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

December 2013



Home Economics Institute of Australia (Qld) Inc.

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From the President



Dear Members

The end of the year is fast approaching and the planning for next year's professional development program has been completed. I encourage you to take advantage of the program as it explores the Australian Curriculum: Health and Physical Education as well as the Australian Curriculum: Design and Technologies, and how they can be brought together to encompass many areas of home economics. Every region will have access to the same professional development, as we are passionate about you being skilled and empowered to teach both areas.

It's also time to take a stand and be proactive about teaching aspects of Health and Physical Education (HPE) in your school. The curriculum is not subject based; it is curriculum area based, and I encourage you to find out as much as you can about the curriculum and plan units of work from this curriculum area—at least some of these units would be appropriate for all students in your school, and not just as electives. Remember that HPE is mandatory for all students up to Year 10. Many content descriptions in the HPE curriculum are part of what we teach in home economics. HEIA has campaigned determinedly for Home Economics to be part of this learning area. As a result, Home Economics is explicitly mentioned in the document, which states that the primary content that will be drawn from the HPE curriculum by home economics teachers is in relation to food and nutrition, growth and

development, identity, and connecting to others (see page 13 of the current draft). Attending HEIA(Q)'s 2014 regional workshops will be invaluable in helping you with your understanding, planning and advocacy.

I have been working at C2C (Curriculum to Classroom) now for about three months and it has been a fantastic journey, unpacking the ACARA (Australian Curriculum, Assessment and Reporting Authority) Health and Physical Education curriculum document and seeing how much is related to Home Economics. C2C will be developing a suite of materials to support implementation of the new HPE curriculum, just as it has for the other core areas. The curriculum writers have been employed (some are home economics teachers) and will be starting in January.

Planning for the 2014 HEIA(Q) conference is well under way, with some final sharpening of the program to be completed. The conference has a focus on 'Celebrating Home Economics' and the program promises to deliver some exciting sessions with a range of excellent speakers who are new to HEIA(Q) conferences. Note the date in your diary—9 August 2014—and be sure to attend. If last year's conference is anything to go by, it will be a fantastic day of learning and networking.

Next year marks the 20th anniversary of the 'International Year of the Family', which we will also be celebrating at the conference. It is also the 20th anniversary of HEIA and there are plans to celebrate this in Canberra around World Home Economics Day. 2014 is shaping up to be full of opportunities for home economics professionals.

I trust you have had a productive year and wish you a very merry Christmas and a happy and healthy new year.

Kay York
President, HEIA(Q)

Margo Miller passed away peacefully on 26 November 2013, aged 80 years. Loving wife of Gibson (dec'd), beloved mother of Philip and Cherie, and devoted grandmother to Tom, Jack, Claire and Archie.



Margo was also friend and mentor to her many home economics colleagues across the globe. She was a much-esteemed Fellow and Life Member of the Home Economics Institute of Australia.

For many Queensland home economics professionals, Margo is most often remembered as one of our favourite lecturers at Kelvin Grove Teachers College and then Brisbane College of Advanced Education (now QUT). Very few current HEIA members knew her as a young teacher when she taught in Cairns, Wooloowin, Mount Isa, Salisbury and Banyo state schools for approximately eight years, after graduating as an 18-year old Home Science teacher. Rather, she is remembered as a lecturer and a friend who was the epitome of home economics, an inspiration to all who met her. Her passion for home economics, and for the people she met, was unmatched.

Margo Miller

11 April 1933 –
26 November 2013



Margo's achievements in home economics are amazing:

- 1960 Foundation member of the Home Economics Association of Queensland (HEAQ), holding the positions of committee member, Treasurer and President of HEAQ
- 1989–92 President of Home Economics Association of Australia (predecessor to HEIA)
- 1994 Vice-President International Federation for Home Economics (IFHE) (Pacific Region)
- 1995 Fellow of HEIA
- 1999 Service Award HEIA
- 1999 Certificate of Honour HEIA International Year of Older Persons
- 2001 Australia Day Award for Service to Home Economics

As Margo said in 2010 when writing for an HEIA(Q) article about her HEIA Life Membership:

Teaching was always my chosen career. On my first day at school I decided that I wanted to be a teacher. It was after my first day at Home Science in Grade 7 that I developed a love for Home Science/Home Economics. ... When I went to school in 1945 I spent a full day every week at Home Science; no such luxury now. ... I enjoyed

1. 2006 L-R: Friend Helen Keith, daughter Cherie Mullins and Margo at the HEIA(Q) High Society Tea Celebration

2. 1994 Margo having just received her Fellowship award in Perth L-R: Esme Justins, Margo Miller, Rosemary Cramp, Audrey Lawrie

3. 2013 Margo (2nd from left) with friends at the HEIA(Q) Retirees' High Tea

4. 1994 Margo (R) receiving her Fellowship pin from (then) HEIA President, Janet Reynolds

5. 1999 Margo (L) with HEIA colleagues being recognised at the HEIA International Year of Older Persons celebration, Brisbane Customs House

teaching in schools, but being a lecturer at 'College' was so much more demanding and rewarding. The students were young men and women following their chosen careers and I felt very privileged to be part of their journey.

...

In 1960 I became a foundation member of the Home Economics Association of Queensland (HEAQ). I feel very proud of the part I have played in our professional associations over the years. In 1992 at the HEAA Conference in Brisbane, the states voted for the national body to become the Home Economics Institute of Australia and that the states, while still retaining their independence, would all belong to HEIA, with each state being known as HEIA(Q) for Queensland and HEIA(NSW) etc. This change has allowed for the development of a very strong professional body.

...

Textiles and clothing has always been my favourite area of home economics and I am still sewing, making patterns and doing all manner of crafts. ... It is interesting to me to see a number of people offering haute couture dressmaking. I have also been amazed at the number of people attending cooking schools. Perhaps we have come the full circle and the skills available in home economics will be truly valued again.

...

I am honoured to be a Life Member of HEIA. I thank the profession for the wonderful life that home economics has given me.

Media release, November 2013

Sacred Heart College, Geelong declared the national winner of the McCormick Flavour Forecast 2013 Recipe Challenge

Aspiring foodies in secondary schools across the country, from Broome to Bendigo, have been discovering bold new flavours thanks to the McCormick Flavour Forecast 2013 Recipe Design Challenge. And the experts all agree, this generation of students certainly can cook!

This year, for the very first time, Year 9 and Year 10 Home Economics students had the opportunity to explore the McCormick Flavour Forecast trends in detail, and demonstrated their creative food talents as they developed a series of recipes based on the 2013 trend-setting flavour combinations.

McCormick, in partnership with the Home Economics Institute of Australia (HEIA), developed a design brief that was grounded in the curriculum with a real-world context, modelling some of the key features of the Australian Curriculum, including critical and creative thinking, ICT capability, and Australia's engagement with Asia.

Convenor of the HEIA Education Standing Committee, Dr Janet Reynolds said, *'The competition has been great for schools—it was challenging and had depth, but also had adequate scaffolding to enable students to really fly and excel—and they did. The students were not restricted by convention and came up with some incredibly creative ideas—the entries were truly inspirational, a proud moment for the home economics teaching profession.'*

HEIA and McCormick are pleased to announce the national winner:

Sacred Heart College, Geelong, Victoria

Students from the Geelong school took out the main prize with the following recipes:

- Apple, blueberry and pistachio farro grain with spiced pork, from the **Empowered eating** trend
- Japanese katsu meatballs with oregano panko tomatoes, from **Global my way** trend
- Roast rolled lamb loin stuffed with feta and tomato, served with sweet potato and rosemary rosti, smoked tomatoes and a sweet onion and chilli chutney, from the **Personally handcrafted** trend
- Chocolate and passionfruit tart with basil cream, from the **No apologies necessary** trend

McCormick Senior Home Economist, Michelle Thrift, said the competition for the top prize was fierce. 'We were blown away by the standard of entries received,' she said. 'All states provided amazing, creative recipes featuring our 2013 Flavour Forecast flavours and trends.'

As part of the initiative, students across the country were able to take advantage of support materials provided by McCormick, including an A-Z glossary of all flavour ingredients and herb and spice sensory profiles in order to set free their culinary imagination. And the results were tantalising to the taste buds.

'I was impressed with the girls' creativity and efforts to put up a perfect dish,' said Debra Jackson, Year 10 Home Economics Teacher from Sacred Heart College. 'They did a lovely job with their recipes and photos and really enjoyed the challenge.' Mrs Jackson said the opportunity to integrate a food industry event into the regular school curriculum allowed her students to find their creative spark in the kitchen they never knew they had.

As the national winner, Sacred Heart College will receive a Thermomix, over \$1500 of Wüsthof knives and GreenPan cookware and a supply of McCormick herbs and spices for the classroom.

The other winners, by state/territory, were:

- New South Wales/Australian Capital Territory:
 - Hornsby Girls High School, Hornsby
- Queensland:
 - Browns Plains High School, Logan City
- South Australian/Northern Territory:
 - Naracoorte High School
- Western Australia:
 - Sacred Heart College, Perth



Global my way recipe from Sacred Heart College, Geelong



Judges examining the submissions



Empowered eating recipe from Sacred Heart College, Geelong



Cooking up the finalists' submissions for the judges

Year 9/10 Recipe Challenge

And the Queensland winner is...

Browns Plains High School Flavour Forecasters



Personally handcrafted recipe from Browns Plains High School



Browns Plains Flavour Forecasters experimenting with the individual flourless chocolate cakes

I am pleased to announce that Browns Plains High School is the Queensland State Winner in the Flavour Forecast Design Challenge. The BP Flavour Forecasters team did an amazing entry and has won for the school:

- the Wüsthof Essentials Classic 6-piece Block Knife Set
- a 5-piece GreenPan Rotterdam Collection, which includes three frypans, a wok and a sauté pan
- a set of McCormick spices for the classroom.

Each team member will receive a \$50 gift bag from McCormick Foods.

To participate in the promotion, the team had to create and test/ cook four original recipes using four different McCormick flavour trends.

The students produced a submission justifying their choice of recipes and how it met the McCormick criteria.

There were five flavour trends from which to choose:

- No apologies necessary
- Personally handcrafted
- Empowered eating
- Hidden potential
- Global my way

Each trend had two sets of ingredients from which to choose and these set ingredients had to be used. There were some challenging combinations—the BP Flavour Forecasters chose:

- bitter chocolate, sweet basil and passionfruit (**No apologies necessary** trend), from which they made Flourless chocolate cake with basil cream and passionfruit sauce
- smoked tomato, rosemary, chilli and sweet onions (**Personally handcrafted** trend) and made Roasted tomatoes and chilli pasta
- broccoli and dukkah (**Empowered eating** trend) and made Baked chicken dukkah and penne with creamy broccoli and vegetable sauce



together with heia

Home Economics Industry Association of Queensland

- Japanese katsu sauce and oregano (**Global my way** trend), from which they made Katsu chicken stirfry.

It was great to watch the students engage with this competition, arriving early to class each time they were trialling their recipes. The conversations were full of rich dialogue about their creations. The design brief encouraged the learning and innovation skills that are being recognised as the skills that students need for the increasingly complex life and work environments of the 21st century—creativity, critical thinking, communication and collaboration. This competition offered many opportunities for students to refine, analyse and evaluate their ideas in order to improve their creative efforts—the students showed that all students can be creative if they think of it as a new combination of old elements. The challenge proved to be an excellent avenue for promoting creativity and critical thinking. Home economics teacher, Sharon Pearson, commented, *'This was our first time entering a competition like this. The team really enjoyed the challenge and learnt a lot along the way'*.

A judging panel rigorously assessed the submissions, with the recipes from the winning entries all finally cooked and tested in the McCormick Test Kitchen to ensure that the recipes actually worked and the flavours, textures and tastes lived up to what was promised on paper and in the images sent in by students. The judges then selected the best submission as the national winner—this was the Victorian/Tasmanian entry from Sacred Heart College, Geelong. The other state/territory winners were:

- New South Wales/ACT: Hornsby Girls High School, Hornsby, New South Wales
- South Australian/Northern Territory: Naracoorte High School, Naracoorte, South Australia
- Western Australia: Sacred Heart College, Perth

Leanne Warner

Head of Department, Home Economics
Browns Plains High School



No apologies necessary recipe from Browns Plains High School



My journey from student to home economics teacher (nearly!)

My educational journey has been exceedingly rewarding, inspirational and powerful. I discovered that becoming a teacher was my passion in 2008, when I completed my first practicum at Victoria Point State High school. From the first day I stepped foot in the classroom, it was evident that I was heading down the right career pathway.

Over the course of my studies I have developed a strong passion for providing high quality education for students and teaching in an innovative way. My goal is to provide students with opportunities to discover and further develop their critical and creative capabilities, which enhance their health, as well as that of their families and their community.

Looking back on the earlier years of my study, I remember who I wanted to be in my professional life. With a strong love and passion for cooking and food, I decided that becoming a home economics teacher was what I aspired to be. Similarly, when I commenced my Bachelor of Education (Secondary, Home Economics), from my first Home Economics Curriculum Studies class directed by Melinda Service, I developed a new love for education related to both textiles and food. Immediately, I was looking forward to beginning my career in the home economics education profession. With the strong belief that a person's actions and attitudes determine their present and future wellbeing, Home economics allows me to positively influence the students' lifelong skills.

During my third year of study, I was fortunate to travel to Cairns for my second practicum placement, where I was placed at Trinity Bay State High School. This experience has shaped who I am today and what my educational perspectives are. This experience was where I was challenged and rewarded, and I have learnt many valuable skills that I will never forget. I was privileged to be mentored by an amazing Home Economics department with home economics teachers Vita Scalia, Ruth Robinson and Shirley Cahill as my colleagues and mentors.

In my final year, I was again extremely fortunate to be placed at Moreton Bay College in Manly West, Brisbane for my final two practicum placements, as well as my Internship. Being mentored by a highly skilled and professional home economics teacher, Della Stecher, has motivated and challenged me in the professional field of education. I have learnt many skills and techniques that I will be able to implement in my own teaching.

With my studies coming to an end and graduation looming, my professional journey is just beginning. With one door closing and another opening, I'm looking forward to commencing a full-time home economics teaching position at The Lakes College at Northlakes, Brisbane in January 2014. Here, I look forward to embedding my teaching pedagogy and displaying my dedication, passion and love for home economics. I aim to shape the students into successful learners, confident individuals, and active and informed citizens.

Lauren Mackenzie

Student, QUT

Fashion Subject Area Syllabus

The suite of Authority-registered subjects is being reviewed by the Queensland Studies Authority (QSA). As part of this review the *Fashion Subject Area Syllabus 2014* will be developed. This syllabus will be part the ICT and Design Learning Area. The syllabus will have a similar structure to Authority syllabuses and will include the following sections:

- rationale
- dimensions and objectives
- course organisation—core and elective subject matter, course advice, links to resources
- assessment—assessment techniques and conditions, folio requirements, standards
- glossary.

The writing team has been formed and has met once. It has teacher representatives from each of the schooling sectors who currently teach a Fashion orientated course at their school. Two academics working in the fashion area are also part of the writing team. The writing team will meet on five occasions early next year to both develop the syllabus and the resources to support implementation.

A syllabus draft will be put on the QSA website for comment midway through semester 1, 2014. The syllabus will be completed by the middle of 2014 with support for general implementation provided in semester 2.



**Queensland
Studies Authority**

DATE CLAIMER**9
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Celebrating Home Economics

Saturday 9 August 2014 • Brisbane Convention and Exhibition Centre

Let's celebrate! 2014 is the 20th anniversary of the foundation of the Home Economics Institute of Australia (Qld). It is also the 20th anniversary of the International Year of the Family. In the two decades since HEIA's formation, home economics education has proved its continued relevance to the lives of young Australians in its contribution towards preparing them for, and enabling them to shape, their futures. During that time, home economics education

has weathered the repeated storms of curriculum change, from outcomes-based education, to Essential Learnings and now to the Australian Curriculum. There is much to reflect on, and much to celebrate, not least that the release of Home Economics 'guidelines' from the Australian Curriculum, Assessment and Reporting Authority is promised for 2014. Yes, time to celebrate. The HEIA(Q) 2014 conference, Celebrating Home Economics, will celebrate the history,

culture and achievements of HEIA(Q) and its members by exploring some of the key platforms that will enable the profession to march boldly and confidently into the next two decades and, in particular, participate effectively in the Australian Curriculum. It will also take the opportunity to reflect on key issues for families, both locally and globally, and consider what has changed since the inaugural year of the International Year of the Family in 1994.

So who is coming to inspire us this year?

The line-up of keynote speakers is almost complete, with some very exciting new speakers to the HEIA(Q) stage.



Tim Costello



Melinda Tankard-Reist



Holly Brennan, OAM



Dr Rosemary Stanton, OAM



Kathleen Horton

Tim Costello

Tim Costello is one of Australia's most sought-after voices on social justice issues, leadership and ethics, having spearheaded public debates on gambling, urban poverty, homelessness, reconciliation and substance abuse. Since 2004, as Chief Executive of World Vision Australia, Tim has also been instrumental in ensuring that the issues surrounding global poverty are placed on the national agenda. Tim currently serves as Chair of the Community Council of Australia, the Australian Churches Gambling Taskforce and the National Australia Bank's Social Responsibility Advisory Council. He was co-chair of Make Poverty History and chaired the Communities and Families stream at the Australia 2020 summit held in 2008.

Melinda Tankard-Reist

Melinda is an author, speaker, Fairfax Media columnist and media commentator, blogger and advocate for women and girls. She is well known for her work on the objectification of women and sexualisation of girls and efforts to address violence against women. Melinda has been a

panellist on ABC's Q&A, and is a regular on Channel 7's Morning Show and Sunrise. Her advocacy for women and girls has included involvement in projects to address poverty, trafficking and sex slavery, and working to highlight and address the objectification of women and sexualisation of girls in Australia and globally. Melinda has worked with World Vision in the design of its national anti-trafficking campaign.

Holly Brennan

Holly Brennan OAM is the Manager, Research and Program Development at Family Planning Queensland (FPQ). She is responsible for the development of FPQ's sexuality and relationships education programs, prevention of childhood sexual abuse programs and sexual behaviour programs for the education, child protection, early childhood and disability sectors. Holly is the author and coordinator of numerous resource and research projects and has been the recipient of several awards including the 2013 Child Protection Week Award—Education Initiative and 2012 Medal of the Order of Australia.

Dr Rosemary Stanton, OAM

Dr Rosemary Stanton has qualifications in science, nutrition and dietetics and administration. She is an invited member of many committees, including the National Health and Medical Research Council's Working Committee for the Dietary Guidelines, Department of Health and Ageing's Reference Group for the National Healthy Weight Guide, the University of Adelaide's Food Futures program, and the University of Technology's Institute for Sustainable Futures. Rosemary has authored many scientific papers, 33 books and over 3500 articles for magazines and newspapers, and has been widely regarded for over 45 years as a source of reliable nutrition information.

Kathleen Horton

Kathleen Horton is Head of Discipline and Senior Lecturer (Fashion) in the Creative Industries Faculty at Queensland University of Technology. Kathleen is author of papers such as *Design innovation and the 21st century fashion blur* and *I dress therefore I am*.

2013 regional professional development

4WS TERM 4 WORKSHOPS

During 2013, HEIA(Q) offered 22 workshops across 12 regions, with each region typically choosing two workshops from the following:

- The new Australian Dietary Guidelines
- *Digital Directions*
- *FoodChoices*

The final six workshops were scheduled for Term 4. Unfortunately, the two workshops in HEIA(Q)'s most western region, Roma (approximately 500 km west of Brisbane) had to be cancelled due to the low number of registrations. However, a very successful *Digital Directions* workshop was run in Brisbane North on 2 November, and an equally successful *FoodChoices* run at the Gold Coast on 16 October. The remaining two workshops are scheduled for December, taking place in Mackay, approximately 1000 km north of Brisbane.

HEIA(Q) would like to thank all regional coordinators for their ongoing support. Without you, regional workshops just would not happen! Thank you.

Sue Smith (Brisbane South),
 Sue Booth (Brisbane West)
 Yve Rutch (Brisbane North)
 Belinda Ingram (Gold Coast)
 June Robertson (Sunshine Coast)
 Romana Wallace (Mackay)
 Jenny Walker (Cairns)
 Karen Vorpagel (Toowoomba)
 Helen Willmett (Townsville)
 Derryn Acutt (Rockhampton)
 Elyce Ruhle (Roma)
 Cassandra Smila (South Burnett)

Thank you also to Leonie Purcell (Brisbane North) and Kathryn Savina (Cairns) for hosting workshops at your schools.

Brisbane North *Digital Directions* workshop

Fifteen dedicated home economics teachers sacrificed their Saturday to attend Gayleen Jackson's informative *Digital Directions* workshop at Northside Christian College on Saturday 2 November 2013. With Gayleen's expertise and WiFi, participants explored a wide range of topics.

Gayleen touched on the need for us, as home economics teachers, to keep up with our students with 21st Century skills and future work skills for 2020. She referred us to <http://educationaltechnologyguy.blogspot.com.au/2012/01/10-important-skills-students-need-for.html> for 10 important skills that students need for the future:

- **Sense-making**—the ability to determine the deeper meaning or significance of what is being expressed
- **Social intelligence**—the ability to connect to others in a deep and direct way, to sense and stimulate reactions and desired interactions
- **Novel and adaptive thinking**—proficiency at thinking and coming up with solutions and responses beyond that which is rote or rule-based
- **Cross-cultural competency**—the ability to operate in different cultural settings
- **Computational thinking**—the ability to translate vast amounts of data into abstract concepts and to understand data-based reasoning

- **New-media literacy**—the ability to critically assess and develop content that uses new media forms and to leverage these media for persuasive communication
- **Transdisciplinarity**—literacy in and ability to understand concepts across multiple disciplines
- **Design mind-set**—ability to represent and develop tasks and work processes for desired outcomes
- **Cognitive load management**—the ability to discriminate and filter information for importance and to understand how to maximise cognitive functioning using a variety of tools and techniques
- **Virtual collaboration**—the ability to work productively, drive engagement and demonstrate presence as a member of a virtual team.

The workshop provided us with a range of ICT skills and tools for teaching and learning:

- using OneNote, sticky notes, images, videos, comics and word cloud tools
- tricks with PowerPoint 2010, Today's Meet
- adding sound tracks
- a great range of web resources.

Gayleen also encouraged us to share and learn from others using social media sites.

Leonie Purcell

Home Economics and Hospitality Coordinator
 Northside Christian College, Brisbane North



- Very practical and well presented
- Some great ideas
- Great resources—so useful, so amazing, thank you!
- Lots of resources and useful free websites that will be very useful for differentiation
- Invigorating and knowledgeable presenter



program

Gold Coast FoodChoices workshop

Investigation, analysis and interpretation was the focus of the recent HEIA Gold Coast workshop held at Trinity Lutheran College, Ashmore on Monday 14 October, when teachers were given the opportunity to explore FoodChoices, the nutrient analysis software curriculum resource. Jan Reynolds guided teachers through the hands-on workshop, exploring the various ways the software can be integrated into the classroom to deliver engaging and challenging tasks for students. For teachers who were familiar with the program, it provided an excellent refresher and opportunity to reinforce how the program can be used within the classroom to analyse diets and recipes, plan meals and explore the nutrient content of foods.

I would like to thank Jan for her very informative and thorough presentation.

Belinda Ingram

Trinity Lutheran College, Ashmore



- This workshop was very informative and interactive.
- Gave great ideas of ways to integrate the program into the classroom environment.
- Although I knew how to use FoodChoices, I still learnt many new functions to analyse the nutrients in future.

2014 professional development program

The Australian Curriculum and Home Economics

The HEIA(Q) 2014 regional Professional Development Program will focus on the Australian Curriculum as it pertains to Home Economics. It will unpack relevant documents, discuss important issues and, in particular, will assist Home Economics curriculum leaders and teachers to plan programs from the Australian Curriculum Health and Physical Education (HPE) and Technologies learning area documents.

The program comprises two parts that can be attended on the same day or on two separate occasions. They are intended as a package, with participants attending both sessions. To encourage this, a discount rate will be offered to those booking both sessions. Participants are welcome to attend sessions in regions outside the one in which they live if this suits their timetable better.

Part 1 Enabling and empowering

Time: 2.5 hours

The first part of the program will develop participants' understanding of those aspects of the Australian Curriculum related to Home Economics that are essential to foster effective advocacy for the place of Home Economics in the school's timetable and to enable effective planning. In particular, it will cover:

- Analysing and understanding the HPE and Technologies documents to identify:
 - what is expected when planning programs of study across a two-year period and across all relevant school subjects
 - what is expected when planning specific units of work
- Discussing big picture options/issues for planning, such as:
 - anticipated time allocations
 - expectations that Home Economics will draw from both HPE and Technologies documents and what this means for collaboration with other departments/school administrators
 - what Home Economics departments could offer as compulsory units for all students
- whether to plan for every year or in two-year bands
- planning options
 - developing units from one learning area
 - integrating across learning areas
- practical studies such as:
 - where does practical food studies fit into HPE
 - interpreting Technologies in terms of practical work
- A checklist of what must be included, e.g.
 - content descriptions
 - relevant content
- Templates/ideas/resources for planning units of work.

Part 2 Planning

Time: 2.5 hours

Prerequisites: Attendance at Part 1 of the program

The second part of the program will guide participants through a process for planning units of work to suit their own school context. Participants will be provided with templates, ideas and other tools to assist in the process. Participants will examine the Achievement Standards for the HPE and Technologies learning areas at Years 7/8 and 9/10 and learn how to use these standards, along with the General capabilities and Cross-curriculum priorities, to guide their planning. Some might venture into assessment but it is generally thought that assessment will be covered in detail in HEIA(Q)'s 2015 professional development program.

World Home Economics Day 2014 – 21 March

Adapted from the press release from the International Federation for Home Economics (IFHE) and the IFHE Background Information to the theme of the 2014 World Home Economics Day, 'Empowering individuals, families and communities—Through Home Economics'

As 2014 is the 20th Anniversary of the International Year of the Family (IYF 2014), World Home Economics Day 2014 focuses on the theme: 'Empowering individuals, families and communities—Through Home Economics'.

The UN-defined themes to guide commemorative activities are:

- confronting family poverty and social exclusion
- ensuring work-family balance
- advancing social integration and intergenerational solidarity within families and communities.

These themes address the challenges for individuals, families and communities—for example, poverty, economic insecurity, heightened workload and results of migration as well as changing family structures and social exclusion.

Home economics recognises that:

'as basic and essential building blocks of societies, families have a crucial role in social development, bear the primary responsibility for the nurturing, protection, education and socialization of children, as well as instilling values of citizenship and belonging in the society, and provide material and non-material care and support to its members, from children to older persons or those suffering from illness, sheltering them from hardship to the maximum possible extent' (Declaration of the Civil Society).

Home economists around the world recognise the change of social structures and the change of family models. Beside family households, single households and institutional households are now the homes of more and more individuals. They all

have to fulfil multiple roles and to manage their lives in times of increased uncertainty and vulnerability. Hence, it is important to empower individuals and families as well as whole communities to enable them to fulfil their responsibilities and meet their challenges successfully.

The empowerment of individuals, families and whole communities through home economics education is crucial to enable families to fulfil their responsibilities and meet their challenges successfully. In this context, empowerment is developing competencies and capacities that enable people to meet daily life challenges with self-determination and independence. It enables them to cope with challenges and to fulfil tasks in the household, in the community and in the society—for example, income generation, reaching food security, childcare and work-family balance. Home economics education is fundamental to managing daily tasks in an effective and sustainable way such as the production of household goods and services, finances or resources.

The IFHE calls home economists and home economics organisations around the world to take part in the IFHE campaign to support the 20th Anniversary of the International Year of the Family and to promote the role of home economics to overcome poverty and social exclusion, to ensure work-family balance as well as to advance social integration and intergenerational solidarity within families and communities. The IFHE aims to:

- promote recognition of the knowledge and competencies of home economists and how they can empower families, individuals and communities
- focus attention on families and individuals as active members of communities
- advocate for economic, social and political frameworks which enable individuals and families to use their full potential to fulfil their daily tasks successfully.

Adapted from the United Nations Department of Economic and Social Affairs (UNDESA) Family: Social Policy and Development Division website <http://undesadspd.org/Family/InternationalObservances/TwentiethAnniversaryofIYF2014.aspx>

The 20th anniversary of the International Year of the Family (IYF) offers an opportunity to:

- refocus on the role of families in development
- take stock of recent trends in family policy development
- share good practices in family policy making
- review challenges faced by families worldwide
- recommend solutions.

Owing to rapid socio-economic and demographic transformations, families find it more and more difficult to fulfil their numerous responsibilities. Many struggle to overcome poverty and adequately provide for the younger and older family members. It is also more and more difficult for them to reconcile work and family responsibilities and maintain the intergenerational bonds that sustained them in the past.

In response to these trends, the preparations for the 20th anniversary of the IYF will focus on:

- exploring family-oriented policies and strategies aiming mainly at confronting family poverty
- ensuring work-family balance
- advancing social integration and intergenerational solidarity.

The preparatory process is to accelerate progress in family policy development, demonstrate its relevance for overall development efforts and draw attention to the role of different stakeholders in achieving these goals.

20th



anniversary of the International Year of the Family

The preparations for the 20th anniversary will include:

- international and regional expert group meetings gathering family experts and practitioners to explore recent family trends, analyse family-oriented policies and programs, and review good practices in family policy making
- research activities, including background papers on family poverty, work-family balance and intergenerational solidarity
- exchange of good practices in family policy
- observances of the International Days of Families, focusing on the themes for the 20th anniversary
- side events at the Commission for Social Development
- government, civil society, academic and private sector initiatives at the national level.

Findings and recommendations from these activities will guide future action in effective family policy design, monitoring and implementation.

Governments, United Nations agencies and bodies, intergovernmental and non-governmental organisations, research and academic institutions and the private sector are encouraged to play a supportive role in promoting the objectives of the 20th anniversary for the benefit of families worldwide.



Proclamation of the International Year of the Family, 1994

Adapted from <http://undesadspd.org/Family/InternationalObservances/InternationalYearoftheFamily.aspx>

The International Year of the Family, 1994, was proclaimed by the United Nations General Assembly, in its resolution 44/82 of 9 December 1989. The theme of the Year was 'Family: Resources and responsibilities in a changing world'. Its motto: 'Building the smallest democracy at the heart of society'.

In proclaiming the Year, the General Assembly decided that the major activities for its observance should be concentrated at the local, regional and national levels, assisted by the United Nations system. The United Nations Commission for Social Development was designated the preparatory body and the Economic and Social Council as the coordinating body for the Year.

Principles underlining the IYF Proclamation:

- The family constitutes the basic unit of society and therefore warrants special attention. Hence, the widest possible protection and assistance should be accorded to families so that they may fully assume their responsibilities within the community, pursuant to the provisions of the Universal Declaration of Human Rights, the International Covenants on Human Rights, the Declaration on Social Progress and Development; and the Convention on the Elimination of All Forms of Discrimination against Women.
- Families assume diverse forms and functions from one country to another, and within each national society. These express the diversity of individual preferences and societal conditions. Consequently, the International Year of the Family encompasses and addresses the needs of all families.
- Activities for IYF will seek to promote the basic human rights and fundamental freedoms accorded to all individuals by the set of internationally agreed instruments formulated under the aegis of the United Nations, whatever the status of each individual within the family, and whatever the form and condition of that family.
- Policies will aim at fostering equality between women and men within families, to bring about a fuller sharing of domestic responsibilities and employment opportunities.
- Activities for IYF will be undertaken at all levels—local, national, regional and international; however, the primary focus will be at the local and national levels.
- Programs should support families in the discharge of their functions, rather than provide substitutes for such functions. They should promote the inherent strengths of families, including their great capacity for self-reliance, and stimulate self-sustaining activities on their behalf. They should give expression to an integrated perspective of families, their members, community and society.
- IYF will constitute an event within a continuing process. Measures will be needed to ensure appropriate evaluation and progress made and obstacles encountered both prior to and during IYF, in order to ensure its success and adequate follow-up.

Media attention on cooking

A springboard for advocating for Home Economics—from schools to national radio



During 2013, and in particular the second half of the year, there has been much media attention on cooking skills. This has provided an excellent springboard for the home economics profession to advocate for the importance of Home Economics. The following template has been submitted by Leanne Warner, Browns Plains High School, as a tool to support colleagues in preparing a school newsletter article that capitalises on the recent media attention about cooking skills, and highlights to parents the importance of Home Economics in the curriculum. In addition, in August 2013, HEIA(Q) member Dr Janet Reynolds discussed Home Economics and obesity issues with Steve Austin on the ABC Morning Show—see report below.

Template for a school newsletter

Media attention on cooking skills

'Because of the increasing rates of obesity, unhealthy eating habits and physical inactivity, we may see the first generation that will be less healthy and have a shorter life expectancy than their parents.' (American Heart Association website 25 November 2013, www.heart.org)

Researchers have been making this prediction for the past decade and in recent weeks there has been much local media attention given to Australia's health crisis with headlines such as 'Cooking should join the 3Rs' and 'Cooking up a cure for junk food addiction'. Queensland Health and the Australian Medical Association are suggesting that children should be taught to cook at school.

Parents at (Insert name of school) can be assured that curriculum at this school does support the development of students' cookery skills through the compulsory

Home Economics subject for all Year 8 students. This subject provides students with basic skills to produce meals and snacks for themselves and family members as well as an overview of nutrition and how to make healthy food choices. After completing the semester of study, Year 8 students are well aware of the recently published Australian Guide to Healthy Eating and the 2013 Australian Dietary guidelines. We acknowledge that during their teenage years, most students are going to consume 'treats', so the program has a focus on producing homemade treats that include high-fibre ingredients (such as fruit and nuts rather than choc chips) and less sugar and salt than commercially produced cakes and biscuits, which are high in sugar, salt, fat and chemical additives.

The new national Australian Curriculum includes food and nutrition in both the Health and Physical Education (HPE) and

Home Economics gets an airing on the ABC Morning Show with Steve Austin

At about 6.15 am on 13 August 2013, HEIA(Q) Committee of Management member Dr Janet Reynolds, received a telephone call from Steve Austin at the ABC Morning Show. He wanted to speak to someone about obesity and the links to the ability to cook. Jan prodded him for more information so that she could get the right person for him. In the discussion, Jan explained that Home Economics was indeed offered in schools (contrary to what the Australian Medical Association (AMA) spokesperson had previously said on the program), that cooking was important, but there was a lot more to reducing obesity than blaming the community for their lack

of cooking skills. She suggested that he really needed to also consider issues like advertising, government inaction on a number of fronts and the ethics of the food industry etc. To cut a long story short, as Jan was getting phone numbers for him, Steve invited Jan to come to the studio and be his studio guest.

As Jan said *'I threw my bag over my shoulder and tossed caution (and sense) to the wind and just went in and did it. Fortunately, it all happened so quickly (it was live to air at about 8.30 am) I did not have time to prepare or realise that I had no idea what questions he would ask, and*

that I had no support materials with me, and it was all live to air!'

The segment, including the AMA interview lasted about 30 minutes, with HEIA and Home Economics getting about 15–20 minutes airplay on the ABC. Jan explained that Home Economics does exist in the curriculum (except in NSW) and that students are taught cooking skills, and that Home Economics will continue in the new Australian Curriculum. But Jan also raised issues about the part that the food industry, the Australian Food and Grocery Council, governments, the fast food industry, advertising, food packaging and the like play in the obesity issue. Jan reported back to

skills



article

Technologies curriculum, with both curriculum areas noting that Home Economics will be part of the delivery of these two curriculum areas. Therefore, there will be ample opportunities for students to develop food and nutrition skills, including practical cooking skills at (insert name of school).

In addition, over the past two years, (insert name of school) has hosted (insert the names and purpose of any special programs that the school has run, or plans to run, in relation to food and nutrition and cooking skills—for example, Need for Feed.)

Optimal nutrition promotes not only physical growth and health, but also cognitive development, helping children learn from infancy through adolescence and beyond. Cognitive development includes remembering, problem-solving and decision-making. Children, adolescents and adults perform their intellectual best when they have the winning combination of healthy, balanced meals and daily physical activity; therefore developing cooking skills that promote all dimensions of health should be a priority for all students!

Name

Home Economics Department

HEIA(Q) 'Of course, in retrospect I thought about all the things I should have said, but it was live to air (how scary was that!) so no second chances'.

After Jan's interview, the interviewer Steve Austin talked to the Hidden Persuaders about the politics of food. In addition, a caller called in about the food industry—she used to work for government on food labelling and split the beans on how the food industry and the Australian Food and Grocery Council wield their power.

Of interest, on two segments related to the above issues, Steve Austin quoted a slide from Professor Rob Moodie's presentation at the HEIA(Q) conference—presumably Steve went online and got the presentation from the HEIA(Q) website. All good for HEIA and home economics!

Manna Tours



BORNEO – September 2014

The Manna Tours 2014 tour for HEIA members, friends and families will be a 12-day tour of Borneo that includes Sarawak and Sabah. This area of Asia has unique unspoilt wilderness plus a glimpse into the old Asia in many areas.

The tour includes:

- flying into Kuching, Sarawak
- Nonya cooking, a different Asian cuisine
- a river journey to stay in a longhouse and experience the hospitality of the Iban people
- visiting the Orangutan Rehabilitation Centres to see these 'Men of the Jungle' being restored to living in their natural habitat
- travelling the Kinabatangan River to an adventure lodge for wildlife viewing with jungle walks
- visiting Sandakan and learning the history of Australians in World War II
- travelling overland to Kota Kinabalu, visiting Kinabalu National Park and observing the effects of a logging industry on the local communities.

Dates: Saturday 20 September – Friday 3 October 2014

Expressions of Interest to Helen Keith

hkeith1540@bigpond.com — Tel. 07 4095 2230



Brisbane Bayside State College

excursion to COTAH

Earlier this year, Kaitlyn Follet and Barb Penniceard from Brisbane Bayside State College took the Year 11 Hospitality Study Area Specifications (SAS) classes to COTAH (College of Tourism and Hospitality) for an industry visit.

The students visited the TAFE as part of their Hospitality SAS course, a part of which is studying cafe and restaurant menus. Approximately 50 students attended the excursion from the two classes.

The students were privileged to a guided tour of the kitchens and a talk regarding the practical lessons being undertaken by apprentices in each of the kitchens. The guides explained the criteria for entry into the courses and the job opportunities that would be available on completion of the courses.

Students then enjoyed an 'alternate drop' menu for lunch—it comprised an entrée of prawns or lamb, a main course of either eye fillet or barramundi, and a dessert of crème brûlée or chocolate panna cotta. On entering the restaurant, students were offered an aperitif; water was also served with the meal.

Prior to the COTAH visit, the students went to Southbank to survey a coffee shop as part of their primary research for their assignment. Max Brenner was a popular choice, where students were able to taste a range of chocolate drinks and foods.

The students greatly enjoyed the day, experiencing different foods and different styles of eating, which also helped them greatly when completing their assignment.

This excursion can be booked by telephoning Jean Bearnard on 3244 5988.

Kaitlyn Follet

Brisbane Bayside State College



HEIA(Q) member profile

Delia Stecher

Delia Stecher joined the HEIA(Q) Committee of Management earlier this year after seeing firsthand the hands-on practical approach to Home Economics that the group is committed to. She is currently in her 13th year of teaching and has worked in both government and non-government schools.

While attending QUT from 1997–2000, Delia learnt much about the profession from inspiring Home Economics professionals and was grateful to receive a King and Amy O’Malley Scholarship. The scholarship is one that she promotes widely to her students who are looking at a career in the Home Economics field. Her first placement with Education Queensland was at Kirwan State High School (Townsville), where she will admit that much growth and knowledge was gained. The beginning teachers’ program that was, and still is, in place, ensured that beginning and new teachers were supported and pedagogically challenged in order to achieve best outcomes for student education. Delia reflects that the department in which she worked supported many of the initiatives that she started and inspired her to have a well-rounded and realistic perspective of educating young people.

From here she went to Moreton Bay College (MBC) in Brisbane, and spent five years honing her skills. She introduced Visual Arts Studies (Fashion) and saw the students grow creatively within this field. Delia comments that the experience she gained while working under Elaine Grant’s leadership and alongside Kerry Vass, Jan Unsworth and Jan Howatson was inspiring and fulfilling. Delia’s passion for pedagogy and Home Economics grew in these five years, to solidify both her knowledge and practice within the field. Whilst at MBC, Delia will admit that her practical skills improved, with the students consistently challenging her, yet providing her with a rewarding sense of educating youth.

Leaving Moreton Bay College to join Lourdes Hill College, also in Brisbane, as Head of Department for Home Economics, Delia instigated programming changes with the support of a wonderful team comprising Sue Tickner, April Picard and Margaret Palethorpe. Here she enjoyed implementing the new Senior Home Economics syllabus, as well as being challenged with the renovation of new kitchens and textiles rooms. Delia recalls that the view of Brisbane River, New Farm Park and the city from her textiles room was one that had the capacity to distract. Delia has now returned to Moreton Bay College, as Head of Department, working with Kerry Vass, Amber McIntosh, Ellen Newman and Julie Wheatly.

Delia has enjoyed being a member of both Brisbane Central and Brisbane East Home Economics district panels, but is looking forward to the challenges of recently being accepted as a State Panel member.

Delia believes that home economics education is a powerful profession to be a part of. She believes that, as educators, we have the capacity to influence students in a way that many others cannot. Often the students who are disconnected with education find their way to the home economics classroom, and Delia believes that with influential curriculum material and a strong use of pedagogy we can find ourselves ‘making a difference’. Delia has enjoyed the new senior syllabus, and has taken the opportunity to teach students the power of self-advocating and how consumers can play a large role in implementing change, no matter how small the initial step. She is looking forward to the challenge of the Australian Curriculum, and is eagerly looking forward to the programming and change to pedagogy that is fast approaching.

School
Moreton Bay College

Position
Head of Department



Home Economics and the Australian Curriculum

After more than three years of advocacy to the Australian Curriculum, Assessment and Reporting Authority (ACARA), the ACARA General Manager (Curriculum), Dr Phillip Lambert, has confirmed that **there will be Home Economics ‘guidelines/advice’** and that this will be **developed in a partnership between ACARA and the Home Economics Institute of Australia**. The guidelines/advice will be in relation to subjects offered through Home Economics Departments, recognising that this might be via a subject called Home Economics,

or via more specific subjects related to, for example, food and nutrition, textiles etc.

Hopefully, with many of you engaging in discussions about implementation of the Australian Curriculum, this will provide you with support for your advocacy for courses or programs of study developed by the Home Economics Department. Remember that Technologies is mandatory for all students up to Year 8, and HPE is mandatory up to Year 10. Home Economics has a role in both of these curriculum areas. Hopefully, you are using your

creative talents to offer some units, for example food and nutrition units, that are for all students in the school, and not just part of a Home Economics elective.

Great news for the profession as HEIA approaches its 20th anniversary celebrations.

HEIA thanks all its members for their support. If we didn’t have a strong membership base, achievements like this would not be possible. Your membership is vital to HEIA’s ongoing advocacy.

SCHOOL PROFILE

Kirwan State High



About the school

Kirwan State High School (Kirwan SHS) is located in a low/middle socio-economic area in the western suburbs of Townsville, 1330 km north of Brisbane and 350 km south of Cairns. It is one of the largest schools in Queensland, with over 2100 students in Year 8 to Year 12 and another 400 Year 7 students due in 2015. The school prides itself on a high degree of cultural diversity, with 17% of students identifying as Indigenous and/or Torres Strait Islander. It provides a strong International Student Program, with students from Germany, Brazil, United States of America, Norway, Italy, Belgium and Japan attending the school for between three and 12 months.

The school's mission is to provide educational excellence for tomorrow's citizens. The school was the first Independent Public High School in Townsville. It is a world-class school with accreditation from the Council of International Schools, Australasian Schools Accreditation Association, Queensland Minerals and Energy Academy, Asia Education Foundation, Microsoft Innovative Pathfinder School, AEF, International Habits of Mind School and is part of the Achieving Results Through Indigenous Education Program.

The Art and Science of Teaching is utilised as the school's teaching and learning framework, together with Habits of Mind, with great improvement across the entire school over the past five years due to these programs. In addition, there has been an improved Apparent Retention Rate to 81.6% (State Average 78.7%) and a higher than state average for students receiving their Queensland Certificate of Education and/or Vocational Education and Training (VET) Certificates. Furthermore, there has been a large improvement in attendance, with attendance now being better than the state average.

Kirwan SHS is recognised as providing a wide range of subject choices for all students. Junior students engage in a balanced high-quality program of general education that focuses on the skills and strategies that develop independent learners. The Year 11/12 curriculum offers a comprehensive 52 subject choices that lead to many life pathways, with formal studies complemented by an array of enrichment programs such as health and personal development,

career education, community-based learning, work experience and school-based apprenticeship and traineeship opportunities.

Home Economics

Kirwan SHS has a very proud and strong Home Economics Department that prides itself on success and delivering engaging curriculum to provide skills for lifelong learning to a wide range of students.

Home economics teachers

Kirwan SHS has five qualified home economics teachers who teach across the various levels:

Helen Watts: Helen has extensive experience in teaching Home Economics and has seen many changes and cycles within the teaching areas with 44 years experience. We are very proud to have kept her for 33 of those years! Helen teaches Year 8 Home Economics, Year 9 Home Economics (Junior Hospitality), Year 11 Certificate II Hospitality and Year 12 Certificate II Hospitality.

Sashi Nath: Sashi has been teaching Home Economics for more than ten years and has been at Kirwan SHS for 13 years. She teaches Year 8 Home Economics, Year 10 Home Economics and Year 11 & 12 Retail.

Kellie Ballarino: Kellie has been at Kirwan SHS for five years and has taught Home Economics for all of that time. She has recently taken on VET teaching and loves it. This year Kellie has taught Year 8 Home Economics, Year 9 Home Economics (Hospitality), Year 11 Certificate III Childcare, Year 12 Certificate II Hospitality and Year 9 Top Scholar English.

Stacy Chapman: This is Stacy's second year at Kirwan SHS, having previously taught in Katherine, NT and Rudy Hill, NSW over the past nine years. Stacy teaches Year 8 Home Economics, Year 9 Home Economics (Core), Year 11 Certificate II Hospitality and Year 12 Certificate II Hospitality.

Renee Perkins: After being a chef for 12 years, Renee entered the teaching profession at Kirwan SHS four years ago and has been teaching Home Economics for three years. This year she took on the Home Economics Coordinators position, which she has loved. Renee teaches Year 8 Home Economics, Year 11 Certificate II Hospitality, Year 11 Certificate II Kitchen Operations and two classes of Year 12 Certificate II Hospitality.

School

Home Economics subjects offered and class numbers of students

Year 8 Home Economics is compulsory for each of the 400 Year 8 students with one 70-minute lesson per week over one semester (Textiles and Food and nutrition). In 2014, this will change to two 70-minute lessons per week over one term (Food and nutrition only). Home Economics is a popular elective in the school and classes are at capacity.

Year 9 has two classes of Home Economics (Hospitality) and one class of Home Economics (Core), accounting for approximately 75 students. Hospitality has a food and presentation focus whereas Core has a more traditional home economics focus covering family and nutrition, textiles and food.

Year 10 has two classes (37 students), focusing mainly on food and hospitality. The majority of these students select Hospitality in Senior.

Years 11/12 senior Hospitality subjects are known as the flagship of the Business and Industry Department, with approximately 85 students in Year 11 and 70 students in Year 12. 2013 has seen the initial introduction of a Certificate II Kitchen Operations class in Year 11 and boasts three full Certificate II Hospitality classes in Year 11. In addition, four Year 12 Certificate II Hospitality classes (two food focused and two service focused classes) were run this year. The same enrolments are expected in 2014.

Perceptions of Home Economics

Typically, the school community perceives home economics as outdated and archaic. However, with concerns about obesity and other food issues and the need for food and nutrition education becoming apparent, there has been an increase in student numbers. The emergence of TV programs such as *MasterChef* and *My Kitchen Rules* has also supported a resurgence in Home Economics and less of a focus to just 'cook and eat'.

What is fabulous about home economics at your school?

Although not traditional, Hospitality is considered a major component of the Home Economics Department at the school. Kirwan SHS has approximately 70% of its senior population engaged in a

VET pathway, with Hospitality one of the largest VET subjects. A fully functioning cafe serving food and beverages is run 3–4 days each week in all terms. This is fully manned by Year 11 and 12 students, with Year 12s taking a leadership role. Throughout the year, Year 9 and 10 students are also able to engage in the cafe. Furthermore, the department caters for various school-based functions such as the sports carnivals, staff morning teas, charity events with the Chaplain, and awards presentations. Hospitality has welcomed various guests to the school, cooking high teas and sit-down lunches for various State and Federal Ministers and Senators. This year, the Home Economics Department has also provided services for outside catering, working with the Townsville City Council and hosting a private dinner for an investment company.

The Home Economics Department together with the School Defence Community won the ANZAC Day Schools Award 2013, for preparing, cooking, packaging and delivering over 3500 ANZAC biscuits to defence personnel, ex-service men and women, nursing homes and Meals on Wheels. This was an extreme effort from all home economics teachers and students.

For the past two years, the school has been host to the Diabetes Queensland Need for Feed program. Each year this program has successfully provided 10–15 disengaged and/or disadvantaged students the opportunity to engage in education about nutrition and healthy eating. The program was run over four hours each Saturday for five weeks. Students learnt a variety of skills and cookery methods to improve their eating habits and overall diet. It was a great experience for many students who had a limited pallet and were able to explore foods without judgement. The culmination of each of the courses was a banquet for the students' families, when the students provided the families with an array of foods they had cooked over the five weeks. This was a great demonstration to the families of the students' abilities, and further improved the perceptions of food and nutrition education amongst the community.

Professional development

The department is well supported in terms of professional development with a great deal of school-based opportunities to improve teaching and learning on a regular basis. Home economics teachers are able to attend the HEIA(Q) regional workshops and one staff member generally attends the HEIA(Q) state conference in Brisbane each year. Moreover, a network has been set up between schools to further improve teaching practice, particularly in VET. Links are continually created and deepened with local industry to further develop teachers' best practice, helping them remain current and at the forefront of our field.

Challenges

The popularity of Home Economics is increasing. However, as the school is streamed for Top Scholar students in Years 9–10, there is not the provision to offer Home Economics to the top students due to their streamed subject choices. However, many parents have expressed interest in their children engaging with the course, as they believe it is essential for lifelong learning. Due to this, and also the high degree of low literacy students in Junior Home Economics, there has not been the student interest to offer Senior Home Economics for over eight years.

Due to the schools age and the high enrolments compared to other schools in the area, the two kitchens have aged. Education Queensland is yet to provide us with updated facilities, as its policy is to upgrade schools with lower enrolments first.

The literacy level of the students is often a challenge, with home economics subjects over-represented with students with low literacy. However, with a high degree of scaffolding and engagement with procedural knowledge, students are able to make great gains to improve their lifelong learning.

Renee Perkins

Home Economics & Hospitality Coordinator
Kirwan State High School





What's cooking in Queensland schools?

San Sisto



Sensational Snacks

Submitted by Michelle Harris

About the college

San Sisto College, situated in Carina, Brisbane, is a small girls' catholic school for Years 8–12 students. The college offers Home Economics in Years 8–12 and the Hospitality study area specification (SAS) in Years 11–12. The college has two full-time teachers, Michelle Harris and Madeline Fagan. A nine-day cycle results in approximately one practical lesson per fortnight. The food and nutrition units are taught across a semester, allowing time to build students' confidence in the kitchen.

In 2011, the Home Economics Department rewrote its junior programs to improve academic rigor and to develop an understanding of and preparation for the expectations for studies in Years 11/12. As a result, the exit criteria from Senior Home Economics are used as a guide for developing students' understanding about expectations in terms of standards across the three dimensions of Knowledge and understanding, Reasoning and communicating processes, and Practical performance. This has met with parental approval of Year 8/10 students and greatly improved success for the Year 11/12 students.



Year 9 Sensational snacks unit

Year 9 home economics students enjoy a semester of food and nutrition, including practical food skills, focused on healthy and safe food practices that can be adapted to the needs of female teenagers. This is presented through two coupled units—Sensational Snacks and Outdoor Eating.

Links to the Draft Australian Curriculum: Health and Physical Education

- Strengths-based approach
Students come to understand that young people have varying levels of access to personal and community resources, which are shaped by a variety of contextual factors that will impact on their decisions and strategies.
- Inquiry-based approach
Students critically analyse contextual factors that influence decision-making, behaviours and actions and explore inclusiveness, power inequalities, taken-for-granted assumptions, diversity and social justice.
- Content descriptions (school-based elaborations are shown in the bracket following each Content description):
In particular:
 - 10.3a Plan, rehearse and evaluate options for managing situations where their own or others' health, wellbeing and/or safety may be at risk, including first aid and CPR (*Selecting, applying and justifying techniques for healthy cooking to the preparation of snacks to create healthier alternatives to those that are heavily advertised and use less healthy ingredients/sauces/pre-prepared meals etc.*)
 - 10.5b Evaluate and apply health information from a range of sources to health decisions and situations (*Critically analysing the Australian Guide to Healthy Eating to determine the health needs of adolescents and the implications for choices related to snacks*).

College



- 10.6 Implement and critique strategies to enhance the health and wellbeing of their community (*Advocating for increased local facilities and resources to support young people to make healthier, safer and more active choices*).

This unit could also be offered in Year 8 using the relevant Content descriptions from that band.

About Sensational Snacks

This unit builds upon the Year 8 Home Economics introduction to nutrition, food safety and hygiene. However, as of 2015, students will not have any prior experience, as Home Economics will not be offered at Year 8; hence, the Year 9 unit will be adapted to introduce students to the kitchen for the first time.

In the unit, students come to understand the nutritional requirements of adolescents and are empowered with the skills to design and produce healthy foods that meet these requirements. They also refine their knowledge, understanding and application of food safety and hygiene practices, including safe use of equipment and safe and hygienic storage and preparation of foods in higher risk situations—for example, meats and meat cookery in the outdoor setting and the use of a BBQ. Students learn to analyse labelling information, including nutrition and health claims, further enabling them to make better food choices and ultimately benefit their health. The chapter Snacking for Life from Margaret Duncan's text *Eating for Life* is used as a guide for theory lessons and some practical activities.

The practical assessment is designed to draw together the concepts of healthy eating, factors affecting food choices, and cookery skills. It allows students to demonstrate creativity and critical thinking. The task is for students to consider the nutritional needs and factors affecting food choices of female teenagers and, using easy-to-prepare noodles as a base, develop an appetising snack food. Students have four weeks to work on this in class—producing a process journal, trialling recipes and then preparing and presenting their final recipe for assessment.

The students have a wonderful time designing their own snack foods and

are challenged by the need to improve the nutritional qualities of noodles, whilst working under the constraint of maintaining the integrity of a snack food as opposed to a meal.

This is an excellent task for students, enabling them to explore and consider the factors that affect their own personal food choices. They have reported how they discussed health issues with their parents (who are the providers of the food in their pantries) and how they believe that small changes to their food intake can have large results in terms of improving their health. Further, without intention, the task saw students considering packaging, storage, and environmental and fiscal implications of preparing in bulk versus preparing snacks fresh every day.

Students prepared a variety of (but not limited to) fritters, stir-fry dishes, Vietnamese rolls, slices and mini quiches—and had a fantastic time presenting them for photography.

If anyone would like more information on the unit or the task, please don't hesitate to contact me at the college (mmharris@bne.catholic.edu.au).

Practical Cookery Examination

SENSATIONAL SNACKS

Preamble

This term you have been exploring the nutritional requirements of teenagers, and the ability of snack foods to either support or substitute the daily intake of various vitamins, minerals and nutrients. With such a demand on time from commitments such as school, family, study, hobbies and often employment, many teenagers resort to poor food choices when selecting snacks, thinking that healthy snack foods are expensive, and/or time consuming to prepare.

Task

Your task for your practical assessment is to create a healthy, nutritionally appropriate and convenient snack food for a female teenager with easy-to-prepare noodles as your base ingredient. You will need to produce a process journal to support and justify your choice of ingredients/recipe.

Invitation to HEIA 20th anniversary celebrations

Where?
Canberra

When?
Friday 4 to Sunday 6 April 2014

What is happening?

- An informal welcome is taking place on **Friday 4 April** at the home of Jenny Pardy, an HEIA ACT member. Jenny has generously offered her outdoor area to stage this low-key event, which will utilise her gazebo and pizza oven. If you plan to arrive in Canberra on the Friday, it would be great to see you and share stories, pizza and other delectable items. There will be no cost to attend for HEIA members and their partners. Don't be shy if you don't know many other HEIA members—this is the ideal event to come along and meet others before all the other activities.
- HEIA members are welcome as observers to the HEIA Council meeting on **Saturday 5 April, 9.00 am – 4.00 pm** at The Brassey of Canberra, Belmore Gardens and Macquarie Street, Barton. There is no charge and lunch will be provided.
- Also on **Saturday 9.00 am – 11.00 am** is an Australian Curriculum seminar at St Clare's College, 1 McMillan Crescent, Griffith. No charge for HEIA members; non-members \$40.
- On **Saturday 5 April at 5.00 pm – 5.30 pm** is the HEIA 2014 Annual General Meeting, also at The Brassey of Canberra, Belmore Gardens and Macquarie Street, Barton.
- The official HEIA 20th Anniversary dinner is on the evening of **Saturday 5 April** at The Brassey of Canberra, Belmore Gardens and Macquarie Street, Barton. Cost for HEIA members and up to one guest is \$53.00pp, NIPE members and up to one guest \$33.00pp and other non-members \$63.00.
- **Sunday** is yours to enjoy. The planning committee is looking to organise a lunch for those who will still be in Canberra and you may wish to include this in your plans.

Attend as many or as few HEIA events as you wish, interspersed with the many Canberra attractions.

Please see the December 2013 national *HEIANews* for registration details, accommodation options and things to see and do in Canberra—or visit www.visitcanberra.com.au/en.aspx for other suggestions on what you can see and do while in Canberra.

For further information, please email Peta Craig at petaecraig@gmail.com or telephone Peta on 0431 434 664.

Hope to see you there!

Community connections at

Browns Plains High School is located 24 km south of Brisbane city. The staff are valued for the committed approach to delivering quality outcomes for students, focusing on the four pillars of excellence: learning, sports, arts and the community. This article highlights some of the opportunities that home economics students have to connect with the community.

Early childhood

Play is more than just fun for children. It's how they learn skills, and how they work out who they are and where they fit in the world. Children play because it gives them pleasure. Play is essential to every child's education because, while they are playing, they are learning. It is also an important part of socialisation. As stated by the State of Victoria Department of Education and Early Childhood (2010), '*The brain is the only organ that is not fully formed at birth. During the first three years, trillions of connections between brain cells are being made. A child's relationships and experiences during the early years greatly influence how their brain grows'* (<http://www.education.vic.gov.au/Documents/childhood/parents/mch/makingmostofchildhood.pdf>).

As young children learn best through active participation and play experiences, Early Childhood students at Browns Plains High School learn how to plan and implement developmentally responsive play activities for the young children in the local community.

Year 10

In semester 1, the Year 10 Early Childhood students implemented the Support a Talker program with the P-3 students at the adjacent primary school. Each week, the Year 10 students chose a different book from the program and for an hour each week, worked one-on-one with a group of young students as allocated by the primary school teacher. The students soon learnt the topics that interested the individual child and also that preparation was needed if the child's interest was to be maintained. In semester 2, the Year 10 students worked with the Support a Maths Learner program with Year 1 and Year

2 students. Both literacy and numeracy are integral components for living and learning and there was a wonderful flow-on effect of enriching the Year 10 literacy and numeracy skills. There has been much liaison required by the primary and secondary school teachers, but the joy on the faces of the young children when the Year 10 students arrive is priceless!

Year 11

Year 11 Early Childhood students spend three days early in Term 1 observing childcare workers in the Logan area in order to develop an overview of the childcare industry and its important role in the community. The focus for the Year 11 Early Childhood students has been the importance of reading to children. As Fox (2001) states: '*If every parent understood the huge educational benefits and intense happiness brought about by reading stories aloud to their children, and if every parent—and every adult caring for a child—read aloud a minimum of three stories a day to the children in their lives, we could probably wipe out illiteracy within one generation*' (p.11). To develop skills in reading stories to young children, the Year 11 students plan a story reading session to implement with young children. To support their learning, they have visited the local library and watched a demonstration of story reading by the librarian.



Year 12

The Year 12 students host the community-based playgroup, Rainbow Connection. Each Thursday morning, parents/carers bring their children to participate in the activities that the Year 12 students have planned and prepared. Many different themes are used as a focus for each activity—for example, healthy foods, space, under the sea, all around the world and The Wiggles. Invaluable teamwork skills are demonstrated each week as the students help and support other team members and interact with the parents and their children. The playgroup has provided a wonderful meeting place for parents to spend time with others. Many past students have returned to the playgroup with their own babies!



Certificate III in Children's Services

Students studying for Certificate III in Children's Services are required to complete 200 hours of vocational placement to gain accreditation. The students have had some wonderful experiences at the child care centres in the local area and have developed strong community links, with not only the staff of the centres but also with the children and parents from these centres. It is satisfying to know that these students will now leave school assured of a job and, if they choose, a lifelong career path. Several students have been provided with paid employment over the September holidays and some have a full-time job to commence on graduating in November.

Browns Plains High School

School-wide community food-raiser

Creating a sense of community, both inside and outside the school, is an important value. With this in mind, 2013 student leaders from Browns Plains High School, Stretton State College, Calamvale Community College, Kingston College and Marsden State High School united to collect non-perishable food for Foodbank Queensland. Beginning in August, collections took place at each of the schools in order to help support those who are less fortunate across the respective communities. Items such as tinned foods, long-life biscuits and UHT products were collected. The ultimate goal across the network of schools was to raise over a tonne of food. This goal was achieved.



Next year, the intention is to culminate this activity on World Food Day (October 16) in order to draw attention to the need to end global hunger.



Textiles for charity

Students who have difficulty in providing fabric for textile activities have the opportunity to gain skills in sewing through the Browns Plains High School community charity program. The chaplain at the school sends containers of donated items to the Solomon Islands each year. The container always includes shorts and library bags made and donated by the Home Economics Department. Parents and staff donate fabrics to the charity box, and any student who does not have their own fabric for their project uses fabric from the charity box and works on producing either shorts or a library bag. The advantage of this is many faceted—students are not idle; students are gaining skills; students are learning the value of community service as the items initiate discussion of where they are going and who they are going to; and products are made for those less fortunate.

Hospitality

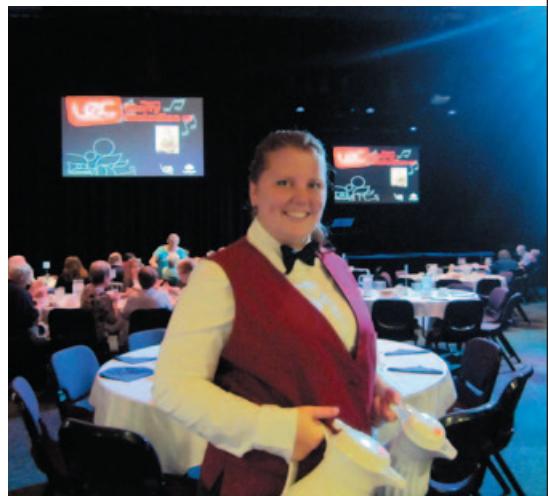
Year 11 students of Hospitality Studies gain valuable insight and work experience in the hospitality industry by serving and clearing morning tea for the Senior Citizens 'Merry Melodies' concerts at the Logan Entertainment Centre. The concerts are held each month and the Senior Citizens enjoy chatting with the students while being served morning tea. This chatting encourages the students to value the senior citizens in the community and to become more confident and aware of

ways in which the community can provide support. Lana Lockett, the Functions supervisor, is always willing to provide opportunities for well-groomed students who are interested in working in the hospitality industry.

These students provide further service in the community by assisting with the service and clearing of the Year 12 Graduation lunch at the Greenbank RSL Club. Students gain valuable industry experience while the RSL is able to provide a reduced cost for lunch, as the school is providing the staff. This is an excellent way of students gaining entry into both these venues and several students have gained employment through these community activities.

Leanne Warner

Head of Department, Home Economics
Browns Plains High School



The invaluable role of home economics teachers in Relationships and Sexuality

Every school faces the constraints of balancing tight timetables, distribution of resources, allocating departmental responsibilities and keeping focus on the ultimate goal—effectively educating students while enhancing their overall wellbeing. In addition to these existing competing requirements, the soon-to-be-published Australian Curriculum: Health and Physical Education Foundation-Year 10 will also be competing for resources, including human resources and a suitable time allocation in the timetable.

This new Health and Physical Education (HPE) curriculum will include specific learning related to relationships and sexuality. For many schools, relationships and sexuality education has been delivered in one form or another for years, while for others this focus is completely new. Whatever the situation, the new HPE curriculum provides an opportunity to consider best practice, which includes identifying the best candidates to educate on this topic.

In the past, relationships and sexuality education has had many names, for example sexuality education, sex education, personal development education and human relationships education. While many terms are used, they fundamentally focus on the same range of topics.

Comprehensive relationships and sexuality education involves learning about a wide range of topics such as identity, growth and development, relationships, decision making and sexual and reproductive health.

Relationships and sexuality education is sometimes seen as a difficult and sensitive program to implement in schools. Sexuality is regularly described as complex and interwoven. It encompasses the dimensions of wellbeing (physical, emotional, mental, social and spiritual). There is also a great deal of research related to youth behavioural patterns, neuroscience, and social determinates which need to be considered. Combine this with relationship and sexual health issues such as abusive and coercive behaviours; rising rates of sexually transmissible infections (STIs); the tide of sexualised media messages and explicit imagery, and it's easy to understand why school staff may well feel like throwing relationships and sexuality education around like a hot potato. However, this type of learning is important to equip young people with the knowledge and skills to

have a positive view of their sexuality, develop respectful relationships and to maintain their sexual health. Willing contributors to the delivery of relationships and sexuality education should be met with applause.

Home economics teachers who are enthusiastic about embracing this topic will thrive if provided with the right support and training.

In Years 8–10, the rapport that home economics staff members have with students is a great foundation for both modelling and teaching healthy relationships. Experience shows that young teens often approach home economics teachers for support when making relationship decisions, so for those who feel comfortable to do so, it may be a perfect opportunity to extend teaching influence in this area.

Home economics teachers draw from both the Technologies and HPE curriculum. Relationships and sexuality education primarily falls within the HPE curriculum. Home economics teachers are well positioned for success to deliver this content and should clearly make their intentions known to school administrators if this is how they would like to proceed. In addition, many schools are choosing to broaden the scope of those involved, reaching out to wellbeing staff, school nurses, year level coordinators, chaplains and counsellors to complement the central role of the teacher in this area.

Regardless of the department involved, there are several key questions that educators should ask themselves in order to be effective at delivering this topic. Further expansion and understanding on key areas may be helpful:

1. Teaching comes naturally when the chosen specialised area of training is underpinned by passion and dedication. Similarly, a successful facilitator of relationships and sexuality education understands the central concepts, tools of inquiry and structures of the discipline of relationships, sexuality and sexual health. Being comfortable and positive about this topic ensures a learning environment is created that makes relationships and sexuality education meaningful for learners.
2. Teens develop at different rates, particularly with the interplay of hormones, physiological and neurological growth patterns. Adolescent learners also have broad ranges of ability to grasp relationships and sexuality concepts. A successful sexuality educator can provide instruction that supports differing social and

10 points

to consider as your school decides on the best facilitators to deliver Relationships and Sexuality Education.

1. Facilitators know the subject they are teaching.
2. Facilitators know how teens grow.
3. Facilitators understand that learners learn differently.
4. Facilitators know how to communicate well.
5. Facilitators know how to manage the size of their learning group.
6. Facilitators are comfortable in their own skin.
7. Facilitators understand and use appropriate sharing.
8. Facilitators know how to monitor learner progress.
9. Facilitators are able to evaluate themselves.
10. Facilitators are connected with other sexual health professionals.

Education

personal development. Sexual diversity is also something that emerges during this time of their life. Understanding and knowing how to support sexually diverse students is critical.

3. All learners differ in their approaches to learning and experience barriers that impede learning. This has never been a truer statement than in sexual development. Within any given class you will have students with varying sexual awareness. Some students may be not interested in sexuality and relationships; some may have been watching pornography for a number of years; some may have been abused; and some young people may have already embraced sexual relationships. Facilitators need to be flexible to adapt instruction to meet the diverse needs of learners and bring practical support without judgement.
4. Clear communication is critical when delivering sexuality and relationships education. Different words mean different things to students. What may cause offence to one student may be completely normal for another. Using anatomical terms and best practice approaches underpins success in this subject. It's also vitally important to ensure that language used creates an environment of tolerance and acceptance that contributes to students feeling safe and supported. The facilitator needs to use effective verbal and nonverbal communication techniques and incorporate a variety of instructional strategies, including the use of media and technology. Clear and effective communication will encourage development of critical thinking, active inquiry, problem solving, and skills for life.
5. Variation in class size is something most teachers are familiar with. When transferring this skill to deliver relationships and sexuality education in class or small group sizes, facilitators will need to use individual and group motivation to create a learning environment that encourages positive behaviour, social interaction, active engagement and self-awareness.
6. Every person who delivers relationships and sexuality education will be challenged in his or her own understanding of sexuality, relationships and sexual health. It is important that

the facilitator has reached a place in their self-awareness where personal understanding of 'whole-person centred sexuality' allows for holistic instruction in this area of learning. It's also important for teachers to have had opportunity to work through personal issues such as abuse. It may be the case that significant life events (such as sexual trauma or painful memories) and/or embedded beliefs may affect the level of personal comfort of facilitators when discussing sexuality, relationships and sexual health. It is important to recognise this and either decline the offer to teach relationships and sexuality education or be willing to challenge and adapt personal reactions.

7. Teens are curious and, while delivering relationships and sexuality classes, a facilitator will need to be aware that young people discuss topics relative to their personal circumstances. Teachers may be asked personal questions and it is best to be prepared! Facilitators should understand what is and is not appropriate to share; and be comfortable with reframing the conversation to protect themselves and to provide safe learning for all students.
8. Monitoring learner progress in relationships and sexuality education may be quite different to regular subjects. It's important to observe body language, verbal language, attitudes, and withdrawn or aggressive behaviour, as these may all be indicators that the student is struggling with this topic. It's important that formal and informal assessment strategies are used to evaluate and ensure the continuous social, emotional and personal development of the learner. Very few sexuality educators are equipped to deal with the complexities of abusive behaviour exhibited by students, compulsive sexual behaviour such as regular viewing of pornography, or trauma related to sexual coercion or abuse. Access to internal and external referral services is essential to ensure student wellbeing for any who need further support.
9. Self-reflection for facilitators is essential. Continually evaluating the effects of his or her personal values, choices and actions on learners, parents and the broader school community helps to

Qualities to aspire to

- Knowledgeable
- Flexible
- Clear
- Positive
- Approachable
- Accepting
- Reflective

bring a balanced and safe approach to relationships and sexuality education. An ethical approach grounded in integrity and fairness offers students a great example to model behaviour.

10. Ongoing professional development in relationships and sexuality education and contact with other school colleagues and support services in the larger community are vital to the success of a sexuality educator. It's important for facilitators to actively seek out these opportunities to grow professionally and support learner sexuality, sexual health and relationship wellbeing.

See <http://www.slideshare.net/GenZWellbeing/delivery-sreyouth-wellbeingproject> for a PowerPoint presentation of the above ten points.

In a school environment, no person is an island. Drawing on the strengths of other staff members is vital to ensuring a holistic approach to relationships and sexuality education. In addition to the teaching of Food and Nutrition, the importance of home economics teachers supporting students to make healthy decisions in their relationships and social interactions cannot be underestimated.

For those wishing to proceed, express intentions clearly to school administrators. Embracing Relationships and Sexuality Education may offer a sense of enrichment to teaching careers and bring depth of support to individual student learning experiences.

Liz Walker

Youth Wellbeing Project
<http://youthwellbeingproject.com.au/>

Refer to the article *Time to start taking action at a school level* in the September 2013 edition of *inform* for an outline of key areas within the Health and Physical Education Curriculum (pp. 19-21).



2014 ANNUAL GENERAL MEETING

**Saturday
22 March
2014**

The Annual General Meeting will be part of the celebratory **World Home Economics Day function**

AGENDA

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

If you are not attending the World Home Economics Day and AGM function and you wish to appoint a proxy, please complete the proxy form below and forward to the Secretary at the address below. Proxy forms must be in the hands of the Secretary before the meeting commences.

NOMINATION OF PROXY:

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

being a financial member of the Home Economics Institute of Australia Inc., am not able to be present at the HEIA(Q) Annual General Meeting to be held on Saturday 22 March 2014.

I hereby appoint (print full name),
also a financial member of HEIA Inc. as my proxy to vote on my behalf at the Annual General Meeting to be held on 22 March 2014, and at any adjournment of that meeting.

.....
Signature of member appointing proxy

Date

Please return to:

Secretary, HEIA(Q), PO Box 629,
KALLANGUR 4503,
or email to
heiaq@heia.com.au



2014 ANNUAL GENERAL MEETING

Saturday
22 March
2014

9.00 am
Quay West
Suites
132 Alice St,
Brisbane

The Annual General Meeting will be part of the celebratory **World Home Economics Day function**

NOMINATION FORM

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

Committee of Management

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

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

..... Signature of Nominator

..... Signature of Seconder

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

..... Signature of Nominee

..... Date

SUB-COMMITTEES

Sub-committees include: Newsletter, Professional Development, Conference, Website and Student Liaison. It is not necessary to be a member of the Committee of Management to participate in a sub-committee and there is no need to be nominated, just express your interest.

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

Please return to:

Secretary, HEIA(Q), PO Box 629,
KALLANGUR 4503,

or email to
heiaq@heia.com.au

DIARY DATES

FEBRUARY 2014

10
SEMINAR
THE AUSTRALIAN CURRICULUM AND HOME ECONOMICS—AN INTRODUCTION
Quality Hotel Airport International Hamilton
4 pm – 5.30 pm
Email: heiaq@heia.com.au

MARCH 2014

21
WORLD HOME ECONOMICS DAY

22
HEIA(Q) 2014 ANNUAL GENERAL MEETING
Quay West Suites, Brisbane

22
HEIA(Q) WORLD HOME ECONOMICS DAY FUNCTION
Quay West Suites, Brisbane

APRIL 2014

4–6
HEIA 20th ANNIVERSARY CELEBRATIONS

AUGUST 2014

9
HEIA(Q) STATE CONFERENCE
CELEBRATING HOME ECONOMICS
Brisbane Convention and Exhibition Centre
Tel: 07 3848 2100

OCTOBER 2014

16
WORLD FOOD DAY



We're On Facebook!

DATE CLAIMER

10
FEB

The Australian Curriculum and Home Economics—An introduction

Quality Hotel Airport International
528 Kingsford Smith Drive, Hamilton
Monday 10 February 2013
4 pm – 5.30 pm

Members:
Free but RSVP essential. Please advise if you later decide that you cannot attend.

Non-members: \$40

RSVP: heiaq@heia.com.au or telephone 1800 446841 and leave a clear message.

Further details regarding bookings will be emailed to all financial members.