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

March 2012

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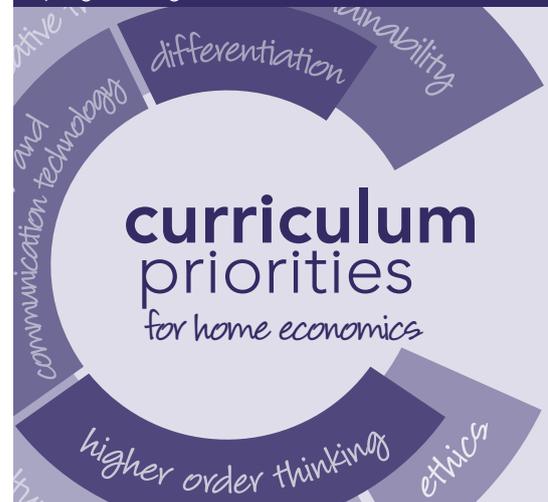
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HEIA(Q) celebrates

World Home Economics Day

Queensland 2012 King and Amy O'Malley Trust Scholars' acceptance speech

On behalf of the 2012 Queensland King and Amy O'Malley Trust scholarship recipients, I would firstly like to thank King and Amy O'Malley themselves, for having the vision and integrity to found such a supportive trust for people like myself and my fellow recipients.

Secondly, I thank members of the Trust, for providing such wonderful financial support and carrying on the core beliefs and aspirations of King and Amy O'Malley. Also to the Panel members who take the time to interview and select the recipients, thank you.

I would also like to acknowledge the Queensland division of HEIA for the continual encouragement and inspiration that is given to pre-service teachers moving into the home economics teaching profession in Queensland. Plus of course I thank them for organising tonight's celebratory event that enables our friends and families to share with us the absolute privilege and joy of being presented as the 2012 King and Amy O'Malley scholars.

Finally, I would like to say thank you to every single home economics teacher that we scholars have ever had the pleasure of working with, or met. The enthusiasm, passion and dedication that you have for Home Economics shines through in the work you do, with both school students and pre-service teachers. You are a true inspiration for people like us, who 'haven't quite got there yet'.

To everyone, I say thank you. We will strive to live up to your expectations and hopefully, one day, will also be in a position to be able to contribute to the profession in an inspirational way, and show our worthiness of this award.

Erin Hobbins

2012 King and Amy O'Malley Scholar

World Home Economics Day was celebrated in Brisbane at the Colmslie Hotel, Morningside on Friday 16 March 2012. The annual date for World Home Economics Day is 21 March, when Home Economics is recognised for its promotion of the wellbeing of individuals and families in the context of the home as well as the wider living environments. The HEIA(Q) event was well attended with 40 participants toasting World Home Economics Day to begin the evening. This really is an important event in the HEIA(Q) calendar, providing a great opportunity for members to celebrate our profession.

Dr Louise McCuaig, guest speaker from The University of Queensland, School of Human Movement Studies, spoke on the direction of the Health and Physical Education curriculum document and the reality and theory of health and wellbeing education. She presented a thought-provoking exploration of the salutogenic model of health education, asking why are you healthy as opposed to the traditional pathogenic model asking why are you sick/unhealthy? The direction of health literacy was explored with a case study in Ipswich schools proving very insightful.

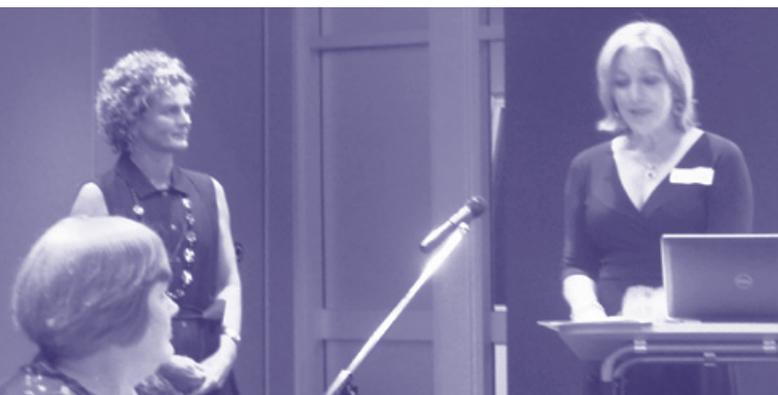
The King and Amy O'Malley Trust scholars were presented by HEIA(Q) representative on the selection panel, Cheryl Conroy while chair of the panel, Melinda Service shared some insights into King O'Malley who, as a politician and social reformer with concerns for home and family life, set up scholarships for students of Home Economics, although not then called Home Economics. Melinda went on to explain how Jan Hannant, a Queensland home economics educator had actually gone to court to argue that the scholarships were meant for Home Economics as the focus of our curriculum is well being of individuals and families.

The conversation was enlightening and the company stimulating as we all partook in a 2-course meal which was highly enjoyable. The AGM of the HEIA(Q) was incorporated into the evening and was ably chaired by Claire Cobine.

Thank you to the organisers of the event Kaitlyn Follett, Rosie Sciacca and Denise McManus. The celebration was a great success.

Kay York

Head of Department
Park Ridge SHS



Clockwise from top left:

Toasting World Home Economics Day

Queensland King and Amy O'Malley Trust panel members (standing) Melinda Service (Chair) (L) and HEIA(Q) panel representative, Cheryl Conroy

Queensland 2012 King and Amy O'Malley Trust scholars (L-R): Molly Poland, Erin Hobbins, Tiarni Twyford, Emily Kramer, Terasa Wedley

Louise McCuaig delivering the keynote address

Keynote speaker Louise McCuaig (L) being introduced by Master of Ceremonies Aileen Lockhart

2012 King and Amy O'Malley Trust scholar, Erin Hobbins, responding on behalf of the scholars

Congratulations to the Queensland 2012 King & Amy O'Malley TRUST SCHOLARS

Congratulations are extended to all the Queensland 2012 King and Amy O'Malley Trust scholars. Read about these talented women who are about to embark on their home economics careers.



Erin Hobbins

Erin Hobbins is a final year pre-service teacher in the Bachelor of Education (Secondary, Home Economics) course at the Queensland University of Technology (QUT).

This is the third consecutive year Erin has been a King and Amy O'Malley scholarship recipient and is honoured to have been selected once again.

Last year she was accepted into the Exceptional Teachers for Disadvantaged Schools Program run by QUT, a program that is strongly supported by Education Queensland. Erin aims to complete her degree and work in a National Partnership School in a Home Economics capacity. She has a long, strong-held belief in equitable and inclusive education and believes that all students should be given every opportunity to succeed no matter their background or circumstances.

During her degree course, Erin has completed two practicum field placements in schools with low socio-economic status and in National Partnership schools. In these

schools, she has witnessed firsthand the level of success that a student can achieve when shown encouragement and support from teachers.

Erin considers Home Economics as a powerful and incredibly influential medium through which young Australians who are preparing to be active and informed citizens, are encouraged to critically analyse and evaluate current social trends that are faced by society on both a local and global scale; and for this reason Erin's future goal is to become an advocate for Home Economics.

Erin is anxiously awaiting the completion of her studies and is incredibly excited at the prospect of, one day, having the level of respect that she has seen given to so many home economics teachers by so many students.



Emily Kramer

The words of Mahatma Gandhi 'be the change you wish to see in the world' are words that have inspired Emily to turn a dream into a reality, a reality that nearly took a very different course in 2007. For Year 10 subject selections she had elected Computer Studies, however, two days prior to the commencement of the new school year, some part of her reflected on who she wanted to be and what difference she wanted to make in the world. This serendipitous moment resulted in Emily moving out of Computer Studies and into

Home Economics, and from that one moment she has never looked back.

As she enters her 3rd year of studies in the Bachelor of Education (Secondary, Home Economics) at QUT, she is proud to say that Home Economics defines who she is. Her aspiration is to be an inspirational Home Economics, Hospitality and Health educator. A long term work commitment to the field of Home Economics is to take on a Head of Department role. She wishes to travel overseas and work with underprivileged youth; she wants to teach crafts, basic cooking, and health practices; she aspires to run free cooking, health and family workshops for all ages to give others the chance to learn skills that may enhance the quality of their lives.

Emily plans to make a professional contribution by advocating for the field in educative and practical roles in both local and international contexts while contributing to the field with a passion and desire to keep home economics alive.

Her journey in Home Economics continues through supportive educators who tell her that if you do what you love, you will excel

at it. Following the advice of those who inspire her is reflected through her educational achievements. She received the *Academic Gold Award for Home Economics* for four consecutive years from 2006 to 2009 (Years 9-12) and the *Academic Gold Award for Hospitality* 2008 and 2009 (Years 11-12). In 2009 she obtained the *Mead Family Individual Achievement Award* for ranking in the highest academic percentage in the Year 12 cohort. Emily was awarded by St Paul's School a *Certificate of Excellence in Recognition of Outstanding Academic Achievement* for accomplishment of an OP 5 in 2009. Most recently, in both 2011 and 2012, she was selected for the *Dean's Scholars Program* by Queensland University of Technology in recognition of her outstanding performance in the pre-service Bachelor of Education (Secondary) course.

As her journey as a teacher begins, she feels that the following words of Forest Witcraft illustrate the difference she hopes to make in the world: 'A hundred years from now, it will not matter what kind of car I drove, what kind of house I lived in, how much money I had in the bank...but the world may be a better place because I made a difference in the life of a child.'



Molly Poland

Molly is currently in her fourth year studying a Bachelor of Education (Secondary) at QUT majoring in Home Economics and English.

She studied and excelled in Home Economics throughout her secondary schooling. However, it was not until she spent almost 10 years in the hospitality industry that teaching became her goal. Molly desired a career that had a stronger community focus than that of working in business.

Molly affectionately refers to her years in hospitality as a 'gap life' and attributes this life experience to her drive to become a teacher. As cooking and eating healthily has been a passion of hers since a young age, it was always a surprise to come across young, and even old, adults that didn't know one end of the saucepan from the other. Home economics teaching seemed the perfect fit, combining her

practical left and creative right brains as well as a lifelong passion for food. Now, in the final year of her degree, Molly feels she is in a position that can make a difference.

While the food and nutrition aspect of home economics teaching is Molly's strength, undertaking textiles units during her tertiary study has rekindled her love of design, textiles and crafts. She believes that the interdisciplinary nature of Home Economics is the strength of the subject area, allowing the scope to teach a range of concepts in a number of ways. Molly is looking forward to the opportunity to instill an interest (and perhaps even a passion!) for sustainable practices and ideas in her future students.



Tiarni Twyford

Tiarni recently began her fourth, and final, year of studying a Bachelor of Secondary Education, majoring in Home Economics and Health Education at Queensland University of Technology. Whilst she is now well on her way to starting her career as a home economics teacher, she says that she feels like it is only yesterday that, as a second year student, she received the King and Amy O'Malley Trust scholarship for the first time. Although she initially entered the degree course with a strong desire to teach hospitality, the three years of study have allowed her the opportunity to develop a passion for the subject of Home Economics, and a passion for teaching it.

Having now reached the 'beginning of the end' in her studies, Tiarni believes that

it is safe to say that it has been the most challenging and rewarding three years of her life. She feels privileged to have been recognised by the home economics community by being awarded a King and Amy O'Malley Trust scholarship for a third time. She aims to display her gratitude by playing a vital role as an advocate for this subject area.

Although still in the early stages of her career, she hopes that she can contribute to the profession as a creative and inspiring teacher, and looks forward to a time when she is able to inspire her students with a passion for Home Economics in the same way that her teachers, family and friends have done for her.



Terasa Wedley

Terasa is currently in her fourth year of studying a Bachelor of Education (Secondary) at Queensland University of Technology (QUT) and has been a student member of the HEIA since 2009. Her major teaching area is Home Economics,

with Health Education as her second teaching area. Terasa worked within the banking sector for nineteen years and brings valuable skills and life experiences to her new career as a home economics teacher.

Terasa was inspired to make a career change when the global financial crisis hit, resulting in her department being made redundant. This unfortunate event had a silver lining for Terasa as it enabled her to return to her original career goal of becoming a home economics teacher. The decision to return to university was in consultation with both her daughter and parents, all of whom have been extremely supportive. This career change will enable Terasa to combine her enjoyment of cooking and sewing with the skills of teaching and working with people so that they understand and learn new information and processes. She is also hoping that her new life will provide the opportunity to spend

quality time with her daughter, not always possible in her previous job in the banking industry. Terasa balances the role of sole parent to her teenage daughter with full-time university, part-time work within the child-care industry, and a variety of volunteering roles.

Terasa's decision to apply for a King and Amy O'Malley scholarship was prompted by her belief in King and Amy O'Malley's statement '*that a satisfying family life was crucial to the welfare of the nation and could not be achieved without effective management of the home*' (O'Malley Trust, 2009). Terasa is committed to promoting and advocating for the field of Home Economics. She believes that it is an essential subject that provides the youth of today the opportunity to learn life-long skills that are so important as they prepare to become self-sufficient participants and citizens in today's society.



Home Economics Institute of Australia (Queensland) Inc.

2012 ANNUAL GENERAL MEETING

Friday
16 March 2012



HEIA(Q) 2012 AGM Chairperson Claire Cobine

The 2012 HEIA(Q) Annual General Meeting was held on 16 March 2012 at The Colmslie Hotel, Brisbane as part of the World Home Economics Day celebrations. It provided the Committee of Management with the opportunity to report to members the achievements, challenges and priorities of HEIA(Q) during the 2011 year.

This year's meeting was chaired by member, Claire Cobine, with approximately 35 members present. Reports were presented from the Committee of Management, in the absence of a President, and from the Secretary, Treasurer, National Council Delegate, Newsletter Editor, Membership Secretary and Professional Development Manager. All reports highlighted encouraging outcomes and ventures for 2011, including financial stability, a strong membership base, a variety of well-received member-centered activities throughout the year and positive developments to facilitate improved communication with members.



Aileen Lockart welcoming members to the AGM

The Committee of Management again experienced a significant change at the 2012 Annual General Meeting, with several members retiring and new members joining. Sadly, we bid farewell to five members, including Professional Development Coordinator Stacey Mallet and members of the Committee of Management Erin Cleary, Louise Borg and Elizabeth Blain. As Erin was present at the AGM, she was presented a small gift in appreciation for her work with HEIA(Q). Tokens of appreciation will be forwarded to the remaining departing members. We thank them for their valuable contributions to the association over the past years and wish them all the best in their future ventures.

Three new members were elected to join the Committee of Management this year: Megan Goss, who will act as Student Representative, Yve Rutch, who has previously served on the Committee, and Leanne Warner. They join continuing members Kaitlyn Follett, Denise McManus, Jan Reynolds and Kay York. Also returning to their positions are Rosie Sciacca as Secretary, Jennifer Bray as Treasurer and Aileen Lockhart as Delegate to National Council. There were no nominations for President or Vice President and so, as in past years when the Division has not had a President, the Committee of Management will distribute the roles of the President amongst the committee members.

Congratulations to the newly elected members of the Committee of Management. The diversity of experience within the 2012 team places the committee well to advocate for Home Economics and fulfill the objectives of the HEIA(Q) Constitution.

The efficient operation of HEIA(Q) is reliant upon members to take an active role as members of the Committee of Management and its sub-committees such as those for professional development, website and the state conference. All members who are interested in contributing in some capacity are encouraged to contact HEIA(Q) to register your interest.



Secretary Rosie Sciacca (R) thanking outgoing member Erin Cleary

Committee of Management

REPORT

Presented at the HEIA(Q) 2012 Annual General Meeting

The following report was presented at the 2012 Annual General Meeting of the Queensland Division of the Home Economics Institute of Australia Inc. It provides an overview of actions taken in 2011 by members and for members in the interests of enhancing the professional standing and public recognition of Queensland home economics professionals and providing opportunities to enhance their professional success. Plus of course, securing the future of our professional association.

2011 was another busy year for the Queensland Committee of Management that served a membership base of 629 members. Membership has remained stable between 620 and 650 members for some years now. At the Annual General Meeting in March 2011 we thanked and farewelled outgoing President Kylie King, Vice-President Vicki Potter who has moved to Darwin, Treasurer Deb Cain, Professional Development Coordinator Yve Rutch and committee member Naomi Holly. We welcomed Jennifer Bray as Treasurer and Stacey Mallett as Professional Development Coordinator along with new committee members Kaitlyn Traise and Kay York.

The program of events commenced in March 2011 when HEIA(Q) and guests enjoyed a delicious brunch as they celebrated World Home Economics Day at The Landing Cafe, a delightful riverside restaurant in Kangaroo Point. Guest speaker Jean Madden spoke about her work with 'Street Swags'. Jean described her journey from the humble beginnings of her mother sewing Jean's unique design to an organisation producing over 15000 swags. Melinda Service, chair of the Queensland King and Amy O'Malley interview panel and Cheryl Conroy, the HEIA(Q) representative for this panel, then introduced the 2011 recipients of the King and Amy O'Malley Scholarships. Usually up to five scholarships are awarded in Queensland. However, the standard of applicants this year was impressive and seven scholarships were awarded. The 2011 recipients were Jay Deagan, Fiona Gunthorpe, Sharon Hackman, Erin Hobbins, Emma Pritchard, Tiarni Twyford and Tonita Williams.

The professional development program saw a frenzy of activity as HEIA(Q) members Jan Reynolds and Louise Borg, and HEIA(V) member Leanne Compton delivered 24 workshops across 11 different regions (one region postponed its program until the start of 2012). Three workshops were offered: *Walking the ICT talk*, *Walking the curriculum talk*, and *FoodChoices*, with regions deciding their own program and whether to offer the workshops after school, during the week or on a Saturday. Attendance at the workshops in 2011 was very high with a total of 449 participants at the 24 workshops—a huge contribution to teacher professional learning.

Participants were given the opportunity to sharpen their skills in curriculum planning and in ICT expertise using Prezi, Photo Story and Animoto and *FoodChoices*. The 268 evaluations received from participants indicated that the workshops were all a great success. HEIA(Q) thanks and congratulates most sincerely professional development manager, Denise McManus, all regional coordinators and the presenters for collaboratively facilitating such a great year of professional development.

August saw the conference committee deliver, under the expert direction of Michelle Nisbet, an inspiring and stimulating day framed through the lens of *Action for Futures—A local and global perspective*. For the first time ever, HEIA(Q) had to refuse registrations when a capacity of 300 delegates was reached. Delegates were presented with the opportunity to engage with keynote speakers Professor Ian Lowe, Professor Erica McWilliam, Dr Janet Reynolds, Dr Amanda Lee and Dr Sue Thomas as well as the many workshop presenters. The presenters' brief was to empower and challenge delegates to 'walk the talk' as they prepare for new and exciting futures.

As is customary on the evening prior to the HEIA(Q) state conference, HEIA(Q) welcomed the Bachelor of Education—Secondary (Home Economics) graduating class of 2011 along with other HEIA members to the annual graduate function and pre-conference seminar. The guest speaker was the creative and sustainable fashion designer, Louise Falzon from A Pot of Tea Under a Tree. Louise engaged members and graduands with her passion and love for sustainable actions for the Australian fashion industry. This was followed by the formal welcome to the 2011 QUT graduands into the home economics profession.

In 2011 HEIA(Q) continued to provide advisory services to Diabetes Australia—Queensland in planning their new *Need for Feed* nutrition holiday program, currently being established in some South East Queensland schools.

Behind the scenes, the Committee of Management totally revamped the website to give a cleaner, fresher look. The newsletter also underwent a facelift to similarly give a fresh new look.

It has been a hectic year and a big thank you is extended to all members of the Committee of Management, sub-committees and volunteers as well as all the members who attend the events and participate enthusiastically to form a true home economics professional learning community.

Committee of Management

HEIA(Q)



Thank you

to outgoing HEIA(Q) Committee of Management members

As the 2012 HEIA(Q) Annual General Meeting (AGM) approaches, the HEIA(Q) Committee of Management would like to thank those committee members who were elected in 2011, but for various reasons will be leaving the committee at the 2012 AGM, or in some cases have already resigned in order to take up exciting overseas opportunities (good luck to Louise Borg in her new overseas venture). Those elected at the 2011 AGM—Rosie Sciacca (Secretary), Jennifer Bray (Treasurer), Aileen Lockhart (Delegate, HEIA Council), Jan Reynolds (Editor, *inForm*), Denise McManus (Manager, Professional Development), Stacey Mallett (Coordinator, Professional Development), Louise Borg, Erin Cleary, Kaitlyn Traise, Kay York and Libby Blain (student representative)—stepped forward to be part of a team that worked together to manage the affairs of HEIA(Q) and support the HEIA(Q) membership.

So we say thank you and farewell to **Louise Borg, Erin Cleary, Stacey Mallett** and **Libby Blain** who have each brought their own specialities to the table.

Louise, who you may remember as a presenter of many of the 2011 *Walking the ICT talk* regional workshops, began her journey on the Committee of Management (COM) as a student representative. Her expertise in a range of areas, particularly digital technologies, has been invaluable in encouraging and moving the COM along in its journey to 'get connected'. Her enthusiasm for combining Home Economics and digital technologies encouraged the development of the new-look website. Her practical, management style came to the fore when she worked with a small task group to set up the initial development phase. Louise has now left Australia to explore teaching opportunities in the United Kingdom. Thank you Louise.

Erin Cleary, also a past student representative, has also been an educator of technology amongst the team. Her technical digital expertise coupled with her creative flair was a great asset in, for example, designing postcards to promote the HEIA(Q) tour of the Valentino Exhibition and introducing HEIA(Q) to TryBooking, the online facility for registering at events. Erin also assisted with the development and operation of the HEIA(Q) website and helped with the planning and organisation of several events such as the pre-conference seminar when QUT home economics graduands are welcomed to the profession. Erin has reluctantly left the committee in order to attend to family commitments. Thank you Erin.

Stacey Mallett joined the Committee of Management in 2011 and offered to take on the role as Convenor of the Professional Development sub-committee. Unfortunately Stacey's other commitments in 2011 prevented her from continuing in 2012. We wish you well.

As student representative, Libby Blain was able to assist with the function to welcome QUT graduands to the profession. We wish Libby well as she moves towards her goal of becoming a home economics teacher.

The Committee of Management thanks each of these members for their contributions and wishes them the very best for whatever lies ahead.



Louise Borg



Erin Cleary



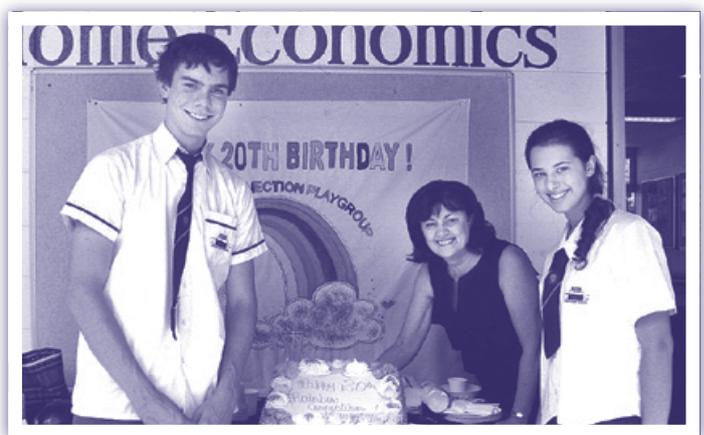
Stacey Mallett

Welcome to *Leanne Warner* new member of the HEIA(Q) Committee of Management

Leanne has taught at Browns Plains High School since 1986 and, prior to this, at Kingston, Cavendish Road, Townsville and Bundamba High Schools since commencing teaching in 1975. After initially gaining a Diploma of Teaching at Kelvin Grove Teachers' College, she completed a Bachelor degree at Brisbane Advanced College of Education and then a Graduate Diploma at Queensland University of Technology. Leanne was a part-time lecturer in Hospitality at the University of Queensland School of Education from 2000 to 2007.

Leanne has been involved in curriculum writing for the past twenty years. Browns Plains High School was new at a time when subjects were being created to cater for all students who were remaining at school after Year 10. With Home Economics established as a strong faculty area, Browns Plains was accepted to pilot the first versions of Study Area Specifications in Early Childhood and Hospitality. This led to trialing a new concept for industry, the Hospitality Industry Training modules, and then to being the only school in Australia to trial the 'From School to Work in the Hospitality Industry' pilot, which is today's school-based traineeship program. From this, a real interest in curriculum writing developed and a close association with Queensland Studies Authority (QSA) was established, which then led to Leanne being the curriculum writer for Hospitality Studies which converged an OP subject with a training package.

Leanne was a member of the District review panel for Home Economics from 1987 to 1997 and a member of the QSA Subject Advisory Committee for Home Economics, but resigned to be a member of the State Review Panel for Hospitality Studies. This caused some personal angst, for while she saw Hospitality as a viable career option for students, her passion is the health aspect of Home Economics. She has



Leanne Warner with Browns Plains SHS students celebrating the playgroup's 20th birthday

resisted requests from each new Principal to introduce Hospitality into the Junior curriculum and has remained loyal to HEIA's focus to promote and enhance the wellbeing of individuals and families. She co-wrote the 'Need for Feed' program for Diabetes Australia and currently is working with colleagues on the 'Murri Cooking Experience' encouraging indigenous students to cook healthy meals.

Currently, Leanne is secretary for Chefs of the Future, an organisation providing support for teachers of Hospitality and a member of the Learning Area Reference Committee for Health and Physical Education.

Leanne has been fortunate to work with dedicated home economics teachers without whom her involvement in anything and everything could not have occurred! Leanne has been a member of HEIA for as long as she can remember, always promising herself to contribute as a committee member when she was less busy. This less busy time has never eventuated and, as she has entered later maturity, she decided to honour that promise before she feels the need to retire from teaching!

Saturday
11 August 2012

8.30am-4.30pm



2012 State Conference

The Australian (national) Curriculum:

Opportunities and challenges for Home Economics

curriculum priorities

The Australian Curriculum and Home Economics

2012



The position of the Council of HEIA in relation to home economics and the Australian Curriculum is that home economics makes a valuable contribution to secondary education across Australia and as such, should be recognised by ACARA and the schooling sector as a discipline area in its own right.

There should be national guidelines to support quality practice in home economics. Greater consistency across the states and territories would provide a shared platform as the basis for professional conversations, professional learning and the development of courses and resources.

HEIA (2010). Position paper: Home Economics and the Australian Curriculum. *Journal HEIA*, 17(3), 2-13.

The Queensland Division of the Home Economics Institute of Australia 2012 professional learning program has as its focus contemporary curriculum priorities, whether they be local or national, and maybe some international influence also in the melting pot. The HEIA(Q) Committee of Management has looked across these priorities and identified a number that resonate particularly well with the home economics teaching profession—for example, Australian Curriculum, sustainability, digital technologies, critical and creative thinking, personal and social capability, ethical behaviour, intercultural understandings, higher order thinking, curriculum planning and differentiation. Having focussed on some of these priorities at recent professional learning events, and taking into account the 2012 regional workshop program, the focus of the state conference is the Australian Curriculum.

About the conference

The conference will explore the Australian Curriculum from a home economics perspective. Keynote speakers will inform and challenge delegates about the upcoming national curriculum.

What opportunities does the national curriculum present? Are there missed opportunities? What are the challenges?

It will, for example :

- challenge and empower delegates to think critically about approaches, strategies and pedagogies that will affirm the place of Home Economics in the curriculum
- provide opportunities to explore how aspects of the Australian Curriculum such as the general capabilities—especially intercultural understandings, ethical behaviour and critical and creative thinking—can be played out meaningfully in the home economics classroom
- develop new or deepen existing understandings of disciplinary knowledge related to Health and Physical Education and to the Technologies
- support delegates to engage in contemporary practices related to home economics and, as such, continue their journeys towards the emerging Australian Curriculum.

The conference builds on and strengthens HEIA's continued advocacy for national home economics guidelines.



Conference information

Janet Reynolds

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Conference organisation

Lidia Dalton

Expert Events

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Fax: +61 7 3848 2133
Mob: 0418 210 432
Email: lidia@expertevents.com.au
PO Box 330, Northgate QLD 4013 Australia



Keynote speaker, Robert Randall

The conference organising committee is delighted to welcome Robert Randall as one of the 2012 keynote speakers. Robert is currently the General Manager, Curriculum, with the Australian Curriculum, Assessment and Reporting Authority (ACARA). He was previously the General Manager of the Interim National Curriculum Board (NCB). Importantly, for Home Economics, Robert has been the key contact at ACARA in HEIA's advocacy for national Home Economics guidelines so is well positioned to advise on latest developments that impact on Home Economics.

The program

The program will include keynote speakers that will set the scene for the opportunities and challenges that come with the Australian Curriculum whilst the workshops will enable delegates to explore in depth some of the key issues and learnings. The following topics form the organisational basis that will guide the selection of workshops:

- HPE disciplinary knowledge such as contemporary approaches to health education, what's happening in the emerging field of food literacy, what's new in body image
- Technology disciplinary knowledge such as effective use of the design process, communication skills for communicating design ideas
- Digital technologies
- Critical and creative thinking
- Personal and social capability
- Ethical behaviour
- Intercultural understandings
- Asia and Australia's engagement with Asia

Whilst the organisational structure for the workshops is guided by priorities related to the Australian Curriculum, clearly many are applicable to the senior years of schooling. As always, important topics that need to be addressed for senior students will also be included.

The venue

The Brisbane Convention & Exhibition Centre is a world-class venue situated at South Bank, the heart of Brisbane, in a unique riverside cultural and entertainment precinct—home to Australia's newest and most celebrated Gallery of Modern Art, and only a short walk from the Brisbane CBD.

The Centre is very accessible, with the train, bus and ferry arriving almost at the doorstep. The Air-Train comes directly from the airport to nearby Southbank station for just \$15. There is plenty of accommodation close by for those coming from out of Brisbane, whether Rydges hotels or apartments, or the city hotels are just a stroll across the bridge.

Professional standards for teachers

Certificates will be issued noting 7.5 hours' professional development (hours to be confirmed when the program is finalised) that incorporates the following professional standards:

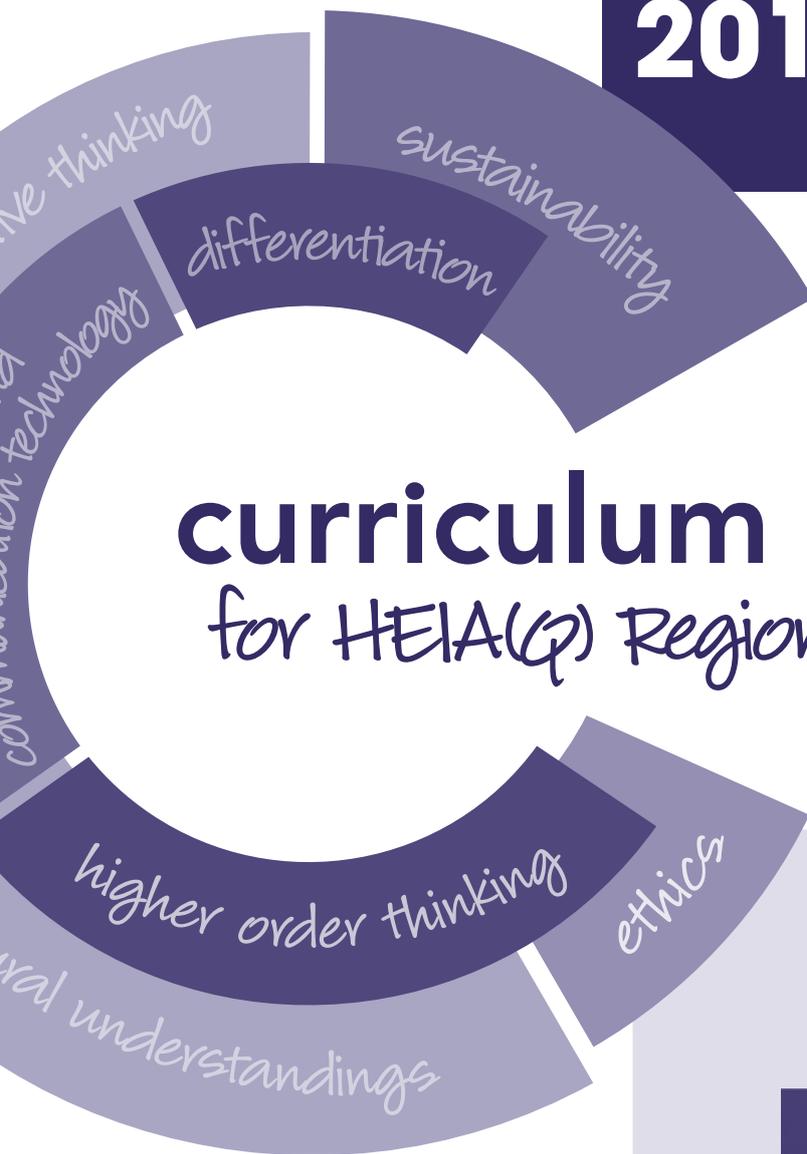
- Standard 1: Design and implement engaging and flexible learning experiences for individuals and groups
- Standard 3: Design and implement intellectually challenging learning experiences
- Standard 6: Support personal development and participation in society
- Standard 7: Create and maintain safe and supportive learning environments
- Standard 10: Commit to reflective practice and ongoing professional renewal

HEIA(Q)

2012 Professional

During 2012, the focus of the HEIA(Q) professional learning program is current curriculum priorities.

curriculum priorities for HEIA(Q) Regional workshops



About



Kay York

Kay is Head of Department, Home Economics at Park Ridge State High School. She has been teaching for over 30 years, is passionate about Home Economics and is District Panel Chair for her district. Following extensive professional development and a lot of reading, Kay has been the team leader for Differentiation at Park Ridge SHS for two years. In that role, she has presented professional development related to differentiation to the staff at Park Ridge SHS. As part of her teaching practice and amongst other digital technologies, Kay has been using OneNote for about three years, firstly as a note-taking program, but more recently as a tool to use in classrooms. She uses it to give students vital information on planning and assessment as well as for homework exercises and stimulus materials. Students appreciate the information at their fingertips and that they are able to link to the 'notebook' of the subject they are studying. Kay finds OneNote a valuable tool in this digital age.

Professional development enquiries:

Denise McManus

Tel: 07 3865 1401

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development program

Home economics: A focus on 2012 curriculum priorities

Whilst there are many priorities impacting on teachers' work at the moment, some are of more significance than others. Some of these will be addressed at the HEIA(Q) 2012 state conference, especially those related to the Australian Curriculum. Three others—differentiation, the pedagogy behind creative thinking, and digital technologies—will be the focus of the regional workshop program.

Regional coordinators are currently deciding dates and the workshops to be offered in each region. Once this is finalised, the 2012 professional development brochure will be sent out to both HEIA(Q) members and to schools. Please register early as it greatly assists with planning and management of the events.

the presenters



Alice Nelson

Alice is a practising home economics teacher and Head of the Hospitality, Business and Information Technology Department at Chanel College in Gladstone, having previously taught at Gladstone State High School and Emmaus College, Rockhampton. Alice has been a member of Queensland Studies Authority district Home Economics panel since 2008. Alice lectures in the 'Teaching Textiles Technology' course at Central Queensland University, and has written a textbook, complete with assessment and practical classroom concepts for this course. She presented a workshop 'Creative classrooms' at the HEIA(Q) 2009 state conference. Her passion in textiles goes beyond the local classroom, creating one of a kind race hats for her small millinery business.



Dr Janet Reynolds

Dr Janet Reynolds has a background in home economics education, having taught in Australia, Papua New Guinea and England, lectured at QUT and been a consultant to Fiji and Sri Lankan governments. She has a PhD in nutrition education. Jan's more recent work has been in the area of assessment, both at Education Queensland and with the Sri Lankan Ministry of Education. She is Convenor of the HEIA Education Standing Committee, wrote HEIA's position paper 'Home Economics and the Australian Curriculum', edited *Nutrition—The inside story*, managed the revision of *FoodChoices*, and has made numerous conference presentations in the areas of home economics and nutrition education.

HEIA(Q)

2012 Professional development

The differentiated classroom

Presenter: Kay York

2-2.5 hours

The widening gap between those who find it easy to learn and want to learn, and those for whom 'school work' is not rewarding, manifests itself in lifestyle and career opportunities. As noted by many education systems, it is as important as ever to meet the learning needs of every student—that is, to differentiate. Eddie Braggett (1997) succinctly defines curriculum differentiation as: '...a set of planned learning experiences that are designed to meet the specific needs of learners' (Braggett, E.J., Day, A. & Minchin, M., 1997) (<http://learningplace.com.au>). The intent of providing differentiation in teaching practices is to have all students participating in respectful work—work that is challenging, meaningful and engaging. One of the hallmarks of successful teaching is keeping all students mentally engaged in productive activities throughout the entire lesson. But how do we engage students working at different levels? Does it really have to include a lot of extra work? A common cry is 'I have 20 different abilities in my classroom. How am I supposed to cater for them all?'

In this workshop participants will learn about the basic components of differentiation and management techniques for operating a differentiated classroom. 'Use-it-tomorrow' strategies suitable for use in the home economics classroom will be modeled to engage the mind of the learner. Participants will find practical responses to: What is differentiation? How do I differentiate? What do I differentiate? Where can I differentiate? Participants will have an opportunity to develop differentiated lesson bites that incorporate a variety of strategies to improve learning. Bring your laptop and a memory stick to collect a set of home economics lesson bites for use in your classroom.

Who should attend?

This workshop is aimed at home economics teachers who are keen to develop the potential of all their students. Whilst the examples will be in a home economics context, teachers from other learning areas are welcome.

What to bring

Participants should bring a personal laptop and memory stick (USB).

Professional standards

The workshop will focus on the following professional standards for teachers:

- S1 Design and implement engaging and flexible learning experiences for individuals and groups
- S3 Design and implement intellectually challenging learning experiences
- S10 Commit to reflective practice and ongoing professional renewal

Hours of professional development: 2 hours or more, dependent upon the regional program

The creative classroom

Presenter: Alice Nelson

2-2.5 hours

Creativity is one of the terms that comes to the forefront of people's minds when they think about Home Economics. Similarly, the Australian Curriculum notes '*Critical and creative thinking are integral to activities that require students to think broadly and deeply using skills, behaviours and dispositions such as reason, logic, resourcefulness, imagination and innovation in all learning areas at school and in the lives beyond school*' (<http://www.australiancurriculum.edu.au>).

Whilst creative thinking is an important part of learning, and integral to students producing quality work in Home Economics, many home economics teachers lack confidence in strategies to develop their students' ability to think creatively. So how can we engage students in creative thinking that enables them to consider all aspects of design and present creative solutions? How can we foster and teach the necessary skills? This hands-on workshop will present a variety of practical and theoretical concepts related to creativity, especially as they relate to textiles and food contexts in the home economics classroom. Come along and be creative, learn how to be creative, and importantly develop confidence in teaching strategies that will provide students with the best possible chance of success in developing creative solutions to a range of design briefs and challenges. Participants will leave the workshop with an array of creative teaching practices that will encourage and inspire Generation Y in the creative worlds of food and textiles.

Who should attend?

This workshop is aimed at teachers interested in improving their ability to develop students' creative thinking skills, especially as they pertain to food and textiles.

Professional standards

The workshop will focus on the following professional standards for teachers:

- S1 Design and implement engaging and flexible learning experiences for individuals and groups
- S3 Design and implement intellectually challenging learning experiences
- S10 Commit to reflective practice and ongoing professional renewal

Hours of professional development: 2 hours or more, dependent upon the regional program

program continued

Getting organised with OneNote

Presenter: Kay York

2-2.5 hours

This workshop continues HEIA(Q)'s commitment to supporting teachers to address the changing landscape with respect to digital technologies. It provides a hands-on, practical workshop to explore Microsoft® OneNote® and how OneNote can be used to enhance teacher practice. OneNote is a note-taking and management program advocated by many schools to support the use of digital pedagogies as well as providing teachers with digital strategies to create, organise and share information with others, including students. OneNote can also be used to plan a project, conduct research for the project (there are built-in features to help with online research), and then arrange the research notes to come up with a structure for written materials related to the project. Multimedia can also be inserted. OneNote can be used to communicate with students across a network.

This introductory workshop provides the opportunity to learn how to use OneNote in a meaningful way for management purposes and communicating with students. Participants will learn how to use the basics of OneNote 2010 to create different kinds of digital notes, and to organise, locate and share information e.g. scheduling, overviews etc. Advanced features such as those for research and projects will be explored briefly, but the focus will be on learning the basics in readiness to launch into using OneNote for your own research, or helping students with their research and projects.

Bring your laptop for a hands-on introduction from creating pages, sections and notebooks right through to sharing notebooks with students.

Who should attend?

This workshop is aimed at teachers who want to continue their journey in developing competence in digital technologies.

What to bring

Participants should bring a personal laptop.

Professional standards

The workshop will focus on the following professional standard for teachers:

- S10 Commit to reflective practice and ongoing professional renewal

Hours of professional development: 2 hours or more, dependent upon the regional program

FoodChoices curriculum resource- So what's new?

Presenter: Dr Janet Reynolds

2 hours or as requested by a region

The revised *FoodChoices* was released in January 2009 after Xyris Software (Australia) Pty Ltd worked collaboratively with HEIA to revise the resource. The new features include: analyses that reflect the release of the Nutrient Reference Values; an added feature to calculate the percentage energy from saturated fat; the ability to search for foods that are rich or low in a specified nutrient; and the Nutrition Information Panel feature, previously purchased separately, being part of the resource. Changes to the curriculum component include revisions to the existing curriculum units, including steps to reflect the Nutrient Reference Values, along with five new curriculum units. The resource is available online with students and teachers able to access the software program from their home computers.

This hands-on workshop will enable participants to fully explore the resource. A brief introduction will outline why the resource was revised and introduce the new features, followed by a hands-on exploration of the resource. This will form the bulk of the workshop. Features of the resource will be demonstrated with participants able to practise the features on either a computer provided or their own laptop if preferred. This will include analysing a diet in terms of the nutrient reference values, making a nutrition information panel, importing analyses into a Word document and developing and printing graphs of the analyses. Finally, the workshop will explore the wealth of supporting curriculum resources for classroom use. They are all in full colour and can be filled in electronically. There are 16 Student Challenges, nine Fact Files and 44 Task Sheets, all designed to complement each other to form at least 16 units of work that can be used across Grades 8-12. This session will explore these resources.

Who should attend?

This workshop is aimed at anyone who is interested in dietary analysis software, and in particular, *FoodChoices*.

What to bring

Participants should bring a personal laptop if wishing to use own computer (PCs will be provided at the workshop).

Professional standards

The workshop will focus on the following professional standards for teachers:

- S1 Design and implement engaging and flexible learning experiences for individuals and groups
- S3 Design and implement intellectually challenging learning experiences
- S10 Commit to reflective practice and ongoing professional renewal

Hours of professional development: 2 hours or more, dependent upon the regional program

Mt St Michael's

Background information

Mt St Michael's College is located in the northern Brisbane suburb of Ashgrove. It is a Catholic Secondary College for girls, with an enrolment of 750 students from Year 8 to Year 12. Mt St Michael's College is shaped by the original educational vision of Mary Aikenhead, which was bought to Australia by five Sisters of Charity in 1838. There are now four secondary schools in Australia, with Mt St Michael's College being established in 1925. The College was under the care of the Sisters of Charity until 2009 when all of the ministries were passed to a group of trustees, The Mary Aikenhead Ministries. Mt St Michael's College ensures that social justice is at the heart of all that we do and we strive to communicate this to our students on a daily basis.

The Mt St Michael's College graduate is a woman of competence, confidence, conscience, compassion and commitment.

Mt St Michael's College curriculum reflects contemporary educational practice in both middle and senior phases of schooling. In the middle phase of learning students study a broad and balanced core curriculum, with elective subjects providing opportunities for extension and enrichment. In the senior phase of learning students can choose from a variety of structures incorporating a traditional mix of Queensland Studies Authority (QSA) 'Authority' subjects leading to an overall position (OP) in QSA-approved subjects, alternative pathways providing practical skills and work experience, TAFE links/courses or a combination. Currently Year 8 and Year 11 students have notebook computers, with the remaining grades following in 2012.



Home Economics at Mt St Michael's

Underpinning the home economics curriculum at Mt St Michael's are the themes of social justice, advocacy and celebrating the female form. Dimensions of Learning (Attitudes and perceptions; Acquire and integrate knowledge; Extend and refine knowledge; Use knowledge meaningfully; and Habits of mind) are an integral facet of curriculum design. The Home Economics Department includes two kitchens (one with hospitality facilities) and two textile rooms (of which one came into use this year and was specifically designed with a wet area).

The Year 8 course is eight weeks in duration: four weeks focusing on breakfast choices (called 'Kick Start Your Day') and four weeks focusing on textile skills developing a visually appealing patchwork cushion.

The Year 9 course is designed around a semester of food studies and a semester of textiles studies. The food studies program comprises three units—*La Pizzeria*, *The Convenient Truth* and *Café Capers*. The textile studies program comprises two

units—*Boxer Shorts* and *The Vest*. In *The Vest*, students research developmental milestones of children and develop designs that educate the child about particular themes. They use a variety of creative textile techniques such as appliqué and embroidery to achieve their designs.

The Year 10 course comprises either two semesters of Home Economics or two semesters of Food Technology. The two courses have a common semester when students examine the effect that food, specifically 'brain food' or 'super food', has on our diet and health. Students complete the semester exploring the phenomenon of cake making and design in *Party On*. The other semester in the Home Economics course is a textile studies semester. This semester has two units: one is titled *Bravo and Burnt Out*, and the other *Rerun fashion*. Students explore recycling and creative textiles as well as issues of breast cancer or sun safety. As part of this, they make 'bra' handbags. The other semester in

the Food Technology course includes the influences of multicultural foods on cuisine development and the possibilities of bush tucker foods.

In Year 11/12 the QSA syllabus *Senior Home Economics* provides the platform to continue the social justice themes with semesters titled *Symbols of Diversity* (creative and cultural textiles and sub-cultural fashion); *Maximum Taste, Maximum Nutrition*; *Celebrating the Female Form* (fast fashion and fashion design); and *Minority and Majority* (who has what in our world).

Year 11/12 Hospitality Studies and Hospitality SAS students are involved in a variety of activities such as buffet lunches, evening restaurant dinners, lunch cafes, as well as participating in excursions to city restaurants such as the Radisson on the Gold Coast and The Bronco Leagues club. A number of students complete a triple certificate in Hospitality, Tourism and Events.

College

Home economics teachers

The college community has four home economics teachers and one teacher aide:

Sue Going, Head of Design Technologies (Home Economics, Hospitality and Visual Arts)
30 years teaching experience, one year at the college

Currently teaching:

- Year 10 Home Economics
- Year 10 Food Technologies
- Year 11 Home Economics
- Year 12 Home Economics

Debbie Machen

Six years teaching experience, six years at the college and a background as a chef

Currently teaching:

- Year 8 Home Economics
- Year 9 Home Economics
- Year 11 Hospitality Studies and Hospitality (Study Area Specification)
- Year 12 Hospitality Studies and Hospitality (Study Area Specification)



L-R: Tracey Lynch (Teacher aide), Deb Machen, Sue Corley, Sue Going

Sue Corley

First year teacher, part-time

Currently teaching:

- Year 8 Home Economics
- Year 9 Home Economics
- Year 11 Hospitality Studies and Hospitality (Study Area Specification, SAS)

Noni Harrison

First year teacher, part-time

Currently teaching:

- Year 9 Home Economics
- Year 10 Food Technology

An interview with Sue Going, Head of Department

What do you do to promote Home Economics at your school and in the community?

The Mt St Michael's College 2011 Open Day was an excellent opportunity to demonstrate the department in action. The hospitality students ran a series of cooking demonstrations and taste tests while the students undertaking Senior Home Economics worked on textile projects and demonstrated felt jewellery making. The College newsletter *The Spirit* has departmental news each issue.

Displays in the library of the Year 9 and Year 10 textile creations—Year 9 vests and Year 10 'bra' hand bags—and the Hospitality Studies and Hospitality SAS ventures for parents and staff, are all means of exposing the talents of the students.

Another important means of promotion is cross-curricula involvement such as working with the Creative Art and Science Departments when students are investigating natural dying and the use of mordents.

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

Professional development is well supported and encouraged by the college. As members of HEIA(Q), all home economics staff attend the state conference, bringing back valuable information to be passed on. The college provides, through the IT Department, regular Thursday morning sessions about computer programs and digital pedagogies for use in the classroom. The college also provides opportunities for teachers to develop their understanding of and practice in Dimensions of Learning.

As a group of home economics teachers, however, we also do a great deal of peer tutoring. We are all passionate about textiles and have a variety of skills that we explore in our non-teaching time. Sue Corley is doing a course in fine sewing, Noni is a costume designer for a variety of theatres and Sue Going is a felt and fibre artist who also travels inter- and intra-state teaching felting to home economics teachers and

other groups, while Debbie Machen is the food and hospitality expert.

What is fabulous about Home Economics at your school?

That the students have an opportunity to not only develop their critical and creative thinking but also to learn about caring for themselves, developing an understanding of issues in the wider community and to have the courage to follow through with action, in order to become more fully developed individuals. The Home Economics Department is a busy, happy and thriving community within Mt St Michael's College.

If you could change something at your school what would it be?

The end of any year is an opportunity to review curriculum. Therefore, we will be considering changes to our current programs to reflect changing interests in students, staffing and facilities. No program is static and the Notebook computers as well as digital equipment available to Mt St Michael's teachers are directing us in new and exciting pedagogies.

Sue Going

Healthy *what's happening in* Hamburgers

Submitted by Kellie Klupfell **Proserpine State High School**



Ingredients provided by students

- 80 g low-fat mince
- 1 bun (wholegrain/wholemeal or healthy alternative)
- 2 tb (or one slice) low-fat grated cheese
- 1/3 carrot
- 1/2 tomato
- 1-2 lettuce leaves

Ingredients provided by the school

- 1 onion
- 1 egg
- 1 tb tomato sauce
- Dash Worcestershire sauce
- 1 tb plain flour
- 1 tb seasoned breadcrumbs
- 1 1/2 tb hamburger helper
- Spray oil
- Garnish: Strips of capsicum, slices of cucumber, rocket—or similar colourful garnishes

Method

1. Prepare garnish: wash capsicum and cut into thin strips; wash and slice cucumber thinly; wash rocket leaves.
2. Grate carrot, slice tomato, shred lettuce.
3. Peel and chop onion finely.
4. Beat egg in a cup.
5. Add chopped onion, beaten egg, mince, sauces, breadcrumbs and hamburger helper to the mixing bowl and mix.
6. Place flour on palm of hands and mould the mince mixture into a patty shape.
7. Fry meat patty in frypan sprayed with a little oil. Take care when turning the patty over. Place on absorbent paper when cooked.
8. Cut bun in half and toast under griller.
9. Add patty and cheese to the bun, top with lettuce, tomato and carrot (or serve the vegetables as a side salad).
10. Serve on a serving plate and garnish.

Equipment

- 20 mL measuring spoon
- Chef's knife
- China cup or small bowl
- Chopping board
- Egg flip
- Fork
- Frying pan (or one electric frypan between several students)
- Grater
- Kitchen knife
- Mixing bowl
- Paper towel
- Serrated knife
- Wooden spoon
- To serve: Dinner plate

queensland school kitchens?



Learning context

Year 8

10-week unit: Wacky Snacks

Lesson length: 70 minutes

Essential Learnings: Health and Physical Education

Knowledge and understanding

Health is multidimensional and dynamic and influenced by actions and environments.

- Health has physical, social emotional, cognitive and spiritual dimensions, which are dynamic, interrelated and interdependent.
- The interaction between personal, social, cultural and environmental factors influences health behaviours, including nutrition and physical activity choices.
- Adolescents can meet their specific nutritional needs through eating foods that reflect the dietary guidelines.

Ways of Working

Students:

- research, analyse and evaluate data, information and evidence
- draw conclusions and make decisions to construct arguments
- propose, justify, implement and monitor plans or actions to achieve goals, address inequities and promote health and wellbeing
- identify risks and devise and apply safe practices
- select and apply positive, respectful and inclusive personal development skills and strategies
- reflect on learning, apply new understandings and justify future applications

Practical skills developed

- Grilling
- Dry frying
- Heat regulation

Wacky Snacks is a level 1 unit offered to Year 8 students. It introduces them to Food Technology in Home Economics. The knowledge, skills and processes learnt are the foundations upon which future units are built.

The *Whacky Snacks* unit acknowledges adolescent eating habits of snacking with peers both away from and at home. Analysis and evaluation of current practices (including popular fast food snacks,) allows students to reflect on current practices and make decisions about the long-term consequences on their health. The unit equips students with knowledge and skills related to the nutritional value of snacks and how to prepare healthy snacks and is intended to contribute to empowering students to plan, prepare, serve and sustain healthy snack choices.

These healthy burgers are certainly a popular option when examining healthy snack options. Students have the option to explore a range of fillings for the burgers as well as ingredients or flavourings that can be added to their patties to improve nutritional content and/or produce a variety of flavours. Students are always very eager to make a meal that they can enjoy immediately after it is prepared, becoming their lunch.

Questions

How could the recipe be adapted for a vegetarian?

Why is the patty placed on absorbent paper after cooking?

What other ingredients could you add for a different flavour?



Jamie Oliver's food philosophy

As Jamie Oliver makes his mark in Australia, it is interesting to read his food philosophy, as shown on his website.

My philosophy to food and healthy eating has always been about enjoying everything in a balanced, and sane way. Food is one of life's greatest joys yet we've reached this really sad point where we're turning food into the enemy, and something to be afraid of. I believe that when you use good ingredients to make pasta dishes, salads, stews, burgers, grilled vegetables, fruit salads, and even outrageous cakes, they all have a place in our diets. We just need to rediscover our common sense: if you want to curl up and eat macaroni and cheese every once in a while—that's alright! Just have a sensible portion next to a fresh salad, and don't eat a big old helping of chocolate cake afterwards.

Knowing how to cook means you'll be able to turn all sorts of fresh ingredients into meals when they're in season, at their best, and cheapest! Cooking this way will always be cheaper than buying processed food, not to mention better for you. And because you'll be cooking a variety of lovely things, you'll naturally start to find a sensible balance. Some days you'll feel like making something light, and fresh, other days you'll want something warming and hearty. If you've got to snack between meals, try to go for something healthy rather than loading up on chocolate or potato crisps. Basically, as long as we all recognize that treats should be treats, not a daily occurrence, we'll be in a good place. So when I talk about having a 'healthy' approach to food, and eating better I'm talking about achieving that sense of balance: lots of the good stuff, loads of variety, and the odd indulgence every now and then.

Jamie Oliver

HEIA(Q) 2013 nutrition education state conference



Remember the 2007 2-day state conference *EduNation: Nutrition education for a new generation*? What a fabulous two days of learning and networking. It was with great trepidation that HEIA(Q) embarked on its first ever two-day conference, not confident that teachers would be able to be released from school on a Friday—the conference was on a Friday and Saturday. But we need not have worried—the conference had the greatest attendance ever.

Since that time we have had many requests for a two-day conference, and many requests for a focus on nutrition.

So it is
time again to
plan for

HEIA(Q)'s 2013 two-day nutrition education conference MARK IT IN YOUR DIARIES NOW.

It has been five years since the last nutrition education conference, and there have been a lot of changes since that time. By August 2013 we will (surely?) have the revised Dietary Guidelines for Australians and the revised Australian Guide to Healthy Eating. The national Australian Curriculum Health and Physical Education and Technologies syllabi should be marching towards completion.

There is new and important research coming to light about food literacy and what that means for classroom teaching and learning. And what can we learn from programs such as *Need for Feed* from Diabetes Australia and Jamie Oliver's Ministry of Food? What new resources are available—amongst others, we will be able to explore HEIA's new *Cooking—The inside story* which will be released by then.

Importantly, what are the key messages and strategies that will empower our students to become food literate as part of the broader picture of working towards food security for all? And how do we do this within a context of promoting sustainable futures? Yes, so much to think about.

Do you have a
suggestion for a
conference title?

We would love you
to share!

Would you like to
be on the planning
committee?

Was that a Yes?

Please email
heiaq@heia.com.au

We really would like
your help!

BUNDABERG COMMUNITY

Food Assessment Report

Prepared by and copyrighted to Queensland Health, full report available at http://www.health.qld.gov.au/ph/documents/caphs/bundaberg_cfa.pdf

The Bundaberg Community Food Assessment Report, released in 2010, summarises information gathered in the Bundaberg Region as part of the 'Community Food Assessment in Central' (CFAC) project. It maps food access

and food supply in the Bundaberg region, taking into consideration those groups most at risk of food insecurity and discusses recommendations for action at both a local and broader state and national level. The study included cost, affordability and availability of food, physical access to food, social determinants that contributed to food insecurity and an assessment of the local food system. This article brings just the section on cost, affordability and availability of food.

Cost of food in Bundaberg

Within the Bundaberg Region there are 11 major supermarkets, eight minor supermarkets, 17 convenience stores and 15 service stations with attached convenience store. All major and minor supermarkets participated in the cost and availability survey but only 10 convenience stores and 5 service stations, as the remainder did not consent. The full results of this survey are reported within the Bundaberg CFA cost and availability report. The breakdown of the mean basket cost for the different store types is shown in Table 1. The mean cost for the fruit and vegetable component of the basket is shown in Table 2.

The data show that the price of a healthy food basket in the Bundaberg region varies by the type of store. People who rely on minor supermarkets or convenience stores will generally be paying more for their food than those who can access major supermarkets. While the key informant interviews identified that most people do shop at supermarkets, some groups such as people who do not own a vehicle or people with a physical disability may not be able to access these stores and therefore rely on the more expensive options. Unfortunately, people in these situations are also more likely to have lower income levels making it harder for them to afford food.

The average cost of the fruit and vegetable component for all supermarkets was 38.3 per cent of the average total basket cost. In the 2006 HFAB survey the proportion of basket cost for fruit and vegetables was 43.8 per cent for stores in a similar regional category¹. This suggests that the price of fruit and vegetables within the Bundaberg region may be relatively cheaper than some other areas. This is positive for promoting consumption of fruit and vegetables as lower food prices are associated with increased purchase of items². Within this study the price of fruit and vegetables was cheaper in major supermarkets compared to minor supermarkets and convenience stores. This further disadvantages people who rely on these smaller stores, particularly as the variety of fruit and vegetables is also reduced compared to major stores. Interestingly, the cost of fruit and vegetables within service stations is cheaper than other store types. Even when accounting for the two missing items (100 per cent orange juice and frozen vegetables), the cost is likely to be low compared to other store types. This may be explained by the tendency for some service stations in the area to stock wholesale or local fruit and vegetables at a discounted price. Quality of fruit and vegetable produce was not analysed as part of this project.

Home brand data for each basket item was also collected where available for supermarkets. A full basket analysis was not conducted using the home brand data due to difficulties in the number of substitutions that had to be made within the database; however, a basic comparison was conducted. An average cost for each food item was calculated for both brand and home brand

products. Products within each food group were added to get a total cost for each food group. The difference in price was then calculated and is displayed in Table 3. Home brand data was not collected for either convenience or service station stores.

Although no total basket cost comparison was made, the data available show that home brand items are significantly cheaper, especially for 'breads and cereals' and 'meat and alternatives' products. Other sources of low cost foods were identified by key informants and included markets, roadside food stalls and food co-operatives however, no survey of the actual cost of foods from these sources was undertaken.

Affordability

Income is an important factor to consider when determining whether the cost of the HFAB basket is affordable. Unfortunately, the different methods used to calculate household income and the HFAB mean that a direct comparison between food cost and income is not able to be made. However, other similar studies have used a comparison with Average Weekly Earnings (AWE) data to determine proportion of wage spent on the food basket^{3,4}.

The ABS reported that the AWE for Queenslanders in May 2008 (same period as the survey was undertaken) was \$850.30 per week⁵. This means that on average 26 per cent of the AWE would need to be spent to purchase the HFAB basket in the Bundaberg Region. This compares to the Illawarra food basket study where 29 per cent of the AWE was spent on the basket but is less than that found in an Adelaide study where 35 per cent of the AWE was spent on a healthy food basket^{3,4}.

Another consideration is the average household income of people within the Bundaberg Region. While AWE figures are not available at the study area level, individual income data from the 2006 Census showed that 65.8 per cent of the population earning what is considered a low income (\$599 or less per week)⁶. Furthermore, median household weekly income for the three SLAs (Bundaberg City \$676 per week; Burnett Part A \$794 per week; Burnett Part B \$791 per week) was also less than the Queensland median of \$1033 per week. This data indicates that the average weekly earnings for people in Bundaberg are likely to be below the state figure and therefore the cost of the HFAB proportionately more.

Key informant interviews provided more qualitative data around the affordability of food. Income and cost were not the only important factors but ability to budget and other financial stresses such as cost of living (e.g. rent, fuel, etc) or cost of lifestyle habits (e.g. drugs, alcohol, smoking and gambling) were also relevant. Groups identified as having difficulty affording food included low-income groups, especially those on income support including the old age pension.

Figure 1.
Availability of fruit, vegetables and 'better nutrition choices' in Bundaberg

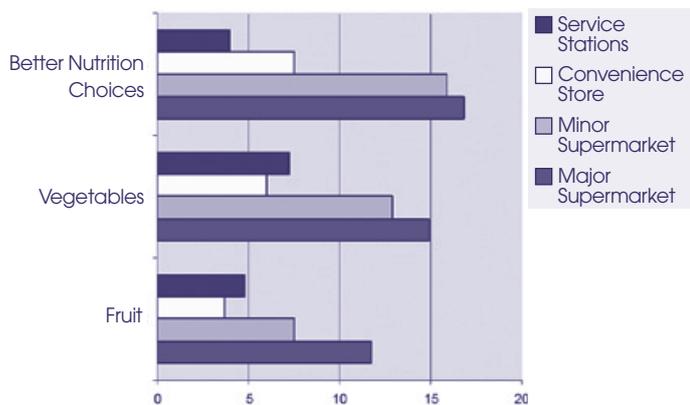


Table 1.
Cost (mean and range) of a Healthy Food Access Basket in Bundaberg

FOOD OUTLET TYPE	MEAN	RANGE
All supermarkets (n= 19)	\$445.32	\$267.39 – \$525.91
Major supermarkets (n= 11)	\$417.13	\$267.39 – \$488.43
Minor supermarkets (n= 8)	\$484.07	\$425.37 – \$525.91
Convenience Stores (n= 10)* †	\$527.06	

*Due to individual convenience stores missing a large number of items a hypothetical mean basket cost was calculated using the mean item price for convenience stores.

†Does not include service station data due to high number (11) of missing basket items.

Table 2.
Cost (mean and range) of fruit and vegetables in Bundaberg

FOOD OUTLET TYPE	MEAN	RANGE
All supermarkets (n= 19)	\$170.46	\$101.04 – \$223.13
Major supermarkets (n= 11)	\$158.53	\$101.04 – \$208.78
Minor supermarkets (n= 8)	\$186.87	\$159.14 – \$223.13
Convenience Stores (n= 10)	\$215.36	
Service Stations (n= 5)	\$117.90*	

*Note two items missing (100 per cent orange juice, frozen mixed vegetables)

Table 3
Average cost of name-brand and home brand items for each food group

FOOD GROUP	BRAND AVERAGE	HOME BRAND AVERAGE	DIFFERENCE
Breads & Cereals	\$28.69	\$19.09	\$9.60
Fruit	\$13.95	N/A	N/A
Vegetables	\$21.21	N/A	N/A
Meat & Alternatives	\$26.97**	\$19.76	\$7.21
Dairy	\$31.14	\$25.47	\$5.67
Non-Core Foods	\$9.14	\$6.58	\$2.56

** This figure is the sum of those items only for which a home brand equivalent was also available

Availability

The number of items missing from the HFAB was counted to assess the availability of basic food items on the day of the survey. Within the Bundaberg Region, 11 of the 19 (58 per cent) supermarkets stocked the full list of food basket items. The median number of items missing from stores that did not stock the full list was three (range 1 – 9) out of the total 44 items.

Minor supermarkets were more likely to be missing items from the food basket with six out of eight (75 per cent) stores missing items compared to only two out of 11 (18 per cent) major supermarkets with missing items. None of the convenience stores or service stations stocked the full list of food basket items.

To determine access to healthy foods, the survey also measured the availability of 15 of each of the most commonly consumed fruit and vegetables in addition to 17 food items considered to be 'better nutrition choices'.

Figure 1 shows the average number of these items available for both major and minor supermarkets and convenience stores.

Availability of food, particularly healthy food is an important component of food security. The data shows that the overall availability of food, including fruit and vegetable varieties and better nutrition choices within supermarkets in the Bundaberg Region is good. However, minor supermarkets and convenience stores were less likely to stock the full range of basket items and more likely to have only a basic range of fruit options. People who rely on these types of stores may not have the same access to healthy choices as those who can access major supermarkets.

Furthermore, supermarkets and convenience stores are not the only source of a range of healthy foods in the community. Grocers, butchers, markets, service stations and other retail and community programs are also important food sources for the community. Collecting cost and availability data for these types of stores would provide further information on food access for this community.

Although no total basket cost comparison was made, the data available show that home brand items are significantly cheaper, especially for 'breads and cereals' and 'meat and alternatives' products. Other sources of low cost foods were identified by key informants and included markets, roadside food stalls and food co-operatives however, no survey of the actual cost of foods from these sources was undertaken.

An extract from:

Citation: Sorbello C and Martin C. (2009), *Bundaberg Community Food Assessment*. Queensland Health, Brisbane.

- 1 Queensland Health 2006, *The 2006 Healthy Food Access Basket Survey*, Queensland Health.
- 2 Queensland Health 2000, *The Healthy Food Access Basket (HFAB) Survey 2000*, Queensland Health.
- 3 Williams, P, Hull, A & Kontos, M 2009, 'Trends in affordability of the Illawarra Healthy Food Basket 2000 – 2007', *Nutrition and Dietetics*, vol. 66, pp. 27 – 32.
- 4 Tsang, A, Ndung'u, MW, Coveney, J, O'Dwyer, L 2007, 'Adelaide Healthy Food Basket: A survey of food cost, availability and affordability in five local government areas in metropolitan Adelaide, South Australia', *Nutrition and Dietetics*, vol. 64, pp 241 – 247.
- 5 Australian Bureau of Statistics, 2008, Average Weekly Earnings May 2008. <<http://www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/6302.0May%202008?OpenDocument>>
- 6 Australian Bureau of Statistics 2008, 2006 Census – Community Profile Series <<http://www.censusdata.abs.gov.au>>



Home Economics Institute of Australia (Queensland) Inc.

Home Economics Teacher Excellence Awards

The Queensland Division of the Home Economics Institute of Australia invites nominations for the *HEIA(Q) Home Economics Teacher Excellence Awards 2012*. This is an invaluable opportunity to recognise and celebrate the outstanding work done by home economics practitioners. Home Economics teachers contribute much to education in Queensland and this is one way our profession can acknowledge practitioners who excel.

The Excellence Awards will be presented at the HEIA(Q) state conference on Saturday 11 August 2012. Regional functions may be arranged to celebrate awardees from regional centres.

Home Economics Teacher Excellence Awards

Nominations are invited for **currently practicing** teachers who have, in recent times, **demonstrated excellence** consistently in several facets of **home economics education** (e.g. quality teaching practice, innovative teaching practice, exemplary curriculum development, quality student outcomes and success, outstanding professional commitment...)

- Nominees considered for this award must be **financial members of HEIA Inc** (individual or school).
- A member who has received an HEIA(Q) Home Economics Excellence in Teaching Award is eligible for re-nomination three years after receiving the award.
- A **maximum of three awards** will be presented annually. A panel will review the nominations.

To nominate a colleague, please complete the **Nomination Form** and forward the completed **form** and **response to selection criteria** to:

Teacher Excellence Awards
Home Economics Institute of Australia (Qld)
PO Box 629
Kallangur QLD 4503

Who Are You Going To Nominate?

HEIA(Q) would like to acknowledge quality teachers within our profession, but we need your help.

It's time to share with others the exemplary work done by home economics teachers. Please tell us about their activities and achievements.

The nomination form is included in this newsletter or on the website at **www.heiaq.com.au**

Closing date for nominations is **Friday 13 July 2012**.

Be proud to be a home economics teacher in Queensland!

Nominations must be received no later than

Friday
13 July 2012



Home Economics Institute of Australia (Queensland) Inc.

Home Economics Teacher Excellence Awards

NOMINATION FORM

Nominee details

(person being nominated for the award)

Name: _____

Work Phone: _____ Home Phone: _____

Email Address: _____

School: _____

School Address: _____

Number of years of home economics teaching experience: _____

Nominator details

Please note that the person proposing the nomination must be a financial member (individual or school) of HEIA Inc. The nomination must be seconded by another member or a school representative such as the Principal.

Proposed by: _____

Signature: _____ Date: _____

Phone: _____ Email: _____

Seconded by: _____

Signature: _____ Date: _____

Phone: _____ Email: _____

Response to Selection Criteria

Please provide details of how the nominee has demonstrated excellence in **home economics teaching** in recent years (2–3 years). Include details of the activities undertaken by the nominee and his/her professional characteristics that indicate excellence. Where appropriate, please include the year of the activity.

Details of the nominee's activities/characteristics must address a **minimum of two** of the following selection criteria:

- Teaching practice e.g. student-centred learning, use of productive pedagogies, integration of ICTs
- Curriculum development e.g. innovative school-based curriculum development that relates to contemporary syllabuses, development of work programs, contribution to syllabus development
- Student outcomes/success
- Professional activities

Primary focus should be given to activities relating directly to **home economics**, but may also include activities relating to, for example, hospitality and early childhood. Nominations should be comprehensive but clear and concise, occupying **no more than two A4 pages**.



DIARY DATES

APRIL 2012

23 & 24

MINDMATTERS STAFF MATTERS

Lakelands Golf Club, Gold Coast

Web: www.mindmatters.edu.au

26-27

QUEENSLAND STUDIES AUTHORITY CONFERENCE

Shaping teaching and learning:

The assessment factor

Brisbane Convention and

Exhibition Centre

Web: www.qsa.qld.edu.au/

APRIL 30 (& MAY 1)

MINDMATTERS STAFF MATTERS

Mercure Hotel, Townsville

Web: www.mindmatters.edu.au

MAY 2012

3 & 4

MINDMATTERS LEVEL ONE

INTRODUCTORY WORKSHOP

Riverside Receptions, New Farm

Web: www.mindmatters.edu.au

9 & 10

MINDMATTERS LEVEL ONE

INTRODUCTORY WORKSHOP

Red Earth Boutique Hotel, Mount Isa

Web: www.mindmatters.edu.au

22 & 23

MINDMATTERS LEVEL TWO

PLANNING WORKSHOP

The Downs Club, Toowoomba

Web: www.mindmatters.edu.au

29 & 30

MINDMATTERS LEVEL ONE

INTRODUCTORY WORKSHOP

Rydges Tradewinds, Cairns

Web: www.mindmatters.edu.au

JULY 2012

16-21

XXII INTERNATIONAL FEDERATION FOR HOME ECONOMICS WORLD CONGRESS 2012

Global wellbeing

Melbourne Convention and

Exhibition Centre

Web: www.ifhe.org/

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MINDMATTERS MEASURING

OUR PROGRESS

Ocean International, Mackay

Web: www.mindmatters.edu.au

25

MINDMATTERS TRANSITIONS

Ocean International, Mackay

Web: www.mindmatters.edu.au

JULY 31 (& AUGUST 1)

MINDMATTERS STAFF MATTERS

Rydges Tradewinds, Cairns

Web: www.mindmatters.edu.au

AUGUST 2012

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HEIA(Q) PRE-CONFERENCE SEMINAR

Dianna Plaza Hotel, Woolloongabba

Email: heiaq@heia.com.au

10

QUT GRADUATE FUNCTION

Dianna Plaza Hotel, Woolloongabba

Email: heiaq@heia.com.au

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HEIA(Q) STATE CONFERENCE

The Australian Curriculum:

Opportunities and challenges for

Home Economics

Brisbane Convention and Exhibition

Centre, South Bank, Brisbane

Contact: Lidia Dalton, Expert Events:

Tel: +61 7 3848 2100

Fax: +61 7 3848 2133

Mob: 0418 210 432

Email: lidia@expertevents.com.au

OCTOBER 2012

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WORLD FOOD DAY