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

December 2009



Home Economics Institute of Australia (Qld) Inc.

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*If you have information, news or comments,
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World Food Day



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School Profile: Cooktown State School



Congratulations Stephanie



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From the President

Recent conversations with a variety of colleagues suggest that the number of students in some senior Home Economics classes is increasing in many urban and some rural communities. This is reassuring. It is hoped that the revised Senior Home Economics syllabus (currently under review) will encourage even more students to take Home Economics, thus providing us with great opportunities to contribute to the health and wellbeing of future generations.

Planning is underway for the 2010 State Conference and for the program for the 2010 professional development workshops. The theme for the 2010 conference and workshop program is 'Essentially ...', which will enable us to consider a number of 'essentials' for Home Economics—essential curriculum, essentially nutritious and so forth. The conference theme will be 'Essentially digital: The impacts and implications for Home Economics'.

We hope our members are applying their newly developed or reinvigorated creativity skills from the 2009 'Creativity Conference'. I invite you to share your stories, much as Debbie Cain has described in this issue of the newsletter how she has used the skills (and enthusiasm) that she gained at the 'Felting' workshop held this year. Please email Newsletter Editor Jan Reynolds at janetrey@ozemail.com.au if you would like to submit an article.

It is that time of year again when we get ready to welcome 23 new Home Economics educators to our profession. QUT graduates have completed their internships and are now preparing for full-time positions across Queensland in 2010. Many have secured rural postings already, and we wish each graduate a smooth entry into their vocation as they begin the intense but exciting transition from student to teacher.

On behalf of the HEIA(Q) Committee of Management, I would like to wish all members a very merry Christmas and a happy New Year. As a team we look forward to creating and delivering an exciting and invigorating program of professional development in 2010. We will endeavour to continue advocating in a variety of forums for the wellbeing of Queensland's individuals, families and communities as opportunities arise.

Kylie King
President, HEIA(Q)

Expression of Interest

HEIA(Q) Tours 2010–2011

Twenty-one travellers are joining the exciting HEIA(Q) Tour to Southern India in January 2010. A great professional development awaits them—Indian cuisine including cooking classes, a visit to a spice plantation and spice markets, textile manufacture and textile emporiums plus village life and their sustainable projects. This experience is enhanced by a stay at a wildlife park and a relaxing end at a beach resort.

To plan future tours of interest to members, please indicate an expression of interest in the following possibilities during 2010–2011.

September 2010: ITALY

This tour is always given a high rating by all participants. It includes a week of travelling in Italy followed by a week of living the 'Tuscany experience' of life in a Tuscan hamlet with Italian families as neighbours, wonderful cooking classes, and daily touring of the local villages with great food and wine tastings.

January 2011: INDIA

After the upcoming 2010 tour, this tour will be planned around the best experiences plus maybe adding some northern highlights.

June 2011: SCOTLAND

Wonderful home economics experiences are found in Scotland, especially textiles and food. We would have the opportunity to see home economics in action in schools and enjoy the fantastic hospitality of the Scots. This would be an opportunity to then value-add and see other parts of Europe.

Email your expression of interest in any of these tours so you can be kept informed of planning, to Helen Keith, Manna Tours at email: khkeith@bigpond.net.au or telephone her on 07 4098 8142.

World Food Day: *Achieving food security in times of crisis*

October 16 of each year marks the celebration of World Food Day. The aim of World Food Day is to 'heighten public awareness of the world food problem and strengthen solidarity in the struggle against hunger, malnutrition and poverty' (United Nations, 2009). The theme for this year's celebration was 'Achieving food security in times of crisis'.

In recognition of World Food Day HEIA(Q) hosted a seminar presented by Kathleen Gordon from the Global Learning Centre. Approximately 30 delegates attended, ranging from pre-service to practising and retired Home Economics teachers, tertiary and distance education representatives, health professionals and even a farmer!

Kathleen's thought-provoking presentation highlighted issues of inequity attached to agriculture, food production and distribution within the majority of food producing nations, and the social justice issues of working conditions, health and hunger for those involved.

The seminar commenced with an evocative video *The Miniature Earth* which exemplified the disproportion of wealth distribution in today's world by breaking down the statistics to the world comprising of just 100 people.

In this interactive seminar, Kathleen identified causes of food inequity. She discussed the importance of fair trade and organic farming, how they benefit farming communities, and how **WE** can make a difference simply by purchasing products such as chocolate that is organic and/or is from fair trade communities. We were even lucky enough to taste some of the delicious fair trade chocolate she brought along, all of which, we were assured, can now be purchased with our regular groceries in major Australian supermarkets.

Kathleen finished with a symbolic activity *Imagine the world as an apple* (see Wildy & Smith, 2008) which demonstrated the amount of topsoil available on the earth to grow the world's food and the need to look after our world—after all, this is the only one we get.

The seminar was an inspiring presentation that certainly contributed to the aims of World Food Day by drawing our attention to the serious nature of food security in today's world and how **WE** can make a difference.

HEIA(Q) would like to thank Kathleen for sharing her breadth of knowledge on the issue of food insecurity and illustrating how we may broach the issue within the classroom. Our thanks also to Renae Bradbury and her staff at Mt St Michael's College for providing a venue and refreshments for the event.



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Louise Borg

Member, HEIA(Q) Committee of Management

Note: See page 22 for details of Food Security resources.



The World Food Day Seminar was an informative afternoon which helped to increase our awareness on this very important topic

Annette Pagliano, Clairvaux MacKillop College

SCHOOL PROFILE: Cooktown State School

**by Home Economics teacher,
Carol Worland**

I am a teacher at Cooktown P-12 State School, which is currently changing its name to South Cape College, and will include all of the local feeder primary schools. The community around here is mostly a farming one with a few professional fishermen. The school caters for a fairly large indigenous population, some of whom travel from Hope Vale, an indigenous community about 50 km north of Cooktown.

The school offers OP subjects and many TAFE courses as well as Traineeships.

Home Economics is only offered in Years 8 and 9. All Year 8 students study it for one semester and the Year 9 students elect to study it all year. This year I have had 10–15 students in Year 9. Years 10, 11 and 12 can choose a TAFE Unit on Hospitality. I have the Home Economics classes and Karren Waring has the Hospitality classes. Karren has been teaching here for several years, and is currently only part-time while her family is young.

I moved to Cooktown with my husband at the beginning of 2009 after he retired early. We thought the lifestyle here would suit him better. At first we had many misgivings about our decision, but have since realised it was the best move we have made. We are thoroughly enjoying our new lifestyle here.

I no longer spend hours every day in the traffic as I am five minutes walk away from school. Cooktown is only a small town and most things are within walking distance. I start each day with a walk to the wharf where I watch the sun rise and the local fishermen catching many different species of fish. I have also been known to cast a line in as well and have even been lucky enough to catch a barramundi before school!

The Community has been very welcoming, with the Local Council and other groups coming to school to personally meet all the new teachers. We were also introduced to the community through the local newspaper on our arrival. There are many activities and groups to join, and as in any town, it is up to individuals to make the most of what is available. The group that I joined is the Bushwalking group, which has regular walks to



the most beautiful places you could imagine. We have been on top of Mt Cook and deep into the rainforest to mention a few.

The other highlights of my first year include visiting the local farmers' market to sample some unusual fruits and vegetables, the Reenactment of Cook's Landing, and the local agriculture show.

My life this year has been one of complete contrasts, moving from a large inner-Brisbane private girls' school to a remote school in the far north of Queensland. The differences are many, but the students are the same in that they love their Home Economics lessons. The boys even show enthusiasm when they make something using the sewing machines.

I don't feel at all isolated because I am only a mouse click or phone call away from friends and colleagues. The Peninsula Home Economics Network has made me feel welcome with their phone conferences and meetings in Cairns. I was fortunate that the school also supported me with my request to attend the HEIA(Q) State Conference in Brisbane.

Overall, the decision to move to Cooktown was one of the best decisions we have made. Every day we wake up to the glorious sunrises over Mt Cook and finish the day with even more spectacular sunsets over the Endeavour River. Who could ask for more?

Carol Worland
Cooktown State School

Cooktown State School students engrossed in their work



"moving from a large inner-Brisbane private girls' school to a remote school in the far north"

"boys even show enthusiasm when they make something using the sewing machines"



"the decision to move to Cooktown was one of the best decisions we have made"



Exciting new research project on food literacy

A new, exciting two-year research project on food literacy will commence in 2010. The project, funded by Queensland Health, will identify and address food literacy skills for young people aged 16–25 who are transitioning from school to the workplace and who are socially disadvantaged.

Research questions and outputs

The two research questions are:

- What are the food literacy competencies that are required to improve nutritional practices?
- What is the association and interaction between food literacy and healthy eating behaviours?

The project will comprehensively describe food literacy skills for the target group, develop a measure for food literacy, and use pilot interventions to identify critical success factors for the purpose of guiding future investment. Given the high transient nature of the target group, the majority of this research project will be cross-sectional and descriptive. Therefore the research will be able to describe association and interaction rather than improvement of nutritional practices. However, the research will lay the groundwork for developing the tools and associations that will eventually lead to answering the extent to which food literacy competencies can improve nutritional practices and healthy eating behaviours. The work will lead to recommendations around critical success factors for interventions that focus on food literacy.

The outputs of the research will be:

- a working definition of food literacy that is practical, contextually valid and recognized nationally and internationally
- a guide to engaging the target populations in food literacy interventions
- a project logic model and program plan for the development of food literacy interventions
- a list of 'best fit', 'best buy' food literacy interventions given current knowledge
- a set of food literacy competencies with construct and utility value
- a set of recommendations regarding critical success factors for intervention strategies that can improve food literacy competencies in the target populations.

The final deliverable will be a comprehensive report that will include all research findings, recommendations on critical success factors for strategies for the identified target populations, and evaluation tools for assessing the efficacy of these strategies and sustainability of the strategies.

The consortium undertaking the project

The consortium to undertake this project includes experts in research and service delivery and those with experience in working with this often difficult to access target population. The consortium consists of:

- a research team from QUT and The University of Queensland with a significant track record in food literacy, health literacy and nutrition

intervention development—the team includes Dr Danielle Gallegos, Dr Lynne Daniels and Professor Robert Bush

- an intervention team that has expertise in service provision to the target populations and in the delivery of food literacy interventions
- a group of advisors, including Professor Martin Caraher and Dr Janet Reynolds, who are considered experts in their fields, whether nationally and/or internationally.

The Principal Investigators will be Dr Danielle Gallegos and Ms Helen Vidgen. Danielle is Senior Lecturer and Social Nutritionist at QUT and Helen is Senior Public Health Nutritionist at Queensland Health. This research will contribute to a PhD in the area for Helen.

The target population

The target population is, men and women encompassing the school to adulthood transition years (16 years to 25 years) who have low literacy and/or education levels and who experience a high level of social disadvantage.

The project will target samples that are reachable through different contexts:

1. Those disadvantaged but connected more broadly to community organizations such as league clubs and TAFEs—they potentially experience low levels of food insecurity
2. Those disadvantaged and not connected except through their social networks or in accessing direct service provision on a range of issues—they potentially experience moderate levels of food insecurity
3. Those experiencing multiple levels of disadvantage including homelessness—they potentially experience severe food insecurity including hunger.

The consortium recognizes that Aboriginal and Torres Strait Islander People, refugees and people living in remote areas are all priority groups with respect to public health nutrition interventions, and are likely to have specific needs related to food literacy. However, as this project is exploratory and formative in nature, the consortium does not believe it would be appropriate to purposefully target these populations in this study. It does, however, recognize the importance of these groups as a priority for further stages, informed by the results of this stage.

Geographical location of the communities

This project will take place in South-East Queensland. The target populations will be conceptualized on the basis of social disadvantage and connectedness rather than as geographically based:

- Those who are socially disadvantaged and connected
- Those who are socially disadvantaged and disconnected
- Those experiencing multiple levels of disadvantage due to severe circumstances

Work with participants experiencing disadvantage due to severe circumstances and those who are socially disadvantaged and disconnected will take place in Brisbane in multiple sites through existing services.

Work targeting community settings where young people gather in disadvantaged areas but are relatively connected to their communities will take place in Ipswich and surrounding areas.

Work in this geographic location will be enhanced by the fact that several consortia members have existing relationships with key groups in the area. For example, Professor Bush is based at the University of Queensland Ipswich campus and is currently involved with a range of community, young peoples and council groups including the Ipswich City Council Physical Activity Forum which links up many of the sporting clubs in the region where young people gather. Principal Investigator Helen Vidgen has worked in the Ipswich area as a public health nutritionist, most recently as the Director of Public Health Nutrition for Southern Area Health Service. In this role, Helen has become very familiar with previous and existing nutrition interventions, key nutrition and primary prevention staff and the epidemiological and demographic profile of different parts of this area.

Rationale

Unhealthy diet is estimated to cause 16% of premature death and ill health in Queensland¹, almost double that caused by smoking. The burden of disease is greater for Queenslanders who are socio-economically disadvantaged and the prevalence of diet-related disease is increasing at an alarming rate¹. *Eat Well Queensland: Are we half way there yet?* Midpoint implementation review² identified increasingly poor food literacy as an emerging issue. *The National Aboriginal and Torres Strait Islander Nutrition Strategy and Action Plan*³ also identifies skills in cooking, budgeting, food selection, food preparation, using cooking utensils and equipment, and storing food, as main issues to progress. This has more recently been re-enforced through a focus on life skills in the transition years in the Council of Australian Governments' Close the Gap agreements.

Adults who experience high levels of social disadvantage, have lower incomes and lower education levels, are more likely to have shorter lives, higher levels of disease risk and decreased use of preventative health services⁴. A focus on this target population, despite its challenging nature, has the potential for a significant population impact in the future.

Current public health nutrition investments in Queensland would be enhanced through a better understanding of food literacy in different contexts, allowing specific targeting of messages and building the capacity of individuals to implement key nutrition principles.

What is already known about food literacy and efforts to address it?

'Food literacy' is regularly cited as a contributor to an unhealthy diet. While this term is increasingly used, it does not have a common, well-understood definition nor has its relationship to healthy eating behaviours been established. A thorough, agreed understanding of the components of food literacy and their measurement are needed in order to determine the degree to which these components are modifiable and to gather the evidence to inform the development of effective strategies to address them. Published food literacy interventions are difficult to compare as they focus on different skills and define food literacy in different ways. This project will develop an operational definition of food literacy and the competencies that it encompasses.

Food literacy cannot be divorced from the socio-cultural values placed on the selection, preparation and consumption of food. Food literacy has

the potential to be considered as a dual process of being an outcome of social inclusion as well as a tool to develop connectedness.

'Cooking skills', a component of food literacy, are similarly poorly and inconsistently defined. Some definitions are limited to mechanical and technical skills, others add perception and conceptual abilities, creative and organizational skills and academic knowledge⁵. It is argued that the 'cooking skills' needed for better nutrition are not the technical skills to prepare a meal from basic ingredients but rather the organizational skills to consistently prepare a nutritious meal within other daily demands, from available foods that will be accepted by those eating the meal.

Studies that have limited their definition of cooking skills to technical skills have identified low-income communities as having poorer cooking skills⁶. A study of cooking in Britain identified mothers as the primary source of learning about cooking skills and cooking classes in school as the next most important⁷. Cooking classes in schools in Australia are predominantly taught in secondary school through Home Economics classes. These classes are not compulsory and not taught in all schools. The impact of new curriculum documents, such as the Queensland Essential Learnings and later the national curriculum, has yet to be realised.

In the health sector, a range of strategies exists to address food literacy. These have developed as a result of expert consensus as quality evidence regarding effectiveness of strategies is rare. Critical success factors identified in published interventions targeting cooking skills are hands-on experience rather than demonstration^{8,9} and choosing foods and recipes their family would like^{6,10,11}.

Interventions to address cooking skills usually take the form of classes or workshops, usually over several weeks and presented by an educator e.g. health worker, nutritionist. While interventions have demonstrated improvements in the food skills of those who completed the intervention, retention and completion rates have been typically poor^{12,13}. While there are a number of potential interventions taking place, this work is poorly coordinated, has only ad hoc funding and has not been rigorously evaluated or reported.

The concepts of Role Adequacy, Role Legitimacy and Role Support provide a useful framework for exploring food literacy:

- Role Adequacy refers to competency in the skills necessary to acquire and use food for health. This is usually a mix of knowledge, practical skills such as cooking and shopping, and self-efficacy.
- Role Legitimacy refers to the ability to carry out these tasks within the typical situations in which people find themselves, when using these competencies and skills may not be seen as a legitimate activity to undertake—for example, because normative behaviour does not favour these food literacy competencies.
- Role Support refers to the extent to which the typical environments in which disadvantaged people find themselves support the use of sound food literacy competencies. Role Support therefore allows us to include the social context to develop effective interventions.

Food literacy and food security

The relationship between food literacy and food security is complex and poorly understood. Food security is defined as a situation where people, at all times, have physical, social and economic access to sufficient, safe and nutritious food that meets their dietary needs and food preferences for an active and healthy life¹⁴. Food security has been conceptualized as having three primary pillars: accessibility, availability and affordability.

Exciting new research project on food literacy - continued

In Australia, those most at risk of food insecurity have been identified as young people aged 15–24, Aboriginal and Torres Strait Islander peoples, the homeless, elderly, disabled and those on low incomes¹⁵.

Food security can be described on a continuum. In its mildest form (low levels of food security), households report altering the types of foods they consume, however do not reduce portion sizes or skip meals. 'Very low food security' or 'food insecurity among adults' refers to a moderate level of food insecurity, in which portion sizes among adults are decreased and adults may skip meals, however there are no alterations in meal patterns or portion sizes among children. 'Child food insecurity' refers to the most severe form of food insecurity in which portion sizes for both adults and children are reduced, and meals are frequently skipped^{16, 17}. Food literacy may be the underlying factor that protects nutritional quality under these circumstances. It is evident that the development of food literacy competencies will have the potential to influence some of these constructs in a synergistic, complex manner.

What is evident from the literature is that there are a number of significant gaps in our understanding about the determinants of food literacy and how these relate to healthy eating behaviours.

The research will also attempt to answer:

- What can you expect somebody in a disadvantaged environment with high food literacy to do?
- How can you manage your food business if you are unable to read or write?

Put simply, do young disadvantaged people know about food (role adequacy), do they think it's important (role legitimacy) and if they do, do they have the skills to act (role support)?

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Congratulations to Stephanie Wright



Stephanie Wright being congratulated by Dr Allan Edwards from Griffith University.

A long-time member of HEIA(Q) Stephanie Wright, of Helensvale State High School, was the well-deserved recipient of the 2009 Griffith University Secondary Teaching Excellence Award. This prestigious award involves teachers, one from each of the sixteen state secondary schools on the Gold Coast, being nominated to represent their school as a teacher who demonstrates:

- excellent classroom teaching practices
- the capacity to establish and maintain quality relationships with students, parents and other members of the teaching staff
- making a significant contribution to other aspects of school life.

Stephanie is recognised for her dedication in creating a fair and equitable learning environment that fosters productivity and self expression. Her students feel empowered to be the best they can be in 'Miss Wright's classes'. She encourages personal accountability and self belief through inventive and thoughtful teaching practices. Stephanie values and embraces difference in her classroom and advocates students to do this as well.

Among Stephanie's significant contributions to her school, she has introduced a new course in Fashion and worked as the chief organiser of the ACF Secondary School Culinary Challenge and the Queensland Girls' Team Tennis Competition. She has also volunteered for committees such as the Curriculum Review, the Literacy and Numeracy Committee, and the Gifted and Talented Program. In addition Stephanie has developed strong community partnerships for Helensvale SHS with Warner Bros. Movieworld, Topcut and the Australian Mushroom Growers Association.

In particular, Stephanie's involvement with the ACF Secondary School Culinary Challenge has contributed to Helensvale State High School's extremely successful outcomes in this competition—the school has won numerous gold, silver and bronze medals over the years and, in particular, has won Catering Student of the Year for 2004, 2005, 2006, 2007 and 2008. Stephanie works tirelessly to organise and prepare the students for this competition and provides them with mentor chefs to share their expertise and develop their confidence and ambition to join the Hospitality Industry.

Stephanie has supported students to enter secondary school fashion competitions such as the Ambiwerra Festival in Brisbane and the Australian Wool Fashion Awards in New South Wales. Here, students designed and created outfits to specific criteria and received Highly Commended awards. Stephanie has also been involved in sewing costumes for the school Rock Eisteddfods and School Musicals.

Stephanie also has a keen interest in tennis and has organised girls' tennis teams for Helensvale SHS to enter the Queensland Secondary School Team Tennis Competition and has in the past managed teams in state and national competitions.

This is only a snapshot of Stephanie's contributions and achievements that were recognised by her colleagues from her school. Stephanie was presented with the award at a gala dinner held at Surfers Paradise Marriott in August.

On behalf of the members of HEIA(Q) our sincere congratulations Stephanie in recognition of your commitment to the teaching profession.

Reflecting on the HEIA(Q) 2009

2009 has seen two very practical workshops being offered to Home Economics teachers. 'Fabulous felting' workshops with Sue Going and *FoodChoices* workshops with Jan Reynolds were held in Terms 2, 3 and 4 of this year. These workshops were organised 'on demand'; when a region or cluster requested a workshop, then if there were sufficient numbers, it went ahead.

With the emphasis on professional development by the Queensland College of Teachers to develop skills and knowledge for rapidly changing educational environments, it has been HEIA(Q)'s aim to provide high standard professional development to all members and non-members in 2009.

Fabulous felt: Working a creative classroom

The professional development workshops began with Brisbane South hosting 17 attendees. Term 3 saw Rockhampton, Brisbane North, Brisbane West and Townsville host more of these hands-on workshops, and in Term 4, Mackay teachers enjoyed the 'Felting' experience. Unfortunately, six regions had to cancel workshops due to lack of numbers. Some teachers have been concerned at the workshops being held on a Saturday. There is no quick solution to the best time to run full-day workshops, as many teachers would not be allowed to attend during the week, with some being asked to personally pay for teacher replacement if they attend a week-day workshop.

In total, 100 members and non-members travelled to a 'Felting' workshop with some workshop attendees travelling long distances (Murgon to Brisbane and Miles to Ipswich) to enable them to participate. Congratulations to Sue Going for her time and professional and practical knowledge in facilitating the workshop. Her expertise and knowledge were an asset to the success of these workshops.

The majority of comments have been constructive and positive after each of the workshops and I would like to take this opportunity to thank all attendees who took the time to complete an evaluation form.

Comments from Evaluation Forms

- *Excellent—loved the hands on and the fact that it is basically complete and resembles an article and is usable.*
- *Excellent—interesting (something I've never tried before). Something fairly new to everyone which is good. We are all learning and believe it or not it's an activity that no mistakes can be made!*
- *Wonderful fun! Hands on, great ideas for textiles and taking it in a new direction.*
- *Able to work at our own pace and we were all able to finish the scarf. There was a wide variety of materials to use. Help given when required.*
- *I am not really a hands-on crafty person and was a bit 'ho-hum' about the day but thoroughly enjoyed it and would be keen to attend more of these types of PD days.*

Improvements

Overwhelmingly, 'more workshops' was the biggest improvement suggested on the evaluation forms. The professional development committee will consider that if there is a demand for the 'Felting' workshops, they will still be available in 2010.

Professional Development Program

***FoodChoices* curriculum resource—So what's new?**

In total, 80 teachers from Home Economics, Science and Physical Education faculties attended *FoodChoices* workshops facilitated and presented by Jan Reynolds. Jan has a wealth of knowledge in this area and delegates clearly appreciated her sharing her expertise, as was reflected in the feedback from participants. These workshops were organised 'on demand'; when a region or cluster requests a workshop, then if there are sufficient numbers, it goes ahead. This will continue in 2010.

The five *FoodChoices* workshops were as follows:

- Mackay teachers held their workshop on the July student-free day and felt the hands-on was very helpful and that it is better to gain some familiarity with the program before it was introduced to their students.
- Urangan State High School hosted 17 attendees who felt very confident about using the program in their classroom.
- Corpus Christi hosted 17 teachers from throughout Brisbane—they gave feedback that they felt that *FoodChoices* is a wonderful program and the workshop helped to clarify the usage of the program.
- Further north of Brisbane, Caboolture State High School was well attended by Home Economics, Science and Physical Education teachers who felt very positive about *FoodChoices* and were grateful for the hands-on mode of presentation.
- Trinity Lutheran College on the Gold Coast hosted 12 teachers who noted that there was lots of information to process in a short time but the workshop was very informative and very helpful.

Comments from Evaluation Forms

- *I enjoyed the workshop as I believe that the FoodChoices program is an excellent teaching and learning resource*
- *Very much pitched at the classroom, and real situations discussed/suggested for use/implementation. Totally relevant—an inspiring session.*
- *Very well done. Great to be able to ask questions and get answers and see what is happening.*

Improvements

Whilst most were happy with the timing (typically two hours), some requested more time to practice using the program.

Thank you and Farewell

As 2009 draws to a close thanks must go to the Professional Development Committee: Denise McManus, Carol Turnbull, Julie Nash and Kaye Gleeson for their time and efforts in facilitating the professional development program for HEIA(Q). It is with sadness that we say goodbye to Kaye Gleeson who will be moving to Toowoomba for work commitments. We thank Kaye for her valuable input into Home Economics and HEIA(Q). We also farewell Lesley Cormack (Roma Region) and Nerelle Goodwin (Darling Downs Region), who have decided to retire as regional coordinators for HEIA(Q). We value your commitment to the professional development of teachers in your regions.

HEIA(Q) is committed to maintaining high standards in the professional development offered for members and non-members of the association. Without quality speakers and facilitators, HEIA(Q) would not be able to keep members up to date with current issues that will enhance teaching and learning in Queensland schools. In 2009 we thank Sue Going and Jan Reynolds for being quality speakers and facilitators for the workshops offered across the state and thank Saba (Manager of Mu'ooz), Margo Riley and Kathleen Gordon for also being quality presenters at the World Home Economics Day seminar, pre-conference seminar and World Food Day seminar respectively.

Yve Rutch
Convenor, Professional Development Committee

HEIA(Q) 2009 State Conference Home Economics: *Creativity at work* Saturday 8th August 2009 Conference Evaluation

The following is an overview of the delegate evaluations of the 2009 conference. Approximately 250 delegates attended and the total number of evaluation questionnaires completed was 82. Hence, although the evaluation data are indicative, they are not truly representative as only one third of the delegates returned their forms.

The mean numerical ratings are the means across a five point scale where 1 = Poor and 5 = very good.

KEYNOTE ADDRESSES

	Mean
Rediscovering your Creative Self: Lisa Smith	4.2
Thinking strategically: Dr Irena Yashin-Shaw	4.3

Spontaneous comments

Lisa Smith

Fabulous; Excellent, motivating start to the day; Lisa was great as an opening speaker to grab our attention and make it interesting from the start; Challenging thought patterns

Irena Yashin-Shaw

Wonderful; Enjoyed the entertainment!; Excellent speaker, very entertaining; Excellent, best of day; Excellent and interesting; Fabulous; Fantastic; Difficult time of day – kept everyone engaged and participating; Excellent as a concluding speaker – light-hearted approach for end of day; Irena was great – she should have been first; Shocking!!



WORKSHOPS

The following are the 'Top Five' rated workshops:

Workshop	Overall rating 1-5 (5=High)	Spontaneous comments as to why it was rated highly
Reboot your Head: Lisa Smith	4.7	
Creative classroom: Textiles technology: Frances Murphy and Alice Nelson	4.7	Really enjoyed this workshop. The presenters were enthusiastic and knowledgeable. The activities/content were good.
Colouring textiles creatively: Kay Harch and Robyn Gooley	4.7	Excellent, productive; Wow!
Eco-fashion and sustainable style: Margot Riley	4.3	Margot inspires us to change and have the courage to do so; Would be better with session notes to refer to
Teaching for change: Creative integration of information technology in the new curriculum: Barbara McCarthy	4.0	

When workshops were not rated so highly, they attracted comments such as:

- Irrelevant to classroom
- Boring and uninspiring
- Not what was expected
- Difficult to see (demonstration)

Below is a record of responses to three open-ended questions that were posed on the evaluation form.

1. WHAT DID YOU SEE AS BEING THE STRENGTHS OF THIS CONFERENCE?

- Sit down lunch arrangements/ food in general (41 responses)
- Venue and location (17 responses)
- Hands-on, practical workshops to use in the classroom (13 responses)
- Networking opportunities (13 responses)
- Overall theme (12 responses)
- Organisation in general (11 responses)
- Displays and resources (11 responses)
- Variety and range of workshops and presenters (10 responses)
- New ideas/sharing of ideas (8 responses)
- Keynote speakers (8 responses)
- Great speakers/presentations (in general) (8 responses)
- Interesting and informative (3 responses)
- Atmosphere (2 responses)
- Timing (2 responses)

2. HOW COULD THE CONFERENCE HAVE BEEN IMPROVED?

- Different time or number of days (9 responses)
- All workshops being relevant to classroom (6 responses)
- More hands-on workshop opportunities (6 responses)
- Better/ more accurate descriptions of workshops (4 responses)
- Better/fairer allocation of session preferences (3 responses)
- More time to view displays (3 responses)
- Balance of topics (2 responses)
- Other program issues (4 responses)
- No improvements necessary (9 responses)

3. DO YOU HAVE ANY SUGGESTIONS FOR FUTURE CONFERENCES (E.G. TIMING, TOPICS, LOCATION ETC.)?

- Same venue (17 responses)
- Same lunch format as this year (10 responses)
- Number of workshops (6 responses)
- Same timing (5 responses)
- More food (4 responses)
- Suggestions for topics covered in workshops (4 responses)
- More practical ideas (3 responses)
- Delegates notified of workshops allocated (2 responses)
- Suggested speakers (2 responses)
- Copies of notes and materials provided (2 responses)
- Theme suggestions (2 responses)
- No suggestions, everything good (6 responses)

The 2010 conference committee will endeavour to build on the strengths of the 2009 conference and address the concerns expressed in the evaluations in order to ensure that the 2010 conference is a quality professional development experience for everyone. Thank you to everyone who returned their forms and gave us a platform from which to build.

Valé Janet Sullivan



Janet Ann Sullivan died peacefully in her sleep on November 13th 2009 after a short but courageous battle with cancer. The Home Economics community and Ipswich State High School has lost a respected and valued member with her passing. We will remember her for her knowledge, dedication and work ethic as well as for her friendship.

It was a sad week when Ipswich State High School learnt of the loss of Janet. However as the school community gathered to celebrate her life, we realised that she had put so much of herself into the school for so long that she will be remembered fondly as we try to fill the void she leaves behind.

Janet's teaching career began when she graduated from a three year teaching scholarship in 1975 and was appointed to Ipswich State High School in 1977. She became Subject Master in 1983 and Head of Department in 1995. Her commitment to her profession and her work

ethic is reflected in the fact that she had only eight weeks total of sick leave in her 35 years of service! Throughout her years at Ipswich SHS Janet undertook many roles including teacher, mentor, leader, conscience, advocate and organiser. Some of her contributions to Ipswich SHS and the Home Economics Department include the QCS breakfasts, Health Promoting Schools Committee chair, the organisation of Regional HOD meetings, the introduction of VET certificates to Home Economics, the development of The Break (school coffee shop run by hospitality students), the naming and structure of the pastoral care groups, and *Smart Choices* coordinator.

Recently Janet took on the responsibility of managing the Vocational Education and Training components at school. This enormous job was approached in typical Janet fashion—methodically and meticulously and most importantly, accurately. Policies and procedures were important to Janet as things had to be done properly. She was a stickler for details and lists, but was always prepared to develop and trial new programs and make suggestions to improve practices. Janet wasn't frightened of hard work and if it would benefit students and staff then she felt it was always worth the effort.

Janet was also heavily involved in Regional sporting circles. With a passion for basketball almost as strong as her passion for teaching, Janet coached and mentored teams in the Met West School Sport competitions.

In the Home Economics community Janet was widely known. She was known to many because she was always prepared to contribute to debates, provide advice and advocate for Home Economics, often in environments that were not friendly towards Home Economics. It is testimony to Janet and people like Janet that home economics remains alive and well in Queensland today. Janet's contribution to the profession has always gone way beyond the call of duty, and this was recognised when, in 2002, HEIA(Q) awarded Janet its prestigious Excellence in Teaching Award. This award recognises excellence both in the classroom and in the wider professional field. Thank you Janet for all that you have done for Home Economics.

Whilst she was an excellent manager and leader, undoubtedly Janet will be remembered for her commitment to her students, her staff, her colleagues and her friends. She was a people person. She found joy in students' academic and sporting achievements. She had high expectations for her students and always provided them with the opportunities and support they needed to succeed. She encouraged her staff and colleagues to be professional and excel in their endeavours, giving them tasks to accomplish and the freedom to experiment whilst being there to support them on their journey. Janet valued her friends and always remembered important dates and events in their lives and always took the time to ask.

We will miss Janet and her larger than life personality, but we are all thankful for having known her, and better for the experience.

Sue Booth
Acting Head of Department
Home Economics Department
Ipswich State High School

With thanks to Simon Riley, Principal Ipswich SHS and Janet Reynolds, HEIA (Q).

What's on in 2010?

HEIA(Q)'s professional learning plans

Theme for 2010—Essentially.....

Essentially—the word conjures up many images. But for HEIA(Q), in 2010, it is what will essentially make a difference to Home Economics in Queensland—whether to our professional status, our members, or our students of Home Economics.

The **2010 Essentially** program will centre around:

- **Essential Learnings**—what teachers must do, what is mandated
- **Essentially nutrition and essentially nutritious**—contemporary issues related to nutrition and food
- **Essentially digital**—the impacts and implications for Home Economics, whether related to everyday living or to professional teaching environments.

HEIA(Q) 2010 Workshops

Essential Learnings—what teachers must do, what is mandated

For our teaching profession, the **Essential Learnings** are mandated for those teachers in government schools, and are being taken up by most non-government schools. The mandate is demanding that not only do we implement the Essential Learnings, but also that there is focused teaching to improve the standards of student learning. HEIA(Q) will build on its previous workshops on the Essential Learnings and move straight to the development of quality, rigorous assessment tasks. These workshops will be offered in all regions.

Essentially nutrition and essentially nutritious—addressing contemporary issues related to nutrition and food

The continued state and national agendas related to food and nutrition make this area a priority for Home Economics. Whilst the 2007 nutrition education conference gave us the 'how to' messages, in 2010 HEIA(Q) will deliver an **essentially nutrition and essentially nutritious** update—an update of our disciplinary knowledge related to food and nutrition, and possibly accompanied by an update of upbeat ideas for practical food classes. The **essentially nutrition/ious** workshops will be offered in all regions.

FoodChoices Curriculum Resource—So what's new?

These workshops will continue to be offered where a region indicates a demand.

HEIA(Q) 2010 State Conference

Essentially digital: Impacts and implications for Home Economics

The 2010 '**Essentially digital**' conference will look at how the digital world is impacting positively and negatively on areas of major interest to home economics professions—food, textiles, personal relationships and teachers' professional practice, including effective pedagogies using digital media. The conference will be held Saturday 28 August 2010 at the Brisbane Convention and Exhibition Centre.

Date Claimer 1

HEIA(Q) 2010 State conference
Essentially digital: Impacts and implications for Home Economics

Saturday 28 August 2010
Brisbane Convention and Exhibition Centre

Date Claimer 2

World Home Economics Day celebration

Saturday 20 March 2010
10am–12pm

The Landing
Dockside Hotel
44 Ferry Street
Kangaroo Point

Date Claimer 3

HEIA(Q) Annual General Meeting

Saturday 20 March 2010
12pm–12.30pm

The Landing
Dockside Hotel
44 Ferry Street
Kangaroo Point

Priority Country Area Program (PCAP)

Priority Country Area Program (PCAP) is a Queensland-based, State-funded program with the aim of improving the educational opportunities, participation, learning outcomes and personal development of rural and isolated primary and secondary school students in both state and non-state schools. PCAP is community-based, inter-systemic and jointly administered by Education Queensland and the Queensland Catholic Education Commission. Funds are available to support teachers attending professional development events that meet the PCAP objective and are approved by Area Management Committees (Northern, Central, North West and South West) and their Local Area Committees.

Contacts

State Coordinator Priority Country Area Program, Rockhampton
Coordinator Central PCAP Area, Rockhampton
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All enjoy Home Economics at Goodna State Special School

At Goodna State Special School (GSSS), on the south-western side of Brisbane, Home Economics is an important, fun and enjoyable part of the curriculum. Over the course of the school week all children, from Junior to Workskills students, eagerly participate in Home Economics classes. In 2008 the school was fortunate to receive funding for an upgrade of the Home Economics facilities and, as a result, the children now have a well-equipped, bright, airy kitchen catering to their special needs.

At GSSS, implementation of the Home Economics curriculum is underpinned by Education Queensland's *Smart Choices—Healthy Food and Drink Supply Strategy*. However, for the children the emphasis is on the fun and enjoyment of learning about foods: where they come from, what they look like, what happens to them when we cook them, how the various foods feel in the mouth and lastly, but often most importantly, what they taste like. First-hand experience can be an exciting journey.

Throughout the course of a Home Economics lesson, learning skills—for example, reading recipes and labels and measuring and weighing—help reinforce the literacy and numeracy programs in the children's regular classrooms. Positivism is the dominant force in the Home Economics learning area. Learning simple techniques and skills such as how to hold

a wooden spoon and stir or manage a flour sifter require much patience, encouragement and repetition. Repetition, gentle positive encouragement, and consistency of routines are crucial to the success of what is learnt.

As we move through the school year, students' confidence builds and skills improve. It is a true delight and joy to see the children's faces light up with pride as they become more independent. Independence, no matter how small the increment, is the goal and is highly valued by each child.

An extension to all the positive learning that happens in the food, nutrition and hygiene areas is the emphasis placed on learning appropriate social skills for the enjoyment of eating and dining in a group. Social skills such as setting the table, how to hold a knife and fork, how to eat our food—eating slowly not gulping and rushing, waiting for others to start, and talking not yelling at the table, are modelled and repeated on a weekly basis. Change happens and social skills improve, albeit sometimes very slowly.

2009 has been an adventurous year for the Home Economics students at GSSS. Not only are the students successfully catering for their individual class camps, but also Home Economics has reached out into the wider Goodna community. Throughout 2009 a monthly 'Market Day' has been held in the school car park and is open to the general public. The children prepare all the items sold from preserves, jams, pickles, and chutneys to cakes, biscuits, pies and fresh fruit and vegetables from the school's market garden. The car park is abuzz on 'Market' days as the children set up the stalls and prepare for the customers, of which there are many. Sales are high. Preparations are currently reaching fever pitch for the fast-approaching Xmas stall.

Home Economics is strong at GSSS and going from strength to strength as the students' confidence builds. It is a fun subject enjoyed by every child in the school.

Maggie Wingett
Goodna State Special School



'Fabulous Felt'

tried and tested in the classroom

Earlier this year I wrote an article about the wonderful 'Fabulous felting' workshop presented by Sue Going. I drove home from the course with great ideas of how to incorporate my new-found skill into my upcoming units.

As my Year 11 Home Economics students were about to start 'Creating with Textiles' it seemed a great time to introduce this newfound activity. I started the lessons showing the students the unique scarves my colleague and I had created. I also showed them the wonderful array of wool tips that we had sourced from the Spinners and Weavers Association to use throughout the unit. This instantly caused a lot of interest, not only with the Year 11 students but with Textiles students from other year levels. The Year 11 students were immediately inspired to create all sorts of coloured felts, with chatter about the colour combinations as well as lots of questions about how a bag of brightly coloured wool could be manipulated into a shape of your choice.

We started by using a 70-minute lesson to choose our colours, lay out our wool and wet down, roll and bash our wool into felt squares. This was easily done in the kitchen with tea towels and soap flakes, bought from the supermarket. The Manual Arts Department had plenty of timber dowels we borrowed to roll up our laid out wool. The students found this to be a fun way to spend a lesson, as well as a great way to release the pressures of their school day. Everyone was excited by the products that were emerging as different colours were mixed together. The students were completely engaged in discussions about how they could use the different felts in their bag designs.

We then left the felts to dry and by the next lesson, the students couldn't make up their mind which colours they liked best so it was decided to pool their creations so everyone could have access to the different coloured squares. Lots of questions were asked by passing students as the felts were hung outside to dry that afternoon.

Students used the felt in a variety of forms in their creations. Whilst no student chose to use felt as the main fabric choice for their project, they all used it to complement their design. A valuable suggestion was that in future I could show students this year's creations so others could see the potential ways felt could be used. Everyone loved the fact that it was easy and fun and that it was a unique way to add an embellishment to their creation. Lots of the students were also amazed that their pocket/heart/emblem started out as a sheep!

The felt squares created a lot of interest with the other year levels who were working on various textiles units. These students chose to use commercial felt as part of their practical tasks as they were inspired by the descriptions of how the felt was created and how vibrant the felt squares looked. Many said they couldn't wait to do Year 11 so they could create their own felt.

By the end of the unit, with the students' completed bags on display, we seemed to have inspired more business for our subjects next year. All in all, it was a very positive and useful PD to attend and I sincerely thank HEIA(Q) for giving its members the opportunity to attend a wide variety of Professional Development activities throughout the year.

Debbie Cain
Canterbury College



'Cupcake' made from three different coloured felt pieces to decorate a children's backpack



Felt used to create bikini bottoms to embellish the pockets of a beach bag



Felt square used as a pocket on a uniquely designed bag

HEIA(Q) response to the draft revised Senior Home Economics Syllabus

As the Senior Home Economics Syllabus undergoes a minor rewrite, the HEIA(Q) Committee of Management has continued to offer feedback to Queensland Studies Authority (QSA) on the draft document. The following is a summary of some aspects of the committee's most recent response. The feedback provided is a collation of responses from a curriculum officer, experienced teachers from state, catholic and independent sectors, beginning teachers and an undergraduate.

Rationale

The rationale is difficult to unpack and develop an overall concept of what a study in Home Economics is about. We feel it should be about:

- developing conceptual understandings about how Food & Nutrition (F&N), Textiles & Fashion (T&F) and Living Environments (LE) impact on wellbeing
- developing conceptual understandings about the personal and societal impacts on wellbeing
- developing practical, cognitive reasoning and advocacy skills to promote both individual and family wellbeing and sustainable futures within the context of F&N, T&F and LE.

The notion of being an informed and active citizen versus a consumer does not come through clearly enough in the document. With regard to the impacts of local and global issues, the rationale needs to make clear that impacts are reciprocal—people impact on local and global issues and they in turn impact on people. References to junior syllabi should be deleted as these have been replaced by the Essential Learnings.

General Objectives

'Understanding' continues to be a vexed question and the intention of this term is not clear—is it intended that 'understanding' is low-level thinking, or does understanding develop from engagement in many higher-order thinking skills? The bullets do not reflect that critical and creative thinking are fore grounded. With regard to reference to families, 'their' should be removed as it is not just about their own families—it needs expanding to include others and beyond. There appears to be some overlap between applying the 'knowledge and understanding' and 'reasoning processes'.

Course Organisation

Course organisation is vague and could be enhanced by a visual diagram to make more obvious to new/inexperienced teachers attempting to plan a new program. It also appears to have reverted to everyday issues and lost the global context it requires.

Organising Framework

It is pleasing to note the inclusion of a global perspective and the expansion of 'environmental' to 'sustainable', thus allowing for more scope than simply ecological views. The framework may need to include

explicit explanations/models of social inquiry, empowerment practice and technology practice as opposed to a brief reference to the junior syllabus, which is now obsolete.

Key Concepts

The concepts require further work as in their current form they are not telling the full story. The following suggestions should be considered:

- The wellbeing of individuals is informed by more than what is listed in the draft document. In Home Economics, equally important as all the societal factors that are listed, is the influence of personal knowledge, attitudes, cognitive reasoning processes and practical skills. The point could be broken into two points so that it is clear that wellbeing is influenced by personal factors, and by societal factors.
- Actions as an informed citizen are more than just for sustainable futures, they are also important for current issues. For example, when considering advertising of junk food, we should and do advocate for this but it is more of a current issue than a sustainable futures issue. In addition, linking 'citizen' and 'consumer' together does neither justice. In Home Economics we do both and students need to know the difference and why both are important.
- The third point is missing the importance of practical skills, especially of practical food skills in maintaining and/or enhancing wellbeing. It is not always about being innovating or creative. Adding 'purposeful' to the list and linking to health would strengthen this point.

The key concepts should make very clear that Home Economics is about:

- Personal and societal impacts on wellbeing
- Being an informed and active citizen with regard to *current* issues as well as sustainable futures
- Impact of practical skills on health and on creative problem solving—this is in fact a subset of 'Personal impacts'—we understand why it is separated out, but it should perhaps follow on from personal impacts.

Key Contexts

Contexts are unbalanced in representation and it appears that F&N is of much greater value than T&F and LE due to the extended descriptors. Many of the descriptors are generic and could be applied to each context to ensure better balance of each context. Or a better way might be to keep each context as brief as LE with all explicit points left to the Key Ideas section. If each section of the Contexts began with; '*Students and what they are expected to do*' it will make it quite clear to the reader what the intent is of that context.

The contexts are each written in very different styles:

- F&N is almost like a summary of the key ideas. This is very frustrating to have to go through and pick out the difference and in many

instances the wording is almost the same. Perhaps a simple statement that makes clear the difference between the study of F&N in Home Economics versus Food Technology and Hospitality.

- T&F—Is it about clothing or fashion or both? Key ideas do not reflect a big push for fashion; therefore to have the word ‘fashion’ in the title of the context appears somewhat misleading.
- Home Economics students do not have to become creators of textile products. Students should be focusing learning on consumerism and being an active citizen; for example advocacy for why the fashion industry is allowed to promote the practices that it does (being thin, having to have a new outfit, exposing the body to the strong sun and so forth).
- There are aspects of the key concepts and contexts text that are not picked up in the key ideas, like links to wellbeing and informed citizens.

Key Ideas

There is no logical sequencing to the key ideas so it is difficult to get a sense of what is happening with these ideas. Is there any development or progression within these key ideas? Perhaps, if the concepts were used as an organiser for the key ideas there would be greater consistency across the concepts and key ideas.

The links between textiles and wellbeing is not being picked up adequately. Similarly with sustainability, there is no sense of what sustainability means in this context. What are we sustaining? What is meant by ‘sustainable eating habits’? Perhaps something like *‘is empowering for healthy eating practices and sustainable food futures.’* would better reflect what is intended.

Assessment

The new formatting for task explanations is easy to read and follow. The expectations for both students and teachers are clear. Being able to link reasoning tasks with practical tasks for assessment is supported. Clarification is needed regarding assessment of multiple criteria within one task. An example would be beneficial.

Response to stimulus material does not include any digital media or photographs. Regarding multi-modal presentations, the stem reads ‘include’ rather than ‘could include’. Does this mean that we must include an oral/multimodal presentation? This needs clarifying.

Other

No sample learning experiences are included. Would QSA provide website space/professional development to access these in the future, particularly for new and inexperienced teachers of senior classes?

Calories on UK menus one step closer

**Food Standards Agency (UK) Media Release 3
December 2009**

<http://www.food.gov.uk/news/pressreleases/>

Menus with calorie information are one step closer to becoming a reality in the United Kingdom (UK), following successful and productive work this summer with twenty-one catering companies. Catering businesses, including many major high street names, have been displaying the calorie content of dishes on menus in a select number of their outlets to help people make healthier choices.

A calorie labelling scheme would let people see the number of calories in the food and drink they order when they are eating out—whether they are in restaurants, coffee and sandwich shops, pubs, leisure attractions or staff restaurants.

As part of its work to help people make healthier choices when eating out, the Food Standards Agency is seeking views on how a voluntary calorie labelling scheme will work best in practice. The consultation is seeking views from the public as well as the catering industry on how calorie information should appear and will close on 11 March 2010. It sets out the key principles of a scheme, which are based on work that the Agency undertook over the summer with 21 companies that had introduced calorie labelling in some or all of their outlets.

An independent evaluation published by the Food Standards Agency (UK) shows that this first group of businesses were able to introduce calorie labelling with relative ease. It also tells us what customers want from a scheme that would help them make healthier choices more easily.

The evaluation showed that three factors were found to have an impact on consumers’ capacity and inclination to use calorie labeling:

- the clarity of the information
- people’s understanding of calories
- engaging consumers by providing tips on saving calories

People could envisage using calorie labelling to help them make healthier choices, while still enjoying their favourite foods when eating out.

The evaluation also highlighted that more people will know to look for and use calorie labelling once it has become more widespread.

The Agency will collate responses and publish details of a final scheme in spring 2010.

Note: HEIA hopes to bring further information about this project in the *Journal of the Home Economics Institute of Australia*.

Smart Choices Evaluation Summary

Healthy Food and Drink Supply Strategy for Queensland Schools

Overview

In June 2005, the Queensland Government announced the implementation of the *Smart Choices* – Healthy Food and Drink Supply Strategy for Queensland Schools. *Smart Choices* is one initiative in a broad Queensland Government program to promote healthy weight and improve children and young people’s health through better nutrition.

The aim of *Smart Choices* is to ensure that all food and drink supplied in state schools reflects the Australian Guide to Healthy Eating and the Dietary Guidelines for Children and Adolescents in Australia. *Smart Choices* applies to all situations where food and drink is supplied in the school environment including tuckshops, vending machines, school excursions, school camps, fundraising, classroom rewards, sports days, breakfast programs, school events, class parties, sponsorship and advertising, and food used in curriculum activities.

The strategy includes a Food and Drink Selector to assist schools to provide healthy food and drinks. The selector categorises foods and drinks into three broad categories:

GREEN 'have plenty'	Encourage and promote these foods and drinks eg. bread, cereals, fruit, vegetables, low fat milk.
AMBER 'select carefully'	Do not let these foods and drinks dominate the choices eg. processed meats, muffins, savoury breads.
RED 'occasionally'	These food and drinks are to be supplied on no more than two occasions per term eg. soft drinks, confectionery, deep fried foods.

Following the introduction of *Smart Choices*, state schools had an 18 month lead in time to implement changes to current school practice before the strategy became mandatory in all Queensland state schools in January 2007.

The Queensland Council of Parents and Citizens’ Associations (QCPCA), Queensland Association of School Tuckshops (QAST) and Nutrition Australia were funded to support the implementation of *Smart Choices* in schools.

Two resource packages were developed and distributed to all schools in Queensland to assist implementation of the strategy:

- *Smart Choices* Healthy Food and Drink Supply Strategy for Queensland Schools (distributed Term 3, 2005)
- *Smart Choices* Tool Kit (distributed Term 1, 2006).



To increase understanding of *Smart Choices* and its implementation in schools, a number of information and training seminars were conducted throughout the state. A dedicated *Smart Choices* website was developed to disseminate information about the strategy and is accessible at www.education.qld.gov.au/schools/healthy/fooddrink-strategy.html

Evaluation

The implementation of *Smart Choices* was evaluated in Term 2, 2007 by surveying principals, Parents and Citizens’ Associations (P&Cs), and tuckshop convenors. The evaluation examined the level of understanding, engagement and implementation of *Smart Choices* within school communities.

As part of the evaluation all principals and P&Cs in Queensland were invited to participate and a random sample of 523 tuckshop convenors from across Queensland was selected to be interviewed. Results are reported from the responses received from:

- 973 principals who completed an online survey (response rate 78%)
- 598 P&Cs who completed a self administered postal survey (response rate 48%)
- 513 tuckshop convenors who were interviewed via phone (response rate 98%).

The major limitation of this evaluation is that the responses are self reported. However, there is a high level of consistency between the three groups of respondents within the school community which supports the findings of the evaluation.

Key findings

The findings from this evaluation indicate that Queensland state schools:

- supported the rationale for introducing *Smart Choices*
- made significant efforts in a short period of time to implement *Smart Choices* across all areas of food and drink supply
- took steps to engage the wider school community in implementation of *Smart Choices*
- accessed resources and attended training sessions to gain further understanding of *Smart Choices*.

The evaluation found that the overall implementation of *Smart Choices* was high with:

- nearly all schools reporting implementation of *Smart Choices* in tuckshops, vending machines, breakfast programs and in curriculum activities
- the majority of schools reporting implementation of *Smart Choices* in sporting events and sports clubs, fundraising events, classroom rewards and class parties.

Results and discussion

Smart Choices in the tuckshop

Nearly all Principals (97%), P&Cs (99%) and tuckshop convenors (97%) reported that the school tuckshop had implemented *Smart Choices*.

Nearly all (97%) tuckshop convenors reported that RED foods had been removed from the tuckshop. One fifth (21%) experienced some difficulties removing RED foods and drinks including concern over loss of profits and lack of demand for healthy food and drink by students.

Most tuckshop convenors (91%) reported that the availability of GREEN foods and drinks such as reduced fat dairy products, plain water, fruit, vegetables and wholegrain foods increased on the tuckshop menu.

The majority of tuckshop convenors (84%) indicated they used two or more strategies to ensure AMBER foods and drinks do not dominate the tuckshop menu choices.

Over half P&Cs reported an increase or no change in tuckshop profits since implementing *Smart Choices* (15% reported an increase and 41% reported no change). 32% reported a decrease in profits.

Smart Choices in the broader school environment

Smart Choices is the first healthy food and drink strategy for schools in Australia to go beyond tuckshops and apply across the broader school environment. Principals and P&Cs who participated in the evaluation reported that *Smart Choices* had been implemented well across the whole school environment (see table).

Proportion of Principals and P&Cs reporting implementation of *Smart Choices* in the broader school environment

	Principal (%)	P&C (%)
Breakfast programs	98	92
Vending machine stock	94	83
Sponsorship and advertising	93	84
School events	87	88
Vending machine advertising	85	84
School sporting events	81	80
Fundraising events	80	84
School/P&C sporting clubs	73	75

Only some schools have breakfast programs or vending machines. In the schools that provide these services, principals and P&Cs reported the food and drinks supplied are consistent with *Smart Choices*.

In 2005 the DET sponsorship and advertising policy was revised to ensure consistency with *Smart Choices*. The majority of principals and P&Cs reported sponsorship and advertising within their school was consistent with *Smart Choices*.

Principals and P&Cs reported that *Smart Choices* has been implemented in the majority of school and P&C sporting events and clubs. Promoting and modelling healthy eating and being physically active is important

and more work is needed to improve the availability of healthy food at sporting events and clubs.

Many principals and P&Cs reported they had changed from using RED foods as the basis of their fundraising activities. However, with around one in five P&Cs and principals reporting that they are not implementing *Smart Choices* in fundraising, more work is needed to improve the confidence and ability of schools to successfully fundraise without relying on RED food and drinks.

Smart Choices in the classroom

Almost all principals (97%) reported implementation of *Smart Choices* in curriculum activities. Curriculum activities that involved RED foods fit the context of *Smart Choices* as occasional foods.

Implementation of *Smart Choices* was reported by a majority of school principals as part of classroom rewards (86%) and class parties (75%). It is encouraging to see the changes being made in classrooms, however, further work is required to support and direct teachers to suitable alternatives.

Recommendations for the future

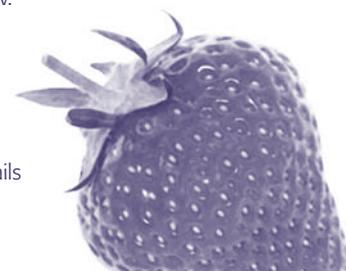
Queensland state schools are to be congratulated on the progress they have made toward improving the nutritional quality of the food and drink available to students.

The following recommendations have been made to ensure that the strategy continues to be an effective initiative to improve food and drink supply in schools:

- Provide ongoing support to maintain the implementation of *Smart Choices* in the tuckshop and vending machines and strengthen implementation of *Smart Choices* in school sporting events and clubs, fundraising events, classroom rewards and class parties (DET and Queensland Health).
- Implement a process to ensure the *Smart Choices* strategy keeps pace with changes in food supply and the food industry (Queensland Health).
- Maximise the benefits of existing funding grant and award programs by promoting the programs to schools and disseminating the experience and knowledge of schools that participate (DET and Queensland Health).
- Develop an implementation plan to action the recommendations of this report (DET and Queensland Health).

For a copy of the full *Smart Choices* evaluation report visit the *Smart Choices* website www.education.qld.gov.au/schools/healthy/food-drink-strategy.html

This website also contains information and resources to assist schools to implement *Smart Choices* including copies of the strategy and tool kit, FAQ, fact sheets and details of support organisations.



Food security websites

AusAID publications:

- *Food for all*
 - *"Silent tsunami": Global food security in the 21st century*
- <http://www.globaleducation.edna.edu.au/globaled/go/pid/1664>

Etiko *Want to buy sports balls for your school that are made using sustainably harvested rubber? These balls are guaranteed not to be made using child labour.*

→ <http://www.etiko.com.au/>

Food and Agriculture Organisation (FAO) of the United Nations *This site provides background on food security and World Food Day.*

→ <http://www.fao.org/getinvolved/worldfoodday/en/>

Food Connect *This is community-supported agriculture in action in South East Qld—support local farmers.*

→ <http://www.foodconnect.com.au/>

Foundation for global community *This site provides a funky brief animation about how everything is connected.*

→ <http://www.globalcommunity.org/flash/wombat.shtml>

Global Education *This site provides a background on food security*

→ <http://www.globaleducation.edna.edu.au/globaled/go/cache/offonce/pid/177;jsessionid=A539A19423CBD12DADDB105441C0784A>

Global Learning Centre *The Global Learning Centre is a non-profit centre in Queensland (Brisbane) supporting teachers and student teachers in integrating peace, justice and sustainability issues into school programs—there are lots of resources in the online library.*

→ <http://www.glc.edu.au/>

Oxfam *Oxfam supports fair trade producers. They have a new line of food products to add to their fair trade: organic coffee, tea and chocolate. Buy online or visit shops in Brisbane City, Chermside and Mt Gravatt (Garden City).*

→ <http://www.oxfamshop.org.au/products>

The Miniature Earth Project *This site has a thought-provoking, short online video*

→ http://www.miniature-earth.com/me_english.htm

The Trading Circle *The Trading Circle is a non-profit organisation that sells fair trade goods from around the world, helping people trade their way out of poverty—there is a shop in Brisbane*

→ <http://www.thetradingcircle.com.au/>

Asia Education Foundation Web Portal update

The Asia Education Foundation has a new web portal: <http://www.asiaeducation.edu.au>. The portal includes engaging new resources along with materials that have been updated and re-formatted for the portal. The portal is currently in Stage 2 of development; resources will be migrated across from the former site on a weekly basis. Web 2.0 functionality will be added in coming months.

Please contact aefwebsite@curriculum.edu.au if you cannot access the resources that you need or you would like to provide feedback about the new site.


Home Economics Institute of Australia (Qld) Inc.

2010 ANNUAL GENERAL MEETING

Saturday 20 March 2010
 12:00 pm–12:30 pm
 'The Landing' at Dockside
 44 Ferry Street, Kangaroo Point

AGENDA

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

NB: The AGM will follow a celebratory function for World Home Economics Day, commencing 10:00 am—details for the event will be publicised on the website and a notice sent to HEIA(Q) members by email.

RSVP:

NAME:

Ph: Email:

I would like to indicate my attendance at the Annual General Meeting

Yes

No

or

I am nominating a proxy for the meeting

Yes

No

PROXY: Should you wish to appoint a proxy, please complete the proxy form below and forward to the Secretary. Proxies must be in the hands of the Secretary before the meeting commences.

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

being a financial member of the Home Economics Institute of Australia Inc., am not able to be present at the HEIA(Q) Annual General Meeting to be held 20 March 2010. I hereby appoint (print full name), also a financial member of HEIA Inc. as my proxy to vote on my behalf at the Annual General Meeting to be held 20 March 2010, and at any adjournment of that meeting.

.....
 Signature of member appointing proxy

.....
 Date

Please return to: Secretary HEIA(Q), PO Box 629, KALLANGUR 4503, or fax to 1800 446 841.



2010 ANNUAL GENERAL MEETING

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44 Ferry Street, Kangaroo Point

Nomination Form

Nominations for the following positions can be made on the form below. Nominations may be submitted before or at the Annual General Meeting.

Committee of Management

- President
- Vice President
- Secretary
- Treasurer
- Delegate to National Council
- Member of the Committee of Management

I,, being a financial member of the Home Economics Institute of Australia Inc., wish to nominate (print full name of Nominee) for the position of (print position to be filled).

.....
Signature of Nominator

.....
Signature of Seconder

I,, being a financial member of the Home Economics Institute of Australia Inc., accept nomination for the position of

.....
Signature of Nominee

.....
Date

Tel: Email:

Sub-committees

Sub-committees include: newsletter, professional development, conference, webpage, student liaison. It is not necessary to be a member of the Committee of Management to participate in a sub-committee and there is no need to be nominated, just express your interest.

I,, being a financial member of the Home Economics Institute of Australia Inc., wish to express an interest in being a member of the Sub-committee and can be contacted by telephone on or by email at

Queensland Studies Authority Membership of Learning Area Reference Committees (LARCs)

Professional associations are not represented on the new LARCs—HEIA(Q) urges members to nominate so that Home Economics has a voice.

Background

The term of appointment for the current syllabus advisory committees of QSA has now finished. The terms of reference and membership have been reviewed in the context of the future advisory needs of the QSA in a national environment of transition and change. LARCs will be established for two years and will commence operation in March 2010. In addition, writing teams will be formed as needed to revise specific syllabuses or develop new curriculum materials.

About LARCs

A LARC meets up to four times a year, usually once a term—from 9:30 am to 3:30 pm—at the Office of the QSA. The QSA pays travel expenses but does not pay TRS. The LARCs reflect the learning areas described in the Melbourne Declaration on Educational Goals for Young Australians 2008:

- Early Years
- English
- Mathematics
- Sciences
- Humanities and Social Sciences
- Business and Economics
- Arts
- Languages
- **Health and Physical Education (Note: In the QSA structure, Home Economics is 'located' in HPE so HEIA(Q) members are advised to nominate for this LARC)**
- Information and Communication Technologies and Design.

Membership

Each of the LARCs other than Early Years includes:

- one practising teacher across middle years (Years 4–9)
- one practising teacher across senior years (Years 10–12).

There will be a balance of state and non-state teachers in the membership of each committee.

Invitation to apply

On 2 December QSA released a memo (089/09) inviting practising teachers in state and non-state schools to apply. This memo, including the nomination form, was sent to all schools and should be available from the Principal or Deputy Principal. Nominations should consider the following:

- demonstrable knowledge of the learning area curriculum and assessment (**in the case of Home Economics, expertise in two or more areas would be considered favourably—for example: Home Economics, Health, Hospitality**)
- considerable teaching experience in the learning area (**indicate if your strengths are in Years 1–9, Years 11–12, or both**)
- preparedness to read and critique various policy and curriculum documents such as reports, papers and syllabuses
- capacity to attend all meetings and to consider issues out of session.

Nominations should be forwarded by close of business on Friday 5 February 2010. The form must be signed by your Principal.

More information

If you would like more information, please contact Dayrelle Abbey at QSA by telephone on 3864 0462 or via email at teaching.learning@qsa.qld.edu.au



2010 Diary Dates

MARCH

20 **HEIA(Q) World Home Economics Day function**

10.00a.m.–12.00p.m.
The Landing (Dockside Hotel)
44 Ferry Street, Kangaroo Point

20 **HEIA(Q) Annual General Meeting**

12.00p.m.–12.30p.m.
The Landing (Dockside Hotel)
44 Ferry Street, Kangaroo Point

21 **World Home Economics Day**

AUGUST

28 **HEIA(Q) State Conference**

Essentially digital ... Impacts and implications for Home Economics

Brisbane Convention and Exhibition Centre,
South Bank, Brisbane

Web: www.heia.com.au/heiaq

Lyn Greenfield at Echo Events Australia

Tel: 07 3272 0950; Mobile: 0423 907 059

Email: lyn@echoevents.com.au

OCTOBER

16 **World Food Day**

<http://www.fao.org/getinvolved/worldfoodday/en/>

STOP PRESS 11 December 2009 National Curriculum

Below is the response received 11 December 2009 from ACARA (Australian Curriculum, Assessment and Reporting Authority) when HEIA Education Standing Committee Convenor and HEIA(Q) Committee of Management member Jan Reynolds wrote to the CEO of ACARA asking about the Phase 3 learning areas, which include *Health and Physical Education*, and *ICT, design and technology*.

Dear Janet

Thank you for your email, addressed to Dr Peter Hill, CEO of the Australian Curriculum, Assessment and Reporting Authority, in regards to the learning areas for phase 3 of Australian curriculum development. Dr Hill has asked that I reply on his behalf.

As you noted, ACARA has been requested by the Ministerial Council on Education, Early Childhood Development and Youth Affairs (MCEECDYA) to provide advice about the possible inclusion of, and timelines for curriculum development in other learning areas, including health and physical education, ICT, design and technology, economics, business and civics and citizenships.

Initial advice was provided to the Ministerial Council on an approach that will be taken in the lead up to providing detailed advice. ACARA is currently preparing this advice for consideration by the Ministerial Council at its first meeting in 2010. ACARA will communicate MCEECDYA's decision about phase 3 national curriculum development when it becomes available and this information will be provided through ACARA's normal communications channel.

We encourage you, if you have not already done so, to register for the ACARA e-alert system by following this link http://www.acara.edu.au/get_involved/get_involved.html to remain up to date with progress of ACARA's work in developing the Australian curriculum.

Regards

Robert Randall

General Manager, Curriculum

Australian Curriculum, Assessment and Reporting Authority (ACARA)

HEIA(Q)

PO Box 629, Kallangur Qld 4503 Tel/Fax 1800 446 841

Email: heiaq@heia.com.au Website: www.heia.com.au/heiaq