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

September 2013

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HEIA(Q)



From the President

This has been an amazing month. The HEIA(Q) 2013 conference *Food! Nutrition! Futures! An education perspective* was held and I believe that it was the best conference I have ever been to. The Conference Committee comprising Dr Janet Reynolds (Convenor), Margaret Duncan, Ngaire Mayo and Sue Smith, is to be commended for the organisation and execution of the conference. It ran like clockwork and the quality of the speakers was excellent. I have heard so many comments that corroborate my feelings. With speakers like Dr Rosemary Stanton, Catherine Saxelby, Dr Michael Carr-Gregg and Professors Rob Moodie and Martin Caraher, to name but a few, how could we go wrong? I would recommend that if you have the opportunity to attend an HEIA(Q) conference, they are well worth the money and time. Not only was it an amazing opportunity for professional development, it was a great opportunity for networking—I managed to network with many teachers I had met in 2012 when presenting HEIA(Q) regional workshops and also caught up with four fellow graduates from college. It was great to see them at the conference.

With the conference over, it was time to look forward to the future events of the year. Many enjoyed the organised tour to the Queensland Gallery of Modern Art Quilts 1700–1945 Exhibition, while others enjoyed the retirees' high tea. Thank you to Delie Stecher and Denise McManus respectively for organising these events. Many of us are now looking forward to the World Food Day Foodie Tour organised for Saturday 12 October by Jennifer Bray.

Don't forget to register for the professional development program in your region—

these opportunities have been available in every region throughout the year, with workshops for four more regions organised for term 4—Roma, Gold Coast, Brisbane North and Mackay. Again, I recommend that you take advantage of these opportunities. HEIA(Q) is one of the few professional organisations that organises these events throughout Queensland. They are invaluable for our members.

I have started my new position as Curriculum Manager—Health at C2C (Curriculum to Classroom) with the Department of Education. This is an amazing opportunity for Home Economics in Queensland. Along with another manager for Movement, I will be driving Queensland's implementation of the Australian Curriculum's Health and Physical Education curriculum, which is scheduled for completion at the end of the year. I have interrogated the draft curriculum document and, as has been reported in both the HEIA(Q) and the national HEIA newsletters, can confirm that there are many opportunities for home economics teachers to be involved in its delivery. In fact, it is explicitly stated in the document that Home Economics will play a role in its delivery. Please make sure that you let your administration team know that Home Economics is expected to be part of the delivery—refer to page 13 of the draft document. As yet, the time allocation has not been decided as the proposed 80 hours for HPE will not fit into the timetable, given the allocation of timing to the Phase 1 subjects (English, Mathematics, Science and History). The document will be signed off in December 2013, after which Education Queensland will employ writers to develop lesson plans and resources. I look forward to keeping you updated on the progress of the project.

Kay York

President, HEIA(Q)

HEIA(Q)

2013 graduate function

Friday 2 August 2013
Brisbane Convention and Exhibition Centre

On Friday 2 August 2013 at the Brisbane Convention and Exhibition Centre, following the first day of the 2013 HEIA(Q) state conference—*Food! Nutrition! Futures! An education perspective*—HEIA(Q) introduced the Queensland University of Technology, Bachelor of Education (Secondary, Home Economics) graduates to the home economics profession. The function was attended by approximately 80 home economics professionals and their guests.

The guest speaker for the function, Michelle Thrift of McCormick Foods Australia provided a snapshot of 'The future of global flavour'. Michelle discussed the process of culinary exploration, data discovery and insight development that becomes the annual McCormick Flavour Forecast, which influences the choices made by food manufactures and foodservice professionals alike. Participants got a sneak peak at when 'tradition and innovation collide' when Michelle presented the five 2013 trends of global





Emily-May Kramer responding on behalf of the students

flavour—No apologies needed, Personally handcrafted, Empowered eating, Hidden potential and Global my way.

Following the guest presentation, Rosie Sciacca, HEIA(Q) Secretary and Master of Ceremonies for the evening, introduced 18 of the 21 2013 graduates who were able to attend this annual event. HEIA(Q) President Kay York and HEIA national President Karen Weitnauer formally welcomed each of the graduates and presented them with their HEIA 'show-bag'. Student Emily-May Kramer responded on behalf of the graduates before they had the opportunity to meet and mingle with current home economics teachers and professionals over a glass of wine and a sampling of anise and cajeta (Mexican caramel sauce), courtesy of McCormick—anise and cajeta were two of the ingredients mentioned by Michelle in her Flavour Forecast presentation.

Aileen Lockhart and Megan Sharman

HEIA(Q) Committee of Management



QUT 2013 Home Economics graduands with HEIA(Q) President Kay York (L) and HEIA national President Karen Weitnauer (R)



High Tea for HEIA(Q) Retirees

A group of approximately 30 retired home economics teachers met on Tuesday 27 August 2013 for a reunion high tea at the delightful Keri Craig Emporium.

Many friendships were renewed over a delicious variety of foods presented in the manner for which Home Economics is known. After a glass of champagne, the party became relaxed, and out came the family photos. What a proud bunch of ladies—family is so important!

It was great to see some of our college lecturers—Audrey Lawrie, Val Cocksedge and Margo Miller—at the event.

How good it was to have this time to catch up with friends and discover acquaintances from our earlier years. The photos show a happy group.

Many thanks to Denise McManus for organising such a memorable event. And hopefully more to come!

Valerie Portley
Retired home economics teacher

2013 regional workshops

During 2013, HEIA(Q) is offering four regional workshops across 12 regions, with each region typically choosing two workshops.

The workshops are:

- The new Australian Dietary Guidelines
- Digital directions
- Cheesemaking
- *FoodChoices*

Unfortunately, Cheesemaking had to be withdrawn from the program as the presenter was not able to honour the commitment.

Regional coordinators decide which workshops they wish to offer—typically each region selects two workshops—and whether they wish to offer them after school or combine two of the workshops into a one-day program (popular in the more remote regions). Eleven regions chose to run The new Australian Dietary Guidelines, 10 regions chose Digital directions and one region chose *FoodChoices*.

In order to make the workshops financially viable, HEIA(Q) only runs the workshops if there are 12 or more participants, except in the very remote regions such as Roma, where it would be unrealistic to attract 12 delegates. In 2013 it was always going to be difficult to attract delegates to the workshops because the two-day state conference hit departmental budgets hard, and also because two of the regional workshops were offered at the conference. This meant that many delegates chose to attend the regional workshops at the conference. Despite this, in Term 3, the following eight workshops were run:

- Rockhampton 26 July at the Cathedral College
 - Digital directions
 - The new Australian Dietary Guidelines
- Bundaberg 27 July at Kepnock State High School
 - The new Australian Dietary Guidelines
- Townsville 10 August at St Margaret Mary's College
 - Digital directions
 - The new Australian Dietary Guidelines
- Cairns 31 August at St Andrew's Catholic College
 - Practical skills cooking workshop
 - The new Australian Dietary Guidelines
- Brisbane North 3 September at Northside Christian College
 - The new Australian Dietary Guidelines

Unfortunately, workshops in Toowoomba, Brisbane South and Brisbane West had to be cancelled, one due to illness of the presenter.

All Term 3 workshops attracted very high ratings, with the following being typical of the evaluative comments for The new Australian Dietary Guidelines workshop:

- "Excellent presentation"
- "Well defined focus"
- "A great workshop. Very informative. Very useful resources."
- "Great handouts and well paced"
- "In-depth overview"
- "Good information, well delivered with good clarity"

And for Digital directions:

- "Fantastic useful resources"
- "Presenter was very eloquent and knowledgeable about the topic"
- "Excellent practical notes"
- "I appreciated the practical activities and realising how I could apply them in my classes."

Six further workshops are scheduled for Term 4. Let's hope they meet with the same success.

WORKSHOPS

4WS

TERM 4 WORKSHOPS

For further information, please see the professional development brochure sent to all HEIA(Q) members and all Queensland secondary schools in Term 1, or visit www.heiaq.com.au/events/workshops to register.

Roma

St John's School, Roma
Saturday 12 October, 9.00 am – 3.30 pm

DIGITAL DIRECTIONS and THE NEW AUSTRALIAN DIETARY GUIDELINES

Cost:

Digital directions only:

Members: \$60 · Non-members: \$80

The new Australian Dietary Guidelines only:

Members: \$50 · Non-members: \$70

Full-day program including morning tea and lunch:

Members: \$135 · Non-members: \$175

Gold Coast

Trinity Lutheran College, Ashmore
Monday 14 October, 3.45 pm – 5.45 pm

FOODCHOICES

Cost:

Members: \$25 · Non-members: \$35

Brisbane North

Northside Christian College, Everton Park
Saturday 2 November, 9.30 am – 1.00 pm

DIGITAL DIRECTIONS

Cost:

Members: \$60 · Non-members: \$80

Mackay

Mackay North State High School, Mackay Nth
Monday 2 December, 9.00 am – 3.30 pm

DIGITAL DIRECTIONS and THE NEW AUSTRALIAN DIETARY GUIDELINES

Cost:

Digital directions only:

Members: \$60 · Non-members: \$80

The new Australian Dietary Guidelines only:

Members: \$50 · Non-members: \$70

Full-day program including morning tea and lunch:

Members: \$135 · Non-members: \$175

Report from Cairns workshop, 31 August 2013

at St Andrews Catholic College, Redlynch



On Saturday 31 August 2013, teachers from the Cairns region came together at St Andrew's Catholic College at Redlynch for a morning practical cooking workshop and an afternoon workshop, The new Australian Dietary Guidelines.

The day began with the first part of the practical cooking workshop, which was led by chef Samantha Andre from the St Andrew's Catholic College Hospitality Department. With Sam's guidance, all attendees had the opportunity to make the recipe for Chicken dim sum coconut buns with cucumber pickle and Hoisin sauce, which were subsequently served for morning tea.

After morning tea, Executive Chef Nathan Johnson from the Hilton Cairns shared his expertise and knowledge of the hospitality industry, as well as several recipes from Mondo's restaurant (one of the Hilton Cairns restaurants). As a group we prepared our lunch of Crocodile larp and Chermoula barramundi with Orange chickpea crush, parsley and preserved lemon puree.

Everyone in attendance thoroughly enjoyed their morning of cooking, networking and discussing classroom

ideas and how to adapt or implement the ideas provided by both chefs for use in Hospitality and Home Economics classes.

Following lunch, Amelia Webster, dietitian from Nutrition Australia Queensland Division led us through an exploration of the new Australian Dietary Guidelines and the Australian Guide to Healthy Eating. Amelia shared her in-depth understanding of the new Guidelines so that we all developed an understanding of the changes that have occurred. The workshop was very valuable in that Amelia encouraged us to ask questions and seek clarification from her about the Guidelines and related nutritional issues. It was a very informative workshop, with everyone leaving with a number of lesson ideas and activities to take back to our classrooms.

A big thank-you to chefs Samantha Andre and Nathan Johnson and to Amelia Webster for their presentations and for sharing their invaluable knowledge and expertise with the teachers from the Cairns area.

Kathryn Savina

St Andrews Catholic College, Redlynch

Report from Brisbane North workshop, 3 September 2013

at Northside Christian College

The afternoon workshop on the new Australian Dietary Guidelines was an excellent afternoon. There was very positive feedback from participants and great appreciation of presenter Kellie Hogan's professional presentation.

Below is an outline of the tasks that Kellie led us through, and some of our findings.

Leigh-Ann Hodgkinson
Northside Christian College

TASK

1

The first task was to demystify some of the abbreviations that we, as home economics educators, need to understand in relation to the Nutrient Reference Values. These are shown in Figure 1.

Figure 1

Nutrient Reference Value	For Individuals	For Groups
Estimated Average Requirement (EAR)	Use to examine the probability that usual intake is inadequate	Use to estimate the prevalence of inadequate intakes within a group
Recommended Dietary Intake (RDI)	Usual intake at or above this level has a low probability of inadequacy	Do not use to assess the intakes of groups (*)
Adequate Intake (AI)	Usual intake at or above this level has a low probability of inadequacy.	Mean usual intake at or above this level implies a low prevalence of inadequate intakes within a group
Upper Level of Intake (UL)	Usual intake above this level may place an individual at risk of adverse effects from excessive nutrient intake	Used to estimate the percentage of the population at potential risk of adverse effects from excessive nutrient intake

Source: National Health and Medical Research Council, 2006.
(*) This is a significant shift from previous use.

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TASK

2

The second task was to explore the main changes in what Australians should be consuming (see Figure 2).

Figure 2

AUSTRALIAN DIETARY GUIDELINES SUMMARY

Most Australians need more:

- Vegetables and fruit, particularly green, orange and red vegetables, such as broccoli, carrots, capsicum and sweet potatoes, and leafy vegetables like spinach, and legumes/beans like lentils.
- Grain (cereal) foods, particularly wholegrain cereals like wholemeal breads, wholegrain/high fibre breakfast cereals, oats, wholegrain rice and pasta.
- Reduced fat milk, yoghurt and cheese varieties (reduced fat milks are not suitable for children under the age of 2 years as a main milk drink).
- Lean meats and poultry, fish, eggs, nuts and seeds and legumes/beans (except many Australian men would benefit from eating less red meat).
- Water instead of soft drinks, cordials, energy drinks, sports drinks and sweetened fruit juices and/or alcoholic drinks.

Most Australians need to eat less:

- Meat pies, sausage rolls and fried hot chips
- Potato crisps, savoury snacks, biscuits and crackers
- Processed meats like salami, bacon and sausages
- Cakes, muffins, sweet biscuits and mussels bars
- Confectionery (lollies) and chocolate
- Ice-cream and desserts
- Cream and butter
- Jam and honey
- Soft drinks, cordial, energy drinks and sports drinks
- Wine, beer and spirits

INTRODUCTION 3

Source: National Health and Medical Research Council. (2013). *Australian Dietary Guidelines Summary*, p.3. Canberra: National Health and Medical Research Council.

TASK

4

Finally, the Australian Guide to Healthy Eating chart (see Figure 4) and the guidelines for serving sizes were compared with the 2003 guidelines. Some differences that were noted include:

- real food pictures (deemed as more identifiable by the general population)
 - addition of colour coding
 - proportion of vegetables increased and grains and cereals reduced
 - changed serve sizes, e.g. bread is now 1 slice compared to 2 slices in the old guidelines. In fact, the serve sizes for the grains and cereals group has halved in almost all situations. Serve sizes of vegetables such as potato have halved, while green leafy vegetables has doubled
 - illustration of water flowing from the tap showing the promotion of tap water as being a suitable source
 - healthy fats and oils no longer appear with what is now called the discretionary choices (previously extra foods), to differentiate the health benefits of these good oils and fats. They are still only recommended in small amounts.
 - addition of visuals of alcohol in the discretionary choices picture.
- Some points the group noted:
- Even though the Australian Guide to Healthy Eating chart does not necessarily aim to represent all items in their serve size amount, it could be confusing to show two slices of bread when one slice is a serve. On the other hand, others in the group noted, the more usual way bread is consumed is as two slices e.g. sandwich
 - Similarly, the size of the T-bone steak is disproportionate to recommended serving sizes.

Topic: The new Australian Dietary Guidelines
 Presenter: Kellie Hogan, dietitian, Nutrition Australia Queensland Division
 Attendees: 18 teachers from 13 different schools

TASK 3

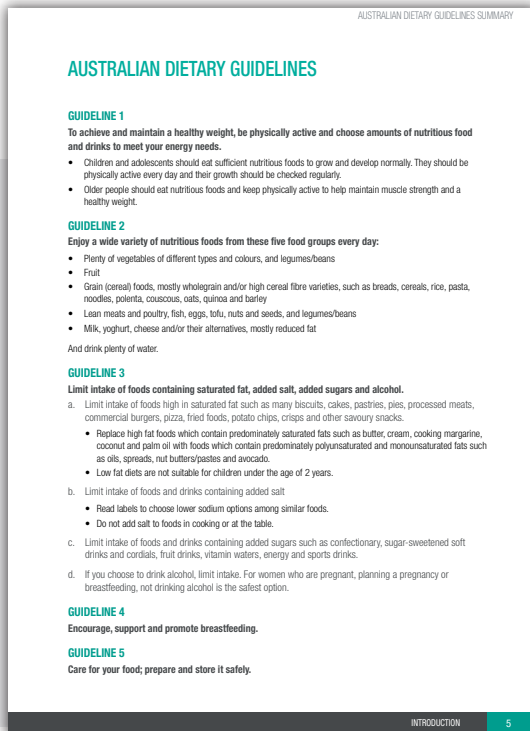


Figure 3

Source: National Health and Medical Research Council. (2013). *Australian Dietary Guidelines Summary*, p.5. Canberra: National Health and Medical Research Council.

Thirdly, the room was split into three groups for a mini workshop, looking at the ways in which wording and recommendations of the Guidelines have changed. Each group was assigned a specific guideline—either 1, 2 or 3 (see Figure 3)—to analyse against the corresponding, 2003 version, with a spokesperson reporting the findings to the whole group. Guidelines 4 and 5 were not analysed as these have changed minimally.

The overall consensus was that the new guidelines are more directive, detailed and prescriptive, with the use of specific food examples eliminating assumed knowledge on behalf of the consumer. The new guidelines provide the consumer with more definitive guidelines and practical ideas of how to achieve them

An examination of discretionary choices highlighted the need to carefully balance food consumption with energy output. The Educator Guide for the Australian Dietary Guidelines states (p.8):

What are 'discretionary choices'?

Foods in this category should be used only sometimes and in small amounts. Foods included as 'discretionary choices' are not needed to meet nutrient requirements and do not fit into the Five Food Groups. Many discretionary choices are also high in kilojoules, saturated fat, added sugars, added salt or alcohol. However, they can contribute to the overall enjoyment of eating, often in the context of social activities and family or cultural celebrations. To help avoid gaining excessive weight, most Australians need to be thoughtful about portion sizes of discretionary choices. These foods should always be considered as 'extras' in the context of energy requirements and when selecting a healthy eating pattern.

Figure 5, taken from *Educator Guide—Eat for Health*, outlines the recommended discretionary choices for Australians.

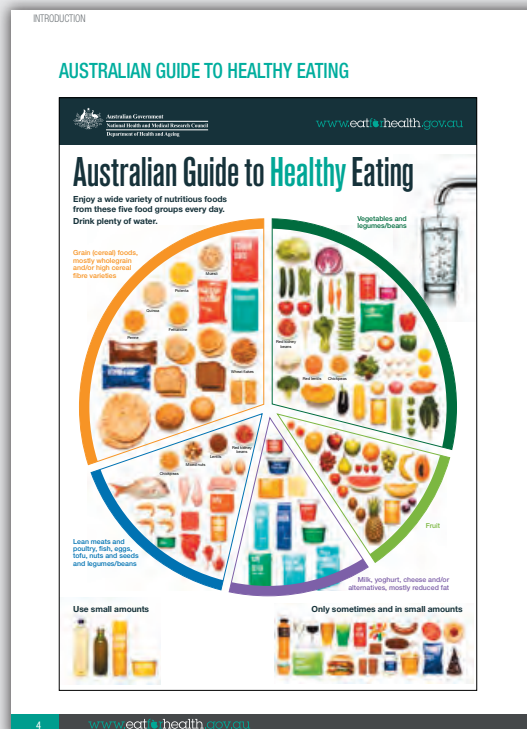


Figure 4

Source: National Health and Medical Research Council. (2013). *Australian Dietary Guidelines Summary*, p.4. Canberra: National Health and Medical Research Council.

Figure 5

How many discretionary choices can individuals include in a healthy diet?

The pattern of intakes from the Five Food Groups recommended for people of varying age/gender and life stages outlined in Chapter 5 will provide all the nutrients required. To meet their kilojoule (energy) needs, those who are not above their healthy weight, and are more active or taller than others will need extra food over this basic recommendation.

The ideal choice is to make up any extra energy needs from foods in the basic Five Food Groups, particularly wholegrain cereals, vegetables, including legumes/beans and fruit. However, some discretionary choices can be used. For most people, 0 to 3 serves a day will be suitable, depending on age, height and activity level.

For children or adults who are the youngest in their age band and also largely inactive, there is little or no room for these foods in the diet if excess weight gain is to be avoided.

For younger children, up to about 8 years of age, discretionary choices are best avoided or limited to no more than ½ serve a day unless the child is taller or more active, in which case they could have 0-2 serves a day.

Older children and adolescents who are more active and not above their healthy weight range, could have extra servings from the Five Food Groups and/or a combination of 0-2½ serves a day of discretionary choices. Older adolescents who are still growing and/or very active could increase discretionary choices up to 3 serves or more a day.

For adults, the recommendation ranges from 0 to 2-3 serves a day for men and 0 to 2-2½ serves a day for women depending on activity and height.

Note that many foods in the discretionary choices category have the potential to contribute to dental decay and so should be consumed when teeth can be cleaned soon after consumption.

Source: National Health and Medical Research Council. (2013). *Educator Guide*, p.22. Canberra: National Health and Medical Research Council

Quilts 1700-1945 excursion



Seventeen HEIA(Q) members and friends assembled at the Queensland Art Gallery, Sculpture garden on a perfect early spring afternoon to partake in a little luxury—patchwork platters, bubbles and the Quilts 1700–1945 Exhibition.

The patchwork platters and glass of sparkling white were a lovely way to start the afternoon. Ever the home economics teachers, we may have commented on plating ideas for up-and-coming assessment tasks—will we ever switch off!

Following the delicious finger sandwiches, freshly baked tarts and delightful petite sweets, we then moved to enjoy the exhibition. Unfortunately, the guided tour had been cancelled; however, the QR code guide was a fantastic substitute and a new-found technology skill for some of us. With our digital devices at the ready, off we went. Hearing and viewing the mini films narrated by the curator, gave us great insights into selected pieces in the exhibition. The other advantage is that we could view the films again and listen to the curator's explanations once more.

The exhibition covered over 200 years of British quiltmaking. As noted in the advertising, the quilts carried a range of hidden histories and untold stories about textiles, women's creativity and the lives of individuals and families. British quilts were often made for display as much as for use in the bedroom. Whether exchanged as commodities, made in professional

workshops or created in the home, they became objects of immense family value, handed down through the generations.

Each piece was artfully displayed and credit should be given to the curator for the effective use of background colours and the 'window like' elements to the exhibitions display and layout. No doubt we each had our favourites from the exhibition, but we can all agree that we are in awe of the creativity, skill level, intricacy of work, design of the quilts and conditions that many were created in. Many of us commented on the overall variety and splendour of the exhibition. It was fascinating to hear the stories behind these beautiful textiles and gain an insight into the lives of the women, men and children who lived with them.

Quilts 1700–1945 comes from the Victoria and Albert Museum, London, and offers visitors an unprecedented opportunity to see over 30 quilted and/or patchworked bed covers and bed hangings, as well as sewing accessories, created over two-and-a-half centuries. The exhibition also includes the *Rajah quilt* 1841, lent by the National Gallery of Australia, Canberra. This quilt was sewn by women on board the convict ship

HMS Rajah, during their transportation to Van Diemen's Land (Tasmania) in 1841.

An added bonus was the opportunity to see the complementary collection of Brisbane quilter, Ruth Stonley, *A stitch in time*—a stark, yet delightful contrast to the *Quilts 1700–1945* exhibition. Stonley's collection was one of contemporary quilts, showing her transition from early experimentations with the contained patterns of traditional quilts to the free-flowing, abstract and expressive works she made in later years, reflecting her feelings, emotions and ideas, about herself and about the people around her.

It was a wonderful afternoon, capped off with a little retail therapy for some.

Delia Stecher

Moreton Bay College



Are you paying too much?

Did you know?

Schools saved nearly \$35.5 million using Corporate Procurement's Standing Offer Arrangements (SOA) in the 2012 school year. Corporate Procurement is a branch of the Department of Education, Training and Employment. The branch exists only to save schools money and time when purchasing common items. It does not receive any rebates from any of the suppliers on the arrangements.

What is a Standing Offer Arrangement (SOA)?

A Standing Offer Arrangement is an arrangement established for the potential future supply of a particular set or range of goods and/or services that government

entities are expected to need in the delivery of its functions. It is a result of a tender process, conducted through the Corporate Procurement Branch. Products and services available on an SOA are evaluated as a value-for-money product or service, and the terms and conditions of the arrangement are written to protect the customer. Once an SOA is in place, the suppliers on the arrangement are required to provide the products or perform the services at the agreed price and within the agreed time frames. This is stringently managed by the Corporate Procurement Branch.

Why use these arrangements?

- Pre-negotiated discounts and pricing structures—please ensure the relevant SOA reference number (i.e. 100915 or

101160) is quoted at the time of order placement to ensure the discounts are applied.

- No need to seek multiple quotes—just contact the supplier and order.
- The purchase is protected through agreed terms and conditions.
- The supplier is managed and monitored closely by Corporate Procurement Branch to ensure the product is offered at the agreed price.
- The arrangements cover food and drink items that align with Smart Choices, the Healthy Food and Drink Supply Strategy for Queensland Schools. Further information on Smart Choices can be found at <http://education.qld.gov.au/schools/healthy/food-drink-strategy.html>

Who can use these arrangements?

- Queensland state and non-state schools (including Catholic and Independent schools)
- Queensland School Parents' Associations (Queensland state and non-state sector)
- Queensland TAFE Institutes.

What arrangements are available for Home Economics teachers?

DETE100915 Fresh food for metro and south-east education regions

(Fresh bread, fruit and vegetables, seafood, meat and poultry, dairy, delicatessen, specialised cakes, nuts, seeds and dried fruit)

Supplier	Contact	Phone number	Email address
Cardinal Seafoods	Gai Quilkey	(07) 3865 1664	gai@cardinal.com.au
GE Mallan Bulk Meats	Shamus Edwards	(07) 3848 4708	admin@mallans.com.au
GMN / Veggie Prepi	Sue Rigato	(07) 3278 2240	srigato@optusnet.com.au
Hillman Meat Co.	Jason Abell	(07) 3279 0370	sales@hillmans.com.au
Homestyle Bakeries	Brett Pascoe	(07) 4687 5000	brett@homestylebake.com.au
Lion Dairy and Drinks	Sharon O'Callaghan	(07) 3823 7607	sharon.o'callaghan@lionco.com
Parmalat Australia	Kristy Kelso	(07) 3840 0974	kristy.kelso@parmalat.com.au
QFFS	Daniel Craig	(07) 3375 2000	dcraig@qffs.com.au
Top Cut Foods	Lindy Graves	(07) 5568 8888	lindy.graves@topcut.com.au

DETE101160 Groceries, dry goods and food-related packaging for the whole of state

(Groceries, food related packaging, fresh bread, specialised cakes and dairy)

Bidvest Australia	Sally Moody	(07) 3823 8710	sally.moody@bidvest.com.au
Executive Distributors	Jonathan Archer	(07) 4613 4455	jsa@exd.net.au
Homestyle Bakeries	Brett Pascoe	(07) 4687 5000	brett@homestylebake.com.au
Parmalat Australia	Kristy Kelso	(07) 3840 0974	kristy.kelso@parmalat.com.au
Tip Top Bakeries	James Dean	(07) 3826 4500	james.dean@gwf.com.au

Note: If convenient, schools may wish to combine Home Economics purchases with their school tuck shop orders.

What other arrangements does the Department have in place?

The Department has a number of arrangements for schools. For example, international travel insurance for school study tours, school uniforms, textbooks, library resources, sports equipment, arts and crafts, timber, welding consumables, gas, representative schools sports uniforms. For information on any of these arrangements, please use the contact information above.

Further information

State schools:

Further information and price lists can be found on OnePortal.

Non-state schools:

Email procurement.bsc@dete.qld.gov.au or phone 1300 366 612 and select Option 3.

WOW!

be more!



Food!

Nutrition!

Futures!

An education perspective

HEIA(Q) would like to thank all the sponsors and trade exhibitors at the conference. We appreciate your support and hope that the venture was worthwhile for you too.

Speaker Sponsor



Program Sponsor



Silver Sponsor



Bronze Sponsors



coles.com.au



Morning Tea Sponsor



What

What a pleasure it was to convene the HEIA(Q) 2013 state conference *Food! Nutrition! Futures! An education perspective*, held at the Brisbane Convention and Exhibition Centre on 2-3 August 2013. I guess much of that pleasure has come from the incredible number of positive responses we have had to the conference. And of course that is a result of a combination of factors, and in particular (according to the evaluation) the amazing speakers, the overall program, the venue and the organisation. The anecdotal comments, emails received and the online survey indicate that most of the 340 delegates had a great conference, with many saying that it is the best conference they have ever attended.

Ninety per cent of the respondents to the online evaluation survey noted that the keynote speakers were a strength of the conference. Catherine Saxelby got the conference off to a great start on the Friday morning when she outlined the food and nutrition lessons that she had learnt in a lifetime. In a practical and down-to-earth way, Catherine discussed a range of issues and what they mean for home economics teachers.

The keynote forum on the Friday afternoon was also fabulous, as was the keynote forum on Saturday morning. The Friday afternoon keynote speakers addressing the theme *Eating sustainably* were Professor Martin Caraher, Dr Rosemary Stanton, Tanya Barden and Ange Barry. The Saturday morning keynote speakers addressing the theme *Eating healthily* were Professor Rob Moodie, Dr Rosemary Stanton and Dr Michael Carr-Gregg. Tara Diversi concluded the conference with a lively, enthusiastic approach about creating change, leaving many delegates asking for Tara to come back next year and be given a more prominent role.

Janet Reynolds

Convenor, Conference Organising Committee

a winner!



Statistics

- 340 delegates, with 217 attending both days, 39 on Friday only and 84 Saturday only
- Friday 2 August 256 delegates
- Saturday 3 August 301 delegates
- Of the 340 delegates, 278 were HEIA members
- 38 interstate delegates
- 9 keynote speakers
- 48 concurrent sessions
- Over 210 responses to online evaluation survey
- All keynote sessions rated really highly, with an average rating of 4.5 on a 5-point scale
- 72% concurrent sessions were rated on average >4.0 on a 5-point scale, and 33% concurrent sessions were rated an average of >4.5. Amazing, and thank you to all the brilliant presenters.

Online evaluation quotes

General:

- 'Best conference I have been to over the past 7 years. Very real and valuable. The two days were great'
- 'This would be the best conference I have attended for a while. The one conference I would attend every year without fail.'
- The leap into the technological age was very obvious and you are to be congratulated on this, although I am still struggling to get on to Twitter ...From online registrations, to online resources, to Twitter, Instagram etc I am inspired.'

Keynotes:

- 'I thought all the keynotes were excellent. All speakers were vibrant, interesting and intelligent people who had a lot to say, and all of it worth listening to.'
- 'All were of high quality and entertaining. None were boring!'
- 'Thoroughly enjoyed the discussion on food futures, and the government-

industry-professionals relationship within this. It is a complex paradigm and was thoroughly engaging.'

- 'So glad we ended on a positive note with Tara. The relevance of sustainability for living responsibly today and eating healthily was excellently covered.'
- 'Current, factual, entertaining, relevant, interesting, challenging.'

Concurrent sessions:

- 'Lots of great speakers and workshops. Too many good choices, it was hard to only choose six.'
- 'Another excellent session. Being able to take photos of the back of house was a fantastic opportunity to gather resources for teaching Hospitality. Martin Latter was a great guide and it was very interesting to hear about the sustainability practices in use, as now I have further local examples for my students when having discussions on this topic.'
- 'Tony Ryan was excellent and a great session to finish the conference with. It would be great for all teachers to be

able to attend such sessions and to be inspired by him.'

- 'Dominique Rizzo was fantastic—very inspiring and gave lots of practical advice to incorporate different foods into the diet.'
- 'An extremely professional and well-delivered session. Really appreciated the take-away notes and plans to assist and guide in our implementation and discussions we will be having around this in our schools. Thanks Jan, you are the best ambassador ever for Home Ec!'
- 'Excellent, informative, and unbiased approach to a very controversial topic. Well done to Fran!'
- 'Wonderful to see a younger person enthusiastic and willing to share ideas and new trends. Has encouraged me to use more native foods.'
- 'Very dynamic and engaging session.'
- 'This was fantastic ... very clear and applicable ... Really hit the spot.'



be more!



Food!

Nutrition!

Futures!

Friday morning keynote

Teaching

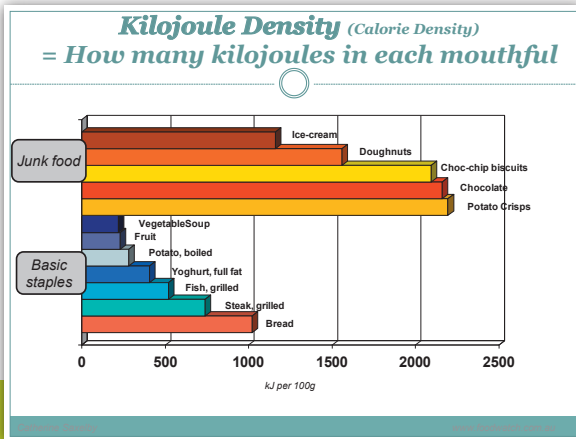
HEIA(Q) was delighted to welcome Catherine Saxelby as the first keynote speaker for the two days. Her messages were clear, simple, very relevant, beautifully presented and topped off with great implications for classroom teaching.



nutrition Lessons learned from a lifetime

Friday 2 August, 8.45 am–9.30 am

What a way to start the day! Catherine’s session was followed by three workshops, after which delegates returned to the plenary room for the afternoon keynote forum.



“I need a dozen eggs” - at least 8 choices ...

- Free-range?
- Barn-laid?
- Vegetarian?
- Omega-3 enriched?
- Organic?
- Organic, Antibiotic-free?
- RSPCA?
- Caged? Cheapest?

Portions Have Grown Huge

1960s
Cup cake 90g

Now
Choc-chip muffin 200g

From Glass to Bucket

Then
ORANGE JUICE 200ml GLASS

Now
JUICE BAR JUICE 600ml CONTAINER



Catherine Saxelby

- ### What I Would Teach
- PFC - Functions, sources, use familiar foods i.e. apples and bananas
 - Alcohol – sugar, kJs
 - Vitamins/Minerals – critical vitamins only, not long lists
 - Fast food
 - Drinks
 - Labelling – NIP, %DI, 8700kJ, pack claims
 - Weight - portion control, mindful eating

“I particularly enjoyed Catherine Saxelby’s keynote!”

‘Catherine was engaging and inspiring!’

‘Catherine was wonderful—very informative and engaging. She should be invited back next year and do a longer session.’

be more!



Food!

Nutrition!

Futures!

Friday
afternoon
keynote forum

Eating

The *Eating sustainably* afternoon forum had a couple of firsts for HEIA(Q) conferences—our first ever beaming in a speaker via Skype, and a first for welcoming HEIA(Q) speakers Tanya Barden from the Australian Food and Grocery Council



CITY UNIVERSITY LONDON
The University for business and the professions

So some observations

- Cooking skills or health literacy on its own is insufficient
- Emerging evidence suggests:
 - Those who cook have better health (evidence from older populations)
 - Better outcome when food preparation is linked with growing, seems to embody greater awareness
- Food systems can generate greater inequalities eg Australia as the food bowl in the Asian Century/Irish 2020 both with their own food system and ecological problems.
- Export chronic diseases to emerging economies in Africa and Asia



consumption-based growth

- grow more
- process more
- sell more
- waste more
- waist more

‘Good thought-provoking discussion from experts who know their stuff.’

‘I have already been quoting these professionals in my lessons—very reinvigorating for my teaching.’

‘Great to have Martin via Skype!’

‘The relevance of sustainability for living responsibly today and eating healthily was excellently covered.’

‘I feel privileged to be able to listen to such quality speakers at our annual conferences.’

Australian Food and Grocery Council

RESPONSIBLE SOURCING ISSUES

WORLD HUMAN RIGHTS DAY

facebook

twitter

BAN LIVE EXPORT

STOP CHILD LABOUR

sustainably

Friday 2 August, 3.20 pm–5.00 pm

along with Ange Barry from the Stephanie Alexander Kitchen Garden Foundation to join Professor Martin Caraher (Skyped in from London) and the ever-popular Dr Rosemary Stanton.

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The University for business and the professions

Responses cont'd

- Challenge and make people aware of the power of the TNCs/large companies.
- Chronic diseases cross borders due to economic changes. Why, for example, are we exporting milk products to lactose intolerant populations? Australia to Asia?
- As we switch to grass fed cattle we are exporting our intensive feed lots to other countries and populations. Consumer or citizen?
- Food insecurity is tackled in 2 ways immediately and by long term structural solutions not primarily by encouraging people to manage their meager resources better
TACKLE INEQUALITY AS A PRIORITY.

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The University for business and the professions

Change

- Education about and for food should be more than short-term solutions to larger problems—for example, it must go beyond skilling the 'consumer' to be able to make healthy choices from a range of unhealthy ones to making them aware of the food system and 'choice editing'.
- Using critical thinking skills we should help people to understand:
 - **What constitutes healthy choices, going beyond nutritional values—consider, for example, cultural norms and expectations, 'food miles', environmental impacts (how it was grown, packaged etc) and the impact their food choice has on others.**



Professor Martin Caraher

food choices - animal foods

- 'less' need not mean 'none'
- look for minimum quantity of meat
- look at types - (smaller animals, grass eating, minimal environmental impact)
- problems with grain-feeding (40% of world's grain fed to animals)

'new' food system

- buy only what we need
- sustainable packaging
- fresh, local/home grown, where possible
- home cooked rather than take-away
- new vegetables, grains, nuts, fruit
- more sustainable farming (inc fish)
- small portions of sustainable animal foods
- quench thirst with tap water



Dr Rosemary Stanton

Australian Food and Grocery Council
ROLE OF PACKAGING IN MINIMISING WASTE

WHY SHRINK WRAP A CUCUMBER?

THE COMPLETE GUIDE TO ENVIRONMENTAL PACKAGING

Source: Why Shrink Wrap a Cucumber: A Complete Guide to Environmental Packaging (Lawrence King, 2012).

Australian Food and Grocery Council
CONCLUSION

- **What more can industry do?**
 - Continually improve performance
 - Collaborate with retailers on forecasting
 - Provide better information on sustainability
 - Buy recycled products
- **What can educators do?**
 - Be aware – of facts
 - Beware – of emotive messages



Tanya Barden

be more!



Food!

Nutrition!

Futures!

Saturday keynote
forum and
closing keynote

Eating

Professor Rob Moodie made his first ever appearance at an HEIA(Q) conference, joining Dr Rosemary Stanton and Dr Michael Carr-Gregg for the Eating healthily forum. Unfortunately, the speaker for this forum from the Australian Food and Grocery Council withdrew a week prior to the conference. However, Rob, Rosemary and



THE UNIVERSITY OF MELBOURNE

There is consensus that tobacco has a conflict of interest which is irreconcilable with public health

Are the competing interests of alcohol and ultra processed food and drink industries similarly irreconcilable?

Or are they, as they claim, "part of the solution?"

REGISTER NOW AND RECEIVE A FREE SOCCER SCARF

KFC

Changing for good

Saturday 3 August, 4.05 pm–4.35 pm

Tara Diversi concluded the conference on a very positive note. Her energy was inspirational! Many delegates said how disappointed they were that Tara's session was so short and asked for her to return next year.



'Tara Diversi was very good. It was nice to get a perspective from a young person. It would have been nice to listen to her ideas for a longer period of time.'

'Tara's presentation was a fantastic way to conclude two very inspiring days.'

'A shame that we didn't get to hear Tara for longer, she was such an inspirational speaker.'

what needs to change

- sugary drinks ↓
- junk foods ↓
- alcohol ↓
- discretionary foods ↓ from 35-40% energy to 10% energy (or zero)

Rangan AM, Randall D, Hector DJ, Gill TP, Webb KL. Consumption of 'extra' foods by Australian children: types, quantities and contribution to energy and nutrient intake. *Eur J Clin Nutr* 2008; 62(3):356-64

What do you think their food choices were based on:

- convenience
- peer pressure
- self image
- trends
- access to money

healthily

Saturday 3 August, 8.40 am–10.30 am

Michael very successfully explored why it is not easy for people to eat and drink healthily in the light of industry, media and government practices.

“Thoroughly enjoyed the discussion on food futures, and the government-industry-professionals relationship within this. It is a complex paradigm and was thoroughly engaging. Rob Moodie, Rosemary Stanton and Michael Carr-Gregg were outstanding!”

THE UNIVERSITY OF MELBOURNE

Alcohol and ultra processed food and drink industries use similar strategies to the tobacco industry to undermine effective public health policies by:

- Biasing research findings
- Coopting policy makers and health professionals
- Lobbying politicians and public officials to oppose public regulation
- Influencing voters to oppose public health regulation
- Blatantly ignoring codes of conduct
- Using International “Free” Trade Agreements



Professor Rob Moodie

what needs to change

- vegetables ↑, but ↓ chips
- fruit ↑, but limit juice
- nuts/seeds ↑
- wholegrains ↑, refined grains ↓
- fish ↑
- red meat for men ↓
- reduced-fat milk ↑

what needs to change

- no industry influence at policy level (their aim is to sell products; ours is to set guidelines, do the teaching)
- accept that we need 'less'
- accept that discretionary foods don't fit every diet
- accept that we must incorporate sustainable food futures



Dr Rosemary Stanton

Industry Aguments

- Legal to sell – legal to advertise
- Self regulation works
- We don't want a nanny state
- We want to be part of the solution

Sadly in the next 20 minutes, 4 Australians who are alive now – will die because of what they ate in their lifetime



Dr Michael Carr-Gregg

Validation of the F-10 Australian Curriculum Health and Physical Education achievement standards

Background

Validation of the Australian Curriculum, Assessment and Reporting Authority's (ACARA) *F-10 Australian Curriculum: Health and Physical Education* achievement standards commenced on 17 July 2013. The purpose of validation is to ensure that the achievement standards provide a clear progression of achievement across each band of learning in the revised curriculum.

As part of this process, ACARA hosted workshops with teachers and curriculum experts from across the country to critique and provide feedback about the pitch, progression and clarity of the achievement standards. Education Queensland invited a HPE teacher and a home economics teacher to attend. Anecdotally, I think I was the only home economics teacher present from all states and territories!

About the standards

The curriculum developed by ACARA includes content and achievement standards that will provide the basis for greater consistency in what is to be taught. ACARA achievement standards for all curriculum areas are written as two statements:

- Knowledge/understanding
- Skills—the HPE skill statements are related to 'movement' skills only.

The achievement standards are statements that indicate the band level in which a student is working, rather than an exit standard, which is more familiar to Queenslanders. The assessment standards will be developed during implementation, and is the responsibility of the states and territories.

Validation of the standards

On the day of validation, five groups of ten educators were formed from a mix of people from across the country and schooling sectors. Team leaders, who were not HPE trained, managed the process. Teams were provided with statements for Knowledge/understanding and for Skill. These had to be sorted into Knowledge/understanding and Skill categories, and then placed into the appropriate bands.

The Queenslanders had little difficulty with the Knowledge/understanding statements due to our experience with QSA Assessment Standards; however, people from other states where external assessment takes precedence found this quite daunting. Of course, my limited experience with 'movement' made it difficult to allocate the skill statements to a band level. Interestingly, the areas where there was most difficulty were the Year 5/6 and 7/8 bands and this was the feedback from all five groups.

We were then required to match the Achievement Standards with the Content Descriptions. This was difficult as there was little correlation. Again, all five groups provided the same feedback.

Feedback from the validation process was used the following day by a smaller team to inform of the revisions required. Two weeks later, a revised set of Achievement Standards was emailed and discussed in a teleconference with all those involved. It was heartening to see the excellent work that was done by the ACARA team to revise these standards.

Unfortunately, despite putting forward, on several occasions, my view that food and nutrition should be evident in the Achievement Standards, this did not eventuate. Similarly, as a member of the HPE National Panel, HEIA representative Dr Janet Reynolds was unsuccessful in this area. When taken to a vote, Jan was the only person on the panel who supported this stance. The defence for not including specific context areas was there are other context areas that would then need to be included. Food and Nutrition is one of five contexts for learning in the Personal, social and community health strand, along with Alcohol and other drugs, Health benefits of physical activity, Mental health and wellbeing and Relationships and sexuality.

Full details are available on the ACARA website. http://www.acara.edu.au/curriculum_1/learning_areas/hpe.html

Leanne Warner

Browns Plains State High School

Australian Curriculum

Time to start taking action at a school level (especially regarding HPE)

In September 2013 the *Australian Curriculum: Health and Physical Education Foundation–Year 10* will be presented to the ACARA Board for approval. Subject to endorsement by ministers of education in November 2013, the curriculum will be published on the Australian Curriculum website in late 2013. The *Australian Curriculum: Technologies Foundation–Year 10* has similar timelines.

Some schools are starting to make decisions about HPE and Technologies now. Unless home economics teachers make it clear that Home Economics plays an integral role in both HPE and Technologies, there is the likelihood that Home Economics will not be included in both areas, as it should be.

In some schools, Home Economics has traditionally been linked with Technologies and only Technologies. Whilst this is of no consequence from a management perspective, it has serious consequences from a curriculum perspective. The new Australian Curriculum has been written such that Home Economics will draw from both HPE and Technologies. Pages 20 and 21 show key extracts from these

draft documents (now with the ACARA Curriculum Board for approval) noting that point.

Home economics teachers need to consider carefully the text in both HPE and Technologies Australian Curriculum documents, especially as it relates to food and nutrition. It is quite clear that much of what home economics programs cover will come from HPE, with the practical applications coming from Technologies. Teachers need to make it clear to school administrations the intentions of both documents—that is, that Home Economics will draw from both documents.

The curriculum is not duplicated in different ACARA curriculum documents. It is expected that teaching of Food and nutrition will draw from both HPE and Technologies.

- HPE addresses understanding and making healthy choices in relation to food and nutrition, understanding the range of social, cultural and contextual factors that shape what we eat, and developing and applying the knowledge, understanding and skills to make healthier choices in relation to food and nutrition.

- In Design and Technologies students learn about the characteristics and properties of food and apply this knowledge along with the nutrition principles learnt in Health and Physical Education to the selection and preparation of food.

It is strongly suggested that home economics teachers develop proposals for the home economics department to offer, as a minimum, food and nutrition units to all students from Year 7 to Year 10.

The HPE and Technologies curriculum documents will be available for implementation in February 2014, with states and territories developing their own implementation timelines; therefore home economics teachers should be alerting school administrators that Home Economics is part of both these curriculum areas, as indicated in the table opposite.

It is crucial that home economics teachers are involved in the current planning for implementation at a school level.

Leanne Warner and Janet Reynolds

HEIA(Q) Committee of Management

Key facts

Health and Physical Education

Australian Curriculum: Health and Physical Education Foundation–Year 10 is mandatory for all students in Years F–10. This includes the contexts of Food and nutrition, and Relationships and sexuality.

The Food and nutrition context includes:

- food groups and recommendations for healthy eating (including Australian Guide for Healthy Eating)
- understanding nutritional requirements and dietary needs (including Australian Dietary Guidelines)
- food labeling and packaging
- food advertising
- personal, social, economic and cultural influences on food choices and eating habits
- strategies for eating a healthy, balanced diet

- selecting healthy options for snacks and meals
- sustainable food choices.

The Relationships and sexuality context includes:

- identifying people who are important to them
- strategies for relating/interacting positively with others
- assertive behavior and standing up for yourself
- establishing and managing changing relationships
- bullying, harassment and violence (offline and online)
- managing relationships when there is an imbalance of power
- understanding puberty and how the body changes over time
- managing the physical, social and emotional changes that occur during puberty

- identifying practices that support reproductive and sexual health
- changing identities and the factors that influence them
- celebrating and respecting difference and diversity in communities.

Technologies

The *Australian Curriculum: Technologies Foundation–Year 10* is mandatory for all students up to Year 8.

The Food specialisations context (previously called Food technologies) includes the characteristics and properties of food; the application of this knowledge, along with nutrition principles, to food selection and preparation; and contemporary technology-related food issues. Students will progressively develop knowledge and understanding about the nature of food and food safety, and how to make informed and appropriate food preparation choices when experimenting with and preparing food in a sustainable manner.

Extracts from the Australian Curriculum

Health and Physical Education and draft curriculum documents as they relate to Home Economics and Food and Nutrition.

Health and Physical Education

(Source: Revised Australian Curriculum: Health and Physical Education: Foundation to Year 10, July 2013)

Organisation of learning (p.13)

The curriculum recognises that schools organise learning depending on local needs, resource availability and timetabling structures. The content from the Health and Physical Education curriculum can be organised and delivered in a range of ways and through a number of different school subjects such as home economics or outdoor education.

Home economics (p.13)

Home economics supports students to develop the capacity to make decisions, solve problems and develop critical and creative responses to practical concerns of individuals, families and communities in local and global contexts. Elements of learning in home economics will draw from content in both Health and Physical Education and Technologies in the Australian Curriculum. The primary content that will be drawn from the Health and Physical Education curriculum is in relation to food and nutrition, growth and development, identity, and connecting to others.

The Health and Physical Education curriculum focuses on developing the knowledge, understanding and skills to make healthy choices about food and nutrition. Students learn about this by exploring the influences on these choices and developing the skills to access and assess nutritional information that can support healthy choices. In Health and Physical Education, students learn about the stages of growth and development and take increasing responsibility for their own growth and development by exploring, and learning how to manage, the many different factors that influence their identities. They also develop a practical understanding of how connections to other people influence wellbeing.

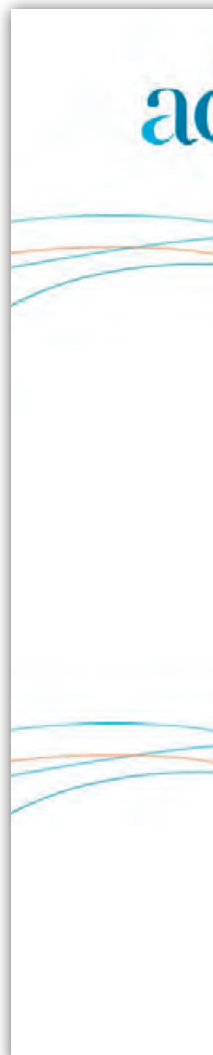
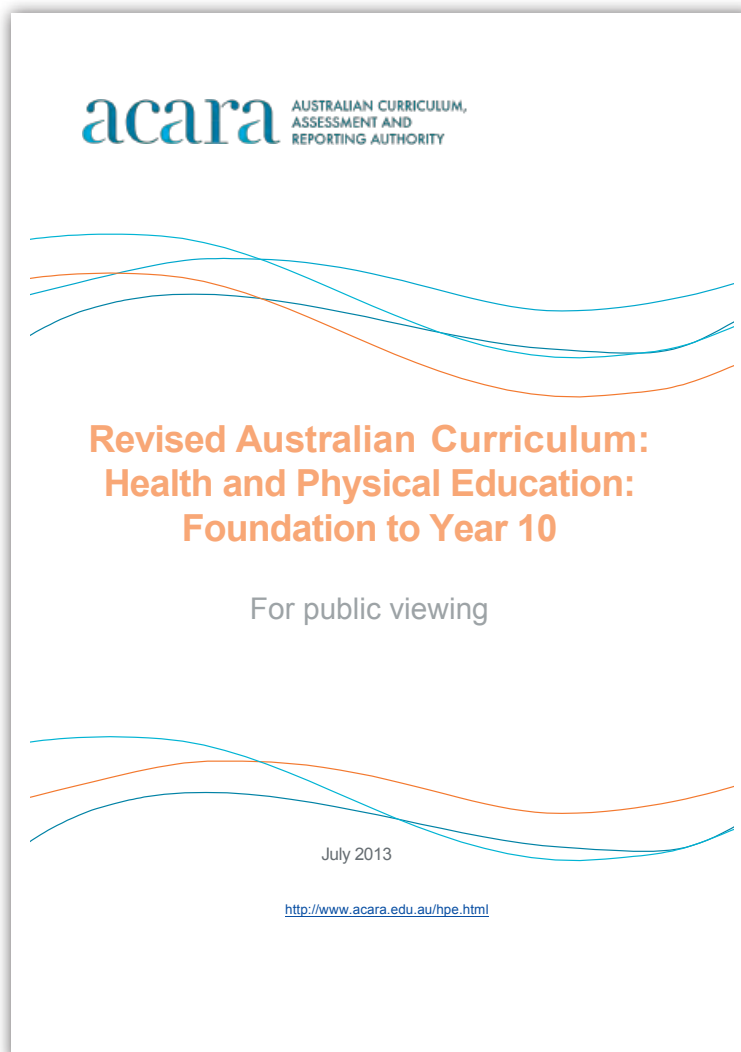
Links to other learning areas

Technologies (p.23)

In the Technologies learning area students learn how to apply nutrition knowledge through the preparation of food from Foundation through to Year 8. It is within the Technologies learning area where students learn practical food preparation skills through the Food technologies context (now called Food specialisations) in the

Design and Technologies curriculum.

Food and nutrition is one of the areas for learning in the Health and Physical Education curriculum. This focus area addresses understanding and making healthy choices in relation to food and nutrition, understanding the range of social, cultural and contextual factors that shape what we eat, and developing and applying the knowledge, understanding and skills to make healthier choices in relation to food and nutrition.



Technologies

Technologies

(Source: Revised Draft Australian Curriculum: Technologies, August 2013)

Links to other learning areas (p. 21)

Health and Physical Education

The Australian Curriculum: Technologies takes account of what students learn in Health and Physical Education. In the movement and physical activity strand of Health and Physical Education, students develop and practise small motor coordination skills which helps students develop and apply manipulative skills in Technologies. In the personal, social and community health strand in Health and Physical Education, students learn about food nutrition, which is then applied in Technologies to the selection and preparation of food when designing healthy food solutions.

Food and nutrition in the Australian Curriculum (p.21)

In the Australian Curriculum students learn about food and nutrition in both Health and Physical Education and Design and Technologies. In the Health and Physical Education curriculum students develop knowledge and understanding of nutrition principles to enable them to make healthy food choices, and consider the range of influences on these choices. In Design and Technologies students learn about nutrition principles and the characteristics and properties of food and then apply this knowledge along with the nutrition principles learnt in Health and Physical Education to the selection and preparation of food to design and produce healthy food solutions. Beyond Year 8 students may choose to study a food-related subject offered by states and territories or they may have the opportunity in Design and Technologies to design and produce solutions in a food specialisation context.

Some states and territories offer Home Economics as a subject, or home economics related subjects. Home economics subjects support students to develop the capacity to make decisions, solve problems and develop critical and creative responses to practical concerns of individuals, families and communities in the local and global context. Elements of learning in home economics subjects will draw from content in both Health and Physical Education and Technologies in the Australian Curriculum. For more information, see Learning in Design and Technologies.

Learning in Design and Technologies (p.32)

Food and nutrition in the Australian Curriculum (p.34)

Student attitudes and behaviour regarding healthy living can be influenced by providing students with opportunities to learn about where their food comes from, how it is produced and how they can prepare it. In the Australian Curriculum students will be taught about food and nutrition in Health and Physical Education (HPE) and in the Technologies learning area through Design and Technologies from Foundation to Year 8. In Technologies students will

learn how to apply the characteristics and scientific and sensory principles of food, along with nutrition principles to food selection and preparation through the design and preparation of food for specific purposes and users. They will also develop understandings of contemporary technology-related food issues such as convenience foods, highly-processed take-away foods, food packaging and food transport.

ACARA will document how food and nutrition are addressed across the Australian Curriculum. This will provide a framework for all young Australians to understand and value food and nutrition across learning areas and specifically within the Technologies learning area as a context for core learning from Foundation to Year 8. States and territories may offer additional learning opportunities in Years 9 to 12.

Home Economics and Health and Physical Education (p.35)

Some states and territories offer Home Economics as a subject or home economics related subjects. Home Economics helps students to develop the capacity to make decisions, solve problems and develop critical and creative responses to practical concerns of individuals, families and communities in the local and global context. Elements of learning in home economics subjects will draw from content in both Health and Physical Education and Technologies in the Australian Curriculum. Content to be drawn from the Health and Physical Education curriculum is in relation to food and nutrition, growth and development, identity, and connecting to others. Students develop the knowledge, understanding and skills to make healthy choices about food and nutrition. They explore the range of influences on these choices and build the skills to access and assess nutritional information that can support healthy choices.

In Health and Physical Education, students become increasingly aware of the stages of growth and development. They take increasing responsibility for their own growth and development by exploring, and learning how to manage, the many different factors that influence their identities. Students also develop a practical understanding of how connections to other people influence wellbeing. They learn positive ways to communicate, interact and relate to others in a range of social and movement-based situations.



Flavour Forecast Recipe

HEIA(Q) was pleased to launch the national 2013 McCormick/HEIA Flavour Forecast Recipe Challenge at the recent HEIA(Q) state conference held in Brisbane. Michelle Thrift, Senior Home Economist for McCormick, together with Convener of the HEIA Education Standing Committee, Dr Janet Reynolds, officially launched the challenge to over 300 delegates at the start of the second day of the conference, Saturday 3 August 2013.

The previous evening, McCormick's Michelle Thrift was guest speaker at the 'Welcome to the QUT Graduands' function and showcased how McCormick predicts flavour trends, why this is important to the industry and of course, took guests through the trends and flavour combinations from the 2013 Report. This, no doubt, whet the appetite of many who were present, inspiring them to involve their students in the related recipe challenge, as evidenced by the number who registered for the competition the following day.

During the conference morning tea and lunch breaks on the day the competition was launched, delegates were able to discuss the challenge with representatives at the McCormick Recipe Challenge table, register their interest and collect a Recipe Challenge Pack. Over 100 delegates registered on the day, with many more registering since. Clearly, many schools are looking at including this curriculum-based design challenge within their classroom plans. The inaugural challenge is well and truly underway!

About the challenge

The challenge is for the students, in teams or as a class, to develop four original recipes that support the McCormick® Flavour Forecast® 2013. Entrants are required to submit:

- four original recipes, one each for four of the five 2013 McCormick flavour trends:
 1. No apologies necessary
 2. Personally handcrafted
 3. Empowered eating
 4. Hidden potential
 5. Global my way

Each recipe must incorporate the set ingredients for the chosen flavour trend, along with additional ingredients of choice. Alternative ingredients are suggested for some of the

unusual, hard-to-get ingredients in the set ingredients—entries will not be penalised for using the alternative ingredients.

- two or three supporting images of each dish
- a costings breakdown
- a justification of, and reflection on the resolution to the recipe challenge.

Judges will be looking for:

- adherence to the design brief
- appeal of the recipes, i.e. how well the ingredients come together to form appealing, quality products
- point of difference, i.e. the factor(s) that make the recipes and the presentation of the final food products stand out from the crowd
- justification of, and reflection on the resolution to the recipe challenge
- presentation of the final food product, i.e. attention to design elements such as colour, texture, placement, focal point etc.





Flavour Forecast 2013 Recipe Challenge

together with heia
Home Economics Institute of Australia

Challenge launched

Schools can submit multiple entries by different teams, and any number of students can be part of a team; however, any one student can be part of only one team (and each team can only submit one school entry).

HEIA has worked closely with McCormick to develop a design brief that is grounded in the curriculum. As a result, the exemplary design challenge/brief has a real-world context, modelling some of the key features of the Australian Curriculum.

Dr Janet Reynolds says, 'HEIA is excited to be involved with McCormick as HEIA values the real-life industry knowledge McCormick can offer. The competition can provide students with experience of how the food industry works and promote creativity with food flavours among teachers and students.'

'We are very excited about the first Flavour Forecast Recipe Challenge. We hope this competition will inspire creative and culinary inspiration within Home Economics classrooms around Australia,' says McCormick Marketing Director, Derrin Johnson.

Supporting resources

McCormick Foods Australia is providing schools with support materials, including an A-Z glossary of flavour ingredients, herb and spice sensory profiles, tips on food styling and photography, a background article on how food trends are identified, as well as some key information on herbs and spices. Due to requests from teachers, a poster has also been developed and is available for the classroom. A PowerPoint presentation has also been developed for teachers to use with students.

All supporting resources are available from the Challenge organiser, Neredith Comrie. Email Neredith at neredith@marketmaker.com.au

Close date

Competition closes 15 November.

For more information or to request a Recipe Challenge Pack, please email neredith@marketmaker.com.au

PRIZES

National prizes

The national winning school will receive a Thermomix for the classroom, valued at \$1939, and the winning team of students will receive \$500.

State prizes

The five state/territory (NT/SA, ACT/NSW, VIC/TAS, QLD, WA) winners will each receive the following prizes:

- a Wüsthof Essential Classic 6-Piece Block Set that includes a 9 cm paring knife, 12 cm utility knife, 20 cm bread knife, 20 cm cook's knife, 23 cm honing steel and 5-slot block, valued at \$779.00 (RRP). All Wüsthof knives come with a complimentary lifetime knife sharpening service.
- 5 pieces from the GreenPan Rotterdam collection, including three frypans, one wok and one sauté pan valued at \$665.00 (RRP). Each piece boasts a super tough, hard, anodised exterior that resists scratches and dents and offers excellent heat distribution for even cooking and browning.
- a supply of McCormick herbs and spices for the classroom.

All participating students will also receive a Certificate of Participation.



World Food Day

16 October 2013

Sustainable food systems for food security and nutrition

'Sustainable food systems for food security and nutrition' will be the focus of World Food Day in 2013. The official World Food Day theme—announced at the start of every year by the Food and Agriculture Organization of the United Nations (FAO)—gives focus to World Food Day observances and helps increase understanding of problems and solutions in the drive to end hunger.



About this year's design

Austrian artist Friedensreich Hundertwasser (1928-2000) used bright colours and organic forms to express a reconciliation of humans with nature, notions that echo this year's World Food Day theme.

What do you have planned? We would love to hear from you!

Please share your World Food Day activities or stories with other members by emailing an article (with separate photos) to Dr Janet Reynolds at janetrey@ozemail.com.au for publication in the HEIA(Q) newsletter.

World Food Day, 16 October 2013

Sustainable food systems for food security and nutrition

Media release, International Federation for Home Economics,

The Food and Agriculture Organization of the United Nations (FAO) celebrates the annual World Food Day on 16th October. This year's theme is "Sustainable Food Systems for Food Security and Nutrition".

The aim is to promote understanding of the main causes of hunger and malnutrition in the world and inform about the strategies required to achieve a hunger-free and sustainable world. The International Federation for Home Economics (IFHE) supports these aims.

Food systems include the production, processing, transport, distribution and consumption of food, from farm to plate. All these processes are challenged by changing climate conditions, reduced crop yields, dependence on non-renewable sources of energy such as oil and minerals, and increasingly concentrated ownership of the international food trade as well as poor food and nutrition competences among many consumers.

Waste of food is a big problem both in developing and developed economies. For example, many rural smallholders around the world do not have access to food storage, processing and packaging facilities, and face problems bringing their products to market. In developed economies overproduction and domestic wastage are major problems.

The development of sustainable food systems would help to reduce these sources of waste. They are characterised by low environmental impacts and protection of biodiversity. They contribute to food and nutritional security and support healthy lives among present and the future populations (FAO/WHO 2013, FAO 2012).

Home Economists in many cultures and traditions around the world strive to implement sustainable food production and transformation by helping women and men manage their daily lives.

As part of the global UN Millennium Development Goals to reduce hunger and poverty, traditional farming patterns and access to land for women need to be reconsidered, especially in developing countries.

Women who receive basic education and training in sustainable farming and food production technologies are more able to improve the nutritional status and health of their families.

The International Federation for Home Economics (IFHE) as a global network of Home Economists and Nutritionists works to improve food security as a means of reducing hunger, malnutrition and poverty in the regions of the world.

To create and strengthen Sustainable Food Systems for Food Security and Nutrition according to FAO recommendations (FAO 2013) the IFHE is committed to:

- sustainable intensification of production as well as of nutrition-promoting farming systems
- nutrient-preserving processing, packaging, transport and storage
- reduced waste and increased technical and economic efficiency
- food safety
- sustainable lifestyle in families by strengthen efficient resource management strategies and consumption patterns in households
- nutrition education and information focussed on sensitizing individuals, households and families acting sustainably reflecting the ecological, social and economic dimensions.

Please join us for the
2013 HEIA(Q)

World Food Day Tour

Itinerary

- 9.00 am** Meet at La Botiga cafe, Mapleton
- 9.30 am** Arrive Obi Obi Essentials for a tour of the market garden and olive processing facility and morning tea (tea, coffee, sweet item and fruit), with an opportunity to purchase local tea or olive oil at wholesale prices
- 12.00 pm** Lunch at Montville Gourmet Pizzeria and Cafe (assorted breads, pizza, gelato and a glass of wine or soft drink)
- 1.30 pm** Maleny Cheese tour and tasting
- 2.30 pm** Visit Colin James, IGA or Co Op, Maleny for the opportunity to purchase cheeses and local produce
- 3.30 pm** Depart Maleny for Brisbane / home

What to bring

Walking shoes that may get dirty, a plastic bag for muddy shoes, hat, water bottle, shopping bags or small esky and ice for purchases.

Transport

We will be car pooling and therefore require volunteers with cars to offer seats to non-drivers. Each passenger will contribute \$10 for fuel directly to the driver. We will organise the car pooling once registrations have been received. Departure times, locations and passenger names for each vehicle will be confirmed on Wednesday 9 October.

Drivers

Please indicate when you register if you will be driving, how many passengers you can take and where you will be departing from.

Non-drivers

Please indicate your departure location when you register so that we can match you up with a driver.

Date: Saturday, 12 October 2013
Start: 9.00 am at La Botiga cafe, Mapleton
Finish: 3.30 pm at Maleny
Cost: \$55 HEIA members; \$65 non-members

Registration is online via the HEIA(Q) website at www.heiaq.com.au/events/other-events or go to www.eventsprom.net/expert/getdemo.ei?id=7200045&s=_40S0M45

Registrations close Monday 7 October

Payment by credit card only at the time of registration.

For more information

Please contact Jennifer Bray, HEIA(Q) Treasurer on j.bray@stpauls.qld.edu.au or 0421 317 793.

For registration enquiries

Please contact Expert Events
 Tel: 07 3848 2100
 Email: heiaqpd@expertevents.com.au

More about OBI OBI Essentials

Olive oil and green tea are just two of the products available from Obi Obi Essentials. The hinterland of the sunshine coast is the home of this family run business that grows and produces olive oil, a mixed variety of green and olive leaf teas that include additions such as lemon myrtle, ginger, turmeric and chai. Alpaca wool is also home-spun and available for sale. Obi Obi Valley is on the Western side of the Blackall Range on the way to Kenilworth. Barry and Alexina's vision is to have a productive farm that is sustainable, organic and uses best farming practices. This is a long-term adventure and one that the Johnsons want to share.



DIARY DATES

OCTOBER 2013

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HEIA(Q) ACKNOWLEDGMENT OF
WORLD FOOD DAY CELEBRATION:
2013 HEIA(Q) REGIONAL
FOODIE TOUR

Contact: Jennifer Bray

Email: pjfluff@hotmail.com

Tel: 0421 317 793

To register: [www.heiaq.com.au/
events/other-events](http://www.heiaq.com.au/events/other-events)

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HEIA(Q) WORKSHOPS:
DIGITAL DIRECTIONS and THE NEW
AUSTRALIAN DIETARY GUIDELINES

St John's School, Roma

9.00 am – 3.30 pm

Email: heiaqpd@expertevents.com.au

Web: [www.heiaq.com.au/events/
workshops](http://www.heiaq.com.au/events/workshops)

Tel: 07 3848 2100

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HEIA(Q) WORKSHOP:
FOODCHOICES CURRICULUM
RESOURCE

Trinity Lutheran College, Ashmore
(Gold Coast)

3.45 pm – 5.45 pm

Email: heiaqpd@expertevents.com.au

Web: [www.heiaq.com.au/events/
workshops](http://www.heiaq.com.au/events/workshops)

Tel: 07 3848 2100

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WORLD FOOD DAY

22-25

THE 14TH INTERNATIONAL MENTAL
HEALTH CONFERENCE

www.workingwithmen.org.au/

NOVEMBER 2013

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HEIA(Q) WORKSHOP:
DIGITAL DIRECTIONS

Northside Christian College,
Everton Park (Brisbane)

9.30 am – 1.00 pm

Email: heiaqpd@expertevents.com.au

Web: [www.heiaq.com.au/events/
workshops](http://www.heiaq.com.au/events/workshops)

Tel: 07 3848 2100

DECEMBER 2013

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HEIA(Q) WORKSHOPS:
DIGITAL DIRECTIONS and THE NEW
AUSTRALIAN DIETARY GUIDELINES

Mackay North State High School,
Mackay North

9.00 am – 3.30 pm

Email: heiaqpd@expertevents.com.au

Web: [www.heiaq.com.au/events/
workshops](http://www.heiaq.com.au/events/workshops)

Tel: 07 3848 2100

AUGUST 2014

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HEIA(Q) STATE CONFERENCE

Brisbane Convention and Exhibition
Centre

1963 REUNION NOTICE

I am seeking to contact the
1963 Home Science College
Graduates from Gregory Terrace
Campus of Kelvin Grove College
for a 50-year reunion to be held
as follows:

Date: Saturday, 19 October 2013

Place: Aspley Hornets, Australian
Football and Sporting
Club, Graham Road,
Carseldine

Time: 11 am–3.30 pm.

CONTACT NERIDA

Tel: 0412 498 106

Email: neridas2@bigpond.com