



# *in* **Form**

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

**September 2006**



## Home Economics Institute of Australia (Qld) Inc.

### COMMITTEE OF MANAGEMENT

**President** Joanne Jayne  
Tel: (07) 3864 3390 (BH); (07) 3279 0776 (AH)  
Fax: (07) 3864 3369 (BH)  
j.jayne@qut.edu.au  
jjayne@iprimus.com.au

**Vice President** Michelle Nisbet  
Tel: (07) 5556 8200 (AH); (07) 5556 0034 (BH)  
Fax: (07) 5556 8215 (BH)  
michelle.nisbet1@bigpond.com.au  
michelle.nisbet@tlc.qld.edu.au

**Secretary** Claire Cobine  
Tel: (07) 3299 0516 (BH) Fax: (07) 3299 0500 (BH)  
clairecobine@bigpond.com

**Treasurer and Council Delegate** Aileen Lockhart  
Tel: (07) 3354 0209 (BH); (07) 3369 1130 (AH)  
Fax: (07) 3354 0200 (BH)  
alock19@eq.edu.au (W)  
aileen\_lockhart@bigpond.com (H)

#### Professional Development Chair

Denise McManus  
Tel/Fax: (07) 3865 1401  
zzdmcman@uq.net.au

### COMMITTEE MEMBERS

Jo Andrews  
Tel: (07) 3379 6865; 0438 388 044  
j.maxfield@student.qut.edu.au  
jomax001@hotmail.com

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

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

Sharyn Laidlaw  
Tel: (07) 3892 2690 (AH)  
slai0796@bigpond.net.au

Julie Nash  
Tel: (07) 3357 6000 (BH) Fax: (07) 3857 2231 (BH)  
tjnash@tpg.com.au

Janet Reynolds  
Tel: (07) 3235 9539 (BH); (07) 3393 0575 (AH)  
Fax: (07) 3237 0577 (BH)  
janetrey@ozemail.com.au

Rena Stanton  
Tel: (07) 3870 7225 (BH) Fax: (07) 3371 8936 (BH)  
StantonR@brigidine.qld.edu.au

### REGIONAL COORDINATORS

#### BRISBANE NORTH

Yvonne Rutch, Northside Christian College  
Tel: (07) 3553 1266 Fax: (07) 3553 4628  
rutchy@northside.org.au

#### BRISBANE SOUTH

Jade Sottile, Browns Plains SHS  
Tel: (07) 3802 6222 Fax: (07) 3802 6200  
jsott1@eq.edu.au

#### BUNDABERG

Michele Miller, North Bundaberg SHS  
Tel: (07) 4151 1455 Fax: (07) 4152 5213  
mmill102@eq.edu.au

#### CAIRNS

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

#### GOLD COAST

Lorraine Eldridge, Trinity Lutheran College  
Tel: (07) 5539 3833 Fax: (07) 5539 6497  
leldridge@tlc.qld.edu.au

#### MACKAY

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

#### ROCKHAMPTON

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

#### SOUTH BURNETT

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

#### SOUTH WEST

Lesley Cormack  
Roma P-12 State College – Senior Campus  
Tel: (07) 4620 4200 Fax: (07) 4620 4266  
lcorm4@eq.edu.au

#### SUNSHINE COAST

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

#### TOOWOOMBA

Nerelle Goodwin, Assumption College, Warwick  
Tel: (07) 4661 1739 Fax: (07) 4661 5576  
ngoo0@assumption.twb.catholic.edu.au

#### TOWNSVILLE

Janet Curran, Ryan Catholic College  
Tel: (07) 4773 2677 Fax: (07) 4773 3703  
jcurran@rcc.qld.edu.au

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

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

## President's Message

There is a quote by Mahatma Gandhi that says something along the lines of, *you must be the change you want to see in the world*. Since the last edition of *InForm*, HEIA(Q) members certainly have been very active in being part of the change they want to see. This is so important to our future. In continuing to be informed about issues and initiatives and by looking for opportunities for home economists to promote the wellbeing of individuals and families, we can be part of the change we want to see.

The graduands' function in June highlighted to our future colleagues the value of professional association membership. It is reassuring to see student member Jo Andrews taking leadership in organising and running this function, modelling the need to value and support each other, and being an active participant in changing the world for students, teachers and communities. Also in June, another group of teachers took a journey of a different kind. Equally, their path was about building collaboration and collegiality. Thanks to Helen Keith's superb organisation, the trip to Japan further cemented relationships with Japanese home economists and their students. Both of these activities remind us that change does not have to be dull, boring, imposed or stressful, but rather, it can be brought about in an enjoyable, social and synergistic way. It is a very positive and reassuring approach to change that often gets lost.

The 2006 conference, *The Three E's*, saw more than 200 delegates gathered at the Brisbane Hilton Hotel. Many had travelled well in excess of 1000 km to hear, observe, be part of, and lead the changes that they want to see in areas as diverse as intellectual rigour, nutrition education, assessment and hospitality. This edition of *InForm* once again documents a snapshot of various members engaged in a range of activities, all of which impact on and are influenced by change through a home economics vision for the future.

I trust the last quarter of 2006 will be rewarding and you will take the time to reflect on the changes you have made and congratulate yourself and your team on your achievements. Every change, no matter how small it may seem, has an impact. Treasure the journey and your fellow travellers, rather than asking *are we there yet?* (perhaps a pointless question when we know education is an endless journey with an evolving destination). Having done this, can I encourage you to make a note to nominate a fellow home economics teacher for the 2007 HEIA(Q) Excellence in Teaching Awards. Unfortunately, this year we did not receive any nominations, yet, there must be great practice going on. Let's change the culture and ensure we ourselves acknowledge the essential contribution we make to the wellbeing of future generations.

**Joanne Jayne  
President,  
HEIA(Q)**



*Joanne Jayne (left) with first year teachers and HEIA members Sally Bradford (centre) and Liz Moroney*

## Profiling members of the HEIA(Q) Committee of Management

In the June issue of *InForm*, we introduced some of our new members of the Committee of Management. In this issue, we profile two members who have been on the Committee for two years as well as the two student observers.



**Claire Cobine** At high school, I was undecided between nursing and teaching as a future career path. I was fortunate to receive a teaching scholarship to become a domestic science teacher so the choice was made. Yes, the name has changed—that certainly dates me—and so now I am known

as a home economics teacher. This is the beginning of the home run for me. However, my enthusiasm for cookery and textiles has not diminished over the years and I am grateful for all the support I have received from colleagues as well as the professional associations—it is in the plural as I have been a member of the Home Economics Association of Queensland (the predecessor to HEIA), the Queensland Association of Home Economics Teachers, and now the Home Economics Institute of Australia.

My career with Education Queensland has taken me to Salisbury, Kingaroy, North Rockhampton, Richlands, Acacia Ridge, Palm Beach Currumbin, Kingston and now Marsden State High School. Each appointment has brought new challenges and new friendships, many of which have remained to this day. I still enjoy teaching and was thrilled in 2004 when our Marsden State High School team won the Chefs of the Future Competition. We thoroughly enjoyed our three days in Melbourne, experiencing the food and the culture.

We have, in HEIA(Q), a strong professional association that actively supports its members in 'engaging, educating and enhancing'. As a member of my professional association all my career, I have always appreciated the work of the committee and thank them for their support. For the past 18 months I have been Secretary of the Committee of Management, and I encourage you to be challenged to become part of the COM and contribute professionally.



**Sharyn Laidlaw** I completed a Bachelor of Business at Griffith University and went on to have a career in the retail industry. After an eighteen month traineeship in warehouse management with Coles Myer, I was appointed Day Shift Manager and went on to win a number of awards such as the

Uncle Ben's Junior Scholarship involving a world trip to study retailing. A number of positions were achieved at Coles Myer including buyer and promotions manager. I finished my retail career as the Queensland Merchandising Manager for Shell. After the birth of my daughter Simone I knew I wanted to put my energies into a more creative field and use my skills to make a difference in the lives of others. As I always enjoyed training staff, teaching seemed a natural flow on. Reflecting on the subjects I most enjoyed at school, Home Economics was the standout so I went about developing my skills in this area. I am currently in my second year of teaching at Balmoral State High School and although my journey to teaching has been a long one, every day has its rewards.



**Debbie Cain** (Student observer) I am a final year pre-service teacher who has joined the Committee of Management (COM) this year as I ready myself for the beginning of a new career as a home economics teacher. I feel privileged to be welcomed to the COM meetings to experience first-hand the

community of members and the profession as a whole.

My interests include anything related to food and nutrition, as well as preserving our earth for the future, so I was delighted to discover that the contexts of home economics would allow me to combine these passions in the classroom. I believe that teaching home economics will give me the opportunity to empower my students with the knowledge to lead a healthier life and hopefully provide them with ways to consider a more sustainable future for our planet.

I can still clearly remember my first day of school coming home and telling my parents that I wanted to be a teacher. For many reasons I didn't follow that career path and 14 years later when my daughter was born, I decided it was the perfect opportunity to follow that dream. As I reach the end of my degree, I am convinced it has been worth following my dream and I feel sure that my new career will exceed my initial expectations. I am also looking forward to giving back to the profession that has so far welcomed me to its fold. As I begin my teaching career I look forward to using my genuine interest in all things home economics (yes, even Textiles) and to be the best teacher I can be.



**Julianna Kneebone** (Student observer) I am currently in my last semester of the Bachelor of Education (majoring in Home Economics) at the Queensland University of Technology. I did not study home economics at high school and as a result I never dreamed of being a home economics

teacher—I guess I got here by chance. I had originally auditioned for a dual degree in dance and education, and when I discovered the requirement of 35 contact hours per week, I promptly changed my preferences and have not looked back since.

My passion lies within textiles and design. However, I have since been exposed to concepts such as sustainability, sociology and the built environment throughout the course and have developed an appreciation of the importance of these within our society and the influence and impact that they can have on an individual's wellbeing. I anticipate undertaking further study to broaden my scope and develop further understandings of these factors within society.

I have enjoyed attending COM meetings and now feel like a member of a very efficient and effective team. Hopefully it won't be long before I have more experience and am able to offer greater input to both the COM and HEIA. I look forward to meeting and working with other home economics professionals as I embark upon my career next year.

# Strategic Questioning workshop

Monday 24th July, 2006

On Monday 24 July 2006, the Curriculum Corporation (based in Victoria) launched its Strategic Questioning DVD by means of an interactive workshop that was opened to professional associations via the Joint Council of Teacher Associations (JCQTA). As a member of JCQTA, HEIA(Q) was invited to participate. The Curriculum Corporation provided funding to support two members from each association. HEIA(Q) members Janet Curran, Townsville PD coordinator for HEIA(Q), and Jo Andrews, HEIA (Q) Committee of Management represented HEIA(Q) at the workshop, with a brief to review the DVD and make recommendations as to whether the DVD would be suitable for use as part of HEIA(Q)'s professional development program, and what should be shared with other members.

This DVD builds on the work of the Curriculum Corporation's Assessment for Learning Project (2003–2004), which resulted in a professional learning website designed to promote the use of 'assessment for learning' strategies in the classroom. This website contains professional learning modules, sample assessment tasks and links to professional reading. The Strategic Questioning DVD supplements the professional learning module on strategic questioning and features classroom footage that shows the teachers implementing aspects of strategic questioning, as well as interviews in which they reflect on their experience of implementation. There is a wide spectrum of teachers, grades and subjects utilised in the production; however there are no direct examples of home economics classrooms. The DVD focuses on ten aspects of strategic questioning:

- preparing key questions
- asking closed questions
- asking open questions
- using wait time or thinking time
- hands down
- prompting student response
- building on 'wrong' answers
- responding positively to students
- distributing questions around the class
- encouraging students to ask questions.

The afternoon welcomed a vast array of participants from many of the professional associations, all with laptops and earphones in tow. Delegates were given the opportunity to be 'walked through' the DVD, followed by a session in which individuals or pairs were asked to review one of the ten aspects of strategic questioning that formed the essence of the DVD. The workshop ended with a frank and open discussion by the group, giving feedback that was seemingly appreciated by the convenors. Participants were free to provide feedback in whatever shape or form they chose and the responses varied from a descriptive account of what was viewed to a critique in

light of current thinking around classroom pedagogy. The 'real' classroom footage was seen as a welcome yet problematic aspect of the DVD. Access to the 'goings-on' in other people's classroom was an appreciated aspect of the DVD, seen as a positive for those teachers that have no access to observe others at work. However, filming 'real time' in a classroom meant that there was little control over what happened and therefore not all that was seen was considered 'good practice'. The consensus seemed to be that the DVD should be used as stimulus material for professional discussions, rather than presented as 'good practice'.

The DVD is able to be played in either a computer or DVD player and is relatively simple to use. It is available free-of-charge from the Curriculum Corporation. Go to the Curriculum Corporation's website <http://cms.curriculum.edu.au/assessment> and follow the prompts to place your order. Or you could go straight to [http://cms.curriculum.edu.au/assessment/dvd\\_order.asp?src=/assessment/pd/Default.asp](http://cms.curriculum.edu.au/assessment/dvd_order.asp?src=/assessment/pd/Default.asp)

**Janet Curran, Ryan Catholic College, Townsville, and Jo Andrews, 4th Year QUT student**



*HEIA(Q) Members Jo Andrews (left) and Janet Curran with presenter Noni Morrissey from the Curriculum Corporation*

## 2006 State Conference The three E's: Engage, Educate, Enhance Saturday, 12 August, Brisbane Hilton Hotel

I was one of the 210 delegates welcomed by our President, Joanne Jayne to the Queensland annual state conference at the Brisbane Hilton. When you travel only 15 minutes by car from the southern suburbs of Brisbane, you can really appreciate the time, money and effort that many others had expended to come to the conference from further afield. Attendees from Cairns, Charters Towers, Townsville, Innisfail, Bowen, Proserpine, Goondiwindi, Barcaldine, St George, Monto, Kingaroy, Rockhampton, Dalby, Bundaberg, Hervey Bay, Gayndah, Gympie, Toowoomba, Near North Coast and South Coast were acknowledged, as was Jennifer Unwin who travelled from Humpty Doo, in the Northern Territory, and Victoria's Leanne Compton, President HEIA(Victoria) and Gail Boddy.

The theme for this year's Conference was *'The three E's: Engage, Educate and Enhance'*. I'm not quite sure of the organisers' intent in developing this theme but I would like to share with you my experience of the day using these three E's as a framework for my reflections.

### Engage

The conference provided a wonderful opportunity to engage or catch up with old friends from college and university days, former pupils and teaching colleagues and those familiar faces from previous conferences or workshops—you know the face but can't recall the name until you are close enough to read the identification tag ..... and doesn't the print get smaller each year? We greet and chat at morning tea, lunch and cocktail hour and promise to make an effort to get together some time, but, before we know it it's conference time once again, twelve months later.

In opening the conference, Joanne Jayne identified and welcomed the many conference 'first timers'. I hope the first timers also made new acquaintances at the workshops as you shared ideas with other like-minded people and I hope that, like me, you look forward to seeing those familiar faces and renewing friendships next year when you return. I always feel the informal agenda and the networking are as valuable as the formal advertised program.



Dr Michael Carr-Gregg with delegates Helen Johnston (left) and Margaret Duncan

### Educate

I usually consider the keynote address part of the education process, and this year was no exception. Child psychologist and television celebrity, Dr Michael Carr-Gregg delivered a most informative and entertaining presentation *'Living with and getting through adolescent Click and Go.'* Michael exemplified the qualities he espouses for communicating with adolescents—and home economics educators on a Saturday morning—in that he used humour to effectively hold our attention. He acknowledged that schools were *'the last bastion of social capital'* for *'the most vulnerable generation in the history of Australia'* and he valued our role as teachers and *'torch bearers'* in providing the much-needed structure in our students' lives.

We learnt about the research findings on adolescent brain development—I liked the analogy of the brain as a block of marble and the repeated experiences and stimulating environments as being the sculptor. Although it should come as no surprise to any practising teacher of adolescents, the results of research done to measure the number of sleep-deprived Year 10 students in Australia was quite staggering. By the way, the sleep deprivation was the result of being engaged with the internet or the mobile phone—not the excessive homework you may have set! Michael referred to our students as the *'always-on generation'*. Unfortunately, tired brains can't learn.

We learnt about 'affluenza', about the light given out by a digital clock interfering with sleep patterns, and about eggs, yoghurt and blueberries being brain foods. I have 'Googled' those new things I learned about—the UK 'back to table' campaign; the Nuns of Mankato; Leonard Sax and 'Why gender matters' and out of curiosity, I will buy *'The Princess Bitchface Syndrome—Surviving Adolescent Girls'* (Number 5 on the Australian Best Seller List) by Michael Carr-Gregg.



Meeting up with old friends and acquaintances Leanne Compton (Victoria) (left) and Judy Edmonds (Townsville)

## Enhance

At the conference there were several avenues through which I had the opportunity to 'enhance.' I am not a passionate shopper but I love trade tables at a HEIA(Q) conference. It is an easy, time-saving means of identifying resources that will enhance teaching and learning experiences. I am sure other 'Home Eccys' could relate to my joy in obtaining some great coloured muffin cases and some interesting food skewers at the Executive Chef Stand! This isn't 'life shattering stuff' but it is a pretty realistic part of a home economics teacher's world (I did order some books as well).

Workshop sessions were another means of enhancement. This year there were two sessions with six options available per session. I tend to choose topics that will support what I do in the classroom and I was very happy with my choices. The workshop, 'ICT and Relationships', again with Dr Michael Carr-Gregg expanded my awareness of this generation's living environment. Like many of the audience, I identified myself as 'a digital immigrant' as opposed to 'the digital natives' i.e. the young people I teach. Michael spoke about the balance between the risk and the protective factors in young people's worlds. He identified The Internet World as a more recent addition to the world of the Family, the School, the Peer Group, the Inner World, Community and Culture. Through this interactive workshop we became aware of the risks inherent for young people in this on-line world.

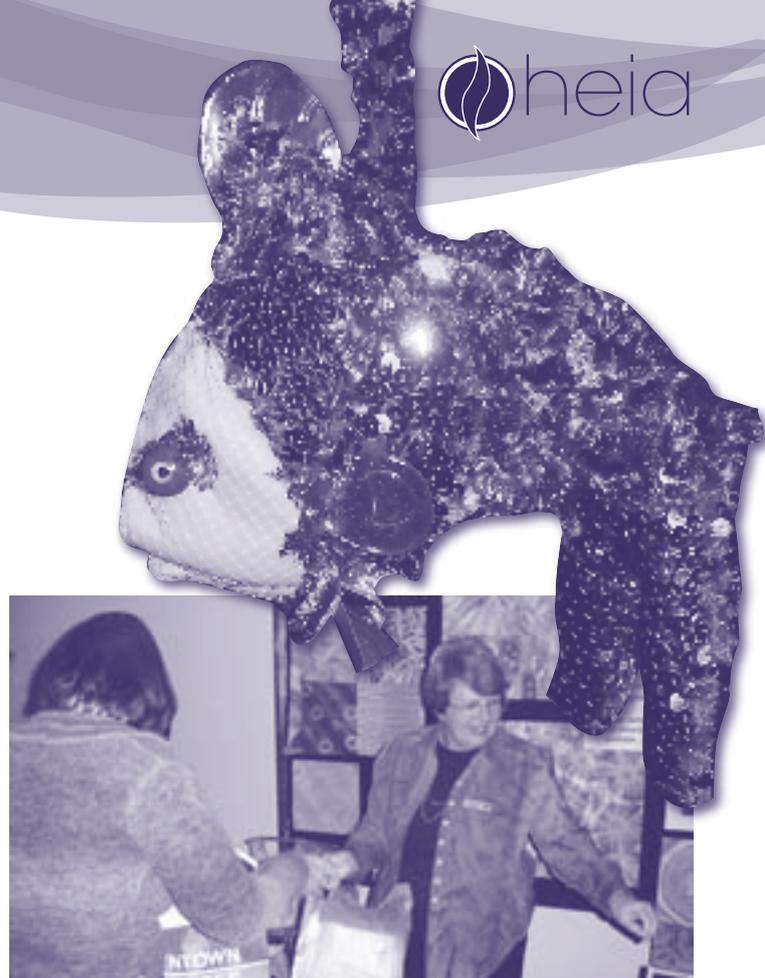
Gail Boddy's session on Terrific Textiles challenged the audience to rethink design briefs. She introduced me to the UK site <http://web.data.org.uk> as an influence in her development and understanding of the technology process. In a hands-on session she encouraged the participants to develop design briefs from a simple stimulus illustration. She reminded us that a good design brief neither specifies the product nor solves the problem in its wording, but gives the student the opportunity to design and produce an individual item.

I am sure that each of the other ten sessions presented was equally as interesting and well received by participants.

This year in the final session we were treated to an innovative fashion parade by students from QUT, The Funky Gibbon Parade. A range of creative outfits designed from a box of retro fabrics was designed, made and modelled by a group of third-year students. Some fabulous ideas for the recycling of garments were also noted.

Evaluation sheets were completed and the drawing of prizes donated by the trade exhibitors brought the day to a close.

When we tick the boxes on an evaluation form it provides a statistical way to measure delegates' satisfaction with various aspects of the day's proceedings. However, in the rush to complete forms and bring the day to a close, a tick in a box hardly does justice to acknowledging the time and the energy that has been volunteered to developing the program for the day, arranging presenters and organising both the venue and catering. Like travellers, we each left the venue with a duty-free 'show bag' of goodies. We had been on a day journey in which



*Exhibitor Anne Mitchell from Genesis Creation gives some fabric colouring advice to a delegate*

we had the opportunity to engage, educate and enhance and I thank the Committee Members: Conference Convenor Claire Cobine assisted by Julie Nash and the Program Committee headed by Jan Reynolds and assisted by Cheryl Conroy, Helen Keith and Renae Stanton, for planning a challenging itinerary and completing the necessary bookings. Your combined efforts for the presentation of a most successful 2006 HEIA(Q) Conference are gratefully appreciated.

**Dianne Polson**  
Holland Park State High School



*The Funky Gibbon parade*

## Student Textile Forum 2006

On 26 July at Coorparoo Secondary College, HEIA(Q) presented the annual Student Textile Forum. As we arrived, students perused the static displays of journals filled with design ideas, collected brochures related to study and careers in the field of textiles and viewed design sketches that introduced us to the morning ahead.

We were treated to displays by third year Home Economics student teachers from the School of Public Health, QUT. They modelled their outfits, which they had designed and constructed using a piece of fabric from the 1960's. It was really interesting to see the designs inspired by days gone by.

Moreton Institute of TAFE also presented student-designed outfits that were constructed using mainly calico. Special mention must go to the origami paper crane inspired outfit—it was first class, as was the Venetian blinds inspired outfit. Who would have thought such an everyday item could be the stimulus behind creating outfits? The presentation also included a talk from staff and students from Moreton, outlining the courses and learning experiences experienced by their students.

The Creative Industries Faculty at QUT provided information about its current degree and double degree courses available. The power point presentation showed pictures of clothing items constructed from eight sports socks. The outfits varied enormously, with one person even managing to create a corset-style top!

Lastly, a young, male fashion designer spoke of his pathway from school. He spoke about the many jobs linked with fashion and the excitement of travelling the world as part of his job, researching current and future fashion trends.

The morning was inspirational and well worth the travel across town. It created a larger picture of the opportunities available to students in the Fashion and Textiles industry.

**Michele Tillack**  
St John Fisher College, Bracken Ridge

### Snippets from three St John Fisher College Year 12 students who attended the Forum

*The experience at the Student Textile Forum was amazing, especially seeing the amazing outfits. Most notably the paper crane and mushroom style outfits. The forum was also good as it showed many career opportunities.*

**Kate Weerden**

*It was amazingly fantastic seeing all of the creative outfits. I thoroughly enjoyed the whole day.*

**Lily Sclosa**

*The textiles forum was an eye opening experience. It was good to hear from past students who had actually achieved their goals in life. Getting to view items that students had made was great because we got a feel of what TAFE and University can offer us. I think many students walked away from the Forum with a clearer idea of what they want to do in the future. It was a fun experience.*

**Jazmin Rance**



## HEIA(Q) plans a 2-day Nutrition Education Conference for 2007

The HEIA(Q) Committee of Management has endorsed the running of a 2-day conference in 2007 that focuses on **school-based nutrition education**. This is, in part, a response to the growing demand for effective nutrition education that supports national priorities related to nutrition, and in particular supports the ongoing concerns with increasing levels of obesity, overweight, diabetes and the like. It is early days but the focus will be on current thinking around **effective food and nutrition education** that supports health-promoting behaviours, as opposed to just knowing about nutrition.

# The way we were - curriculum

The information that is cited in this article is drawn mainly from *A Centenary History of Home Economics Education in Queensland 1881–1981* (Department of Education, Queensland, 1981). The student work has been supplied by Betty Hoy (nee Davidson) (her own work from 1938) and the curriculum materials and examination papers have been supplied by Val Cocksedge.

## 1830–1860

In colonial Queensland, the class-consciousness of Victorian England was reproduced and even magnified, in this essentially British community. Domestic skills were spurned as menial and girls of social standing were not encouraged to learn them. These were the skills of servants, and few girls wanted to be one. The emphasis was on the academic subjects, or social refinements.

## 1860s

The Education Regulation stated that Needlework was to be taught for 1 hour per day but this was seldom observed. Wives of teachers were sometimes used as instructors, but the subject had no real organised standards or status. Parents also had a deeply rooted prejudice against plain sewing (dressmaking), and discouraged needlework teaching as they could teach it themselves. They would not entrust schools with expensive materials and so often did not supply it. Crochet, tatting and other fancy work were more popular. Needlework was placed in the same category as music, French and Latin—as an ornament.

## 1875

The Education Act stated that Sewing and Needlework was one of the subjects to be taught in the eight years of primary school. A statement of minimum standards for each class was inserted in the Table of Minimum Attainments. This increased its standing, but standards varied widely.

## 1880s

By this time the pioneering skills required by men and women were lacking and there was some public interest in broadening the domestic subjects. A change in the Regulations allowed some Girls' Schools to offer in the Fifth or highest class a Domestic Economy course, which had two areas of study:

- Clothing, washing, the dwelling (warming, cleaning and ventilation), rules of health (the sick room), cottage income and expenditure
- Food, nutritive value and composition, food functions, food preparation and culinary treatment.

There were no real practical facilities or textbooks. Plus the subject was only offered in Girls' Schools, and the majority of girls attended the State's mixed schools. Although some mixed schools ignored the Regulation and offered Domestic Economy, the number was small. The quality of teaching was criticised, attributed to relying on English textbooks that were not suited to Queensland. By contrast, Needlework received favourable comment, although negative attitudes had not disappeared completely, particularly in poorer areas where the making of samplers and miniature garments was considered a waste.

## 1897

State education was limited largely to primary education, with limited secondary education and technical education in its infancy. Many believed that the goal of primary education was to provide a liberal education and vocational subjects such as Domestic Economy were seen as unnecessary in primary school. The inspectors were divided as to whether or not it had a place in primary schools. The State Education Act Amendment Act enabled the addition of additional subjects to Class VI of the primary schools and Under Secretary Anderson made it clear that cookery would be one of these, although it was delayed until 1900. (Cookery had been taught in NSW Superior Schools since the 1860s.)

## 1900s

There was a growing demand for a 'practical education' for girls, but syllabus changes did not support this and no practical facilities were available in schools. However, Girls' Schools in Mackay and Rockhampton began practical cookery classes in 1901 and 1903 respectively. An advance came when girls at various urban centres were allowed to use the technical college kitchens for cooking lessons. Although domestic science classes at the technical colleges were very popular, the subject deteriorated because of the difficulty in teaching the subject on a theoretical level only, and the expense of equipment. It was dropped from the 1904 syllabus until better facilities could be provided. The emphasis on practical education in the 1904 syllabus, newspaper

enthusiasm, and the popularity of the subject at technical colleges gave promise for domestic science but it was not until 1917 that it became part of the primary syllabus.

## 1910s

A Domestic Science Day School was established at the Central Technical College in 1910. It provided secondary education with a focus on vocational subjects, and its major role was to bridge the gap between primary school and technical college. When high schools commenced in 1912, these Day Schools became high schools with less emphasis on vocational skills. However, in 1915 Blair and Storey resurrected the earlier model and opened a full-time Domestic Science Day School in Ipswich in 1915, with students planning to be either housewives or teachers. Part of the program included serving a 4-course meal to the public at lunchtime.

The subject lacked status because it was not part of Scholarship, Junior or Senior examinations, the perception that the only career path was to domestic service, and that no particular intelligence was required to become a housewife. These views led to introducing science into 'domestic science'. In contrast, many believed that the traditional structure of the family was under threat and that domestic science education could play a role in arresting the decline of the family.

## 1921–1922

Domestic Science was first included in the Junior Examinations—four students sat two papers.

## 1923

The travelling railway carriages were adapted with domestic science equipment to service the country areas with specialised instruction.

## 1929

Two domestic science subjects were introduced for Junior Examinations—Domestic Science A and B. Facilities were expanded and the direction of domestic science education was guided and encouraged by the Inspectress of Women's Work, teachers from technical colleges, and the Domestic Science Advisory Board.

## The way we were - Curriculum

### 1930s Student work for Junior Public Examination

INSTRUCTIONS FOR MAKING AND SKETCH OF  
**KNITTED GARMENT**

Materials: 400 yds. 4-ply wool; small quantity of Angora (contrasting colour); 15 buttons  
two No. 8 and two No. 10 knitting needles

My jacket was knitted in grey fleeced wool and black Angora.

Measurements: length from top of shoulder, 18 1/2 ins.; width all round  
under arm, 32 ins.; length of sleeve from under arm, 18

Abbreviations: K, knit; P, purl; tog, together; m1, make 1.  
Lump knit into the back of each casting-on stitch.

**The Back**  
Using No. 10 needles, cast on 90 stitches.

Row 1 - K1, P1 to end of row. Repeat this row 29 times.

Changing to No. 8 needles, commence pattern.

Row 1 - K10, (m1, K10) eight times.

Row 2 - (P9, P2 tog) eight times, P10. Repeat these two rows

Row 11 - Purl. Row 12 - knit.

This completes a pattern. Work six more patterns; then

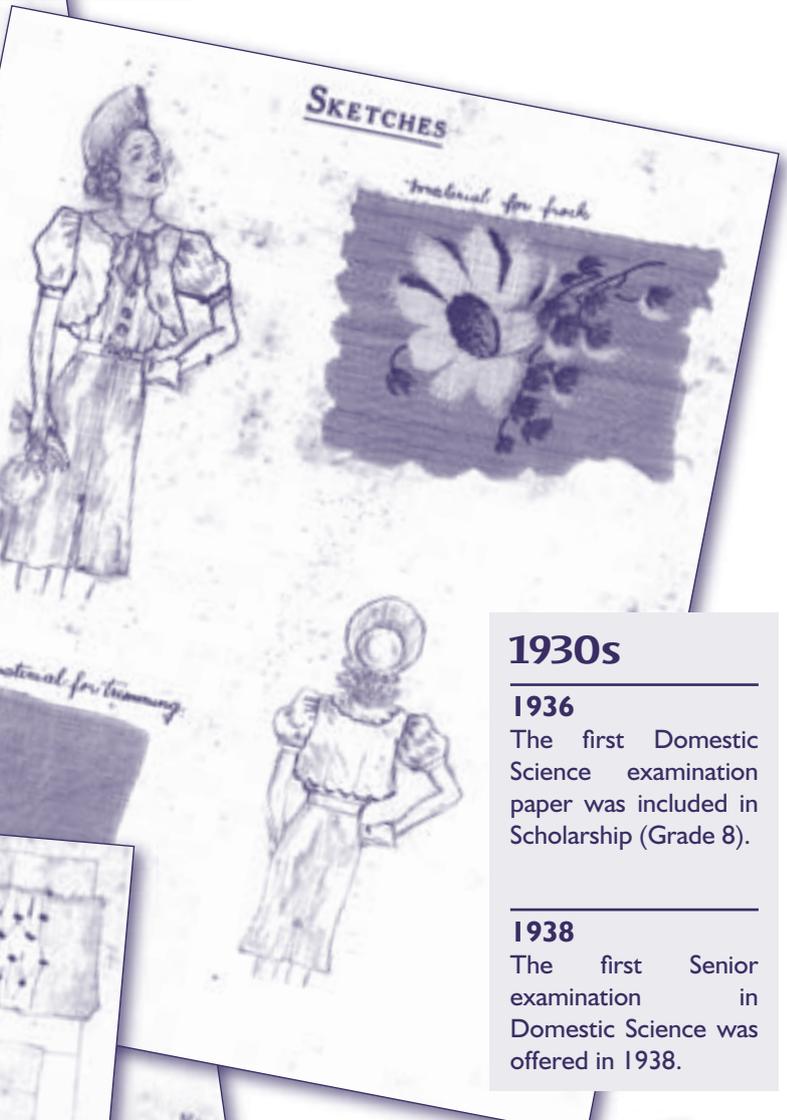
Row 15 - Cast off 6 sts, K3, (m1, K10) eight times.

Row 16 - Cast off 6 sts, P2, P2 tog, (P9, P2 tog) seven times, m1

Row 17 - K2 tog, K2, (m1, K10) seven times, m1

Row 18 - P2 tog, P1, P2 tog, (P9, P2 tog) seven times, m1

Row 19 - K1, (m1, K10) seven times, m1



**1930s**

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**1936**  
The first Domestic Science examination paper was included in Scholarship (Grade 8).

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**1938**  
The first Senior examination in Domestic Science was offered in 1938.

**Certificate**  
TO BE SIGNED BY PRINCIPAL OF SCHOOL,  
OR SUPERVISOR OF DEPARTMENT.

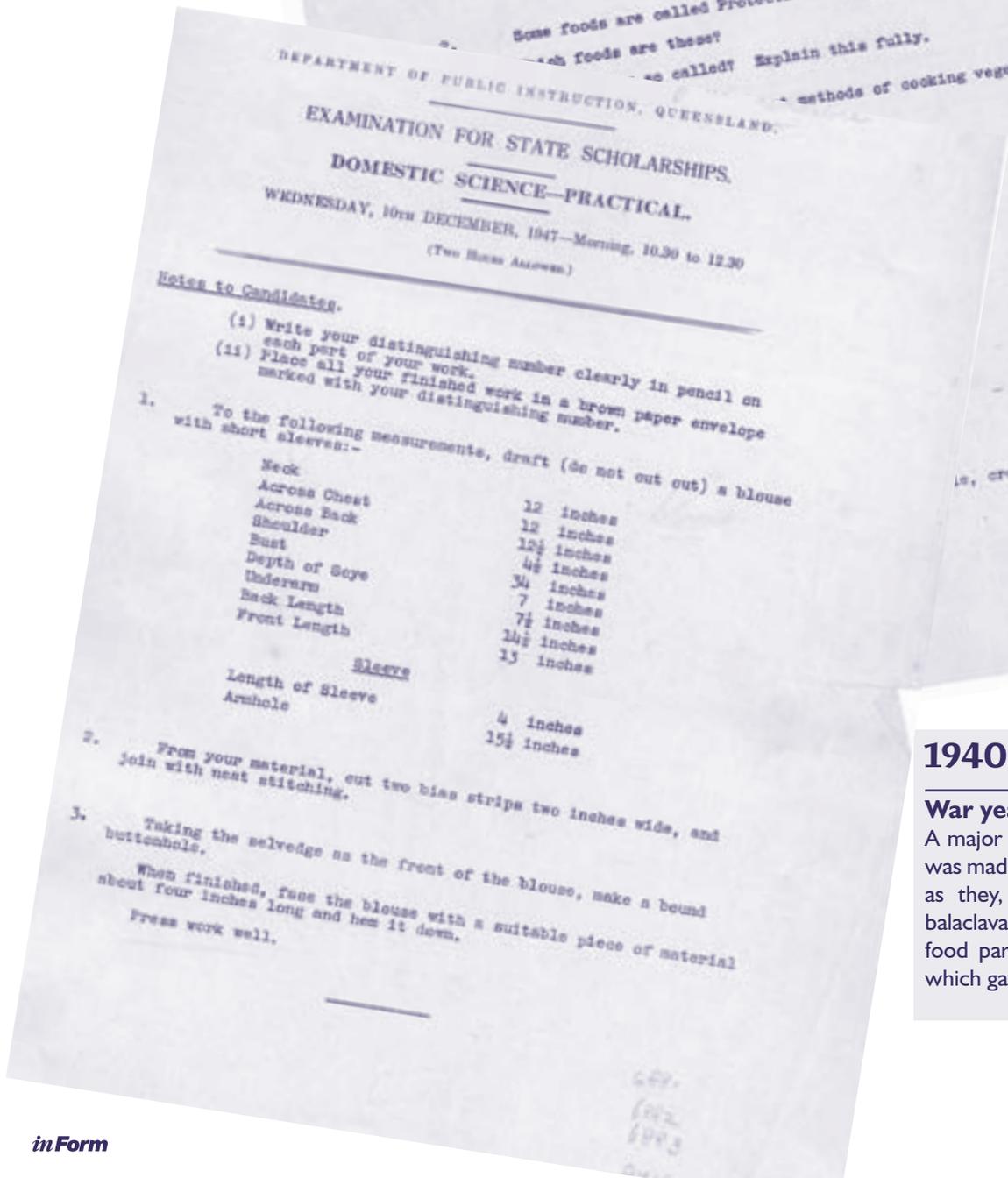
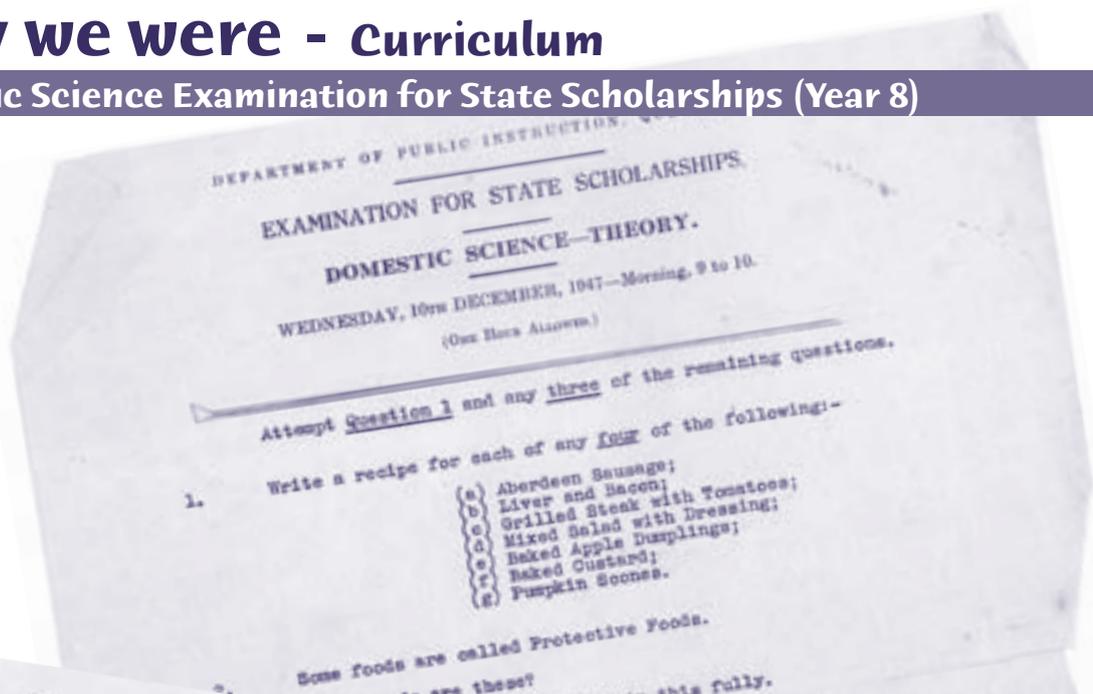
I hereby Certify that the initials entered on each page in this book are those of the teachers who supervised the work of the Candidate whose Examination Number appears on the front cover; and further that the Candidate has actually done the whole of the specified work, and thereby complied with the practical requirements in Domestic Science II as prescribed for the Junior Public Examination.

*G. J. Roscoe* (Principal)  
*Kingary State High* (School)

(Date) 10th Nov. 1938.

# The way we were - Curriculum

## 1940s Domestic Science Examination for State Scholarships (Year 8)



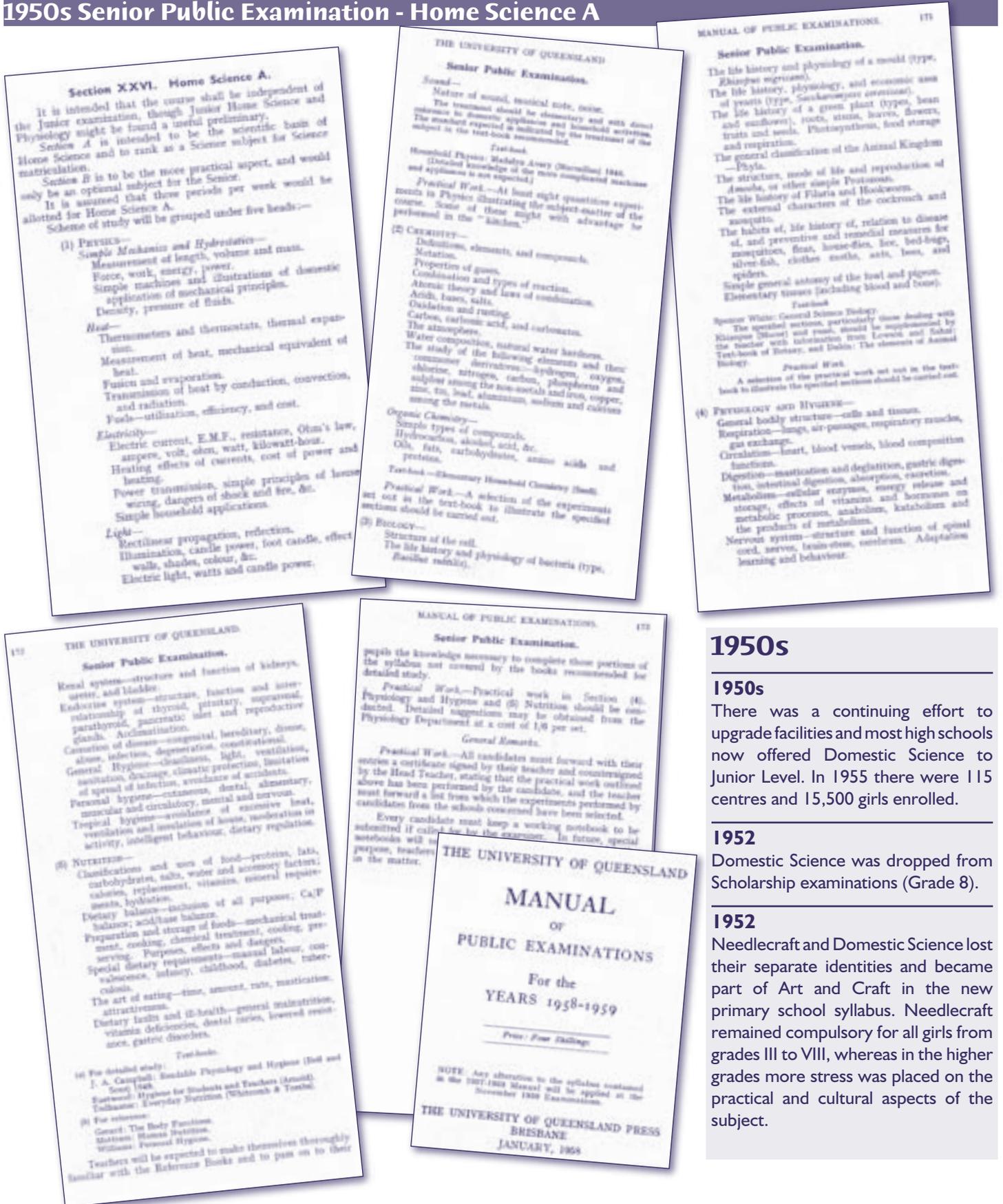
**1940s**

**War years**

A major contribution to the war effort was made by domestic science students as they, for example, knitted socks, balaclavas and rugs as well as making food parcels to send to Britain, all of which gave a boost to the subject.

## The way we were - Curriculum

### 1950s Senior Public Examination - Home Science A



MANUAL OF PUBLIC EXAMINATIONS. 175

**Senior Public Examination.**

The life history and physiology of a mould (type, *Rhizopus nigricans*).

The life history, physiology, and economic uses of yeasts (type, *Saccharomyces cerevisiae*).

The life history of a green plant (type, bean and sunflower), roots, stems, leaves, flowers, fruits and seeds. Photosynthesis, food storage and respiration.

The general classification of the Animal Kingdom—Phyla.

The structure, mode of life and reproduction of Amoeba, or other simple Protozoan.

The life history of *Filaria* and Hookworm.

The external characters of the cockroach and mosquito.

The habits of, life history of, relation to disease of, and preventive and remedial measures for mosquitoes, flea, house-flies, lice, bed-bugs, silver-fish, clothes moths, ants, bees, and spiders.

Simple general anatomy of the fowl and pigeon. Elementary tissues (including blood and bone).

**Text-book.**

Spencer White: General Science Biology.

The specified sections, particularly those dealing with Kinesis (biotic) and parasitism, should be supplemented by the teacher with information from Lowen and Fisher: Text-book of Zoology, and Doherty: The elements of Animal Biology.

**Practical Work.**

A selection of the practical work set out in the text-book to illustrate the specified sections should be carried out.

(4) **PHYSIOLOGY AND HYGIENE.**

General bodily structure—cells and tissues.

Respiration—lungs, air-passages, respiratory muscles, gas exchange.

Circulation—heart, blood vessels, blood composition, functions.

Digestion—mastication and deglutition, gastric digestion, intestinal digestion, absorption, excretion.

Metabolism—cellular respiration, energy release and storage, effects of vitamins and hormones on metabolic processes, anabolism, catabolism and the products of metabolism.

Nervous system—structure and function of spinal cord, nerves, brain-stem, cerebrum. Adaptation learning and behaviour.

THE UNIVERSITY OF QUEENSLAND

**Senior Public Examination.**

**Second—**

Nature of sound, musical notes, octave.

The treatment should be elementary and with direct reference to domestic appliances and household activities. The standard expected is indicated by the treatment of the subject in the text-book recommended.

**Text-book.**

Household Physics: *Walden Avery* (Revised) 1946. (Detailed knowledge of the more complicated machines and appliances is not expected.)

**Practical Work.**—At least eight quantitative experiments in Physics illustrating the subject-matter of the performed in the "kitchen."

(2) **CHEMISTRY.**

Definition, elements, and compounds.

Notation.

Properties of gases.

Classification and types of reaction.

Atomic theory and laws of combination.

Acids, bases, salts.

Oxidation and rusting.

Carbon, carbonic acid, and carbonates.

The atmosphere.

Water composition, natural water hardness.

The study of the following elements and their commonest derivatives:—hydrogen, oxygen, chlorine, nitrogen, carbon, phosphorus and zinc, tin, lead, aluminium, sodium and calcium among the metals.

**Organic Chemistry.**

Simple types of compounds.

Hydrocarbon, alcohol, acid, etc.

Oils, fats, carbohydrates, amino acids and proteins.

**Text-book.**—Elementary Household Chemistry (Book).

**Practical Work.**—A selection of the experiments set out in the text-book to illustrate the specified sections should be carried out.

(3) **BIOLOGY.**

Structure of the cell.

The life history and physiology of bacteria (type, *Bacillus subtilis*).

THE UNIVERSITY OF QUEENSLAND

**Senior Public Examination.**

Renal system—structure and function of kidneys, ureter, and bladder.

Endocrine system—structure, function and inter-relationship of thyroid, pituitary, suprarenal, parathyroid, pancreatic islet and reproductive glands. Acclimatization.

Causes of disease—congenital, hereditary, disease, abuse, infection, degeneration, constitutional.

General Hygiene—cleanliness, light, ventilation, sanitation, drainage, climatic protection, limitation of spread of infection, avoidance of accidents.

Personal hygiene—contaminous, mental and nervous, muscular and circulatory, treatment of excessive heat.

Tropical hygiene—avoidance of disease, moderation in ventilation and insulation of houses, moderation in activity, intelligent behaviour, dietary regulation.

(6) **NUTRITION.**

Classification and uses of food—protein, fats, carbohydrates, salts, water and accessory factors; calcium, replacement, vitamins, mineral requirements, hydration.

Dietary balance—inclusion of all purposes; Ca/P balance; acid/alkali balance.

Preparation and storage of foods—mechanical treatment, chemical treatment, cooling, preservation, cooking, chemical treatment, drying, etc.

Special dietary requirements—manual labour, convalescence, infancy, childhood, diabetes, tuberculosis.

The art of eating—time, amount, rate, mastication, attractiveness.

Dietary health and ill-health—general malnutrition, vitamin deficiencies, dental caries, lowered resistance, gastric disorders.

**Text-books.**

(a) For detailed study: J. A. Campbell: *Essentials of Physiology and Hygiene* (1941 and 1948).  
 Text-book: *Hygiene for Students and Teachers* (Amold).  
 Text-book: *Everyday Nutrition* (Whitcomb & Trench).

(b) For reference:  
 General: *The Body Functions*.  
 Nutrition: *Home Science*.  
 Hygiene: *Personal Hygiene*.

Teachers will be expected to make themselves thoroughly familiar with the Reference Books and to pass on to their

MANUAL OF PUBLIC EXAMINATIONS. 172

**Senior Public Examination.**

Depth the knowledge necessary to complete those portions of the syllabus not covered by the books recommended for detailed study.

**Practical Work.**—Practical work in Section (4), Physiology and Hygiene and (5) Nutrition should be conducted. Detailed suggestions may be obtained from the Physiology Department at a cost of 1/6 per set.

**General Remarks.**

**Practical Work.**—All candidates must forward with their entries a certificate signed by their teachers and countersigned by the Head Teacher, stating that the practical work outlined above has been performed by the candidate, and the teacher must forward a list from which the experiments performed by candidates from the schools concerned have been selected.

Every candidate must keep a working notebook to be submitted if called for by the examiner. In future, special purpose, teachers in the matter.

THE UNIVERSITY OF QUEENSLAND

**MANUAL OF PUBLIC EXAMINATIONS**

For the YEARS 1958-1959

Price: Four Shillings

NOTE: Any alteration to the syllabus contained in the 1957-1958 Manual will be applied at the November 1958 Examination.

THE UNIVERSITY OF QUEENSLAND PRESS  
 BRISBANE  
 JANUARY, 1958

**1950s**

**1950s**

There was a continuing effort to upgrade facilities and most high schools now offered Domestic Science to Junior Level. In 1955 there were 115 centres and 15,500 girls enrolled.

**1952**

Domestic Science was dropped from Scholarship examinations (Grade 8).

**1952**

Needlecraft and Domestic Science lost their separate identities and became part of Art and Craft in the new primary school syllabus. Needlecraft remained compulsory for all girls from grades III to VIII, whereas in the higher grades more stress was placed on the practical and cultural aspects of the subject.

# The way we were - Curriculum

## 1950s Senior Public Examination - Home Science B

**Section XXVII. Home Science B.**

(I) DOMESTIC ECONOMY—

(a) House planning—  
Drainage, disposal of waste, sanitation including septic tanks and sewerage.  
Lighting, heating, ventilation and hot water supply.  
Modern household appliances including washing machine, electric stove and refrigerator.

(b) House decoration—  
Treatment of walls and windows.  
Floors and floor coverings.  
Carpets and modern furnishing fabrics.

(c) Furniture, period and modern.  
Knowledge of suitable timbers.

(d) China and glass and pottery.  
*Note.*—Most manufacturers will supply attractive booklets showing their best designs.

(e) Beds, bedding and napery.  
Prices.

(f) Management of the home—budgeting, general household accounts; banking; insurance; income tax; householders's liabilities.

(g) General household cleaning (vacuum cleaners)

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THE UNIVERSITY OF QUEENSLAND

Senior Public Examination, November, 1958.

**HOME SCIENCE B**

SECOND PAPER

Time Allowed - Ten minutes for perusal  
Three hours for working

Mark your examination number clearly on each part of your work.

Sewing Machines may be used.  
Marks will be given for neat economical arrangement of drafts on paper provided.

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THE UNIVERSITY OF QUEENSLAND

Senior Public Examination, November, 1958.

**HOME SCIENCE B**

FIRST PAPER

Time Allowed - Ten minutes for perusal  
Three hours for working

Marks allotted to each question are shown in brackets.

1. The following menu has been decided on for a formal dinner party for six people. Fill in the details completely and give instructions for the preparation and serving of the whole dinner.

Fruit cocktail;  
Eggs à l'auvergne;  
Fish;  
Main course;  
Dessert;  
Black coffee. (25 marks)

2. Answer two (2) of the following:

(a) Write out instructions for preserving pineapple by bottling.  
(b) Write out a recipe for mango chutney or any chutney you have made.  
(c) How would you serve liver in a palatable form to an invalid? (14 marks)

3. EITHER:

Describe the structure of a modern comfortable bed.  
State the length and width of single bed sheets. Name the materials used for sheets and give current prices.  
Describe how to change the sheets for a bed-ridden patient.  
Or -  
Write an account of carpets commonly used in the household today.  
Explain what special care must be taken in laying carpets and state what precautions must be taken to keep them in good condition. (16 marks)

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Senior Public Examination.

*Zett-Abook*—"Furnishing Art and Practice," by Clive Carney (Oxford Press). "Hygiene for Nurses," Darling.

*Reference books*—  
"Commonsense in Home Decoration," Carl Maas. World Publishing Co., New York.  
"Household Equipment," by Post and Tey.

(2) SIMPLE NURSING—  
First aid and home treatment for various common ailments.

(3) COOKERY—  
Soups—including clear and thick soups, broths and beef tea.  
Joints—including poultry.  
Entrees—casserole cookery; grills; made-up dishes, including curries, rissoles, fritters, and brawn.  
Fish—fresh, salted, and smoked.  
Sauces and gravies—to suit various dishes.  
Vegetables—preparing and cooking all types of vegetables; making of salads—many varieties.  
Sweets—boiled and steamed puddings; baked puddings—custards, cereals, pies, and tarts; pastry—short, flaky, and puff; fritters; cold puddings, including salads, ices, and trifles.  
Cakes—sponges and layer cakes, madeira and fruit cakes, small cakes, biscuits, savouries (varied); bread made with yeasts.  
Confectionery—making toffees, fondants, jellies, and caramels.  
Cake icing—marzipan, royal, butter, and fruit icing; to ice and decorate a birthday cake, sponge sandwiches, and small cakes.  
Fruit Preserves—making of jams, jellies, and marmalade; pickles, chutneys, and sauces; bottling of fruit and vegetables (Fowler's method); home canning.  
Meals—Much attention should be paid to the planning, cooking, and serving of four-course dinners, luncheons, and suppers; breakfast dishes are to receive special consideration.  
Invalid Cookery—Suitable light diet for invalids and convalescents may be planned from ordinary good cookery.  
The aim should be to get students to use intelligently the materials at hand with due regard to their nutritive value and

from the measurements  
led, draft, but do not  
cut, the dress shown in  
illustration.

11 inches  
35 inches  
h of Skye 7½ inches  
carm 8 inches  
slder 45 inches  
ot length of bodice 13½ inches  
on base of neck in front  
k length of bodice 12½ inches  
on of neck to bust prominence ¾ inches  
ist 26 inches  
ps 21 inches  
ont length of - skirt 29 inches  
ack length of skirt 29½ inches  
ide length of skirt 29½ inches  
Sleeve length 4 inches  
Armsole 12½ inches



(65 marks)

2. On the material supplied, cut out a part of front bodice and make the shaped trimming shown in the illustration. (20 marks)

3. Make the top buttonhole in the position shown in the illustration. (115 marks)

PUBLIC EXAMINATIONS. 175

Public Examination.

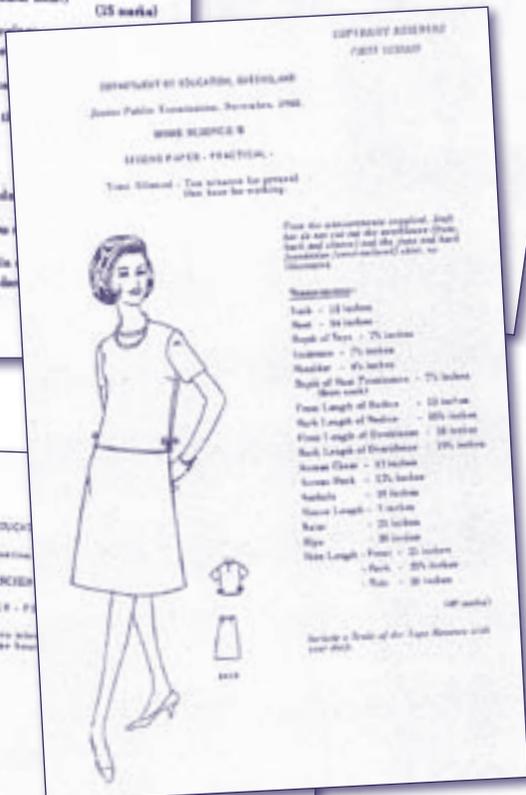
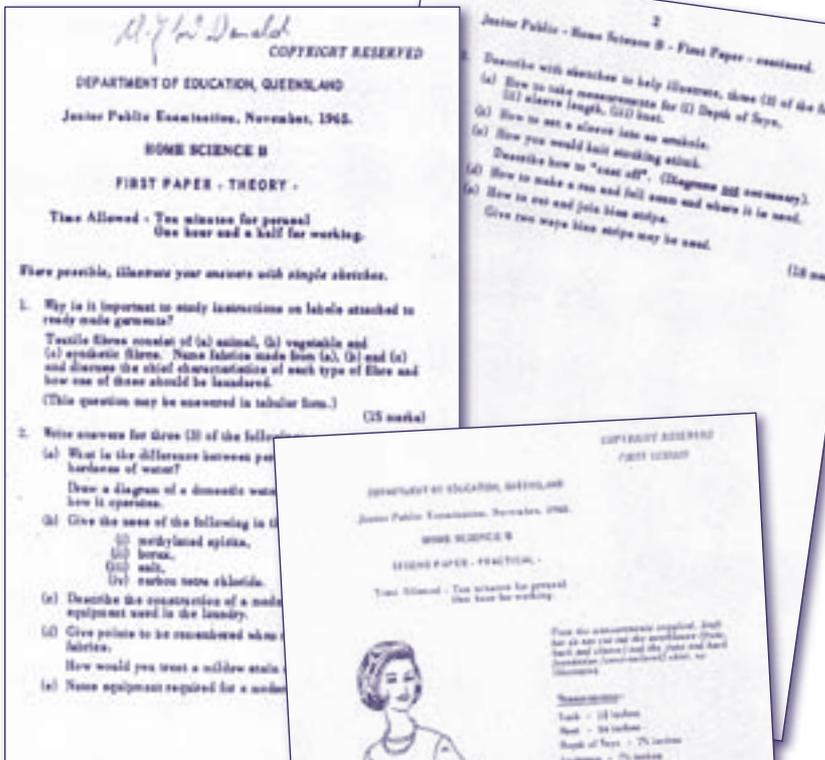
Year of examination the following must inspection.  
of preserved fruit and one (1) bottle  
lection;  
strutney,  
ham or marmalade.  
Students must be prepared to cook  
one mentioned in the foregoing  
Cookery Book" and "Fowler's  
Cookery" (Dept. Pub. Inst.).  
all types of garments and table  
hard and soft water.  
on stains, dry cleaning  
soft furnishings; knowledge  
the method of laundering,  
ing and drying.  
"Textile Students' Manual" Welford.

(3) DRESSMAKING—  
Drafting and making—  
Coat frock; princess coat frock; overall; school  
tunic.  
Foundation blouse; magyar blouse; blouse with  
yoke, tucks and gathers, darts.  
Shirts: Foundation; semi-finished; with knit, box  
or inverted pleats; semi-circular; circular;  
pleated.  
Sleeves: foundation sleeve; sleeve with high  
gathered top; puff sleeves.  
Collars: flat; roll; cape and revers.  
Pyjamas: coat and trousers.  
Petticoat: Plain and shaped top.  
Children's frocks.  
Examination will include drafting on brown paper, cutting  
out and making a dress or other garment from a design  
supplied.  
Note.—The practical work in all branches of this examination  
will be of paramount importance and no part will be possible unless  
this is up to the standard required.



# The way we were - Curriculum

## 1960s Junior Home Economics Examination



## 1970s

### 1970s

Special courses in home economics were developed for students with special needs.

### 1972

It was after the conference of the International Federation for Home Economics, attended by Audrey Lawrie, that the name 'home economics' officially adopted by this international body, was used in Queensland. It was these international conferences that provided the impetus for the design of an integrated home economics syllabus in which the traditional areas of cookery, dressmaking, financial management and other aspects of domestic science were set within a broader framework of concern for family and individual wellbeing in a complex and changing society.

### 1974

A home economics teacher, Joyce Armstrong, was seconded to the Department of Aboriginal and Island Affairs to develop a syllabus for the proposed Home Economics centre at Kowanyama.

## And more recently

### 1988

The last Junior Home Economics syllabus was published by the Board of Secondary School Studies (to be confirmed).

### 1994

The Curriculum Corporation released national 'Statements and Profiles' in eight key learning areas for Years 1-10, with home economics 'dispersed' into Technology and Health and Physical Education.

### 1999

Following the national agenda, the Queensland School Curriculum Council commenced its roll out of Years 1-10 syllabuses in the eight key learning areas, commencing with Science and Health and Physical Education (HPE) in 1999.

### 2000s

In most Queensland high schools, home economics teachers had to fight for their place in the curriculum, with administrators making decisions as to whether home economics 'was Technology or HPE or both'.

The Queensland home economics profession actively campaigned for a home economics syllabus for Years 8-10, and this contributed to the development by Queensland Studies Authority of the *Home Economics Education Subject Area Syllabus and Guidelines*, released in 2005.

# Memoirs of an unforgettable Japanese cuisine and textile tour

## Getting started

This fascinating and magnificent experience began on the 24th June 2006 courtesy of Manna Tours and HEIA(Q). The brochure sent out to the Home Economics departments in schools around Queensland quickly caught the attention of some HEIA members who had, in previous years, been a part of similar tours organised by Helen Keith to Tuscany and Vietnam, along with a few new faces who thought the whole itinerary too good to miss. A tour that included experiences in cooking schools, textile and dyeing workshops, sightseeing, hot spring baths, top hotels including the traditional Japanese type, good food, and lots of time for shopping. Fantastic!!!!!! For 15 Queensland women it was an opportunity too good to pass by and one that turned out to be a highlight of a lifetime.

The trip included stays in Osaka (third largest city port in Japan with a population of 2.7 million people, a centre of finance, trade and cultural exchange), Kobe (an international port with a population of 1.5 million people and which was almost destroyed in the 1995 earthquake) and Kyoto (formally the Imperial capital of Japan with a population of 1.5 million people containing countless relics of historical significance). Each city was a unique experience.

## Osaka

We arrived at the Kansai International Airport and traveled along the most incredible freeway to our hotel in Osaka 50 kilometers north, looking down in amazement at the waterways, multi-storied industrial buildings, container ships and kilometers of docks below. We skimmed above roads that veered off to the right and left at numerous exits in a maze of lights and structures. In Osaka we visited the Osaka Castle museum and stood in awe at the huge moat with its incredible polygonal rock walls surrounding the castle. That evening we were welcomed at the Taiko-in restaurant with a five-course dinner served with appropriate wines on exquisite tableware in a room overlooking a delightful garden setting.

Our introduction to the extensive Japanese cuisine began with Machiko Yamashita, a researcher at the Osaka Gas Company who presented a seminar on the history of Japanese food in Kansai. It was interesting to hear that the Osaka Gas Company imports 15% of its gas from Australia, with Australia being its third largest supplier. We then witnessed a superb demonstration of Japanese cuisine in a world first-class kitchen with gas stoves that gave vocal reminders to the user. From this point, it was our turn to prepare these same dishes with assistance from the teachers at the Osaka Gas Company School. It was a lot of fun, and better still we sat down and ate it, washed down with Japanese beer and sake. Over two days we prepared dishes such as tempura, donburi, tonkatsu and miso soup, and became familiar with the use of kenbu, dashi, daikon, shiso leaves and wakame to name but a few.

## Kobe

On our cruise boat for dinner on our first night in Kobe, we were treated to a Chinese banquet in our own private dining room. As we dined our way through seven courses we toured the harbour, enjoying the night lights. Our second day in Kobe included a visit to the Kobe Yamate Junior College where Machiko Yamashita demonstrated a number of food dishes for a Japanese Shokado Bento (Lunch Box). We then moved into the school hospitality kitchen along with the students and with all the foods and equipment supplied, we made our own Japanese Shokado Bento. Eating our lunch with the students in the school dining hall kept us in touch with our workplace. For some students, it was their first experience of eating Kobe beef, a very expensive food item in Japan. That evening we experienced a barbecue Japanese style, high up in Mount Rokko overlooking Kobe. This barbecue involved sitting around a table in groups with a curved gas barbecue hotplate in the centre of the table, cooking our own foods using chopsticks.



*Fine dining on the cruise boat in Kobe*

The new experiences continued when we arrived at the Arima Hot Springs Hotel. For most of the women in our tour group, the nude bathing Japanese style (single sex in this case) induced sheer terror to begin with. However the fear was balanced with much laughter as we attempted to hide behind tiny, thin white towels before soaping and rinsing our bodies prior to entering the hot spring baths—and they were certainly hot. Most of us only lasted a few minutes. It was in this hotel that we experienced traditional Japanese cuisine and traditional Japanese sleeping—on the floor with thick doona-type mattresses.

## Kyoto

From Arima we traveled by coach through the countryside to Kyoto. It was very green with rice paddy fields wherever space could be found—front and backyards of homes, behind factories and alongside the road. Japan is self-sufficient in rice. We arrived on the edge of Kyoto to take a tram train (Sagano Scenic Railway) along the Hozugawa River gorge with its stunning natural scenery of beautiful glowing green shrubs and trees. It

was spectacular. On alighting from the train we walked through a beautiful bamboo forest down to the town of Arashiyama with its quaint little tourist shops of Japanese handicrafts.

One of the most remarkable aspects of Kyoto is its magnificent temples with one awe-inspiring temple after another, many of them being UNESCO World Heritage sites. The Kinkakuji Temple, the Golden Pavilion, was one such temple. Its gold walls glowed amongst the beautiful, lush green garden and lake. The Heian Shrine gardens were memorable with the ground cover of moss, quaint bridges over the waterways, topiary gardens and a variety of soft green colours throughout.

Perhaps the most memorable part of the trip for many of us was the Yukata dressing lesson. We were each presented with a Yukata to fit our measurements, each a different colour and pattern that blended with our personal colours perfectly. Each Yukata was beautifully wrapped with our name on it and we were each assisted by the experts to put it on correctly. Dressed for dinner in our Yukata, we walked to a nearby restaurant for a casual Japanese evening meal. Judging by the expressions on some of the local faces, this caused some amusement and surprise.

Nine days into our trip, we visited the Kawashima textile factory and what an amazing output of work we saw. Silk weaving techniques that were so fine that the workers cut their fingernails with a serrated edge in order to pull the weft threads down through the warp threads. The patterns are often so intricate that it takes a whole day to weave the distance of the palm of a hand. We saw fabric woven with fine threads made from paua shell, such exquisite work. The day also included a visit to the Nijo Castle and a shibori dyeing lesson.

The Nijo Castle was for many of us our first experience of walking over the so-called nightingale floors which squeaked/sang to warn the Shogun (Feudal Lord) in past times of impending invaders. What a thrill to be walking through a 400 year-old timber palace with exquisite paintings on the walls and ceilings, where only the wealthy and most powerful once walked and where government decisions were made.

The shibori dyeing lesson was another unique experience and so well organised. We were provided with silk handkerchiefs ready for tying off from a choice of five different designs and equipment set up for the tying-off process. Our dyed handkerchiefs were then boxed and presented to us. That night we were invited to the home of Machiko Yamashita where she demonstrated the traditional Japanese Tea Ceremony, a very solemn moment and for some the icing on the cake for this whole tour. This special ceremony was followed by a well-organised and superb evening buffet dinner of Japanese cuisine put together by Machiko and her friends—such a night to remember.

The following day we had the honour of visiting a vegetable farm on the flood plain of a river on the outskirts of Kyoto. It was so well organised and incorporated organic farming methods. The farmer picked some of his vegetables for us, and these were taken to the Italian restaurant where we lunched that day and the chef incorporated these beautiful fresh vegetables into our Italian meal. The small round eggplant were delicious eaten raw along with the fresh green soya beans straight from the pod.

The final organised part of the trip was a visit to a tea factory to see how the different varieties are produced and then we were given the opportunity to make up a bowl of our own green tea. This time our meal centered around rice porridge cooked in green tea, another new experience. From here we visited the Todaiji Temple, the biggest wooden structure in Japan that houses a 12-metre high Buddha which was so big that its middle finger was the height of a man (180cm). The grounds of this temple were quite extensive and included several other temples, some 700 years old. To complete our trip, the Osaka Gas Company provided us with a five-course world-class farewell dinner. It was just fantastic. The meal had a distinctive Austrian flair; the presentation was exquisite and eaten off beautiful crockery featuring the Osaka Gas logo. Their hospitality was resplendent.

### A final word and thank you

Such unimaginable experiences and such a warm welcoming country was Japan. It was noticeably very clean with very polite, friendly, honest people and so much to choose from in the shopping domain. It was so much fun comparing experiences after our free time sessions.

We would particularly like to thank Helen Keith of the HEIA who organised such a fantastic trip as well as organising gifts for all of our Japanese hosts. She ensured that we had a very rich and rewarding experience. We would also like to sincerely thank our host Machiko Yamashita, our guide/interpreter Harumi Yamanaka and our attendants/interpreters Kaori Kiyokuni and Masae Yamanaka. They never stopped ensuring our welfare and made us feel so very welcome. It was a trip that will be well remembered forever.

**Lyn McErlean, Chris Allan and Jan Hutchison**  
**Beerwah State High School**



1. Enjoying the results of the cooking class
2. Judy Hume (left) and Beryl Malmberg at the 'hands on' Osaka Gas Company cooking school.
3. Yvonne Bidgood (left) and Kathryn Gwyir at the Osaka Gas Company cooking school.
4. Out for dinner in our new yukatas

## Celebrating our new graduands

This year, in excess of 30 students should graduate from QUT with a Bachelor of Education (Secondary, Home Economics). HEIA(Q) invited the potential graduands to a celebration of their achievements pending course completion. The following report is written by the student representative on the HEIA(Q) Committee of Management.

Annually, as fourth year students come to the end of their course and head towards their new roles as graduate teachers, HEIA(Q) invites students to celebrate their achievements. This function also offers them the opportunity to hear present members of HEIA(Q) speak about their role as home economics teachers and to be introduced to the value of professional association membership.

This year the celebration took a more informal approach and was held at the Normanby Hotel on the 16<sup>th</sup> of June, with over 75% of 4<sup>th</sup> year students attending. Students were welcomed with a glass of wine and finger foods and were enlightened by Sally Bradford and Liz Moroney, both HEIA(Q) members and first year teachers, who shared their experiences about the sometimes daunting first days of teaching. Once again our Treasurer, Aileen Lockhart, gave a humorous yet insightful presentation on what it means to be a home economics teacher, further testament to the quality of teachers the home economics profession maintains. Towards the end of proceedings all guests were taken for a walk down memory lane as Liza Bingham (a current 4<sup>th</sup> year student) recounted the past four years of trials, tribulations and triumphs of a university student committed to becoming a professional home economics teacher.

Joanne Jayne, President of HEIA(Q), gave an overview of the value of HEIA membership including the professional development, professional growth and networking opportunities that membership of HEIA offers. She reinforced the importance of collaborative and collegial approaches taken by professional association members as a hallmark of a professional teacher.



*Above: 4th year graduands with lecturers Joanne Jayne and Melinda Service*

The evening gave students an opportunity to gain more insight into not only the challenges that face them as first year teachers, but also the many opportunities offered to them through HEIA membership. Many thanks to committee members in attendance: Claire Cobain, Helen Keith, Sharyn Laidlaw, Aileen Lockhart and Joanne Jayne, as well as to Melinda Service (HEIA member & lecturer).

**Jo Andrews**  
**Student representative**  
**HEIA(Q) Committee of Management**

### Home Economics Teacher Excellence Awards— And the award goes to ....



Sadly, in 2006 we do not have any awardees. The awards were advertised in the June 2006 issue of inForm, but there were no nominations. The Committee of Management is not quite sure what to make of this, as surely we have members who are deserving of such an award. Maybe it is the timing; maybe we think the nominee has to be 'perfect'; maybe we do not like to choose between colleagues. Not sure. The Committee will be reviewing this issue in the near future. If you have any comments that you would like to contribute to the discussion please email President Joanne Jayne on [j.jayne@qut.edu.au](mailto:j.jayne@qut.edu.au) or telephone Joanne on 07 3864 3390.

# Unit of Work: TEEN WATCH

**Unit Overview:** This unit will enable and promote the active investigation of issues relevant to the wellbeing of adolescents in their everyday world and beyond. Students will develop skills to assist them in becoming critical consumers of information (including advertising). Individually and in small groups, they will work technologically and collaboratively to create copy for a magazine supplement that promotes critical consumerism related to adolescent wellbeing.

**Curriculum Intent (Home Economics Subject Area Syllabus & Guidelines, QSA, 2005)**

## Curriculum outcomes:

**HP 5.3** Students use technology practice in home economics contexts.

**TP 5.1** Students analyse links between the knowledge, ideas and data gathered to meet design challenges and the design and development of new and improved products.

**TP 5.2** Students generate ideas and communicate these in design proposals that indicate an understanding of factors influencing production of the option(s) they have selected.

**TP 5.3** Students meet predetermined standards as they follow production procedures to make quality products.

**TP 5.4** Students use predetermined criteria to judge how well processes and products meet the needs of specific users, and recommend modifications or improvements.

**BI 5.6** Students analyse influences on and impacts of consumer decision-making in home economics contexts and propose strategies to promote responsible decisions.

**LW 5.6** Students compare and select techniques for processing, managing and presenting information for specific users.

## Key concepts:

**Home Economics Practice** (using Technology Practice) Critical and creative thinking enhances the design and production of practical, purposeful and innovative products that offer a solution to challenges.

**Becoming Independent** involves making informed decisions and taking actions to enhance personal independence and wellbeing, taking account of personal and societal influences in relation to consumers and consumerism.

**Living in the Wider Society** focuses on how wellbeing is influenced by connections with other people, is interdependent with the broader society and involves communicating and interacting with others.

**Information** can be manipulated, presented and managed in different ways for different purposes.

**Key process:** Technology Practice (investigate, ideate, produce and evaluate).

**What is valued (from the syllabus):** Aesthetic, functional and ethical appropriateness.

## If the desired result is for learners to understand that:

### Responsible consumerism:

- Informed and responsible consumer decision-making necessitates thinking critically about established practices, beliefs, information use and abuse
- Everyone can enhance wellbeing by taking deliberate and informed actions
- Adolescent wellbeing is related to the adolescent's ability to access and critique information about health-related claims
- The promotion of critical consumerism necessitates thinking critically, including a deep exploration of the influences on consumer decision-making and the ways consumer decisions and actions impact on the wellbeing of individuals, families and communities

### Designing products and services:

- Working technologically provides a framework for developing a novel information product suited to purpose and audience
- Development of promotional materials related to critical consumerism requires consideration of aesthetic, functional and ethical appropriateness
- Working collaboratively and collectively is a powerful way to inform, promote ideas and communicate information to others.

## Then you need evidence of the student's ability to:

- Think critically about the influences on and the impacts of their decisions as consumers
- Determine connections between consumer information and adolescent wellbeing
- Work collaboratively and technologically to design and present a novel information product that promotes critical consumerism and wellbeing to adolescents
- Take account of aesthetic, functional and ethical appropriateness when designing promotional materials
- Take deliberate and informed action to enhance wellbeing.

## So a suitable set of assessment strategies/techniques would be:

- A record that shows critical thinking about information sources and products related to adolescent wellbeing
- Response to a design challenge that requires students to work individually and in groups to create and produce copy for a magazine supplement (hard or electronic copy) that promotes critical consumerism related to adolescent wellbeing
- An individual reflective journal that requires students to reflect on their ways of working.

## Then the learning activities need to help students learn:

- How to determine the relationship between consumerism/consumer information and adolescent wellbeing
- How to think critically when making informed decisions
- How adolescent decision-making
  - is influenced by a range of factors
  - impacts on wellbeing of self and others.
- How to structure and document critical thinking e.g. by use of a framework
- Strategies for, and benefits of, working collaboratively and collectively
- How to be creative in developing novel yet informative copy for a prescribed context
- How to establish and use specifications as a way of designing effectively for prescribed purpose and audience
- How to present information that is engaging and meaningful for adolescents

## Unit of Work: TEEN WATCH (cont.)

### ASSESSMENT TASK

# Production of copy and supplement for a teen magazine Teen Watch



## PREAMBLE

We are continually bombarded with information and advertising which relate to our wellbeing, whether it be physical, emotional, social or other aspects of our wellbeing. "Buy this product, wear these clothes, follow this diet, take these vitamins, listen to this music, watch this program, follow this advice!" What can you believe? What is fact and what is fiction? What is genuine advice and what is information for commercial gain with little credibility?

## DESIGN CHALLENGE

The school has been asked to design and produce a supplement on wellbeing that will be included in the next edition of a magazine for adolescents (*Teen Watch*). The focus of the supplement is the promotion of critical consumerism in the context of the multi-dimensional nature of wellbeing (physical, social, emotional etc.).

- Your challenge is to individually produce copy and, as a team, produce the supplement. Your copy and supplement will offer adolescent readers a valuable and relevant model that will help build their own capacity to critically analyse the information they read and advertisements they see, so that they can make informed consumer decisions.

The supplement should be suited to either a hard copy magazine and/or a web version.

## YOUR TASK

Produce the supplement for *Teen Watch* magazine.

This will require you to:

- **as an individual**, demonstrate your own ability to be a critical consumer, and then investigate, design and produce copy to be used as part of the supplement, and
- **as a team member**, actively and productively contribute to the group's design and production of the supplement for *Teen Watch*.

## DELIVERABLES

1. Your individual investigation file, which records your investigations, analyses, evaluations
2. Your individual copy for the supplement, set into your chosen format
3. The group's management plan and implementation record
4. The group's supplement, set in the chosen format
5. Your individual reflective diary

## PURPOSE OF THIS TASK:

This task will enable you to demonstrate your ability to:

- Critically analyse information including advertising, so that informed decisions relating to wellbeing can be made
- Select, transform and present information to assist others to be critical consumers of information and advertising
- Work technologically to investigate, design and produce an information product.

See Guidelines for Assessment Task for details.

# Unit of Work: TEEN WATCH (cont.)

## CRITERIA SHEET

	Indicators	High	Satisfactory	Working towards satisfactory
Knowledges	Knowing about techniques for transforming information into a media form for adolescents <i>(Evident in Deliverable 1B &amp; 1C)</i>	<ul style="list-style-type: none"> <li>Detailed documentation of a variety of techniques that are audience and medium appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Documentation of techniques that are audience and medium appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Documentation of ideas and elements of magazine production</li> </ul>
	Critical analysis of consumer information <i>(Evident in Deliverable 1)</i>	<ul style="list-style-type: none"> <li>Use of appropriate methods and pertinent sources to collect relevant evidence that gives different viewpoints from the scope of interested parties</li> <li>Appropriate use of relevant frameworks/models/processes for critical consumerism</li> <li>Insightful analysis of the data for apparent accuracy, credibility and biases</li> <li>Credible conclusions drawn</li> </ul>	<ul style="list-style-type: none"> <li>Relevant information collected to give different viewpoints</li> <li>Data analysed for apparent accuracy and credibility</li> <li>Reasonable conclusions drawn</li> </ul>	<ul style="list-style-type: none"> <li>Relevant information collected</li> </ul>
Processing	Designing and Creating <i>(Evident in Deliverables 1C, 2 &amp; 4)</i>	Original, creative and unified product developed by <ul style="list-style-type: none"> <li>Critiquing research findings to develop clear specifications for the product</li> <li>Thinking critically and iteratively to link research, idea development and product development in relation to the specifications</li> <li>Consistent and informed consideration of purpose and engagement of audience</li> </ul>	Well-crafted product developed by: <ul style="list-style-type: none"> <li>Using research findings to develop relevant specifications</li> <li>Linking research, idea development and product development to specifications</li> <li>Consideration of purpose and audience</li> </ul>	<ul style="list-style-type: none"> <li>Product, or aspects of the product, developed by using components of working technologically</li> </ul>
	Communicating information (about how to be a wise consumer) <i>(Evident in Deliverables 2 &amp; 4)</i>	<ul style="list-style-type: none"> <li>Clear and coherent messages about how to be wise consumers of information</li> <li>Language and format appropriate and engaging for intended audience</li> </ul>	<ul style="list-style-type: none"> <li>Relevant messages about how to be wise consumers of information</li> <li>Language and format appropriate for intended audience</li> </ul>	<ul style="list-style-type: none"> <li>Message(s) developed about how to be a wise consumer of information</li> </ul>
	Reflection <i>(Evident in Deliverable 5)</i>	<ul style="list-style-type: none"> <li>Insightful reflections that recognize the strengths and weaknesses of self and others, and the interactions between them.</li> </ul>	<ul style="list-style-type: none"> <li>Reflections identify the strengths and weaknesses of self and others</li> </ul>	<ul style="list-style-type: none"> <li>Reflections identified more obvious strengths and weaknesses of self</li> </ul>
Self and others	Group work and management <i>(Evident in Deliverables 3 and 5)</i>	<ul style="list-style-type: none"> <li>Valuable individual contribution to the group's design effort and product was evidenced through effective management (at planning, implementation and refinement stages)</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate individual contribution to the group's design effort and product was evidenced through basic management (at planning, implementation and refinement stages)</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of contribution to group's design effort and product management</li> </ul>

Teacher Comments:

## Unit of Work: TEEN WATCH (cont.)

### GUIDELINES FOR ASSESSMENT TASK

This will record your **INDIVIDUAL** research and critical analysis.

*You are to provide evidence of your ability to be a critical consumer—your research into a product or practice related to adolescent wellbeing. You are also to provide evidence of your ability to work technologically to communicate to an intended audience.*

#### DELIVERABLE 1: INVESTIGATION FILE



##### A. You being a critical consumer

- Select a product or practice evident in the everyday lives of adolescents that may have the potential to impact on the wellbeing of adolescents now or in the near future.
- Develop key enquiry questions to help you explore this product/practice as a critical consumer.
- Investigate the product or practice, gathering information from a range of sources (current magazines, newspapers, internet sites etc.) and from a range of perspectives (adolescent, health worker, parent etc.).
- Analyse the information to identify relevant issues for adolescent wellbeing.
- Critique the collected information to determine its validity and viability for use, for this purpose and audience.
- Organise your information to capture a range of perspectives/views, and your conclusions on the chosen product and/or practice.

##### B. Building others' capacity to be critical consumers

- Explore and document ways (that can be used in copy & magazine supplements) to help build the capacity of adolescents to be critical consumers.
- Critique the collected information and determine the way best suited to the production of copy for the given purpose and audience.

Remember: It is your job to develop critical consumerism skills in your readership. Presentation techniques should be critiqued for their appeal and impact with the audience.

##### C. Your contribution of copy to the supplement

- Investigate and draw conclusions regarding the techniques (methods of communication, genres and format) used in magazine copy and **supplements**, appropriate to the target market and purpose.
- Culminate your research with a set of specifications suited to the audience and purpose.
- Use your findings to design your contribution (copy) to the supplement. Your final design ideas should present appropriate and creative copy (hard or electronic) that encourages adolescents to make informed decisions and be critical consumers.
- Also, use your findings and ideas for the **supplement** to share with and inform the decisions of the group formed to produce the supplement.

#### DELIVERABLE 2: YOUR INDIVIDUAL COPY FOR THE SUPPLEMENT, SET INTO YOUR CHOSEN FORMAT



*Produce and present your copy to the class (approx. 1 page).*

## Unit of Work: TEEN WATCH (cont.)

### DELIVERABLE 3: THE GROUP'S FORMATION & OPERATION (MANAGEMENT PLAN & IMPLEMENTATION RECORD)



#### *Form the team and develop the group's operation plan*

- Share and discuss the collection of copy from each team member.
- Share and discuss each team member's findings and ideas about the supplement.
- As a team, consider how the group will approach designing and producing the supplement.
- Clarify tasks, resources, individual roles and preferred team roles (e.g. dreamer, doer, decision-maker ...).
- Document the group's management plan and implementation record which records:
  - The planned tasks to be undertaken, by whom and the time allocations
  - Progressive record of implementation of plan.

### DELIVERABLE 4: THE GROUP'S SUPPLEMENT



#### *Produce the supplement*

- Using each member's ideas for techniques and formats for assembling the supplement, and using each team member's copy, design and create the team's supplement. It should be in a format that is aesthetically appropriate, engaging for the audience, creative in presentation, and meets the intent of the brief. Its purposes are to:
  - build the capacity of readers to be critical consumers
  - raise awareness of the importance of making informed consumer decisions.

### DELIVERABLE 5: INDIVIDUAL REFLECTIVE DIARY



#### *Provide evidence of critique and justification*

- Critique and justify the impact of your own actions and reactions on other team members and the team's supplement. To do this:
  - On a weekly basis, detail what the team management plan required you to do
  - Rate your performance in:
    - achieving the set task
    - terms of the way it impacted on other team members and the supplement.
  - Justify the rating.
- Critique the team's supplement. Justify your comments.
- Critique and justify your own contribution to the supplement in terms of:
  - The quality of your copy
  - The quality of your contribution to the supplement (what you were responsible for)
  - The qualities that you brought to the team and how this contributed to the quality of the supplement.
- Suggest and explain three quality aspects of the team's supplement and three ways to improve it.

# Smart choices: Healthy Food and Drink Supply Strategy Challenges and opportunities

At the 2006 HEIA(Q) state conference, delegates who attended the *Smart Choices* workshop participated enthusiastically in identifying challenges and opportunities that the *Smart Choices* Strategy presents for the home economics profession. Prior to the workshopping side of the program, an overview of the Strategy was presented. This article recaps the main points of the Strategy and identifies the challenges and opportunities identified by participants. Participants also workshopped how to address the challenges and these ideas will be brought to you in a future issue of the newsletter. It was concluded at the end of the session that the opportunities far outweigh the challenges. Hopefully, future issues of the newsletter will build on the ideas presented here. Thank you to Janet Reynolds, Penny Braithwaite, Cheryl Conroy and Joanne Jayne for facilitating the workshop.

## Recap

### What is the Strategy?

*Smart Choices* is a strategy to ensure that all food and drinks **supplied to students** in Queensland schools are consistent with the *Dietary Guidelines for Children and Adolescents*, and is, in part, a response to the increasing numbers of obese and overweight children in the community. It does not apply to adults, and it does not apply to the foods that students bring from home to eat at school. It was originally aimed at school tuckshops, but was broadened to include vending machines, school excursions, school camps, fundraising, classroom rewards, school events, sports days and curriculum activities. The Strategy will be mandatory for government schools and recommended for non-government schools.

### When does it commence?

The Strategy is scheduled to be implemented 1 January 2007.

### What does it state?

The Strategy is based on categorising foods as Green (for Go), Amber (Go carefully) and Red (Stop) foods. 'Red' foods can be supplied on no more than two occasions per term because they lack adequate nutritional value, are high in saturated fat and/or added sugar and/or salt, and can contribute excess energy (kJ). These days when 'Red' foods are supplied have commonly become known as 'Red days' and these are occasions that involve the tuckshop and the school community—that is, it is a whole-school occasion not an individual classroom or department occasion.

### Criteria for 'Red' food

The Strategy comes with a criteria sheet for determining whether a food is a 'Red' food. Essentially it translates into whether a food is high in kilojoules, saturated fat or salt. If it is high in any one of these, then it is categorised as a 'Red' food. Cut off points for kilojoules, saturated fat and sodium are provided per 100g for hot foods and per serving size for snack foods. The sheet (shown opposite) is available on the website or in the *Smart Choices* document. The support materials also illustrate how to use the Nutrition Information Panel on product labels to assess the product against the criteria.

### Support materials

Support materials have been sent to schools and are available on the website <http://education.qld.gov.au/schools/healthy/food-drink-strategy.html> These materials have probably not found their way to the home economics department as they are not, primarily, curriculum resources. The Strategy is for the whole of school, especially as it relates to the supply of food, for example at the tuckshop.

Green Foods	Amber Foods	Red Foods
<p><b>Encourage and promote these foods and drinks</b> because they:</p> <ul style="list-style-type: none"> <li>are good sources of nutrients</li> <li>contain less saturated fat and/or added sugar and/or salt</li> <li>help to avoid an intake of excess energy (kJ).</li> </ul> <p>Examples:</p> <ul style="list-style-type: none"> <li>Water</li> <li>All types of breads, preferably wholegrain</li> <li>Fruits – fresh, dried, canned</li> <li>Vegetables – fresh and frozen</li> <li>Legumes – kidney beans, lentils, chick-peas</li> <li>Reduced-fat dairy products including flavoured milks</li> <li>Lean meat, fish and poultry and alternatives</li> </ul>	<p><b>Do not let these foods and drinks dominate, and avoid large serving sizes</b> because they:</p> <ul style="list-style-type: none"> <li>have limited nutritional value</li> <li>have moderate levels of saturated fat and/or added sugar and/or salt</li> <li>in large serve sizes, contribute excess energy (kJ).</li> </ul> <p>Examples:</p> <ul style="list-style-type: none"> <li>Full-fat dairy foods</li> <li>Savoury commercial products</li> <li>Processed meats</li> <li>Some snack food bars</li> <li>Some savoury biscuits, popcorn, crispbreads</li> <li>Some cakes, muffins, sweet biscuits</li> <li>Some ice-creams, milk-based ice confections and dairy desserts</li> <li>Fruit juices (100%)</li> <li>Breakfast cereals – refined with added sugars</li> </ul>	<p><b>Do not supply these foods and drinks on more than two occasions per term</b> because they:</p> <ul style="list-style-type: none"> <li>lack adequate nutritional value</li> <li>are high in saturated fat and/or added sugar and/or salt</li> <li>can contribute excess energy (kJ).</li> </ul> <p>Examples:</p> <ul style="list-style-type: none"> <li>Soft drinks</li> <li>Energy drinks</li> <li>Flavoured mineral water</li> <li>Confectionery</li> <li>Deep fried foods</li> <li>Crisps, chips and similar products</li> <li>Sweet pastries</li> <li>Chocolate coated and premium ice-creams</li> <li>Croissants</li> <li>Doughnuts</li> <li>Cream-filled buns/cakes/slices</li> <li>Large serves of cakes and muffins</li> </ul>

### The 'Occasional' (RED) food and drink criteria tables

Hot food items assessed per 100 g			
Category	Nutrient Criteria		
Food or drink	Energy (kilojoules) per 100 g	Saturated Fat (g) per 100 g	Sodium (mg) per 100 g
Savoury pastries, pasta, pizzas, oven-baked potato products	>1000 kJ	>5 g	>400 mg
Crumbed and coated foods, frankfurters, sausages	>1000 kJ	>5 g	>700 mg

Note: All DEEP-RED FOODS fit into the RED end of the spectrum and their supply should be limited in schools. They are too high in kilojoules and fat (usually saturated fat).

Key: > means more than, < means less than.

Snack foods and drinks assessed per serve				
Category	Nutrient Criteria			
Food or drink	Energy (kilojoules) per serve	Saturated Fat (g) per serve	Sodium (mg) per serve	Fibre (g) per serve
Sugar-sweetened drinks and ices*	>300 kJ		>100 mg	
Snack food bars and sweet biscuits	>600 kJ	>3 g		>1.0 g
Savoury snack foods and biscuits	>600 kJ	>3 g	>100 mg	
Ice creams and dairy desserts	>600 kJ	>3 g		
Cakes, muffins and sweet pastries etc.	>900 kJ	>3 g		>1.5 g

Note: All types of CONFECTIONERY and ARTIFICIALLY SWEETENED DRINKS fit into the RED end of the spectrum and their supply should be limited in schools. They are products of minimal nutritional value.

\*The sugar-sweetened drinks and ices criteria applies to: soft drinks, flavoured mineral waters, energy drinks, sports drinks, sports waters, slushies, ice blocks and ice confections.

Key: > means more than, < means less than.

Based on the NSW Department of Health and NSW Department of Education and Training *Canberra Menu Planning Guide, 2004*, which is part of the NSW Healthy School Canteen Strategy.

### Making connections

Email from Lorie Robinson, President Queensland Association School Tuckshops, who attended the workshop

I just wanted to let you know what an enjoyable and informative day I had at the conference on Saturday. The keynote speaker was most excellent ... I was most impressed, however, with the Smart Choices session. Wasn't it well attended? With all the information presented and shared it could have easily been the topic of an entire day. I got a very positive vibe from the group and I think the ladies have embraced the intent of the Strategy very well from the information I heard. I do think your idea about using the Strategy as an opportunity for Home Economics is most excellent and if they didn't get your message loud and clear, they certainly weren't listening! I was also heartened to hear that so many schools have embraced the Strategy not only in the canteens, but in the classrooms as well. As you know, it has been a struggle to get the idea across that Smart Choices is a whole school strategy. Keep up the good work.

### We shared—will you?

#### Healthy Cookbooks – Let's share ideas

At the conference workshop, the presenters shared their cookbook ideas, school-based recipes, units of work and other valuable ideas. I invite others to share, this time about healthy cook books.

Which 'healthy' cook book do you use? I would like to put together a page of ideas of healthy cookbooks that home economics teachers are finding useful in the classroom—but I need your help. I suggest that it might be useful to include:

- Title of book
- Publisher
- Cost
- What it contains and why it is useful for home economics teachers.
- Anything else?

Approximately 150–200 words maybe?  
(not an arduous task)

Please email (preferably) to [janetrey@ozemail.com.au](mailto:janetrey@ozemail.com.au) or fax to 1800 446 841. Now I might be on some kind of euphoric planet when I say this, but just in case I get inundated with ideas, perhaps email me first and check that no-one else has written up the book you have in mind.



### Challenges and opportunities identified at the workshop

Challenges and opportunities were identified through a brainstorm activity and as such they are neither comprehensive nor prioritised. They are presented here as a starting point for further action within the profession, whether at an individual, school or professional association level. It is beyond the scope of this article to present a complete listing of all the ideas put forward at the workshop.

#### Challenges

Challenges from the students and their families

- Family influence on what they will provide in the way of ingredients
- Family resistance
- Parental expectations
- Resistance from students

Challenges related to some home economics practices

- Critiquing some of the traditional techniques and recipes that are associated with 'Red' food to see if they have a place in today's curriculum
- Home economics teachers modelling healthy eating and an ability to stay within the Healthy Weight Range
- Making healthy foods look appetising
- Finding recipes for healthy ideas that can be prepared within the limits of classroom conditions
- Choices made when teaching hospitality

#### Opportunities

For the home economics profession to be a leader

- By educating families, the school and broader community on healthy, delicious and attractive ways to introduce green (and amber) foods, and why it is important to do so.
- By influencing future directions of the Smart Choices policy
- By working with primary school teachers and students to reflect on and revise their programs
- By developing publications to support the Strategy

For increased status of

- Home economics
- Nutrition education
- Theoretical learnings relayed to food and nutrition

For support

- To improve our nutrition education practices

For improved practice

- By reviewing our own practices and programs

### A snapshot of ideas to address the challenges and take up the opportunities

Working with parents

- Involve parents from the start
- Send home a planner
- Ask parents to be part of the solution eg ask them to evaluate and provide feedback on recipes
- Inform parents of Smart Choices
- Parent education program about health, culture, traditions etc

In the classroom

- Rewrite some favourite recipes so they are compliant.
- Colour code recipes
- Involve students in comparative studies of foods with the healthier ingredients compared to the originals
- Involve students in changing recipes – use software program eg Food Choices to compare nutritional value
- Make healthy food fun (slinkies, purple cauliflower etc)

More broadly

- Engage a media person to promote our messages.

## NEWS FROM OTHER ORGANISATIONS



### Consumer Federation of Australia

As a member of CFA, HEIA(Q) receives newsletters from CFA.  
The following are extracts from the June 2006 and August 2006 newsletters.

#### Newsletter Issue No. 21, June 2006

##### Just Squeezed Fruit Juices changes branding

The Just Squeezed Group will stop manufacturing fruit juice under the brand name 'Just Squeezed Fruit Juices' after the Australian Competition and Consumer Commission raised concerns that the labelling misrepresented the contents of its products. From the Just Squeezed range, only Just Squeezed orange juice contains fresh juice while the rest of the Just Squeezed range of fruit juices contain only reconstituted juice. The ACCC believes that the branding and labels on Just Squeezed juices created an overall impression that each product was made directly from the fruit shown on the labels and did not contain reconstituted juice. Just Squeezed have agreed to enforceable undertakings to, among other things, cease manufacturing fruit juice products under the brand name Just Squeezed Fruit Juices, supply all fruit juice products manufactured on and after 1 April 2006 under the new brand name 'Just Delicious Fruit Juices', and publish a corrective newspaper notice advising consumers of the undertakings. For further information, go to

<http://www.accc.gov.au/content/index.phtml/itemId/729496/fromItemId/2332>

#### Newsletter Issue No. 22, August 2006

##### New study into insurance and people on low incomes

A new study by the Brotherhood's Genevieve Sheehan and researcher Gordon Renouf, supported by insurer AAMI, indicates that several factors discourage people on low incomes from insuring key assets such as household contents and cars. This is despite the fact that loss of or damage to such items is something they can ill afford, and a fire, flood or theft can have severe consequences.

The authors investigated the reasons that many low-income and other excluded people are uninsured. Through group interviews in Victoria and New South Wales, they identified specific barriers to taking out or maintaining insurance cover—not just simple cost, but also perceived limitations of insurance products or insurers and attitudes to assets. Drawing on these findings, the authors propose measures to increase access to general insurance for households with limited incomes.

The publication *Risk and reality: access to general insurance for people on low incomes*, by Genevieve Sheehan and Gordon Renouf, is available on the Brotherhood's website [http://www.bsl.org.au/pdfs/risk\\_&\\_reality\\_insurance\\_report.pdf](http://www.bsl.org.au/pdfs/risk_&_reality_insurance_report.pdf) or from the Brotherhood's bookshop for \$6.00 plus \$3.50 p&p.

##### A consumer's guide to the Glycemic Index

The Glycemic Index (GI) is a ranking of carbohydrates on a scale from 0 to 100 according to the extent to which they raise blood sugar levels after eating. Carbohydrate foods behave quite differently in our bodies. Eating a lot of high GI foods can be detrimental to health because they push the body to extremes. This is especially true if a person is overweight and sedentary. Switching to eating mainly low GI carbohydrate foods that slowly trickle glucose into the blood stream keeps energy levels balanced.

Foods with a high GI are those which are rapidly digested and absorbed and result in marked fluctuations in blood sugar levels. Low-GI foods, by virtue of their slow digestion and absorption, produce gradual rises in blood sugar and insulin levels, and have proven benefits for health. Low GI diets have been shown to improve both glucose and lipid levels in people with diabetes. They also have benefits for weight control

##### Food Intolerance Network

The Food Intolerance Network is a member of the CFA. It provides information about the effects of food on behaviour, health and learning ability in both children and adults. They also support people worldwide using a low-chemical elimination diet free of additives, low in salicylates, amines and flavour enhancers for health, behaviour and learning problems. If you would like to find out more on this topic, or receive their newsletter, go to [www.fedup.com.au](http://www.fedup.com.au)

##### Phishing bait tossed by sophisticated crime gangs

A 'phish' is an email (or, in some cases, a telephone call) that comes out of the blue asking for personal details. It may appear to be from a legitimate source, but is in fact part of a money-making hoax. 'Phishing isn't new. What's new is the intensity and technical sophistication,' said ASIC's Executive Director of Consumer Protection, Mr Greg Tanzer. Read FIDO's 7 safety checks on protecting yourself: <http://www.fido.asic.gov.au/fido/fido.nsf/byheadline/are+you+being+scammed+by+spam%3F?openDocument>.

because they help control appetite and delay hunger by making people feel less hungry between meals. Low GI diets also reduce insulin levels and insulin resistance.

The GI website [www.glycemicindex.com](http://www.glycemicindex.com) recommends a 'this for that' approach, swapping high GI carbohydrates for low GI carbohydrates, for example eating:

- breakfast cereals based on oats, barley and bran
- whole grains, stone-ground flour, sour dough breads
- less potatoes
- other types of fruit and vegetables
- Basmati, Doongara or Japanese koshihikari rice
- pasta, noodles, quinoa
- plenty of salad vegetables with a vinaigrette dressing.

The GI Symbol Program was launched in Australia in 2002 to help consumers identify the GI of foods. Foods that carry the symbol are guaranteed to have been properly tested by an accredited laboratory and have their GI value listed on their labels. Food companies or marketing organisations may apply for a licence to use the symbol on food labels and in promotional material. Foods must meet specific nutritional criteria and have had their GI measured using the approved method. High, medium and low-GI foods are eligible. The program is run by Glycemic Index Limited., a non-profit company, whose members are the University of Sydney, Diabetes Australia and the Juvenile Diabetes Research Foundation.

##### John Furbank

CFA representative on FT-024

This article is based on an address given to Standards Australia Food Products Committee FT-024 by Professor Jennie Brand-Miller, Head of the GI Group, University of Sydney, in June 2006, and from information sourced from the official glycemic index and international GI database website [www.glycemicindex.com](http://www.glycemicindex.com) based in the Human Nutrition Unit, School of Molecular and Microbial Biosciences, University of Sydney. The website is updated and maintained by the University's GI Group, headed by Professor Brand-Miller. Each month the Group publishes a free e-newsletter, *GI News*, to bring consumers and health professionals up to date with the latest GI research from around the world.

## NEWS FROM OTHER ORGANISATIONS

### Queensland Curriculum Assessment and Reporting (QCAR) Framework Update on the Essential Learnings and Standards

The Queensland Curriculum Assessment and Reporting (QCAR) Framework is being developed by the Queensland Studies Authority (QSA) in collaboration with school sectors. Its key purposes are to improve student learning by creating closer alignment of curriculum, assessment and reporting in Years 1–10, and building teachers' assessment capability.

The QCAR Framework elements are:

- **Essential Learnings**  
The Essential Learnings are a set of deep understandings and capabilities that specify what is important for students to know and be able to do for learning and for life in the 21<sup>st</sup> century. They do not constitute the entire curriculum and schools will continue to have the flexibility to organise and tailor their curriculum to suit the needs of students in their local context. The Essential Learnings are specified for the KLAs at Years 3, 5, 7 and 9 and for Languages at Beginning, Elementary and Lower Intermediate stages and have been derived from the Years 1–10 Key Learning Area syllabuses. The Draft Essential Learnings and related Standards are now available on the QSA website ([www.qsa.qld.edu.au](http://www.qsa.qld.edu.au)).
- **Standards**  
Standards are reference points for teacher judgments and clear statements of the expected qualities of student performance in relation to the Essential Learnings by the end of Years 3, 5, 7 and 9. The standards are designed to enhance the consistency of teacher judgments within and across schools. Annotated student work samples will be published online to exemplify the standards. The Draft Standards associated with the Draft Essential Learnings are available on the QSA website ([www.qsa.qld.edu.au](http://www.qsa.qld.edu.au)).
- **Assessment Bank**  
The Assessment Bank will provide teachers with examples of quality assessment tools and tasks that they can use or adapt to meet the needs of their students.
- **State-wide Assessment**  
All trial schools will participate in State-wide Assessment tasks in Mathematics and English in Years 4 and 9, using either tasks locally-devised by the school or common assessment tasks developed by QSA during Term 3.
- **Reporting Framework.**  
A Year 1–10 reporting framework will be provided. This framework will guide reporting undertaken by schools, which includes twice-yearly reports to parents on student achievement on a five-point scale, and reporting on student achievement of the essential learnings (using standards) in English, Maths and Science and one other area at Years 4, 6 and 9.

QSA will work with partner and trial schools from Term 3, 2006 to develop these elements. Schools have responded enthusiastically to the opportunity to be involved in the co-development of the QCAR Framework. The first round of forums has been conducted for partner and trial schools. These forums were well received and generated valuable discussion to inform the trial and guide the refinement of QCAR materials.

In addition to the 32 partner and 83 trial schools, more than 300 consultative schools have nominated to comment on the QCAR materials through surveys, questionnaires, interviews and focus groups. Consultation with schools and other stakeholders during 2006 and 2007 is a major focus of the co-development process and will play a significant role in the development of each element of the QCAR Framework. The QCAR Framework will be implemented in 2008.

All schools are able to provide feedback of their experience using draft QCAR materials. Professional associations are also encouraged to provide feedback. Feedback can be emailed to [QCARadmin@qsa.qld.edu.au](mailto:QCARadmin@qsa.qld.edu.au)

For further information, contact Queensland Studies Authority  
Telephone: (07) 3864 0299; Fax: (07) 3120 6101;  
Email: [QCARadmin@qsa.qld.edu.au](mailto:QCARadmin@qsa.qld.edu.au);  
Website: [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au)

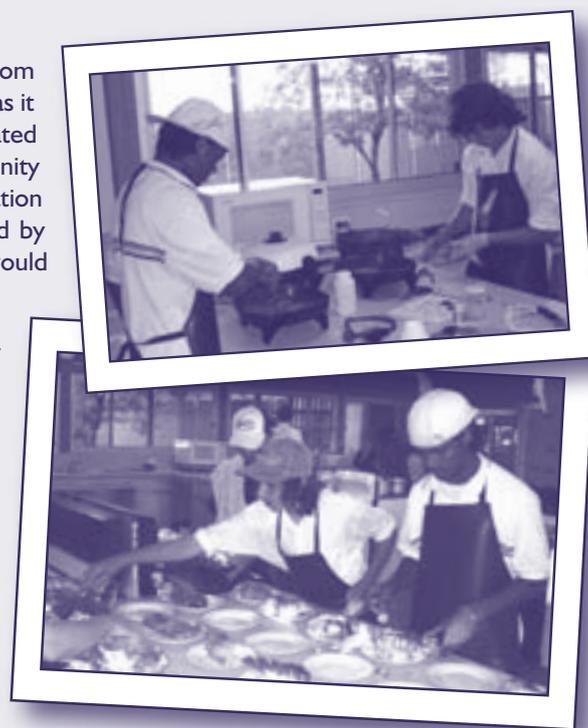


*Kathy Holzheimer presenting her workshop Essential Learnings and Standards at the 2006 HEIA(Q) annual conference*

## SCHOOL PROFILE: Spinifex State College (Mount Isa)

**Reporter: QUT student, Julianna Kneebone**

Spinifex State College is located in Mount Isa, approximately 2,000km from Brisbane. It takes about the same time to travel from Brisbane to Mount Isa as it does to travel from Brisbane to Melbourne. Mount Isa is a busy town, dominated by the mine. Spinifex State College was opened in 2003 after community consultation showed that creating a new school would provide the best education service for students in Mount Isa. It occupies the sites previously occupied by Mount Isa State High School and Kalkadoon State High School—but you would never recognise the previous schools. As the website states “*Spinifex State College – Mount Isa School Community is made up of a mix of cultures. We currently have approximately 30% Indigenous students but also have a number of other nationalities, eg. Philippines, Finland. We are also represented by a blend of economic backgrounds – parents on welfare to professionals at Mount Isa Mines, Government Departments and local industries. We have a harmonious school community where students mix well together in an atmosphere of tolerance and acceptance of each other.*” Spinifex State College has approximately 1000 students in Years 8–12, and has three campuses: a Residential Campus for approximately 50 full-time boarders, a Junior Campus (Years 8–10) and a Senior Campus (Years 11–12). All three campuses are in different locations and as result staff are required to travel between the Junior and Senior Campuses during the school day. A school bus brings the boarders from the Residential Campus.



The Home Economics department includes:

- Nicole Kyle (HOD, Junior Campus)
- Kylie Burns (SAC, Senior Campus)
- Stacey Mallett
- Claire James
- Sara Cherian
- Mary Watman (Teacher Aide)

Collectively these six ladies have 45 years of teaching experience and offer 14 subjects to the school community. The department currently offers Year 8 and Year 9 Home Economics, Year 9 Food Studies, Year 10 Home Economics, Hospitality and Early Childhood Studies, and Year 11 and 12 Hospitality Studies, Hospitality Practices and Early Childhood Studies.

After interviewing the Home Economics staff at Spinifex State College, three attributes come to my mind: diversity, dedication and connectedness. These are reflected in comments concerning the department, subject area and units of work. Organisation appears to be a strength of the department with teachers commenting on routines, roles and resources. When I asked “*What makes the department work?*” responses were:

- “*Wonderful resources, both in the physical sense and always being able to find help when you need it.*” Sara Cherian
- “*Routines and roles are well established so that when staff changes occur it aids their transition and settling in the department.*” Claire James
- “*Hard work and dedication of all staff involved in the department especially when developing life-relating learning experiences.*” Nicole Kyle

All staff members are passionate about their subjects and committed to providing quality learning experiences for their students. Staff comments on what they enjoy most about teaching home

economics reflect both the philosophy of Home Economics and syllabus rationales:

- “*Teaching in our subject area empowers students with skills that they can transfer into many contexts. Teaching these skills to students gives them a sense of achievement and fulfilment.*” Nicole Kyle
- “*Having the capacity to link each unit of work to a real life experience. This gives students the knowledge and practical skills to take with them far beyond the school grounds.*” Stacey Mallett
- “*I like teaching Home Ec because I love to see students creating products and their sense of achievement when they have created something that they never thought possible.*” Kylie Burns

Not surprisingly, each staff member within the department has their own loyalty to their favourite unit of work or subject. These individual loyalties are spread across all subjects and year levels.

- “*My favourite unit of work is when Year 10 hospitality run their own restaurant. This empowers students to make their own decisions about how they would like the night to run. They make every decision from what colour the tablecloths are going to be to what they are going to serve on the night. I see them follow through to implementation: setting up, cooking the food, serving the food and cleaning up.*” Stacey Mallett
- “*Year 9 Food Studies is my favourite subject because students study a variety of food related topics over the course and are very motivated and self directed when completing life-related assessment experiences.*” Nicole Kyle
- “*In Year 10 Early Childhood Studies I take pleasure in seeing students enjoying what they are learning and knowing that many will be able to apply these skills later in life with their own children.*” Claire James

## HEIA(Q) 2006 PROFESSIONAL DEVELOPMENT OPPORTUNITIES

### WHAT HAPPENED IN TERM 3

The following reports capture what we heard about some of HEIA(Q)'s Term 3 professional development opportunities.

#### Manipulating Fabric Surfaces (Full day)

with Michael Marendy

*From Rockhampton*

The workshop was held on the student-free day Monday 10<sup>th</sup> July. We had fifteen participants which was just a good number as Michael could get around and give participants advice. It was a very busy day and participants enjoyed a 'hands on' workshop. The time went by quickly but we achieved a lot. Michael brought with him many samples of different techniques so that we had an opportunity to gather a lot of ideas. The workshop revitalized our interest in textiles and we could certainly see the application possibilities for our classes. Some of the processes are really straightforward but it was the choice of fabrics and combination of colours, which made all the difference. We all had a great day and a chance to catch up as well.

*From Toowoomba*

There are 26 very excited 14 year-olds (my students) who have just realised what you can do with three lengths of yarn and a sewing machine, as has been demonstrated to me by Michael Marendy on 22 July at our workshop at Harristown State High School. Using a bobbin, bobbin winder and three lengths of yarn, I produced a twisted cord and then attached it to a screen-printed cow on a T-shirt. No doubt many more students around the Darling Downs will benefit from their 15 teachers attending the workshop Manipulating Fabric Surfaces. With typical enthusiasm, Michael showed us how to design on a grid and then translate this into stitches and patterns using basic Bernina sewing machines. With the addition of specialized feet, machines whirred away on pintucks, rolled hems, serpentine trim, cording and shirring.

Michael had some fantastic resources to demonstrate the techniques, as well as giving some great ideas to fire the imagination. All techniques were simple to execute, but visually appealing and will have a place in the classroom. A great workshop, delivered with enthusiasm and generosity of knowledge, time and resources.

#### No PD Flyer for Term 4

We will not be posting out a PD flyer for Term 4 this year. We are trying different, and hopefully more efficient methods. Please use the information on this page to identify your chosen workshops, and the flyer inserted in this newsletter to register. If you have queries, please telephone Conference Services on 3235 9072.

In Term 3 we have been trialling a 'Reminder' system by emailing members to remind them about upcoming workshops. This seems to be working quite well so we will continue with this in Term 4.

Please register on time—it is disappointing to cancel workshops due to low registrations only to find out later that others had planned on attending. This happened twice in Term 3.

### TERM 4 WORKSHOPS

Below is a snapshot of workshops on offer in Term 4, 2006. If you would like to register please contact Conference Services by telephoning 3235 9072.

#### Workshop 2

##### Fashion Illustration

Have you ever wished that you and your students could present design ideas in a more professional manner? Then this workshop is for you. Nila Oreb is a TAFE lecturer and a presenter with a Bachelor of Design – Fashion Design. She specialises in teaching fashion illustration. Participants should come away from this workshop with new skills, many ideas, and valuable industry knowledge.

Member \$55.00 Non-member \$77.00

##### TERM 4 Dates and venues

Thursday 2 November 4.00–6.30pm  
Trinity Lutheran College, GOLD COAST

Thursday 16 November 4.00–6.30pm  
Loreto College, BRISBANE SOUTH

#### Workshop 3

##### Manipulating Fabric Surfaces (Full day)

This workshop is a 'hands on' introductory workshop that focuses on various ways of manipulating fabric in order to modify texture, colour and/or shape. Both technique and design will be explored. The class will cover hand and machine techniques including beading, cording, mock smocking, and twin needle work. These techniques can then later be combined into larger samples which can be incorporated into garments, or used as textile art pieces.

Member \$100.00 Non-member \$120.00  
(including morning tea & lunch)

##### TERM 3 Dates and venues

Saturday 28 October 9am–4pm  
Northside Christian College, BRISBANE NORTH

#### Workshop 4

##### Food plating with pizzazz

Master chef Tony Ching will demonstrate food styling ideas to enhance your talents in food presentation and plate appeal. He will encourage delegates to discover and unleash their artistic ability as he shows how simple dishes can be plated with a difference. Impress your guests!

Member \$33.00 Non-member \$55.00

##### TERM 4 Dates and venues

Thursday 12 October 4.00pm–6.30pm  
Assumption College, WARWICK

Thursday 26 October 4.00pm–6.30pm  
Holland Park SHS, BRISBANE SOUTH



Grace Hotel, Sydney  
10 – 12 January 2007



For further information  
[www.heia2007.com](http://www.heia2007.com)  
or contact ICMS Tel: 02 9290 3366  
Email: [heia2007@icms.com.au](mailto:heia2007@icms.com.au)

**START PLANNING NOW!**

NATIONAL BIENNIAL CONFERENCE

## Pre-Conference Tour 2007

### COASTAL EXPLORER

Saturday 6 January – Tuesday 9 January 2007

In January 2007, HEIA will hold its national biennial conference at the Grace Hotel in Sydney on 10–12 January. Following the tremendous success of the 2005 pre-conference tour associated with the national conference, HEIA(Q) is again planning a tour to precede the conference. Enjoy a food, wine and craft experience while you explore the beautiful south coast of New South Wales, with pick-up from Sydney airport at approximately 1pm on Saturday 6 January, scheduled to coincide with a Virgin flight. We will then travel by bus to historic Berrima, through Kangaroo Valley to Shoalhaven. The next three days will be spent exploring the coastal towns of southern NSW hinterland places like Berry, the National Trust classified village of Tilba, Bega and some local wineries. These places are renowned for their cafes, museums, art and craft shops, galleries and antiques stores. Wine and cheese tasting will blend with this experience. Enjoy spectacular scenery and coastline. The cost includes good accommodation, breakfast and dinner, with a special afternoon tea and entrance to attractions. Return to Sydney late Tuesday afternoon via the fantastic Grand Pacific Drive from Wollongong to the Grace Hotel in Sydney.

**Cost per person: \$662.00** (twin share accommodation)

Register your interest by contacting Helen Keith as follows:

Email: [khkeith@bigpond.net.au](mailto:khkeith@bigpond.net.au)  
Telephone: 3345 5223 Fax: 1800 446841

**NOTE:** The tour will only go ahead if there is sufficient interest - register interest now so that we can confirm it.

# 2006 DIARY DATES

## SEPTEMBER 2006

### 3–8 September

**10th International Congress on Obesity**  
Sydney  
<http://www.ico2006.com/>

### 27–29 September

**Gifted 2006—Concepts, Challenges, Realities**  
Esplanade Hotel, Fremantle WA  
[conference@gifted2006.org.au](mailto:conference@gifted2006.org.au)  
<http://www.gifted2006.org.au/>

## OCTOBER 2006

### 12 October

**HEIA workshop: Food plating with pizzazz, 4.00pm–6.30pm**  
Assumption College, Warwick  
Contact Conference Services Tel: 3235 9072

### 15–22 October

#### Nutrition Week

### 16–17 October

**Leading the way: Sustaining technology education**  
Rydges Southbank, Glenelg Street, Brisbane  
Contact Michael Berry Tel: 07 3237 0424,  
Email [michael.berry@qed.qld.gov.au](mailto:michael.berry@qed.qld.gov.au)

### 21 October

**Luncheon: Past and present members of HEIA(Q)'s Committee of Management**  
Contact: Helen Keith Tel: 3345 5223,  
Email [khkeith@bigpond.net.au](mailto:khkeith@bigpond.net.au)

### 26 October

**HEIA workshop: Food plating with pizzazz, 4.00pm–6.30pm**  
Holland Park SHS  
Contact Conference Services Tel: 3235 9072

### 28 October

**HEIA workshop: Manipulating fabric surfaces, 9.00am–4.00pm**  
Northside Christian College, Brisbane  
Contact Conference Services Tel: 3235 9072

## NOVEMBER 2006

### 2 November

**HEIA workshop: Fashion Illustration, 4.00pm–6.30pm**  
Trinity Lutheran College, Gold Coast  
Contact Conference Services Tel: 3235 9072

### 16 November

**HEIA workshop: Fashion Illustration, 4.00pm–6.30pm**  
Loreto College, Brisbane  
Contact Conference Services Tel: 3235 9072

### 27 November

**Australian Association for Research in Education Conference—Engaging pedagogies**  
Adelaide  
[www.aare.edu.au](http://www.aare.edu.au)

### 29 November—2 December

**Nutrition Society of Australia 30th Annual Scientific Meeting**  
University of New South Wales, Sydney  
Email: [nsa@fcconventions.com.au](mailto:nsa@fcconventions.com.au)

## DECEMBER 2006

### 7–9 December

**Values in Technology Education 4th Biennial International Conference on Technology Education Research**  
Crowne Plaza Hotel, Surfers Paradise, Gold Coast, Qld  
Tel: Dick Roebuck 07 3735 5862  
Fax: 07 3735 6868  
Email: [r.roebuck@griffith.edu.au](mailto:r.roebuck@griffith.edu.au)

## JANUARY 2007

### 6–9 January

**Pre-conference tour for HEIA national biennial conference**  
Contact: Helen Keith Tel: 3345 5223,  
email [khkeith@bigpond.net.au](mailto:khkeith@bigpond.net.au)

### 10–12 January

**HEIA national biennial conference**  
Grace Hotel, Sydney  
Contact ICMS Tel: 02 9290 3366,  
Email: [heia2007@icms.com.au](mailto:heia2007@icms.com.au)

## 2007 TOUR OFFERS

# Terrific Tuscany or Vibrant Vietnam

HEIA(Q) is again looking at offering overseas tours in 2007. Expressions of interest are being called for the suggestions outlined below. The tours can only proceed with planning if sufficient expressions of interest are received.

### Vibrant Vietnam

June–July 2007 holidays for 10 days

This tour will have a strong emphasis on the food and textiles of this fantastic country, including cooking classes.

Approximate cost: \$3000–\$3300

### Terrific Tuscany

September 2007 holidays

Because of distance and cost, this tour is best taken over three weeks. The highlight of this tour is the time spent in Tuscany staying in an Italian villa, participating in cooking classes, dining with Italian families, and wonderful wine tasting experiences. Approximate cost: \$8000–\$8500

These tours are very cost effective and are organised through local contacts in the respective countries. This has often provided opportunities that are not part of the usual tourist scene. The tours relate to home economics as well as blending in a good variety of other sightseeing experiences. Participants stay at good hotels and have the best food experiences. The cost includes airfare, accommodation, transport and meals. The final cost will be quoted when the airlines release their 2007 fares.

Register your interest for 2007 by contacting Helen Keith as follows:  
Email: [khkeith@bigpond.net.au](mailto:khkeith@bigpond.net.au), Telephone: 3345 5223, Fax: 1800 446841



**HEIA(Q)**

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