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

September 2011

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HEIA(Q) State Conference	2
State high schools receive computerised sewing machines	4
Pre-conference seminar and graduand function	5
Early Childhood creativity activity—a competition	6
World Food Day	7
Professional development	8
Thank you, Michelle	8
What's happening in Queensland school kitchens?	10
HEIA(Q) tour to Scotland	12
School profile: Palm Beach Currumbin State High School	16
Fusion of Flavours	18
Diary Dates	back cover

contents

State high schools receive computerised sewing machines Page 4



HEIA(Q) tour to Scotland Page 12



School profile: Palm Beach Currumbin State High School Page 16



HEIA(Q) state conference

Action for futures

—A local and global perspective



Speakers L-R: Dr Jenny Naylor, Professor Ian Lowe, Dr Amanda Lee, Dr Sue Thomas, Professor Erica McWilliam

300 delegates gathered at the Brisbane Exhibition and Convention Centre on 27 July for the annual HEIA(Q) conference. This year is the first year that we have reached capacity and had to close registrations a week prior to the conference. The theme of the conference this year was that of 'Futures'.

Professor Ian Lowe very succinctly argued that sustainable futures must be integrated as the driving principle of education across all sectors. He indicated that our present pathway is not sustainable and that postponing action is not an option. If we continue to operate at an ecological deficit we are putting a burden on future generations. He suggested that home economics teachers were in a key position to educate for sustainability and quoted Margaret Mead saying that we need to take responsibility for change—a small group can change the world.

'Never doubt that a small group of thoughtful, committed, citizens can change the world. Indeed, it is the only thing that ever has.' **Margaret Mead**

Professor Erica McWilliam followed with a keynote on the 21st Century teacher—she took us on a journey from 'sage on the stage' to 'meddler in the middle'. She spoke on trends in education and how there has been a move, and some are still moving, from high threat-low engagement to low threat-high engagement by changing the way we, as teachers, operate in the classroom. Delegates were challenged to consider the attributes of a high flyer in the 21st Century. Should they be skilled in and beyond one discipline, highly literate and numerate, confident in their capacity to learn, risk takers, relentlessly curious, creative, self-starting, self-managing, self-critical, self-evaluating, team-oriented, techno savvy and lifelong learners? This brought her to the concept of the coffee house of the 19th Century, where learned people gathered to share knowledge and learn. Should we be looking at this type of classroom concept? What in fact, will learning look like in the 21st Century? Will we need new routines? Erica suggested that we will need to be meddlers in the middle to challenge pedagogical engagement.

What we can learn for next year

Feedback via SurveyMonkey indicated all the attributes of the conference that delegates appreciated and wanted to retain. The following comments reflect the major messages regarding how the conference could have been improved, providing valuable data for the 2012 Conference Committee.

- There were too many keynote speakers. One or two in the morning and one speaker at the end would be enough.
- Two-day conference is still a good idea.
- Fewer keynote speeches and more workshops.

Dr Jan Reynolds followed this up with a keynote on the Australian Curriculum and Home Economics, when she put us in the picture with what is happening at a national level. Jan outlined the position that HEIA is taking as its advocacy stance and explained the actions by HEIA to date and the reactions from the Australian Curriculum and Assessment Authority.

From here, two sets of concurrent sessions were held, offering a variety of options that ranged across curriculum, food and textiles contexts. For example, celebrity chef Dominique Rizzo talked about and demonstrated the preparation of a 'fusion of flavours', whilst Dr Jenny Naylor explored inquiry-based learning, and Shane Albertson conducted two workshops, one about Textile Futures, and another about Food Futures. Technology abounded with Leanne Compton conducting workshops on Prezi and PhotoStory, and Jan Reynolds taking delegates through a hands-on session on FoodChoices. Those wanting to explore curriculum issues had their opportunities—they could explore the Australian Curriculum in Years 8–10 with Jan Reynolds, or the Senior Syllabus with Meredith Gleadhill and Shauna Bouel. Those with a particular interest in nutrition were able to explore contemporary nutrition issues with Peta Craig, or find out about non-school based nutrition education programs with Danella Martin and Lucille Chalmers.

The formal part of the proceedings concluded with a final keynote session when Dr Amanda Lee provided an update on the changes to the dietary guidelines and Dr Sue Thomas passionately pursued the issues of over-consumption of fashion.

Conversations over a welcome glass of wine at the end of the day indicated that delegates enjoyed the day, with lots of new information and many ideas as well as the valuable networking that went on throughout the day.

Kay York

HEIA(Q) Committee of Management

- More engaging speakers for the end of the day sessions, too late for a heavy lecture.
- No speakers or advertising at lunchtime, as people were trying to talk but also needed to listen and it was quite rude. I was actually embarrassed for the speakers.
- For those who travel several hours on the day, it would be really helpful to have some light refreshments—that is, more than just tea/coffee available.
- More time for networking with members—our lunch was very slow to be served and we had little time to eat, therefore no time afterwards to network.



Delegates L-R: Rosie Sciacca, Deb Cain, Jo Andrews, Cheryl Conroy



Delegates L-R: Andrew McViffie, Aileen Lockhart, Louise Borg

What the delegates said in the evaluations

Erica McWilliam

- Erica McWilliam was an excellent speaker and made real connections to the classroom that we all could relate to, in fact I was disappointed her book wasn't for sale at the venue. I am keen to hear more from Erica.

Sue Thomas

- Dr Sue Thomas had valid worthwhile information, recycling clothing etc, looking at other forms of fabric or textile production.
- Interesting strategies towards fashion sustainability.

About the Keynotes

- I thought that the keynote speakers were the most engaging I had had in the past few years at a conference—well done on the selection.
- A great range of keynotes this year.
- They were all interesting and informative as well as entertaining.
- An excellent introduction.
- Disappointing to not have new dietary guidelines available.

Some key phrases that caught our interest throughout the day

- The future is not somewhere we are going it is something we are creating
- Our present course is unsustainable
- Nothing short of an energy revolution is what we need
- Markets give us things many of us want, natural systems give us things we really need
- Globo sapiens
- One black dress
- Yarn bomb
- How green is my formal
- Sustainability is restorative and reciprocal
- TELSTAR
- Silent conversation
- IBL – inquiry based learning
- 21% of children between the ages of 5 and 15 are obese
- New dietary guidelines



Concurrent sessions

- What a wonderful session. Dominique always has such wonderful recipes and makes me so excited about food, such an inspiration! Dominique was animated and interesting in her presentation. I liked the way she involved the delegates in the session. She is always a pleasure to watch and always is full of useful information and great recipes.
- Shane Albertson provided brilliant ideas, starting points for activities and a great collection of resources. Resources and information regarding access to documents and lesson plans has opened my mind to the possibilities for new units. Shane was a fantastic speaker.
- Thank you for the update and inspiration regarding the Home Economics and ACARA. Consequently I have done what I can to promote awareness of the position of Home Economics in the Curriculum in my school in an attempt to avert the demise of Home Economics in the Curriculum in this school next year. As a result they are now at least discussing and reconsidering the future of Home Economics.

Ian Lowe

- I thought Ian Lowe was brilliant and the comparison he made of the view of sustainability from a business/economic perspective to the view from a satellite, the real perspective was really good. He was great.
- Prof Lowe - inspiring!
- Professor Ian Lowe was incredibly informative and presented information that was very relevant to the current teaching practices at my school.

Janet Reynolds

- Janet, as always, a very worthwhile speaker who keeps us up to date with the Australian curriculum and enthused to advocate for Home Economics.
- Good to be updated on current situation, but frustrating to feel our subject is under threat of survival in some schools. Will appreciate further updates on progress as things happen.

State high schools

receive computerised sewing machines

courtesy Echidna and Brother Australia

HEIA(Q) was approached to nominate state high schools to receive a new Brother computerised embroidery machine valued at \$1100 by Gary Walker from Echidna Sewing Products. Gary liaised with Brother Australia to donate these machines to State Schools in his distribution area. HEIA(Q) put forward the names of schools in the local area but also made a special request for Theodore State High School that had been adversely affected by the floods.

Teachers from the schools responded enthusiastically to the offer and attended the Echidna Sewing Convention to receive their machines. At the Convention, 1500 delegates from all over Australia were improving their knowledge about and skills in embroidery.

The recipients of the sewing machines toured the Convention and were given an insight into the use of the machines and the size of the embroidery sewing machine market. The skills on display were amazing; we were in awe of some of the products that had been made by the attendees.

After the tour we were invited to attend the Convention dinner and receive the sewing machine for our schools. It was a great night and we certainly saw the possibilities for extending the skills of our students and engendering enthusiasm in the process.

Following the Convention we were invited to the Echidna sewing products showroom to learn to use the machine and to take ownership.

All schools have now taken possession of the machines including Theodore State High School, which was given two Brother computerised sewing machines to help restart their Textiles Study after the January floods.

Gary and the Echidna staff are only too happy to share their knowledge and skills with all teachers who are interested in textiles.

Kay York

Head of Department
Park Ridge State High School



Gary Walker



HEIA(Q) Secretary Rosie Sciacca receiving machines on behalf of Theodore State School



The recipients of the sewing machines

Pre-conference seminar

and graduand function

On Friday 26 August 2011, as is the customary event on the evening prior to the HEIA(Q) state conference, the Queensland Division of the Home Economics Institute of Australia hosted the Bachelor of Education (Secondary)—Home Economics graduating class of 2011 and HEIA members at the annual graduand function and pre-conference seminar. This event was held at the Colmslie Hotel at Morningside with guest speaker the creative and sustainable fashion designer Louise Falzon from A Pot of Tea Under a Tree.

Louise's presentation was inspiring and contagious with her upbeat and positive outlook on life as she told of her journey as a female fashion designer. Throughout her presentation her gift for celebrating women's unique beauty and responsibility through clothing shone through, as did her passion to decrease the environmental and social impact that fashion can have on our planet.

The pre-conference seminar was also an occasion to celebrate and acknowledge the 2011 QUT Bachelor of Education (Secondary)—Home Economics graduand achievements. The QUT graduands were presented at the conclusion of the seminar. They were introduced by HEIA(Q) Secretary Rosie Sciacca and presented with a 'show bag' of resources to support them in their new role as teachers. Libby Blain responded on behalf of the graduands, with her enthusiasm and confidence assuring the practising teachers at the seminar that we can look forward to a group of very professional young people about to join our ranks.

Following the presentation of the graduands, the night concluded with an hour of networking and drinks. This conclusion of the evening provided a wonderful opportunity to engage or catch up with long-standing friends from college and university days, former pupils and teaching colleagues and those familiar faces from previous conferences or workshops. It also provided an excellent networking opportunity for the graduands to socialise with home economic professionals to gain an insight into the world of teaching and learning and what it is all about.

All who attended this event would agree that the night was a memorable occasion that provoked action to educate, engage and enhance our lifelong journey of learning and our commitment to our profession. On behalf of HEIA(Q), the Committee of Management congratulates all 2011 QUT home economics graduands on their enormous achievement in successfully completing their studies and wish every graduand great success in their quest to become an inspiring and creative teacher.

Erin Cleary

HEIA(Q) Committee of Management

Louise spoke about:

- her story and journey
- her inspirations
- why she loves sustainable fashion and eco-fabrics
- her success in business
- social justice action with Project Futures and Somaly Mam
- clothing exchanges
- high school sustainable fashion workshops
- her hopes and dreams for the future.



Louise Falzon engaging the audience with her passion for sustainable actions



Early Childhood creativity activity

-a competition

Student design challenge

Students design, invent and build an item from one of the competition categories. They may use any combination of the materials on the table. They are instructed to make something that no one but them will think of. They must complete all work themselves.

Kay York

Head of Department,
Park Ridge State High School

This activity is based on a Year 11 creativity competition that was held at Park Ridge State High School.

Objectives

- To introduce the concept of creativity to Year 11 Early Childhood students
- To encourage students to be creative and think outside the square
- To enable students to view the concepts of creativity from an early childhood perspective.

Method

- Motivate students with regard to creativity and possible uses for the recycled materials
- List the rules for the competition.

Competition categories

Students may choose to enter only ONE category.

- Decorative—used for aesthetic appeal
- Combination inventions—have more than one purpose or function
- Futuristic—things that may be real in the future.

Materials available to students

- Recycled materials suitable for making things (Tip: Visit Reverse Garbage and purchase a \$20.00 bag of recycled materials)
- Supply hot glue, glue, paint, staples, stapler, pins, sticky tape, string, paperclips, etc.

Judging

Inventions are judged on originality, design and creativity in the use of the materials.

Outcomes

- Students were engaged in learning.
- There was an amazing use of creativity and inventiveness.
- There were entries in each category.

Examples of items constructed

- Automatic nappy changer
- Toys
- Dresses
- Car carrier
- Drink holder.



HEIA(Q) invites you to celebrate

World Food Day

Go to www.trybooking.com/TTX to register.

The objectives of World Food Day are to:

- encourage attention to agricultural food production and to stimulate national, bilateral, multilateral and non-governmental efforts to this end
- encourage economic and technical cooperation among developing countries
- encourage the participation of rural people, particularly women and the least privileged categories, in decisions and activities influencing their living conditions
- heighten public awareness of the problem of hunger in the world
- promote the transfer of technologies to the developing world
- strengthen international and national solidarity in the struggle against hunger, malnutrition and poverty and draw attention to achievements in food and agricultural development.

This year's theme—Food prices:

From crisis to stability

The Food and Agriculture Organization (FAO) of the United Nations celebrates World Food Day each year on 16 October, the day on which the Organization was founded in 1945.

HEIA(Q) will acknowledge World Food Day on Sunday 16 October, 2011 at Veneziano Caffè, 369 Montague Road, West End. The theme of the event is coffee—as one would expect when it is being presented at Veneziano.

Starting at 9.30 am, the morning will include a presentation by Christine Cottrell from

Coffee Education Network about some of the facts about coffee but also about the social justice issues, the injustices in some developing countries and Fairtrade. Maybe some demonstrations by the Veneziano barista and some coffee tastings, finishing with coffee and pasticceria.

Cost is **\$15** for members and **\$20** for non-members, with proceeds for the day going to Coffee Kids, a charity whose mission is to work with coffee-farming families to

improve their lives and livelihoods. To this end, the staff works with local organizations in Latin America to create programs in education, health awareness, microcredit and food security in coffee-farming communities. These efforts allow coffee farmers to reduce their dependence on the volatile coffee market and confront the most pressing community needs.

Come along and celebrate World Food day.

HEIA(Q) celebrates World Food Day

Explore the world of coffee, including related social justice issues - just how much is your coffee costing in human terms?



DETAILS

When: Sunday 16 October 2011

Time: 9.30 am–11.00 am

Where: Veneziano Caffè
369 Montague Road
West End

Cost: HEIA (Q) Member \$15
Non-member \$20

Booking: To register and book your ticket visit www.trybooking.com/TTX

HEIA(Q) invites you to join us in celebrating World Food Day which will include a presentation by Christine Cottrell from Coffee Education Network.



HEIA(Q) 2011

Professional development

For most regions, as the *Walking the ICT talk* workshops begin to draw to a close, there is still the buzz and excitement of 'Home Economics' and 'Technology' being used in the same sentence.

'Good to see ICT and Home Economics in the same sentence.'

'Will help overcome the 'writing' component that students struggle with. Great for evaluation/reflection.'

'Inspiration to use technology.'

'Informative, useful, practical! Highly recommended.'

'Excellent introduction to new technologies to improve teacher/student engagement.'

Term 4 Workshop Dates

BRISBANE NORTH

Walking the curriculum talk
Thursday 13 October, 3.45 pm–6.15 pm
Mt Alvernia College, Kedron, Brisbane

BRISBANE SOUTH

Walking the curriculum talk
Monday 10 October, 4.00 pm–6.30 pm
Clairvaux Mackillop College, Mount Gravatt, Brisbane

BRISBANE WEST

Walking the curriculum talk
Thursday 27 October, 4.00 pm–6.30 pm
Ipswich SHS, Brassall

CAIRNS

Walking the curriculum talk and Walking the ICT talk
Saturday 29 October, 9.00 am–3.30 pm
Cairns (Venue to be advised)

GOLD COAST

Walking the curriculum talk
Monday 7 November, 4.00 pm–6.30 pm
Trinity Lutheran College, Ashmore, Gold Coast

MACKAY***

Walking the curriculum talk and Walking the ICT talk
Monday 28 November, 9.00 am–3.30 pm
Mackay North SHS
*** NEW DATE

ROCKHAMPTON

Walking the curriculum talk and FoodChoices
Monday 24 October, 9.00 am–3.30 pm
Rockhampton Leagues Club

ROMA

Walking the curriculum talk and Walking the ICT talk
Monday 31 October, 9.00 am–3.30 pm
St John's School, Roma

SUNSHINE COAST

Walking the curriculum talk
Thursday 20 October, 3.00 pm–5.30 pm
St Teresa's College, Noosaville

TOOWOOMBA

Walking the curriculum talk and FoodChoices
Saturday 22 October, 9.00 am–3.30 pm
Centenary Heights SHS, Toowoomba

TOWNSVILLE

Walking the curriculum talk and Walking the ICT talk
Saturday 8 October, 9.00 am–3.30 pm
St Margaret Mary's College, Townsville

WIDE BAY

Walking the curriculum talk and Walking the ICT talk
Saturday 19 November, 9.00 am–3.30 pm
Bundaberg SHS, Bundaberg

To register for a workshop

To register for or enquire about a workshop please contact **Denise McManus** by email at zzdmcman@westnet.com.au or by telephone on **3865 1401**



Region	Number of participants at Terms 2/3 workshops
Brisbane South	22
Brisbane North	24
Brisbane West	12
Gold Coast	22
Sunshine Coast	22
Darling Downs	21
Rockhampton	35

The feedback that we have received has been very positive, even on the days when technology has let us down. Thank you to Louise Borg for all of your work putting together and running the Term 3 workshops. You have inspired many of us to try some new and exciting technologies in the classroom that will engage students and cater for a variety of learning needs.

Like Term 2, numbers in most regions have been excellent in Term 3—thank you to Denise McManus and regional co-ordinators for all the associated work with having large numbers at workshops. I am sure that the delegates appreciate it.

We would love to hear from those who have attended these workshops as to whether you have been able to introduce this new technology into the classroom and how it has been received by your students. Please email me, Stacey Mallett, at small17@eq.edu.au and share your stories.

Please also pass on the skills and information that you have learnt at these presentations to your fellow home economics teachers. It would be great to be seen as leading the way with information technology in the classroom.

The *Walking the curriculum talk* workshops being presented by Dr Janet Reynolds are about to begin in a number of regions. Numbers for most regions are looking strong. However, there are still places for you to attend if you wish.

Please visit the HEIA(Q) website for further information about the workshops at www.heiaq.com.au/Events.

These workshops will allow participants to design their own unit of work and assessment based on the Home Economics and the Australian Curriculum paper. You will also be provided with some units that have already been prepared to help you through this process. It is expected that, by the end of the workshops, participants will walk away with a unit of work that they can use, along with the assessment task, criteria and standards.

Stacey Mallett

Professional Development Coordinator

Michelle Nisbet



Thank you,
Michelle

Michelle Nisbet has convened the HEIA(Q) state conference for the past four conferences. With a new job, new town, a new house and a family to look after, it is time for Michelle to take a break.

The evaluations for the conferences that Michelle has convened have always shown how much members appreciate the quality of those conferences. On behalf of our members, thank you, Michelle.

Thank you also from the members of the Conference Committees who have worked with you.

We have appreciated your thorough understanding of what home economics is about, and how to guide the conferences towards the future. Thank you also for your leadership, your wisdom and your patience as the committee has, each year, had to juggle the many demands in organising the conference.

L-R: Members of the Conference Committee Kylie King, Jan Reynolds, Michelle Nisbet, Denise McManus



White & bean tuna salad, home-made hummus & raspberry with carrot and celery sticks, & frappe

Trinity Lutheran College The following recipe was chosen by a Year 8 student as part of the Grade 8 assessment task.

1 White bean and tuna salad

Preparation time: 10 minutes
Cooking time: 5 minutes
Serves: 2



Ingredients

- 100 g green beans, trimmed and cut into 4 cm lengths
- 210 g can kidney beans
- 400 g can white beans
- 210 g can chickpeas
- 185 g can tuna
- 2 tb parsley leaves, chopped coarsely
- 1 tb olive oil
- ½ tsp finely grated lemon rind
- 2 tb lemon juice
- Salt and cracked black pepper

Method

1. Rinse kidney beans, white beans and chickpeas under cold water. Drain thoroughly.
2. Drain tuna and flake with a fork.
3. Heat oil in frypan and add the green beans. Cook beans for 2 minutes.
4. Add other beans, chickpeas and tuna. Turn off the heat.
5. Toss in parsley leaves.
6. Add lemon rind, salt, cracked black pepper and lemon juice.
7. Leave to cool and place in an airtight container for lunch.

2 Low-fat hummus with carrot and celery sticks

Preparation time: 10 minutes
Makes about 200 g (½ cup)



Ingredients

- 200 g chickpeas, rinsed and drained
- 30 mL fresh lemon juice
- 2 tb tahini
- 1 tb water
- 1 tsp ground cumin
- ½ tsp ground coriander
- 1 small garlic clove, crushed
- Salt & freshly ground black pepper
- Sweet paprika, to garnish
- Carrot and celery sticks, to serve

Method

1. Prepare vegetables. Cut carrots and celery into sticks.
2. Place chickpeas, lemon juice, tahini, water, cumin, coriander and garlic in the bowl of a food processor and process until a smooth paste forms. (Add a little extra lemon juice or water if the hummus is too thick.)
3. Taste and season with salt and pepper.
4. Sprinkle with paprika to garnish. Serve with carrot and celery sticks.

3 Raspberry frappe

Preparation time: 5 minutes
Serves: 2



Ingredients

- 125 g Creative Gourmet frozen raspberries
- ½ cup apple juice, chilled
- 1 tb icing sugar mixture
- 10 ice cubes

Method

1. Place raspberries, apple juice, sugar and ice cubes in a blender.
2. Blend to combine.
3. Pour into glasses to serve.

What's happening in Queensland school kitchens?

Unit context

Year level: Year 8

Home economics teachers recognise the benefits of students consuming healthy lunches. Not only do students benefit mentally as evidenced by moods and energy levels in the classroom but also physically. Students within our classroom walls are developing habits that may define their adulthood, including future health. Eating habits are being developed that may last a lifetime. What better way to build on the inquiry-based learning model than to look inside students' lunchboxes at school.

Trinity Lutheran College Year 8 students are allocated one semester for 'experience' subjects, such as Home Economics. Year 8 classes study Home Economics twice a week, with two x 100 minute lessons per week for the semester. The home economics program was initially developed under the key learning areas of Health and Physical Education and Technology, however, it now rests solely within Technology.

The unit 'All Wrapped Up' has been developed from the Essential Learnings for Technology. It covers all assessable elements within the Technology learning area, however can easily be modified to suit the Health and Physical Education learning area. These assessable elements include Knowledge and Understanding, Investigating and Designing, Producing, Evaluating and Reflecting. Although these assessable elements are often used independently within assessment, for this assessment all elements have been integrated together.

Unit overview

Students develop valuable life skills in nutritional wellbeing and food preparation. They develop an awareness of the environmental impact of food choices and factors influencing eating habits. Students are equipped with the knowledge and understanding to make better food choices that support their growing bodies and the environment.

Curriculum intent

Ways of Working

Students are able to:

- investigate and analyse specifications, standards and constraints in the development of design ideas
- consult, negotiate and apply ethical principles and cultural protocols to investigate, design and make products
- generate and evaluate design ideas and communicate research, design options, budget and timelines in design proposals
- select resources, techniques and tools to make products that meet detailed specifications
- plan, manage and refine production procedures for efficiency
- make products to meet detailed specifications by manipulating or processing resources
- identify, apply and justify workplace health and safety practices
- evaluate the suitability of products and processes against criteria and recommend improvements

- reflect on and analyse the impacts of products and processes on people, their communities and environments
- reflect on learning, apply new understandings and justify future applications.

Knowledge and Understanding

- New products and technologies are designed and developed to meet changing needs and wants of intended audiences, and include artefacts, systems, environments, services and processes.
- Product design and production decisions are influenced by aspects of appropriateness and by detailed specifications, constraints and standards of production.
- People can influence decisions made about the design, development and use of technology to change the impact on people, their communities and environments at local and global levels.
- Characteristics of resources are compared, contrasted and selected to meet detailed specifications and predetermined standards of production to best suit the user.
- Techniques and tools are selected, controlled and managed to manipulate or process resources to meet detailed specifications and predetermined standards of production.

Design challenge

Over six weeks, students investigate:

- nutritional requirements for adolescents according to the Australian Guide to Healthy Eating, including serves of each food group
- ways to reduce the ecological footprint of foods including food packaging.

They analyse and evaluate the quality of classmates' school lunchboxes in terms of nutritional value and environmental sustainability. They design three healthy lunchboxes that also have low environmental impact and select one of them to produce in the school kitchen under examination conditions. Throughout the assignment, students present their research and investigations in the form of a process journal. They submit:

- A process journal detailing students' investigations, analyses and evaluations as well as the development of their design ideas
- A plan for and production of a school lunch item that is nutritious and environmentally friendly
- A proposal for action to ensure that students' food choices support their health and their values in relation to sustainability.

Assessment

Assessable elements

The students' responses to the design challenge are assessed against the following assessable elements:

Knowledge and understanding

- Nutritional requirements for adolescents
- Ways of reducing the ecological footprint of foods.

Investigating and designing

- Analysis of classmates' lunchboxes for:
 - nutritional quality
 - environmental impact
- Investigation and analysis of a range of lunchbox foods available in terms of:
 - nutritional quality
 - environmental impact
- Development of a concept map to show factors to be considered when designing a nutritious lunchbox with low environmental impact
- Design of three lunchboxes that are nutritious and environmentally friendly, including the selection, and modification if necessary, of three recipes for inclusion in the lunchboxes.

Evaluating

- Conclusions about classmates' lunchboxes with regard to nutritional quality and environmental impact
- Evaluation of lunchbox design ideas
- Justification of the lunchbox selected for production.

Producing

Plan for and production of a lunch item that demonstrates a range of food preparation techniques and practical skills.

The plan includes:

- an outline of techniques and methods used and resources required
- a time management schedule.

Reflecting

- Reflections on factors that limit healthy eating and consumption of sustainable food products
- Reflections on the final product with respect to how it meets the design challenge
- An action plan that promotes personal and environmental health.

Evidence required

Evidence is required of the student's ability to:

- know and understand how food choices impact on ecological footprint and nutritional wellbeing
- investigate the impact of food choices on ourselves and the environment
- investigate and analyse information, draw conclusions and make justified decisions about food choices that minimise negative impacts on the environment and wellbeing
- design and evaluate school lunch food items and suggest changes to improve nutritional benefits whilst meeting the needs of adolescents and reducing ecological food footprint
- develop and produce a school lunch item that is both nutritionally beneficial and ecologically friendly
- develop an action plan that promotes personal wellbeing and environmental health.

Manna Tours

HEIA(Q) tour to Scotland

26 June - 9 July 2011

Manna Tours, organised by retired home economics teacher Helen Keith, provided 15 happy travellers with a worthwhile and fun-filled two-week holiday in Scotland. Many had chosen to include extra tripping in Europe before or after the tour, so flexible arrangements were available.

Helen has established professional and friendship connections with Yvonne Dewhurst a Home Economics lecturer in Aberdeen, so it was an excellent opportunity for home economics teachers to experience food and textiles in Scotland.

This small neighbour to the north of England, predominantly an agricultural area, is steeped in history, abounds with superb scenery and is proud of its traditions. We experienced wonderful welcoming people with adorable accents. It has a remote ruggedness, rich green patchwork farms, quaint villages, a bountiful supply of seafood, and men who wear kilts. I will share four major highlights with you.

I am sure that more could be written about this tour to Scotland however the group expressed their thanks and appreciation to Helen for her work in organising the tour. We highly recommend Manna Tours to you as an unforgettable travelling experience with home economics teachers and friends.

Claire Cobine
Home economics teacher
Marsden State High School

Walking and exploring the paths of history by visiting Scottish castles and royalty

The tour group explored many of Scotland's proud, historic sites, some of which are described below.

Edinburgh Castle stands proudly on volcanic rock dating back to 340 million years BC. In 1566 Mary Queen of Scots gave birth to the castle's future king James VI. In 1633 Charles I slept in the castle before his coronation as King of Scotland. In 1950 the first Edinburgh Tattoo was held. In 1999 the castle building and area became a World Heritage site. Today it is Edinburgh's most popular attraction with more than 1.25 million visitors each year.

Holyrood Palace stands at the bottom of the Royal Mile in Edinburgh at the opposite end to the castle. It is today the setting for state ceremonies and all official entertaining.

Stirling Castle is the grandest of Scotland's castles. Stirling became the strategic military key to the kingdom during the 13th and 14th centuries and during the War of Independence. This was the favourite royal residence of many of the Stuart Monarchs. Stirling Castle played an important role in the life of Mary Queen of Scots. She spent her childhood in the castle and Mary's coronation took place in the Chapel Royal in 1543.

Glamis Castle has been the ancestral home of the Earl of Strathmore for over 600 years. The castle, which is famed as being the childhood home of the Queen Mother and the setting for Shakespeare's Macbeth, is situated in the fertile valley of Strathmore near Dundee.

Dunnottar Castle, which is a ruined castle, is a tourist attraction at Stonehaven. This dramatic castle was built as a cliff top fortress in a truly stunning setting on the east coast overlooking the North Sea. William Wallace, Mary Queen of Scots, the Marquis of Montrose and the future King Charles II, all graced the castle with their presence.

The Royal Yacht Britannia is permanently moored in the port of Leith, Edinburgh. The yacht was commissioned for service in 1954 and was the 83rd in a line of Royal Yachts stretching back to Charles II in 1660. The Britannia sailed the oceans for 43 years and 334 days travelling a total of 1,087,623 nautical miles, calling at over 600 ports in 135 countries. We were able to spend the morning touring the yacht and seeing what life was like for the Royal family and the crew. Many chose to enjoy lunch on board.

Walking, talking and shopping the textiles of Scotland

The textile industry has definitely developed with the need for warmth as well as being an expression of the culture. Tartans, cashmere and creative crafts are regaining popularity today. Mill shops and kilt makers abound, with the family histories being woven in the tartans. Even today, for special occasions, the men dress in kilts which have been the traditional Scottish Highland dress for men since the 16th Century.

Johnsons of Elgin has been producing fine woollen and cashmere fibre into cloth since 1797. One of the rarest and most precious fibres in the world, cashmere is grown in the high altitudes of Mongolia and Xinjiang China, and then transformed into cloth, knitwear and garments in Scotland. In the late 19th Century the cashmere industry grew in the Scottish borders, specialising in knitting and weaving techniques. Some 90% of the cashmere processed in

the world is processed and woven in Scotland. Designers come to Scotland from Paris, Milan, New York and Tokyo to commission their cashmere collections. Johnsons, proudly, are the name behind the label. Our wallets were lightened as we shopped in the amazing factory shop finding the perfect souvenir.

Wool fibre and the art of felting took us to Diva Design Studio at Logie Steading. A delightful country setting with rare breeds of cattle and natural forests is where the mother and daughter team of Christine and Kirsty Wallace have combined an open working studio, gallery and shop since 2008. A full-day workshop was conducted, when our group created two or three layered felt flowers to wear on a jacket or hat as well as buttons, beads and bangles. All the materials were provided and, with expert tuition, it was soon realised that these projects were very manageable for our classrooms. Students could learn a creative use of fibre with the minimum of space and outlay. The area also houses an inviting huge second-hand bookshop, plant nursery and a café.

The city of Dundee houses Verdant Works, a museum that weaves the tale of jute with the life and work of old Dundee from the incredible rise of the industry to its subsequent decline. The museum transports you back over 100 years when jute was king and Dundee its empire. Britain's Industrial Revolution was at its peak. Towards the end of the Victorian era Scotland was producing a third of Britain's railway engines, a third of its steel, a third of Britain's ships and half of its engines. It is against this historical backdrop that the incredible story of jute is revealed.

In 1820 the first twenty bales of jute from India were unloaded. Weaving had been an important occupation in Dundee as far back as the 16th Century so the skills were easily adapted to jute processing. The local whaling fleet provided the whale oil needed to soften the jute and make it workable with Dundee's ship building



Yvonne Dewhurst (R) welcoming members of the tour group

L-R: Lorna Archer (Melbourne), Kathryn Gwydir (Toowoomba) and Pam Williams (Melbourne) preparing for felt making

industry constructing the big, fast ships that brought the jute from India. Dundee became a city divided by the mill workers living in overcrowded squalor as well as a city of the wealthy Jute Barons, with their mansions and estates. Between 1841 and 1902 the populations of Dundee tripled and in 1883 over a million bales of jute were unloaded in Dundee when more than 100 mills were operating. In 1950 only 39 mills remained and in 1998 the last mill closed. Interestingly, as the barons sought higher profits and exported the machinery to India with Scottish training and expertise, the cheaper labour in India meant the death of the jute industry in Dundee. Today, Dundee has re-invented itself into a modern city with the chimneys and the Verdant Works museum keeping alive the past history.



Yvonne Bidgood making a felt flower

Manna Tours: HEIA(Q) tour to Scotland continued



The Manna tour group spent one day cooking with Nick Nairn at Lake Menteith.

The menu was:

- Twice baked Isle of Mull Cheddar Soufflé
- Roast Barbary Duck served with perfect mash and shredded cabbage and bacon
- Raspberry Crème Brûlée.

Nick believes that good cooking comes from knowledge, experience and confidence.

His philosophy for creating great food is based on three elements:

- fresh, seasonal, local produce
- sound basic techniques
- harmony.

Scottish celebrity chef Nick Nairn testing his twice-baked soufflé

Walking, talking and sharing Home Economics in Scotland

Yvonne Dewhurst is the lecturer in Home Economics at the University of Aberdeen. She has presented on two occasions at the Australian HEIA national conferences, both in Sydney and in Darwin. Yvonne warmly welcomed the group.

Our day started with a personalised tour of Aberdeen, its history, its highlights and its beaches. Then we enjoyed a morning tea of butteries. The best way to describe their look and taste is a saltier, flatter and greasier croissant. To quote 'Which doesnae sound nice, but butteries or rowies are really delicious when served with marmalade'. Then time was spent in the Home Economics Department where we learnt of the many similarities when compared with education in Australia. Their intensive training programs are producing excellent teachers and, like Australia, they are in great demand. To conclude our time at the university Kate Keith, a colleague of Yvonne's, gave us an interesting history tour through the magnificent grounds of the university.

Yvonne was conscious that we would want to see the real Scotland so we travelled through the surrounding countryside to discover 'Touched by Scotland'. Here locally produced crafts and products were available. To complete our day there were two surprises. The first surprise was a visit to reminders of the prehistoric past here in the northeast of Scotland, where there are mysterious monuments now classified as Recumbent Stone Circles. We visited the stone circle at Easter Aquhorthies. It measures some 19.5 m in diameter, and is circular in plan, probably making it one of the earlier stone circles to be built in Aberdeenshire. For our second surprise, we enjoyed afternoon tea in the Scottish home of Yvonne and her husband Colin. Home economics discussion continued well into the night as together we shared an excellent menu at Howie's restaurant.

L-R: Claire Cobine, Nick Nairn and Yvonne Bidgood

Walking, talking and teasing our taste buds with excellent food choices in Scotland

Nick Nairn is rated as one of Scotland's most exciting cookery talents who, in 1990, became the youngest chef to win a Michelin star in Scotland. The kitchen arrangement allowed the participants to work in pairs with the best equipment to create the lunch menu. Nick, with his charming manner, shared a wealth of knowledge and all were inspired to use this menu at the first opportunity at home in Australia.

Arbroath on the east coast is the home of the Arbroath Smokie which is a type of smoked haddock. There are some 15 local businesses in the small harbour area producing Arbroath Smokies. We were privileged to witness the local business and to sample the smoked haddock.

In Inverness, the finale was the unique dining experience of the seven course degustation menu at the Abstract Restaurant at the Glenmoriston Town House Hotel. This was an impressive menu served with the greatest of care and the flavours and combinations were unbelievable.

There were many other fantastic food experiences from Baxter's chutneys and Dean's traditional shortbreads to the breakfast dishes of black pudding, smoked kippers and porridge. It is impossible to discuss all the experiences.



Smokies at Arbroath

SCHOOL PROFILE:

Palm Beach Currumbin

State
High
School



Background information and school features

Palm Beach Currumbin State High (PBC) is located on the southern end of the Gold Coast, adjacent to the Currumbin estuary, stunning surf beaches and the rural hinterland of the Currumbin and Tallebudgera Valleys. As a large school with an enrolment of over 2000 students, it has the distinct advantage of offering a wide range of opportunities that target the interest and ability levels of every student. The school offers selective programs in sport, performing arts and academic excellence and is also committed to unlocking the potential of each of our students in a range of fields.

To ensure every student engages with these opportunities, the school is organised into two smaller schools.

The middle school (Years 8–9) is focussed on ensuring that each student has the prerequisite skills and knowledge for Years 10–12 and gains an exposure to a broad range of experiences that position them to make specialisation decisions. The Home Economics Department provides students with access to three well-equipped kitchens, two textiles rooms and a computer technology pod. In Year 8, home economics programs lay a foundation

that is focussed around food, nutrition and textiles issues that impact upon families, living environments and relationships. In Year 9, the program promotes student choice by offering opportunities to develop in depth, a specific home economics related area of study in either foods, textiles or both. Becoming independent provides the connecting thread and we are mindful of students needing to develop capacities relevant to their career options and the senior school programs.

The senior school (Years 10–12) is focussed on connecting every student to their preferred post-schooling pathway. It features comprehensive curriculum offerings that include OP, school-based and vocational educational courses. The programs extend Home Economics core areas of study to capitalise upon the school's partnership with Griffith University. We are also cognisant of the school's close location to Southern Cross University. By undertaking PBC programs of study in Tourism and Hospitality, Early Childhood and Textiles and Fashion, PBC students are well positioned to further their tertiary studies and careers relevant to the Gold Coast. In addition, the PBC Pathway Centre offers a

comprehensive service including job readiness skills, work experience placement and assistance with a wide range of vocational training and school-based apprenticeship opportunities. A partnership with local Currumbin RSL RTO Ignite Education enables students' interests and practical skills in cookery, food and beverage service to be extended. A purpose-built Trade Training Centre for cookery enables training with state-of-the-art industry kitchen equipment and appliances. Students subsequently gain additional credentials and pathways to work.

In addition, the PBC Education Access Centre ensures that all students' academic and cultural needs are met through the provision of specialist support services.

The school has a strong commitment to internationalism and boasts a vibrant international program which has up to 100 students enrolled at any time. The students are welcomed by the rest of the student population and this adds to the relaxed and friendly school climate.

Dianne Stamp

Head of Department, PBC



Dr Dianne Stamp

An interview with Head of Department, Di Stamp

What class sizes do you have at PBC?

Class sizes in the middle school and senior school comply with Queensland Teachers Union recommendations and also take into account specialist practical requirements. Most foods and textiles related classes accommodate 24 students, and certificate programs 18.

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

Professional development is encouraged and is prioritised in the Home Economics budget to reflect Education Queensland's improvement

agenda, school & VET priorities. Staff regularly attend HEIA national conferences and a variety of network meetings.

How is Home Economics perceived at PBC?

The Home Economics Department is perceived favourably among teachers, administration, students and parents as contributing to a range of student learning pathways. It is promoted through events and school media.

What is currently fabulous about home economics at your school?

- Students have an opportunity to specialise within the different fields of Home Economics and pathways relevant to the school's location and employment industries on the Gold Coast.

Home economics staff and their responsibilities



Jenny Bignell

JENNY BIGNELL *Joined PBC 1995*

Responsibilities:

Course Co-ordinator: Tourism

Current Teaching:

- Yr 10 and Yr 12 Tourism
- Yr 11 Certificate II Tourism
- Yr 11 Early Childhood
- Yr 10 Preparation for Senior



Donna Condon

DONNA CONDON *Joined PBC 1990*

Responsibilities:

Course Co-ordinator: Textiles

Current Teaching:

- Yr 11 Creative Art—Textiles & Fashion
- Yr 9 and Yr 10 Home Economics—Textiles Technology, Fashion & Design
- Yr 10 English



Bianca Deague

BIANCA DEAGUE *Joined PBC in 2011*

Responsibilities:

Course Co-ordinator: Hospitality

Current Teaching:

- Yr 12 Hospitality Practices
- Yr 10 Tourism
- Yr 9 Home Economics: Hospitality
- Yr 9 Home Economics: Textiles Technology, Fashion & Design
- Yr 8 Home Economics: Textiles 1
- Yr 8 Tutorial Learning Support



Natalie Hill

NATALIE HILL

Responsibilities:

Teacher Aide
Workplace Health & Safety Officer



TRACEY JAMES *Joined PBC 2002*

Responsibilities:

Course Co-ordinator: VET Hospitality
Rep Australian Culinary Federation Committee

Current Teaching:

- Certificate II Hospitality
- Yr 10A and Yr 10B Hospitality Studies
- Yr 9A and Yr 9B Home Economics: Hospitality
- Yr 10 Preparation for Senior



Tracey James

TREVOR FOERS *Joined PBC 2000*

Responsibilities:

Yr 9 Coordinator

Current Teaching:

- Yr 11 Hospitality Studies
- Yr 9 Home Economics: Hospitality
- Yr 8 Home Economics: Foods 1
- Yr 9 WELL
- Naplan Tutorial support



Trevor Foers

ANNA WYATT *Joined PBC 2010*

Responsibilities:

Year 9 Co-ordinator
Course Co-ordinator: Year 8 Home Ec

Current Teaching:

- Yr 11 and Yr 12 Certificate II Tourism
- Year 9 Home Economics: Hospitality
- Year 8 Home Economics: Foods 2



Anna Wyatt

DR DIANNE STAMP *Joined PBC 1987*

Responsibilities:

Head of Department
District panel member Hospitality Studies

Current Teaching:

- Yr 12 Hospitality Studies
- Yr 12 Early Childhood
- Yr 8 Home Economics: Living Environments & Relationships



Louise Dodd

FUSION OF FLAVOURS

From Dominique Rizzo's workshop at the HEIA(q) 2011 state conference

Spicy chicken curried in almond and butter

—Indian and Tibetan/French

Ingredients

- 1 kg chicken breast, cut into 2 cm strips (can be substituted with lamb or shrimps)
- 4 cloves garlic, halved
- 2–3 cm ginger, sliced
- 3 fresh red chillies
- 1 cup almonds
- 1 tb curry powder
- ½ tsp grated nutmeg
- ¼ tsp Szechwan pepper
- 4 green cardamom, bruised
- 3 tb vegetable oil for browning
- 2 cups onions, finely chopped
- 1 cup heavy cream
- 1 tsp turmeric
- 4 tsp clarified butter
- 1 cup chicken stock
- 1 tb chopped coriander leaves for garnish
- Salt and pepper

Rice

- Basmati rice
 - 1 tb orange zest
 - Salt and pepper
 - Enough water to cover
- Steam the rice and orange zest together until the rice is cooked.

Method

- In a large bowl, season chicken pieces with salt and pepper.
 - Heat oil and brown chicken, drain and keep the chicken aside.
 - Drain oil and wipe out.
 - Grind garlic, ginger, fresh red chillies, curry powder, nutmeg, Szechwan pepper, cardamom and almonds with water to make an almond paste.
 - Heat clarified butter.
 - Add turmeric, chopped onion and sauté till brown.
 - Add the almond paste to the onion mixture. Stir for a few minutes until the oil starts to separate.
 - Add cream, stock, salt and pepper; mix well and cook until a consistent mixture is achieved.
 - Transfer browned chicken to the almond sauce.
 - Cook on low heat till chicken is tender and the almond sauce has thickened.
 - Garnish with chopped coriander leaves.
- Serve with rice.

At the recent HEIA(Q) state conference *Action for futures: A local and global perspective*, Dominique Rizzo presented two workshops: Fusion of flavours. Dominique has kindly submitted the following information for *InForm*, along with some of the recipes that she used at the workshop.

'Fusion of cuisines' represents the melting pot of Australian food today and is representative of our past, present and future, and how, as Australians, we have come to accept others and their cultures. Through these fusions we are able

to immerse two, three and even four cultures together in one bite. The demonstrations at the conference workshop introduced an array of dishes that celebrate the fusion of cuisines and cultures that Dominique believes truly make our country one of the most culturally diverse on earth.

Taste is the 'sensation caused in mouth by contact with a substance'.

Flavour is 'the mixed sensation of smell and taste'. In other words, taste plus smell equals flavour.

Seafood saffron risotto

—Italian/Asian and Middle Eastern

Serves 4 as a main

Saffron fish stock (makes about 1.2 litres)

- 2 tb olive oil
- 1 onion, finely chopped
- 2 cloves garlic, finely chopped
- 2 tb ginger, finely chopped
- 1 fresh, long red chilli, seeded and finely chopped
- 3 large tomatoes, finely diced
- 1.5 L fish stock
- 2 tsp orange blossom water
- 2 tb fish sauce
- pinch of saffron threads soaked in 1 tb hot water
- pinch of saffron powder dissolved in hot water

Making the fish stock

- Heat the olive oil in a large heavy-based saucepan or stockpot over medium heat. Add onion, garlic, ginger and chilli, and cook for 6–7 minutes or until soft.
- Add tomato and cook for 15 minutes or until pulpy.
- Add the stock, orange blossom water, fish sauce, saffron threads and saffron water, then season to taste with salt and bring to the boil.
- Reduce the heat to low and simmer for 30 minutes.
- Remove from the heat, season to taste and keep warm.

Ingredients

- 40 g butter
- 400 g risotto rice, such as vialone nano, carnaroli or arborio
- 125 mL (½ cup) white wine
- 2 tb olive oil
- 800 g mixed seafood, including mussels, diced fish, cleaned raw prawns
- 3 tb flat leaf parsley, chopped finely

Making the risotto

- Heat the butter in a large cast iron casserole over low to medium heat.
- Add the rice and stir for 1 minute or until well coated in butter.
- Add the wine and simmer until absorbed by the rice, then add enough fish stock to just cover the rice.
- Reduce the heat to low and cook the rice, stirring often, until all liquid has been absorbed.
- Add 1 ladleful of the hot stock and simmer, stirring until it has been absorbed.
- Continue to add the stock at intervals and cook until the liquid has been absorbed and the rice is tender but firm (*al dente*), about 18–20 minutes.
- Remove from the heat, cover the pan with a cloth and stand for 5 minutes.

While the risotto is resting

- Heat a wide high-sided fry pan with a tight fitting lid over moderate heat and add 2 tb olive oil.
- Add fish and cook for 1 minute.
- Add the rest of the seafood and cook for 30 seconds
- Add 80 mL of stock, place on the lid and cook for 3 minutes until the seafood is just done.
- Tip the seafood, cooking juices and the parsley into the risotto and gently stir to mix through.

Serve hot.

Fusion Of Flavours continued

It is generally accepted that there are four tastes: sweet, bitter, sour, and salty. The Chinese believe we possess a fifth taste sensation for pungent foods, described as a pleasant 'brothy' or 'meaty' taste with a long-lasting, mouth-watering and coating sensation over the tongue. Similarly, 'umami' is now widely accepted as the fifth basic taste. Umami is a loanword from the Japanese umami meaning 'pleasant savoury taste'.

Umami is known in almost all major languages, including English, Portuguese, Spanish and French. Umami is due to the detection of the carboxylate anion of glutamate in specialised receptor cells present on the human and animal tongue. The sensation of umami and its fundamental effect is the ability to balance taste and round the total flavour of a dish. Umami clearly enhances the palatability of a wide variety of foods.

This synergy of umami provides an explanation for various classical food pairings—dashi with kombu seaweed and dried bonito flakes; Chinese leek and cabbage with chicken soup (China), as in the similar Scottish dish of cock-a-leekie soup; and Parmesan cheese on tomato sauce with mushrooms (Italy).

The umami taste sensation of ingredients mixed together surpasses the taste of each one ingredient alone. Umami taste is common to foods, most notably in fish, shellfish, cured meats, vegetables (e.g. mushrooms, ripe tomatoes, Chinese cabbage, spinach) or green tea, and fermented and aged products (e.g. cheeses, shrimp pastes, soy sauce, etc.). This fits nicely with the Five Elements of Chinese philosophical thought, as each taste sensation corresponds to one of the five elements: water, fire, wood, metal and earth.

French spinach roulade with mushroom pâté filling

— French/Italian/Asian

Ingredients

- 6 egg yolks
- 8 egg whites
- 2 tb flour
- 50 g almond meal
- 3 cups spinach, finely chopped
- pinch of salt

Method

- Whisk egg yolks until light and fluffy.
- Combine almond meal and flour together and mix with egg yolks until thick.
- Stir in the chopped spinach and season with salt and pepper.
- Whisk egg whites until firm peaks form and firstly fold a small amount through the yolk mixture to smooth out the mixture, then fold in the rest of the whites until incorporated.
- Spread the mixture on to greased baking paper in a tray.
- Bake in moderate oven of 180°C for approximately 10–15 minutes or until dry and slightly firm to touch. Allow to cool before filling and rolling.

Filling of mushroom pâté

- 1 brown onion
- 3 cloves garlic, minced
- 4 cups mushrooms, finely chopped
- 1 cup red wine
- 1 tsp dried sage
- 1 tsp dried thyme
- 2 cups walnuts
- 1 tb tamar
- 1 tb lemon juice
- ¼ cup chopped parsley
- 2 tb dill
- Salt and pepper

Making the mushroom pâté

- Sauté the onion, garlic and mushrooms in water until softened.
- Add red wine and herbs and simmer until all the liquid has evaporated.
- Remove the mix from the heat and place into a food processor, add walnuts and blend until smooth.
- Adjust the seasoning with the tamar and lemon juice and stir in the chopped parsley—you may need a little salt and pepper.

Assembling the roulade

- Invert the cooled roulade so that the cooked side is facing down onto a piece of baking paper.
- Spread the filling onto the roulade and roll up.
- Slice and serve or cover with plastic wrap and keep in the fridge for up to two days.

Quinoa Tabouli

Ingredients

- ½ cup quinoa, rinsed well and soaked
- ¼ cup millet
- ½ cup brown rice
- 2 cups water or enough to cover the grains well
- Pinch sea salt
- ½ cup eschalots, chopped
- 1 tomato, deseeded and diced
- 1 zucchini, diced
- 10–12 olives, chopped
- ½ bunch chives, chopped
- 1 bunch silver beet, leaves only, finely chopped
- Good handful of flat leaf parsley, chopped
- 3 tb lemon juice
- 3 tb olive oil
- Salt and pepper

Method

- Bring water to the boil and add brown rice.
- Cook for 5 minutes.
- Add quinoa and millet and continue to boil for 20 minutes or until the grains have softened.
- Drain and set aside.
- Place all ingredients into a bowl and toss through the lemon juice, olive oil and seasoning.
- Add the grains and toss gently to cover.
- Allow the salad to sit for 20 minutes or so for the flavours of the dressing to infuse with the grains.

Note: Feta, crumbled goat's cheese, shredded chicken or cooked salmon are also suitable additions. Or maybe smoked almonds or seeds for crunch.

Lamb, mint and fig kebabs

Ingredients

- 1 kg lamb mince
- ½ bunch mint
- 2 tsp ground cumin
- 1 tsp ground cinnamon
- 1 tsp paprika
- ½ tsp pepper
- 15 dried figs, soaked in hot water
- 2 red onions, finely diced
- 3 cloves garlic
- 1 egg
- Zest of 1 orange
- Salt and pepper

Yogurt and garlic sauce

- 2 cups yogurt at room temperature
- 2–3 tsp minced garlic
- Salt, optional

Pepper topping

- 2 tb butter
- ½ tsp pepper
- 1 tb sumac

Method

- Combine all ingredients together until well mixed.
- Place small amounts onto bamboo skewers and bake in a hot oven on an oiled tray for 15–20 minutes.
- Make the yogurt sauce: In a small bowl combine the yogurt and garlic, with salt to taste, if desired. Let sit at room temperature until ready to use.

To serve, pour most of the yogurt sauce over the kebabs, saving the rest to pass in a serving dish. Make the pepper topping: quickly heat the butter in a small pan and when the butter is sizzling hot, quickly add the pepper and sumac, mixing well. Remove from the heat and drizzle the butter over the yogurt sauce. Serve with a squeeze of lemon.



DIARY DATES

OCTOBER 2011

8

HEIA(Q) REGIONAL WORKSHOP:
*Walking the curriculum talk and
Walking the ICT talk*

9.00 am – 3.30 pm

St Margaret Mary's College,
Townsville

Tel: Denise McManus on
07 3865 1401

Email: zzdmcman@westnet.com.au

10

HEIA(Q) REGIONAL WORKSHOP:
Walking the curriculum talk

4.00 pm – 6.30 pm

Clairvaux Mackillop College,
Mount Gravatt, Brisbane

Tel: Denise McManus on
07 3865 1401

Email: zzdmcman@westnet.com.au

13

HEIA(Q) REGIONAL WORKSHOP:
Walking the curriculum talk

3.45 pm – 6.15 pm

Mt Alvernia College,
Kedron, Brisbane

Tel: Denise McManus on
07 3865 1401

Email: zzdmcman@westnet.com.au

16

WORLD FOOD DAY

16-22

NATIONAL NUTRITION WEEK

Web: www.nutritionaustralia.org

19-20

MINDMATTERS FOCUS MODULE:

*Teaching and learning for
engagement*

Surf Club, Mooloolaba

Web: www.mindmatters.edu.au

20

HEIA(Q) REGIONAL WORKSHOP:
Walking the curriculum talk

3.00 pm – 5.30 pm

St Teresa's College, Noosaville

Tel: Denise McManus on
07 3865 1401

Email: zzdmcman@westnet.com.au

22

HEIA(Q) REGIONAL WORKSHOP:
*Walking the curriculum talk and
FoodChoices*

9.00 am – 3.30 pm

Centenary Heights SHS, Toowoomba

Tel: Denise McManus on
07 3865 1401

Email: zzdmcman@westnet.com.au

24

HEIA(Q) REGIONAL WORKSHOP:
*Walking the curriculum talk and
FoodChoices*

9.00 am – 3.30 pm

Rockhampton Leagues Club

Tel: Denise McManus on
07 3865 1401

Email: zzdmcman@westnet.com.au

26-27

MINDMATTERS FOCUS MODULE:

*Teaching and learning for
engagement*

Novotel Brisbane

Web: www.mindmatters.edu.au

27

HEIA(Q) REGIONAL WORKSHOP:
Walking the curriculum talk

4.00 pm – 6.30 pm

Ipswich SHS, Brassall

Tel: Denise McManus on
07 3865 1401

Email: zzdmcman@westnet.com.au

29

HEIA(Q) REGIONAL WORKSHOP:
*Walking the curriculum talk and
Walking the ICT talk*

9.00 am – 3.30 pm

Cairns (Venue to be advised)

Tel: Denise McManus on
07 3865 1401

Email: zzdmcman@westnet.com.au

31

HEIA(Q) REGIONAL WORKSHOP:
*Walking the curriculum talk and
Walking the ICT talk*

9.00 am – 3.30 pm

St John's School, Roma

Tel: Denise McManus on
07 3865 1401

Email: zzdmcman@westnet.com.au

NOVEMBER 2011

7

HEIA(Q) REGIONAL WORKSHOP:
Walking the curriculum talk

4.00 pm – 6.30 pm

Trinity Lutheran College, Ashmore,
Gold Coast

Tel: Denise McManus on
07 3865 1401

Email: zzdmcman@westnet.com.au

19

HEIA(Q) REGIONAL WORKSHOP:
*Walking the curriculum talk and
Walking the ICT talk*

9.00 am – 3.30 pm

Bundaberg SHS, Bundaberg

Tel: Denise McManus on
07 3865 1401

Email: zzdmcman@westnet.com.au

28

HEIA(Q) REGIONAL WORKSHOP:
*Walking the curriculum talk and
Walking the ICT talk*

9.00 am – 3.30 pm

Mackay North SHS

Tel: Denise McManus on
07 3865 1401

Email: zzdmcman@westnet.com.au