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

June 2007



Home Economics Institute of Australia (Qld) Inc.

COMMITTEE OF MANAGEMENT

President Helen Johnston

Tel: 07 5499 9000 (H)
helen.johnstone4@bigpond.com

Vice President Julianna Kneebone

Tel: 07 3816 6333 (W)
Tel: 07 3379 7826 (H)
Fax: 07 3379 5050 (H)
jknee12@eq.edu.au

Secretary Renae Stanton

Tel: 07 3858 4928 (W)
Tel: 07 3399 8462 (H)
Fax: 07 3858 4299 (W)
rstanton@msm.qld.edu.au

Treasurer Debbie Cain

Tel: 07 3423 7650 (H)
debcaïn100@hotmail.com (H)
dcain6@eq.edu.au (W)

Council Delegate Aileen Lockhart

Tel: 07 3354 0209 (W); 07 3369 1130 (H)
Fax: 07 3354 0200 (W)
ablockhart01@optusnet.com.au (H)

COMMITTEE MEMBERS

Sue Going

Tel: 07 3826 3339 (W) 07 3352 7065 (H)
Fax: 07 3826 3486 (W)
sgoing@jpc.qld.edu.au

Megan Hobley

Tel: 07 5561 8424 (H) or 0405 844 318 (M)
meganandbrett@hotmail.com

Helen Keith

Tel: 07 3345 5223 (H)
khkeith@bigpond.net.au

Kylie King

Tel: 07 3348 4401 (H) or 0404 576477 (M)
kylieking@optushome.com.au

Denise McManus

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

Janet Reynolds

Tel: 07 3235 9539 (W); 3393 0575 (H)
Fax: 07 3237 0577 (W)
janetrey@ozemail.com.au

Jo Spotswood

Tel: 07 3820 7771 (H); 0421 647 159 (M)
jm.spotswood@student.qut.edu.au

PROFESSIONAL DEVELOPMENT CHAIR

Yvonne Rutch

Tel: 07 3353 1266 (W)
Fax: 07 3353 4628 (W)
rutchy@northside.org.au

REGIONAL COORDINATORS

BRISBANE

Yvonne Rutch, Northside Christian College
Tel: 07 3353 1266 Fax: 07 3353 4628
rutchy@northside.org.au

BUNDABERG

Rosemary Gilby, Urangan SHS
Tel: 07 4125 5440 Fax: 07 4125 5436
rgilb31@eq.edu.au

CAIRNS

Jenny Walker, Mareeba SHS
Tel: 07 4092 1399 Fax: 07 4092 3915
jwalk118@eq.edu.au

GOLD COAST

Lorraine Eldridge, Trinity Lutheran College
Tel: 07 5539 3833 Fax: 07 5539 6497
lorraine.eldridge@tlc.qld.edu.au

MACKAY

Kim Roberts, Mirani SHS
Tel: 07 4966 7111 Fax: 07 4966 7100
krobe91@eq.edu.au

ROCKHAMPTON

Derryn Acutt, The Cathedral College
Tel: 07 4999 1300 Fax: 07 4927 8694
acuttd@tcc.qld.edu.au

SOUTH BURNETT

Irene Phillips
PO Box 14 Murgon Q 4605
Tel: 07 4168 3111 Fax: 07 4168 1688

SOUTH WEST

Lesley Cormack
Roma State College – Senior Campus
Tel: 07 4620 4212 Fax: 07 4620 4219
lcorm4@eq.edu.au

SUNSHINE COAST

Jenny Randall, Mountain Creek SHS
Tel: 07 5477 8555 Fax: 07 5477 8500
jrand32@eq.edu.au

TOOWOOMBA

Nerelle Goodwin, Assumption College, Warwick
Tel: 07 4661 1739 Fax: 07 4661 5576
nerelle.goodwin@assumption.twb.catholic.edu.au

TOWNSVILLE

Janet Curran, Ryan Catholic College
Tel: 07 4773 0100 Fax: 07 4773 3703
jcurran@rcc.qld.edu.au

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

HEIA(Q)
PO Box 629,
Kallangur Qld 4305
Tel/Fax 1800 446 841
Email: heiaq@heia.com.au
Website: www.heia.com.au/heiaq

President's Message

Greetings everyone. This is the second edition of *InForm* for the year and my first as President of HEIA(Q). I consider it to be a great privilege and a great honour to be elected your Divisional President for 2007. Never in my wildest dreams did I imagine in 1969 when I started out on my teaching journey as a young home economics teacher that I would finish my teaching career as president of such an auspicious organisation.

I'm sure the next 12 months will be fraught with many challenges, however I will endeavour to fulfil this professional role to the best of my ability. Past President Joanne Jayne has been such a wonderful role model and during her presidency I observed that she carried out her home economics advocacy role with enthusiasm, diligence, integrity and commitment. Her strong belief in the philosophy of home economics formed the framework for all communications made on behalf of our professional body. Thank you Joanne.

Currently, there are two Queensland Studies Authority curriculum developments that will impact on home economics—the QCAR Essential Learnings, and the review of the senior phase of learning. It is imperative that HEIA(Q) remains united and strong, takes action, and contributes to the professional conversations taking place in relation to these developments. Be involved with HEIA(Q)'s responses! Be passionate! Advocate for your future!

A report of the review of syllabuses for the senior phase of learning is included in this newsletter. Currently, Home Economics is not mentioned in the proposed 15 Domains of Learning. The HEIA(Q) Committee of Management and other interested members have attended meetings and engaged in professional conversations to put forward a strong case for Home Economics to be included in the Domains. It is interesting to focus on why Home Economics was not included. What is it about our subject that prevents it being valued by other educational bodies? This may be a good discussion starter at faculty meetings. It might provide the platform for teachers to review units of work, review teaching practices, and to rethink things that aren't relevant in 21st century education. It might provide the opportunity to rethink practices modelled on the Home Economics Mission Statement.

I urge you to take the opportunity to attend the *EduNation: Nutrition education for a new generation* conference, 20–21 July in Brisbane at the Hilton Hotel. This conference is about professionals coming together to understand the multifaceted world of the new generation of young people, with the purpose of developing strategies and skills that motivate and empower young people and their families to be healthy.

Unfortunately I cannot attend the conference due to an overseas holiday commitment. I would like to thank Janet Reynolds and her organising committee for the many hours of work that has enabled the vision of this conference to be realised. The conference will hopefully promote the professional standing of home economics in the community and inspire teachers to take action to enhance the physical, social and emotional wellbeing of their students. Enjoy the professional conversations at the conference. I look forward to reading about your 'actions' in future *InForm* editions.

Helen Johnston
President, HEIA(Q)

THE 2007 STATE CONFERENCE

eduNation

Nutrition education for a new generation



20–21 July 2007, Brisbane Hilton

Can you believe this?

EduNation: 230 delegates registered and the early-bird date not yet reached: Conference update

Wow!

Just occasionally I swallow hard, bite the lip, frown and wonder 'Have we gone too big? Is a 2-day state conference as well as a 1-day regional workshop (they go hand-in-hand so we anticipate members attending both) just too much for members—their time, their budgets, the focus on one area?' That lasts about 30 seconds, after which I think 'Just get on with it'. The time is right for the home economics profession to lead the way with school-based nutrition education, to lead the way in one of the country's priority health areas. It seems that many other people are thinking the same way.



I have been playing the 'Rich List' with the conference organisers and after their initial bid of about 170 registrations by the early-bird date, I thought I was in with a chance when I bid 220. But they came back with 230, at which point I said 'Name them!' And guess what, this morning I heard that they had 224 in the database, 5 in the hand, and 2 online registrations to enter! So it looks like I am providing the prize! I guess I really could not lose! I am ecstatic that we have 230 registrations with about 5 weeks to go. This is tremendous and all teachers and schools have to be congratulated for committing to the conference. For many it would not have been easy to either get the support at the workplace or, in many cases, to resource the commitment with personal resources.

Sponsorship updates

We are delighted with the sponsorship of the conference. Apart from the Queensland Government grant (see separate article), we are thrilled with the involvement of the following:

Silver sponsorship

- Unilever

Bronze sponsorship

- Xyris Software (Austr) P/L
- Griffith University

Conference Program

- Sanitarium Health Food

Conference lunch

- Diabetes Australia

Morning Tea sponsor

- Jalna

Satchel inserts

- Meat and Livestock Australia
- Women's Health
- Healthy Food Guide
- Dairy Australia

HEIA(Q) also acknowledges the support in-kind of Nutrition Australia, Queensland Health and Education Queensland through their support in organising the conference.

THE 2007 STATE CONFERENCE

Introducing some new speakers

Poi Pensio and Miriam McDonald



Poi and Miriam will lead the workshop *Nutrition education in Aboriginal and Torres Strait Islander communities*. Poi is the Project Manager for a community health project on Thursday Island that has indeed turned his own life around. He will discuss how the project uses a family-centred and success-oriented approach to encourage families to eat healthily and engage in physical activity. By all accounts, he is an inspiration to the communities with whom he works. This is a great opportunity to learn more about communities in the north of Queensland, even if we are unlikely to be working in those communities. Thank you to Poi for travelling all this way to do his presentation.

Miriam, past president of HEIA(NT), has spent many years working in indigenous communities, initially working in the Pitjantjatjara Lands running a bakery, and then many years teaching in indigenous communities in Central Australia and Arnhem Land. As a home economics teacher, her teaching practices of literacy and numeracy often revolved around the contexts of food and healthy lifestyle options with maximum community involvement. Opportunities for experiences of bush food and traditional hunting were always high on the weekend activities when living out bush. Now based in rural NT at Taminmin High School, she maintains her interest in indigenous health and nutrition through moderation and her husband's involvement in the Tiwi islands. Her knowledge related to this workshop is immense and will complement Poi's presentation by bringing a school-based and home economics flavour.



Sandra Capra

Sandra is extremely well known in dietetics circles, having lectured in the School of Public Health at QUT, and now Professor and Head, School of Health Sciences, Newcastle University. However, she is less well-known to Queensland educators. Sandra has been a member of the Reference Group for the new Nutrient Reference Values (NRVs), soon to make an impact on how we think about dietary analysis. We are delighted that Sandra has agreed to run a workshop on the NRVs so that our members are totally up to date courtesy of one of Australia's leading experts in this field.



signed copies! New releases by Michael Carr-Gregg, Jenny O'Dea and Donna Pendergast will all be available at the HEIA table. Plus of course, HEIA's own resources: *Nutrition—the inside story*, and the *Gorgeous Images* posters. Either pay on the day or we can issue you with a Tax Invoice to take back to your school.

Dine-around

The conference dine-around has not been as popular as we had anticipated so we over-booked the restaurants! We have relinquished our booking with Watt restaurant (it sounded so gorgeous, on the river) in order to make the others more viable.



If you change your mind and would like to register for the dine-around, please contact the conference organisers by email on heiaqconference@echoevents.com.au or phone 07 3272 0950.

It will be a great opportunity to catch up with colleagues and friends at the end of the Friday sessions.

Opportunities for funding for schools in 2007–2008

As a result of the conference, you might like to think about how you might continue to build capacity in your community with respect to healthy eating. The Commonwealth Government Department of Health and Ageing is seeking proposals from eligible organisations to undertake projects or activities that promote healthy living at the local level. The project objective is to encourage and increase physical activity and healthy eating in communities and schools across Australia. Not-for-profit organisations are eligible to apply including: community non-government organizations, schools peak bodies and Aboriginal controlled health organisations.

Grants from \$10 000–\$200 000 will be available. The funding period is up to 18 months from 2007.

Applicants must complete the application form and address the selection criteria. The closing date is 5:00 p.m. on 26 June 2007. Go to www.health.gov.au and click on Tenders and Grants for details.

Bring your cheque book!

At the conference we will be making available at a special conference discount price a number of new releases by the speakers, including some



And can you believe this?

\$47,100 Queensland Government grant to support HEIA(Q)'s work

In home economics we often do what it is that we know needs doing, what it is that ought to be done. Even though, at times, others do not support our discipline and indeed, at times, even try to subvert it. So it is with great pleasure that I can tell the good news story for this year (well, so far—I think there will be others!). The good news is that HEIA(Q) has been awarded \$47,100 by the Queensland Government's Community Partnerships Grants program to support our *EduNation* program—the conference, associated workshops and resources for nutrition education. The Queensland Government provided \$47,100 to HEIA(Q)'s *EduNation* project to get more Queenslanders discovering the lifelong benefits of participating in physical activity and improving eating habits.

Apart from the financial support, this is great recognition by the government of the importance of school-based nutrition education, and great recognition that HEIA(Q) has developed an appropriate program to warrant such a grant.

The long, long road to the grant started last year when HEIA(Q) accepted its responsibilities with regard to supporting government initiatives that promote healthy eating. It decided that it would focus its 2007 professional development program on school-based nutrition education and, in that program, do what it had never done before—run a state-based 2-day conference with one of the days being a school day. Plus it included regional 1-day programs to support the conference. This necessarily meant higher conference costs and TRS implications for schools. But as I said, sometimes in home economics we do what has to be done, what ought to be done.

There was a glimmer of hope that we might access some financial support when we heard that the Queensland Government was calling for applications for grants under the Community Partnerships Grants program. The guidelines said that it supported 'innovative and sustainable projects aimed at increasing participation in physical activity and improving eating patterns', with the following objectives:



**Queensland
Government**

- Provide sustainable opportunities for Queenslanders to lead active lifestyles and adopt healthy eating patterns;
- Encourage new approaches in communities to the development and delivery of physical activity and healthy eating initiatives;
- Enhance and build on successful physical activity and healthy eating initiatives; and
- Encourage collaboration between State and local government, schools and community organisations.

We thought we had a chance—but we have traversed that path before. We knew that even to put the submission together would take many hours of work. But we decided to have a go. The submission did take many hours of work (I think it was 34 pages) but we had the support of many individuals and organizations. Companies such as Sanitarium and Xyris Software wrote letters of support to accompany our submission, as did experts in the field Michael Carr-Gregg and Jenny O'Dea and regional colleagues in the education sector. We had 15 partners and had to get all 15 partners to sign the application—that in itself was a logistical nightmare. But we got it in by the due date of 16 December.

Doubts set in when 'THE' date arrived—28 February, when we were due to hear. We didn't. Another week and we did not hear. And so it went on. We took the approach that it was like a job application—if you don't hear, assume that you missed out! But we were told there were delays and no-one had heard. We kept our fingers crossed and held off from sending out registration information as we were hoping to use the grant to reduce costs. By about mid April we gave up! We decided to print the registration brochure and just get on with the job.

Some weeks later, 11 May 2007, a Minister's press release told us what we had hoped for (see insert). There were over 100 grants and HEIA(Q) was one of the 11 mentioned in the press release. The grant will enable HEIA(Q) to move forward with confidence on the *EduNation* project, confident that we have the resources to deliver quality events and resources for our members and those non-members who join us.

An extract from our application

EduNation: Nutrition education for a new generation is a comprehensive state-wide nutrition education professional development program aimed primarily at teachers, both primary and secondary. It will focus on the 'what to do' in schools. Whilst its major audience will be teachers, it will also include strong and coherent messages for principals and administrators, community health professionals who work with schools, and parents.

The project includes two major components:

- A 2-day conference
- Follow-up one-day regional workshops to be offered in 10 locations across the state: Brisbane; Gold Coast; Sunshine Coast; Toowoomba; Roma; Torres Strait; Cairns; Townsville; Mackay; Rockhampton.

The project aims to:

1. build teacher capacity to deliver effective nutrition education by increasing the confidence and competence of teachers across Queensland in developing and delivering nutrition education programs based on the *Years 1–10 Health and Physical Education Syllabus*, and the *Home Economics Subject Area Syllabus and Guidelines*, and grounded in empowerment, action-oriented approaches to help young people 'break out' of unhealthy eating patterns and join the cohort that is already reaping the benefits of a healthy lifestyle.
2. develop sustainable professional learning communities (for nutrition education) of teachers, community health professionals and other community members in 10 regions across the state.
3. develop a bank of curriculum programs/teaching units, resources/ideas that have been developed by teachers to enhance the teaching of nutrition education across Years 1–10 and that can be shared across the professional learning communities.

The long-term goal is to build teacher capacity and networks that enable effective school-based nutrition education with a view to empowering children and young people to eat healthier.

Congratulations Jan on your leadership, your persistence and advocacy for HEIA getting the grant. Congratulations to the team for your efforts and time and also to those who supported HEIA's application.

HEIA deserves this and it will be positive affirmation for those teachers and H Ec departments who are committed to quality nutrition education and their contribution to healthier futures.

Be proud! I just have this visual of a full moon highlighting a throng of nutrition educators (H Ecs) silhouetted doing the Lleyton Hewitt victory action!

Perhaps a HEIA media release for next Saturday's front page of a positive story for a change? Perhaps we could have some responsible and proactive Senior Home Ec students contrasted as the graphic.

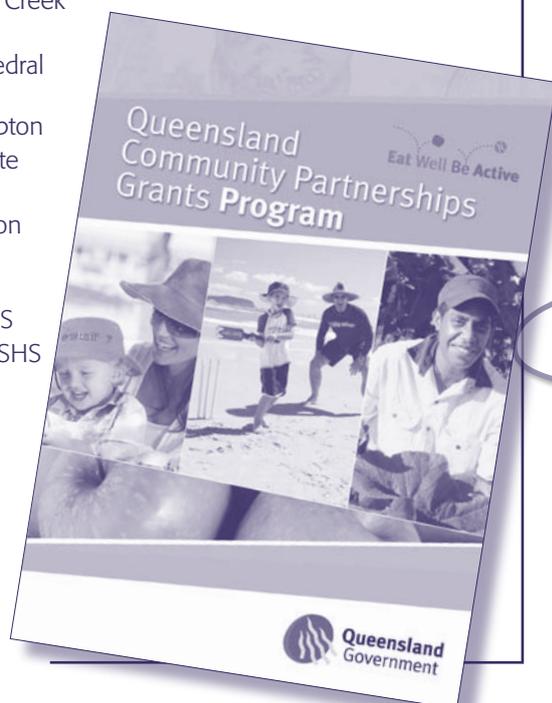
Thank you to everyone for your hard work and what you have achieved.

Kindest regards Joanne

Who are our partners?

We thank the following partners who supported the application and pledged their support of the program:

- HEIA (national)
- Sanitarium Health Food Company
- Xyris Software (Australia) P/L
- Nutrition Australia
- Bound for Success curriculum project for Cape and Torres Strait Schools
- Dr Michael Carr-Gregg
- Associate Professor Jenny O'Dea
- Dr Rosemary Stanton
- Wallumbilla State School
- Ryan Catholic College
- Trinity Lutheran College
- Mountain Creek SHS
- The Cathedral College, Rockhampton
- Roma State College
- Assumption College, Warwick
- Mirani SHS
- Mareeba SHS



Press release 11 May 2007

Minister for Local Government, Planning and Sport
The Honourable Andrew Fraser

\$2.7 million to help fight obesity: Fraser

Schools, sporting clubs, community organisations and town councils today officially joined the battle against obesity with the announcement of the first State Government *Eat Well Be Active* Community Partnership Grants. Sport Minister Andrew Fraser said the allocation of more than 100 grants across the state was a critical component of the *Eat Well Be Active* strategy, the key outcome of the government's Obesity Summit held last year. He said today's grants for projects aimed at promoting healthier eating and improving fitness were the first in the three-year, \$10 million funding program.

'When you consider that obesity affects the lives of more than 675,000 Queenslanders, it's imperative we not only aim to help those children and adults already affected but use the program to instil better eating and fitness habits in our kids,' Mr Fraser said. *'If we can achieve that at an early age—through our schools and our sporting and community groups—we can start to develop habits for a lifetime. So, these grants will encourage our councils, schools, childcare centres, sports clubs, Indigenous organisations and other community groups to work together and deliver their own obesity-busting initiatives at the local level.'*

Mr Fraser said the grants announced today ranged from \$900 to \$50,000 and covered the geographical spectrum from Capalaba to Cairns, Toowoomba to the Torres Strait.

The grants include:

- **\$50,000** for the Royal Flying Doctor Service to implement *The Bush Tucker Nutrition Project*, a program to increase nutrition awareness and the use of bush foods to improve health and wellbeing for the Lockhart River community
- **\$28,150** for the Bundaberg Special School's project, Healthy School Community, to promote eating well and being active to all students
- **\$36,000** to Cherbourg State School for the *Cherbourg Kids—Strong Smart Fit Healthy* program, which will provide nutrition and health education to students
- **\$26,235** to Ayr State High School for a program to supply local fruit and vegetables for the school tuckshop and provide new activity and nutrition classes for students
- **\$50,000** for Birkdale South State School to help deliver a healthy eating and physical activity program for students
- **\$23,250** to Tannum Sands State High School for *Active Kids*, a program to promote fitness and healthy eating across several schools in the Gladstone region
- **\$41,963** for Roma Town Council to deliver a range of physical activity and nutrition initiatives for Roma including swimming for elderly people, Indigenous programs and active school holiday programs
- **\$48,000** for Tin Can Bay State School to develop a bush tucker garden and an outdoor learning area
- **\$22,125** to Bremer State High School for the Moreton Traditional Indigenous Games, a program that aims to improve the general health of Indigenous students
- **\$47,100** for Home Economics Institute of Australia to deliver *EduNation*, a state-wide nutrition education professional development program aimed at primary and secondary school teachers
- **\$50,000** for North Queensland Sports Foundation to implement the *Reactive-ate North Queensland* program, which will promote nutritious snack ideas and barbecue meal options and produce a sports education DVD for use by teachers in north Queensland

The \$10 million funding package supports the Government's ongoing *Eat Well Be Active* campaign, which encourages people to make small, positive changes to their everyday eating and exercise habits.

For more information about how you can *Eat Well* and *Be Active*, visit the campaign website at: www.eatwellbeactive.qld.gov.au.

Regional Coordinators

HEIA(Q) is very fortunate to have regional coordinators who liaise with the Professional Development Committee to ensure that the regional professional development is appropriate to local needs in terms of topic, date, venue etc. The coordinators are listed below and in this issue we bring you a snapshot of some of them.

Brisbane North: Yvonne Rutch
(Northside Christian College)

Brisbane South: Kay Gleeson
(Our Lady's College)

Bundaberg: Rosemary Gilby
(Urangan SHS)

Cairns: Jenny Walker
(Mareeba SHS)

Gold Coast: Lorraine Eldridge
(Trinity Lutheran College)

Mackay: Kim Roberts
(Mirani SHS)

Rockhampton: Derryn Acutt
(The Cathedral College)

Roma: Lesley Cormack
(Roma State College)

South Burnett: Irene Phillips (retired)

Sunshine Coast: Jenny Randall
(Mountain Creek SHS)

Toowoomba: Nerelle Goodwin
(Assumption College, Warwick)

Townsville: Janet Curran
(Ryan Catholic College)



Janet Curran (Townsville)

I had my sea change (climate change) 16 years ago when, with my husband and two young daughters, I moved from the Mornington Peninsula outside of Melbourne, to Townsville. I graduated from RMIT (Emily McPherson College) in

Applied Science, Food and Food Service and worked in a variety of establishments (restaurants) as you could not go to teachers college without industry experience. After gaining a graduate diploma in education, I taught in two technical schools in Victoria, Mt Evelyn and Baxter, both of which I thoroughly enjoyed. On moving to Queensland, I took up a position at Ryan Catholic College. I will never forget the support given to me from home economics professionals in the region when I started teaching at Ryan Catholic College, I am still humbled 12 years later. I am still grateful for all the support and enthusiasm that has been shared with colleagues (now friends) over the many years. Our region has many wonderful, exciting programs operating and enthusiastic professional teachers who are only too willing to share, support and help each other.

I have, through HEIA, been welcomed in visiting many schools in Brisbane to share their knowledge and excitement for teaching. I have been fortunate enough to be involved in many HEIA activities including conferences, workshops and a tour of Vietnam, which I thoroughly enjoyed. The new challenges, friendships and many wonderful experiences have enhanced my professionalism.

I have experienced many, many changes in education over decades of teaching and been fortunate to be supported by a strong professional association that keeps us informed and supported no matter where we live, or where our interest lies in the many facets of home economics and hospitality. I encourage you to participate in our professional association.



Lorraine Eldridge (nee Tessmann) (Gold Coast)

I graduated from Kelvin Grove Teachers College in 1971 and have spent the past 20 years working at Trinity Lutheran College on the Gold Coast. In that position I have been blessed with a loyal and talented

staff who, like myself, have all grown with the school. I am a foundation teacher of this college and was the only home economics teacher for a number of years. As the department has grown I have re-invented myself several times and have for many years taught Tourism and Hospitality certificate courses, as well as Senior Home Economics. I have had a supportive administration over the years and am very proud of the facility we have built at Trinity. A refurbishment five years ago included a commercial kitchen, restaurant and licensed bar. These facilities, along with a chef and bar trainer allow us to offer fabulous opportunities for our students.

Over the years we have faced many challenges and changes in the field of home economics. We have found that the many professional development opportunities offered by HEIA have helped us keep the passion alive. Our biggest challenge these days is filling numbers in our senior classes. Any ideas in this area would be gratefully received. On the Gold Coast, home economics teachers enjoy a great spirit of collegiality and it has been, and continues to be, a pleasure to chair the Gold Coast Senior Home Economics Panel as well as to host the HEIA in-service meetings.



**Kay Gleeson
(Brisbane South)**

I was inspired to study home economics by two fabulous home economics teachers at Brigidine College through their passion for the subject area, commitment to us as students and the interesting units we studied which included lingerie making and drafting, nutrition, families and communication and textile creation. I enjoyed the subject so much that all I wanted to study after school was home economics which caused my mother to hunt down every degree course on the east coast that offered anything to do with home economics and I madly sent off QTAC equivalents. However, at that point I had no desire or passion to teach. As the completion of my Bachelor of Applied Science Home Economics drew to a close and I had experienced the world of work as a telephonist declining loans for a finance company, experienced food promotion and advertising programs for what was then called QFVG (Queensland Fruit and Vegetable Growers) and completed some work experience with Mathers Shoes in the buying department I realized from these experiences that I could not sit all day, I needed to be with people and I wanted to show and tell others of my passion for home economics. So I embarked on the 12-month course to become a home economics teacher. It was an action-packed year of practicum placements, assignments, unit writing and planning and the horrible suitability rating essays and interviews. Melinda Service inspired us to challenge what existed, keep the students always in our minds and to become advocates in our schools for home economics. Her words of advice on surviving as a teacher I still use to this day: 'The most important people in the school are the photocopying assistant, groundsman and the office staff. Be nice to them, respect them and always say thank you'.

I have worked with some wonderful people at Our Lady's College Annerley and Stuartholme School, who have always, even as a young teacher, respected my input, given me opportunities to develop and implement new units, programs and systems, and supported me professionally. I feel that they have helped me become a better teacher and have helped me keep my passion for home economics alive. Today my passions have extended to hospitality and the health and physical activity of my students. Together we are creating interesting units that integrate physical activity and technology into their lives as well as enabling them to make better decisions about how they live, how they interact with each other and society, and how they can change or modify their surroundings or decisions to be happier, healthier and contribute more positively to society.



**Kim Roberts
(Mackay)**

I have been Head of Department, Health at Mirani SHS for the past 10 years (boy, time flies!). I have two children. I love to cook and sew, so I spend my time floating between catering functions and costume sewing, plus we are now teaching Early Childhood so I've become an expert at goop making!. A

great thing that happened to me last year was that I won the Premier Smart State Teacher Excellence Scholarship so I have been given an opportunity to do lots of study including my Masters in Learning Innovation and Diploma in Children Services, which keeps me very busy!



Rosemary Gilby with a group of her students

**Rosemary Gilby
(Bundaberg)**

After having my three children, there were no positions in home economics in Maryborough so I stumbled into special education, where I found my skills as a home economics teacher invaluable. After being a HOSES and class teacher in special education for some 10 years and an Education Advisor (Senior Schooling) for 5 years,

I wasn't sure about returning to home economics. However, I started at Urangan SHS at the beginning of 2006 in a new Head of Department (Home Economics) position and since day one at Urangan SHS I have been having an absolute ball! It's been an easy transition as the staff here are well organized and know their stuff. As well as home economics, the HOD role encompasses Vocational Education and Training across the school. This year in the faculty, we commenced delivery of Certificate III in Children's Services through My Other Mum and took on Tourism education. I am extremely keen to increase the number of students continuing home economics into their senior years as well as improving post-school outcomes for students. To do this we are strengthening our community links. We are currently negotiating with high profile local businesses for the provision of training and trialing new concepts for hospitality students—that's where the jobs are here in beautiful Hervey Bay.



**Derryn Acutt
(Rockhampton)**

I began my teaching career working for Education Queensland at Dysart and North Rockhampton State High Schools. I had a break from teaching to start a family. During this time I worked as a shop assistant in a fabric store, The Remnant Shop,

and did small teaching contracts. I returned to full-time teaching and am now in my thirteenth year of teaching at The Cathedral College, a coeducational Catholic school in Rockhampton. I am the Co-ordinator of home economics within the College. Since being coordinator I have introduced Hospitality Studies into the curriculum. We offer both Home Economics and Hospitality Studies and student numbers are good. I really enjoy teaching both of these subjects.

SCHOOL PROFILE: Pimlico State High School

About the school

Pimlico State High School is a government, co-educational school for approximately 1450 students in Years 8–12 and is located in the centre of Townsville, north Queensland. Townsville is a wonderful regional city (twinned with the city of Thuringowa) on the coast. We have our own James Cook University, a large defence force presence and many emerging industries. Pimlico SHS draws its students mainly from the surrounding suburbs but some students also travel in from the outlying suburbs. Students come from a range of socio-economic backgrounds and we have 6% indigenous students at the school.



Cyclone Larry ravaged Mourilyan State School saying 'Thank you' for the cushions made for them by Year 9 Pimlico SHS students

About the Home Economics Department

The Home Economics Department includes:

Meredith White (HOD Home Economics/Business, on loan to us from her role as Senior Schooling HOD)

Julie Wager

Belinda Steele

Sofie Payne

Rosalind Dowd (on leave)

Sabrina Kennedy (on contract)

Catriona McIvor (Relief teacher one day per week)

Amanda Mills (Teacher Aide)

We are a wonderful mixture of young and old, who have talents and passions that are unique to each of us, making us a collective unit that is not afraid to learn, teach and share our natural flair! For example, Sofie has a passion for fashion and textile creations; Belinda is our fine food artist; Meredith is the organisation queen; and Julie is our crafts person. This group of successful women have the drive and passion to create new and exciting ideas that will keep students engaged and the subject of Home Economics thriving!

Subjects offered

Year 8 Home Economics (10 classes each semester)

Year 9 Home Economics (5 classes)

Year 10 Home Economics (3 classes)

Year 11 Home Economics (2 classes)

Year 12 Home Economics (1 class)

Year 11 Hospitality (2 classes)

Year 12 Hospitality Practices (2 classes)

What makes home economics at Pimlico SHS great

Julie's story: an overview

I have been asked to outline what makes the Home Economics Department, at Pimlico SHS, work like a well-oiled machine. It took me some time to tease out all the aspects of how and why, but this is how I see it. The strongest feature that makes our department hum along is the diversity of staff skills and the sharing and support that we readily give each other. Our range of ages combine to provide a depth of experience from many years of service on the one hand, and the energy, enthusiasm and currency with new trends of the younger generation. This allows us to offer students interesting, meaningful, enjoyable and relevant courses. We know we are on the right track as our numbers have jumped this year from three classes in Year 9 to five classes, and we have two full classes in Year 11 Home Economics.

High on the list in any efficient workplace is good, open communication. This is vital so that everyone feels they can make a contribution and be listened to. All ideas are tossed around and without a doubt an idea can be worked and re-worked in a more efficient way by many minds. All members of our staff feel valued and are praised appropriately for individual successes. When we walk through the door I think we all feel we are going to have a good day. The atmosphere created in the staffroom is supportive, stimulating and conducive to discussion.

We enjoy each others' company and this is reflected in the fact that we regularly take time out after hours to debrief over coffee. To make it personal we sometimes use these sessions to celebrate a birthday, achievements or good news or for no reason at all. We don't ban school talk, but neither does it dominate our afternoons out.

Not only do we value and respect each other, we also work together to create a profile of professionalism for our department within the school. This is achieved by the extra-curricular activities in which staff participate, operating with clear policies and procedures and interacting when we can with other staff members. The outcome of all this is that we feel valued within the wider school community also.

Julie Wager

Sofie's story: Ragtraders

Through a personal love of textiles and fashion, the concept of Ragtraders was born. From its humble beginnings in 2006, Ragtraders has become one of the largest extra-curricular activities within Pimlico State High School. In the words of Rogue Traders **'fashion is the only cure, it always leaves you wanting more...'** 50 students were interested in studying fashion and wanting more, so Ragtraders began for 2007 after a process of auditions.

Ragtraders is run after school one day per week for 1.5 hours with 25 very keen female and male students. It is designed to expose students to the Australian and international fashion industry, techniques involved in fashion illustration, pattern making and garment construction. Through the interaction with other like-minded students, and contact with local designers as guest teachers, students get a feel for the fashion industry and develop valuable skills and folio work required for entry into most tertiary level fashion design courses.

Early this month the Home Economics Department was successful in securing a \$2000 BP educational grant which will be put towards a Ragtraders fashion show called 'Rags to Recycling'. This grant is a fantastic boost for Ragtraders for 2007. Students are very excited and will be involved in creating wearable and/or marketable garments from post-industrial and post-consumer textile wastage.



This year Ragtraders has received overwhelming support from local ABC radio and the Townsville Bulletin. Such exposure has increased awareness about the program within the community. Other schools and Home Economics Departments within the region have taken an interest and community designer Hester Jarvis has donated her time to work with the young designers. Look out Milan!

Sofie Payne

Belinda's story: Empowering others and promoting community links

As part of a revamped junior curriculum we have introduced a number of units that give students the opportunity to demonstrate a sense of social and ethical responsibility towards others. Although our old units taught great content, we wanted students to get more out of their design projects and start to promote the wellbeing not only of themselves, but of others as well.

Inspiration for our first project came from the devastation caused by Cyclone Larry in 2006. With a brainstorming session we decided that we would call our new unit 'SOFT SPOT' and create cushions for preschool and lower primary students. It was the students' hope that by restoring some normality and helping victims to become physically comfortable, they would help promote individual, family and community wellbeing.

In 2006, our three Year 9 classes all teamed up with an affected school in North Queensland and communicated with these students along the way. The project was very rewarding for students and many commented on how it made them proud to be giving something back to the community. It has been very rewarding for the teachers involved to see students being empowered and promoting the wellbeing of themselves and those they have helped.

We have now incorporated the 'SOFT SPOT' unit and others into our Year 10 program. This year teachers have continued links with the community with projects involving the RSPCA and Ronald McDonald House Charities.

Home economics education allows students to experience empowerment, empathy and advocacy through design and production of both food and textiles. These are all things that will help foster great community-minded citizens. I know we are definitely on the road to doing so at Pimlico State High. I believe that is what is great about home economics not only at Pimlico, but everywhere!

Belinda Steele

Meredith's story: Our new facilities

I wonder how many schools out there still have one washing-up sink and the students do their washing up in plastic tubs? Well Pimlico SHS still does...or perhaps when this goes to print we shall have our brand new kitchens. Our facilities are currently undergoing an upgrade. We know that the disruption will be well worth it. Up and down stairs and around and around, pushing past fridges and stoves, equipment piled high. The builders are renovating one kitchen at a time. What a mess!!!! We shall have stainless steel benches and splash backs and beautiful feature walls. What a dream!

Teaching resources to support values education in home economics

In 2005, the Commonwealth government released its *National Framework for Values Education in Australian Schools*. Page 3 of that document states that the vision is that:

All Australian schools provide values education in a planned and systematic way by:

- *articulating, in consultation with their school community, the school's mission/ethos;*
- *developing student responsibility in local, national and global contexts, and building student resilience and social skills;*
- *ensuring values are incorporated into school policies and teaching programmes across the key learning areas; and*
- *reviewing the outcomes of their values education practices.*

The definitions and teaching ideas that follow are being shared with a view to supporting home economics teachers in their work related to values education. The examples used for the Values Analysis (Food Packaging) and Values Grid (Eating Green) are intended only to exemplify the ideas and could be adapted for a range of values-related topics.

Definitions, meanings, principles

Values

'the priorities individuals and societies attach to certain beliefs, experiences and objects, in deciding how they shall live and what they shall treasure' (Hill, 2004).

Values education

Values education refers to any explicit and/or implicit school-based activity to promote student understanding of knowledge of values and to inculcate the skills and disposition of students so they can enact particular values as individuals and as members of the wider community (*Values Education Study Final Report*, Commonwealth Department of Education, Science and Training, 2003, p.2).

Nine national values for Australian schooling (Commonwealth Department of Education, Science and Training, 2005).

1. Care and Compassion

Care for self and others

2. Doing Your Best

Seek to accomplish something worthy and admirable, try hard, and pursue excellence

3. Fair Go

Pursue and protect the common good where all people are treated fairly for a just society

4. Freedom

Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others

5. Honesty and Trustworthiness

Be honest, sincere and seek the truth

6. Integrity

Act in accordance with principles of moral and ethical conduct; ensure consistency between words and deeds

7. Respect

Treat others with consideration and regard; respect another person's point of view

8. Responsibility

Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment

9. Understanding, Tolerance and Inclusion

Be aware of others and their cultures; accept diversity within a democratic society, being included and including others

Principles for teaching about values-laden issues

Reference: Values Education Strategies from the UNESCO website for Teaching and Learning for Sustainable Development http://www.unesco.org/education/tlsf/TLSF/theme_d/uncofrm_d.htm

- *Be honest in your presentation of views.* Be aware of your own feelings and opinions about an issue. If you decide to express your opinions on an issue, make it clear that this is your personal view and that it is okay if students disagree.
- *Teach about the complexity of many issues.* Do not try to protect students from it, but recognise the difficulty of such complexity, even for adults, and that the way we teach needs to be developmentally appropriate.
- *Create a learning environment in which students feel a sense of investment, ownership and empowerment.* Consider how you can give authority and responsibility to students.
- *Encourage all students to participate and share their views—but no one has to share if he/she would rather not.*
- *Encourage an atmosphere of openness, acceptance and respect* by being sensitive to students' needs. Respect their feelings and, particularly with young people, err on the side of caution regarding their emotions.

- *Have well-articulated goals and rationales.* Encourage parents and others to voice their questions and concerns. Have a support system of people such as an administrator, colleagues, interested parents and community members.
- *Teach multiple perspectives on all topics* by ensuring that the quality of evidence from all viewpoints is as objective as possible, and that its presentation reflects the aspiration of balanced learning.
- *Consider your students' developmental needs,* including age, gender, family contexts, reading skills, thinking styles, and so on.
- *Encourage students to accept that changing their mind after evaluating an issue during a discussion is a sign of maturity.*
- Allow disagreements between students to be constructive rather than destructive. *Let disagreement further the learning process.*

Ethics

Ethics is concerned about what is right, fair, just, or good, about what we OUGHT to do and who we OUGHT to be. Ethics is by its nature contestable, debatable and discussable. 'Morality' is sometimes interchanged with 'ethics' and 'moral' with 'ethical'; usually one's morality is a particular approach to ethics from a particular tradition. According to Hugh Mackay (*Right and Wrong: how to decide for yourself*): *'... morality isn't a set of rules or even a road map: it's a way of traveling, a mind-set, a resource for the journey. 'Goodness' is not a destination; it is more like the calibration of true north on a compass, maintaining our sense of direction while leaving us free to explore whatever lies ahead'*. Ethics is the study which arises from the human capacity to choose among VALUES. ... Ethics is essential to our human-ness. The human capacity to determine what we CAN do has outstripped our ability to decide what we OUGHT to do (Preston, 2006).

Values Analysis in the context of food packaging

Adapted from http://www.unesco.org/education/tlsf/TLSF/theme_d/uncofrm_d.htm

Analysing the issue

After sharing your research about packaging, construct Table 1 whereby:

Column 1 identifies the major practices and behaviours associated with food packaging

Column 2 identifies the major influences on these practices

Column 3 identifies some of the groups of people interested in, or affected by, the behaviours and practices (think locally and globally).

Column 1 Practices and behaviours	Column 2 Major influences	Column 3 Groups affected
E.g. No packaging, single layer packaging, multiple layers etc.		

Assessing consequences for stakeholders

Construct Table 2 that shows the potential impacts of alternative behaviours (only 'No packaging' is started for you, but all alternatives need to be considered).

Behaviour/ practice e.g.	Stakeholder	Positive impacts on stakeholder	Negative impacts on stakeholder
No packaging	Local consumer		
	Consumer in remote community		
	Farmer		

Construct Table 3 to show who is advantaged and disadvantaged most by the practices.

Practice e.g.	Who is most advantaged?	Who is most disadvantaged?
No packaging		

Analysing stakeholders' perspectives

Construct Table 4 to summarise the viewpoints and values of three stakeholders most affected:

Stakeholders e.g.	Major views	Values espoused
Supermarket		

Construct table 5 to summarise the views of the remaining stakeholders.

Stakeholder	Major views

Identifying your position

- Imagine you are the Minister for Sustainability and Wellbeing. What would be your key policy points for the next election regarding food packaging? Write the text of the speech you will make in parliament to announce your policies on the issue.
- Identify up to four key values that you believe can contribute to achieving a sustainable future with respect to food packaging.

Eating Green

The following quotes typify the concept of 'Eating Green'.

DISTANCE TRAVELLED LOCALLY & GLOBALLY

Food miles is an expression for the concept that the mileage of food before it reaches the consumer (or the plate) is a good indicator for the environmental impact of the food and its components. Recent findings indicate that it is not only how far the food has travelled but how it has travelled that is important to consider. The positive environmental effects of specialist organic farming may be offset by increased transportation, unless it is produced by local farms. But even then the logistics and effects on other local traffic may play a big role. Also, many trips by personal cars to external shopping centres would have a negative environmental impact compared to a few truck loads to neighbourhood stores that can be easily accessed by walking or biking.

http://en.wikipedia.org/wiki/Food_miles

PHILOSOPHY & COMMITMENT rather THAN "QUICK FIX"

Anyone who is playing with the idea of turning to organic farming, I'd like to sound that warning because when you stop using the weedicides and artificial fertilisers which really give a push towards quantity, when you stop using those, there is a great loss of production.

Alan Druce, Organic farmer

<http://www.abc.net.au/landline/content/2004/s1151893.htm>

ENVIRONMENT

Every human activity has an environmental impact, with the food system being an important (and mandatory) human activity. There is a wide variation in environmental impact according to the type of food, and the method of producing the food. An important feedback principle links the environment and food. The environment influences the quality and capacity of food production, which in turn influences the environment. A degraded environment may be less healthy for humans and other organisms, and also less able to produce the range and amount of food that an environment in better condition could.

Riley, M. (2005). Eating green: How should we eat to best protect the environment? *Journal of the Home Economics Institute of Australia*, 12(1), 44–47.

LEGISLATION

There are now organic versions of many processed foods, but they generally cost extra, sometimes a lot extra. So make sure you're getting what you pay for by checking the labels. If they're genuine they'll have an organic certification.

Choice, October 2004 p 18

COMMUNITY

Good local food is great for the health of the countryside, the environment and for you. That is why I am adding my support to the Farmers Weekly Campaign, which supports British farmers.

Prof David Bellamy, botanist, writer and broadcaster

<http://www.fwi.co.uk/gr/foodmiles/index.html>

POLICY

Sample school food and nutrition policy goals based on Norway's food and nutrition policy:

1. To encourage a health-promoting diet, with due regard for availability of and access to foods for a healthy, active life and recognising the cultural aspects of different groups
2. To promote local food production and reduce 'food miles' and food packaging with due regard for preserving the environmental resource base
3. To promote world food security and sustainable food futures.

Caraher, M. & Reynolds, J. (2005). Sustainable food futures: Lessons for home economics pedagogy and practice. *Journal of the Home Economics Institute of Australia*, 12(2), 2–15.

Values Grid

Adapted from http://www.unesco.org/education/tlsf/TLSF/theme_d/uncofrm_d.htm

1. To clarify your own values, make a list of three issues or questions that are of concern to you in relation to 'Eating green'. An example could be, for example, 'Eating mainly locally grown food'.

My three issues are:

1.
2.
3.

2. Now consider how strongly you are committed to resolving these issues. Read the following seven behaviours that reflect different degrees of commitment.

- A. I have chosen my position freely.
- B. I have considered alternatives before deciding on one.
- C. I have thought carefully about positive and negative consequences.
- D. I am proud of my viewpoint.
- E. I have publicly stated my viewpoint to other people.
- F. I have taken actions to support my viewpoint.
- G. I have spoken and acted consistently and repeatedly on my viewpoint.

Complete the following table by placing an asterisk mark (*) in every box that describes your views and actions (from A to G) on each of your three issues (you can place an asterisk in more than one cell for each issue).

	A	B	C	D	E	F	G
Issue 1:							
Issue 2:							
Issue 3:							

1. What does your profile show about your commitment to these three issues?

2. What does your profile reveal to you about your values?

New kids on the block

We are proud to report that in 2007 another group of approximately 27 home economics teachers graduated from QUT. They have now been out in the workforce for a semester, and we bring you their reactions to those first few months. The contributors are:

- Jo Andrews, Moranbah State High School
- Kylie King, Macgregor State High School
- Frances Murphy, Rockhampton State High School
- Jo Strother, Gladstone State High School
- Julianna Kneebone, Bundamba State High School
- Kate Hayward, Spinifex College, Mt Isa
- Chloe Brown, Tullawong State High School

1. What has been the greatest thing about teaching these first two terms?

- Designing and implementing units of work that I had been thinking about for some time in uni and seeing them work.
- Changing students minds and ideas about home ec, it is not a bludge subject!
- Having a great HOD, who even if she is unsure of my ideas, gives me the freedom and support to try.
- The wonderful friendships I have made within the school, the staff room and the classrooms. There really are some amazing people working alongside of me who make my job so much easier and help me to see the funny side of many of my classroom escapades.
- The buzz you get when you see the pride that comes from kids accomplishing something new or pushing themselves beyond their comfort zones. Its hard to describe, but it's a very powerful feeling.
- Two lines of spares! This makes marking and planning just a little bit easier and it has helped me to become more familiar with students and staff outside my subject area.
- Independence
- The connections I have made with students. Walking through the school and having kids genuinely want to stop and chat and not just the good kids!
- Most definitely building a relationship with my students. Also, at the end of week 8 term 2 when my Year 10s switched on to genetically modified foods and sustainable farming practices. Listening to them chatter amongst themselves about what they were writing in their 600 word comparative essay and then reading the words on the paper.
- Finally getting into the classroom with your own class after years of study.
- Seeing students satisfied and succeed in their work, being so proud of being able to sew etc.
- Writing my own units and assessments and implementing them.
- Learning so much more!
- The greatest thing about teaching is the rapport that you build with students. Getting to know the students and sharing some of yourself and your background is the foundation to a successful behaviour management plan. I can honestly say I enjoy working with students in all levels.

2. What have been the greatest challenges?

- Balancing family and work time, still not very successful at this one!
- Getting other teachers to acknowledge Home Ec as a worthwhile subject. I am fighting to replace catering with Home Ec for Years 9 and 10.
- BEHAVIOUR MANAGEMENT—trying to manage the students behaviour, keep them on task and actually teach at the same time. This is something I have yet to master and wonder, quite frankly, if I will ever get it right.
- Constant late nights planning and marking—finding time for family, socialising and housework has been a real challenge and, as a result, exhaustion and illness are things I have learned to live with on a daily basis. It's hard to be creative when all you want to do is sleep.
- Learning to love the unlikable cohort—Year 10s.
- Finding the balance between behaviour management and building relationships with the students and planning lessons to suit diverse learning needs.
- Learning names, and remembering them! In this semester I have had six Year 8 classes, one Year 10 and two Year 12 classes and 90 teachers to attempt to learn the name of.
- Finding modern classroom-ready resources and the eight weeks leading up to the switch on. You would have thought I was speaking a foreign language.
- Taking on a full load when you are teaching outside of your teaching areas (there are not enough hours in the day!)
- Trying to engage students who are disengaged in some units (that I even feel disengaged in). This makes it harder for me to motivate myself and the students.
- Teaching a class that has an extremely wide range of reading abilities. Making this class work inclusively is extremely hard as you do not want to see any students miss out on anything due to their capabilities. Finding where to pitch the lesson and building strategies to cater for the diversity has been an ongoing challenge, however I am getting there!
- The greatest challenges have been doing the things behind the scenes. The paperwork, and being responsible for myself. Now I know that might sound strange, but the realization that I am actually a teacher and I am in charge of my students' learning is both empowering and scary.

3. What have been the greatest disappointments?

- Hearing admin think that Home Ec is too gender biased, without them actually walking into the classroom to see what we were achieving.
- Spending my holiday planning for term 2.
- The severe lack of funding teachers face when trying to make learning current, interesting, real and engaging.
- The overwhelming disillusionment that exists amongst the teaching workforce—both experienced and new teachers.
- The total lack of support from society and the media—every day brings a new story of criticism and negativity.
- The true reality of the public education system. It's a dysfunctional and frustrating system with very little support, nor communication between its own departments or its staff at the forefront.
- Planned activities gone to waste either through bureaucratic juggling of lessons and hierarchy protocol.
- Lessons that I thought would hit the spot just didn't achieve their aim, that is engage and educate students.
- Not enough time. There just does not seem to be enough time to teach deeply, I feel I brush over a lot, but never get the time to really explore topics with students. Also not enough time to eat lunch!
- Not reading of Home Economics as a Learning Domain in the Senior Phase of Learning syllabus review documents.
- The pay.
- Sometimes the output you get that doesn't weigh up with the effort you put into the lesson etc.
- Sometimes the support from various parties are not what you hope for at times.
- The biggest disappointment is having students who are not open to learning. By this I mean the students who can't see the long term picture. I take this on board as my personal challenge and strive to engage these students. Now as I go into the third term of my first teaching year I can say my classes are productive and my students are willing to learn in my teacher/student negotiated class.

Endnote from one contributor:

Above all though, sharing stories and experiences with other colleagues and peers helps to ultimately make you realise you are not alone and that everyone finds it tough at some point. There's nothing quite like a good 'debrief or vent' over a strong coffee, glass of wine or a long distance phone call with someone who truly understands the pressure of the classroom.



Some of the graduates at their graduation

L-R: Frances Murphy, Jo Andrews, Denise Porter, Jo Strother, Natalie McAuley, Megan Hoblely, Kylie King

NEWS FROM OTHER ORGANISATIONS



CONSUMERS' FEDERATION OF AUSTRALIA

HEIA(Q) is a member of CFA..

The following is an extract from CFA's Newsletter Issue No. 26, May 2007.

Food for Kids Website

CHOICE has recently launched a new website — www.choicefoodforkids.com.au. The site aims to help parents make sense of all the hype and health claims surrounding kids' food, and it's simple enough for kids to use too.

At CHOICE Food for Kids you can:

- See the nutritional value of kids' foods—all products listed have a red, amber or green light for their sugar, fat, and salt content.
- Nominate a food you want us to assess.
- Get involved in our food campaigns.

CHOICE would like to hear what you think about kids' food and the way it is marketed.



ACCC Update

Ribena Vitamin C claims 'may have misled consumers'

<http://www.accc.gov.au/content/index.phtml?id=783192>
Issued 21 March 2007

GlaxoSmithKline Australia Pty Limited has admitted that claims about the Vitamin C content of Ribena blackcurrant fruit drink products may have misled consumers. It has self-reported the discrepancies to the ACCC and provided court enforceable undertakings in relation to representations about the vitamin C content in Ribena and the representations about blackcurrants having 4 times the amount of Vitamin C of oranges. *'It is extremely important that companies use appropriate calculation methods when making claims about the contents of food or beverage products, especially when those claims relate to nutrition,'* Mr Samuel said. GSK Australia cooperated with the ACCC's enquiries and took a number of steps to address these concerns. GSK Australia has also undertaken to publish an article for industry on the importance of being accurate when making representations to consumers. It will express *'the importance of companies who become aware of potential false or misleading representations voluntarily approaching the ACCC so that they can work cooperatively to resolve the issue.'*

AUSTRALIAN COUNCIL OF STATE SCHOOL ORGANISATIONS (ACSSO)

The national voice of parents of children in Australia's public schools and their school communities

News from ACCSO's Australian Education Digest

Effects of health & education on labour force participation

ACSSO 31 May 07

This new research report commissioned by the Productivity Commission provides confirmation of the strong links between health, education and effective workforce participation. From the education perspective, unsurprisingly, there are negative implications of not completing schooling to Year 12 level; and very positive implications of gaining a recognised qualification with study beyond Year 12.

The potential economic benefits of better education and better health have been the subject of increasing policy interest in recent times. The observation that Australia lags behind some comparable countries in terms of levels of workforce participation, and projections of an ageing workforce, has increased the importance of effective workforce participation.

Education and health are crucial contributors to a person's stock of 'human capital'—the changing bundle of knowledge, skills

and capabilities that everyone possesses. Other contributors are work experience, training and motivation. Human capital is a key determinant of labour market outcomes, as it positively correlates with workers' productivity and hence, the demand for their labour—and their own capacity for achieved productive and gainful employment.

Read the report at: <http://www.pc.gov.au/research/swp/healthandeducation/healthandeducation.pdf>.

Parents' attitudes to schooling

ACSSO 6 June 07

The Parents' Attitudes to Schooling survey report discusses the results of a national telephone survey on parents' attitudes to schooling conducted by DEST during January and February 2007. The survey was conducted to ascertain parents' views on a range of issues including schooling choices, content that should be compulsory, school reports, bullying and manners, improvements that could be made to schools, traditional

NEWS FROM OTHER ORGANISATIONS

apprenticeships, core skills, and post-school priorities. Where possible, the report also contrasts 2007 results with results derived from a 2003 national telephone survey on attitudes to schooling. One significant area of strong importance, and stronger now than in the 2003 poll, is the need for greater national consistency in terms of curriculum, seamless transfer arrangements between states, starting and finishing ages, tertiary entrance requirements; and national standards for teachers and school leaders.

Read the whole report at: <http://www.dest.gov.au/NR/rdonlyres/33EFD6E9-5343-4C6A-9F10-EF44905360D8/16735/ParentsAttitudestoSchoolingreportMay07.pdf>

Curriculum debate needed

By Professor Geoff Masters, 16 May 2007

ACSSO 31 May 07

Last month's historic decision of state and commonwealth education ministers to begin introducing a national curriculum raises a question about the kind of curriculum now required in our schools. Is the challenge simply to iron out differences between existing state curricula? Is the answer to be found in curricula of the past? Or should we be taking this opportunity to redesign the school curriculum for the future? These questions deserve careful and broad community debate.

First, a school curriculum should provide young people with an excellent preparation for further learning, life and work beyond school. A question for debate is how well the present curriculum is doing this. For example, are current physics, chemistry and biology courses the only or best ways to prepare young people for careers in science, engineering and technology? Given that the nature of scientific work itself has changed, with more scientists working in multidisciplinary teams, often in more commercial contexts; that Australia faces a shortfall of perhaps 20,000 scientists over the next six years; and that relatively small numbers of senior secondary students are now taking these subjects, should we be radically rethinking the senior science curriculum?

How well do schools currently prepare young people with skills for life and work, including skills in teamwork, communication and problem solving? What about attitudes and values? Is there a place in the curriculum for features such as the International Baccalaureate's community service requirement? Posing questions of this kind is not an attempt to water down standards, or an attack on academic rigour; these questions must be debated if the school curriculum is to remain both rigorous and relevant.

Second, a school curriculum should make clear what students are expected to learn, know and be able to do as a result of going to school, as well as specifying minimally acceptable standards for skills such as literacy and numeracy.

Read more at: http://www.acer.edu.au/enews/0705_curriculum_debate.html

Staffing an empty schoolhouse: Attracting and retaining teachers in rural, remote and isolated communities

Phil Roberts

ACSSO 3 May 07

Phil Roberts was funded through the New South Wales Teachers Federation Eric Pearson Study Grant Scholarship to compile this report.

There are clearly many issues affecting the quality of education received by students in rural and remote communities, however this research contends that the most significant factor in education quality is the provision of appropriate quality stable staff. While the Human Rights and Equal Opportunity Commission (HREOC) inquiry into rural and remote education and the Vinson Inquiry have highlighted many areas of concern and suggested solutions, they are still only a scratch on the surface of a greater problem. The limited examination of the staffing concerns in rural and remote schools is explained by the holistic nature of these inquiries.

It must also be noted that many of the issues raised mask deeper concerns and that a number of the suggested solutions will only succeed if accompanied by further improvements. This research intends to explore a range of issues associated with the attraction and retention of teachers to rural and remote schools and aims to suggest appropriate improvements.

Read the whole report at: <http://www.acsso.org.au/roberts070501.pdf>

Cancer Council wants uniform cover for schools

By Bridie Smith April 23 2007

ACSSO 3 May 07

School uniforms with hemlines below the knees and sleeves past the elbows could become mandatory in state schools if the Cancer Council gets its way. Under the plan, to be outlined in a submission to a State Government inquiry into school uniforms by the Education and Training Committee, the Cancer Council Victoria will also recommend that all uniforms include collars and be made of tight-weave material designed to protect students from the sun.

Cancer Council Victoria's SunSmart program manager, Kylie Strong, says research suggests that about 25 per cent of lifetime exposure to ultra-violet radiation occurs by the age of 21. *'There are critical periods (during childhood and adolescence) where sun exposure is more likely to contribute to skin cancer later in life,'* Ms Strong said. *'We are trying to build a really strong case that because children spend so much time at school, schools have a duty of care to protect students against foreseeable harm.'*

Read the article at: <http://www.acsso.org.au/smith070501.pdf>

And no sign of Home Economics

Review of QSA syllabuses for the senior phase of learning

The Queensland Studies Authority is reviewing its model for future syllabus design, with implementation of the new syllabuses anticipated 2011–2012. Following a period of consultation and research, QSA more recently developed a draft paper that attempted to capture that model and ran a series of Focus Group meetings with professional associations to both inform them of developments and invite them to contribute to the debate. The meetings were organised to attract 'like-minded' associations, so members of the Home Economics Institute of Australia (Qld) attended three of these meetings: those related to Studies of Society, Health and Physical Education, and Design and Technology.

Those who attended the meetings were sent a copy of the draft paper *'Queensland Studies Authority Syllabuses for Senior Phase of Learning: an enabling platform based on disciplinary learning, standards, flexibility and continuity'*, and a copy of the Fields Diagram that showed the proposed 15 Learning Domains—it is proposed that the future syllabuses for the senior phase of learning is organised as 15 learning domains.

Home economics was not mentioned as a learning domain, nor as part of a learning domain.

HEIA(Q) has subsequently made a response to QSA and has encouraged all members to send in a response—HEIA(Q)'s draft response was emailed to all members for whom we had an email address. We have heard that some members made a response and we are hopeful that many others did, even if we did not hear about it. Thank you and congratulations to all those who took the time to respond to this important issue.

This article brings an overview of the proposed disciplinary approach, the response by HEIA(Q) and the supporting response by the Pacific region of the International Federation for Home Economics. It is noted that the draft paper is 46 pages so this snapshot does not do justice to the detail in that paper.

The proposed disciplinary approach to syllabus design

The future syllabuses for the senior phase of learning will be organised as 15 learning domains. Each learning domain will set out fundamental knowledge, understandings, procedures, skills and dispositions that all young people taking this syllabus will be expected to engage with. It will include the requirements for:

- a foundation study: a disciplinary core of (110–165 hours, 2 credit)—The structure of the syllabus means there is flexibility at the school level to begin the foundation study during Year 10, although the paper states that assessment is most likely to occur at the end of Year 11.
- a range of specialist electives (110 hours, 2 credit)
- disciplinary and trans-disciplinary extensions—Extension electives will provide talented students with an opportunity to pursue an individualised study in an area of interest with increased independence and sophistication (55 hours, 1 credit)
- underpinning generic skills
- associated learning.

Learning domains

15 learning domain syllabuses are proposed. Some learning domains are clearly recognisable as disciplines or traditional subject areas. Others combine learning and point to the future and emerging areas of study: design, production and performance, business and enterprise, technologies and industry and workplace practices. The proposed learning domains are listed below with elaboration of those of interest to home economics

- English
- Mathematics
- Science
- History
- Social Sciences
- Philosophy & Religion
- Environmental studies
- Design
- Performance & Production
- Technologies
- Business and Enterprise
- Health and Wellbeing
- Languages
- Industry & Workplace practices
- Music

Social Sciences

The electives could include:

- Aboriginal and Torres Strait Islander Studies
- Early Childhood Studies
- Sociology
- Psychology
- Political Science

Design

The electives could include:

- Visual Art
- Graphics and industrial design
- Textile design
- Interactive media
- Engineering
- Web and Software Design & Development

Technologies

The electives could include:

- ICT Hardware
- Applications Development
- ICT Project Management
- Network Systems

Health and Wellbeing

The electives could include:

- Physiology and human movement
- Health and nutrition studies
- Sport Studies

Industry and Workplace Practices

The electives could include:

- aeroskills
- automotive
- building and construction
- engineering (manufacturing)
- furnishing
- industrial graphics
- plastics
- hospitality

Response by HEIA(Q)

Review of QSA syllabuses for the senior phase of learning

The response by HEIA(Q) to the proposals in the Queensland Studies Authority draft paper *'Queensland Studies Authority Syllabuses for Senior Phase of Learning: an enabling platform based on disciplinary learning, standards, flexibility and continuity'* is reproduced below.

TO: Professor John Dewar, Senior Phase of Learning Review Chair
Queensland Studies Authority

FROM: Home Economics Institute of Australia (QLD) Committee of Management

RE: QSA syllabuses for the Senior Phase of Learning

PURPOSE: To provide recommendation to the Queensland Studies Authority regarding the inclusion of Home Economics as an additional Learning Domain within the framework for the proposed Senior Phase of Learning.

To advise the Queensland Studies Authority that HEIA(Q) is committed to working collaboratively in devising a structure for the proposed domain that ensures a contemporary, futures-driven curriculum which responds to the needs of young Queenslanders preparing to enter the workforce and consequently balance work-life responsibilities.

This proposal is written in response to the information presented by Janice Chee at the Studies of Society and the Environment Focus Group Meeting and Paul Herschell at the Health and Physical Education Focus Group Meeting for the Senior Phase of Learning, held respectively on May 03 and 16 2007 at the Queensland Studies Authority. This proposal reflects the viewpoints of the members of the Committee of Management of the Queensland Division of the Home Economics Institute of Australia, HEIA(Q), and has taken into account feedback from those members who have been involved in the process.

The response is motivated by two statements made by Paul Herschell on May 16. In his address he stated *'the exercise at hand was not to cut subjects'* and that the formulation of the Senior Phase of Learning Framework is based on a *'primary principle of democratic public policy'*. It is with these two statements in mind that we would like to request both adequate consideration by the Senior Phase of Learning Reference Group and Governing Body of the Queensland Studies Authority and timely feedback concerning our response.

The HEIA(Q) has no concern regarding the proposed structure for syllabuses of the Senior Phase of Learning. We do however have concerns regarding the position of Home Economics within this framework. Currently there is no Learning Domain or Specialist Elective called Home Economics. There is, instead, a very thin distribution of some Home Economics concepts and contexts across the Social Science, Design, Environmental Studies and Health and Wellbeing Domains. These insertions are in no way representative of Home Economics as a discipline, the current senior syllabus or its philosophy, intent and nature. The proposed fragmentation of the discipline is unwise, undesirable and unacceptable in these complex new times. More than ever before, young people are being required to address the concerns of everyday living to ensure their individual wellbeing. If our young people are not equipped with the skills and knowledge to do this then they experience an increased exposure and increased vulnerability to the complexities of contemporary society. They are the future of our society, we must enhance their capabilities to confront and address issues associated with poor nutritional and mental health, family dysfunction, economic mismanagement,

Response by HEIA(Q) (Cont.)

Review of QSA syllabuses for the senior phase of learning

consumer exploitation and the like. Our young people need to be proactive and global citizens equipped to develop and maintain preferred futures for individuals and communities as they develop and maintain a work-life balance. Resultantly, HEIA(Q) advocates most strongly for the inclusion of Home Economics as an additional Learning Domain.

Name of the domain

It was suggested by Janice Chee that the discipline of Home Economics needed to adopt another name. After careful consideration this suggestion has been deemed inappropriate and irrelevant. A name change may create a new face which temporarily increases its appeal but the channelling of energies into renaming a discipline will not produce a Learning Domain that benefits young Queenslanders. It would not progress the discipline, there would be no advantage for our young people. It could destabilise the discipline and ultimately facilitate its demise.

Home Economics is an internationally recognised discipline held in the utmost regard by non-government organisations such as the United Nations and World Health Organisation. The International Federation for Home Economics has consultative status with United Nations. The President Elect of the World Health Organisation is a Home Economist. This status signifies that the name must be retained. Fortunately, new times provide an opportunity to re-think the demands of a contemporary course, one that meets the challenges of the present and the future. A new formulation for Home Economics education and its subsequent promotion will position our discipline as one that prepares young people to live effectively within the modern world.

Current demand for the subject

Current enrolments indicate that Home Economics is valued by a considerable number of young Queenslanders. In the review of the syllabuses for the Senior Phase of Learning Meredith Gleadhill stated *'Home Economics is a strong subject area with robust student numbers across Queensland'*. According to the QSA (QSA 2007, p 10) the latest figures regarding enrolment in senior Home Economics across Queensland are as follows:

Year of schooling	Number of schools	Number of students
Year 11	232	3155
Year 12	240	2957

It is our belief that a review of the Home Economics syllabus would lead to an increase in enrolments.

Home Economics as a discipline

As a discipline, Home Economics is underpinned by a philosophy of individual wellbeing. The holistic nature of Home Economics

addresses the social, emotional, physical, financial and intellectual wellbeing of individuals, families and communities in their everyday living. These issues are addressed across the contexts of food, textiles and living environments. There is no escaping these contexts; they are present in the everyday of every individual. Home Economics has a futures perspective considering social and technological innovation, social justice, ethics and personal beliefs. It provides an opportunity for young people to learn concepts fundamental to the individual, family and community and enables the effective functioning of individuals in a wide range of roles throughout the lifecycle. In addition, students of Home Economics learn the practical and problem solving skills as well as the reasoning processes required to inspire and instigate change, both as individuals, group members and global citizens. Subsequently they are empowered to become proactive, informed and collaborative members of our society, a global society which will continue to increase in its complexity. A Home Economics education prepares students for the associated challenges by embedding critical thinking and problem-solving skills in practices such as social inquiry, empowerment and technology practice. It provides unique and authentic contexts for the development of the cognitive demands of new times.

Home Economics and the work-life balance

If the purpose of education is to prepare students for a balance of paid and unpaid life roles, then regardless of whether the political view of schooling is reflective of vocational training or preparation for a life in a knowledge society, all students deserve and need an opportunity to learn the knowledge and skills presented in a Home Economics education. There is an ever-increasing two-way link between paid employment and the family. Unless individual employees have the ability to manage their work and family responsibilities, employers and the productivity of both skilled and unskilled workers will suffer through absenteeism, poor morale, stress and poor performance (Edgar 2007, 3).

In his maiden speech to parliament, the Honourable Peter Costello MP (1990) stated, *'at the end of the day the fate of all Australian's depends on the preservation of the family unit'*. As the structure of the family continues to change, our young people are relying on both their traditional family and peers for support and guidance. But, regardless of who the family is, whether it is nuclear or blended, biological or not, immediate or extended, this statement is still true. Dr Don Edgar (2005, 3) stated *'the essential character of society itself is the unavoidable obligations of human beings to care for, nurture and support one another'*. In Home Economics young people learn about the importance of families, how to support the family unit, the family's role within the community and the individual's role within the family.

Students of Home Economics learn how to critically reflect on and analyse the socio-cultural, economic and political forces that influence the ways society values both paid and unpaid work. In the future these students will be able to make informed choices

enabling them to *'fulfil their dual obligations, both responsibilities towards employers and towards those family members who rely upon the income generated through paid work but who also need and rely upon the unpaid caring work that we all do as a matter of course'* (Edgar 2007, 2).

Home Economics and the health and wellbeing of individuals and families

The Ottawa Charter for Health Promotion states *'to reach a state of complete physical, mental and social well-being, an individual or group must be able to identify and to realize aspirations, to satisfy needs, and to change or cope with the environment'* (WHO 1986). Health is a resource for everyday living. It is not limited to the health sector, but extends to a healthy lifestyle and wellbeing. The Charter also states *'people cannot achieve their fullest health potential unless they are able to take control of those things which determine their health'* (WHO, 1986). A Home Economics education provides the opportunity for young people to learn the theory and practice and to apply reasoning process that can enable one to empower the self to be healthy. The resources and conditions considered fundamental to health are peace, shelter, education, food, income, a stable eco-system, sustainable resources, social justice, and equity. There is no other subject that addresses these factors entirely or collectively. The holistic nature of our discipline enables this; we are unique in our position. Health promotion demands the strengthening of communities, education for wellbeing, control over oneself and the near environment in addition to improved life skills. These demands are the essence of Home Economics. A Home Economics education promotes health.

Our society is currently facing an obesity epidemic. Its intensity will most probably increase before it subsides. All levels of government have spent billions of dollars in an attempt to counteract this problem. This public health crisis, a result of uninformed decisions and poor lifestyle choices affects young and old, male and female. A Home Economics education will not provide a quick fix or band-aid answer, rather a vessel for educating young people and thereby creating generational change. Educating one student can educate an entire family. No other subject is in the position to provide the practical skills and theoretical framework to achieve this. No other subject is underpinned by a philosophy that enables this. No other group of teachers receives the education to facilitate this. Home Economics is in a unique and desirable position to provide school-based nutrition education. A Home Economics education can address the practical implications for the individual and the practical implications for the everyday. A Home Economics education responds to societal issues and empowers young people to be proactive in their own lives. Home Economics teaches young people to take ownership over their lifestyle, to be responsible and accountable.

Home Economics as an additional learning domain

HEIA(Q) envisages the refocusing of Home Economics and its inclusion as an additional Learning Domain in the Senior Phase of Learning. HEIA(Q) embraces this opportunity to refocus Home Economics education in Queensland schools towards our contemporary society. Rather than re-conceptualise Home Economics in this document HEIA(Q) commits to working with the profession and QSA on this task.

We are prepared to make a substantial contribution towards ensuring a discipline with an unequivocal focus on:

- the microeconomics of the family and the individual,
- the impacts of increasing technologies on relationships,
- the impacts of lifestyle choices on individual wellbeing,
- the impacts of consumerism on society and the environment,
- the impacts of policy on the individual, families and communities,
- effective participation in interdependent new times,
- advocacy for ethics and social justice,
- the role of the individual within work, family and community environments, and
- the interconnectedness of all life.

This refocused Home Economics education would make a substantial contribution in preparing young Queenslanders for their post-school pathways.

Reference List

- Costello, P. (1990). First Speech To Parliament - 10/5/1990, available online, retrieved 20 May 2007 from <http://www.aph.gov.au/house/members/firstspeech.asp?id=CT4>.
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- Queensland Studies Authority. (2007). *Subject Enrolments and Levels of Achievement in Authority Subjects by Subject, Class and Sex*, available online, retrieved 25 May 2007 from http://www.qsa.qld.edu.au/yrs11_12/statistics/2006/QS1123C_2006.pdf.
- World Health Organisation. (1986). Ottawa Charter for Health Promotion, available online, retrieved 22 May 2007 from http://www.who.int/hpr/NPH/docs/ottawa_charter_hp.pdf.

Letter of support from the International Federation for Home Economics Review of QSA syllabuses for the senior phase of learning

IFHE is an International Non Governmental Organisation (INGO) in consultative status with the United Nations (ECOSOC, FAO, UNESCO, UNICEF) and with the Council of Europe

INTERNATIONALER VERBAND
FÜR HAUSWIRTSCHAFT
IVHW

INTERNATIONAL FEDERATION
FOR HOME ECONOMICS

Kaiser-Friedrich-Straße 13
53113 Bonn - Germany
Fon + 49 (0) 228 - 9212590
Fax + 49 (0) 228 - 9212591
E-Mail office.ifhe@t-online.de



INTERNATIONAL FEDERATION
FOR HOME ECONOMICS

Professor John Dewar
Senior Phase of Learning Review Chair
Queensland Studies Authority

1 June 2007

Dear Professor Dewar

Re: QSA syllabuses for the Senior Phase of Learning – The place of Home Economics

We wish to support the recommendation to the Queensland Studies Authority regarding the inclusion of Home Economics as an additional Learning Domain within the framework for the proposed Senior Phase of Learning, as submitted by the Home Economics Institute of Australia.

The rationale provided in that submission is comprehensive and would leave no doubt as to the value and relevance of this field. Home Economics is a vibrant field of study, and is increasingly recognised as providing the lifelong learning skills necessary in these new times to create expert novices, ready to live, work and enjoy life in our rapidly changing society. Home economics has a strong international profile, its peak international body, the International Federation for Home Economics (IFHE) being recognised as an International Non-Governmental Organisation (INGO), having consultative status with the United Nations (ECOSOC, FAO, UNESCO, UNICEF) and with the Council of Europe. The President of the World Health Organisation is a Home Economist. We submit this response as the Pacific Region President and Executive Member to IFHE.

As indicated in the proposal from HEIA, the IFHE endorses the use of 'home economics' as the preferred name for the field. Attached is the Position Paper recently completed and to be launched at the 2008 IFHE World Congress to celebrate the centenary of home economics education around the world. This document explains the role of home economics as critical for 21st century learners. It would be a catastrophe if the announcement to be presented to the 100 year celebration of the profession in Switzerland also included the news that Queensland has removed Home Economics as a field of study from the school curriculum.

Home economics is recognised as a sustainable group of professionals, with strong participation rates in schools and professional positions, focussing on the wellbeing of

www.ifhe.org

individuals and families. It is ironic that in these times when greater emphasis is being placed on relevance, connections, engagement, the development of collaborative skills and the like in education, that the Queensland Studies Authority would fail to recognise the value and contributions made by this field of study.

A recent national study conducted by the Home Economics Institute of Australia revealed there is a growing shortage of home economics teachers, but an INCREASING demand for teachers with home economics related teaching expertise. This is a national trend as students recognise the value of the field.

We endorse the recommendations of HEIA and suggest that a global perspective which looks beyond local boundaries affecting curriculum is implemented in this review process such that the QSA can argue efficaciously and ethically the decisions made with respect to the reform process.

Yours sincerely

Carol Warren
Vice-President
International Federation for Home Economics, Pacific Region
ifhepacific@bigpond.com

Associate Professor Donna Pendergast, PhD
Executive Member
International Federation for Home Economics, Pacific Region
d.pendergast@uq.edu.au

www.ifhe.org

Check out the new HEIA(Q) website

Thank you to Miriam McDonald

Many years ago, HEIA(Q) designed its website and it has served us well over many years. However, there was a sense that a new, fresh look was needed. Miriam McDonald, Council member for and Past-President of the Northern Territory kindly offered to help us out. She presented a number of new design ideas and the Committee of Management selected the one that we felt would best meet our needs.

The new-look website was rolled out on 11 June. Miriam is still working out a few errors that crept in when all the data were transferred to the new look, but hopefully by the time you read this, all will be fixed.

Do visit the site and provide us with some feedback—email the HEIA(Q) email address at heiaq@heia.com.au

We are hoping in the near future to be able to set up a discussion list for members.

We thank Miriam most sincerely for creating the new look for us, and for creating a whole new site for the upcoming conference, including the facility for online registrations.

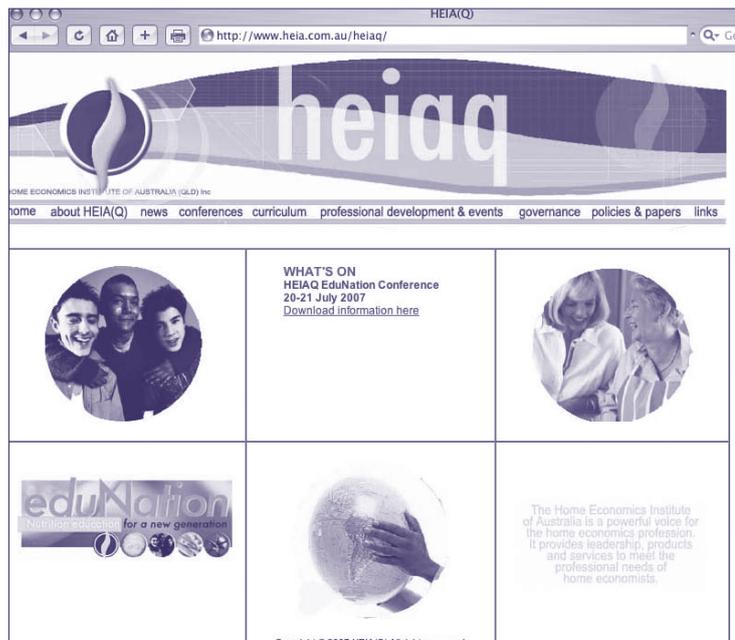
PS Don't forget to check out the new Members Only section in the national website, where you will find a new section on Teaching Resources.

Emailing members

We currently have email addresses for approximately 97% of our members—this is a great effort considering we have 600 members. HEIA(Q) has been finding it very convenient to be able to send some notices out by email, and we hope that all members are finding it a convenient service, and not an intrusion. Some of the productive ways we have been able to use the emailing system have been, for example:

- Reminding members of upcoming HEIA workshops
- Advising of rebates available for the conference
- Seeking input and support for a submission to the Queensland Studies Authority about the review of syllabuses for the senior phase of learning.

We have tried to keep the emails to a small file size, mindful that some members have quite small mailboxes. This has meant avoiding attachments—we have also been told that people find these annoying especially if they are not interested in it when they open it up. The exception was the draft response to the QSA syllabus review as we felt members would like to see this to enable them to construct their own responses.



HEIA(Q) 2007 Professional development program

EduNation: Nutrition education for a new generation

The reports

From the PD Coordinator

As PD co-ordinator for HEIA(Q), I attended the Brisbane workshop *eduNation: Nutrition education for a new generation*. Although no longer in a classroom, as coordinator I was interested to see how the workshops were going and have the opportunity to speak to members about PD. Plus I was on hand to help out as presenter, Jan Reynolds was sick and we weren't sure whether she would hold up! I make the following comments after attending the full-day workshop.

Are you drowning under the plethora of syllabus documents, Education Queensland policies such as Using the Achievement Codes (for writing standards descriptors), State government initiatives such as Smart Choices and Eat Well, Be Active, and Federal government mandates such as A-E reporting? Do you want help to understand where nutrition education fits in and what to do to keep ahead so that your department and your students are empowered? The *eduNation* workshop will assist you to achieve this. While the workshop is all about empowering students to take control of their behaviour to become healthy, I believe that the workshop will empower teachers to take control of their direction and programs.

In the context of nutrition education, Jan Reynolds imparts her expert knowledge of all the issues affecting home economics teachers today. This can only enlighten participants so that they can speak and act authoritatively in their schools about these issues.

If students are to be influenced to make changes to eating behaviours, a knowledge approach only will not work. Units have to be planned that will encourage change as well as units that will fit in with current pedagogy and all the other requirements of syllabi, assessment and reporting. During the course of the workshop you will plan a complete unit of work that can be used in your current program and make decisions about program direction that will reflect good practice. You will explore the unit from the syllabus through the learning experiences to the standards sheet for marking.

The opportunity to share ideas and brainstorm with others of a like mind is invaluable, particularly if your opportunities to network are normally limited. Those who attend with other staff members can make use of the workshop time to make department decisions that are difficult to find time for in the normal course of the term. What ever your situation, I would hope you will come away from the workshop enlightened and enthusiastic to complete the planning of your unit for implementation.

From Brisbane

The HEIA (Q) workshop *eduNation: Nutrition education for a new generation* held at Our Lady's College, Annerley was an inspiring and very informative day. Although focusing on aligning the curriculum, pedagogy and assessment on a Saturday might seem a bit of a chore, the enthusiasm of Dr Janet Reynolds for her subject and her relevant practical modelling inspired us to begin drafting individual units that will be implemented next semester. The examples and copious resources were easily adapted to suit our individual situations and year levels. Following the session that addressed criteria sheet writing, no one could have left at the end of the day without feeling comfortable and confident about writing them. It was so good to have some hard copy examples. In the afternoon session, we began drafting our assessment items but time did not permit their completion. (Perhaps this could be followed up in a future workshop). However, we finished the day feeling confident about continuing this aspect of our Year 10 unit: Malnutrition amongst Plenty.

It was also great to hear the fabulous ideas from the other teams around the room, where they tackled topics such as Fad Diets, Fast Food, and Healthy Actions for Me.

Thank you to the staff of Our Lady's College for sharing their very comfortable facilities with us and providing a delicious morning tea and lunch. Also our thanks go to the organisers of the day and especially to Janet whose enthusiasm never wavered despite suffering with the flu.

A+ for a very timely and practical form of professional development. Excellent work HEIA(Q).

Sue Donovan, Marilyn Slawson and Carol Worland, All Hallows' School, Brisbane

From Cairns

Below are some of the quotes from the evaluation forms:

- We had time to work through our own unit and to ask questions. The workshop was very helpful for our planning. Clear examples were presented with the opportunity to incorporate our ideas on how students can take more 'action'.
- One topic developed in 3 sessions over a full day with an individual unit focus made this day meaningful, enduring and encouraging. Thank you for a very stimulating and informative and stress-free day.
- Excellent seminar. Very relevant information with lots of examples and handouts for us to refer to later. Jan is very familiar with her topic and her enthusiasm for education passes on through her work.
- Thought provoking. Encouraged me to check out what the PE department does so we can try to coordinate for greater impact.
- Addressed practical aspect of writing programmes and assessment criteria sheets. It was good that we were able to work on our own programme. Came away with good ideas—practical. Plenty of examples and resources to adapt to use.

2007 Diary Dates

JUNE 2007

2 June

HEIA(Q) EduNation one-day workshop

Our Lady's College, Annerley, Brisbane

Contact Denise McManus:

Telephone: 07 3865 1401

Email: zzdmcman@westnet.com.au

9 June

HEIA(Q) EduNation one-day workshop

Mountain Creek SHS, Sunshine Coast

Contact Denise McManus:

Telephone: 07 3865 1401

Email: zzdmcman@westnet.com.au

23 June

Conference of the Early Childhood Teachers Association

Web: www.ecta.org.au

JULY 2007

9 July

HEIA(Q) EduNation one-day workshop

Rockhampton Plaza Hotel, Rockhampton

Contact Denise McManus:

Telephone: 07 3865 1401

Email: zzdmcman@westnet.com.au

20-21 July

HEIA(Q) STATE CONFERENCE

EduNation: Nutrition education for a new generation

Brisbane Hilton

Telephone: 07 3272 0950

(Lyn Greenfield at Echo Holistics)

Email: echoevents@optusnet.com.au

AUGUST 2007

4 August

HEIA(Q) EduNation one-day workshop

Shamrock Hotel, Nebo Road, Mackay

Contact Denise McManus:

Telephone: 07 3865 1401

Email: zzdmcman@westnet.com.au

11 August

HEIA(Q) EduNation one-day workshop

Trinity Lutheran College, Gold Coast

Contact Denise McManus:

Telephone: 07 3865 1401

Email: zzdmcman@westnet.com.au

25 August

HEIA(Q) EduNation one-day workshop

Mercure Inn, Townsville

Contact Denise McManus:

Telephone: 07 3865 1401

Email: zzdmcman@westnet.com.au

25 August

HEIA(Q) Workshop On Wheels

SEPTEMBER 2007

8 September

HEIA(Q) EduNation one-day workshop

Cathedral Centre, Toowoomba

Contact Denise McManus:

Telephone: 07 3865 1401

Email: zzdmcman@westnet.com.au

OCTOBER 2007

13 October

Luncheon: Past and present members of HEIA(Q) Committee of Management

THE 2007 STATE CONFERENCE

eduNation

Nutrition education for a new generation



20-21 July 2007, Brisbane Hilton



HEIA(Q)

PO Box 629, Kallangur Qld 4305 Tel/Fax 1800 446 841
Email: heiaq@heia.com.au Website: www.heia.com.au/heiaq