moves to ensure the new arrangements are in place for 2016. There will be an official Memorandum of Understanding between the two parties, but essentially, both parties agreed that it was in the interests of home economics teacher education in Queensland for CQUniversity to:

- continue to offer the Home Economics/Hospitality pathway as an online program
- offer the four residential schools in Brisbane as well as Rockhampton
- organise professional placements in schools close to the student's hometown, so there will be placements in the south east of the state for those living in and around Brisbane.

On its part, HEIA(Q) will:

- promote the course to teachers and guidance officers across the state
- recommend centres and teachers for the Brisbane residential schools
- recommend and organise placements of students for their professional practice
- support a mentoring program by practising teachers for the students.

The program also enables those with a hospitality trade background to apply for recognition of prior learning.

Studying Home Economics through CQUniversity's Bachelor of Education (Secondary) has the benefits of:

- flexible study options allowing study by distance education but with important face-to-face components for practical skills and professional placements in schools
- a dedicated Home Economics/Hospitality pathway that includes residential schools in both Brisbane and Rockhampton for practical subjects
- a program that includes studies in food and nutrition, textiles and fashion and family studies
- the availability of trade-to-teacher pathways, providing the opportunity to apply for recognition of prior learning
- professional placements in schools local to the student's home base.

Details of the pathway are found in the pages 7-9.

### What does this mean for the profession: what can you do?

In the first instance it is necessary for all relevant people—principals, deputies, guidance officers and other school staff as well as students—to be aware that home economics education in Queensland is alive and well. Whilst HEIA(Q) will email all secondary schools, HEIA(Q) members are asked to promote the CQUniversity program as much as possible, especially to students and guidance officers.

Once the details for the practicalities of the residential schools and professional placements in schools are worked out, HEIA(Q) will be calling on members to offer to participate in both areas, but especially with school placements and mentoring of the students.

### And what else can we do?

We can celebrate a great partnership with CQUniversity and thank them for working with HEIA(Q) and the home economics teaching profession.

Finally, we can thank all members of HEIA(Q) for being members of HEIA and making the organisation strong and able to partner with CQUniversity. Whilst the professional learning programs that HEIA(Q) puts together are highly valued, it is the ability of HEIA(Q) to deal, when necessary, with really big issues like teacher education and the place of Home Economics in the Australian Curriculum that exemplifies its true value. Never doubt that your membership is incredibly valuable to the standing of Home Economics in Queensland.

# CQUniversity

## CC13 Bachelor of Education (Secondary)

### Home Economics/Hospitality Pathway

#### Overview

CQUniversity is now the only university in Queensland offering a dedicated Home Economics/Hospitality to secondary teaching. In 2014, the School of Education and the Arts at CQUniversity launched its new nationally accredited Bachelor of Education (Secondary) initial pre-service teacher education degree that offers a fully distance education pathway in either full-time or part-time modes. As well as fully supported online delivery of courses, intensive 'hands-on' practical experiences for the Home Economics/Hospitality teaching area are provided during residential workshops conducted through partnerships with specific secondary schools. This degree program also provides for schools in rural, regional and remote communities seeking to employ Home Economics/Hospitality (HE/H) teachers from within their local population of tradespersons. It enables these people to change careers while living, studying and working locally in a supportive environment where their industry knowledge and skills are used to facilitate young people's education, training and work transitions.

#### The program

The Bachelor of Education (Secondary) degree program consists of 32 courses over four years, with three terms per year. Of the 32 courses, 15 focus on the Home Economics/Hospitality discipline teaching area.

#### Features of the delivery mode

- The program of 32 courses is delivered via distance education with an online site for each course. In addition to the on-line course materials, distance delivery for all education courses includes on-line classes in real-time via Blackboard Collaborate for student engagement.
- Four of the six Home Economics discipline studies courses are supplemented with intensive face-to-face residential schools.

#### Overview of the Home Economics/Hospitality component of the program

The Bachelor of Education (Secondary–Home Economics/Hospitality pathway) comprises 32 courses, of which 15 focus on Home Economics/Hospitality:

- Six specific Home Economics discipline studies courses (@ 6 credit points each = 36 credit points). Four of the Home Economics discipline studies courses are supplemented with intensive face-to-face residential schools:
  - EDVT11021 Food Technology
  - EDVT11022 Textile Technology
  - EDSE14001 Fashion Design
  - ENVH12001 Food Safety

The other two Home Economics courses—*Individuals, Families and Communities* and *Human Nutrition*—are totally online.

- Equivalent of four Curriculum and Pedagogy courses (24 credit points):
  - Middle Years Learning and Teaching (with a focus on Years 7-10)
  - Senior Years Learning and Teaching (with a focus on Years 11-12).

These are both double credit point courses dedicated to understanding and applying the Home Economics curriculum (12 credit points each = 24 credit points which equates to 4 courses)

- Five dedicated Professional Practice placements inclusive of an Internship, enabling pre-service teachers to undertake extensive periods of time in local schools within their chosen teaching areas. The school placements will be complemented with online support and mentoring.

These courses are broadly offered as shown in Table 1 on page 8.



**Table 1. Overview of the Home Economics/Hospitality courses**

Course Code	Course Title	Year/Term offered
<b>Introductory level: Year 1 of the Program</b>		
EDVT11021	Food Technology # (including a residential school undertaken in the first week of the Easter school holidays)	Year 1, Term 1
EDVT11022	Textile Technology # (including a residential school undertaken in the first week of the July school holidays)	Year 1, Term 2
EDFE11038	Professional Practice 1–Introduction to Teaching	Year 1, Term 2
<b>Intermediate level: Year 2 of the Program</b>		
EDSE12023	Individuals Families & Communities	Year 2, Term 1
EDSE14001	Fashion Design # (including a residential school undertaken in the first week of the July school holidays)	Year 2, Term 1
EDSE12021	Middle Years Learning & Teaching (Note: equivalent to 2 courses)	Year 2, Term 2
EDFE12043	Professional Practice 2 - Application of Curriculum	Year 2, Term 2
EDFE13033	Professional Practice 3 - Engagement with Others	Year 2, Term 3
<b>Advanced level: Years 3 and 4 of the Program</b>		
NUTRI2001	Human Nutrition	Year 3, Term 1
ENVH12001	Food Safety # (including a residential school undertaken mid-way through the academic term 2 calendar, updated each year)	Year 3, Term 2
EDSE14002	Senior Years Learning & Teaching (Note: equivalent to 2 courses)	Year 4, Term 1
EDFE14022	Professional Practice 4 - Learning and Teaching in Action	Year 4, Term 2
EDFE14020	Professional Practice 5 - The Internship	Year 4, Term 2

# Attendance at residential schools is a mandatory requirement for these courses; however students do not necessarily have to reside on campus to attend.

### Discipline teaching areas

Students choose two discipline teaching areas from the following list and complete six courses per teaching area:

- Accounting
- Business
- Biology (including Year 7 - 10 Science)
- Chemistry (including Year 7 - 10 Science)
- English
- Geography
- Health and Physical Education (including Year 7 - 10 HPE & Year 11 - 12 Physical Education)
- History
- Home Economics & Hospitality
- Industrial Technology and Design
- Mathematics

For the list of courses within each discipline teaching area, please see the current online CQUniversity Student Handbook at [www.handbook.cqu.edu.au/programs/index?programCode=CC13](http://www.handbook.cqu.edu.au/programs/index?programCode=CC13).

## Overview of the Bachelor of Education (secondary) total program

The program is run over four years, with three terms per year (see Table 2)

**Table 2. CC13 - Bachelor of Education (Secondary) 2015**

Term	Course Code	Course Name	Delivery mode		
1 <sup>st</sup> Year	EDSE11024	Teaching Youth	Online		
	EDED11454	Education as a Profession	Online		
	1	Discipline Teaching Area 1 Course <b>EDVT11021 Food Technology</b>	Online with Rockhampton or Brisbane residential school		
		Discipline Teaching Area 2 Course	Online but may include a residential school, dependent upon subject area		
	2	EDFE11038	Professional Practice 1 - Introduction to Teaching	School placement with online support and mentoring	
		EDED11457	Responding to Diversity and Inclusion	Online	
		Discipline Teaching Area 1 Course <b>EDVT11022 Textile Technology</b>	Online with Rockhampton or Brisbane residential school		
	2	Discipline Teaching Area 2 Course	Online but may include a residential school, dependent upon subject area		
		3	EDED11458	Indigenous Studies and Learning	Online
2 <sup>nd</sup> Year	EDSE12024	Digital Pedagogies in Secondary Schools	Online		
	1	EDSE12025	Engaging Learners: Classroom Management and Neuroscience	Online	
		Discipline Teaching Area 1 Course <b>NUTR12001 Human Nutrition</b>	Online		
		Discipline Teaching Area 2 Course	Online but may include a residential school, dependent upon subject area		
	2	EDFE12043	Professional Practice 2 - Application of Curriculum	School placement with online support and mentoring	
		EDSE12021	Middle Years Learning and Teaching *	Online	
3 <sup>rd</sup> Year	1	Discipline Teaching Area 1 Course <b>EDSE 14001 Fashion Design</b>	Online with Rockhampton or Brisbane residential school		
		Discipline Teaching Area 1 Course EDSE12023 Individuals, Families and Communities	Online		
		Discipline Teaching Area 2 Course	Online but may include a residential school, dependent upon subject area		
	2	Discipline Teaching Area 1 Course <b>ENVH12001 Food Safety</b>	Online with Rockhampton or Brisbane residential school		
		Discipline Teaching Area 2 Course	Online but may include a residential school, dependent upon subject area		
		EDED13434	Learning and Wellbeing in Middle School	Online	
	2	EDED13435	Students with Special Needs	Online	
		3	EDFE13033	Professional Practice 3 - Engagement with Others	School placement with online support and mentoring
	4 <sup>th</sup> Year	1	EDSE14004	Assessment and Reporting in Secondary Schools	Online
			EDSE14002	Senior Years Learning and Teaching *	Online
EDSE14003			Literacy and Numeracy across the Curriculum	Online	
2		EDFE14022	Professional Practice 4 - Learning and Teaching in Action	School placement with online support and mentoring	
		EDFE14020	Professional Practice 5 - The Internship	School placement with online support and mentoring	
		EDED14354	The Ethical Professional	Online	

\*NB: This course is a 12-credit point course (equivalent to 2 courses).

## Students with a Hospitality trade background

CQUniversity developed its trade-to-teacher pathway in 2000, providing over 350 graduates to teach in Queensland secondary schools as Home Economics/Hospitality and Industrial Technology and Design (ITD), teachers.

This long-established practice allows tradespersons to continue to work in their trade and study in order to maintain their skill currency or to be employed under authorisation to teach VET in schools. As well as fully supported online delivery of courses, intensive hands-on practical experiences are also provided during residential workshops conducted through partnerships with specific secondary schools.

Upon successful entry into the Bachelor of Education (Secondary), students may use their nationally recognised trade qualifications, plus the requisite workplace knowledge and skills experiences, to apply for partial or full credit of up to six discipline studies courses in these specific teaching areas. This is assessed on a case-by-case basis in accordance with University policy and the Australian Qualifications Framework (AQF).

Schools in rural, regional and remote communities often seek to employ ITD or Home Economics/Hospitality teachers from within their local population of tradespersons. It enables these people to change careers while living, studying and working locally in a supportive environment where their industry knowledge and skills is used to facilitate young people's education, training and work transitions.

### For further information please contact:

13 CQUni (13 27 86)

or

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# Welcome to four new members of the

At the HEIA(Q) 2015 Annual General Meeting, four new members were elected to the Committee of Management: Jo Andrews, Belinda Ingram, Tessa Lund and Tiarni Twyford.

Welcome Jo, Belinda, Tessa and Tiarni. The four new committee members have written a little about themselves so that other members know more about them.

## Jo Andrews

My home economics career began as a mature-age student when, with two children aged three and four years old, I decided to take up a teaching career. At that time, I was a stay-at-home and family day care mum. Prior to becoming a mum I had managed a Jenny Craig weight-loss salon in Ipswich. Working with over weight and obese clients was my inspiration to become a home economics teacher. I listened to so many people who were desperate to lose weight but had no nutrition knowledge to help them change their lifestyles. I knew that by the time they came to me, the 'damage', for lack of a better word, was done. I wanted to help ensure children would have skills and knowledge to avoid this. So, in 2002, I commenced my Bachelor of Education (Secondary) with a major in Home Economics at Queensland University of Technology (QUT). My other teaching area is Health.

Whilst at QUT, for two years I was the student representative on the HEIA(Q) Committee of Management. I really enjoyed being part of the committee and helping to organise functions, contributing to the discussions and, at the same time, learning so much.

I currently work at Springfield Central State High School as a home economics, hospitality and early childhood teacher. Before transferring to Springfield, I worked in rural central Queensland at Moranbah State High School as Head of Department of Home Economics, The Arts, Industrial Technology and Design, and Student Wellbeing. This was my first appointment after finishing my degree. I was there for seven years—the original plan was to go to Moranbah for three years but the lifestyle and opportunities were so great that three years suddenly became seven years! Working in a rural location allowed me to gain experience in many areas of education, including building a Home Economics department and creating partnerships with the community to increase the real world teachings in Home Economics, Hospitality and Early Childhood. After enjoying several years in Moranbah, I have returned to Brisbane to be closer to my ageing parents and allow my teenage children to experience life in a busier location.



There isn't anything about Home Economics about which I am not passionate. To me, Home Economics offers every student the complete package and should be compulsory for all. I started my career choice thinking that I would help change the nutritional path of the world, but then found that the subject has so much more to offer. I love the design and technology side of Home Economics, whether it is applied to textiles or food. I also love writing units of work and finding new ways to teach old classics. Like many, my current goals are building and maintaining numbers of students participating in the Home Economics subject areas and aligning units of work to the Australian Curriculum.

I am looking forward to again working on the HEIA(Q) Committee of Management and hope that my contributions will help support my fellow teachers.

### Jo Andrews

Springfield Central State High School

# HEIA(Q) Committee of Management

## Belinda Ingram

Do you remember being asked as a child that all-important question of what you wanted to be when you grew up? It seemed to be the expectation, back then, that all young people would know exactly what they 'wanted to be or do'. Well, funnily enough, what I said I wanted to 'be' as a 14-year-old did come to fruition and as a youngster, I couldn't think of anything better than being a home economics teacher. I loved to design and to sew; I loved to cook and was interested in nutrition. Now, after 27 years as a home economics teacher, I still can't think of anything better. I feel so privileged to have had the opportunity to be part of so many students' lives and, hopefully, to have made even a small difference in the way they view themselves, their health and their wellbeing.

My journey into teaching started in 1987 when I completed my Bachelor of Education at the Newcastle College of Advanced Education. I still remember my very first teaching contract as if it was yesterday. I went back to my old stomping ground to do a six-month teaching contract for my own home economics teacher whilst she was on maternity leave. I had big shoes to fill, as she was, after all, the inspiration for me wanting to become a home economics teacher in the first place. After spending a year back-packing through Europe and working as a nanny throughout 1988, I came back to take up my first permanent appointment at Dubbo High School, where I spent 15 months before moving to the sunny state of Queensland.

It was in the early years of my career that I also had the opportunity to work within the hospitality industry. As my career unfolded, this experience became an integral part of my teaching within the high school setting. I spent two years teaching Hospitality at the Cooloola Institute of TAFE in Gympie and whilst there, introduced and taught dressmaking as part of the adult education program. It was at this time that I also decided to pursue my second love, which was working with young children. In 1995, I started a Graduate Diploma in Early Childhood Education and worked as a group leader in a childcare centre whilst completing my studies. I was also fortunate to be offered a two-year, part-time teaching contract at Burnside State High School, teaching Home Economics. For a while, I had the best of both worlds—teaching and working with 'big kids' and 'little kids'.



The decision to study early childhood proved invaluable to me when, in 1998, I accepted a teaching position at Trinity Lutheran College on the Gold Coast. I was fortunate to be able to teach across all three areas that I had studied and worked in—Home Economics, Hospitality and Early Childhood. In affiliation with Playgroup Queensland, I established Tumble Tots playgroup as part of the early childhood program at Trinity Lutheran College and became a member of the Early Childhood Practices sub-committee at the Queensland Curriculum and Assessment Authority in the development of the study area specification.

During breaks in full-time teaching to have my children, I enjoyed working part-time at St Andrews Lutheran College. I returned to Trinity in 2006, when I continued to deliver certificate courses as well as Home Economics and enjoyed a term as acting Head of Department.

Over the years, I have been fortunate to be involved with, and be a member of, a number of committees and organisations. These include being a panel member for Hospitality Studies and the Gold Coast regional coordinator for HEIA(Q).

Perhaps one of the greatest highlights of my teaching career has been the involvement and success that my Hospitality students have had in the culinary cooking challenges.

Although Trinity Lutheran College has been involved in competitions for many years and had great success, the opportunity to travel to New Zealand last year with two of my Year 11 students to represent Queensland and Australia in the International Secondary Schools Culinary Challenge was something I will never forget. After gaining a gold medal in the Queensland championship at the Brisbane Ekka, my students went on to win a silver medal in Invercargill, New Zealand. Where my exposure to Home Economics as a young person inspired me to be a home economics teacher, the opportunities and experience my students gained in these competitions has now inspired them to pursue careers in Hospitality.

2015 marks new beginnings for me as I take up a new teaching position at Canterbury College. The college's new trade training centre, including a commercial kitchen and restaurant, marks an exciting time for the development and growth of hospitality at the college and I'm looking forward to being a part of this journey. The introduction of the Certificate III in Children's Services this year and, of course, Home Economics will enable me to continue to enjoy a diverse and varied teaching role.

Perhaps now, in 2015, more than ever before with our changing lifestyles and increasing pressures and influences on eating habits, our role as home economics teachers and what we teach has never been so important. We should never underestimate the power we have to make a difference in educating young people about living in a sustainable world, eating for health and wellbeing, and teaching them the practical culinary skills to be independent, confident citizens of tomorrow.

I'm looking forward to being a member of the HEIA(Q) Committee of Management and to being part of such a wonderful network of professionals.

**Belinda Ingram**  
Canterbury College

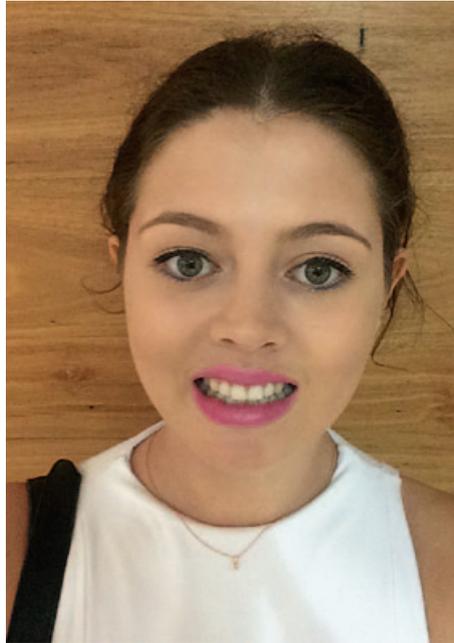
# Welcome to four new members of the HEIA(Q) Committee of Management

## Tessa Lund

I am in my final year of my Bachelor of Education (Secondary) at Queensland University of Technology, majoring in Home Economics and History. I graduated from Lourdes Hill College in 2011 and headed to university to begin my journey to becoming a secondary educator. Whilst growing up, education has been highly important to me and with the assistance of my teachers, I developed a real love of learning. In Year 12, I travelled to the Philippines and it was there that I saw first-hand the importance of education. It was from that moment that I knew I wanted to make a difference in young people's lives through education.

During my secondary education, my favourite subject was Home Economics because I enjoyed the practical elements whilst investigating issues related to the wellbeing of individuals and the wider community. I was fortunate to be able to follow my passion and continue studying Home Economics at university.

During the last four years of University, I have found particular interest in subjects surrounding nutrition and how individuals and communities are able to benefit through improved nutrition knowledge and skills. Through volunteering at a Brisbane-based organisation for adults with disabilities, I have been able to see first-hand the need for community awareness of food and nutrition skills and knowledge. During my time there, I work with others to develop a life skills program with an emphasis on food safety and preparing food. The goal of the program is to equip clients with the skills to prepare food within their home environments and to widen the prospect of them working in industries such as hospitality. It is through working with this organisation that I am able to clearly see the link between food and nutrition and how the client's wellbeing has benefitted from the knowledge they learn during their time in the kitchen.



I have successfully completed teaching rounds at Sunnybank State High School and Marsden State High School and have enjoyed working with students from a wide range of backgrounds. These opportunities have begun to equip me for my future years as an educator. Currently, I work as a school officer two days per week at a Brisbane high school, which is further developing many of the skills that I will need when I graduate at the end of this year. I look forward to graduating at the end of this year and going out and sharing my knowledge with my students.

**Tessa Lund**

# Retirees' High Tea

This well attended event will be held again in 2015. The venue of Keri Craig Emporium is popular with attendees due to its central position and ease of transport. It is quiet (until the retirees get there) and private.

The ambiance seems to fit the occasion. If you are in contact with any retired colleagues, please alert them to this event and urge them to contact Denise McManus so they can be added to the database and receive information.



## Tiarni Twyford

Just over two years ago I began my teaching career with an adventure out to Roma in western Queensland. I took my first full-time job at Roma State College, teaching Home Economics, Health Education and English. I have since transferred back to Brisbane with a position at Earnshaw State College, teaching Home Economics and Hospitality.

Although I thought going from Roma to Brisbane would be a bit of a culture shock, I have found both schools to be rather similar, especially considering they are both P-12 with around the same number of students. Both schools have reasonably small home economics departments, which has allowed a lot of freedom in curriculum planning and unit structure. As a beginning teacher, I have found this to be a very valuable opportunity to learn and perhaps an opportunity that I may not have received if I was in bigger schools with larger departments.

Much of my time in Roma was spent teaching both senior and junior Home Economics. However, the move back to Brisbane has allowed for the addition of Hospitality in Years 11 and 12. While I am sure all of my university lecturers thought they had stamped all of the Hospitality out of me, I have really enjoyed getting back into it and teaching it alongside Home Economics. While Home Economics is my passion, it is great to be able to see senior students making direct links with job opportunities and future careers within the hospitality subject area.

While Earnshaw State College doesn't currently offer Home Economics as a senior subject, it is still very strong in Years 7-10. Most classes are full and in Year 9 there are two full classes, with students demonstrating a clear desire and love for the subject. For the first time in my short career, there are more boys than girls in the Year 9 Home Economics elective. While I see this as an extremely positive notion, it can, at times, be a challenging one, especially in terms of making sure the curriculum is engaging for them.

Since I started Home Economics in high school, and more so since I started my journey to be a home economics teacher, I am forever hearing both students and adults in the community stating, "oh home ec, that's just for girls." No doubt, almost every home economics teacher has been faced with challenging this statement, but it



doesn't make hearing it any easier. This year, my students have shown that perhaps this stigma is finally starting to lift. As I am at such an early stage in my career, I cannot take much of the credit for this, but it still makes me extremely proud to be a home economics teacher, knowing how much hard work has been done and continues to be done throughout our schools.

While we, as home economics teachers, may continue to face battles justifying and removing certain stereotypes from our subject, I feel excited to be working amongst so many talented people and look forward to networking and sharing ideas with them over the course of my career.

**Tiarni Twyford**  
Earnshaw State College

Date:	<b>Tuesday 25 August 2015</b>
Time:	<b>11.30 am</b>
Venue:	<b>Keri Craig Emporium Brisbane Arcade Brisbane City</b>
Cost:	<b>\$40.00 approx. (final cost to be advised) including high tea, with a glass of sparkling on arrival</b>
RSVP:	<b>Tuesday 18 August to Denise McManus</b>
Tel:	<b>3865 1401</b>
Email:	<b>zzdmcman@westnet.com.au</b>
	<b>Please advise of dietary requirements when replying.</b>

Hope to see you there!

# Celebrating HPE week 2–6 March 2015

In March, HEIA(Q) members were sent an email encouraging them to get involved in HPE Week and raise awareness of the important role that Home Economics plays in promoting the health of individuals, families and communities. They were encouraged to meet a health challenge every day of HPE week. Five challenges were sent to members for both personal and student use. Some members have sent in what they did—read on!

## Year 7s at Wavell State High School

Wavell SHS Year 7 students investigated some healthy lunch box ideas and trialled some items aligning what they did in their investigation with the Australian Dietary Guidelines. Year 7s are absolutely loving Food Technology Home Economics. They had to look at issues such as the positives and negatives of water e.g. using purchased bottled water as opposed to being sustainable with a drink bottle and tap water, and minimising the use of wraps and plastics etc in their healthy lunch boxes.

We have a terrific audience in these young students—they are so keen, have no idea about time management but having a lovely time (playing) in the kitchen. And equally positive feedback with their shorts and bag sewing . . . oh to have their energy!

### Kerry Deery

Wavell State High School

## Checking out the baked beans!

I was inspired to download FoodSwitch and after checking out a few things in the pantry and realising how easy it was to use, I headed off to the supermarket to do my research! I decided to focus on baked beans and scanned the various options until I came up with four green lights! Into the basket they went! I was very pleased with my new skill, it was so simple and I didn't feel at all geeky analysing the food with my phone! In fact, quite proud!

### Anonymous

## A healthy workplace

In my workplace, I sent out health challenges across the campus—about 200 people. I sent out a challenge each day and received many emails saying how great it was to get the little reminders each morning. Many downloaded FoodSwitch and walked around the work area scanning products that people were eating and drinking to see if they came up with 4 green tabs—they were met with some surprises—things that were thought to be ok were indeed more red than green. One day, I asked for healfies and was sent many different versions of healfies from around the campus. The last day, I bought some bottled water and reminded the staff about staying hydrated and challenged them to find the area where I work and collect a bottle of water—I had a stream of colleagues I had never seen before come by for some water. It was a great week, with staff asking for more health challenges!

### Kay York

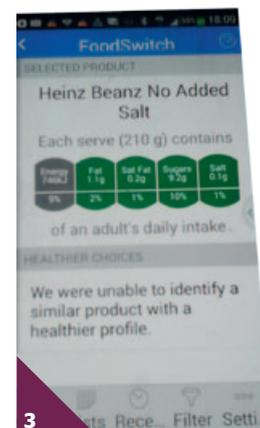
Queensland Department of Education and Training



1



2



3

1. More water please!
2. Wavell SHS Year 7 student enjoying HPE week
3. FoodSwitch analysis of Heinz baked beans



2015  
State  
Conference  
Saturday 1 August

**Plan now for the HEIA(Q)  
2015 conference Saturday  
1 August 2015**

Mark it in your diary, set aside your budget or apply for funding, book your flights - and look forward to an exciting day of professional learning and sharing.

Look forward to seeing you there!



save the date

The HEIA(Q) 2015 Conference Committee is busily finalising plans for the HEIA(Q) 2015 state conference, *Home Economics Connected*. The Conference Committee is very small this year, comprising Sue Smith (Clairvaux College, Mount Gravatt), Ngaire Mayo (Marsden State High School), and myself, Janet Reynolds as convenor—supported of course by Lidia Dalton and Leanne Mulheran from Expert Events. This is our third year of working together as the conference committee, and we seem to move through the processes very smoothly—although it still isn't easy when we are trying to think of new speakers! The process of seeking new speakers was made more demanding this year when the committee adopted a new approach to programming by introducing some 30-minute sessions. These sessions will allow presenters to present concise summaries of their topic, and/or present overviews of more formal papers. The 2015 program has two 65-minute concurrent sessions and two 30-minute concurrent sessions, as well as two keynote speakers.

**Getting ready for the HEIA(Q) 2015 state conference**

The 2015 HEIA(Q) Conference Committee is well on its way to opening registration for the 2015 annual conference. Opening of registration is planned for 22 April. Both keynote speakers are locked in and most workshops organised. As usual, HEIA members will be advised of the opening of registration prior to notices being sent out to schools.

It is recognised that many teaching members have to apply for funding to attend the conference. The following may help members prepare for the conference and, where necessary, make their case to administrators.

**Why home economics teachers should attend the conference**

The conference aims to assist home economics teachers attend to curriculum demands as specified in the recently released *The Australian Curriculum Health and Physical Education* and *The Australian Curriculum Technologies*. There are sessions specifically targeted at the Australian Curriculum, along with others related to inquiry processes advocated in the Australian Curriculum. The curriculum at either end of secondary school spectrum is accommodated, with one session related to Year 7 students and another related to assessment of the new Year 11/12 Subject Area Syllabuses. At least four sessions are related to Indigenous culture and/or students. There are also many sessions that will update discipline knowledge related to food and nutrition, textiles, wellbeing and families. The Conference Committee is also excited to bring sessions that offer a new approach to home economics discipline knowledge, with two sessions being offered by senior researchers at QUT's advertising and marketing school in the Faculty of Business.

**And if you are not a teacher?**

The Conference Committee has reviewed the program to make sure there is something for everyone, whether in education, business or not in the paid workforce. Sessions related to emerging trends in food retailing, what's happening in the world of technology to promote healthy behaviours, and several sessions on wellbeing, textiles, practical foods and the latest on fats and oils are sure to engage all with an interest in the home economics field of study.

**About the venue**

The conference venue is once again the Brisbane Convention and Exhibition Centre (BCEC). Over several years, it has proved to be the best location for the demands of our conference needs. It is large enough, has plenty of space to move around, has great AV facilities and is easily accessed by public transport. As many members would

know, earlier this year there was an outbreak of salmonella in Brisbane and a reported possible link with the BCEC. Both the HEIA(Q) Committee of Management and the Conference Committee have no hesitation in continuing with our booking at the BCEC. A letter sent to Lidia Dalton, the HEIA(Q) conference manager from Bob O'Keeffe, General Manager of BCEC strengthens our faith in the venue (see page 16).

**Registration costs**

Recognising that HEIA membership fees have increased as a result of decisions made by HEIA national council, HEIA(Q) is attempting to offset some of those increases by keeping costs to attend the conference the same as 2014 costs.

(All prices include 10% GST)

	Early bird \$A per person	Standard \$A per person
HEIA member	\$240	\$290
HEIA member: student/not-in- paid employment member	\$160	\$210
Non-member	\$325	\$375
Non-member student/not in paid employment	\$210	\$260

**Conference convenor**

Dr Janet Reynolds  
M 0400 628 880  
E janetrey@ozemail.com.au

**Conference organisation and registration enquiries**

Expert Events  
T +61 7 3848 2100  
E heiaq2015@expertevents.com.au  
PO Box 351, Hamilton Central, QLD 4007 Australia



2015  
State  
Conference  
Saturday 1 August

Dear Lidia

You may have seen recent media coverage reporting that a number of people had contracted salmonella and suggesting a possible link to the BCEC.

We are taking this matter extremely seriously and we are cooperating fully with Queensland Health and Brisbane City Council in their ongoing investigations. The wellbeing of our patrons continues to be of paramount importance.

I would like to provide you with the following update.

- Since March 3, Brisbane City Council has inspected the Centre three times and, as has been reported, Council has indicated that the Centre "was compliant to a five star safety standard" under the Council's Eat Safe Program.
- We have also engaged independent specialist consultants, Lloyds Register Quality Assurance, in food safety management to review the Centre's Food Safety Systems. The inspection is complete and we are awaiting the final report and we do not expect the review will reveal any relevant issues.
- Queensland Health has advised that its 56 swab tests from kitchens and products have all proved negative to salmonella.
- Additional testing by an independent specialist laboratory of an additional 143 swabs of kitchen surfaces, kitchen equipment and food supplies throughout the building have all similarly returned negative for salmonella.
- BCEC is principally a buyer of local product. We are searching deeply into our supply chain, both locally and overseas, to confirm the safety of all products.
- Recently, just prior to the November 2014 G20 Summit, BCEC underwent a series of detailed food safety audits conducted by Queensland Health, Brisbane City Council and other external audits including participating governments.
- During 20 years of operation, the Centre has delivered in excess of 18 million meals.
- 63,955 people have attended 57 events since the period under review, which is between 18 February and 6 March 2015.

BCEC continues to work to the highest international food safety standards with rigorous auditing and processes in place including a 24 hour computerised monitoring system - equal to the highest standards of food operations in Australia.

As a prudent and precautionary measure the Centre has temporarily suspended the supply of whole eggs and poultry products while Queensland Health and our own investigations continue. Hot puddings and custards have also been temporarily removed from the menu.

We are disappointed that the source has not yet been identified and we will continue to work alongside Queensland Health and other agencies to try to expedite a conclusive and satisfactory result for the comfort and assurance of all those affected.

We place great value on the strong relationships we have built over the years and we will continue to keep you advised on developments in this matter as it is resolved.

#### Kind regards

Bob

Bob O'Keefe,  
General Manager  
Brisbane Convention and Exhibition Centre

## The conference program

The HEIA(Q) conference always aims to have a balance of speakers who have previously spoken at the conference, and are known to hit the spot for the Queensland home economics profession, along with exciting and engaging new speakers. A selection of the new and returning speakers are introduced below. Full details will be found in the 2015 conference brochure, which will be sent to all members in April.

### New speakers

**Keynote speakers Michael McQueen and Jayne-Ann Young**

Speakers new to the HEIA(Q) platform for 2015 include the two keynote speakers, Michael McQueen and Jayne-Ann Young. The choice of keynote speakers for the HEIA(Q) 2015 conference was inspired by the many fabulous speakers at the 2014 HEIA national conference in Perth, resulting in two of the inspirational speakers—Michael McQueen and Jayne-Ann Young—accepting HEIA(Q)'s invitation to present at *Home Economics Connected*. Social researcher and leading specialist in demographic shifts, change management and future trends, Michael McQueen, will set the scene as the opening keynote speaker with what promises to be a thoroughly informative, entertaining and interesting address about connecting with Generation Z and Generation Alpha. Visible learning specialist Jayne-Ann Young will connect delegates with quality classroom practice that really makes a difference.

**Those who submitted abstracts—  
Margaret Anderson, Dr Jay Deagon and  
Conor Fennell**

This year, the HEIA(Q) Conference Committee called for expressions of interest from HEIA members to present at the conference to complement the raft of invited speakers. As a result, the committee is delighted to announce that HEIA(Q) members Margaret Anderson from Cairns and Dr Jay Deagon from Brisbane will be presenting, along with Northern Territory (NT) teacher Conor Fennell. They promise to bring fresh perspectives to the conference. Margaret will talk about Torres Strait Islander food and its links with culture, while Jay will discuss spirituality and home economics, and Connor will talk about teaching food literacy to Aboriginal students in the NT.



### Michael McQueen

Michael McQueen is a Sydney-based speaker, social researcher and business owner. Coming from a background in marketing and research, Michael has his finger on the pulse when it comes to emerging trends shaping society and culture. He has written four bestselling books and features regularly as a commentator on TV and radio. Having presented to over 200,000 people across five continents since 2004, Michael is a familiar face on the international conference circuit and has shared the stage with the likes of Bill Gates, Whoopi Goldberg and Larry King. At the HEIA(Q) 2015 conference, Michael will be looking at how to connect with the new generations coming through—Generation Z and Generation Alpha—and what that means for home economics professionals.



### Jayne-Ann Young

Jayne-Ann Young, who enthralled the 2014 HEIA national conference in Perth with her keynote address about visible learning, is a member of the Visible Learning team. She had previously been a Deputy Principal of a K-13 Independent girls' school for six years, where her portfolio at the school included leadership of the curriculum and assessment team. With a major interest in professional learning and development, she was part of the team responsible for providing long-term, school-wide programs based on theory, evidence and best practice at the school. At the *Home Economics Connected* conference, Jayne-Ann will connect home economics educators with classroom practice that really makes a difference to student learning, based on the Visible Learning research led by Professor John Hattie.



### Other speakers bringing new perspectives

The 2015 HEIA(Q) conference this year will also bring to the stage others with new perspectives for delegates, for example:

- **Dr Gary Mortimer** from the QUT School of Business (Advertising and Marketing) will look at emerging trends in food retailing and food markets.
- **Professor Rebekah Russell-Bennett**, also from the QUT School of Business, will address delegates about using mobile technology to bring about behaviour change such as eating behaviours.
- **Dale Chapman** from The Dilly Bag Bush Tucker Products & Learning Programs will demonstrate her approach to using authentic bush tucker in our daily lives.
- **Dr Jason Wu** from the George Institute will lead delegates through the work of the Institute to make healthy choices easy choices with regards to food—he will explore their star-rating and the FoodSwitch app—be sure to BYOD to make sure you can be part of the interactions.
- **Jane Milburn**, whom many of you would have met at the HEIA(Q) 2014 graduand function, will inspire with her ideas for upcycling existing clothing and supporting the eco-clothing concept.
- **Dr Helen Vidgen** from QUT will discuss food literacy and how it connects nutrition with everyday eating practices.
- **Katrina Wheaton** and **Ashley Hollis** from Australian Wool Innovation Ltd/The Woolmark Company will explore the Wool4Skool project and what student design folios might look like.
- **Belinda Ingram** from Canterbury College and **Jason McCormick** from Morayfield State High School will talk about their experiences in using food-related competitions to enhance the curriculum and motivate student learning.

### Speakers returning to the HEIA(Q) stage

HEIA(Q) members certainly have their favourites and we could fill the program with the many speakers who have repeatedly impressed delegates to the highest level over the years. But in an effort to bring variety to the program, the Conference Committee tries to blend the 'tried and tested' with some new speakers. Returning to the stage this year are:

- **Professor Donna Pendergast**, Griffith University, who will discuss welcoming Year 7s into the high school, and what the research is telling us about this topic.
- **Dr Jenny Nayler** will lead sessions on the ever-popular topic of inquiry-based learning, this year focussing on its connections to the Australian Curriculum.
- **Kay York**, currently at the Queensland Department of Education and Training, will again address delegates, but this time adding a practical upcycling textiles session to her repertoire.
- **Tara Diversi**, Bond University, who inspired us in 2013, will return to lead delegates through a session on how to connect thinking and acting, especially as it relates to food.
- **Coral Colyer**, Goodman Fielder, got rave reviews when she explored fats and oils at the HEIA(Q) 2013 conference so is returning with an update and/or for those who missed out last time.
- **Louise D'Allura** also received rave reviews at the 2013 conference, but is returning with a totally new topic—Well Productivity™.
- **Margaret Duncan**, Loreto College, will speak about evidence of learning in the classroom and **Rosie Sciacca**, John Paul College, will explore multimodal techniques for the classroom.
- **Kerri Gorman**, Queensland Curriculum and Assessment Authority, will explore assessment as it relates to the new Subject Area Syllabuses of relevance to home economics teachers.
- **Chef Martin Latter** will lead the ever-popular back-of-house tour of the Brisbane Convention and Exhibition Centre.

### Hope to see you there!

# Queensland 2015 King and Amy O'Malley Trust scholars



## Kylie Akeroyd

Kylie is in her second year of a Bachelor of Education (Secondary) majoring in Home Economics with a minor in Science. Kylie learnt to cook and sew as a child in central Queensland and making creations in both areas has been a passion ever since. Her early career was spent utilising her creativity and people skills as a hairdresser. The decade she spent as a hairdresser, observing and interacting with people from all walks of life, was instrumental in shaping her understanding of people and what motivates them. When a friend suggested she incorporate her early passions and love of people into a new career as a home economics teacher, an epiphany resulted, and within months she found herself at orientation week at Queensland University of Technology.

Kylie is really enjoying the new skills and broader perspectives her study is giving her. She has also recently started a Chef Skills Course to further her skills in the kitchen and broaden her experiences of kitchen classrooms.

Kylie feels very honoured to be a King and Amy O'Malley Trust scholarship recipient and will endeavour to uphold the O'Malley values and ethos 'that a satisfying family life was crucial to the welfare of the nation and could not be achieved without effective management of the home' (King and Amy O'Malley Trust website).



## Cheyanne Conroy

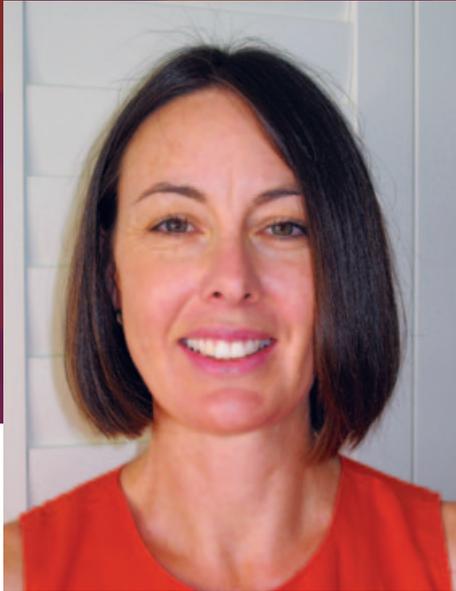
Cheyanne is studying a dual degree in Child and Family Studies and Primary Education at Griffith University on the Gold Coast. From a young age, she has had a passion for helping others, specifically those who are most in need. As Cheyanne got older, she began helping to teach classes at her local dance school and tutoring primary school-aged children. It was at this time that she came to realise that her true passion lay within helping children who are disadvantaged or suffering due to circumstances beyond their own control. Recently, Cheyanne has participated in a number of programs that focus on eliminating and relieving the effects of poverty and disadvantage, both in Australia and overseas, including the Smith Family's Homework Club, Oaktree's Roadtrip to End Poverty and a volunteer trip to Cambodia, where she worked in a nursery and built a house for a well-deserving family.

Being of Indigenous descent and having recently completed a course on Indigenous Australians and social justice, Cheyanne is extremely passionate about changing the levels of inequality faced by Indigenous Australians across the country. It is for this reason, that when she finishes her study, Cheyanne would like to take on a role in helping Indigenous families in the child protection and education sectors. In the future, she would also like to expand her impact to communities suffering in poverty across the globe.



## Amanda Robertson

Born in Invercargill, New Zealand, Amanda inherited her passion for all things Home Economics from her grandmother—standing next to her in her kitchen at Oamaru, measuring ingredients from the pantry and reading instructions to her from the Edmonds cookbook. Amanda developed her passion for cooking so much so that, upon leaving school, she pursued a chef's apprenticeship, doing her time in five-star restaurants and hotels from the Gold Coast to Cairns. By the age of 21 years, she was head chef and manager of a busy Park Road restaurant in Milton. Amanda spent the next two decades going back and forth between raising her three children and hospitality, working and consulting at noted Brisbane eateries The Gun Shop, The Aromas Group, Tongue & Groove, Ecco and Freestyle Tout. Amanda opened her own restaurant in 2011, the award-winning Fourthchild in Ipswich, making the Fairfax Good Food Guide in 2012 and 2013, as well as winning a Gold Heritage Design award for restaurant design. Now, Amanda has swapped the restaurant trade for a better work-life balance, and is currently in her second year of a Bachelor of Education at QUT. She wants to bring her knowledge of and passion for food, design and nutrition to high school students, equipping them with the knowledge and skills to become responsible for their own health and wellbeing, and helping them take it from the classroom to the kitchens and dining rooms of their own homes, to their own families.



### **Lisa-Maree Thederan**

Lisa-Maree Thederan is currently a final year Bachelor of Education student majoring in Home Economics and Health. Lisa-Maree is committed to delivering social justice through education and is in the Exceptional Teachers for Disadvantaged Students program at QUT. Both her study areas position her well to make a contribution to the wellbeing of individuals, families and communities.

Lisa-Maree had previously worked as a hospitality professional for 22 years. A chef's apprenticeship led to working in Switzerland and Canada. On return to Australia, an opportunity arose to work for Ansett International as an in-flight chef. After a fantastic five years, she made a successful transition to a front-of-house career. Currently, life is crazy with studies and two boys, aged ten and four years.

With the unique capacity of Home Economics to engage all students, Lisa-Maree is motivated for her future students to succeed through delivering quality instruction. Her hospitably background has also influenced her values: her commitment to creating a supportive classroom environment and making connections to the real world. Lisa-Maree looks forward to empowering her students through home economic education.

Lisa-Maree is very appreciative of the King and Amy O'Malley Trust scholarship and is looking forward to working collaboratively with her peers.



### **Chevelle Coward**

For the past 13 years, Chevelle has been fortunate to be able to immerse herself in various roles within the early childhood industry, ranging from an assistant through to a director and trainer of early education. These roles have allowed her to apply her passion for educating and advocating for the health and wellbeing of children.

Chevelle is currently employed in a part time capacity within the early childhood industry and loves her role as an after-school care lead educator. Upon returning from a well-needed break from full-time work back in 2011, Chevelle aspired to advance her career options. In 2012, Chevelle enrolled in a Bachelor of Education (Secondary), majoring in Home Economics and Health. Chevelle believed this to be a perfect way of combining her passion for teaching, love of cooking and all things related to family and community wellbeing. She is looking forward to becoming a qualified secondary teacher at the end of 2015.

Chevelle was honoured to accept an invitation to be included amongst the 5th cohort of the National Exceptional Teachers for Disadvantaged Schools project through QUT at the end of 2012. She aspires to attain employment within a school of lower socio-economic status, where she believes she can be of value.

Chevelle has found that returning to study, as a mature-age student, has been both a rewarding and, at times, a challenging experience, juggling work, family and study commitments. She has thoroughly enjoyed her time at university, extending her knowledge of the home economics curriculum and engaging in real-life practicums.

Chevelle feels honoured to be a King and Amy O'Malley Trust scholarship recipient for the second time and will endeavour to uphold the O'Malley values and ethics, continuing to be a dedicated advocate for the subject of Home Economics—a subject, Chevelle believes, that all students should have the opportunity to experience.

# McCormick/HEIA 2015 Flavour Forecast Recipe Challenge



**McCormick and HEIA are pleased to announce that Year 9 and Year 10 home economics students around Australia will again get the chance to show their creativity and flair by engaging in the 2015 Flavour Forecast Recipe Challenge. Now in its third year, the Challenge promises to be as exciting as ever and will no doubt once again see our young Australian students excel.**

The Challenge will be based on the recently released McCormick® Flavour Forecast® 2015. Now in its 15th year, the much-anticipated Flavour Forecast report drives flavour innovation and exploration throughout the food industry and in kitchens across the globe. Reflecting the rapidly increasing demand for bolder, more intense flavour experiences, the McCormick Flavour Forecast 2015 pinpoints adventurous global tastes on the rise—for example, Middle Eastern blends—and showcases new ways to elevate pantry essentials to starring roles, for example, smoking spices and herbs or pairing sours with coarse salt.

The 2015 forecast highlights eight enticing trends that will shape the future of flavour. However, the student Recipe Challenge will be based on only five of these trends—see Table 1.

**Table 1. McCormick flavour trends for the student 2015 Recipe Challenge**

<b>Sour + salt</b>	Combining coarse salt with surprising sours like pickled ginger, sour cherry, dried mango and lemon zest results in a lively finishing flavour that lends brightness and texture to dishes.
<b>Liquid revolution</b>	Fresh purees blended with bold spices and herbs intensify sauces, pasta, dressings and more—providing a fun, delicious way to enjoy an extra serving of fruits and veggies.
<b>Cookies reimagined</b>	Classic spiced cookie flavours take new forms in imaginative desserts that redefine 'milk and cookies'.
<b>Smoked spices</b>	Smoking spices and herbs deepens their flavour and aroma, adding richness to meals and drinks.
<b>Middle Eastern mezze</b>	Dips, spreads and tapas plates are a delicious introduction to the tastes and textures of Middle Eastern cuisine.



Below is an outline of the 2015 design brief. Full details, handy resource sheets and information are available from [Neredith@marketmaker.com.au](mailto:Neredith@marketmaker.com.au) from 20 April 2015. The competition opens Monday 20 April and closes Monday 26 October 2015.

### Design brief overview

Four original recipes are required, one recipe each for four of the five McCormick flavour trends, as outlined below:

#### Sour + salt

Students are to develop their own 'Sour + salt' blend and deliver a dish that contains this Sour + salt blend along with an additional sour ingredient from the choices outlined in the detailed brief. Students may add any other ingredients, provided they are within the budgetary constraints of the Challenge.

#### Liquid revolution

Students are to deliver a vegan dish that uses a fruit or vegetable puree that is blended with bold herbs or spices as a sauce or dressing. While the focus of the dish is the spiced puree, the dish must also include at least one serve of a protein-rich food and at least one serve of a calcium-rich food.

#### Cookies reimagined

Students are to deliver a dessert that uses a spiced cookie or biscuit within the dish. Students must make their own cookie or biscuit. They must also include a dairy milk alternative within the dish, in addition to any milk used to make the cookie. Dairy milk alternatives include almond milk, macadamia milk, goat's milk, rice milk, coconut milk or any other plant-based milk.

#### Middle Eastern mezze

Students are to deliver three small tapas plates (with no more than one of the three dishes being a dip). At least two of the following spice blends must be used in the tapas dishes presented: ras el hanout, shawarma and harissa.

#### Smoked spices

Students are to deliver a savoury or sweet dish that uses all of the following:

- 1) a smoked spice e.g. ground or quill cinnamon
  - 2) a smoked herb e.g. bay leaves, rosemary leaves
  - 3) a smoked seed e.g. fennel seeds, coriander seeds
- or alternatively a smoked blend that contains at least one herb, one spice and one seed.

#### Student learning

HEIA has developed the brief and criteria to ensure that the challenge encourages student excellence in many aspects of the curriculum.

Jason McCormick, home economics teacher from Morayfield State High School (the 2014 winning school) said, "The McCormick Flavour Forecast Challenge is a great curriculum concept for our students. It is innovative, user friendly, comprehensive, connecting and, best of all, requires and demands 'rigour', which I believe is what really gives it a competitive edge. Perhaps best of all, is the ability of the students to experience new flavours that perhaps would not have occurred without the McCormick Flavour Forecast Challenge. I also really enjoyed watching the challenge unfold within the classroom. From the trial batch ups, to the looks of surprise on the students' faces when they actually enjoyed engaging in flavour combinations they didn't think they'd like. There were some really fun times."

#### Prizes

And, excitingly, this year's challenge will see prizes worth over \$12,000 for the winning entries, including a national prize of a \$2,000 voucher for the winning school and a HEIA one-year school membership (for up to six teachers). In addition, each state winning team will receive an amazing pack of Tupperware products and McCormick herbs and spices, valued at \$1999. The Tupperware products will be a great addition to any home economics department with its Turbo Chef, Smooth Chopper, Extra Chef, full range of knives, kitchen utensils, Tupperware Modular Mates® Mixed Pantry Set, digital scales, Bake 2 Basics bakeware and many other Tupperware essentials for the classroom.

## The Australian Curriculum: Health and Physical Education

# Health literacy—what does it look like in Home Economics?

*The Australian Curriculum: Health and Physical Education* has as one of its shaping propositions, health literacy. It states (p.4):

*Health literacy can be understood as an individual's ability to gain access to, understand and use health information and services in ways that promote and maintain health and wellbeing. The Health and Physical Education curriculum focuses on developing knowledge, understanding and skills related to the three dimensions of health literacy:*

- *functional dimension – researching and applying information relating to knowledge and services in order to respond to a health-related question*
- *interactive dimension – requires more advanced knowledge, understanding and skills to actively and independently engage with a health issue and to apply new information to changing circumstances*
- *critical dimension – the ability to selectively access and critically analyse health information from a variety of sources (which might include scientific information, health brochures or messages in the media) in order to take action to promote personal health and wellbeing or that of others.*

### **Nutbeam's Model of Health Literacy (Nutbeam, 2000)**

In 2000, Nutbeam put forward a model for health literacy model that is useful in analysing the literacy abilities required in various health situations. Broadly, the model of health literacy in the HPE curriculum is based on the work of Nutbeam (2000). In developing an understanding of what is required in the HPE curriculum, it is useful to explore Nutbeam's model further.

- Level I, called *functional literacy*, refers to the ability to apply basic literacy skills to health-related materials, such as reading the label on a pill bottle or reading a health-related information brochure.
- Level II, called *interactive literacy*, refers to personal capacity to act independently on knowledge, and more specifically to motivation and self-confidence to act on knowledge gained or advice received. Much of this activity results in individual benefit, rather than population benefit. Examples of this form of action can be found in many

contemporary school health education programs—for example, learning and then being able to apply first-aid skills in an emergency situation.

- Level III, called *critical literacy*, refers to analytical skills that develop individual and group empowerment that supports social action participation in health-related issues. Individuals are able to evaluate health issues, determine the challenges and advantages of each issue, recognise who benefits and who loses by adopting a given health-promotion strategy, argue for or against adoption, and offer advice to community leaders (Mitchell & Begoray, 2010). As Nutbeam states (p.266): *'Health education in this case would be directed towards improving individual and community capacity to act on the social and economic determinants of health'*. This type of health literacy can be more obviously linked to population benefit, alongside benefits to the individual.

### **Example of different levels of student health literacy related to the consumption of red meat:**

- Level 1: Students are able to identify on the Australian Guide to Healthy Eating and related support materials, the number of serves of red meat recommended for their age group.
- Level 2: Students are able to look at alternatives to red meat and discuss the dietary implications and how they can be overcome if a choice is made to not eat or reduce the consumption of red meat.
- Level 3: Students are able to evaluate viewpoints from a range of sources to identify broader issues associated with red meat consumption e.g. sustainability issues, impact on the farming community and economic stability, and develop a position on red meat consumption. They use this information to take action to promote what they believe to be responsible consumption of red meat.

### **Health literacy as it relates to food and nutrition education**

Try filling in the gaps in the following two tasks related to the different levels of food literacy.

#### **Task 1**

Complete the third level of the following example of health literacy related to food labelling and advertising:

- Level 1: Students are able to identify on a box of breakfast cereal, the size of a serve of the cereal, and the major health benefits of that cereal.
- Level 2: Students are able to compare three or more different cereals with respect to their nutritional value, and identify the cereal most suited to their needs.
- Level 3: Students are able to ...

#### **Task 2**

Complete the second level of the following example of health literacy:

- Level 1: Students are able to identify on the Australian Guide to Healthy Eating the key message/s about commercial fast food
- Level 2: Students are able to ...
- Level 3: Students are able to investigate the practices of fast food outlets in terms of nutritional value of the food, marketing techniques, human resource issues (how they treat their staff), where the food is sourced etc. and develop and implement a plan to promote more ethical fast food practices.

### **References**

- Mitchell, B & Begoray, D. (2010). Electronic personal health records that promote self-management in chronic illness. *The Online Journal of Issues in Nursing*, 15 (3).
- Nutbeam, D. (2000). Health literacy as a public health goal: a challenge for contemporary health education and communication strategies into the 21st century. *Health Promotion International*, 15(3), 259–267.

### **Dr Janet Reynolds**

Convener, HEIA Education Standing Committee

# home economics connected

## 2015 Regional Professional Development Program



### What happened in Term 1

#### Brisbane West

##### *Workshop 1: Assessment of Year 7-10 student work in the context of the Australian Curriculum*

On the afternoon of Tuesday 10 March, 20 home economics teachers from the district gathered at Ipswich State High School to discover more information about assessing the Health and Technologies Australian Curriculum for Year 7-10 students. Key information was given and opportunities to network in the region were developed. Kay York, President of HEIA(Q) and our presenter for the workshop, unpacked the curriculum documents and showed us how to align the achievement standards with the content descriptions. Thank you to HEIA(Q) for continuing to offer PD such as these to enable teachers to be informed, discuss and work through such vital information.

#### Tanya McKenna

Ipswich State High School

#### Townsville

##### *Workshop 1: Assessment of Year 7-10 student work in the context of the Australian Curriculum*

and

##### *Workshop 2: Connecting Year 7-10 students with inquiry processes and multimodal assessment techniques*

The Townsville regional program was held Saturday 14 March, when 15 participants gathered at St Margaret Mary's Hospitality Centre for a full-day program. Participants found the workshops

very exciting and all agreed that the professional development they received was innovative. Many also commented on the value of networking throughout the day.

Kay York took us on a guided tour of the many acronyms used within and associated with the Australian Curriculum. The idea of backward mapping from the achievement standards to content descriptions is a great way to build units of work. Then we found that it was easier to look at what we were currently offering in our courses and 'tweak' most of the units we already have. No re-inventing of the wheel. Many particularly appreciated Kay's explanation and examples of how to incorporate the inquiry approach into units of work. Thank you Kay for your time, guidance and a very informative workshop.

Rosemarie Sciacca presented an engaging workshop of exciting ways to incorporate technology in order to engage students and use critical thinking skills. The hands-on activities were fun and enabled us to feel the value for use in class. Many of us were challenged to rethink the multimodal process as we clarified the steps of the inquiry process. It helped us to question how we were aligning our assessment and pedagogy. I am sure that many of us will go back to our classes with refreshed approaches to enhance the development of student skills. Thank you Rosie for providing us with a range of ICT skills and tools for teaching and learning.

#### Helen Willmet

Townsville Regional coordinator

#### Rockhampton

##### *Workshop 1: Assessment of Year 7-10 student work in the context of the Australian Curriculum*

and

##### *Workshop 2: Connecting Year 7-10 students with inquiry processes and multimodal assessment techniques*

The Rockhampton regional workshop was held Friday 20 March at The Cathedral College Boy's Residential Common Room. There were 23 participants who came from far and wide, including Blackwater, Biloela, Longreach and Emerald.

Kay York delivered the first workshop, which was about Assessment of Year 7-10 student work in the context of the Australian Curriculum. The first session was a very informative session that will enable us to reflect on the assessment we have started to implement and then update according to recent changes. There was lots of discussion and many questions answered. The workshop focused on different types of assessment and aligning it with the achievement standards. There are continual changes occurring, particularly in relation to the Guide to Making Judgements (GTMJ). The workshop also mentioned the inquiry process through investigating and matching the achievement standards with the content descriptions. Following the workshop, participants are now able to further examine their assessment procedures and refine them.

Rosemarie Sciacca delivered the second workshop, which was about connecting Year 7-10 students with inquiry processes and multimodal techniques. Rosie outlined how to approach an inquiry style of

learning and explained the steps involved in the process. Rosie also highlighted the importance of teaching the students how to think critically. Participants worked through some great activities, many of which could be used within the classroom. An overview of multimodal responses was also discussed and a list of very useful websites provided to assist teachers and their students.

Rockhampton is a large region and it was good to get together and share ideas and network with colleagues.

#### Derryn Acutt

Rockhampton Regional coordinator

#### Regional coordinators: Farewell and welcome

At the end of 2014, two regional coordinators handed over the reins to new coordinators. We say a sincere thank you to Belinda Ingram (Gold Coast coordinator) and Jenny Walker (Cairns) for their great coordination over a number of years. As has so often been said, without the coordinators, the workshops would not go ahead. We welcome Melinda Pascoe (All Saints Anglican School, Gold Coast) and Kathryn Savina (St Andrew's Catholic College, Cairns) and thank them for taking on the role in their respective regions.



Melinda Pascoe



Kathryn Savina

The HEIA(Q) 2015 regional professional development program is up and running. Regional coordinators were, once again, totally organised and had their workshops, dates and venues worked out early in Term 1. Regions were given three workshops from which they chose two. Originally, four workshops were offered, but one was withdrawn. The 2015 workshops will address planning, assessment, inquiry processes, multimodal techniques, and C2C (Classroom to Curriculum) resources to assist with implementation of the Australian Curriculum. In total, 24 workshops will be offered across the state. Remember that members can always travel to another region to participate in workshops that are different to what is offered in their own region.

### Workshop 1: Assessment of Year 7-10 student work in the context of the Australian Curriculum

2.5 hours

Presenter: Kay York

This workshop builds on HEIA(Q) workshops offered in 2014. The focus of the workshop is on assessment and structuring it to meet the achievement standards for the Australian Curriculum. It leads participants through a process to backward map the curriculum from achievement standard to content descriptions to provide direction for units of work. The workshop looks at the inquiry approach used in the Australian Curriculum HPE and the design process used in Design and Technologies and possible assessment techniques to incorporate both aspects. Participants unpack the achievement standards for Years 7/8 and 9/10 to write assessment tasks on which to build units of work.

#### What to bring

- An assessment task that you have adapted to the Australian Curriculum, if you have one
- A laptop if you wish to work electronically

#### Who should attend?

This workshop is aimed at home economics, health and design and technologies teachers who are interested in developing their understanding of effective assessment practices in relation to the Australian Curriculum, and in particular as related to Home Economics.

#### Professional standards

The workshop focuses on the following professional standards for teachers:

- S3 Plan for and implement effective teaching and learning
- S5 Assess, provide feedback and report on student learning
- S6 Engage in professional learning
- S7 Engage professionally with colleagues, parents/ carers and the community

Hours of professional development: 2.5 hours

### Workshop 2: Connecting Year 7-10 students with inquiry processes and multimodal assessment techniques

2.5 hours

Presenter: Rosemarie Sciacca

This practical session explores two components related to connecting students with cognitive processes: inquiry processes and multimodal assessment techniques.

In the first part, participants explore strategies to guide students through an inquiry process that supports research tasks. Participants examine the critical thinking required for students to analyse and synthesise research effectively, and how to engage students in such thinking. Examples of journal entries are examined in order to assist teachers in making judgements about student work.

In the second part of the session, participants look at how to integrate multimodal ways of working into classroom practice and assessment. Participants delve into creating and reporting on multimodal assessment tasks and what is involved in a multimodal response, both from a student and a teacher perspective. Participants also explore how to align curriculum and pedagogy, to not only ensure quality multimodal responses for assessment, but also to enhance student engagement and learning. The focus is on developing skills in Years 7-10 in order to facilitate quality learning in those years and improved outcomes in Years 11 and 12.

#### Who should attend?

This workshop is aimed at teachers who are interested in improving their pedagogic practices, and in particular as related to Home Economics.

#### Professional standards

The workshop focuses on the following professional standards for teachers:

- S3 Plan for and implement effective teaching and learning
- S5 Assess, provide feedback and report on student learning
- S6 Engage in professional learning
- S7 Engage professionally with colleagues, parents/ carers and the community

Hours of professional development: 2.5 hours

### Workshop 3: Adopt, adapt, align—C2C Health and Physical Education

2.5 hours

Presenter: Kay York

This workshop unpacks and explores the C2C (Curriculum to Classroom) resources developed for Health and Physical Education, and focuses on resources developed for Years 7-10 units of work related to the Personal, social and community health strand. During the workshop, participants review the structure of the materials, from whole-school planning to classroom planning. They unpack a unit, exploring the assessment task, teacher notes and model response, and the resources that support the implementation of the unit. Participants then use the unit plan, topic overview, topic outlines and resources to plan a unit of work to implement in their particular context. They will be encouraged to adopt the resources that fit their context, adapt the ones that need to be adapted and align the materials with their students' needs and learning styles.

#### What to bring

- A laptop if you wish to work electronically

#### Who should attend?

This workshop is aimed at home economics teachers and health teachers who are interested in exploring resources developed to support implementation of *The Australian Curriculum: Health and Physical Education*.

#### Professional standards

The workshop focuses on the following professional standards for teachers:

- S3 Plan for and implement effective teaching and learning
- S5 Assess, provide feedback and report on student learning
- S6 Engage in professional learning
- S7 Engage professionally with colleagues, parents/ carers and the community

Hours of professional development: 2.5 hours

## Workshop registration

Please register online at the HEIA(Q) website at [www.heiaq.com.au/events/workshops](http://www.heiaq.com.au/events/workshops)

Registering online enables you to pay registration fees via MasterCard or Visa, or you may choose to pay by cheque or EFT. Outstanding accounts must be settled at least 7 days prior to the commencement of the workshop. The final date for registration is one week prior to the workshop date. You will be notified via email if a session is cancelled.

## Cancellation and refund policy

Workshop cancellations must be made in writing to the HEIA(Q) workshop secretariat, Expert Events. A full refund will be made for cancellations received up to 7 days prior to the workshop. A refund is not available for cancellations received less than 7 days before the workshop. You may transfer your registration to a colleague at any time prior to the workshop, provided the secretariat is advised in writing.

## Workshop registration and general enquiries

Please contact Expert Events

T +61 7 3848 2100

E [heiaqpd@expertevents.com.au](mailto:heiaqpd@expertevents.com.au)

PO Box 351, Hamilton Central, QLD 4007 Australia

## Costs

As with the conference, costs for the 2015 regional professional development have not increased, in recognition that HEIA membership fees were increased at a national level.

2.5-hour afternoon program, including afternoon tea:

- Members: \$50.00
- Non-members: \$70.00

Full-day program, including morning tea and lunch:

- Members: \$115.00
- Non-members: \$155.00

## Dates and venues

### Term 2

#### Cairns

**Workshop 1: Assessment of Year 7-10 student work in the context of the Australian Curriculum**

and

**Workshop 2: Connecting Year 7-10 students with inquiry processes and multimodal assessment techniques**

Saturday 2 May, 8.45 am - 3.15 pm

St Andrew's Catholic College

Intake Road, Redlynch, Cairns

#### Sunshine Coast

**Workshop 1: Assessment of Year 7-10 student work in the context of the Australian Curriculum**

Wednesday 13 May, 4.00 pm - 6.30 pm

Sienna College

60 Sippy Downs Drive, Sippy Downs

#### Toowoomba

**Workshop 1: Assessment of Year 7-10 student work in the context of the Australian Curriculum**

and

**Workshop 3: Adopt, adapt, align - C2C Health and Physical Education**

Saturday 16 May, 9.00 am - 3.30 pm

Centenary Heights State High School

60 Ramsay Street, Toowoomba

#### Roma

**Workshop 1: Assessment of Year 7-10 student work in the context of the Australian Curriculum**

and

**Workshop 3: Adopt, adapt, align - C2C Health and Physical Education**

Friday 22 May, 9.00 am - 3.30 pm

St John's School

Bowen Street, Roma

#### Bundaberg

**Workshop 1: Assessment of Year 7-10 student work in the context of the Australian Curriculum**

and

**Workshop 2: Connecting Year 7-10 students with inquiry processes and multimodal assessment techniques**

Saturday 23 May, 8.30 am - 2.15 pm

Keppnock State High School

Home Economics Building, Q Block,

Kapers Restaurant

43 Keppnock Road, Bundaberg

#### Gold Coast

**Workshop 3: Adopt, adapt, align - C2C Health and Physical Education**

Monday 1 June, 4.00 pm - 6.30 pm

All Saints Anglican School

Highfield Drive, Merrimac

#### Brisbane West

**Workshop 2: Connecting Year 7-10 students with inquiry processes and multimodal assessment techniques**

Tuesday 2 June, 3.30 pm - 6.00 pm

Ipswich State High School

1 Hunter Street, Brassall

#### Brisbane South

**Workshop 1: Assessment of Year 7-10 student work in the context of the Australian Curriculum**

Wednesday 3 June, 3.45 pm - 6.15 pm

Clairvaux Mackillop College

Klumpp Road, Upper Mt Gravatt

#### Brisbane North

**Workshop 2: Connecting Year 7-10 students with inquiry processes and multimodal assessment techniques**

Tuesday 9 June, 3.30 pm - 6.00 pm

Northside Christian College,

Flockton Street, Everton Park

### Term 3

#### Gold Coast

**Workshop 1: Assessment of Year 7-10 student work in the context of the Australian Curriculum**

Monday 20 July, 4.00 pm - 6.30 pm

All Saints Anglican School

Highfield Drive, Merrimac

#### Sunshine Coast

**Workshop 2: Connecting Year 7-10 students with inquiry processes and multimodal assessment techniques**

Tuesday 11 August, 4.00 pm - 6.30 pm

Sienna Catholic College

60 Sippy Downs Drive, Sippy Downs

#### Brisbane South

**Workshop 3: Adopt, adapt, align - C2C Health and Physical Education**

Wednesday 19 August, 3.45 pm - 6.15 pm

Clairvaux Mackillop College

Klumpp Road, Upper Mt Gravatt

#### Brisbane North

**Workshop 3: Adopt, adapt, align - C2C Health and Physical Education**

Tuesday 25 August, 3.30 pm - 6.00 pm

Northside Christian College

Flockton Street, Everton Park

### Term 4

#### Mackay

**Workshop 1: Assessment of Year 7-10 student work in the context of the Australian Curriculum**

and

**Workshop 2: Connecting Year 7-10 students with inquiry processes and multimodal assessment techniques**

Monday 30 November, 8.45 am - 3.15 pm

Mackay North State High School

Valley Street, Mackay North

# Oxfam classroom resources

Adapted from, and further information available from [www.oxfam.org.au](http://www.oxfam.org.au)

Oxfam Australia's online resource centre is a great place to find source materials for lesson plans and to recommend to students for research information. Users can also browse and download Oxfam Australia's quarterly magazine, policy, research and evaluations for free. Themes include: climate change, fair trade, gender, health, Indigenous Australia, mining and workers' rights.

Oxfam's classroom resources are designed to explore issues surrounding poverty, justice and global active citizenship. Resources are produced in consultation with teachers and students to ensure that relevant, appealing and high quality resources are developed. Appropriate for all secondary year levels, Oxfam's materials support the Learn, Think, Act methodology of teaching for global citizenship. This gives young people the opportunity to **learn** about issues facing them and the globe, **think** critically about what can be done about this issue and how to solve it, and **act** as responsible and ethical global citizens.

The materials can be incorporated across subjects and learning areas such as Economics, Global Politics, Society and Environment, Food Technology and Home Economics, as well as general capabilities such as Ethical understanding, Personal and social capability and Intercultural understanding.

## Fairtrade

[www.oxfam.org.au/act/resources-for-teachers/term-two-features-resource-fairtrade/](http://www.oxfam.org.au/act/resources-for-teachers/term-two-features-resource-fairtrade/)

Trade has the power to generate incredible wealth, and elevate people out of poverty. So why are millions of people still so poor? The fact is, something's very wrong with world trade, and Oxfam is committed to putting it right. The great news is that there is so much that ordinary Australians can do to help! As consumers, young people are incredibly powerful—what we choose to buy shapes the world we live in, and can literally change someone's life for the better.

The Fairtrade resources are designed to help students understand the issue of Fairtrade, and how it can influence whether farmers and people in developing countries live in poverty. Through the Fairtrade action guide, videos from the field, facts and tips, recipes and more, students can learn about the issue and how they can use their consumer power to make a difference.

The Oxfam resources include:

- *One cup: One journey (poster)*  
This downloadable A3 poster takes you on an adventure to follow the process of how Oxfam's Fairtrade coffee is produced, from the farmer in Timor Leste to your cup in Australia.
- *3things Fairtrade action guide!*  
The student guides take a creative look at different local and global issues—a range of small, medium or big actions from which to choose.
- *Your cuppa counts! Changing the world starts with putting the kettle on*  
Oxfam's producer partners in South India discuss the many benefits that Fairtrade has for their communities.
- *45,000 reasons to swap to Fairtrade chocolate*  
This resource takes students to Ghana, where local farmers talk about the amazing benefits they receive from producing Fairtrade cocoa.
- *The Opaka Connection*  
This short film (7 minutes) follows the journey of organic, fair-trade coffee from the growers in Papua New Guinea to the coffee shops of Australia
- *Frequently asked questions*  
What is Fairtrade?
- *What's wrong with world trade?*  
Trade can be a powerful way to reduce poverty. But there's an enormous difference between free trade and Fairtrade
- *Our stories*  
Want to know exactly who makes Oxfam's amazing Fairtrade chocolate spread and blocks of chocolate? Presenting Georgina, Afi, Manduvira and Jose!
- *3things blogs about Fairtrade*  
For young people, by young people! Fashion, food and fizzy drinks—everything we buy can have a huge impact on lifting people out of poverty.
- *Recipes with a conscience*  
Doing good tastes amazing! Check out some Fairtrade recipes—for example:
  - Who says coffee is just for drinking?  
Five of Australia's top chefs have created some incredible recipes just for Oxfam to celebrate Fairtrade ingredients
  - Oxfam Fair's drool-worthy selection of bakeable delights
  - The ultimate guilt-free dessert—Fairtrade vegan Chocolate Mousse!

## Eat Local Feed Global

[www.oxfam.org.au/act/resources-for-teachers/term-four-featured-resource-eat-local-feed-global/](http://www.oxfam.org.au/act/resources-for-teachers/term-four-featured-resource-eat-local-feed-global/)

Eat Local Feed Global is about something that we all love ... food! Well, food security to be exact. Can you believe that in 2015, one in nine people go hungry every day? And it's not because the world doesn't produce enough for everyone to eat. This resource could be very useful in planning for World Food Day in October. The resource was showcased in the September 2014 issue of *InForm*, but go to the website to register for the 2015 event. Registrations for 2015 will be open mid-year—so watch the Oxfam website space! When you register, you will receive a free How To guide with tips, ideas, videos, stories, posters and goodies, to support you every step of the way and make sure your Hunger Banquet is a roaring success.

Brand new school materials for 2015 will be available closer to Term Four. In the meantime, the Oxfam website has some of last year's resources to get you started, or to hold your own event any time during the year.

- Hunger Banquet How To Guide for Students
- Eat Local Feed Global Action Guide
- Quiz Chatterboxes
- Doorknob signs
- Donation guide
- Petition: Growing Food in a Changing Climate
- YouTube playlist: Eat Local Feed Global

## Close the Gap student kit

[www.oxfam.org.au/act/resources-for-teachers/close-the-gap-student-kit/](http://www.oxfam.org.au/act/resources-for-teachers/close-the-gap-student-kit/)

Aboriginal and Torres Strait Islander Peoples are dying 10-17 years younger than other Australians. Think about that a non-Indigenous child who started school this year may outlive an Indigenous student completing Year 12. Your school can do something to help change this. Health equality is everyone's business, and we must continue to work together to ensure Indigenous health equality becomes a reality by 2030. Young people are at the forefront of this movement for change—they can see it's their generation that is critical to maintaining momentum and creating long-awaited change.



Close the Gap resources will help students understand the issue of Indigenous health inequality and how to support closing the gap. These include classroom resources and a guide on how to run an event at your school. Whilst too late for the 2015 National Close The Gap Day (NCTGD) (Thursday 19 March), the resource is relevant for use throughout the year.

#### How can your school be involved?

- *Hold a Close the Gap event*  
Hold your own day of action at your school. It could be, for example, a special school assembly, a lunchtime event, a class activity. Contact Oxfam to see if they still have National Close The Gap Day resources to support you—posters, stickers, the 2015 Close Gap DVD and other goodies.
- *Take the 30 for 2030 Challenge*  
Collect 30 signatures from family, friends, teachers, workmates and other community members via the 30 for 2030 Challenge pledge form, in support of the Close the Gap campaign. Your grandma, the guy who drives the bus and the lady at the corner shop... By getting involved we can increase the pressure on the government to ensure Aboriginal and Torres Strait Islander health programs are adequately prioritised and funded. The Pledge Form, which includes the address for return of the forms, is available at [www.oxfam.org.au/wp-content/uploads/2014/02/2013-146\\_nctgd\\_petition\\_fa\\_web-2.pdf](http://www.oxfam.org.au/wp-content/uploads/2014/02/2013-146_nctgd_petition_fa_web-2.pdf)
- *Instagram student photo challenge—Close the Gap with a Snap!*  
Whilst too late for the Oxfam 16–30 March 2015 photo challenge, your school or your class could organise its own challenge. Ask students to snap creative, amazing photos that reflect the five NCTGD themes, add a caption and share them with the class. The themes are:
  - In our hands
  - Healthy
  - Together
  - Our generation
  - 3things: Circles, lines and dots

Maybe the class could think of suitable prizes for the most amazing entries.

To see some of last year's entries and winners, check out the Oxfam blog posts or jump on Instagram and search the #ctgststudents hashtag.

#### Close the Gap school resources

The Oxfam website [www.oxfam.org.au](http://www.oxfam.org.au) has the following materials available for downloading for use in the classroom:

- *NCTGD How to Guide for Students*  
Oxfam's brand-new event guide supports students to become actively involved in planning and running their own Close The Gap Day event.
- *3things action guide*  
Got three minutes, three days or three weeks? Oxfam's youth movement 3things has got three great suggestions of how young people can get involved with NCTGD.
- *Close the Gap's YouTube playlist Chatterboxes*  
Oxfam's chatterboxes are a fun way for students to discover facts about Close the Gap and health equality. The third chatterbox is designed to be used as a learning tool, to dig deeper into the 2015 Close the Gap video.
- *Downloadable Close the Gap posters and pledge forms*
- *Personal stories on Close the Gap issues*
- *Useful links related to Close the Gap*
- *Images that tell the Close the Gap story—PowerPoint Presentation or PDF*
- *Hands On Health*—a free education resource, designed for Year 11 & 12 Health students, that includes various activities on Close the Gap and Aboriginal and Torres Strait Islander health issues.

#### Australian Curriculum relevance

The website shows how these resources link to the Australian Curriculum:

- Cross-curricular priority: Aboriginal and Torres Strait Islander histories and cultures
- Health and Physical Education Years 7–10

#### Teaching resources submitted by supporters

The following resources, also available on the website, have been provided by supporters of the Close the Gap campaign.

- Close the Gap—a one size fits all lesson (Word 19kb)
- Presentation—Stereotyping Aboriginal Australians (PPT 1MB)
- Presentation—The facts on Indigenous health exposed (PDF 1MB)

## Hands on Health

[www.oxfam.org.au/act/resources-for-teachers/hands-on-health/](http://www.oxfam.org.au/act/resources-for-teachers/hands-on-health/)

Whilst created by Oxfam Australia in collaboration with ACHPER Victorian Branch for the Victorian Year 11/12 curriculum, this new, free, education resource could be adapted and have application in Queensland schools. The resource uses real-world case studies from Oxfam's work with Indigenous communities in Australia and overseas. The curriculum content and suggested learning activities engage students through unique and holistic perspectives on issues of Australian and global health and human development.

*Hands on Health* has been designed to be used as flexibly as possible. Suggested activities can either be used as in-depth learning sequences or teachers can to pick and choose the individual activities that support their teaching. It assists students to explore, reflect and respond to stories, case studies, videos, data and statistics from Oxfam and a variety of other expert sources. The suggested learning activities will enhance student learning and understanding through fun, practical projects and analytical assessment tasks. Students are also supported to become informed and active global citizens, in preparation for the world outside school.



# Home Economics Teacher Excellence Awards

**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 by nominating them for a teacher excellence award.**

**Nominations must be received no later than**

**Friday  
20 June 2015**

The Queensland Division of the Home Economics Institute of Australia invites nominations for the **HEIA(Q) 2015 Home Economics Teacher Excellence Awards**. 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 the profession can acknowledge practitioners who excel.

The Excellence Awards will be presented at the HEIA(Q) state conference on Saturday 1 August 2015. Regional functions may be arranged to celebrate awardees from regional centres.

## Who are you going to nominate?

Nominations are invited for currently practising teachers who have, in recent times, demonstrated excellence consistently across several facets of home economics education such as teaching practice, curriculum development, student 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.

- Nominees must be financial members of HEIA Inc (individual or school).
- A member who has received an HEIA(Q) Home Economics Teacher Excellence 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.
- The nomination must address at least two of the three criteria comprehensively but be clear and concise, occupying no more than two A4 pages.
- You may nominate a colleague or nominate yourself.
- The nomination must be seconded by another member or a school representative such as the Principal.

## Selection criteria

1. The **demonstrated** ability of the nominee to implement **quality and/or innovative teaching practice** to ensure maximum learning outcomes within a context of home economics
2. The **development** of **quality and/or innovative curriculum** within a school-based environment—this could relate to the development of programs that relate to syllabus documents, work programs, or a contribution to syllabus development
3. **Contribution** to **professional activities** by **developing, facilitating or being involved in the implementation** of professional development opportunities for colleagues

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

or scan and email to [heiaq@heia.com.au](mailto:heiaq@heia.com.au)

# Home Economics Teacher Excellence Awards

## Nomination Form

### Nominee details >

(person being nominated for the award)

Name: \_\_\_\_\_

Tel (H) \_\_\_\_\_ Tel (W) \_\_\_\_\_ Mobile \_\_\_\_\_

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. Members may nominate themselves.

**Proposed by:**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Tel (H) \_\_\_\_\_ Tel (W) \_\_\_\_\_ Mobile \_\_\_\_\_

Email Address: \_\_\_\_\_

**Seconded by:**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Tel (H) \_\_\_\_\_ Tel (W) \_\_\_\_\_ Mobile \_\_\_\_\_

Email Address: \_\_\_\_\_

## Response to Selection Criteria

Please provide details of how the nominee has demonstrated excellence in home economics teaching in recent years (1-3 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:

1. **The demonstrated** ability of the nominee to implement **quality and/or innovative teaching practice** to ensure maximum learning outcomes within a context of home economics
2. The **development** of **quality and/or innovative curriculum** within a school-based environment—this could relate to the development of programs that relate to syllabus documents, work programs, or a contribution to syllabus development
3. **Contribution to professional activities** by **developing, facilitating or being involved in the implementation** of professional development opportunities for colleagues

The 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.

# heia(Q) Diary Dates

**7** APRIL 2015

**WORLD HEALTH DAY**

**2** MAY 2015

**HEIA(Q) REGIONAL WORKSHOPS**

Workshop 1:

Assessment of Year 7-10 student work in the context of the Australian Curriculum and Workshop 2: Connecting Year 7-10 students with inquiry processes and multimodal assessment techniques  
8.45 am - 3.15 pm

St Andrew's Catholic College  
Intake Road, Redlynch, Cairns

**13** MAY 2015

**HEIA(Q) REGIONAL WORKSHOP**

Workshop 1:

Assessment of Year 7-10 student work in the context of the Australian Curriculum  
4.00 pm - 6.30 pm

Sienna Catholic College  
60 Sippy Downs Drive,  
Sippy Downs

**15** MAY 2015

**INTERNATIONAL DAY OF FAMILIES**

[www.un.org/en/events/familyday/](http://www.un.org/en/events/familyday/)

**16** MAY 2015

**HEIA(Q) REGIONAL WORKSHOPS**

Workshop 1: Assessment of Year 7-10 student work in the context of the Australian Curriculum and Workshop 3: Adopt, adapt, align - C2C Health and Physical Education

9.00 am - 3.30 pm  
Centenary Heights State  
High School  
60 Ramsay Street, Toowoomba

**22** MAY 2015

**HEIA(Q) REGIONAL WORKSHOPS**

Workshop 1: Assessment of Year 7-10 student work in the context of the Australian Curriculum and Workshop 3: Adopt, adapt, align - C2C Health and Physical Education  
9.00 am - 3.30 pm

St John's School  
Bowen Street, Roma

**23** MAY 2015

**HEIA(Q) REGIONAL WORKSHOPS**

Workshop 1: Assessment of Year 7-10 student work in the context of the Australian Curriculum and Workshop 2: Connecting Year 7-10 students with inquiry processes and multimodal assessment techniques  
8.30 am - 2.15 pm

Keppnock State High School  
43 Keppnock Road, Bundaberg

**1** JUNE 2015

**HEIA(Q) REGIONAL WORKSHOP**

Workshop 3: Adopt, adapt, align - C2C Health and Physical Education  
4.00 pm - 6.30 pm

All Saints Anglican School  
Highfield Drive, Merrimac

**2** JUNE 2015

**HEIA(Q) REGIONAL WORKSHOP**

Workshop 2: Connecting Year 7-10 students with inquiry processes and multimodal assessment techniques  
3.30 pm - 6.00 pm

Ipswich State High School  
1 Hunter Street, Brassall

**3** JUNE 2015

**HEIA(Q) REGIONAL WORKSHOP**

Workshop 1: Assessment of Year 7-10 student work in the context of the Australian Curriculum  
3.45 pm - 6.15 pm

Clairvaux Mackillop College  
Klumpp Road, Upper Mt Gravatt

**9** JUNE 2015

**HEIA(Q) REGIONAL WORKSHOP**

Workshop 2: Connecting Year 7-10 students with inquiry processes and multimodal assessment techniques  
3.30 pm - 6.00 pm

Northside Christian College,  
Flockton Street, Everton Park

**20** JULY 2015

**HEIA(Q) REGIONAL WORKSHOP**

Workshop 1: Assessment of Year 7-10 student work in the context of the Australian Curriculum  
4.00 pm - 6.30 pm

All Saints Anglican School  
Highfield Drive, Merrimac

**1** AUGUST 2015

**HEIA(Q) STATE CONFERENCE:**

Home Economics Connected  
8.30 am - 5.00 pm  
Brisbane Convention and Exhibition  
Centre

**1** AUGUST 2015

**WELCOME TO THE 2015 HOME ECONOMICS GRADUANDS**

Part of the HEIA(Q) state conference:  
Home Economics Connected  
8.30 am - 5.00 pm  
Brisbane Convention and Exhibition  
Centre

**11** AUGUST 2015

**HEIA(Q) REGIONAL WORKSHOP**

Workshop 2: Connecting Year 7-10 students with inquiry processes and multimodal assessment techniques  
4.00 pm - 6.30 pm

Sienna Catholic College  
60 Sippy Downs Drive,  
Sippy Downs

**19** AUGUST 2015

**HEIA(Q) REGIONAL WORKSHOP**

Workshop 3: Adopt, adapt, align - C2C Health and Physical Education  
3.45 pm - 6.15 pm

Clairvaux Mackillop College

**25** AUGUST 2015

**HEIA(Q) REGIONAL WORKSHOPS**

Workshop 3: Adopt, adapt, align - C2C Health and Physical Education  
3.30 pm - 6.00 pm

Northside Christian College  
Flockton Street, Everton Park

**25** AUGUST 2015

**RETIRES' HIGH TEA**

11.30 am  
Keri Craig Emporium, Brisbane Arcade

**16** OCTOBER 2015

**WORLD FOOD DAY**

[www.fao.org/world-food-day/home/en/](http://www.fao.org/world-food-day/home/en/)

**30** OCTOBER 2015

**HEIA(Q) REGIONAL WORKSHOPS**

Workshop 1: Assessment of Year 7-10 student work in the context of the Australian Curriculum and Workshop 2: Connecting Year 7-10 students with inquiry processes and multimodal assessment techniques  
8.45 am - 3.15 pm

Mackay North State High School  
Valley Street, Mackay North